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## From the Guest Editor

Averil Coxhead  
Victoria University of Wellington  
New Zealand

This special issue of *Reading in a Foreign Language (RFL)* is dedicated to Professor Paul Nation, Victoria University of Wellington, New Zealand, in recognition of his work in the fields of reading, vocabulary, and language learning and teaching (to name a few). This journal is particularly fitting for a festschrift in Paul's honour. Firstly, he has a long association with *RFL* as a member of the Editorial Board and has published regularly with the journal over the last 30 years. Secondly, *RFL* is an online journal with no subscription, which means it is readily available and easily accessible. Finally, the timeframe for this work, from first thought and contact with authors (June, 2008) to published work (April, 2010), means we can present up-to-date perspectives and fresh research in a timely manner. These three qualities of length of association, generosity, and timeliness embody some of the excellent qualities of our colleague and mentor, Paul Nation.

An especially pleasing aspect of this edition is co-authored contributions by supervisors and postgraduate students (Gauvin & Hulstijn, Laufer & Kalovski, Matsuoka & Hirsh, Meara & Alcoy, and Pellicer-Sánchez & Schmitt). Nation himself has published at least six articles in this journal with his postgraduate students (Chung & Nation, 2003; Hirsh & Nation, 1992; Hu & Nation, 2000; Hwang & Nation, 1988; Nagabhand, Nation & Franken, 1993; Nation & Wang, 1999; Wodinsky & Nation, 1988). This list does not include students Paul has encouraged to publish in *RFL* over the years.

What happens when you contact busy people to ask them to contribute to a special issue in honour of Paul? In my experience, you get a resounding "Yes!" followed by a long period of quiet industriousness and then a flurry of interesting, thought provoking, and wide ranging articles. Readers who are familiar with Nation's writing will recognise connections to his work.

Authors in the first section explore aspects of *vocabulary and reading*. Averil Coxhead begins by examining Nation's contribution to these fields. Batia Laufer and Geke C. Ravenhorst-Kalovski focus on lexical coverage, vocabulary size, and reading comprehension. Ana Pellicer-Sánchez and Norbert Schmitt look into incidental vocabulary acquisition from an authentic novel. Warren Matsuoka and David Hirsh report on English language teaching (ELT) course book opportunities for learning vocabulary through reading. The section ends with three articles on reading alone. The first is William Grabe on reading fluency, the second is Hanna S. Gauvin and Jan H. Hulstijn looking on comparing bilingual reading speed, and then John Macalister on the effect of speed reading programmes on reading authentic texts.

The second section on *teaching and learning vocabulary* includes work that is outside the normal brief of *RFL* but connected to other areas of Paul's work. Angela Joe discusses encounters with vocabulary in English for Academic Purposes, Keith Folse looks at explicit focus on vocabulary in classrooms, and Marlise Horst follows with incidental vocabulary acquisition through teacher talk. Tom Cobb covers aspects of computer programmes and language learning which links, in terms of technology at least, with Stuart Webb on glossaries and television programmes. Paul M. Meara and Juan Carlos Olmos Alcoy move the focus to productive vocabulary size and round off this special issue.

I would very much like to thank the reviewers for their time, expertise, and comments that helped shape and improve the quality of this special issue. The reviewers are Doug Biber, Tom Cobb, Sara Cotterall, Tess Fitzpatrick, Keith Folse, Bill Grabe, Peter Gu, David Hirsh, Marlise Horst, Jan Hulstijn, Angela Joe, Alastair Ker, Batia Laufer, John Macalister, Paul Meara, Randi Reppen, Norbert Schmitt, Paul Warren, and Stuart Webb.

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And last but not least, it is a relief that this secret is out. Paul, this is a special edition from us to you. You can see how you continue to inspire us all. Thank you. It's amazing what a boy from Ohakune, New Zealand, can do.

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