

### **From the Editors**

This issue of RFL has seven research articles address questions of reading in languages other than English, and forms of reading other than extensive. In the first article, Yuya Arai takes up the perennial question of ‘pleasure’ in extensive reading. From the perspective of flow theory, he explores the relationship between perceived book difficulty and pleasure experiences and suggests flow associates more with reading at  $i + 1$  than  $i - 1$ .

In the second article, Min Gui, Xiaokan Chen, & Xiangli Cheng shift the focus to reading in academic contexts. They consider the role of discipline-specific vocabulary in L2 textbook reading by Chinese chemistry major undergraduates, and demonstrate how important that knowledge is to successful reading.

Yukino Kimura considers the effect of relevance instructions on EFL readers’ text processing and memory in the third research article. While the role of relevance instructions has previously been investigated in L1 reading, this study extends our understanding to reading in a foreign language, where text factors appear to play a greater part than is the case in the L1.

Next, Michael Markey investigates the strategy use of Irish students learning French. How bilingual students, as opposed to monolingual students learning a foreign or second language, approach reading in a new language is a relatively new area of investigation and one that is sure to continue to attract future research.

In the fifth article, Shingo Nahatame considers the role of causal and semantic relations in second language text processing. This extends his previous research with a focus on more authentic reading, and provides more evidence for the importance for comprehension of causal relations in reading texts.

The sixth article takes us to Spanish-speaking university students in Argentina, where Soledad Pampillo & Sandra Lauría provide a useful reminder of the many challenges that language learners face as they reflect on the role of L2 proficiency, cross linguistic influence and cognates on the decoding and acquisition of pre-modified noun phrases.

The final research article addresses another enduring challenge, at least for alphabetic L1 learners of a non-alphabetic language. Qiaona Yu considers how five different forms of text presentation affects reading efficiency in Chinese for both language learners and native speakers.

In this issue, the Discussion section contains three contributions. The first two continue an exchange of views that began in Volume 33, Issue 1, a year ago. This exchange of views is an excellent illustration of the ways in which ideas evolve through debate and critical challenge. In the first of these Tom Cobb demonstrates how Morpholex has developed since it was first launched, partly in response to the critique of authors such as Stuart McLean and Tim Stoeckel.

They, in turn, respond to Cobb in the second contribution to this section, and include an impressive manual re-analysis of three texts that have provided data in this exchange.

The editors would note, however, that, while we expect the exchange of views has not ended, the discussion in this journal is now closed.

The third contribution in this section, by Tom Robb, returns attention to extensive reading and another perennial, difficult question: how to establish ER in schools?

There are two reviews in the Reviews. The first review may help teachers wanting to establish ER in schools and will find Raed Alzahrani's review of L2 reading websites extremely helpful. In the second review, Betsy Gilliland critiques *Teaching ESL/EFL Reading and Writing*, Second edition by I.S.P. Nation and John Macalister.

The editors express their appreciation to Khiết Chau for his excellent work. He has left us for another position. Taking his place are Lin Chen and Jia Kang.

Finally, we would like to express our thanks to those who make the journal possible. As always, we could not produce an issue of *RFL* without the support of many people, so we end with a big thank you to our reviewers and our copy editors:

Reviewers: Aimee Callender, Bene Bassetti, Callum Walker, Cheryl Kirchhoff, David Qian, Elizabeth Bernhardt-Kamil, Fiona Lyddy, Hsi-Chin (Janet) Chu, Jean Parkinson, Jing Zhou, Matthew T. McCrudden, Pingping Liu, Yeu-Ting Liu, Yukie Horiba, and Yuli Ardasheva.  
Copy-editors: Lin Chen, Nicholas Coney, Lori Downes, Lydia Eastman, Greg Gagnon, Reginald Gentry, Rickey Larkin, Victoria Lee, Jeanine Markley, Aki Omote, Chau Truong, Kristen Urada, Jing Wu, Jing Crystal Zhong.

The final thanks, however, goes to our two new assistant editors, Lin Chen and Jia Kang, who have come on board at a busy time. Not only have we been bedding down the new online submission system but we have been producing a large issue of the journal, which we all hope you will enjoy reading.

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