

Reading Comprehension in Methodology Students in Universidad Juárez Autónoma De Tabasco

Gladys Hernández Romero, Didora Inés Florencia Lázaro, Luis Carlos Cuahonte Badillo

Abstract – In this investigation we analyze the views that students in Accounting B.A from the Universidad Juárez Autónoma de Tabasco have about the reading comprehension, when the material is indicated as obligatory by the teacher.

For this we had an intentional or convenience sample of 17 students who at the time of administering the measuring instruments designed for this work, they were coursing the Methodology subject. This issue is addressed from the line of the technological innovation, which is cultivated by the members of the “Educational innovation in the processes of teaching and learning” investigation group from the Universidad Juárez Autónoma de Tabasco, of which academic model contributes to the formation of the student, improving the quality of their educational process and enhancing capabilities that affect their personal benefit. The work shows evidence that we are in the presence of digital natives who love electronic devices and prefer as a mean of learning, read voluntarily in the web, rather than as an obligation with a physical text. These results also point the need to incorporate the, subjectivation processes that students develop from these practices to curriculum planning in higher education.

Keywords – Middle Learning, Reading Research, Higher Education, Reading.

I. BACKGROUND

Without any doubt, reading comprehension is still a weak point for students at any level, and the university students are not the exception. When we talk about reading abilities, all the children, or at least most of them, develop these abilities since they start the second year of basic education. It is true that everyone can read, but, do everyone know how to read? Unfortunately, the answer is no. And this answer is obtained after analyzing the definitions of the two phrases implied in this reality: Know how to read – Being able to read.

Scorcia (2010) considers that the performance diffulties of college students are a global problem. An OCDE report (2004) indicates that 25% of young people of the member countries of this organization, leave the system without any diploma.

Knowing how to read is not reading fast and out loud, this is just being able to read.

Knowing how to read is, after finishing reading, knowing what was read, explain it and assimilate it.

This ability is related to significant learning, that is, the kind of learning that is used in the point of view of the individual. Cornejo, Roble, Barrero Y Martín (2012) point that in every education level and all of the education institutions, the pleasure for lecture must be stimulated and in an advanced level, the reading of scientific texts, what should bring us to the permanent stimulation of the critic ability of the readers.

Calderón y Quijano (2010) consider that reading implies the process to multiple levels of reading comprehension, this is, that the readers have to interrelate the meaning of the words, syntax and the writings of the speech, therefore the reader must be in harmony with what is being read.

At the same time López (2009), considers that is undisputed that the value for the development of any society has the literacy of theirs members. At an individual level, the advantages of literacy go from access to so called cultural goods leisure to access and building of knowledge, so, within this outlook, the particular reading satisfies different needs and purposes, from a more utilitarian like the satisfaction of immediate needs in response to our environment, access to cultural goods leisure and promotion in the socioeconomic scale, to more intellectual like reading for learning, to have access to knowledge, expand it, modify it, create new knowledge and spread it, and of course, the pleasure of relishing a good read.

II. OBJECTIVE

Getting to know the opinion of the participants about the reading comprehension, when the material is indicated as obligatory by the professor.

III. METHODOLOGY

The empirical research had base in an intentional sample or convenience sample of 17 students, with a total of 40 students who at the moment of administrating the surveys, were coursing the subject of Methodology in the Accounting Degree. The sample was based on students with ages between 19 and 21 years old

IV. RESULT AND DISCUSSION

The participants in this research are all the students that course the subject of Methodology, and belong to different academic courses. 15% belong to the fifth course, 30% belong to the sixth course, and the 55% left belongs to the third course, as is illustrated in Graphic 1.

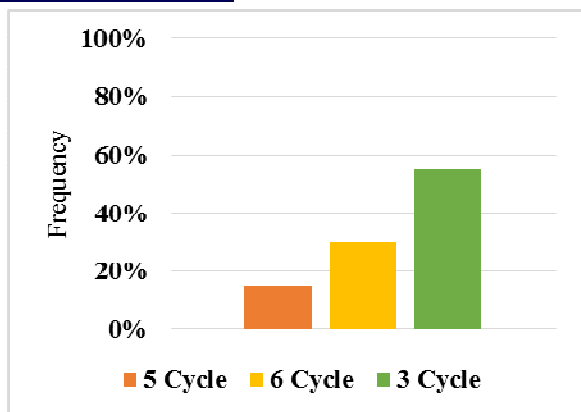


Fig. 1. Cycle they course

Tabla 1. Cycle they course

Answer	Frequency	Percentage
5	3	15%
6	5	30%
3	9	55%
Total	17	100%

The academic model of the Universidad Juarez Autónoma de Tabasco is based in the wholeness of the subject who learns with freedom and curricular flexibility is present in this freedom (UJAT, 2012), since students pick their own schedule and the subjects they want to course starting at the second cycle, this is the reason there are students from three different cycles in this research.

When they were asked if their professors give them readings that bore them frequently, the 100% of the students said yes. It is important to stand out that the process of comprehension doesn't end with only the extraction of the information.

See chart 2

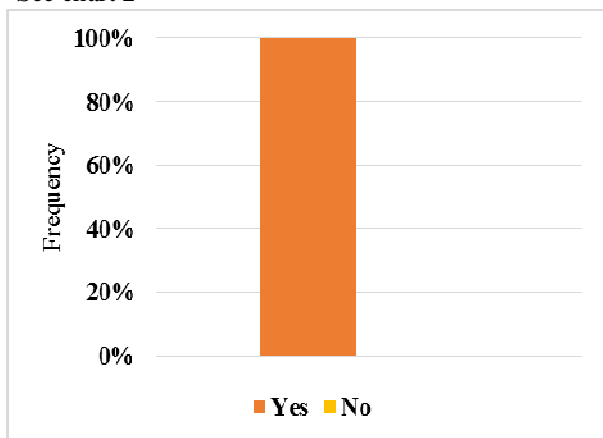


Fig. 2. The student is bored with what he is reading

Tabla 2. The students is bored with what he is reading

Answer	Frequency	Percentage
Yes	17	100%
No	0	0%
Total	17	100%

Reading comprehension is a very complex task for people who doesn't have a reading habit, part of that

complexity consists in for the comprehension exists, semantics ambiguity must be reduced (Burin Saux and Irrazabal, 2012), besides of a will to enjoy the activity.

To respect, Scorcia (2010) comments that addressing to these findings, first of all is necessary to know how students work, what are their cognitive processes in reading and therefore in writing work. That is, reading requires decoding the written code, to master decoding skills of writing, is a fundamental objective of the initial learning of reading in the early levels of education (Mateos, 2009).

In the chart 2, is shown the number of students who show boredom with reading requested by a teacher. Martinez, Diaz and Rodriguez (2011), consider that a concern issued from the globalized education system consists in the crisis of the quality of education, derived from the low level of reading comprehension in university students

Students consider that the principal reason of this bore is the page number that the material contains (25%), others (40%) consider that Methodology is not a part of the accounting subjects, the rest (35%), consider that they don't love reading, and as being stated by Calderón and Quijano (2010), When students read, they must stablish associations with words, turn the sentences into clauses, link these clauses with the information that is in their long term memory, and if everything is correct, they will be learning something. These results can be appreciated in graphic 3.

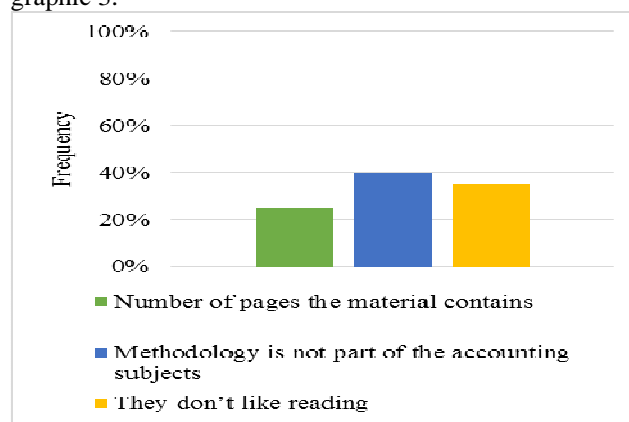


Fig. 3. Reasons

Tabla 3. Reasons

Answer	Frequency	Percentage
Number of pages the material contains	4	25%
Methodology is not part of the accounting subjects	7	40%
They don't like reading	6	35%
Total	17	100%

If we start from the reality that superior education is part of the main wealth that impulses the social, politic and economic development, mainly because of its contribution to the education of professionals and researchers, it is clear

that reading in university students plays an important role. (UJAT, 2015).

To the question about if their professors check these materials in class with the purpose of making an exchange of ideas guided by them, the 80% said yes, the rest (20%) said otherwise, Cornejo, Roble, Barrero and Martin (2012) consider that reading is one of the most important tools to achieve the transformation to an integral education, therefore is important that the professors check the material with their students.

These results are shown in Chart 4

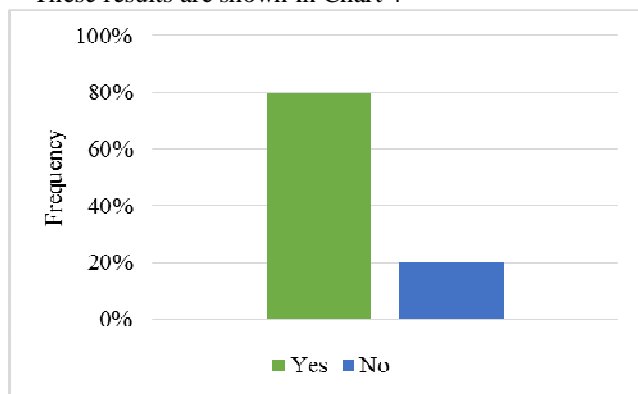


Fig. 4. The professors check the material with their students

Tabla 4. The professors check the material with their students

Answer	Frequency	Percentage
Yes	14	80%
No	3	20%
Total	17	100%

Most of the participants prefer to read on their electronic devices, what they like to read, 26% like to read books, 12% prefer photocopies, 62% prefer to read on their cellphone or another technologic device, as it is shown in graphic 5, Pozo and Monereo (2009) say that the ways of thinking and conceiving the knowledge are related with the use of the technologies.

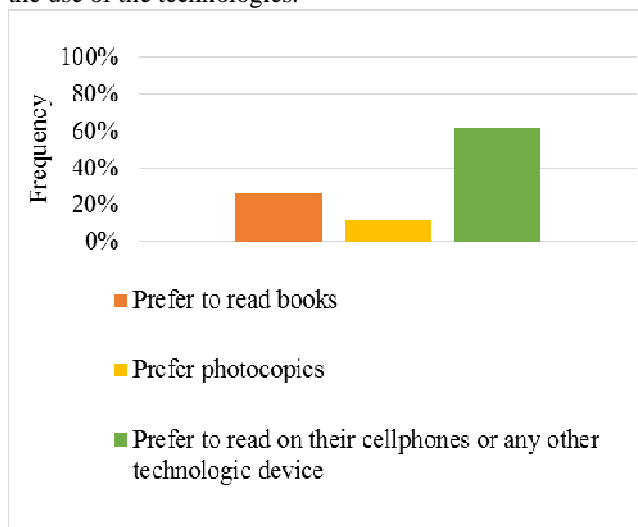


Fig. 5. Preference for the source of reading

Tabla 5. Preference for the source of reading

Answer	Frequency	Percentage
Prefer to read books	4	26%
Prefer photocopies	2	12%
Prefer to read on their cellphones or any other technologic device	11	62%
Total	17	100%

Respect to this, in the 2028 long term development plan (2015), the Universidad Juarez Autónoma de Tabasco contemplates that the vertiginous progress that the knowledge society contemplates in this globalized world, bring along big challenges for superior education, reading comprehension is not exempt, if the students like to read in an electronic device, is convenient that they understand what they read.

Monereo (2009) considers that precisely, this encounter on the web, casual or perhaps purposely with what the student looks for, is one of the dangers of our digitized society, or more specifically googled society, which invades the student and supposes the almost obligatory use of a single system search to try to find data related to a semantic field, but with little or no accuracy or theoretical and methodological rigour.

V. CONCLUSION

The general objective of the research was achieved by identifying the main characteristics and reading comprehension abilities of students in the methodology course.

The achievement of this objective let us answer the main question that guided this research and that was related with characteristics and reading comprehension abilities in students of the Universidad Juarez Autónoma de Tabasco.

To this day university students have distractions that take them away from their intellectual education, offering them moments of idleness and relaxation, this is the case of the cellphone and its devices that are suggested to be used to achieve optimal results in the encouragement to reading comprehension.

It is safe to say that one of the elements with major impact regarding to reading comprehension in university students, is the change introduced by the use of new technologies

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AUTHOR'S PROFILE



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Mexican nationality, and university professor since 1989. Degree in Education with specialization in Social Sciences. Master and Doctor of Education. Full professor at the Universidad Juarez Autonoma de Tabasco, she is teaching at undergraduate and master.

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