

Readings on L2 Reading: Publications in other Venues 2020–2021

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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* (RFL). 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.

Acar, A., & Cavas, B. (2020). The effect of virtual reality enhanced learning environment on the 7th-grade students' reading and writing skills in English. *Malaysian Online Journal of Educational Sciences*, 8(4), 22–33. <https://mjir.um.edu.my/index.php/MOJES/article/view/26395>

Using a quasi-experimental research design, this study explored the effect of virtual reality (VR) enhanced learning environment on students' English reading and writing skills. Participants of this study were 26 7th-grade students (15 in the experimental group and 11 in the control group) who were randomly selected from the same English course taught by the same teacher at a public secondary school in İzmir, Turkey. Students in the control group followed the English course curriculum completing activities, such as textbook gap-filling exercises, smart board exercises,

listening to their teacher and answering questions, while students in the experimental group followed the curriculum in a VR environment using immersive VR headsets and software. For three weeks, students in the experimental group used an application about planets, specifically developed for this research, to watch the simulated planets, read short passages about them and answer follow up questions. Results indicated that students in the experimental group had higher academic success than those in the control group, suggesting that the activities designed in the VR environments had a positive effect on their achievements. Results also revealed that the interactive use of this application which also involved students as the first person in their class activities led the VR to outperform classical materials such as textbooks and frontal teaching by the teacher. To get better insights on the use of immersive VR applications in English Language education, researchers encouraged future research on the topic to develop new data using qualitative methods, and also explore the effect of VR enhanced learning environments on students' speaking and listening skills.

Ahmed, R. M. (2020). Investigating EFL learners' awareness of cognitive and metacognitive reading strategies of students in different disciplines. *Arab World English Journal*, 11(3), 294–304. <https://doi.org/10.24093/awej/vol11no3.18>

This study took English as a foreign language (EFL) learners' discipline into consideration and explored their preference of metacognitive strategies, cognitive strategies, and support strategies. Three hundred and seventy-five (246 females) Omani EFL first year undergraduate diploma students were recruited from five disciplines: English, biology, engineering, information technology, and business studies. The Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) was used to ask participants to self-report their strategy use. One-way multivariate analysis of variance (MANOVA) was performed and no significant difference in the employment of the three categories of reading strategies was found among learners from different disciplines. A closer examination showed that regardless of discipline, participants preferred cognitive strategies ($M=3.75$, $SD=.58$) the most, followed by support strategies ($M=3.63$, $SD=.63$) and metacognitive strategies ($M=3.37$, $SD=0.50$).

Alahmadi, A., & Foltz, A. (2020). Effects of language skills and strategy use on vocabulary learning through lexical translation and inferencing. *Journal of Psycholinguistic Research*, 49(6), 975–991. <https://doi.org/10.1007/s10936-020-09720-9>

This study investigated the effects of using vocabulary learning strategies (inference and lexical translation) and self-assessed second language (L2) language skills on students' vocabulary breadth, development, and retention. Sixty-one Saudi undergraduates majoring in English participated in this study. Through an English language self-assessment survey, participants reported having a proficiency level between advanced and fluent, using English outside the classroom sometimes, and frequently being able to follow lectures and presentations, but having difficulty in writing essays. In addition, participants completed a word translation task before and after the training sessions. This task featured 24 target and 24 control words in order to measure learners' prior and posterior knowledge of the target words. The frequency, difficulty, length, derivational complexity and part of speech for both target and control words were matched. The

word difficulty was determined through a norming study with 16 students of similar profile. Following Wesche and Paribakht's (2009) scoring system for the word translation task, translations that were semantically and syntactically accurate received one point, whereas translations that were not syntactically correct received half a point. The inter-rater reliability was checked with the assistance of another Arabic-English bilingual. Moreover, the XK_Lex vocabulary breadth size test (Al-Masrai & Milton, 2012) was used to measure participant's vocabulary breadth both before and after the intervention. In this test, participants checked the known words from a list that contained real and pseudowords. According to participants' GPA, vocabulary size and word translation task, they were classified as low or highly proficient. Half of the low and half of the highly proficient participants were combined to create two heterogeneous groups. Each group read four texts of similar length and difficulty evenly divided into two training sessions. Each text contained six of the 24 target words underlined and two comprehension questions. The first and second training sessions occurred two and three weeks respectively after the completion of the previous tasks. In the first session, participants in both groups were asked to guess the meanings of the target words, while in the second one they were asked to translate them by using a bilingual dictionary. The four texts were counterbalanced across groups. Two weeks after the training sessions, participants completed the word translation task and the XK_Lex Vocabulary Size Test for the second time. In addition, they filled out a 0-4 Likert scale questionnaire regarding their frequency of engagement in vocabulary learning strategies regarding inference and lexical translation. The results showed that students with lower vocabulary size asked for translations more often than those with higher vocabulary size, while the latter inferred words more often than the former. Furthermore, students who inferred more often learned more words than those who inferred less frequently. In addition, a more frequent use of bilingual dictionaries was found to correlate with higher development of vocabulary size than less frequent use of dictionaries. Moreover, participants who had a higher vocabulary size prior to the experiment reported being able to understand the main ideas of the texts and took notes more often than those with lower vocabulary sizes. Nonetheless, participants who reported taking notes less often showed a higher improvement on vocabulary size. Similarly, participants who indicated being able to present an academic topic more often improved their vocabulary size more than those who reported being able to do so less often. Additionally, being able to find needed information in a text more often as well as the inability to write one's opinion very commonly were shown to predict higher retention of words found in a dictionary.

Ali, M. A. (2020). Investigation of vocabulary learning strategies to identify word meanings for Saudi EFL students in reading context. *Arab World English Journal*, 11(3), 149–169. <https://dx.doi.org/10.24093/awej/vol11no3.9>

Drawing on Schmitt's (1997) vocabulary learning strategy taxonomy that features Social Strategies and Determination Strategies, Ali (2020) explored what Vocabulary Discovery Strategies (VDS) are employed to understand unknown words in a text, their frequency of use and efficacy, as well as the effectiveness of teacher and learner control strategies for word meaning discovery. Learner control strategies include decoding, guessing and asking for help, whereas teacher control strategies involve teaching models, methodologies, and assessments. A total of 50 Saudi English majors who passed a vocabulary course with a score within the 60%-85% range were selected for this study. Prior to the experiment, participants were trained on four

main VDS: a) use of word forms and contextual clues; b) use of phonics; c) asking a classmate; and d) using online dictionaries and translation services. Right after training, participants read a text adapted from TOEFL Practice tests on a computer in a lab. The text contained 22 words deemed unfamiliar because they did not appear in the glossary of the textbook, participants should not have seen them before, and an EFL specialist validated their unfamiliarity. Participants were given a questionnaire that featured two main parts. One part was designed to help the researcher code and collect data, while the other contained the four main strategies and sub-strategies. While reading the text, participants were required to check the reading strategies used to understand the meaning of each unfamiliar word, as well as to write down the meaning they guessed, and if they already knew the word meaning. A descriptive analysis of the data showed that participants correctly guessed an average of 13 words, with a range of 8-18. The most used strategy was using word forms and contextual clues (41.8%), which constituted 46.8% of the total number of correctly guessed words. This strategy yielded 74.2% correct guesses every time it was used. The next strategy was using online dictionaries and translation services (36.8%). It provided 40.1% of total number of correct guesses and yielded 72.3% of correct guesses every time it was employed. The next strategy was the use of phonics (12.9%), which was 7.5% effective in the guessing on the total number of words, and which provided 38.8% of correct guesses. Asking a classmate came last (8.5%), with 5.8% efficacy and providing 43.5% correct guesses every time it was used. A Pearson test revealed a strong positive correlation between the use of word forms and contextual clues and participants' scores, whereas a negative correlation was found between the three other VDS and participants' scores. The author interpreted these results as an indication that guessing word meanings from context require high levels of cognitive processes and that using dictionaries to determine the correct word meaning is not easy for students. In addition, the author acknowledged the training could have impacted the results of the study and mentioned that it could shed light on the role of both teacher and student control strategies for word meaning discovery.

Al-Muwallad, Z. A. (2020). English as a foreign language (EFL) learners' perceptions on the effectiveness of the internet to enhance their learning. *International Journal of Education & Literacy Studies*, 8(3), 25–31. <http://dx.doi.org/10.7575/aiac.ijels.v.8n.3p.25>

Highlighting the importance of educational technology in language learning, this study investigated the effect of the internet on enhancing the learning and reading comprehension of EFL Saudi learners. Using a descriptive analytic approach as well as the data collected from a survey, the study also explored the extent EFL learners used the internet, challenges they faced and their attitudes toward it. To this end, 50 Arabic speaking male undergraduate students at a university in Saudi Arabia completed a 35-item, 5-point Likert scale questionnaire. Results showed that students had a positive attitude towards using the internet for reading learning and its important role in improving their reading comprehension skills. Results also showed that among the challenges for using the internet in learning and teaching reading were the limited time of the class, and the students' lack of knowledge about what to read on the internet and how to use it for academic purposes. In addition, the results indicated that students enjoyed doing internet-based activities and were involved in activities such as social networking, playing games and vocabulary learning. Findings also showed that the internet helped build up the students' learning capacity since they were able to analyze materials and do knowledge-based experiments

using it either at school or home. Given the findings, researchers encouraged English language instructors to integrate technology and the internet in their teaching in order to build a dynamic classroom experience and promote the learners' reading comprehension.

AlRamadhan, M. H. (2020). L1 textual glosses and word repetition: Facilitative interventions for incidental vocabulary acquisition. *International Journal of Instruction*, 13(4), 815–832. <https://doi.org/10.29333/iji.2020.13450a>

This study explored the effects of first language (L1) textual glosses alone, word repetition alone, and both L1 textual glosses and word repetition together as interventions during incidental vocabulary acquisition. A total of 146 L1 Arabic intermediate-level learners of English were distributed across four conditions: L1 textual glosses (22 students), word repetition (25 students), L1 textual glosses + word repetition (30 students), and a control group with no intervention. Participants completed a pretest that featured target words and distractors to assess their familiarity with the target words one week prior to the experiment. Ten unknown and ten known words were selected for the experiment. Words with dual syntactic functions were used in only one of their functions. The following day, participants' vocabulary proficiency was measured through Nation's Levels Test. Three reading passages from students' textbook were tailored to each of the experimental conditions. The three passages contained the target words in different sentences to avoid lexical density. According to the *Lasbarhetsindex* readability software, two reading passages were deemed easy and one of standard difficulty. The passages in the L1 textual glosses condition featured L1 translations on the margins of the text. Texts in the word repetition condition exposed students to each target word 2-6 times. Finally, the combined condition featured both L1 glosses and repetition. After the interventions, participants in all groups completed a posttest adapted from Nation's (2001) framework of knowledge, which assess students' knowledge about the form, meaning and use of the target words. One-Way ANOVA analyses of the posttests showed that students in the three experimental conditions outperformed those in the control group. Additionally, participants in the L1 textual gloss condition outperformed those in the word-repetition condition, and no significant differences were found between the L1 textual gloss condition and the combined L1 textual gloss and word-repetition condition. The author cautioned that the role of word repetition could have been bigger with higher distribution of word repetition across many texts. Therefore, the author recommended syllabus designers and instructors to include both L1 textual glosses and word repetition in reading lessons.

Alshenqeeti, H., & Alrahaili, M. (2020). Effects of task repetition on Saudi EFL learners' reading comprehension. *Arab World English Journal*, 11(3), 417–430. <https://dx.doi.org/10.24093/awej/vol11no3.26>

In this quasi-experimental study, the researchers sought to investigate the effects of Task Repetition (TR) on EFL learners' reading comprehension by group and at the individual level. Additionally, this study sought to explore if there is a relationship between TR and complexity, accuracy, and fluency (CAF). Fifty EFL students from a Saudi Arabian university participated in this study (25 males, 25 females). Repeated tasks consisted of opinion gap items, verbal and

pictorial tasks. For the first phase of the experiment, the control group had brief discussions, grammar lessons, and an introduction to new words, followed by opened-ended questions. The experimental group was asked to pronounce the new vocabulary and to create sentences with each new word. For the second phase, the instructors reviewed the new vocabulary and grammar lessons. T-tests and ANOVAs revealed that content familiarity and TR significantly impacted participants' reading skill. The authors concluded that TR has a positive impact on the reading comprehension of EFL learners. In addition, results showed that collaborative tasks affected the reading fluency given the intermittent breaks taken by groups when working on group tasks. Regarding the impact of TR on CAF, results indicated that TR does influence CAF. Given the results, the authors encouraged the incorporation of TR in the language classroom to help improve students' reading comprehension.

Bakla, A. (2020). Extensive reading and web 2.0 tools in tandem: A mixed-methods study. *Education and Information Technologies*, 25(4), 3131–3160. <https://doi.org/10.1007/s10639-020-10103-9>

With 27 Turkish learners of English, this mixed-methods study investigated the extent to which students participated in a one-semester extensive reading (ER) project with the incorporation of Web 2.0 tools, the level of interaction among the participants, and the types of post-reading activities shared on the blog. It also explored participants' views about the ER project as well as the possible causes of limited participation in the activity. Participants first completed a level test to decide on the level of the graded readers to be read. Then, readers' participation in the ER project such as the number of posts/comments/tags and the type of activities were obtained using the WordPress plug-ins. Finally, focus group interviews were carried out with 14 students. The descriptive statistics showed that only 14 (out of 27) participants posted on the blog. Also, although the participants were asked to choose from 17 post-reading activities, almost half of the activity types were not done by any of the participants. The data indicated that participants generally favored simple activities (e.g., vocabulary flashcards) rather than doing more time-consuming activities (e.g., retelling the story in digital format). Moreover, the conversation rate (CR) per post (calculated by dividing the number of comments by the number of posts) among participants was less than one (CR = 0.56). Furthermore, the focused groups interview data were analyzed using content analysis. The results suggested that participants were not particularly happy with preparing post-reading activities, which together with lower motivation, poor interaction and lower digital literacy may account for the limited participation in the read-and-blog activity.

Baştuğ, D. S. (2020). Prospective German, French, English language teachers' views on literature in their teacher education program. *The Reading Matrix: An International Online Journal*, 20(2), 157–166.

In this study, the researcher sought to explore the perceptions of prospective German, French, and English language teachers on literature courses. A convenient sample of thirty prospective German, French, and English language teachers studying at a Turkish University participated in this study. Qualitative data were collected via semi-structured interviews. Overall, prospective

language teachers showed positive opinions towards using literature for language learning. Participants considered literature helpful to learn history, culture, and sentence patterns that can be used in other writing courses. Prospective language instructors also reported that they would use literature to help learners improve their reading, speaking, writing skills, and vocabulary and grammar. The student teachers, who considered literature courses should be compulsory, also reported that literature courses should be less theoretical and more practical. On the other hand, some participants reported that literature courses should not be compulsory and should be offered to students skilled in literature. The author suggested the need for a compulsory literature and language teaching course for prospective language teachers in their undergraduate teacher education programs.

Becerra, T., Herazo, J., García, P., Sagre, A., & Díaz, L. (2020). Using reading to learn for EFL students' reading of explanations. *ELT Journal*, 74(3), 237–246.
<https://doi.org/10.1093/elt/ccz053>

This study examined the effectiveness of the Reading to Learn (R2L) instructional approach in a ninth-grade class at a Colombian public high school. Specifically, the authors sought to explore the impact of how R2L may improve learners' reading comprehension of explanation texts and the students' perceptions of R2L. Forty-two ninth graders were given six lessons using the R2L approach. An EFL instructor also participated in this study. Data consisted of a teacher reflection log, three reading tasks to inform students' progress in reading comprehension, classroom observations to make sure R2L was being applied, a before program focus group, and an after-program focus group to gather student's perceptions on R2L. Findings indicated that students' reading comprehension of explanation texts improved during the implementation of the R2L approach. Specifically, R2L strategies such as summarizing the text before reading and detailed reading (e.g., the instructor helps identify grammatical features in the text) appeared to increase students' reading comprehension of explanation texts. The authors concluded that even though these were positive results, the R2L program was too short for asserting its effectiveness in reading comprehension. They called for future experimental research to examine the R2L approach in more extended programs with multiple reading genres.

Briceño, A. (2021). Influence of sequential and simultaneous bilingualism on second grade dual language students' use of syntax in reading. *Reading Psychology*, 42(2), 150–176.
<https://doi.org/10.1080/02702711.2021.1888345>

Drawing from bilingual theories in reading, the researchers investigated the reading behaviors of sequential bilinguals (SeqBs)—students who developed Spanish at home and are learning English in a school—and simultaneous bilinguals (SimBs)—students who acquired Spanish and English from birth. This study examined how second grade Latinxs SimBs and SeqBs in dual language (DL) programs use linguistics resources to process reading in Spanish and English. There were 6 (3 SimBs, and 3 SeqBs) second graders from a DL school in this exploratory study. The researcher used informal reading inventories (IRIs) to observe students' literacy behaviors while reading in English and Spanish. After each reading, participants were interviewed to examine how knowledge of two languages helped students read the text. Results revealed that

both groups, SimBs and SeqBs, struggled parsing sentences in English and Spanish. However, SimBs had a stronger syntactical base than SeqBs, given that they used syntactical knowledge across both languages to self-correct their errors. With these results, the researcher highlighted the relevance of considering students' language background for instruction and assessment purposes and the need to help students develop linguistic knowledge to improve reading comprehension. The researcher also encouraged finding new ways to examine IRIs, so that there is more focus on bilingual students' gains instead of their deficits.

Buendgens-Kosten, J. (2020). Incidental vocabulary acquisition from bilingual books: An analysis of bilingual German-English books for EFL contexts. *The Reading Matrix: An International Online Journal*, 20(2), 98–112.

This study compared the amount of L2 English input regarding types and tokens, and the proportion of words from K1 and K2 frequency bands (i.e., 0-1,000 and 1,000-2,000 most frequent words) in didacticized detective bilingual books and traditional graded readers. In the analyses, the author included three bilingual books that follow a sociolinguistic structural principle (i.e., both languages are used following multilingual practices to complement each other by conveying different content in the story). The presence of highlighted L2 words and vocabulary aids varied in the three books. These three books included narration in L1 German and naturalistic dialogues with bilingual speakers who code-switch and negotiate meaning. As a means of comparison, the author included two detective standard monolingual digital graded readers, which were designed for L2 learners and fully written in English. Names, exclamations, non-English sections, vocabulary aids and glossaries were excluded from the analyses; non-standard spellings were standardized. The author calculated the types and tokens as well as the wordlist coverage by employing Tom Cobb's VocabProfiler "VP-Compleat". The results showed that only one bilingual book included the same number of tokens and had more types than the traditional graded readers. In addition, the three bilingual books had higher type-token ratio than the traditional graded readers, which, as the author suggested, could be partially explained by the differences in text lengths. Moreover, two of the bilingual books fully reached the suggested 95% coverage of tokens within the K1 and K2 frequency band, while one was very close at 94.4%. Additionally, the three bilingual books included more types and tokens beyond the K1 frequency band. The author explained that bilingual books including German sections may contain less English, but may be read faster than traditional graded readers, which could balance the exposure to L2 input through time spent reading. They also mentioned that the fewer repetitions of each lemma in the bilingual books compared to the traditional graded readers could be explained by the reduced length of the English text, and the bilingual text design, which tends to repeat a word multiple times in one scene instead of throughout the whole story, increasing the saliency of the word. Finally, the author mentioned some limitations for the study, such as the variability of books in the market, the fact that it is necessary to investigate the actual use students make of bilingual books, and individual differences among students, including emotional-affective dimensions.

Çakır, I., & Özer, M. (2020). Fostering intuitive competence in L2 for a better performance in EAP writing through Fraise.It in a Turkish context. *Education and Information Technologies*, 25, 5405–5426. <https://doi.org/10.1007/s10639-020-10225-0>

Highlighting the significance of using corpus-based Web applications in language teaching settings, this semi experimental study investigated the use of the online software ‘fraise.it.’ Sixty-two English for Academic Purposes (EAP) writing students from two level of Language Awareness 3 (LA3) courses in the language school at a state university in Turkey participated in this study. Using the convenience sampling, 32 students were assigned to the experimental group and 30 students in the control group. Both groups were taught by the same non-native English teacher using the existing teaching materials but different instruction methods. For 7 weeks, the experimental group received constant SAR guidance and mentoring as they worked with the online corpus database fraise.it in doing exercises and developing hypotheses about the use of language forms. Students in the control group were taught by following the existing curriculum. To understand the effect of SAR, quantitative data was collected through a pre- and post-test where students were asked to use 4 different techniques in paraphrasing 4 different statements in each of the 4 different parts of the test, including a) Active to passive conversion, b) Passive to active conversion, c) Paraphrasing by changing the word class, and d) Paraphrasing by reduction/expansion of relatives. All 16 statements were taken from fraise.it and were different from each other in terms of grammatical and syntactical structures. To collect qualitative data, a semi structured survey was generated via ‘surveyMonkey.com’ and students were asked to answer 4 open-ended questions about the impact of fraise.it on their grammar knowledge and academic writing skills. Using paired-sample t-test, results showed that after the application of the SAR intervention and teacher’s mentoring, students in the experimental group showed a significantly meaningful change and better results in their test scores compared to those in the control group. In addition, the frequency analysis of the qualitative data revealed that learners believed that using fraise.it helped improve their English grammar and academic writing abilities and performance, and that it changed their home studies as they used this online corpus database as a source of reference outside their classrooms. Given the findings, researchers called for future research to explore the impact of SAR in different contexts and under different circumstances, and also how it affects the learners’ autonomy and to what extent that effect lasts in the long run.

Chang, A. C-S., & Renandya, W. A. (2020). The effect of narrow reading on L2 learners’ perceptions. *RELC Journal*, 51(2), 244–258. <https://doi.org/10.1177/0033688219839446>

In this study, the researchers investigated L2 learners’ perception of narrow reading of graded readers and if their perceptions changed over time. The graded readers consisted of 12 books selected from Oxford Bookworms, Compass, and Penguin which were then organized into four sets or text types according to the same author, the same genre, the same title, and random texts; each set had three different levels. Thirty-two students from both lower and higher language proficiency levels finished narrow reading of the 12 books in 2 five-week cycles. After reading each set of graded readers, they took a vocabulary test, and completed an 8-item, 7-point Likert scale questionnaire as well as an open-ended item exploring their views and feedback about reading the texts and each text organization. Students completed 4 questionnaires and wrote feedback 4 times by the end of the two cycles. To analyze the collected data, linear mixed effect

models were used where the random effect variable was the participants, and the fixed effect variables were text organizations (four levels), reading time order (four levels), the reading text sequence (four levels) and language proficiency (higher and lower). The dependent variable was the scores from the questionnaire. Results showed that L2 learners perceived the reading of the same title graded reader as the easiest followed by the same genre, the same author, and random texts, respectively. Results also showed that neither the reading time order nor the sequence of reading texts had any effect on L2 learners' perceptions of narrow reading; whereas their different language levels did as higher-level learners had a more positive perception of narrow reading than lower-level learners. Results of the written feedback indicated that most L2 learners were happy with the selected texts and that the interesting content and stories of the books played an important role in their perception. In general, higher-level learners enjoyed the narrow reading more than lower-level learners. Overall, findings revealed that narrow reading had different effects on perceptions and vocabulary acquisition of L2 learners. Given the results, researchers recommended implementing a successful extensive reading program.

Chen, T., Koda, K., & Wiener, S. (2020). Word-meaning inference in L2 Chinese: An interactive effect of learners' linguistic knowledge and words' semantic transparency. *Reading and Writing*, 33(10), 2639–2660. <https://doi.org/10.1007/s11145-020-10058-w>

This study explored the effects of linguistic knowledge on meaning inference of semantic transparent and opaque words, as well as the relationship between participants' linguistic proficiency and their ability to infer the meanings of those two types of words. Semantic transparency relies on semantic extension and ambiguity. The former refers to the extent to which the original meaning of the morphemes in a word contribute to its meaning (i.e., +/- original meaning of morpheme in the word), while the latter pertains to the number of different possible meanings a single morpheme has (i.e., +/- multiple meanings). Besides this classification, the transparency of these words was also rated by 34 native speakers of Chinese and positively correlated with semantic extension and ambiguity. Therefore, the authors used the composite score of semantic extension and semantic ambiguity to measure the degrees of semantic transparency for each word (i.e., transparent or opaque). The data from 203 learners of Chinese with different L1s, and who had been studying in China from one to four semesters, were analyzed in this study. Participants completed a short-term memory task, three linguistic knowledge tasks (a morpheme task, a vocabulary task, and a grammar task) and two word-meaning inference tasks (a meaning recognition task, and a meaning recall task). The short-term memory task consisted in memorizing 14 numbers that featured three to nine digits, one second per number. The morpheme and vocabulary tasks consisted of a checklist where participants marked the characters and words they knew, respectively. In the former, there was a checklist with 75 real and 25 nonce characters. The latter included a checklist that contained 75 real words of different difficulty levels (1-6) according to their frequency in daily life usage, as well as 25 pseudowords. The grammar task consisted of two parts from the Chinese standardized proficiency test HSK. In the first part, participants were exposed to 15 sentences with four blanks and were asked where a construction was most appropriate. The second part was a multiple-choice task where students completed a blank in 15 sentences. For the two word-meaning inference tasks, the authors used a total of 40 two-morpheme target words in the experiment, half transparent and half opaque. The selected words contained noun morphemes that appeared in the

participants' textbook. Two-sample *t-tests* between transparent and opaque words showed no significant differences for word frequency, close significant differences for character complexity and significant differences for semantic similarity. In the meaning-recognition task, participants were exposed to the 40 target words and 10 distractors and were asked to choose the correct English translation from four options provided for each word. The meanings provided among the options differed in their relatedness to each morpheme in the words to be translated. The meaning-recall task required students to infer the meaning of the 10 opaque and 10 transparent words based on the morphemes in the word and provide an English equivalent. The meaning-recall task was the first task participants completed, while the meaning-recognition task was the last one. The remaining tasks were carried out in a counterbalanced order. The results revealed significant correlations between morpheme, vocabulary and grammar knowledge, and the three correlated with the inference ability of transparent words. In addition, there were significant correlations between the students' inferential performance on transparent and opaque words. A four-stage hierarchical regression showed that morpheme knowledge contributed to 8.2% of the variance when short memory was controlled, and grammatical knowledge explained an additional 3.8%. Based on students' performance on the linguistic tasks, they were divided into low and high proficiency learners. The results of two-sample *t test* and a two-way ANOVA showed that students with higher proficiency were better at inferencing unknown transparent words than learners with lower proficiency levels, but the performance was similar in regard to inferencing opaque words. As pedagogical implications, the authors suggested focusing on morphemes at beginner levels, as well as considering the transparency of words in L2 materials. As limitations, the authors mentioned the lack of context in the word-meaning inference tasks, the possible guessing strategies used in those tasks, and the fact that the frequency of each morpheme was not controlled.

Chung, K. K. H., Lam, C. B., & Leung, C. O. Y. (2020). Contributions of executive functioning to Chinese and English reading comprehension in Chinese adolescent readers with dyslexia. *Reading and Writing, 33*(7), 1721–1743. <https://doi.org/10.1007/s11145-020-10049-x>

The present study compared the performance of readers with and without dyslexia on assessments measuring working memory, inhibition, shifting, planning, vocabulary knowledge, rapid naming, and reading comprehension in L1 Chinese and L2 English. It also investigated the contribution of executive functioning (EF), vocabulary knowledge, and rapid naming to reading comprehension in both languages for the dyslexic and typical group. Participants were Chinese native speakers who were seventh graders from three secondary schools in Hong Kong, China. Of them, 57 students were with dyslexia (29 boys and 28 girls; mean age = 152.28 months, *SD* = 3.71) and 57 were typically developing students (31 boys and 26 girls; mean age = 152.12 months, *SD* = 4.53). Participants' performance on working memory, inhibition, shifting, planning, vocabulary knowledge, rapid naming, and reading comprehension in Chinese and English were measured. For data analysis, multivariate analysis of variance (MANOVA) was used to examine the group differences in these variables between the readers with dyslexia and typical readers, partial correlation analysis was employed to explore the associations among the aforementioned variables, and regression analyses were conducted to examine the contributions of these variables to readers' comprehension in L1 and L2. The results of MANOVA showed that readers with dyslexia performed significantly worse on all these measures. The correlational

analysis displayed a significant correlation between Chinese reading comprehension and English reading comprehension. Additionally, Chinese vocabulary knowledge, English vocabulary knowledge, and EF were found to positively associated with reading comprehension in both languages. After controlling for age, IQ, and group membership, the results of the regression analyses indicated that, vocabulary knowledge, working memory, and inhibition uniquely predicted Chinese reading comprehension. By comparison, in addition to these three variables, rapid naming and shifting also had significant contribution to readers' English reading comprehension.

Dincer, A. (2020). "The more I read, the more I want to read": Extending reading with reading logs. *The Reading Matrix: An International Online Journal*, 20(2), 140–156.

Highlighting the benefits of extensive reading (ER) in language learning, this study aimed to understand EFL learners' reading practices beyond the classroom and create a reading habit in them through implementing reading logs with online ER practices. Participants of this study included 38 English majors in a preparatory and first year English reading course in an English Language Teaching department at a university in Turkey. Adopting an action research method, researchers designed a 3-semester/cycle ER project with reading logs in an EFL reading class. In each semester/cycle of the study, the teacher, as the researcher, planned the ER self-log activities, then students acted on it by doing the activities and discussing their experiences as the teacher observed them, and finally students provided their reflections and feedback about those reading practices and experiences. After each cycle of reading, the teacher modified the self-log activities of that cycle and introduced a new version of practices to students. After the end of the third cycle, students completed an online survey that included three parts: 1) the tools/devices students used while reading and their frequency of use, 2) evaluation of their reading experience based on the principles of successful ER, and 3) open-ended questions about most frequently visited websites for reading practices, and the effectiveness of reading logs in improving their reading comprehension skills and motivating them to read more. Results showed that among the devices students used outside the class to read English, smartphones were the most frequently used tools while e-readers and tablets were used the least. In general, students showed more interest in using e-materials and English-learning websites in creating a reading habit. In addition, most students favored the individualized reading-log practices which were found to be effective in enhancing not only their reading and writing skills but also other macro and micro abilities. However, some students found reading logs difficult and an extra burden of the course which revealed that ER would be more beneficial especially when students show enthusiasm in engaging more in the self-log practices and reading activities. For a more effective guideline for ER language practices in different contexts, the researchers recommended future research on context-specific ER projects in order to build reading habits in language learners.

Dixon, C., Thomson, J., & Fricke, S. (2020). Language and reading development in children learning English as an additional language in primary school in England. *Journal of Research in Reading*, 43(3), 309–328. <https://doi.org/10.1111/1467-9817.12305>

This 18-month longitudinal research compared children learning English as an additional language (EAL) with their non-EAL peers in their developmental trajectories in language and reading skills. Participants were 45 EAL and 32 non-EAL children in Year 4 (age 8–9 years) from some of the state-maintained primary schools in South Yorkshire, England. These schools were ranked above the national average in terms of proportion of pupils eligible for Free School Meals indicating socio-economic deprivation. A series of tests were administered to measure participants' oral language (receptive vocabulary, expressive vocabulary, vocabulary depth, listening comprehension, and expressive grammar), phonological processing (phonological awareness, rapid automatized naming), reading (single-word reading, passage reading), and cognition (nonverbal reasoning, memory). Linear mixed modelling was employed in the analysis of developmental trajectories. The results showed that EAL and non-EAL children performed similarly on all measures except for receptive and expressive vocabulary knowledge, spoonerisms, and passage reading accuracy, where EAL learners performed significantly lower than their non-EAL peers. These group discrepancies, as indicated in the data, did not appear to disappear or narrow over a period of 18 months as a result of regular classroom instruction.

Feller, D. P., Kopatich, R. D., Lech, I., & Higgs, K. (2020). Exploring reading strategy use in native and L2 readers. *Discourse Processes*, 57(7), 590–608. <https://doi.org/10.1080/0163853X.2020.1735282>

Comparing L2 readers with non-L2 readers, the current study investigated readers' self-reported strategy use and situated text-processing strategy use as well as the extent to which strategy was tied to reading proficiency. The final sample of participants consisted of 70 native English readers and 73 L2 English readers ranging between 18-50 years ($M = 21.58$, $SD = 6.47$) of age. The Study Aid Reading Assessment (SARA), Metacognitive Awareness of Reading Strategies Inventory (MARS), and Reading Strategy Assessment Tool (RSAT, a think-aloud tool) were administered to measure participants' English reading proficiency, self-reported strategy use, and situated text-processing strategy use, respectively. Data were analyzed with a series of regression analyses and Bayes' factors. No differences in strategy use were found between native English readers and L2 English readers after controlling for proficiency. In addition, the results showed that regardless of the L2 status reading proficiency significantly predicted participants' situated text-processing strategy use and negatively predicted the self-reported use of support strategies (but not global or problem-solving strategies). Moreover, the data suggested that the association between reading proficiency and reading strategy use might be similar across L2 and non-L2 readers.

Goldenberg, C. (2020). Reading wars, reading science, and English learners. *Reading Research Quarterly*, 55(S1), S131–S144. <https://doi.org/10.1002/rrq.340>

Drawing from neurolinguistic research, interventions, and classroom studies, this article focused on English learners (ELs) immersed in all-English programs. Remarkably, the author summarized what has been discovered about teaching reading to beginning and more advanced ELs in English-only programs and articulated what could be effective literacy instruction for ELs. Additionally, it addressed differences and similarities in the process of reading in a second language and reading in a first language. With the presented research, the author claimed that the process of learning to read in a second language with an alphabetic orthography (e.g., English) is very similar to the process of learning to read in the first language. Other findings in this article indicated that ELs need additional instruction and support in learning the vocabulary that will facilitate reading comprehension. Given that basic reading skills require understanding the connection between letters and speech sounds, the author suggested that beginning EL readers may benefit from oral language instruction more than students already proficient in English. Likewise, as ELs advance and readings become complex, the author recommended that ELs' instructional support and oral instruction should also become more complex and demanding. Regardless of ELs's reading level, the author concluded that ELs' foundation for effective literacy instruction is the same as the literacy instruction for students learning to read in their first language. The author addressed several direct implications for the science of teaching reading for ELs: the explicit teaching of the foundations of literacy, the teaching of skills and knowledge required for continued literacy development, and the provision of adequate English-language support for literacy instruction.

Hessel, A. K., & Schroeder, S. (2020). Interactions between lower-and higher-level processing when reading in a second language: An eye-tracking study. *Discourse Processes*, 57(10), 940–964. <https://doi.org/10.1080/0163853X.2020.1833673>

In this study, the researchers examined whether L2 readers' lower-level word processing (tapped by word-processing difficulty) interacted with their higher-level coherence building (visible in inconsistency processing). Sixty-three German university students (34 females, mean age 23.6 years, $SD = 4.6$) read 48 short expository texts which were presented via Experiment Builder software. Additionally, participants' eye movements were recorded using an Eyelink 1000 eye tracker at a sampling rate of 1000 Hz. In the experiment, word-processing difficulty was manipulated on the text level by replacing shorter and higher-frequency words such as *scared* with longer and lower-frequency words such as *horrified*, and the inconsistency manipulation was created through mismatches between pretargets such as *soya* and targets such as *corn*. ANOVA and post hoc tests were performed. The results showed that both inconsistent targets and difficult words not only were read for comparatively longer time but also received more rereading and direct regressions in. Moreover, a statistical interaction was found between word processing and inconsistency reading suggesting that lower-level processes directly affect higher-level processing. Specifically, word-processing difficulty interacts with inconsistency in go-past duration, rereading time, and rereading probability.

Huang, J. W. T. (2021). Is SRS (Student Response System) icing on the cake? Comparing efficacy of different modalities of SRS engagement incorporated into collaborative reading in an EFL classroom. *The Reading Matrix: An International Online Journal*, 21(1), 38–50.

Huang (2021) explored how low-tech and high-tech Student Response Systems (SRS) mediate peer discussion, how their effects on reading comprehension and incidental vocabulary acquisition compare, as well as students' perceptions on the two SRS. The high-tech SRS used in this study was the Nearpod web-based application, which allows multiple-choice and true/false questions, polling, as well as open and closed questions. The low-tech SRS consisted of using whiteboards for students to write their answers and share with the class. Three intermediate English classes containing approximately 53 17–18-year-old students each were randomly assigned to one of three conditions: high-tech SRS, low-tech SRS, and a control group without any SRS. The three conditions consisted of a collaborative reading. Students with different proficiency levels were grouped together and were provided with a worksheet featuring glosses and open-ended guiding questions for the discussions. Each student individually read portions of the text and discussed their comprehension with their peers using the worksheet. Depending on the condition, students would share their answers as a group by using the Nearpod in the high-tech SRS, the whiteboards in the low-tech, or by writing their answers on the worksheet and raising their hands in the non-SRS. Participants in all conditions received points towards their course grade for correct responses. Without prior notice, participants completed a post-lesson comprehension test that featured ten multiple-choice questions; a vocabulary test that contained ten multiple-choice questions, five items to translate, and five-item definition match questions; as well as a perception questionnaire involving ten 5-point Likert scales that showed a good internal consistency and open-ended questions. In terms of reading comprehension, results showed that both SRS tools led to significant better reading comprehension with high-tech SRS providing the highest raw mean scores. Regarding vocabulary acquisition scores, no significant results were found across conditions. In terms of students' perceptions, participants in the high-tech SRS condition provided significantly higher scores for questions regarding the likeness and interest, self-engagement, group participation, and fairness of the Nearpod application. The qualitative data supported the better perception of high-tech SRS. Among the disadvantages for low-tech SRS, students mentioned the unfairness of grading the answers given the instructor's inability to see all white boards. The main disadvantage for high-tech SRS were technical issues and waiting for students to join the session. The authors identified two possible confounding variables, notably students' Taiwanese cultural background as well as the provision of more corrective feedback in the SRS conditions.

Kennedy, U., & Chinokul, S. (2020). Effect of the scaffolded reading experience using a graphic novel on the English reading comprehension and reading motivation of Thai EFL students. *Language Education and Acquisition Research Network Journal*, 13(2), 158–175.

This study explored a Scaffolded Reading Experience (SRE) in combination with graphic novels to discover the reading motivation and comprehension of twenty female 10th-grade EFL students in an intensive English course at a private school in Thailand. Quantitative data was collected through pre- and post-English reading comprehension tests and pre- and post-reading motivation questionnaires, and qualitative data was gathered from comments in student journals. English

reading comprehension tests gauged students' reading skills and visual interpretation abilities at that moment. Reading motivation questionnaires sought students' intrinsic and extrinsic motivation to read. Student journals identified students' attitudes and opinions about the graphic novels and course lessons. The research process involved three stages—preparation, implementation, and data analyzing. In the preparation stage, the teacher chose the appropriate graphic novels and developed 8 lesson plans, and then the pre- and post-student motivation questionnaires and pre- and post-reading comprehension tests were designed. In the implementation stage, the pre-test, pre-questionnaire, the instructional period lesson plans, the post-test, and post-questionnaire were given. In the data analyzing stage, the quantitative and qualitative data were analyzed. Results indicated that the post-test scores were significantly higher than the pre-test scores, showing that visual imagery increased reading comprehension. Results of the motivation questionnaires showed a significant increase in the posttests, similar to comprehension tests. Finally, student journals indicated that they enjoyed the reading activities because of the use of graphic novels. Overall, it was found that SRE in connection with graphic novels developed students' reading comprehension skills and engagement in the activities which led to their reading motivation.

Khatoon, S., Abidin, M. J. Z., Mirza, Q., & Hussain, A. (2020). Blogging in ESL class-gender-based attitude of the engineering students. *International Journal of Evaluation and Research in Education*, 9(4), 1128–1137. <http://doi.org/10.11591/ijere.v9i4.20673>

This qualitative study examined attitudes differences by gender of six engineering students towards using blogs as part of an ESL reading class. It also explored the effects of blogs' multimodal features on students' reading attitudes and language learning. There were three males and three female computer engineering students from a Malaysian public university. All participants were enrolled in an ESL reading class that used blogs as a mode of reading instruction. The blog designed for this study had multimodal features (e.g., videos, graphics, discussion forums, and a link to a dictionary). Participants reported enjoying using the blog given the multimodal features. Participants also reported believing that using the blog helped them improve their English and their attitudes towards comprehending the readings because they wanted to engage appropriately and easily in the blogs discussions. Overall, results showed that male and female participants had a positive attitude towards using blogs as they perceived blogs contributed to their language learning. The only attitude difference by gender found in this study was related to external social factors. More female participants reported having less access to the internet than male participants.

Kıymaz, M. S., & Özaydın, S. (2020). An investigation of instructor opinions on the use of literary texts in teaching Turkish as a foreign language: The case of Suruç Temporary Refugee Center. *African Educational Research Journal*, 8(2), S316–S326.

This study explored fifty instructors' opinions on the benefits of using literary texts in a Turkish as a foreign language program at the Suruç Temporary Refugee Center in Turkey. With this study, the authors sought to add to the limited data on Turkish instructors' opinions towards using literary texts when teaching Turkish as a foreign language. Qualitative data were collected via

semi-structured interviews. Overall Turkish instructors reported that using literature contributes to the development of basic language skills (e.g., listening, speaking, reading, and writing), the increase of vocabulary, the students' reading habits, the transfer of culture, and it stimulates the interest, curiosity, and enjoyment during the language teaching process. Given the results, the authors suggested incorporating literary genres from the intermediate level and not just at the advanced levels. They also suggested using literary texts to teach basic language skills, grammatical structures, and vocabulary in context.

Laufer, B. (2020). Lexical coverages, inferencing unknown words and reading comprehension: How are they related? *TESOL Quarterly*, 54(4), 1076–1085. <https://doi.org/10.1002/tesq.3004>

Laufer (2020) investigated how lexical coverage, inferencing ability, and text comprehension relate to each other. Lexical coverage refers to the percentage of known words in a text before reading it, while inferencing ability involves guessing correct word meanings from context. More specifically, the author investigated what comprehension levels and percentage of inferred word meanings were obtained at three lexical coverage levels (90%, 95% and 98%), as well as the relationship between comprehension level and inferencing ability. Sixty Arabic-speaking learners of English as a Foreign Language (EFL) were equally distributed into the three coverage levels. Participants were high schoolers at an intermediate level (CEFR B1) and whose receptive vocabulary was approximately 4,000 words. Students read a 621-word story from Hu and Nation (2000) that did not require any background knowledge. Different proportions of highlighted nonsense words were used to replace real words in the text depending on the desired lexical coverage level. Comprehension levels were measured through a multiple-choice question pertaining to main ideas. Students with a comprehension score of 85% or higher belonged to the mastery group. Inferencing ability was obtained by asking participants to provide a synonym, translation or explanation for each of the nonsense words, which was rated by two English teachers. Results showed no significantly different scores for comprehension levels across coverage groups. However, inferencing ability at the 95% and 98% lexical coverage levels were found to be significantly higher than at the 90% lexical coverage level. Furthermore, students in the mastery group obtained significantly better inferencing scores than students in the non-mastery group. Additionally, reading and interfering ability were highly correlated in the 90% and 95% lexical coverage groups, and moderately correlated when including the 98% lexical coverage group. Given the results, the author recommended a 95% of lexical coverage level if inference skills are taught.

Li, M., Koh, P. W., Geva, E., Joshi, R., & Chen, X. (2020). The componential model of reading in bilingual learners. *Journal of Educational Psychology*, 112(8), 1532–1545. <https://doi.org/10.1037/edu0000459>

Revolving around the framework of the Componential Model of Reading (CMR; Aaron et al., 2008) comprising cognitive, psychological, and ecological domains, this study attempted to validate the CMR model and examine the direct and indirect relations between the three domains and reading comprehension. Participants were 124 Chinese-English bilingual children, who spoke Chinese (their L1) at home, in Grades 4 (n = 55, 29 girls), 5 (n = 36, 17 girls), and 6 (n =

33, 15 girls) from eight public schools in a large multicultural, multilingual city in Canada. For data collection, participants' word reading accuracy, word reading fluency, vocabulary, and listening comprehension were measured to reflect their cognitive domain. Participants' motivation and acculturation were surveyed to indicate the psychological domain. And the ecological domain was assessed with a home literacy environment questionnaire completed by the participants' parents about the number of L1 and L2 books at home, maternal education, and the age at which parents started reading to their child (in either L1 or L2). In addition, two different reading comprehension tests were administered to measure participants' reading comprehension outcomes. A confirmatory factor analysis was conducted, and the results lent support to the use of the CMR as a three-factor model reflecting cognitive, psychological, and ecological domains to explain reading processes in the context of bilingual children in upper elementary grades. Moreover, structural equation modeling was performed, and the data showed that while both the cognitive and psychological domains made direct contributions to reading comprehension, the effect of the ecological domain was indirectly mediated by the cognitive and psychological domain.

Li, Y., & Brantmeier, C. (2021). The effects of working memory capacity on reading comprehension and strategy use with Chinese EFL university students. *The Reading Matrix: An International Online Journal*, 21(1), 1–26.

With ten Chinese EFL undergraduates from a large public medical university, this study explored how working memory capacity (WMC) was associated with the participants' performance on three reading comprehension tasks, namely, free written recall, sentence completion, and multiple-choice. It further examined the differences in strategy usage by readers of different WMC. Participants' strategy use was collected with think-aloud procedures and semi-structured interviews, and their WMC was measured with the automated Operation Span Task (OST) (Unsworth et al., 2005). In addition, participants individually read two medical texts and completed the three comprehension tasks. Correlation analysis and independent sample *t* tests were carried out and the results indicated that the contribution of WMC to reading comprehension varied by comprehension task type. It was also revealed that compared to readers with a smaller WMC, those with a larger WMC made use of a greater variety of reading strategies. Moreover, a smaller WMC was found to be associated with readers' preference of decoding strategies. By comparison, readers with a larger WMC tended to use more top-down strategies.

Masmoudi, D. M. (2020). Visual-based reading strategies across languages and disciplines: The Tunisian EAP context as a case study. *The Reading Matrix: An International Online Journal*, 20(2), 61–81.

In this study, the author explored how Tunisian researchers' disciplinary background knowledge and languages affected their strategies in processing visuals in research articles. Eight participants were selected based on their responses to a semi-structured questionnaire, which was used to probe different aspects of the respondents' background knowledge (e.g., discipline area, reading habits) as well as for participants to self-assess their reading abilities relative to different

types of visuals (e.g., tables, graphs). The participants were native speakers of Arabic from a PhD Program. To differentiate background knowledge, the participants were selected from two areas of specialization with half of the participants from marketing and the other half from strategic management. Participants were asked to verbalize their thoughts following think-aloud procedures as they were tackling visuals from two pairs of research articles in English and French with one pair from the marketing subject area and the other pair from the strategic management subject area. The think-aloud units for the immediate introspection for each visual were coded as one of the following six strategies: the cognitive, metacognitive, utility, interaction, evaluation and top-down. In addition, four types of strategies were determined based on the sequencing of meaning negotiation, and they were used to analyze the clustering of idea units emerged in think-aloud data. These strategies include meaning-preparation, meaning-building, meaning-consolidation, assessment and meaning-failure categories. The analysis of the think-aloud data and participants' responses in the questionnaire revealed that disciplinary background knowledge, compared to language effect, was a stronger predictor of participants' strategies in processing visuals in research articles. Moreover, participants' use of strategies for meaning building was found to be weak.

Mays, B. R., Yeh, H. C., & Chen, N. S. (2020). The effects of using Audience Response Systems incorporating student-generated questions on EFL students' reading comprehension. *Asia-Pacific Education Research*, 29(6), 553–566. <https://doi.org/10.1007/s40299-020-00506-0>

This quasi-experimental study aimed to investigate the effects of using Kahoot! as an Audience Response System (ARS) with student-generated questioning as a strategy on elementary school EFL students' reading comprehension. It also explored the behavior patterns that emerged in the students' question-generation processes. Participants were 48 beginning level EFL learners in two intact sixth grade public elementary school classes in rural Taiwan. One class as the intervention group employed Kahoot! to generate questions and the other as the control group used pencil and paper for self-generation questions (SGQ). The intervention consisted of twelve 40-min weekly sessions. To collect data, two sets of simulated General English Proficiency Test -Kids reading tests were administered before and after the intervention, respectively, to look at the effects of ARS with SGQ as a strategy on reading comprehension. Additionally, worksheets were used for students to generate multiple choice questions on the assigned story at both the group and the individual levels. These questions were evaluated by a rubric designed by the instructor with a full score of 16 points for each question. The results of independent sample *t* tests showed that while the intervention did not improve participants' reading comprehension in a meaningful way compared to the control group, it produced significantly more improvement in the question quality than the control group. Moreover, the content analysis revealed a higher level of collaboration among the experimental group in this study promoted by the active learning environment provided by the ARS, Kahoot!

McLean, S., Stewart, J., & Batty, A. O. (2020). Predicting L2 reading proficiency with modalities of vocabulary knowledge: A bootstrapping approach. *Language Testing*, 37(3), 389–411. <https://doi.org/10.1177/0265532219898380>

The authors used statistical bootstrapping to explore the mean reliability coefficients of different vocabulary test modalities and lengths, the correlations of these test modalities with L2 English reading comprehension when test length is controlled, and the correlation of test completion time for each test modality and length. The test modalities investigated were two recognition tests (i.e., Yes/No and meaning-recognition tests) and two production tests (i.e., meaning-recall and form-recall tests). In Yes/No tests, participants check the words they think they know. In meaning-recognition tests, participants are provided with different definitions for each word, and they have to choose the correct one. Meaning-recall tests consist of L2-L1 translations of words, while form-recall tests involve L1-L2 translations. Reading comprehension was measured through the Test of English for International Communication (TOEIC). A total of 103 Japanese university students with a 18-31 age range and different proficiency levels participated in this study. Participants completed the Test of English for International Communication (TOEIC) and the vocabulary tests for this experiment within a period of three months. Participants completed four computer-administered vocabulary tests, one in each modality, containing the same 1,000 words from the third 1,000 most frequent word band according to words' Standards Frequency Indices (SFIs). Target words were selected from the New General Service List corpus (Browne, Culligan, & Phillips, 2013) and were piloted. The hierarchical level of difficulty of each modality was considered for the distribution order of each vocabulary test, beginning from the easiest to the most difficult: yes/no test, form-recall test, meaning-recall test, meaning-recognition test. Participants were told to complete all tests within two weeks, each test on one single sitting with the possibility of taking short breaks. Participants did not receive any extra help from dictionaries, spelling correctors or word predictors. The data analysis followed a statistical bootstrapping. That is, thousands of simulated tests were created by repeatedly sampling the responses for all the target words for each test modality, allowing for the collection of 1,000 bootstrap samples for each test condition and length. The first sampled test length consisted of five items for each test modality. Afterwards, sampled test lengths ranged from 10 items to 200 items by increments of 10. Results revealed that Yes/No tests had the highest internal reliability, followed by meaning recall, form-recall and meaning-recognition tests for all test lengths. Meaning-recall tests followed by form-recall tests yielded the highest average correlation to reading comprehension scores for all test lengths. For tests under 30 items, Yes/No tests provided a higher correlation than meaning-recognition tests, although this pattern was inverted for tests with more than 30 items. According to the authors, the effect of test length on the correlation between test modality and reading comprehension could explain conflicting results in previous studies. Yes/No tests reached their peak on correlations (.67) to reading comprehension after 20 minutes. The correlations for the remaining test modalities (i.e., meaning-recognition, form-recall and meaning-recall) were higher than those of Yes/No tests at 20 minutes, and peaked at 30 minutes with correlations of .72, .76 and .79, respectively. The authors explained these results by stating that recall tests usually have higher reliability than receptive measures and that productive knowledge is a stronger form of vocabulary knowledge.

Mudra, H. (2020). Digital literacy among young learners: How do EFL teachers and learners view its benefits and barriers? *Teaching English with Technology*, 20(3), 3–24.

This study investigated the perceptions of Indonesian EFL teachers and learners towards the benefits and barriers of digital literacy. Five EFL teachers and 8 EFL students from various Indonesian middle high schools were purposely selected to participate in this study. Data was collected through semi-structured and in-depth interviews. While students were asked to provide their opinions on the benefits and barriers of digital literacy for their language learning, instructors were asked to share their perceptions of the young learner's digital literacy. Regarding digital literacy benefits, young learners reported that digital literacy had improved their four basic skills (listening, speaking, reading, and writing) and their learner-learner collaboration. EFL teachers reported that digital literacy had exposed learners to authentic materials, and it has improved teacher-learners collaboration. Some of the barriers reported by young learners were the access to internet, the cost of technological devices, and the complexity of authentic digital material. On the other hand, instructors reported that some of the barriers their students faced were the students' various proficiency levels and the limited digital literacy experience, which resulted in a lack of familiarity when using digital literacy tools. Given the results, the authors suggested the incorporation of digital literacy in language programs and syllabi.

Mussa, S., & Fente, G. (2020). The appropriateness of literary texts in teaching reading skills: The case of some selected high schools in Ethiopia. *The Reading Matrix: An International Online Journal*, 20(2), 217–230.

In this study, the researchers sought to evaluate the appropriateness of literary texts and the reading activities accompanying such texts for teaching reading skills at three Ethiopian high schools. Data were collected via semi-structured interviews, a document analysis process, and a questionnaire designed to measure the appropriateness of literary texts. A total of 429 EFL students in tenth grade completed the questionnaire, and seven EFL teachers were interviewed on their opinions towards the appropriateness of the literary texts and activities. Some of the document analysis and students' questionnaire data indicated that the texts contained very long and complex sentences, challenging vocabulary, archaic and colloquial language, and it was above the student's proficiency level. Additionally, the texts contained religious beliefs, traditions, and ceremonies that appeared to be far from the students' cultural background knowledge. The analysis also showed that some of the literary texts did not appear relevant to the students' day-to-day life and experiences. Document analysis results showed that pre-reading activities did not help stimulate the learners' interest and curiosity. However, some of the pre-reading activities were helpful providing hints on the cultural background and topic of the texts. Furthermore, some while-reading activities did not help understand language function and style. Some post-reading activities did not encourage students' interpretation and personal response to the text (e.g., activities after poems). Lastly, data from the teachers' interviews partially agreed with the document analysis and the students' questionnaire data. Most instructors found appropriate the length of the texts, and they found helpful all of the pre- and post-reading activities. Overall, the authors concluded that the evaluated literary texts and the reading activities did not help teach students reading skills.

Nahatame, S. (2020). Revisiting second language readers' memory for narrative texts: The role of causal and semantic text relations. *Reading Psychology, 41*(8), 753–777. <https://doi.org/10.1080/02702711.2020.1768986>

The present study explored the effect of causal text relations and semantic text relations on L2 readers' memory for naturalistic narrative texts as well as how the effect was associated with the level of text relations (local vs. global) or L2 reading skill. The participants were 121 university-level beginning- to intermediate-level learners of English in Japan. An English reading test was first administered to measure participants' reading proficiency. Participants were then asked to read and recall for two narrative texts with approximately 200 words which were adapted from Horiba (1993, 1996a). The causal text relations and semantic text relations were analyzed with the Trabasso and van den Broek causal model and latent semantic analysis (LSA), respectively. In addition, the generalized linear mixed model was carried out to analyze the recall scores. For the causal text relations, the results suggested that the global causal structure (i.e., beyond adjacent text elements) of a text has a strong effect on readers' recall performance. By comparison, for the semantic text relations, the local relations (i.e., between adjacent text elements) exerts significant influence on readers' memory for the narrative texts. Moreover, the effects of the causal text relations were found to be consistent across the participants' L2 reading skill levels.

O'Brien, B. A., Lim, N. C., Habib Mohamed, M. B., & Arshad, N. A. (2020). Cross-lag analysis of early reading and spelling development for bilinguals learning English and Asian scripts. *Reading and Writing, 33*(7), 1859–1891. <https://doi.org/10.1007/s11145-019-09999-8>

This longitudinal study investigated simultaneous bilingual children's development of reading and spelling skills in English and one of the three languages of Malay, Tamil, or Chinese from kindergarten to their year of primary school. 645 children from 80 pre-schools across Singapore participated in the study. Bilingual children from these three different Asian languages were chosen for their distinct system: Malay has a more transparent alphabetic system; Tamil has an akshara system; and Chinese has a non-alphabetic system. Data was collected through measuring the children's non-verbal intelligence, English reading and spelling abilities, and Asian language reading and spelling skills. To measure their nonverbal reasoning, the Raven's Coloured Progressive Matrices (CPM) was used where English-Chinese bilingual children had higher scores than bilinguals of the other two Asian languages. Wide Range Abilities Test, 4th Edition (WRAT-4) was used to measure their reading and spelling skills in both English and Asian languages. A cross-lagged model was used to analyze the data and shed light on the relationship between these bilingual groups, development of reading and spelling skills in each language, and the language-universal and -specific aspects of the interrelations. Results for each bilingual group indicated that Chinese and Tamil groups showed a cross-domain reading to spelling influence and a relational pattern similar to monolingual speakers for English, while the Malay group showed a later cross-domain reading to spelling influence. Results also showed different cross-linguistic influences between the three groups for each skill: a significant mutual influence for reading and spelling over time for the Malay group, a mutual influence only for early spelling for the Chinese group and a minimal influence for the Tamil group. Reading the directionality of influences across these two skills, Malay showed a persistent bidirectional cross-domain

influence, Chinese supported a later bidirectional influence which was stronger from reading to spelling and Tamil showed a later spelling to reading influence. Overall, findings revealed that in each bilingual group, the reading and spelling skills were related in both languages which suggests language-general aspects of early literacy skills' co-development. Differences were also found across groups due to the orthographic depth and cross-language influences, which suggest language-specific dynamics in early literacy skills' co-development.

Okyar, H. (2021). Turkish EFL learners' reading strategy use and its relation to reading self-efficacy and gender. *The Reading Matrix: An International Online Journal*, 21(1), 116–130.

The current study investigated Turkish EFL students' self-reported reading strategy use while taking into account gender difference. It also determined whether there was any significant relationship between the students' use of reading strategies and reading self-efficacy. The participants were 211 (102 females, 109 males) native speakers of Turkish with an average age of 19.4, who were attending pre-intermediate level English classes in the English preparatory program from a state university in Turkey. Iyitoglu's (2011) Turkish translated version of the Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) was used for participants to self-report their reading strategy use. Participants' self-efficacy was measured with the self-efficacy scale for English developed by Hanci Yanar and Bumen (2012). The descriptive statistics of the SORS data showed that participants reported a high level of usage ($M= 3.76$, $SD= .66$) for PROB strategies and a moderate level for GLOB strategies ($M= 3.46$, $SD= .61$) and SUP strategies ($M= 3.26$, $SD= .66$). Moreover, an independent t test was run to test gender differences in reading strategy use and the results suggested that female students employ significantly more strategies than their male counterparts. Furthermore, Pearson correlation was performed to display the strength of the relationship between RS use and reading self-efficacy, and a significant positive relationship was detected.

Oo, T. Z., & Habók, A. (2020). The development of a reflective teaching model for reading comprehension in English language teaching. *International Electronic Journal of Elementary Education*, 13(1), 127–138. <https://doi.org/10.26822/iejee.2020.178>

The authors in this article proposed a Reflective Teaching Model for Reading Comprehension (RTMRC) in English Language Teaching (ELT). First, the authors reviewed, analyzed, synthesized, and interpreted the theoretical approaches and results of various studies on reflective teaching in ELT reading comprehension and developed an RTMRC design for ELT. Subsequently, an evaluation questionnaire was sent to four experts in teaching methodology and English language teaching to gather their opinions on the proposed RTMRC. The model identified four main stages such as planning, acting, reflecting, and evaluating. The first main stage entailed the planning of teaching strategies for reading comprehension with a student-centered approach. In this stage, instructors are encouraged to consider how to teach, to whom, why, and what. The acting stage involved instructors using what they planned in stage one. For stage 3, instructors are encouraged to develop reflective questions that stimulate students to reflect on what has happened during the teaching-learning process. This stage also involved teachers reflecting on their teaching, the readers, tasks, and strategies via a students' preference

questionnaire. Finally, in the fourth stage, instructors are suggested to evaluate the data gathered from the students' preference questionnaire and the additional reflected questions used in stage 3. The authors concluded that given both the literature review and experts' opinions, the proposed RTMRC is highly appropriate for teaching reading and developing reading comprehension in ELT. The authors called for future experimental research targeting the effects the proposed RTMRC may have on students learning.

Ouyang, J., Huang, L., & Jiang, J. (2020). The effects of glossing on incidental vocabulary learning during second language reading: Based on an eye-tracking study. *Journal of Research in Reading*, 43(4), 496–515. <https://doi.org/10.1111/1467-9817.12326>

This study utilized four eye-tracking measures to compare the effects of glossing and non-glossing on meaning recall and meaning recognition vocabulary tests, on the level of attention to target words, and on the relationship between online reading behavior and test performance. 21 and 24 L1 Chinese undergraduate intermediate learners of English were placed into the glossing and non-glossing conditions, respectively. In both conditions, participants were computer delivered the same 671-word text from a TOEFL reading examination. The appropriateness of the text was measured through readability indexes and reading comprehension scores from 45 students with the same background as the participants of this experiment. The text featured 17 target words marked as unfamiliar by 43 students with the same background as the participants of this study and whose unfamiliarity to students was corroborated by the researcher and three other English teachers. Only participants in the gloss condition had L1 translations in brackets for the unknown words. Before reading the text, participants were asked to understand it as much as possible to complete the upcoming comprehension questions. The first fixation duration (FFD), gaze duration (GD), total fixation counts (TFC) and total fixation duration (TFD) were the four attentional measures gathered from participants in both conditions while reading the text. Without prior notice, participants in both conditions were required to complete a meaning recall and a meaning recognition vocabulary tests after reading the text. In the first test, participants had to provide the L1 translation for the target words, while in the second participants had to choose the correct L1 translation. Correct answers were given one point, while incomplete correct answers were given half a point, and incorrect answers zero points. Participants in the glossing condition performed significantly better than those in the non-glossing condition on the two vocabulary tests. The attentional measures were significantly higher in the non-glossing condition, and eye fixations were found in both the unfamiliar words and their corresponding glosses in the glossing condition. No significant correlations were found between the attentional measures and the performance on the two vocabulary tests in the non-glossing condition. In the glossing condition, GD's, TFC's and TFD's significantly correlated with the performance on the meaning recognition test, and only the GD's significantly correlated with the meaning recall scores. The authors explained the findings based on the increase noticing of words in the glossing condition by the glosses and the effectiveness of the latter in familiarizing students with the unknown words and favoring the amount of intake. According to the authors, this research contributed to theories on attention and to pedagogical practices involving L2 textbook, reading materials and teaching practices. As limitations, the authors mentioned the between-subject nature of the study, the different length of target words, and the restriction to intermediate-level students and two conditions.

Park, H. R., Kim, D., & Vorobel, O. (2020). International students' reading digital texts on tablets: Experiences and strategies. *Journal of Computing in Higher Education*, 32(3), 476–504. <https://doi.org/10.1007/s12528-019-09242-x>

Employing a qualitative multiple case study methodology, this study investigated four international students' experiences and strategy use when reading digital texts on tablets. One undergraduate and three graduate students were recruited in a large state university in the southeastern area of the US, and they had studied in the US less than a semester. In addition, each participant whose first language was not English had either an intermediate or an advanced level in English. Data were collected through observations, verbal reports, interviews, and field notes. Constant comparative analysis was performed to identify important and consistent themes. The results showed that while the participants appreciated the useful features of mobile reading, they also realized the difficulty and inconvenience associated with reading digital texts on a tablet due to factors such as frequent distractions and technological malfunctions. At the same time, participants valued the learning experience made quick and easy by mobile reading, especially their access to the knowledge about their lives, language, culture, and technology. Moreover, emerging from the data, participants used six key strategies when reading on tablets including (a) setting up the purpose, (b) deciding what to read, (c) accessing a digital text, (d) dialoguing, (e) making a connection, and (f) using applications and digital literacy skills.

Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Serrano, R., & Llanes, Á. (2020). Young learners' processing of multimodal input and its impact on reading comprehension: An eye-tracking study. *Studies in Second Language Acquisition*, 42(3), 577–598. <https://doi.org/10.1017/S0272263120000091>

In this study, the investigators aimed to address whether the presence of auditory input affect young learners' allocation of attention to the text and pictures in multimodal reading conditions, as well as the amount of attention allocated to the text and images related to comprehension. Participants were 28 (14 females, 14 males) sixth graders between the ages of 11 and 12, who were identified as EFL Catalan-Spanish bilinguals in Barcelona, Spain. Following a within-subjects design, participants were asked to read a 566-word graded reader, which was presented on 14 screen pages accompanied by 14 pictures for each page under both reading-only (RO) and reading-while-listening (RWL) conditions while their eye movements were recorded. A reading comprehension test was then administered, which was composed of 16 text-related questions that could be answered based on the text read and 9 image-related questions that could only be answered by extracting information from the pictures. The analysis of eye-movement data revealed that participants spent proportionally more time and had more fixations on the pictures with the presence of auditory input in the RWL condition than in RO conditions. Moreover, while no difference in comprehension was found between the RO and RWL, the results suggested that spending proportionally more time on text is related to lower levels of comprehension, whereas more time on images is related to better comprehension.

Pionera, M., Degeng, I. N. S., Widiati, U., & Setyosari, P. (2020). Instructional methods and self-regulated learning in writing. *International Journal of Instruction*, 13(3), 43–60. <https://doi.org/10.29333/iji.2020.1334a>

This quasi-experimental study examined the interactions between two instructional methods- Cooperative Integrated Reading and Composition (CIRC) and Picture-Word Inductive Model (PWIM)- and self-regulated learning and their effect on learners' English writing skills. Participants consisted of 80 7th-grade students attending school in Central Borneo, Indonesia. Using the cluster random sampling, participants were selected and sampled into two classes- one experimental group class and one control group class. To teach English writing, CIRC was implemented in the experimental group class and PWIM in the control group. Students in the experimental group learned together as a team, each consisting of 4 members where two of them had a higher reading ability than the other two. Data was collected through a self-regulated learning questionnaire as well as an essay test conducted twice before and after the experiment to explore students' writing skill improvement. A reading test was also administered to assess students' reading ability to set up teams. Independent variables in this 2x2 factorial design study were the two instructional methods (CIRC and PWIM) and the self-regulated learning (high and low). The 2-way ANOVA test was used to analyze data and test the three proposed hypotheses. Results showed that, 1) English writing skills of the learners taught by CIRC method were higher than those taught by PWIM method in the control group, 2) Compared to learners with high self-regulated learning, those with low self-regulated learning had better English writing skills, and 3) the interaction of the instructional methods and self-regulated learning affected learners' skills in writing English texts. These findings proved that the application of CIRC method and the vocabulary enriched through its activities and techniques improved learners' English writing abilities, especially for being integrated with reading skills. Given the findings, this study recommended that instructors choose instructional methods that not only lead to the learners' academic success but also optimize their natural characteristics.

Rahmat, N. H., Arepin, M., & Sulaiman, S. (2020). The cycle of academic reading fear among undergraduates. *Asian Journal of University Education*, 16(3), 265–274.

In this study, the authors sought to investigate how reading anxiety may influence the reading comprehension of 25 undergraduate students. It also explored how perceived difficulties may influence reading comprehension. Data were collected via the Reading Anxiety Scale (FLRAS), a demographic questionnaire, and perceived difficulty in reading comprehension questionnaire. The findings suggested that most students reported getting anxious when they do not have the cultural background knowledge of the text, when they cannot find the main ideas, and when they cannot get the gist of the text. Findings also showed that students get anxious when they encounter unfamiliar words and when it is hard grasping the meaning of unfamiliar words from context. Most students also reported getting anxious when they encounter long, complex sentences and when they are not familiar with the sentence's grammatical structure. Regarding instructors' teaching methods and reading anxiety, most students reported getting more anxious when the instructor chooses a text that is not interesting to them. Perceived difficulty data suggested that most participants reported getting anxious when they could not understand the content of the text and when they could not answer the questions about the text. Students also

reported that they lose focus when the topic of the text is boring. The authors suggested that instructors play a crucial role in reducing students' reading anxiety by improving their teaching methods.

Ramonda, K. (2020). Extensive reading and class readers: The case for no choice. *ELT Journal*, 74(3), 277–286. <https://doi.org/10.1093/elt/ccaa017>

Using a mixed-methods approach, this study investigated the perception of EFL undergraduate learners towards using class readers, free-choice readers, or a combination of both. It also explored the reasons why students might prefer class readers or free-choice readers. 108 Japanese undergraduate English students across nine lower-intermediate reading courses participated in this study. During the first half of the semester, participants were assigned to read six preselected class readers. For the second half of the semester, students were given a choice to select six graded readers from the campus library freely. At the end of the semester, participants responded to a survey on their preferences for either class readers or free-choice readers. Results indicated that about half of the participants (48%) prefer both class and free-choice readers. Thirty-one percent preferred only the books they chose freely from the library. Overall, 69% preferred either choosing their books or a combination of chosen and assigned books. Results also indicated that some of the reasons for students' preference on class readers (preselected readings) were the easiness to confirm or clarify parts of the book with other peers, enjoyment when discussing the same content, and personal interests in particular books and their corresponding classroom activities. The author suggested the inclusion of class readers or preselected readings for extensive reading programs.

Reshadi-Gajan, E., Assadi, N., & Davatgari Asl, H. (2020). Reading-metacognitive strategy awareness and use in reciprocal teaching settings: Implementing a computerized RMSA system. *Journal of Educational Computing Research*, 58(7), 1342–1371. <https://doi.org/10.1177/0735633120937437>

Using both qualitative and quantitative data, the authors compared Iranian EFL learners' awareness and use of metacognitive strategies as measured with three different inventory techniques including a questionnaire, think-aloud protocol, and researcher-made Computerized Reading Metacognitive Strategy Awareness (RMSA) System. The study also examined the effects of Computerized RMSA System on general reading comprehension in reciprocal teaching setting which required teachers' collaboration with the learners. Computerized RMSA System is a computer-based program that includes an inside, outside, and the trace interface, which were designed to indirectly find out EFL learners' RMSA in reciprocal teaching settings. It is a semi-direct method of strategy awareness and instruction where learners can use reading metacognitive strategies while comprehending the text. Participants were 25 (18 females, 7 males) university students majoring in English Translation and English Literature of Payamnoor University in Iran. Participants completed a number of instruments including (1) Preliminary English Test, (2) reading section of Test of English as a Foreign Language as pre and posttest, (3) a Metacognitive Strategy Awareness questionnaire, (4) think-aloud protocol, and (5) a Computerized RMSA System. One-way Analysis of Variance (ANOVA) and Tukey post-hoc

test were carried out to compare participants' perception of metacognitive strategy with the three inventory techniques. The results showed a significant difference between questionnaire and both the Computerized RMSA System and the Think-aloud Protocol results; by comparison, no significant difference was found between Computerized RMSA System and Think-aloud. Moreover, to compare reading comprehension of the participants both before and after implementing the Computerized RMSA System, a Matched *t*-test was performed, and the results suggested the computerized RMSA in reciprocal teaching model significantly boosts Iranian EFL learners' reading comprehension.

Sarisahin, S. (2020). Reading comprehension strategies for students with learning disabilities who are emergent bilingual. *Intervention in School and Clinic*, 56(1), 3–12.
<https://doi.org/10.1177/1053451220910731>

With the goal of supporting the reading comprehension and language development of students with learning disabilities (LD) who are emergent bilingual (EB), the author created the MAPP tool based on comprehensive review of the literature on effective reading comprehension strategies for students with LD who are EB. The MAPP tool acronym stands for Making connection, Asking questions, Predicting, and Peer teaching. The author presented the implementation of each component in detail by providing planning guide, guiding questions, activities to support interaction, and examples. In addition, teachers were provided with a self-evaluation tool which could be used during or at the end of their lessons so that teacher could reflect on their implementation of the MAPP tool for future improvements.

Seifoori, Z. (2020). Negotiated strategic awareness-raising at postgraduate level: Contributions to reading comprehension and content retention. *Iranian Journal of Language Teaching Research*, 8(2), 115–132.

This quasi-experimental study sought to inquire into the impact of content integrated negotiated strategic awareness-raising (NSA-raising) on postgraduate English language teaching (ELT) and English literature (EL) students' general reading comprehension (GRC) and content retention (CR). A total of 71 ELT (N=39) and EL (N=32) postgraduate students between the ages of 24 and 38 from Tabriz Branch of Islamic Azad University served as the participants. For most of the participants, Azeri Turkish was their mother tongue, Persian their second language, and English their third Language. To collect data, participants' GRC was measured with a TOEFL-driven GRC test consisting of five short passages followed by six multiple choice questions for each text. Participants' CR was operationalized as the sum of their performance on four formative progress tests (quarterly administered teacher-made progress quizzes) and a final exam comprising two syllabus-based essay-type tests which were developed by the class teachers for the current study. Additionally, participants' perceived use of metacognitive awareness of reading strategies was assessed with the Metacognitive Awareness Reading Strategies Inventory (MARSII) (Mokhtari & Reichard, 2002). The results of the Kruskal-Wallis test and Tukey HSD test showed that NSA-raising had a significant influence on ELT and EL postgraduate students' GRC, and the results of the Kruskal-Wallis and Mann-Whitney U tests evidenced the effectiveness of NSA-raising in promoting ELT and EL postgraduate students' CR.

Shabani, G., & Rahimy, R. (2020). An investigation of the effectiveness of enhancing input through glossing and skewing techniques on knowledge of lexical collocation. *Journal of Psycholinguistic Research*, 49(6), 1011–1025. <https://doi.org/10.1007/s10936-020-09729-0>

The authors compared the effects of four input-enhancing techniques on the learning of collocations. These techniques were textual glossing, audio glossing, skewing, and the provision of L1 equivalents. Textual glossing consisted of providing definitions of the collocations on the margins of texts; audio glossing entailed teacher oral clarifications about the collocations; and skewing involved frequent repetition of the target collocations by teachers. A total of 80 L1 Persian intermediate learners of English were equally distributed into four groups, one per input-enhancement technique. Participants' proficiency was assessed through the Oxford Placement Test (OPT). Intermediate learners that did not participate in the study, but who were from the same background, rated their familiarity with 120 lexical collocations. The authors selected forty unfamiliar collocations for their study. All participants completed a pretest containing the 40 target collocations in which they had to provide the Persian translations of target collocations. One-way ANOVA analyses of learners' pretest scores showed that there were no statistical differences between the four groups ($p=0.08$). Participants in all conditions were exposed to ten reading texts, one per lesson, and each text featured eight to ten collocations. After the intervention, participants completed an immediate posttest identical to the pretest. One-way ANOVA analyses indicated that the textual glossing technique yielded better results than the other techniques, followed by the skewing technique. Audio glossing and the provision of L1 equivalents were last with no significant difference between them. Similar results were obtained two weeks later from a delayed posttest. The authors concluded that these findings have pedagogical implications for teachers and material designers.

Shehzad, M. W., Anwar Lashari, T., Anwar Lashari, S., & Hasan, Md. K. (2020). The interplay of self-efficacy sources and reading self-efficacy beliefs in metacognitive reading strategies. *International Journal of Instruction*, 13(4), 523–544.

Using a correlational research design and structural equation modeling, this study sought to examine the relationship between four self-efficacy sources and reading self-efficacy beliefs (RSEB) among Saudi EFL students. It also aimed to determine the extent of correlation between reading self-efficacy beliefs and metacognitive reading strategies (MCRS) used by Saudi EFL students and the mediating role of reading self-efficacy beliefs between four self-efficacy sources and metacognitive reading strategies used by Saudi EFL students. A total of 188 EFL learners from five public Saudi Arabian universities participated in this study. Data were collected via three questionnaires that measured sources of reading self-efficacy, reading self-efficacy beliefs, and reading strategies. Findings indicated a significant correlation among all four self-efficacy sources and reading self-efficacy beliefs. Specifically, mastery experience, vicarious experience, and verbal persuasion were all positively correlated with RSEB. Additionally, the physiological state showed a significant but negative correlation with RSEB. In other words, findings showed that previous reading experience, feedback reception from teachers and other people, and observing reading mastery from other peers all contributed to boosting EFL Saudi students' reading self-efficacy beliefs. On the other hand, results showed that when EFL Saudi students had high anxiety, their reading self-efficacy beliefs decreased. Additionally, higher reading self-

efficacy beliefs increased the use of metacognitive reading strategies. Lastly, findings indicated that reading self-efficacy beliefs mediated the relationship between self-efficacy sources and metacognitive reading strategies. The authors called for future qualitative and mixed-method research approaches to deepen the understanding of this study's results.

Shenoy, S., Wagner, R. K., & Rao, N. M. (2020). Factors that influence reading acquisition in L2 English for students in Bangalore, India. *Reading and Writing, 33*(7), 1809–1838.
<https://doi.org/10.1007/s11145-020-10047-z>

The current study compared the English reading-related skills of students in Bangalore India to US norms using progress-monitoring tools developed in the US. It also identified the predictive factors of reading scores. Participants included 50 teachers and 1003 students from Grades 1, 3 and 5. Both quantitative and qualitative data were collected. The data were collected with two progress-monitoring tools, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Curriculum Based Measurement (easyCBM). Additionally, participants completed a comprehension measure (Test of silent reading efficiency and comprehension), an informal rating scale to rate learners' language proficiency (Student oral language observation matrix), and a teacher questionnaire. The results of one-sample *t* tests indicated that for Grade 1, students from low-cost schools performed significantly below US norms on all subtest measures and the TOSREC test. Students from middle-cost schools performed significantly below US norms on all subtest measures and the TOSREC test, except for the word reading fluency subtest which was similar to US norms. Students from high-cost schools performed significantly below US norms on all subtest measures and the TOSREC test. As for students from high-cost schools, those following the National Board Curriculum performed similarly to US norms on the subtests of letter names and word reading fluency, and below US norms on all other subtests as well as the TOSREC test. By comparison, students following the Montessori curriculum performed significantly above US norms on the subtests of letter sounds, word reading fluency, letter names while performing similarly to US norms on the subtests of phoneme segmentation nonsense word fluency and the TOSREC test. For Grade 3, students from both the low-cost and middle-cost schools performed significantly below US norms on all subtest measures and the TOSREC test. Students from high-cost schools following the National Board Curriculum performed significantly below US norms on the subtests of the multiple-choice reading comprehension, retell fluency, and Daze comprehension measures, performed similarly to US norms on the oral reading fluency measure, and performed significantly above US norms on the passage reading fluency subtest as well as the TOSREC test. Students following the Montessori curriculum performed similarly to US norms on the multiple-choice reading comprehension and retell fluency subtests and performed significantly above US norms on the passage reading fluency and oral reading fluency subtests as well as the TOSREC test. For Grade 5, students from both the low-cost and middle-cost schools performed significantly below US norms on all subtest measures and the TOSREC test. Students from high-cost schools performed significantly above US norms on the TOSREC test. They also performed similarly to US norms on all subtests except for those following the National Board Curriculum, who performed significantly below US norms on the Daze comprehension measure subtest. Moreover, the results of the multiple linear regression showed that socio-economic status, school, and type of curriculum were significant predictors and accounted for increasing levels of variance as students progressed

through Grades 1, 3 and 5, with curriculum accounting for the most variance. Furthermore, the teacher data suggested that the reading goals and instructional strategies vary considerably across schools.

Shin, J. (2020). A meta-analysis of the relationship between working memory and second language reading comprehension: Does task type matter? *Applied Psycholinguistics*, 41(4), 873–900. <https://doi.org/10.1017/S0142716420000272>

The current meta-analysis attempted to provide a quantitative description of the overall relationship between L2 reading comprehension and working memory (WM) measured through the reading span task (RST) as well as determine the moderating effects of RST features and comprehension task features from a methodological standpoint. The analysis included 25 primary studies (23 peer-reviewed studies and 2 dissertations) comprising 37 unique samples ($N = 2,682$). The results showed a medium association ($r = .30$) between WM and L2 reading comprehension. In addition, eight RST features and seven L2 reading comprehension test features were surveyed as moderators. As for the former, a stronger relationship was found between WM and L2 reading comprehension when RST was administered in L2 (as opposed to L1), the final words were recalled in correct order (as opposed to in random order), a processing task was presented, and when both storage and processing scores were included in the scoring system. With regard to the latter, text types and numbers, test types, as well as item types and numbers were indicated to moderate the relationship between WM and L2 reading comprehension.

Silawi, R., Shalhoub-Awwad, Y., & Prior, A. (2020). Monitoring of reading comprehension across the first, second, and third language: Domain-general or language-specific? *Language Learning*, 70(3), 886–922. <https://doi.org/10.1111/lang.12410>

Considering the role of monitoring in language learning, this study investigated the comprehension monitoring among trilingual speakers of Arabic, Hebrew, and English. Researchers aimed to find out whether monitoring is related to reading comprehension across the three languages, and if monitoring accuracy is language-dependent or shared across these languages and nonlinguistic domains. 80 first- and third-year undergraduate students (74 female and 6 male) from the University of Haifa in Israel participated in this study. Arabic was their native language, and Hebrew and English were their L2 and L3, respectively. First, for the subjective measure of proficiency, the Language Experience and Proficiency Questionnaire (LEAP-Q) was used with items and questions about the history and context of language acquisition and use of the 3 languages by students as well as their speaking, reading, writing and reading proficiency in each language. Then, as the objective measure of proficiency, the Multilingual Naming Test (MINT), including picture naming tasks in all the three languages, was conducted. In addition, a Reading Comprehension task was conducted in which participants read a selection of 9 texts (3 in each language) followed by answering 5 multiple-choice questions to assess their level of reading comprehension. They also rated their confidence in the accuracy of their responses through the comprehension monitoring tasks (both prediction and postdiction confidence judgments). Initial results showed that students achieved the highest

proficiency in Arabic, lower in Hebrew and the lowest in English. Using the mixed-effect models in R, the analysis of the comprehension assessment showed a higher score of comprehension accuracy in Hebrew than in Arabic and English, and a lower reliability of the proficiency measure in Arabic. Thus, no association was found between students' language proficiency and comprehension performance. Results also showed that there was no association between comprehension monitoring and language proficiency. Using a measure of both absolute accuracy of monitoring (calibration bias) and relative accuracy of monitoring (resolution), it was found that calibration bias was significantly correlated across Arabic and Hebrew, Hebrew and English, and the nonlinguistic task, whereas resolution showed no significant cross-language or -task correlations. Overall, comprehension monitoring seemed to be used similarly by students to support comprehension across Arabic and Hebrew but was less well-generalized to English. Given the findings, researchers encouraged future research to adopt designs that measure the resolution more effectively for more meaningful conclusions.

Sofiana, N., & Mubarak, H. (2020). The impact of Englishgame-based mobile application on students' reading achievement and learning motivation. *International Journal of Instruction*, 13(3), 247–258. <https://doi.org/10.29333/iji.2020.13317a>

This quasi-experimental study examined the effect of using Englishgame-based mobile application (EBMA) as a learning medium in second language (L2) reading classes on students' achievement and motivation in reading. Using simple random sampling, 119 8th-grade junior high school students were selected from various schools in Jepara Municipality of Central Java Province under the Ministry of Education and Culture of Indonesia. Of the 119 participants, 58 students formed the experimental group, and 61 students formed the control group. To collect data, a 40-item multiple-choice reading comprehension test was used and conducted twice in the form of a pre- and post-test to determine students reading skills before and after being taught using EBMA (experimental group) or a conventional game (control group). The EMBA used in this study was a game that was played in pairs using the internet where students took turns answering questions in order to earn points. In addition, before and after the treatments, students in both groups completed a 21-item, 4-point Likert scale questionnaire exploring their learning motivation level considering their learning goals, experience, and self-knowledge. Using MANOVA, the results of pre- and post-tests and pre- and post-questionnaires were compared to determine EMBA's effect on the students' reading skills and learning motivation. Findings indicated that there was a significant difference in both reading achievement and learning motivation of students who were taught by EMBA compared to those who were taught using the conventional game in the control group. Results proved the effectiveness of EMBA in the process of English language teaching, especially reading skills. The researchers suggested that students' focus on the texts while doing activities and the audio quiz narrated by a native speaker made them not only more actively engaged and interested in the learning process but also allowed them to comprehend texts more effectively. Thus, they recommended implementing EMBA in teaching reading in order to make the learning process more effective and enjoyable for learners.

Susanti, A., Retnaningdyah, P., Puspita Ayu, A. N., & Trisusana, A. (2020). Improving EFL students' higher order thinking skills through collaborative strategic reading in Indonesia. *International Journal of Asian Education*, 1(2), 43–52.

The current study aimed to determine whether collaborative strategic reading (CSR) could improve the higher-order thinking skills (HOTS) of EFL students in vocational high schools. Participants were 11th graders from one of the vocational high school in Surabaya, East Java. Two intact classes were randomly selected to participate in the study, with one class as the experimental group consisting of 34 students and the other one as the control group consisting of 32 students. The treatment for the experimental group was to learn HOTS using CSR, which was composed of four stages: preview, click and clunk, get the gist, and wrap up. The teacher implemented CSR instruction for eight 90-minute sessions. Pre-tests and post-tests were administered to participants before and after the treatment, respectively. Independent sample and paired sample t-tests were performed. The results indicated a significant difference between the experimental and control group suggesting that the use of CSR in the process of teaching-learning English improves students' higher-order thinking skills.

Tabata-Sandom, M. (2020). Teachers' cognition regarding reading instruction in L2 Japanese. *The Reading Matrix: An International Online Journal*, 20(2), 41–60.

With 22 Japanese language instructors working in New Zealand, Japan, and the U.S., the researcher in this study examined Japanese teachers' cognition on reading instruction (e.g., what teachers think, know, believe, and feel about reading instruction). Only 10 out of the 22 instructors completed a teacher cognition questionnaire that included metaphor elicitation. All of the participants, except for four, were Japanese native speakers. Qualitative data were collected via semi-structured interviews and metaphor elicitation. Results revealed that most interviewees had positive perceptions towards extensive reading, and they reported that reading instruction is essential. However, results also showed that none of the interviewed instructors were previously instructed on reading theories or trained on teaching L2 Japanese reading. Instructors reported that some typical constraints when teaching reading were related to the limited time to teach reading, the challenge of teaching reading with varying students' proficiency levels, and a lack of access to formative assessment. Additionally, instructors' responses showed that they used a learner-centered focus with the primary goal of helping students become independent readers. Fifty percent of the metaphor data depicted situations in which an instructor helped or watched over the students. Other metaphors portrayed an instructor in a dilemma (13%), a teacher as a facilitator (7.7%), a promoter (11.5%), a leader (5.8%), and a teacher with time constraints (3.8%). Overall, the author concluded that Japanese language instructors were hesitant to reading instruction given multiple factors such as instructors' lack of training, time constraints, and the complexity of Japanese orthography.

Tamin, İ. B., & Büyükağıska, D. (2020). Reading strategy instruction on metacognitive awareness: The case of Turkish high school students. *The Reading Matrix: An International Online Journal*, 20(2), 82–97.

This action research explored the potential effects of metacognitive strategy intervention on participants' strategy use while reading school related materials. A convenient sample of 25 (11 females, 14 males) 10th graders from a state high school in Samsun-Turkey was chosen for this study. To triangulate the data, both qualitative and quantitative measures were employed, with semi-structured interviews and the researcher diary for the former and the Metacognitive Awareness Reading Strategies Inventory (MARSİ) for the latter. The model of Kemmis and McTaggart model (1988) was adopted to implement the 10-week long reading strategy intervention. The model consisted of four stages, that is, planning, acting, observing, and reflecting. Eight specific reading strategies were selected for the training session including skimming, scanning, K-W-L, visualization, think aloud, annotating, reciprocal, and self-assessment strategies. Content analysis was used for the qualitative data. In addition to the descriptive data, Mann-Whitney U and Wilcoxon W tests were performed to analyze the quantitative data. The results showed that the metacognitive strategy intervention significantly promoted participants' perceived employment of strategies in each category of the MARSİ. Additionally, no gender effect was found for the employment of reading strategies. Moreover, the frequency of participants' deployment of each category of reading strategies increased from a low level of usage for all three categories to a medium level (for global strategies and support reading strategies) and a high level of usage (for problem solving strategies).

Teng, F. (2020). Retention of new words learned incidentally from reading: Word exposure frequency, L1 marginal glosses, and their combination. *Language Teaching Research*, 24(6), 785–812. <https://doi.org/10.1177/1362168819829026>

Teng (2020) studied the effects and interactions of L1 marginal gloss and frequency of occurrence on incidental vocabulary learning. This study followed a 2x3 between-participants design, yielding six different conditions. The first factor was reading condition, and it included two levels: texts with L1 glosses or without L1 glosses. The L1 glosses in this study involved explanations in the L1 of highlighted L2 words. The second factor pertained to frequency of exposure, and it consisted of three levels regarding the number of target word occurrences: one, three or seven times. A total of 240 L1 Chinese learners of English were equally and randomly distributed into the six conditions. All participants had a similar vocabulary size as measured by the Vocabulary Levels Test (Schmitt et al., 2001). Two months before the experiment, participants were given a list of 200 words and were asked to mark unknown words. Five nouns, verbs and adjectives with similar length were chosen as the fifteen unknown target words for the experiment. During five weeks, participants in each condition completed three three-page reading passages from a story reading book that featured 1,100 words on average. The first 15 passages were distractors, while each of the last 15 passages featured one of the 15 target words. The presentation order was the same in all conditions and participants were not allowed to use any extra help. In order to maintain the same level of text difficulty across all conditions, especially conditions repeating target words several times, words within the 2,000-frequency band were added in those conditions and the Flesch Reading Ease Score was used to ensure that

text difficulty was comparable across conditions. In addition, most non-target words in all texts belonged to the 2,000-frequency band as measured by the Lexical Frequency Profiling (LFP) program. Two weeks after the completion of the 30 passages and without prior notice, participants completed a posttest including four vocabulary tasks in the following order: active recall, passive recall, active recognition and passive recognition. The first two involve word translation in the L1-L2 and L2-L1 directions, respectively. The second two consists of choosing the correct L2 or L1 translations when exposed to an L1 or L2 target word, respectively. Target word presentation was different in each task and some spacing was left between the different vocabulary tasks. The posttest was graded by independent raters. Significant effects and interactions were found for the use of L1 glosses and word frequency on all vocabulary tasks in the posttest. That is, L1 glosses and more frequent exposures enhanced word retention, although the former yielded better results than the latter. Therefore, the data in this study suggested that the best condition was the seven repetitions on the L1 gloss condition. The author explained the positive results for L1 glosses by stating that they foster L2-L1 associations and make words more salient. Regarding the low effects of word exposure, the author explained that repeated encounters with unfamiliar words whose meaning is difficult to infer may demotivate participants. The author suggested teachers and instructional designers to highlight and repeat target words, as well as to include L1 glosses. As for limitations, the author mentioned the lack of a control group, of a meaning recognition pretest and the different amount of spacing between the vocabulary tests. In addition, the out-of-class exposure was not possible to control; the only genre used was stories; only one type of gloss was used; learners were asked to mark the unknown words; and the context factor was not controlled.

Yamasaki, B. L., & Prat, C. S. (2021). Predictors and consequences of individual differences in cross-linguistic interactions: A model of second language reading skill. *Bilingualism: Language and Cognition*, 24(1), 154–166. <https://doi.org/10.1017/S1366728920000279>

Using structural equation modeling, this study investigated how L2 learners' individual differences in L2 reading is affected by simultaneous contributions such as language experience, conflict management, and variability in the use of cross-linguistic interactions (CLI) (e.g., L1 transfer on response times during L2 auditory and visual word recognition, sentence reading, and Stroop paradigms). Out of 312 participants, only the 253 who were proficient in their L1 and L2 were included in the final analysis (75.89% = L1 Mandarin; 13.04% = L1 Korean; 7.51% = L1 Spanish; 3.56% = L1 Japanese). In two sessions, participants completed demographic questionnaires and twelve tasks (e.g., three L2 reading tasks, three executive attention tasks, and six cross-linguistic interaction tasks). Results confirmed the hypothesis that individual differences in L2 reading are predicted by variability in learners' strength of L1 to L2 cross-linguistic interactions. Specifically, better L2 reading skill was correlated with lower L1 to L2 interactions. Additionally, participants who had better conflict management on the executive attention tasks showed less L1 to L2 cross-linguistic interactions. The authors emphasized how these results showed the critical role CLI has on L2 reading.

Yulia, M. F., Sulisty, G. H., & Cahyono, B. Y. (2020). Affective engagement in academic reading: What EFL student teachers reveal. *International Journal of Evaluation and Research in Education*, 9(3), 791–798.

This study sought to describe the affective engagement in the academic reading of EFL student teachers in an Indonesian University. A total of eight EFL student teachers enrolled in a course that required intensive academic reading in English were selected to participate in this study. Four of the EFL student teachers were chosen for showing high engagement in their intensive reading content course. At the same time, four other participants were selected for showing low engagement throughout their intensive reading course. A semi-structured interview was designed to explore the affective engagement in the academic reading of EFL student teachers. Results indicated that none of the participants showed positive emotional reactions towards course reading. The authors concluded that such negative reactions might be associated with a lack of preparedness for the required academic readings. Results also showed that engagement in academic reading activities was motivated mainly by extrinsic factors (e.g., teaching methods, post-reading assignments, readability of text, topic, teachers, and peers). The authors suggested the design of more rewarding content courses.

Zou, X. L., & Ou, L. (2020). EFL reading test on mobile versus on paper: A study from metacognitive strategy use to test-media impacts. *Educational Assessment, Evaluation and Accountability*, 32(3), 373–394. <https://doi.org/10.1007/s11092-020-09320-0>

This study reports the findings of research conducted on the effects of changing test-media on EFL test takers' perception of metacognitive strategy use and the knock-on impact on reading comprehension performance. With the aim of helping test-takers becoming adapted to the new test-medium more readily, the study investigated whether and what kinds of test-takers were negatively affected by the change from the paper-based reading test (PBRT) to the mobile-based reading test (MBRT) in their perception of metacognitive strategy use in general and sub-strategy use in particular. Moreover, it examined the effects of changing test-media on participants' reading comprehension scores and other possible factors that may bring about these effects. The scores of 210 participants who were first-year Chinese college students were included in the analysis. Participants were asked to complete a reading comprehension test in English which comprised two long passages and six short passages. Each participant completed half of the test on paper and the second half on mobile. In addition, a questionnaire was administered to survey participants' acceptance of MBRT and their Metacognitive strategy use. Based on participants' reported scores about their acceptance of MBRT, they were evenly divided into three groups: Group 1 (in favor of MBRT), Group 2 (neutral), and Group 3 (disapproving of MBRT). In the end, 15 test-takers from Group 3 were randomly selected to participated in an interview. Paired-samples *t* test, one-way ANOVA and post hoc test were employed, and the results showed that participants that were disapproving of MBRT (Group 3) were negatively affected by the change of test-media from paper to mobile in both their metacognitive strategy and sub-strategy employment as well as their reading comprehension performance. Furthermore, combining the data from the interview and the relevant literature, the authors suggested that the major factors of such a negative effect may involve inferiority in

metacognitive regulation, reading proficiency, psychology, attitudes, adaptability, habits, personality, and presentation form.

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