

# Reading Motivation of Filipino Deaf and Hard of Hearing College Frosh Students

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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 (Gardner & Lambert, 1959; Crookes & Schmidt, 1991; Dornyei, 1994; Usioda, 2003). Language researchers have also investigated how motivation affects the development of the macro skills such as reading (Gambrell & Marinak, 2009).

One domain that has gained the interest of the researcher is that of reading motivation. Since reading is considered as an important facet in the literacy enhancement of an individual, examining the link between reading motivation and reading comprehension in bilingual readers is deemed important because the society gives much importance in reading and demands for higher literacy rates especially in the use of the target language, (e.g. Deaf and Hard of Hearing learners of English). Although reading motivation has been the focus of many foreign researches for the past decades, there is a scarcity on research done as to how motivation really affect a learners' reading comprehension skills. The present study aims to identify the Filipino Deaf and Hard of Hearing learners' kind and extent of motivation and how it affects their comprehension skills.

Specifically, the present research aims to answer the following questions:

1. Which among the dimensions of reading motivation highly influence the Filipino Deaf and hard of Hearing learners' reading preference?
2. How does these Filipino Deaf and Hard of Hearing learners' reading motivation affect their reading activities?
3. What is the relationship between the Filipino Deaf and Hard of Hearing learners' reading motivation and reading comprehension of English texts?

To answer the research questions, the present study is guided by Wigfield and Guthrie's (1997) 11 dimensions of reading. The 11 dimensions can be examined through the Motivation for Reading Questionnaire (MRQ), as developed by Wigfield, Guthrie and McGough (1996). The study was conducted in the De La Salle-College of Saint Benilde, School of Deaf Education and Applied Sciences on which Deaf and Hard of Hearing students enroll.

## References

Wigfield, A. & Guthrie, J. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89(3), 420-432.