Transferring L1 reading attitudes to EFL reading habits

Mehmet Emin Uslu [a] iD

a National Defense University, Air Force NCO Vocational School, İzmir, 35410, Turkey

Abstract

The aim of the current study is to find out the possibility of transfer of affective domains of reading specifically reading habits and attitudes from L1 to EFL and the role of learners' proficiency level on these reading habits and attitudes. The study was designed as a descriptive research. The participants were 273 university-level students who enrolled in English classes in a state university in Turkey. 136 of them were at beginner level (A1) and 137 of them were at elementary (A2) level according to the proficiency level based on CEFR. Attitudes Towards Reading Habits Scale, English Reading Habits Scale and reading parts of English Comprehension Level Test were used to collect data. The results of the study have revealed that there is not any significant and meaningful relation between beginner (A1) level learners' L1 reading attitudes and EFL reading habits ($r=.016$ and $p>.01$). However, the relation between elementary (A2) level learners' L1 reading attitudes and EFL reading habits is positive and significant ($r=.208$ and $p<.01$). L1 reading attitudes can predict the 10% of the EFL reading habits in a positive and significant manner ($R=.306$, $R^2=.10$, $F = 2,233$, $p<.05$). In terms of learners' reading proficiency level, the results of the study have showed that for elementary (A2) level learners, the relation between EFL reading habits and their reading proficiency is positive and significant ($r=395$ and $p<.01$). Their reading proficiency level can predict the 15% of the EFL reading habits in a positive and significant manner ($R=.395$, $R^2=.15$, $F = 24.921$, $p<.01$).

Keywords: reading habits; reading attitudes; reading proficiency; transfer of reading skills from L1 to EFL

1. Introduction

Reading is an interactive meaning construction activity which includes component skills and knowledge areas like vocabulary and structural knowledge, semantic knowledge, background knowledge about the content and metacognitive skills to comprehend the written text. Reading is one of the most effective sources of input especially in context where access to input is limited. It can be a practical instrument to expand learners' exposure to input. Reading ability is necessary not only to learn the language but also to learn any content written in the target language. Students with advanced reading skills will make better progress in all other learning areas. A good reading habit enables students to gain the necessary reading skills to acquire new knowledge (Grabe & Stoller, 2002). The lack of reading habits may have a negative effect on the reading proficiency in L1 and in EFL.

Shen (2006) defines reading habits how often, how much and what the reader reads. The attitude towards reading is the feelings that cause the reader to approach or avoid a reading situation. Learners' reading habits can be affected by individual, social, cultural and technological factors. Parental influence, environmental factors, peer pressure, school curriculum, teacher influence and having good reading habits in L1 are the other factors that facilitate establishing reading habits in EFL (Shen, 2006).

One of the most important factors affecting learners' attitudes towards reading in a second or foreign language is their attitudes towards reading in L1 (Day & Bamford, 1998). Attitudes towards reading and reading habits in L1 can be transferred to the process of reading in EFL. For this reason, having positive attitudes towards reading and establishing good reading habits in L1 constitute the basis of acquiring reading habits in the target language.

1.1. Literature review

Reading can be defined as a low-level process of recognizing and decoding words, as well as a high-level meaning-making activity using the previous information related to the subject (Grabe & Stoller, 2002). Reading has been viewed as an active process rather than a passive one. In the past, reading in the second language was assumed as a passive and bottom-up process: In this process, learners would build up meaning from letters and words to phrases and sentences. Then, this view was changed and top-down model of reading began to have an impact on the second language reading process (Carrell, Devine & Eskey, 1998). According to this model, the learner constructs meaning from the text through syntactic and semantic system of language relating them to his/her prior knowledge about the content. Currently, many researchers have pointed out that for effective reading both in L1 and L2, reader's top-down and bottom-up reading skills should function interactively (Carrell, Devine & Eskey, 1998).

The influence of L1 on EFL has already been researched in many previous studies (Altmışdört, 2016). The findings of these studies have implied the transferability of reading skills across languages. For some researchers, L1 literacy skills (reading and writing skills) have been assumed as the predictors of EFL achievement (Ardasheva, 2016; Artieda & Munoz, 2013; Sparks, Patton, Ganschow & Humbach, 2012). In a study, Antieda (2017) examined the impact of L1 literacy and reading habits on EFL achievement of 52 beginners and 88 intermediate level adult learners of EFL. Participants were tested on L1 reading comprehension, L1 spelling, L1 reading habits and EFL achievement. Findings of the study suggested that there was a moderate correlation between L1 reading comprehension and EFL achievement for beginners but not for the intermediate group. In terms of reading habits, for beginner learners, there was not any significant correlation between L1 reading habits variables and EFL achievement. However, reading habits had positive effect on EFL achievement for intermediate learners.

Through the studies on transferring reading skills from L1 to EFL, two hypotheses have been proposed by the researchers: linguistic interdependence hypothesis and linguistic threshold hypotheses. In the linguistic interdependence hypothesis, L1 reading skills transfer to EFL in different conditions. However, in the linguistic threshold hypotheses transfer of reading skills from L1 to L2 is available just in the threshold level of EFL (Clarke, 1980; Laufer, 2013; Lee & Schallert, 1997; Yamashita, 2004). The threshold level expressed here is closely linked to the competence in the target language. Although this level may change according to the reader and the task, it is stated that learners will not be able to understand effectively what they are reading before reaching a certain level in the target language (Yamashita, 2004).

EFL learners cannot comprehend a text which is written in the target language as they do in L1. They can transfer the reading skills acquired in their L1 to EFL when they reach a certain proficiency level in the target language. Before reaching a certain level of proficiency in L2, there is no relationship between their reading skills in L1 and their reading skills in L2. There is also no difference in reading comprehension levels. However, after reaching the threshold level in L2, the connection between reading skills in L1 and target language increases as the L2 level improves.

In one of the studies, Lee and Schallert (1997) examined the effect of L2 proficiency and L1 reading skills on L2 reading ability in terms of the threshold level hypothesis. The participants were 809 Korean 3rd -year middle school and 1st -year high school students with different reading abilities both in Korean and English proficiency. Results of the study that supported the threshold level hypothesis revealed that learners need to reach some competence level in L2 so that they can transfer their L1 reading skills.

In reading process cognitive domains such as predicting, inferencing, recognizing words, and also affective domains such as habits, attitudes, motivation, and anxiety can contribute to the learners' development of reading skills and abilities. For example, Bernhardt and Kamil (1995) have examined the relationship between the transfer of cognitive domains (linguistic knowledge) of reading from L1 to EFL. They have revealed that learners use more cognitive reading skills in L1 than they do in the foreign language because of their L1 proficiency level. Readers who have higher level in L2 can transfer their L1 reading skills to EFL more successfully than the lower level students. Brisbois (1995) also examined the relationship between L1 reading skills (vocabulary knowledge and grammatical structure) and L2 reading. Participants of the study were 88 beginner and 43 upper level learners who enrolled in French as a foreign language. The study suggested that L1 reading skills contributed substantially to L2 reading especially for higher level learners. The relationship between the variables changed as L2 reading ability increased. Learners who had already developed reading skills in L1 were able to transfer them to L2.

In EFL learning and teaching process, the transfer of affective domains of reading should also be highlighted as much as the cognitive ones. The transfer of reading skills from L1 to L2 as mentioned in the previous studies takes place not only in the cognitive domain but also in the affective domain, such as attitude, habit and motivation (Yamashita, 2007). Motivation to read, attitudes toward reading, content and socio-cultural values are some of the affective factors that influence the reader's comprehension and construction of meaning. They affect the learner's reading attainment and engagement with reading material (Pumfrey, 1997).

The repetition of reading activity forms the basis of the reading habit. Reading habits of English are regular, permanent and conscious reading of English reading materials in order to become a part of students' daily activities. Habit is a frequent, continuous, regular and often unconscious behavior that is applied to any activity during a certain period as part of an individual's personality (Good et al., 2008). Reading habits can be created as a result of continuous repetition of reading activity in a certain time period to be a part of students' daily activities. Reading attitude is the feeling that causes the learner to avoid or take part in the reading activity.

Reading habits and attitudes which are gained in the early ages can result in effective L1 reading skills. Some studies have suggested that developing good reading habits in L1 and having positive attitudes towards reading affect L2 achievement and they can be transferred to L2 reading. In a study demonstrating the relationship between reading habits in L1 and EFL, Yamashita (2004) found a correlation between reading habits in L1 and sub-dimensions of reading attitudes in EFL such as anxiety, comfort and value for reading. Considering the transfer of reading skills from L1 to L2, the transfer of students' thoughts and beliefs about reading (value) is more likely than transferring their

feelings (anxiety). These findings are consistent with the study of Camiciottoli (2001) who found that reading in L1 (Italian) was significantly correlated with reading frequency and attitudes in EFL. Yamashita (2007) also studied the transfer of reading attitudes from L1 to L2 in terms of linguistic threshold hypothesis. Japanese university-level EFL students were the participants of the study. A Likert scale was used to measure their L1 and L2 reading attitudes, and a proficiency test was used to measure their L2 proficiency. This study identified important contributions of L1 reading attitudes in L2 reading attitudes.

1.2. Research questions

Previous studies support the transfer of reading habits and attitudes from L1 to EFL. However, the role of EFL reading proficiency on the transfer of reading attitudes is vague. The aim of the current study is to find out the possibility of transfer of affective domains of reading specifically reading habits and attitudes from L1 to EFL and the role of learners' reading proficiency level on them. In this study the following questions are answered:

1. Is there any relation between beginner level (A1) learners' L1 reading attitudes and EFL reading habits?

2. Is there any relation between elementary level (A2) learners' L1 reading attitudes and EFL reading habits?

3. Is there any relation between beginner level (A1) learners' EFL reading habits and their reading proficiency?

4. Is there any relation between elementary level (A2) learners' EFL reading habits and their reading proficiency?

2. Method

2.1. Research design

The study was designed as a descriptive research. English reading habits are the dependent variable and reading habits in L1 and reading proficiency in EFL are the independent variables. The participants were 273 university-level students from a state university in Turkey. 136 of them were at beginner level (A1) and 137 of them were at elementary level (A2).

The Common European Framework of Reference for Languages (CEFR) was set up by the Council of Europe as a way of standardizing language levels. It describes language proficiency on a six-point scale from A1 to C2. A1 and A2 level learners are basic users of the language. A1 level learner can understand familiar names, words and sentences that are on notices, posters or in catalogues. A2 level learners can read and understand short and simple texts, find specific information in simple, every day material such as advertisement, menus, timetables, and simple personal letters (www.coe.int). Ethics committee approval was obtained before the study was undertaken.

2.2. Instrument(s)

Attitudes Towards Reading Habits Scale, English Reading Habits Scale and reading parts of English Comprehension Level (ECL) Test were used to collect data for this study. Attitudes Towards Reading Habits Scale developed by Gömleksiz (2005) was used to measure the learners' reading habits and attitudes in L1. The Cronbach-alpha reliability coefficient of the scale was determined 0.88. The scale consisted of six sub-dimensions namely, love, benefit, effect, habit, motivation and

necessity. Love factor describes how the learner loves reading and the reading process; habit factor describes how often the learner reads; motivation factor describes why the learner reads, and effect factor describes the learner's thoughts and feelings about the effect of reading on his/her life (Gömleksiz, 2005).

To measure the learners' English reading habits, English Reading Habits Scale developed by the researcher was used. The value of Kaiser-Mayer-Olkin (KMO) was found as 0.90 and significance value was found as 0.00 (p < 0.05). Benefit, motivation, effect, and attitude were the components of the scale. Cronbach Alpha value was found 0.82 for the whole scale and from 0.76 to 0.78 for the sub-scales.

Positive attitudes towards reading and willingness to engage in reading are linked to high attainment in reading. Reading motivation refers to the learner's personal values and beliefs about reading process and its results. Attitude and motivation in establishing, developing and maintaining reading habits are important because of their effect on the learner's participation in reading activity (Pumfrey, 1997). Reading habits can be formed as result of continuous repetition of reading activity for a certain period of time. A good reading habit is indicated by enjoyable reading practices, vast amount of reading, positive attitude towards reading, motivation to read and regular reading (Park, 2008).

The reading part of the English Comprehension Level (ECL) was used to determine the comprehension level of the participants for this study. The ECL test is the primary instrument used for measuring English Language reading and listening proficiency of international participants in certain US-sponsored exercises or US military personnel who are not native speakers of English in the determination of their eligibility for attending specific courses or holding certain jobs. The test consists of 100 multiple choice items, takes about 75 minutes to administer and are scored on a scale of 0 to 100. The test assesses English proficiency through items that evaluate comprehension of grammar and vocabulary through the modes of listening and reading. It divides into 2 parts: listening and reading. In part I, 66 items are based on listening passages. In part II, there are 34 reading items. The validity of the test was found to be .88.

2.3. Data analysis

Pearson Product-moment Correlation Coefficient was run to check the correlation between the variables. Coefficient number that can range from -1.00 to + 1.00 represents the correlation between two variables. The strength of the relationship becomes higher as the correlation approaches either -1.00 or + 1.00 from zero (Mcmillan & Schumacher, 2006).

To explain or predict the value of the dependent variable (EFL reading habits) based on the independent values (L1 reading attitudes and EFL reading proficiency level) regression analysis was used (Christensen, Johnson & Turner, 2011).

3. Results

3.1. Results about research question 1: Is there any relation between beginner level (A1) learners' L1 reading attitudes and EFL reading habits?

There is not any significant and meaningful relation (see Table 1) between beginner level (A1) learners' L1 reading attitudes and EFL reading habits (r=.016 and p>.01).

Table 1. Beginner (A1) level learners' EFL reading habits and L1 reading attitudes correlation matrix.

		L2 reading attitudes	L1 reading attitudes
EFL reading habits	r	1	.016
	p	1	.852
L1 reading attitudes	r	.016	1
	p	.852	1

3.2. Results about research question 2: Is there any relation between elementary level (A2) learners' L1 reading attitudes and EFL reading habits?

Table 2 shows that the relation between L1 reading attitudes and EFL reading habits is positive and weak (r=.208 and p<.05). Also, there is a positive and weak relation between L1 reading benefit and EFL reading habits (r=.282 and p<.01). The relations among EFL reading habits and L1 reading attitudes sub-dimensions such as effect and motivation are meaningful (p<.05) and positive but negligible.

Table 2. Elementary (A2) level learners' EFL reading habits and L1 reading attitudes correlation matrix.

		EFL Reading Habits	L1 Reading Attitudes	L1 Motivation	L1 Effect	L1 Benefit
EFL Reading Habits	r	1	.208*	.133*	.133*	.282**
	p	1	.01	.02	.02	.00
L1 Reading Attitudes	r	.208*	1	.538**	.805**	.883**
	p	.01	1	.00	.00	.00
L1 Motivation	r	.133*	.538**	1	.347**	.456**
	p	.02	.00	1	.00	.00
L1 Effect	r	.133*	.805	.347**	1	.746**
	p	.02	.00	.00	1	.00
L1 Benefit	r	.282**	.883**	.456**	.746**	1
	p	.00	.00	.00	.00	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
N= 137

Multiple regression analysis is used to explain or predict the value of the EFL reading habits based on the L1 reading attitudes. Table 3 shows how much L1 reading attitudes can predict EFL reading habits. L1 reading attitudes can predict the 10% of the EFL reading habits in a positive and significant manner (R= .306, R²= .10, F = 2,233, p<.05).

Table 3. Results of multiple regression analysis regarding elementary (A2) level learners' EFL reading habits.

Variables	B	Std. Error	B	t	Sig.	Zero-order	Partial
Constant	53.819	16.903	-	3.184	.002	-	-
L1 Reading Motivation	.057	.801	.007	.071	.944	.133	.006
L1 Reading	-.728	.834	-.112	-.873	.384	.133	-.076

Effect							
L1 Reading Benefit	1.266	.484	.351	2.614	.010	.252	.223
R= .306	R²= 0.10						
F = 2.233	P= .03						

3.3. Results about research question 3: Is there any relation between beginner level (A1) learners' EFL reading habits and their reading proficiency?

There is not any significant and meaningful relation (see Table 4) between beginner level (A1) learners' reading proficiency and EFL reading habits (r=,129 and p>.05).

Table 4. Beginner Level (A1) Learners' EFL reading habit and reading proficiency correlation matrix.

		Reading Proficiency	EFL Reading Habits	EFL Motivation	EFL Effect	EFL Benefit	EFL Attitude
Reading Proficiency	r	1	.129	.013	.014	.166	.129
	p	1	.135	.879	.873	.153	.134
EFL Reading Habits	r	. 129	1	.779**	.395**	.928**	.736**
	p	. 135	1	.000	.000	.000	.000
EFL Motivation	r	.013	.779**	1	.141	.653**	.441**
	p	.879	.000	1	.099	.000	.000
EFL Effect	r	.014	.395**	.141	1	.198*	.130
	p	.873	.000	.099	1	.020	.129
EFL Benefit	r	.166	.928**	.653**	.198*	1	.597**
	p	.153	.000	.000	.020	1	.000
EFL Attitude	r	.129	.736**	.441**	.130	.597**	1
	p	.134	.000	.000	.129	.000	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
N= 136

3.4. Results about research question 4: Is there any relation between elementary level (A2) learners' EFL reading habits and their reading proficiency?

Table 5 shows that the relation between elementary level (A2) learners' EFL reading habits and their reading proficiency is positive, moderate, and significant (r=.395 and p<.01). There is a positive, moderate and significant relation between EFL reading benefit and reading proficiency (r=.364 and p<.01), between EFL reading attitude and reading proficiency (r=.386 and p<.01) and also between EFL reading motivation and reading proficiency (r=.282 and p<.01). However, there is not any significant relation between the reading proficiency and reading effect (p>.05).

Table 5. Elementary level (A2) learners' EFL reading habits and reading proficiency correlation matrix.

		Reading Proficiency	EFL Reading Habits	EFL Motivation	EFL Effect	EFL Benefit	EFL Attitude
Reading Proficiency	r	1	.395**	.282**	.082	.364**	.386**
	p	1	.000	.000	.344	.000	.000
EFL Reading Habits	r	.395**	1	.767**	.469**	.950**	.796**
	p	.000	1	.000	.00	.000	.000
EFL Motivation	r	.282**	.770**	1	.271**	.648**	.515**
	p	.000	.000	1	.001	.000	.000
EFL Effect	r	.082	.434**	.271**	1	.311**	.189*
	p	.344	.000	.001	1	.00	.028
EFL Benefit	r	.364**	.943**	.648**	.311**	1	.691**
	p	.000	.000	.000	.00	1	.000
EFL Attitude	r	.386**	.772**	.515**	.189*	.691**	1
	p	.000	.000	.000	.028	.000	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
N= 137

In Table 6, results of regression analysis regarding elementary level (A2) learners' EFL reading habits and reading proficiency are given. According to the results, learners' EFL reading proficiency can predict 15% of the EFL reading habits in positive, moderate and significant manner (R= .395, R²= .15, F = 24.921, p<.01).

Table 6. Results of regression analysis regarding elementary level (A2) learners' EFL reading habits and EFL reading proficiency.

Variables	B	Std. Error	β	t	Sig.	Zero-order	Partial
Constant	29.658	9.870	-	3.005	.000	-	-
English Proficiency	.670	.134	.395	4.992	.000	.395	.395
R= .395	R²= .156						
F = 24.921	P= ,000						

4. Discussion

While learning English as a second or foreign language, reading is the most important skill for full learning. Reading ability is necessary not only to learn the language but also to learn any content written in the target language. Reading skills in L1 that are seen as the predictors of achievement in the target language can be transferred to EFL learning process. Two hypotheses have been proposed about this transfer namely, linguistic interdependence hypothesis and linguistic threshold hypothesis. According to the linguistic interdependence hypothesis, L1 reading skills may transfer to EFL in

different levels and conditions. On the other hand, linguistic threshold hypothesis asserts that the transfer can occur when the learner reaches a certain proficiency level in the target language.

Both cognitive and affective domains of reading process contribute to the development of reading skills. Researchers who examined the transfer of reading skills from L1 to EFL like Brisbois (1995), Camiciottoli (2001) and Antieda (2017) have revealed that L1 reading skills, especially the cognitive ones like vocabulary knowledge, grammar structure, comprehension and spelling contributed substantially to EFL reading. The relationship between the variables changes as EFL reading ability increases.

In EFL learning and teaching process the transfer of affective domains of reading should also be highlighted as much as the cognitive ones. Transfer of reading skills from L1 to EFL as mentioned in the previous studies takes place not only in the cognitive domain but also in the affective domain, such as attitude, habit and motivation (Yamashita, 2007). The aim of the study is to find out the possibility of transfer of affective domains of reading specifically reading habits and attitudes from L1 to EFL and the role of learners' proficiency level on them. Participants of the study were beginner (A1) and elementary (A2) level EFL learners. Through the study, we also have the chance to test the two previously-mentioned hypotheses on the transfer of reading skills.

The results of the study have revealed that there is not any significant and meaningful relation between beginner level (A1) learners' L1 reading attitudes and EFL reading habits. On the other hand, though it's weak (r=.208), the relation between L1 reading attitudes and EFL reading habits is meaningful (p<.01) for the elementary level (A2) learners. L1 reading attitudes can predict 10% of EFL reading habits and attitudes (R= .306, R^2= .10, F = 2,233, p<.05). This result is very similar to the previous study results which have showed that before reaching a certain level of proficiency in EFL, there is no relationship between L1 reading skills and EFL reading skills. For example, Antieda (2017) examined the impact of L1 literacy and reading habits on L2 achievement. For beginner learners there was not any significant correlation between L1 reading habits and L2 achievement. However, L1 reading habits affected L2 achievement positively for the intermediate level. In another study, Lee and Schallert (1997) examined the effect of L2 proficiency and L1 reading ability on EFL reading ability. According to the result of this study, learners need to reach some competence level in EFL so that they can transfer their L1 reading skills. As in this study, Brisbois (1995) examined the relation between L1 reading skills and EFL reading ability for beginner and upper level learners. The study suggested that L1 reading skills contributed substantially to L2 reading especially for higher level learners.

Motivation, effect, love and benefit are the sub-dimensions of L1 reading attitudes. The result of the study showed that there is a positive and weak relation between L1 reading benefit and EFL reading habits (r=.282 and p<.01). The relations among the EFL reading habits and sub-dimensions of L1 reading attitudes like love and motivation are meaningful (p<.05) and positive but negligible. This result of the study complied with the study conducted by Yamashita (2004). Considering the transfer of reading skills from L1 to EFL, the transfer of students' thoughts and beliefs about reading (benefit and value) is more likely than transferring their feelings (anxiety, motivation and love).

EFL reading proficiency can be one of the factors that influence reading attitudes. Higher level learners read more fluently than the lower level learners. This difficulty in reading comprehension may result in different attitudes towards EFL reading. Upper level learners may have more positive attitudes towards reading in the target language. Results of the study have revealed that there is not any significant and meaningful relation between beginner level (A1) learners' EFL reading proficiency and reading habits. On the other hand, for elementary level learners, though it is moderate (r=.395), the

relation between reading proficiency and EFL reading habits is meaningful and positive (p<.01). EFL reading proficiency can predict 15% of EFL reading habits (R= .395, R²= .15, F = 24.921, p<.01).

Motivation, effect, attitude and benefit are the sub-dimensions of EFL reading habits. The results of the study show that there is a positive and moderate relation between reading proficiency and EFL reading benefit (r=.364 and p<.01), reading attitude (r=.386 and p<.01), and reading motivation (r=.282 and p<.01). Upper level learners have more positive attitudes towards reading in the target language. This result of the study complied with the study conducted by Yamashita (2007) who pointed out that some sub-dimensions of reading attitudes showed the influence of reading proficiency. Upper-level learners feel more comfortable and give more value to EFL reading than the lower-level learners because of their proficiency level. Comparing the effect of L1 reading attitudes and reading proficiency on EFL reading attitudes, Yamashita (2007) suggested that the effect of reading proficiency is smaller than L1 reading attitude. However, the result of this study revealed that EFL reading proficiency has as much effect as L1 reading attitudes on transfer of EFL reading habits and attitudes for elementary level learners. L1 reading attitudes can predict 10% of EFL reading habits and attitudes (R= .306, R²= .10, F = 2.233, p<.05). Like L1 reading attitudes, EFL reading proficiency can predict 15% of EFL reading habits and attitudes (R= .395, R²= .15, F = 24.921, p<.01).

5. Conclusions

In summary, this study aimed to find out the effect of L1 reading attitudes and EFL reading proficiency on EFL reading habits. The results of the study show that there is not any significant relation among beginner level (A1) learner's L1 reading attitudes, reading proficiency level in EFL and EFL reading habits. On the other hand, for elementary level (A2) learners, L1 reading attitudes can predict 10% and reading proficiency can predict about 15% of EFL reading attitudes.

The study has proposed the result that learners can transfer the reading skills acquired in L1 to EFL when they reach a certain proficiency level in EFL. The participants of the study are beginner (A1) and elementary (A2) level learners. For further studies, and to test the hypotheses whether the relationship between L1 and EFL reading skills increases or not as the level in EFL develops, upper level learners should be included in the process.

6. Ethics Committee Approval

The author confirms that ethical approval was obtained from the Management of National Defense University, Air Force NCO Vocational School. (Approval Reference Number: 870122265-022-02/ Date: 11/03/2020).

References

Altmışdört, G. (2016). The effects of L2 reading skills on L1 reading skills through transfer. *English Language Teaching, 9*, 28-35. Retrieved from http://dx.doi.org/10.5539/elt.v9n9p28

Ardasheva, Y. (2016). A structural equation modeling investigating of relationship among school-aged ELs' individual difference characteristics and academic and second language outcomes. *Learning and Individual Differences, 47*, 194-2006. Retrieved from http://dx.doi.org/10.1016/j.lindif.2016.02.010

Artieda, G. & Munoz, C. (2013). The role of age and literacy in adult foreign language learning. In A. Bendt (Ed.) *Fremdsprachen in der perspective leb-enslagen*. Bern: Peter Lang

Artieda, G. (2017). The role of L1 literacy and reading habits on the L2 achievement of adult learners of English as a foreign language. *System*, *66*, 168-176. Retrieved from https://doi.org/10.1016/j.system.2017.03.020

Bernhardt, E.B. & Kamil, M.L. (1995). Interpreting relationships between L1 and L2 reading: consolidating the Linguistic Threshold and the Linguistic Interdependence Hypotheses. *Applied Linguistics, 16*(1)*,* 15-34. Retrieved from https://doi.org/10.1093/applin/16.1.15

Brisbois, J.I. (1995). Connections between first and second language reading. *Journal of Reading Behavior*, *27*, 565-584. Retrieved from https://journals.sagepub.com/doi/abs/10.1080/10862969509547899

Camiciottoli, B.C. (2001). Extensive reading in English: habits and attitudes of a group of Italian University EFL students. *Journal of Research in Reading*, *24*(2), 135-153. Retrieved from: https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.00137

Carrell, P. L., Devine, J., & Eskey, D. E. (1998). *Interactive approaches to second language reading*. N.Y.: Cambridge University Press.

Christensen, L., Johnson, B., & Turner, L. (2011). *Research methods, design and analysis*. Boston: Pearson

Clarke, M. (1980). The short circuit hypothesis of ESL reading—or when language competence interferes with reading performance. *The Modern Language Teaching*, *64*(2), 203-209. Retrieved from: https://doi.org/10.1111/j.1540-4781.1980.tb05186.x

Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press

Grabe, W., & Stoller, F. L. (2002). *Teaching and researching: Reading*. London: Longman

Good, M., Woodford, K., & Walter, E. (2008). *Cambridge advanced learner's dictionary (Third Edition)*. Cambridge: Cambridge University Press.

Gömleksiz. M.N. (2005). Kitap okuma alışkanlığına ilişkin bir tutum ölçeğinin geçerlik ve güvenilirliği. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, *24*(2), 185-195. Retrieved from: http://web.firat.edu.tr/sosyalbil/dergi/arsiv/cilt14/sayi2/185-196.pdf

Laufer, B. (2013). Lexical thresholds for reading comprehension: what they are and how they can be used for teaching purposes. *TESOL Quarterly*, *47*(4), 867-872. Retrieved from: https://doi.org/10.1111/j.1540-4781.1980.tb05186.x

Lee, J.W., & Schallert. D.L. (1997). The relative contribution of L2 language proficiency and L1 reading ability to L2 reading performance: A test of the Threshold Hypothesis in an EFL context. *TESOL Quarterly*, *31*(4), 713-739. DOI: 10.2307/3587757 Retrieved from: https://www.jstor.org/stable/3587757?origin=crossref&seq=1#metadata_info_tab_contents

Mcmillan, J.H. & Schumacher, S. (2006). *Research in education*: *Evidence-based inquiry*. Boston: Pearson Education, Inc.

Park, H. 2008. Home literacy environment and children's reading performance: A comparative study of 25 countries. *Educational Research and Evaluation 14*(6), 489-505. Retrieved from https://www.researchgate.net/publication/248913182

Shen, L. (2006). Computer technology and college students' reading habits. *Chia-Nan Annual Bulletin*, *32*, 559-572. Retrieved from https://www.coursehero.com/file/p5404b6

Sparks, L., Patton, J., Ganschow, L., & Humbach, N. (2012). Do L1 reading achievement and L1 print exposure contribute to the prediction of L2 proficiency*? Language Learning*, *62*(2), 473-505. Retrieved from https://doi.org/10.1111/j.1467-9922.2012.00694.x

Yamashita, J. (2004). Reading attitudes in L1 and L2, and their Influence on L2 Extensive Reading. *Reading in a Foreign Language*, 16 (1-19). Retrieved from https://eric.ed.gov/?id=EJ689107

Yamashita, J. (2007). The Relationship of reading attitudes between L1 and L2: An investigation of adult EFL learners in Japan. *TESOL Quarterly*, *41*(1), 81-105. Retrieved from: https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1545-7249.2007.tb00041.x

Pumfrey, P.D. (1997). Assessment of affective and motivational aspects of reading. In J. Beech & C. Singleton (Eds.), *The psychological assessment of reading* (pp. 161-175). New York: Routledge.

Ana dilde okumaya yönelik tutumun yabancı dilde okuma alışkanlıklarına aktarımı

Öz

Bu çalışmanın amacı ana dilde edinilen okumaya yönelik tutumun yabancı dilde okuma alışkanlıklarına ve tutumuna aktarım durumunu ve bu süreçte yabancı dilde okuma yeterlilik düzeyinin rolünü ortaya koymaktır. Çalışma betimsel bir araştırma olarak tasarlanmıştır. Çalışmanın örneklem grubunu ön lisans düzeyinde 273 öğrenci oluşturmuştur. Bu öğrencilerden 136 tanesi başlangıç (A1), 137 tanesi ise temel (A2) düzeyde İngilizce yeterlik düzeyine sahiptir. Çalışmada, Okumaya Yönelik Tutum Ölçeği, İngilizce Okuma Alışkanlıkları Ölçeği ve ECL sınavının okuma bölümü veri toplama araçları olarak kullanılmıştır. Çalışmada elde edilen sonuçlara göre başlangıç (A1) düzeyindeki öğrencilerin ana dilde okumaya yönelik tutumları ile İngilizce okuma alışkanlıkları arasında anlamlı bir ilişki bulunamamıştır (r =.016 ve p> .01). Diğer taraftan, temel (A2) düzeyde İngilizce seviyesine sahip öğrencilerin ana dilde okumaya yönelik tutumları ile İngilizce okuma alışkanlıkları arasındaki ilişki düşük düzeyde olsa da anlamlıdır (r =.208 ve p <.01). Öğrencilerin ana dilde okumaya yönelik tutumları İngilizce okuma alışkanlıklarının yaklaşık %10'nunu yordamaktadır. İngilizce okuma yeterlilik düzeyi ile okuma alışkanlıkları arasındaki ilişki incelendiğinde temel (A2) düzeyde İngilizce yeterlik seviyesine sahip öğrencilerin İngilizce okuma yeterlilik düzeyi ile okuma alışkanlıkları arasında pozitif ve anlamlı bir ilişkinin olduğu bulunmuştur (r=.395 ve p<.01). Temel (A2) düzeyde İngilizce yeterlik seviyesine sahip öğrencilerin İngilizce okuma yeterlilik düzeyleri okuma alışkanlıklarının yaklaşık 15%'ini yordamaktadır.

Anahtar sözcükler: okuma alışkanlıkları; okumaya yönelik tutum; okuma becerilerinin aktarımı

AUTHOR BIODATA

Mehmet Emin USLU is working as an Assist. Prof. Dr. in the department of Foreign Languages at National Defense University, Air Force NCO Vocational School. He received his Bachelor's Degree from METU, English Language Teaching Department and received his Ph.D. in Educational Sciences from Eskişehir Osmangazi University. His research areas include learning strategies, reading and listening skills, extensive reading, strategies-based language instruction and aviation English.