

ABSTRACT

The primary purpose of this study was to investigate one sub-skill of comprehension - the use of connectives. The main question explored was whether or not high as well as low achieving students in grade six of Primary schools comprehended prose selections better when they include explicitly stated connectives as compared to when the connectives are implied. This study also examined whether or not some connectives influenced comprehension more than others, whether or not the effective connectives were the same for both achieving groups, and whether or not the sexes differed significantly in their ability to comprehend connectives.

The instrument comprised twenty seven paragraphs which contained the nine connectives investigated. One multiple choice item was prepared for each of the 27 Connectives. A modified version of the paragraphs was also prepared. The comprehension score was determined by the number of questions answered correctly on the Connectives Test. The results were analyzed by 2-Way Anovas and 't' tests.

The major finding was that both achiever groups comprehended prose selections significantly better when they included explicitly stated connectives as compared to when the connectives were implied. Some connectives seemed more influential on comprehension than others, but these were not the same for both achiever groups. High Achievers on the whole performed better than Low Achievers on the Connectives Test, but the performance of the Low Achievers showed that they benefited significantly more from paragraphs utilizing explicitly stated connectives than did the High Achievers. There was no significant relationship between the sexes' ability to comprehend connectives.