AN IMPROVED TEACHING MODEL FOR ENGLISH READING BASED ON LINGUISTIC PSYCHOLOGY

Feng Gu

Abstract
Reading, an important source of language input, is of critical importance to English teaching. However, the traditional teaching model for English reading rarely considers the linguistic psychology of students. To improve the traditional model, this paper thoroughly analyzes the process of English reading based on the theories on linguistic psychology, and evaluates the traditional teaching model for English reading through tests on a group of students. On this basis, the factors of linguistic psychology were integrated with the traditional model, creating an improved teaching model for English reading. Through contrastive simulation, the author demonstrated that the students educated by the improved model achieved 35% higher reading ability and efficiency than those educated by the traditional model, and witnessed improvements in terms of linguistic knowledge and cognitive reaction. The research results provide a good reference for the development of innovative teaching models for college English education in China.

Key words: Linguistic Psychology, Psychological Process, English Reading, College Students.

INTRODUCTION
Reading is an indispensable cognitive activity in human society, an important means for humans to obtain information and a way to understand the world around them (Marx, Stanat, Roick et al., 2015). The purpose of English teaching is the application. The basic requirements of English teaching clearly indicate that the purpose of this course is to "make students master certain basic knowledge and skills in English, and enable students to have certain ability in listening, speaking, reading, writing and translation" (Pasquarella, Chen, Gottardo et al., 2015). Reading is a kind of psychological activity of advanced nervous system instead of a passive cognitive activity, but a process of actively thinking, understanding and accepting information (Joh & Schallert, 2014). The completion of this process requires readers to use the reading skills to comprehend the author’s intentions expressed through linguistic signs to make these symbols meaningful, thus achieving the purpose of communicating with the author (Fitzgerald, Stenner, Sanford-Moore et al., 2015; Choi, Tong, & Cain, 2016). In the process of English learning, reading can not only help students increase their English knowledge and improve their English language proficiency, but also help them understand and feel foreign culture and customs more appropriately (Yeung & Chan, 2013). Some psychologists believe that reading is to recreate the sound form of words according to the writing form of words, which is to transform the written symbols into the sound representation system. However, the formation of reading ability is not only a simple process of knowledge learning, but also a high-level psychological activity. In fact, we can further explore how to better understand English materials and improve students' English reading ability from the perspective of linguistic psychology (Gebauer, Zaunbauer, & Möller,
2013). Obviously, one of the main reasons for the low reading ability of students is the purpose of reading teaching, that is, students’ reading comprehension ability is ignored while emphasis is only placed on the interpretation and explanation of language points (Mei, Xue, Lu et al., 2015). Therefore, College English teachers have been exploring the best reading teaching mode for many years. Teachers not only discuss the language itself, teaching methods and other aspects, but also conduct in-depth studies on the basis of linguistic psychology. Reading is a process of feeling in the beginning, and the author uses language symbols to stimulate to the perception and understanding of readers (Babayiğit, 2015). At present, the effect of college English reading is generally not desired because of the long-term lag and rigid impact of traditional teaching methods (Klingbeil, Moeyaert, Archer et al., 2017). In 2013, the cross-language conversion of German English immersion courses: research perspectives of reading comprehension and reading fluency were proposed (Khodadady & Saadi, 2015). In 2014, the impact of the task concept on reading methods is proposed: the research on the reading text of college students in Korea was conducted (Ostayan, 2016). In 2016, vocabulary rhythm transcends the first language boundary: a related research on the sensitivity of Chinese vocabulary to English reading comprehension was proposed (Gollan, Schotter, Gomez et al., 2014). In 2017, the research on the impact of indirect rehearsals among peers on English learners was proposed (Chow, 2014). Therefore, under the conscious guidance of teachers, it is necessary to make a guess on the article content and realize the top-down interaction, so as to realize the full understanding of the article content materials and achieve the purpose of understanding the article content (Gutierrez & Vanderwood, 2013; Martínez, Harris, & McClain, 2014).

Language psychologists believe that reading is a process of transforming linguistic signs into psychological symbols through psychological cognition. In the traditional sense, teachers believe that the reading process is a simple process of information transmission and passive receiving by readers (Joh & Schallert, 2014). In the perception process, the reader makes a distinctive visual response to linguistic symbols, and the eye moves with the symbol while sensing certain symbols, thus generating the word recognition process. Decoding is an understanding process. The exploration of the reading teaching mode should not only start from the language itself and teaching methods, but also in-depth studies should be conducted based on the theory of psychological learning, so as to reveal the law of psychological activities of reading and establish the optimal mode of English reading teaching (Vanderwood, Nam, & Sun, 2014; Leider, Proctor, Silverman et al., 2013; Erdener & Burnham, 2013). Although it plays an important role in the process of reading, it is difficult to fully explain a person’s reading process and reading effect. In this model of word recognition, it is believed that each item in the mental lexicon has its own threshold. When the activation level of the word reaches its threshold, the opportunity for the recognition and standardization of this word will be established (Yeong, Fletcher, & Bayliss, 2014). It is a conscious process that influences the cognitive process of reading, which regulates and dominates the cognitive process of reading. It embodies the unity of the whole psychological process and the initiative of the theme consciousness. For this reason, it is believed that is will be very important to explain the reading process from the perspective of linguistic psychology and help students achieve their reading goals (Taboada Barber, Buehl, Kidd et al., 2015).

LINGUISTIC PSYCHOLOGICAL PROCESS MODEL

The control processes of sensory memory, working memory, permanent memory and information processing show the general characteristics of human cognitive function: external information is temporarily stored in sensory memory in primitive and unprocessed forms, while the permanent memory or related content in human brain knowledge network is activated and extracted to identify external information. According to linguist Goodman, “reading is an extremely complex linguistic psychological activity process, which is the result of the interaction of the author, linguistic information and the reader, rather than the pure one-sided linguistic activity of readers ‘from symbols to seats’. Reading is to recognize new symbols of writing, analyze the grammar of sentences and discourses and comprehend the...
content of reading. The listening and speaking method based on behavioristic psychology holds that reading is a wide range of learning inertia formed by a series of specific written forms. Reading is a cognitive process and readers are active individuals who can make choices and decisions. They need basic decoding skills (such as letter recognition), high-level cognitive skills (such as inference), and interactive skills (such as whether I agree with the author’s point of view). Practice has proved that readers’ non-intellectual factors play an important role in regulating and controlling their cognitive process. However, the activation of terms is not limited to perceptual information. In addition to perceptual letters, syntactic and semantic information can also contribute to the full activation of terms.

A number of students were selected as subjects to test their ability in English reading. Among them, the number of words in the reading materials before and after the test did not exceed 3% of the total reading volume of the reading materials, which basically met the experimental requirements. The specific experimental data and analysis results are shown in Table 1 and Figure 1:

**Table 1. Comparison of English reading volume before and after testing**

| Test phase | Number of words | Short word number |
|------------|-----------------|-------------------|
| Pretest    | 362             | 566               |
| Posttest   | 487             | 418               |

**Figure 1. Comparison of English reading volume before and after testing**

As it can be seen from Table 2 and Figure 2, the P value of the independent sample of the total score before and after the test is 0.87, which is greater than 0.34, indicating that the change of students’ language knowledge, cognitive response and emotional experience in English reading are not obvious in general.

**Table 2. Independent sample detection for experimental results**

| Test phase | Standard deviation | P value |
|------------|--------------------|---------|
| Pretest    | 6.79               | 0.87    |
| Posttest   | 9.13               | 0.34    |

**Figure 2. Independent sample detection for experimental results**

According to Carol’s mode, the reading is a rather complex psychological process, which includes two levels: the surficial and in-deep. Superficial reading is a process of sensory acceptance, including skilled eye movement and oral movement, but it is a process of intellectual activity in essence. Reading is not a passive process and readers cannot learn from reading materials without efforts, nor a simple process of word recognition; on the contrary, reading is a positive psychological process and an active process of communication between readers and authors. In essence, reading is a kind of listening and speaking behavior related to spoken language. The cognitive approach based on cognitive psychology holds that reading is a process of interaction between language and thinking. During the reading process, the eye captures the written symbols that are transmitted to the brain, but the visual system does not scan the letters or words one by one, but moves forward in a short and rapid sequential manner. Many scholars have put forward valuable discussions on the effective
Reading mode of English, but they have more or less ignored the impact of psychological factors on reading. Psychologists have found that it is easier to recognize meaningful words and the letters than meaningless words or single letters. In order to improve the reading level, it is necessary to further exert subjective initiative and coordinate the cognitive process of reading with the regulation process to achieve the purpose of mastering knowledge, cultivating ability and achieving reading goals in reading.

Now 99 students are selected for further English reading speed test. Table 3 and Figure 3 are independent sample test results for the test of English reading speed.

![Table 3](image)

**Table 3. Independent sample test for testing English reading speed**

| Number of people | Average speed (min) | Standard deviation |
|------------------|---------------------|--------------------|
| 55               | 47.88               | 3.16               |
| 44               | 51.03               | 2.11               |

![Figure 3](image)

**Figure 3. Independent sample test for testing English reading speed**

As it can be seen from Table 4 and Figure 4, the test significance of English reading models is less than 0.008, which shows that the data and the model are in good agreement. NFI and CFI are both over 0.85 and IFI is less than 0.25.

![Table 4](image)

**Table 4. Data fitting parameters for experimental analysis**

| Evaluating indicator | Index value | Saliency |
|----------------------|-------------|----------|
| NFI                  | 1.37        | 0.013    |
| CFI                  | 0.96        | 0.002    |
| IFI                  | 1.04        | 0.019    |

Reading, as a linguistic activity, is the process of extracting information from words. From the perspective of cognitive psychological process, extracting meaning from writing symbols is the information processing system of human beings. Readers are not simply passive receivers, but active activists who fully mobilize various thinking abilities such as vision, memory and imagination by using the language knowledge and word recognition ability they have learned. From the perspective of neuropsychology, reading is to convey the light wave stimulation of information to the visual area of occipital lobe, temporal lobe auditory area and frontal lobe kinesthetic area of the brain in the form of text symbols, which promotes the slight vibration of vocal cords caused by integrated visual, auditory and kinesthetic activities. Therefore, true reading requires the active participation of the brain. The information provided by the eye should be related to the knowledge previously stored in the brain, that is, the cognitive structure, so as to generate meaning, comprehend the article, and play its role in the next reading. In the early days of studying effective reading models, linguists have proposed a reading mode, namely information processing mode. The cognition of written language is mediated by the form of phoneme. The reason why mental lexicon can be mediated by the form of phoneme is that the mental lexicon is organized in the form of phonemes. This mode decodes "single language units (such as phonemes, letters and words), constructs chapter meanings from the smallest unit to the largest unit, and then corrects the existing knowledge and the prediction for chapter information."
Compared with the improved English reading method, the memory trend of these two is different. The possible reason is that the new English reading method uses the prediction score, and the accuracy of the prediction has an impact on the final result. Table 5 and Figure 5 show the improvement results compared with the traditional English reading method.

**Table 5. Improvement of traditional and new reading methods**

| English reading method | Improvement level (%) | Score coefficient |
|------------------------|-----------------------|------------------|
| Conventional           | 18%                   | 6.7              |
| Improved               | 23%                   | 8.3              |

**Figure 5. Improvement of traditional and new reading methods**

For the data set of reading method evaluation index, the memory rate of the basic method is equivalent to the cosine similarity, but the memory rate of the index method is 7.11% to 14.07% higher than the cosine similarity, as shown in Table 6 and Figure 6.

In English teaching, if the intervention of teachers is based on the matching with the characteristics of students’ learning styles, it will undoubtedly promote students to improve their own learning styles and reading ability, thereby improving their learning efficiency. The following Table 7 and Figure 7 are the results of the analysis of students’ English learning styles.

**Table 7. A survey of students’ English learning styles**

| Project          | The proportion of main learning styles was (%) | Proportion of secondary learning styles (%) |
|------------------|-----------------------------------------------|-------------------------------------------|
| Visual type      | 36                                            | 31                                         |
| Experiential type| 27                                            | 25                                         |
| Auditory type    | 19                                            | 23                                         |

**Figure 7. A survey of students’ English learning styles**

The first characteristics of reading comprehension is the visibility and organization of reading materials. With the help of vision, readers can scan various information signals, convert symbols, recognize psychology and process information quickly. In the final analysis,
reading is actually a purposeful psychological process to continuously use existing knowledge of the mind to select and deduce the text information and meaning provided by the reading materials, so as to achieve the final understanding. As mentioned earlier, reading comprehension can be subdivided into reading comprehension skills such as understanding the main idea, understanding specific information and inferring the meaning of new words. Perception is the beginning stage of the understanding process, and also the preparation stage of sentence structure and semantic analysis. The primary perception stage includes font visual induction, word retrieval and recognition procedures. Then, the existing knowledge is revised and the textual information is predicted. Because of the different thresholds of these units, the recognition time will be different. However, it is not enough to use this to explain the whole reading process. This model only regards the reading process as a signal-to-meaning information decoding process and believes that the relationship between the reader and the article is one-way. Vision is the channel for information transmission in reading activities. Another characteristics of reading materials is the temperament of national traits and content to the reader. In addition to the impact of subjective initiative of learners themselves on the learning effect, there are many other factors. Teachers should supplement multilingual knowledge and background knowledge in teaching to achieve better learning results.

Table 8. Test scores of test class and the control class

| Class            | The highest score | Minimum score |
|------------------|-------------------|---------------|
| Experimental class | 86                | 79            |
| Control class    | 71                | 63            |

In order to further study students’ English reading ability, two classes were selected to conduct the experimental comparison, which were divided into test class and control class. In the experiment, the reading teaching method based on the English reading theory of linguistic psychology proposed in this paper is used in the test class while traditional reading teaching method is used in the control class. After the experiment, the reading test scores of these two classes were compared, as shown in Table 8 and Figure 8.

Figure 8. The test class and the control class test scores

TEACHING MODE OF ENGLISH READING GUIDED BY THE THEORY OF LINGUISTIC PSYCHOLOGY

As an English teacher, when instructing students in reading training, it is necessary to make clear the sequence of teaching activities of reading comprehension in the first step: to determine the purpose of reading, to activate students' cognitive structure, to enable students to read with purposes, and to adopt appropriate methods and skills. According to Goodman's model of linguistic psychology, readers follow five steps in the reading process: initial knowledge, prediction, confirmation, correction and ending. This requires teachers to select suitable reading materials in English reading teaching in the first step, so as to cultivate students' reading ability in a real sense. Different people can conduct special train based on their own special circumstances and needs to master a certain language skill. Or, they can train themselves one by one so as to ultimately achieve the goal of cultivating the overall reading comprehension ability. The learner's motivation for reading is the most active, direct, and dominant psychological factor in reading activities. It can be seen that the reading process of readers is not simply to accept the information conveyed by the author through language and words, but a complex psychological activity process that is influenced...
by many factors, which is to receive the language of the author, understand the symbol and to communicate with the author. After research, psychologists have found that the length and frequency of words are the two most important factors in determining vocabulary recognition. The psycholinguistic process of reading can be divided into four processes: “experience”, “prediction”, “verification” and “affirmation or correction”. These processes form a mutually-connected cyclic process of comprehension, digestion and expression.

The problem to be solved by the information filtering technology based on linguistic psychology can be described as: w is set as the user collection and y as the collection of all items, which can be books, movies or restaurants, and so on. For each learning user, it is hoped that an item d can be found to achieve the maximal value of the utility function, as shown in the formula:

\[ w(x, y, d) = \exp\left(-\left(\frac{d_x}{r_g} + \frac{d_y}{r_c}\right)\right) \]  

(1)

\[ d \] is set as the total number of articles; the keyword x appears in the Y article; and C is set as the number of times that keyword x appears in the article, then the expression is as follows:

\[ d(x, y) = ax + by + c \]  

(2)

Content-based English reading mode technology is to recommend similar items to users according to those they have browsed before. In order to improve the learning efficiency of English reading, the recommendation items need to be compared with the previously browsed items of users. The utility function of content filtering can be defined as follows:

\[ E(x) = \sum_{j=1}^{n} E_j \]  

(3)

The key problem of the utility function is the similarity calculation. For the vector space model, the commonly used method is cosine similarity, so the utility function can be converted into the following formula:

\[ E_{ij}^{LR} = \sqrt{\sum_{u=1}^{U} \theta_u^i \theta_u^j}, j \in (1, M), i \in (1, H) \rho_{ij} = \frac{(S_{lu} - S_{ru})^2}{(S_{lu} + S_{ru})} \]  

(4)

When constructing the English reading mode, as a typical non-stationary signal, the generation of the speech signal is closely related to the motion of the vocal organ. This physical motion is much slower than the speed of sound transmission, so usually it is assumed that the speech signal is temporary. Usually, it is the finite-length window sequence N of speech signal interception that is used for the analysis. Its formula is generally expresses as follow:

\[ HW_t = \frac{\sum_{i=1}^{N} d(i)}{N} \]  

(5)

For the incomplete data such as collaborative filtering data sets in the English reading mode, the probability calculation and classification results are based only on the observed data, as shown in the following formula. In the formula, \( V \) represents the observed value.

\[ V_{id} = wV_{id} + c_1r_1(P_{id} - X_{id}) + c_2r_2(P_{gd} - X_{id}) \]  

(6)

For each class a, its average vector \( p \) is calculated, as shown in the formula. For the target user, the similarity between the target learning user and each type of learning user is calculated in order to further optimize the new English reading mode method.

\[ D_i = a + \sum_{j=1}^{n} b_j p_j + r_i Y + u \]  

(7)

Psychologists point out that moderate level of anxiety (a certain sense of urgency) is conducive to improving reading speed. But if it is too nervous, the reading task cannot be completed. The process of the learner's external visual signal is often the monitoring of the target, which determines the choice and processing of various information. The reader must have sufficient background knowledge to understand the exact meaning expressed by the author with the text. The so-called background knowledge refers to the understanding of the background of the specific case represented by the author. Reading activities usually have certain time requirements. Therefore, the reading speed is directly related to the reading ability, which requires students to pay attention to improving the reading speed in the usual reading training. In teaching, teachers should make students understand the purpose of reading and this reading mode is contrary to that
mentioned above, which divides the psychological process of reading into cognitive symbols, predictive information, affirmative or modified predictive information. In reading, the length of the fixed time depends partly on the sequence of letters. After each stage, the result is transmitted to the next stage. The direction of information transmission is one-way, and high-end information cannot affect the processing of low-end information. If the students are more motivated, teachers can also formulate corresponding reading plans, requiring students to complete certain reading materials in the prescribed time.

The approximate rating is used in the regression model to predict the rating of learning users. D is set as a variable of the score for certain item of learning users, so the linear regression model can be expressed as follows:

\[ D_i = a + \sum_{j=1}^{n} b_j \ln(p_j) + r_i \ln(Y) + u \]  (8)

By the decomposition of singular value, the optimal linear approximation P A and W of matrix D are V and P preserving the first m diagonal elements, respectively. After decomposing the matrix D, the user score of item R can be obtained, which can be calculated by the following formula.

\[ D(p_1) = A \cdot w_1 \left[ 1 - \frac{p_1}{v_1} \left( \frac{1}{v_1} p_1 w_1 + \frac{1}{w_2} p_2 w_2 - \frac{m(1-r)}{w_2} \right) \right] \]  (9)

In the English reading model based on linguistic psychology, memory and precision are the commonly used indicators to measure the effectiveness of the new reading method used by English readers. Finally, the overall accuracy of classification is compared. The formula is as follows:

\[ D(p_1) = A \cdot m(1-r) \]  (10)

The correlation coefficient in English reading mode regards user Q and R as two variables, and uses the correlation of two linear correlation variables to express the similarity between them, as shown in the formula (Chen, Lu, & Liu, 2018; Lu, Chen, & Liu, 2018).

\[ R(p_i, Q) = p_j \cdot \min(I, + Q_i \cdot D_i) - (p_j, Q_i + C_i \cdot A_i) + R_{i-1} \]  (11)

After the generation of the nearest neighbor set, in order to obtain the recommended set of English reading target set, the evaluation of users for alternatives is predicted using the nearest neighbor score, and the items are ranked according to the score. The rating formula is as follows:

\[ y_i = \frac{\max(y) - y_i}{\max(y) - \min(y)} \]  (12)

The correlation coefficient in the English reading mode based on linguistic psychology regards the terms P and E as two variables, and the correlation of two linear correlation variables is used to express the similarity between these two. The formula is as follows:

\[ E_{RMSE} = \frac{1}{\sigma_P} \sum_{p=1}^{n} (E_p)^2 \]  (13)

The correlation coefficient in the English reading mode is improved on the basis of the cosine similarity. This formula is only used to calculate the reading score data of learning users. The formula is as follows:

\[ T(x, y) = \frac{x^y}{||x||^2||y||^2} = \frac{\sum x_i y_i}{\sqrt{\sum x_i^2} \sqrt{\sum y_i^2}} \]  (14)

Based on the above experimental analysis and research results, the test scores of English reading ability of these two classes are analyzed by SPSS16.0 to determine the specific distribution differences of English reading level between these two classes. The specific situation is shown in Figure 9 and 10:

Figure 9. Distribution chart of test results of English reading ability in experimental class
Context is the environment by which language relies on. The understanding and expression of linguistic meaning and the realization of language functions need to be contextualization. Context affects people's cognition and handling of information to a large extent. Because in reading, the brain of readers must first understand the symbols in written language and then begin reading. In the teaching of reading, teachers should give students some time to read on their own initiative, rather than explaining everything in details. When reading English articles, some people are accustomed to reading a few sentences back and re-reading unconsciously, which will greatly affect the speed of reading. Also, this habit is not conducive to the overall understanding of the article. The knowledge and information obtained from syntactic or semantic clues are the most significant. Psychology theory believes that only in a large amount of reading practice can students develop logical thinking ability such as hypothesis, judgment, analysis, induction and reasoning verification. The processing of information requires several non-interactive phases and thus high-end information cannot affect the low-end, and low-end information cannot be guided by the high-end. Reading strategies have a direct impact on reading comprehension. Global strategies and local strategies have different impact on reading different articles. Successful learners and unsuccessful learners have significant differences in the use of reading strategies. Only when the information in the low-end industry and high-end stage remains consistent will a satisfactory correct understanding be produced, otherwise the hypothesis will be revised and established until the information at two ends becomes completely consistent. After grasping the framework of textual discourse, the careful analyses of the textual structure of discourse can help us to analyze the discourse level and information processing from a microscopic perspective. External information as well as original and unprocessed forms are temporarily stored in sensory memory; while permanent memory and related content in human brain knowledge network are activated and invoked to identify foreign information; the identified information and information related to cognitive activities enters the working memory. Readers can clearly be aware of the problems they have encountered in the reading process. The key is to persevere and persist for a while. Psychologists believe that reading strategies can not only improve students' reading comprehension, but also make up for their deficiencies in linguistic knowledge. For example, the associative strategy can help readers develop logical thinking and exercise intellectual conjecture. In this process, the reader's own factors interact with the article factors and influence each other, and thus readers can make correct judgments on the article by using the vocabulary, sentence structure, language and concepts that they have already mastered. The use of global strategies helps readers to mobilize all verbal and non-verbal means to actively obtain information. On the contrary, the strategy of analyzing words, and sentences by lexical formation, sentence patterns and grammatical rules is called local strategy. Readers must have the ability to deal with language and concepts. They must understand words and the language structure in order to judge the content of the article. The application of this model in English reading process has become more and more popular.

CONCLUSIONS

Reading is a very complex psycholinguistic activity. The process of English reading is more complicated because it contains more factors. Given that we have a certain understanding of the psychological changes that affect reading, the correct use of interactive theory and schema theory will bring more positive guidance to our reading. In the reading process, it is very
important and necessary for us to use the theory of English reading mode based on linguistic psychology to guide our English reading. More importantly, we should focus on accumulating our basic language knowledge, expanding our vocabulary and reading capacity, constantly striving to improve our knowledge system, and learning more about the historical, cultural background and customs of English-speaking countries, as well as the national characteristics of a country. Only in this way can we achieve better results and improve our reading level and ability in the above-mentioned English reading mode. The teaching method of English reading mode based on linguistic psychology is a reading teaching method superior to traditional teaching methods, which can improve students' reading ability and reading speed. Therefore, in various modes and methods of high school English reading teaching at the current stage, the author believes that the lexical theory can be included and promoted. Finally, we hope that through the linguistic psychology theory of reading in this article, we can improve students' English reading comprehension ability. Also, we hope this method can bring some inspiration for the improvement of teachers' reading teaching and even the reform of foreign language teaching.

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