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Modes of processing influencing errors in reading comprehension.

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Modes of processing influencing errors in reading comprehension

Abstract:

Learner's processing styles may play a vital role in their approach to learning, more specifically; the ability to make inferences plays an important role in all areas of language and learning and may contribute to difficulties learners are experiencing at school. It is therefore that the research was directed at investigating a possible relationship between the left hemispheric analytical and right hemispheric holistic processing styles and the types of errors inferential versus literal, made in reading comprehension tasks. The hemispheric processing styles were operationalised as the approach taken to the Rey-Osterreith Complex Figure (ROCF) and the types of errors made on the Stanford Diagnostic Reading Test (SDRT) across two levels of educational development. The sample consisted of grade 4 and grade 10 model C learners from the same schooling district. The data obtained from both assessments were subjected to correlation analyses, chi squared tests, analyses of variances (ANOVAs) and logistic regressions. Finally the results and associative conclusions indicated that there were only modest positive relationships between the predominant hemispheric processing styles and the error types on reading comprehension tasks and the demographics of the learners were the main contributors and accounted for the results discovered in the study as opposed to general hemispheric processing. Thus there is a need to understand the unique dynamics within the country and to explore alternatives to teaching practices to account for the variations evident in the classrooms.

Key words:
Hemispheric processing styles, Reading comprehension, Literal, Inferential, Rey-Osterrieth Complex Figure (ROCF), Stanford Diagnostic Reading Test (SDRT), Language, Ethnicity.