

From the Editors

This issue of *Reading in a Foreign Language* marks the start of its sixth year as an online journal at the University of Hawai‘i. As we have gained experience with this format, we have learned some of its advantages and disadvantages, mostly advantages. This experience has been part of a decision to make the October 2008 issue a Special Issue With Two Themes. The Internet can give us the luxury of not worrying about the print cost of paper.

The first theme of the October 2008 issue was announced previously as a special issue on *Reading and Vocabulary* to be edited by Rob Waring. The Special Issue will also have an issue parallel to Waring’s on *Reading in Languages Other than English* to be edited by Cindy Brantmeier and Keiko Koda. We want to encourage research that can help fill the huge lacuna in our field involving other foreign language settings and orthographies. Please see the [announcement](#) here.

Once again, we ask all readers of *RFL* who have not yet subscribed to become subscribers—at no cost to you. All subscribers have the option of being notified through e-mail as soon as each new issue is released, but can opt not to receive this information if they wish. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*. *RFL* acknowledges the support of the [National Foreign Language Resource Center \(NFLRC\)](#), the [University of Hawai‘i College of Languages, Linguistics and Literature](#), and the [University of Hawai‘i Department of Second Language Studies](#). Their continued funding is deeply appreciated.

We would also like to acknowledge and thank the following external reviewers who have provided valuable comments on manuscripts through mid-March 2007:

Marilyn Abbott, Nobuhiko Akamatsu, Joe Barcroft, Marsha Bensoussan, Donna Binkowski, Nathan Carr, Carol Chappelle, Wei Chu, Belinda Crawford, Camiciottoli, Beatrice Dupuy, Lynn Erler, Zoreh Eslami-Rosekh, Thomas S. C. Farrell, Marisol Fernández-García, Greta Gorsuch, Megumi Hamada, Jeffrey Hayden, Marc Helgsen, David Hill, Yao Hill, Alan Hirvela, Xiangying Jiang, Kit-ling Lau, Alan Maley, Maria Pigada, Juan Pino-Silva, John Read, Willy Renandya, Susanne Rott, Jeanne M. Schueller, Marie Stevenson, Gail Taillefer, Alan Taylor, Amos van Gelderen, Peter Viney, Carolyn Walker, Rob Waring, and Junko Yamashita.

We would also like to thank the following copy editors:

Keiko Konoeda, Mar Galindo Merino, Treela McKamey, Samantha Ng, Elizabeth Pfaff, and Castle Sinicrope.

We would like to have your feedback to the articles; please feel free to contact us with your reactions, comments, and suggestions.

In this issue

Article

Atsuko Takase presents a study examining the factors that motivate Japanese high school students to read extensively.

Mohammad Hossein Keshavarz, Mahmoud Reza Atai, and Hossein Ahmadi present the interactions that exist among reading comprehension, proficiency, text simplification, and content schemata.

Xiangying Jiang and William Grabe discuss the role of graphic organizers in L2 reading instruction.

Marianne addresses how the theme of racism may appear differently in the original and simplified texts of the same novel.

Reviews

Yurika Iwahori reviews *Fluency Instruction: Research-Based Best Practices* by Timothy V. Rasinski, Camille Blachowicz, and Kristin Lems (Eds).

On Kei Lee reviews Mary Cappellini's *Balancing Reading and Language Learning: A Resource for Teaching English Language Learners K-5*.