

**Readings on L2 reading: Publications in other venues
2013–2014**

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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)*. 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.

Akarsu, O., & Harputlu, L. (2014). Perceptions of EFL students toward academic reading. *The Reading Matrix, 14*, 61–75.

The authors examined reading strategies of English-as-a-foreign-language (EFL) university-level Turkish students during the reading of academic materials in English in order to measure the types and frequencies of the various reading strategies employed, and to determine any differences observed in regards to gender, age, and academic discipline. Using a modified version of the Survey of Reading Strategies (Mokhtari & Sheorey, 2002) with 69 male and 75 female graduate students ($N = 144$) as data collection instrument, results revealed that Turkish graduate-level EFL learners consider *finding out the main idea* as the most useful and important strategy, whereas *breaking long texts into segments while reading* was found to be least useful. Data also revealed that strategies vary with regards to learners' gender, age, and academic

discipline. Authors concluded by identifying pedagogical implications of their study: namely, (a) Turkish graduate-level learners should practice other reading strategies to improve their reading strategies, (b) teachers should know how to instruct reading, and also (c) teachers should take the certain variables (e.g., age, gender, and academic discipline) into account when teaching reading.

Alptekin, C., Özemir, O., & Erçetin, G. (2014). Effects of variations in reading span task design on the relationship between working memory capacity and second language reading. *The Modern Language Journal*, 98, 536–552.

This study is the first to date to examine the language of task and the task itself for reading span tests (RST) in a single investigation. The authors utilized two different task designs, semantic and morphosyntactic, with 98 Turkish adult learners of English. All participants completed a reading comprehension test in English with four reading span tasks. The researchers also explored how much variance in second language (L2) reading comprehension was accounted for by the storage and processing components of first language (L1) and L2 RSTs that use secondary tasks involving semantic anomaly versus morphosyntactic irregularity. The findings showed that adult L2 learners' performance on the storage component of the span task was not affected by either the linguistic nature of the secondary task or the language task. In the study, the storage function of working memory (WM) capacity was a language-independent factor. Furthermore, findings indicated that the resources underlying storage performance account for a significant amount of variance in L2 reading comprehension, regardless of the type of secondary task and the language used in the task. The authors offered a detailed discussion of findings linking assertions to prior research of this nature. The article concluded with a discussion about how future research should take into account learner factors such as the level of L2 proficiency (high vs. low), the type of L2 instruction (explicit vs. implicit), the kind of L2 exposure (formalistic vs. naturalistic), and age of onset of L2 acquisition (early vs. late).

Azman, H., Bhooth, A., & Ismail, K. (2013). Reading practices of EFL Yemeni students: Recommendations for the 21st century. *GEMA Online Journal of Language Studies*, 13(1), 63–78.

The authors of this study used the Four Resources Model of multiliteracy practices to study the reading practices of 45 second-year students studying EFL at a university in Yemen. Code breaking, text participating, text uses, and text analyzing were the four reading practices that the Four Resources Model focused on. Questionnaires and semi-structured interviews were used to collect quantitative data and qualitative data, respectively. The study found that the students used the code breaking and text-use practices only at a moderate level and the text participating and text-analysis practices at a low level, revealing that the English reading abilities of the students were limited and lower than where they were expected to be for their third year of studies. The authors commented that this low level of EFL reading ability of the Yemeni students was due to traditional teaching practices, which did not adequately enhance the literacy skills they need. The authors suggested that the Four Resources Model could be used to nurture a variety of reading skills in context and through texts and strategies, which ensure engagement, challenge, and intellectual quality.

Balling, L. (2013). Reading authentic texts: What counts as cognate? *Bilingualism: Language and Cognition*, 16, 637–653.

The author investigated two factors that could influence cognate activation: context and morphological complexity. She monitored the eye movements of participants (L1 Danish) while reading news articles in L2 English. The results showed that context indeed seemed to limit cognate activation, thus supporting the hypothesis that automatic activation of cognates is constrained to those that are appropriately embedded in context, as opposed to those that do not make sense in the context or are presented in studies as individual words, with no context at all. Furthermore, the study showed that morphologically simple words that were cognates were read faster than simple words that were not cognates. However, cognates that were morphologically complex caused more problems, perhaps to the combination of cognate and non-cognate morphemes.

Brown, D. (2013). Types of words identified as unknown by L2 learners when reading. *System*, 41, 1043–1055.

This study examined the types of words second language readers identified as unknown in light of four prevalent assumptions pertaining to possible sources of L2 reading difficulty in the practice of computer-based lexical profiling of texts (i.e., appearance of low frequency items, gaps in learners' knowledge of high frequency items, appearance of unfamiliar members of high frequency word families, and unfamiliar uses of high frequency items). The author investigated the extent to which low frequency items, gaps in knowledge of high frequency items, unfamiliar members of high frequency word families, and unfamiliar uses of high frequency items would cause problems for learners when reading. The study involved 44 low-intermediate level Japanese university students learning English. Data was collected stem from a Yes/No vocabulary test and in-class readings of short articles. Although results suggested low frequency items cause problems for learners when reading, data did not support the assumption that gaps in knowledge of high frequency items cause problems for learners when reading, as the most frequent vocabulary is largely unproblematic for learners. In addition, the assumption pertaining to whether the word family is the most appropriate unit for lexical profiling is questionable given that at the higher frequency levels, significantly more of the words marked by participants were inflected or derived forms and that such word forms seemed to be a source of difficulty for learners. In relation to whether multiple use of a single word form is a source of difficulty for learners, the results indicated in this study was not a major problem. The study concluded that when considering the types of vocabulary that cause problems for learners when reading, the use of corpus-based frequency lists and lexical profiling seems primarily questionable with respect to the use of the word family as a basic unit.

Callender, A., Medina, A., & Brantmeier, C. (2013). Textual enhancements or interference? Inserted adjuncts and L2 reading with intermediate language learners. *System*, 41, 952–964.

By inserting questions such as targeted segment (TS) and elaborative interrogation (EI) into Spanish texts, the authors examined the impact of inserted adjuncts upon reading comprehension for native English speaking students. A total of 96 students were broken up into TS, EI, and control groups. Comprehension on each of the two adapted social psychology passages was measured through a recall task and a multiple-choice test. ANOVA results revealed that overall students performed better on passage 1 than passage 2, although there was no effect for condition

on the multiple-choice tests. However, a significant condition effect was present for condition on recall tasks, with the control group performing better than both adjunct groups. The authors hypothesized that instead of aiding L2 reading processing, those questions may inhibit it.

Ford, K., Cabell, S., Konold, T., Invernizzi, M., & Gartland, L. (2013). Diversity among Spanish-speaking English language learners: Profiles of early literacy skills in kindergarten. *Reading and Writing, 26*, 889–912.

The study used cluster analysis to identify within-group individual differences of 2,300 Spanish-speaking English-language-learning (ELL) kindergarten students from the state of Virginia. Four different group profiles (clusters) were created based on phonological awareness and orthographic knowledge, alphabet knowledge, concept of word in text, and first-grade literacy composite. ANOVA results indicated that while there were no significant differences between clusters in regards to socioeconomic status or gender, children who attended preschool were significantly located in the two higher performing clusters. Although chi-square results demonstrated statistically significant differences in English language proficiency between clusters, it accounted for less than 1% of the differences between clusters. One-way ANOVA also revealed that statistically significant differences existed between clusters on the first grade literacy composite, and that over 23% of the variance in scores could be attributed to cluster differences. Therefore, the authors argued that even learners as early as kindergarten children come to school with distinct patterns of strengths and weaknesses in phonological, alphabet, and orthographic knowledge.

Gutiérrez, G., & Vanderwood, M. (2013). A growth-curve analysis of literacy performance among second-grade, Spanish-speaking English language learners. *School Psychology Review, 42*, 3–21.

In this study, the authors examined data from 206 Californian second grade English learners (ELs) with varying degrees of English language proficiency (ELP) to investigate how ELP level affected reading level and growth on measures of early literacy. Hierarchical linear modeling was used to model the growth curves. A linear growth model was assumed. Results indicated that students with higher ELP levels at the beginning of the school year maintained their higher proficiency level. However, growth rates amongst the varying ELP levels did not differ significantly. The authors suggested that teachers would need to take into account the student's ELP when giving and interpreting results from various standardized tests.

He, M. (2014). Does extensive reading promote reading speed? *The Reading Matrix, 14*, 16–25.

This study examined the extent to which extensive reading could promote reading speed. The author investigated how fast Chinese senior high school students can read when the levels of the difficulty of the reading materials vary, as well as how effective the extensive reading is in developing students' reading speed. Via the implementation of a one-year extensive reading program in a public senior high school in Shanghai, two groups of year-one students ($N = 66$) were exposed to two extensive reading treatments: Free Reading Treatment ($n = 33$) and Integration Reading Treatment ($n = 33$). Results revealed that after one-year of treatment, the integration reading participants were able to read at 230.66 wpm, faster than the suggested

standards of 224 wpm. The free reading participants managed to read at 212.18 wpm, slightly slower than the proposed standard. The integration reading participants showed a 64.8% increase in their reading speed, from 139.89 wpm to 230.66 wpm. The free reading participants moved from 145.13 wpm to 212.18 wpm, a 46.2% increase. There was a gradual increase in students' reading speed, at individual level, and group level as well. The study concluded by articulating a positive relationship between extensive reading and students' progress in reading speed.

Hopewell, S., & Escamilla, K. (2014). Struggling reader or emerging biliterate student? Reevaluating the labeling emerging bilingual students as low achieving. *Journal of Literacy Research, 46*, 68–89.

The researchers spent eight years completing a research-based biliteracy intervention with students in the Colorado School District. The program, entitled Literacy Squared, was part of a project that established and tested a framework for understanding paired language and literacy acquisition for Spanish-English students who were learning literacy in a bilingual setting. The authors examined a subset of data gathered from third graders in the district. The author's framework began with the understanding that literacies and languages develop cohesively in reciprocal and mutually supportive ways. The authors asked several detailed research questions, including the following: (a) How many third-grade emerging students in three Colorado schools require an individual literacy plan (ILP) at the end of third grade when only English language literacy criteria (Developmental Reading Assessment, 2nd Edition, DRA2) are applied? (b) How many of the same students require an ILP at the end of third grade when only Spanish language literacy criteria (Evaluación del Desarrollo de Lecto-escritura, EDL2) are applied? (c) How many of the same students require an ILP at the end of third grade when a Trajectory Toward Biliteracy is used to interpret Spanish language reading (EDL2) and English language reading (DRA2)? (d) To what extent is there agreement among the three methods (DRA2 only, EDL2 only, or the Trajectory Toward Biliteracy) in determining whether or not a student should be placed on an ILP? The authors offered a thorough discussion of findings and provided strong implications that were driven by the study. Additionally, the authors provided insight on how one district responded to this study with a change in policy. This article could be an excellent resource for all districts across the nations that are interested in making research-based decisions for English language learners.

Hu, H.M., & Nassaji, H. (2014). Lexical inferencing strategies: The case of successful versus unsuccessful inferences. *System, 45*, 27–38.

With 11 Chinese students learning English in Canada, the researchers utilized think-aloud protocols to explore inferential strategies and the relationship to achievement. Participants read a 484 word passage from an introductory economics textbook and were asked to infer meanings of target words. They then read another passage and were asked to infer meanings and verbalize what they were thinking. Findings indicated that it was not the quantity but rather the quality of strategy use that distinguished successful from unsuccessful readers who were generating lexical inferences. The authors provided a detailed discussion of the types of inference generations that positively influenced reading comprehension, and they also offered a discussion of incorrect inferences. Future studies of this kind could replicate this mixed-methods approach with learners across languages and other stages of acquisition.

Hu, R., & Baumann, J.F. (2014). English reading instruction in China: Chinese teachers' perspectives and comments. *The Reading Matrix*, 14, 26–60.

Through 12 semi-structured interviews, the authors of this study sought clear descriptions and teacher perceptions of English reading instruction provided to students in kindergarten, elementary, secondary, and postsecondary classrooms in China. Thematic analysis revealed teacher's comments about the curriculum focused on curriculum change, preferences, and weaknesses of the curriculum. Reading instruction was broken into six categories: alphabet, common phrases, fluency, vocabulary, grammar, and comprehension. Although teachers noted that there is a disconnect between curriculum implementation and the expectations of the national assessment, overall teachers appreciated that students begin learning English as early as kindergarten and that teachers enjoyed the opportunity to provide students more student-centered curriculum.

Huang, H. (2013). E-reading and e-discussion: EFL learners' perceptions of an e-book reading program. *Computer Assisted Language Learning*, 3, 258–281.

The author reported on 67 students' perceptions of an e-book reading program in an intermediate EFL reading course at a national university in northern Taiwan. In the yearlong experiment, students were required to read at least one online e-book weekly. In questionnaires and interviews, the students gave positive feedback regarding the program's strategy tools and its learning effects. They commented on e-books' potential to improve reading habits and motivation. They were also pleased that the e-books were more available, portable, and eco-friendly than printed texts. Students' complaints included eyestrain and the difficulties of dealing with longer texts. The author suggested that this study could serve as an example for implementing a larger variety of reading devices, such as tablets, e-readers, and smart phones, into foreign language reading curricula.

Huang, W-C. (2014). The effects of multi-media annotation and summary writing on Taiwanese EFL students' reading comprehension. *The Reading Matrix*, 14, 136–153.

This study reported on a two-month investigation into the effects of discursive multi-media annotation (modified discourse schemes) and summary writing on the reading comprehension of 100 Taiwanese, non-English majors, EFL university freshmen students enrolled in a General English course. In particular, the author examined whether multimedia annotation and summary writing affected reading comprehension, and whether the influences and effects of both probes could interact positively to help readers achieve better text comprehension. Participants were separated into four groups in accordance with different treatments for examining the effects on their reading comprehension: Group 1 (G1), no treatment; Group 2 (G2), treatment 1 (*Multimedia Annotation*); Group 3 (G3), treatment 2 (*Summary Writing*); Group 4 (G4), combined treatment 1 and 2. One-way ANOVA was applied to calculate and compare differences in participants' reading performance among groups. Repeated-measure design of ANOVA was applied to examine participants' reading performance among different stages of tests. Moreover, five volunteers from each experimental group were interviewed regarding their perceptions and attitudes toward the application of treatments: annotation tool and writing

summary. In addressing whether participants performed differently or benefited from the given treatments, the one-way ANOVA analysis showed that all groups presented significantly different reading performance after they received the treatments. Participants who were given treatment performed better than those who were not. Multiple-comparison test disclosed that G2 and G4 were significantly different, as the score of participants who used multimedia annotation were significantly different from scores of participants who used multimedia annotation and summary writing. In regards to addressing the lasting effects of the treatments over time, results showed that G2, G3, and G4 had significantly different reading performance in different tests as the three groups performed differently under the influence of the treatments. In regards to the perspectives and attitudes of the participants, qualitative data revealed the positive effects of multimedia discourse schemes annotation. Similarly, G3 participants agreed on the positive effects of summary writing on their reading performance. The study concluded that both multimedia annotation and summary writing might have positive influences to help learners understand the text. However, positive effects of treatments were not strong enough to merit further pedagogical attention.

Karami, H., & Nodoushan, M.A. (2014). The impact of analogy on L3 reading comprehension. *The Reading Matrix, 14*, 112–120.

This study investigated the effects of analogy on reading comprehension of expository texts with 350 Turkish university students of English as a third language who had Farsi as their second language. Data stemmed from learners' written responses to two versions of a text on "Chain Reactions" (one with analogy and one without) as per Hammadou (2000). Results indicated that analogy had a facilitative effect regardless of proficiency level and that learners should possess a certain language proficiency level to be able to take advantage of analogical texts. This is the first study to be conducted on the impact of analogy on L3 reading comprehension of expository texts.

Lee, H., & Lee, J.H. (2013). Implementing glossing in mobile-assisted language learning environments: Directions and outlooks. *Language Learning & Technology, 17*(3), 6–22.

In this contribution, Lee and Lee gave descriptions and directions for creating web-based reading materials with two types of integrated electronic glossing. The two, hyperlinks to target iframes (i.e., a smaller frame within the web page that contains the HTML tag) and tooltips by touching in web pages, work effectively in both PC and mobile device environments. As such, the authors hoped to help bridge the gap between computer-assisted language learning (CALL) and mobile-assisted language learning (MALL).

Lee, J., & Schallert, D. (2014). Literate actions, reading attitudes, and reading achievement: Interconnections across languages for adolescent learners of English in Korea. *The Modern Language Journal, 98*, 553–573.

The authors of this study investigated how L1 and L2 reading attitudes and language proficiencies of 289 adolescent EFL students related to their L1 and L2 reading achievement, and the various factors that shaped their reading attitudes. The authors measured language proficiency, reading comprehension, and reading attitudes in L1 (Korean) and L2 (English).

Fishbein and Ajzein's (1975) Theory of Reasoned Action (TRA) framework guided their inquiry into the factors that shaped reading attitudes. Factor analysis revealed that cognitive attitudes, conative attitudes, negative affect, anxiety, and self-assessment accounted for more than 50% of the variance in both L1 and L2 reading attitude. Multiple regressions showed that a considerable amount of L2 reading attitude was predicted by L1 reading attitude. Female students significantly presented more negative affect and lower self-assessment towards L2 reading comprehension than male students, although they significantly performed better. Cognitive attitude toward L1 reading was a significant predictor of both L1 and L2 reading achievement. Overall, the significant predictors of L2 reading attitudes were L2 proficiency, L2 reading frequency, access to books written in English, the length of private L2 instruction, instructor encouragement, and gender. The authors argued that instructors would need to understand the various attitudes that impact L2 reading comprehension for students so that they can take more adequate approaches in encouraging students to read.

Lim, J.H., & Christianson, K. (2013). Second language sentence processing in reading for comprehension and translation. *Bilingualism: Language and Cognition*, 16, 518–537.

Authors employed a self-paced reading comprehension and translation task with 36 native Korean learners of English as a second language (L2) to investigate what sorts of information native Korean speakers of English used during online comprehension compared to native English speakers, and how the tasks and proficiency levels affected L2 comprehension. The authors examined how Korean learners of English integrated morphosyntactic and semantic information during L2 processing using the self-paced reading paradigm in combination with a translation, and how reading goals and L2 proficiency affected L2 processing by comparing reading for comprehension versus reading for translation. Results indicated that L2 learners were able to use syntactic information similarly to native speakers during comprehension, and that online L2 processing and offline comprehension were modulated by reading goals and proficiency. The study concluded that L2 processing is quantitatively rather than qualitatively different from first language processing.

Martin, C., Thierry, G., Kuipers, J.R., Boutonnet, B., Foucart, A., & Costa, A. (2013). Bilinguals reading in their second language do not predict upcoming words as native readers do. *Journal of Memory and Language*, 69, 574–588.

Through event-related potential (ERP) monitoring, the authors investigated if English L2 readers used active lexical prediction of upcoming words in a similar fashion to native English readers. They presented 19 native English speakers and 19 late Spanish-English bilinguals with 160 sentences. Half of the sentences had an “expected” ending, while the other half did not. Overall, ANOVA results on ERP monitoring found that L1 comprehenders were more likely to actively predict the ending of the sentences than L2 comprehenders, although both groups predicted the same ending for cloze sentences. Additionally, L1 comprehenders began predicting the end of the sentence earlier than L2 comprehenders. The authors stated that it is unclear if this pattern is the result of cognitive constraints, or if it is inherent to being bilingual.

Matsumoto, H., Nakayama, A., & Hiromori, T. (2013). Exploring the development of individual difference profiles in L2 reading. *System*, 41, 994–1005.

This study explored the development of individual difference (ID) profiles of L2 readers based on reader strategy use, motivation, general learner beliefs, and L2 reading proficiency and the subsequent impact of strategy intervention. Explicit reading strategy intervention was presented to 170 Japanese EFL learners in their first-year university class. Students were broken into four clusters (high strategy/high motivation, high motivation/high beliefs, intermediate, and low). ANOVA results indicated that there were significant differences for all groups in strategy use, motivation, and beliefs, but not in language proficiency. Paired-sample t-tests showed that mean scores on strategy use, motivation, and beliefs for the bottom two groups changed significantly after strategy intervention, although the top two groups did not. Effect sizes demonstrated that all groups grew significantly in proficiency level. The authors argued that teachers should monitor students with lower ID profiles and provide strategy intervention, as it may positively influence motivation, beliefs, and strategy use.

Puzio, K., Keyes, C., Cole, M., & Jiménez, R. (2013). Language differentiation: Collaborative translation to support bilingual reading. *Bilingual Research Journal*, 36, 329–349.

With the goal of designing a differentiated and culturally relevant method to support bilingual approaches to reading comprehension, this qualitative case study investigated the role of collaborative translations of narrative texts in supporting peer-mediated learning with seventh-grade first generation immigrant bilingual students (Spanish-English) identified as low-achieving readers. Using distributed cognition as their guiding theoretical framework, authors investigated small group interactions, participation, and meaning making as per the following research questions: What kind of expertise were visible during collaborative translations? How did collaborative translations mediate student participation and textual reasoning? Data collected and analyzed stem from 50 hours of field experience in a pull-out setting where participants were invited to collaboratively translate short text quotations of narrative texts, evaluate their translations, and connect translations to textual themes. Results indicated that collaborative translations made student expertise visible and mediated the way students participated and negotiated meaning in narrative texts.

Sadeghi, K. (2014). Phrase cloze: A better measure of reading? *The Reading Matrix*, 14, 76–94.

The author introduced a new modality in cloze test procedure, namely, ‘phrase-cloze,’ and reported findings of a study with 53 English major Iranian EFL learners on the validity of phrase cloze as a measure of EFL reading comprehension. Questions guiding the study pertained to: Is there any relationship between ‘phrase-cloze’ and EFL reading comprehension as measured by First Certificate in English (FCE) reading paper? Is there any relationship between ‘phrase-cloze’ and EFL reading comprehension as measured by Certificate of Advanced English (CAE) reading paper? Data revealed that there was no statistically significant relationship between ‘phrase-cloze’ test and EFL reading comprehension as measured by FCE reading test and that there was no statistically significant relationship between ‘phrase-cloze’ test and EFL reading comprehension as measured by CAE reading test. The study concluded that, as per the quantitative analyses employed, phrase cloze tests used here were not significantly related to the reading comprehension tests. However, the author suggested that a mixed methods procedure

might serve to reveal a more complete picture in the use of the cloze reading procedure to test reading comprehension.

Safdarian, Z., Ghyasi, M., & Farsani, M.A. (2014). How reading strategy use and personality types are related? *The Reading Matrix, 14*, 121–135.

With 194 Iranian undergraduate EFL learners, authors investigated the use of cognitive, metacognitive, and supporting reading strategies and their relationship with personality types. Authors inquired into the personality types of Iranian EFL learners and identified categories of reading strategies these learners used most frequently, as well as the relationship between learners' personality types and reading strategy preferences. Data stem from Myer Briggs Type Inventory (MBTI) questionnaire, a 38-item questionnaire based on a 5-point Likert scale developed by Mokhtari and Reichard (2002), and from semi-structured interviews. Results indicated that most students in the sample group were found to be extroverts, intuitive, feeling, and judging. In addition, participants were found to be moderate strategy users that mostly preferred cognitive strategies, followed by metacognitive and support strategies. Results from regression analyses showed that just *introvert* is correlated with the three categories of reading strategies, metacognitive (.171), cognitive (.245), and support (.237) and *extrovert* is negatively correlated with the three reading strategies.

Uchikoshi, Y., (2013). Predictors of English reading comprehension: Cantonese-speaking English language learners in the U.S. *Reading and Writing, 26*, 913–939.

This study included 101 Cantonese-speaking English language learners (ELLs) in the second year of elementary school in the United States. The author used the first and second oral language and word-reading skills as predictors in order to create a model of reading comprehension. The evidence showed that English vocabulary and English word decoding played substantial roles in English reading comprehension. Of particular importance was the clear demonstration of the vital role of English vocabulary in the development of L2 literacy skills. The author concluded that the study was theoretically important for creating models of reading comprehension for young bilinguals, especially for those whose two languages use linguistically distinct writing systems.

Vadasy, P., & Sanders, E. (2013). Two-year follow-up of a code-oriented intervention for lower-skilled first graders: The influence of language status and word reading skills on third-grade literacy outcomes. *Reading and Writing, 26*, 821–843.

The authors reported findings of a two-year follow up study aimed at investigating the longer-term treatment effects of an explicit, code-oriented intervention previously demonstrated to improve reading skills of lower performing English learner (EL) and native-speaking (non-EL) first graders at immediate posttest. Authors determined if long-term benefits maintained and whether these benefits were moderated by language group status or by initial word reading skills as per the following research questions: (a) Are first-grade treatment effects (across both EL and non-EL students) on literacy outcomes maintained two years after intervention? (b) Do either language status or first-grade pretest word reading moderate longer-term treatment effects? (c) Are treatment effects on longer-term outcomes dependent on a joint interaction with EL status

and pretest word reading? In the current study, data from 96% ($N = 180$) of the original sample (see Vadasy & Sanders, 2011) were available for analyses (95 ELs and 85 non-ELs). Findings revealed that at the end of grade three, across all students (180 of the original 187 students), treatment effects were maintained on word reading (approximate $d = .45$), spelling (.36) and reading comprehension (.24). Treatment effects tended to be smaller for ELs, and were significantly smaller for spelling in particular. While pretest on word reading in grade one did not moderate treatment response for either ELs or non-ELs, authors found to strongly predict all three end-of-grade-three outcomes, although to a lesser extent for ELs on reading comprehension. Findings added support to previous research on the benefits of early code-oriented tutoring.

Vereza, S. (2013). Integrating cognition and genre in the teaching of reading in an ESP context. *ESP Today*, 1, 80–92.

This article reflected on the implications that cognitive and discursive theories about teaching of reading had upon the teaching of English for Specific Purposes (ESP). The author articulated the key role of reading within ESP, and described how ESP is used in Brazil. She then argued that instructors need to keep in mind the ways in which reading strategies for specific genres are socially and cognitively derived from social practices associated with those genres. She concluded that instructors have to recognize both the author-text interactions as well as the socio-cognitive interactions that occur when reading in a foreign language, and the instructors may adjust their pedagogy accordingly.

Wang, S., & Smith, S. (2013). Reading and grammar learning through mobile phones. *Language Learning & Technology*, 17(3), 117–134.

As part of a longitudinal study this article examined how 208 Japanese English language learners used their mobile devices to read and practice grammar. Through online surveys, server log analysis, and personal interviews, the authors found that mobile reading was done by more than 75% of participants. Most participants did not access the voluntary grammar quizzes, as they were not connected to part of a course grade. Students expressed that while they enjoyed the content presented on their mobile device, they would prefer to have the work connected to a grade. Further, many students said that while they connect PC work with school work, many view their mobile device as for handling personal affairs only. The authors argued that through continued work with students, instructors could be able to design an effective mobile reading and grammar program.

Warschauer, M., Zheng, B., & Park, Y. (2013). New ways of connecting reading and writing. *TESOL Quarterly*, 47, 825–830.

In this article, the authors discussed three recent research projects in digital literacy at the University of California, Irvine, and focused specifically on the literacy skills of reading and writing. The first project studied the use of visual-syntactic text formatting (VSTF) for reading, which organized the text in a cascading form that better complemented the human eye span and emphasized the syntactic meaning of the text. In the second, they studied the effects of live blogging among a diverse group of fifth-grade learners, with a majority of ESL learners, as they blogged about texts that teachers were reading aloud to them. In the third study, the authors

investigated the effect on literacy and learning in a program in which all the students did their writing with Google Docs. Importantly, the students were from a culturally and linguistically diverse school district and all the students had laptops. The results showed that the more the students wrote on Google Docs, the more their literacy test outcomes improved, with the largest improvements in reading rather than writing.

Xu, Y., Chang, L.Y., Zhang, J., & Perfetti, C. (2013). Reading, writing, and animation in character learning in Chinese as a foreign language. *Foreign Language Annals*, 46, 423–444.

With 36 native English speakers studying Chinese, the authors examined the effects of reading, writing, and animation on character learning. Findings revealed that the learners with existing orthographic knowledge of Chinese benefited from the three conditions in different ways. For example, writing and animation both yielded better recognition with reading producing superior meaning and sound recalls. Overall, the positive effects of animation in meaning recall were better than writing. With the development of the skill of reproducing characters from rote memory, writing was superior. The authors made suggestions for instruction that were grounded in the findings, and they emphasized that the techniques should be tailored to the goals of the overall language program.

Zhang, D., & Koda, K. (2013). Morphological awareness and reading comprehension in a foreign language: A study of young Chinese EFL learners. *System*, 41, 901–913.

With 245 sixth graders from a public school in Northeast China, the researchers conducted an experiment that examined how young Chinese-speaking learners' English lexical exposure and L1 morphological experience worked together to impact English morphological awareness. They also associated EFL morphological awareness to reading comprehension. Findings indicated joint effects of target language lexical exposure and L1 morphological experience on L2 morphological awareness and that derivational and compound awareness were independent contributors to overall reading comprehension. Results hold strong support for the integrated and unified design of instruction that included both input-driven learning and L1 transfer in the development of L2 skills. The authors end by detailing how computer-based materials could attend to this integrated learning approach.

Zhao, A., Dynia, J., & Guo, Y. (2013). Foreign language reading anxiety: Chinese as a foreign language in the United States. *The Modern Language Journal*, 97, 764–778.

The authors studied the foreign language reading anxiety level of 114 English-speaking university students learning Chinese as a foreign language (FL) in the United States. By testing the learners' anxiety level with two anxiety measures, a background information questionnaire, and an email interview, the investigators got results indicating that learners of Chinese experienced a level of FL reading anxiety similar to general FL anxiety. While no correlation between gender and FL reading anxiety was found, anxiety was associated with course level and the students' travel experience to China. The investigators identified unfamiliar scripts, unfamiliar topics, and worry about comprehension to be major factors in FL reading anxiety. Upon considering the results that suggest that reading anxiety is a significant problem for learners of Chinese whose native language is English, the authors proposed that FL instructors

who have a greater awareness of reading anxiety might be more able to detect it and adopt supportive pedagogical methods.

Reference

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