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2. Síntesis de la problemática

The current study was a qualitative research which was carried out in a school located in Bogotá. The purpose of this project was to promote reading comprehension strategies in English with tenth graders to contribute for them to make better decisions about their future occupational life. It was found that students had a low reading comprehension level through the application of a reading diagnosis and a survey, both instruments showed that some of them were not sure about what to do after finishing their school life. Several international, national, and local previous studies were considered and revised with the purpose of reaching the proposed objective. Moreover, in order to develop the theoretical constructs in this study, literature related to the following pillars was revised: reading strategies, occupational orientation, and decision making.

As methodological design, the teacher researcher of this study followed the steps of an action research, a pre-questionnaire, post-questionnaire, pre-test, post-test, eight reading workshops and students’ self-assessments for each session were utilized as instruments to collect data. The data analysis was conducted through the Grounded Theory Approach making use of the open, axial, and selective coding. Regarding the findings of this research, it was evidenced that students enhanced their reading comprehension competence through the implementation of workshops which included a reading strategy per class. Besides, the participants knew some information by means of reading about different jobs, and they learnt new content about occupations that are important for their life in order to make good future decisions.

3. Contenido del trabajo de grado

INTRODUCCIÓN

Currently through some laws and decrees, the Colombian government recognizes that education must be adapted to the necessities of the current world and the new generations. This premise
rises in order that educational systems promote the education of citizens who have the abilities to get on in the world they live in. In the Colombian society, English has been seen for a long time as a tool which permits people to have better job opportunities, raise as professionals, travel, create new contacts around the world and so on. Following this premise, through this study it was sought to foster reading comprehension strategies to enrich students’ knowledge about different topics in English.

It is worldly known that reading is necessary in the whole life since it is one of the most important ways to learn or understand new and previous knowledge or information about different aspects no matter people’s professions or occupations. When people read, they are able to talk to others and discuss about any topic since it helps to develop the argumentative level and critical thinking. In order to develop this competence in a formal way, teachers, in many schools, begin this academic process with some short texts and continue increasing the number of words and level of argument. Moreover, reading helps people to use their previous knowledge, as well as the general information presented in each text with the purpose of constructing new ideas. Furthermore, reading permits people to acquire specific vocabulary through diverse kinds of texts, and that vocabulary is to be used as a way of thinking about future decisions, which influence people’s lives. Considering the previous information, there are explained the importance of the English language in the current world; as well as the importance of reading and reading comprehension in schools and the value of vocational guidance in students.

As proposal eight reading workshops were implemented with information related to occupations in order to guide 10th graders about the importance of making better decisions regarding their future professional or occupational life.

**JUSTIFICACIÓN**

The justification for doing this research study rises since most students do not know what academic program to study or what occupation to work at after graduating from school. English classes are a way to obtain information related to work or study options that help students to reflect on the abilities that each one has to be able to perform a profession or occupation, and this can be achieved through the reading of texts in English about occupations or academic programs. Also, the researcher of this study is convinced that with good implementation of English reading strategies, students not only read and understand texts better, but also enhance their English level, and besides learn new content through readings that may be useful for them in the future or in any moment of their life achieving better academic and professional opportunities.

**PROBLEMA**

The need to engage tenth graders while reading texts in English and provide them with information about professions or occupations to perform after graduating from school.

**OBJETIVO GENERAL**
To apply reading comprehension strategies to help students make better decisions about their future occupational life.

OBJETIVOS ESPECIFICOS

- To identify students’ opinions about: reading comprehension, vocational orientation, and occupational choice.
- To design a proposal based on reading comprehension strategies and vocational orientation.
- To analyze how much the implementation of reading strategies actually helped students in the process of making decisions regarding their occupational life.

MARCO TEÓRICO

In order to answer to the research question and give support to this study, there were established two constructs as essential for the development of this study:

First construct: Reading and reading comprehension strategies.
Reading is a process that has to be done in a focused way, although many students do not do it, for that reason, there are poor results at reading competence, Wallace (2004). The author suggests that good readers do not need to read the whole text in order to understand every word, but they are able to use reading strategies (skimming, scanning) that allow them to save time, get a general impression of the article, and look for specific information that the reader is sure is included in the text. Similarly, when students use reading comprehension strategies, they focus their attention on the content more than in the reading process, Grabe (2009). According to McLaughlin (2012), teaching explicit reading comprehension strategies to students increases their comprehension. In addition, through the use of reading strategies, readers have a wider range of possibilities which allow them to understand diverse texts, and appropriate new knowledge, Grabe (2009).

Second construct: Occupational orientation and decision making.
Occupational guidance is relevant so that students make decisions during their school life about their future occupational or professional life. Considering that many students are not sure about what to do after graduating from schools, as teachers, we have to guide learners in the process of making decisions about what to study or work according to their interests and likes. Vocational orientation is divided in three approaches psychological approach, non-psychological approach and global approach.

Psychological approach: It is defined as the individual aspect of the personality, which is modified throughout life. This approach considers attitudes, aptitudes, interests, and weaknesses, as important factors in the final decision about which occupation to choose, Parsons (as cited in Walsh and Savickas, 2013).

Non-psychological approach: In this approach, vocational decision making is related to external
factors to the individual, which in most cases cannot be controlled, since they are factors that reach the individual without prior notice (at random choice, Alvarez (1995), supply and demand Castaño (as cited in Rivas, 1998), and sociological, Rivas (1976)).

Global approach: This approach brings together different contributions between psychological and non-psychological, since it integrates psychological, economic and sociological trends in vocational behavior, Blau (as cited in Cepero 2009).

4. Metodología
This study used a qualitative research method following the steps of an action research. The instruments used for data collection were: pre and post questionnaires, pre and post test, reading workshops and self-evaluation. The population selected for the implementation of this study was a 10th grade group with English level A1 attending to the English emphasis of the school.

5. Resultados
Taking into account the data collected, they emerged two subcategories and a core category regarding the research question:

Core category: According to Strauss and Corbin (2002), the core category emerges from the union of all the results of the analysis and is characterized, since in few words it provides an explanation about the central topic of the research. In this study the core category that emerged for the data was: applying reading comprehension workshops with information related to occupations and their benefits for choosing the best occupation. The core category is the answer to the research question.

The first subcategory had to do with the importance of reading English texts. This category was observed in the data results of the questionnaire (first and second application), and each reading workshop (pre and post reading).

The second subcategory was related to the importance that students learnt new content about future occupational life and enhanced their decision making through reading texts about different occupations. The observed data results were taken from the questionnaire (first and second application), the reading workshops (post reading), and the self-assessment grid during the implementation phase.

6. Conclusiones y recomendaciones
CONCLUSIONES
• Through the readings, students enhanced the comprehension of texts, learned content and also were informed about some occupations which they could perform in their future life based on their interests and decision-making capacity.
• There were students who changed their opinion regarding to a job or career of their preference based on the information learnt from the readings, since they realized that had some affinity for other occupations.
• Reading strategies were helpful for the participants of this study in order to enhance their reading comprehension level.
• Students realized the importance of reading and were able to learn useful information from texts.
• Reading provides tools, so that students made life decisions by means of information related to occupational life.

RECOMENDACIONES

• The process of vocational orientation cannot be delegated solely to the fact of providing information about it, but to potentialize the skills that each person has since childhood.
• Some schools shave to include vocational guidance as a task that can be strengthened and improved from the classes.
• It is essential to work readings that are of students’ interest, making use of reading strategies, in such a way that students may learn not only about attractive topics for their lives, but also improve reading comprehension expanding their vocabulary.
• It is necessary for the teacher to have ample conference spaces so that the guide and implementation of the project are effective.

7. Referencias bibliográficas

- McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. The
**Orientaciones generales:**

El RAE constituye un resumen que facilita la consulta del documento en extenso, por lo que debe brindar la mayor cantidad de información sobre el proceso investigativo y el documento de informe elaborado y entregado, la cual es presentada de manera muy sintética.

Su elaboración debe tomar en cuenta los siguientes aspectos:

- **Reflejar por completo el proceso investigativo y trabajo de grado presentado y sustentado, sin incluir anexos o agregados que no estén incluidos dentro del informe final del proceso investigativo.**
- **Cumplir con el límite máximo de palabras para cada uno de los apartados, redactando de manera muy sintética la información correspondiente.**
- **Emplear letra Arial o Times New Roman 12, color negro, espacio sencillo.**
- **Una vez elaborado el RAE, por parte de los estudiantes, debe ser revisado y avalado por el profesor director del trabajo de grado (asesor), antes de ser entregado al Centro de Investigaciones de la Facultad de Ciencias de la Educación.**
- **Entregar en formato .pdf, al Centro de Investigaciones, junto con el Trabajo de Grado (informe del proceso investigativo).**