

From the Editors

This issue of *Reading in a Foreign Language* begins the eleventh year that it has been a free scholarly online journal at the University of Hawaii. As we have gained experience with this format, we have learned some of its advantages and disadvantages, mostly advantages. We have been able to keep the journal without cost to subscribers due to the support of the [National Foreign Language Resource Center \(NFLRC\)](#), the [University of Hawai'i College of Languages, Linguistics, and Literature](#), and the [University of Hawai'i Department of Second Language Studies](#). Their continued support is greatly appreciated.

We would like to welcome John Macalister of Victoria University of Wellington to our Editorial Board. He has been a very productive supporter of the Journal.

RFL's next special issue, Reading in Less Commonly Taught Languages, is scheduled for April 2013. This special issue will be edited by Neil J Anderson at Brigham Young University in Provo, Utah, USA. For the purposes of this special issue, a less commonly taught language is defined as any language except English, French, German, and Spanish. Questions, proposals and submissions should be directed to neil_anderson@byu.edu. All submissions must be received by Professor Anderson no later than June 30, 2012.

Once again, we ask all readers of *RFL* who have not yet subscribed to become subscribers – at no cost to you. All subscribers have the option of being notified through e-mail as soon as each new issue is released, but can opt not to receive this information if they wish. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*.

We would also like to acknowledge and thank the following external reviewers who have provided valuable comments on manuscripts through mid-March 2011:

Gillian Claridge, Andrew Cohen, Sara Cotterall, Averil Coxhead, Scott Crossley, Christina Davidson, Terri Gebel, William Grabe, Debbie Ho, Xiangying Jiang, Ailing Kong, Jesse Saba Kirchner, Ronald Leow, Tom Lumley, John Macalister, Sandra McKay, Levi McNeil, Paul Nation, Jixian Pang, Diana Pulido, Susanne Rott, Norbert Schmitt, Atsuko Takase, Amos van Gelderen, Junko Yamashita

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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.

In this issue

Articles

- Takayuki Nakanishi and Atsuko Ueda present a study of extensive reading and the effect of shadowing.
- Marianne addresses the role of reading books in class.
- Ying Guo and Alysia D. Roehrig address general knowledge and second language knowledge in second language reading comprehension.
- Scott A. Crossley, David B. Allen, and Danielle S. McNamara examine text readability and text simplification schemes.
- Leah Gilner provides a comprehensive overview of the General Service List.
- Irene Kuzborska discusses the relationships between teachers' beliefs and practices in relation to research on reading.

Reviews

- Zahir Mumin reviews *Understanding Advanced Second-Language Reading* by Elizabeth B. Bernhardt.
- Jin Woo reviews *Bringing Extensive Reading into the Classroom* by Richard Day, Jennifer Bassett, Bill Bowler, Sue Parminster, Nick Bullard, Mark Furr, Nina Prentice, Minas Mahmood, Daniel Stewart, and Thomas Robb

Feature

Cindy Brantmeier, Stacy Davis, and Megan Havard provide a very useful bibliography addressing the studies of reading in languages other than English.