

## From the Editors

We would like to call our readers' attention to *RFL*'s next special issue, Reading in Less Commonly Taught Languages, scheduled for April 2013, edited by Professor Neil J Anderson, Brigham Young University, USA. A less commonly taught language, for the purposes of this special issue, is defined as any language, excluding English, French, German, and Spanish. We want to take advantage of the growing research on reading in languages other than those four major languages. We would like manuscripts in all areas of reading, including assessment, research, and pedagogy. Questions, proposals and submissions should be directed to [neil\\_anderson@byu.edu](mailto:neil_anderson@byu.edu). All submissions must be received by Dr. Anderson no later than June 30, 2012.

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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, 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*.

We would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. Without their insightful observations and suggestions, we would not be able to continue the high quality of the articles. The following external reviewers took time to do critical evaluations through mid-September 2011:

Nike Arnold, Tineke Brunfaut, Piera Carroli, Ying-Hsueh Cheng, Gillian Claridge, Carol Fraser, Maiko Ikeda, ZhaoHong Han, Geroge Jacobs, Angela Joe, Fiona Lyddy, Mike Misner, Cyndy Ning, Takako Nishino, John Norris, Mary O'Donnell, Jixian Pang, Amos Paran, Tom Robb, Madeline Spring, Etsuko Taguchi, Osamu Takeuchi, Alan Taylor, Atsuko Takase, Stuart Webb, Adrian Wurr, and Lawrence Zhang.

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Cheryl DeCello, Jennifer Holdway, Jake Kletzien, Valerie Meier, Mike Misner, Laura Mizuha, Samantha NG, Shoko Sasayama, Monica Vidal, Jin Woo, Gretchen Yamaguchi, and Jia Yan.

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**

#### *Articles*

Patrick B. Judge reports on long-term, multi-case study examining the motivations of eager readers in an extensive reading program at a private Japanese high school.

Cindy Brantmeier, Aimee Callender, & Mark McDaniel examine the effects of embedded “what” questions and elaborative “why” questions on reading comprehension with advanced second language learners of Spanish.

Jing Wang & Christine H. Leland report on their study of what beginning learners of Chinese perceive as helpful in learning to recognize characters.

#### *Reviews*

Zahir Mumin reviews *Studies in Language Testing 29: Examining Reading: Research and Practice in Assessing Second Language reading* by Hanan Khalifa & Cyril J. Weir

*Real Reading: Creating an Authentic Reading Experience 1–4* by Lynn Bonesteel, David Wiese, & Alice Savage is reviewed by Pakize Uludag & CeAnn Myers.

#### *Discussion*

John P. Racine comments on an article by Meara & Olmos Alcoy that appeared in Volume 22, #1, April 2010.

#### *Feature*

The feature, “Readings on L2 Reading: Publications in Other Venues,” presents references through 2010 – 2011, by Cindy Brantmeier, Xiucheng Yu, & Tracy Van Bishop.