

Working memory, reading comprehension and academic performance

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Abstract

This article presents the results of a predictive – transversal study where the variables working memory, reading comprehension and academic performance in 80 Chilean students of seventh grade, first and the third year of high school were measured. In LECTUM, standardized reading comprehension test for Chile and TAL, an instrument that measures the working memory by reading amplitude. Academic performance was obtained by averaging the annual ratings of the subjects included in the curriculum of each course. The results show that working memory predicts both school reading performance and overall performance and, in the same way, reading comprehension turns out to be a good predictor of school performance.

Keywords:

Working memory, Reading comprehension, Academic performance