



Advisory and Editorial Boards

Advisory Board

University of Hawai'i, USA

Richard Day, Co-Editor, Reading in a Foreign Language, readfl@hawaii.edu

Thom Hudson, Co-Editor, Reading in a Foreign Language, readfl@hawaii.edu

Richard Schmidt, Director, National Foreign Language Resource Center, schmidt@hawaii.edu

Kimi Kondo-Brown, Interim Associate Dean, College of Languages, Linguistics, and Literature, kondo@hawaii.edu

Editorial Board

<u>Charles Alderson</u>	University of Lancaster, UK	c.alderson@lancaster.ac.uk
<u>Neil J. Anderson</u>	Brigham Young University, USA	neil_anderson@byu.edu
<u>Cindy Brantmeier</u>	Washington University, USA	cbrantme@wustl.edu
<u>Andrew D. Cohen</u>	University of Minnesota, USA	adcohen@umn.edu
<u>Averil Coxhead</u>	Victoria University of Wellington, New Zealand	averil.coxhead@vuw.ac.nz
<u>Julian Edge</u>	University of Manchester, UK	julian.edge@manchester.ac.uk
<u>William Grabe</u>	Northern Arizona University, USA	william.Grabe@nau.edu
<u>Yukie Horiba</u>	Kanda University of International Studies, Japan	horiba@kanda.kuis.ac.jp
<u>Batia Laufer</u>	University of Haifa, Israel	batialau@research.haifa.ac.il
<u>John Macalister</u>	Victoria University of Wellington, New Zealand	John.Macalister@vuw.ac.nz
<u>Sandra McKay</u>	San Francisco State University, USA	smckay@sfsu.edu
<u>Setsuko Mori</u>	Kinki University, Japan	setsukomori@mac.com
<u>Paul Nation</u>	Victoria University of Wellington, New Zealand	Paul.Nation@vuw.ac.nz
<u>David Qian</u>	Hong Kong Polytechnic University, Hong Kong	egdavid@polyu.edu.hk
<u>Sandra Silberstein</u>	University of Washington, USA	tq@u.washington.edu
<u>Fredricka Stoller</u>	Northern Arizona University, USA	Fredricka.Stoller@NAU.EDU
<u>Cyril Weir</u>	University of Surrey Roehampton, UK	cyril.weir@which.net
<u>Eddie Williams</u>	University of Reading, UK	CALS@reading.ac.uk

Editorial Staff

Editors: Richard Day and Thom Hudson, University of Hawai'i, readfl@hawaii.edu

Reviews Editor: Anne Burns, Macquarie University, anne.burns@mq.edu.au

Readings on L2 Reading Editor: Cindy Brantmeier, Washington University, cbrantme@wustl.edu

Assistant Editor: Hanbyul Jung, University of Hawai'i, readfl@hawaii.edu

Web Production Editor: Hanbyul Jung, University of Hawai'i, readfl@hawaii.edu



Reading in a Foreign Language

A refereed international online journal of issues in foreign language reading and literacy

<http://nflrc.hawaii.edu/rfl/>

ISSN 1539-0578

About Reading in a Foreign Language

The online journal *Reading in a Foreign Language (RFL)* is a scholarly international refereed journal originally founded as a print journal in 1983 at the University of Aston, Birmingham, England. The journal moved to the University of Hawai'i in 2002 under the co-editorship of Richard R. Day and Thom Hudson, and Reviews Editor Anne Burns, [Macquarie University](#), Australia. It is supported by 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](#).

Reading in a Foreign Language has established itself as an excellent source for the latest developments in the field, both theoretical and pedagogic, including improving standards for foreign language reading.

This fully-refereed journal is published twice a year, in April and October. The editors seek manuscripts concerning both the practice and theory of learning to read and the teaching of reading in any foreign or second language. Reviews of scholarly books and teaching materials, conference reports, and discussions are also solicited. The language of the journal is English, but lexical citations of languages other than English are acceptable. Additionally, the journal encourages research submissions about reading in languages other than English. From time to time, special issues are published on themes of relevance to our readers. Please see our [submission guidelines](#) for more information.

Although *RFL* is a free online journal, we would appreciate your support as a subscriber. This will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. Please take a few minutes to visit our [subscription page](#).



Information for Contributors

Reading in a Foreign Language (RFL) seeks submissions of previously unpublished manuscripts on any topic related to the area of foreign or second language reading. Articles should be written so that they are accessible to a broad audience of language educators, including those individuals who may not be familiar with the particular subject matter addressed in the article. Manuscripts are being solicited in these three major categories: articles, discussion forum, and reviews. Submission guidelines, general publication policies, general guidelines for reporting on both quantitative and qualitative research are provided below.

[Articles](#)

[Discussion Forum](#)

[Reviews](#)

[Features](#)

[Submission Guidelines](#)

[General Publication Policies](#)

[Guidelines for Reporting on Research](#)

Articles

Articles should report original research or present an original framework that links previous research, educational theory, and teaching practices. Full-length articles should be no more than 8,500 words in length, excluding appendices. Additionally, each submission should include an abstract of no more than 150 words, and a list of five to seven keywords for index and search purposes. We encourage articles that take advantage of the electronic format by including hypermedia links to multimedia material both within and outside the article. All article manuscripts submitted to *RFL* go through a two-step review process.

Step 1: Internal review. The editors of the journal first review each manuscript to see if it meets the basic requirements for articles published in the journal (i.e., that it reports on original research or presents an original framework linking previous research, educational theory, and teaching practices), and that it is of sufficient quality to merit external review. Note that *RFL* follows the guidelines of the sixth edition of the *Publication Manual of the American Psychological Association* published by the American Psychological Association (APA). Manuscripts submitted to *RFL* must conform to APA format. Manuscripts that do not meet these requirements are not sent out for further review. This internal review takes about 1–2 weeks.

Step 2: External review. Submissions that meet the requirements above are then sent out for blind peer review from two to three experts in the field, either from the journal's editorial board or from a larger list of reviewers. This second review process takes 2–3 months. Following the external review, the authors are sent copies of the external reviewers' comments and are notified as to the decision (accept as it is, accept pending changes, revise and resubmit, or reject).

Discussion Forum

Short articles, usually no more than 2,000 words, in the Discussion Forum generally discuss material previously published in *RFL* and may also present replies by the authors to the issues raised in those comments. The Discussion Forum contents are meant to be constructive and professional exchanges about an area of foreign language reading. Discussions go through the same review process as that for full length articles.

Reviews

The journal welcomes reviews of recent publications and resources focusing on a variety of aspects of reading, including research, professional development, classroom approaches, teaching texts, and computer mediated materials. Reviewers should give a clear and succinct description and provide the reader with the means of evaluating the relevance of the material to the targeted field of theory and practice. Reviews should normally include references to published theory and relevant research, and reviews providing a critical or evaluative overview of several publications that have made a distinct contribution to the field of reading research and practice are particularly welcome. Reviews of individual books or reading instructional software are generally 1,200–1,600 words in length. Reviews of multiple texts can be longer. Reviews should include the name, institutional affiliation, e-mail address, URL (if applicable), and a short biographical statement (maximum 50 words) of the reviewer(s). The following information should be included in a table at the beginning of the review:

Author(s)
Title
Publication date
Publisher
Publisher city and country
Number of pages
ISBN
Price

Contact [Anne Burns](#) if you are interested in having material reviewed or in serving as a reviewer.

Anne Burns
Department of Linguistics
Macquarie University
Sydney Australia
anne.burns@mq.edu.au

Features

RFL has two features, *Readings on L2 Reading: Publications in Other Venues*, which first appeared in the October 2005 issue, and *RFL Revisited: Past Articles Today*, which started in the October 2006 issue. Both features appear once a year in the October issue.

Readings on L2 Reading: Publications in Other Venues offers an archive of articles published in other venues during the previous year and will serve as a valuable tool to readers of *RFL*.

Articles may treat any topic within the scope of *RFL* and second language reading. Articles are organized by topic. This feature includes titles of the articles as well as brief summaries. Two additional sections include a list of books, volumes, and dissertations that treat second language reading. For more information, please contact the editor for this feature, Cindy Brantmeier, an associate professor of applied linguistics and Spanish, Washington University in St. Louis.

RFL readers are requested to send to Dr. Brantmeier relevant information on appropriate articles such as author(s), journal, date of publication, and, if possible, a brief summary. Please send to cbrantme@wustl.edu

RFL Revisited: Past Articles Today brings previous *RFL* articles that remain relevant and reprises them in current issues. We ask the author to comment on the article as well as to have others comment on it. Note that *RFL* does not accept unsolicited submissions for this feature.

Submission Guidelines

Please list the names, institutions, e-mail addresses of all authors, and also include a brief biographical statement (maximum 50 words, in sentence format) for each author. (This information will be removed when the articles are distributed for blind review.) Authors must accompany their submission with a statement that the manuscripts has not been published elsewhere or is not being considered for publication elsewhere.

Submissions may be submitted in the following formats: (a) Microsoft Word documents and (b) RTF documents. If a different format is required in order to better handle foreign language fonts, please consult with the editors. Submissions can be transmitted in either of the following ways:

1. By electronic mail: Send the main document and any accompanying files (images, etc.) to readfl@hawaii.edu
2. By mail: Send the material on a disk to the following address:

RFL
NFLRC
University of Hawai‘i at Mānoa
1859 East-West Road, #106
Honolulu, HI 96822
USA

Please check the General Publication Policies below for additional guidelines.

General Publication Policies

The following policies apply to all articles, reviews, and commentaries:

1. All submissions must conform to the requirements of the *Publication Manual of the American Psychological Association* (6th edition). Authors are responsible for the accuracy of references and citations, which must be in APA format. Manuscripts may be rejected if they do not meet APA requirements.
2. Manuscripts that have already been published elsewhere or are being considered for publication elsewhere are not eligible to be considered for publication in *RFL*. It is the responsibility of the author to inform the editor of the existence of any similar work that is already published or under consideration for publication elsewhere.
3. Authors of accepted manuscripts will assign to *RFL* the permanent right to electronically distribute the article.
4. The editors of *RFL* reserve the right to make editorial changes in any manuscript accepted for publication for the sake of style or clarity. Authors will be consulted only if the changes are substantial.
5. Articles are copyrighted by their respective authors, but if published after electronic appearance, *RFL* will be acknowledged as the initial locus of publication.
6. The views expressed in *RFL* do not necessarily represent the views of the National Foreign Language Resource Center, the University of Hawai‘i College of Language, Linguistics, and Literature, or the University of Hawai‘i Department of Second Language Studies.
7. *RFL* expects authors to adhere to ethical standards for research involving human subjects. All manuscripts submitted for consideration must meet the human subjects review established by your institution.

***RFL* Guidelines for Reporting on Research**

Research should generally include the following sections:

An *Abstract* (no more than 120 words)

Five to seven *keywords* for index and search purposes

An *Introduction*:

1. stating the research issue to be investigated
2. presenting the underlying theoretical framework discussing how the research fits with previous research

3. presenting a description of the methodological tradition in which the study was conducted for qualitative research
4. defining the variables
5. stating the research hypotheses

A Method section:

1. describing the participants or subjects and research site
2. presenting a detailed description of data collection and analysis procedures
3. describing the apparatus or materials used
4. explaining the procedures and summarizing the steps employed in the research

A Results section:

1. presenting graphs and tables that help to explain the results
2. for quantitative research, presenting descriptive and inferential statistics used to analyze the data, including the following: (a) the reliability of the instruments used, (b) the statistic used, (c) statistical significance and effect size indicators of the results obtained, (d) how all statistical assumptions were met
3. for qualitative research, data should reflect prolonged engagement, persistent observation, and triangulation, with “thick description”

A Discussion section:

1. presenting an evaluation and interpretation of the results
2. discussing alternative explanations when appropriate
3. causal inferences should be cautiously made, and not based solely on correlational approaches
4. results of the study should not be overly interpreted or generalized
5. linking the results obtained in the study to original hypotheses
6. presenting the implications and any limitations of the study

A Conclusion:

1. including a summary and general implications of the study
2. proposing suggestions for further research

References in APA format

Appendices of instrument(s) used

Contact *RFL*

Reading in a Foreign Language
National Foreign Language Resource Center
1859 East-West Road #106
University of Hawai‘i at Mānoa
Honolulu, HI 96822
USA

readfl@hawaii.edu