

# Educational Research and Development Journal

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## **Understanding Self-Awareness Factors Influencing Healthy Emotions and the Reading Comprehension of College Students in Different National Contexts: Notes from the Editors-in-Chief**

Jian Wang and Raymond Flores

Welcome to the Fall 2020 Issue of Volume 23 of the *Educational Research and Development Journal*. This is the first issue after changing our journal's name from *New Waves-Educational Research and Development* to *Educational Research and Development Journal* under the reconstituted editorial team. In this issue, we bring you two articles. The first article investigates the role of self-awareness factors in shaping college students' emotional status, and the second investigates the metacognitive reading comprehension strategies used by second language learning college students.

Self-awareness factors presumably shape the status of one's emotions central to the development of prosocial behaviors and successful academic achievement (Gilbert & Gruber, 2014). The first study by Asici, Arslan, and Uygur examined the above assumption and the role of one's age and gender in mediating the influences of these two factors drawing on survey data from 466 university students in Turkey. Using multiple linear regression analysis, the study revealed that participants' awareness of the issue positively affected their healthy emotions central to prosocial behaviors and effective academic learning. However, their acceptance and rumination thoughts, especially those ruminations of their romantic relationships, tended to exert a negative impact. In addition, being female was more likely to decrease the positive effect of these factors while getting older tended to increase positive influence. These findings raise questions about the existing conceptual assumption and empirical evidence.

Awareness of the reading strategies that one uses is assumed to facilitate and support one's reading comprehension (Ahmadi, Ismail, & Abdullah, 2013). This assumption is seen true for both first and second language learners learning to read (Van Gelderen et al., 2004) and was used to guide the development of a measurement scale on reading strategies and comprehension for both populations (Mokhtari & Reichard, 2002). The second study in this issue by Zhang and Zheng examined whether this assumption is true for Chinese college students who were learning English as a second language by validating a scale developed to measure the metacognitive awareness of reading strategies of both first and second language learners. Drawing on the measurement data from 1,431 Chinese college students, this study found that the exploratory factor analysis failed to support the three kinds of reading strategies as distinct from each other for the participants and the confirmatory factor analysis also showed overall poor model fit. Reading strategies included global reading strategies, problem-solving strategies, and support strategies. These results suggest that the kinds of reading strategies that first and second language learners are aware of in the process of their reading comprehension can be different. Thus, the measurement scale to capture the relationship between their metacognitive awareness of reading strategies needs to be unique to each group.

It is our wish that the two articles will enrich your understanding of the role of one's self-awareness of what they are doing and encountering in shaping his or her healthy emotions and reading comprehension. Thus, they are useful for you when examining similar issues deeply, extensively, and continuously. We would like to thank all of the reviewers for this issue for their

thorough and constructive suggestions and comments that made this issue possible. Finally, we sincerely encourage all members of the Chinese American Educational Research and Development Association, other professional researchers, and practitioners to contribute their work to this journal. Such contributions are crucial to the development of the journal as an outlet of high quality that advances our understanding of various issues related to professional education.

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