

**Readings on L2 reading: Publications in other venues
2012–2013**

Cindy Brantmeier, Editor
Washington University
United States

Tracy Van Bishop, Editor
University of Arkansas
United States

Xiucheng Yu, Editor
Northeast Normal University
China

Stacy Davis, Editor
Washington University
United States

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)*. It deals with 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.

Bai, X., Liang, F., Blythe, H., Zang, C., Yan, G., & Liversedge, S. (2013). Interword spacing effects on the acquisition of new vocabulary for readers of Chinese as a second language. *Journal of Research in Reading*, 36(1), 4–17.

In this experiment, the authors measured eye movements as learners of Chinese as a second language read new vocabulary words that were part of sentences in two different situations: a learning session and a test session. The researchers predicted that insertion of spaces between words may aid learners to read the new words more effectively upon first encounter and may facilitate subsequent learning of the new vocabulary items. Twenty-four participants from the University of Wisconsin visiting Tianjin Normal University in PR China participated in the experiment. Findings revealed that the participants were able to read new words more quickly in

the spaced wordings than the unspaced wordings. Readers from the unspaced learning group had shorter gaze durations and total fixation durations, and they made fewer fixations on the target words as compared with their counterparts. This investigation is the first to examine these phenomena with learners of Chinese as a second language, and the authors provide a strong foundation for more research of this nature.

Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning*, 62(3), 665–703.

With 97 first-year EFL learners in a private university in western Japan, this study investigated the effects of pleasure reading on reading-rate development. Results showed that pleasure reading was effective in developing higher reading rates. Meanwhile, the participants maintained high levels of passage comprehension. Limitations of the study were also briefly discussed concerning the experiment design, the precision of the measurement of the reading rates, as well as the generalization of the results.

Bernhardt, E. B. (2012). A protocol for the assessment of advanced-level reading in a foreign language. *ADFL Bulletin*, 42(1), 31–42.

In this article, the author carefully articulates the need for the assessment of advanced level reading in foreign language departments across the USA. She begins the article with a thorough discussion about language program assessment and how it falls short with reading. Bernhardt gives examples of how reading is evaluated from beginning and intermediate textbooks across many languages. These examples substantiate the need for a protocol that Bernhardt offers later. The article also takes the reader through a history of L2 reading research and details the major topics that have been investigated to date. A section on scoring and qualitative assessment is offered with detailed examples. Overall, Bernhardt provides a research-based tool for generating data on the reading performance of students at the advanced stages of language learning. This protocol is extremely useful for those who oversee data collection for language program assessment, and it could also be used by language practitioners as part of the curriculum.

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.

This study addresses disparities in previous research on student self-assessment (SA) of L2 reading by designing an instrument that meets course content in order to consider the direct experience of learners as they engage in reading, listening, speaking, and writing. With 276 university participants of Spanish, researchers examined skill-based or criterion-referenced SA across beginning, intermediate and advanced stages of language instruction. Results indicate consistencies between SA and course goals for the beginning and intermediate levels. For advanced learners, the results validated the relationship between individual self-assessment and scores on an online abilities test. The authors' findings are important for L2 learning assessment, proving evidence of advanced students' ability to rate themselves when given specific criteria. In addition to positing the need for future research to utilize criterion-referenced SA items, this project demonstrates the use of SA as a tool to use in conjunction with traditional language assessment methods in order to better determine how well individual students learn over time.

Brantmeier, C., Havard, M., & Domingo, I. (2012). Technology and the scholar-teacher. *The Reading Matrix*, 12(2), 163–176.

The authors discuss the role of technology in the professional development of teaching assistants (TAs) and how teaching with technology can add continuity to the L2 curriculum beyond the elementary and intermediate levels. The paper describes two computer-assisted language-learning (CALL) projects created for advanced students by TAs (Havard and Domingo Sancho) at Washington University in St. Louis, and discusses the research and theoretical background upon which they are built and how they each take into consideration individual learner differences. *Seruos* is an online project that combines both implicit and explicit instruction for helping students master the use of the verbs *ser* and *estar*, along with other Spanish verbs that mean *to be*. *Voces de la Edad Media* is a blog created for students in an introduction to a medieval Spanish literature course. By allowing instructors to control the difficulty level of written input, incorporating more varied and engaging multimedia resources, and making connections between common literary themes of the medieval period to aspects of the students' own lives, this project helps bridge the disconnect perceived by today's students between medieval Spanish culture and their own.

Chen, I., & Yen, J. (2013). Hypertext annotation: Effects of presentation formats and learner proficiency on reading comprehension and vocabulary learning in foreign languages. *Computers & Education*, 63, 416–423.

Exploring different annotation formats on hypertext readings in the L2, the authors provide insights for design and implementation of online reading. This study measures vocabulary acquisition across proficiencies as well as user attitudes toward the hypertext format with 83 university students in Taiwan. Students received three readings with different annotation formats and one without for four weeks with post-tests of reading comprehension and vocabulary recognition given after each passage. Results indicate that an in-text annotation format leads to the lowest performance, whereas pop-up formats yield the highest student achievement. Researchers also conclude that hypermedia annotations significantly affect vocabulary acquisition for participants of medium and high proficiencies, but not for low-level participants. They report no interaction effect between format and proficiency in reading comprehension as well as no significant differences between vocabulary recognition and the hypertext format. Participant feedback toward the use of annotations was favorable, indicating the glossary type as the format least liked of the three used.

Chou, I. C. (2012). Understanding on-screen reading behaviors in academic contexts: A case study of five graduate English-as-a-second-language students. *Computer Assisted Language Learning*, 25(5), 411–433.

This case study used a questionnaire, interviews, and observation to explore the on-screen reading behaviors of five ESL (English as a Second Language) graduate students aged 24 to 30. The study specifically addressed two issues: the participants' on-screen reading behaviors when reading in their discipline areas, and the factors contributing to their on-screen reading behaviors. Results revealed that the participants had low preference and tendency toward reading from a

screen when they read texts requiring careful reading, and that their on-screen reading behaviors varied depending on their reading purposes, availability of digital references, application of reading strategies, and their L2 proficiency, etc.

Chou, M. S. (2013). Strategy use for reading English for general and specific purposes in testing and nontesting contexts. *Reading Research Quarterly*, 48(2), 175–197.

Chou investigated the strategies EFL learners use when reading two types of articles, general and subject specific, in testing and non-testing contexts. The study involved 92 Chinese-major students taking a journalistic English course at a science and technology university in Taiwan. It looked at how the students adopted strategies when reading for testing and when simply reading for understanding. Based on his findings, specifically that in an English for specific purposes classroom, relevant language in the contexts related to the subject-specific texts should be introduced before moving on to the new topic. The author recommends that EFL teachers adapt instructional methods that combine subject-specific language and content reinforcement followed by strategic reading.

Chou, P. T. M. (2012). A pilot study on the potential use of Tomatis Method to improve L2 reading fluency. *Teaching English with Technology*, 1, 20–37.

In this pilot study, the author investigated the effects of the Tomatis Method on L2 learners' reading fluency (particularly in reading English aloud). With eight English learners at a college in southern Taiwan, this study revealed that the Tomatis Method had a significantly positive effect on the participants' L2 reading fluency, tone, stress, and intelligibility. However, no evidence was found that the method had a significant effect on pronunciation. Suggestions and limitations were also briefly discussed as to the Tomatis Method *per se* and the small number of participants.

Ehrich, J. F., Zhang, J. L., Mu, J. C., & Ehrich, L. C. (2013). Are alphabetic language-derived models of L2 reading relevant to L1 logographic background readers? *Language Awareness*, 22(1), 39–55.

In this monumental study, the authors argue that current L2 reading models do not accurately depict readers with non-alphabetic L1 script-learning histories. The authors demonstrate that L2 reading models are based exclusively on L1 alphabetic reading. In Chinese logographic reading, with the visual sophistication of the script and the connection of Chinese morphemes to picture processing, visual processing skills become further relied on and developed. The opposite is true for the learning of English, which relies on phonological processing and superior phonological skills. Through compelling evidence and details, the authors argue for more scientific research that could substantiate a robust L2 reading model that would account for other cognitive styles and processing.

Gebauer, S. K., Zaunbauer, A. C. M., & Möller, J. (2013). Cross-language transfer in English immersion programs in Germany: Reading comprehension and reading fluency. *Contemporary Educational Psychology*, 38, 64–74.

This five-year study investigated cross-language transfer between L1 and L2 reading fluency and reading comprehension among 220 German elementary school students enrolled in English partial immersion programs. Findings show that skills needed for successful reading can be acquired in an L2 context and transferred to L1. The authors point out that this is due to the specific learning setting of immersion students since they mainly read academic texts and practice comprehension strategies in their L2. This underscores the necessity of providing sufficient learning opportunities for L2 reading within schools since there are rarely opportunities for L2 reading outside of school. The authors also conclude that L1 reading skills still predict L2 reading skills; thus, reciprocal transfer processes between reading skills play an important role in immersion programs.

González Rodríguez, L. M., & Borham Puyal, M. (2012). Promoting intercultural competence through literature in CLIL contexts. *ATLANTIS Journal of the Spanish Association of Anglo-American Studies*, 34(2), 105–24.

In addition to linguistic proficiency, learning a language also involves intercultural competence. As such, this study addressed the need for new methodologies that can help students achieve the intercultural skills necessary to interact in diverse situations. The participants in the study were students in a second-year EFL class at a Spanish university that was part of a new degree in English Studies. Within a framework of Content and Language Integrated Learning (CLIL), the researchers employed a content-based teaching methodology that used literature to enhance cultural understanding while simultaneously developing critical reading skills. Thematic units were supplemented by a variety of texts that presented divergent viewpoints with follow-up activities. The authors describe a sample unit on gender roles and demonstrate how teacher observation and questionnaires were used to explore students' self-assessment of their acquisition of intercultural competence. Results indicate that literary texts can be used as authentic materials that allow students to explore many cultural perspectives as they learn to respect the values and customs of different groups. Findings proffer quantitative and qualitative results, and conclude that literature can enrich student affect while also widening their linguistic and communicative competence.

Hirvela, A., & Du, Q. (2013). "Why am I paraphrasing?" Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12, 87–98.

Hirvela and Du discuss their qualitative study of the perceptions and practices of paraphrasing of two ESL Chinese students. The students, who were chosen for their similarities yet different levels of success, were part of a larger study and were enrolled in the third semester of a three-semester undergraduate sequence of English composition, a course which focused on the process of reading source text material and transferring content from that reading to academic writing. The results indicate that the students understood paraphrasing in its role of knowledge telling but had difficulty employing the tool in the process of knowledge transforming. The authors observe that paraphrasing is generally taught primarily as a way to avoid plagiarism rather than as a valuable rhetorical tool for knowledge-transforming purposes. They suggest that teachers of academic writing should emphasize the rhetorical and cultural dimensions of paraphrasing and not just the linguistic strategies of word replacement and grammatical restructuring.

Hsu, C. K. (2013). A personalized recommendation-based mobile learning approach to improving the reading performance of EFL students. *Computers & Education, 63*, 327–336.

In this experimental study, the author proposed a personalized mobile language learning system, which included a reading material recommendation mechanism and a reading annotation mechanism. With a total of 108 senior high school EFL students (18 years old on average) in Taiwan, the author used tests (a pretest and a posttest), questionnaires, and the Technological Acceptance Model (TAM) to evaluate the learners' learning performance and their perception of learning. The experimental results showed that learners in the experimental groups achieved significantly better reading comprehension than those in the control group. However, no significant difference was found between the learning achievements of the two experimental groups. Suggestions for further studies using this approach were also given.

Kim, S. H. (2012). Frequency effects in L2 multiword unit processing: Evidence from self-paced reading. *TESOL Quarterly, 46*(4), 831–841.

This comparative study investigated the effects of frequency in the processing of second language (L2) multiword units. A native English speaker (NS) group and a L2 English learner (NNS) group were examined through an online self-paced reading test. The results revealed that both the NS group and the NNS group showed frequency effects in the processing of multiword units. However, a slight difference was found in the two groups concerning the degree of sensitivity to different levels of frequency. The author concluded that collocational frequency is a factor affecting the degree to which multiword units are stored as units in the mental lexicon for both native and nonnative speakers of English.

Kim, Y. S. (2012). The relations among L1 (Spanish) literacy skills, L2 (English) language, L2 text reading fluency, and L2 reading comprehension for Spanish-speaking ELL first grade students. *Learning and Individual Differences, 22*, 690–700.

This study underscores the need for more research with language minority children who acquire oral and written language simultaneously. With 150 first grade children, the investigation examined the relationship of first language (L1) literacy skills, L2 language, L2 word reading automaticity, and L2 text reading fluency to L2 reading comprehension. To analyze the data, the author utilized a latent variable structural equation modeling approach. Overall, findings reveal that oral and silent reading fluency in the L2 may be described as separate yet closely related constructs. The learner's word reading accuracy and word reading automaticity in the L2 were consistent with the norm sample. However, the children's oral language, text reading fluency, and reading comprehension in the L2 were lower than those for the norm sample. Further findings are discussed in light of prior research in this area. The author offer insightful ideas for future research of this kind, and they blend research in psychology with ideas for studies with corresponding instructional implications.

Ko, M. Y. (2013). A case study of an EFL teacher's critical literacy teaching in a reading class in Taiwan. *Language Teaching Research, 17*(1), 91–108

This case study described a college EFL teacher's experience in critical literacy teaching to English majors in a reading class at a Taiwanese university. Through classroom observation, class discussion, face-to-face interviews, and informal conversations, the author found that the teacher kept a balance between teaching literal reading and teaching critical reading in the class. Meanwhile, the teacher's pedagogy also moved from a traditional didactic approach to a critical dialogic one, hence to some extent transforming him from an information-giver to a critical facilitator. The research also discussed briefly the difficulties the teacher encountered in taking a critical approach in the reading class.

Lee, H. C. (2013). The reading response e-journal: An alternative way to engage low-achieving EFL students. *Language Teaching Research*, 17(1), 111–131.

Lee used a reading response electronic journal in his yearlong freshman English class in a Taiwanese university in an attempt to help low-achieving EFL students. Throughout the course, Lee assisted the students with vocabulary, sentence-to-sentence translation, and reading strategies. Though students were not tested on reading comprehension, the author found several benefits of using the e-journal. Students were motivated and engaged in authentic and meaningful reading and writing assignments. They also enjoyed collaborative learning with their classmates, their writing skills improved, and they became more confident learners of English.

Matsumoto, H., Hiromori, T., & Nakayama, A. (2013). Toward a tripartite model of L2 reading strategy use, motivations, and learner beliefs. *System*, 41(1), 38–49.

This study examined the relationships among reading strategy use, learner motivations, and learner beliefs in a L2 context. The authors proposed a three-part model that brings all three elements into the same framework. The authors added to prior L2 reading research by moving beyond a focus on the cognitive processes of reading to consider the relationships between reading strategy and affective factors. The participants were 360 first-year EFL students in a reading-based course at a Japanese university. The authors designed their own self-report questionnaire of the three factors by revising prior questionnaires such as Survey of Reading Strategies, Motivation for Reading and learner belief self-reports, modifying each to be relevant to the participants' age and level of acquisition. Measured by structural equation modeling, results validate the tripartite model, demonstrating the interconnectedness of strategy, motivation and belief for L2 reading comprehension from both a developmental and individual perspective. The corroborated interrelationships demonstrate that the teaching of reading strategies, particularly main idea strategy, enhances motivations and beliefs. Main idea instruction is shown to be beneficial not only for its ease in teaching and the improvements it makes to reading comprehension, but also as a pedagogical resource. The authors end with a call for more research on how individual learner differences in motivations and beliefs affect strategy use.

Nergis, A. (2013). Exploring the factors that affect reading comprehension of EAP learners. *Journal of English for Academic Purposes*, 12, 1–9.

With 45 undergraduate students enrolled in an ELT program at a foundation university in Turkey, this study aimed to investigate which variable (depth of vocabulary knowledge, syntactic awareness, and metacognitive awareness) would display the strongest predictive effect for L2

academic reading comprehension. Analyses showed that metacognitive awareness was, of all the three variables, the strongest predictor of academic reading. Syntactic awareness was also a significant predictor, but not as strong as metacognitive awareness. Depth of vocabulary knowledge was not found to be a strong predictor of academic reading comprehension in this study. The incongruence of the findings with previous studies was also elaborated in the paper.

Rauch, D. P., Naumann, J., & Jude, N. (2012). Metalinguistic awareness mediates effects of full biliteracy on third-language reading proficiency in Turkish–German bilinguals. *International Journal of Bilingualism*, 16(4), 402–418.

In this study, the authors tested the assumptions that literacy in both L1 and L2 is needed for bilingualism to be positively associated with third language (L3) reading proficiency and that the positive effects of full biliteracy on L3 reading are mediated through metalinguistic awareness. The researchers measured L1, L2, and L3 reading proficiency and metalinguistic awareness in 299 German and Turkish-German 9th graders from 14 schools in Hamburg, Germany. All of the students, 158 monolingual speakers of German and 141 bilingual speakers of German and Turkish had 4.5 years of class instruction in English as L2 or L3. The results show that in the skill of reading, proficiency in both L1 and L2 is needed in order for biliteracy to benefit metalinguistic awareness and L3 reading proficiency. Furthermore, the results indicate that part of the beneficial effect full biliteracy (i.e., literacy in both L1 and L2) has on L3 reading proficiency is due to higher metalinguistic awareness in full biliterate learners.

Stinnett, M. (2013). Research in reading. *Illinois Reading Council Journal*, 41(2), 72–76.

In this column, Stinnett reports on a 2010 study two high school teachers of English as a Second Language (ESL) on the use of scripted curriculum for second language reading instruction in the U.S. The author argues that scripted instruction (SI) disallows innovation and discourages teachers' thinking about students, content, and pedagogy, presumably to avoid the weakening of the prescribed curriculum and delivery since it is designed to control, not tutor, the teacher. She calls for more research into the efficacy of SI programs for raising ESL student achievement, a claim commonly made by these programs.

Tode, T. (2012). Schematization and sentence processing by foreign language learners: A reading-time experiment and a stimulated-recall analysis. *IRAL*, 50(3), 161–187.

With 28 undergraduate Japanese EFL students, this study examined frequent and infrequent reduced relative clauses (RRCs) from a usage-based L2 learning perspective. The author considers issues of sentence processing not previously addressed by looking at the complex syntactical relationships within sentence reading in real time with lower level EFL learners as opposed to advanced participants, as well as analyzing error data in addition to correct data. The investigation centered on the relationship between sentence processing and the degree of schematized knowledge, investigating how learners at each level process RRCs through a reading-time experiment and a stimulated-recall analysis that examines the thought processes employed. The findings show that type frequency plays a crucial role in acquisition and formation of schemas. Implicational analyses verify that accurate comprehension of infrequent exemplars indicates accurate comprehension of frequent exemplars and that there exists a

hierarchy from item-based knowledge to abstract knowledge. The findings demonstrate that schematization is a factor that affects reading time when processing infrequent exemplars. Error data obtained shows that unsuccessful learners do not activate relevant schema when needed because of their item-based knowledge or weak constructional schema. Motivated by the need to address the difficulty that lower level EFL learners have in sentence processing, the results have pedagogical implications for the correlative relationship between schematization and the learner's sensitivity to syntactic structures during sentence processing, proving that frequent exposure of exemplars is necessary in the classroom.

Vanniarajan, S. M. (2012). Understanding L2 reading: A cognitive perspective. In W. M. Chan, K. N. Chin, S. Bhatt, & I. Walker (Eds.), *Perspectives on individual characteristics and foreign language education* (pp. 71–92). Berlin: Walter de Gruyter.

In this study, Vanniarajan applied psycholinguistic theories to characterize the role of working memory in the L2 reading processes of 30 nonnative graduate students at the University of California at Los Angeles. The results showed that working memory is an underlying factor in reaching fluency in L2 reading processes. Furthermore, L2 reading development can be described along the controlled non-accurate to automatic accurate continuum. The results also indicate that proficient nonnative subjects can and do achieve automaticity and accuracy, and that accuracy precedes automaticity.

Wyatt, M. (2012). Issues in supporting the teaching of reading in English as a second language to Arabic-speaking children. *The Reading Matrix*, 12(2), 146–162.

In this case study, the author investigated the development of an English teacher in Oman who was studying at an in-service teacher education program. Through qualitative semi-structured interviews and direct observation, the author of the research specifically focused on the participant's cognitions and practices in teaching reading in ESL. Findings revealed that the teacher's growth was uneven. The author concluded that the course was only partially successful in influencing changes in the teacher's cognitions and practices. Suggestions regarding principles of constructivist teacher education were elaborated.

Yang, Y. F. (2012). Blended learning for college students with English reading difficulties. *Computer Assisted Language Learning*, 25(5), 393–410.

In reaction to the growing use of technology at the university level, this study considers students' control over their own learning through a combination of on-site and on-line instruction (blended learning) versus traditional on-site instruction only. The author examined how an experimental group composed of 108 EFL college students with English reading difficulties integrated blended learning as opposed to a control group of in-class reading strategy instruction only. Results show that blended learning effectively enhances reading proficiency as measured in structured student interviews, log files, and a posttest of improved reading. The author report on how computer practice at home affects face-to-face instructional time. Three factors are identified as crucial to student autonomy: the extensive practice afforded by the removal of time and location restraints, the metacognitive comparisons of reading strategy use among students, and the social interaction that results from group discussions of reading difficulties in which students received varied peer

feedback. The author give a representative case and demonstrate how reading difficulties can be seen in online reports that cannot be readily seen in traditional instruction. The increase in social interaction between student-student and student-teacher that results from blended learning is proven to be effective in enhancing students' reading proficiency as learners enhance their own reading.

About the Editors

Cindy Brantmeier is associate professor of Applied Linguistics and Education in the Department of Education at Washington University in St. Louis. She is principal investigator in the Language Research Lab, co-director of the Graduate Certificate in Language Instruction, and director of the Program in Applied Linguistics. Dr. Brantmeier has published articles concerning interacting variables in adult second language reading, language research methodology, testing and assessment, and other related areas in journals such as *The Modern Language Journal*, *System*, *Foreign Language Annals*, and *Reading in a Foreign Language*, among others. She is also editor of several volumes and a book on adult foreign language reading. E-mail: cbrantme@artsci.wustl.edu

Tracy Van Bishop is assistant professor of Spanish at the University of Arkansas, where he teaches graduate courses in methodology and upper-level courses in Spanish language and linguistics. He is the director of the lower-level Spanish language program and supervisor of the Spanish TAs. Dr. Bishop has published works on historical Spanish linguistics and the *Baladro del sabio Merlin*. His recent research involves computer assisted textual analysis and foreign language pedagogy, particularly the teaching of reading strategies. E-mail: tvbishop@uark.edu

Xiucheng Yu was a research associate at Washington University in St. Louis from 2009 to 2010, where he collaborated with Professor Cindy Brantmeier in the Language Research Lab. He is now associate professor of English and English linguistics at Northeast Normal University (NENU) in China. Before teaching English majors at NENU, he taught ESP at Norman Bethune University of Medical Sciences and Changchun Taxation College. Dr Yu offers courses such as *Business English (Reading)*, *Grammar and Writing*, *English Lexicology*, and *General Linguistics* to undergraduates. He also teaches *General Linguistics (Advanced)* and *Linguistics and Foreign Language Teaching* to graduate students. His research interests mainly involve FLT, pragmatics (especially speech act studies), and cross-cultural communication. Professor Yu also serves as coordinator of the Writing Center at NENU. He is now deputy director of the English Department. E-mail: yuxc765@nenu.edu.cn

Stacy Davis is a fourth-year Ph. D. student in Romance Languages and Literatures at Washington University in St. Louis. She is specializing in 19th century peninsular literature while also pursuing a certificate in language instruction. In addition to teaching a variety of introductory, intermediate and advanced level Spanish classes, she also served as Professor Brantmeier's research assistant 2010–2011. E-mail: sdzeytinci@wustl.edu