

## **Readings on L2 reading: Publications in other venues 2018–2019**

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This feature offers an archive of articles published in other venues during the past year and serves as a valuable tool to readers of *Reading in a Foreign Language* (RFL). It treats any topic within the scope of *RFL* and second language (L2) reading. The articles are listed in alphabetical order, each with a complete reference as well as a brief summary. The editors of this feature attempt to include all related articles that appear in other venues. However, undoubtedly, this list is not exhaustive.

Al-Hammouri, S. (2019). The effect of using Prezi on Al Zaytoonah university students' performance in French language reading skills. *International Education Studies*, 12(1), 128–135.

This study sought to understand the impact of using Prezi (an internet-based presentational tool) in instructional practices. The author first reviewed and highlighted the strengths and weaknesses of Prezi as an instructional tool, focusing on a key strength of Prezi: It allows for the description and presentation of non-linear and complex concept maps. Building on prior studies involving Prezi and similar programs that have indicated that students in secondary and university contexts have had positive attitudes toward the experience of learning with these tools, this study used quasi-experimental methods to compare traditional language teaching methods to a tailored use of Prezi as an instructional strategy. Participants included 128 first-year university students, studying in two sections and equally divided into their classes by gender (64 males, 64 females). Analysis revealed that Prezi was significantly better for improving students' French reading skills, with the Prezi group outperforming the control group on the reading posttest. In follow-up analyses, gender was also examined as a factor, to understand if Prezi was perhaps a more effective tool for males or females. Findings indicated that while both males and females in the experimental condition outperformed those in the control condition, there were not statistically significant differences among males and females within the experimental condition, indicating

no interaction between gender and this teaching strategy. The author concludes that Prezi allows students the opportunity to review, connect, and build upon their knowledge, positively affecting their French learning.

Alzubi, A. A. F., & Singh, M. K. A. M. (2018). The impact of social strategies through smartphones on the Saudi learners' socio-cultural autonomy in EFL reading context. *International Electronic Journal of Elementary Education*, *11*, 31–40.

This study examined whether a classroom intervention teaching social strategies as mediated by smartphones would benefit students' socio-cultural autonomy, which includes features such as interaction, interdependence, and self-worth. A group of 70 male Saudi undergraduates (although only 64 completed the study) studying English as a foreign language (EFL) reading were selected for two different groups: a control group ( $n = 32$ ), which received the standard EFL reading instruction, and the experimental group ( $n = 32$ ), which received a 3-week instruction (8 sessions total) on social strategies and how they could be implemented with smartphones. Such social strategies, the authors explained, are important for language learning, e.g., empathizing with others to understand other cultures. Through language learning strategies, the authors predicted, students would be better prepared for language learning. The study was situated in Saudi Arabia, since, according to Alzubi and Singh, Saudi students do not have high interactivity. The researchers included smartphones in the intervention due to past research identifying smartphones as useful in language learning, by allowing learners to use learning strategies like working with others or relying on phone features like notes and cameras to achieve language learning goals. The study used a pre- and post-questionnaire, first identifying that the control and experimental groups were not significantly different before the intervention in terms of social strategies and socio-cultural autonomy; after the intervention, and after 12 weeks of classes, the experimental group showed significantly higher levels of socio-cultural autonomy and used social strategies more often for learning. Additionally, for the experimental group, socio-cultural autonomy and social strategies were significantly correlated. Based on these findings, the authors recommend expanding the application of smartphone use and social strategies in EFL teaching.

Alzubi, A. A. F., Singh, M. K. A. M., & Hazaea, A. N. (2019). Investigating reading learning strategies through smartphones on Saudi learners' psychological autonomy in reading context. *International Journal of Instruction*, *12*, 99–114.

This study explored an EFL classroom intervention to identify whether teaching students language learning strategies (LLS) through using smartphones could positively affect their psychological autonomy (PA). The authors first discussed the importance of PA for language learners, summarizing past studies that show this quality is important for students to be self-directed and motivated. Additionally, past studies have suggested that through appropriate LLSs, students' PA can be increased, and the authors sought to test that claim. The context of the study was Saudi Arabia, where in general levels of EFL reading comprehension have been found to be low. The authors chose to focus on smartphones in particular, because they offer students independent learning tools to access information (e.g., looking up words) and they put students in communication with each other. The participants were 70 male Saudi students (decreasing to 64 students due to attrition) enrolled in a 2-year preparatory program at a university in Saudi Arabia. Participants in the control group ( $n = 32$ ) received standard EFL reading instruction.

Participants in the experimental group ( $n = 32$ ) received a 3-week training session on several learning strategies, e.g., memory strategies, cognitive strategies, and metacognitive strategies, with the intervention training program focusing specifically on how smartphones can facilitate these strategies. The study found that, although there was no significant difference between the two study groups before the intervention, the experimental group afterwards showed significantly more use of LLSs in addition to PA, compared to the control group. The results confirm past studies' findings regarding learning strategies and learner autonomy, and the authors recommend expanded use of smartphones for learning strategies in language classes.

Asgari, M., Ketabi, S., & Amirian, Z. (2019). Interest-based language teaching: Enhancing students' interest and achievement in L2 reading. *Iranian Journal of Language Teaching Research*, 7(1), 61–75.

Building on prior research that highlights the role of interest in second language reading and other instances of interest-based teaching (e.g., mathematics instruction), the authors sought to understand how altering the content of a course to mirror students' interests might interact with their interest in language learning, performance on reading comprehension measures, and their initial proficiency. In this quasi-experimental study, 60 learners studying nursing at a university were divided into two groups. The experimental group completed an interest survey that indicated their interest in learning about health. As a result, the experimental group completed units on health while the other students completed the book in the way that it was written, with no attention paid to the interest of students in the group. The same textbook was used in both conditions. Students completed the Oxford Placement Test, the Language Achievement Test, and the Learner Empowerment Scale. Results indicated that the experimental group, who completed activities that centered on their interests, demonstrated greater gains in reading skill and increased interest in English. Further analyses indicated that initial proficiency was not related to the effects of interest with no interaction being present between interest-focused instruction and initial proficiency. Based on their findings, the researchers suggest that instructors and curriculum coordinators select instructional materials based on learners' interest as much as possible.

Ateş, A. (2019). The impact of the emotional intelligence of learners of Turkish as a Foreign Language on reading comprehension skills and reading anxiety. *Universal Journal of Educational Research*, 7, 571–579.

This study sought to identify the relationship between emotional intelligence, reading comprehension, and reading anxiety. The author discussed the importance of emotional intelligence with relation to language learning, citing a wide variety of past studies indicating that emotional intelligence—e.g., the ability to identify and regulate emotions—is positively correlated with many different aspects of language learning. The participants were students learning Turkish at İnönü University in Turkey, comprising 8 10th graders and 58 11th graders who were attending a camp at the university in addition to 61 university-level students. The data were collected through several instruments: a scale of reading anxiety produced by Altunkaya and Erdem (2015); the Turkish as a Foreign Language Reading Comprehension Achievement Test developed by Altunkaya (2016); and the Schutte Emotional Intelligence Scale, adapted into Turkish by Tatar, Tok, and Saltukoğlu (2011). Correlation analysis and  $t$  tests identified a

number of significant results. First, there was a moderate level of reading anxiety among all of the students tested. Additionally, a weak positive correlation was identified between emotional intelligence and reading comprehension ( $r = 0.394$ ;  $p = 0.000 < 0.05$ ). Female students had higher emotional intelligence than male students. Regression analysis was used on the scores of emotional intelligence and reading anxiety, identifying a causal relationship ( $F = 4.430$ ;  $p = 0.037 < 0.05$ ). The author reported that higher emotional intelligence levels led to a lower level of reading anxiety, greater mood regulation led to higher reading comprehension, and the students' use of emotions also led to higher reading comprehension levels, although the appraisal of emotions did not affect reading comprehension. The researcher, in response to these findings, recommends expanded research into emotional intelligence in different modalities of language learning.

Badawi, M. F. A. (2019). The effect of explicit English morphology instruction on EFL secondary school students' morphological awareness and reading comprehension. *English Language Teaching, 12*, 166–178.

This paper reported the results of a study on the effects of explicit morphological instruction on EFL learners' morphological awareness and reading comprehension. The participants were 98 first-year secondary school students in Egypt. The study responded in part to the author's observation that many EFL classes in Egypt do not address morphology explicitly; the author attributed this shortcoming to a misunderstanding of communicative language teaching, with many language instructors assuming that form-based instruction is unnecessary if the focus is communication. The author designed and implemented a classroom intervention lasting 21 days to teach students in the experimental group ( $n = 49$ ) explicit morphology rules for understanding and implementing derivational and inflectional morphemes in English. The students in the control group ( $n = 49$ ) received their regular EFL instructional content, not including explicit morphological instruction. Based on a test of morphological awareness and reading comprehension, the two groups were not significantly different before the intervention; after the intervention, the researcher found a statistically significant difference, with the experimental group scoring better on both the morphological awareness test and the reading comprehension test, although the effect size was larger for the former. Based on these findings, the author has several recommendations: EFL textbooks should integrate explicit morphological instruction to increase students' reading comprehension, and additionally instructors should include such instruction in their language classes.

Bae, H. S., & Joshi, R. M. (2018). A multiple-group comparison on the role of morphological awareness in reading: Within and cross-linguistic evidence from Korean ESL and EFL learners. *Reading and Writing: An Interdisciplinary Journal, 31*, 1821–1841.

In the following study, Bae and Joshi examined the impact of morphological awareness on the reading performance of 50 young Korean ESL learners and 257 young EFL learners. The ESL learners were enrolled in Korean language schools in the US, and the EFL learners were enrolled in elementary schools in Korea. All participants completed audio-based tests for the following: English phonological awareness, English morphological awareness, Korean morphological awareness, English orthographic awareness, English vocabulary knowledge, and English reading comprehension. Statistical analyses showed that the ESL learners outperformed the EFL learners

on all English assessments. For both groups of learners, a statistically significant correlation was found for reading comprehension and all tested areas, with English vocabulary showing the largest correlation. Also, English morphological awareness was found to be a significant direct predictor of reading comprehension for all learners. In addition, English morphological awareness was also found to indirectly impact English reading comprehension for both groups; however the indirect impact was greater for EFL learners. Finally, Korean morphological awareness was found to have a statistically significant impact on the reading comprehension of the ESL learners but not the EFL learners. Given the important impact of morphological awareness on L2 reading comprehension for both groups, the researchers recommend that educators give more attention to the teaching of this important skill.

Bataineh, R. F., & Alqatnani, A. K. (2019). How effective is Thinking Maps® instruction in improving Jordanian EFL learners' creative reading skills? *TESOL Journal*, 10, 1–14.

This study reported on the effectiveness of Thinking Maps®, a type of visualization system for education, in increasing students' creative reading skills. Thinking Maps® provide students with a variety of graphic organizational tools for thinking about different types of problems; for example, in a Thinking Maps® classroom activity, students might use a “circle map” to brainstorm ideas or a “flow map” to understand an order of events. Motivated by the low EFL reading achievement in Jordan, the authors tested whether this teaching method would help students' reading achievement, especially their creative reading skills, which entail higher-level thinking like elaborating on or connecting ideas, beyond simple literal understanding of a text, and which are important for critical thinking. To that end, the authors randomly placed the 57 participants, who were 10<sup>th</sup>-grade students in an English class in Jordan, into two conditions, both of them running for 8 weeks, meeting three times a week for 45 minutes. The experimental condition ( $n = 28$ ) taught the students to use Thinking Maps® for various classroom tasks. The control group ( $n = 29$ ) used the standard textbook recommended by the Ministry of Education. The experiment found that, although the two groups were statistically similar in terms of creative reading skills before the intervention after the intervention the experimental group had a significantly higher score on a test of creative reading skills. After the intervention, 15 of the experimental group students were randomly selected to be interviewed about their experience. Overall, they reported a positive response to the Thinking Maps® method, generally finding it easy to use, enjoyable, and useful. The authors, in response to these findings, recommend expanding the use of Thinking Maps® in language classrooms and suggest that teachers should be trained to use this method.

Bećirović, S., Brdarević-Čeljo, A., & Dubravac, V. (2018). The effect of nationality, gender, and GPA on the use of reading strategies among EFL university students. *SAGE Open*, 8(4), 1–12. <https://doi.org/10.1177/2158244018809286>

In order to add to the existing knowledge about reading strategies, the following study investigated the impact of various factors of the metacognitive reading strategy usage of EFL students. A total of 228 undergraduate and graduate students of different nationalities provided background demographic information and completed the Survey of Reading Strategies (SORS; Mokhtari & Sheorey, 2002). Results revealed that students frequently used problem-solving reading strategies when reading academic texts. In addition, a statistically significant positive

relationship was found between global reading strategy usage and support reading strategy usage ( $r = .71, p < .001$ ). Similar positive correlations were found between usage of global reading strategies and problem-solving reading strategies ( $r = .70, p < .001$ ) and support reading strategies and problem-solving reading strategies ( $r = .63, p < .001$ ). Regarding factors that affect strategy usage, gender was found to significantly affect strategy usage with female students reporting greater use of strategies, especially problem-solving reading strategies, than male students. While no statistically significant effect was found for nationality or GPA, an interaction between gender and GPA was found for problem-solving reading strategies only. The researchers encourage greater instructor and student reading-strategy training given the positive impact that strategy usage has on successful reading comprehension.

Briceño, A., & Klein, A. F. (2019). A second lens on formative reading assessment with multilingual students. *The Reading Teacher, 72*, 611–621.

This study examined the reading errors produced by young Spanish-speaking English learners while reading in their L2 of English. Briceño and Klein specifically looked at language related (LR) reading errors, errors that stem from a learner's developing language system such as incorrectly transferring syntactical rules from Spanish to English, and more traditional reading errors that stem from difficulty interpreting a text such as confusing the letters *b* and *d*. In order to examine these errors, the researchers analyzed the running reading records of nine reading specialists that served as reading interventionists for young English language learners (ELLs) in late kindergarten and first grade. A total of 649 errors were identified in the 123 collected running records. Analyses revealed that the majority of the running records, 95%, contained LR errors and approximately 54% of the total errors could be classified as LR errors. The majority of LR errors dealt with unknown lexical items, verb tenses, contractions, prepositions, and plurals. Given that the majority of students' errors were LR, Briceño and Klein encourage reading interventions and teachers to reassess how they use running records in order to better assist their students. They recommend that reading interventionists and teachers specifically look for patterns of LR errors when reviewing running records in order to better assess accuracy rates and provide appropriate scaffolding opportunities for their multilingual students.

Bril, M., & Bussing, L. (2019). Grammatical knowledge and reading performance in L2 Dutch: The role of morphosyntax. *The Reading Matrix: An International Online Journal, 19*(1), 35–46.

Bril and Bussing investigated the impact of morphosyntactic knowledge on the reading comprehension of 33 intermediate-level L2 learners of Dutch from a variety of L1 backgrounds. All learners completed a reading comprehension assessment consisting of 8 readings and 40 multiple-choice questions and a timed grammaticality judgement task that assessed knowledge of pronominal reference, verbal morphology, and passive constructions. Of the items assessed in the grammaticality judgement task, regression analyses revealed that only pronominal reference, specifically knowledge of demonstrative pronouns, significantly impacted the reading comprehension in Dutch for these learners.

Chang, M., & Lin, M. (2019). Experimental study on strategy-oriented web-based English instruction for EFL students. *Journal of Educational Computing Research*, 56, 1238–1257.

The following study investigated the use of two types of strategy instruction on the English reading comprehension of EFL students. Eighty-five college students with an L1 of Chinese were divided into an experimental group ( $n = 41$ ) and a control group ( $n = 44$ ). All students reviewed eight difficult English reading passages using several reading strategies. Students in the experimental group received strategy instruction training using an online Strategy-oriented Multimedia-Assisted Reading Training (SMART) program, a researcher-designed program that reviewed the use of four reading strategies: predicting information, generating questions, clarifying difficult information, and summarizing essential information. Students in the control group reviewed the same reading strategies but were not guided by the SMART program. After the 8-week strategy instruction training, all students completed a 40-item multiple-choice reading comprehension exam. In addition, students in the experimental group completed a questionnaire about their thoughts regarding strategy instruction via the SMART program. Results revealed that the students in the experimental group had statistically significant higher reading comprehension scores than those of the control group. Questionnaire responses revealed that students found the SMART program to be both beneficial and effective for reviewing strategy instruction training and improving English reading comprehension.

Chen, X., Li, H., & Gui, M. (2018). Instructional effects of syntactic parsing on Chinese college students' EFL reading rates. *Journal of Education and Training Studies*, 6(11), 176–185.

Building upon sparse prior research that indicates a possible connection between syntactic parsing and reading rate in L2 reading, this quasi-experimental investigation examined 87 first-year Chinese university students' syntactic parsing abilities, reading rate, and reading comprehension abilities. Following a pretest of these skills, one class of students completed traditional instruction for reading in China. The other group completed 12 sessions of syntactic parsing practices, including both lectures about sentence structure and practical activities in parsing sentences. After instruction, the researchers again examined both groups of students' syntactic parsing abilities, reading rate, and reading comprehension abilities. Results of these studies indicated that the experimental group improved their syntactic parsing and their rate of reading (as measured in words per minute). This growth was significantly greater than that of the control group. Further analyses indicated that, for these students, reading rate and syntactic parsing were highly associated with correlations on the pretest ( $r = 0.7$ ) and posttest ( $r = 0.8$ ) being exceptionally high when compared to other studies of these two facets of reading. Follow-up interviews were conducted with the students in the experimental group. Their responses indicated that they felt that they were reading faster and that they had positive attitudes toward parsing activities as an avenue to improve their understanding of English. The researchers concluded by encouraging instructors to incorporate reading rate improvement activities in their courses.

Chin, M. (2019). Can L2 less-proficient adult learners become skilled readers? *International Journal of Teaching and Learning in Higher Education*, 31, 1–10.

Interweaving prior research on metacognitive strategy use and extensive reading, this case study examined an intervention with eight adult students learning to reading in their L2, English. Following interviews that indicated that learners were disengaged with L2 reading, finding it difficult and unpleasant, the researcher conducted an 8-week intervention involving extensive reading and metacognitive strategy training. More specifically, this weekly 2-hour training covered topics such as selecting materials for reading, explicit strategy instruction, and strategy implementation practice. Instruction took place in the students' L2 (English) and L1 (Chinese). Alongside course instruction, students were engaged in extensive reading, finishing at least one book or article per week for all 8 weeks of the course. Following this training, students reported positive attitudes toward strategy training and extensive reading. Students felt particularly motivated by their experiences with extensive reading, which were very different from their prior textbook reading experiences. Students also reported an increase in confidence and an overall perceived improvement in their L2 reading comprehension. The author situated their findings in prior work that supported positive attitudes toward either extensive reading or strategy training. Further, the author discussed findings of students' increased perceived improvement in relation to prior literature that used empirical measures of reading to indicate that extensive reading does promote reading comprehension skills. The researcher closed with a call to expand this study to allow for a quantitative examination of these phenomena together.

Chireac, S., Francis, N., & McClure, J. (2019). Awareness of form and pattern in literacy assessment: Classroom applications for first and second language. *The Reading Matrix: An International Online Journal*, 19(1), 20–34.

The following study, which forms part of a larger research endeavor, focused on piloting modified assessments in order to help teachers and to align classroom assessment with language instruction. Specifically, the study piloted improved reading-related classroom assessments with elementary-aged students. The performance of 41 Ecuadorian students enrolled in 6<sup>th</sup> grade in a public school in San Lucas, Ecuador was examined. Although students completed several language-related assessments, this particular study examined students' performance on the reading-related measures. Instead of a traditional cloze test, this study added possible correct answers, which resulted in students completing a multiple-choice cloze test. Previously, students had to review and correct an essay that they had written as a form of an error-correction assessment. For this study, students were given texts and asked to correct a variety of errors (i.e., grammar, punctuation, and spelling). Analyses of students' performance revealed that the modified assessments better assessed students' abilities and provided more effective assessment measures for classroom teachers.

Chow, B. W., Chiu, H. T., & Wong, S. W. (2018). Anxiety in reading and listening English as a foreign language in Chinese undergraduate student. *Language Teaching Research*, 22, 719–738.

Chow, Chiu, and Wong sought to add to our existing knowledge of foreign language anxiety (FLA) by examining the relationship among FLA, specifically reading and listening, and three key learner variables: motivation, learning strategies, and performance. Three-hundred-and-six



Chinese college students completed a detailed questionnaire at the beginning of the semester. The questionnaire took approximately 30 minutes to complete and assessed the following: students' EFL reading anxiety using the Foreign Language Reading Anxiety Scale (FLRAS; Saito et al., 1999), students' EFL listening anxiety using the Foreign Language Listening Anxiety Scale (FLLAS; Elkhafaifi, 2005), students' EFL learner motivation using the Motivational Intensity subscale from the Attitude/Motivation Test Battery (AMTB; Gardner et al., 1997), and students' EFL learning strategies using portions of the Strategy Inventory for Language Learning (SILL; Oxford, 1990). Data consisted of students' questionnaire responses and their EFL reading and listening performance. Students' university entrance exam test scores were used to measure their EFL performance. Results revealed a negative association among reading anxiety, EFL performance, and motivation. That is to say, students that reported higher levels of anxiety when reading in English were also found to have lower EFL performance and lower motivation to learn English. Given the findings, the researchers encourage language instructors to consider learner variables, especially motivation to learn the language, when attempting to reduce students' FLA.

Décuré, N. (2018). French science students reading in a foreign language: Constraint or pleasure? *Advances in Language and Literary Studies*, 9(4), 1–7.

In this study, Décuré examined the L1 (French) and L2 (English) reading practices of 339 French science undergraduate students. Data consisted of an online questionnaire that asked about students reading habits, in both academic and non-academic contexts, in French and English. Analysis of questionnaire responses showed that students read more printed material than digital material for academic purposes in both languages. Regarding non-academic purposes, the majority of students stated that they read texts in their L1 of French much more frequently than L2 texts in English when reading for pleasure due to the required effort needed to engage with an English text. In addition to the primary study detailed above, Décuré, in an informal action research-oriented study, implemented an extensive reading element in her 3<sup>rd</sup> year English course, which consisted of math students. Students' responses to specific questions regarding the extensive reading course addition indicated that it was an enjoyable task and an effective learning strategy.

Ebrahimi, M. R., Khoshsima, H., & Zare-Behtash, E. (2018). The impacts of enhancing emotional intelligence on the development of reading skill. *International Journal of Instruction*, 11, 573–586.

This study examined the effects of emotional intelligence (EI) on reading comprehension level. It was performed in response to previous research showing the importance of EI—measured principally by emotional quotient (EQ)—on learning outcomes, as emotions impact a variety of salient factors for learners like motivation. In order to test the participants' reading level in response to a course on EI (e.g., teaching empathy and understanding one's own and others' emotions), the participants were either enrolled in a yearlong course teaching these skills or left in their usual EFL classes. The participants' reading level was tested by the International English Language Testing System (IELTS) before and after the intervention; their EQ, similarly, was measured with the Bar-On EI test. The participants were 43 intermediate EFL learners at a university in Iran. The participants in the experimental group ( $n = 30$ ) were enrolled in a

yearlong class teaching emotional intelligence skills, e.g. reading emotional texts and discussing their emotions and feelings and learning emotion-related words; the control group ( $n = 13$ ) did not receive the EI treatment. The researchers found that, while the experimental and control group were not significantly different in terms of EI and reading comprehension before the intervention, they were different after the intervention, with the experimental EI group significantly outperforming the control group in both measures. For this reason, the researchers recommended including EQ-building content in language curricula.

Eftekhari, M., & Sotoudehnama, E. (2018). Effectiveness of computer-assisted argument mapping for comprehension, recall, and retention. *ReCALL*, 30, 337–354. doi:10.1017/S0958344017000337

In this study, the researchers examined the effect of two types of argument mapping, digital or pen and paper, on the comprehension and retention of Iranian EFL college learners. One hundred and twenty undergraduate students, categorized as having lower ( $n = 60$ ) and higher ( $n = 60$ ) English reading proficiency based on scores on the First Certificate in English (FCE) reading test, were divided into two groups. Group 1 received computer-assisted argument mapping (CAAM) instruction, and Group 2 received traditional pen-and-paper argument mapping instruction. Before beginning the argument mapping instruction, students were assessed for spatial reasoning and verbal abilities using portions of the Differential Aptitude Tests (DAT; Bennett, Seashore & Wesman, 1986). After the 7-week argument mapping instruction, students completed a 10-item comprehension test and a cued fill-in-the-blank recall test which served as the immediate posttest. Finally, two weeks after having completed the immediate posttest, students retook the same cued fill-in-the-blank recall test which served as a delayed posttest. Results revealed that students in the CAAM instruction group outperformed students in the traditional pen-and-paper argument mapping instruction group on all post-assessment measures. That is to say, students in the digital instruction group had statistically significantly higher recall, retention, and especially comprehension test scores than those in the pen-and-paper group.

Erlidawati, & Syarfuni. (2018). The effect of cooperative integrated reading and composition on reading comprehension of IAIN Lhokseumawe, Indonesia. *Advances in Language and Literary Studies*, 9(4), 153–160.

This paper reported on the results of an experiment to identify whether the Cooperative Integrated and Composition (CIRC) teaching method increased students' reading comprehension more than traditional teaching methods. CIRC, the authors explained, is a method of reading instruction that is highly interactive and designed to help students process and discuss texts collaboratively. In CIRC, students are put into groups of four, with two higher-achieving students and two lower-achieving students. Together, the students participate in a variety of tasks: reading in pairs, vocabulary-related work, summarizing, responding to comprehension questions, and other collaborative work. The participants were 63 students in the English Department of IAIN Lhokseumawe, a university in Indonesia; they were randomly assigned to the experimental ( $n = 31$ ) and control ( $n = 32$ ) groups. The researchers found that, based on hypothesis tests, the experimental group performed significantly higher on a reading comprehension activity after the CIRC intervention of four sessions, with a two-tailed significance score of .031. Based on these

findings, the authors recommend CIRC and similar techniques as a viable option for increasing students' reading comprehension.

Farrell, T. S. C., & Guz, M. (2019). 'If I wanted to survive I had to use it': The power of teacher beliefs on classroom practices. *TESL-EJ*, 22(4), 1–17. Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume22/ej88/ej88a4/>

Using a reflective practice design, the following case study explored the dynamic relationship between the beliefs and the L2 reading classroom practices of an English for Academic Purposes (EAP) instructor with 19 years of ESL teaching experience. Data was collected over four class lessons and included classroom observations which gathered information about the instructor's actual pedagogical practices, semi-structured interviews before and after each class which gathered information about the instructor's lesson plans, and a general interview which gathered information about the instructor's beliefs regarding teaching L2 reading. Coding of the data revealed that although the instructor's beliefs about general L2 language teaching and learning were observed in her classroom practices, this was not always the case for L2 reading. For example, while the instructor stated that she believed the use of authentic reading material in the L2 was important, classroom observations revealed that she did not incorporate authentic materials in class. This incongruity between beliefs and practices was noted in other areas as well such as using a variety of reading-related activities, providing additional time to complete activities, and implementing extensive reading in class. The researchers encourage all language educators to practice self-reflection in order to explore, and possibly modify, the relationship between their beliefs and classroom practices.

Fitton, L., McIlraith, A. L., & Wood, C. L. (2018). Shared book reading interventions with English learners: A meta-analysis. *Review of Educational Research*, 88, 712–751.

This meta-analysis investigated the impact of shared book reading on the language development of young ESL learners. A total of 54 empirical studies conducted in the United States with results published between 1981 and 2017 were analyzed. Final analyses indicated that shared book reading had a positive impact on the English language and literacy development of young ESL learners. While all learners benefited from shared book reading interventions regardless of age, language background, and socioeconomic status, those identified as having developmental disorders had smaller gains than those without disorders. Given the positive impact of shared book reading on all students, the researchers recommend that future research investigate which specific elements impact the effectiveness of this intervention.

Ganuza, N., & Hedman, C. (2019). The impact of mother tongue instruction on the development of biliteracy: Evidence from Somali–Swedish bilinguals. *Applied Linguistics*, 40, 108–131.

In this cross-sectional study, researchers examined what effect mother tongue instruction (MTI) in Somali had on the vocabulary and reading development of bilingual children residing in Sweden. The researchers looked at data collected from 120 1<sup>st</sup> through 6<sup>th</sup> graders that had received or were currently receiving instruction in their L1. Students completed an oral background survey and assessments measuring the following: vocabulary breadth, vocabulary depth, and reading comprehension via a word decoding task and a sentence reading

comprehension exam. All assessment measures were completed in both Somali and Swedish. Participant data was divided into two groups with Group 1 ( $n = 96$ ) consisting of students that currently were receiving or had received MTI for one or more years and Group 2 ( $n = 24$ ) consisting of students that were no longer receiving MTI or had received it for less than one year at the time of completing the assessments. Statistical analyses of the reading-related measures revealed that students in Group 1 outperformed those in Group 2 on all Somali reading comprehension assessments. In addition, a strong positive correlation was found for the reading-related measures across languages meaning that students with higher Somali reading comprehension scores also had higher Swedish reading comprehension and vocabulary scores. Given the possible positive cross-linguistic influence of students' L1 literacy on their L2 literacy development, the researchers encourage MTI for students that speak a minority language.

Ghaith, G. (2019). The interplay of selected demotivation determinants and achievement in EFL critical reading and writing. *The Electronic Journal for English as a Second Language*, 22(4), 1–16.

This study identified different factors that negatively affect EFL learners' motivation. The author discussed several factors that have been established by prior studies to have especially negative effects on student motivation: perceived difficulties in learning a language, threats to one's self-worth, poor-quality relationships between students and teachers, and monotonous teaching. Examining these factors of motivation, Ghaith surveyed 80 college-bound students at a college-preparatory program at a Middle Eastern University, all of whom had past EFL experience. The participants responded to 5-level Likert-scale questions on the different factors of motivation. Additionally, students' proficiency in reading and writing were tested. Several correlations were identified. Altogether, perceived threats to self-worth, difficulty learning, and reading and writing proficiency were all correlated. Additionally, there was a negative correlation between monotonous teaching and reading level and a positive correlation between difficulty in learning and perceived threats to self-worth. Finally, it was found that poor relationships between students and teachers had a positive relationship with threatened self-worth and perceived difficulty learning. Based on a Multivariate Analysis of Variance (MANOVA), high-achieving students were not as likely to perceive language learning as difficult. Overall, the author recommends a number of instructional approaches to support students' motivation in foreign-language classes.

Ghalebandi, S. G., & Noorhidawati, A. (2019). Engaging children with pleasure reading: The e-reading experience. *Journal of Educational Computing Research*, 56, 1213–1237.

Taking into consideration the profound impact that technology has had on children's reading practices, the following qualitative study examined the experiences of young Malaysian bilingual children as they read e-books and reading apps for enjoyment. Five 1<sup>st</sup> graders and seven 2<sup>nd</sup> graders, classified as high achieving students in their second language English courses, served as participants. Observations of individual and shared reading sessions along with interviews with the children provided the study's data regarding the children's iPad reading experiences using electronic apps and e-books such as *Billy Space Cat*, *Fishy Tales* and *The Jungle Book*. Analysis of the data showed that these young children both read aloud and read silently when engaging with the electronic reading material for pleasure. In addition, these children preferred to physically interact with the screen while reading using such behaviors as pointing and touching.

Finally, the data revealed that enthusiasm for and amusement with the story and reading app features played a vital role in the children's decision to read for pleasure during their free time.

Ghasemi, B., & Vaez-Dalili, M. (2019). Effect of three methods of morphological awareness on Iranian intermediate EFL learners' reading comprehension. *International Journal of Instruction*, *12*, 623–638.

Using a pretest/posttest design, this study examined the impact of three different morphologically based interventions on English reading comprehension. Ninety Iranian intermediate-level EFL undergraduate Iranian students majoring in Translation Studies participated in the study. Over five consecutive treatment sessions, participants learned uncommon but useful prefixes ( $n = 20$ ), suffixes ( $n = 20$ ), and roots ( $n = 20$ ) using one of the following intervention methods: Textual Enhancement (TE) which focused on underlining and bolding target words, Metalinguistic Explanation (ME) which consisted of providing students a list with explanations and examples of the target words, and Morpheme Recognition Task (MRT) which provided students with the target words that they had to independently divide into morphemes and infer meaning for their identified morphemes. Before and after the intervention, students' reading comprehension was assessed using a 60-item single-sentence reading task. Analyses of pretest and posttest scores revealed that all students, regardless of intervention, had statistically significant higher posttest scores than pre-test scores indicating the effectiveness of all treatment conditions. Furthermore, results revealed that those that received the ME intervention had statistically significant higher posttest scores than those in the other two intervention groups indicating that the explicit method was more beneficial to students' reading comprehension than the two implicit methods. Given the positive impact of all three treatment interventions, the researchers encourage language instructors to include both explicit and implicit methods of teaching morphemes in order to help students better comprehend English texts.

Gottardo, A., Mirza, A., Koh, P. W., Ferreira, A., & Javier, C. (2018). Unpacking listening comprehension: The role of vocabulary, morphological awareness, and syntactic knowledge in reading comprehension. *Reading and Writing*, *31*, 1741–1764. <https://doi.org/10.1007/s11145-017-9736-2>

Adopting the simple view of reading, which defines reading comprehension as the combined product of comprehension and decoding skills, this study investigated the impact of specific elements of listening comprehension on the reading comprehension of young ESL learners. A total of 52 L1 Spanish young learners, between 9 and 13 years of age, with an L1 of Spanish were assessed for reading-related and listening-related skills during a 1.5-hour session. Regarding reading comprehension related abilities, they were assessed for word-level reading using the Word Identification subtest from the Woodcock Reading Mastery Test–Revised (WRMT–NU; Woodcock, 1998) and on reading comprehension using the Neale Analysis of Reading Ability test (NARA; Neale, 1999). Regarding listening comprehension related abilities, participants were assessed for receptive vocabulary using the Peabody Picture Vocabulary Test, 3rd edition (PPVT-III; Dunn & Dunn, 1997), syntactic knowledge using the Clinical Evaluation of Language Fundamentals–4 (CELF–4; Semel, Wiig, & Secord, 2006), and derivational morphological awareness using a morphological decomposition task (MDT; Carlisle, 2000). Correlational analyses revealed correlations for the following: reading comprehension and word

reading, reading comprehension and all assessed listening-related abilities, and all assessed listening-related skills with one another. Regression analyses found that the listening comprehension skills of vocabulary, morphological and syntactic knowledge were significant contributors to reading comprehension. Specifically, combining the listening comprehension skills explained 66.8% of the variance in reading comprehension. Given the study's findings that vocabulary, morphological and syntactic knowledge all contributed to reading comprehension, the researchers recommend that ESL reading interventions focus on developing all three skills.

Gunobgunob-Mirasol, R. (2019). Vocabulary size, reading motivation, reading attitudes and reading comprehension performance among Filipino college learners of English. *International Journal of Evaluation and Research in Education*, 8, 64–70.

This study examined first- and third-year English learners ( $n = 121$ ) at a university in the Philippines and their attitudes and motivation regarding reading. This is important, the author emphasized, because reading is critical for university students' success. The students were administered a survey on their attitudes about different types of reading, a survey on their motivation to read, and a test of their vocabulary size. The author identified results on a number of different reading and motivation-related issues. Gender did not have a significant effect on vocabulary size. Students' attitude toward printed text had a significant effect with regard to their vocabulary size, although this attitude only accounted for a very small percentage of variability in vocabulary size (4.4%). There were significant correlations between different types of motivation and feelings about different types of text. There were significant correlations between attitude towards recreational reading and print reading, which were also correlated with a variety of the motivational factors (e.g., attitude towards recreational reading was significantly correlated with importance of reading). Based on stepwise regression analysis, the author found that efficacy had a significant positive effect regarding the size of vocabulary. There was a significant difference in that they felt more positively about recreational reading compared to academic reading. They did not have a significant difference in terms of preference between printed and digital reading. Finally, generally more positive attitude towards one type of reading (e.g., academic) correlated with other forms of reading (e.g., recreational). Overall, this study identified various aspects of motivation and attitude for learners of English with regard to reading. The author argues that motivation is an important factor in students' reading development, and more attention should be paid to it.

Ismail, A., & Yusof, N. (2018). Malaysian children storybooks as ESL reading materials. *International Journal of Education & Literacy Studies*, 6(3), 68–75.

With the recent growth of locally developed ESL reading materials in Malaysia, this study examined children's storybooks and chapter books to learn about their suitability as text materials for English language learners in Malaysia. Using Coh-Metrix TERA software, the authors analyzed 10 storybooks and 10 chapter books. This software was designed to count aspects of the text such as concrete words, familiar topics, syntax, and relational cohesion. Comparing these 2 types of books, the authors discovered that there were more concrete words and simpler syntax in storybooks than chapter books. Chapter books had more familiar topics and higher narrative focus. Relational cohesion was variable across both groups of books. Situating their analyses in cognitive theory and our understandings of meaning making from

texts, the authors connected facets of the texts with the reading capacities of Malaysian children reading them. Taken together, the authors concluded that these texts were ideal for ESL reading in Malaysia as they offered an avenue of using familiar cultural narratives that are accessible to the children while also providing English language input.

Javadi, J., & Mohammadi, M. (2019). The effect of critical discourse-based instruction on Iranian English major students' reading comprehension. *International Journal of Instruction, 12*, 33–52.

The following study investigated reading comprehension and qualitative examinations of motivation. Participants included 146 students studying English as a major component of their university degrees. While the control group continued learning via conventional teaching practices, which often involved translation of texts, the experimental group experienced critical discourse-based instruction. This instructional strategy teaches students about critical discourse analysis (CDA) and empowers them to examine texts in their social contexts to gain a deeper understand of the relational, expressive, and experiential value of the language used in a text. Within this study, Fairclough's (2010) 10-question model was used throughout 6-week classes. Results indicated that instruction or time had a positive effect with all sections scoring better on the posttest than their pretests. However, the treatment group did have a greater average mean on the posttest than the control group. These results were not statistically significant, but the researchers took them as an indication of the strength of CDA in instruction of reading (drawing this conclusion based upon statistical tests that indicated a difference in patterns of performance among control and treatment groups). Further analysis indicated that students who scored lower on a pretest of English proficiency (referred to as intermediate in the study) showed greater growth in the experimental group than the more advanced students. In addition, gender analysis revealed that there were no significant differences among males and females who completed the critical discourse-based instruction. Beyond the performance effects, results of the qualitative examination of motivation indicated that learners who completed the CDA as part of their instruction were motivated to read and read deeply through this experience.

Ji, M., & Baek, S. (2019). Native Korean-speaking children learning to read in English: A structural analysis of L2-English literacy acquisition. *Journal of Psycholinguistic Research, 48*, 391–415. <https://doi.org/10.1007/s10936-018-9610-7>

This study attempted to comprehensively investigate which micro- and macro-level elements impact L2 reading comprehension. Micro-level elements included abilities in the areas of phonology, orthography, and word recognition, while macro-level factors included lexical knowledge and comprehension. Over a 10-month period, 129 4<sup>th</sup> graders with an L1 of Korean completed English-language tasks in the areas of phonological awareness, orthographic knowledge, word recognition, receptive vocabulary, productive vocabulary, listening comprehension, and reading comprehension. Structural equation modeling and correlational analyses revealed that L2 reading comprehension had a statistically significant correlation with vocabulary knowledge ( $r = .75$ ), listening comprehension ( $r = .64$ ), and word recognition ( $r = .58$ ). Regarding word recognition, a statistically significant relationship was found with orthographic knowledge ( $r = .56$ ) and phonological awareness ( $r = .47$ ). Finally, further analyses showed that vocabulary knowledge was found to be a significant direct predictor of the students'

L2 reading comprehension while word recognition was found to play an important mediating role in the English reading comprehension of these students. Given the results, the researchers encourage language educators to emphasize the development of vocabulary knowledge and word recognition abilities in their classrooms.

Jiang, D., Kalyuga, S., & Sweller, J. (2018). The curious case of improving foreign language listening skills by reading rather than listening: An expertise reversal effect. *Educational Psychology Review*, 30, 1139–1165. <https://doi.org/10.1007/s10648-017-9427-1>

In an effort to investigate the applicability of the expertise reversal effect in a foreign language acquisition context, Jiang, Kalyuga and Sweller conducted four empirical studies to look at the impact of various pedagogical techniques on the acquisition of listening comprehension skills. For each experiment, participants were divided into three experimental groups. Students in the read-only group reviewed all L2 materials in a written format, students in the listen-only group reviewed all L2 materials in an aural format by listening to an audio-recording, and students in the read-and-listen group concurrently reviewed the L2 written material and listened to the audio recording. After reviewing the material in the assigned format, students completed several assessments including a listening comprehension assessment in which they had to summarize, in their L2, a recorded audio passage. Results of the posttest listening comprehension assessment scores revealed that students with higher L2 listening comprehension abilities performed better after reviewing materials in the read-only condition while students with lower L2 listening comprehension performed better after reviewing materials in the read-and-listen condition. Thus, the results of the four experiments indicated that L2 reading can help improve L2 listening comprehension.

Johnson, E. M. (2019). Exemplary reading teachers' use of instructional scaffolds with emergent bilinguals: How knowledge and context shape their choices. *TESOL Quarterly*, 53, 108–132.

In this qualitative examination of teachers' planned and interactional uses of scaffolds to support their students, the author drew upon prior literature which examined teachers' decisions and prior studies examining scaffolds and learning in the language classroom. Working with exemplary teachers who were nominated by their peers, who had multiple years of experience, and who worked daily with English language learners (referred to in this study as Emerging Bilinguals or EBs), the author observed and recorded classroom interactions in addition to conducting interviews with each of the teachers. A total of six middle school teachers working with EBs were included in the final study. The researcher observed and recorded each classroom for five consecutive lessons in the fall and in the spring for a total of 10 lessons for each teacher. Interviews were conducted three times throughout the year, generating eighteen total interviews. Interviews were cued, with teachers and researcher watching clips from the classroom and discussing them. Students present in the classroom spoke a variety of languages and had been identified for additional supports in their English language skill development. Analysis of teaching segments involved counting and classifying the scaffolds present in the observation and recordings. For the interviews, the researcher analyzed interview transcripts using thematic analysis. Results indicated that (a) teachers use a variety of scaffolds with some instructional scaffolds being more popular among this group of teachers (e.g., providing visual access to key



information on the board) and (b) choices to use specific scaffolds in the classroom appeared to be based on how effective the strategy was, with teachers using the research/theory of second language acquisition alongside their prior experience in the classroom. Additionally, results suggested that teachers' decisions were context-dependent, relying on technology availability, time restrictions, and needs of their specific group of students. Implications reported suggest that instructors should collaborate to develop strategies tailored to the needs of students in their local contexts. Further, the authors recommend that administrators offer greater access to beneficial equipment for their language development teachers.

Kahn-Horwitz, J., & Saba, M. (2018). Weak English foreign language readers: The crosslinguistic impact of morphological awareness. *Reading and Writing, 31*, 1843–1868. <https://doi.org/10.1007/s11145-017-9810-9>

In this quantitative study, the researchers investigated the impact of L1 morphological awareness on the EFL reading and word recognition abilities of 66 third-year Israeli female high school students. All students were native speakers of Arabic and were categorized as low-achieving students from lower socioeconomic backgrounds. Students completed assessments to measure the following: L1 phonological awareness, L1 morphological awareness, L1 orthographic knowledge, L2 word recognition, and L2 reading comprehension. Overall, results revealed that L1 abilities in the area of phonology, morphology and orthography positively impacted L2 reading and word recognition abilities. In particular, orthographic abilities in Arabic had direct predictive ability of students' English word recognition while Arabic derivational morphological awareness along with home exposure to English had direct predictive ability of students' English reading comprehension. Given the results, the researchers recommend that educational policy place more emphasis on L1 morphology, in addition to L1 orthography and phonology, during earlier grades to better prepare students for the challenges of learning English.

Kent, D. (2019). Technique efficacy when using a student response system in the reading classroom. *Language Learning & Technology, 23*(1), 26–35. <https://doi.org/10125/44668>

The following study examined the impact of different types of classroom interaction in combination with Plickers, a QR code-based student response system (SRS), on L2 reading comprehension. Twenty-four Korean students enrolled in a college-level EFL reading course were divided into two groups. Both groups received Plickers-based instruction and followed the same class structure. However, each group used a different type of classroom discussion with one group focusing on peer-group discussions (PGD) and the other group focusing on teacher-led whole class discussions (TWCD). All students completed the same reading comprehension assessment at the beginning and end of the study. They also completed a survey regarding their opinions about the use of the Plickers SRS in the classroom. Analyses of pre- and post-assessment reading scores revealed that students in the PGD group had statistically significant higher posttest scores indicating the positive impact of peer-interaction and SRS. Survey responses revealed that, in general, all students found the Plickers SRS to be a useful and engaging pedagogical tool.

Khataee, E. (2019). The effect of THIEVES strategy on EFL learners' reading comprehension. *International Journal of Instruction, 12*, 667–382.

The THIEVES strategy is a 7-step activating strategy that allows students to access their existing schemata about text content by looking at the following elements before attempting to read the text: title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions and summary. The following mixed-method study investigated the interaction between use of the THIEVES strategy and L2 reading comprehension of expository texts. Sixty-three advanced EFL learners with an L1 of Persian were divided into an experimental group ( $n = 32$ ), which received instructional sessions on how to use the THIEVES strategy before reading the expository texts, and a control group ( $n = 31$ ), which did not receive any special instructional sessions. All participants read the same two expository texts, answered 50 multiple-choice comprehension questions regarding each text, and completed a questionnaire about any experienced difficulties while reading each text. Statistical analyses revealed that the experimental group outperformed the control group on both comprehension tests. While all participants indicated that they experienced difficulties while reading with the primary problem being unknown vocabulary, the experimental group reported that use of the THIEVES strategy helped to resolve these problems. Given the study's findings, Khataee suggests that EFL instructors should utilize activating strategies such as the THIEVES strategy in the EFL classroom to help students to better interact with and understand English expository texts.

Kim, K., & Clariana, R.B. (2019). Applications of Pathfinder Network scaling for identifying an optimal use of first language for second language science reading comprehension. *Educational Technology Research and Development, 67*, 85–103.

Using a cognitive science approach of Pathfinder Network scaling, this study examined the impact of different L1 tasks on L2 reading comprehension. Specifically, this study replicated the work of Kim and Clariana (2015) and looked at how L1 knowledge structure affects L2 knowledge structure. A total of 245 Korean college students with low proficiency in their L2 of English were divided into a total of seven groups, three treatment groups and four control groups. Students assigned to a treatment group completed one of the following L1 tasks: Concept mapping, writing or both concept mapping and writing. Students assigned to a control group completed one of the following L2 tasks: writing, concept mapping, both writing and concept mapping or no activity. After reading an English TOEFL essay, students completed the assigned treatment condition assignment. Upon completion of the treatment condition assignment, students completed a multiple-choice comprehension posttest. Results confirmed those found by Kim and Clariana (2015). Analyses of the data showed that students in the treatment conditions that completed L1 tasks before completing the reading comprehension posttest had higher posttest scores than those of the control groups that completed L2 activities. In addition, the L1 combination of concept mapping and writing was found to be the most beneficial for L2 reading comprehension.

Kim, Y. G., & Piper, B. (2019). Cross-language transfer of reading skills: An empirical investigation of bidirectionality and the influence of instructional environments. *Reading and Writing: An Interdisciplinary Journal*, 32, 839–871.

Using the linguistic interdependence hypothesis (Cummins, 1979, 2000) as a conceptual framework, this study investigated the possible bidirectional relationship of L1 and L2 literacy skills and the possible impact of instruction on this relationship. This study used data collected as part of the Primary Math and Reading (PRIMR) program, a literacy intervention program commissioned by the Kenyan Ministry of Education and implemented between 2011–2014. The PRIMR provided literacy skills instruction (i.e., phonemic awareness, phonics, decoding, etc.) for both Kiswahili and English. The data consisted of information from 628 children that completed language assessments at three times: beginning of 1<sup>st</sup> grade (Time 1), end of 1<sup>st</sup> grade (Time 2), and the end of 2<sup>nd</sup> grade (Time 3). Of the 628 children, 357 belonged to the treatment group which consisted of children that received explicit literacy instruction via participation in PRIMR, and 271 students formed a control group which did not receive explicit literacy instruction. Students completed Kiswahili and English assessments in the following areas: letter-sound fluency, nonword/decoding fluency, oral reading fluency, and reading comprehension. Results revealed a bidirectional relationship for a majority of the assessed literacy skills. For example, children's Time 1 English literacy skills predicted their Kiswahili literacy skills at Time 2, and these Time 2 skills were related to students' Time 3 English literacy skills. This was true for students in the treatment group and the control group. A similar picture was found for Time 1 Kiswahili literacy skills which were related to Time 2 English literacy skills with these being related to Time 3 Kiswahili literacy skills. Overall, the transfer of literacy skills from English to Kiswahili was found for all students, regardless of group membership. However, the transfer of literacy skills from Kiswahili to English was found only for those students in the treatment group that had received explicit instruction. The researchers encourage future program planners in multilingual contexts such as Kenya to consider this information when designing language programs.

Košak-Babude, M., Kormos, J., Ratajczak, M., & Pižorn, K. (2019). The effect of read-aloud assistance on the text comprehension of dyslexic and non-dyslexic English language learners. *Language Testing*, 36, 51–75.

The following study examined the impact of different modes of administration on the reading comprehension of preadolescent ESL students identified as non-dyslexic and dyslexic. Two-hundred and eighty elementary-level ESL students, 47 identified as dyslexic and 233 as non-dyslexic, with an L1 of Slovenian participated in the study. All students read four texts, two classified as harder and two easier, taken from the standardized Slovenian National English Tests in the following conditions: two texts were read silently, one text was read while listening to an audio recording of the text, and one text was listened to. Students answered 6 comprehension questions for each text. In order to gather information about students' cognitive and linguistic abilities, students also completed 4 sections of the Special Needs Assessment Profile (SNAP, Weedon & Reid, 2008) test. Results revealed that mode of administration did not significantly impact comprehension for non-dyslexic students for all texts nor for dyslexic students with easier texts. However, dyslexic students had a greater chance of correctly answering the comprehension questions of the harder English texts in the reading-while-listening condition than in the other

two conditions. In addition, although non-dyslexic students outperformed dyslexic students on most texts across most modes, there was no statistically significant difference between non-dyslexic and dyslexic students in the reading-while-listening mode. Given the findings, the researchers believe that read-aloud assistance could serve as an effective and appropriate special testing accommodation for dyslexic students.

Kremin, L. V., Arredondo, M. M., Hsu, L. S., Satterfield, T., & Kovelman, I. (2019). The effects of Spanish heritage language literacy on English reading for Spanish–English bilingual children in the US. *International Journal of Bilingual Education and Bilingualism*, 22, 192–206

The following study, which formed part of a large-scale study investigating cognitive development in bilinguals, examined the impact of second and heritage language literacy skills on L2 reading. Participants included 33 young English monolinguals, 36 young Spanish-English bilinguals, and the children's parents. Parents completed a comprehensive Language Background and Use questionnaire, and the children completed assessments that measured: English and Spanish phonological awareness, English and Spanish vocabulary, English and Spanish syntactic competence, English and Spanish single-word reading, naming speed, and non-verbal intelligence. Focusing solely on the results related to the bilingual children, correlational analyses revealed a statistically significant relationship between English single-word reading and performance in the following English areas: vocabulary, syntactic competence, phonological awareness, and naming speed. Similarly, a strong correlation was found for English word reading and performance in the following Spanish areas: word reading, vocabulary, phonological awareness, and naming speed. Of great importance, Spanish word reading was statistically significantly correlated with the children's performance on all English assessments. Regression analyses found that vocabulary and phonological awareness, in both English and Spanish, significantly predicted English word reading. The researchers encourage parents and educators to take notes of the results regarding the positive impact that Spanish literacy skills had on English literacy skills and to incorporate this information into home practices and general bilingual education.

Kung, F. (2019). Teaching second language reading comprehension: The effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, 13, 93–104.

This mixed-method study examined the reading performance and strategy use of 36 undergraduate EFL students enrolled in a Freshman English reading course at a university in Taiwan. All students were English majors and were classified by the university as having an advanced level of English. The study's intervention consisted of teaching students to use several cognitive and metacognitive reading strategies while interacting with authentic reading material taken from *The Reader's Digest* and *The New York Times*. Before and after the semester-long intervention described above, students completed the following pre- and post-test measures: a reading strategy questionnaire taken from Oxford's (1990) Strategy Inventory for Language Learning (SILL, ESL/EFL version 7.0; both metacognitive and cognitive strategies) and Carell's (1989) Metacognitive Questionnaire, a questionnaire about attitudes and experiences reading in English, and a reading comprehension assessment. Also, all students completed a semi-structured interview at the end of the semester. Results revealed that students had statistically significant higher scores on the posttest reading comprehension assessment ( $p < .0001$ ) indicating that the

intervention was successful in helping to improve students' EFL reading abilities. Questionnaire results indicated that the vast majority of students reported greater reading strategy use (83% of students), higher motivation to learn English (81% of students), and higher confidence (86% of students) in their EFL reading ability after the study's intervention. Interview responses showed similar results. Given the improvement in reading comprehension and the increase in students' confidence and motivation, the researcher encourages instructors to consider providing strategy instruction and using authentic material with their EFL students.

Liontou, T. (2019). Foreign language learning for children with ADHD: Evidence from a technology-enhanced learning environment. *European Journal of Special Needs Education, 34*, 220–235. <https://doi.org/10.1080/08856257.2019.1581403>

This 1-year study investigated the use of a Technology-Enhanced Learning Environment (TELE) on the EFL reading abilities of young Greek students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Ten students, between the ages of 9 and 12, attended face-to-face lessons twice a week and completed a variety of online activities using the e-learning software Edmodo. At the end of the school year, students shared their experiences and feelings regarding their experience with the program by completing a 20-item questionnaire. Analysis of the questionnaire responses indicated that, overall, students held a positive view of using a TELE to acquire L2 reading skills. Students found the computer-based activities and online tasks to be helpful in developing their English reading abilities due to the visual enhancements, use of vocabulary resources such as online dictionaries, and the stress-free environment. Given the questionnaire responses, the researcher encourages EFL teachers to consider using TELE with students with learning differences, especially those diagnosed with ADHD, to help facilitate their L2 learning process and to increase students' enjoyment of the process.

Liu, T. S., Liu, Y., & Chen, C. D. (2019). Meaningfulness is in the eye of the reader: Eye-tracking insights of L2 learners reading e-books and their pedagogical implications. *Interactive Learning Environments, 27*, 181–199. <https://doi.org/10.1080/10494820.2018.1451901>

The following empirical study examined the digital reading behaviors of advanced EFL learners using the Eyelink 1000 eye-tracker. Fifty-two advanced EFL learners with an L1 of Mandarin read English texts that included various types of multimedia support to aid in vocabulary acquisition (e.g., glosses, footnotes, and vocabulary focus) and text comprehension (e.g., illustrations, photos, and infographics). Students read the texts for different purposes, vocabulary acquisition or text comprehension, and in different presentational modes. While some students were simultaneously presented with the digital input and multimedia supports (the simultaneous presentation mode), others were incrementally presented with these items (the sequential presentation mode). Participants completed a vocabulary pretest, an e-book reading task in the randomly assigned presentation mode, a multiple-choice reading posttest, and a delayed vocabulary posttest which took place 1 week after completing the experiment. Results revealed that the total fixation durations (TFDs) were statistically significantly higher when students read for vocabulary acquisition than when they read for text comprehension. In addition, while students fixated longer on vocabulary focus and glosses when reading for vocabulary acquisition, they fixated longer on illustrations when they read for comprehension. Also, while longer TFDs on the multimedia reading supports were observed for the sequential presentation mode, there

were no statistically significant TFDs found for the simultaneous presentation mode. The researchers encourage language educators and e-book designers to consider this information when developing reading materials for EFL learners.

Ludwig, C., Guo, K., & Georgiou, G. (2019). Are reading interventions for English language learners effective? A meta-analysis. *Journal of Learning Disabilities, 52*, 220–231.

This meta-analysis analyzed 26 experimental and quasi-experimental research studies published between 1990 and 2018 on the successfulness of reading intervention for English language learners (ELLs) enrolled in elementary and secondary educational programs. Among the various inclusion criteria, all studies had to provide pre- and post-test intervention results for a specific reading-related skill for an extended period of time. Results indicated that reading interventions had a positive effect on the following reading-related skills for all ELLs: accuracy, fluency, and comprehension. Regarding accuracy of real-word reading, interventions of shorter duration comprised of approximately 2 to 5 students were found to be most effective. Due to these positive findings regarding the effectiveness of reading interventions on ELLs' reading skills, the authors encourage early implementation of such interventions.

McQuillan, J. (2019). Where do we get our academic vocabulary? Comparing the efficiency of direct instruction and free voluntary reading. *The Reading Matrix: An International Online Journal, 19*(1), 129–138.

This study sought to identify an effective method to teach low-achieving middle-school students academic vocabulary. The author first performed a literature review of seven past studies on explicit vocabulary instruction, identifying that on average explicit instruction produced a very low retention rate of vocabulary words (.005 words per minute of instruction), with students acquiring, on average, 10.54 new academic words over a year of instruction. Seeking a more effective method to teach academic vocabulary, then, McQuillan produced a corpus of a million words from popular young adult fiction (e.g., *Twilight*). Based on past findings that a learner will probably need to see a word a certain number of times (6, 10, or 12 times, based on different previous analyses) in order to recall it and calculating average reading time for students, the author argued that, on average, “free voluntary reading” of popular teen fiction will produce greater gains in academic vocabulary than explicit vocabulary instruction. Thus, he proposes more free reading time as a more efficient, more enjoyable, and less labor-intensive method for teaching academic vocabulary.

Meguro, Y. (2019). Textual enhancement, grammar learning, reading comprehension, and tag questions. *Language Teaching Research, 23*, 58–77.

In addition to examining the interaction between textual enhancement and the acquisition of tag questions, the following study also examined the interaction between textual enhancement and reading comprehension. Sixty-nine 11<sup>th</sup> grade Japanese EFL high school students were divided into three experimental groups ( $n = 52$ ), which read textually enhanced texts and one control group ( $n = 52$ ), which read unenhanced texts. Textual enhancements consisted of bolded wording and larger font size. In addition to a pretest, participants completed two multiple-choice tests, one to assess acquisition of tag questions and one to assess reading comprehension. While

results were mixed regarding the interaction between textual enhancement and the acquisition of tag questions, statistical analyses revealed that all groups performed similarly on the reading comprehension test. Thus, textual enhancement had no statistically significant effect on students' reading comprehension of English texts.

Mensah, A. K., Ruffin, T., & Mensah, F. A. (2018). Provision of out of school reading services in the community: The case of University of Education Winneba Reading Resource Center. *The Reading Matrix: An International Online Journal*, 18(2), 59–76.

This study was a qualitative case study of a service-learning program for literacy development in Ghana. Participants of this study included pre-service teachers volunteering at the center, students visiting the center, and local teachers who interact with the center. In describing the larger context for this specific case study, the author highlighted (a) Ghana's lower literacy rate (70%), (b) service-learning as a mutually beneficial framework for community development, and (c) after-school/out-of-school as viable avenues for facilitating academic growth. The program itself, which has been active for more than 10 years with increasing enrollment on average, is open every day and students are able to visit the center to attend lessons with pre-service teachers or have a quiet place where reading and homework completion are encouraged. Pre-service teachers provide lessons in basic reading skills (e.g., sound blending, sight words, etc.), putting their theory and research-driven skills into practice. When interns reported their experiences, they described the lessons that they gave, guiding students to learn and offering them a supportive space to work. In addition, they talked about providing research to teachers working in schools who may not have the opportunity to read the research first-hand. Pre-service teachers talked, too, about the satisfaction they felt putting their knowledge into practice. School children indicated that they come to the center to learn and read. Some are encouraged by an educator to attend for specific reasons (e.g., falling behind in reading). Alternatively, others are able to come frequently because they live nearby and enjoy the quiet place to read and complete their homework. Teachers indicated that they were grateful for this resource as well, as they believe that their students improved greatly through their attendance at the center. Further, teachers believed this service learning to be an excellent opportunity for pre-service teachers at the resource center to learn about interacting with students to promote learning. In summarizing the content of this case study, the authors indicated that there were a few weaknesses in this resource center as well. Specifically, they stated that resources are not always plentiful, staff frequently turns over, and there is limited consistency in the exact programs or quality of the instruction being offered.

Mesgarshahr, A., & Alavi, S. M. (2019). Understanding L2 reading cognitive processes: The case of the L2 reader's goal. *The Reading Matrix: An International Online Journal*, 19(1), 206–225.

Incorporating L1 and L2 theories of reading comprehension, this article focuses on the role of a reader's purpose in the cognitive processes associated with the comprehension of a given text. More precisely, this study seeks to understand how a reader's purpose might shape their interpretation of the meaning of an article, particularly in terms of the coherence of the overall passage and its meaning. Using verbal protocols during and after reading with 25 students attending a private English institute, this study examined the steps that learners took to

understand a text within their specific condition. In this experimental model, some participants were assigned to complete the reading alongside questions, reading for testing purposes. Others read more openly without specific questions in mind. They were told that they were reading for a class. Examining the types of inference, paraphrasing, and metacognitive comments that learners made, results indicated that there were significant differences among the group who had a testing purpose and the group that had a more general reading purpose. Overall, results indicated that the group who completed the testing purpose made fewer inferences and fewer connections to outside resources or personal knowledge while reading. Further, for those focusing on reading to learn for class, participants tried to work out word meanings in greater detail and tended to arrive at more correct word meanings than their test-taking peers. These researchers concluded that the standards of comprehension are different when learners have different purposes with different processes and procedures for reading being required for these unique purposes. The researchers recommend that material developers and instructors consider purpose when designing reading tasks to support reading comprehension.

Milliner, B. (2019). Comparing extensive reading to extensive reading-while-listening on smartphones: Impacts on listening and reading performance for beginning students. *The Reading Matrix: An International Online Journal*, 19(1), 1–19.

Using a pre- and posttest design, the following quantitative study investigated the effect of different types of extensive input interventions on the reading and listening skills of beginner-level EFL university students. Specifically, Milliner compared the effectiveness of extensive reading (ER) and reading-while-listening (RWL) using the Xreading library, a digital collection of graded readers. Over a 15-week period, 58 first-year Japanese college students participated in one of the following 10-minute interventions at the beginning of class and as homework: ER ( $n = 17$ ), RWL ( $n = 19$ ), or writing with an oral fluency activity which served as the control group since students in this group did not receive any extensive input ( $n = 22$ ). Language skills were evaluated before and after the intervention period. Reading skills were assessed using the reading portion of the Test of English for International Communication (TOEIC). Listening skills were also assessed using the listening portion of the TOEIC in addition to the listening vocabulary levels test (LVLT; McLean, Kramer & Beglar, 2015), which assesses students' aural vocabulary knowledge. Regarding analysis of the TOEIC listening scores, all students had better scores after the 15-week intervention period with those in the RWL scoring the highest, followed by students in the ER group. Further, Bonferroni post hoc tests analyses revealed that all groups, regardless of intervention, had statistically significant higher scores at the end of the intervention. Regarding analysis of the TOEIC reading scores, students in the control group and the RWL group had higher post-test scores while those in the ER had lower post-test scores. Analyses using a mixed factor ANOVA and the Greenhouse-Geisser correction revealed a significant interaction effect between final TOEIC scores and intervention ( $F(2,57) = 3617.5, p = .005$ ). Further Bonferroni post hoc tests analyses showed that the control group was the only group that had a statistically significant increase in reading scores. Regarding the LVLT, similar to the TOEIC listening results, all students had higher posttest scores. However, similar to the TOEIC reading scores, analyses revealed that the control group was the only group that had a statistically significant increase in scores.



Morali, G. (2019). Examination of the reading self-efficacy of learners of Turkish as a Foreign Language regarding some variables. *International Journal of Instruction*, 12, 1445–1458.

This cross-sectional study sought to identify the relationship between reading self-efficacy and several individual factors for international students at a Turkish high school and university. The author explained that self-efficacy, or one's belief in one's ability to do something, has been shown to be relevant to reading success. In order to assess the relationship between self-efficacy and several other factors that have been shown to be related to self-efficacy in past studies—gender, Turkish language proficiency, number of Turkish books read, and level of education—Morali surveyed 273 international students, using Kan and Güngör's (2015) scale of reading self-efficacy for Turkish learners. A number of different statistical tests, including one-way analysis of variance and independent sample *t* tests, were used to analyze the data. The author did not find a relationship between gender and self-efficacy. However, there were relationships for the other factors: the high school students were found to have statistically significant higher self-efficacy (perhaps because they had been in Turkey longer, the author speculated); students who had read more books in Turkish, similarly, had statistically significant higher self-efficacy; the same was true for higher language proficiency.

Nabhan, S., & Hidayat, R. (2018). Investigating literacy practices in a university EFL context from multiliteracies and multimodal perspective: A case study. *Advances in Language and Literary Studies*, 9(6), 192–199.

Employing quantitative and qualitative methods, this study explored the reading and writing practices of EFL undergraduate students ( $n = 37$ ) and the reading and writing pedagogical strategies of EFL reading instructors ( $n = 2$ ) and EFL writing instructors ( $n = 2$ ) in EFL classrooms in Indonesia. Quantitative data consisted of student questionnaire responses about their literacy practices and beliefs regarding the use of printed, non-printed, and multimodal texts in their EFL classes. Qualitative data included discussions with the students, classroom observations, interviews with the instructors, and instructors' classroom documents. Analysis of the reading-related student data revealed that while students typically read more digital material such as online journal and newspaper articles than printed material due to the ease and accessibility of digital material, they did enjoy engaging with printed material due to the ease of notetaking and annotating. Also, many students categorized themselves as audiovisual learners that enjoyed and benefitted from the use of images and videos when trying to comprehend English texts. Analysis of the instructor-related data revealed that the instructors utilized very few multimodal approaches and primarily used printed and digital material for a variety of reasons. The researcher encourages all EFL instructors to modify their pedagogical strategies to effectively equip students with the necessary literacy skills for today's diverse literacy practices.

Namaziandos, E., Esfahani, F. R., & Hashemifardnia, A. (2018). The comparative effect of spacing instruction and massed instruction on intermediate EFL learners' reading comprehension. *SAGE Open*, 8(4), 1–8. <https://doi.org/10.1177/2158244018811024>

The following study examined the effect of instruction type, spaced and massed, on reading comprehension. Fifty intermediate-level Iranian male students reviewed five English readings in either a spaced instruction format in which each text was reviewed in 20-minute sessions on 3

separate days or a massed instruction format in which each text was reviewed in a 1-day 60-minute session. In addition to the treatment instruction, all students completed a pretest of reading comprehension measure and a posttest of reading comprehension measure. Statistical analyses showed that students that received spaced instruction of the English texts had statistically significant higher posttest reading comprehension scores than students that received massed instruction. The researchers encourage English language instructors to consider using spacing instruction in their language courses to help students better retain what they have learned.

Navaie, L. A. (2018). The effects of reciprocal teaching on reading comprehension of Iranian EFL learners. *Advances in Language and Literary Studies*, 9(4), 26–30.

In seeking an opportunity for active engagement and autonomy in reading classes, this author examined the value of reciprocal teaching as reading instruction protocol. The Reciprocal Teaching Procedure (RTP) involved summarizing, questioning, clarifying, and predicting in relation to a specific text, frequently in a group discussion format. This dialogue-based model can be both student- and teacher-led with teachers often serving as discussion leaders only until their students are familiar with the process and able to take over as leaders. In implementing this model, the researcher chose to conduct a quasi-experimental study at an English language institute with 76 total students aged 18 to 35. The students were divided into two conditions: (a) a conventional translation-focused curriculum or (b) the RTP with students and teachers leading discussions. Students completed a pretest and posttest, both modeled on the IELTS exam. Between these exams, students experienced 15 sessions of class, learning according to their assigned groups. Analyses of these tests indicated that students who completed the RTP scored significantly higher on the posttest than their peers who had completed a more conventional instructional sequence. Based on these results, the author suggests that instructors facilitate the creation of classrooms that are active and student-centered in order to promote learning.

O'Connor, M., Geva, E., & Koh, P. W. (2019). Examining reading comprehension profiles of grade 5 monolinguals and English language learners through the lexical quality hypothesis lens. *Journal of Learning Disabilities*, 52, 232–246.

Grounded in Perfetti and Hart (2002) and the theory of the lexical quality hypothesis (LQH) which considers high quality lexical knowledge to be vital for successful reading comprehension, this study attempted to discover meaningful relationships among various types of language-related skills and comprehension to better understand what impacts the reading comprehension of monolingual and English language learners (ELLs). Although this study formed part of a large-scale study that began when students were in 1<sup>st</sup> grade, participants and data for the current study occurred when students were 5<sup>th</sup> graders. A total of 272 students consisting of 94 monolingual and 178 ELL students from diverse language backgrounds served as participants. Data consisted of assessments of the following: orthographic awareness, phonological awareness, semantic knowledge, nonverbal reasoning ability, listening comprehension, and reading comprehension. Results revealed that both groups of students had similar skill levels in the areas of phonological awareness and orthographic processing. Also, the monolingual students received higher scores in the areas of semantic knowledge and reading comprehension. Regarding student profiles for those with stronger comprehension abilities and weaker comprehension abilities, regardless of language group, those considered to be stronger had higher scores in the areas of

word reading (i.e., orthographic and phonological awareness) and language comprehension (i.e., listening comprehension and semantic knowledge) while those with weaker comprehension abilities had lower scores in these areas. Thus, the results support the appropriateness of the LQH in predicting the necessary skills for strong and weak comprehension for both groups of participants.

Pae, T. (2018). A simultaneous analysis of relations between L1 and L2 skills in reading and writing. *Reading Research Quarterly*, 54, 109–124.

This paper reported on an experiment examining two past hypotheses of second language acquisition. First, the linguistic interdependence hypothesis proposed that L1 knowledge can transfer to the L2; second, the linguistic threshold hypothesis posits that this transfer only happens when learners pass a certain threshold of proficiency in the L2. Pae identified that although there is significant past research about the threshold hypothesis for reading (i.e. that L1 reading and L2 proficiency affect L2 reading), fewer studies have addressed the same issue for writing, nor have they examined how this transfer might happen between reading and writing. The study participants were 223 Korean middle-school students learning English. They were administered tests in reading comprehension and writing in the L1 and L2, and additionally their L2 proficiency was tested. The data were analyzed first through path analysis, testing the relationships between these various factors, and then with moderator analysis to identify the effect of L2 proficiency. The study supported the linguistic interdependence hypothesis, with statistically significant relationships between the L1 and L2 in both reading and writing. Partial evidence was found in support of the linguistic threshold hypothesis, with language proficiency appearing to facilitate transfer from L1 to L2 of writing ability but not of reading. Pae reported on these findings, in addition to suggesting implications for policy, language pedagogy, and teaching methods.

Park, Y., & Oh, R. (2018). The effects of syntactic enhancement on EFL reading fluency for secondary school students. *The Asia-Pacific Education Researcher*, 27, 325–333.

The following study investigated the use of text modification of syntactical structures to improve the reading fluency of young EFL learners. The researchers used visual-syntactic text formatting (VSTF) technology to modify texts which entailed the use of indentation and spacing to indicate syntactical groupings of words and phrases. Ninety-five Korean 8<sup>th</sup> graders, categorized as having a lower proficiency in English, were divided into the following three groups: VSTF only ( $n = 30$ ), VSTF with grammar instruction ( $n = 33$ ), and a non-treatment control group ( $n = 32$ ). For 15 weeks, the two experimental groups reviewed English texts that had been formatted using VSTF technology while the control group reviewed non-formatted regular blocked English texts. All students completed measures that assessed reading speed, reading comprehension, and parsing ability. It should be noted that all students, regardless of treatment intervention, had higher post-test scores for parsing and reading comprehension. However, statistical analysis of the pre- and posttest scores revealed that the VSTF intervention helped to better improve students' parsing abilities and reading comprehension, with the VSTF with grammar instruction group showing the most improvement in reading comprehension. In addition, all students had lower posttest reading speed scores due to the higher-grade level of vocabulary used in the post-test, which was at the 7<sup>th</sup>-grade level, when compared to the 4<sup>th</sup>-grade level vocabulary of the

pretest. Nevertheless, students in the two experimental groups had higher Reading Efficiency Index (REI) scores than those in the control group. Due to the positive findings regarding the use of VSTF texts and the complex nature of reading fluency, the researchers call for more research on the topic.

Pathan, Z. H., Ismail, S. A. M. M., & Soomro, N. H. (2019). An investigation into receptive vocabulary growth and its predictability for reading development of university students in a semester course. *International Journal of Instruction, 12*, 797–808.

Considering the dynamic relationship between vocabulary knowledge and reading comprehension, the following study examined the receptive vocabulary and reading development of 123 Pakistani EFL college students. All students were enrolled in a 6-month English language course and completed the Nation and Beglar's (2007) standardized vocabulary size test (VST) and a 29-questioned TOEFL reading exam at the beginning and end of the course. Analyses of the exam scores showed that students had higher vocabulary exam scores at the end of the English course indicating an increase in receptive vocabulary knowledge. In addition, the results revealed a strong positive relationship between receptive vocabulary knowledge as measured by the VST and reading comprehension at the conclusion of the course ( $r = .76$ ,  $n = 102$ ,  $p < 0.001$ ). Finally, regression analyses found that vocabulary size explained 58.2% of the students' reading ability. Due to the findings, the researchers encourage language instructors to place more emphasis on vocabulary development in the EFL classroom.

Polanco, P., & Luft de Baker, D. (2018). Transitional bilingual education and two-way immersion programs: Comparison of reading outcomes for English learners in the United States. *Athens Journal of Education, 5*, 423–444.

This literature synthesis sought to identify which type of educational program, transitional bilingual education (TBE) or two-way immersion (TWI), proved the most effective for students' reading outcomes. A total of 13 empirical studies met the inclusion criteria, which included detailed participant information, a focus on pre-K to 12<sup>th</sup> grade students, and a US context, and were analyzed for the literature synthesis. Findings indicated that students' language skills benefited from both types of bilingual programs. In addition, students participating in TWI programs demonstrated quicker reading development than students in TBE programs. In general, students that participated in bilingual programs exhibited faster growth in the areas of literacy and math. The authors concluded by offering recommendations for future research regarding the topic.

Ro, E. (2019). How learning occurs in an extensive reading book club: A conversation analytic perspective. *Applied Linguistics, 40*, 152–175.

In an effort to add to our knowledge about the effectiveness of extensive reading (ER), the following study investigated specifically how learning is achieved during ER activities using a conversation analytic lens. Data consisted of a video recording of a weekly extracurricular ER book club session. The general structure of the book club sessions was the following: a) 10–15 minute silent reading period during which time everyone read their book, b) a 10-minute writing period during which time students would respond to a facilitator-prepared writing prompt, and c)

a speaking period during which time everyone would discuss their book. The researcher analyzed a 20-minute sequence that took place during the speaking period between the three students and one facilitator that attended the session. Analysis of six excerpts revealed that students initiated their language learning by redirecting the book discussion to the discussion of the unfamiliar lexical item *bully*. It was during these redirected discussions that students improved their pronunciation of the word and took measures (e.g., use of cell phone to look up meaning) to learn the meaning, spelling, and morphological forms of this new lexical item in order to use it correctly in subsequent discussions. Thus, it was through participation in this ER book club that students were able to successfully initiate and continue their learning of English. Due to the lack of research on this topic, the researcher encourages others to expand our knowledge of the topic by examining how other aspects of language are learned during ER book club sessions.

Salimi, E.A., & Mirian, E. S. (2019). The effect of L1 glosses for abstract words on English reading comprehension. *The Reading Matrix: An International Online Journal*, 19(1), 181–196.

Salimi and Mirian investigated the effect of glosses on English as a foreign language (EFL) reading comprehension. More specifically, the researchers explored how the language of the gloss for abstract words affects comprehension of different English texts in addition to students' attitudes regarding the language of these glosses. Sixty intermediate-level EFL students enrolled in courses at language institutes in Iran were divided into two control groups and two experimental groups. Each group followed the same procedure and read an English text during each of eight sessions. Those in the experimental groups received glosses in Persian, the students' first language (L1), of selected abstract words while those in the control groups received English definitions, the students' second language (L2), of the selected abstract words. All students completed a proficiency measure, a pretest and a delayed posttest. The posttest, which tested vocabulary and reading comprehension, took place 45 days after the pretest and after students had completed all eight sessions. A smaller subgroup of 20 students also participated in semi-structured interviews to express their feelings regarding the use of their L1 and L2 for glosses. Posttest scores indicated that the experimental groups, which received glosses in the students' L1, had higher test scores than the control groups. In addition, interview data revealed that students believed that the use of L1 glosses resulted in better EFL reading comprehension, lower levels of EFL reading anxiety, and quicker reading time.

Schoonen, R. (2019). Are reading and writing building on the same skills? The relationship between reading and writing in L1 and EFL. *Reading and Writing: An Interdisciplinary Journal*, 32, 511–535.

This study focused on EFL learners in the Netherlands, with the goal of identifying the extent to which reading and writing comprise similar or different skills. Previous research has established that reading and writing ability are correlated. Based on previously proposed models of reading and writing, the author identified three types of subskill implicated in both reading and writing: declarative knowledge (e.g., vocabulary), metacognitive knowledge (e.g. understanding of structure in writing), and fluency (e.g., speed of identifying grammaticality). The author first identified the correlation between reading and writing and then controlled for a certain subskill, in order to see which of these subskills accounts for the correlation between reading and writing. The author tested EFL learners at three different levels: eighth, ninth, and tenth grade. The

students were tested both in Dutch (which is their primary language of literacy) and English (which they study as a foreign language). Three hundred and eighty-nine students were tested in total. Overall, the study found, on the one hand, that linguistic and metacognitive knowledge correlated with reading ability, whereas fluency correlated with writing ability. However, on the whole, declarative linguistic and metacognitive knowledge accounted for the correlation between reading and writing more than fluency did. In other words, it is suggested that these types of knowledge are more involved in composing reading and writing knowledge than fluency is. For EFL, the correlation between reading and writing was stronger in the first year, growing weaker with time; for Dutch, the level of correlation remained steady over time. Overall, the study concluded that reading and writing are essentially similar as both appear to rely mainly on the same knowledge resources.

Serrano, R., & Huang, H. (2018). Learning vocabulary through assisted repeated reading: How much time should there be between repetitions of the same text? *TESOL Quarterly*, 52, 971–994.

In this quantitative study, the researchers investigated the impact of different types of repeated reading conditions on the English vocabulary acquisition of adolescent EFL students. Specifically, the researchers were interested in examining how time distribution between assisted repeated readings, which included audio of the readings, affected immediate and long-term vocabulary acquisition. Seventy-one 10<sup>th</sup> grade Taiwanese EFL students were assigned to an intensive group ( $n = 37$ ) or a spaced group ( $n = 34$ ). Both groups completed the following: a) two vocabulary pre-tests which consisted of the Vocabulary Levels Test (VLT) and the Bilingual Vocabulary Matching Test (BVMT), b) a five-session treatment condition which consisted of the assisted repeated reading of a 419-word English text about Japanese culture, c) a BVMT post-test, and d) a BVMT delayed post-test. Although both groups followed the same procedure, the time distribution was different for each group. The intensive group read the passage once daily for five consecutive days and completed the delayed post-test 4 days later while the spaced group read the passage once weekly for five consecutive weeks and completed the delayed post-test 28 days later. Statistical analyses revealed that all students had statistically significant higher post-test BVMT indicating that assisted repeated reading, regardless of time distribution, had an effect on immediate vocabulary learning. In addition, while both groups of students had lower delayed post-test scores than post-test scores, delayed post-test scores were statistically significantly higher than pre-test scores indicating that assisted repeated reading helped with long-term vocabulary retention. However, it should be noted that those in the intensive group did have statistically significant lower post-test scores than delayed post-test scores indicating some vocabulary loss which was not the case for the spaced group. Finally, further analyses revealed a significant difference between vocabulary gains, with those in the intensive group learning more vocabulary words than those in the spaced group according to inferential statistical analyses of the first post-test scores. However, the spaced groups retained more vocabulary when comparing post-test scores to delayed post-test scores. Given that benefits were found for both conditions, the researchers conclude that the use of assisted repeated reading sessions can be useful in any reading classroom.

Shang, H. (2018). EFL medical students' metacognitive strategy use for hypertext reading comprehension. *Journal of Computing in Higher Education*, 30, 259–278.

This study investigated the reading comprehension and metacognitive strategy usage of EFL learners while reading printed and digital academic texts in English. Sixty-nine 1<sup>st</sup> year Taiwanese students with an elementary proficiency in English majoring in a medical-related field participated in the semester-long study. Participants were randomly assigned to a treatment group that received instruction and practice with hypertexted readings and a contrast group that received traditional teacher-guided reading instruction using printed texts. After the 15-week intervention, students in the treatment group were asked to complete a reading comprehension test. To measure reading strategy usage, students in the treatment group completed the Online Survey of Reading Strategies (OSORS; Anderson, 2003), and those in the contrast group completed an adapted version of the Survey of Reading Strategies (SORS; Mokhtari & Sheorey, 2002). Also, 10 students from the treatment group verbalized their thoughts via think-aloud protocols while reading the digital texts. Analysis of the reading strategy surveys revealed that all students reported using problem-solving strategies the most followed by global strategies. Specifically, those in the contrast group reported using the problem-solving strategies of *getting back when losing concentration* and *rereading difficult text* the most frequently, and students in the treatment group reported frequently using the problem-solving strategies of *guessing unknown words* and *rereading difficult text*. Overall, it was found that the contrast group reported a statistically significant higher use of reading strategies especially with the strategies of *reading slowly* and *using background information* to help comprehend the text. Analysis of the pre- and post-test reading comprehension measure for the treatment group revealed that students achieved higher reading comprehension scores after the semester-long hypertext intervention. Also, correlational analyses revealed a positive relationship between reading comprehension and guessing-based online metacognitive strategies such as *guessing content*, *guessing unknown words*, and *checking guesses*. For this treatment group, a negative correlation was found between use of the strategy of *reading slowly* and reading comprehension. Finally, analysis of the think-aloud protocols revealed that students found the online hypertext environment to be problematic at times primarily due to eyestrain.

Shimono, T. R. (2019). The effects of repeated oral reading and timed reading on L2 oral reading fluency. *The Reading Matrix: An International Online Journal*, 19(1), 139–154.

In this study, Shimono examined that interaction between different treatment interventions, repeated reading and timed reading, on the reading fluency of Japanese EFL students. Unlike much of the previous reading fluency research, this study focused on oral reading fluency which consisted of aspects such as speed, prosody, and accuracy. Fifty Japanese undergraduate students were divided into three 12-week treatment groups. Group 1 intervention included practice with silent timed reading, repeated oral reading and chunking while Group 2 intervention included silent timed reading. Group 3 did not receive any specific intervention and served as the control group. All students read aloud the same 168-word English passage before and after the treatment intervention. Results revealed that treatment interventions for Groups 1 and 2 had a positive effect on the students' oral reading fluency. Regarding between-subjects difference results, students in Group 1 achieved more gains in reading fluency than students in Group 2 and 3. Finally, when examining the greatest areas of improvement for all possible elements of oral

reading fluency for each individual group, Group 1 students showed the greatest gains in rhythm, Group 2 in speed, and Group 3 had modest but insignificant gains in speed. The researchers encourage language instructors to provide specific intervention strategies in order to improve students' oral reading fluency.

Song, H., & Buchanan, D. L. (2019). Engaging English learners and their families: The power of non-fiction text and the Participatory Approach. *The Reading Matrix: An International Online Journal*, 19(1), 47–62.

In this ethnographic case study, the researchers investigated the use of the Participatory Approach to help improve the literacy skills of struggling young readers. The Participatory Approach is a teaching methodology that centers around the use of authentic materials about student-selected current issues to help students acquire language and literacy skills. Seven second graders, four English learners (ELs) and three native speakers of English, and their guardians participated in the study. In this study, students engaged with non-fiction readings and activities from *Time for Kids* and *Scholastic News* in the classroom and at home. Guardians were encouraged to take an active role in their child's literacy development and helped their child interact with the non-fiction texts at home. Data included students' reading test scores, classroom observations, student interviews and interviews with guardians. In-depth analysis of the data indicated that the use of the Participatory Approach and authentic non-fiction reading materials helped all children improve their English literacy skills.

Sparks, R. L., Luebbers, J., Castaneda, M., & Patton, J. (2018). High school Spanish students and foreign language reading anxiety: Déjà vu all over again all over again. *The Modern Language Journal*, 102, 533–556.

The following study investigated the relationship between high school students' reported L2 Spanish anxiety levels via the Foreign Language Reading Anxiety Scale (FLRAS) and their L1 and L2 language skills and aptitude. A total of 266 freshmen, sophomores, and juniors with an L1 of English completed several L1 and L2 language skills assessments at different moments over a 3-year period. L1 assessments included measures for word decoding, vocabulary, reading comprehension, and metacognitive analysis among other skills. L2 assessments included measures for aptitude, reading comprehension, vocabulary, and writing among other skills. In addition, all students self-reported their L2 anxiety by completing the Foreign Language Reading Anxiety Scale (FLRAS). Based on their FLRAS scores, students were divided into three groups: high anxiety, average anxiety, and low anxiety. Among the results, analyses revealed that students in the low anxiety group had statistically significant higher scores on all L1 and L2 measures than those in the high anxiety group. In addition, a negative correlation was found between L2 reading anxiety and all measures in both languages, meaning that as anxiety increased language skills decreased. The researchers conclude that these findings indicate that FLRAS is more than likely measuring something other than language learning anxiety.



Sparks, R. L., Patton, J., & Luebbers, J. (2018). L2 anxiety and the foreign language reading anxiety scale: Listening to the evidence. *Foreign Language Annals*, 51, 738–762.

The following longitudinal study investigated the explanatory nature of individual differences in reading anxiety regarding the L2 (Spanish) development of adolescent L2 learners over the course of 3 years. A total of 266 9<sup>th</sup>–11<sup>th</sup> graders with an L1 of English completed several L1 and L2 measures at different times over the course of 3 years. The L1 measures assessed word decoding, reading comprehension, vocabulary, language analysis, phonological memory, working memory, writing, print exposure, reading attitudes, metacognitive knowledge, and reading attitudes. The L2 measures assessed aptitude, phoneme awareness, achievement, word decoding, reading comprehension, vocabulary, spelling, listening comprehension, and writing. In addition, students' L2 reading anxiety was assessed via the Foreign Language Reading Anxiety Scale (FLRAS). Analyses found that students that reported lower anxiety levels on the FLRAS had higher scores on all language-related measures in both languages. Also, students with lower scores on many of the L1 measures and the L2 aptitude measure were found to have higher anxiety levels on the FLRAS. Finally, results revealed that, in general, FLRAS was able to explain L2 skills development from year to year. Given the findings, the researchers conclude that FLRAS and other L2 anxiety measures are possibly more related to students' L2 aptitude and L1 skills levels and are really assessing students' self-perceived language learning skills instead of their L2 anxiety.

Stoffelsma, L. (2018). Short-term gains, long-term losses? A diary study on literacy practices in Ghana. *Journal of Research in Reading*, 41, S66–S84. <https://doi.org/10.1111/1467-9817.12136>

In an attempt to add to our knowledge regarding reading practices in non-Western contexts, this study examined the reading practices and behavior of undergraduate students in Ghana. Twenty-two first-year ESL college students kept a physical diary of their academic and leisure reading practices over a 3-week period. Data also consisted of semi-structured interviews with students ( $n = 12$ ) and lecturers ( $n = 14$ ) regarding reading resources and university curriculum. Analyses of the students' diaries revealed that students dedicated, on average, 6 hours and 56 minutes to study-related activities, on a daily basis with 44.6% being in-class activities. A diverse variety of non-study-related activities such as pleasure reading and internet browsing comprised, on average, 6 hours and 53 minutes of a student's typical day. Analysis of the interview data showed that although all interviewed students believed that reading proficiency was necessary to successfully complete all coursework, 50% of students described reading as both boring and time consuming. Over 90% of the interviewed lecturers stated that reading, both the textbook but more importantly the lecture notes, played a vital role in their courses. Regarding resources, many students commented of the poor quality of and lack of access to reading materials at their academic institution. Finally, both lecturers and students commented on students' insufficient reading proficiency and a lack of reading skills but had different opinions regarding how to correct these problems. Due to the shared belief regarding the importance of reading proficiency, the researcher recommends that both students and lecturers make the necessary changes to classroom and non-classroom behavior and practices to help resolve the problem.

Wang, Y., McBride, C., Zhou, Y., Joshi, R. M., & Farver, J. M. (2018). Becoming literate in Chinese: A comparison of native-speaking and non-native-speaking children. *Journal of Research in Reading, 41*, 511–524.

This study investigated literacy acquisition among elementary students with an L1 of Chinese and those with an L2 of Chinese. Twenty-nine Chinese and 34 non-Chinese 2<sup>nd</sup> and 3<sup>rd</sup> graders learned 16 unknown characters by receiving instruction in the following treatment conditions: copying, radical awareness, phonological coding, and look-say. All students took assessments to measure the following: non-verbal IQ, vocabulary knowledge, Chinese word reading, and Chinese word writing. Results revealed that the copying condition resulted in better word writing for all students. In addition, the phonological coding treatment condition resulted in higher word recognition scores when compared to the look-say condition for the L2 Chinese students. Finally, results showed that no treatment condition resulted in better word reading for either group of students. The researchers encourage instructors to consider language background, native speaker or non-native speaker, when selecting instructional strategies for literacy development.

Wang, Y., & Zheng, Y. (2019). “We help each other”: Collaborative exploration of reading by college students of English as a foreign language in China. *TESOL Journal, 10*, 1–14.

This paper reported on a classroom-based study on collaborative retrospective miscue analysis (CRMA). First, three pairs of EFL learners at a university in China enrolled in an Intensive English Reading class, and they were trained to identify repetitions, omissions, corrections, and other types of miscues. In pairs, students recorded themselves reading a passage aloud and then retelling readings in their own words and responding to their partners’ questions on the reading. Afterwards, the students listened to the recordings and analyzed the different types of miscues that occurred. Based on the researchers’ interviews before and after the classroom sessions, the students reported several changes in their approach and outlook regarding reading. They began to identify that not all miscues affected meaning, and in fact some types of miscues, e.g., skipping words or substituting them based on one’s expectations, showed positive reading qualities like building off one’s own knowledge. These “high-quality miscues,” the study identified, were a sign of high-quality reading. By identifying the students’ strengths in this way, the activity boosted students’ confidence. Similarly, the students began to use more meta-cognitive strategies for reading, like guessing at the meaning, using topic sentences, and so on. According to the researchers, the social context of this activity itself was helpful to students’ development, made them more confident overall, and made them aware of reading as a meaning-making activity rather than something focused on precision or total accuracy.

Xu, X., & Li, X. (2018). Teaching academic writing through a process-genre approach: A pedagogical exploration of an EAP program in China. *The Electronic Journal for English as a Second Language, 22*(2), 1–21.

This action research study responded to a new requirement among top Chinese universities for graduate students to publish in English. Through a classroom-based intervention, the authors explored the efficacy of the genre-process approach to writing, in which students analyze a particular genre and gain language skills to write in that genre. The study comprised data and analysis based on 2 subsequent years (53 students in year 1, 57 students in year 2) of a genre-

process-based EFL reading and writing course focused on western scholarly publication norms, wherein students explored the requirements of academic journal publications and the peer-review process and ultimately built up their genre awareness of western-style academic writing. The course covered many of the keystones of western academic writing: thesis-based structure, citations, source-based writing, formal tone, peer review, and other aspects of western academic writing. The intervention also focused on boosting critical thinking skills, which are not taught at many Chinese universities, including the ability to evaluate claims and understand the context in which they are reported. The data analysis was based on students' writing, the instructors' feedback, the researchers' observations, and interviews before and after the study. The students reported that although they were concerned about the reading aspects previously, afterwards they found the writing process and argumentation most difficult. The researchers reported that the students struggled with establishing a critically evaluative stance, instead simply reporting findings and reiterating knowledge rather than developing their own stance or opinion. The students also had a serious issue with plagiarism, where they did not understand how to make their own claims without egregious borrowing. However, over the course of the class, the researchers observed that the students' work was improved, more closely adhering to the norms for western academic publications. Ultimately the researchers made several recommendations: they identified that students' English writing training is not sufficient for the requirement of English publication at many Chinese universities, and they recommended for discipline experts and EAP instructors to communicate more to address this issue.

Yang, H. (2018). The effects of attention cueing on English reading on mobile phones. *Frontiers of Education in China*, 13, 315–345. <https://doi.org/10.1007/s11516-018-0016-y>

In order to investigate the impact of types of visual presentation modes on mobile-supported reading, fifty EFL learners enrolled in reading courses at a Chinese technology university learning about Egyptian culture using cell phones. The cultural information was divided into five sections, and each section presented important text on the top half of the screen and relevant pictures on the bottom half of the screen. All keywords were bolded and highlighted and appeared in both frames of the screen. Students were divided into two experimental groups, picture-plus-text group (PTG) and picture-plus-text-plus-signal group (PTSG). While both groups reviewed the same lessons with the same texts and pictures, those in the PTSG received visual cues in the form of attention-capturing arrows which were presented with the pictures. After reviewing the lessons, students completed tasks that measured comprehension and retention of the reviewed lessons in addition to perceived cognitive load as well as a questionnaire regarding their overall opinions about the treatment conditions. While results revealed that students in the PTSG had a statistically significant higher combined total score for all assessments scores than those in the PTG, there was no statistically significant difference between the two groups for 4 of the 5 individual comprehension tasks. In addition, students' questionnaire responses indicated that both groups of students found the mobile phones to be a useful and enjoyable way to read L2 texts, with those in the PTSG expressing more positive opinions than those in the PTG.

Zaabalawi, R. S. (2019). English collocations versus Arabic collocations: A pedagogical dimension. *The Reading Matrix: An International Online Journal*, 19(1), 167–180.

This study compared the use of collocations, naturally concurring word combinations, in English and Arabic texts. A total of six texts, three in English and three in Arabic, with similar topics and word count were analyzed regarding the specific number of collocations in each text. Analyses of the identified collocational expressions showed that the Arabic texts used fewer collocational expressions than the English texts. In order to investigate the flexibility, ability to replace words, of collocations in each language, 40 instructors, 20 with an L1 of English and 20 with an L1 of Arabic, identified the type (open, restricted, or bound) of all of the collocations identified in the three Arabic and three English texts. Analyses revealed that Arabic collocational use is more flexible and much less rigid than use of collocations in English. Given the frequency and rigidity of collocation use in English texts and the English language in general, the researcher encourages EFL instructors to emphasize these structures in their EFL classes.

Zengin, B., Başal, A., & Yükselir, C. (2019). Investigation into the perceptions of English teachers and instructors on the use of literature in English language teaching. *The Reading Matrix: An International Online Journal*, 19(1), 155–166.

This qualitative study investigated language educators' opinions regarding the incorporation of literature in language teaching. One hundred and one English language educators teaching in a variety of academic institutions at a variety of levels answered a six-question open-ended survey about their beliefs regarding the use of literature in language teaching. Content analysis of the educators' responses indicated that the vast majority of participants, approximately 94%, believed that literature should form part of English language teaching. In addition, 84% of the surveyed educators stated that they use literature in their language classrooms. Regarding possible student benefits from using literature in language teaching, 51.5% believed that it would foster better language acquisition of all skills while 16% reported that literature helped students in the areas of cultural knowledge awareness. Overall, the majority of participants believed that classroom use of literature would have a positive impact on language learning and teaching.

Zhang, D., Koda, K., Leong, C. K., & Pang, E. (2019). Cross-lagged panel analysis of reciprocal effects of morphological processing and reading in Chinese in a multilingual context. *Journal of Research in Reading*, 42, 58–79. <https://doi.org/10.1111/1467-9817.12135>

Using a cross-lagged panel design, this study investigated the possible reciprocal relationship between the reading abilities and morphological awareness of young bilingual children in the multilingual context of Singapore. Over the course of approximately 18 months, 245 elementary students with a home language of English, Chinese, or a combination of the two languages completed assessments, in Chinese, measuring orthographic processing, morphological awareness, word reading, and reading comprehension at different times during grades 3 and 4. Statistical analysis of all participant data found that 3<sup>rd</sup> grade word reading had a significant impact on 4<sup>th</sup> grade morphological awareness. In addition, 3<sup>rd</sup> grade morphological awareness predicted 4<sup>th</sup> grade reading comprehension. While the relationship between reading and morphological awareness was found to be reciprocal in nature for these young students, differences were found when the data was analyzed using home language (L1 = Chinese and L2

= English) as a variable. While the above results remained the same with 3<sup>rd</sup> grade morphological awareness predicting 4<sup>th</sup> grade reading comprehension for L1 learners of Chinese, this was not the case for L2 learners of Chinese. The researchers conclude by underscoring the importance of providing all learners, but especially L2 learners, with morphological instruction.

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