Becoming a Second/Foreign Language Reader

Hilma Chodkowski

 Learners
may become a real asset for an L2/Fl language

The process article will centre on how and why a positive

transfer of native language, on the other hand, undoubtedly puts them in a

If the positive transfer of any of these elements occurs,

L2/FL learners find themselves in a context where they are

newly aware of the need for the development of their

syntactic and morphological competencies, and if they are not<br>

filed with the command of their native language, they can

be attributed to the fact that L2/FL learners are already

The main differences occurring between L2/FL readers and

The two situations has also been frequently pointed out

the difference between

the development of reading, and the role played by the

L2/FL reader.

and L2/FL reading comprehension, especially when concerned with the

L2/FL reader.
The Threshold Hypothesis and the Linguistic-Independence View

The threshold hypothesis is an important one in language acquisition theory. It suggests that there is a critical period during which children acquire language more easily and effectively. This hypothesis has been supported by various studies and has implications for teaching and learning language.

A more recent and widely accepted view is the Dual Language Acquisition (DLA) theory. This theory proposes that children acquire two languages simultaneously, with each language developing independently. The DLA theory has implications for bilingual education and the development of second languages.

In conclusion, the threshold hypothesis and the DLA theory have contributed significantly to our understanding of language acquisition. These theories have practical implications for teaching and learning, and ongoing research continues to refine our understanding of language development.
The size of the so-called threshold vocabulary is often discussed in the context of teaching reading and becoming proficient readers. A threshold vocabulary, which is often described as the minimum number of words that a reader needs to understand in order to comprehend a text, is crucial for effective reading. The threshold vocabulary size varies across different languages and reading levels. For example, in English, a reader might need to know around 5,000 words to read a wide range of texts fluently. These words are considered essential for effective reading and comprehension. Further research into the growth and acquisition of the first 5,000 words is critical, as they provide the foundation for more advanced reading skills. The progression of vocabulary acquisition throughout childhood and adolescence is a significant area of study, with many researchers exploring the role of high-frequency words and their impact on reading comprehension. Despite the focus on high-frequency words, it is important to note that a reader's understanding of a text is not limited to these words; rather, it involves the interpretation of context, syntax, and semantics. Therefore, a balanced approach to vocabulary instruction, including the teaching of both high-frequency and less common words, is necessary for effective reading development.
The importance of vocabulary in reading is crucial. Teachers often see students struggle with comprehending text due to a lack of vocabulary knowledge. This can be because students have not been exposed to enough reading material or because they have not been taught the importance of vocabulary.

To address this issue, teachers can incorporate vocabulary-building activities into their lessons. These activities can include word games, flashcards, and vocabulary quizzes. Additionally, teachers can encourage students to use new words in their writing, which can help reinforce their understanding of the words.

Books are also a great way for students to build their vocabulary. Encouraging students to read a variety of materials, such as books, newspapers, and magazines, can help them expand their vocabulary.

In conclusion, vocabulary is a critical component of reading comprehension. By incorporating vocabulary-building activities and encouraging students to read a variety of materials, teachers can help students improve their vocabulary and ultimately enhance their reading skills.


References

Introduction

In order to identify the main areas of controversy about the definition of language learning strategies, the present paper addresses the problem of defining the concept of learning strategies. It provides a framework for understanding how these strategies contribute to the success of language learners. The focus is on English language learning, but the principles apply to language learning in general.

Learning Strategies: Towards the Definition of Language

Anna Jagielska

Hélène Czanderwey

pp. 150

Introduction

In order to identify the main areas of controversy about the definition of learning strategies, this paper addresses the problem of defining the concept of learning strategies. It provides a framework for understanding how these strategies contribute to the success of language learners. The focus is on English language learning, but the principles apply to language learning in general.