

RESEARCH STUDENTS' SEMINAR SERIES

**Friday 27 March 2015
10:00 – 11:00**

**SEERC Conference Room
3rd Floor Strategakis Bldg**

“Executive functions and working memory contributions to children’s reading comprehension”

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ABSTRACT

This study examines the contribution of executive functions such as inhibition, updating and cognitive flexibility as well as working memory to reading comprehension in children (8- 10 years of age). Reading comprehension (RC) is a complex, dynamic process by which readers interact with text to construct meaning. Executive functions (EFs) as a collection of distinct processes that work together to exert cognitive control, play a crucial role in child’s goal-directed behavior and contribute significantly to comprehension of text. Through a cross-sectional correlational study, using specific measures for executive functions, working memory and reading comprehension, this study aims to examine the relationship between the EFs and the different reading comprehension aspects and whether this relationship changes with age. We believe that this line of study could eventually inform existing methods of identifying children with comprehension difficulties early on and developing intervention programs for comprehension improvement.

The seminar series is open to all members of *staff* and *students* of CITY and to any *externals* that wish to attend.

