8 - Scientific Literacy and Socio-scientific Issues | Empirical

SP - (16403) - DIRECT AND INDIRECTS EFFECTS OF ACADEMIC VOCABULARY AND MONITORING TO SCIENCE READING COMPREHENSION

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Short Abstract

Reading comprehension is a complex skill that requires more than decoding words. In this line, the importance of high- and low-level language processes, such as academic vocabulary and monitoring, are widely explored in their relations to reading comprehension. However, their relations with scientific reading comprehension (SRC) is scarcely. This research evaluate the direct effect of academic vocabulary and comprehension monitoring in SRC, as well as their indirect effect through cognitive flexibility in a sample of 251 Chilean students of upper elementary school (fourth to sixth grade). Results show that both academic vocabulary and comprehension monitoring have a direct effect in the SRC. Comparatively, the effect of academic vocabulary in SCR is greater than the monitoring direct effect, even indirectly through flexibility. These results suggest the importance of low-level processes for SRC, specifically academic vocabulary, as well as the role of cognitive flexibility in explaining performance on SRC tasks.