



Transfer from L1 to L2, L2 to L3, and L2 to L1: Where should the Building Blocks of Learning How to Read be Laid First?

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Abstract

SLA research has experienced ups and downs in language transfer studies. Language transfer came to the forefront of second language learning studies in the 1950s and 60s under the influence of behaviorism and structuralism. The role of transfer was minimized, however after the collapse of two theories. Cook (2003), chiefly known for his multi-competence model, discusses three models on the relationship of languages in one mind. He mentions that it is in the interconnection model that we find justifications for transfer to occur. Recently, to the forefront of transfer studies have come issues such as cultural transfer. This paper attempts to provide an overall view of issues in transfer studies in SLA research. This done, we will enter discussions about the results of studies done by the author himself on the transfer of reading strategies from L1 to L2, L2 to L3 and L2 to L1. We will wrap up the discussion by mentioning that, from anywhere, no matter in L1, L2 or any further languages, the new experience to any aspect of language learning takes place, other languages will be affected by this new experience. The effect is positive over all, as far as the cross-linguistic transfer of reading strategies is concerned. Therefore, we will come to a conclusion that it is wise and cost effective to take L1 teachings as seriously as possible if we believe that learners' experiences in language learning are somehow linked together.