

### **From the Editors**

This issue of *RFL* has 8 regular articles that include a mixture of both quantitative and qualitative research methods with readers of Chinese, Norwegian and English. In the first article, Sha Huang examines a timely topic- strategy use with L2 Chinese readers and reveals significant interrelations with strategies. Findings emphasize the roles that vocabulary and grammar have with L2 Chinese reader's strategy use. Next, Anna Krulatz and Jennifer Duggan utilize qualitative methods to examine social, cognitive, and individual factors in an exploration of the value of extensive reading with learners of Norwegian.

In the third article, with PhD students of English, a group largely understudied in the database, Marijana Macis examines the incidental learning of figurative and literal language while reading and specifically investigates whether reading enhances lexical knowledge of figurative meanings. Next, Stuart McLean and Joseph Poulshock compare three methods for increasing the amount of reading and self-efficacy with L2 learners of English in Japan.

In the fifth article, Hitoshi Mikami, Chi Yu Leung, and Lisa Yoshikawa present the findings of an experiment with EFL learners at a Japanese University that demonstrate how anxiety-induced bias exists in a low-stakes FL reading test when the exam becomes more objectively taxing for the learners. Ruei-Fang Shiang, with low proficiency readers of English in Taiwan, found a positive impact of a comics production activity that aided readers in constructing multimodal representations of what they read while gaining marked improvement with comprehension.

Next, Ying-Chun Shih, Chiou-lan Chern and Barry Lee Reynolds report positive effects of integrated reading strategy instruction within an extensive reading curriculum with vocational students of English in Taiwan. Finally, Torrin R. Shimono investigate reading fluency, or reading with a high degree of speed and comprehension, throughout one academic semester with students in Japan.

There are two book reviews in this issue. Sultan Altalhab reviews *Literature Into the Classroom*. This is followed by Haley Dolosic's review of *The Use of L1 Cognitive Resources in L2 Reading by Chinese EFL Learners*.

We would like to acknowledge and thank the National Foreign Language Resource Center the University of Hawai'i College of Languages, Linguistics and Literature, and the University of Hawai'i Department of Second Language Studies for their invaluable support. Their continued funding allows us to offer *RFL* without charge.

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We would like to have your feedback to the articles; please feel free to contact us with your reactions, comments, and suggestions.

We would like to express our thanks to the external reviewers who have provided insightful comments on manuscripts. These scholars make invaluable contributions to *RFL*. The following external reviewers took time to do critical evaluations through mid-March 2018:

Larisa Aronin, David Beglar, Frank Boers, Anna Chang, Cecilia Chang, Julie Damron, Doreen Ewert, Jeffrey Huffman, Xiangying Jiang, Young Joo Kim, Jeongyeon Park, Willie Renandya, Tom Robb, Pawel Szudarski, Etsuo Taguchi, Brent Wolter, and Dolly Young.

Finally, we must extend our thanks and gratitude to these copy editors:

Carrie Bach, Carrie Bramlet, Robin Caselli, Cheryl Di Cello, Greg Gagnon, Reginald Gentry, Jennifer Holdway, HyeYoung Jung, Alex Kasula, Jake Kletzien, Hoa Le, Mike Misner, Aki Omote, Leeseul Park, Brian Parrott, Raquel Reinagel, Fred Zenker, Yining Zhao, and Jing Zhou.