My question was developed while taking Reading 320 – a course designed to incorporate reading and reading comprehension strategies into the content area classroom. I desired to know which strategies were regularly implemented in the middle-level classroom and which strategies were used by adults.

I chose to interview six middle-level students, two high school graduates (class of 1984 and 2010), and a 61-year-old woman who only reached the eighth grade. They were to answer ten questions about their reading habits and strategies that they actively use on their own.

Based on my research, I determined that if teachers would have given students the option to *choose* what they read, they would create generations of readers versus a population of people who detest to read and find it to be more of a necessary evil. My hypothesis seemed to be confirmed when the interviews revealed that the person with the least amount of formal education, was actual the person who enjoyed reading. The irony here is that one of the goals of teachers is to teach a love of reading. However, “force-feeding” literature (as I like to call it) is not the way to accomplish this.

Reflections on Various Interviews about Reading and Reading Comprehension

This applies to my field of study for obvious reasons. Reading and reading comprehension are not only to be explicitly taught by ELA teachers – it is the responsibility of *all* teachers. While I plan on teaching mathematics, I believe that reading should have its place in my classroom. Understanding how students read and comprehend will ultimately improve the classroom environment and allow me to teach more effectively. Furthermore, the element of choice allows students to have a sense of ownership of their education and therefore motivates them to learn.

STUDENT: Kayla King ADVISOR: Ms. Adrian Decker

Sample Interviews

7th Grade Student  High School Graduate  8th Grade Education