Readings on L2 reading: Publications in other venues 2011–2012

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

Alptekin, C., & Ercetin, G. (2011). Effects of working memory capacity and content familiarity on literal and inferential comprehension in L2 reading. *TESOL Quarterly*, *45*(2), 235–266.

With 62 Turkey students from advanced level English courses, this study examines the effects of working memory capacity and content familiarity on literal and inferential comprehension in second language reading. A computerized reading span test was utilized to measure working memory capacity, and content familiarity was accounted for with textual and contextual modifications of the reading to reflect the learners' own culture. Genre choice was also carefully considered with the selected readings. Experimental and control groups read either the modified text or the original text and then completed multiple-choice questions that included both literal and inferential comprehension. Findings indicated both significant effects of working memory

capacity and content familiarity on inferential comprehension, but not with literal comprehension. The authors include a detailed discussion for future research that examines the proficiency levels of individual students to further examine the finding of no positive relationships for literal comprehension. The authors also link findings to corresponding instructional implications.

Annamma, S., Eppolito, A., Klingner, J., Boele, A., Boardman, A., & Stillman-Spisak, S. J. (2011). Collaborative strategic reading: Fostering success for all. *Voices From The Middle*, *19*(2), 27–32.

The authors discuss their findings after interviewing 17 middle school language arts and reading teachers who used Collaborative Strategic Reading (CSR) in their classrooms. The teachers report that CSR, which uses cooperative grouping and peer discussion to explicitly teach reading strategies and improve comprehension, benefits all students. However, the students who benefit the most from this reading instruction model are English Language Learners (ELLs), struggling readers, and those designated as special education students. The teachers' comments focus on three main effects of CSR for the students: the fostering of cooperation, strengthening of individual confidence and self-esteem, and increase in active engagement in their own learning. ELLs benefit particularly from the additional language exposure in cooperative groups.

Atai M. R., Nazari O. (2011). Exploring reading comprehension needs of Iranian EAP students of health information management (HIM): A triangulated approach. *System*, 39(1), 30-43.

Discipline-specific texts are commonly used in programs of English for Academic Purposes in Iran. Through qualitative inquiry that utilized questionnaires, proficiency tests, interviews with self-assessment items, and non-participant observations, the authors included teachers, graduate students, and undergraduate students in an investigation that examined the reading comprehension needs of students enrolled in a Health Information Management program. Data emerged through the study and revealed that participants perceived the following as important or very important for reading comprehension: skimming tests, using dictionaries, scanning texts, knowledge of health information terms, guessing meanings of words, and understanding main ideas. Based on findings, the authors offer detailed suggestions and specific instruction implications for courses that are part of programs of English for Academic Purposes in Iran.

Baker, D., Park, Y., & Baker, S. K. (2012). The reading performance of English learners in grades 1–3: The role of initial status and growth on reading fluency in Spanish and English. *Reading And Writing: An Interdisciplinary Journal*, *25*(1), 251–281.

This study examines the interdependence of reading fluency in first and second languages with a sample of 173 Spanish-speaking English learners (ELs) in first grade, 156 ELs in second grade, and 142 ELs in third grade across four schools, investigating participants' patterns in pseudoword reading and oral reading fluency and determining whether initial status and growth rates in reading fluency in English and Spanish predict reading comprehension within and across languages. Students' initial scores and growth on reading comprehension and oral reading fluency significantly predicted their reading comprehension within the same language, but not across languages. The researchers call for more research addressing the causal relations between

oral reading fluency and reading comprehension in Spanish and English to increase understanding of the effects of the transfer of reading skills from one language to another.

Bell, J. (2011). Reading matters: Framing and metacognition with Thai postgraduate students. *The Reading Matrix*, *11*(2), 102–115.

This case study examines the reading skills of a group of six Thai postgraduate students studying at an Australian university by looking at the changes in their reading practices between their first and third semesters. Through individual interviews and paired think-aloud exercises based on readings, the study focuses on students' self-knowledge, their ability to make sense of their current text by linking it to other readings, their use of background knowledge to interpret a text, and the extent to which the students' home country and Australian experiences shaped their reading practices. Memorization and translation were common but not very effective strategies that declined as second language skills improved. By the third semester, participants demonstrated higher text comprehension through increased use of background knowledge, greater awareness of their university's expectations, and higher confidence in their reading skills and ability to access library, internet, and professor resources.

Bolukbas, F., Keskin, F., & Polat, M. (2011). The effectiveness of cooperative learning on the reading comprehension skills in Turkish as a foreign language. *Turkish Online Journal Of Educational Technology (TOJET)*, *10*(4), 330–335.

The authors conducted the study to examine the efficiency and effects the cooperative learning technique "Ask Together – Learn Together" have on the reading comprehension skills of 20 learners who study Turkish as a foreign language in Turkey. Reading Comprehension Achievement Tests were carried out for both pretests and posttests. The results show that, compared with traditional teaching methods, the cooperative learning method applied in the experiment is more effective in improving learners' reading comprehension skills. The findings of the present study support those of previous studies. Some suggestions are also made concerning the use of other techniques of cooperative learning and on other language skills. The limitations of the study are also briefly discussed.

Bordonaro, K. (2011). Recreational reading of international students in academic libraries. *The Reading Matrix*, *11*(3), 269–278.

Based on an anonymous online survey at a mid-sized Canadian university in southern Ontario, this research investigated if recreational reading for international students could potentially be studied as a research topic from both a second language education and an academic library perspective. Results of the survey suggest that these international students do seem to engage in recreational reading by making use of the university library as a site outside their classrooms to improve their language learning, rather than simply a service provider. The limitations, as noted by the author, are that the survey only posed broad and general questions and only 59 replies were analyzed, which cannot represent the full target group of international students.

Brantmeier, C., Vanderplank, R., & Strube, M. (2012). What about me?: Individual self-assessment by skill and level of language instruction. *System*, *40*(1), 144–160.

With 276 students enrolled in beginning, intermediate, and advanced level course of Spanish at the university, the study examined individual self-assessment by skill and level of language instruction in order to validate the relationship between self-assessment and achievement on an online abilities test. The investigation utilized a self-assessment instrument designed according to specific course content to take into consideration direct experience students had with different skills. Findings indicated positive associations for all four skills and self-assessment ratings, and the authors specifically point out that associations for all skills were about the same strength. Readers at the advanced levels of acquisition do accurately assess their reading abilities with a skills-based self-assessment instrument.

Bryan, S. (2011). Extensive reading, narrow reading and second language learners: Implications for libraries. *Australian Library Journal*, *60*(2), 113–122.

This article reviews the roles of extensive reading and narrow reading in second language acquisition. The author, drawing evidence from previous studies, concludes that they can be effective and valuable techniques to second language learners and foreign learners. It is also suggested that academic and public libraries should formulate policies and practices which best encourage both techniques among their readers and consider cooperating with each other to supply projects of both techniques to areas where there is a known need for material in a given language.

Chang, C., & Hsu, C. (2011). A mobile-assisted synchronously collaborative translation-annotation system for English as a Foreign Language (EFL) reading comprehension. *Computer Assisted Language Learning*, *24*(2), 155–180.

In this study, two experiments were conducted to investigate the use of a computer-assisted-language-learning (CALL) system on mobile devices in an intensive reading course for 85 junior-year students at a university in Taiwan. Results show that this CALL system contributed to supporting EFL learner in reading comprehension. The study also determined the optimum number of learners in each group for the system to work most efficiently to improve learners reading comprehension. Two perspectives concerning extending system functions and teaching experimentation are suggested for further studies.

Charles, P. M. (2011). Reading the word and reading the world: Introducing extensive literature reading programs in Awassa college of teacher education and its partner schools. *The Reading Matrix*, *11*(3), 194–206.

Examining his experiences and instruction decisions while working with the English Language Improvement Program at Awassa College of Teacher Education in Ethiopia, the researcher discusses the role of extensive literature reading (ELR), the reading of a literary text that aims for the reader's interest or pleasure rather than a specific linguistic target, in L2 acquisition. He addresses both sides of the debate about whether language can be acquired from comprehensible input offered by ELR, then nuances the discussion by recognizing the ongoing power struggle in post-colonial Africa and the strong role of language as a tool of dominance. Noting that reading functions as a cultural encounter, in which language and culture are indistinguishable, he calls

for a remodeled ELR program that facilitates cultural comparisons that break out of hierarchical thinking to instead value differences and reflection on Ethiopian experiences and history rather than threatening it by incorporating peer discussion, a focus on reader response, and a selection of Ethiopian literature.

Choo, T., Eng, T., & Ahmad, N. (2011). Effects of reciprocal teaching strategies on reading comprehension. *The Reading Matrix*, *11*(2), 140–149.

The authors used nine reading lessons over a period of one month to study the effectiveness of reciprocal teaching strategies on 68 low-proficiency, pre-university EFL students in Malaysia. Four comprehension strategies (predicting, questioning, summarizing, and clarifying) were used in dialogues between teachers and students, a method that also facilitated improvement in the students' other language skills. Posttest results show a marked improvement in the reading comprehension of expository texts in the experimental group. Furthermore, the students, responding to five open-ended questions regarding their own perceptions of the reciprocal teaching strategies acknowledged the strategies as good, effective, and useful for their reading comprehension.

Cohen, J. (2011). Second-language literacy instruction: Five principles for effective fluency development. *Asian EFL Journal*, *54*(CEBU Conference 4), 59–68.

The author proposed and elucidated five principles for reading fluency in a second or foreign language, namely, reading easy material, repeated reading, strategy-based study, phrases first, and the teacher as the source. The author argued that by employing these principles, second/foreign language teachers could create a more language-rich learning environment for learners to enjoy reading and improve their reading fluency in the L2 classroom.

Crossley, S. A., Allen, D., & McNamara, D. S. (2012). Text simplification and comprehensible input: A case for an intuitive approach. *Language Teaching Research*, *16*(1), 89–108.

It is common practice with learners of English for instructors to use simplified readings. The present study thoroughly examines the effects that intuitive text simplification has on linguistic features with 300 different readings categorized as beginner, intermediate, and advanced. With Coh-Metrix as the tool, the researchers found significant differences between beginner and advanced level texts for a wide range of linguistic factors. More specifically, findings revealed that the lower level texts contain more cohesive features and are less lexically and syntactically sophisticated than higher level texts. The authors provide a detailed discussion about how beginner level texts may contain factors related to comprehensible input, which is not the case for texts intuitively simplified at the advanced level.

Fien, H., Smith, J. M., Baker, S. K., Chaparro, E., Baker, D., & Preciado, J. A. (2011). Including English learners in a multitiered approach to early reading instruction and intervention. *Assessment for Effective Intervention*, *36*(3), 143–157.

This article provides a general review of the research on integrating assessment and early reading instruction in a unified tiered approach and provides a framework for it. The authors argue that there is evidence that a tiered approach of teaching and intervening reading, which incorporates

systematic instruction principles, is valuable for English language learners in reading. This multitiered approach to reading instruction also has practical significance in helping educators improve learners' reading outcomes.

Ghonsooly, B., & Shirvan, M. (2011). On the relation of locus of control and L2 Reading and writing achievement. *English Language Teaching*, *4*(4), 234–244.

Ghonsooly and Shirvan examined the relationship between 136 EFL learners' locus of control (LOC) and their L2 reading and writing achievement. LOC refers to the extent to which individuals believe they are in control of events in their own life or whether those events are the consequence of external factors such as luck and fate. The results of the study show that individuals with a more internalized LOC, or those who believe they influence their own learning, have higher achievements in L2 reading and writing. The findings imply that L2 students will be more successful when they have a sense of control over their own learning.

Grant, A., Gottardo, A., & Geva, E. (2011). Reading in English as a first or second language: The case of grade 3 Spanish, Portuguese, and English speakers. *Learning Disabilities Research & Practice*, *26*(2), 67–83.

This experimental study compared reading-related skills of three groups of Grade 3 English language learners (48 Spanish learners of English, 32 Portuguese learners of English, and 29 English L1 learners) recruited from urban and metropolitan areas in Canada. It examined the relationship among the cognitive-linguistic measures related to reading comprehension across these three groups of learners. Specifically, the experiment examined the differences in the extent to which decoding, vocabulary, and print exposure are related to comprehension across the three groups. Results showed that there were differences with respect to the contribution of vocabulary, decoding, and print exposure in the L1 and L2 groups. In addition, in the lowest performing L2 groups, print exposure was more highly related to comprehension.

Haenni Hoti, A. U., Heinzmann, S., Muller, M., Oliveira, M., Wicki, W., & Werlen, E. (2011). Introducing a second foreign language in Swiss primary schools: The effect of L2 listening and reading skills on L3 acquisition. *International Journal of Multilingualism*, *8*(2), 98–116.

In a 3-year longitudinal study, the authors examined the effects of L1 (German) reading skills and L2 (English) reading and listening skills on the apprehension of L3 (French) by 928 primary school students in Central Switzerland. The number of students represented two groups: those whose school districts adopted the recommendation by the Swiss Conference of Cantonal Ministers of Education that a second foreign language (English) be introduced into the primary schools earlier and those whose school districts adopted the recommendation later. The authors found that L3 listening skills are positively influenced by previous instruction in L2. Other factors that affected listening skills in L3 included age, the number of languages spoken at home, the educational background of the household, and reading skills in L1. Gender, age, and the student's self-concept as a learner of L3 are among the factors that affected L3 reading skills. L3 reading skills are also significantly improved by previous L2 instruction; in fact, while L1 reading skills do affect L3 reading, it seems that L2 reading skills have an even stronger effect.

Iwai, Y. (2011). The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL teachers. *The Reading Matrix*, *11*(2), 150–159.

This article reviews the concept of metacognition proposed by Flavell and then discusses previous research in terms of the two dimensions in metacognition, namely, *knowledge of cognition* and *regulation of cognition*. The author goes on to explain three groups of reading strategies that require metacognitive skills (i.e., planning, monitoring and evaluation strategies). Previous studies on the effectiveness of the metacognitive reading strategies are elaborated in detail. The author ends up with a brief discussion of the pedagogical implications for teachers of English as a foreign or second language.

Jeon, E. (2011). Contribution of morphological awareness to second-language reading comprehension. *The Modern Language Journal*, *95*(2), 217–235.

With 188 tenth graders at a high school in South Korea, this study investigated the role target language morphological awareness played in EFL reading. Two morphological awareness tests were conducted to assess six reading- and language-related variables. Results indicated that morphological awareness was a significant predictor of L2 reading comprehension. The author suggested the study had practical significance by claiming that there was need for fostering morphological awareness in L2 reading comprehension instructions for older readers.

Jiang, N., Novokshanova, E., Masuda, K., & Wang, X. (2011). Morphological congruency and the acquisition of L2 morphemes. *Language Learning*, *61*(3), 940–967.

This study proposed the morphological congruency hypothesis claiming that grammatical morpheme are more easily acquired in learners' second or foreign languages if there are similar morphological structures in their first languages. A comparative study of adult speakers (24 Russian ESL speakers, 26 Japanese ESL speakers, and 26 native speakers of English) was conducted to compare their sensitivity to such grammatical categories as plural marking and verb subcategorization. Results showed that morphological congruency affects the acquirability of L2 morphemes. The authors also explained why incongruent morphemes are harder to acquire.

Jiang, X. (2011). The role of first language literacy and second language proficiency in second language reading comprehension. *The Reading Matrix*, *11*(2), 177–190.

With 246 first-semester, non-English-major undergraduate students at a large comprehensive university in Shanghai, China, this study examined the interrelationships of first language (L1) literacy, second language (L2) proficiency, and L2 reading comprehension. Findings of the study showed that L1 literacy is moderately correlated with L2 language proficiency, and L2 language proficiency is moderately correlated with L2 reading comprehension, while the correlation between L1 literacy and L2 reading comprehension is quite low. The author claimed that previous findings that L1 literacy is an important predictor of L2 reading might not apply with Chinese learners of English in this study, thus failing to support the Linguistic Interdependence Hypothesis or the existence of a language threshold. Tentative explanations are made concerning these findings.

Kieffer, M. J. (2011). Converging trajectories: Reading growth in language minority learners and their classmates, kindergarten to grade 8. *American Educational Research Journal*, *48*(5), 1187–1225.

This longitudinal study examined English reading growth of 9,189 language minority (LM) and native English speakers between kindergarten and eighth grade in the U.S. It explored the different rates of growth in English reading of the two groups of learners. Findings of the research showed that learners who entered kindergarten with adequate English proficiency caught up with native English speakers by first grade and maintained average levels through eighth grade, while learners who entered kindergarten with limited English proficiency remained substantially below national averages. It was also found that the effects of socioeconomic status (SES) might overpower the weakening effects of English proficiency at early age.

Kim, K. (2011). Reading motivation in two languages: An examination of EFL college students in Korea. *Reading and Writing: An Interdisciplinary Journal*, *24*(8), 861–881.

With 259 Korean EFL college students as its participants, this study examined the underlying factors of motivation to read in English for these EFL learners, the relationship between the learners' L1 and L2 reading motivation and the differences in reading motivation based on their academic majors and L2 reading proficiency. Results showed that *learning goal-oriented motivation* and *utility value of L2 reading* were the two primary indicators for the participants' desire to read in English. The results also showed that the factor-based L2 reading motivation scale correlated with some of the L1 reading motivation scales in a relatively low range. Pedagogical implications and limitations of the study are also elaborated.

Lyutaya, T. (2011). Reading logs: Integrating extensive reading with writing tasks. *English Teaching Forum*, *49*(1), 26–34.

This article discusses the use of *Reading Logs* in integrating extensive reading with writing tasks for learners of English as a Foreign Language (EFL). First, the author reviews the rationale for using extensive reading of literary texts for EFL students by examining its benefits and then proposes to develop an extensive reading project in which reading logs are used to maintain a written record (a reading log) of the learners' personal reactions to the literary texts they read. The components of the reading log are elaborated in detail. Lastly, the author discusses the assessment procedures for such combined reading and writing tasks.

Mancilla-Martinez, J., & Lesaux, N. K. (2011). The gap between Spanish speakers' word reading and word knowledge: A longitudinal study. *Child Development*, *82*(5), 1544–1560.

In this longitudinal study, the authors observe growth rates, from ages 4.5 to 11, in English and Spanish oral language and word reading skills among 173 Spanish-speaking children from low-income households. The findings indicate that the students' rates of growth and overall ability in word reading were in line with national norms. However, their oral language skills began below national norms and their rates of growth did not reach age-appropriate levels, although they did surpass the national rates. The authors point out the need for increased and sustained attention to fostering this population's language development.

Martinez, R., & Murphy, V. A. (2011). Effect of frequency and idiomaticity on second language reading comprehension. *TESOL Quarterly*, *45*(2), 267–290.

This study puts to test the assertion that a knowledge of 5000–8000 of the most frequent words should provide coverage of 95% of most unsimplified texts in English. The authors argue this estimate does not take into account multiword expressions made up of frequent words, such as *by and large*. The results of a two-part test given to 101 Brazilian learners of English indicate that reading comprehension decreases significantly when multiword expressions are included in the text. Furthermore, the readers tend to overestimate their comprehension in such cases due to their lack of awareness of the presence of the expressions.

McNeil, L. (2012). Extending the compensatory model of second language reading. *System*, *40*(1), 64–76.

The author attempts to extend Bernhardt's (2005) compensatory L2 reading model where 50% of L2 reading is accounted for by L1 reading ability and L2 language knowledge. Through an examination of the database of L2 reading, McNeil proposes a model that includes the changing contributions to L2 reading of L2 knowledge, L2 reading ability, strategic knowledge, and background knowledge. The author emphasizes prior investigations that examine learners who are studying English in order to test the model. For example, the author contends that strategic knowledge explains between 11% and 72% of L2 reading performance. Through further examinations of prior experiments, the author explains how a hierarchical multiple regression analysis controls the order in which factors are entered into the regression equations, and consequently, a proposed model would be based on predictions. The author concludes with explicit details about how investigations can substantiate the proposed model.

Mihara, K. (2011). Effects of pre-reading strategies on EFL/ESL reading comprehension. *TESL Canada Journal*, *28*(2), 51–73.

Seventy-eight Japanese first-year university students participated in this comparative study of pre-reading strategies. The researcher predicted that vocabulary pre-teaching would be a more effective technique than pre-questioning and students with lower English proficiency would be able to outperform higher-level students on reading comprehension tests if they employed a more effective pre-reading strategy. Students read four passages followed by comprehension questions over the course of four weeks. The researcher concluded that vocabulary pre-teaching is a less effective technique than pre-questioning, although students with higher English proficiency outperformed lower-level students regardless of their pre-reading strategy. While vocabulary pre-teaching did not increase students' comprehension, participants consistently indicated more satisfaction and a sense of having learned something with the vocabulary method, which led the researcher to suggest that vocabulary learning can serve as a useful post-reading strategy.

Motallebzadeh, K., & Ghaemi, H. (2011). The role of engaged reading in conceptual learning from text and reading comprehension of EFL learners: A modeling approach. *Journal of Language and Linguistic Studies*, *7*(2), 53–86.

Motallebzadeh and Ghaemi investigate the relationships between EFL learners' level of reading engagement and their conceptual knowledge from text and reading proficiency. Their findings indicate that reading engagement has a statistically significant relationship with reading proficiency and conceptual knowledge. The authors also examined the students' and their teachers' perspectives regarding the students' level of reading engagement and found no consensus. The researchers argue that reading engagement increases the achievement differences among students and can be viewed as a strong motivational and affective aspect of reading behavior.

Murad Sani, A. (2011). Relating adolescents' second language reading attitudes, Self efficacy for reading, and reading ability in a non-supportive ESL setting. *The Reading Matrix*, *11*(3), 243–254.

In this study, the authors investigated the relationships among L2 reading attitudes, reading self-efficacy, reading ability, and gender differences in a setting that does not encourage English as a second language. The 200 tenth-grade students tested were from schools in small towns and rural areas of Malaysia, where the use of English outside the classroom is generally not necessary. L2 reading was seen as lacking intrinsic value and not vital for success, which led to an attitude of indifference toward reading in English and mediocre L2 reading skills. The authors conclude that their findings underline the applicability of the expectancy-value model of reading to an environment that does not foster L2 literacy.

Nakamoto, J., Lindsey, K. A., & Manis, F. R. (2012). Development of reading skills from K-3 in Spanish-speaking English language learners following three programs of instruction. *Reading and Writing: An Interdisciplinary Journal*, *25*(2), 537–567.

The authors examined the development of English and Spanish reading and oral language skills from kindergarten to third grade. The 502 Spanish speaking English language learners studied were enrolled in three instructional programs: transitional bilingual, dual-language, and English immersion. The students in the first two programs had significantly higher scores than the students in the third on the Spanish reading and oral language measures but significantly lower scores on the English reading comprehension and oral language measures. The authors also discuss the relationships between phonological/decoding skill, oral language skill, and reading comprehension in the two languages.

Negretti, R., & Kuteeva, M. (2011). Fostering metacognitive genre awareness in L2 academic reading and writing: A case study of pre-service English teachers. *Journal of Second Language Writing*, *20*(2), 95–110.

Based on the analysis of the data collected from 8 pre-service English teachers in an Academic Reading and Writing course at a major Swedish university, this research examined the process of building metacognitive genre awareness within ESP genre-based academic reading and writing instruction. By using the concept of metacognitive genre awareness, the authors addressed three specific issues, namely, how genre analysis contributes to raising metacognitive awareness in L2 learners and how this metacognitive awareness translates into learners' analysis of academic texts and learners' own writing. Results showed that all learners developed declarative and

procedural metacognitive knowledge of genre-relevant aspects of academic writing. It is suggested that using the metacognitive framework to study L2 academic writing can provide new insights and practical applications for L2 writing instruction.

Olson, C., Kim, J. S., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D. A., & Land, R. E. (2012). Enhancing the interpretive reading and analytical writing of mainstreamed English learners in secondary school: Results from a randomized field trial using a cognitive strategies approach. *American Educational Research Journal*, *49*(2), 323–355.

In this research, the authors conducted a two-year comparative experiment with 72 secondary English teachers from a school district in the State of California, U.S. The research compared the cognitive strategies of the reading/writing approach in teaching interpretive reading and analytical writing with a control condition involving typical training focusing on teaching content from textbooks. Findings of the research showed there was transfer to improved performance in the learners on the writing test. This research underscored the efficacy of a cognitive strategies reading/writing intervention for English learners in the secondary grades. The authors also pointed out the limitations of the present research and directions for further research.

Pan, J., McBride-Chang, C., Shu, H., Liu, H., Zhang, Y., & Li, H. (2011). What is in the naming?: A 5-year longitudinal study of early rapid naming and phonological sensitivity in relation to subsequent reading skills in both native Chinese and English as a second language. *Journal of Educational Psychology*, *103*(4), 897–908.

With 262 Chinese children as participants, this study explored the how syllable awareness and rapid automatized naming (RAN) with 5-year olds and invented spelling of Pinyin with 6-year-olds are related subsequent reading skills in Chinese as a native language and English as a foreign language at 8 and 10 years old. Findings showed unique development patterns for the literacy measures tested over time in relation to phonological sensitivity and RAN. To be specific, RAN could predict subsequent reading fluency in Chinese whereas phonological sensitivity could not, and that phonological sensitivity could predict dictation in Chinese while RAN could not. The study also found that vocabulary knowledge was a unique predictor for the development of Chinese literacy skills. This research underscored the importance of RAN and phonological awareness for literacy development in Chinese as a native language and English as a foreign language.

Park, H., & Kim, D. (2011). Reading-strategy use by English as a second language learners in online reading tasks. *Computers and Education*, *57*(3), 2156–2166.

This qualitative case study explores electronic literacy asking what reading strategies college-level ESL learners use to make their reading of online L2 texts more efficient and effective and explores how students use the electronic glosses of hypertext (text with links) and hypermedia (a more developed, multimedia form of hypertext) during online L2 reading tasks. The study focuses on three adult ELLs who met with researchers bi-weekly over the course of six months to record their thoughts as they completed diverse online reading activities. The participants took on active and creative roles in their online reading practices, dialoging with themselves, others,

and online resources including texts, pictures, audios, and videos, and accessing hypertext and hypermedia resources to better understand the online texts.

Peyman, S., & Sadighi, F. (2011). The relationship between Iranian EFL learners' stress and their reading comprehension. *Journal of Pan-Pacific Association of Applied Linguistics*, *15*(1), 67–90.

In this study, the authors examined the relationship between stress and reading comprehension among 90 English majors in an Iranian university. A standard reading comprehension test and a stress questionnaire were used, and findings revealed there was a negative and significant relationship between these Iranian EFL learners' stress and their reading comprehension, i.e. having stress would result in weak reading comprehension performance. It was also found that the three groups of highly, moderately, and low successful test takers differed in their rate of stress. Specifically, the low successful EFL learners had the most stress while the highly successful ones had the least stress, and the moderately successful ones had more stress than highly successful but less stress than low successful test takers, which underscored previous research results.

Phakiti, A., & Li, L. (2011). General academic difficulties and reading and writing difficulties among Asian ESL postgraduate students in TESOL at an Australian university. *RELC Journal: A Journal of Language Teaching and Research*, *42*(3), 227–264.

With 51 Asian ESL postgraduate students at an Australian university, this empirical study examined general academic, academic reading, and writing difficulties. Questionnaires were used for all these participants, and 11 of them took part in a follow-up, semi-structured interview. Results of the research revealed that academic difficulties varied among the participants; general academic, academic reading, and writing difficulties were strongly related, and individual factors such as academic English proficiency, motivation, self-efficacy, etc. affected the learners' academic difficulties. The author also elaborated the implications of the research and directions of future research as well as limitations of the current research.

Prichard, C., & Matsumoto, Y. (2011). The effect of lexical coverage and dictionary use on L2 Reading comprehension. *The Reading Matrix*, *11*(3), 207–255.

This study examined the role of lexical coverage on L2 comprehension and the influence of dictionary use on coverage and comprehension among 103 lower-intermediate to intermediate first-year students at a women's university in Japan. The authors suggested that 92–93% rather than 95% may be a threshold at which comprehension of a text significantly increased. The study also found that dictionary use increased comprehension at a similar rate as increased coverage, though most participants using dictionaries still did not have adequate comprehension. The author suggested this might be due to the fact that the learners did not use dictionaries links to increase their coverage to over 96%, at which point some significant gains in comprehension were found in the study.

Ren, G. (2011). Can cloze tests really improve second language learners' reading comprehension skills? *Journal of College Teaching & Learning*, *8*(4), 15–22.

This study examines whether or not cloze testing, a widely used procedure that asks participants to fill in missing information based on context, is a reliable instrument for improving reading comprehension skills in students learning Chinese as a second language (CSL). A group of twenty-six 14–15 year-old boys from Australia was divided in half, and the reading comprehension of students who received one cloze test per week for a ten week term was compared to that of a control group, which received cloze tests only at the beginning and the end of the ten weeks. Examining the standard deviation of scores, the researcher found no significant difference between the two groups concluding that cloze testing does not directly help CSL learners improve reading comprehension. He suggests that instructors focus on more effective strategies such as group discussion and linking texts with prior knowledge, and he applies his findings to the teaching of reading in other languages.

Ross, S. G., & Begeny, J. C. (2011). Improving Latino, English language learners' reading fluency: The effects of small-group and one-on-one intervention. *Psychology in the Schools*, *48*(6), 604–618.

Aiming to address the lack of research focused particularly on time and resource-efficient techniques for improving reading fluency in English with the growing Latino ELL population in the United States, the researchers examined the effectiveness of small group and one-on-one reading intervention instruction methods with five second-grade Spanish-speaking ELLs. Using visual analysis, standard error measurement, and randomization tests, the researchers found that nearly all students benefitted from the one-on-one intervention, and that two students clearly benefitted from the small group intervention. The standardized assessment administered before and after the eight-week project indicated students' reading fluency improved at higher rates than expected. The researchers noted the need for further research that addresses reading interventions for a longer duration and with a larger group of ELLs.

Rydland, V., Aukrust, V., & Fulland, H. (2012). How word decoding, vocabulary and prior topic knowledge predict reading comprehension: A study of language-minority students in Norwegian fifth-grade classrooms. *Reading and Writing: An Interdisciplinary Journal*, *25*(2), 465–482.

In an effort to clarify the specific reading challenges that language-minority students face, this study examines the independent and interrelated roles of word decoding, first-language and second-language vocabulary, and prior topic knowledge in L2 reading comprehension in a group of 67 fifth grade native Urdu or Turkish speakers in Norway. In a standardized reading comprehension test, word decoding and L2 vocabulary levels accounted for most of the variance in reading comprehension, while in a researcher-developed reading comprehension test, prior topic knowledge was the most influential factor. Researchers found that vocabulary is linked to reading comprehension in a language-specific way, as L1 vocabulary was not connected to L2 vocabulary or L2 reading comprehension, and they called for research to further address how L1 prior topic knowledge can assist L2 reading comprehension.

Slavin, R. E., Madden, N., Calderon, M., Chamberlain, A., & Hennessy, M. (2011). Reading and language outcomes of a multi-year randomized evaluation of transitional bilingual education. *Educational Evaluation and Policy Analysis*, *33*(1), 47–58.

This multi-year study addresses the controversy over the appropriate role of ELLs' native language in their elementary instruction, comparing transitional bilingual education (TBE) to structured English immersion (SEI). The reading abilities of three successive groups of Spanish-speaking ELL kindergarteners, randomly assigned to bilingual or English-only conditions, were monitored for up to five years in six different U.S. states. While first graders in TBE performed significantly better in Spanish and worse in English than their SEI counterparts, differences diminished in second and third grades and disappeared by fourth grade when all TBE students had transitioned to English-only instruction. Researchers concluded that Spanish-dominant students learn to read English equally well in TBE and SEI and suggested that policy makers and educators should focus on ELLs' quality of instruction rather than language of instruction.

Titone, D., Libben, M., Mercier, J., Whitford, V., & Pivneva, I. (2011). Bilingual lexical access during L1 sentence reading: The effects of L2 knowledge, semantic constraint, and L1-L2 intermixing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *37*(6), 1412–1431.

Two experiments were conducted in Titone et al.'s study with 42 and 40 undergraduates respectively at a university in Canada to investigate whether cross-language activation occurred during L1 reading as a function of age of L2 acquisition (AoA) and task demands. Results of the experiments revealed that the participants' L1 reading showed nonselective access to the extent that they acquired their L2 early in life. The results also suggested high contextual constraint would attenuate cross-language activation at later reading stages. The inclusion of French filler items promoted greater cross-language activation, especially for later reading stages, which may have countered the effects of context. Thus, L1 bilingual reading is modulated by L2 background, semantic constraints, and task demands.

Tsou, W. (2011). The application of readers theater to FLES (Foreign Language in the Elementary Schools) reading and writing. *Foreign Language Annals*, *44*(4), 727–748.

In this quantitative and qualitative study, Tsou researched the effects of applying Readers Theater (RT) to L2 reading and writing in two fifth-grade classes in southern Taiwan. Quantitative results demonstrated that the experimental group scored higher than the control group in reading accuracy and fluency but not in reading comprehension. Qualitative results support the idea that with RT, students have a purpose to interact and collaborate in class, read and write for an audience, and enjoy their learning at the same time.

Uchiyama, T. (2011). Reading versus telling of stories in the development of English vocabulary and comprehension in young second language learners. *Reading Improvement*, *48*(4), 168–178.

In order to address teachers' anxieties and limited reading materials for teaching English to fifth and sixth graders at public schools in Japan, the researcher examined the potential benefits of storytelling in vocabulary acquisition and comprehension and compared the effectiveness of simply reading a story aloud (SR) to the Character Imagery Storytelling Style (CI), which involves the story teller dressing up as the protagonist, pantomiming, and adopting new voices for different characters. The study draws on the work of Trostle and Hicks (1998), which found

that CI positively impacted vocabulary and comprehension in students' first language. Working with 120 Japanese 10-12 year-olds, the researcher concluded that storytelling is an effective technique for improving both comprehension and vocabulary in an L2 context and found that CI was significantly more beneficial than SR for developing English proficiency.

Urlaub, P. (2011). Developing literary reading skills through creative writing in German as a second language. *Unterrichtspraxis/Teaching German*, *44*(2), 96–104.

This paper explored the linkages between creative writing and critical reading with 7 undergraduate German L2 learners at a university in the United States. The author first proposed the skills that L2 German language learners are required to develop to become literary readers, then presented an instructional model that linked creative writing and the development of advance-level reading skills. Finally, the author identified the pedagogical significance for and the pitfalls and limitations of the approach of using creative writing activities to develop literary reading skills.

Van Staden, A. (2011). Put reading first: positive effects of direct instruction and scaffolding for ESL learners struggling with reading. *Perspectives in Education*, *29*(4), 10–21.

Van Staden investigated whether the implementation of evidence-based direct instruction and reading scaffolding techniques to enhance reading comprehension could significantly improve the reading and reading-related skills of ESL learners in South Africa. The author evaluated the reading performance of 288 ESL students, grades four through six, from 24 randomly selected primary schools in the Free State Province. The experiments were focused on sight word recognition, vocabulary knowledge, word-decoding strategies, syntactic awareness, and reading comprehension. The results showed statistically significant improvement in the experimental group providing evidence that direct instruction in combination with reading scaffolding techniques can improve literacy and functional academic skills of ESL learners.

Yaghoub Zadeh, Z., Farnia, F., & Geva, E. (2012). Toward modeling reading comprehension and reading fluency in English language learners. *Reading and Writing: An Interdisciplinary Journal*, *25*(1), 163–187.

Including reading fluency as an outcome and phonological awareness and naming speed as predictors, this study investigated the suitability of an expanded simple view of reading (SVR) framework for English language learners. The results showed that word-level reading skills fully mediated the connection between phonological awareness, reading comprehension, and reading fluency. Word-level reading skills partially mediated the association between naming speed and reading fluency. The authors also found that listening comprehension contributed directly to reading comprehension and reading fluency.

Yamamoto, Y. (2011) Bridging the gap between receptive and productive vocabulary size through extensive reading. *The Reading Matrix*, *11*(3), 226–242.

Yamamoto studied the extent to which extensive reading along with pushed-output writing tasks fosters the productive vocabulary growth of 67 Japanese university students enrolled in an

English for Academic Purposes reading program. The study focuses on how extensive reading of graded readers affects the incidental learning of receptive, controlled-productive, and free-productive vocabulary knowledge, as well as how pushed-output tasks improve controlled-productive and free-productive vocabulary knowledge. The results show no significant increase in the students' productive vocabulary. However, Yamamoto's data indicates that combining extensive reading with writing tasks does help retain receptive and productive vocabulary knowledge.

Books:
Duran, E. (2012). *Systematic instruction in reading for Spanish-speaking students (2ⁿᵈ ed.).* Charles C. Thomas, Publisher, Ltd.

Goodman, K. S., Wang, S., Iventosch, M., & Goodman, Y. M. (2011). *Reading in Asian languages: Making sense of written texts in Chinese, Japanese, and Korean*. Routledge, Taylor & Francis Group.

Gregory, G. H., & Burkman, A. (2011). *Differentiated literacy strategies for English language learners: Grades K-6*. Corwin.

Lesaux, N. K., & Marietta, S. H. (2011). *Making assessment matter: Using test results to differentiate reading instruction*. Guilford Publications.

Dissertations:
Kim, S. (2011). Developmental stages in reading Chinese as a second language. *Dissertation Abstracts International, Section A: The Humanities and Social Sciences*, *71*(12), 4375.

Lee, S. (2011). A study of the effects of two reading environments on L2 readers' strategic behaviors toward unknown words. *Dissertation Abstracts International, Section A: The Humanities and Social Sciences*, *71*(12), 4291.

Oh, E. (2011). Validating a theory-based model of L2 reading comprehension: Relative contributions of content-specific schematic knowledge and L2 vocabulary knowledge to comprehending a science text. *Dissertation Abstracts International, Section A: The Humanities and Social Sciences*, *71*(11), 3908.

Rodríguez, A. (2011). The influence of cross-linguistic input and L2 proficiency on L2 reading comprehension among Spanish-speaking adults learning English as a second language. *Dissertation Abstracts International, Section A: The Humanities and Social Sciences*, *71*(12), 4286.

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