

Readings on L2 Reading: Publications in other Venues 2022-2023

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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.

Ahmed Abdel-Al Ibrahim, K., Cuba Carbajal, N., Zuta, M. E. C., & Bayat, S. (2023). Collaborative learning, scaffolding-based instruction, and self-assessment: Impacts on intermediate EFL learners' reading comprehension, motivation, and anxiety. *Language Testing in Asia*, 13(16), 1-33. <https://doi.org/10.1186/s40468-023-00229-1>

Highlighting the significance of collaborative learning, self-assessment, and scaffolding instruction in the language learning process, Ahmed Abdel-Al Ibrahim et al. (2023) explored the effect of these three factors on the EFL learners' reading comprehension, reading motivation, and reading anxiety and how they could impact each other. Scaffolding in instruction and other settings that are related to sociocultural theory has been described as a flexible support cautiously in tune with the learners' progress to assist them in becoming autonomous (as cited in Wood et al., 1976). To determine the homogeneity of the learners' English proficiency, researchers used the Preliminary English Test (PET), and ultimately, selected 58 intermediate-level adult EFL students all at the same proficiency level. Participants were all female and in the age range of 15 to 22 years old. Using the convenient sampling method in this quasi-experimental study, they assigned participants to the control (n = 29) and experiment (n = 29) groups. First, both groups were pre-tested for their reading motivation, anxiety, and comprehension, and then the experimental group received the treatments, i.e., collaborative strategic reading (CSR), self-assessment, and scaffolding instruction. In contrast, the control group received traditional

teacher-centered non-scaffolded instruction and assessment with no chance for interpersonal interaction. After the treatments, each group was post-tested for their reading motivation, anxiety, and comprehension. The post-test results showed that students in the experimental group outperformed those in the control group with higher reading comprehension and reading motivation as well as lower reading anxiety. Findings revealed the positive effect of self-assessment, scaffolded instruction, and collaborative learning in lowering learners' anxiety and increasing their reading abilities and motivation by encouraging more participation and collaboration and by reducing the pressure of reading tasks. Additionally, findings highlighted the significance of applying self-assessment strategies in fostering learners' autonomy and self-directed learning, which allows them to monitor their progress, recognize their learning needs, and take accountability for their own learning journey. Researchers recommended conducting additional research involving individuals from diverse age and gender groups, with varying levels of proficiency, to enhance the breadth and depth of our understanding regarding the influence of these three factors.

Akhmetova, A., Imambayeva, G., & Csapó, B. (2022). Reading strategies and reading achievement in middle school: Kazakhstani young learners. *SAGE Open*, 12(3).

<https://doi.org/10.1177/21582440221113843>

This study examined the reading strategies of young Kazakhstani monolingual and English as a foreign language learners. Eight hundred and eighty-eight 6th grade and 675 8th grade students completed a background questionnaire, the Metacognitive Awareness of Reading Strategies Inventory questionnaire and reading comprehension tests in their first, second and third language. Results revealed that while bilingual students used advanced reading strategies more often than monolingual students, the monolingual students had higher reading comprehension test scores than the bilingual students. Given that all students in the study had low but satisfactory reading comprehension test scores, the researchers recommend the inclusion of more reading strategies instruction in classes for young learners to help improve reading comprehension.

Alaboud, A. (2022). The positive effect of translation on improving reading comprehension among female Arabic learners of English as foreign language. *Arab World English Journal*, 13(2), 424-436. <https://dx.doi.org/10.24093/awej/vol13no2.29>

Seeking to delve deeper into the role of translation practice in the L2 learning process, Alaboud (2022) investigated whether EFL learners' translation of reading comprehension passages into their first/native language (L1) prior to engaging in comprehension tasks improved their reading comprehension skills. Participants of this experimental design study were 58 female EFL learners, all at a similar proficiency level, who were in their first year of studies at Taif University in Saudi Arabia. Students in the experimental (n = 30) and control (n = 28) groups were in the same grade but in two different classes. During an 8-week intervention process, students in the experimental class were tasked with reading a passage in the target language and subsequently translating it into their L1 before proceeding to engage in reading comprehension activities. In contrast, the control group adhered to the traditional school approach which involved directly working on reading comprehension activities immediately after reading a passage in the target language. At the beginning and end of the study, pre- and post-reading comprehension tests were administered to assess the reading comprehension performances of students in both groups, using two different passages adopted from two different textbooks

published by a renowned publishing house with a long-lasting presence in the field of Teaching English as a Foreign Language. Results showed that while students in both groups were at the same level of reading comprehension at the start of the study, after the intervention, the experimental group achieved significantly higher scores on the post-test than the control group. Findings revealed the effective role of L1 and translation practices as instructional strategies in L2 learning. These strategies allow learners to get involved in supporting their reading skills and strengthening their reading comprehension skills in the target language. Furthermore, these approaches facilitate a reexamination of linguistic knowledge across two languages, fostering a comparative and contrastive perspective that amplifies the learning experience. Given the findings and limitations of the study, Alaboud encouraged further research to explore the role of translation strategies in the language learning processes in different contexts and at various levels (preschool, K-12, higher education) and among a wider sample group from diverse personal and professional backgrounds. Furthermore, she proposed adopting mixed methods designs in future research to provide more insights into the use of translation as a pedagogical instrument for both language learning and teaching by combining quantitative outcomes from proficiency and competence assessments with detailed and comprehensive narratives that delve into both students' and teachers' learning and teaching experiences, respectively.

Al-Amri, A. N.A. (2022). Saudi EFL University students' perceived linguistic gains and learning experiences in flipped classrooms. *Arab World English Journal (AWEJ) Special Issue on CALL*, 8, 192-204. <https://dx.doi.org/10.24093/awej/call8.13>

In this qualitative study, Al-Amri explored the impact of the flipped classroom teaching model on university EFL learners' linguistic gains and learning experiences. Twelve Saudi female students enrolled in a university EFL reading course completed semi-structured interviews after experiencing four weeks of the flipped teaching method in their reading class. Analysis of the students' interview responses showed that the students believed the flipped classroom method was beneficial to their language learning experience. Specifically, the students believed this method accommodated a variety of student learning styles, helped with independent learning, and motivated them to learn English. Finally, students mentioned the importance of instructors' support and reliable technology as key factors in their positive learning experiences with the flipped teaching method for reading.

Alreshoud, A. A., & Abdelhalim, S. M. (2022). The impact of self-regulated strategy development on enhancing Saudi female English majors' reading comprehension skills and self-efficacy. *Arab World English Journal*, 13(2), 312-327. <https://dx.doi.org/10.24093/awej/vol13no2.21>

In this quasi-experimental study, Alreshoud and Abdelhalim (2022) explored the impact of self-regulated strategy development (SRSD) on improving female Saudi EFL learners' reading comprehension skills and self-efficacy. They also investigated the relationship between learners' development of reading comprehension skills and reading self-efficacy. SRSD is an instructional method "designed to help students learn, use, and adopt the strategies employed by skilled learners" (TEAL Center Fact Sheet, 2019, p. 315), which includes 6 stages in developing learners' metacognitive self-regulated reading strategies: 1) Develop and activate students' background knowledge; 2) Discuss it; 3) Model it; 4) Memorize it; 5) Support it; and 6) Independent performance. A total of 80 Saudi female English major students who were in their first year of studies at the College of Languages and Translation, Imam University in Riyadh,

Saudi Arabia participated in the study. Forty students were assigned to the control group and the other 40 were in the experiment group. During the 3-month course of the study, the experiment group received training on SRSD stages and activities, focusing on integrating metacognitive self-regulated strategies in the reading process. During the 4-phase intervention process, first, students learned about reading comprehension skills, the role of self-regulation and reading self-efficacy in enhancing reading performance, and the self-regulated metacognitive strategies employed by successful readers. Then, they were explicitly taught about the 4 self-regulated metacognitive strategies (i.e., goal setting and strategic planning, organizing, self-monitoring, and self-evaluation) and the six stages of the SRSD. In the third step, they had the opportunity to engage in meaningful and supportive practices of the four metacognitive self-regulated reading strategies following the SRSD approach. They worked with three selected reading texts from their textbook, "Reading Explorer 3rd ed." by Douglas and Bohlke (2019). Lastly, they were encouraged to use the reading SR strategies for diverse reading texts. Before and after the intervention, students in both control and treatment groups completed pre- and post-reading comprehension tests as well as the 30-item reading self-efficacy scale adapted from Tobing's (2013) English Reading Self-Efficacy Measure, Demirel and Epeçan's (2011) Scale of Belief Self-Efficacy Reading Comprehension (SSERC), and the revised version of the Wigfield and Guthrie's (1997) "Motivation for Reading Questionnaire (MRQ)" (p. 318). Results showed that compared to students in the control group who did not receive any training, the experimental group students did better in reading comprehension and reading self-efficacy after receiving instructions on self-regulated learning (SRL) strategies and student-centered activities. Findings also indicated a positive relationship between reading comprehension abilities and reading self-efficacy within the experimental group, i.e., the increase in learners' self-efficacy can positively impact their reading comprehension. Thus, researchers highlighted pedagogical implications for reading instructors, such as A) to familiarize themselves with SRL strategies and find effective ways to incorporate them into students' reading processes through strategy-based instruction so they can master using these strategies; and B) to foster a safe and encouraging learning environment by creating a classroom atmosphere where students feel comfortable thinking aloud, inquiring, posing critical questions, and actively participating in reading class discussions. Given the limitations of the study, researchers recommended that future studies explore the use of other SRL strategies by both male and female English major students.

Al Tale', M. A., & AlQahtani, F. A. (2022). Code-switching versus target-language-only for Saudi EFL students. *Arab World English Journal*, 13(2), 437-450. DOI:

<https://dx.doi.org/10.24093/awej/vol13no2.30>

This mixed-method research investigated EFL learners' perceptions of two types of instruction, code-switching (CS) and target language only (TL), in an EFL reading course. Fifty-two female Saudi EFL learners with a beginning level reading comprehension in English completed a questionnaire regarding their perceptions of the impact of their instructor's language use (CS vs TL) on their learning experience. Of the participants, 10 completed semi-structured interviews. Results indicated that the students viewed CS as beneficial for the following: understanding the course, learning difficult concepts, and learning new vocabulary, while they perceived TL instruction for these same items as not beneficial. Students saw both types of instruction as being equally beneficial when learning reading skills. Overall, students believed their instructor's CS made them less stressed during lectures resulting in feelings of greater confidence, comfort, and support, while they perceived TL instruction to have a negative impact on these affective factors.

These quantitative findings were similar to the interview responses which revealed that 80% of the participants believed CS instruction positively impact the learning and helped to lessen many psychological barriers to learning the language. Given the results, the researchers concluded that CS may be a helpful strategy for beginning-level EFL reading courses.

Altalhab, S. (2023). Vocabulary learning strategies used by Saudi university students in pair work. *International Journal of Education and Literacy Studies*, 11(1), 44-49.

<https://doi.org/10.7575/aiac.ijels.v.11n.1p.44>

Altalhab (2023) explored the vocabulary learning strategies used in student pair work during reading comprehension, as well as the relationships of these strategies with two reading comprehension tasks: multiple-choice questions and filling the gaps. Both tasks were distributed during the last 30 minutes of a regular class, one task per class over two consecutive weeks. The first task included a reading passage and multiple-choice comprehension questions, while the second task consisted of another reading passage followed by a filling in the gap activity from a word box. Twenty low-frequency target words from the two tasks were included in bold and were tested among participants prior to the experiment to ensure their novelty. Forty Saudi undergraduate students majoring in English were randomly grouped into pairs and their conversations were recorded while completing the tasks. The conversations were transcribed and coded using a thematic approach to identify the strategies participants employed when understanding the meanings of the target words. Results showed that using a dictionary was the strategy employed the most frequently for Task 1 (164 times) and Task 2 (160), closely followed by guessing the meaning of words in Task 1 (160 times) and Task 2 (107 times). Finally, asking for peer support was the strategy employed the least for both Task 1 (54 times) and Task 2 (27 times). From these results, the author concluded that there was a statistically significant difference between the type of tasks and the strategies students utilized. The author proposed that the use of dictionaries may prevail because it provides unequivocal and faster answers, while the other strategies may be less familiar to students and more difficult to employ.

Altalouli, M. (2023). 'Reading before class with a partner' and 'Re-reading after Class': Novel reading strategies of graduate students. *Reading Matrix: An International Online Journal*, 23(1), 122-144.

This qualitative study explored six English as an additional language (EAL) graduate students' academic reading experiences and practices in a graduate Second Language Acquisition and Bilingualism course. The researcher employed the theoretical perspectives of academic literacies (Lea & Street, 2006) and creative discursive agency (Collins, 1993) to analyze and interpret the participants' experiences. Data for the study were collected through classroom observations of course meetings (Field notes of observations, video recordings, and analytic memos), interviews with the six focal students (Semi-structured interviews), and document collection (Written assignments from focal participants' course syllabus and handouts, and assigned readings). Students reported that by gaining more reading experiences in their graduate courses, they have developed effective strategies, such as using text structure and contextual clues instead of translating and memorizing words to enhance their comprehension, "reading with partners before class" to share their understanding and insights with each other, and "re-reading texts after class," particularly for challenging or unambiguous words, phrases, sentences, or paragraphs encountered initially to clarify any uncertainties and solidify their comprehension (p.128). These students exhibited creative agency by not only developing these novel reading strategies but also

applying them in other contexts. Their ability to transfer these strategies could enable them to engage in classroom discussions and complete written tasks. Altalouli stated that instructors and researchers should promote open discussions about the significance of academic reading as they can play a crucial role by explicitly addressing reading expectations and strategies when introducing the course syllabus in class. This can include discussing the importance of effective reading strategies and their relevance to the course objectives. Given the findings, the researcher encouraged future research to explore the reading practices of a wider variety of EAL students from diverse cultural and linguistic backgrounds as well as their academic reading experiences in courses that are more practical and application-based, in addition to courses that are theoretically oriented.

Babashamasi, P., Kotamjani, S. S., & Noordin, N. B. (2022). The effect of explicit training of metacognitive reading strategies on online reading comprehension. *Arab World English Journal (AWEJ) Special Issue on CALL*, 8, 246-261. <https://dx.doi.org/10.24093/awej/call8.17>

Focusing on the role of metacognition in L2 readers' text comprehension, Babashamasi et al conducted a study with three main goals: 1) to investigate the effect of explicit online teaching of metacognitive strategies on learners' reading comprehension; 2) to identify the most commonly metacognitive strategies these students employed; and 3) to examine their perceptions of using these strategies in developing their reading comprehension. Participants of this quasi-experimental study included 70 intermediate-level undergraduate international students (35 in control and 35 in the experimental group) who aimed to enhance their English and academic literacy skills to fulfill the language proficiency requirements in Malaysia. All participants were required to complete a pre- and post-test of Cambridge IELTS academic module (Volume nine) to measure their reading comprehension performance; Metacognitive Awareness of Reading Strategies Inventory (MARSII, developed by Mokhtari & Sheorey, 2002) to identify their awareness of metacognitive strategies in academic reading; and a semi-structured interview to examine their perceptions using metacognitive strategies. During a 7-week 14-session period, students in both groups received training of IELTS academic reading texts based on the five stages of the CALLA teaching strategy model, i.e., 'preparation', 'presentation', 'practice', 'self-evaluation,' and 'expansion.' The control group received a conventional method of teaching reading strategies which involved techniques, such as activating background knowledge, skimming, scanning, and identifying main and supporting ideas, and the experimental group received instruction on metacognitive strategies, focusing on planning, monitoring, and evaluating their reading process. Three hypotheses were proposed in this study: H1) No statistically significant difference would be found in the mean scores of reading comprehension between students in the experimental and control groups in the pre-test; H2) There was no statistically significant difference in the mean scores of reading comprehension between students who received reading lessons using metacognitive strategies and those who followed the conventional approach in the post-test; and H3) There was no statistically significant difference in reading comprehension performance between the pre-test and post-test scores for students who utilized metacognitive strategies during the treatment. Data analyses showed a statistically significant difference between both groups' IELTS reading scores pre- and post-test results and a measurable change in the reading performance of groups over time. Results also showed that experimental group students used global, support reading and problem-solving strategies at a more than moderate level. They, however, showed concerns about reading academic texts for the lack of exposure to new vocabulary in different contexts, too much dependence on EFL teachers,

and lack of vocabulary. Overall, findings revealed the positive effect of explicit teaching of metacognitive strategies and students' moderate awareness and use of metacognitive reading strategies. As a result, researchers suggested that teachers should explicitly teach metacognitive strategies to increase students' awareness of effective learning approaches and enable them to choose the right strategies for their goals. Material developers should contribute by designing tasks and exercises in reading materials that promote diverse strategy applications, fostering learner independence and autonomy while considering individual differences.

Bilici, Ö. U., & Subaşı, G. (2022). EFL learners' metacognitive awareness of global reading strategies and L2 reading comprehension skills: The efficacy of reciprocal teaching. *The Reading Matrix: An International Online Journal*, 22(2), 170-185.

In this quantitative study, Bilici and Subaşı (2022) investigated the impact of strategy training, conducted through reciprocal teaching methods, on the EFL learners' perceived use and metacognitive awareness of global reading strategies, and L2 reading comprehension skills. Reciprocal teaching was defined as "a procedure during which teacher and learners take turns leading a dialogue concerning sections of a text" (Palincsar & Brown, 1984, p. 124). This teaching method includes the use of four comprehension strategies to read a text effectively, i.e., predicting, questioning, clarifying, and summarizing. Global reading strategies refer to strategies that necessitate one's general understanding of the text and enhance one's reading comprehension and monitoring. Participants consisted of 23 Turkish Freshman students ($F = 17$, $M = 6$) enrolled in the Department of English Language Teaching at a state university in Turkey. Data collection and training took place over the course of 10 weeks. In the first week, researchers introduced the study and collected the participants' background and demographic information using a questionnaire. Then, to learn about students' awareness and perceived use of the global reading strategy, they used the Metacognitive Awareness of Reading Strategies Inventory (MARSİ, developed by Mokhtari & Reichard, 2002) both at the beginning and end of the study. They administered MARSİ at the end of the study to evaluate any changes in students' awareness of reading strategies. Further, to assess participants' reading comprehension abilities, they administered reading comprehension tests (taken from Cambridge University Press Empower B2 Upper Intermediate workbook, Doff et al., 2015) three times over the course, i.e., at the beginning (week 2), after 5 weeks, and at the end (week 10) of the study. Each of these three tests included one reading text and four reading comprehension exercises in various formats, such as matching, true/false, sentence completion, most appropriate answer selection, and summary writing. Students received reciprocal teaching and strategy training twice a week between weeks 3 and 9. Findings showed while students commonly used global reading strategies, their metacognitive and perceived use of global reading strategies was increased as a result of reciprocal teaching. A positive relation was also found between students' reading comprehension skills and strategy training which confirmed its usefulness for L2 teaching environments. Given these findings, researchers encouraged future research to investigate the impact of reciprocal teaching on reading comprehension in L1 to better understand L1 reading processes as well as its correlation with L2 reading processes. They also recommended exploring the impact of strategy training on other language learning skills, e.g., speaking.

Diningrat, S. W. M., Setyosari, P., Ulfa, S., & Widiati, U. (2023). The effect of an extended flipped classroom model for fully online learning and its interaction with working memory capacity on students' reading comprehension. *NAER: Journal of New Approaches in Educational Research*, 12(1), 77-99. <https://doi.org/10.7821/naer.2023.1.1073>

Diningrat et al. (2023) compared the effects of two online flipped classroom models (original vs. extended), two working memory (WM) capacities (high vs. low), as well as the interactions between each classroom model and each WM capacity level on reading comprehension ability. The original flipped classroom consisted of pre-class, in-class, and after-class sessions, whereas the extended flipped classroom integrates Harvey and Goudvis' (2007) four reciprocal teaching reading strategies throughout these sessions: predicting (pre-class), questioning and clarifying (in-class), and summarizing (after-class). Reading comprehension was measured through a highly internally consistent questionnaire featuring 50 multiple-choice items (Heriyawati et al., 2018), while a highly internally consistent reading span test was used to measure WM capacity (Daneman & Carpenter, 1980). This test required participants to read two sets of five sentences, one by one per level, to indicate if they made sense and to remember the last word of the last sentence in each set. Participants with a score higher than 27 were placed into the high WM capacity group, whereas those with a score of 27 or lower were placed in the low WM capacity group. A 2x2 research design was followed by crossing the classroom models and WM capacities. The data included in this study were collected from 113 Indonesian first-year college students in the same courses and during the same time. Participants completed a pretest on their reading comprehension and span before being exposed to their corresponding classroom model. After the intervention, participants completed a reading comprehension posttest. Two-way ANOVAS, means, standard deviations, and calculations of effect size were utilized to address the research questions. The authors did not find statistically significant differences in reading comprehension ability across groups in the pre-test but did find them in the posttest between the extended ($M = 34.57$) and original ($M = 31.70$) flipped classroom models with a moderate effect size. Similarly, participants with a higher WM capacity demonstrated a statistically significant higher reading comprehension ability ($M = 35.02$) than those with lower WM capacity ($M = 31.25$) with a large effect size. A statistically significant difference and a small effect size were found in the interaction of classroom model and WM capacity. Participants' reading comprehension scores in the low WM capacity group differed depending on whether they were in the extended ($M = 33.71$) or original ($M = 28.78$) instruction model. The authors recommended the use of the extended model and highlighted the role of instructors and technology during the phases of this approach.

Ebadi, S., & Ashrafabadi, F. (2022). An exploration into the impact of augmented reality on EFL learners' reading comprehension. *Education and Information Technologies*, 27(7), 9745–9765. <https://doi.org/10.1007/s10639-022-11021-8>

In this mixed-method study, the researchers examined the effect of augmented reality (AR) on 64 Iranian EFL learners' reading comprehension and attitudes toward using AR for instruction. All learners had an intermediate level of English proficiency and an L1 of Persian. Both groups, the control group (CG) and the experimental group (EG), completed a pre- and post-test reading comprehension measurement. Students in the EG also completed semi-structured interviews. Learners in the CG were taught via the traditional teaching method, and students in the EG were taught using the Reader Buddy project. The experimental group also used CXOCARD and ROAR, two AR-based applications, as a part of their instruction. Analysis of the data found that

the use of AR and the Reader Buddy project had a positive impact on students' reading comprehension in English, based on post-test reading comprehension scores, and their attitudes towards using such tools for instruction.

Fujii, K. (2022). The effects of a two-year-long extensive reading program on TOEIC Bridge IP scores. *The Reading Matrix: An International Online Journal*, 22(2), 108-120.

Fujii (2022) explored the effectiveness of long-term extensive reading (ER) by examining whether there was a difference in TOEIC Bridge Institutional Program scores between Japanese EFL students who received ER instruction for one year vs. two years. Participants were 121 beginner-level EFL students (between 15 to 17 years old) at a technical college in Japan. They were divided into a control group (75 students who engaged in ER for one year and then continued intensive reading in the next year) and an experiment group (46 students who did ER for two executive years). Most students were in the A1 or A2 levels of the Common European Framework of Reference for Languages (CEFR) according to the TOEIC Bridge test results. The test was used to assess students' comprehensive listening and reading skills in English before and after the ER instruction in both groups. Experimental group students with 2 years of ER instruction were divided into two sub-groups based on their achievement levels to examine any difference in the reading tendencies between those who reached the upper A2 level ($n = 24$) and those who stayed at the lower A1 level ($n = 22$) at the end of the ER program. Results showed a significant difference in reading scores of students in the treatment and control groups with an increase in students' second year of ER program. In addition, results demonstrated that students in the A2 sub-group achieved higher average scores (for reading more books and more words in English) in comparison to A1 learners, indicating the beneficial effects of ER instructions for learners with varying proficiency levels. While acknowledging the effective role of intensive reading, the researcher proposed that conducting ER for a continuous period of two years would result in more improvements in reading scores on the TOEIC Bridge test as opposed to restricting ER instruction to only one year, followed by intensive reading. In other words, the author stated that longer exposure to ER would develop learners' reading skills, such as reading fluency and understanding of the main point of long texts which would potentially lead to better TOEIC Bridge scores. Overall, findings highlighted the importance of thoughtful goal-setting for ER in terms of the number of books read and emphasize the crucial role of teachers' support and guidance to ensure a meaningful impact from ER, especially for beginner learners.

Ghavamnia, M. (2022). The instruction of self-regulatory strategies and its impact on L2 reading comprehension and self-regulated learning. *The Reading Matrix: An International Online Journal*, 22(2), 138-153.

Highlighting the significance of self-regulated learning (SRL) as a general construct for reading development, Ghavamnia (2022) conducted a quasi-experimental study to investigate the impact of instructing self-regulatory strategies on English learners' L2 reading comprehension and self-regulated learning. The study incorporated a range of self-regulatory strategies, including goal-setting, task strategies, imagery, self-instruction, time-management, self-evaluation, self-consequence, environmental structuring, and help-seeking (as proposed by Zimmerman, 1998). Participants consisted of 70 Iranian EFL learners enrolled in an ESP course at the Art University of Isfahan. All participants were female freshmen who were native Persian speakers and majoring in Architecture. The experimental group students ($n = 35$) received a combination of

L2 reading comprehension instruction and self-regulatory strategies training based on Zimmerman's (2000) model. In contrast, the control group students ($n = 35$) only received traditional instruction for L2 reading comprehension. At the beginning and end of the 16-week course, the reading proficiency level of both student groups was measured using two different tests- a researcher-developed reading test and the ILETS reading test- for the pre- and post-tests. In addition, both groups' SRL was assessed using Weinstein et al's (1987) Learning and Study Strategies Inventory (LASSI) questionnaire in the first and last session of the course. Results showed that while students in both groups improved in their L2 reading comprehension at the end of the course, the experimental group performed better in reading comprehension and with a significant improvement in SRL. Findings emphasized the positive impact of self-regulatory strategies, developed through instruction, as they prompted learners to evaluate their effectiveness and perceive them as valuable tools for attaining better outcomes. In other words, findings revealed that combining SRL strategy instruction with reading strategy instruction would lead to positive and long-term improvement in L2 learners' reading comprehension. The study further highlighted the significance of employing the LASSI as an evaluative tool as this assessment can play a crucial role in determining the extent to which a program has positively influenced learners' knowledge and attitude towards SRL. Given the findings and limitations of the study, the researcher encouraged future studies to expand the sample size by including more undergraduates from diverse universities, academic disciplines, and countries, considering different teaching contexts. To gain deeper insights into the impact of self-regulatory strategies, she also recommended future research to complement quantitative data with qualitative data gathered through interviews and observations and/or longitudinal studies, and also to examine the sub-scales of LASSI separately to better understand their individual contributions to SRL.

Goto, T. (2022). The relationship between extensive reading duration and reading volume. *The Reading Matrix: An International Online Journal*, 22(2), 63-73.

This quantitative study examined extensive reading. Specifically, it investigated the correlation between experience with extensive reading and reading volume. EFL nursing students were divided into the following groups: Group A consisted of 11 students who completed extensive reading for two consecutive semester, Group B consisted of 20 students who completed extensive reading during the first semester only, and Group C consisted of 20 students who completed extensive reading during the second semester only. Using graded readers, the participants did 20 minutes of extensive reading at the beginning of each 1.5-hour class and did additional extensive reading outside of class time. Using a reading record sheet, students kept track of their reading by providing information about each book (i.e., title, reading level, etc.), number of words read, and perceived level of enjoyment. While there was no statistically significant difference between the word count for first and second semester for Group A ($T = 19$, $p > .05$), results revealed that 73% of students read more during their second semester. Specifically, results showed that the second semester average word counts were 1.26 times higher than first semester. Also, results revealed that Group C read more than Group B, and this difference was statistically significant ($p < .01$). Given the findings, the author concluded that experience with extensive reading can positively impact future extensive reading activities.

Griskell, H. L., & Gámez, P. B. (2023). Early-adolescent dual language learners' reading comprehension: Influences of teacher questions and language efficacy. *Developmental Psychology*, 59(1), 173-185. <https://doi.org/10.1037/dev0001453> Griskell and Gámez (2023) investigated teachers' questioning and question types in classroom environments and how they related to adolescent dual language learners' (DLL) reading comprehension abilities. To this end, researchers explored a) the stability in teachers' questioning practices across the school year, b) the relation between teachers' questioning practices and their students' reading comprehension abilities, and c) the relation between learners' language efficacy and engagement in authentic high-quality discussion practices and their reading comprehension. Participants consisted of 413 young adolescents (87% self-identified as Hispanic/Latina/o) and 32 of their English language teachers (81% self-identified as Caucasian/White) in mainstream English-only classrooms in middle schools in the US. The data were collected using a researcher-developed student and teacher demographics and language use questionnaire; a 20-item self-report Motivation for Classroom Discussion Questionnaire (Griskell et al., 2020) to assess learners' self-efficacy; the Language Environment Analysis Digital Language Processors (LENA Research Foundation, 2015) to audio record teacher and student talk during class discussion; and the Group Reading Assessment and Diagnostic Evaluation (Williams, 2001) to assess students' vocabulary and reading comprehension. Findings revealed a positive association between teachers' years of teaching experience and their students' reading comprehension levels. It was also found that teachers questioning practices were stable across the school year although they were more likely to use test questions than authentic questions despite the fact that their authentic questioning led to DLLs' engagement in high-quality discussions and thus, development of their reading comprehension and vocabulary skills. Further, results showed a significant positive relationship between the language efficacy of DLLs and their engagement in high-quality discussion practices, which, in turn, predicted their reading comprehension. These findings emphasized the importance of considering factors beyond language skills alone, such as language efficacy, in understanding and enhancing the reading comprehension outcomes of early-adolescent learners. Given the findings and limitations of the study, researchers encouraged further studies a) to employ experimental or quasi-experimental designs to compare different activities or instructional groupings, aiming to investigate their influence on students' engagement in high-quality discussion practices; b) to focus on how teachers' questioning practices can facilitate language learning, reading comprehension, and subject knowledge in various content areas; and c) to explore the potential relationship between high-quality classroom discussions conducted DLLs' home language and their English reading comprehension abilities.

Gunnerud, H. L., Foldnes, N., & Melby-Lervåg, M. (2022). Levels of skills and predictive patterns of reading comprehension in bilingual children with an early age of acquisition. *Reading and Writing: An Interdisciplinary Journal*, 35(10), 2365–2387. <https://doi.org/10.1007/s11145-022-10286-2>

This study examined the relationship between linguistic skills and reading comprehension. Ninety-one early bilingual and 196 monolingual 5th graders completed a variety of measures that tested their reading comprehension, listening comprehension, knowledge of conjunctions, vocabulary, morphological knowledge, and decoding skills. Overall, results revealed that

language variables were correlated with reading comprehension while decoding skills were correlated with knowledge of conjunctions, reading comprehension and vocabulary. When compared with their monolingual peers, early bilingual learners exhibited similar levels of knowledge of conjunctions and decoding skills but significantly less knowledge in the areas of vocabulary, reading comprehension and listening comprehension. Also, the constructs of knowledge of conjunctions, listening comprehension and decoding were related to reading comprehension with listening comprehension being the largest predictor of reading comprehension. Given the findings, the researchers concluded that interventions are needed to prevent bilingual learners' continual lag behind their monolingual peers in various linguistic measures at the 5th grade level.

Iwata, A. (2022). The effectiveness of extensive reading (ER) on the development of EFL learners' sight vocabulary size and reading fluency. *The Reading Matrix: An International Online Journal*, 22(2), 74-91.

Iwata (2022) compared the effects of Extensive Reading (ER) and Intensive Reading (IR) on vocabulary learning and reading rates within and across experimental groups. Seventy-two Japanese female students majoring in Economics with a novice to intermediate-low English level participated in this study for 30 weeks. Students were distributed into Group A (25), Group B (24) and Group C (23), from higher to lower English proficiency levels. Group A was exposed to IR, while Groups B and C were in the ER condition. However, the ER groups were divided into Groups D and E depending on whether the students had read over or under 50,000 words by the end of the experiment, respectively. The IR group completed 13 units featuring 304.3-average-word city-related texts with 65.9 and 8.5 readability scores on the Flesh Kincaid Ease (FKE) and Flesh Kincaid Grade Level (FKGL), respectively. These texts were followed by 176.2-average-word dialogues with readability scores of 90.3 (FKE) and 2.3 (FKGL). The frequency level of the words in the texts and dialogues was high, from 88.1% to 95.8% of the 1k- and 2k- word levels (VocabProfilers; Cobb, 2018). The ER groups completed a total of 29 units and read 6,117 words. These participants spent 30 minutes of each class on ER, followed by a 10-minute book report and speaking activities with a textbook featuring 210.9-average-word texts with readability scores of 86.3 (FKE) and 2.8 (FKGL) and highly frequent words covering 97.41% at the 1k- and 2k- levels. Participants in Groups B and C were required to read at least 50,000 words following the M-Reader system. Books that participants read but didn't score at least 6/10 on the corresponding quiz were discarded from the count. Prior to the experiment, a questionnaire was distributed to elicit participants' attitudes and experiences learning English. Self-reports measuring participants' weekly English study time were utilized three times throughout the experiment and did not count towards students' final grades. A last questionnaire was employed to gather information on participants' experience with the course and ER. Finally, informal interviews were conducted among five to seven students from each group to verify responses on the questionnaires. To explore vocabulary gains, different sets of the Mochizuki Vocabulary Size Test (MVST) were utilized. This test comprised 25 items per word level, from the 1k to the 7k; for each item, participants had to choose the correct English translation of one Japanese word among three options within five seconds. Three different texts, but comparable in topics, length and reading rates, were used to measure reading rates. The first text was used as a practice test, while the second and third were used as pre- and post- tests, respectively. Each test included true-false questions to check for comprehension. Paired-sample t-tests showed significant differences between the pre- and post- MVST within the ER groups in 1k and 3k, and

within all groups in 2k. ANCOVA analyses with instructional method as between-subject independent variable and pre-test scores as covariates showed no significant effects among groups in 1k nor 3k; however, significant differences were found among the groups in the 2k level. A Bonferroni post-hoc showed significant differences between groups A and D, A and E, as well as A and D+E. Given these results and the fact there was no significant difference in study time between the IR and ER groups, the author concluded that ER proved to be more effective for incidental sight vocabulary learning of highly frequent words. Paired-sample t-tests indicated significant differences between the pre- and post- reading rate scores only for the ER groups. An ANOVA and Bonferroni post hoc analyses showed significant differences between groups A and D, as well as D and E. Furthermore, an additional t-test revealed that the ER groups together outperformed the IR group. Participants reported a positive experience with ER through the last questionnaire and interviews. Given these results, the author recommended the use of ER in language classrooms.

Kang, H., Kweon, S.-O., & Choi, S. (2022). Using eye-tracking to examine the role of first and second language glosses. *Language Teaching Research*, 26(6), 1252-1273.

<https://doi.org/10.1177/1362168820928567>

Using eye-tracking tools, the researchers examined the impact of L1 and L2 glosses on L2 reading behaviors and lexical uptake. Seventy-seven Korean EFL college students with an advanced level of reading proficiency were randomly divided into three groups: an L1 gloss group which included L1 translation equivalents, an L2 gloss group which included L2 glosses with short definitions or synonyms, and a control group which did not include any glosses. All students read an experimental passage containing 20 target words. After completing the passage, they completed a filler reading comprehension task and two vocabulary tests (i.e., a recall test and a form-meaning association test). Results revealed that the L1 gloss group had the highest vocabulary scores for the form plus meaning recall test and the form-meaning association test, and the control group had the lowest scores for the measures. Although one-way ANOVA analysis of the eye-tracking data revealed no statistically significant difference among the groups regarding the processing of in-text target words, the control group was found to have the longest total reading time and gaze duration time. Regarding processing of glosses and the experimental passage, the data revealed that the L2 gloss group had the longest processing time. The researchers called for future research on the topic.

Katamba, C. V., & Sihombing, N. M. (2023). Enhancing students' reading comprehension through Venn diagram strategy and KWL (Know, Want, Learn) Strategy. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 8(1), 87-100.

For this quantitative study, the researchers explored the effectiveness of two types of graphic organizers, the Know, Want, Learn (K.W.L) chart and the Venn diagram, on EFL students' reading comprehension. Sixty-four Indonesian students completed a pre-test, received instruction using one of the two graphic organizers strategies, and completed a post-test. Results revealed that although both types of graphic organizers had positive impact on students' reading comprehension, there was no statistically significant difference between the two treatment conditions. Given these findings, the researchers concluded that ELF instructors should consider using both types of graphic organizers to help EFL students improve their reading comprehension in English.

khellab, F., Demirel, Ö., & Mohammadzadeh, B. (2022). Effect of teaching metacognitive reading strategies on reading comprehension of engineering students. *SAGE Open*, 12(4). <https://doi.org/10.1177/21582440221138069>

This research explored the effect of metacognitive reading strategies instruction on the English reading comprehension of EFL Libyan students. Sixty undergraduate students studying computing engineering completed the International English Language Testing System (IELTS) reading test, the Reading Comprehension Achievement Test, and the Survey of Reading Strategies (SORS) Questionnaire. Thirty students served as the control group while 30 served as the treatment group and received metacognitive reading strategies instruction using the Cognitive Academic Language Learning Approach (CALLA) model. Post-test results revealed that students in the treatment group had greater metacognitive awareness, used more metacognitive strategies, and exhibited better reading comprehension when compared to students in the control group. Given the findings, the researchers concluded that explicit metacognitive strategies awareness instruction is a beneficial method to improving EFL student English reading comprehension.

Kirchhoff, C., & Mision, M. (2022). Audio-assisted extensive reading: Learners' experience and attitudes. *The Reading Matrix: An International Online Journal*, 22(2), 1-12.

Considering the increasing interest in audio-assisted extensive reading (ER) approaches especially in the aftermath of the pandemic, Kirchhoff and Mision (2022) conducted a study to explore students' experience and evaluation of audio-assisted reading. Their aim was to gain insights into the implementation of Reading While Listening (RWL) approaches on a broader scale, considering the importance of remote learning. Thus, the study addressed four research questions as follows: 1) Will students who have experienced audio-assisted reading choose to continue to listen to audio even when not required to listen to audio? Why or why not? 2) Does the experience of audio-assisted reading influence students' sense of enjoyment of online ER? 3) Does the experience of audio-assisted reading influence students' evaluation of the value of ER in language learning? and 4) Does audio-assisted reading influence students' ability to concentrate on reading? Japanese university students (N=143) enrolled in English courses completed a pre- and post-questionnaire, an interview, and two reading assignments where they engaged in RWL that they could access from the electronic library. When asked to share their opinion about audio-assisted ER, students reported enjoying the RWL and feeling improvement in their pronunciation. They also mentioned that it improved their intrinsic motivation more than extrinsic one because they read for the sake of getting pleasure and meaning throughout the process. However, researchers indicated that RWL could distract the reading process or affect the reading quality as the multi-modal nature of reading and listening at the same time may increase cognitive load and exhaust some students. Overall, they promoted the utilization of audio-assisted ER which could aid students in recognizing the auditory aspects of words, such as their pronunciation, prosody, and intonation, and also serve as a valuable scaffolding tool to enhance students' comprehension.

Li, M., Chan, J., & Kirby, J. R. (2023). The summary writing performance of bilingual learners with reading difficulties. *Annals of Dyslexia*, 73(1), 109–129. <https://doi.org/10.1007/s11881-022-00258-0>

This research examined the writing performance, specifically summary writing performance, of struggling bilingual readers. Two hundred and forty-six 8th grade EFL students completed word

reading, reading comprehension and nonverbal ability measures in both Chinese and English. Based on their performance, students were classified as typical readers (TR), poor decoders (PD) or poor comprehenders (PC) in both of their languages. After reading a 254-word English expository passage for 15 minutes followed by a 5-min interval, students wrote a text-based summary of the passage in English during a 10-minute timeframe. Passages were evaluated for main ideas, main themes, and details. Multivariate analyses of covariance (MANCOVA) and analyses of covariance (ANCOVA) revealed a moderate correlation between L1 and L2 reading skills with TRs in one language being TRs in the other language. This was true for decoding difficulties as well. However, results showed that comprehension processes differed and were more language specific. Regarding summary writing performance, results revealed the TRs' summaries contained more main ideas, themes, and important details than PDs and PCs, and this finding was consistent across reading status classification for both languages. Given the results, the researchers encouraged language instructors to view summary instruction as an important component of comprehension instruction.

Li, M., Kirby, J. R., Geva, E., Koh, P. W., & Zhang, H. (2022). Profiles of poor decoders, poor comprehenders, and typically developing readers in adolescents learning English as a second language. *Journal of Learning Disabilities*, 55(4), 306–324.

<https://doi.org/10.1177/00222194211023200>

The following research examined the relationship between reading difficulties in an L1 of Chinese and an L2 of English. Two hundred and forty-six 8th grade students completed the following English measures: nonverbal abilities, word reading, reading comprehension, listening comprehension, vocabulary breadth, word definition, multiple-meaning vocabulary, morphological awareness, and inference and strategy. They also completed Chinese word reading and Chinese reading comprehension measures. Results revealed three different groups of readers in both languages: typical developing readers (TDR) who exhibited average or above average decoding and comprehension, poor decoders (PD) who displayed low decoding performance and weak reading comprehension performance, and poor comprehenders (PC) who showed low reading comprehension performance but average decoding performance. Also, results revealed an overlap across languages with the TDR and PD groups. Finally, TDRs performed better than PDs and PCs on all English comprehension measures. Given that L1 reading difficulties increase the possibility of having reading difficulties in the L2, the researchers encouraged early reading intervention in both the L1 and the L2.

Liu, Y. (2022). Chinese parents' experiences of reading English storybooks to preschool children: A case in Guangzhou, China. *Journal of Early Childhood Research*, 20(4), 595–609.

<https://doi.org/10.1177/1476718X221105379>

Using the Family Language Policy (FLP) framework, this study examined the at-home reading experiences of young Chinese EFL learners. Specifically, the researchers explored parents' practices, beliefs, and management of L2 storybook reading. The 20 participants, who were parents from Guangzhou, China and members of an online discussion reading community focused on English storybook reading group, completed semi-structured interviews that focused on parents' opinions about English storybooks, problems encountered during storybook reading, children's reactions during reading and parents' management of reading and other home activities. Results revealed that the parents believed English storybook reading to be more difficult and language-oriented than Chinese reading. Although parents used various strategies to

overcome such difficulties, which included parents' lower English proficiency and a lack of knowledge in selecting English storybooks, parents' English storybook reading practices often resulted in more anxious parents and children's negative attitude toward the language.

Maden, S., & Kara, K. (2022). Book reading habits of people who are learning Turkish as a foreign language (example of Kyrgyzstan). *Shanlax International Journal of Education*, 11(S1), 124-136. <https://doi.org/10.34293/education.v11iS1-Dec.5275>

In this qualitative study, the researchers examined the reading habits of 132 learners of Turkish in Kyrgyzstan. Participants' online questionnaire responses served as the data for the study. Analysis of the questionnaire responses revealed that the participants read books in Turkish for a variety of reasons including travel plans, professional goals, and education, among others. Also, the participants believed that reading in Turkish helped improve their language skills, especially in the areas of speaking, writing and vocabulary acquisition.

McCarthy, K. M., & Skoruppa, K. (2023). Language-specific phonological skills and the relationship with reading accuracy in Sylheti-English sequential bilinguals. *Child Development*, 94(2), e85-e102. <https://doi.org/10.1111/cdev.13880>

McCarthy and Skoruppa (2023) explored how the development of L2 English phonological memory and awareness is influenced by bilinguals' L1 (Sylheti) phonology, as well as the interactions between these L2 phonological skills and L2 reading accuracy. Phonological memory was measured through a nonword repetition task featuring 56 monomorphemic English-like pseudowords from the PseudoLex database (Needle et al., 2022). There were 14 pseudowords per one of four conditions, resulting from crossing the phonotactic probability (high vs. low) in each language (English vs. Sylheti). In this task, words were presented in pairs from the same condition in a pseudorandomized fashion and children had to repeat them as faithfully as possible. Repetition accuracy was scored online by the researcher and offline with a transcription by professional phoneticians external to the study. Participants scored 1 in a pair trial when both words were accurately repeated, while they scored 0 when at least one segment in a word was inaccurate. Phonological awareness was operationalized using a phoneme elision subset from the CTOPP-2 (Wagner et al., 2013) where participants were asked to delete a portion of a word and recombine the remaining portion to form a new word. All children were exposed to the same English words, eleven of them featuring illegal Sylheti phonotactic patterns and 13 containing legal patterns. Standardized tests were employed to measure receptive vocabulary (British Picture Vocabulary Scale; Dunn et al., 2009), letter-sound correspondence (York Assessment of Reading Comprehension; Hulme et al., 2009), rapid automatized naming (letter and digit RAN subtests of the Comprehensive Test of Phonological Processing CTOPP-2; Wagner et al., 2013), digit recall (Memory for Digits subtest of the CTOPP-2), as well as reading accuracy by requiring participants to read aloud six blocks of 10 words, ordered from easy to difficult to read (Single Word Reading Test; Foster, 2007). A total of 58 Sylheti-English sequential bilingual and 43 English monolingual six-to-eight-year-old children with no relevant impairments in the UK participated in this study at the beginning of their English reading instruction and after 20 months. However, 12 children were unable to participate the second time. Both bilingual and monolingual participants were matched for socioeconomic status, depending on the education level of their parents, and were within 2 SD from the mean in all language and cognitive measures. Mixed-model analyses were conducted with language group

and phonotactic word type as categorical fixed variables, production accuracy as the dependent variable, and by-subject random intercepts. For the analysis of the nonword repetition task, word order was included as another random factor in the model. The analyses after the first time revealed significant interactions between L2 English phonological skills and L1 Sylheti phonotactics, with bilingual children producing more errors for words containing illegal Sylheti phonotactics. Rapid automatized naming and vocabulary were found to influence reading fluency for the monolingual and bilingual groups regarding legal phonotactic patterns, but illegal phonotactics was a significant factor in the bilingual group. Time of testing was added to the mixed model as a fixed factor after the second testing. Results after the second time indicated that phonotactic constraints and group were no longer significant factors in predicting accuracy in nonword repetition. Given the loss of participants at the second testing and the lack of influence of variables between the groups at the second time, the authors were not able to perform hierarchical regression analyses to investigate changes in reading accuracy.

Moody, S. M., & Matthews, S. D. (2022). Reading without words: Cultivating bi/multilingual family engagement. *Reading Teacher*, 76(2), 122–130. <https://doi.org/10.1002/trtr.2118> For this study, the researchers examined family engagement and storytelling using wordless picture books. Twelve Latinx Spanish–English families participated in the Reading Without Words (RWW) program and provided data for this study, which included video-recorded shared readings, surveys, and interviews with each family. Through the families' communal reading of the wordless picture book *Bluebird* by Bob Staake, these families were able to have meaningful reading experiences that positively impacted their children's reading competence by creating a meaningful experience that included all participants' cultural and linguistic knowledge.

Nilforoushan, S., Rashtchi, M., & Abbasian, G. R. (2023). Exploring the perceived and real metacognitive reading strategies of Iranian EFL Learners: Different text types in focus. *SAGE Open*, 13(1), 1-11. <https://doi.org/10.1177/21582440231164567> Nilforoushan et al. (2023) examined the difference in perceived Metacognitive Reading Strategies (MRS) among Iranian EFL learners in relation to their reading abilities, and the variety of texts they read in English and Persian. They also explored how Iranian EFL learners' actual use of MRS, varied across different English text types. Participants of the study included 133 intermediate-level university students enrolled in English reading courses who were selected at different stages based on their performance on the Oxford Placement Test (OPT), Preliminary English Test (PET), and English and Persian Perceived Reading Strategies questionnaires. Ultimately, they were divided into two groups, high (n = 65) and low (n = 67) readers, based on their reading scores. The 30-item questionnaire, adopted from Mokhtari and Reichard's (2002) survey of reading strategies (SORS), was administered to assess learners' English and Persian perceived MRS in relation to global, problem-solving, and support strategies. In addition, participants took part in a think-aloud task for English and Persian reading comprehension texts that aimed to explore their strategy use during the real reading process. Participants were also required to read two different text types (expository and narrative) in both Persian and English to examine their real use of reading strategies during their L1 and L2 reading processes. Results showed a significant difference in the use of perceived MRS between the low and high reader groups, specifically in terms of global strategies and not the other two strategies. Regarding participants' use of perceived MSR while reading a variety of texts, findings revealed that they

used a greater number of MRS when reading expository texts than narrative texts which showed the effect of types of text on their reading performance. Results also indicated that when reading both text types, participants employed global and problem-solving strategies similarly but support strategies with different usage patterns. In expository texts, the most frequently used support strategies were paraphrasing, circling the information, and reading out loud, while in narrative texts, summarizing and asking questions were the most commonly used support strategies. Researchers also found a similar pattern in participants' use of strategies in their L1 and L2 reading where problem-solving, support, and global strategies were the most frequently used strategies in sequence. In summary, this mixed methods study suggested that integrating reading strategy instruction into the curriculum enhances learners' attitudes toward reading, e.g., metacognitive strategy instruction improved L2 readers' comprehension and helped them identify and correct reading errors. Additionally, the research emphasized the need for L2 teachers to receive training in implementing reading strategies to better address the reading problems encountered by L2 learners. Researchers also encouraged future studies to explore the role of personality factors in learning MRS.

Öztürk, K., Denkci-Akkaş, F., & Tikiz-Ertürk, G. (2022). Pre-service EFL teachers' perceptions regarding their critical reading self-efficacy and cognitive flexibility. *The Reading Matrix: An International Online Journal*, 22(2), 121-137.

This quantitative study sought to explore the pre-service EFL teachers' perception of their critical reading self-efficacy and cognitive flexibility and also the relationship between their perceived critical reading self-efficacy and cognitive flexibility by gender or school grade. Initially coined by Spiro and Jehng (1990), cognitive flexibility refers to the ability to adaptively reassemble different information components to match the specific demands of understanding or problem-solving situations. Later, Çelikkaleli (2014) defined it as an attribute wherein individuals are aware of multiple options and accessible alternatives in any given situation and possess the capacity to adapt to various circumstances. A total of 121 pre-service EFL teachers (F =85 and M =36) enrolled in different grades (First year = 28, Sophomore = 31, Junior = 34, and Senior = 28) at a state university in western Turkey participated in the study. To gather data on the participants' perceived critical reading self-efficacy and cognitive flexibility, researchers employed two scales: 1) the 33-item Critical Reading Perceptions of Self-Efficacy Scale, developed by Karadeniz (2014), including 8 negative items and 5 sub-dimensions: inquiry, analysis, evaluation, finding similarities and differences, and illation; and 2) the Cognitive Flexibility Scale by Çelikkaleli (2014) including 12 items on one-dimension. Additionally, a brief background questionnaire was administered to obtain information about the participants' gender and grade. The statistical analysis revealed that participants perceived themselves as highly efficient critical readers, particularly in evaluating, analyzing, and identifying similarities and differences. However, they displayed lower self-efficacy when it came to illation and inquiry. Results of the Mann-Whitney-U and Kruskal Wallis tests yielded no significant differences in the participants' perceived critical reading self-efficacy levels and their gender and grade, respectively, except for the sub-dimension analysis among female pre-service teachers. Findings also showed that participants perceived themselves to be cognitively flexible where no significant differences were found between their perceived cognitive flexibility and both their gender and grade, although sophomore participants seemed to view themselves as more proficient in critical reading and possess higher levels of cognitive flexibility compared to

participants from other grades. In conclusion, researchers suggested that critical reading self-efficacy and cognitive flexibility were important learning concepts for pre-service EFL teachers for their significant positive relationship. Given these findings, they recommended further research to follow a qualitative experimental design to gain deeper insights into these two constructs, and to include different participants and contexts, considering variables beyond gender and grade, for a more comprehensive understanding.

Pardede, P. (2022). Online reading strategies in EFL: A review. *Journal of English Teaching*, 8(2), 329-339. <https://doi.org/10.33541/jet.v8i2.4130>

This systematic review synthesized research on students' use of online reading strategies in EFL contexts. Twenty peer-reviewed articles focusing on EFL learners' online reading strategies published between 2011-2021 served as the data for this review. Results revealed that, in general, EFL learners use problem-solving (e.g., guessing unfamiliar vocabulary) and global reading strategies (e.g., previewing the text) more frequently than support strategies (e.g., taking notes). Given the inconclusive results regarding the effectiveness of online reading strategies and the relationship among reading strategies and other variables of reading comprehension, Pardede calls for more research on these topics.

Pretorius, M. J., le Roux, M., & Geertsema, S. (2022). Verbal working memory in second language reading comprehension: A correlational study. *Communication Disorders Quarterly*, 43(4), 234–245. <https://doi.org/10.1177/1525740121991475>

The study explored the relationship between verbal working memory (VWM) and reading comprehension. The researchers also investigated the role of L2 linguistic knowledge in language learners' L2 reading comprehension. Sixty-three young South African learners were divided into two groups: an EL1 Group which consisted of students proficient in English and an EL2 Group which consisted of students proficient in Afrikaans. Students completed tasks measuring reading comprehension, receptive language, forward span, backward digit span, and sentence repetition, among others. Results revealed that VWM was not a significant predictor of reading comprehension in either language. While a significant correlation was found for L2 linguistic knowledge and VWM capacity and L2 comprehension, L2 linguistic knowledge was not found to predict L2 reading comprehension.

Rich, K., Eckstein, G., & Lynn, E. (2022). Reading rate gain in a second language: The effect of unassisted repeated reading and intensity on word-level reading measures. *Reading Matrix: An International Online Journal*, 22(1), 1–19.

This study explored the impact of repeated reading (RR) on the reading rate gain of ESL learners. Forty-six ESL learners from a variety of language backgrounds were divided into three groups: a control group which read assigned passages only once, a two-repetition group (RR2) which read assigned passages twice and a three-repetition (RR3) which read the assigned passages three times. All participants read passages taken from books 2 and 3 of *Reading Horizons*, a developmental reading series. Data was collected by all groups at weeks 1, 7 and 14 using words per minute (WPM) and eye-tracking measures. While results revealed that there

were no statistically significant differences among the groups, reading rate measured via WPM did improve for all participants. Given the results, the researchers recommended that L2 reading teachers include some form of fluency instruction in their curriculum to help improve students' L2 reading rate.

Röthlisberger, M., Zangger, C., & Juska-Bacher, B. (2023). The role of vocabulary components in second language learners' early reading comprehension. *Journal of Research in Reading*, 46(1), 1–21. <https://doi.org/10.1111/1467-9817.12411>.

This longitudinal study examined the vocabulary knowledge and reading comprehension abilities of 373 students with an L1 or L2 of German for two years during 2nd and 3rd grade. Students completed a variety of assessment measures in the following areas: reading comprehension, decoding, vocabulary breadth, vocabulary depth, relational word knowledge, semantic word knowledge, phonological awareness, rapid automatized naming, and cognitive abilities. Results revealed that students with an L1 of German outperformed students with an L2 of German on reading measures and vocabulary measures, especially in the area of vocabulary depth, in both the 2nd and the 3rd grade. Overall, these findings indicated that the low reading comprehension performance of students with an L2 of German is correlated with differences in vocabulary. The researchers encouraged others to take these findings into account when developing teaching materials for young students learning an L2.

Ruhil Amal, A., Jamali, M., Abdul Rahim, A. A., Azmat Ali, M. M., & Khamis, N. Y. (2022). Exploration of online discussion forum on reading EST texts for ESL learners. *Malaysian Journal of Learning & Instruction*, 19(2), 97-122. <https://doi.org/10.32890/mjli2022.19.2.4>

This qualitative study highlighted the importance of using technological tools, and more specifically online discussion forums (ODFs), in facilitating learners' reading of EST online materials. Inspired by Interactive Analysis Model (IAM), connectivism theory, and social constructivism theory, Ruhil Amal et al. (2022) focused on university ESL learners' use of ODFs in Interactive Reading for Academic Disciplines (iREAD) as a pedagogical platform. iREAD is "an online reading system developed by UKM experts that integrates the use of various reading tools such as annotations, ODF, video and audio features" (as cited in Nor Fariza et al., 2014, p. 104). Researchers aimed to explore how the use of ODFs in this platform helped ESL learners in achieving phases of knowledge construction in reading English for Science and Technical (EST) academic materials online; and to what extent it assisted their online reading of online materials. Participants, selected via purposive sampling, consisted of 30 ESL learners enrolled in English for Technical Communication (ETC) from various engineering and technical courses at a public university in Malaysia. In the next step, 12 students were selected and grouped based on their level of participation in the iREAD (i.e., active (n = 4), moderate (n = 4), or non-active (n = 4) users) for further qualitative data collection of each group. The instruments used to collect data were ESL learners' ODF threads of postings, and focus group interview protocols and questions to understand learners' concepts, views, or experiences reading EST materials via iREAD. During the 14-week period of the study, data was collected twice: on week five data was collected from all 30 students (via their online postings and interviews), and on week seven from only 12 students (via interviews). In their study on student interaction in ODF, researchers found that the use of ODF resulted in improved knowledge construction and analysis skills among students. This was attributed to the students' increased critical thinking and constructive contributions during discussions. The study suggested that the use of asynchronous online

discussions fosters a more interactive and constructive discussion, which is the embodiment of online collaborative learning. Essentially, findings showed a strong association between social constructivism, communication, and collaboration. Based on these findings, researchers encouraged further investigation into various ODF technologies currently in use or under development within the reading domain. They also recommended comparing how collaborative learning processes vary depending on the specific type of collaborative learning employed, and exploring strategies to enhance collaborative learning dialogues, thereby deepening the learning experience within EST classrooms.

Samaranayake, S.W., Suneeta, K., & Vachira, J. (2022). The effects of reading habits on test performance by foundation-level Omani students. *Arab World English Journal*, 13(2) 37- 49. <https://dx.doi.org/10.24093/awej/vol13no2.3>

In this study, the researchers explored the impact of reading habits on reading test performance. Seventy Omani EFL learners enrolled in a general foundation English program completed a modified version of the Booktrust Reading Habit Survey. Researchers collected students' mid-semester and level exit exams scores to assess students' reading test performance. Results revealed that although students had positive attitudes towards reading, many did not have positive reading habits and reported not reading often. Also, results showed a strong positive correlation between students' reading habits and their reading test scores ($r = 1.0$, $n = 70$, $p = .001$). Given the findings, the researchers concluded by encouraging EFL/ESL instructors to include more opportunities for students to read in their L2.

Song, S. (2022). Digital service-learning: Creating translanguaging spaces for emergent bilinguals' literacy learning and culturally responsive family engagement in mainstream preservice teacher education. *TESL-EJ*, 26(3), n3. <https://doi.org/10.55593/ej.26103a5>

Song (2022) investigated the ways in which ten monolingual white female ESOL pre-service teachers (PTS) developed translanguaging ideologies and practices after engaging in digital service learning (DSL) with five Asian emergent bilingual (EB) students and their families. This study employed a 15-week long participatory action research (PAR) approach in which researchers and participants collaborated in all aspects. The criteria to select EB families consisted of (i) being literate in their home language, (ii) possessing basic English and technology knowledge, (iii) having Internet access, and (iv) with at least one English-limited proficient child in K-3 enrolled in a public school. Based on the previous criteria, three South-Korean, one Chinese, and one Japanese families with one kid each were selected and agreed to participate in this study. Two kids were in second grade, and there was one kid in kindergarten, first-, and third- grades. The DSL project consisted of two phases with different purposes. The first phase focused on translanguaging theory and pedagogy as well as culturally responsive teaching. The second phase involved using the knowledge in phase 1 to complete family literacy bag activities featuring multilingual texts and video discussions with EB students and families through the FlipGrid platform. During this phase, literacy lesson plans were developed along with 30-minute Zoom virtual tutoring lessons over four weeks. Data analysis was conducted on the activities and PSTs' reflective journal entries from the DSL project, as well as the researcher's field notes. Native speakers of the EBs home languages who were part of the project transcribed the data. Open, axial and selective coding were utilized to identify recurrent categories in the data. The first one aims to mark instances of PSTs understanding and integration of translanguaging; the second collapsed the open coding into broad categories; and

the third consisted of memos for each category and the unification of categories into themes. Despite initial skepticism from PSTs on translanguaging and based on the journals and class discussion posts, PSTs showed a shift to translanguaging ideologies in which they perceived home languages as a resource rather than a deficit. Additionally, eight PSTs challenged monolingualism by advocating for multilingualism. In addition, PSTs developed main translanguaging practices that involved the use of multilingual texts, multimodal resources, and parent engagement. By using multilingual texts in the discussions and Zoom tutoring with the EB students and families, the PSTs cultivated an appreciation about the benefits of EB's linguistic and cultural background for learning and parent engagement.

Sulistiyawati, K. T., & Kuswandono, P. (2022). Students' self-regulation in English reading comprehension during online class in Yogyakarta private senior high school. *Journal of English Teaching*, 8(2), 209-223.

This mixed-method study explored Indonesian EFL learners' self-regulation in English reading comprehension during their online learning process. A total of 30 high-school students in social and social science classes participated in the study. All participants completed an online close-ended questionnaire derived from the work of Housand and Reis (2008) which included items focusing on 3 aspects of reading comprehension: intrinsic motivation in reading comprehension, extrinsic motivation in reading comprehension, and the strategies for comprehending English texts, such as learning autonomy, learning focus and critical thinking. To gain a deeper understanding of participants' responses, four of them were randomly selected for an interview via WhatsApp video calls. Results showed that students who regulated themselves in comprehending the English texts in online learning used the following strategies: (1) implementing learning autonomy by allocating time to read the provided English texts, reading the texts multiple times, writing important information, and drawing conclusions from texts; (2) implementing learning focus by reading the texts in a quiet room to enhance concentration and comprehension and taking breaks when they felt tired or lost the focus, and (3) critical thinking by using their existing background knowledge to verify new information from provided texts and discussing the context critically. Overall, findings indicated that when reading a text, students regulated themselves in different ways and applied the appropriate strategies based on their needs, motivations, interest, and capability to comprehend the context. Sulistiyawati and Kuswandono proposed that English teachers could improve their monitoring of students' comprehension of English texts by acknowledging and adapting to individual self-regulation strategies, particularly in online learning. They also advised teachers to foster learners' motivation regulation in reading comprehension by introducing more suitable learning activities. Finally, the researchers recommended that future studies delve deeper into the self-regulation of reading comprehension by examining more specific learning strategies through experimental research.

Taguchi, E., Gorsuch, G., & Mitani, K. (2023). Using repeated reading for reading fluency development in a small Japanese foreign language program, *Pedagogies: An International Journal*, 18(1), 97-114. DOI: <https://doi.org/10.1080/1554480X.2021.1944866>

In this quantitative study, the researchers examined the effect of audio-assisted repeated reading (RR) on the reading abilities and attitudes of college students learning Japanese as a foreign language. Twenty-seven students, with beginner to intermediate proficiency levels of Japanese, participated in a semester-long audio-assisted RR program and completed pre- and post-tests that

measured their reading rate and comprehension. The participants also completed a questionnaire regarding their thoughts about the method. Analysis of the data revealed that all students, regardless of proficiency level, had faster repeated reading rates after the RR intervention. While there was a slight increase in reading comprehension for some students, this increase was not statistically significant. It should be noted that all students exhibited above average comprehension for all pre- and post-tests. Students expressed positive opinions about the audio-assisted RR method reporting that the method helped their reading overall especially in the areas of comprehension, reading speed, vocabulary acquisition, and grammar retention.

Taherkhani, R., & Moradi, R. (2022). The relationships among self-regulation, emotional intelligence, willingness to communicate, and reading comprehension of Persian foreign language learners: Structural Equation Modeling. *Foreign Language Annals*, 55(3), 742–768. <https://doi.org/10.1111/flan.12610>

In this mixed-methods study, Taherkhani and Moradi examined the possible impact of several constructs (i.e., self-regulation, emotional intelligence, and willingness to communicate) on L2 reading comprehension abilities. One hundred and forty-one undergraduate students from 28 different countries studying Persian as a foreign language (PFL) in Iran completed a Persian reading comprehension test in addition to questionnaires measuring self-regulation (S-R), willingness to communicate (WTC), and emotional intelligence (EI). In addition, 45 students completed interviews to provide additional insights into the questionnaire data. Multiple linear regression analyses revealed that S-R, EI, and WTC were all strong predictors of reading comprehension with WTC being the strongest predictor of reading comprehension. Overall, students' interview responses confirmed the questionnaire responses. The researchers concluded that anyone concerned with L2 teaching or learning could benefit from these findings.

Yang, J., Lawrence, J. F., & Grøver, V. (2023) Parental expectations and home literacy environment: A questionnaire study of Chinese-Norwegian dual language learners. *Journal of Research in Childhood Education*, 37(1), 159-173. <https://doi.org/10.1080/02568543.2022.2098427>

Considering the role of parents on Chinese learners' academic success, Yang et al. (2023) examined the connection between parental expectations, language skills of Chinese-Norwegian dual language learners (DLLs), and their home literacy environment. The term, home literacy environment, refers to the language and literacy resources and practices that children are exposed to and experience within their homes. The focal participants of the study were Chinese-Norwegian students of various age ranges (with an average age of 6 years), belonging to families with at least one Chinese parent. A total of 118 Chinese parents (96 mothers and 22 fathers), selected through snowball sampling, participated in the research, with 74 coming from Chinese-Chinese families and 44 from transnational families, all living in Norway. Data collection instruments included a researcher-generated questionnaire to gather family demographics, parental expectations, home literacy environment items, and parent-reported Chinese language skills. Using statements adopted from the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), researchers measured parental expectations from three different levels of Chinese speaking and comprehension skills, character-level literacy, and text-level literacy. Regarding the home literacy environment data, parents provided information on various aspects including the number of Chinese-language children's books available at home; how often their children visited the library; the frequency of weekly involvement in

Chinese-language literacy activities, such as shared reading, storytelling, watching videos, and listening to songs; the frequency with which their children engaged in online chats with Chinese relatives; and the number of Chinese playmates or friends they interacted with each week. To evaluate parent-reported Chinese language skills of children, researchers used Alberta Language and Development Questionnaire (Paradis et al., 2010). The analysis of the data uncovered a significant discrepancy in parental expectations of their children's language development. Parents from Chinese-Chinese families anticipated their children to possess character-level literacy skills at the very least, whereas parents from transnational families focused on their children's ability to comprehend and speak Chinese. In addition, parents reported that their children's skills were similar to others while having better receptive skills than productive skills. Overall, findings indicated a significant correlation between parental expectations and parent-reported Chinese language skills. Children with parents who had higher expectations for their Chinese language development also exhibited better parent-reported Chinese language skills. Moreover, parents with higher expectations of their children's Chinese language development reported a rich Chinese home literacy environment and also gave higher ratings for their children's Chinese skills. In other words, the study concluded that parental expectations positively correlated with their children's Chinese language skills which could be directly and indirectly attributed to children's Chinese home literacy resources and practices. Researchers provided implications for parents, educators, and researchers and encouraged future studies to explore the potential of using parental expectations as a means to effectively engage and support home literacy interventions.

Zhang, S., & Zhang, X. (2022). The relationship between vocabulary knowledge and L2 reading/listening comprehension: A meta-analysis. *Language Teaching Research*, 26(4) 696–725. <https://doi.org/10.1177/1362168820913998>

This meta-analysis investigated the relationship between L2 comprehension – reading and listening- and L2 vocabulary knowledge (VK). One-hundred and sixteen studies focusing on L2 reading/listening comprehension and L2 VK, resulting in 20,969 participants, served as the data for this meta-analysis. Among the various results, the researchers found that different types of VK were correlated with different types of L2 comprehension, with a strong correlation between meaning recall knowledge and L2 reading comprehension and a strong correlation between form recall knowledge and L2 listening comprehension. Also, significant correlations were found between aspects of vocabulary depth knowledge (i.e., morphological awareness and word association) and L2 reading/listening comprehension. Given the strong correlation between types of recall and L2 reading comprehension, the researchers suggest that focusing instruction on meaning recall knowledge is a good strategy to help improve L2 reading comprehension while instruction that focuses on form recall knowledge will help better facilitate L2 listening comprehension.

Zhong, Y., & Suwanthep, J. (2022). Effects of a lexical approach to Chinese English major students' reading comprehension ability. *LEARN Journal: Language Education and Acquisition Research Network*, 15(2), 468–497.

In this quasi-experimental study, the researchers examined the impact of a lexical approach on 45 Chinese EFL undergraduate students' reading comprehension and attitudes toward the approach. Reading comprehension tests, questionnaire responses, and a semi-structured interview responses served as the data for this 11-week study. The lexical approach included

dividing the texts into several parts, identifying and classifying chunks, and completing practice activities, among other activities. Analysis of the pre- and post-test reading comprehension scores revealed that the lexical approach resulted in significant higher reading comprehension scores ($p = 0.000 < 0.05$). In addition, students had a positive attitude toward the lexical approach with most believing that the approach helped increase their English reading comprehension ability, reading speed, reading confidence, ability to understand text structure, and more. Given the findings, the researchers recommended the use of the lexical approach in EFL reading instruction in higher education.

Zhou, Y., Lin, J. & Yang, Z. (2023). Developing a reading strategic competence scale for Chinese tertiary EFL learners. *The Asia-Pacific Education Researcher*, 32, 275–283.

<https://doi.org/10.1007/s40299-022-00650-9>

Using both quantitative and qualitative methods, the researchers sought to develop a reading strategic competence scale. The procedure for developing the scale included the following steps: a descriptor pool creation of “can do” statements, qualitative validation which consisted of workshops with various groups (i.e., EFL learners, teachers, and experts), preliminary scale construction by a panel of experts, and quantitative validation through Rasch Model scaling. Thirty thousand seven hundred and seventy-two tertiary EFL teachers and learners of various proficiency levels completed questionnaires. While the teacher questionnaires asked instructors to rate intermediate-level students, the learner questionnaires asked students to self-assess. Also, twelve EFL learners and teachers completed interviews to provide additional data regarding the reasons for their selected ratings. Statistical analysis revealed that reading strategies were hierarchical in difficulties. In addition, the reading strategies for Chinese tertiary EFL learners could be separated into two levels. The researchers conclude that the reading strategic competence scale can be beneficial for EFL teachers by helping to identify their students’ reading strategic competence and EFL learners by helping them to create personal learning plans and set language learning goals.

Zoeller, E., & Briceño, A. (2022). An asset-based practice for teaching bilingual readers.

Reading Teacher, 76(1), 92–96. <https://doi.org/10.1002/trtr.2096>

In this article, Zoeller and Briceño outline a pedagogical reading method known as *transliteracy*. This method, which explicitly helps students to make cross-linguistic connections, helps improve bilinguals’ reading competence in both languages. With *transliteracy*, instructors observe students’ language behaviors in both languages, identify areas of strength present in one language but not the other language, and then explicitly teach students how to apply this strength to both languages. This more holistic approach celebrates students’ bilingual resources and creates more equitable literacy instruction. *Transliteracy* has been found to be beneficial for bilingual readers overall, and especially for students who do not easily make cross-linguistic connections when reading.

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