

Abstract

This paper explores important predictors of reading comprehension among Chinese-English Bilingual Children in Hong Kong. Predictors of English word reading, vocabulary knowledge and Chinese morphological awareness at age 9 for English reading comprehension at age 11 were tested in this longitudinal study of 133 Hong Kong Children with English as a second language. It is found that they have unique contribution in English reading comprehension. Predictors of English word reading and vocabulary knowledge allied with simple view of reading. Based on this finding, schools and parents can design applicable educational measures with respect to the predictors to enhance children's reading comprehension skills.