

From the Editors

Welcome to a new issue of *Reading in a Foreign Language*, which is starting its fourteenth year as an online only journal housed at the University of Hawaii.

First, we would like to remind our readers of the Special Issue scheduled for October 2015, on the topic *Connections between Second Language Reading and Writing*. We feel fortunate to have Betsy Gilliland and Jeongyeon (Jay) Park as editors of this Special Issue.

RFL acknowledges and appreciates the support of the National Foreign Language Resource Center (NFLRC), and the University of Hawai'i Department of Second Language Studies. Their continued material support funding allows us to offer *RFL* without charge. Once again we make our semi-annual request that those readers of *RFL* who have not yet subscribed to the journal do so. You may become subscribers at no cost. Additionally, subscribers have the option of being notified through e-mail as soon as each new issue is released. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief subscription form for *Reading in a Foreign Language*.

Further, we would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. These scholars make invaluable contributions to *RFL*. Any readers of *RFL* who would like to be external reviewers are encouraged to contact us with their areas of second and foreign language reading expertise.

Susan Baleghizadeh, Peter Gobel, Greta Gorsuch, Theres Grüter, George Jacobs, Eun Hee Jeon, Xiangying Jiang, Jeongsoon Joh, Cheryl Kirchhoff, Batia Laufer, Wenling Li, Yu-Chen Lin, John Macalister, Clara D. Martin, Paul Meara, Scott Miles, John Read, Jerome Packard, Lia Plakans, Gretchen Sunderman, Atsuko Takase, Yea-Ru Tsai, Jez Udon, Thomas Upton, Ian A. G. Wilkinson, Hae Sung Yang.

We also acknowledge our copy editors and thank them for their hard work.

Samuel Aguirre, Robert Cunningham, Greg Gagnon, Reginald Gentry, Jennifer Holdway, Alex Kasula, Jake Kletzien, Priscilla Leal, Jerica Manoa, Mike Misner, Jennifer Monje, Aki Omote, Kristin Rock, Jennifer Shannahan, Kristina Smith, Shira Smith, Jay Tanaka, Aurora Tsai, Kezhu Wang, and Jing Zhou.

In this issue

Articles

Akira Hamada investigates the effects of contextual elaboration on lexical inferencing in three different experiments with Japanese university students reading English. The study examined whether the process of lexical inferencing differs according to the direction of contextual elaboration based on a semantic relatedness test.

Yukie Horiba and Keiko Fukaya explore the relative effects of reading goal, topic familiarity, and language proficiency on text comprehension and learning. Language proficiency affected overall content recall. Topic-familiarity facilitated processing of specific information.

Elizabeth Ijalba and Lorain Obler compared first-language orthographic transparency on how monolingual English- and Spanish-readers learned a novel writing system. They found that first language reading characteristics influenced learning.

Yia-Ying Lee looks at language learner and test-taking strategies employed by Chinese-speaking EFL readers with familiar and unfamiliar topics. 36 participants performed 3 tasks: content knowledge vocabulary assessment, reading comprehension passages, and an interview.

Nobuko Sakurai addresses the influence of translation of reading volume, proficiency and speed in extensive reading. The study examined the influence of a decrease in translation on the number of words read, reading comprehension, and the reading rate in an extensive program with 70 first year university students in Japan.

Reviews

The issue also contains two reviews of texts relevant to reading teachers.

Longman Academic Reading Series (Books 1-5) by Elizabeth Botcher, Kim Sanabria, Judy Miller, & Robert F. Cohen is reviewed by Jay Tanaka and Jennifer Shannahan.

The diagnosis of reading in a second or foreign language by Charles Alderson, Eva-Leena Haapakangas, Ari Huhta, Lea Nieminen, & Riika Ullakonoja is reviewed by Aurora Tsai.

Discussion Forum: What constitutes extensive reading?

In this issue we have a special forum of invited authors who were asked to address what they see as the central concerns that constitute extensive reading (ER). The topic grew out of discussions about differing conceptions of what the core dimensions are in a reading program in order for it to be considered ER. Can there be tests? Can all students be required to read the same materials? Can the students use dictionaries? How much do the students need to read? All of these questions, and more, are addressed. Papers are presented by John Macalister, Setsuko Mori, Paul Nation, Thomas Robb, Fredericka Stoller, Rob Waring & Stuart McLean, and Junko Yamashita. We hope you enjoy the discussions.