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Article

Differential import of language components in determining second language students' Chinese reading literacy performance

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Abstract

The present study examined predictors of reading literacy performance in a representative sample of 1164 Grades 7-11 secondary schools in Hong Kong. Confirmatory factor analyses showed three latent constructs (Essay Writing, Morphology, Segmentation of Text, Text Comprehension, Dictation and Reading Aloud), each serving as a predictor of scaled internal school reading literacy and their interactive effects were found in error correction and writing to dictation copying with reading aloud playing a mediating role. The findings suggest that reading literacy could serve as a screening instrument for reading literacy.

Keywords

Chinese reading literacy components

According to the Progress in International Reading Study Group (PIRSL), Kelly, Mullis, Martin, & Sainsbury (2001), reading literacy relationships. Specifically, the PIRSL

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