

## From the Editors

This issue of *Reading in a Foreign Language* marks the start of its 7<sup>th</sup> year as a free scholarly online journal at the University of Hawai‘i. We are able to maintain the journal at no cost to subscribers, thanks to the support of the [National Foreign Language Resource Center \(NFLRC\)](#), the [University of Hawai‘i College of Languages, Linguistics and Literature](#), and the [University of Hawai‘i Department of Second Language Studies](#). Their continued funding is deeply appreciated.

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We would like to have your feedback to the articles; please feel free to contact us with your reactions, comments and suggestions.

### In this issue

#### *Articles*

Jixian Pang reviews research on good and poor reader characteristics and discusses the implications for L2 reading research in China.

Michael Fender presents a study investigating the relationship between spelling knowledge and reading development in the light of some insights from Arab ESL learners.

Udorn Wan-a-rom compares the vocabulary of different graded-reading schemes.

Yurika Iwahori reports on a study examining the effectiveness of extensive reading on reading rates of high school students in Japan.

Dee Gardner presents a corpus-based study on narrow reading from the perspective of vocabulary recycling in children's authentic reading materials.

### *Reviews*

Teresa Castineira reviews *Cultural Practices of Literacy: Case Studies of Language, Literacy, Social Practice and Power*, edited by Victoria Purcell-Gates.

Helen de Silva Joyce reviews *Reading Work: Literacies in the New Workplace*, by Mary Ellen Belfiore, Tracey A. Defoe, Sue Folinsbee, Judy Hunter, and Nancy S. Jackson (The In-Sites Research Group).

Zhijun Wen reviews *Reading Skills for College Students* (7<sup>th</sup> ed.), by Ophelia H. Hancock.