L1 TRANSFER AND L2 READING COMPREHENSION

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L1 transfer and L2 reading comprehension

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Resumen

El presente estudio es construido sobre anteriores investigaciones que analizan la relación entre la lectura de la lengua materna (L1), conocimiento del lenguaje extranjero (L2), y de lectura en (L2). En otras palabras, se enfoca en el rol de transferencia en L1 sobre la capacidad de adquisición de lectura en L2 debido que ha habido una controversia en el campo de estudio de L2. Sin embargo, para identificar este rol, se proporcionarán algunas técnicas; ellas permitirán a los instructores saber cuáles estrategias de procesamiento podrían ser adecuadas tanto en primera y segunda lengua y como la lectura en L1 es diferente de y similar a la lectura en L2.

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Abstract

The present study is built on previous researches analyzing the relationship between mother tongue (L1) reading, foreign-language (L2) knowledge, and L2 reading. In other words, it focuses on the role of L1 transfer on the acquisition reading ability to L2 due to there has been a controversy in the field of L2 learning. However, in order to identify this role, some techniques will be provided; they will allow the instructors to know which processing strategies could be suited both first and second language and how reading in L1 is different from and similar to reading in L2.

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Introduction

There are three important factors in reading comprehension: the text, the reader, and the context in which the text is read (Grabe, 1991; Chun & Plass, 1997; seng & Fatimah, 2005). Although reading in L1 has numerous important basic elements with a foreign language or reading comprehension, the reading processes could differ greatly. In addition, the relationship between the first language (L1) and the second language (L2) has been debated for several years (Bossers, 1991). Alderson (1984) suggested his famous question "reading in a foreign language: a reading or language problem?" and determined this question as decisive to the understanding of the nature of L2 reading. In spite of all efforts to make to consensus among theorists and researchers, there has not been one; regarding there is a relationship between L1 reading L2 proficiency (Bossers, 1991).

However, there is something in this study that cannot be omitted. It has to do with the fact that there are two important models that provide students construct meaning from the text: the Linguistic Interdependence Hypothesis (LIH), and the Linguistic Threshold Hypothesis (LTH) (Clark, 1979; Cummins, 1979). The former hypothesis suggests that L1 reading ability transfers to L2 reading, whereas the latter states that L1 reading ability transfer to L2 only when readers achieve a certain level of L2 proficiency. Despite the similarities between reading in an L1 and reading in an L2, there are a number of variables that make the process of L1 completely different from L2; because the reading process is fundamentally "unobservable" teachers should make notable efforts in the classroom to understand their students' reading behaviors and the process of literacy from L1 to L2.

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Until 1990s, the importance of L1 literacy in L2 reading development had not been taken into account, it was because of the empirical investigation, and only lately some researchers have focused on the impact of L1 literacy knowledge on L2 development (Bernhardt, 2005; Koda, 2005, 2007). Nowadays, early literacy development in learner's first language has become an important factor due to the foundation to all further learning.

Literature review

Reading comprehension

Reading comprehension could be described in many ways. Heinemann (1996) suggests that the purpose to reading is to get the correct message from a text – the message the writer intended for the reader to receive. As Goodman (1970) states in his definition of reading: "Reading is a psycholinguistic guessing game". It involves an interaction between thought and language. "Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive clues necessary to produce guesses which are right the first time" (p.260).

Reading comprehension is an important skill for the educational success of all individuals. Without proper reading comprehension, students could struggle in different subject areas. Areas such as: reading and literature, where comprehension skills are completely important, also in the area of science. Researchers suggest that many students lack

of prior knowledge and reading strategies to produce inferences; as a result the students comprehend science text deficiently. It was detected that students lack the specific reading strategies to create inferences that aid to comprehend science texts (Ozura and McNamara, 2005).

Proper teaching materials, reading strategies and teaching approaches could be adopted to make EFL reading more efficient and effective. If the teachers want to help students acquire and use strategies for understanding the print sources, they must teach their students how to use text to think and learn. Teachers should teach from a variety of genres so that students might develop expertise with different kinds of printed materials. At the same time, students need to engage in many years of reading.

Reading comprehension in both L1 and L2

Reading comprehension in both L1 and L2 involve interplay between the reader and the text. Readers use mental exercises in order to construct meaning from text. These activities are usually referred to as reading strategies or reading skills (Rumelhart, 1977). Reading comprehension includes different factors, such as background knowledge, printed character, interest in the passage being read, the use of reading strategies (inferencing and predicting are the most important), and linguistic ability (Barnett, 1989: 343). During the reading process, readers bring a different skill and knowledge to the task: conceptual abilities, word – recognition skills, decoding skills, vocabulary knowledge, and knowledge of grammatical structures.

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Some researchers developed investigations in order to know whether first and second language reading processes are similar or whether there is a universal reading process. Others wondered whether individuals' reading skills transfer from their first language to a second, also whether good first language readers are also good second language readers. Barnet, (1989) suggested that first and second/foreign language reading are similar. However, L2 reading may differ greatly from L1 reading; Singhal (1998) analyzed factors of cultural dissimilarities: background knowledge and linguistic ability. It is evident that if L2 reader does not have familiar based knowledge or, does not possess the same linguistic base as the L1 reader, will encounter difficulties in reading, such difficulties could be greater when there is a greater difference between L1 and L2.

Literacy transmitted from L1 to L2

The development of literacy might be challenging to assess multiple reading skills. Children who have acquired literacy could do more than only repeat the text: they can read, write, listen, speak, view, and express in elaborated ways. Teachers should focus on literacy, this will help their students to be critically literate, and they might become aware of things that are hidden in written, spoken, and visual text in order to obtain a better understanding regarding how children improve their first language and in reading, it is necessary to assess different reading skills.

Several studies show that intermediate and high proficiency L2 readers have different abilities to identify ways to apply reading strategies during reading (Rivera, 1999; Kong,

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2006). Moreover, these studies define that while successful L1 and L2 readers employed meta-cognitive and cognitive reading strategies, the less effective readers had problems or needed the ability to do so (McKeown & Gentilucci, 2007).Thus, the researchers deduce that the bilingual student readers' L1 proficiency level could either improve or decrease the L2 reading comprehension process.

As in McKeown and Gentilucci's (2007) study, it was suggested that while reading, the successful readers do not pay attention to unimportant words, never lose the meaning of the text, and read using a holistic strategy. However, the unsuccessful reader shows the contrary reading behaviors. Since their attention was focused on decoding and understanding words, the meaning of the text as a whole disappeared.

Sparks et al. (2009) have significant implications for ELLs. The use of literacy skill may be useful in a first language in acquiring literacy in the second language, that is to say, L1 literacy promotes L2 literacy (Gudschinsky, 1977). Troike's 1978 surveyed evaluations and investigation studies, he determined that bilingual instruction is more efficient than English-only instruction in promoting English reading skills (in Mace-Matluck, 1982).

Readers who interconnect with literacy activities in their first language will be able to use them in learning the second language. Reading comprehension embraces the ability to make personal connections with the text, asking questions throughout the text, and monitor for understanding. In order to use these abilities in reading comprehension learners should be able to comprehend the language they are reading. Sparks et al. (2009) states that it is prudent to

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believe that if learners practice reading comprehension skills in the first language, those same skills could be transferred and be used in the second language.

Whether the person learns literacy, it might be a stronger predictor of L2 reading than L1 reading ability, especially for learners who are not yet advanced (Bernhardt & Kamil, 1995). It will become necessary to know how that literacy improvement will have an influence on a second language. For that reason, researchers have investigated into "the effects language of initial literacy instruction on the L1 and L2 decoding, oral language proficiency, and reading comprehension" (Proctor, Carlo, August, & Snow 2006, p. 159). Thus, it is necessary to know the beginning language literacy development because the children cannot understand directions in second language when they are learning to read. Also, it is vital that children develop decoding skills during early school years to become good readers (Chall, 1996; Snow et al., 1998).

Teachers might develop literacy at early age, so that they could include different opportunities for reading and writing in the classroom, specifically, when students are at a lower level of proficiency, they often trust more in their L2 language to make easier their L2 reading comprehension an L2 is likely to play a role than does L1 reading ability. Moreover, teachers must understand of appropriate interventions that might be used to help struggling readers keep up with their peers, and they should possess a variety of instructional strategies to meet the needs of all learners.

Reading strategies

The strategies of reading are all those spontaneous tactics that the reader uses to approach and to understand the text (Oxford & Crookall, 1989). Successful students use different kinds of strategies to draw on, and know how to use them in different contexts. Struggling students need particular teaching to become better readers, so that, to promote adolescents' reading comprehension, some strategies will be presented, and these ones are used for proficient readers across different texts.

- **Visualize.** It is an important way to foster greater comprehension when reading, creating emotional and sensory images of textual content, and to help construct meaning. This strategy helps transform students from passive to active readers while improving their reading comprehension. Harvey, S., and Goudvis, A.,

  (2000). *Strategies That Work*.

- **Synthesize.** Synthesizing is considered the hardest strategy, because readers need to get at the most important of the text. That is to say, as they read, they have to restate the important points and mixing ideas and allowing an evolving understanding of text. choosing how ideas go together in order to make a new one; discovering what one is reading and learning matches together in a way not thought of before. Children are taught how to attract conclusions, form generalizations, and make comparisons through the texts. Harvey, S., and Goudvis, A., (2000). *Strategies That Work.*

- **Determining importance.** It is the capacity to get to the essence of the text, and to be able to identify important and unimportant information in order to determine what is important and worth remembering. According to Harvey and Goudvis, Determining importance is "making sense of reading and moving toward insight" (p. 118).

- **Predicting.** Predicting involves thinking what one already knows while reading and anticipating information and events in the text. Good readers make inferences about what a text may be about based on textual clues or their own experiences. This previewing strategy helps readers set a goal for reading and focus their thinking (Snow, 1998).

- **Asking question**. Students could be asked what they would like to know more about, what kind of predictions they can infer, and if some details are important. Also teachers should ask the students questions about the text before, during, and after they read. Questions have different objectives; some of them are: attempt to clarify the meaning of a part of text, also, to wonder about what will happen, and to speculate about the author's intent, style, and content, or format, questions. They are useful to focus on parts of the text that are the most important to understand or to be aware of the parts that are most difficult for them to understand. They will become essential strategies for successful readers. Adams, Marilyn Jager. (1991). *Thinking about Beginning to Read.*

- **Summarizing.** Summarizing is a difficult task. Students attempt to identify unimportant and important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole. Miller, Debbie. (2002).*Elementary literacy.*

Hypotheses of L1 and L2 reading comprehension

With regard to the relationship between L1 and L2 readings, there are two well-known hypotheses regarding the relationship between first language and second language abilities: the linguistic interdependence hypothesis and the linguistic threshold hypothesis.

Threshold hypothesis and the linguistic interdependence hypothesis

The linguistic threshold hypothesis suggests certain threshold level of L2 language is necessary before L1 reading ability transfers to L2 reading. According to this hypothesis, even though the reader is skilled, sometimes he/she cannot read well in L2 unless he/she has reached the threshold level (e.g. Clark, 1978; Cummins, 1979, 1991). Also they argue that students should have a sufficient amount of L2 knowledge (i.e. grammar, vocabulary, and discourse) to accomplish the use of skills and strategies that are part of their L1 reading comprehension abilities (Clarke, 1980).

In addition, there is basic interrelation between first and second language skills, and they are interdependent. Particularly, reading comprehension in a second language is mostly shared with reading capacity in a L1 (Bernhardt & Kamil, 1995). That is, the L2 reading

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process implicates the interplay of two language systems, when the learners have access to their L1 and often use their L1 as a reading strategy, (Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990; Upton & Lee-Thompson, 2001). However, L1 and L2 differ in different ways. Grabe (2009) states that; "there are sets of differences, educational differences, cognitive processing differences, and sociocultural and institutional differences. Although, L1 and L2 could differ in a number of important ways, to understand second language reading, it's important to understand what role L1 literacy plays in the development of L2" (141).

On the other hand, Cummins (1979) who first claimed that L1 reading ability transfers to L2, he assumes that there is a prevalent underlying mental ability between L1 and L2; besides, there is also an academic proficiency exists common to all written languages and it is not necessary to learn reading in L2 if learner has a certain level of L1 reading ability. According to this hypothesis, transfer happens automatically.

Although, there is empirical evidence for the Linguistic Interdependence Hypothesis and threshold hypothesis, researches have provided some support to the Linguistic Interdependence Hypothesis, for example, researches on reading abilities of bilingual readers have proved moderate but significant relationships between their L1 and L2 reading abilities (Bernhardt &Kamil, 1995; Cummins, 1991; Van Gelderen, et al., 2004; Van Gelderen, Schoonen, Stoel, de Glopper & Hulstijn, 2007; Verhoeven, 1991, 1994, 2000; Droop &Verhoeven, 2003). Also, stated by Verhoeven (1991), "literacy skills being developed in one language strongly predict corresponding skills in another language acquired later in time" (p. 72).

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In spite of both hypothesis have some theoretical and practice limitations, and could perform differently in adults and children (August, 2006), all researches above support the existence of a language threshold and the Linguistic Interdependence Hypothesis. They have showed consistent results: both L1 reading ability and L2 language proficiency provide significantly to L2 reading ability, but L2 proficiency has an inclination as stronger predictor of L2 reading than L1 reading ability, especially for readers who are not yet advanced (Bernhardt & Kamil, 1995; Bossers, 1991; Brisbois, 1995; Carrell, 1991; Lee & Schallert, 1997; Taillefer, 1996).

Other important theoretical issues in reading

When the instructors are teaching reading, there are two teaching strategies, top-down and bottom up. They can be used for their respective benefits and drawbacks.

Bottom-up approach. According to Chun & Plass (1997:61) the bottom-up processing focuses on the text as the concurrency of encoded messages to be interpreted. That is, the reading process is thought as text-driven decoding process where the student recreates meaning from the smallest units of text. The effectiveness of the bottom-up approach has been demonstrated through Grammar-Translation Method and eye-movement experiment, in which the first language may be appropriate to translate the target language to make sense of whole verbal construction (Grabe, 1991).

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The use of translation for comprehension is important because it allows the teachers to give instructions, explain meaning of words and complex ideas. Most teachers find useful the use of L1, because it provides more time to practice L2 due to understanding is achieved much more rapidly (Tang, 2002). L1 is sometimes used for clarification purposes, after an attempt has been made to explain ideas in L2 and some students still appear to be confused. It is believed that L1 serves a "supportive and facilitating role in the classroom" (Tang, 2002), and not that it is the primary language of communication.

Top-down strategy. It can be seen that the top-down approaches focus on the resetting of meaning instead of decoding of form (Carrell 1988). In top-down strategy, the learner's prior knowledge is stimulated, which is capable of enhancing learner's language learning, and making probable reading comprehension. Carrell (1988), discussed that a lack of content schemata activation would lead to unconquerable processing difficulties in second language readers. Furthermore, top-down model is actually a whole-language teaching approach, in which readers focus on the context, and manage to construct meanings in the text (Treiman, 2001). In this regard, top-down reading strategies embrace predicting, inferring, and focusing on meanings (Grabe1991). Reading is actually "a psychological guessing game", in the words of Goodman (1970).

According to Paran (1996), top-down processing happens when the learners activate their world knowledge to facilitate comprehending the text, so that top down reading models teach to learners by introducing them to literature as a whole, instead of teaching learners to read by examining each word in a sentence.

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Reading comprehension strategies from L1 to L2

There is evidence that reading comprehension strategies are very useful for children of all levels. When teachers explain a strategy or multiple strategies for children, they provide them with numerous opportunities to practice and use the strategies (e.g. Biancarosa & Snow, 2006). Good readers use strategies to support their understanding of text.

There are two kinds of evidence that show that some L1 reading strategies transfer even at lower levels of L2 proficiency. First, there was no contrast between L1 and L2 reading in the connection with some strategies. In Davis and Bistodeau (1993), although low level readers used "top-down" and "bottom-up" strategies separately in L1 and L2, there was not a notable difference in the proportion of "metacognitive" strategy used. In other words, low level readers transmitted their metacognitive strategies and used them equally in L1 and L2.

Another evidence of transfer of L1 reading strategies is the understanding shown by readers in L1 reading ability with low L2 proficiency. In Zwaan and Brown (1996), readers with high L1 reading ability may be more exact in their "paraphrasing" than those with low L1 reading ability. Watkins-Goffman and Cummings (1997) researched the context in which Dominican ELLs acquire L1 literacy (reading and writing skills) in order to improve English instruction. They discovered that a high literacy in L1 increased L2 content area comprehension.

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Rivera (1999) got the same results in her research about the role of L1 literacy in ELLs. These results revealed that second language learners' reading ability in their L1 promote and supports the learning and reading processes of an L2. In spite of the students' age and first language, a transfer of literacy skills from L1 to L2 was observed and described. It was deduced that L1 increases L2 reading comprehension because it contributes strategies and foundations to reading L2 texts.

Catherin Walter (2004) analyzed not only the benefit of L1 reading; she also identified the L2 vocabulary knowledge and L2 grammatical skills separately. The correlation between the languages at the moment to read was also analyzed. It is identified that L2 students are able to use L1 skills in L2 reading, and it is indicated that when the learners have different levels of grammar in L1 they will also find almost the same differences at the moment to analyze the reading abilities in L2.

Acquiring good skills in reading comprehension not only affects the capacity to understand in a better way the texts, but also to interact with other fields of education. Moreover, the learners might analyze and they will be able to give opinions to one another, for this reason, it is necessary to identify those elements that interact with reading comprehension. Good readers with a good level in reading comprehension strategies are able to use reading strategies more, and with greater rate and effectiveness than the low-proficiency readers. Readers who have a high proficiency level in L1 also create a high proficiency level in L2 and transfer the reading strategies from L1 to L2, improving their reading comprehension process in L2 (Hudson, 1982; Block, 1986).

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According to Catherine Walter (2004) analyzed how the L2 readers should be instructed on using L1 reading strategies. The instructors could apply new methods to aid L2 learners with the reading problems. The use of reading strategies instructions in L1 might help learners improve their reading comprehension in L2, so that learners could transfer prior linguistic and cognitive skills from L1 to make it easier their reading in L2. Besides, transfer strategies will help learners to better understand the influence first language knowledge has in the reading and writing processes in another language. Teachers must know which reading intervention methods in L1 can give good results for children experiencing reading problems in L2, in a short period of time. According to Nikki Yee (2010), it is important to identify the different benefits that the ability to read provides in learner's lives.

There is an important difference between L1 and L2, most readers are influenced by their levels of L1 reading abilities, and learners who have limited L1 literacy abilities are not expected to transfer many supporting resources to their developing L2 reading. All these type of abilities that readers use in their L1 reading represent the upper limit of what can be expected for linguistic transfer, problem-solving abilities, strategic practices, task completion skills and metacognitive awareness of reading processes, all these skills and resources that could influence L2 reading, but only if these are already developed as L1 reading abilities.

Metacognitive strategies and reading comprehension

There are three reasons why the researchers and theoreticians have paid their attention on metacognition strategies. The first reason is that metacognition allows the students to be

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good thinkers and lifelong learners who may deal with unexpected situations in this changing world (Eggen and Kaucbak, 1995). The second reason is that if the teachers integrate metacognitive knowledge into language instruction, generates students who can take control of their own learning (Bonds et al., 1992; Garb, 2000). The last reason is that a metacognitive knowledge base is elemental for effective language learning. As Devine (1993) points, a good learner is "one who has ample metacognitive knowledge about the self as learner, about the nature of the cognitive task at hand and about appropriate strategies for achieving cognitive goals" (p. 109).

Some researchers are interested in reading comprehension strategy instructions; they appreciate the importance of the learner's active or metacognitive participation. O'Malley, et al, (1985) point out: "students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments and future directions"(p. 561). Pressley, Snyder and Cariglia-Bull (1987) have talked about how important is metacognition in general is learning. Metacognition could be useful to help students to be aware of what they have learned.

At the moment to read, metacognitive processing is manifested through strategies, which are "procedural, purposeful, effortful, willful, essential, and facilitative in nature" (Alexander & Jetton 2000: 295). "The readers must purposefully or intentionally or willfully invoke strategies" (Alexander & Jetton 2000: 295), that is, invoking strategies; readers could be able to use the title in order to predict the contents, besides they will pay attention to beginning and the end of each paragraph. Through metacognitive strategies, a reader allocates

significant attention to controlling, monitoring, and evaluating the reading process (Pressley 2000; Pressley, Brown, El-Dinary, & Afflerbach 1995). In this way, readers will be able to recognize situations in which it would be useful to use and process the metacognitive strategies. Researches show that unsuccessful students lack this strategic awareness and monitoring of the comprehension process (Garcia, Jimenez, & Pearson, 1998).

Proposal

Watkins-Goffman and Cummings (1997) and Rivera (1999) determined that when bilingual students' L1 literacy, experiences, cultural and social backgrounds were taking into account for instruction, there was amelioration in their L2 literacy. These researchers concluded that instructional programs that focused on making meaning out of L2 texts, benefitted by incorporating the learners' native tongue because students' L1 strengths and strategies were transferred to the English (L2) reading comprehension process.

Activating prior knowledge (before reading)

The teacher will ask a question related to the topic of study to the students. They will think about this question individually. After, they must stand up and looking for information with their peers about they already know about the topic. They will have 5 minutes for searching information. In doing so, they could establish foundation knowledge in preparation for learning about the topic.

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1. **Preparation.** The students have to pick up a piece of paper, a pencil or pen and walking around the classroom looking for information. After the activity is done, readers will share what they know of the topic and discover what others have learned.

2. **Activating prior knowledge.** According to Krashen (1983): "filling with known information, as the result of falling back on old knowledge, the L1 rule, when new knowledge ... is lacking"

3. **Teachers' role.** During the activity, teachers will supervise whether the students are accomplishing the task. After the activity, they will check the information that the students obtained asking a random questioning:

   - What do you already know about?

   - What have you read before about?

   - What information did you find with your peers?

Random questioning is a tecnique that does not have great acceptation among facultaty and learners. However, McDougall and Cordeiro support that it is important to sometimes request learners who have not volunteered the answer because only requesting learners who volunteer reinforces the non-preparation behavior of learners who do not raise their hands (McDougall and Cordeiro, 1993, as cited in Hobson, 2004).

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Rereading/backtracking (during reading)

After finishing the first activity, the teacher will assign a short text (around 1000 words) so that the learner will not spend too much time reading. During reading, teachers suggest the students ask themselves questions such as:

- I wonder what the author meant here.

- I wonder what will happen next.

- I wonder why the character says this and so on.

Some researchers are not in favour of interrupting the readers while they are reading because of they sometimes miss the 'track'. However, Harp (1989) states that answering questions is still a useful task within this framework.

1. **Preparation.** The text, dictionary and the students should be alloted enough time to read and re-read.

2. **Rereading/backtracking**. In re-reading readers are "thrown into language, into its flow and surprises," compelled "to recognize that [they] are part of that flow, of that 'writing'" (Kaufer and Waller 83).

3. **Teachers' role.** During reading, the instructors have to teach the learners how to monitor their comprehension while reading so that they are aware when meaning breaks down. Moreover, teachers may help readers with any vocabulary or expressions that readers do not know. After the students have read the text, the instructor will ask the learners to read again and explain them that re-reading does not mean reading the complete text again; instead, it is attempt to focus on specific passages of the text for its importance in defining or exemplifying key concepts. After the students have read and re-read, teachers could ask the next questions randomly:

- Did you understand difficult words?

- Did you find things you did not find before?

- Did you find words and sentences you skipped?

Self-questioning (after reading)

The students will be given a list of questions to self-testing information that should have been obtained from the text. For example:

- Do I agree with the author's message?

- Do I like any passage?

- How my knowledge has changed?

- Do I have any question?

1. **Preparation.** After reading, learners have to prepare their paper, pencil or pen for writing their answers.

2. **Sharing time.** The teacher organizes the students in pairs and asks them to share their answers.

3. **Self-questioning (after reading).** Self-questioning is a useful strategy for keeping readers occupied as they ask questions to clarify understanding and proceed to make meaning (Harvey and Goudvis 2000: 11).

4. **Teacher's role.** Finally, the teacher will ask the students about the answers, learners could read what they have written or they could respond in an oral way. Whether the learners are having trouble putting their thoughts and ideas into words, the teacher could suggest the students use the (L1). Nuttall (1996), states that "Inability to express themselves (students) in the target language necessarily limits both the kind and the quality of the

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responses students give. It is quite possible that students who are permitted to use their L1 in responding will explore the text more accurately and thoroughly than those who are restricted to target language responses" (p.187).

Conclusions

The present study investigated the importance of L1 linguistic ability for L2 reading. Moreover, the interdependence of reading ability in two languages has been less recognized. This is because of the influence of L2 linguistic ability is so solid that the influence of L1 reading ability becomes interfering factor. However, Brown (2000, p. 68) shows that prior linguistic and cognitive skills from LI facilitate their reading comprehension in L2.Schweers (1999) animate teachers to integrate the native language into lessons to influence the classroom dynamic, and suggests that "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves" (p.7).

L1 and L2 Literacy have showed that L1 teaching and learning practices might be able to contribute to L2 development or be adapted to an L2 context. Even though there are some implications, the use of literacy at early age can offer immense insights into both L1 and L2 reading experiences, so that the teachers should take into account that more literate the L2 students are in their native language, the more successful they could be in their L2. Knowledge and information transfer from the first language could aid in learning the second language (Rivera, 1999).

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Finally, teachers must understand that although L1 and L2 differ in a number of important ways to better understand L2 reading, it is important to understand what role L1 literacy plays in the development of L2 reading (Hudson, 2007). Moreover, the advantage of

L2 learners who have the ability to transfer the prior linguistic knowledge, prior skills or existing schemata to facilitate their learning of reading in the target language, so that teachers will be able to teach the students to focus on the positive transfer skills that students have, it may be positive to teach these students ways to help them use the second language more effectively.

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