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New Bulgarian University

**INTENSIVE PROGRAMME: SPECIAL ABILITIES AND TALENTS -
PATTERNS OF COGNITIVE PROCESSES IN PEOPLE WITH DISABILITIES**

Title

Reading Comprehension Processes in Hispanic Immigrant Students, Preliminary Data.

Name & Supervisor

Joaquín Ibáñez, Prof. David Saldaña.

Joaquín Ibáñez, from University of Sevilla, started explaining the project "Cognition and Education" (COEDUCA), in which his doctoral research is embodied. In this context, presented some preliminary data of a study focused on Hispanic immigrant students' reading comprehension (who show lower performance in recent National assessments), and the potential effects of the socioeconomic status (SES) that are not usually controlled. 75 children participated (39 immigrants and 36 natives), using mainly a computerized test battery. Results illustrate equivalent performance in reading comprehension between both groups if are equivalent in terms of SES, finding an association between low SES and low performance in reading comprehension, regardless of immigrant origin. The group discussed various ideas that will enrich the final analysis such as age of arrival in the country, the level of proficiency in the reading instruction language, or the possibility of segregating analyzed groups to find better contrast with participants of higher SES.

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Keywords

Reading, Comprehension, Literacy, Immigrants, Socio-Economic Status.