**Supplemental Material**

**References of the included studies:**

Abbott, M. L. (2007). A confirmatory approach to differential item functioning on an

 ESL reading assessment. *Language Testing*, *24*(1), 7–36.

 https://doi.org/10.1177/0265532207071510

Abu-Rabia, S., Shakkour, W., & Siegel, L. (2013). Cognitive retroactive transfer

(CRT) of language skills among bilingual Arabic-English readers. *Bilingual*

*Research, Journal, 36* (1), 61-81. <https://doi.org/10.1080/15235882.2013.775975>

 Ahmed Abdel-Al Ibrahim, K., Cuba Carbajal, N., Zuta, M. E. C., & Bayat, S. (2023).

 Collaborative learning, scaffolding-based instruction, and self-assessment:

 Impacts on intermediate EFL learners’ reading comprehension, motivation, and

 anxiety. *Language Testing in Asia*, *13*(1). https://doi.org/10.1186/s40468-023-

 00229-1

 Alptekin, C., & Erçetin, G. (2011). Effects of working memory capacity and content

 familiarity on literal and inferential comprehension in L2 reading. *TESOL*

 *Quarterly*, *45*(2), 235–266. <https://doi.org/10.5054/tq.2011.247705>

 Alptekin, C., Erçetin, G., & Özemir, O. (2014). Effects of variations in reading span

 task design on the relationship between working memory capacity and

 second language reading. *The Modern Language Journal*, *98*(2), 536–552.

 <https://doi.org/10.1111/modl.12089>

 Alshehri, M. G., & Zhang, D. (2022). The lexical basis of second language reading

 comprehension: From (Sub)Lexical knowledge to processing efficiency.

 *Language Learning, 72*(2), 325–364. <https://doi.org/10.1111/lang.12478>

 Anani Sarab, M. R., & Rad, H. M. (2022). The effect of reading strategies and L1

 reading attitudes on L2 reading comprehension: Investigating the intermediary

 role of L2 reading attitudes. *The Journal of Asia TEFL, 19*(4), 1267–1282.

 https://doi.org/10.18823/asiatefl.2022.19.4.8.1267

 Arabmofrad, A., Badi, M., & Pitehnoee, M. R. (2020). The relationship among

 elementary English as a foreign language learners’ hemispheric dominance,

 metacognitive reading strategies preferences, and reading

 comprehension. *Reading & Writing Quarterly, 37*(5), 413-424.

 <https://doi.org/10.1080/10573569.2020.1846005>

 Babapour, M., Ahangari, S., & Ahour, T. (2018). The effect of shadow reading and

 collaborative strategic reading on EFL learners’ reading comprehension across

 two proficiency levels. *Innovation in Language Learning and Teaching, 13*(4),

 318–330. <https://doi.org/10.1080/17501229.2018.1465059>

 Bae, H. S., & Joshi, R. M. (2018). A multiple-group comparison on the role of

 morphological awareness in reading: within- and cross-linguistic evidence from

 Korean ESL and EFL learners. *Reading and Writing*, *31*(8), 1821–1841.

 <https://doi.org/10.1007/s11145-017-9795-4>

Bailer, C. (2011). *Working memory capacity and attention to form and meaning in*

 *EFL reading* [Unpublished doctoral dissertation]. Federal University of Santa

 Catarina, Floriano polis, Brazil.

 Bax, S. (2013). The cognitive processing of candidates during reading tests: Evidence

 from eye-tracking. *Language Testing*, *30*(4), 441–465.

 <https://doi.org/10.1177/0265532212473244>

Brunfaut, T., Kormos, J., Michel, M., & Ratajczak, M. (2021). Testing young foreign

 language learners’ reading comprehension: Exploring the effects of working

 memory, grade level, and reading task. *Language Testing, 38*(3), 356-377.

 https://doi.org/10.1177/0265532221991480

‌ Cai, Y., & Kunnan, A. J. (2018). Examining the inseparability of content knowledge

 from LSP reading ability: an approach combining bifactor-multidimensional item

 response theory and structural equation modeling. *Language Assessment*

 *Quarterly*, *15*(2), 109–129. https://doi.org/10.1080/15434303.2018.1451532

‌ Cai, Y., & Kunnan, A. J. (2020). Mapping the fluctuating effect of strategy use

 ability on English reading performance for nursing students: A multi-layered

 moderation analysis approach. *Language Testing, 37*(2), 280-304.

 <https://doi.org/10.1177/0265532219893384>

 Carcamo, B. (2023). The roles of vocabulary knowledge and metacognitive

 awareness as mediators between prior knowledge and L2 academic reading.

 *International Journal of Applied Linguistics, 33*(2), 292–326.

<https://doi.org/10.1111/ijal.12466>

 Cecen, S., & Ercetin, G. (2016). Interrelationships among L2 linguistic knowledge,

 working memory functions, and L2 reading. In G. Granena, D. O. Jackson, &

 Y. Yilmaz (Eds.), *Cognitive individual differences in second language*

 *processing and acquisition* (pp. 223–247). John Benjamins.

 doi:10.1075/bpa.3.11cec

 Chang, Y. (2020). The effect of ambiguity tolerance on learning English with computer-mediated dictionaries. *Computer Assisted Language Learning, 33*(8), 960–981. https://doi.org/10.1080/09588221.2019.1604550

 Cheng, J., & Matthews, J. (2018). The relationship between three measures of L2 vocabulary knowledge and L2 listening and reading. *Language Testing, 35*(1), 3–25. https://doi.org/10.1177/0265532216676851

 Cheung, H., Chan, M., & Chong, K. (2007). Use of Orthographic Knowledge in Reading by Chinese-English Bi-scriptal Children. *Language Learning*, *57*(3), 469–505. https://doi.org/10.1111/j.1467-9922.2007.00423.x

‌ Choi, I.-C., Kim, K. S., & Boo, J. (2003). Comparability of a paper-based language test and a computer-based language test. *Language Testing*, *20*(3), 295–320. https://doi.org/10.1191/0265532203lt258oa

‌ Choi, I., & Papageorgiou, S. (2020). Evaluating subscore uses across multiple levels: A case of reading and listening subscores for young EFL learners.

  *Language Testing*, *37*(2), 254–279. https://doi.org/10.1177/0265532219879654

 Choi, Y. (2017). *Effects of dimensions of word knowledge and their accessibility on different levels of reading comprehension in adolescent EFL learners* [Unpublished doctoral dissertation]. Michigan State University.

 Choi, I., & Papageorgiou, S. (2019). Evaluating subscore uses across multiple levels: A case of reading and listening subscores for young EFL learners. *Language Testing*, *37*(2), 254–279. https://doi.org/10.1177/0265532219879654

 De Galbert, P. G. (2023). Language transfer theory and its policy implications: Exploring interdependence between Luganda, Runyankole-Rukiga, and English in Uganda. *Journal of Multilingual and Multicultural Development, 44*(1), 1–19. https://doi.org/10.1080/01434632.2020.1788038

 Dhanapala, K. V., & Hirakawa, Y. (2015). L2 reading motivation among Sri Lankan university students. *Reading Psychology, 37*(2), 202-229.

 https://doi.org/10.1080/02702711.2015.1025163

‌ Erçetin, G., & Alptekin, C. (2012). The explicit/implicit knowledge distinction and working memory: Implications for second-language reading comprehension. *Applied Psycholinguistics, 34*(4), 727–753. <https://doi.org/10.1017/s0142716411000932>

 Figueras, N., Kaftandjieva, F., & Takala, S. (2013). Relating a Reading Comprehension Test to the CEFR Levels: A Case of Standard Setting in Practice with Focus on Judges and Items. *The Canadian Modern Language Review, 69*(4), 359–385. <https://doi.org/10.3138/cmlr.1723.359>

 Fulcher, G. (1998). Widdowson’s model of communicative competence and the testing of reading: An exploratory study. *System, 26,* 281-302.

Gao, L., & Rogers, W. T. (2011). Use of tree-based regression in the analyses of

 L2 reading test items. *Language Testing*, *28*(1), 77–104.

 https://doi.org/10.1177/0265532210364380

 Guo, Y. (2008). *The role of vocabulary knowledge, syntactic awareness and*

 *metacognitive awareness in reading comprehension of adult English language*

 *learners* [Unpublished doctoral dissertation]. Florida State University.

‌ Ha, H. T. (2021). Exploring the relationships between various dimensions of

 receptive vocabulary knowledge and L2 listening and reading

 comprehension. *Language Testing in Asia, 11* (1).

 https://doi.org/10.1186/s40468-021-00131-8

 He, L., Xiong, L., & Min, S. (2022). Diagnosing listening and reading skills in the Chinese EFL context: Performance stability and variability across modalities and performance levels. *System, 106*, 102787. https://doi.org/10.1016/j.system.2022.102787

 Huang, H.-F. (2006). *Breadth and depth of English vocabulary knowledge: Which really matters in the academic reading performance of Chinese university students?* [Unpublished M.A. dissertation]. McGill University.

 Ilc, G., & Stopar, A. (2015). Validating the Slovenian national alignment to CEFR: The case of the B2 reading comprehension examination in English. *Language Testing*, *32*(4), 443–462. https://doi.org/10.1177/0265532214562098

 Jang, E. E. (2009). Cognitive diagnostic assessment of L2 reading comprehension ability: Validity arguments for Fusion Model application to LanguEdge assessment. *Language Testing*, *26*(1), 31-73. <https://doi.org/10.1177/0265532208097336>

 Jian, Y.-C. (2021). The immediate and delayed effects of text–diagram reading instruction on reading comprehension and learning processes: evidence from eye movements. *Reading and Writing, 34*, 727-752. https://doi.org/10.1007/s11145-020-10089-3

 Jiang, X., Sawaki, Y., & Sabatini, J. (2012). Word reading efficiency, text reading fluency, and reading comprehension among Chinese learners of English. *Reading Psychology, 33*(4), 323–349. https://doi.org/10.1080/02702711.2010.526051

 Joh, J. (2015). Exploring working memory capacity as an independent contributor to L2 discourse comprehension: A study of Korean EFL learners. *Language Research, 51*, 443–473. https://s-space.snu.ac.kr/handle/10371/94842

 Joh, J. (2018). Interplay of working memory, strategy use, and task difficulty in L2 reading comprehension. *The Journal of Asia TEFL, 15*(4), 900-914. https://doi.org/10.18823/asiatefl.2018.15.4.1.900

 Joh, J., & Plakans, L. (2017). Working memory in L2 reading comprehension: The influence of prior knowledge. *System, 70*,107-120.

 https://doi.org/10.1016/j.system.2017.07.007

 Karimi, M. N. (2015a). EFL Learners’ Multiple Documents Literacy: Effects of a Strategy-Directed Intervention Program. *The Modern Language Journal*, *99*(1), 40–56. https://doi.org/10.1111/modl.12192

‌ Karimi, M. N. (2015b). L2 multiple-documents comprehension: Exploring the contributions of L1 reading ability and strategic processing. *System*, *52*, 14–25. https://doi.org/10.1016/j.system.2015.04.019

 Karimi, M. N., & Shabani, M. B. (2013). Comparing the strategic behavior of more successful vs. less successful readers of multiple technical reading texts.

 *Innovation in Language Learning and Teaching, 7*(2), 125–138. <https://doi.org/10.1080/17501229.2012.726223>

‌ Khezrlou, S., Ellis, R., & Sadeghi, K. (2017). Effects of computer-assisted glosses on EFL learners’ vocabulary acquisition and reading comprehension in three learning conditions. *System, 65,* 104-116. https://doi.org/10.1016/j.system.2017.01.009

 Kim, E. J. (2019). Role of morphological awareness and morphological processing in Korean secondary school students’ English-Vocabulary knowledge and reading comprehension. *English Teaching, 74*(2), 51-73.

 <https://doi.org/10.15858/engtea.74.2.201906.51>

 Kim, K. (2017). Visualizing first and second language interactions in Science Reading: A Knowledge Structure Network approach. *Language Assessment Quarterly, 14*(4), 328–345. <https://doi.org/10.1080/15434303.2017.1350183>

 Kim, M. (2023). Exploring literal and inferential reading comprehension among L2 adolescent learners: the roles of working memory capacity, syllogistic inference, and L2 linguistic knowledge. *Reading & Writing, 36*(5), 1085–1110. https://doi.org/10.1007/s11145-022-10320-3

 Kim, M., Crossley, S. A., & Kim, B. (2020). Second language reading and writing in relation to first language, vocabulary knowledge, and learning backgrounds. *International Journal of Bilingual Education and Bilingualism, 25*(6). https://doi.org/10.1080/13670050.2020.1838434

 Kim, M., Tian, Y., & Crossley, S. A. (2021). Exploring the relationships among cognitive and linguistic resources, writing processes, and written products in second language writing. *Journal of Second Language Writing, 53.*

https://doi.org/10.1016/j.jslw.2021.100824

 Kim, Y.-S. G., & Piper, B. (2019). Cross-language transfer of reading skills: An empirical investigation of bidirectionality and the influence of instructional environments. *Reading and Writing*, *32*(4), 839–871. https://doi.org/10.1007/s11145-018-9889-7

 Kremmel, B., Brunfaut, T., & Alderson, J. C. (2017). Exploring the role of phraseological knowledge in foreign language reading. *Applied Linguistics, 38* (6), 848-870. <https://doi.org/10.1093/applin/amv070>

 LaFlair, G. T., Isbell, D., May, L. D. N., Gutierrez Arvizu, M. N., & Jamieson, J. (2017). Equating in small-scale language testing programs. *Language Testing*, *34*(1), 127–144. https://doi.org/10.1177/0265532215620825

‌ Li, M., & Kirby, J. R. (2014). Unexpected Poor Comprehenders Among Adolescent ESL Students. *Scientific Studies of Reading*, *18*(2), 75–93. https://doi.org/10.1080/10888438.2013.775130

 Li, M., & Kirby, J. R. (2014). The effects of vocabulary breadth and depth on English reading. *Applied Linguistics,* 1-25. https://doi.org/10.1093/applin/amu007

 Li, X., & Koda, K. (2022). Linguistic constraints on the cross-linguistic variations in L2 word recognition. *Reading & Writing, 35*(6), 1401–1424. <https://doi.org/10.1007/s11145-022-10266-6>

 Liao, R. J. T. (2023). The use of generalizability theory in investigating the score dependability of classroom-based L2 reading assessment. *Language Testing, 40*(1), 86–106. https://doi.org/10.1177/02655322211070840

 Lim, H. (2019). Test format effects: a componential approach to second language reading. *Language Testing in Asia, 9* (6). https://doi.org/10.1186/s40468-019-0082-y

 Lin, H., & Chen, T. (2007). Reading authentic EFL text using visualization and advance organizers in a multimedia learning environment. *Language Learning & Technology*, *11*(3), 83–106.

 Liu, H. (2021). Does questioning strategy facilitate second language (L2) reading comprehension? The effects of comprehension measures and insights from reader perception. *Journal of Research in Reading, 44*(2), 339– 359. https://doi.org/10.1111/1467-9817.12339

 Moradi, S., Ghahari, S., & Abbas Nejad, M. (2020). Learner- vs. expert-

 constructed outlines: Testing the associations with L2 text comprehension and

 multiple intelligences. *Studies in Second Language Learning and Teaching*, *10*(2), 359–384. https://doi.org/10.14746/ssllt.2020.10.2.7

 Mulder, E., Van De Ven, M., Segers, E., Krepel, A., De Bree, E. H., De Jong, P.

 F., & Verhoeven, L. (2024). Impact of word‐to‐text integration processes on

 reading comprehension development in English as a second language. *Journal of Research in Reading, 47*(1), 83–102. https://doi.org/10.1111/1467-9817.12441

 Nahatame, S. (2021). Text readability and processing effort in second language

 reading: A Computational and Eye‐Tracking Investigation. *Language*

 *Learning, 71*(4), 1004–1043. <https://doi.org/10.1111/lang.12455>

 Nakamoto, J., Lindsey, K. A., & Manis, F. R. (2008). A cross-linguistic

 investigation of English language learners’ reading comprehension in English

 and Spanish. *Scientific Studies of Reading*, *12*(4), 351–371. https://doi.org/10.1080/10888430802378526

 Namaziandost, E., Razmi, M. H., Ahmad Tilwani, S., & Pourhosein Gilakjani,

 A. (2021). The impact of authentic materials on reading comprehension,

 motivation, and anxiety among Iranian male EFL learners. *Reading & Writing Quarterly*, *38*(1), 1–38. https://doi.org/10.1080/10573569.2021.1892001

 Nassaji, H., & Geva, E. (1999). The contribution of phonological and orthographic processing skills to adult ESL reading: Evidence from native speakers of Farsi. *Applied Psycholinguistics*, *20*(2), 241–267. https://doi.org/10.1017/s0142716499002040

 Nergis, A. (2013). Exploring the factors that affect reading comprehension of EAP learners. *Journal of English for Academic Purposes, 12*(1), 1–9. <https://doi.org/10.1016/j.jeap.2012.09.001>

 Oh, E. (2015). Comparative studies on the roles of linguistic knowledge and sentence processing speed in L2 listening and reading Comprehension in an EFL Tertiary setting. *Reading Psychology, 37*(2), 257- 285.

 <https://doi.org/10.1080/02702711.2015.1049389>

 Osamu, I. (2006). L1 and L2 working memory: an investigation into the domain specificity and processing efficiency issues. *Bulletin of Ehime Universities, 53*(1), 113–121.

 ‌Pae, T.-I. (2004). Gender effect on reading comprehension with Korean EFL learners. *System*, *32*(2), 265–281. https://doi.org/10.1016/j.system.2003.09.009

‌ Pae, T.-I. , & Park, G.-P. (2006). Examining the relationship between differential item functioning and differential test functioning. *Language Testing*, *23*(4), 475–496. https://doi.org/10.1191/0265532206lt338oa

 Park, G.-P. (2004). Comparison of L2 listening and reading comprehension by university students learning English in Korea. *Foreign Language Annals*, *37*(3), 448–458. https://doi.org/10.1111/j.1944-9720.2004.tb02702.x

 Pasquarella, A. D. K. (2014). *Reading comprehension in adolescent bilinguals learning English as a second language* [Unpublished doctoral dissertation]. Toronto University.

 Pasquarella, A., Gottardo, A., & Grant, A. (2012). Comparing Factors Related to Reading Comprehension in Adolescents Who Speak English as a First (L1) or Second (L2) Language. *Scientific Studies of Reading, 16*(6), 475–503. https://doi.org/10.1080/10888438.2011.593066

 Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Serrano, R., & Llanes, À. (2020). Young learners’ processing of multimodal input and its impact on reading comprehension: An eye-tracking study – corrigendum. *Studies in Second Language Acquisition, 42*(3), 577- 589.

 https://doi.org/10.1017/s0272263120000406

‌ Qian, D. D. (2002). Investigating the relationship between vocabulary knowledge

 and academic reading performance: An assessment perspective. *Language Learning*, *52*(3), 513–536. https://doi.org/10.1111/1467-9922.00193

‌ Qian, D. D. (2008). From single words to passages: Contextual effects on

 predictive power of vocabulary measures for assessing reading

 performance. *Language Assessment Quarterly*, *5*(1), 1–19. https://doi.org/10.1080/15434300701776138

‌ Qian, D. D., & Schedl, M. (2004). Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance. *Language Testing*, *21*(1), 28–52. https://doi.org/10.1191/0265532204lt273oa

 Qureshi, M. A., & Aljanadbah, A. (2022). Translanguaging and reading comprehension in a second language. *International Multilingual Research Journal, 16*(4), 247–257. https://doi.org/10.1080/19313152.2021.2009158

 Sadeghi, K., Khezrlou, S., & Modirkhameneh, S. (2017). Calling Iranian learners

 of L2 English: Effect of gloss type on lexical retention and reading

 performance under different learning conditions. *Journal of Research in*

 *Reading, 40* (S1). <https://doi.org/10.1111/1467-9817.12088>

 Saiegh-Haddad, E. (2003). Bilingual oral reading fluency and reading

 comprehension: The case of Arabic/Hebrew (L1)–English (L2) readers,

 *Reading and Writing, 16* (8)*,* 717-736.

 https://doi.org/10.1023/A:1027310220036

 Schoonen, R., Hulstijn, J., & Bossers, B. (1998). Metacognitive and language-specific knowledge in native and foreign language reading comprehension: An empirical study among Dutch students in grades 6, 8 and 10. *Language Learning*, *48*(1), 71–106. https://doi.org/10.1111/1467-9922.00033

 Serrano, R., & Pellicer-Sánchez, A. (2019). Young L2 learners’ online processing of information in a graded reader during reading-only and reading-while-listening conditions: A study of eye-movements. *Applied Linguistics Review, 13*(1), 49–70. https://doi.org/10.1515/applirev-2018-0102

‌ Shin, J., & Dronjic, V. (2019). The interplay between working memory and background knowledge in L2 reading comprehension. *TESOL Quarterly, 53*(2), 320–347. https://doi.org/10.1002/tesq.482

 Shin, S.-Y., & Ewert, D. (2015). What accounts for integrated reading-to-write task scores? *Language Testing*, *32*(2), 259–281. https://doi.org/10.1177/0265532214560257

‌ Shiotsu, T., & Weir, C. J. (2007). The relative significance of syntactic knowledge and vocabulary breadth in the prediction of reading comprehension test performance. *Language Testing*, *24*(1), 99–128. https://doi.org/10.1177/0265532207071513

 Silawi, R., Shalhoub‐Awwad, Y., & Prior, A. (2020). Monitoring of reading comprehension across the first, second, and third language: Domain‐General or Language‐Specific? *Language Learning, 70*(3), 886- 922.

 https://doi.org/10.1111/lang.12410

 Sok, S., Shin, H. W., & Do, J. (2021). Exploring which test-taker characteristics predict young L2 learners’ performance on listening and reading comprehension tests. *Language Testing, 38*(3), 378–400. <https://doi.org/10.1177/0265532221991134>

 Song, M.-Y. (2008). Do divisible subskills exist in second language (L2) comprehension? A structural equation modeling approach. *Language Testing, 25*(4), 435–464. https://doi.org/10.1177/0265532208094272

 Song, T., & Reynolds, B. L. (2022). The effect of lexical coverage on L2 learners’ reading comprehension of narrative and expository genres. *Journal of English for Academic Purposes, 59*. <https://doi.org/10.1016/j.jeap.2022.101154>

 ‌Stæhr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. *Language Learning Journal*, *36*(2), 139–152. https://doi.org/10.1080/09571730802389975

 Suk, N. (2016). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly, 52*(1), 73–89. <https://doi.org/10.1002/rrq.152>

‌ Toprak, T. E., & Cakir, A. (2021). Examining the L2 reading comprehension ability of adult ELLs: Developing a diagnostic test within the cognitive diagnostic assessment framework. *Language Testing, 38*(1), 106-131.

  <https://doi.org/10.1177/0265532220941470>

 Tsai, Y.-R., Ernst, C., & Talley, P. C. (2010). L1 and L2 Strategy Use in Reading Comprehension of Chinese EFL Readers. *Reading Psychology, 31*(1), 1–29. <https://doi.org/10.1080/02702710802412081>

 Tseng, S.-S., Yeh, H.-C., & Yang, S. (2015). Promoting different reading comprehension levels through online annotations. *Computer Assisted Language Learning*, *28*(1), 41–57. https://doi.org/10.1080/09588221.2014.927366

‌ Türk, E., & Erçetin, G. (2012). Effects of interactive versus simultaneous display of multimedia glosses on L2 reading comprehension and incidental vocabulary learning. *Computer Assisted Language Learning*, *27*(1), 1–25. https://doi.org/10.1080/09588221.2012.692384

 van Gelderen, A., Schoonen, R., Stoel, R. D., de Glopper, K., & Hulstijn, J. (2007). Development of adolescent reading comprehension in language 1 and language 2: A longitudinal analysis of constituent components. *Journal of Educational Psychology, 99*(3), 477–491. https://doi.org/10.1037/0022-0663.99.3.477

‌ van Gelderen, A., Schoonen, R., de Glopper, K., Hulstijn, J., Simis, A., Snellings, P., & Stevenson, M. (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. https://doi.org/10.1037/0022-0663.96.1.19

‌ Varol, B., & Erçetin, G. (2019). Effects of gloss type, gloss position, and working memory capacity on second language comprehension in electronic reading. *Computer Assisted Language Learning, 34*(7), 820- 844. https://doi.org/10.1080/09588221.2019.1643738

 Wang, M., Ko, I. Y., & Choi, J. (2009). The importance of morphological awareness in Korean–English biliteracy acquisition. *Contemporary Educational Psychology*, *34*(2), 132–142. https://doi.org/10.1016/j.cedpsych.2008.12.002

‌ Wawire, B. A., & Zuilkowski, S. S. (2021). The role of vocabulary and decoding language skills in reading comprehension: a cross-linguistic perspective. *International Multilingual Research Journal 15* (1), 23–42. https://doi.org/10.1080/19313152.2020.1753953

 Welie, C., Schoonen, R., & Kuiken, F. (2018). The role text structure inference skill plays for eighth graders’ expository text comprehension. *Reading & Writing, 31*(9), 2065–2094. https://doi.org/10.1007/s11145-017-9801-x

 Xue, J., & Jiang, X. (2017). The developmental relationship between bilingual morphological awareness and reading for Chinese EFL adult learners: A longitudinal study. *Reading & Writing, 30*(2), 417-438.

 <https://doi.org/10.1007/s11145-016-9683-3>

 Yaghoub Zadeh, Z., Farnia, F., & Geva, E. (2010). Toward modeling reading comprehension and reading fluency in English language learners. *Reading and Writing*, *25*(1), 163–187. https://doi.org/10.1007/s11145-010-9252-0

‌ Yanguas, I. (2009). Multimedia glosses and their effect on l2 text comprehension and vocabulary learning. *Language Learning and Technology, 13* (2), 48–67. http://llt.msu.edu/vol13num2/yanguas.pdf

 Yapp, D., De Graaff, R., & Van Den Bergh, H. (2021). Effects of reading strategy instruction in English as a second language on students’ academic reading comprehension. *Language Teaching Research, 27*(6), 1456–1479. https://doi.org/10.1177/1362168820985236Zhang, B. (2010). Assessing the accuracy and consistency of language proficiency classification under competing measurement models. *Language Testing*, *27*(1), 119–140. https://doi.org/10.1177/0265532209347363

 Zhang, C., & Yan, X. (2018). Assessment literacy of secondary EFL teachers: Evidence from a regional EFL test. *Chinese Journal of Applied Linguistics*, *41*(1), 25–46. https://doi.org/10.1515/cjal-2018-0002

 Zhang, D. (2012). Vocabulary and grammar knowledge in second language reading comprehension: A structural equation modeling study. *The Modern Language Journal*, *96*(4), 558–575. <https://doi.org/10.1111/j.1540-4781.2012.01398.x>

 Zhang, D. (2017). Derivational morphology in reading comprehension of Chinese-speaking learners of English: A longitudinal structural equation modeling study. *Applied Linguistics, 38* (6), 871-895.

 <https://doi.org/10.1093/applin/amv072>

 Zhang, D., Koda, K., & Sun, X. (2012). Morphological awareness in biliteracy acquisition: A study of young Chinese EFL readers.*International Journal of Bilingualism, 18*(6), 570–585. https://doi.org/10.1177/1367006912450953

 Zhang, D., & Koda, K. (2014). Awareness of derivation and compounding in Chinese–English biliteracy acquisition.*International Journal of Bilingual Education and Bilingualism, 17*(1), 55–73. <https://doi.org/10.1080/13670050.2012.736949>

 Zhang, H., & Xuan, W. W. (2017). Word knowledge in academic literacy skills among collegiate ESL learners. *Applied Linguistics Review, 10*(2), 201–218. https://doi.org/10.1515/applirev-2017-0057

 Zhang, L., Goh, C. C. M., & Kunnan, A. J. (2014). Analysis of test takers’ metacognitive and cognitive strategy use and EFL reading test performance: A multi-sample SEM approach. *Language Assessment Quarterly*, *11*(1), 76–102. <https://doi.org/10.1080/15434303.2013.853770>