



Differences and similarities in component skills reading profiles for native and immigrant fifteen-year-old students in Sweden

Camilla Olsson, University of Gothenburg

Reading is generally regarded as more complex for students who read in a second language (L2), since there are at least two languages involved in the process (Koda, 2007). In PISA 2018, students with a foreign background, both those born in Sweden and those born abroad, performed at a lower level than native Swedish students (National Agency for Education, 2019).

In the present study, various types of data from PISA 2018 were analyzed in order to investigate the patterns of variation regarding different subcomponents of reading ability. The aim was to get a better understanding of similarities and differences in students' component skills reading profiles among categories of students with different language backgrounds. Knowledge about such differences and similarities can potentially be used in the future development of reading instruction for multilingual students.

The theoretical framework used to interpret the results was based on a component skills approach to reading, focusing on how different subskills interact with each other and how much each of these subskills contributes in the reading comprehension process (Grabe, 2009; Koda, 2005).

The results indicate that the investigated categories of students differ in terms of their reading profiles and that they appear to rely on partly different kinds of processes. More specifically, the patterns are similar for the groups of native and second generation students but different for the group of first generation students with regard to the relative importance of higher- and lower-order reading comprehension skills. Finally, this presentation will report on some complementary data from a subsequent qualitative interview study, aiming to provide a deeper understanding of the quantitative results.

Keyword: Second language reading

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