University of Victoria | Graduate Studies

Notice of the Final Oral Examination
for the Degree of Master of Arts

of

LARISSA ALABE PADUA

MSW (California State University, 2014)
BA (University of California, 2011)

"The Relation between Shifting and Reading Comprehension in Grade 3 Students"

Department of Educational Psychology and Leadership Studies

Friday, August 17th, 2018
10:00 a.m.
MacLaurin Building
Room A341

Supervisory Committee:
Dr. Gina Harrison, Department of Educational Psychology and Leadership Studies, University of Victoria (Supervisor)
Dr. Sarah Macoun, Department of Psychology, UVic (Outside Member)

External Examiner:
Dr. Mauricio Garcia-Barrera, Department of Psychology, UVic

Chair of Oral Examination:
Dr. Kelli Stajduhar, School of Nursing, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

__Abstract__

Reading comprehension is crucial for academic achievement. While word-level reading and oral language comprehension skills are well-established predictors of reading comprehension, emerging research has been investigating the role of executive function (EF) processes in reading comprehension. The role of shifting – one of the core EF processes – still is underexplored. The purpose of this study was to examine the relation between reading comprehension, shifting, and well-established components of reading comprehension in grade 3 students, across three different shifting tasks. Thirty-six children, ages 8 to 9 years, completed a collection of word-level reading, reading comprehension, receptive vocabulary and EF tasks (working memory and shifting). Results indicated that reading comprehension was significantly and moderately associated with all shifting tasks, word level reading skills, and receptive vocabulary, but not with WM. In addition, each shifting task explained unique variance in reading comprehension after accounting for word-level reading skills. When receptive vocabulary was added to the regression analyses, shifting tasks did not explain significant variance in reading comprehension performance. Results of this study are discussed in relation to existing models of reading comprehension.