

From the Editors

Welcome to a new issue of *Reading in a Foreign Language*, which is completing its fifteenth year as an online journal housed at the University of Hawaii. This is the first issue where Cindy Brantmeier serves as the new co-editor of the journal, along with Richard Day, and Thom Hudson takes on the role of Associate Editor.

First, we want to remind our readers of the Special Issue scheduled for October 2016 that is dedicated to the languages of the growing populations of linguistically diverse learners in the heartland of the USA. As communities across the world struggle with how best to support positive educational outcomes for all students, especially with achievement in literacy, this issue is a call for local, national and international collaborations among university researchers, educational leaders and practitioners. Special attention will be given to the languages of the immigrants of the St. Louis region.

RFL appreciates the ongoing support of the national Foreign Language Resource Center and the University of Hawaii Department of Second Language Studies. We make our semi-annual request that those readers of *RFL* who have not yet subscribed to become subscribers at no cost. Subscribers have the option of being notified through e-mail as soon as each new issue is released. 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, like all top scholarly journals, depends on the support of experts in various areas of second and foreign language reading. *RFL* has become the leading journal in second and foreign language reading, and consequently the number of submissions steadily increases. As a result, we need more and more external reviewers. If any readers of *RFL* would like to be considered as an external reviewer, please contact us with the areas of expertise in of second and foreign language reading.

We would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. As noted above, these scholars make invaluable contributions to *RFL*. The following external reviewers took time to do critical evaluations through mid-March 2016:

External Reviewers

Nobuhiko Akamatsu, Khalid Al-Seghayer, Laurence Anthony, Gillian Claridge, Averil Coxhead, Jan Hulstijn, Hideki Goya, Eunhee Jeon, Kris Kyle, Imma Miralpeix, Luke Plonsky, Mitsue Sandom, Alan Taylor, Billy Woodall, Shiyu Wu, Haesung Yang.

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

We also want to acknowledge our copy editors and thank them for their dedication and hard work.

Copy Editors

Hyunah Ahn, Cheryl Di Cello, Greg Gagnon, Reginald Gentry, Patricia Lorena Bustos Gonzalez, Alex Kasula, Treela McKamey, Jerica Manoa, Mike Misner, Jose Maria Molina Naar, Aki Omote, Dahyun Park, Brian Parrott, Jay Tanaka, Gordon West, Fred Zenker, and Jing Zhou.

In this issue

Articles

Scott A. Crossley & Danielle S. McNamara utilize simplified and authentic texts to examine text-based recall and extra-textual generations with 48 native speakers of Spanish studying English. They found statistically significant main effects for reading proficiency and text level on the number of text-based propositions recalled, with more proficient readers recalling more propositions.

With 91 Turkish and Australian participants studying French, Meral Özkan Gürses and Eric Bouvet contend that cultural, linguistic, and contextual differences between the two groups may contribute to larger variability in reading comprehension than in strategy use or in learning styles. The study investigates a timely topic and substantiates the need for more research that examines the relationship among learning styles, reading comprehension, and reading strategies of learners across different languages.

Shusaku Kida examines whether automatic word recognition is acquired over time and whether the development of orthographic representation is actually “achieved” over time. Participants in the investigation were Japanese university students enrolled in an obligatory course involving a weekly 30-minute sustained silent reading (SSR) activity with graded readers for 12 weeks. The study offers strong rationale for future research on SSR.

Jeff McQuillan analyzed a set of popular fiction series books and concluded that such books can provide a sufficient amount of input, with 98% vocabulary coverage, and consequently could serve as a possible “bridge” to more challenging texts.

With 27 reading textbooks for English as a Second Language, Lia Plakans and Zeynep Bilk use a computational tool called Coh-Metrix in order to investigate whether and how cohesion differs across textbooks written for beginning, intermediate, and advanced second language readers. Large effect sizes were revealed with variables such as length, readability and lexical or syntactic complexity.

Etsuo Taguchi, Greta Gorsuch, Kristin Lems, and Rory Rosszell examine how repetitions in reading a text and having learners read along with an audio model of the text may provide scaffolding for L2 learners’ reading comprehension. The authors provide concrete examples of scaffolding and offer suggestions for future directions for research on intervention practices.

Masayuki Tanabe operationalize temporal measures and show that vocabulary tests do classify lexical knowledge in greater detail. The study examined speed as an index of L2 lexical

knowledge and revealed that that speed of accurate responses on a vocabulary test is a reliable indicator of fast, successful reading comprehension

Discussion Forum

In this issue we have a series of response articles that examine factors from prior publications. Stuart McLean talks about the importance of supporting inferences with evidence, and Jeffrey Huffman responds to a critique of the Huffman (2014) publication. Meredith Stephens discusses the influence of translation as a response to Sakurai, and Víctor R. Quiñones Guerra redefines translations in EFL classrooms through comments on Sakurai (2015). We end the discussion section with Sakurai providing a detailed and informed response to the critiques.