

Readings on L2 reading: Publications in other venues 2019–2020

Shenika Harris
Lindenwood University
United States

Haley Dolosic
Washington University
United States

David Balmaceda M.
Washington University
United States

This feature offers an archive of articles published in other venues during the past year and serves as a valuable tool to readers of *Reading in a Foreign Language*. It treats any topic within the scope of *RFL* and second language reading. The articles are listed in alphabetical order, each with a complete reference as well as a brief summary. The editors of this feature attempt to include all related articles that appear in other venues. However, undoubtedly, this list is not exhaustive.

Aghajani, M., & Gholamrezapour, E. (2019). Critical thinking skills, critical reading and foreign language reading anxiety in Iran context. *International Journal of Instruction*, 12(3), 219–238. <https://doi.org/10.29333/iji.2019.12414a>

In this study, the researchers sought to investigate the impact of critical thinking skills on the critical reading abilities and reading anxiety of 177 English as a foreign language (EFL) learners with a first language of Farsi. The California Critical Thinking Skills Test (CCTST) was used to assess participants' critical thinking skills. The CCTST provides several types of scores including a global score and five sub-scales scores (e.g., analysis, inference, inductive reasoning, etc.). The Critical Reading Scale (CRS) and the Foreign Language Reading Anxiety Scale (FLRAS) were also administered to all participants. Results from multiple regression analyses indicated that all of the critical thinking skills subscales were able to predict foreign language reading anxiety and critical reading ability. Additionally, results indicated that when students' subscales of critical thinking skills increased, their critical reading also increased. Likewise, when students' subscales of critical thinking skills improved, their reading anxiety decreased.

Overall, the authors concluded that helping students develop critical thinking skills can help EFL students improve their critical reading levels and decrease reading anxiety.

Akbulut, F. D. (2019). Role of morphological and metalinguistic awareness on reading among Turkish EFL learners. *International Journal of Contemporary Educational Research*, 6(2), 261–277. <https://doi.org/10.33200/ijcer.564134>

This empirical study investigated the relationship between morphological awareness instruction and reading comprehension. Seventy-four Turkish college students studying Translation and Interpreting at a Turkish university were divided into two groups, a control group and an experimental group. Students' English proficiency level was assessed via their responses to the Oxford Quick Placement Test (OQPT), Nation's Vocabulary Knowledge Test (NVKT) and a background questionnaire which included questions regarding their experience with English. Students also completed a 30-item Morphological Correction Test (MCT), which assessed knowledge of prefixes and suffixes reviewed during the treatment intervention, and a three-passage Reading Comprehension Test (RCT), which assessed text comprehension in addition to inferencing skills regarding specific vocabulary words. The MCT and RCT were completed as pre- and posttests. For two consecutive semesters, students in the experimental group received explicit instruction regarding common English roots, affixes and other parts of speech in both written and oral forms, while students in the control group did not receive any morphological instruction. Statistical analyses revealed that the treatment intervention had a positive impact on students' English morphological awareness and reading comprehension skills with the experimental group outperforming the control group on both posttest measures. Given the findings, the researcher encouraged EFL instructors to include some form of explicit morphological awareness instruction in their EFL classrooms.

Alghonaim, A.S. (2019). Impact of related activities on reading comprehension of EFL students. *English Language Teaching*, 13(4), 15–27. <https://doi.org/10.5539/elt.v13n4p15>

With 51 EFL students studying at a university in Saudi Arabia, researchers examined the role of engagement in reading comprehension development. Building on theoretical frameworks such as self-determination theory (SDT) and habits of mind (HoM) theory, this study sought to understand how motivation and HoM lead to engagement in individuals learning to read in an additional language. This study was conducted in order to offer an action plan for updating the reading curriculum to engage students deeply in the content. To test the role of engagement, students in one class were encouraged to engage in pre-reading activities that prepared them to interact with the text, while the other group served as a control that did not have any pre-reading activities. In this quasi-experimental study, students' reading comprehension abilities were measured before and after the course. Students' engagement was measured through their participation in the assigned pre-reading activities across the semester. Based on statistical analyses of these instruments, the author indicated that these pre-reading activities did have an impact on students' reading comprehension abilities with students in the experimental group

outperforming those in the control group. The author expanded on this finding, suggesting that reading engagement improves reading comprehension due to increased motivation stemming from the inclusion of these pre-reading or other such activities. The author encouraged future studies to examine this phenomenon broadly and with larger sample sizes.

Altakhaineh, A., & Ibrahim, M. (2019). The incidental acquisition of English prepositions by Arabic-speaking EFL learners: Evidence from Al Ain University of Science and Technology. *Sage Open*, 9(3), 1–10. <https://doi.org/10.1177%2F2158244019861497>

This study investigated the impact of incidental learning via reading on second language (L2) learners' knowledge of prepositions. Fifty undergraduate students, with an L1 of Arabic and an L2 of English, who enrolled in an English 1 course, were divided into two groups. While both groups had the same instructor and received the same instruction, Group 1 completed reading comprehension activities twice per week. During these reading activities, students would read English texts and answer comprehension questions based on what they had read. No particular emphasis was given to prepositions, rather the activities focused on developing vocabulary knowledge and reading skills in general. In addition, students were told that these reading activities would help them to develop their English reading comprehension. Group 2 served as the control group and did not receive these additional reading comprehension activities. Two assessments, a multiple-choice test to assess receptive knowledge and a fill-in-the-blank test to assess productive knowledge, served as the pre- and posttest measures. Group 1 students also answered questions about the weekly reading comprehension activities and the posttests during an introspective session with the researchers. Results revealed that the incidental learning reading comprehension treatment had a positive impact on students' knowledge of English prepositions with Group 1 scoring higher than Group 2 on both posttest measures. The treatment was especially beneficial for students' receptive knowledge of English prepositions with Group 1 students having statistically significant higher scores than Group 2 on the multiple-choice test. Given the results, the researchers recommended that EFL instructors use similar reading comprehension activities to help with their students' acquisition of English prepositions.

Alyami, M., & Mohsen, M. A. (2019). The use of reading lexicon to aid contextual vocabulary acquisition by EFL Arab learners. *Journal of Psycholinguistic Research*, 48, 1005–1023. <https://doi.org/10.1007/s10936-019-09644-z>

Using leveled lists of vocabulary, such as Nation's reading lexicon to determine and alter the level of difficulty for reading a given text, this study analyzed an implantation of the framework of Contextualized Vocabulary Acquisition (CVA) with 60 female EFL students in Saudi Arabia. Beginning with natural text samples, researchers minimally altered the sample through the application of K-level lists. Then, students in the experimental group were led through scaffolded activities that guided them on the process of acquiring vocabulary through the context present in these texts. Specifically, these learners were directed, when faced with an unknown word, to identify the part of speech, examine the clause, examine around this sentence where the word

was used, and finally to attempt to use a word that holds a similar meaning to test if it was possible that this meaning was correct. Students were assessed before and after this training with measures of word familiarity, word context recognition, and word definition accuracy. Those in the treatment group (approximately 30 of these students) were trained in CVA for 6 weeks while other students experienced minimally guided reading of texts. Those in the experimental or treatment group demonstrated larger gains than those in the control group. The authors took this evidence as encouragement that instructors should learn how to teach this CVA four-part model to help learners gain skills to gather new vocabulary as they read. They, likewise, encouraged the use of K-lists to develop the materials for implementing this CVA in classrooms.

Anam, M. K. (2019). The impact of vocabulary depth and breadth to the TOEFL reading subtest in Iain Kediri. *International Journal of Language Education*, 3(2), 49–57.
<https://doi.org/10.26858/ijole.v3i2.9947>

This study examined the relationship between types of vocabulary knowledge, depth and breadth, and EFL students' performance on the reading section of the widely used Test of English as a Foreign Language (TOEFL) exam. Fifteen EFL undergraduate English majors completed assessments measuring vocabulary size (i.e., vocabulary breadth) and knowledge of vocabulary (i.e., vocabulary depth). To assess their reading comprehension, participants completed a reading section of a TOEFL exam. Results revealed correlations among all items. In particular, there was a strong positive correlation between vocabulary breath and vocabulary depth. Regrading reading comprehension, results found a stronger positive correlation between vocabulary depth and reading comprehension than between vocabulary breadth and reading comprehension. Given the results, the author encouraged all students that wish to do well on the reading portion of the TOEFL to focus on improving their vocabulary knowledge.

Artuso, C., & Palladino, P. (2019). The role of memory updating in shallow native and opaque second language learning. *Second Language Research*, 35(3), 377–396.
<https://doi.org/10.1177%2F0267658318777022>

This study investigated the impact of working memory updating (i.e., the cognitive act of simultaneously maintaining relevant information while eliminating nonrelevant information) on L2 reading skills in children that were learning an L2 (i.e., English) that was orthographically different from their L1 of Italian. A total of 110 Italian fourth graders completed tasks in their L1 (i.e., vocabulary, visuospatial reasoning, word reading, non-word reading, word-in-context reading, reading comprehension, and letter updating) and in their L2 (i.e., word reading speed and accuracy). Results revealed that updating was related to L1 and L2 reading fluency. In addition, memory updating was found to have a direct impact on L2 reading fluency. The researchers concluded that future research should look at the role of updating in the L2 learning of younger children (i.e., second and third graders).

Babayiğit, S., & Shapiro, L. (2020). Component skills that underpin listening comprehension and reading comprehension in learners with English as first and additional language. *Journal of Research in Reading*, 43(1), 78–97. <https://doi.org/10.1111/1467-9817.12291>

Using the simple view of reading as a point of reference, this research investigated the roles of two types of knowledge, lexical and grammatical, on the English reading and listening abilities of young English as an additional language (EAL) learners living in the United Kingdom. Two-hundred and eight elementary-aged children divided into two groups, 134 EAL and 74 native-speakers of English (EL1), participated in the study. In addition to a language background questionnaire, the children completed assessments for the following skills: nonverbal reasoning, word recognition, receptive grammar, reading comprehension and listening comprehension. Results revealed that the EL1 group had higher scores on all assessments, except on the word recognition assessment with both groups having similar levels of word reading accuracy. It was also found that EAL learners' lower reading and listening comprehension scores were due to their English grammar and vocabulary abilities. In addition, path analyses found that vocabulary and grammar knowledge played a central role in EAL learners' reading comprehension. To better understand EAL learners' development of reading and listening comprehension skills, the researchers encouraged more research on the topic especially with other EAL learners.

Bakhtiari, V. (2020). The effects of raising strategy-awareness on EFL learners' reading achievement and reading self-efficacy in different educational settings. *The Reading Matrix: An International Online Journal*, 20(1), 154–171.

In this study, the researcher examined the effect of strategy instruction on the reading abilities and self-efficacy of undergraduate EFL students. A total of 120 students majoring in an English-related field with an L1 of Persian participated in the study. Students were enrolled in three different universities. In addition to completing the Oxford Quick Placement Test (OQPT), all students completed the following pre- and posttest measures: the Reading Self-Efficacy Questionnaire (RSEQ) and several reading comprehension tests taken from the *Intermediate Select Readings Test* (ISRT). While the three experimental groups received explicit cognitive strategy instruction regarding strategies, such as scanning and inferencing, students in the control group did not. Analysis of the data revealed that the strategy instruction had a positive impact on students' reading comprehension and self-efficacy with students in the treatment groups having statistically significant higher post-test ISRT and RSEQ scores than those in the control group.

Brantmeier, C., Dolosic, H., Balmaceda, D., & Li, Y. (2019). Revisiting gender and L2 reading Spanish at the university level: The evolution of reading skill components across instructional levels. *Hispania*, 102(4), 513–527. <https://doi.org/10.1353/hpn.2019.0100>

The study investigated specific language components (i.e., grammar and vocabulary) and relationships to reading by gender across levels of instruction in the United States. The participants in this study were 235 university Spanish learners. In this study, the authors re-

Reading in a Foreign Language 32(2)

examined data collected in a previous study that examined self-evaluation and achievement (Brantmeier et al., 2012). However, in the current study, the authors explored new follow-up questions. There were 51 beginning level participants (22 males and 29 females), 36 intermediate level students (12 males and 24 females), and 148 advanced Spanish learners (38 males and 110 females). All participants completed an online placement test during a 2-month time frame. The test included questions regarding reading, vocabulary, and grammar. ANOVA, MANOVA, and correlational analyses were conducted, and results revealed a significant difference in performance outcomes for reading, vocabulary, and grammar depending upon the participants' gender and level. More advanced-level students scored higher than lower-level students. Results also indicated that females scored higher than males across all levels and tests, with few exceptions. Females and males also scored nearly the same for reading comprehension with novice learners and vocabulary and grammar with advanced learners. There was no significant interaction between level and gender. Overall, the findings showed that the main factor influencing growth in grammar, vocabulary, and reading was proficiency, while gender appeared to have a very small, but nevertheless constant effect.

Brazenas, A. J. (2020). Media circles in the EFL classroom: Furthering student engagement. *Thai TESOL Journal*, 32(2), 65–85.

Situating his work in an era of post-method teaching and responding to a need for increased exposure to and engagement with English language media other than textbooks, the author drew on the promising results of literacy circles to develop a framework for media circles in the EFL classroom. Specifically, 32 Chinese university students in this study interacted in small, intimate groups to discover and negotiate meaning after viewing an episode of a television series. In line with literacy circles, these students took on unique roles (e.g., Summarizer, Vocabulary Hunter, Cultural Collector, etc.), giving them a specific purpose while they watched the episode. As this was action-based research, the instructor-researcher followed a flexible plan of implementation. During the first assignment, the author allowed students to select their own roles and engage in a conversation in their small groups without scaffolding these decisions or interactions through specific prompting. Following the second viewing, the instructor had students who shared similar roles meet with one another to discuss how they had completed the responsibilities of the role, then encouraged them to meet within their original teams. Students felt more confident in the expectations of their roles, yet the instructor wanted to add depth to students' experience of the media. Consequently, in the third set of media circles, the instructor provided students with additional context and colloquialisms to offer opportunities to move beyond the surface level discussion in their small groups. This instructor sought to learn about students' perspectives on the activities and their associated learning. The instructors' observations, students' self-evaluations, and a review of prepared materials offered insight into these inquiries about 6 weeks of these Media Circles (MCs). Students reported a positive attitude toward the experience of participating in MCs, serving in rotating roles and viewing a television series with their peers. Students felt unsure of the autonomy in their roles, as these roles came without strict step-by-step instruction and instead required them to make choices built on sound reasoning. Yet, students felt that this highly autonomous activity helped them to improve their communicative abilities, vocabularies, study skills, and understanding of colloquialisms. When students were asked about

the strategies they used when completing their work, they indicated that repetition was a helpful solution in the face of most challenges. Students also reported that they enjoyed the fact that these MCs were low-pressure and took place within a communicative class dialogue. The facets of the project that students celebrated and feared the most were the same: interaction and autonomy. Taken together, results indicated that MCs were well received by students, improving their confidence and capabilities as measured by self-reports.

Brevik, L. (2019a). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and Writing*, 32, 2281–2310. <https://doi.org/10.1007/s11145-019-09951-w>

Highlighting a crucial need for more in-depth research on the teaching and use of reading comprehension strategies with L2 learners in secondary schools, this study used observational video recording and analysis of a set of teachers and their students in their own classrooms in the Norwegian context to examine when, where, and to what effect reading comprehension strategies were being taught in the daily EFL classroom. Here, students aged 13–15 in their ninth and 10th years of schooling encountered English language instruction for approximately two lessons each week. Focusing analysis on the daily use of strategies rather than on the abstract knowledge of strategies, the researchers reviewed these recordings of a sample of class meetings to identify instances when instructors taught, modelled, prompted, and witnessed the implementation of reading comprehension strategies such as activating prior knowledge and making predictions. The researchers also identified the types of texts studied and examined in the course of the recorded lessons and identified multiple genres of authentic texts that were analyzed in concert or independently. The findings suggested that teachers in this context incorporate both surface-level and deeper-level tasks with readings, offer guidance for scaffolded comprehension, some explicit strategy instruction, and coach on strategies the students had previously learned to increase their daily and independent use. This study provided fine-grained data on different schools, classrooms, and students to allow for detailed examples and comparison among schools. Together, these many data points demonstrated a variability in experiences and a capacity for individualized, responsive instruction for these students. Students were guided through activities that elicited predictions, illustrations, and much more to elucidate the meanings of the texts they encountered. The author emphasized that these students would have experienced strategy instruction before this course, and that these teachers could lean on this knowledge of strategies in their own teaching and coaching of strategy use. Brevik closed with a call toward teaching that emphasizes daily use and implementation of these reading comprehension strategies in dynamic reading situations to prepare students to succeed in future English reading.

Brevik, L. M. (2019b). Gamers, surfers, social media users: Unpacking the role of interest in English. *Journal of Computer Assisted Learning*, 35(5), 595–606. <https://doi.org/10.1111/jcal.12362>

This mixed-methods study examined the L1 (Norwegian) and L2 (English) reading practices of 21 adolescent Norwegians. All participants were in the 11th grade and were classified as poor L1 readers but good L2 readers based on their scores on national reading tests. Information *Reading in a Foreign Language* 32(2)

regarding their language use was collected via surveys, focus groups, language logs and stimulated recall interviews. Analysis of the data revealed that two factors, interests and use of English for various purposes outside school activities, explained their high L2 reading proficiency. Further analysis of daily L2 language use revealed three language profiles for these students based on the large amount of time spent engaging in certain daily activities: the Gamer, the Surfer and the Social Media User. The researcher called for further research on the topic due to the study's findings regarding the close relationship between L2 proficiency and interests.

Cal, Y., & Kunnan, A. (2020). Mapping the fluctuating effect of strategy use ability on English reading performance for nursing students: A multi-layered moderation analysis approach. *Language Testing*, 37(2), 280–304. <https://doi.org/10.1177%2F0265532219893384>

In this study, the researchers explored the relationship among L2 knowledge, reading strategy use ability and L2 reading ability. A total of 1491 undergraduate students, with an L1 of Chinese and an L2 of English, majoring in nursing completed the following measures: the Strategy Use Ability Scale (SUAS), a Grammar Knowledge Test (GKT) and the Nursing English Reading Test (NERT). Multi-layered statistical analyses revealed fluctuating patterns regarding the effect of strategy use ability on students' L2 reading ability. In particular, an increase in students' language knowledge moderated the impact of strategy use ability on English reading ability in a down-up-down pattern for these participants. Given the study's finding that language knowledge impacted students' strategy use ability, the researchers encouraged L2 instructors to consider this phenomenon when adding reading strategy instruction to their curriculum.

Çelebi, S., & Börekçi, M. (2020). The effect of teaching prosody through visual feedback activities on oral reading skills in L2. *The Reading Matrix: An International Online Journal*, 20(1), 101–117.

This mixed-methods study investigated the impact of prosody training on oral reading abilities. Thirty Georgian ($n = 22$) and Yemeni ($n = 8$) students learning Turkish as an L2 served as the participants. Using the Praat 6.0.01 software program, all learners participated in 12 weeks of prosody training which consisted of visual feedback activities to help learn key prosodic elements such as speed and intonation while reviewing common Turkish words. Regarding the quantitative data, learners' recorded readings of “Şakayı Sevmem” by Nasreddin Hoca served as the pre- and posttest measure. Qualitative data were collected via semi-structured interviews. Results showed that the prosody training had a positive impact on learner's speed, intonation, pause and focus when orally reading Turkish with all learners having better scores on the posttest measure. In addition, the participants felt that the visual activities aided in their Turkish speaking and reading abilities and that using such activities was an enjoyable experience.

Celik, S. (2019). Intelligence differences and mediation factors: A sequential explanatory study of improvement of EFL undergraduate students' reading comprehension skills. *International Journal of Language Education*, 3(2), 128–145. <https://doi.org/10.26858/ijole.v3i2.9577>

With 95 EFL students in their junior year at a private university in Iraq, this study examined the effects on reading comprehension resulting from a new course design implementing theoretical understandings from the theory of Multiple Intelligences (MI) as compared to standard teaching practices. Drawing from MI frameworks, the researcher developed reading activities that were tailored to each of the types of intelligence highlighted in the MI frameworks (e.g., verbal, intrapersonal, naturalistic, etc.). Students in the treatment group completed a carefully created and translated MI survey to determine their strongest domains of intelligence. Students then began their work for the term in “learning centers” that emphasized the skills which related closely to their dominant intelligence. Students in the treatment group rotated among these interactive reading comprehension activities designed to align with domains of intelligence outline in MI theories, working on all domains including those in which they demonstrated great capacities. The control group did not experience this variety of activities and received no instruction tailored to their specific strengths among the MI. Throughout the 16-week study, students completed an Oxford online proficiency test and 14 progress tests to measure their achievement in reading comprehension. Findings indicated that the treatment group did outperform the control group in this quasi-experimental study with the initial assessment indicating equal levels at the start of the experiment and consistently better performance for those in the treatment group on the assessment measures. When sub-divided into groups by their different domains of intelligence, results (e.g., verbal, logical, musical, kinesthetic, etc.) indicated that those in the treatment group who shared that dominant intelligence outperformed their equated peers in the control group. The author offered key discussions on varied intelligence types, indicating that, for example, logical thinkers were particularly likely to have enthusiasm for detail-oriented tasks. Taken together, these results suggested that using MI to plan varied approaches to engaging with material led to improved reading skills. The author noted that this evidence established the central principle that while some intelligences may be more closely related to the skill of reading comprehension, students do not have to align most strongly with those types to be successful; rather, a variety of activities across intelligences provide an opportunity for improvement in reading skill.

Cequeña, M. B. (2020). Correlations of self-perception in reading and in writing, reading and writing performance in web-mediated and conventional writing instruction. *Education and Information Technologies*, 25, 1067–1083. <https://doi.org/10.1007/s10639-019-10002-8>

This study examined the reading-writing connection and investigated the relationship between self-perceptions and literacy performance. Seventy-six undergraduate ESL learners were divided into two groups based on their method of writing instruction. The experimental group received web-mediated ESL writing instruction and the control groups received more traditional ESL writing instruction. Before and after the 13-week writing instruction, students completed measures that assessed their reading comprehension, writing abilities, and self-perceptions in reading and writing. Results revealed that both methods of instruction had a positive impact on

students' writing skills but not on their reading skills. In addition, positive correlations were found between the following pairs: reading performance with writing performance and self-perception in reading with self-perception in writing. The researcher encouraged future research on the topic to explore the impact of other factors on students' literacy performance such as intelligence level and proficiency level.

Chang, C-S. (2019a). Effects of narrow reading and listening on L2 vocabulary learning. *Studies in Second Language Acquisition*, 41, 769–794. <https://doi:10.1017/S0272263119000032>

This research study investigated the impact of extensive reading, in the form of narrow reading with listening, on the L2 vocabulary acquisition of ESL learners. A total of 60 Taiwanese undergraduate students between the ages of 18 and 20 years old read three graded readers in one of two groups. Although both groups practiced narrow reading that included listening, the T-Group read three versions of *The Railway Children* and the G-Group read books related to Sherlock Holmes. Students completed tests on various facets of vocabulary knowledge (i.e., spelling, meaning and correct use) before, immediately after, and 5 weeks after the narrow reading activities. Regarding students' English vocabulary acquisition, results revealed that narrow reading while listening had a more positive impact on students' knowledge of vocabulary meaning, both in aural and written form, than on their ability to correctly use and spell English words. In addition, seeing words more frequently and having glosses resulted in greater L2 vocabulary acquisition. Given that the results pointed to the beneficial nature of narrow reading plus listening on L2 vocabulary acquisition, the author called for more research on the topic especially concerning which groupings of texts (i.e., same topic, random topic, etc.) result in better L2 vocabulary acquisition and overall reading ability.

Chang, C-S. (2019b). The effects of repeated oral reading practice on EFL learners' oral reading fluency development. *The Reading Matrix: An International Online Journal*, 19(2), 103–113.

This mixed-methods study investigated the impact of repeated oral reading on the oral reading fluency of EFL learners majoring in hospitality at a university in Taiwan. A total of 44 first-year undergraduate students were divided into four language proficiency groups, ranging from beginner to low intermediate, based on their scores on a brief sight-word assessment in English. Throughout the 3-month study, all students practiced reading aloud to themselves and to their assigned teaching assistant who aided them with unknown vocabulary, reading comprehension and reading accuracy among other activities. Students practiced oral reading for a total of 1 hour and 40 minutes during class time each week, and their time was recorded for each reading session. Results showed that all students, regardless of their level of English language proficiency, improved their reading fluency of the 110-word text that served as the pre- and posttest indicating that the practice of repeated oral reading was a beneficial intervention. Given the results and students' high satisfaction with oral reading practice as expressed during the

interview sessions, the researcher encouraged further research on the topic in addition to identifying which proficiency levels benefit more from this type of intervention.

Chanthap, N., & Wasanasomsithi, P. (2019). The effect of integration of a blended learning and extensive reading instructional model on Thai EFL undergraduate students' learner autonomy. *Language Education and Acquisition Research Network (LEARN) Journal*, 12(2), 76–96.

With 40 Thai EFL undergraduates, this study examined the incorporation of blended technologies in an extensive reading model designed to facilitate the development of learner autonomy in English reading comprehension. To develop this learner autonomy, the research team pinpointed the need for knowledge, skills, motivation, and confidence for these students. Furthermore, the authors were encouraged by the prospect of incorporating online, authentic reading tasks into the experiences of their learners. With blended learning where some online, independent tasks serve as part of the regular course experience, students had to be active participants in their learning, a requirement of autonomy in learning. Students participated in 14 classes, including face-to-face instruction, in-class online reading sessions, and independent extensive reading online. Face-to-face instruction focused on teaching reading and metacognitive strategies explicitly. Online reading incorporated reading quizzes, discussion boards, assignments, and collaborations within the online platform. Students read independently on a specific topic and collaborated as a team to share the information on their topic through Facebook as a written post. Students also read ebooks online from a set of 150 graded readers. This reading was incentivized through grading schemes that allowed students to choose their books' levels and topics, but required them to read certain amounts of content to achieve the same point values. In addition to these classroom activities and online assignments, students completed pre and post-questionnaires of learner autonomy in addition to an interview about their autonomy as learners. Reported results indicated that students' autonomy was rated at "moderate" at the beginning of this study and was rated at "high" following the classroom and online activities and instruction. Students particularly improved in their ability to monitor their reading. The authors took the students' move toward greater monitoring steps that focused on how much they were understanding and identifying what they did not understand as a signal that these learners were taking on the responsibility that had previously rested mostly on the instructor in this context. Students also indicated, after this learning experience, that they were able to evaluate their own reading comprehension and make decisions about successful strategy use in reading performance. Students also felt confident in their abilities to plan their reading thoughtfully and engage deeply with the texts in a meaningful, purpose-driven manner. Researchers took the students' increased scores of learner autonomy and positive responses during interviews to affirm that this blended learning experience did enhance learner autonomy in L2 reading comprehension.

Chen, K. T. (2020). Searching strategies and reading strategies for English E-journal articles used by EFL graduate students. *Education and Information Technologies*, 25, 665–680. <https://doi.org/10.1007/s10639-019-10007-3>

This study investigated the strategy use (i.e., search and reading) of EFL graduate students as they interacted with online academic articles. A total of 400 graduate students attending various universities in Taiwan completed a researcher-developed questionnaire based on the Online Information Searching Strategy Inventory (Tsai, 2009) and the Journal Article Reading Strategy Inventory (Chen, 2017) to self-report the strategies that they use to interact with online journal articles in their L2. Results revealed that, according to students, their most used searching strategies were knowing how to use a web browser, using advanced-search functions, considering English keywords before searching, browsing titles, and scanning the abstract. In addition, students saw all searching strategies, regardless of domain (i.e., control, trial and error, purposeful thinking, etc.), as valuable. Results also revealed a high usage of reading strategies with using images (i.e., pictures, tables, etc.) to increase understanding, reviewing introductory information (i.e., title and abstract), and paying attention to particular information (i.e., method, conclusion, etc.) being the most frequently reported strategies. Overall, students that frequently used searching strategies were likely to frequently use reading strategies as well. Finally, a correlation was found between time spent reading online and strategy use with students reporting more strategy use the more they read online.

Chung, K. & Lam, C. (2020). Cognitive-linguistic skills underlying word reading and spelling difficulties in Chinese adolescents with dyslexia. *Journal of Learning Disabilities*, 53(1), 48–59. <https://doi.org/10.1177/0022219419882648>

This research examined the literacy-related difficulties (i.e., word reading and spelling) of 7th grade students diagnosed as having dyslexia. The study also examined the contributing role of morphological awareness to students' abilities in spelling and word reading. 55 Chinese students with dyslexia and 55 Chinese students without completed 13 measures that assessed: nonverbal intelligence, English and Chinese word reading, English and Chinese word spelling, English and Chinese phonological awareness, rapid letter and digit naming, English and Chinese morphological awareness, and English and Chinese vocabulary knowledge. Results indicated that when compared to non-dyslexic students, students diagnosed with dyslexia showed difficulties in all assessed areas except for Chinese phonological awareness. Also, morphological awareness was found to be a predictor of Chinese and English word reading and spelling abilities for all students regardless of a dyslexic diagnosis. Similarly, English phonological awareness was found to be a predictor of English spelling and word reading abilities for all students regardless of a dyslexic diagnosis. Given the study's findings of co-occurring literacy difficulties for these students diagnosed with dyslexia, the researchers called for instructional intervention to help improve their literacy skills.

Dardjito, H. (2019). Students' metacognitive reading awareness and academic English reading comprehension in EFL context. *International Journal of Instruction*, 12(4), 611–624.
<https://doi.org/10.29333/iji.2019.12439a>

This mixed-methods research explored the relationship between metacognitive reading awareness and reading comprehension. 373 freshmen undergraduate EFL learners living in Indonesia participated in the study. To assess reading comprehension, all learners read two science-based English texts and then paraphrased what they had read (i.e., Paraphrasing Recall Protocol). In addition to the reading comprehension tasks, all learners also completed the Metacognitive Reading Awareness Inventory (Miholic, 1994). To gain more insight regarding the survey responses, 20 participants participated in focus group interviews. Results revealed that there was no statistically significant correlation between the learners' metacognitive reading awareness and their reading comprehension of the two texts. Students' inventory and interview responses indicated that students had a high awareness of their reading strategies with strategies related to understanding unknown vocabulary words being the most widely used reading strategy. Given the study's finding regarding students' high metacognitive reading awareness but low reading comprehension, the researcher called for more research regarding the relationship among vocabulary knowledge, reading comprehension and metacognitive reading awareness.

Echauri Galván, B., & García Hernández, S. (2020). Traducir en colores: la traducción como herramienta de evaluación de la comprensión lectora en inglés como lengua extranjera | [Translating in colours: Translation as an assessment tool for reading comprehension in English as a second language]. *Revista Española de Pedagogía*, 78(276), 327–346.
<https://doi.org/10.22550/REP78-2-2020-07>

This study examined the use of translation to help assess L2 reading comprehension. Specifically, this research looked at the use of intersemiotic translation, also known as text-illustration transmutation. 47 elementary students, with an L2 of English, between the ages of 8–9 served as the participants. After seeing an example, students read a text and made a transmutation, or symmetrical illustration, of what they had read. A variety of translation procedures classified as positive (i.e., literal translation and explicitation) and negative (i.e., elision, amplification, and alteration) were used to analyze the students' transmutations. Analysis of the students' drawings using a mark scheme showed that students included many positive translation procedures with literal translation being the most widely used technique. However, while students' drawings at times modified what they read in some way, the modifications were not major and generally included minor elisions (i.e., leaving out a character's physical characteristic) and alterations (i.e., incorrect color or size of something). The researchers concluded that this type of translation activity was a beneficial method in helping assess L2 reading comprehension for both L2 students and (L2) instructors and can be easily adapted and used in a variety of educational settings with all proficiency levels.

Elgort, I., Beliaeva, N., & Boers, F. (2020). Contextual word learning in the first and second language: Definition placement and inference error effects on declarative and nondeclarative knowledge. *Studies in Second Language Acquisition*, 42(1), 7–32.

<https://doi.org/10.1017/S0272263119000561>

The researchers conducted two experiments to explore word knowledge development (i.e., declarative and nondeclarative) during the L1 and L2 reading process. In Experiment 1, 55 undergraduate students with an L1 of English read English passages containing target words in one of the following treatment conditions: (a) errorless condition in which participants saw the target word definitions before reading the passage, (b) trial-and-error condition in which participants saw target word definitions after reading the passage and supplying a definition for the target words, and (c) control condition which was identical to the trail-and-error condition with the exception of participants never seeing the definitions of the target words. For posttest measures, participants completed a self-paced reading which assessed their nondeclarative knowledge and a meaning generation task to assess their declarative knowledge. Experiment 2 was identical to Experiment 1 with the exception of the participants, which were 52 university students with an L1 of Chinese. Results revealed that the trail-and-error treatment resulted in better word knowledge, both declarative and nondeclarative, for all participants. In addition, L1 readers had higher inference accuracy than L2 readers for all treatment conditions. Given the results, the researchers encouraged the use of dictionaries during L2 reading activities in the L2 classrooms to help students improve their vocabulary knowledge.

Eppard, J., Baroudi, S., & Rochdi, A. (2020). A case study on improving reading fluency at a university in the UAE. *International Journal of Instruction*, 13(1), 747–766.

<https://doi.org/10.29333/iji.2020.13148a>

With an understudied population of 61 university students in the United Arab Emirates, researchers sought to examine reading fluency and reading comprehension particularly with reference to the Listening while Reading (LWR) framework. Listening while Reading is the practice of having a student listen to a well-executed recording of a passage while they are reading the passage. The authors focused their inquiry on the students' perceptions of LWR, reading habits, and performance outcomes (such as reading rate, accuracy, and comprehension). For this qualitative and quantitative exploratory case study, pretests and posttests were used to examine the impact of intervention, and post-intervention interviews were conducted with the experimental group teachers and with the students who participated in the focus groups. The participants, who were students enrolled in English courses before starting their majors at an English-medium university, were given access to a reading application for iPad, Reading A-Z, employing a variety of children's literature on the app to foster adult literacy development. For 8 weeks, all students read the same stories with one group reading while listening and the other group reading without listening to a recording. Students completed one-on-one read aloud testing and comprehension checks before and after this treatment. Teachers believed that LWR improved students' motivation to read and students in this experimental group perceived improvement in their vocabulary, spelling, and pronunciation. Yet, scores, in terms of rate, accuracy, and comprehension, did not differ between those who had listened while reading and

Reading in a Foreign Language 32(2)

those who had not. The authors concluded that LWR appeared to have little effect on reading comprehension and fluency after 8 weeks of intervention in this context.

Eren, O., Kılıç, M., & Bada, E. (2020). L1 and L2 read speech habits: Pause patterns from a crosslinguistic perspective. *The Reading Matrix: An International Online Journal*, 20(1), 186–200.

This study examined the prosodic features of the read speech, or oral reading, of learners of English. More specifically, the researchers looked at the learners' pause patterns when orally reading coordinating conjunctions. A total of 40 adult learners of English with an L1 of Turkish, Swahili, Hausa or Arabic participated in the study. To examine pause patterns when reading coordinating conjunctions in their non-native language, each learner was recorded while reading *Little Red Riding Hood* aloud. The researchers also measured participants' L1 pause patterns by recording a subset of the learners as they read sentences in their L1 that contained coordinating conjunctions. Results revealed that all learners, regardless of L1, had longer pauses when preceding the coordinating conjunction of 'and' than compared to following this conjunction, a prosodic feature that is true of L1 English speakers. In general, this finding was also true for the other conjunctions (but, or, so). Regarding the L1 data, all learners had longer pauses preceding the conjunction 'and,' although the longer pauses for the Hausa group were not statistically significant. Longer statistically significant preceding pauses were found for the conjunction 'but' for the Turkish and Arabic groups, the conjunction 'or' for the Turkish and Swahili groups, and the conjunction 'so' for the Turkish and Arabic groups. Due to the lack of research in this area, the researchers encouraged more researchers to further examine this topic in an effort to help learners of English improve their English language skills.

Fathi, J., & Afzali, M. (2020). The effect of second language reading strategy instruction on young Iranian EFL learners' reading comprehension. *International Journal of Instruction*, 13(1), 475–488. <https://doi.org/10.29333/iji.2020.13131a>

This 12-week study investigated the impact of reading strategy intervention on the reading comprehension of Iranian EFL learners. 48 adolescent females, between the ages of 11 and 13, served as the participants. The learners were considered to have a lower intermediate proficiency level in English, according to their Oxford Placement Test (OPT) results, and they were randomly assigned to a control group or an experimental group. Each group received a different reading instruction during class time. Students in the control group were taught using the traditional method which consisted of reviewing new vocabulary, reading English texts aloud, translating English texts and reviewing oral comprehension questions. Students in the experimental group were taught using a five-stage reading strategy instruction design based on the Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994). The CALLA (approach) included stages such as preparation, evaluation and expansion. To measure the effectiveness of the intervention, both groups completed the same pre- and posttest reading comprehension assessment. Results revealed that all students, regardless of group, *Reading in a Foreign Language* 32(2)

benefited from their designated reading instruction and performed better on their posttest reading comprehension tests than their pretests. Regarding the effectiveness of the types of reading strategy instruction, results revealed that students in the experimental group had statistically significant higher posttest reading comprehension scores than those in the control group. Given the results, the researchers recommended that EFL instructors include reading strategy instruction in the general EFL curriculum in order to help learners improve their English reading comprehension.

Fitriani, S. S., Erdiana, N., & Samad, I. A. (2019). Visual representations and comprehension: The exploration of image-word relations and types of design. *International Journal of Language Education*, 3(2), 27–40. <https://doi.org/10.26858/ijole.v3i2.9414>

This qualitative study examined the use of visualization as a reading comprehension strategy for EFL learners. 26 college students enrolled in an Interpretive Reading course served as the participants. While silently reading the “The Three Feather Story” narrative text, students were urged to create mental visualizations of the text. Next, students shared their understanding of the text with other participants before drawing individual external visualizations of the text. Using the works of Chan and Unsworth (2011), Chan (2010) and Unsworth and Chan (2009) to analyze the visualizations, the researchers found that students used a combination of words and images to represent their understanding of the text. More importantly, this word-image combination was able to accurately communicate students’ understanding of what they had read, especially when these combinations showed an equivalent, additive or interdependent relationship. Also, the researchers found that the actual design of the visualization was another way that students expressed their understanding of the text itself and the genre of the text. Given the findings, the researchers concluded that EFL/ESL instructors can use students’ visualizations as a tool to assess students’ comprehension of a written text.

Francis, D. J., Rojas, R., Gusewski, S. Santi, K. L., Khalaf, S., Hiebert, L., & Bunta, F. (2019). Speaking and reading in two languages: On the identification of reading and language disabilities in Spanish-speaking English learners. *New Directions for Child and Adolescent Development*, 166, 15–41. <https://doi.org/10.1002/cad.20306>

This research used multivariate multilevel models to explore variability in the reading and speaking development of young English language (EL) learners with an L1 of Spanish. Using data from the Oracy/Literacy Development of Spanish-Speaking Children (OLDSC) project and the Success through Academic Interventions in Language and Literacy (SAILL) project, this study looked at data collected from 4,134 learners’ performance on various subtests of the Woodcock Language Proficiency Battery-Revised, specifically the Broad Reading Cluster and Oral Language Cluster, in the fall and spring of kindergarten, first and second grade). Results revealed great variability in students’ language and reading development for both their L1 and their L2 throughout their early elementary years. Results also revealed that when identifying language and reading problems, instructors and administrators must also consider several factors, *Reading in a Foreign Language* 32(2)

especially the language of instruction (i.e., students' L1 or L2), outcome focus (i.e., oral skills or reading skills) and when the measurement took place. All of these factors impact students' performance and thus must be considered when assessing EL learners for language-related problems.

García, G. E., Sacco, L. J., & Guerrero-Arias, B. E. (2020). Cognate instruction and bilingual students' improved literacy performance. *Reading Teacher*, 73(5), 617–625.
<https://doi.org/10.1002/trtr.1884>

In this article, the researchers discussed two qualitative studies that explored the effect of cognate instruction on the literacy skills of young bilinguals. The first study revealed that direct cognate instruction along with frequent cognate-related reading practice was necessary to help third graders in a Spanish–English dual-language classroom improve their reading comprehension skills. Unlike the group-type classroom instruction in the first study, the second study took a more individualized approach. This study showed that a six-month individualized scaffold cognate instruction with fourth graders with an L1 of Spanish resulted in more accurate cognate recognition and use of cognate strategies during L2 of English reading. The researchers encouraged the use of cognate instruction with young bilinguals in order to help improve the literacy skills.

Ghavamnia, M. (2019). Improving Iranian graduate students' performance in reading scientific articles in English through explicit strategy instruction. *Reading Psychology*, 40(7), 612–637.
<https://doi.org/10.1080/02702711.2019.1658667>

This mixed-methods study explored the impact of strategy instruction on L2 reading comprehension. 10 Iranian graduate students enrolled in an English for Academic Purposes (EAP) course received weekly explicit cognitive strategy instruction during their EAP class meetings. The weekly instruction reviewed a variety of strategies such as predicting, skimming, note-taking and summarizing. Data consisted of questionnaires, semi-structured interviews, think-alouds while reading, pre- and posttest reading proficiency measures and pre- and posttest strategy use measures. Analysis of the data revealed that the treatment of explicit reading strategy instruction resulted in better L2 reading comprehension with students having higher posttest reading comprehension scores than pretest scores. In addition, the strategy instruction resulted in students using more reading strategies when reading English such as predicting, skimming, summarizing, skipping and note taking, instead of translating, which was the primary strategy used before the instruction. The researcher concluded that strategy-based reading instruction could be a beneficial addition to the L2 language curriculum.

Gullifer, J. W., & Titone, D. (2019). The impact of a momentary language switch on bilingual reading: Intense at the switch but merciful downstream for L2 but not L1 readers. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 45(11), 2036–2050. <http://dx.doi.org/10.1037/xlm0000695>

Gullifer and Titone conducted two experiments to examine cross-language activation while bilinguals read texts in their L1 and L2. For the first experiment, 38 French-English bilinguals read sentences in their L2 of English, which contained a language switch (i.e., a French word) at the beginning of each sentence and a French-English homograph or cognate later in the sentence followed by yes/no comprehension questions. Students' eye movements were recorded using an Eye-Link 1000 tower as they read each sentence. The materials and procedures were the same for the second experiment; however, the participants were 42 English-French bilinguals reading in their L1 of English. Results from Experiment 1 revealed that there was cross-language activation with participants having longer gazes and total reading time when they encountered an initial word in their L1 of French or French-English homographs or cognates later in the sentence. It should be noted that these factors decreased over the course of reading the sentences. In addition, the amount of exposure to English determined the level of cross-language activation with those with less L2 exposure exhibiting larger cross-language effects. Results from Experiment 2 also revealed cross-language activation that decreased over the course of the experiments. However, unlike Experiment 1, cross-language effects were not related to the amount of L2 exposure, but rather to previous language switches into the participants' L2. The researchers encouraged future research on this topic that specifically examines the impact of contextual language use on cross-language activation.

Gunnels, B. W. (2019). Five keywords: Using the Pre-Texts protocol to encourage creation and higher order literacy in L2. *Hispania*, 102(4), 461–466. <https://doi.org/10.1353/hpn.2019.0097>

In this article, the author outlined usage of the Pre-Texts protocol in her intermediate-level Spanish courses. The Pre-Texts protocol is a pedagogical approach that seeks to develop higher-order literacy skills, innovative thinking and citizenship in learners by having them use creation to explore and interact with authentic L2 texts. The author discussed the effect of using two examples of this approach, Five Keywords from a Poem and “Book-making” from a Poem, in her language classroom. The author's intermediate L2 Spanish students benefited greatly from using this approach with class activities. Not only did students improve their overall Spanish language skills, but they also improved their Spanish literacy skills by connecting with the L2 text on a personal level and co-constructing meaning through participating in collaborative activities with their classmates. Due to the language and community building aspects of the Pre-Texts approach, the author viewed such creation-oriented approaches as appropriate for 21st century learners.

Hall, C., Steinle, P. K., & Vaughn, S. (2019). Reading instruction for English learners with learning disabilities: What do we already know, and what do we still need to learn? *New Directions for Child and Adolescent Development*, 166, 145–189.

<https://doi.org/10.1002/cad.20302>

In this paper, the authors synthesized previous research regarding effective reading interventions for ESL learners that have been diagnosed with learning disabilities or that are at risk for developing them. Thirty-two studies reviewed in four research syntheses on the topic published in the last 15 years served as the data for this research project. While results revealed contrasting findings at times, they also revealed that reading interventions that included practice with phonics and tasks to develop phonological awareness had a positive impact on the word reading abilities of very young (i.e., kindergarten, 1st grader, etc.) ESL learners. In addition, these reading-specific interventions should work to improve learners' oral language, vocabulary knowledge and overall reading comprehension. The authors called for future research on the topic with more detailed demographic information and with a focus on reading comprehension instruction.

Hasan, A. M. & Hasan, Z. F. (2019). Students' perception towards literature integration in the English language departments at Duhok and Zakho universities. *Advances in Language and Literary Studies*, 10(4), 130–152. <http://dx.doi.org/10.7575/aial.v.10n.4p.130>

In this study, the authors explored students' perceptions toward the inclusion of literature in the English Language Departments (ELD) at Duhok and Zakho universities. There were 268 third and fourth-year EFL students from two public universities in Kurdistan. During the third and fourth years of such a program, students start using literature materials for teaching purposes. The students responded to a questionnaire adopted from Davis et al. (1992) and Carrolie's (2008) orientations of perceptions. The questionnaire contained close-ended, multiple-choice, and open-ended questions. The closed-ended questions included 19 five-point-Likert-scale items. The closed-ended questions aimed to measure students' perceptions toward (a) the contribution of literature to language proficiency, (b) the contribution of literature to cultural awareness, (c) the contribution of literature to the overall personal development, and (d) student's perceptions toward the selection of literary texts and teaching methods. The multiple-choice questions were composed of 16 items that aimed to measure participants' perceptions toward the relevance of literature to education. Lastly, the open-ended questions attempted to gather data about students' opinions regarding literature contributions to their language, cultural, and personal learning. Moreover, the open-ended questions provided feedback regarding the improvement of the teaching of literature, and the difficulties students face in literature classes. The questionnaire took about 20 to 30 minutes to complete, and it was completed during the students' regular class hours. Results showed that the majority of the students have positive perceptions toward literature integration for language learning. Students perceived literature as a tool that helped develop their vocabulary, cultural knowledge, reading skills, speaking skills and their personal growth. Results also showed that students consider novels as the most beneficial literary genre

for language development. Overall, participants showed satisfaction toward the literary texts selected for their program, but they did not seem entirely satisfied with the teaching methods. The authors also discussed some students' difficulties in their literature classes. Some recommendations for making literature classes attractive were given, as well as some implications for language programs and instructors.

Herbert, K., Massey-Garrison, A., & Geva, E. (2020). A developmental examination of narrative writing in EL and EL1 school children who are typical readers, poor decoders, or poor comprehenders. *Journal of Learning Disabilities*, 53(1), 36–47.

<https://doi.org/10.1177%2F0022219419881625>

This longitudinal research explored the relationship between reading and writing by examining the writing development of elementary students classified as good and poor readers. A total of 151 fourth–sixth grade students, 108 English learners (ELs) and 43 English as a first language learners (EL1s), were categorized into the following groups based on their difficulties when reading English: those with no difficulties (typical readers), those with lexical-related difficulties (poor decoders) and those with text comprehension difficulties (poor comprehenders). All students completed measures to assess the following skills: receptive vocabulary, real-word reading, pseudoword decoding, reading comprehension, spelling and story composition. Regarding comparison findings for ELs and EL1s, results found no difference between the two groups in the areas of spelling and story composition. Regarding comparison findings for the reading groups, results revealed that typical readers had the highest story-writing total scores while poor decoders had the lowest. Analysis of the three story-writing subtests (i.e., conventions, language, and story composition) revealed little difference between the poor decoders and the poor comprehenders with both groups exhibiting difficulties with organization, grammar and syntax. Finally, there was no interaction between language background and reading group with all poor decoders and poor comprehenders having similar writing development. Given the importance of the topic and the lack of current research, the researchers encouraged others to further explore this line of investigation.

Hwang, J., Mancilla-Martinez, J., McClain, J., Oh, M., & Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually scored vocabulary. *Applied Psycholinguistics*, 41(1), 1–24. <https://doi.org/10.1017/S0142716419000365>

This exploratory study investigated the relationship between different types of vocabulary knowledge, receptive and expressive, and the reading skills of young ESL learners. 62 second- and fourth- grade students with an L1 of Spanish provided the data for this study. Students' conceptual vocabulary knowledge was assessed using The Receptive One-Word Picture Vocabulary Test—4: Spanish–Bilingual Edition and the Expressive One-Word Picture Vocabulary Test—4: Spanish–Bilingual Edition. Students also completed tests to assess their academic English proficiency and English reading comprehension. Results revealed a positive

correlation between the two types of vocabulary knowledge. In addition, a strong positive correlation was also found between academic English proficiency and English reading comprehension. Results also found that conceptually scored expressive vocabulary was an important predictor of academic English proficiency and English reading comprehension for both second- and fourth- grade students. The researchers called for future research with a more diverse participant sample and assessment measures.

Insuasty Cárdenas, A. (2020). Enhancing reading comprehension through an intensive reading approach. *How Journal*, 27(1), 69–82. <https://doi.org/10.19183/how.27.1.518>

This study explored how intensive reading can enhance the reading comprehension of EFL undergraduate students at a private university in Pasto, Colombia. Sixteen students participated in this study. All of the participants were in English level III with a level of proficiency between A1 and A2. This study was also part of a project intended to evaluate the impact of intensive reading in the university's English Language Program. The first phase of the project consisted of gathering data through diagnostic tests, field notes, and three questionnaires to identify the students' needs in the program. Some of the findings gathered from the first phase indicated the need for practicing reading to enhance vocabulary learning and reading comprehension. The first phase results confirmed the need to incorporate intensive reading in their English program. Consequently, the researcher implemented an intervention phase that consisted of six workshops in which students were taught reading strategies to help them improve their reading comprehension in English. In this phase, participants were also exposed to different types of readings, such as stories, comic strips, and articles. Pre-, while-, and post-reading tasks were practiced during the reading workshops. Reading comprehension tests were implemented after every two workshops to evaluate students' reading progress. At the end of the intervention phase, the researcher considered three reading tests, three questionnaires, and an instructor's journal to assess the effectiveness of the intervention phase. Through such modes of data, the researcher intended to consider both students' performance and opinions. According to the researcher, findings from the intervention revealed that reading comprehension strategies did improve students' reading comprehension in English, while also improving their attitudes toward reading in English.

Irwansyah, D., Nurgiyantoro, B., & Sugirin. (2019). A literature-based reading instructional model for Islam-Affiliated university in Indonesia. *International Journal of Instruction*, 12(3), 577–594. <https://doi.org/10.29333/iji.2019.12335a>

Using the butterfly effect as a point of departure, the authors developed and revised an instructional model for teaching reading to EFL students at an Indonesian university. Five subject-matter experts and five practitioners helped to develop the original instructional model, and 33 second year Indonesian undergraduate students majoring in English and six subject-matter experts helped in developing the final model. All feedback resulted in a final model that

Reading in a Foreign Language 32(2)

consisted of an initial overarching philosophy component (i.e., philosophy of reading, Islamic educational tradition, etc.) that directly influenced the following remaining components: an input component (i.e., multilayered contexts, integrated approach, etc.), a process component (i.e., learning processes, instructional activities and materials, etc.) and an output component (i.e., linguistic-focused assessments, comprehension-focused assessments, etc.). In conclusion, the authors suggest that EFL instructors at Islam-affiliated universities could utilize this revised literature-based reading model to use a variety of texts from the Indonesian, Islamic, and Western traditions to help improve their students' reading ability in English.

Iwata, A. (2020). How extensively do we need to read to improve EFL reading ability?: A comparison of two different instructional methodologies. *The Reading Matrix: An International Online Journal*, 20(1), 66–83.

This mixed-methods study compared the effects of two reading methodologies, extensive reading and intensive reading, on the reading abilities of female EFL students. 87 freshman college students, with an L1 of Japanese, participated in the study. The participants, which were divided into three groups based on their proficiency level in English and their previous reading experience, completed a weekly 90-minute treatment session throughout the semester. Group A, the intensive reading group, was instructed using the traditional Grammar Translation Method, which consisted of students reading short English texts and then completing grammar and translation activities during class time. Class time for Group B and Group C, the extensive reading groups, consisted of reading for 30 minutes followed by a 10-minute session focused on summarizing the story. For the rest of the class, the students used the course textbook to complete cultural and speaking activities. In addition to the treatment sessions described above, all students completed the following: a preliminary questionnaire to gain background information about their learning experiences, a second questionnaire to get their opinions about the treatment sessions, an informal interview to gain clarification of their questionnaire responses, a pretest and a posttest to assess their English reading and listening skills, and three reading rate tests to measure reading rate and comprehension at various moments during and after the study. It should be noted that, based on the amount of words that they read during the study, Groups B and C were further divided into Group D (read more than 50,000 words) and Group E (read less than 50,000 words). Results revealed that all students performed similarly on the reading comprehension posttests regardless of their treatment group. In addition, reading more did not improve students' reading comprehension and fluency as predicted. Furthermore, all students, regardless of instructional methodology, showed improvement on posttest reading fluency assessments. Regarding the questionnaire and interview data, student responses revealed that while students found studying English, including practicing extensive reading, to be difficult, they felt that it was a rewarding and beneficial experience. Finally, results revealed that reading 50,000 words or more using the extensive reading plus output instructional methodology produced similar positive improvements in English reading ability as those in the traditional intensive reading with Grammar Translation instructional methodology.

Karakoc, A. I. (2019). Reading and listening comprehension subskills: The match between theory, coursebooks, and language proficiency tests. *Advances in Language and Literary Studies*, 10(4), 166–171. <http://dx.doi.org/10.7575/aiac.all.v.10n.4p.166>

In this study, Karakoc examined listening and reading subskills across three different areas (second language acquisition theories, ESL/EFL proficiency exams and textbook activities) with the purpose of identifying similarities and differences. The following items served as the data for the study: reading and listening subskills mentioned in theories of the field of Applied Linguistics, nine popular international ESL/EFL language proficiency exams (i.e., Test of English as a Foreign Language, International English Language Testing System, Pearson Test of English, etc.) and reading and listening activities found in five widely used EFL/ESL course textbooks (i.e., *New English File*, *Face2Face*, *Language Leader*, etc.). The resulting taxonomy of shared subskills for reading and listening comprehension consisted of 10 subskills and included such items as understanding general information, summarizing information and understanding words in context. Results identified four subskills unique to listening comprehension and seven subskills unique to reading comprehension. Given the importance of these subskills in various areas, the researcher believed that the study's findings can be beneficial for ESL/EFL language instructors, textbook designers and test creators.

Khezrlou, S. (2019). Form-focused Instruction in CALL: What do learners think?. *RELC Journal*, 50(2), 235–251. <http://dx.doi.org/10.7575/aiac.all.v.10n.4p.166>

This mixed-methods study examined Iranian EFL learners' opinions regarding the use of an online program to help improve their English vocabulary and reading comprehension. A total of 52 undergraduate students majoring in English literature participated in this research. As part of a reading course, students completed two weekly online reading sessions over the course of 10 weeks. Those in the focus on form (FonF) group were instructed to read the texts and use multimedia glosses to help with their comprehension. Students in the focus on forms (FonFs) group followed the same procedure but were given a list of important vocabulary words before reading the texts. Students completed pre- and posttest vocabulary assessments, pre- and posttest reading comprehension assessments, an attitudes questionnaire, and semi-structured interviews. Results revealed that while both groups had higher posttest vocabulary scores, no significant difference was found between the two groups. Thus, both conditions were beneficial for students' English vocabulary development. Regarding reading comprehension scores, results indicated that the FonF group had statistically significant higher posttest scores than those in the FonFs. Finally, the majority of students felt that the use of the online program was both enjoyable and beneficial for their vocabulary acquisition and reading comprehension.

Kormos, J., Košak Babuder, M., & Pižorn, K. (2019). The role of low-level first language skills in second language reading, reading-while-listening and listening performance: A study of young dyslexic and non-dyslexic language learners. *Applied Linguistics*, 40(5), 834–858.

<https://doi.org/10.1093/applin/amy028>

This study looked at the relationship between L1 language skills and L2 performance in young EFL learners with and without learning disabilities. A total of 208 adolescents, 47 of which were diagnosed with dyslexia, with an L1 of Slovenian, served as participants. All students were assessed for their English skills in the following areas: reading, reading-while-listening, and listening. They also completed tasks in their L1 that measured timed word reading, phonological awareness, non-word reading and dictation skills. Results revealed that non-dyslexic students outperformed those diagnosed with dyslexia on all L1 and L2 measures. Further analysis revealed that students diagnosed with dyslexia were more likely to be classified as poor L2 readers and listeners than their non-dyslexic schoolmates. Regarding significant L1 predictors of L2 reading, it was found that Slovenian timed word reading and non-word reading were significant predictors of English reading. Also, L1 dictation skills were found to be significant predictors of L2 listening abilities in addition to dyslexic status and timed reading skills. Finally, Slovenian dictation abilities were found to be significant predictors of reading-while-listening in English.

Krenca, K., Segers, E., Chen, X., Shakory, S., Steele, J., & Verhoeven, L. (2020). Phonological specificity relates to phonological awareness and reading ability in English–French bilingual children. *Reading and Writing: An Interdisciplinary Journal*, 33(2), 267–291.

<https://doi.org/10.1007/s11145-019-09959-2>

This longitudinal research looked at the impact of lexical specificity on the phonological and word reading skills of bilinguals. 62 young, emerging English-French bilinguals attending Canadian immersion schools served as the participants. While children's parents completed the parental demographic questionnaire, the children completed several assessments in both English and French. Individually, children completed a memory span assessment and tasks in both English and French to measure phonological awareness, word reading and lexical specificity. Children were tested twice during the first grade with the first testing taking place during the fall and the second testing during the following spring. Statistical analyses revealed that early Grade 1 English lexical specificity abilities predicted late Grade 1 English and French word reading abilities. In addition, early Grade 1 English phonological awareness played a mediating role in this relationship. Neither of these findings was true for early Grade 1 French lexical specificity abilities. Given previous research and the current study, the researchers concluded that lexical specificity plays an important role in literacy development.

Lam, K., Chen, X., & Deacon, S. H. (2019). The role of awareness of cross-language suffix correspondences in second-language reading comprehension. *Reading Research Quarterly*, 55 (1), 29–43. <https://doi.org/10.1002/rrq.257>

In an effort to help students make use of their L1 knowledge in their L2, this study examined the awareness of cross-language suffix correspondence which may serve as a link between certain L1s and L2s (English and French). Responding also to a theoretical need to understand how students might apply morphological awareness from one language into another, these authors also suggested that this cross-lingual transfer may be the mechanism that researchers have been seeking. With 75 second grade students enrolled in a French immersion school in Canada, this longitudinal examination centered on whether these students' awareness of suffix correspondence predicted gains in their L2 of French reading comprehension over time. Students completed a variety of tasks so that other features that may contribute to these gains were controlled for (e.g., nonverbal ability, phonological awareness, vocabulary, etc.). With these protections in place, English and French morphological awareness were related to French reading comprehension. More precisely, cross-lingual suffix awareness did serve as a statistically significant unique predictor for third grade reading comprehension, explaining 5.6% of the variance. Therefore, the authors indicated that awareness of suffix correspondences are relevant acquisition of skills for reading in French as a L2. For these learners, the authors suggested that this tested mechanism is part of the larger system of cognates. Of note, the students' performance on measures of morphological awareness were tied to ultimate outcomes but not to gains. In fact, the authors were careful, avoiding claims for causality, and indicated that it remains possible that morphological awareness is not responsible for learners' progress when learning to understand a text in French. Connecting this work to the broader theoretical implications, the authors contended that these results may provide some support for Koda's (2005) transfer facilitation model. The researchers also offered pedagogical implications, suggesting that explicit instruction in morphological (in)consistencies may benefit learners.

Lee, K. & Chen, X. (2019). An emergent interaction between reading fluency and vocabulary in the prediction of reading comprehension among French immersion elementary students. *Reading and Writing*, 32, 1657–1679. <https://doi.org/10.1007/s11145-018-9920-z>

This research examined the relationship among word knowledge, reading fluency and reading comprehension. 66 students attending a French-immersion school completed a variety of assessments twice over a 1-year period with the first time occurring during the spring of the second grade and the second time occurring approximately 1 year later in the third grade. Based on their home language experience, students were placed into one of the following groups: English as First Language or English Language Learners. Students were assessed in both English and French for the following skills: nonverbal reasoning, phonological awareness, rapid automatized naming, word reading fluency, receptive vocabulary, word reading accuracy and reading comprehension. Results revealed that both groups of students performed similarly on the reading comprehension assessments in both languages. For both groups and languages, results showed that word reading fluency and vocabulary knowledge were positively correlated with reading comprehension. In addition, it was found that vocabulary knowledge and word reading

fluency were significant independent predictors of reading comprehension in Grade 2. A different picture emerged in the third grade regarding significant predictors of reading comprehension. In Grade 3, results revealed an interaction between vocabulary knowledge and word reading fluency, and more importantly, they were significant interdependent predictors of reading comprehension.

Li, L. (2020). Exploring the effectiveness of a reading-dictation task in promoting Chinese learning as a second language. *Higher Education Studies*, 10(1), 100–108.
<https://doi:10.5539/hes.v10n1p100>

This quasi-experimental study sought to explore the effectiveness of combining dictation with a reading activity versus dictation-only to facilitate Chinese learning as an L2. 27 Chinese L2 learners were included in this study. There were 18 females and nine males from countries such as Malaysia, India, Thailand, and Britain. They were all studying Chinese at a mainland Chinese university. For this quasi-experiment, two short passages of similar length and difficulty level were selected. In the dictation-only task, both passages 1 and 2 were dictated to the participants from beginning to the end of the text. For the reading-dictation task, both passages were divided into two parts, with one part for students to read, and the other part for students to be dictated. Four sessions were completed in 4 weeks. At each session, participants practiced one of the two passages while using either reading-dictation or dictation-only tasks. For all dictation tasks, students had the choice to write in pinyin if they could not write the Chinese characters. Three aspects were considered when scoring the dictation tasks: the number of correct characters, the number of pinyin, and the number of incorrect characters. Results showed that more spelling errors and more use of pinyin were reflected in the dictation-only task versus the reading-dictation task. A paired *t* test revealed a significant difference in the number of correct characters between the two tasks, indicating that participants' performance was much better in the reading-dictation tasks than the dictation-only task. Results also showed that homophone errors and comprehension errors were noticeably reduced with the reading-dictation task versus the dictation task only. Regarding the students' opinions, the interviews reflected that the majority of the students preferred the reading-dictation task more than the dictation-only task. Based on this study's results, the author also proposed some classroom implications when teaching Chinese as an L2.

Liao, L. (2020). A comparability study of text difficulty and task characteristics of parallel academic IELTS reading tests. *English Language Teaching*, 13(1), 31–42.
<https://doi.org/10.5539/elt.v13n1p31>

This research explored the comparable nature of four versions of the reading portion of the International English Language Testing System (IELTS). Specifically, the researcher examined the comparable nature of text difficulty and task characteristics of four versions of the IELTS found in *Cambridge English IELTS 12 Academic* (Cambridge English, 2017). The Coh-Metrix

Text Easability Assessor (Coh-Metrix-TEA) was used to analyze text difficulty while the expert judgment method was used to analyze task characteristics. Results showed that text difficulty varied across the four versions with two having similar levels of difficulty and two having very different levels of difficulty. Regarding task characteristics, the four versions were comparable in some areas (i.e., item scope and construct coverage) and different in others (i.e., task scope and response format). Given the importance of this widely used standardized exam, the researcher encouraged more research on the topic in particular the impact of these factors on test performance.

Lindholm, A. & Tengberg, M. (2019). The reading development of Swedish L2 middle students and its relation to reading strategy use. *Reading Psychology, 40*(8), 782–813. <https://doi.org/10.1080/02702711.2019.1674432>

This longitudinal study examined the interaction between reported strategy use and the reading achievement of 62 young L2 of Swedish learners residing in Sweden. In addition to completing The Diagnostic Literacy Test (DLS), which measures various skills such as reading speed, vocabulary and reading comprehension, the participants also reported their use of reading strategies and metacognitive awareness by completing The Metacognitive Awareness of Reading Strategies Inventory (MARSİ). Over a 2-year period during Grades 5 and 6, the learners completed the DLS on three separate occasions and the MARSİ on one occasion. Results revealed that all learners, regardless of gender, used reading strategies with problem-solving strategies being the most frequently used strategies. Further analysis revealed that students with higher DLS scores reported using all types of strategies, particularly global strategies, more often than students with lower DLS scores. While this pattern was also true for support and problem-solving strategies, it was statistically non-significant. Although a strong correlation was found between boy's reading achievement and use of global strategies, this was not the case for girls. Given the results, the researchers encouraged a greater use of strategy instruction in the L2 curriculum to help young learners improve their L2 reading ability.

Łockiewicz, M., & Jaskulska, M. (2019). NL reading skills mediate the relationship between NL phonological processing skills and a foreign language (FL) reading skills in students with and without dyslexia: A case of a NL (Polish) and FL (English) with different degrees of orthographic consistency. *Annals of Dyslexia, 69*, 219–242. <https://doi.org/10.1007/s11881-019-00181-x>

This study investigated the interaction between L1 phonological processing skills and EFL reading skills in Polish adolescents. In particular, the researchers examined these factors in adolescents diagnosed as having and not having dyslexia. A total of 141 students, 63 diagnosed with dyslexia and 78 without, served as the participants. In addition to a background questionnaire, the students also completed word reading and nonword reading measures in Polish and English. In addition to the above measures, students completed L1 measures that assessed

Reading in a Foreign Language 32(2)

phonological memory, phonological awareness and rapid automatized naming (RAN) skills. Results revealed a positive interaction between L1 phonological processing abilities and L2 reading skills (i.e., word reading and nonword reading). A similar interaction was found for L1 reading abilities as well. Furthermore, results revealed that several factors (i.e., dyslexia, experience with English, RAN) predicted English reading skills of word reading accuracy and word reading fluency. Regarding nonword reading, results showed that dyslexia and L1 phoneme blending were able to predict L2 accuracy while RAN was able to predict L2 fluency. According to the researchers, these findings confirmed that EFL learners diagnosed with dyslexia encounter difficulties when learning an L2 due to their L1 phonological processing abilities.

Manten, A., Le Roux, M., Geertsema, S., & Graham, M. (2020). An investigation into the early literacy skills of English second language learners in South Africa. *Australasian Journal of Early Childhood*, 45(2) 142–154. <https://doi.org/10.1177%2F1836939120918504>

Using the Comprehensive Emergent Literacy Model as a theoretical framework, this study investigated the literacy development of young ESL learners. 21 first-grade ESL learners completed measures that assessed: language proficiency, phonological awareness, word reading, spelling, and reading comprehension. To examine their literacy development, students were assessed at the beginning of the first grade and later after completing two terms of the first grade. Results revealed several strong positive relationships between students' literacy skills at the beginning of the first grade and those after completing two terms of the first grade such as the correlation between language proficiency and reading comprehension and the correlation between phonological awareness and reading. Given the findings, it was concluded that language proficiency and phonological awareness were predictors of future literacy skills, and as a result, ESL learners should receive interventions at an early age in order to ensure high future literacy skills.

Markey, M. (2020). Using diagnostic assessment to investigate challenges in second language reading. *The Reading Matrix: An International Online Journal*, 20(1), 45–65.

Taking a diagnostic approach, this research examined L2 learners' reading behaviors (i.e., approaches and strategies) when reading in their L2 of Irish. 52 L1 speakers of English between the ages of 13 and 15 served as the participants. While all students attended schools in Ireland, a portion of the students ($n = 25$) were enrolled in an English-medium (EM) school and another portion ($n = 27$) in an Irish-medium (IM) school. All students completed a background questionnaire, a reading test in English and a reading test in Irish. A total of 12 students, six from each school, participated in stimulated-recall interviews which included students rereading the text used for the Irish reading test and explaining the meaning of the text in as much detail as possible in their preferred language (i.e., English or Irish). Results indicated that students in the EM school experienced issues with verb tense and often did not use a variety of metacognitive strategies when reading the Irish text. These students used more of a linear approach (i.e., word-by-word) or bottom-up strategies. While students in the IR school did not experience any verb

tense related difficulties and were more varied in their use of reading strategies, they also employed more bottom-up processing strategies, which often lead to incorrect explanations of the Irish text that they had read. Markey encouraged for more student-centered research that helps provide a more accurate picture of how students truly approach reading in their L2.

Midhwah, A. A. & Alhawary, M. T. (2020). Arabic diacritics and their role in facilitating reading speed, accuracy, and comprehension by English L2 learners of Arabic. *The Modern Language Journal*, 104(2), 418–438. <https://doi.org/10.1111/modl.12642>

In this study, the researchers examined the impact of knowledge of Arabic diacritics on the reading abilities of L1 English speakers learning Arabic. 49 undergraduate and five graduate students participated in the study. Based on the current pedagogy and learning materials of their Arabic program, students belonged to one of the following groups: the Vowelized Text (VT) group, which included explicit class instruction of diacritics, and the Unvowelized Text (UVT), group which included implicit instruction of diacritics. All students completed assessments under both instructional conditions (i.e., vowelized and unvowelized) to measure the following: word reading, text reading and comprehension. Results showed that students in the VT group, regardless of L2 proficiency level, outperformed students in the UVT group on all measures. Given that these findings indicate that explicit instruction in Arabic diacritics has a positive effect on the reading and pronunciation abilities of L2 learners of Arabic, the researchers concluded that such instruction would be beneficial for all L2 learners of Arabic.

Mohamadzadeh, S., Sotoudehnama, E., Marandi, S., & Tafti, M. (2020). Teaching English to students with dyslexia in Iran: A multiple-case study. *Reading & Writing Quarterly*, 36(1), 19–33. <https://doi.org/10.1080/10573569.2019.1605951>

This case study examined the effect of a phonic-based intervention on the L1 and L2 reading and phonological awareness skills of young Iranian EFL learners diagnosed with dyslexia. Five children between 8–12 years of age with an L1 of Persian served as the participants. The intervention consisted of two weekly individual 45-minute multisensory phonics instruction sessions. Each session included practices with the following: letter knowledge, sound knowledge and phonemic awareness. In addition to the weekly interventions, all children completed reading and phonological awareness pre- and posttest assessments in their L1 (Persian) and their L2 (English). Results revealed that the intervention had a positive effect on the children's L1 and L2 reading and phonological skills with all children scoring higher on all posttest measures in comparison to their pretest measures. The researchers concluded by stating that the study's findings lend support to the Linguistic Interdependence Hypothesis (Cummins, 1979) and the Linguistic Coding Differences Hypothesis (Sparks et al., 1989).

Mohebbi, A., & Rahimi, E. (2019). Situating L1 cultural conceptualizations in reading tasks of domestically designed English textbooks: Linking cultural linguistics theories to materials development praxis. *The Reading Matrix: An International Online Journal*, 19(2), 28–47.

From the combined framework of critical literacy and Cultural Linguistics, this ethnographic study explored L1 (i.e., Persian) cultural conceptualizations (CCs) found in English reading passages of well-known Iranian EFL textbooks. A total of three EFL textbooks used in Iranian high schools which consist primarily of non-fictional readings provided data for this study. The data consisted of the Persian CCs found in the readings, the various reading tasks, and semi-structured interviews with male Iranian high schoolers about the textbooks. All data was analyzed using a grounded approach. Regarding the Persian CCs, it was found that these textbooks focused on desirable societal behaviors (i.e., providing hospitality, respecting of parents, etc.) and desirable religious values and behaviors (i.e., Allah, praying, etc.) with the latter being the most prevalent. In addition, the majority of the CCs were universal in nature with few pertaining specifically to the Iranian people. Regarding the reading tasks, it was found that these tasks did not allow students opportunities to critically engage with the CCs nor the readings themselves but rather focused on basic comprehension questions. Given the results and lack of critical pedagogy in these textbooks, the researcher recommended that Iranian textbook developers employ Bloom's taxonomy of higher thinking in order to help Iranian high school students to critically engage with the CCs and other content of these English readings.

Mullins, L. A. (2019). Evaluating target language reading self-efficacy scales: Applying principles gleaned from Bandura's writings. *The Reading Matrix: An International Online Journal*, 19(2), 1–12.

Considering how self-efficacy can influence language learning, this article attempted to present 10 principles gathered from Bandura's (1997, 2006) writings. Such principles provided criteria to evaluate students' self-efficacy scales. The author in this study presented five reading self-efficacy questionnaires that were used in previous research. Mullins (2019) analyzed how such questionnaires aligned well or not with Bandura's guidelines for writing self-efficacy scales. Mullins' observations in the five questionnaires resulted in four recommendations. The first recommendation was for researchers to always verify if self-efficacy scales provide the appropriate data to answer their research questions. Some of the studies reviewed in this article were not using self-efficacy scales to measure self-efficacy, but to measure other self-constructs. Second, the author recommended researchers to create self-efficacy scales using can-do statements to avoid measuring constructs different from self-efficacy. Third, Mullins advised that when creating self-efficacy scales, researchers should evaluate all the target language reading domains, so that they do not only consider reading tasks but also consider other aspects of reading such as the ability to remain focused when reading. Lastly, the author suggested that researchers should avoid limiting the number of responses in every item. Researchers can avoid this by increasing the options of Likert scale items or by letting participants select within a given range, such as the one proposed in Bandura's (i.e., 0 to 100). With this article, Mullins hoped to

provide a set of guiding principles based on Bandura's work to create self-efficacy items that measure target reading self-efficacy effectively.

Nikolopoulou, K., Akriotou, D., & Gialamas, V. (2019). Early reading skills in English as a foreign language via ICT in Greece: Early childhood student teachers' perceptions. *Early Childhood Education Journal*, 47, 597–606. <https://doi.org/10.1007/s10643-019-00950-8>

This study examined student teachers' perceptions of the use of Information and Communication Technologies (ICT) to facilitate reading comprehension with children, ages three to six, in Greece. With 110 early childhood student teachers, researchers examined their perceptions about ICT, focusing attention on the characteristics of teachers (e.g., gender, year of study, years of experience with ICT, etc.) in relation to their preferences. Through quantitative analysis, using a 33-item five-point Likert scale questionnaire focusing on student characteristics, barriers perceived, pre-reading strategies, reading skills, and the benefits of ICT, student teachers' perceptions were closely investigated. Taken together, results indicated strongly favorable responses to the use of computers and other technology to bolster students' early literacy skills and strategies. Correlational analyses indicated that there was no significant relationship among years of experience with ICT and attitudes toward its use. Student teachers' desired goals for implementing these tools aligned with prior research in this field, indicating that these student educators wished to employ these tools in order to bolster the development of vocabulary, early sound correspondence, and motivation to learn. Student teachers' views on the use of ICT were also firmly interrelated with awareness of skills and strategies being associated with their views on benefits and barriers. The authors call for a greater support of teacher candidates to learn skills with ICT-type learning experiences. Further, these authors likewise urge governmental and school support for resources and training necessary to gain the benefits of this technology.

Noguerón-Liu, S., Shimek, C., & Bollinger, C. (2020). 'Dime de que se trató/Tell me what it was about': Exploring emergent bilinguals' linguistic resources in reading assessments with parent participation. *Journal of Early Childhood Literacy*, 20(2), 411–433. <https://doi.org/10.1177/1468798418770708>

Informed by critical and holistic approaches to reading, this qualitative study examined the language and reading behaviors of two first grade bilinguals as they completed oral reading tasks in their L2 of English with their mothers. For four sessions, the children's oral reading and comprehension skills were assessed using the Fountas and Pinnell Benchmark Assessment System. During the assessment sessions, the children read a text aloud and then had a comprehension conversation about what they had read. Analysis of the data revealed that students' miscues during oral reading were likely the result of their developing language system. In addition, both children used all of their language resources (i.e., L1 and L2) to convey their understanding of the texts as they retold the stories in English. Finally, the children's family literacy practices guided the way they retold the English stories to their parents in Spanish and included techniques such as co-construction and embellishment.

O’Neal, C. R., Boyars, M. Y., & Riley, L. W. (2019). Dual language learners’ grit, engagement, and literacy achievement in elementary school. *School Psychology International*, 40(6), 598–623. <https://doi.org/10.1177/0143034319875176>

This longitudinal study investigated the relationship among grit, emotional engagement, and literacy development. A total of 142 third–fifth graders classified as dual language learners (i.e., use a language other than English at home with at least one parent) and nine teachers participated in the study. Data were collected at two points, early winter and late spring. Students’ grit and emotional engagement were measured via the Short Grit Scale and a portion of the Engagement versus Disaffection with Learning scale, which were completed by the students and the teachers. Students also completed the Test of Silent Reading Efficiency and Comprehension, which assessed their literacy skills. Statistical analyses revealed that teacher-reported engagement proved to be a significant predictor of later literacy skills. In addition, grit-perseverance of effort as reported by both students and teachers was found to be a significant unique predictor of later literacy achievement. This was not the case for grit-consistency of interest, which was not found to be a predictor of literacy achievement. Given the current use of grit-based interventions by many schools to help boost achievement in underperforming students, the researchers called for more research to better understand the role of grit in students’ literacy development before implementing such interventions.

Palma, P., Whitford, V., & Titone, D. (2020). Cross-language activation and executive control modulate within-language ambiguity resolution: Evidence from eye movements. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46(3), 507–528. <http://dx.doi.org/10.1037/xlm0000742>

The researchers conducted two experiments to explore cross-language activation during reading. Specifically, the researchers explored the relationship between cross-language activation and lexical ambiguity resolution when adult bilinguals read sentences containing within-language homonyms. In Experiment 1, 48 bilinguals with an L1 of French and an L2 of English completed the following: (a) a language history questionnaire, (b) a nonlinguistic Simon task, which assessed their executive control capacity and (c) a reading task in English. During the reading task, participants’ eye movements were tracked via the EyeLink 1000 tower-mounted system as they read sentences in their L2, some of which contained English homonyms whose less common meaning was a French cognate (i.e., subordinate cognate homonyms) and English-only homonyms, and answered general comprehension questions about the sentences. Experiment 2 was identical to Experiment 1 with the exception of the participants who were 40 bilinguals with an L1 of English and an L2 of French. Results revealed that the French-English bilinguals of Experiment 1 were able to process subordinate cognate homonyms quicker than English-only homonyms. In addition, participants’ executive control capacity played a significant role in their processing of English-only homonyms. A different picture emerged for the English-French bilinguals of Experiment 2, and results showed that both subordinate cognate homonyms and English-only homonyms were processed in a similar fashion regardless of participants’ executive

control capacity. The researchers concluded by encouraging future research on the topic that investigates the role of daily language use and age of acquisition of the L2.

Paul, C.M. & Vehabovic, N. (2019). Exploring the critical in biliteracy instruction. *TESOL Journal*, 11, 1–10. <https://doi.org/10.1002/tesj.456>

Addressing the question of how instructors of emergent bilinguals can facilitate reading comprehension skill development while drawing to the forefront students' languages and cultures, this article outlines an approach the authors term "critical biliteracy instruction," applying discourse theory and the four resources model as theoretical underpinnings for the described teaching. The authors contend that developing a biliteracy requires both a knowledge of the two written languages and the behavioral literacy practices that align with each language. These biliterate readers are encouraged to have a purpose for reading and to establish a critical lens where students are engaging as "text analysts." In the classroom, the authors encourage making sense of texts through discussion, collaboration, and more reading—specifically citing the importance of "collaborative inquiry to construct knowledge." Further, they argue that these questioning practices will benefit students not only in their reading but also in their larger developing language systems. Another approach that is highlighted in this article involves the creation of stories, where the students themselves share narratives from their pasts and heritages. From another angle, these authors offer that texts where students can use their own cultural knowledge and background knowledge, including their knowledge of their multiple languages, may be excellent opportunities for biliteracy development. Yet, these authors caution that products made with these students should be flexible and attuned to each student's individual capacities. For students who are ready, discussions on the importance of how a story is told and who the intended audience is and was are likewise crucial to the development of critical literacy. In all recommendations, these authors remind their readers that instructors must remain aware of their students' linguistic capacities, assuring that the classroom instruction serves as comprehensible input for their students. Together, this article offers advice on the use of research-driven practices for biliteracy instruction.

Prichard, C., & Atkins, A. (2020). Online research strategies of L2 readers: Evaluating strategic competence through mixed methods. *The Reading Matrix: An International Online Journal*, 20(1), 84–100.

Harnessing the capabilities of online navigation tracking software, eye-tracking methodologies, and interviews alongside a post-reading recall task, this study sought to understand the reading and searching behavior of Japanese EFL learners. More precisely, these researchers examined the problem of language learners who are expected to conduct searches and read multiple texts in order to gain information about a concept, sorting through irrelevant and relevant information to find the answer they seek. As the information obtained from reading is often the ultimate goal and more strategic processing has been shown to be necessary for L2 readers in multi-text environments, the authors examined not only behavior of eye-movement and navigational history, but also participants' abilities to recall the information presented in relevant texts. Within a controlled environment made to resemble typical search results, the researchers asked

Reading in a Foreign Language 32(2)

24 advanced students to answer a specific question and provided them relevant and irrelevant pages that had been carefully equated on measures of reading difficulty and length. Students were then asked to use these results to establish their answer. Researchers wanted to know if students paid selective attention to more relevant texts and if those who spent more time and attention on relevant texts would demonstrate better recall of the desired information. Of eight articles, four were irrelevant while four were relevant to the question asked, although some were more obviously relevant/irrelevant than others based on titles and content. Eye fixation maps and navigation history were used to determine where a student had focused their attention while interviews were used to ask students about why they decided to focus their attention in ways that they had. While students had a tendency to read the first passage regardless of its irrelevance, students spent more time and visited more regularly the texts that were more relevant to the question asked. Further, relevant texts that included multiple key points of information were viewed for the longest. Students also returned to texts, indicating that the reason for doing so was to confirm their understanding or review to remember. A few students did report returning to some articles or clicking on articles due to a lack of attention (having forgotten they had already opened it or just opening it because it was next rather than for any particular reason). More than those few who were absentminded, others reviewed what were termed “irrelevant articles” to determine if there was any information hidden in them. As expected, more time spent with relevant articles did have an association with better recall on average, meaning that those who strategically read and reviewed more relevant articles for a longer period of time did tend to perform better on their measure of reading comprehension. Often, students were also considering the relevance of a text when opening it or returning to review it. Likewise, when they did open an unrelated page, this was not detrimental to their outcomes, as long as they returned quickly to more relevant pages. The authors took this evidence to suggest that we should train readers for these experiences, offering them simple strategies to preserve their cognitive resources for the task of fact-finding in a more streamlined manner.

Prior, A., Zeltsman-Kulick, R., & Katzir, T. (2020). Adolescent word reading in English as a foreign language. *Journal of Research in Reading*, 43(1), 116–139.

This study examined which factors predict English word reading abilities in Israeli adolescent EFL learners. A total of 217 young EFL learners enrolled in either the eighth grade ($n = 100$) or the 11th grade ($n = 117$) with an L1 of Hebrew participated in this research project. Students were assessed for the following in both English and Hebrew: phonological awareness, nonword decoding, morpho-syntactic awareness, vocabulary knowledge, and single word reading accuracy. Results revealed that while 11th graders had a higher level of English word reading accuracy than their eighth-grade counterparts, both groups had relatively low English word reading abilities when compared to L1 English speakers of the same grades. This finding was not the case for English phonological awareness with both groups of students showing comparable phonological awareness skills to L1 speakers of English. For both groups, English word reading was predicted by the following skills: decoding, vocabulary knowledge and phonological awareness. It should be noted that vocabulary knowledge proved to be the greatest predictor for eighth graders while all factors played a more equal role in predicting word reading accuracy for

11th graders. Given these findings, the researchers encouraged Israeli EFL educators and administrators to consider this information when making EFL curricular decisions.

Rahman, Z. U. & Iqbal, Z. (2019). Relationship of breadth and depth of vocabulary knowledge and reading comprehension in learning English. *Bulletin of Education and Research*, 41(3), 89–100.

This correlational study investigated the impact of vocabulary knowledge on the English reading comprehension of 10th-grade EFL learners in Islamabad. A total of 124 students, ranging between 13–18 years of age, completed assessments to measure the following: vocabulary breadth, vocabulary depth, morphological knowledge and reading comprehension. Correlational analysis revealed positive correlations between reading comprehension and vocabulary depth ($r = .50, p < .001$) and, to a lesser degree, between reading comprehension and vocabulary breadth ($r = .29, p < .001$). Furthermore, regression analysis revealed that vocabulary depth accounted for a larger variance in reading comprehension ($\beta = .46$) than vocabulary breadth ($\beta = .16$). Given the study's findings, the researchers encouraged EFL teachers to focus on developing students' depth of vocabulary knowledge in order to help improve their English reading comprehension.

Rojas, R., Hiebert, L., Gusewski, S., & Francis, D. J. (2019). Moving forward by looking back: Understanding why some Spanish-speaking English learners fall behind. *New Directions for Child and Adolescent Development*, 166, 43–77. <https://doi.org/10.1002/cad.20305>

This longitudinal study examined the relationship between oral language skills and reading skills in young bilinguals with an L1 of Spanish. Data for this study, which was taken from the Oracy/Literacy Development of Spanish-Speaking Children project, consisted of assessments completed by 1,243 young English learners (EL) beginning in kindergarten and ending in the second grade. Students completed the English and Spanish reading cluster of the Woodcock Language Proficiency Battery-Revised and provided Spanish and English oral narratives. Regarding the relationship between oral language and reading skills, analysis of the data revealed that students that exhibited early reading difficulties beginning in kindergarten also exhibited lower reading skills at the end of Grade 2. Also, students with lower reading skills at the end of the second grade exhibited lower oral language skills from kindergarten through Grade 2. This was true for both of the students' languages. The researchers believed that the findings would be beneficial to administrators and teachers of ELs as they develop assessments and interventions to help ELs attain higher reading achievement.

Shepin, L. G. (2019). Making authentic literary texts relevant, meaningful, and fun in advanced beginner and intermediate Spanish-language classrooms. *Hispania*, 102(3), 313–318. <https://doi.org/10.1353/hpn.2019.0069>

This short-form article promoted the inclusion of authentic literary texts at all levels of Spanish instruction. The author started by describing the importance of including literary texts at the

Reading in a Foreign Language 32(2)

advance, beginner, and intermediate levels for three reasons. First, through literary texts, vocabulary and grammar are presented in context. Second, literature exposes learners to the target culture. Third, exposing students to literary text at all levels of acquisition can better prepare students for advanced placement courses or upper-division university language programs. Additionally, the article briefly described two approaches to teaching literary texts (the reading-response approach and the language-based approach). The author emphasized the importance of knowing how to select an appropriate literary text for teaching. Additionally, the author presented several important questions that instructors should consider for understanding better the challenges that students may have when using literary text. Some of the questions had to do with the appropriateness of the literary text regarding the topic, vocabulary, grammar, text difficulty, class time, among others. The author proposed and described different activities that instructors can adapt to their language classrooms. The menu of activities was presented in three different categories of before, during, and after reading activities. The author concluded that literature could be an exciting and beneficial component of all levels of language instruction. Likewise, thoughtfully planned literary materials can benefit students linguistically and personally.

Sholeh, A., Setyosari, P., Cahyono, B.Y., & Sulthoni. (2019). Effects of scaffolded voluntary reading on EFL students' reading comprehension. *International Journal of Instruction*, 12(4), 297–312. <https://doi.org/10.29333/iji.2019.12419a>

Focusing on the established importance of voluntary reading (VR), this article added the additional component of scaffolding, through the implementation of a Scaffolded Voluntary Reading process and a Self-Checking Comprehension Scaffolding paradigm. Students, 129 English language education majors in Indonesia, were divided into control ($n = 60$) and experimental groups ($n = 69$). Students in the control group completed typical voluntary reading with no additional supports while the experimental group underwent a new paradigm. In this process, students were offered the opportunity to select a text for which the teacher had already created specific, interactive lesson plans. Through these lesson plans, students completed pre-reading, during reading, and after reading activities, including interactive discussions with peers to activate prior knowledge and other such activities. As students completed these steps, they also had to complete their Self-Checking Comprehension Scaffolding. Researchers analyzed a pretest and posttest of reading comprehension (30 multiple choice items). Results of descriptive analyses and t tests were said to imply scaffolding and self-checks of comprehension led to higher comprehension scores relative to the peers who did not receive the intervention. Researchers, likewise, reported that students responded favorably to these interventions, enjoying the activities associated with the self-check instrument and voluntary reading. With these results, it was concluded that Self-Checking Comprehension Scaffolding is effective in assisting the development of students' reading comprehension abilities. Further, bridging their findings to a more general argument, the authors contend that providing comprehension scaffolding is beneficial to students.

Smith, P., Kim, D., Vorobel, O., & King, J. (2020). Verbal reports in the reading processes of language learners: A methodological review. *Review of Education*, 8(1), 37–114.
<https://doi.org/10.1002/rev3.3170>

This review synthesized research that investigated L2 reading using verbal reports. The data consisted of 76 studies published between 2000 and 2015. Thematic analysis of the data revealed that the included studies used verbal reports to examine L2 learners' use of strategies, vocabulary and technology while reading in their L2. In addition, many of the studies focused on reading comprehension as well. Such foci resulted in using verbal reports to explore the results of L2 reading as opposed to the process of L2 reading. Results also showed that the majority of studies used one of the following lenses to explore L2 reading: cognitivist approach, models of reading and language and sociocultural theory. A mixed-methods design was found to be the most common research design and qualitative being the least common. Given the findings, the authors made several recommendations for the future use of verbal reports in L2 reading research which included having a more holistic use and view of verbal reports and placing more emphasis and value on qualitative research.

Solmaz, O. (2020). Examining the collaborative reading experiences of English language learners for online second language socialization. *The Reading Matrix: An International Online Journal*, 20(1), 20–35.

Using the second language socialization perspective as a theoretical framework, this mixed-methods research explored the collaborative reading practices of undergraduate EFL learners. Specifically, the research examined the relationship between EFL learners' social reading practices and their L2 socialization experiences. Twelve students enrolled in an advanced reading course at a Turkish university participated in the study. *SocialBook*, a digital annotation tool (DAT) offering a variety of synchronous and asynchronous activities for all phases of the reading process, served as the digital social reading tool that students used to collaboratively read with their classmates. In addition to the students' and the instructor's *SocialBook* annotations, a background questionnaire and the students' end-of-the-semester reflection journals served as the data. Analysis of the data revealed that students found their digital collaborative reading practices to be both positive and beneficial. They not only co-constructed meaning through their annotations and collaborations but also were able to take the roles of both novice and experts and engage in various types of discourses (i.e., formal, informal, etc.). Thus, the use of a DAT allowed these L2 students to improve the L2 reading abilities, to continue their L2 socialization and to engage in communicative practices outside their face-to-face class meetings. The researcher encouraged more research on the topic with languages other than English and with different participant populations.

Sun, C. (2020). Interactive picture book read-alouds to the rescue: Developing emerging college EFL learners' word inference ability. *Journal of Adolescent & Adult Literacy*, 63(5), 509–517. <https://doi.org/10.1002/jaal.1010>

This action-based research study examined the use of interactive teacher-led read-alouds to improve first-year EFLs vocabulary abilities. 24 Taiwanese undergraduates enrolled in a required freshman English course served as the participants. Throughout a semester, the students participated in a total of six interactive teacher-led read-alouds using picture books that were selected based on students' interests. Each read-aloud included five unfamiliar target words and followed a four-phase approach, which included the following phases: word-inferencing strategy instruction, background knowledge activation, modeling with practice and comprehension. Students completed a word inference assessment while thinking aloud as a pre- and posttest assessment, in addition to a questionnaire regarding their opinions about the instructional method. Statistical analyses revealed that students had much higher word-inferencing skills on the posttest after having participated in the interactive read-alouds. In addition, questionnaire results showed that students found the interactive read-alouds to be an enjoyable and effective way to increase their word-inferencing abilities while reading.

Sun, X. (2020). An exploration of students' and teachers' perceptions of a two-year extensive reading program in a Chinese secondary school. *The Reading Matrix: An International Online Journal*, 20(1), 201–219.

This study aimed to explore high school EFL teachers' and learners' perceptions of extensive reading (ER). Five secondary EFL teachers participated in this study. Additionally, a total of eight (five males, three females) senior students in a Chinese secondary school participated in this study. The teachers and students were all part of the same ER program that lasted for about 2 years. For the first year, students were assigned to read authentic English literature (e.g., *Tuesdays with Morrie*, *The Alchemist*, *Animal Farm*, and *To Kill a Mockingbird*). For the second year, students selected the material they wanted to read. During the first and second year of the ER program, students were encouraged to read a minimum of 50 pages per week. For the second year only, students were encouraged to write a journal. The researcher used multiple data-collection instruments such as reading journals, semi-structured interviews, students' assignments, teaching materials, and reading comprehension questions. Results in this study indicated that all participants reported ER to be essential, favorable, and helpful for English learning. However, vocabulary was perceived to be an obstacle for reading comprehension by students and teachers. Overall, results also indicated that assigning authentic reading and writing journals was beneficial for advanced EFL learners. Furthermore, results showed that ER in secondary schools was facilitated by teachers' guidance, supervision, and encouragement. Lastly, teachers in this study suggested the need for more ER training.

Teng, F. (2020). The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *Literacy*, 54(1), 29–39.

<https://doi.org/10.1111/lit.12181>

Working with young ESL students, this researcher examined the possibilities around metacognitive instruction to promote English learners' reading skills. The author examined these young learners' perceptions of the factors that influence reading, implementation of metacognitive strategies taught, and the impact of metacognitive instruction on reading comprehension skill development. With a fifth-grade class ($N = 50$) studying in an English-medium Hong Kong international school, one class ($n = 25$) was given metacognitive instruction in their reading lessons while another class read the same texts without such metacognitive training. These metacognitive lessons followed three steps: (a) read and answer, (b) reflect, and (c) report and discuss. Students were instructed in reading methodologies and completed reading with multiple choice and short answer questions. Then, they reflected independently on how they had read the text and answered the questions before joining small groups to discuss the text and their use of strategies to read it. Student data was collected in the form of weekly individual reflections, video recordings of group discussions, and finally two school-wide reading tests. 20 unique metacognitive factors were identified by students in their group discussions, such as monitoring their progress, making connections to prior learning, and making predictions. Students were able to describe the challenges they faced in reading and discuss their strategies in small groups. In their discussions, they implemented their metacognitive knowledge, indicating a gained sense of how and why they should apply strategies to overcome challenges in reading. All learners demonstrated improved performance after their courses with the experimental group having larger gains than their control group peers. However, researchers did find that those who scored lower in the initial testing did not show drastic improvement to match their peers' scores. Rather, these students were far more likely to employ lower-order strategies to overcome challenges and operated differently in this strategic space than their high-scoring peers. Overall, the researchers indicated that their results supported the finding that explicit metacognitive instruction contributed to improved performance for primary school students, although nuance in the findings did, they believe, further substantiate the complexity of the relationship among reading and metacognition. The authors recommended that instructors incorporate modelling, reading and writing workshops and integrated activity sequences to build metacognitive strategic skills in students.

Tuncer, H. (2019). Newspaper headlines in EFL classes: Development of reading and writing skills. *The Reading Matrix: An International Online Journal*, 19(2), 58–76.

Exploiting the unique structures and conventions of newspaper headlines rich with ambiguity and culturally laden implications, this study examined the effects of a headline prediction activity on the EFL reading comprehension and writing skills of pre-service teachers. Further, this investigation sought to understand whether such an activity may make the course atmosphere more enjoyable for these pre-service teachers. With 45 Turkish pre-service EFL student teachers enrolled in Advanced Reading and Writing I & II, the researchers incorporated a 20-week newspaper headline activity series embedded in the context of the courses in which the students were already enrolled. Each week, students would select two authentic headlines. Then, they

would use their knowledge of English to guess the content of the article. Finally, they would review their guess alongside the actual topic of the story, identifying similarities and differences and writing a paragraph comparing their prediction with the true story. Using exemplars from student responses, the researcher clearly articulated different sets of expectations that students had when they began to read these articles. A pretest and posttest comparison of the students' work indicated growth and improvement in the abilities of students broadly. Throughout these courses, students were also receiving regular, detailed feedback on their work with headlines, coaching them toward success. Students also reported (through a questionnaire) that they felt that they had improved both reading and writing through what they felt was an enjoyable activity. Students reported particularly that they were able to write more quickly and with greater ease. In seeking to understand what about this activity was enjoyable, the author learned that students enjoyed the “guessing game” feeling that this activity had. Of the 45, only two stated that they had not enjoyed this activity. Together, the interviews, questionnaire responses, and written work of students suggested that students valued (a) enjoyment and motivation, (b) improved reading and writing, and (c) critical thinking skills obtained through this series of headline activities.

Tzu-Ching Chen, K. (2020). University EFL students' use of online English information searching strategy. *Iranian Journal of Language Teaching Research*, 8(1), 111–127.

This study sought to explore the use of online English information searching strategies (OEISS) by EFL students. In this study, there were 537 junior and senior students from 11 universities in Taiwan. All participants completed a modified version of the Online Information Searching Strategy Inventory (OISS) titled the OEISS. Descriptive data, the Pearson correlation coefficient, and one-way ANOVA were calculated to answer the research questions. Results indicated that the students' use of each searching strategy was average ($M = 4.34$, $SD = 0.67$). Strategies related to procedural domains were used the most by students, while few used strategies related to behavioral domains. English reading ability, the reason for reading English online, and the amount of time devoted to online reading were the factors that mostly affected students' use of OEISS. Results indicated that the strategies were used similarly by males and females, and junior and senior students. Lastly, results showed that most students avoided using OEISS related to self-awareness of searching orientation. The author concluded that when searching for information on the web for academic purposes, OEISS can provide significant support to university EFL students.

Velásquez, E. (2020). The effect of discipline-related knowledge on heritage language learners' reading comprehension. *Athens Journal of Education*, 7(1), 31–48.
<https://doi.org/10.30958/aje.7-1-2>

This research study examined the impact of prior knowledge on reading comprehension. Specifically, the researcher explored the role of discipline-related knowledge in understating Spanish texts. All participants were heritage language learners (HLLs) of Spanish and were enrolled in intermediate-level Spanish courses for HLLs at a university in the United States. Group 1 students ($n = 22$) were enrolled in “Spanish for Heritage Learners (HLs) 1” while students in Group 2 ($n = 18$) were enrolled in a Medical Spanish course for HLs. All students

completed a lexical recognition assessment and a multiple-choice reading comprehension test based on the contents of the newspaper article ¿En qué área de la medicina conviene invertir? (Which area of medicine should we invest in?). Results revealed no statistically significant differences between the two groups for the assessments meaning that both groups of students had similar lexical recognition and reading comprehension scores. Given this finding, the researcher concluded that prior discipline-specific medical knowledge had no impact on the reading comprehension of the Spanish medical text. However, further analyses revealed that discipline-related knowledge did seem to help students with more limited vocabulary knowledge as evidenced by their scores on the lexical recognition and reading comprehension assessments. The researcher concluded by suggesting that instructors of HLLs assign pre-reading activities focused on activating previous knowledge and familiarizing students with the topic of an assigned text in order to help improve students' reading comprehension.

Wang, F. (2020). Chinese international students' cognitive processes and experiences with online non-academic reading and writing in the United States. *The Reading Matrix: An International Online Journal*, 20(1), 127–142.

This qualitative study explored the online reading and writing experiences of international students. In particular, this qualitative study focused on international students' experiences and strategies when engaging with non-academic reading and writing activities outside of the classroom. A total of 12 undergraduate and graduate Chinese-speaking students from a variety of backgrounds studying at American universities participated in the study. Data was gathered via individual interviews with each participant. Analysis of the interview data revealed that participants read a variety of online texts in L2 of English including new articles, blog posts and recipes. When reading these items, students used many of the reading strategies that they used for academic texts such as skimming, scanning and looking up unknown words. Regarding their writing experiences, participants frequently wrote Facebook messages, text messages and blogs. When writing in these informal contexts, students often employed academic strategies such as copying and patchwriting and occasionally checking and revising what they had written. Although the students enjoyed their informal online reading and writing pursuits, many expressed difficulties due to lack of appropriate language and cultural knowledge. Due to the students' responses, the researcher believed that workshops on how to engage in online literacy pursuits beyond the classroom would be very beneficial for international students.

Wang, H., & Lin, F. (2019). Linking reading and writing with picture books: A literacy buddy approach in rural Taiwan. *TESOL Journal*, 10(3), 1–15. <https://doi.org/10.1002/tesj.434>

This research project explored the impact of a collaborative teaching method, the literacy-buddy approach, in helping adolescent EFL students improve their L2 literacy skills. 17 seventh–eighth graders living in a rural Taiwanese town enrolled in a winter English language camp served as the participants. During the 3-day camp, the literacy buddy approach was implemented which included lessons such as: (a) Teacher as Reading Buddy where the instructor read a picture book to students, (b) Peers as Reading Buddies where students read different picture books to each

other, (c) Creative Exploration where students changed the plot of a picture book, and (d) Buddy Writing where students collaboratively created a picture book. At the end of the camp, the students completed a program evaluation survey which asked about their opinions regarding the literacy-buddy approach and its impact on their English literacy skills and creative thinking. Students' survey responses revealed that they viewed the literacy-buddy approach as engaging and beneficial. They believed that it improved their L2 skills in the following areas: oral reading, reading comprehension and overall proficiency. In addition, they saw it as helping increase their creative thinking skills and their interest in reading picture books. Analysis of the students' created picture books revealed that this approach was also beneficial in providing students with important input and linguistic resources to aid them during the creative narrative writing process. Given the positive results, the researchers encourage future research on the topic focusing on different educational contexts and settings.

Wang, Y. (2020). "It broadens our horizon": English learners learn through global literature and cultural discussion. *Journal of Adolescent & Adult Literacy*, 63(4), 391–400.
<https://doi.org/10.1002/jaal.965>

This case study examined the impact of picture books and discussions with native English speakers on EFL learners' language and cultural knowledge. 35 Chinese EFL college students and seven American literacy instructors participated in the study. As part of coursework for a graduate course in teaching literacy, the literacy instructors selected global picture books and created discussion activities for the EFL students. As part of the coursework for an undergraduate intensive English reading course, the EFL students reviewed one picture book weekly and completed several activities regarding the books (i.e., discussions, free writing, ebooks, presentations, etc.) in addition to asynchronous video discussions with the American literacy instructors. Data consisted of these asynchronous discussions, in addition to the students' activities, survey responses regarding the activities and the reading instructor's observation notes. Analysis of the data revealed that the EFL students felt that the global picture books and discussions had a positive impact on their English language abilities due to learning new vocabulary and improving their literacy skills. In addition, the discussion topics and American instructors' questions helped the EFL students to develop intercultural competence by helping them to think more critically about themselves and others, to develop their global awareness, and to become global citizens. Although one cannot generalize these findings to other populations, the researcher encouraged language instructors to use picture books in their intercultural curriculum to help their students improve their language skills and become global citizens.

Williams, K. J. & Martinez, L. R. (2019). Supporting reading comprehension for students who are learning English and have learning disabilities. *Intervention in School and Clinic*, 55(1), 23–31. <https://doi.org/10.1177/1053451219833019>

This article discussed research-based interventions to help improve the reading comprehension of adolescent English language learners (ELLs) that have a learning disability. The authors encouraged the use of the following intensive reading interventions: word study which focuses
Reading in a Foreign Language 32(2)

on reviewing the morphology and pronunciation of multisyllabic words and vocabulary study which focuses on explicitly teaching and repeatedly reviewing vocabulary words both in their oral and written form. The authors concluded by stating that adolescent ELLs with learning disabilities must have many opportunities to utilize their newly acquired vocabulary in order to develop the necessary English language skills to be academically successful.

Wu, M. M. (2019). Second language reading from an Hegelian perspective. *Interchange*, 50, 339–357. <https://doi.org/10.1007/s10780-019-09352-6>

In this article, Wu aimed to extend the current cognitive view of the L2 reading process which generally focuses on how the individual reader processes meaning from the text. In addition to this traditional cognitive view, the author proposed a Hegelian perspective of L2 reading, which emphasizes the social and collaborative aspect of the reading process. This perspective also considers the important impact that culture has on reading, and, as a result, views L2 reading as an enculturation process where the L2 reader not only constructs meaning but also reconstructs and co-constructs it as a text is read. According to the author, this Hegelian approach to L2 reading would have a positive impact on many aspects of the field of L2 reading including research, theory building and teaching. Taken from the cognitive and the Hegelian views, the author concluded that L2 reading is both a social and an individual process.

Xu, H. & Durgunoğlu, A. Y. (2020). Motivational factors underlying different levels of reading comprehension of English language learners. *TESOL Journal*, 11(1), 2–14. <https://doi.org/10.1002/tesj.448>

This article addressed the importance of considering language learners' cognitive (particular language skills) and affective (motivation) characteristics for effective language instruction. There were 179 participants in this study, all of whom were Chinese college students. Participants responded to a questionnaire that provided demographic and motivational data. The questionnaire contained 35 Likert-type items in which participants reported their level of agreement on a 6-point scale, where 1 equaled "strongly disagree" and 6 equaled "strongly agree." Most of the items in this survey were compiled from three questionnaires used in previous research that attempted to examine reading motivation. The Critical Reading Inventory (CRI) was also administered to measure two types of participants' comprehension, higher-order (HOC) and text-based (TBC). Participants also read two passages in English to test their reading comprehension level. Descriptive data showed that all participants scored higher on TBC than HOC. Results in this study also showed that extrinsic motivation was a better predictor of TBC than HOC. However, intrinsic motivation was a better predictor of HOC than TBC. The authors concluded that their data indicated the need to design language classrooms that encourage enjoyment and deeper engagement with readings materials. Several implications for instructors and their language classrooms were also suggested.

Yeung, S. S. & Savage, R. (2020). Teaching grapheme–phoneme correspondences using a direct mapping approach for at-risk second language learners: A randomized controlled trial. *Journal of Learning Disabilities*, 53(2), 131–144. <https://doi.org/10.1177/0022219419894563>

Building on previous research, this study examined the impact of a reading intervention on young ESL learners identified as at-risk L2 readers. 71 Chinese ESL students identified as at-risk L2 readers were assessed for skills in word reading, phonemic awareness, spelling, vocabulary, comprehension, and nonverbal reasoning both before and after the intervention. All students received an 8-week intervention, which took place in small groups of 3–4 students and included grapheme–phoneme correspondences (GPCs) instruction and shared book reading. However, the treatment group also included direct mapping of graphemes (i.e., explicit review of the reviewed graphemes while reading authentic English texts) and the control group did not. Results showed that all students, regardless of type of intervention, had higher posttest scores on all measures. In addition, there was no overall main effect of one intervention over the other. However, further analysis revealed that students with higher phonological awareness skills benefited more from the direct mapping intervention than those with lower phonological awareness skills.

Yoshikawa, L., & Leung, C. (2020). Transitional shift of metacognitive awareness of reading strategy along with L2-English reading proficiency. *The Reading Matrix: An International Online Journal*, 20(1), 36–44.

This study examined the relationship between reading skills (i.e., fluency and comprehension) and reading strategy use. 50 EFL learners with an L1 of Japanese completed the following measures: a 30-item metacognitive awareness of reading strategies inventory, a 40-question English reading comprehension test, and a 120-item English reading fluency test. Results revealed that those who scored the highest and the lowest on the reading comprehension test had similar reading strategy usage both in terms of types of reading strategies (i.e., higher-level text processing, lower-level text processing, etc.) and frequency of use. The participants found to have intermediate-level reading comprehension abilities reported the lowest amount of reading strategy usage. Finally, results revealed that learners classified as having intermediate- and low-level reading comprehension skills had similar levels of fluency which differed from those classified as having a high level of reading comprehension skills. The researchers called for longitudinal research on the topic to better understand the complex and individual nature of reading strategy use by L2 learners.

About the Editors

Shenika Harris, PhD is an Associate Professor of Spanish at Lindenwood University, where she teaches undergraduate courses in Spanish and multilingualism. She earned a PhD in Second Language Acquisition with a minor in Spanish from the University of Wisconsin-Madison. She holds a Graduate Certificate in Language Instruction from Washington University in St. Louis and a MA in Spanish from Saint Louis University. Her current research interests include foreign language pedagogy, second language literacy, and translanguaging during second language writing. She is currently conducting research regarding the effect of course format (online vs. face-to-face) on the acquisition of Spanish. Email: SHarris@lindenwood.edu.

Haley Dolosic, PhD is the Program Manager of English Language Programs at Washington University in St. Louis. Her specializations include second language reading, second language self-assessment, and language research methodology. Her most recent research centralizes on L2 reading self-assessment across diverse linguistic backgrounds and advanced research methodology in applied linguistics. E-mail: dolosichn@wustl.edu.

David Balmaceda M. is a former Fulbright scholar, and currently an Applied Linguistics doctoral student at Washington University in St. Louis in the Department of Education with concentrations in Language Learning and Teaching, and Language Program Administration. He holds a Master of Arts (MA) in Teaching English to Speakers of Other Languages, and an MA in Foreign Languages, Cultures, and Literatures in Spanish from Southern Illinois University. In 2009, he was granted a fellowship sponsored by the United States Department of State's Bureau of Education and Cultural Affairs to participate in an Undergraduate Intensive English Language Study Program at St. Michael's College, Colchester, Vermont, USA. Some of his research interest include language program administration, Spanish and English second language acquisition, learner's affective factors, such as beliefs and attitudes toward language learning skills and their influence on language learning, and gender in Second Language Acquisition. E-mail: dbalmaceda@wustl.edu