The Effect of Motivation on Reading Activity and Text Comprehension of Adult Filipino Deaf Learners

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**Abstract**

Reading is an important facet of the literacy enhancement of an individual. Studies in reading comprehension and the variables affecting it are considered important because society gives much importance to reading and demands higher literacy rates. While there is a plethora of research on reading motivation among learners, there is a scarcity of studies that deal with reading motivation among learners with physical disabilities. Hence, the present study aimed at investigating the link between the Filipino deaf learners’ reading motivation and reading activity and comprehension of English texts. The researchers used Parault and Williams’ (2010) Reading Activity Questionnaire and Motivation for Reading Questionnaire (MRQ) as instruments to answer the research questions. The results of the study revealed that there is no significant relationship between reading motivation of deaf learners and their reading amount and text comprehension. Nonetheless, the study may have implications for the current deaf bilingual literacy curricula in local schools, particularly in addressing Filipino deaf bilinguals’ motivation for reading.

Keywords: reading motivation; deaf; bilingual; reading comprehension; literacy

**Introduction**

A growing interest in the study of motivation of students learning another language has been observed for the past years, and most of those studies have dealt with the relationship of certain motivational factors vis-à-vis the learner’s success of learning the target language (Crookes & Schmidt, 1991; Dornyei, 1994; Gardner & Lambert, 1959; Usioda, 2003). Wright (1996) defined motivation as a psychological driving force that drives a person to perform an action that leads to a certain desired outcome or maintains some goal-directed behaviors. In the field of language learning, motivation is perceived as either extrinsic (i.e., external), which refers to the performance of an activity to achieve a goal, or intrinsic (i.e., internal), which is a kind of motivation that is driven by personal interest or enjoyment in the task itself. (Wigfield, Guthrie, Tonks, & Perencevich, 2004).
Language researchers have also investigated how motivation affects the development of macro skills such as speaking (MacIntyre et al., 1997) and reading (Gambrell & Marinak, 2009). One aspect that has gained the interest of the present researchers is that of reading motivation. According to Guthrie and Wigfield (1999, cited in Parault & Williams, 2009), motivation may also be defined as a complex set of goals and beliefs that direct behavior. Hence, reading motivation would refer to the set of beliefs and goals that help manage one’s attitude about reading.

Reading is an essential facet of the literacy enhancement of an individual. In relation to this, assessing the connection that reading motivation has with reading comprehension in bilingual readers is just as significant because society gives much importance to reading and demands for higher literacy rates, especially in the use of the target language (just like in the case of Filipino learners of English) (Allen, 1994; Paul, 2003). Since the present study concentrates on reading and literacy in the Filipino deaf community, it is thus deemed a timely and promising endeavor. According to Parault and Williams (2009), learning to read is not a very easy task, especially for deaf children. Among the many factors contributing to this difficulty is a constrained reception of oral language, thus restricting learning in those who are deaf (Musselman, 2000, cited in Parault & Williams, 2009). Since reading requires decoding written forms of oral language, this skill is much more challenging to master for those who are naturally unable to decipher language sounds. Learning the connection between sounds and letters is more challenging for deaf children, and reading failure is more likely to happen because they lack access to verbal sounds like hearing children (Moreno & Mayer, 2007). This then results in an inadequate cognitive, experiential, and linguistic base that children born deaf cannot achieve reading fluency beyond a typical fourth-grade learner (Gentry et al., 2004).

Reyes and Tabuga (2009) led research that aimed to determine the socio-economic profile and livelihood conditions of PWDs (persons with disability) in various areas of Metro Manila and their knowledge of government policies and access to programs that aim to improve their living conditions. The target population surveyed was those with visual, mobility, and hearing impairments. In relation to hearing-impaired individuals, the results of the survey found that most of the deaf respondents were born deaf while others lost their sense of hearing by age 3. In addition, the majority of the respondents are deaf. In terms of linguistic ability, although most of the respondents could communicate using Philippine sign language, over half of them reported being able to write in English, while only 16 percent could do so in Filipino. Almost half of the respondents claimed that they did not understand either written or spoken Filipino, whereas only 13 percent expressed inability to comprehend written or spoken English.

Although reading motivation has been the focus of some foreign research for the past few decades (Parault & Williams, 2009), there is still a scarcity of local (i.e., Philippine setting) research done as to how motivation affects the learners’ reading comprehension skills, especially the ones with special needs, (i.e., deaf). Deaf learners may face challenges living in a bilingual community. For instance, they both have to learn the signed languages of both Filipino and English and learn how to be bimodal speakers of the target language-i.e both sign and spoken language. Therefore, the present researchers find this study relevant because it is believed that anything that affects language learning is worth investigating. This paper aims to shed some light on how deaf learners’ reading motivation affects their text comprehension skills and how language teachers may further help them develop those necessary skills in reading comprehension.
Relationship between L1 and L2 deaf language learning

The relationship between a learner’s L1 and L2 has been the subject of much investigation in the fields of psycholinguistics and bilingualism. However, in the case of deaf bilinguals, such a link between L1 and L2 may be far more sophisticated since language development may vary for the said group of learners. The study of Freel et al. (2011) revealed a positive relationship between American Sign Language (ASL) competency and English reading abilities, as demonstrated by the higher scores obtained by highly competent signers on reading comprehension in English. Deaf bilinguals who consider ASL as their native language essentially had a better grasp of ASL and, at the same time, translated in better performance in reading comprehension. These findings suggest that among deaf bilinguals, a firm foundation in the L1 serves as a bridge to positive linguistic performance in their L2, a hypothesis akin to normal-hearing bilinguals. Thus, researchers attempting to investigate the linguistic abilities of deaf bilinguals may also take into consideration the sign language competency level of deaf bilinguals – assuming that it is their L1 – prior to assessing their language competency in their L2.

Iurascu (2009) examined the link between the Japanese literacy skills and the proficiency of deaf (D) and hard-of-hearing (HH) in sign language high school students through a validation analysis. The investigation yielded a positive correlation between JSL competency and Japanese reading skills, whereby D/HH learners who excelled in a narrative comprehension task and an information sequencing task in JSL also performed well in written Japanese comprehension. This study further supports the claim that a strong L1 foundation may positively influence L2 competence even for hard-of-hearing and deaf learners.

Second language reading comprehension among deaf learners

The literacy development among deaf bilinguals may be far more challenging as compared to individuals without hearing problems. While it is likely that most deaf children grow up with ASL as their native language, learning English as an L2 may be complicated, seeing as stimuli may only be presented visually rather than aurally. Hence, reading could be the first attempt of deaf bilinguals towards learning an L2. Andrews et al. (1994) studied deaf bilingual children’s reading comprehension of fables with ASL summary intervention as a form of building schema prior to reading the text. The students read a total of six fables; some fables were read by the participants without an ASL summary intervention prior to reading while others had no such intervention before reading the fable. After reading, the participants engaged in a story retelling task whereby the facilitator asked them what they could remember from the story, followed by a question about the moral lesson of the story. The results of the study showed participants’ better story-retelling performance and identification of the moral lesson for stories that were introduced with an ASL summary intervention prior to reading the text. It is said that deaf bilinguals’ notion of schema and background knowledge is limited apparently due to the limited linguistic exposure they receive; hence, it is possible that providing a summary intervention in sign language serves as a schema-building pre-reading strategy that can aid deaf bilinguals’ comprehension of written English texts.

The influence of instructional and literacy aids on the learning abilities of deaf children has been the focus of some studies related to deaf education. For instance, Gentry et al. (2005) attempted to discover the effectiveness of print, sign, and pictures in deaf children’s comprehension through a CD-ROM-generated story in four different formats: print only, print with pictures, print with a sign, and print with sign and photographs. The study yielded significant differences in reading comprehension across the given formats, with deaf children performing best at a story-retelling task when a reading material read, was presented with
pictures, and least when texts were presented as-is (print-only). Meanwhile, there were no significant effects in comprehension when texts were aided with sign language. Such results support the advocacy of the use of multimedia as reading aids for deaf children. Since they are at the first stages of language development, perhaps children find such visual aids helpful in interpreting the meaning of texts, especially since the absence of verbal conversational input limits schema building that could aid text comprehension.

Multimedia-assisted instruction also proved beneficial to Taiwanese deaf and hard-of-hearing elementary students. Ju (2009) developed a multimedia program that transformed internet articles about celebrities into a more interactive medium – including main ideas, graphic organizers, and keywords to make reading more enjoyable for learners. Prior to the multimedia-assisted instruction, the deaf (D) and hard-of-hearing (HH) students were evaluated in terms of the following: identification of the main idea, pronunciation, word recognition, listening comprehension, and lip-reading. After the participants were exposed to the multimedia program, post-test results reveal higher scores in main idea identification, English word listening comprehension, English word lip-reading, and English word recognition than in the pre-tests. It is likely that young deaf bilinguals may develop a greater appreciation for visual stimulus and interactive forms of instruction in language learning due to the limited input they receive as compared to language learners without hearing impairments, as they have access to verbal input.

Contrary to the effects of learning aids on deaf children’s reading comprehension, Dowaliby and Lang (1999) conducted a study that aimed at determining the effectiveness of three adjunct aids towards deaf college students’ learning of factual presentation presented through text. A comparison of five instructional conditions was employed in the study: text only, text and adjunct questions, text and content movies, text and sign movies, and full condition (all conditions combined). The deaf college students were divided according to reading ability levels: low, middle, and high. The results of the investigation showed that overall, conditions that involved adjunct questions (multiple-choice questions following a text) resulted in significantly greater factual learning compared to the other conditions. Both content and sign movie conditions surprisingly did not vary considerably with the text-only condition. These results may suggest that deaf adults learn factual information better when accompanied with comprehension questions, possibly because such condition is presented the same way as the text itself, which is in printed form.

**Reading strategies used by deaf learners**

Although there are variables that influence deaf learners’ reading comprehension, studies have revealed that they utilize reading strategies to guide their comprehension of texts. Reading strategies of deaf elementary students were the subject of Schirmer’s (2003) study, having been identified through the students’ self-reports as revealed by think-aloud protocols after reading each page of a short story. The analysis of the transcribed verbal self-reports uncovered three principal activities in relation to strategic reading i.e. evaluating comprehension, monitoring and improving comprehension, and constructing meaning. Moreover, it was found that deaf elementary students employed more strategies related to constructing meaning, such as overviewing/skimming and predicting/confirming or disconfirming predictions, among others.

Banner and Wang (2010) examined the reading strategies employed by adult deaf learners and student deaf learners through interviews and think-aloud protocols. The results of the study show that both groups have highly competent readers who employ high-level reading strategies and low-skilled readers who employ low-level reading strategies. However, only the reader with the highest reading competence demonstrated breadth and depth of strategy use in three
areas: meaning construction, comprehension check and development, and comprehension assessment. Such investigation fills in the gap in research that deals with reading strategy use among deaf bilinguals, which is just as relevant to understanding deaf bilingual literacy as their hearing counterparts.

Deaf children come from different home language backgrounds whereby ASL, spoken English, or other spoken languages are primarily used. Deaf children are perceived to be emerging bilinguals since it appears that they become bilinguals out of necessity—to survive in both the hearing and deaf world. It is due to this notion that prompted Andrews and Rusher (2010) to present four studies on codeswitching among deaf children. Studies on codeswitching, comprehension of fables, reading of science texts, techniques for vocabulary learning, and various applications were showcased, all of which affirm the usefulness of codeswitching in developing emerging deaf bilinguals’ reading skills in English particularly, vocabulary building and story-retelling. Words that were taught to deaf children through codeswitching from signed letters to print appeared to have been learned more easily and likewise, stories were better recalled by deaf children when they have presented ASL summaries before reading their printed version. Perhaps it can be assumed that the role of codeswitching is indeed more vital in the literacy development of deaf bilinguals seeing as it can serve as a meaningful substitute for verbal language when determining and creating meaning out of language.

Reading behaviors, habits, and motivation of deaf learners

Despite hearing disabilities, several deaf adults in the US enter tertiary level education and learn how to read regardless of the absence of adequate conversational speech input. Andrews and Karlin (2002) interviewed deaf college bilinguals using American Sign Language (ASL). The interview was about their (English) reading behaviors in school and at home, and it revealed that, on average, the eight deaf adults surveyed spent six hours a day for reading activities, namely, reading school materials, reading for leisure, and watching captioned TV. Furthermore, most of the deaf adults interviewed disclosed that ASL was their most robust language, even if only one participant had deaf parents. The participants also revealed that they found their mother as the most influential in teaching them reading skills. In contrast, their teachers would usually give them worksheets, and that the deaf adults would be left to decipher reading tasks for themselves. Most participants also viewed reading like a translation exercise from ASL to print and vice versa. It was also discovered that the deaf adult college students used different reading strategies for different types of texts: they usually skimmed the newspaper, read journal articles only for the general meaning through the abstract and summary, looked up the dictionary for unfamiliar words, focused on titles, italicized words and topic sentences when reading book chapters and preferred general reading for novels. With these results, it can be deduced that despite the lack of verbal-linguistic input, deaf individuals can learn how to read and, even more so, strategically, using similar reading comprehension strategies employed by hearing individuals.

Several variables relating to deaf learners’ amount of reading and reading habits have also been the subject of deaf literacy studies. For instance, tests were utilized by Marschark, Sarchet, Convertino, Borgna, Morrison, and Remelt (2011) to identify reading exposure and habits among deaf and hearing tertiary level students. They also measured the participants’ exposure to reading materials, while their college entrance test scores were retrieved to account for reading achievement. The participants’ self-reports provided information about their reading habits. The study yielded similar results as previous studies about print exposure; deaf bilinguals recognized fewer book and magazine titles relevant to reading levels from kindergarten to twelfth grade, despite reporting longer hours of reading. For both deaf and hearing students, the title recognition test served as a better predictor of their English
achievement but is a far stronger predictor for deaf students. The results suggest that incidental learning and schema building may be limited on the part of deaf learners given the constraints in terms of linguistic input, thus affecting their reading performance.

Reading motivation among deaf adults has been further explored by Parault and Williams (2009) in relation to variables such as how text comprehension relates to how frequently they read. Deaf and hearing adults were evaluated using the Motivation for Reading Questionnaire to measure their intrinsic and extrinsic motivation, a Reading Activity Questionnaire to identify their amount of reading, and a GSRT, a standardized silent-reading ability test, to assess their text comprehension. It was found that the deaf participants had higher reading motivation despite having low-level reading ability comparable to that of a fourth-grader. There was no significant difference in reading amount found between deaf and hearing participants. Furthermore, it was revealed that the best predictor of text comprehension is reading for personal pleasure, while intrinsic motivation yielded significant effects to reading amount among the deaf readers surveyed. Identifying what motivates deaf learners to read provides promising endeavors for the future of deaf bilingual education programs. They may develop literacy lessons for deaf learners that are anchored on motivational factors that help facilitate their reading comprehension. The present study aims to answer the following questions:

1. Which dimensions of reading motivation highly influence adult Filipino SEE/FSL deaf learners’ reading preference?
2. How does these deaf learners’ reading motivation affect their reading activities?
3. What is the relationship between the Filipino deaf learners’ reading motivation and reading comprehension of English texts?

Reading comprehension among children is highly influenced by their motivation to read, and it also has a positive correlation with their reading amount and activity (Wigfield & Guthrie, 1997, cited in Guthrie et al., 2006). Based on these claims, the present study draws theoretical inspiration from Wigfield and Guthrie’s (1997 cited in Parault & Williams, 2010) dimensions of motivation for reading to study how the Filipino deaf bilinguals’ reading motivation is affected by their reading activity and reading comprehension. Using Wigfield et al. (1996) Motivation for Reading Questionnaire (MRQ), the researchers aim to identify the deaf learners’ dimensions of motivation for reading.

Guided by the concepts of achievement motivation theory (i.e., the learners’ extrinsic and intrinsic motivation, their personal beliefs on efficacy and competence, and their purpose for achieving something) by Wigfield and Guthrie’s (1997), the 11 dimensions were generated specifically to account for motivational factors influencing individuals’ reading skill. The 11 dimensions of motivation for reading are as follows: efficacy, challenge, work avoidance, curiosity, involvement, social, recognition, grades, competition, compliance, and importance. Since the present researchers adapted the adult version of the MRQ from Parault and Williams’ (2010) study, the grades dimension was likewise disregarded.

The first dimension, efficacy – or self-efficacy as often called – pertains to an individual’s belief that he or she can succeed in reading (Baker & Wigfield, 1999). Being one of the pillars of self-efficacy studies, Bandura (1986, cited in Gambrell & Codling, 1997) claims that an individual’s sense of competence drives him or her to act on or pursue a goal. Thus, self-efficacy is important in reading because students who feel efficacious tend to engage in tasks more actively, persevere when facing difficulties and, as a result, achieve more as compared to those who doubt their own capabilities (Schunk, 2003, cited in Parault & Williams, 2010). The second dimension is challenge which refers to an individual’s determination to overcome
difficult material and tasks (Baker & Wigfield, 1999). A reader is believed to gain satisfaction from mastering complex tasks and as a result, raises his or her self-efficacy (Bandura, 1997; Schunk, 1983, cited in Parault & Williams, 2010). On the contrary, tasks that are perceived as very difficult to accomplish may decrease motivation and low self-efficacy (Stipek, 1996, cited in Parault & Williams, 2010). Having low-self efficacy due to highly challenging tasks is related to the third dimension: work avoidance. Simply put, this refers to one’s avoidance of reading as well as feelings of dislike towards reading tasks (Baker & Wigfield, 1999). Work avoidance may lead to decreased reading skills due to the lack of motivation to perform tasks and may eventually result in failure (Parault & Williams, 2010). The next dimension is curiosity which pertains to an individual’s desire to read material that is of his or her interest (Baker & Wigfield, 1999). It is a form of intrinsic motivation, the perception that tasks are inherently pleasurable thus the willingness to take on them (Ryan & Deci, 2000). Another form of intrinsic motivation is the involvement dimension. Involvement refers to the enjoyment experienced by individuals upon reading different types of texts, whether informative or literary (Baker & Wigfield, 1999). Aside from challenge, curiosity and involvement, challenge is also considered an intrinsic type of motivation.

The succeeding set of dimensions are examples of extrinsic motivation that Ryan and Deci (2000) define as the drive to do something because of its instrumental value – an independent outcome resulting from performing certain tasks. The social dimension is classified under extrinsic motivation since it is based on the notion that reading is also a social activity whereby children and adults can collaboratively read and interpret texts together as well as exchange opinions about them (Parault & Williams, 2010). It refers to the social reasons for reading characterized by creating and sharing meaning obtained from materials read with peer groups and family members (Baker & Wigfield). Aside from the social dimension, recognition is also an example of extrinsic motivation as it pertains to the motivation to read, resulting in some level of success and/or recognition (Baker & Wigfield). Competition is also driven by external motivational factors since it is one’s desire to outperform others. Next is compliance, whereby one reads because of an external goal or requirement (Parault & Williams, 2010). To put it simply, it is doing something to meet the expectations of others (Baker & Wigfield, 1999). Although discounted from the study, the grades dimension falls under extrinsic motivation. It is driven by one’s desire to read in order to receive a favorable evaluation from the teacher (Parault & Williams, 2010). Importance, the last dimension, which overall seems to encompass both intrinsic and extrinsic motivational factors, is derived from Wigfield and Eccles’ (1992 cited in Baker & Wigfield, 1999) concept of subjective task values. Based on Eccles et al.’s (1983 cited in Eccles et al., 2005) previous work, task value refers to factors that influence individuals’ value attachment towards particular tasks. Anchored on this concept, Parault and Williams (2010) define importance in relation to an individual’s perceived relevance of reading to himself/herself. Given the items included in this dimension, however, Parault and Williams’s (2010) version of the MRQ only considers the intrinsic aspects of importance.
Figure 1

Conceptual framework of the study

The diagram above illustrates the interplay and relationships among the variables relevant to the present study. Just like hearing learners, motivation has been said to influence reading preference and activity and comprehension of deaf learners. In this study, Filipino deaf learners oriented in both SEE and FSL. As explained previously, Wigfield and Guthrie’s 11 dimensions of motivation for reading are classified as either intrinsic, extrinsic, or both. As can be seen in the diagram, the bolded rectangle represents the Filipino deaf learner and encapsulates intrinsic motivation since this type of motivation pertains to the inherent willingness to perform tasks. On the other hand, extrinsic motivation, which is influenced by external factors such as rewards or benefits, is positioned outside the bolded rectangle. While there may be intrinsic and extrinsic factors that motivate individuals to perform tasks, there may also be a lack of motivation. The dimensions of motivation classified under intrinsic motivation include efficacy, challenge, curiosity, and involvement. On the contrary, social, recognition, competition, and compliance are subsumed under extrinsic motivation. Work avoidance and importance are categorized as both intrinsic and extrinsic. Intrinsic motivation, extrinsic motivation, and lack of motivation are all directed towards a reading activity that covers reading amount and preference of materials. This suggests that motivation, whether intrinsic or extrinsic as well as the lack of it, can possibly influence the deaf learners’ amount of time spent reading both for school and for pleasure. The number of preferred reading materials for pleasure may also be linked to the dominant motivation among Filipino deaf learners. From the reading activity, it can be seen that the bold-printed lines on either side of the diagram which originate from the kinds of motivation, as well as the continuing line originating from lack of motivation, stretch further down, with their tail-ends illustrated as curved arrows which point to reading comprehension in English. These curved arrows represent the relationship between the reading motivation of SEE and FSL deaf learners with their reading comprehension in English.
Methods

Research Design

The present research study focused on identifying the relationship between and among the reading motivation, reading amount, and reading comprehension of Filipino adult deaf bilingual students. The study is primarily quantitative, which deals with the analysis of how reading motivation relates to the amount of reading students spend in school and for pleasure and how motivation relates to their comprehension of English Texts. The researchers utilized statistical methods to the data gathered in which the mean and standard deviation for the questionnaire administered to the respondents was obtained first, and the relationship between the three sets of data was further analyzed through Pearson-r correlation. The second part of the questionnaire has several open-ended questions, which would serve as the qualitative discussion part of the study. The study also involves an informal interview with their English teacher, and her responses will also be analyzed as part of the discussion.

Setting

The study was conducted at a premier private institution situated at Quezon City, which implements value-oriented and competency-based education and instruction. Aside from its varied course offerings, the school also prides itself with an Institute for the Deaf that offers an education for deaf individuals from toddlers to high school and opens doors of opportunities for its high school graduates associate and degree courses for deaf students in the same institution.

The researchers have chosen this educational institution as the setting because of the number of adult deaf learners who are mainstreamed here, and to the best of the knowledge of the researcher, no local studies have been published yet using the deaf students studying in this particular private institution as their respondents, specifically studies which deal with reading motivation.

Participants

A total of 20 Filipino adult deaf bilingual students (15 males and 5 females) took part in the present study. The participants of the study know how to use both Sign Exact English (SEE) and Filipino Sign Language (FSL), and some know-how to use American Signed Language (ASL). The medium of instruction used in their English Classrooms is SEE, but they normally use FSL when conversing with peers and classmates. SEE is a coded language based on English but is not considered a language (unlike ASL, which is based on words). ASL is primarily based on concepts, while FSL belongs to the branch of visual languages influenced by American Sign Language. However, FSL has evolved to be a distinct language because of its changes in form, morphological processes, predication, grammatical features, and some transformational rules. (Martinez, et. al., 2012).

The total number of respondents (n=20) constitutes the freshmen enrollees of the mainstreamed deaf students taking up the subject English-101 (E-101 Basic Reading and Writing Skills) who are also under the 2-year bridging program before they get to enroll for degree courses in the mainstream program. During the 2-year bridging program, adult deaf learners will be studying general education courses such as English, Math Science, or subjects normally taken by first-year college students studying in the Philippines. After passing the bridging program, deaf
learners will be allowed to take skill-based courses that the institution offers, such as Computer Studies or B.S. Entrepreneurship.

The researcher used the purposive sampling method in choosing the respondents for this particular research. First, the researcher has chosen the freshmen to be the respondents because they are the ones who have the basic English subjects for tertiary level students. Other deaf students from different year levels are taking up different English subjects because they have more freedom to choose which subject they are going to enroll in. However, for the students in the bridging program, it is required for them to take up English-101 as a pre-requisite for other higher English subjects. Also, the researchers deem that the results for this study would be more beneficial for the freshmen students because they still have at least 5 more years to spend in college; therefore, the application of insights they can get from the study is much more likely to be applied and realized. Since reading is an integral part of learning, especially in the case of deaf learners (Parault and Williams, 2009), the knowledge on the reading motivation might actually help both the students and teachers formulate strategies to help them become more effective and efficient readers.

**Instruments**

**Motivation for Reading Questionnaire (MRQ).** To measure Filipino deaf learners’ reading motivation, the study adapted Parault and Williams’ (2010) version of Wigfield and Guthrie’s Motivation for Reading Questionnaire. The original version of the MRQ covered 11 dimensions of motivation for reading among children and was thus restructured by Parault and Williams to cater to the objectives of their study, i.e., how reading motivation relates to reading activity and text comprehension of adult deaf bilingual learners. However, the adapted MRQ covers only 10 dimensions of motivation, specifically excluding the grades dimension. Respondents were asked to describe how they relate to each item which represents a particular dimension of motivation through a 4-point Likert scale (1-Very different from me; 2-Not like me; 3-Like Me; 4-A lot like me).

**Reading Activity Questionnaire.** Aside from the MRQ, the Reading Activity Questionnaire used by Parault and Williams’ (2010) was also employed in the present study. The Reading Activity Questionnaire was based on Guthrie et al. (1994) Reading Activity Inventory, which comprises general, subject-specific questions about reading activity both for school and leisure. But since Parault and Williams’ respondents were college students who could freely enroll in the subject of their choice, such subject-specific questions were disregarded. As such, the subject-specific questions about reading activity both for school and leisure were revised to general ones, which particularly asked respondents about their reading frequency and an estimate of the number of hours they spend reading. Questions about the types of reading materials they have read in the previous week were also included for both reading activities.

**Reading/Text Comprehension Test.** The last part of the instrument used to gather data for the present study is the teacher-made reading comprehension test based on the students’ textbook. The reading comprehension test was part of the respondents’ final examination for the 2nd semester SY 2012-2013. The students were asked by their teacher to read the stories Zinbad and The Gingerbread Man. The stories were chosen by their English teacher and were given to the students a week before the examination and were asked to choose which story they would want to discuss in the reading comprehension part of their final examination. The reading comprehension part of the exam consists of four questions (2 items=5 points; 2 items=6 points) that target the students’ knowledge, comprehension, and synthesizing skills. The questions are, “Who is the main character in your story?”, “What happened in the story?”,
“What did the main character do?”, and “What did you learn from the story?” The researchers deemed it best to administer such a teacher-made test as their teacher knows the best way to assess the respondents’ reading comprehension skills.

Procedure

The researchers administered the adapted survey on the respective English 101 (Basic Reading and Writing Skills-1) classes after receiving approval from the English Department chair. The questionnaires were administered during the students’ E-101 classes. After accomplishing the questionnaires, the researchers gave some incentives to the students. After three days, the researchers conducted a semi-structured interview with the English teacher of both classes to further validate the data gathered from the questionnaire.

After the survey was administered, encoded the data gathered for analysis. The researchers tallied the respondents’ answers on the 48-item first part of the questionnaire and encoded the data in the Statistical Package for Social Sciences (SPSS). The researcher consulted a statistician and then analyzed the dominant dimension of reading motivation of the Filipino adult deaf bilingual respondents. As for the second part of the questionnaire, the researchers analyzed the respondents’ answers using the framework of Parault and Williams (2009). The researchers then categorized the students’ responses for the second part of the questionnaire for further analysis as to how the students’ amount of reading relates with their reading motivation.

The final part of the data gathering was conducted a week after the respondents answered the questionnaires. The respondents took their final examination, which includes the reading comprehension part needed for the present study. Their language teacher was the one who administered the final examination and the one who checked the test papers. The students’ scores were then recorded, and a copy was given to the researchers as per request. The language teacher also received a token of appreciation from the researchers for helping them in the data gathering part of the present study.

Method of Analysis

The means and standard deviation were computed as part of the statistical method in the item analyses of the data. This will be computed by using SPSS. Once the mean for each survey item was computed, the values will be interpreted based on the Likert Scale criteria of 3.50-4.00 as A lot like me, 2.50-3.49 as Like me, 1.50-2.49 as Not like me, and 1.00-1.49 as Very Different from me (Underwood 2004). Furthermore, the Pearson-r correlation was employed to determine whether there is a significant relationship between the learners’ reading motivation and reading comprehension. The Pearson-r correlation is used to determine whether there is a significant relationship between two variables. With the help of a statistician, the means for the reading motivation will be correlated with the hours the respondents spend in reading. After which, the derived means for the reading motivation will be correlated as well with the reading comprehension scores of the respondents to identify whether there is a significant relationship between reading motivation and Reading amount and reading motivation and reading comprehension.

As for the descriptive method in the analyses of the data gathered, the aforementioned frameworks were used which also aimed to answer the research questions. The responses of
the language teacher from the interview were also used in the data analysis. The first framework is the 11 dimensions of motivation specific to the domain of reading (Wigfield, et al., 1996, in Parault & Williams, 2009) which include: 1) efficacy; 2) challenge; 3) work avoidance; 4) curiosity; 5) involvement; 6) social; 7) recognition; 8) grades; 9) competition; 10) compliance, and; 11) importance. The students’ responses were tallied and analyzed whether which of the following dimensions dominantly affect the respondents’ reading motivation. The second framework based on Parault and Williams’ (2009) reading amount would be used to further analyze how the respondents’ reading motivation affects the amount of reading and vice versa. The second part of the questionnaire would enable the researchers to thoroughly discuss how the respondents’ reading motivation affects their amount of reading for school and for pleasure and to identify which reading materials highly motivate the respondents to read for school and for pleasure.

**Results and Discussion**

Table 1 below summarizes the mean average of each dimension of motivation based on the Motivation for Reading Questionnaire results. As can be seen, Compliance which is driven by an external goal or requirement—a type of extrinsic motivation—is the most common dimension of reading motivation that highly influences the deaf learners’ reading preference.

<table>
<thead>
<tr>
<th>Dimensions of Reading Motivation</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenge</td>
<td>2.880</td>
<td>0.309</td>
<td>Like them</td>
</tr>
<tr>
<td>2. Competition</td>
<td>3.050</td>
<td>0.212</td>
<td>Like them</td>
</tr>
<tr>
<td>3. Compliance</td>
<td>3.140</td>
<td>0.096</td>
<td>Like them</td>
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<tr>
<td>4. Curiosity</td>
<td>3.100</td>
<td>0.366</td>
<td>Like them</td>
</tr>
<tr>
<td>5. Efficacy</td>
<td>3.038</td>
<td>0.193</td>
<td>Like them</td>
</tr>
<tr>
<td>6. Importance</td>
<td>2.913</td>
<td>0.320</td>
<td>Like them</td>
</tr>
<tr>
<td>7. Involvement</td>
<td>3.050</td>
<td>0.045</td>
<td>Like them</td>
</tr>
<tr>
<td>8. Recognition</td>
<td>2.738</td>
<td>0.111</td>
<td>Like them</td>
</tr>
<tr>
<td>9. Social</td>
<td>2.800</td>
<td>0.187</td>
<td>Like them</td>
</tr>
<tr>
<td>10. Work Avoidance</td>
<td>2.113</td>
<td>0.149</td>
<td>Not Like Them</td>
</tr>
</tbody>
</table>

Some of the questions under this dimension are “I read because I have to”, “I always do my readings exactly as the professor asks”, and “I always try to finish my reading on time”. This suggests that Filipino deaf bilinguals are likely to perform reading tasks to meet professors’ expectations and basically to adhere to school requirements. This result coincides with what the deaf learners assume as their least influential dimension of reading motivation which is work avoidance. Work avoidance is the students’ feelings of dislike towards the reading task and/or avoidance of the task (Baker & Wigfield, 1999). Since deaf learners have high regard on Compliance, it is apparent that they are not likely to easily give up on reading tasks given to them; thus, Work avoidance garnered the lowest mean among the 10 dimensions of reading motivation.

It is interesting to note, however that in Parault and Williams’ (2010) study, the dimension of curiosity, a type of intrinsic motivation, garnered the highest mean average whereas
compliance seemed to have been insignificant seeing as it was not among the deaf participants’ top five most highly rated dimensions of motivation. In the present study however, curiosity trails close behind compliance with only a slight mean discrepancy. This may suggest that while meeting expectations primarily triggers Filipino deaf bilinguals to engage in reading, the inherent desire to read about topics they find interesting could be influential. Perhaps the contrasting results between the present study and Parault and Williams’ may be attributed to the methods of communication used by deaf learners in both studies. It appears that Parault and Williams’ deaf participants were more heterogeneous in a sense that they come from different sign language backgrounds (even accounting for oral English, Pigeon Sign English, and a so-called Cued Speech) whereas, in the present study, most of the participants are only SEE and FSL-oriented while some may have knowledge of ASL. Seeing as most of the signs Parault and Williams’ deaf participants know are English-oriented, it is possible to assume that this brings them to greater advantage when reading in English, which influences their motivation towards the task. On the other hand, the SEE and FSL deaf bilinguals in the present study, just like hearing bilinguals, may struggle to find reading as an inherently motivating task perhaps due to the influence of their knowledge of two signs languages (SEE and FSL) whereby negative transfer could be experienced, making the reading task possibly more demanding. This may also explain why compliance surfaced as the dimension deemed most influential to Filipino deaf bilinguals’ reading preference since reading tasks seem to be treated as a responsibility to be fulfilled rather than a task to be enjoyed.

The succeeding table shows the relationship between each dimension of reading motivation with reading activities for school and for leisure.

Table 2
Correlation between Reading Motivation Dimensions and Reading Activities

<table>
<thead>
<tr>
<th>Reading Motivation Dimensions</th>
<th>School</th>
<th>Interpretation</th>
<th>Leisure</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenge</td>
<td>0.505</td>
<td>low positive correlation</td>
<td>0.162</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>2. Competition</td>
<td>0.224</td>
<td>negligible positive correlation</td>
<td>-0.114</td>
<td>negligible negative correlation</td>
</tr>
<tr>
<td>3. Compliance</td>
<td>0.318</td>
<td>low positive correlation</td>
<td>0.235</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>4. Curiosity</td>
<td>0.298</td>
<td>negligible positive correlation</td>
<td>0.032</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>5. Efficacy</td>
<td>0.500</td>
<td>low positive correlation</td>
<td>0.702</td>
<td>moderately positive correlation</td>
</tr>
<tr>
<td>6. Importance</td>
<td>0.281</td>
<td>negligible positive correlation</td>
<td>0.454</td>
<td>low positive correlation</td>
</tr>
<tr>
<td>7. Involvement</td>
<td>0.431</td>
<td>low positive correlation</td>
<td>0.639</td>
<td>moderately positive correlation</td>
</tr>
<tr>
<td>8. Recognition</td>
<td>0.192</td>
<td>negligible positive correlation</td>
<td>0.343</td>
<td>low positive correlation</td>
</tr>
<tr>
<td>9. Social</td>
<td>0.352</td>
<td>low positive correlation</td>
<td>0.529</td>
<td>moderately positive correlation</td>
</tr>
<tr>
<td>10. Work Avoidance</td>
<td>-0.043</td>
<td>negligible negative correlation</td>
<td>-0.116</td>
<td>negligible negative correlation</td>
</tr>
</tbody>
</table>
Reading for School. After obtaining the number of hours deaf learners spend reading for school and correlating it with their reading motivation dimensions, results show that intrinsic motivation dimensions, namely Challenge, Efficacy, Involvement, and those that are extrinsic in nature, specifically compliance and social dimensions, had a low positive correlation with the number of hours deaf learners spend in reading for school. This means that the relationship between the aforementioned dimensions and hours spent in reading for school is weak. Although the relationship between these reading motivation dimensions and the number of hours learners spend in reading for school is low and quite insignificant, this still implies that a movement in one variable may somehow affect the other. Thus, if learners spent more reading time for school, the correlation figures would have varied. The Work avoidance dimension had a negative correlation with both hours spent reading for school, which suggests that there is no significant relationship between this variable and the learners’ reading activities, and one movement on one variable may not necessarily affect the other. These results are in contrast to Parault and Williams’ findings which found involvement as positively correlated with reading for school. However, negative correlation between work avoidance and reading for school was also revealed in Parault and Williams’ study, which coincides with the results of the present study.

As part of the questionnaire, deaf learners were also asked about the reading activities they had in school for the past week. Some of their responses are as follows:

Student 2: “I read on the book story about topic and something because it beautiful story from history”

Student 4: “sometime to understand this word how to learn become knowledge”

Student 17: “I did learn reading book that difficult vocabulary (vocabulary)”

Although they read stories, most of the reading activities deaf learners engage in at school focus on vocabulary building. Based on information obtained from their teacher, the deaf respondents are described to have very low comprehension skills, and it is for this reason, teachers would tend to adjust their lessons to fit and cater to the needs of these deaf learners. Such adjustments are applied by starting with the basics when teaching reading (i.e., vocabulary building and reading comprehension through summarizing) even though these learners are already in college. In addition, their English classes only serve as preparation for the skill-based courses they are going to pursue.

Reading for Personal Enjoyment. Efficacy and Involvement dimensions which are both types of intrinsic motivation, yielded a moderately positive correlation with the hours learners spend reading for pleasure. This may suggest that awareness of one’s capabilities and experiencing personal enjoyment in reading tasks can improve the chances of deaf learners developing interest and motivation towards reading for leisure. Another dimension of reading motivation that had a moderately positive correlation with the number of hours deaf learners spend reading for pleasure is the Social dimension which is a type of extrinsic motivation. It is possible to assume that Filipino deaf bilinguals prefer participating in reading tasks that involve interaction with their peers, as such activity may be used as an avenue to collaboratively decode the meaning of the text. While it seems inevitable that the Competition dimension had a negative correlation with the hours deaf learners spend in reading for pleasure since it may not likely be influential when learners read for personal enjoyment, an opposite result ensued from Parault and Williams’ findings an opposite trend ensued, having found reading for pleasure as
positively correlated with the competition. As previously mentioned, such difference may be attributed to the deaf learners of Parault and Williams’ study and that of the present study, whereby their competence in the sign languages that they use can possibly influence how they are driven to engage in reading activities. There is no significant relationship between the Challenge, Compliance and Curiosity reading motivation dimensions, and hours deaf learners spend reading for pleasure.

The Filipino deaf bilinguals were also asked about their leisure reading activities. The following are selected responses given by the participants, although most of them enjoy reading manga (i.e. Japanese comics).

Student 11: “I love anime, romance.”

Student 17: “I like to read enjoy manga book.”

Student 18: “My books is Harry Potter, twilight anythings (anything) books.”

Aside from obtaining information about the number of hours spent by the participants when reading for school and for pleasure, The Reading Activity Questionnaire also sought details about deaf learners’ preferred reading materials for both purposes presented in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Types of Reading Materials</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
<td>11</td>
</tr>
<tr>
<td>Newspaper</td>
<td>9</td>
</tr>
<tr>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Books</td>
<td>11</td>
</tr>
<tr>
<td>Fiction Books:</td>
<td></td>
</tr>
<tr>
<td>Adventure/Mystery</td>
<td>4</td>
</tr>
<tr>
<td>Science Fiction</td>
<td>6</td>
</tr>
<tr>
<td>Romance</td>
<td>7</td>
</tr>
<tr>
<td>Literature</td>
<td>4</td>
</tr>
<tr>
<td>Other: Comic, artist, Holy Bible, Manga (2), Photography, Math, English</td>
<td></td>
</tr>
<tr>
<td>Non-fiction books:</td>
<td></td>
</tr>
<tr>
<td>Nature</td>
<td>8</td>
</tr>
<tr>
<td>Sports</td>
<td>11</td>
</tr>
<tr>
<td>Self-help</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>8</td>
</tr>
<tr>
<td>Biography</td>
<td>4</td>
</tr>
<tr>
<td>Other: Civil Service, Manga-Naruto, Comics-Anime</td>
<td></td>
</tr>
</tbody>
</table>

It appears that most of the reading materials which deaf learners prefer to read are those which they can easily relate to, particularly Japanese comics and contemporary fiction like Harry Potter. These findings on Filipino deaf bilingual learners’ preferred reading materials may
likely suggest implications to deaf bilingual literacy education, particularly the teaching of reading. Perhaps it is possible for teachers to make adjustments as to the reading materials they use in an English class for deaf bilingual learners and may consider incorporating more fiction into their language and literacy curriculum for deaf learners.

Table 4 summarizes the relationship between intrinsic/ extrinsic motivation and reading activities for school and for leisure.

Table 4

<table>
<thead>
<tr>
<th>Summary of Correlation</th>
<th>Extrinsic</th>
<th>Interpretation</th>
<th>Intrinsic</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation between motivation and hours of reading in school</td>
<td>0.1483</td>
<td>negligible positive correlation</td>
<td>0.3119</td>
<td>low positive correlation</td>
</tr>
<tr>
<td>Correlation between motivation and hours of reading for leisure</td>
<td>0.2381</td>
<td>negligible positive correlation</td>
<td>0.4374</td>
<td>low positive correlation</td>
</tr>
</tbody>
</table>

In sum, the deaf learners’ extrinsic reading motivation has an insignificant relationship with both the hours learners spend reading for school and for pleasure. Although there is a relationship between intrinsic motivation and the hours deaf learners spend reading for school and for pleasure, the correlation is quite low and may be considered weak. This means that one movement in one variable may or may not necessarily affect the other. Through these findings, it is possible to assume that intrinsic motivation may likely be more influential to reading activity for school and pleasure.

The succeeding table shows the relationship between dimensions of reading motivation and reading comprehension based on the Filipino deaf bilinguals’ comprehension test scores.

Table 5

<table>
<thead>
<tr>
<th>Reading Motivation Dimensions</th>
<th>Test</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenge</td>
<td>0.331</td>
<td>low positive correlation</td>
</tr>
<tr>
<td>2. Competition</td>
<td>0.244</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>3. Compliance</td>
<td>0.392</td>
<td>low positive correlation</td>
</tr>
<tr>
<td>4. Curiosity</td>
<td>0.275</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>5. Efficacy</td>
<td>0.037</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>6. Importance</td>
<td>0.258</td>
<td>negligible positive correlation</td>
</tr>
<tr>
<td>7. Involvement</td>
<td>0.294</td>
<td>negligible positive correlation</td>
</tr>
</tbody>
</table>
The extrinsic types of motivation, namely Recognition and Compliance dimensions, were found to have a seeming relationship with the deaf learners’ text comprehension. On the other hand, the Challenge dimension, which is an intrinsic type of motivation based on the idea that mastering multifaceted ideas in a text gives the reader a certain feeling of fulfillment, was also found to have a relationship with the deaf learners’ text comprehension, although it is presumed to be weak.

Table 6
Relationship between Extrinsic/Intrinsic Motivation and Text Comprehension

<table>
<thead>
<tr>
<th>Summary of Correlation</th>
<th>Correlation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation bet. Extrinsic Motivation and Text Comprehension</td>
<td>0.3801</td>
<td>low positive correlation</td>
</tr>
<tr>
<td>Correlation bet. Intrinsic Motivation and Text Comprehension</td>
<td>0.3142</td>
<td>low positive correlation</td>
</tr>
</tbody>
</table>

As can be seen in Table 6 above, there seems to be a weak relationship between reading motivation and text comprehension in the case of deaf learners. This may suggest that successful text comprehension may not necessarily be dependent on high level of motivation. Even though deaf learners have high motivation, it is possible for them to still perform just as poorly in text comprehension tests as those with low motivation.

Conclusion

The results for this study did not yield a significant relationship between reading motivation of deaf learners and their reading amount and text comprehension. The study reveals that Compliance, an extrinsic type of motivation, tends to be the most highly influential dimension of motivation towards Filipino deaf bilinguals’ reading preference. This is in contrast to Parault and Williams’ (2010) findings which found Curiosity as the most influential for their deaf participants. It is likely that such difference may be linked to varied methods of communication by the participants which appears to be far more diverse in Parault and Williams’ study although still English-based. Thus it can be surmised that since the present study’s deaf bilinguals use both SEE and FSL and at the same time are introduced to reading in English, it is possible that they may find such task less enjoyable and perhaps more demanding which is why motivation towards the task was found to be influenced by meeting expectations. There were no significant relationships found between the dimensions of motivation and time spent reading for school and pleasure. In terms of reading activities for school, most participants engaged in vocabulary building tasks which results from the nature of the lessons taught to them. Intrinsic types of motivation, particularly Efficacy and Involvement dimensions, resulted in a moderately positive correlation with the amount of time learners spend reading for pleasure. In addition, the Filipino deaf bilinguals surveyed in the present study seem to prefer...
reading materials that catch their interest. Another dimension of reading motivation that had a moderately positive correlation with the number of hours deaf learners spend reading for pleasure is the Social dimension which is a type of extrinsic motivation. Recognition, Compliance, and Challenge were revealed to have yielded a moderately positive correlation with text comprehension, while motivation and text comprehension were found to have a weak relationship overall.

These findings may engender pedagogical implications that could help improve deaf bilingual education in the country. Addressing Filipino deaf bilinguals’ motivation for reading in the present study may suggest possible adjustments that can be made with regard to the current deaf bilingual literacy curricula in local schools. Looking into the dimensions of intrinsic and extrinsic motivation may aid in materials development and classroom teaching. Similarly, considering the reading materials that Filipino deaf bilinguals prefer reading may suggest possible integration of such materials into the classroom. Furthermore, knowing the importance of the roles motivation and reading activity play in relation to language learning and literacy may also suggest improvements on assessment techniques adapted in deaf bilingual classroom settings.

**Recommendation**

Deaf research studies are rather a fascinating field to pursue as it brings one a step further towards understanding the seemingly sophisticated nature of deaf language learning. The scarcity of local research on deaf studies has, in fact, been the primary motivation of the researchers to delve into research in the said field, in hopes of gaining insight into their language learning context. Hence, it would be a great contribution to local deaf studies if researchers and linguists would consider investigating further on deaf bilinguals’ language and literacy learning in the future. Among the many research foci which scholars may consider studying in relation to deaf studies include code-switching, reading and writing, learning attitudes and behaviors and L1-L2 relationship. Despite the fact that attempts to investigate hearing-impaired individuals in the Philippines seem to have been done as a precursor to policymaking, specifically delving into deaf bilingualism research may offer greater opportunities to improve deaf bilingual education in the country, with possible implications to bilingual language learning and curriculum development.

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Acknowledgments

The authors wish to thank their mentor, Dr. Rochelle Lucas of De La Salle University, for her guidance as they conduct this research.