## **Bibliography**

- Afflerbach, P. (2000). Verbal reports and protocol analysis. In M. L. Kamil, P.B. Mosenthal, P.D. Pearson, R.Barr. (Eds), *Handbook of reading research*, Vol.3, 63-180. Mahwah, NJ: Erlbaum.
- Alderson, J.C. (2000). Assessing Reading. Cambridge, England. Cambridge University Press.
- Altun, A. (2003). Understanding hypertext in the context of reading on the web: Language learners' experience. *Current Issues*, 6(12).
- Altun, A. (2000). Patterns in cognitive processes and strategies in hypertext reading: A case study of two experienced computer users. *Journal of Educational Multimedia and Hypermedia*, 9(1), 35-56.
- Anderson-Inman, L., Horney, M., Der-Thang, C., and Larry, L. (1994). Hypertext literacy: Observations from the Electro Text Project. Language Atrs, 71, 279-289
- Anderson, N.J. (2003). Scrolling, Clicking, and reading English: Online reading strategies in a second/foreign language. *The Reading matrix*. Vol 3.(3)
- Anderson, N.J. (1999). *Exploring Second Language Reading*. Boston: Heinle and Heinle Publishers.
- Anderson, N.J. (1991). Individual differences in strategy use in second language reading and testing. *Modern Language Journal*, 75 (4), 460-472
- Anderson, N.J. (1989). Reading Comprehension Tests Versus Academic Readings: What are the second language readers doing? UMI An Arbor. 8920651. p. 1-373.
- Baker, L. (2002). Metacognition in comprehension instruction. In C. C. Block and M. Pressley (eds), Comprehension instruction: Research-based best practices. 77-95. New York: Guildford Press.
- Baker, L. and Brown, A. (1984). *Metacognitive skills in reading*. In P.D. Pearson, R.Barr, M.L. Kamil, and P. Mosenthal(Eds.) The Handbook of reading research. New York: Longman. 353-394.
- Barnett, M. (1988). Reading through context: how real and perceived strategy use affects L2 comprehension. *Modern Language Journal*, 72 (2), 150-162.
- Becker, H. S. (n.d.). *A New Art Form: Hypertext Fiction*. Retrieved May, 2003, from the web site: <u>http://home.earthlink.net/~hsbecker/lisbon.html</u>
- Bereiter, C., and Bird, M. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. *Cognition and Instruction*, 2(2), 131-156.

Bernhardt, E. B. (1991). Reading development in a second language. Norwood, NJ; Ablex.

- Block,E.L. (1989). Think Alouds: Tool for Researcher, technique for teacher. In Gantze J., and Brooks, E. (ed). Issues and Innovations in ESL Teaching and Learning. 61-73. Selected papers from New York State Teachers and speakers of other languages.
- Block,E.L. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20 (3),463-494.
- Bolter, J.D. (1998). Hypertext and the Question of Visual Literacy. In D. Reinking, Mckenna, Michael C., Labbo, Linda D. and Kieffer, Ronald D. (ed), Handbook of literacy and Technology: Transformation in a Post-Typographical World. 3-13. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bolter, J.D. (2001). Writing Space: Computers, Hypertext and the Remediation of Print. 2<sup>nd</sup> Ed, Mahwah, NJ. Lawrence Erlbaum, 2001
- Brown, A.L. (1980). *Metacognitive development and reading*. In Spiro, R.J., Bruce, B.B. and Brewer, W.F. (eds) Theoretical issues in reading comprehension. Hillsdale, NJ:Erlbaum, 453-481.
- Bruce, B.C. (1997). Literacy technologies: What stance should we take? *Journal of Literacy Research*, Vol29, 289-309.
- Buck, G. (1991). The Testing of Listening Comprehension. An Introspective Study. Language Testing, 8(1), 67-91
- Burbules, N. C. and Callister, T. A. Jr, (2000). Watch IT: The risks and promises of information Technologies of education. Boulder, CO: Westview Press.
- Burbules, N. C.; Callister, T. (1996). Some Alternatives Futures of Hypertext Learning Environments. Educational Theory. Retrieved March 14, 2003, from http://faculty.ed.uiuc.edu/burbules/ncb/papers/crossroads.1.html
- Carrell, P., Devine, J., Eskey,D (eds). (1988). *Interactive Approaches to Second Language Reading*. New York: Cambridge University Press.
- Carrell, P.L, (1989). Metacognitive awareness and second language reading. *The Modern Language Journal* 73 (2): 121-134.
- Cassidy, J., and Cassidy, D. (2003). What's hot, what's not for 2003. *Reading Today*, 20(3), 1-18.
- Charney, D. (1994). The effects of hypertext on processes of reading and writing. In C.L. Selfe and S. Hilligoss(eds), Literacy and computers: The complications of teaching and learning with technology. 238-263. New York: Modern Language Association of America.

- Chi, F. (1995). EFL readers and a focus on intertextuality. *Journal of Reading*, *38*, 638-644
- Cohen, A.D. (1990). Language learning: Insights for learners, teachers and rs. New York: Newbury House.
- Cohen, A.D. (1998). *Strategies in learning and using a second language*. New York: Longman.
- Cohen, A.d. and Upton, T.A. (2006). *Strategies in Responding to the New TOEFL Reading Tasks.* Monograph Series MS-33. ETS TOEFL.
- Coiro,J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. Reading Online. http://www.readingonline.org/electronic/elec\_index.
- Conklin, J. (1986). Hypertext: an Introduction and Survey. *IEEE Computer*, 20(9), 17-41.
- Cromley, J.G. and Azevedo, R. (2004). Using Think-Aloud To Illuminate A Model Of High School Reading Comprehension. Poster presented at the annual meeting of the American educational research association, San Diego, California: University of Maryland College Park. 1-32
- Creswell, J.W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Sage Publications, Inc.
- Destefano, D. and Lefevre, J. (2005). Cognitive load in hypertext reading : A Review. *Computers in Human Behaviour* 23(2007) 1616-1641
- Devine, J. (1984). *ESL readers' internalized models of the reading process*. In J. Handscombe, R. A. Orem, and B.P. Taylor(Eds), On TESOL '83. 95-108. Washington, DC: TESOL.
- Dillon, A. (2004). *Designing usable electronic text*. 2<sup>nd</sup> ed. Boca Raton, FL: CRC Press.
- Dillon, A. (1996). "Myths, Misconceptions, and an Alternative Perspective on Information Usage and the Electronic Medium." *In Hypertext and Cognition*, edited by J.-F. Rouet, J. J. Levonen, A. Dillon, and R. J. Spiro. 25-42 Mahwah, NJ: Lawrence Erlbaum.
- DiPardo, A. (1994). Stimulated recall in research on writing: an antidote to "I don't know, it was fine". In P. Smagorinsky (Eds.), Speaking About Writing: Reflections on Research Methodology. 163-184. Thousand Oaks, California:Sage
- diSessa, A.A. (2000). *Changing minds: Computers, learning and literacy*. Cambridge, MA: MIT Press.

- Dobson, T. and Miall,D.S. (1998). Orienting the Reader? A study of Literary Hypertexts. Spiel, 17,249-261
- Dresang, E. T, & McClelland, K. (1999). Radical Change: Digital age, Literature and Learning. Theory into Practice, 38 (3), 160-167
- Drucker, P.F. (1994). The age of social transformation. Atlantic Monthly, 278(5). 53-80.
- Dudeney,G. (2000). *The Internet and the language classroom*. Cambridge, UK:Cambridge University Press.
- Eagleton, M. (2001). Factors that influence Internet strategies: Case studies of middle school students with and without learning disabilities. Paper presented at the annual meeting of the national Reading Conference, San Antonio.
- Earle, Wendy. (2005). "*Literacy or Literacies*". Institute of Ideas Education Forum, 4 April 2005. http:// <u>www.instituteofideas.com/events/educationforum.html</u>. Retrieved October, 2005.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ericsson, K.A., Simon, H.A. (1980). Verbal Reports as Data. *Psychological Review* 87. 215-251
- Ericsson, K.A., Simon, H.A. 1984. *Protocol Analysis: Verbal Reports as Data*. London: The Massachusetts Institute of Technology Press, Cambridge.
- Ericsson, K.A., Simon, H.A. (1987). Verbal Reports on Thinking. In Faerch, C. and Kasper, G. (eds). *Introspection in Second Language Research*, Clevedon. Philadelphia: Multilingual Matters Ltd. 24-53
- Esperet, E. (1996). Notes on hypertext, cognition, and language. In Hypertext and cognition, 149-155. Eds. J.F. Rouet, J.J. Levonen, A. Dillon & R.J. Spiro. Mahwah, NJ: Lawrence Erlbaum Associates
- Faerch, C. and Kasper, G. (1987). *Inrospection in Second Language Research*, Clevedon. Philadelphia: Multilingual Matters Ltd.
- Feng, X. & Mokhtari, K. (1998). Reading Easy and Difficult Texts in English and Chinese: Strategy Used by Native Speakers of Chinese. Asian Journal of English Teaching, 8, 19-40
- Foltz, P. W. (1996), Comprehension, coherence, and strategies in hypertext and linear text. In F. Rouet, J.J. Levonen, A. Dillon, and R.J. Spiro (eds), *Hypertext and Cognition*. Mahwah: Lawrence Erlbaum Associates.

- Fontaine, S. (1989). Using verbal reports to learn about children's audience awareness in writing. *Educational Research Quarterly*, 13(3), 26-35.
- Friere, P. (2001). The adult literacy process as cultural action for freedom and education and conscientizacao. In Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, & Mike Rose (Eds), *Literacy: A critical sourcebook*. (pp 616-628). Boston, M.A: Bedford/ St. Martin's
- Gallimore, R. (1996). Classrooms are just another cultural activity. In d. Speece &B. Keogh (Eds.), *Implications for children with learning disability*. 229-250. Mahwah, N.J:Lawrence Erlbaum Associates Inc.
- Garner, R. (1987). Metacognition and reading comprehension. Norwood, NJ: Ablex.
- Garner, R., Macready, G.B. and Wagoner, S. (1984). Reader's acquisition of the components of the text-lookback strategy. *Journal of Educational Psychology*. 76, 300-309.
- Gelderen, V. et al. (2004). Linguistic knowledge, processing speed, and metacognitive knowledge in first- and second- language reading comprehension: A componential analysis. *Journal of Educational Psychology*, 96 (1): 19-30.
- Gill,R. S. (2004). Resolving the problems of using Think-aloud protocols: A personal *Experience*. A paper presentation at the 4th Qualitative Convention 2004. Malaysia.
- Gillingham, G.M., (1996). "Comprehending Electronic Text", In: Cognitive Aspects of Electronic Text Processing, 77-98. H. van Oostendorp and S. de Mul, (Eds), Ablex Publishing Corporation.
- Glister, P. (1997). Digital literacy. New York: John Wiley.
- Goodman, K. (1996). On reading: A common- sense look at the nature of language and the science of reading. Portsmouth, NH: Heinemann
- Goodman, K.S. (1967). Reading: A psycholinguistic Guessing Game. Journal of the Reading Specialist, 126-135.
- Goodman, K. & Goodman, Y. (1977). Learning about the psycholinguistic processes by analyzing oral reading. *Harvard Educational Review*, 47, 317-333.
- Grabe, W. and Stoller, F.L. (2002). Teaching and Researching Reading. London:

Pearson Education Longman.

- Green, A. (1998). Studies in language Testing. Verbal protocol analysis in language testing research: *A handbook*. Milanovic, M. (Series editor). U.K.: Cambridge University Press.
- Greene, S., & Higgins, L. (1994). "Once upon a time": The use of retrospective accounts in building theory in composition. In P. Smagorinsky (Eds.), *Speaking About Writing Reflections on research methodology*. 115-140. Thousand Oaks, C.A: Sage
- Haastrup, K. (1987). Using thinking aloud and retrospection to uncover learners' lexical inferencing procedures. In Faerch, C. and Kasper, G. (eds). *Introspection in Second Language Research*, 197-212. Clevedon. Philadelphia: Multilingual Matters Ltd.
- Hassison, T.M., and Stephen, T. (eds). (1996). Computer networking and schoraly communication in the twenty-first-century university. Albany: State University of New York Press.
- Hartman, D.K. (1995). Eight readers reading: The intertextual links of able readers using multiple passages. *Reading Research Quarterly*, 30, 521-561.
- Henry, L.A. (2005). Information search strategies on the Internet: A critical componet of new literacies. Webology, 2, Article 9.
- Henry, L.A. (2006). SEARCHing for an answer: The critical role of new literacies while reading on the Internet. *The Reading Teacher*, 59, 614-627
- Herber, H.L. (1978). *Teaching reading in the content areas*. Englewood Cliffs, N.J: Prentice Hall.
- Horney, M.A. and Anderson-Inman, L. (1994). The electrotext project: Hypertext reading patterns of middle school students. *Journal of Educational Multimedia and hypermedia*. Vol 3,71-91.
- Hosenfeld, C. (1978). A preliminary investigation of the reading strategies of successful and nonsuccessful second language learners. *System*, 5(2), 110-123.
- Hsiao,T.Y., and Oxford,R.L. (2002). Comparing theories of language learning strategies: A confirmatory factory analysis. *Modern Language Journal* 86, 368-383.
- Huberman, M. and Miles, M. (eds). (2002). *The Qualitative Researcher's Companion*. Sage Publications, Inc. London.
- International reading Association. (2002). *Integrating literacy and technology in the curriculum:* A position statement of the International Reading Association. Newark, DE: Author.
- Joanassen, D.H. (Ed.) (2004). Handbook of Research for Educational communications and Technology: A constructivist perspective (2<sup>nd</sup> ed.). Mahwah, NJ: Erlbaum

- Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684-686.
- Kamil, M. and Lane, D. (1998). Researching the relation between technology and literacy: An agenda for the 21<sup>st</sup> century. Reinking, D., Mckenna, M.C., Labbo, L.D., and Kieffer, R.F. (eds). *Handbook of literacy and technology: Transformation in a post-typographic world*. 232-341. Mahwah, NJ: Erlbaum.
- Kaplan, N. (1995). Politexts, Hypertexts, and other cultural formations in the late age of print. Computer-Mediated Communication Magazine, 2 (3), 3-35
- Kasper, L. F. (2000). New Technologies, New Literacies: Focus discipline research and ESL learning communities. *Language Learning and Technology*. 4(2), 105-128
- Kasper, L. F. (1997). Assessing the metacognitive growth of ESL student writers. TESL-EJ 3 (1):1-10 (on-line) <u>http://www-writing.berkeley.edu/TESL-EJ/ej09/a</u> l. html Retrived: December 2002.
- Karchmer, R.A. (2001). The journey ahead: Thirteen teachers report how the Internet influences literacy and literacy instruction in their K-12 classrooms. *Reading Research Quarterly*, Vol36, 442-466.
- Kintsch, W. (1998). *Comprehension: A Paradigm for cognition*. New York: Cambridge University Press.
- Kintsch, W. and van Dijk,(1978) "Towards a model of text comprehension and production", *Psychological Review*. vol. 85, no., pp. 363--394, 1978.
- Kinzer, C.K., and Leander, K.M. (2003). Reconsidering the technology/language arts divide: Electronic and print-based environments. In D. Flood, D.lapp, J.R. Squire, and J.M. Jensen(Eds), *Handbook of research on teaching the English language arts*. 546-565, Mahwah, NJ:Erlbaum
- Kitao, S.K. (1995). *Reading Strategies in Second/Foreign Language Teaching*. In Thoery and Application in English Language Teaching. Eichosha Co., Ltd., Tokyo.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge: Cambridge University Press.
- Kramarski, B. & Feldman, Y. (2000). Internet in the Classroom: Effects on Reading Comprehension, Motivation and Metacognitive Awareness. *Educational Media International*, 37(3), 149-155.
- Kucan, L. and I.L. Beck. (1997). "Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction", *Review of Educational Research*. vol. 67, no. 3, pp. 271--299, 1997.
- Kumbruck, C. (1998). Hypertext reading: Novice vs expert reading. *Journal of Research in Reading*, 21 (2), 160-172

- Lanham, R. (1989). "The Electronic Word: Literary Study and the Digital Revolution." *New Literary History*, 20, 265-290.
- Lanham, R. (1993). *The Electronic Word: Democracy, Technology, and the Arts* Chicago: Chicago University Press
- Lanham, R. (2000). "The Audit of Virtuality: Universities in the Attention Economy." British Women Playwrights around 1800. <u>http://www-</u> sul.stanford.edu/mirrors/romnet/wp1800/beyond\_hypertext/lanham.html
- Landow, G. (1997). Hypertext 2.0: The Convergence of Contemporary Critical Theory and Technology. Baltimore: John Hopkins UP.
- Lawless, K.A. and Kulikowich, J.M. (1996). Understanding hypertext navigation through cluster analysis. *Journal of Educational Computing Research*, 14(4), 385-399.
- Lawless, K. A., Mills, R., & Brown, S.W. (2002). Children's hypermedia navigational strategies. *Journal of Research on computing in Education*, 34(3), 274-284
- Lemke, J. (1989). Social semiotics: A new model for literacy education. In Classrooms and Literacy, ed. David Bloome, Albex Publishing, Norwood, New Jersey.
- Lomicka, L. L. (1998). To gloss or not to gloss: An investigation of reading comprehension online. *Language Learning Tecnonology*, 1 (2), 41-50
- Leu,D.J. (2005). *New literacies, reading research, and the challenges of change: A deictic perspective of our research worlds.* Presidential address presented at the National Reading Conference, Miami, FL.
- Leu,D.J.Jr. (2000). Literacy and Technology: Deictic consequences for literacy education in an information age. In M. L. Kamil, P.B. Mosenthal, P.D. Pearson, R.Barr. (eds), *Handbook of reading research*, Vol.3, 743-770. Mahwah, NJ: Erlbaum.
- Leu,D.J.Jr. (2002). The new literacies: Research on reading instruction with the Internet and other digital technologies. In J. Samuels and A.E. Farstrup (eds), *What research has to say about reading instruction* 310-336. Newark, DE: International Reading Association.
- Leu, D.J.Jr., and Kinzer, C. K. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly*, 35, 108-127.
- Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. In R.B. Ruddell and N. Unrau (Eds.) *Theoretical models and processes of reading* (5<sup>th</sup> ed.). Newark, DE: International Reading association

- Matsumoto, D. (1993). Ethnic differences in affect, intensity, emotion judgements, display rule attitudes, and self-reported emotional expression in an American sample. *Motivation and Emotion*, 17, 107-123
- Mayer, R. E. (1997). Multimedia learning: Are we asking the right questions? *Educational Psychologist*, Vol32, 1-19.
- Mc Allese, R. (1990). Concepts as hypertext nodes: The ability to learn while navigating. In D. Jonasses, and H. Mandl(eds), *Designing Hypermedia for learning* 97-115. Springer-Verlag Germany: Advanced Science Institutes.
- McDonell, T. B. (2003) The Effects of Text Presentation: Linear and Hypertext on English Language Learners. Posted on ITFORUM, 2003
- McEneaney, J.E. (1997). Toward a Post-Critical Theory of Hypertext. National Reading Conference. <u>http://www.acs.oakland.edu/</u>
- Mckenna,M.C., reinking,D., Labbo,L.D., and Kieffer,R.D. (1999). The electronic transformation of literacy and its implications for the struggling reader. *Reading and Writing Quarterly*, Vol,15, 111-126.
- McNamara, T.F. (1996). *Measuring second language performance*. London and New York: Longman.
- McNamara, D.S., Best, R., & Castellano, C. (2003). Learning from text: Facilitating and enhancing comprehension. www. speechpathology.com
- Miall, D.S., & Dobson, T. (2001). Reading hypertext and the experience of literature.

Journal of Digital information, 2. Retrieved March 14, 2003, from <a href="http://jodi.ecs.soton.ac.uk/Articles/v02/i01/Miall/">http://jodi.ecs.soton.ac.uk/Articles/v02/i01/Miall/</a>

- Miles, M.B. and Huberman, A. M. (1984). *Qualitative Data Analysis: A sourcebook of New Methods*. Sage Publications: Beverly Hills, California.
- Mokhtari, K. and Reichard, C.A. (2002). Assessing Students' Metacognitive Awareness of Reading Strategies. *Journal of Educational Psychology* 2002. Vol. 94, 229-259
- Mokhtari, K. and Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25(3), 2-10.
- Mosenthal, P.B. and Kirsch, I.S. (1991). Toward an explanatory model of document literacy. *Discourse Processes*, 14, 147-180.
- Samuel, M. (2008). *Reconfiguring English in the Curriculum*. New Straits Times. September 14, 2008
- Neuman, S.B. (1986). The home environment and fifth-grade students' leisure reading. *Elementary School Journal*, 86, 333-343.

- New London Group, The. (2000). A pedagogy of multiliteracies: Designing social futures. In B. cope and M. Kalantzis (eds), *Multiliteracies: Literacy learning and the design of social futures*. London:Routledge.
- Nyhus, S.E. (1994). Attitudes of non-native speakers of English toward the use of verbal report to elicit their reading comprehension strategies [D]. Plan B Paper, M.A. in English as a second language. Minneaplis, MN: University of Minnesota.
- Olshavsky, J.E. (1977). "Reading as problem solving: An investigation of strategies". *Reading Research Quarterly*, vol. 12, 4. pp. 654-674.
- Oxford, R.L. (1990). Language Learning Strategies: What every teacher should know. New York: Newbury House/ Harper Collins.
- Oxford, R. and Crookall. (1989). Research on language learning strategies: Methods, Findings and Instructional Issues. *Modern Language Journal*, 73.
- Paris, S.G., Lipson, M.Y. and Wixson, K.K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*. 8, 293-316
- Paris, S.G., Wasik, B.A., and Turner, J.C. (1991). The development of strategic readers. In R. Barr, M.L. Kamil, P. Mosenthal. and P.D. Pearson (eds), *Handbook of eading research* Vol. 2, 609-640. New York: Longman.
- Pearson, P.D., Roehler, L.r., Dole, J.A., and Duffy, G.G. (1992). In J. Samuels and A.E. Farstrup (eds), What research has to say about reading instruction. 145-199 .Newark, DE: International Reading Association.
- Phakiti, A. (2003). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. *Language Testing*. 20(1): 26-56
- Pianfetti, E.S. (2001). Teachers and Technology: Digital literacy through professional development. *Language Arts*, 78, 255-262.
- Pritchard, R. (1990). The effects of cultural schemata on reading processing strategies. *Reading Research Quarterly* 25 (4) 273-295.
- Pressely, M and Afflerbach, P. (1995). Verbal protocols of reading: The nature of constructively responsive reading. Hilldale, N. J: Lawerence Erlbaum Associates Inc.
- Purpura, J.E. (1998). Investigating the effects of strategy use and second language test performance with high and low- ability test takers: a structural equation modeling approach. *Language Testing*. 15(3): 333-379.
- RAND Reading Study Group. (2003). *Reading for understanding: Towards an R&D* program in reading comprehension. Santa Monica, CA: RAND. http://www.rand.org/multi/achievementforall/reading/readerport.html
- Reinking, D. (1992). Differences between electronic and printed texts: An agenda for research . *Journal of Educational Multimedia and Hypermedia*, 1(1), 11-24

- Reinking, D. (1997). Me and my hypertext: A multiple digression analysis of technology and literacy (sis). *The Reading Teacher*, 50 (8), 626-643.
- Reinking, D., Mckenna, M.C., Labbo, L.D., and Kieffer, R.F. (eds). (1998). *Handbook* of literacy and technology: Transformation in a post-typographic world. Mahwah, NJ: Erlbaum.
- Reutzel, D. R., & Cooter, R. D., Jr. (2007). Strategies for reading assessment and

*instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

- Robinson, (1991). ESP Today: A practitioner's Guide. Hemel Hempstead: Prentice Hall.
- Rosenblatt, L. M. (1978). *The reader, the text. The poem: The Transactional theory of the literay work.* Carbondale, IL: Southern Illinois University Press
- Rouet, J.F. 2006. *The skills of document use: From text comprehension to Web-based learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rouet, J.F. (1989). *Initial Domain Knowledge and Comprehension Strategies in the Use* of an Interactive Reading Software. Paper presented at the 3<sup>rd</sup> European Conference on Learning and Instruction, Madrid, 1989.
- Rouet, J.F., and Levonen, J.J. (1996). Studying and learning with hypertext: Empirical studies and their implications. In J.F. Rouet (eds). *Hypertext and cognition*. 9-23. New Jersey : Lawrence Erlbaum Associates.
- Rubin, J. (1981). Study of cognitive processes in second language learning. *Applied Linguistics*, Vol11, 118-131
- Rumelhart, D.E. (1997). Toward an interactive model of reading. In S. Dornic ed. *Attention and performance* VI, 573-603. Hillsdale, NJ: Lawrence Erlbaum.
- Sadoski, M., Geotz, E.T., and Fritz, J.B. (1993). Impact of concreteness on comprehensibility, interest, and memory for text: Implications for dual coding theory and text design. *Journal of Educational Psychology*, 85, 1-15.
- Salmon, L., Canas, J., Kintsch, W., and Fajardo, I. (2005). Reading Strategies and Hypertext Cmprehension. *Discourse Process*, 40(3), 171-191.
- Sarig, G. (1987). "High-level reading in the first and the foreign language: Some comparative process data". In Research in reading in English as a Second Language. Devine, J., Carrell, P. & Eskey, D. (dir). Washington, DC: TESOL Publications. pp. 105-120.
- Sasaski, M. (2000). Effects of cultural schemata on students' test-taking processes for cloze tests: a multiple data source approach. *Language Testing*, 17(1) 85-114.

- Schmar-Dobler, E. (2003). Reading on the Internet: The link between literacy and technology. *Journal of Adolescent and Adult Literacy*, 47(1).
- Schmidt, R. (1994). Deconstructing consciousness in search of useful definitions for applied linguistics. *AILA review* 11, 11-16.
- Sekaran, U. (2000). *Research methods for business, a skill-building approach.* John Wiley and Sons Inc, New York
- Sheorey, R.(1999). An examination of Language learning strategy use in the setting of an indigenized variety of English.. *System* 27. 173-190.
- Sheorey, R., and Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, 29, 431-449
- Shetzer,H. and Warschauer,M. (2000). An electronic literacy approach to networkbased language teaching. In M. Warschauer and R. Kern (eds), Network-based language teaching: *Concepts and practice*. 171-185. Cambridge MA:MIT Press.
- Shinghal, M. (2001). Reading Proficiency, Reading strategies, Metacognitive Awareness of L2 Readers. *The Reading Matrix*. 1(1): 1-23.
- Shohamy, (1991). Validating of listening texts: The effects of text and question type. *Language Testing*, 8(1), 23-40
- Smagorinsky, P. (1995). Constructing meaning in the disciplines: Reconceptualizing writing across the curriculum as composing across the curriculum. American Journal of Education, 103, 160–184. doi: <u>10.1086/444095</u>
- Smagorinsky, P. (1997). Personal growth in social context: A high school senior's search for meaning in and through writing. Written Communication, 14, 63– 105. doi:10.1177/0741088397014001002
- Smagorinsky, P. (1998). *Thinking and speech and protocol analysis*. Mind, Culture, and Activity, *5*, 157–177. doi:<u>10.1207/s15327884mca0503\_2</u>
- Smith,F. (1986). *Understanding Reading: A psycholinguistic of reading and learning to read.* Hilldale, NJ: Lawrence Erlbaum Associates Press.
- Snow, C. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. California: RAND Corporation.
- Spires, R.J. and Estes, T.H. (2002). Reading in web-based learning environments. In C. C. Block and M. Pressley (eds), *Comprehension instruction: Research-based best practices*. 115-125. New York: Guildford Press.
- Spiro, R.J. and Jehng, J. C. (1990). Cognitive flexibility and hypertext: Theory and methodology for the nonlinear and multidimensional traversal of complex subject matter. In D. Nix, and R.J. Spiro (eds), *Cognition, education and multimedia: Exploring ideas in high technology*, 32-45. Hillsdale, NJ: Lawrence Erlbaum Association.

- Spiro, R.J., Coulson, R.L., Anderson, D.K. (2004). Cognitive flexibility theory: Advanced knowledge acquisition in ill-structured domains. In R.B. Ruddell and N. Unrau eds. *Theoretical models and processes of reading*, fifth edition, 640-653. Newark, DE: International Reading Association.
- Sunderland-Smith, W. (2002). Weaving the literacy Web: changes in reading from page to screen. *The Reading teacher*, 55, 662-669.
- Travis, M. A., (1998). *Reading Cultures: The Construction of Readers in the Twentieth Century*. Carbondale, Southern Illinois University Press.
- Tung-hsien He. (2001). Constrastive Goal Orientations in an EFL Reading Context: Influences on Reading Strategy Use and Comprehension Patterns. *TESL-EJ* – *Teaching English as a Second or Foreign Language*. 5(1), 1-17.
- Unz,D.C., and Hesse, F.W. (1999). The use of hypertext for learning. *Journal of Educational Computing Research*, 20, 279-295.
- Upton, T. A. (1997). First and Second Language Use in Reading Comprehension Strategies of Japanese ESL students. *TESL-EJ* - *Teaching English as a Second* or Foreign Language. 3(1), 1-23.
- Wade, S.E. (1990). Using think alouds to assess comprehension. *The Reading Teacher*, 43(7), 442-451.
- Wallace, C. (1992). Reading. Oxford University Press
- Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wenden, A. (1991). Learner Strategies for Learner Autonomy. New York: Prentice Hall.
- Wenden, A.L (1998). Metacognitive knowledge and language learning. Applied Linguistics, 19, 515-537.
- Winklemann, C.L. (1995). Electronic Literacy, Critical Pedagogy, and Collaboration: A Case for Cyborg Writing. *Computer and the Humanities*, 29(6), 431-448.
- Yamashita, J. (2003). Process of taking gap-filling test: comparison of skilled and less skilled EFL readers. *Language Testing* 20(3), 267-293.
- Yang, Y. (2002). Reassessing readers' comprehension monitoring. *Reading in a Foreign Language*, 14(1).
- Young, D.J. and Oxford, R. (1997). A gender-related analysis of strategies used to process written input in the native language and a foreign language. *Applied Language Learning*, 8, 43-73