

## From the Editors

This issue of *Reading in a Foreign Language* marks the start of its 8<sup>th</sup> year as a free scholarly online journal at the University of Hawai'i. We are able to maintain the journal at no cost to subscribers, thanks 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 funding is deeply appreciated.

This issue contains two special-theme articles edited by Cindy Brantmeier and Keiko Koda on reading in languages other than English. This is a topic we hope to pursue more in the future, and we encourage any researchers in this area to keep us in mind. Also with this issue we have made a change in the journal's format. We have changed to use of *pdf* formatted articles alone rather than including articles in *html* format as well. This change simplifies the formatting work that was previously required, and makes the articles a bit less subject to plagiaristic abuse. We hope this change does not inconvenience any of our readers.

With this change in format, there is also a change in the *RFL* staff. Jun Nomura, who has been the *RFL* Web Production Editor since the October 2006 issue, has finished his doctoral studies at the University of Hawai'i, and has resigned. We wish to thank Jun for his outstanding work with the journal and wish him well in his future endeavors. Zhijun (David) Wen continues as the Assistant Editor and, in addition, will also serve as the Web Production Editor.

There has also been a change on the Editorial Board. Françoise Salager-Meyer has resigned as her major interests no longer include reading. We would like to thank her for her work with the journal.

As usual, we request that readers of *RFL* become subscribers. All subscribers have the option of being notified through e-mail as soon as each new issue is released. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. We keep all subscriber information confidential. So, please fill out the brief [subscription form](#) for *Reading in a Foreign Language*.

We would like to acknowledge and thank the following external reviewers who have provided valuable comments on submitted manuscripts through March 2009:

James Dean Brown, Belinda Crawford Camiciottoli, Carol A. Chapelle, Carol A. Fraser, Greta Gorsuch, Peter Yongqi Gu, Joann Hammadou-Sullivan, Majid Hayati, Yao Hill, Claire Ikumi Hitosugi, Tsung-Yuan Hsiao, Alireza Jalilifar, Joy Janzen, Xiangying Jiang, Jean Kirschenmann, Ailing Kong, Katsunori Kotani, Soo-Ok Kweon, Jill M. Leafstedt, Jeong-Won Lee, Michael Leeser, Jun Liu, John Macalister, Marianne, Beniko Mason, Kouider Mokhtari, Aek Phakiti,

Thomas Robb, Steve Ross, Michael Rost, Françoise Salager-Meyer, Paul Stapleton, Etsuo Taguchi, Atsuko Takase, Stuart Webb, Junko Yamashita, and Lawrence Jun Zhang.

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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***

#### *Special-Theme Articles*

Eugenia Kerek and Pekka Niemi explore how Russian orthography influences the acquisition of reading skills in Russian.

Christine E. Parsons and Fiona Lyddy examine the reading strategies used by children when reading Irish.

#### *Articles*

Lawrence Jun Zhang and Aijiao Wu assess metacognitive awareness and reading-strategy use of Chinese senior high school EFL students.

İsmail Hakkı Erten and Salim Razi present research into the effects of cultural familiarity on reading comprehension.

#### *Reviews*

Handoyo Puji Widodo and Zhiling Wu review *English L2 Reading: Getting to the Bottom* (2<sup>nd</sup> ed.) by Barbara M. Birch.

Michael Thomas Witten reviews *Reframing Sociocultural Research on Literacy: Identity, Agency, and Power* edited by Cynthia Lewis, Patricia E. Enciso, and Elizabeth Birr Moje.

Alex Poole reviews *Teaching Reading to English Language Learners: A Reflective Guide* by Thomas S. C. Farrell.