

From the Editors

We would like to begin this issue by acknowledging the work of the team at the University of Hawai'i who have done so much to create a new website for the journal. We hope that you have found the new website an improvement on the old one, and we have certainly appreciated feedback on further improvements that could be made. These are being worked on, and should be in place over the next month or so.

In this issue of *RFL* we have five regular articles. Two of these report studies of online extensive reading, a mode of reading that is likely to increase over time. In the first of these, Tuan Bui and John Macalister report on its use with university students in Vietnam, with a focus on fluency changes and perceptions. In the second, Jing Zhou and Richard R. Day report on how EAP students in an American university experienced online extensive reading. Both studies point to the feasibility and acceptability of this approach, though not without some caveats.

Extensive reading is also the focus of the article by Ya-Han Yang, Hsi-Chin Chu and Wen-Ta Tseng. They look at the effects of the text difficulty on the reading comprehension and reading motivation of English as a foreign language (EFL) vocational high school students in Taiwan. They situate their study within Krashen's input theory and Samuels' automaticity principle and contribute to our understanding of both.

In his article, Ethan M. Lynn explores unassisted repeated reading with attention to intensity, treatment duration, background knowledge, and individual and text variations on reading rate. This is the first study looking at the use of unassisted repeated reading in a post-secondary ESL setting, and the results in terms of reading rate gains may surprise some readers.

In the fifth article, Say Phonekeo and John Macalister look at the effect of implementing a 'culture of thinking' approach in reading instruction in a teacher education programme in the Lao People's Democratic Republic; in another first, we believe this is the first time the Lao PDR has featured in *RFL*. The authors find that principled changes to the format and presentation of coursebook material can significantly affect student learning.

In this issue we also continue with the new feature we began a year ago, **New Directions in Reading Research**. In this feature, Stuart McLean raises important questions about the ways in which researchers address text difficulty in what he calls the Coverage Comprehension Model. McLean examines two major assumptions: the threshold for mastery that is applied when using a levels test, and the nature of the word counting unit. One possible conclusion readers may draw from this is a questioning of the existing research literature.

Observant readers might notice that three of the articles in this issue are co-authored by the co-editors. This might be an opportune moment to remind readers of our review process. All submissions are reviewed internally before being accepted for external double-blind peer review. And, as a final note, a word of reassurance – a contributing co-editor has no role in or knowledge of the review process for that submission!

Finally, we would like to express our thanks to those who make the journal possible. As always, a big thank you to the external reviewers who have found time in busy lives to read and provide insightful comments on submissions. The following have taken time to provide invaluable reviews over the past six months: Natsuki Aka, Yuli Ardasheva, Andrew Atkins, Elizabeth B. Bernhardt-Kamil, Lisbeth Brevik, Anna Chang, Chen Chen, Min-Hsun Chiang, Majida Dajani, Haley Dolosic, Wei-Chieh Fang, Andy Gao, Peter Gu, Shenika Harris, Yukie Horiba, Bronson Hui, Pingping Liu, Fiona Lyddy, Diane L. Malcolm, Matthew T. McCrudden, Jeff McQuillan, Hitoshi Mikami, Jean Parkinson, Ana Pellicer-Sánchez, David Qian, Tim Stoeckel, Etsuo Taguchi, Ye-Rue Tsai, Elaine Vine, Jeffrey Witzel, Marie Alina Yeo and Xiucheng Yu.

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We couldn't do this without you.