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### **Neologisms and (E)FL reading comprehension**

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Vocabulary as a crucial part of language knowledge is closely related to comprehension abilities that can be largely developed through extensive reading for pleasure. Its importance should be emphasised even more in the context of reading in a foreign language, especially when specific lexical formations such as neologisms are included. Therefore, the main aim of the current study was to investigate the extent to which Croatian teacher education students (N = 101) could comprehend neologisms in the original Harry Potter series. Using a questionnaire, a cloze-test and a summarising task as instruments, data were collected on: a) the participants' EFL knowledge, exposure to EFL and EFL reading habits; b) their exposure to the books about Harry Potter; (c) their reading comprehension performance; d) their passive and active knowledge of neologisms used in the given series.

Based on the mixed-method processing, the results were surprisingly poor, which indicates that neologisms, comprehension and reading in general could be given more attention in (E)FL teaching.