

plagirism report

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L1, L2 Reading Comprehension

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Studies carried out to determine L1 and L2 reading comprehension. Children have experienced examination of the ⁴phonological short term memory and the working memory, to determine the contribution of each in reading development. In L1, the working memory has a direct relationship with reading comprehension beyond short term memory even though ³both phonological short term memory and working memory are related to reading ability. Working memory capacity is the factor that contributes to differences ²between the L1 and L2 reading comprehension. According to Geva and Lyan, L2 demands processing of spoken information and its analysis because the language knowledge is less automated compared to L1. In both L1 and L2 groups, children with good word reading and comprehension skills performed better than the average word reading and poor skills. It shows that there is a deficit in the memory of kids with reading and understanding difficulties.

Background knowledge plays an essential role in reading comprehension. Children with the background knowledge instructions performed better than those without in both L1 and L2 groups. However, leaders in L1 who had low less background knowledge performed better in cohesive tests than those with high background knowledge (Tian et al. 2020). A certain level of language expertise is needed to activate background knowledge in L2. Children with a profound understanding of English vocabularies in L2 performed lower grades compared to children in L1.

The children's inferencing ability is related to their reading comprehension. In L1, children with better comprehending skills have better inferencing capability. Inferencing ability is not only for people at a certain age. In L2, comprehends with fewer skills draw few inferences than the skilled comprehends.

L1 reading comprehension has revealed that children with frail comprehension skills, structure weak stories than the skilled comprehends. Moreover, weak comprehends are not

aware of the necessary story features. On the other hand, L2 studies have focused on textual coherence in terms of text structure and not the comprehends skills like in L1. The L2 learners who read the texts that were familiar and culturally specific read the documents easily than those who received the unfamiliar and less culturally specific (Mc Lean et al. 2020).

The existence of appropriate connective ness in L1 helps the learners to know the relationship between the events and ideas, and this helps them to read and comprehend. However, the connectiveness of the learners in L2 is determined by their comprehension skills and vocabularies (Fathi and Afzali, 2020). L2 learners struggled with some vocabulary. L1 and L2 taken together suggested that L1 children could understand the connectiveness of events and ideas than the L2 learners.

L2 learners often lag behind L1 learners because of their limited knowledge of vocabulary that limits their comprehension skills in reading. L2 learners rely on similar linguistics across other languages to enable them to read (Zarei and Alipour, 2020). The linguistic differences cause an impact on L2 reading. Finally, due to L2 reliance on background knowledge to understand the text, the learners in this group may not understand a version that is not from their cultural background.

I would choose strategic reading to help the students understand what we are learning. The strategic text will inform the learners of the primary purpose of learning, and therefore they will adjust to the goal. When the learners identify the primary purpose of learning, I will introduce a session for asking and answering questions, whereby I will try to find out if the learners have an idea of what they are expecting to learn. This introduces reciprocal learning; in that, the teacher or the students can ask questions on the discussion topic.

The first strategy that I will embark on is requesting the students to read the comprehension to identify the main ideas. After determining the main ideas, the student must write down the thoughts in the form of a summary that they can use to revise. The students can ask questions in the areas they have queries after making the summary. Then, I will monitor the students by giving them a test on unfamiliar vocabularies in the text to see whether they have understood the meaning of the words and their structural appearance in a sentence. Finally, I will give the students inferential questions that will challenge the student to think critically.

References.

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