

ABSTRACT

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Title: A TUTOR'S INVESTIGATION INTO STUDENTS' READING DIFFICULTIES

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Year: 2019

College students continue to struggle with reading comprehension well into their post-secondary years. Too often, their struggles with reading are considered secondary to their struggles with writing, or simply ignored by professors and university curriculums at large. This study investigates and synthesizes the literature on college-level reading pedagogy. Furthermore, this study considers teaching methods that professors, administrators, and tutors can use to help students with reading comprehension from a college-aged tutor's perspective. Further quantitative research is needed to fully assess the validity of the teaching methods explored in this field.