

PSIXOLINGVISTIKA

**PSYCHOLINGUISTIC FACTORS OF READING  
COMPREHENSION IN TEACHING A SECOND  
LANGUAGE**

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**Abstract:**

This article discusses reading comprehension and its difficulties in teaching a second language. Several important factors that influence reading comprehension in a foreign language are analyzed as well. There are stated the ideas of world-known scholars concerning the psycholinguistic factors of reading comprehension. Vocabulary knowledge, grammar and syntax, working memory, cognitive load, metacognition, cultural knowledge, phonological processing, reading strategies, motivation and attitude, prior knowledge, individual differences, reading fluency, feedback and interaction are discussed.

**Key words:** *reading comprehension, teaching second language, psycholinguistics, psycholinguistic factors.*

**INTRODUCTION**

In recent years, much attention has been paid to the study of psycholinguistic factors in second language acquisition (SLA), which in turn reflects a deep interest in understanding the complex processes that govern foreign language learning. Psycholinguistics plays a very important role in the field of second language teaching and provides insight into the cognitive processes involved in language acquisition and use. Understanding how students acquire and understand language in foreign language teaching can aid in the development of educational approaches, curriculum design, and effective language teaching methods.

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Understanding the cognitive processes involved in language comprehension can help educators tailor their teaching methods to meet the diverse needs of language learners. Students often go through different stages of proficiency, and their psycholinguistic processing may evolve over time. Teachers and learners can benefit from understanding these factors to develop effective language instruction and reading strategies.

### **MAIN PART**

In most cases learners have difficulties to comprehend the selected reading passage including academic texts, essays, journal articles, short stories and so on. Considered the ultimate goal of reading, comprehension is a highly complicated task that involves the ability to integrate various sources of information in order to construct a meaning-based representation of text. Proficient readers draw on many different linguistic and cognitive skills to integrate information at the word, sentence, and text levels (Cain & Oakhill, 2006; Nation & Snowling, 2000). These skills involve lower-level processes, such as phonological awareness, word recognition, and vocabulary knowledge, and higher-level processes, such as inference-making, working memory, and background knowledge (e.g., Cain & Oakhill, 2006; National Reading Panel, 2000; Oakhill, Cain, & Bryant, 2003). Higher-level skills are associated with reading comprehension because they facilitate the application of background knowledge and integrate semantic relations among words and sentences, enabling the reader to process and interpret text. However, efficient lower-level skills are also needed for reading comprehension to make more resources available for higher-level processing (Koda, 2005; Perfetti & Hart, 2001). Students' comprehension of a reading passage in a foreign language is influenced by various psycholinguistic factors. Psycholinguistics examines the psychological and cognitive processes involved in language learning and use. Here we will look through several important factors that influence comprehension in a foreign language:

1. **Vocabulary Knowledge:** Vocabulary knowledge plays a critical role in reading comprehension. A robust and well-developed vocabulary is essential for understanding the meaning of texts and extracting information effectively. The ability to quickly access and recognize words in the foreign language affects comprehension. A larger and more diverse vocabulary enhances understanding.

2. *Grammar and Syntax:* Understanding sentence structure

and grammar rules is crucial. Students need to process the syntax of the foreign language to derive meaning from sentences. Grammar and syntax are integral to reading comprehension, providing the structure and organization necessary for understanding written texts. A solid understanding of syntactic structures enables readers to navigate complex sentences, resolve ambiguities, and make inferences, contributing to overall reading proficiency.

3. *Working memory*: It is a crucial cognitive function that plays a significant role in reading comprehension. Working memory refers to the temporary storage and manipulation of information needed to perform cognitive tasks. In the context of reading comprehension, working memory is involved in processing and retaining information from the text as readers actively engage with the material. The limited capacity of working memory influences the amount of information a student can process and retain while reading. Higher working memory capacity is associated with better comprehension.

4. *Cognitive Load*: Cognitive load in reading comprehension refers to the mental effort or workload imposed on an individual's cognitive system during the process of understanding and making sense of written text. The concept of cognitive load is crucial in educational psychology and instructional design, as it helps educators understand how learners process information and allocate mental resources during reading activities. The complexity of the reading material, coupled with the cognitive demands of processing a foreign language, contributes to cognitive load. Managing this load affects comprehension.

5. *Metacognition*: Metacognition refers to the ability to think about and regulate one's own cognitive processes. In the context of reading comprehension, metacognition plays a crucial role in helping individuals monitor, regulate, and reflect on their understanding of the text. Students with strong metacognitive skills can monitor their understanding, identify comprehension difficulties, and employ strategies to enhance understanding.

6. *Cultural Knowledge*: Understanding the cultural context embedded in the language aids comprehension. Cultural knowledge helps interpret idiomatic expressions, nuances, and references. Understanding cultural references, norms, and perspectives is crucial for interpreting the meaning of written material accurately. It enriches readers' understanding of texts, promotes cultural awareness, and enables individuals to engage more deeply with the diverse perspectives presented in written material.

7. *Phonological processing*: The ability to recognize and pronounce sounds in the foreign language contributes to word recognition and overall comprehension.

8. *Reading strategies*: Reading comprehension is a complex process that involves actively constructing meaning from text. The use of reading strategies such as predicting, summarizing, and making connections can enhance comprehension. Skilled readers often use a flexible and dynamic approach, selecting strategies based on the nature of the text and their specific reading goals.

Psycholinguistics informs the development of effective reading strategies. Teachers can guide students in adopting cognitive strategies that enhance comprehension, such as making predictions, monitoring understanding, and using context clues.

9. *Motivation and attitude*: Motivation, interest, and attitude toward the foreign language influence engagement with the reading material. Positive affective factors can enhance comprehension.

10. *Prior Knowledge*: Prior knowledge, also known as background knowledge or schema, plays a crucial role in reading comprehension. It refers to the information, experiences, and understanding that individuals bring to a reading task based on their previous life experiences and learning. Students bring background knowledge from their native language and culture. Activating this prior knowledge helps in making connections and understanding the text.

11. *Individual differences*: Students may have different learning styles and preferences. Tailoring instruction to individual differences can impact comprehension.

12. *Reading fluency*: Fluent reading involves an appropriate rate and prosody. A lack of fluency can impede comprehension as students may struggle with decoding and processing information.

13. *Feedback and interaction*: Timely feedback and interaction with teachers or peers support the learning process. Constructive feedback helps students adjust their comprehension strategies.

In summary, integrating psycholinguistic considerations into the teaching of reading skills in a second language allows educators to understand and address the cognitive, affective, and linguistic factors that influence the learning process. This informed approach contributes to more effective instruction and better outcomes for language learners.

## CONCLUSIONS

Understanding and addressing these psycholinguistic factors can guide language instructors in developing effective teaching strategies and materials to enhance students' comprehension of reading passages in a foreign language. It's essential to recognize the interconnected nature of these factors and consider them holistically in language instruction.

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## IKKINCHI TILNI O'QITISHDA O'QIB TUSHUNISHNING PSIXOLINGVISTIK OMILLARI

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## Abstrakt

Ushbu maqolada o'qib tushunish va uning ikkinchi tilni o'rgatishdagi qiyinchiliklari muhokama qilinadi. Chet tilida o'qib tushunishga ta'sir qiluvchi bir qancha muhim omillar ham tahlil qilinadi. O'qib tushunishning psixolingvistik omillari haqida dunyoga mashhur olimlarning fikrlari bayon etilgan. Lug'at bilimi, grammatika va sintaksis, ishchi xotira,

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kognitiv yuklama, metakognisiya, madaniy bilim, fonologik ishlov berish, o'qish strategiyalari, motivatsiya va munosabat, oldingi bilimlar, individual farqlar, ravon o'qish, fikr-mulohazalar va o'zaro ta'sirlar muhokama qilindi.

**Kalit so'zlar:** o'qib tushunish, ikkinchi tilni o'rgatish, psixolingvistika, psixolingvistik omillar.

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