

The role of perspective-taking in mediating the relationship between teacher feedback and reading achievement

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An abundance of studies highlights teacher feedback as a powerful engine empowering

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Method

converted to a multilevel structural equation modeling (ML-SEM) with the school as the

Estimates of the ML-SEM

The results of the ML-SEM are shown in Fig. Perspective-taking had a direct positive effect on reading ($\beta = .22, p < .001$). Students' perception of teacher feedback had a direct effect on perspective-taking ($\beta = .14, p < .001$). Through perspective-taking, teacher feedback



could lie in students' low levels of feedback literacy in general, which in turn led to their failure in using teacher feedback productively. Specifically, Hong Kong students

Our study showed that, although teacher feedback was not directly related to reading achievement in Hong Kong, it was indirectly related to reading achievement by way

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