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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Understanding the Motivation
of Deaf Adolescent Latino Struggling Readers

A dissertation submitted in partial satisfaction of the
requirement for the degree Doctor of Education

in

Teaching and Learning

by

Melissa Pia Herzig

Committee in Charge:

Professor Claire Ramsey, Chair
Professor Tom Humphries
Professor Carol Padden

2009

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The Dissertation of Melissa Pia Herzig is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2009

DEDICATION

For my parents whose love carried me this far
And for the teachers who share my passion of teaching Deaf students

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I am also thankful to have Dr. Tom Humphries and Dr. Carol Padden on my committee. With their strong background knowledge about culture, language, and Deaf people, they bring to my research unique insights I could draw from while analyzing my research findings. Whenever I got in a rut, it was Dr. Humphries who helped me get out of it by looking at my data through the big picture instead of just pieces. I appreciate how he made time to meet me despite his busy schedule.

I want to thank the administrators of Crest High School who understood the value of my research and welcomed me to do research at that site. I especially want to thank the students of Crest High School who willingly participated in my research. Without their participants, this research would not have been made possible. They opened their hearts and minds to me and shared what their beliefs and feelings were about reading.

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Balancing my family life and school-work had not always been easy, especially when I had my baby, Ethan, in the middle of the program. Kary Krumdick was wonderful with his patience and support. He watched Ethan, fixed us dinner, and put up with a messy house. I think he deserves to get a doctorate degree, too. My family and friends were also there to cheer me on. I'm fortunate to have a great circle of support throughout this experience. However glad I am to complete this dissertation, it is the journey I will cherish the most! It is my hope that this dissertation will be used to improve the instruction for Deaf Latino mainstreamed students who are struggling readers!

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Emmorey, K., & Herzig, M. (2003). Categorical versus gradient properties of classifier constructions in ASL. In K. Emmorey (Ed.), *Perspectives on classifier constructions in signed languages* (pp. 222-246). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

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ABSTRACT OF THE DISSERTATION

Understanding the Motivation of
Deaf Adolescent Latino Struggling Readers

By

Melissa Pia Herzig

Doctor of Education in Teaching and Learning

University of California, San Diego, 2009

Professor Claire Ramsey, Chair

Our methods for educating Deaf adolescent Latino struggling readers need to change in order to maximize their learning. As with all students, this begins with identifying student strengths and building on these strengths to help students gain new and productive skills. We need to find out what motivates these Latino Deaf readers and

what will engage them in reading. Understanding Deaf students' socio-cultural backgrounds and environments, interests, needs, and values through ethnographic research would enable such tailoring and could guide teachers and specialists in redesigning instruction for these students.

The main research question guiding this study is: What can we learn about motivation to read from Deaf Latino adolescents who are struggling readers? There are four sub-questions guiding this study: 1) what are the students' backgrounds and language experiences and how do these affect their attitude towards self, community, and the target language?; 2) what are the students' self-concepts about their reading ability?; 3) what are their values with regard to reading?; and 4) what are the students' experiences, attitudes, and motivations about readers and reading? To answer these questions, I interviewed four participants who met five criteria. They are currently in grades 9 to 12, use ASL and are classified as Deaf in their Individual Education Plan (IEP), attended elementary school for two or more years in the US educational system, scored basic or below basic on the English proficiency exam of the California Standard Test, and their IQ scores are normal.

This study informs us that unlike Deaf Anglo students, Deaf Latino students bring with them a pride of heritage, a positive attitude toward multiple languages, and an adaptable spirit that allows them to shift their language use according to their needs and context. Also, they are like Deaf Anglo students in their frustrations and in their narrow definition of reading as a school activity. Teachers can learn a great deal about students' perspectives on reading by simply asking them about reading. Their responses will add valuable knowledge to the research base as well as to teachers' practical knowledge.

CHAPTER 1: INTRODUCTION

Statement of the Problem

Over 40 percent of America's Deaf and hard of hearing school population consists of students from culturally diverse minority groups (Paez & Fletcher-Carter, 1997).

Because of the large percentage of minorities, there is a need for a clearer understanding of the cultural elements in students' lives, the relationship these cultural elements have with academic achievement, and minority students' needs in the classroom.

When compared to the Deaf children of Anglo families, Deaf children of Latino and African American families face even greater challenges in reading achievement. Studies in the 1980s showed that Hispanic Deaf students were lower in overall achievement and regularly classified as multi-handicapped (Delgado, 1982). This classification was incorrect, and Blackwell and Fischgrund (1984) cited ethnic and racial bias, misunderstanding of the language acquisition process, and a mismatch of culture in the learning process and curriculum as reasons for this inaccuracy. The validity of the assessment tests the Latino Deaf students take is questioned because the students are usually not proficient in the language that the test uses. These tests are usually based on English language and do not properly reflect students' knowledge.

Often, when Latino Deaf students come to school, their language abilities vary in American Sign Language (ASL), a sign language they may have learned in their home country, English, and Spanish. They may not have any one fully developed language upon entering school (Gerner de Garcia, 1993). A hearing bilingual child may find it difficult to negotiate his or her identity and to make meaning of his/her environment because the family speaks a different language at home than what is used in the academic

setting (Walker- Vann, 1998). For Deaf Latino students, this experience may be similar with the added challenge of having three or four languages to negotiate.

Rationale of the Study

Researchers have argued that motivation plays an important role in literacy development and leads to differences in achievement even within Latino families, regardless of socioeconomic status or parents' educational background (Baker, Afflerbach, & Reinking, 1996; Gambrell et al., 1996; Guthrie & Wigfield, 1997). Arzubiaga, Rueda, and Monzo (2002) studied the relationship between home influences and the reading motivation of Latino children. These researchers concluded that daily family practice with children influences the children's values of and interest in reading. Family practice also influences the children's view of what counts as meaningful literacy.

In my work as a teacher of Deaf Latino students, I have direct experience with the range of literacy needs and the seeming lack of reading motivation of this student population. During the half-hour period of sustained silent reading at our school, our students typically prefer to read magazines or newspapers. With those, they can just look at pictures and ask teachers to explain what is going on in the pictures. Whenever my students are prompted to read during silent reading period, they resist or avoid reading by complaining that they are tired or that they want to catch up on news with friends. They may depend heavily on the teacher to explain what the book is saying. The avoidance of reading instead of tackling this difficult task suggests that they may lack motivation to read. The frustrations they face because their reading skills are underdeveloped can further hinder their motivation to read. While some may have developmental reading

problems, a lack of incentive or engagement may explain why some readers' skills are not progressing as they should in secondary school.

Theoretical Framework Regarding Motivation

Biancarosa and Snow (2004) presented several key elements in programs that are designed to improve adolescent literacy achievement in middle and high school.

Motivation and self-directed learning were among these key theoretical elements.

Peterson, Caverly, Nicholson, O'Neal, and Cusenbary (2000) reviewed the literature on struggling adolescent readers and identified four factors that are necessary for hearing adolescents with learning disabilities to become proficient readers. They are (p. 14)

- a) the motivation to read,
- b) the ability to decode print,
- c) the ability to comprehend language, and
- d) the ability to transact with text (i.e., to actively seek information and make personal responses)

Research suggests that if students are not motivated to read, they will not benefit from reading instruction (Kamil, 2003). Though there are factors beyond motivation that affect young Deaf readers, it is a prerequisite for supporting adolescents' engagement in reading development. Motivation is a key factor that needs more investigation because existing theories attempting to explain motivational processes have not been very clear or explanatory, particularly for ethnic minorities (Rueda & Dembo, 1995; Rueda & Moll, 1994). Investigating the determiners of motivation in Deaf students may provide valuable information, especially because they share characteristics with ethnic minorities.

Guthrie and Wigfield (2000) defined motivation to read as “the cluster of personal goals, values, and beliefs with regard to topics, processes, and outcomes of reading that an individual possesses” (p. 404). This is not the same as having an interest in reading (Guthrie & Wigfield, 2000), for one can have an interest in reading but choose not to read. For example, the students may want to read but do not because it is not valued by their friends. Reading may be an obstacle to acceptance among friends. Factors such as background experiences, emotions, and purpose for reading play a role in the students’ motivation to read. Put succinctly, motivation is what makes a person want to read.

As the first step to understanding the potential role that classroom environments play in motivation with regard to reading, the field as a whole needs to learn more about students. We need to find out what motivates them and what will engage them in reading. To engage and enable a struggling reader, educators need to provide reading instruction that is tailored to the students’ needs and to their specific interests (Snow, Burns, & Griffin, 1998). Understanding Deaf students’ socio-cultural backgrounds and environments, interests, needs, and values through ethnographic research would enable such tailoring and could guide teachers and specialists in redesigning instruction for these students.

In the case of Deaf students in a mainstreamed school district like mine, which has students who are from varying ethnic, linguistic, and socio-economic backgrounds, it is likely that many aspects of their experience with reading are not motivating. This lack of motivation likely impacts engagement, which, in turn, can have negative consequences on students’ ability to become fluent readers. We need to know more about those circumstances, as well as any potentially motivating circumstances in their experience

that we can utilize to alter their approach to reading and to engage them in a process that leads to improved reading development.

Research Question

The main research question guiding this study is: What can we learn about motivation to read from Deaf Latino adolescents who are struggling readers? The answers to this question will fill a knowledge gap in the field of Deaf education and extend our knowledge of Latino adolescent Deaf students, a group that has received limited research attention.

The sub-questions guiding this study are:

1. What are the students' backgrounds and language experiences and how do these affect their attitude towards self, community, and the target language?
2. What are the students' self-concepts about their reading ability?
3. What are their values with regard to reading?
4. What contributes to or hinders the students' reading motivation in schools?

This dissertation focused on several interrelated areas identified in the literature on motivation and engagement with respect to reading development, including the affective domain, attitudes toward self, beliefs, orientation towards goals, and life experience. In addition to providing a lens through which to interpret my data, the following review of the literature on motivation theories also guides the design of the current study.

CHAPTER 2: REVIEW OF LITERATURE

About the Motivation to Read

Motivation to read is an important issue that is not well understood in Latino Deaf high school students. The reasons for engaging with reading are just as important as the level of effort, degree of persistence, or any other reading-related behavior. Highly motivated students want to read and choose to read for a variety of reasons such as curiosity, involvement, social interchange, and emotional satisfaction (Gambrell, Martin Palmer, Codling, & Mazzoni, 1996).

This chapter reviews the research and theories about students' motivation regarding reading. This includes affective aspects of reading, attitudes of learners, self-concept among Deaf people, Latino students, and Deaf Latino students. The focus is on the students as a whole, including their prior experiences, sense of self worth, their cultural identity, and the possible relationship these factors have with motivation to read. This chapter also reviews research and theories about students' values (purpose for learning, goals, relevance of reading to their lives, self-concept, attitude, perspective on difficulty, and belief in their abilities) in reading, and reading self-concept among Deaf students. These factors all influence students' motivation to read.

Research and Theory about Students' Motivation

About Affective/Emotional Aspects of Motivation

Motivation and academic success with reading skills are dependent on one's background experience with reading and one's perspective as a reader (Meltzer & Hamann, 2004). For some, positive emotions and cognitive experiences may help build self-esteem and motivation for reading (Fullerton, 2001), especially since students' self-

esteem is strongly associated with their perceptions of their academic competence (Wigfield, Eccles, & Pintrich, 1996). For example, those students who experienced frustration with reading as young children may avoid reading in the future to avoid experiencing further negative emotions. Because love of reading influences whether a person becomes a reader or not a reader, one aspect of my investigation of Deaf adolescents' approach to reading will be eliciting Latino Deaf students' attitudes towards reading and their perceptions of self. This information will increase our understanding of their experiences with reading and factors that may influence these experiences.

Through surveys with children about their attitudes towards reading, many studies of the early stage of reading acquisition, such as that of McKenna, Kear, and Ellsworth (1995), document the influence of home environment and support from parents or other adults. Most studies focus on the acquisition of reading skills, however few discuss the emotional aspect of reading or the relationship between emotion and reading achievement, one exception being a report by Strommen and Mates (2004).

In Strommen and Mates's (2004) report about older children and teens' attitudes towards reading, they identified the attitudes of students who either are readers or are not readers. Those who are not readers seldom or never choose to read for pleasure. Strommen and Mates called them not readers instead of nonreaders to avoid confusion between those people who can read but are not motivated to read as opposed to those who cannot read.

Strommen and Mates's study reported that reading skills and academic achievement were not key indicators of students' perceptions of themselves as being a reader or not reader, as several honors students were not-readers. Those identified as

readers do discuss books with people in their social circle (friends and family) who love to read. They learned from family or other members in their social circle that reading could be an “entertaining, diverting, enjoyable, sociable, and worthwhile activity” (p. 193). Strommen and Mates further reported that peer-group approval was not a big issue with readers, including adolescent readers. Most readers had friends who do not read for pleasure. In contrast, Strommen and Mates found that those who were not readers did not discuss reading with their families. Talking about books was not a big part of family discussions, but instead, the families usually discussed current events. In Strommen and Mates’ study, the findings showed that adults who encourage discussion about books and reading for pleasure have an impact on student motivation to read. Readers learn through social interactions that reading can be fun.

Motivation is not located solely within the individual; rather it is a combination of activity between student and social context (Sivan, 1986). The context influences the students’ interests, cognitive and affective engagement, and motivated behaviors (what they elect to do, how they act, and their persistence in the presence of obstacles). Social and cognitive activities are interconnected. Rueda and Moll (1994) observed that Latino students were motivated in certain tasks but unmotivated on other occasions. For example, when writing about issues that are related to their lives, these students were engaged. When the students were given a task of writing to learn certain skills that are not meaningful to them, they were not motivated. This led the researchers to conclude that motivation is not an individual construct, but rather changes according to the interactions of the child with others in specific activity through social and cultural experiences.

Attitudes of the Learner Toward Self, Community, and Target Language

Bilingual or trilingual students' motivation to learn to read English can be influenced by their identity, attitudes about self, attitudes towards their language uses, and attitudes towards teachers and classroom environments. Language identity constructions are related to ideological and power relations (Fairclough, 1995; Luke, 1995), and learned through language socialization processes through which students also become competent members of social groups and understand the appropriate uses of language (Schieffelin & Ochs, 1986).

As with students' motivation to learn English, Meltzer and Hamann (2004) found that community, school, and classroom cultures can support or impede the development of positive identity as readers. Thus, Reed, Schallert, Beth, and Woodruff (2004) pointed out that before we could engage adolescents in academic reading tasks, we needed to understand more than just the cognitive factors that impact learning motivation.

Understanding what kind of relationship Deaf Latino students have with English and those who use it will help explain their motivation with learning to read. The use of native-language (e.g. American Sign Language for many U.S. Deaf students) instruction presumably helps heighten self-esteem and respect for Deaf cultural heritage, decreasing the affective filter (Krashen, 1992). It is because they are not self-conscious about the grammar or word choice they use. The native-language they use is comfortable and natural to them. Effects of the affective filter grow from the classroom instructional language, the teacher's attitude towards the students' first language, and the students' experiences learning to read English.

We do not yet know whether there is a basis for claiming that the relationship struggling Latino Deaf readers have with English affects their motivation to read in English. As the students develop their languages' structures and uses, they acquire social knowledge (Bernstein, 1972). However, the social knowledge and language structures they learn with Deaf peers or with their families are not always used or valued at home and at schools. These differences may influence achievement in formal school settings (Cook-Gumperz, 1981). Depending on the students' environment at school and their attitude towards English, they may value or devalue the languages they use at home and with peers. Those who think English is superior may view the other languages negatively (Spanish and ASL) or vice versa. Accordingly, this study offers clarity on possible relationships between Deaf Latino readers' attitudes and their motivation to read.

About Latino Students Learning English

In this research, I investigated the students' background experiences with their languages (ASL, English, and Spanish) and how these experiences influence their attitudes and motivation towards learning and reading in English. I hypothesized that if their background experience with English was negative, they might be resistant to learning to read in English.

There is much evidence that Mexican immigrants want to learn English and want their children to learn English. For example, in an ethnographic study of ten families, Valdes (1996) reported that all families were aware of the importance of English language to future (academic and professional) success. The parents were firm in wanting their children to speak English well. One parent in the study stated that in order for his

children to get ahead in life they had to learn both languages, Spanish and English. There was no question that English was a valuable language to them.

Suarez-Orozco (1989) conducted a year-long qualitative study of 50 Central American immigrants attending two inner-city high schools. His purpose was to analyze the psychosocial motivational patterns that help them overcome obstacles to being successful and helping their parents and others they left behind in their native countries. His methods included observations in schools, interviews with teachers, staff members, parents, and members of a community organization for Central American refugees. He also interviewed each of the 50 students. He found that the major obstacle to students' academic achievement was their communication problems. The students were frustrated at being placed in ESL classes because they were overcrowded, ill equipped, and staffed by teachers with low morale. The students felt that the teachers had low expectations and that the counselors did not understand the students' backgrounds or goals. Class placements were frequently inappropriate. This is one example of how students' relationship with the target language group can influence their motivation to learn English and to be motivated to read in English.

Through a study of fourteen recent Mexican immigrant high school students in California, Giacchino-Baker (1992) explored students' opinions of their use and acquisition of ESL. She interviewed the students at least twice and shadowed them for two days at school about their language experiences and uses. She did follow-up interviews and observations to verify, correct, and clarify self-reports. In part, her findings regarding the students' motivation for learning English were similar to Suarez-Orozco's (1989) findings. The students' motivation and effort decreased when they

lacked confidence in their progress in English listening, speaking, reading, and writing skills. The students in her study reported that educational and institutional factors influenced their feelings about and acquisition of English. As might be expected, students felt they were better able to use and acquire English in classes that were appropriate for their level. Placement in classes with unchallenging lessons affected students' motivation and self-esteem. The lessons needed to be important, interesting, and connected to their personal and cultural realities in order for them to feel motivated.

In this research, I examined the students' background experiences with their languages and how these experiences influence their attitudes and motivation towards learning and reading in English. This includes their experiences with ASL, English, and Spanish languages.

About the Self-Concept of Deaf Students/Deaf People.

Gurp (2001) studied the self-concept of Deaf adolescent students in different educational settings. She studied 27 students from a segregated setting, 26 students from three different resource programs, and 9 students from itinerant programs in the Greater Vancouver area of British Columbia, Canada using the Self-Description Questionnaire (Marsh, 1986). She asked the students questions using signed videos and explored whether there were any differences among groups of students who were integrated for different numbers of classes.

The school settings students attended are classified as segregated, resource, and itinerant. In the segregated program, all students are Deaf. In itinerant settings, students are mainstreamed full time with hearing students and receive regular support from

itinerant teachers of Deaf and hard of hearing. In resource programs, the students in mainstreamed schools receive direct instruction from teachers who use ASL.

Gurp's expectation was that in integrated classes, Deaf students would compare their skills with their hearing counterparts and have lower scores in academic self-concept than those with Deaf peers. However, Gurp's findings were that students integrated for English had significantly more positive reading self-concepts than those who were not integrated for English. In many cases, Deaf students are integrated in hearing classes because they have higher reading skills. There are some cases where high achieving Deaf students prefer to be in a segregated setting to use sign language with Deaf peers and teachers. Gurp argued that degree of integration couldn't be directly correlated with ability or achievement. One explanation Gurp had for this finding was that the Deaf tend to compare themselves to other Deaf rather than with hearing students.

It is possible that Deaf students with lower self-concept have a high affective filter, which in turn influences their attitudes towards reading. One possible explanation for lower self-concept is that people who do not sign surround these mainstreamed Deaf students and thus they face struggles and frustration when trying to understand what their peers are saying. These Deaf students may struggle with their Deaf identity and acceptance of self as a Deaf person. In contrast, those who are confident with their identity as Deaf people might have better attitudes towards English and reading practices at school, depending on their beliefs about the cultural norms, on how their peers feel about reading, and educators' beliefs in them about their reading ability. Only by looking more closely at struggling Deaf readers can we determine if these are significant factors

affecting the development of reading ability for Deaf students. Students' beliefs, therefore, are an important area of focus in a theoretical approach to studying motivation.

Anglo Deaf signers tend to include negative school experiences with languages as a part of their life story as bilinguals (Tomkins, 2007). These narratives often include reports of struggling to learn English, struggling to learn to read, teachers who do not know much ASL, or those who force Deaf students to use signs in exact English order. Also, they include their experiences with speech training as well as their own, teachers', and parents' expectations to be oral (Lane, 1992; Lane, Hoffmeister, and Bahan, 1996; Padden and Humphries, 1988).

About Deaf Latino Students

In the nineties, several schools for the Deaf implemented bilingual/bicultural programs (Strong, 1995). However, efforts to include multicultural aspects such as recognizing cultural features of Asian or African-American students, and use of non-English spoken languages, like Spanish, in Deaf students' curriculum at schools are still minimal. The needs of Deaf children whose home language is not English are usually perceived to be satisfied with bilingual/bicultural educational programming (Delgado, 2000), but in my experience, their needs are not met. I have observed that these students need extensive support services because both English and ASL communication may break down due to the use of a different language at home.

The communication problems of Deaf children in non-English speaking families are compounded when they attend a school that does not use the same language as used in the home. Delgado (2000) found that multilingual/multicultural Deaf students (those in families who speak a language other than English) were the ones who continue to fall

between the cracks. Attention to these students was diverted by interest in bilingual/bicultural (ASL-English) programs, which is often considered the solution to the problems of all Deaf children. The assumption is that communication problems at home interfere with transmission of family cultural practices and language to Deaf children.

There is scarce research about Latino families with Deaf children, (Rodriguez & Santiviago, 1991), and especially about Mexican families with Deaf children in the western United States (Ramsey, 2000). There is an increasing need to understand this group of Latino Deaf students because they represent 61% of the Deaf student population in California (Center for Assessment and Demographic Studies, 1988-1989). A qualitative study of Deaf children of Mexican-heritage between fourth and sixth grade levels by Claire Ramsey (2000) focused on language use in the classroom, teachers' and school staffs' perspectives regarding teaching Mexican heritage to Deaf children, and parents' and community perspective about raising and educating Deaf children. In addition, she observed parent-teacher conferences and interviewed parents and family members individually and in groups.

Ramsey reported that linguistic interference from Spanish was not cited as a problem, and the teachers felt that few Deaf students knew Spanish. The Deaf students' Spanish language fluency was not evaluated or understood, and typically not recognized as an achievement. Ramsey concluded that the cultural mismatch and the nature of the linguistic, cultural and professional gaps between professionals at school and parents of Mexican-heritage create tensions in Deaf education.

It is useful for us to understand the Latino Deaf students' attitudes and experiences about their language uses because it influences their self-concept and their relationship with English. The students' language attitude and self-concept may also affect their motivation to read.

About Self-Concept and Achievement

Self-concept includes the students' judgment of their competence combined with reactions and feelings of self-worth (Pajares, 1996). Markus and Nurius (1986) interpreted self-concept as a combination of affective and cognitive factors. Their (positive or negative) experience influences their thoughts of their present ability to do a task ("Can I do this?"). Students who have difficulties learning to read tend to develop negative self-perceptions and thus are not likely to want to read. Without that desire, it becomes harder for students to acquire the skills needed to be fluent readers (Chapman & Tunmer, 1995; Nicholson, 2000). Students form self-concept based on their past experiences and self-concept influences academic achievement. Those students who do well do so because they feel good about tasks such as reading. To enhance the students' self-concept, they need more opportunities to do well at a task.

About Students' Values for Reading

When students find intrinsic value in a task, they will be engaged in it for their own purpose instead of for extrinsic rewards (Lepper, 1988). Finding intrinsic value in a task contributes to intrinsic motivation. Intrinsically motivated students are involved in an activity just for personal gains. The gains might be related to the enjoyment, learning, and the feelings of accomplishment or satisfaction the activity brings. It may also include extra rewards such as grades and approval from teachers and parents. In contrast,

extrinsically motivated students perform tasks in order to get some reward, such as grades, stickers, teacher's approval, or to avoid some punishment without considering the personal satisfaction or enjoyment of a task (Lepper, 1988).

Wigfield and Eccles (1992) pointed out that values needed to be considered in terms of costs such as energy consumption and psychological risks as well as the value of alternative activities. In the case of Deaf students, those who choose not to devote their energy to reading are not necessarily lazy. They might choose to exert their efforts in other areas because the psychological risks (being seen as illiterate and unintelligent) are too high for them, and they may value other activities more such as working, socializing, and being with families.

In my study with Latino Deaf struggling readers, I used the Adolescent Motivation to Read Profile (AMRP) that Pitcher, Albright, DeLaney, Walker, Seunarinensingh, Mogge, Headley, Ridgeway, Peck, Hunt, and Dunston developed in 2007. AMRP is a questionnaire designed to gauge the value that students place on reading. First, to assess intrinsic value, the AMRP asks questions about the students' enjoyment of reading, desire to read, and opinion about the importance of reading. Second, the questions I asked the students in my study about why they read and what motivates them to read helped me evaluate whether students' value and motivation to read was based on extrinsic or intrinsic principles. If they are reading for grades or for recognition only then they have extrinsic motivation to read. Third, the students are asked what they do not like about reading, which is considered an aspect of reading work avoidance. Fourth, there are three parts in AMRP that assess the value of social aspects of reading. One part of the social aspect is the process of sharing meaning from reading with

friends and family. The second part is competing with other students in reading. The third part is about social compliance. This means the students are reading because the teachers told them to.

About Reading Self-Concept and Reading Achievement

Chapman and Tunmer (1997) defined reading self-concept as “the combination of three interrelated components: 1) perceptions of competence in performing reading tasks; 2) perceptions that reading activities are generally easy or difficult; and 3) attitudes felt towards reading.” (p. 280).

Rider and Colmar (2006) studied reaching achievement and reading self-concept among 80 fourth graders at a primary school in Sydney, Australia. The students were from lower range socio-economic backgrounds and 47% of the participants spoke a language other than English at home. The students’ home languages included Vietnamese, Khmer, Mandarin, Cantonese, Samoan, and Arabic. They used Neale Analysis (Neale, 1999) to examine the students’ reading abilities. This analysis assessed the students’ ability to read aloud, including three aspects of reading: rate, accuracy, and comprehension. Rider and Colmar also used the Reading Self-Concept Scale (RSCS) created by Chapman and Tunmer in 1999. RSCS is a 30-item questionnaire which assesses three sub-components of reading self-concept: a) perception of competence in reading, b) perceptions of difficulty with reading, and c) attitudes towards reading.

The findings from this study indicated a positive correlation between reading achievement and reading self-concept, which was strongest for perception of difficulty and accuracy in reading. More competent readers had more positive reading self-concept and attitudes towards reading than less competent readers. This link between

achievement and reading self-concept is important because of the role these factors play in students' motivation.

Students who struggle with reading have negative feelings about reading and are less likely to want to read and more likely to avoid reading related activities (Stanovich, 1986). Thus, opportunities to increase their reading skills are reduced, contributing to an orientation of learned helplessness (Butkowsky & Willows, 1980). This is opposite of Stanovich's Matthew effects, where students who read continue to improve as readers through the practice they get from reading.

An important difference between Rider and Colmar's 2006 study and this dissertation is that students in their study were hearing elementary students and my students are Deaf adolescents. I investigated students' reading self-concept including components such as perspective about their reading skills and about themselves as readers, as well as their attitudes towards reading. I used the Adolescent Motivation to Read Profile (AMRP, Pitcher, et al, 2007) questionnaire, which is geared towards adolescents, as one of my data collection tools. This study was undertaken to shed light on the self-concept that Deaf Latino adolescents have about reading.

Summary

This review of the literature clearly shows that motivation plays a key role in student reading. While the research has provided insight into motivation as it relates to hearing students and Latino or second language students and their reading skills, little is known about Deaf Latino students and what influences their motivation to read. This study seeks to fill this gap in the literature.

As an Anglo teacher, I am aware of cultural differences between Latino families and my own, especially my schooling experiences and beliefs. The school where I work celebrates diversity and provides bilingual education (Spanish-English) for students whose home language is not English.

There is only a little bit of research that reports Deaf student perspectives on reading and language. In this dissertation, I explored adolescent Deaf Latino students' experiences and their attitudes towards English, ASL, and Spanish to determine if they perceive one of their cultures as dominant over the other, if their experiences or perspectives about each culture are negative or positive, and who or what most influenced their feelings about their languages (ASL, English, and Spanish.) This is of great interest because their relationship with the target language or group (English) may influence their motivation to learn English and/or to read.

CHAPTER 3: RESEARCH METHODOLOGY

Introduction

The specific purpose of this study is to improve our understanding of Deaf Latino students' motivation to read. Understanding Deaf students' interests, knowledge, needs, and values through an ethnographic study serves as a basis to discover what motivates reading in Deaf adolescent students and what will engage them when reading. We need to know more about which factors and experiences either suppress or stimulate their motivation so that we can alter their attitudes toward to reading and to engage them in a process that leads to improved reading development.

My experiences as a classroom teacher and an educational researcher piqued my interest in the role of motivation in reading development. My overarching research question is: What can we learn about motivation from Deaf Latino adolescents who are struggling to learn to read? This leads to additional questions: How do participants' backgrounds and language experiences affect their attitudes towards self, community, and target language? What is their self-concept about their own reading ability? (i.e. how do the Latino Deaf students see themselves as readers?) How do students value reading? What enhances or hinders students' reading motivation in schools?

Research Methods

I chose the constructivist paradigm for this study because it relies on the tenet that reality is socially constructed. As a researcher, it is my responsibility to attempt to understand the complex world that my research subjects experience. The participants' mental constructions may change and may be in conflict with each other and within their own minds in this study (Mertens, 2005). For example, a participant may say he doesn't

like to read, but he actually does read captions on television. The participants have their own ideas of what reading means to them, and that in turn will influence the responses they make during the study.

This paradigm relies on the qualitative method of interviews. Lincoln and Guba (2000) described the qualitative method as a way of constructing social reality in research through interaction between the investigator and participants. The constructivist paradigm is compatible with my research questions, which require a descriptive approach to understand the participants' motivations for reading through their interpretation of their experiences with reading or with other readers.

Positionality

My role in this research is multi-dimensional. Based on a recommendation of Howe and Eisenhart (1990), my positionality should be explained explicitly including how it may benefit or hinder this research. First and foremost, I am a Deaf person conducting research about people who are also Deaf. I have been Deaf since birth, a native American Sign Language user, and an active member of the Deaf community. In addition to being Deaf, I am also a teacher of Deaf and Hard of Hearing students at the high school where this research is conducted. I bring an understanding of Deaf life experiences and of students' struggles with reading to this project.

Positionality as a Deaf Student

Because Deaf parents raised me, ASL was my first language. I attended a residential school for Deaf students where the mode of communication was ASL and faculty, staff, and students who use ASL surrounded me. Communication did not create a

barrier, and being Deaf was not highlighted at home or at school. It was a part of my life, and I never viewed myself as different.

My experience of learning to read was natural for me. At home, my parents frequently read books aloud to me in ASL. At a young age, I started to learn that I could make a connection between ASL, fingerspelled words, and the printed words. From then on, when I encountered words I did not understand, I either asked my parents or teacher to explain the word to me in ASL. I feel that those experiences helped me to develop my reading skills during the early years. At school, this method of reading development was continuous. The teachers signed the text in the books aloud in ASL. Whenever I read on my own and came upon some words I didn't understand, I asked an adult or peers to explain their meaning. There was no mismatch between home and school practices for me. However, I am intrigued about the experiences of the participants in this study. I enjoy reading and I am curious about my own students' lack of motivation.

After graduating from the residential school for the Deaf, I attended Gallaudet University, a liberal arts university for Deaf students. In all of the courses I took, the professors and students used ASL. Thus, I had full communication access there as well. I rarely needed an interpreter to communicate with people who could hear because where I attended everyone could or wanted to sign.

My first experience of using an interpreter in an academic setting was during my graduate studies. I was studying to be a teacher for Deaf students at the Teacher Education Program at the University of California, San Diego. The experience of using interpreters and being in a class where the majority did not use ASL was new for me. It took a while before I was accustomed to not having full access to the communication or

language around me. I finally got a glimpse of what mainstreamed students go through on a daily basis.

It was tiresome for me to watch an interpreter or two sign through entire three-hour long courses. The interpreter signed everything that was spoken in class, so instead of having to listen to a variety of speakers, I had to listen to one person sign what everybody else said. The interpreters also had varying skills in ASL. Some signed fluently, and others were mediocre signers. I also had to rely on them to speak for me, and I was not always sure if they understood me or translated correctly. I often lost motivation to learn during the classes because the communication was not direct and the meaning was occasionally lost in translation. From that point on, I often wondered about the mainstreamed students' experiences, and how their experiences with interpreters influence their sense of identity as a Deaf person and their motivation in reading.

My background experiences as both a student who had ongoing access to my primary language and as a mainstreamed student relying on interpreters offered me a unique insight into the needs and concerns of my Deaf student participants in this research project.

Positionality as a Deaf Teacher

After I obtained my teaching certification and master's degree, I accepted a job as a teacher at Crest High School, a public school with a Deaf program where a majority of the students were Latino. (The name of the school has been changed for confidentiality purposes.) This position gave me an opportunity to see and understand what the students experience on a daily basis. Most of the students engage in a balancing act. Most parents do not know sign language and they speak Spanish. The students speak Spanish orally

with their parents, use Mexican Sign Language (LSM), or use home signs. At Crest High School, the students use ASL with their Deaf peers, and in academic classes, they are expected to use written English to complete their assignments. With hearing peers, the students either need to use ASL interpreters or speak directly with them through pen and paper. Some of them had the ability to speak using their voices and be understood. Their experiences and point of view are different than mine growing up in a language-barrier free environment.

For most years I have taught, I was the only Deaf teacher, and the students' first or second Deaf teacher. The number of classes the students take with me varies from zero to four classes per day. The students who are reading at or close to grade level are usually mainstreamed for more than half of their classes, if not full-time. I work closely with the interpreters, communicating with them about the needs and progress of the mainstreamed students.

As a teacher at Crest High School, I have an insider benefit for doing research with the students. I already have an established relationship with these Deaf students and their parents. I also have a relationship with the principal of the school and with the director of special services in this district. Thus, it was easy for me to obtain permission from students, parents, principal, and director to implement this study.

Given my experiences as a Deaf student and as a Deaf teacher, during this research, I studied the students' comments during the interviews about their experiences and views towards their languages, especially towards ASL and English. Their experiences likely have influenced their sense of identity as Deaf Latino individuals who had experiences with three languages, ASL, English, and Spanish. I attempted to

understand their perspectives by talking with them about their feelings and values towards all three languages and comparing my interpretations with previous research about trilingualism.

Positionality as a Deaf Individual

I often introduced students and parents to resources that serve Deaf people in the San Diego community. I also shared my experiences growing up as a Deaf person with my students and their parents. My status as a Deaf person may help the students feel comfortable sharing their feelings and thoughts more readily. The energy and time I invested in their education and in their sense of well being as Deaf individuals help show them my genuine interest in them. The other advantage I had is that the students and I share a common language. Therefore, there may be an enhanced sense of trust and mutuality between us. I understood nuances and was able to analyze the data with this lens.

Positionality as an Educational Researcher

As an educational researcher, I had several research experiences involving ASL and the Deaf community. I worked at the Salk Institute as a research assistant where we conducted psycholinguistic studies on aspects of ASL. As a graduate student, my master's thesis consisted of a field study with a curriculum I developed for instruction in elementary school with Deaf students, including an ASL assessment and an evaluation plan. Currently, I work as a graduate researcher at the Laboratory of Language and Cognitive Neuroscience at San Diego State University. These experiences continue to fuel my interest in becoming a practitioner researcher.

Being a researcher in the educational setting at a place where I work has its benefits and challenges. Being a classroom teacher, an educational researcher, and a Deaf person puts me in a unique position to conduct research about mainstreamed Latino Deaf students' reading motivation. Serving as an insider in this community has its benefits. I am able to obtain formal permission from administrators, students, and parents to conduct this research with ease, establish relationships with students, understand nuances, and interpret data through various lenses as a researcher, teacher, and a Deaf person.

My positionality presented some challenges as well. I know these students fairly well and based on my experiences, I was careful to refrain from offering an opinion during this research, as I am often required to do as their teacher and as a mentor in the classroom. The fact that I am their teacher could color the Deaf students' answers. For example, they might answer in ways they think I want to hear as opposed to what they actually feel. Thus, I made sure to remind students that there are no right or wrong answers and that they are entitled to have their own opinion.

Context for the Study

The participants for this study were four Latino Deaf students who attended the Crest High School where I taught. Deaf students at this school are either in special day classes (SDC) with teachers, like myself, who know American Sign Language, or are mainstreamed in Resource Specialist Provider (RSP) or in general education classes and rely on interpreters for communication with non-signers. Those who are in RSP classes follow the curriculum and standards of the general education classes, but at a slower pace with additional support of aides. This section will include a description of the research site, rationale for the research site and participants, and descriptions of the participants.

About the Research Site

I purposely chose to use this type of educational setting because I have access to the student population as well as the diversity of the student population at this school. The school is located just five miles from the Mexico border. Most of the Latino Deaf students' families go across the border during weekends or breaks to visit their extended families. Most of the Latino Deaf students were either born in United States or they immigrated at a young age. Thus, the majority of students use a language at home that is different from the language they learn or use at school.

Based on the Executive Summary School Accountability Report Card in 2005-06, there are approximately 2,900 students at this high school, and 80% of the students are Hispanic or Latino. Fifty-five percent of the students are socio-economically disadvantaged, and 31% of them are English language learners. Students with disabilities, including Deaf students, are 11% of the student population. At the time of this research, there were eighteen Deaf students at the high school. The target number of student participants in this study was decided based on the small number of students available at this setting. Time constraints for completion of the study were also taken into consideration. The sample size was kept small in order to conduct a more in-depth study than would be possible with a larger group. Specific procedures for participant selection are discussed in the following section.

Participant Selection

The participating students were selected using a criterion-based method or purposeful sampling (LeCompte & Preissle, 1993). Each participant met five criteria:

- 1) Currently in grades 9 to 12

- 2) Classified as Deaf in their Individual Evaluation Plans (IEP) and are American Sign Language users
- 3) Attended elementary school for two or more years in the U.S. educational system
- 4) Scored basic or below basic on the English proficiency exam of the California Standard Test
- 5) Assessed as having intelligence in the normal range on standardized IQ tests.

Screening and Selecting Participants

There were few Deaf students in the Deaf and Hard of Hearing program at the Crest High School. The number of possible participants was narrowed down to those who were mainstreamed in a few or all RSP classes because cognitively delayed students are not placed in these classes. Participants were also selected because they were articulate about their feelings and thoughts based on my observations and talking casually with them during my classes, lunch period, or passing periods. In addition, I solicited another teacher in this school's Deaf Education program for his input because he worked at middle school for two years before moving to this high school. This teacher was more familiar with some of the students who were currently mainstreamed full time. We agreed that the four participants selected would be suitable for the research purposes based on the established criteria.

Prior to beginning the research, I obtained written permission from the director of the Special Support Services in the district and approval from the UCSD Human Research Protections Program. Then, four students were personally invited to participate. I talked with them and asked for their permission to contact their parents. After they

verbally approved, I phoned their parents, using a Spanish-speaking employee as my interpreter. We agreed on a date and time for me to visit them at their homes.

Upon visiting each of their homes, I asked the parent(s) to read and sign a Spanish version of the consent forms (see the English version in Appendix C: Parent/Guardian Consent Form) and each parent received the Video Recording Release Consent Form (shown in English version in Appendix D). In addition, face-to-face oral and signed assent and video recording release consent forms were obtained from all student participants (see Appendix A and B).

Each student and parent who gave assent received a written explanation of the purposes of the study, its design, and confidentiality procedures. They were assured that participants could withdraw from the study at any time without penalty. The forms also informed them that the participants were going to be interviewed, and gave an estimated total participation time, explained that their time is voluntary, and that they would not be compensated for their time. They were invited to contact me with any question they may have or for clarifications.

The Participants

The four Latino students included three females and one male. One student, Anna, was a ninth grader and is the sister of a male participant, John, who is a twelfth grader. The other two students, Nicole and Vanessa were tenth graders. These names are not the real names of the students. They have been changed to protect the privacy of the participants. The ages of participants ranged from fourteen years and four months old to seventeen years and ten months old at time of the study. One of them was in two classes that I taught while conducting this study. Prior to the study, all four of them had attended

a six-week long, four hours per day summer school program with me as their teacher when they were middle school students.

Demographic Information and Language Experiences

Cause and Degree of Hearing Loss

All of the participants were deaf at birth. Anna, John, and Nicole were born deaf and they have an uncle or distant cousin who is also deaf. The reason for their deafness is unknown, but because Anna, John, and Nicole had deaf family members, it is likely that the deafness is genetic. As for Vanessa, she had unspecified health problems when she was born and the deafness was the result of that.

All participants have severe to profound hearing loss. Those with severe to profound hearing loss might be able to hear a motorcycle engine, helicopter, airplane, loud drum, mower, and trucks passing by. They are aware of vibrations more than specific sounds produced by voices.

Their comprehension of spoken language and their speech did not develop spontaneously because they were pre-lingually deaf. Their speech intelligibility is greatly reduced. They were required to attend hours of listening and speech training. However, not all of them are successfully oral. Anna, John, and Nicole speak occasionally in English and Spanish, but they shared that they feel much more comfortable signing. They are not able to understand everything hearing people say. They all use interpreters in their mainstreamed classes.

Primary Language and Modalities in Use at Home

None of the parents except for Vanessa's know sign language. Anna and Nicole learned spoken Spanish as their first language. John said he felt his primary languages are

English and Mexican Sign Language (LSM). He learned LSM when he attended a Deaf program in Mexico.

All except for Vanessa use Spanish with family and friends and they all use ASL and English. Currently, Anna, John, and Nicole speak Spanish with their family. Occasionally, Anna interprets for her brother, John when communicating with their mother or other family members.

School Language Use

All four participants learned ASL during elementary school years. All of them began to use ASL between pre-school and fourth grade. A participant, Vanessa, learned ASL in pre-school in the United States. John and Nicole learned ASL during second grade when they transferred to school in the United States. Before that, they attended school in Mexico. Nicole used spoken Spanish to communicate, and John used Mexican Sign Language. Anna did not start using ASL in her classes until fourth grade. Before that, she used spoken English in her classes.

It is important to note that although the students said they learned ASL during elementary school, I do not know exactly how fluently their teachers signed ASL. I did not inquire further on whether or not their teachers were Deaf, if they used ASL, or if they actually sign in English order. (Likewise I have no way of knowing the language proficiency of their LSM-using teachers in Mexico). However, the general consensus was that they had access to sign language during elementary school years.

Type of Educational Placements from Kindergarten to Twelfth Grade

The length of time the students attended school in the United States ranged from 8 to 11 years. Anna and Vanessa grew up in the United States educational system. Anna

was mainstreamed as the only Deaf student in her hearing classes until fourth grade.

Vanessa attended a self-contained Deaf/Hard of Hearing program in a mainstreamed school in the United States since pre-school. Nicole and John did not begin school in the United States until second grade. Before that, they attended a special class for Deaf students in Tijuana, Mexico.

In middle school, all students were in U.S. Deaf/Hard of Hearing self-contained programs for at least one or two years and received direct instruction with teachers who use ASL. In high school, three out of four participants were mainstreamed full time for four years with interpreters without access to direct instruction from teachers who use ASL. During lunchtime, they usually hang out in my class and had access to direct communication in ASL with peers and adults. One student, Vanessa, was mainstreamed for her elective classes and remained in a self-contained program for core courses such as English and math.

Introduction of Participants

In this section, I will describe each participant's background and language experiences. The information is compiled from their IEP documents and interview answers as well as my personal knowledge as the students' teacher.

Anna

Anna, a freshman, was born deaf. She was fourteen years old at the time of this study. She has an older brother who is also deaf. She has a younger brother who is hearing. She was born in Los Angeles and moved to Mexico for few years before moving back to California when she began school in pre-school. Initially, her family lived in Los Angeles. When she got to fourth grade, they moved to San Diego.

She was the only Deaf student in her public school until fourth grade. In San Diego, she enrolled in a public school that had a self-contained program for Deaf and Hard of Hearing students. At this school, it was her first time to be in a class with other Deaf students. There, she learned how to sign. She stayed in that program until she reached middle school. In middle and high school, she was mainstreamed with an interpreter for all of her classes. During her freshman year, she took two English classes. One is for English support and the other is a regular general education English class. The English support class is to support what she is learning in her regular English class. She is a lively student who works hard in all of her classes and is well liked by adults and her peers.

Spoken Spanish was her first language. She learned to read and write in English when she began school. She did not learn or use American Sign Language until fourth grade in San Diego.

Currently, she speaks Spanish at home with her family and uses ASL with her Deaf friends. She occasionally speaks English or Spanish with her hearing peers without interpreters. She relies on interpreters in her classes. At home, she helps facilitates communication between her brother and her mother as needed. She signs to her brother what their mom said and speaks in Spanish to her mother what her brother said. She visits Mexico frequently, almost every weekend. Her father passed away when she was very young, so her mother's brothers also visit them often from Mexico.

John

John, a senior, was born deaf in Los Angeles. He was seventeen years old at the time of this study. After his younger sister, Anna, was born when he was three years old,

they moved back to Mexico. He first attended a pre-school for Deaf students in Mexico near the border. They used Mexican Sign Language. He moved back to Los Angeles when he was in second grade and has lived in the U.S. since.

He was a young boy, about 4 years old, when his father passed away. Like his sister, Anna, he frequents Mexico during weekends often, and his uncle comes to visit him from Mexico often. He lives with his single mom and his sister and a younger brother who can hear.

He remained in a Deaf and Hard of Hearing self-contained program from pre-school up to seventh grade with the exception of elective classes such as art, PE, and home economics. In eighth grade of middle school, he took all mainstreamed classes with interpreters. Since his freshman year, he has taken English Concepts classes in the Resource Specialist Program. In these classes, he uses the same books as the general education English classes, but they work at a slower pace tailored to the students' needs. During his junior year, he took Spanish level 1 and 2 classes. During the time of this study, he was a student aide in my American Sign Language class.

During summertime, he attended a National Language and Literacy Camp at South Dakota when he was a sophomore and as a junior, he attended a Youth Leadership Camp for Deaf adolescents (between 13 to 17 years old) in Oregon. He played on a football team and is a part of the track and field team at this high school. He's a gregarious student who is well liked by both Deaf students and hearing students.

His first languages were Mexican Sign Language and spoken Spanish. When he moved back to Los Angeles, he was in a self-contained Deaf/Hard of Hearing program. There, he started to learn American Sign Language and written English. At home, he

usually speaks Spanish and uses gestures and LSM with his family. At times when he and his mom do not understand each other, they rely on his sister, Anna, who knows ASL and Spanish, to interpret for them.

Nicole

Nicole moved to San Diego from Mexico when she was in second grade. At the time of this study, Nicole was fifteen years and nine months old and a sophomore, and had been in the U.S. for eight years. From second grade to eighth grade, she was in self-contained classes for Deaf students. In eighth grade, middle school, she was mainstreamed for math. In high school, she has been in mainstreamed classes with interpreters.

During the time of this study, she was mainstreamed all day and took English Language Development (ELD) classes. ELD is a class designed for students who are not proficient in English and those with English as their second language. It is a two-hour course that promotes oral language skills through total physical response, and individual and group practice. Emphasis in that class, according to the course description handbook, is on vocabulary development and grammatical structures used in everyday conversation. She took ELD level 3 and 4 during her freshman year and, during the year of the study, took ELD level 5 and 6. She used interpreters in her classes.

Her family owns a house on the U.S. side of the border and another house in Mexico. She visits Mexico each weekend. The reason she is in the U.S. is because her parents believe the education for Deaf students is better. Her sisters and brothers attended school in the U.S., too. She has a Deaf uncle who lives in Mexico. She's a pensive young

lady who inquires often about her language experiences, Deaf identity, and about college opportunities.

Nicole's first language was spoken Spanish. When she moved to the U.S. in second grade, she had a trilingual interpreter who speaks Spanish and English, and signs in ASL. She learned ASL in elementary school. By the time she reached middle school, she used ASL as her main mode of communication at school. In self-contained classes, she used ASL to communicate directly with her peers and her teacher. In her mainstreamed classes, she utilized ASL interpreters. At home, she speaks Spanish with her family and friends who know Spanish. Her parents speak only Spanish. With her Deaf friends, she uses ASL.

Vanessa

Vanessa's parents emigrated from Mexico and she was born in the U.S.. Her parents originally planned to move back to Mexico after she was born, but because she was Deaf, they decided to stay in the U.S. because of the quality education for Deaf students. She attended school in the same town from kindergarten to high school. Her mother took ASL classes the minute she found out Vanessa had a hearing loss, so she had exposure to sign language before she started school.

She is 15 years old and a sophomore at time of this study. She is taking English, Science, and Math courses in Deaf/Hard of Hearing self-contained classes. She's mainstreamed in general education classes for Folklorio Mexican Dance class and world history and culture classes.

She actively participates in swimming and water polo teams. She also is a member of ASL Club and MeCHa (Chicano) club. She is very assertive in getting what

she needs, such as requesting interpreters for her sporting events and talking with adults if something bothers her.

She uses ASL in all of her classes and with her friends. She uses interpreters whenever she is in mainstreamed classes or at sporting practices and events. At home, she communicates with her family through ASL and some home signs.

Data Collection

The research questions listed below were addressed during data collection.

1. What are the students' backgrounds and language experiences and how do these affect their attitude towards self, community, and the target language?
2. What are the students' self-concepts about their reading ability?
3. What are their values with regard to reading?
4. What contributes to or hinders the students' reading motivation in schools?

All data were stored on my personal computer, protected by passwords during data collection, analysis and the writing of the dissertation. Hard copies of all files were stored in a locked file cabinet.

Interviews

The interviews were conducted in American Sign Language and videotaped. The camcorder was positioned so both speakers were in view. The interview format was designed to elicit information regarding how students make sense of reading in their lives, what their reading experiences are, and what role reading plays in their lives. These topics help inform us about factors that contribute to motivation. The interview questions are included in Appendices E, F, and G.

Data in three primary categories were gathered: information about personal background and language experiences, results of a survey the participants completed, and an open-ended interview with each student participant.

Personal Background and Language Experiences Interview

The first part of the interview, background and language experience, consisted mostly of closed-ended, structured questions. I explored these topics about the students' personal and family histories (linguistic and cultural histories included). I also gathered information about their schooling experience, past and present.

Survey

I used the Adolescent Motivation to Read Profile (AMRP) (Pitcher, et al., 2007) to elicit the students' feelings and thoughts about reading, school, goals, and their perceptions of themselves with regard to reading. Pitcher, et al. (2007) modified the language in the questions from the original Motivation to Read Profile (MRP), developed by Gambrell, Palmer, Codling, and Mazzoni (1996), to be more adolescent friendly. Pitcher, et al. (2007) changed the grades surveyed and added an item on race or ethnicity to aid in understanding the differences and similarities of various populations.

The AMRP is usually administered as a paper-and-pencil survey, but I conducted the survey as part of my interviews. It has twenty items using a four-point forced answer scale assessing self-concept as a reader and perceived value of reading. To prevent misunderstanding of the questions, I signed aloud the questions and the four answers for the student participants and asked them to make a choice. As they responded, I circled their choices on the survey answer sheet. Rather than a closed-ended, forced answer survey, I changed the format of this questionnaire to conduct semi-structured interviews

by asking each participant for further explanation of their answers in order to learn more about their self-concept and attitudes about self as a reader and about reading.

Open-ended Interview

The final section of the interview involved a set of open-ended interview questions in AMRP by Pitcher, et al. (2007). These interview questions, which focus on narrative reading, informational reading, and general reading, are designed to elicit semi-structured free responses to help provide insights on students' reading experiences, attitudes, and motivations. I added several questions to address types of reading specific to Deaf people, such as information about captions on television or two-way pager communications. See appendix G for a list of questions.

Documents

Documents were another source of data in this research. With participants and parents' permission, I gathered background information about the participants through their Individual Education Plan (IEP) documents. As much demographic data as possible was culled from the students' Individual Evaluation Plans. Information that was not included in the IEP document was gathered directly from the student during the individual interview. The demographic data covered information about their background such as their age, grade, age at discovery of deafness, degree of hearing loss, and language experiences at home. In addition, participants were asked about their background experiences in school, such as type of instructional setting from preschool to high school, languages used by teachers in classes, and language used by student and peers in both the school setting and outside the school setting. The demographic data

provided insights into their school experiences, instructional settings, and their viewpoints and values about the language they used in school and outside of school.

Field Notes

Field notes were written throughout the data collection period to record observations in detail as well as to record procedures and thoughts about contact with the participants. In addition, I recorded my feelings, the students' behavior, and their reactions during the interviews. I recorded any changes in procedure made during data collection and why the changes were made. Writing, for me, is thinking. Thus, I wrote down my intuitions and thoughts throughout the data collection phase.

Data Analysis

The data analysis was an ongoing process, which began as soon as I started to record the interview, document, and produce field notes data. The goal of the data analysis was to discover the factors that influence motivation to read among struggling Deaf Latino high school students. Data for each participant was analyzed and summarized individually before using the method of cross case analysis. Both bottom-up and top-down approaches were used in categorizing and analyzing the data. From the top down, I categorized the data into language experiences, self-concepts, and values. Then, through reading and rereading each summary, I began to identify emerging categories and categorized them with a bottom-up approach. Based on the themes that emerged, I categorized each individual's data into two themes: feelings about reading, including places where reading occurs, and definition about reading. Categories within individual cases were compared with all others to draw general conclusions about the motivation of the students. I looked for commonalities and differences between those students across

cases. To analyze the data, I made multiple passes through the data set to confirm, reject, and extend the results.

I employed several methods to assure data quality. To ensure dependability, I collected evidence from multiple sources: IEP documents, interview answers I inscribed, and the DVD of the videotaped interview. I also consulted with other professionals such as other teachers, my dissertation committee, and my colleagues about data analysis procedures and findings. To confirm the findings, I analyzed how the data is related to the original sources, including interview answers and documents.

The following steps were used to categorize and code the data:

Step 1: Observations and Documentation

At the completion of each interview, the written verbatim responses were reviewed, and translated into English from ASL as they were typed into a document for each participant. Then, I viewed the videos of the interviews and added to any answers that I did not write down during the interview. Next, I typed the answers to each question I asked for each student. Then, I listed all students' answers under the same question I asked. I wrote down the thoughts I had after reading the answers of each participant, and I also did the same with the list of all participants' answers. The purpose was to seek out themes and patterns for each person as well as compare their answers with those of the other participants.

Step 2: Pattern Seeking

During this stage, categories were identified in the data by reading through the data in the field notes, transcripts and documents several times and taking notes of the recurring themes and patterns that were related to the research questions.

The following a priori codes were used as theoretical categories, further grouping the data as follows: language experiences, self-concepts, and values. Emergent categories were developed after forming additional categories through watching the interviews, reading through the interview transcripts or summaries, and looking at the demographic data.

The general list of categories of language experiences, self-concepts, and values, as well as the students' view towards others as readers and their definition of reading, was formed into an organized hierarchical set based on the relationships of the answers to motivation and reading.

Step 3: Making Connections

In addition to categorizing the interview transcript and summary notes, I attempted to identify relationships among statements and background information. I first used the set of categories that resulted from categorizing. The categories were reviewed for overlap and for possible relationships between categories. Their answers showed commonalities in what helped and hindered the students' motivation to read. For example, those with a negative attitude towards reading tend to have a negative view of readers. Their self-concept as readers is lower, too. In addition, each participant's answer was compared to the group's answers between the survey section and the open-ended interview section to seek out any common ground or contradictions. For example, during the survey section, the students reported that they did not like to read, but during the open-ended interview section, the students reported that they do enjoy reading some materials.

Step 4: Interpretation and Theory Development

Through Dey's (1993) description of interpretation and theory development, the connecting analysis is seen as the identification of connections among different categories and topics of data in a research study. This connecting step is necessary for building theory in research (Maxwell, 2005). Through categorizing and connecting data and analyses, the students' voices emerged. This is valuable because little is known about the motivation of Deaf students and its relationship with reading.

CHAPTER 4: FINDINGS OF THE STUDY

Introduction

The purpose of this study was to describe the perspectives of Deaf Latino mainstreamed struggling readers towards reading and readers, and to relate their perspectives to their motivations towards reading. The main research question was: What can we learn about motivation from Deaf Latino adolescents who are struggling readers? The following sub-questions formed the basis of the study:

1. What are the students' backgrounds and language experiences and how do these affect their attitude towards self, community, and the target language?
2. What are the students' self-concepts about their reading ability?
3. What are their values with regard to reading?
4. What contributes to or hinders the students' reading motivation in schools?

As described in the previous chapter, the participants in this study were all Deaf Latino mainstreamed high school students who are also struggling readers. Interviews conducted with them helped me understand their motivations about reading and as readers.

After interviewing the students, on the surface, there appear to be few commonalities among these Deaf Latino mainstreamed students and there is no one piece of data that helps discern where the students' motivation to read lies. However, with analysis, the interviews began to show common experiences that influenced attitudes, motivation, self-concept, and values about reading. These common experiences help us understand how to better support these students. In this chapter, findings are organized

according to sub-questions. For each sub-question, I will discuss the findings and situate them within the existing research literature.

Question 1. How do Deaf Latino mainstreamed students' backgrounds and language experiences affect their attitudes towards self, community, and target language?

Through interviews with study participants about their language experiences, I asked them to evaluate their own language skills and to rate the value of each language they used. I also asked if they thought one was more dominant or when they thought one became more dominant, or under what circumstances one is more dominant in their lives. Additionally, I asked the students to share their experiences with each language and who influenced their attitudes.

Analysis of the participants' attitudes revealed two findings.

1. For Latino Deaf students, their parents and teachers, and the fact of their residence in the U.S., all contributed to their attitudes about their languages.
2. Deaf Latino mainstreamed students who are trilingual in English, ASL, and Spanish reported specific purposes, including specific times and places, for using each of their languages.

Finding 1: For Latino Deaf students, their parents and teachers, and the fact of their residence in the U.S., all contributed to their attitudes about their languages.

Attitudes About their Languages

Given the type of remedial education that most Deaf students receive, it would not have been surprising if the participants reported negative experience with English because of their frustrations with understanding how to use it. For example, they may have had experiences with a teacher overcorrecting their English grammar and repressing their ability to express themselves. School experiences may have led to students being

overly concerned about their ability to speak or write in English correctly. In addition, for the most part, Deaf students do not have Deaf teachers, but hearing teachers who are late learners of ASL. These teachers often do not sign ASL as fluently as the students do, making lessons difficult to comprehend. Finally, perhaps the participants had internalized an attitude that Spanish or ASL is not as important as English.

Surprisingly, the Latino Deaf students in this study did not report negative experience associated with any of their languages, but rather they valued each of the languages, ASL, English, and Spanish, quite highly. The participants juggled three languages day in and day out in a predominantly hearing environment. However, the data suggest that the participants' complicated language experiences do not adversely affect their motivation or attitude towards self, community, or target language (English). Three of the four students lived as trilinguals (ASL, English, and Spanish) and like all multilingual people they switched languages depending on context. Dealing with three languages is a part of their lives and they have distinct purposes for each language. They used Spanish primarily with their families, ASL with their Deaf friends and at school (with interpreters and Deaf peers/adults), and English to communicate with hearing people through writing.

Teacher Contribution to Student Attitude Toward Language Use

The students credited teachers for instilling in them a positive attitude towards the English language. One student credited English Language Development (ELD) classes for helping her to understand and to like the English language. They admitted that they did not value English at first, but that a change occurred as soon as they understood that English was an important language at school. John was confused initially because he

thought Spanish and English overlapped with each other and were one language. One student expressed that she did not like English until she understood it more, then she enjoyed it more. All of them expressed an understanding of the importance of English.

All participants stated that teachers and friends in elementary school helped them develop a positive attitude towards ASL. Three of them admitted that they were initially embarrassed by using ASL, but then began to accept the language more in elementary school. Using sign language in an environment where they were one of few Deaf students at a mainstreamed school embarrassed them. To use ASL meant they stood out at the school and they did not want to be different. Three participants did not think that ASL was important for them to use until they realized the value of this skill. For example, they felt that it was easier for them to learn concepts in school through ASL, especially when the teachers read aloud to them in ASL before students read to themselves in English. They could discuss their ideas in ASL more easily than through writing or speaking in English. John and Nicole were extremely embarrassed by ASL early in elementary school, but they started to accept it in the later years of elementary school after being exposed to ASL more and being around ASL users.

ASL and Spanish were languages in which teachers played a particular role in shaping attitudes for Latino Deaf students. One student, Nicole, reported that in middle school a hearing teacher stressed the use of English, making her feel that ASL and Spanish were not as important. In addition she developed the idea that being hard of hearing was better than being Deaf. As a hard-of-hearing student, she speaks without signing often and thinks it is better to sign in English order. However, she has overcome her initial embarrassment and now appreciates ASL and Spanish more. At the time of the

study, she was taking Spanish classes and she uses ASL as her main mode of communication with adults and peers at school.

Family Contribution to Student Attitude Toward Language Use

Three of four participants credited their families with instilling in them a positive attitude towards Spanish. The fourth student, Vanessa, doesn't read or understand Spanish as she does not speak and her family members use ASL with her. At home, John, Nicole, and Anna speak Spanish with their parents and relatives. They also frequent Mexico during weekends, breaks, and summertime. Their parents do not know English, and when I as a teacher try to contact them, I usually have a person speak to them in Spanish for me.

Being children of immigrants may have an impact on my Deaf Latino students' attitude towards English. Their parents instilled a value of English in them. When I asked students how highly they valued English, two of them explicitly said that they live in the USA, so they must learn English. Because the students' parents chose to stay in the US for access to better education, students strived to do their best and to learn English, because it is perceived as the language of power in this country. These factors resulted in their internalized positive view of English and the students may have felt that it was not an option to view it in a negative way. On the other hand, the positive experiences for these students may just have outweighed the negatives.

Discussion

Adults, friends, and families all had an influence on these students' attitudes towards their languages. Students who did not feel completely fluent in a language did not necessarily feel negative about it. The Deaf Latino students in this study

acknowledged and accepted the value of each language they used in their lives although they may not have felt fluent in one or more of their languages, such as English or Spanish.

Students' language attitudes influence their sense of self, feelings about their community, and about the target language (Meltzer and Hamann, 2004; Cook-Gumperz, 1981; Schumann, 1978). Because language attitudes can influence the students' motivation to learn and use English, their target language in reading, students' neutral and positive attitudes towards English are worth noting in this study. This study helped clarify the connection between the Deaf Latino readers' attitudes and their motivation to read. This shows that their attitudes reflect the attitudes of the children of immigrants. None of the participants expressed strong negative feelings about their languages, which might suggest that these students are not resistant towards reading in English. However, they all acknowledged that reading and writing in English is a challenge for them. They get frustrated at times, but they do not have great disdain for this language. Throughout the interviews, none of the students reported any negative influences towards their attitude to read based on their language experiences.

Finding 2: Deaf Latino mainstreamed students who are trilingual in English, ASL, and Spanish reported specific purposes, including specific times and places, for each of their languages.

I sought to examine whether having three languages complicated the lives of Deaf Latino mainstreamed students' who are trilingual (ASL, English, and Spanish) and whether they had any preferences towards one language or another. I wanted to determine if their language experiences had any influence on their view of themselves as a Deaf person, as a Latino person, as a mainstreamed student, or toward the languages and

communities and if there was any effect on their attitude towards reading in English. To my knowledge, there are no previous studies that discuss Deaf students' attitudes toward and experiences with trilingualism.

The current study showed that each language has specific functions in specific contexts. Students in this study viewed the languages as equally important although they admitted they did not feel as fluent with English and Spanish as they did with ASL. One student, Anna, summed it up as follows: "I speak whatever languages, ASL, English, or Spanish, depending on whom I am talking with. The languages are all important and equal." In the next section, I present data and discuss students' perspective and values regarding each language.

Students' Thoughts About English

Students' self-assessment of their English language skills was consistent across the board. Their perceptions were based on their experiences communicating in English and using English for school. None of them thought they were proficient or fluent in English. One student, Anna, felt her English skills were mediocre because sometimes she wasn't sure what English words to use when expressing her thoughts in written assignments for school. She also felt that she needed to understand more words in order to be a better reader. John felt that his English skills were pretty good, but not perfect. He thought it was difficult to write questions using correct grammar. Another participant, Vanessa, thought it was difficult to write in English what she had expressed in ASL. She felt more comfortable using ASL than English. Nicole felt that her English Language Development (ELD) classes were helping with writing in English because in ELD class, she was explicitly taught the structure of English grammar through reading and writing

activities in class. The students' ambivalence about their English language skills was based on their self-assessment of using correct English grammar and vocabulary words. In fact, in their comments, English was equated with grammar, correctness, and vocabulary.

All of the participants valued English. For example, John and Nicole said that because they were living in the US, they must learn English. John added that he wanted to understand people. Another participant, Vanessa, preferred English because she enjoyed hanging out with hearing people. She thought it was more important than ASL. She explained that she enjoyed learning the rules of English grammar because it was like learning a foreign language. It appears that, for Vanessa, interacting with hearing people was like communicating with foreigners. At the time of the study, she was not getting along with some of her Deaf peers even though she grew up with most of them. Because of her enjoyment in meeting someone new, she preferred the company of her hearing friends instead of her Deaf friends. Lastly, Anna explained that she needed to learn English in order to read better.

Anna and John reported that English was important at school. John added, "Outside, English is important." By saying outside, he might have meant that outside of his home environment, anywhere else including school, English is important. Nicole reported that she used English all the time. She did not specifically mention her home experience. The participants all had a clear sense that English played a major role in their world, they were able to self-evaluate their English skills, and they noted that English provides access to hearing people.

Discussion

Anglo Deaf signers tend to include negative school experiences with languages as a part of their life story as bilinguals (Tomkins, 2007). Deaf people tend to include in their life stories narrations of the construction of their identities among Deaf signers. These narratives often include reports of struggles to learn English, struggles learning to read, reports of teachers who do not know much ASL, or being forced to use signs in exact English order. Also, their narratives include their experiences with speech training and expectations to be oral (Lane, Bahan and Hoffmeister, 1996; Padden and Humphries, 1988).

I expected the interviews to reveal these types of experiences, in part, because of my positionality as an Anglo Deaf person and a teacher. However, the data did not reflect the narratives that Tompkins and others have reported. Instead, I noted a lack of negative reports toward English from the students in the study, who were immigrants and children of immigrants. This may explain why their attitude towards English differed from attitudes of Anglo Deaf students. Vanessa said her experiences were positive with ASL and English and did not report any negative experiences. As a Deaf Latina in an immigrant community, she exemplifies a student who brings with her a different perspective on language learning from me and the other Deaf Anglos.

In addition, the students in this study are mainstreamed Deaf students in a school where the majority of the population is not using ASL or English. This school had a comprehensive bilingual program for hearing Latino students learning English. They offered English support classes in addition to regular English class. They also offered English Language Development (ELD) classes. Most of the other students are bilinguals (Spanish/English) and are learning to speak, read, and write in English. Thus, because

they were not alone in learning English, this may have affected the Deaf students at this school in such a way that they developed an appreciation of the various languages they use.

The participants did not show extreme dislike towards English. The participants did state their frustrations with English, but this does not mean that they were resistant towards English. They acknowledged the importance of the English language. Perhaps because they were mainstreamed in various classes, teachers were not focused on teaching English, but rather on the content of their subject matter. Their experiences might have been that the teachers did not employ “drill and kill” methods with English in their instruction of English. Teachers use the drill and kill method to help the students remember the skills they learned in class by doing the same exercise over and over again, for example writing ten sentences using the present verb tense. This exercise lacks meaning for the students’ lives, so it may be methods of teaching that Anglo Deaf students object to rather than English itself.

Three of the four study participants were mainstreamed in their classes through the use of interpreters and the lessons did not stress translation or comparison of languages (ASL/English or even Spanish). Students learned the content materials, and the teachers adapted their lessons to support students’ understanding of the materials. This may have affected student attitudes towards English. With interpreters, they enjoyed learning the subject material instead of needing to focus on writing English through translation or glossing. It was meaning-driven for them and focused on whole and meaningful concepts as opposed to the drill and kill method, which only focuses on parts of grammar.

I recall a conversation I had with friends who read below their grade level a few years after we graduated from high school. They expressed their frustrations that their grade school teachers were teaching down to them by teaching according to their English language skills instead of teaching materials that were appropriate for their grade level. This turned them off from their target language, English. Cummins (1994) advocated the integration of language teaching with the teaching of academic content. He believes, and his research showed, that such practices simultaneously promote language and content mastery. Rather than adapting existing materials, or using materials to match low-level English competencies, Cummins advocates keeping the content the same, but changing instructional approaches to help students understand the message. This results in meaning-centered instruction.

Students' Thoughts About ASL

The participants evaluated their ASL fluency based on reliance on ASL for communication and experiences in communicating with others. Two out of four participants considered themselves fluent signers. John explained that he knew he was fluent because his friends understood him and he understood them. Vanessa's evidence for ASL fluency was that she could understand other signers as well as school concepts in ASL. Another participant, Anna, did not feel she was fluent. She explained that when she switched from using her voice to ASL, her ASL skills felt rusty. Anna felt that if she signed consistently, her ASL skills would have been more fluent. The fourth study participant, Nicole, did not evaluate her ASL fluency, explaining that she does not analyze her skills.

All of the students gave similar reasons as support for their claims that ASL was an important part of their lives. First, ASL was important because they are Deaf. Second, ASL was important because they needed it to communicate with others either directly or through interpreters. They also acknowledged that ASL helped them learn more easily at school. One student specifically said ASL helped her learn different words. Another participant acknowledged that although her family does not know ASL, she still needed it for school and doctor appointments. Although Vanessa said ASL was important to her, she thought English was more important to her than ASL because she enjoyed hanging out with hearing people.

Anna and John both also said ASL was dominant at school and that it helped them learn materials more easily. They mainly used interpreters in their mainstreamed classes. They felt that learning was easier when they used ASL through interpreters or had teachers who signed. As with other bilinguals, the Deaf students reported learning best when they understand concepts in their first language (ASL) (Cummins, 2006). John liked it when the teacher read aloud so he could watch the interpreter sign the text aloud before reading it himself. It helped him to better understand what he was reading. The picture John created in his head through ASL stories helped him figure out the meaning of the text when he was reading. Anna said ASL helped her understand more English words because when she wanted to learn what the English word was for the sign, she asked the interpreter to fingerspell the word she signed. She bridged the two languages through the use of fingerspelled words.

The interpreters signed in ASL to the students what the teachers said in English. The students signed back to the interpreters in ASL and the interpreters then relayed the

message back to the teachers in English. The students also used interpreters to communicate with their coach and teammates during their after-school activities if they participated in sports. They also mentioned that they had Deaf friends at school with whom they used ASL. To them, the biggest purpose of ASL was to communicate with Deaf peers at school and for academics. Note that none of the students commented specifically on grammar or correctness when they discussed ASL. Instead, they associated ASL with communication and learning. In contrast, many of their comments about English were phrased in terms of correctness or rules.

Discussion

The difference in this study between attitudes towards ASL and those towards English suggest that the students have placed the two languages in very different categories. To them, ASL was not viewed as a language that they studied as a school subject. Instead, ASL was the language the students felt most comfortable using when communicating with others. (Vanessa mentioned that she enjoyed learning English as a foreign language and talking with hearing people, but she still felt comfortable using ASL). Using ASL, the students do not feel self-conscious because, unlike English, they weren't concerned that they might make errors or end up being graded in this language.

When talking about English, the students referenced how hard it was to learn to write in English. They expressed their struggles with writing, and their concerns about using correct grammar, the size of their vocabulary, and the possibility of making errors. With ASL, the students did not mention mistakes. They did not take formal ASL classes, and they were never tested on ASL. Their ASL skills were not evaluated or graded in classes. They learned ASL through daily conversations with adults and with peers in the

signing classroom. Instead of being critical towards their signing skills, two of the four participants, John and Vanessa, thought they were fluent in ASL. They diagnosed fluency based on their ability to communicate with and understand other people who also use ASL. For these students, whereas English represented access to the benefits of life in the U.S., ASL symbolized friends, learning, social life, and understanding English words.

It was interesting to me as a Deaf person that the participants did not say that ASL was the dominant language outside of school as well. Their lives as mainstreamed students and members of hearing families were different from my life as a member of a Deaf family and as a residential student who stayed in a dorm with counselors and students who signed after school. The students in this study did not find a purpose for ASL outside of school because they usually went back to the non-signing family environment after school. The students still lived with their families and were surrounded by people who did not sign, but that was not by their choice. When the students are out of the high school and living on their own, they potentially would surround themselves with people who can sign.

Students' Thoughts About Spanish

Nicole admitted that she didn't feel like she was fluent in any of her languages, ASL, English, or Spanish. She is currently taking Spanish class at school. Vanessa also felt that she needed to learn Spanish more because she did not feel fluent. Anna and John felt that they needed to learn and to improve their Spanish skills because they wanted to understand their family when they spoke in Spanish. They did not always understand them. All of the four participants in the study associated Spanish with their families, and reported that it was important for this reason.

Nicole explained the need to know Spanish when they visited Mexico. She had another home in Mexico and frequently went there during weekends. Her father lives in Mexico and has a restaurant business there. She lived with her mother in San Diego, but her mother goes to Mexico to work during the day while her children go to school. Anna and John reported that at home Spanish was dominant. In fact, their family knew very little ASL or English, and only spoke Spanish. Accordingly, they found it necessary to maintain their Spanish speaking skills in order to be close with their family. The interviewed students did not link Spanish language to academic purposes like they did with ASL and English, although Vanessa knew that Spanish was a school subject in which she could take a class. Instead, participants strongly connected the value of Spanish with their families and their roles as members of Mexican heritage families who had many family members living in Mexico.

Discussion

Spanish clearly symbolized family to the students involved in this study. None of them felt they were fluent in Spanish, but all of them reported that the language was important to them. They did not express any embarrassment towards or rejection of this language just because ASL and English are more utilized at school, but rather they showed a positive attitude towards Spanish.

Living only ten minutes away from the border has also influenced the Deaf Latino participants' attitude towards Spanish. Although the students said their parents wanted them to stay in the U.S. to receive a better education, they visited Mexico frequently, as often as each weekend. They still had families who lived across the border and one participant had a second home in Mexico. Since the students' families crossed the border

frequently, they felt the need to keep Spanish as their language. As Pugach (1998) pointed out in her study of Mexican-heritage people who lived on the border of the U.S. and Mexico, their immigration experience is unlike the experiences of families who crossed the ocean to be in a new country, bringing only one suitcase with them. The latter left their country in search of a better life, and they had no plans to return to their homeland. They may see little purpose in keeping their native tongue. People of Mexican-heritage, on the other hand, can choose to come and go from Mexico. As a result, many Mexican students who live in border towns will frequently associate with people who speak their home language, making a working knowledge of this language an important part of their day-to-day lives.

Although the students are Deaf and ASL was the most comfortable means of communication for these Deaf participants, they are also Latinos who value Spanish because knowing and using Spanish means being close to their families and their heritage. In this school, there was a general acceptance of bi-national students who do not choose one nation over another but comfortably maintain relationships with both. Adolescents have an innate desire to fit in and not to be different from their peers, so that school-wide positive attitude towards Spanish may have influenced the Deaf students' opinions about Spanish.

This high school, Crest High School, offers English support classes (additional English class to help support bilinguals like our Deaf Latino students who learn subject areas in English), bilingual classes (Spanish is used as the language of instruction in content areas such as Biology), English Language Development classes, and Spanish classes. The school psychologist and most school counselors can speak Spanish. The

parent center coordinator speaks Spanish and sends out monthly newsletters along with district newsletters in both Spanish and English.

Crest High School also offers a Ballet Folklorio dance class and a MEChA (Movimiento Estudiantil Chicano de Aztlán) club, and one of the Deaf Latino students in this study participated in these activities. This school also has a Latino dance club and Mariachi classes. Each year, the school holds a Day of the Dead event at school and Cinco de Mayo (the fifth of May) celebrations where the Mexican culture is displayed through dances, songs, and arts. These activities, classes, and clubs promote understanding of Mexican heritage and are designed to increase awareness and pride. The general acceptance and value of Latino culture and heritage at this district may have helped empower the students who participated in this study to have positive attitudes towards Spanish language.

To summarize, this study found that Deaf Latino mainstreamed students who are trilingual in English, ASL, and Spanish reported specific purposes, including specific times and places, for using each of their languages. The environment they are in, and the acceptance and understanding of the purpose of each of these languages influenced their attitudes. The students learned to use specific languages in appropriate settings. They intuitively know which language to use to maximize communication with the people in society, at school, outside of school, and at home.

Question 2. What is the Latino Deaf students' self-concept as readers?

During the interviews, I asked the participants about the following:

- Opinion of themselves and others as readers
- Feelings about talking about reading in school and outside of school

- Their friends' attitude towards reading
- Share how they perceive others view their reading skills.

During this part of the interview, I administered a survey, the Adolescent Motivation to Read Profile (AMRP), (Pitcher, et al., 2007). (see Appendix F for the complete list of survey questions and multiple choice answers). To answer, students selected a choice from among four possibilities. For example, "My friends think I am a) a very good reader b) a good reader c) an OK reader, and d) a poor reader." I then asked them to elaborate on their selected answers. The second part of the interview included open-ended questions about participants' attitudes and experiences towards reading at home and at school. (See also Appendix G for a list of the questions.)

The analysis of Deaf mainstreamed students' self-concept and values regarding themselves as readers revealed that Deaf Latino mainstreamed students' self-evaluations of their vocabulary knowledge and reading skills contribute to their self-concepts as readers.

Finding 1: Latino Deaf mainstreamed students base their concepts of themselves as readers on self-evaluations of their word knowledge and reading skills.

To explore the influence of peers, families, and teachers on the students' self-concepts as readers, I kept the following questions in mind as I conducted the interviews: How do they feel about their skills? Are they discouraged because of the struggles they had with reading? How did teachers or other students contribute to their feelings towards reading? I expected that their feelings might be negative because they were aware that their reading skills were below their grade level. They were constantly told about their reading levels during their Individual Evaluation Program (IEP) meetings with parents

and teachers, during which the teachers set goals for the students to help with their English and math skills. Also, I expected that the students were frustrated because they are not able to read higher-level books. The interviews suggested that the students based their sense of their reading skills on their own perceptions of themselves rather than how others viewed them. Even when students reported that their friends see them as good readers, it was not enough to make them believe they were good readers.

Friends' Perception of Participant's Reading Skills

Three out of four participants felt that their friends thought they were good or very good readers because their friends relied on them for help with reading. For example, friends asked Anna for help when they didn't understand something. That showed Anna that she was a go-to person if her friends did not understand what they read. This tells her that she is able to read and comprehend better than her friends.

In another example, John said his friends were in awe of how he was able to read closed captions on TV and thought he was a very good reader. Captions can flash on screen and disappear quickly following dialogue. Thus, reading captions is a skill that most struggling readers do not have, but John did.

Vanessa received compliments from others on her reading skills. She was in a Deaf/Hard of Hearing class for English, and she read at a higher level than the other students. She measured her skills against other struggling students in the same class as opposed to the students in the general education classes. This comparison to other struggling readers, rather than to grade level readers, may be a factor that influences the self-concept of many of my participants and other struggling Deaf-Latino readers.

Finally, Nicole did not know what her friends thought about her reading skills. She did not ask them and did not think they cared. She was in mainstreamed classes with other hearing peers and it is possible that she did not socialize with them much. She frequently came to my class to hang out with Deaf peers, but she did not go out a lot or spend free time at friends' places during weekends. She reported that she did not know what others thought of her reading skills because she did not talk with the peers with whom she read. My feeling is that she probably knows she reads better than the other Deaf students and she knows they are aware of it because she is mainstreamed instead of sharing their segregated English class.

Participant Comparisons of Their Skills to Those of Others

The opinion the students had about themselves compared to others' reading skills mirrored what they perceive others think of them. Three of the participants in this study felt they read about the same as or a little better than their friends. John felt he read about the same as his friends because he could see that his hearing friends read as well as or poorly as he did. This showed that he did not buy into the myth that all hearing people read better than Deaf people. He was aware of his surroundings and that his hearing peers were not gifted with better reading skills by virtue of their ability to hear. Vanessa noticed that her friends struggled with some stories they read in English class while she was able to read them and move onto additional stories a lot quicker. She was in Deaf/Hard of Hearing class and most of her peers read at a slower pace than she. Nicole could tell she read a little better than her friends because she read what the others wrote. Anna, in contrast, felt that she did not read as well as her friends and that sometimes they seemed to know more than she did.

Most students (with the exception of Anna) were able to identify whether they were better than or as good as their friends in the area of reading, and gave various reasons for their opinions. They all calibrated their skills against their friends' based on how well their peers read or wrote. The fact that participants perceived themselves as good readers or better readers than their friends may affect their attitudes towards themselves as readers. Gurp (2001) said that Deaf students tend to compare their skills with their Deaf peers. Those who were integrated in hearing classes tended to have higher self-concept. This was true in the current study as well. The participants also compared themselves with hearing peers. At this school, there were many students for whom English was not their first language and who were still struggling with English.

The participants were all united in that they all thought they were "okay" readers. When asked to rate themselves as readers, they were offered four answers from which to choose. All participants chose "b) an OK reader", which means that they were not that great, but neither were they poor readers. Anna felt that her friends thought she was a good reader, but rated herself as only an okay reader. She felt that reading was kind of difficult for her and she was still struggling with it. Nicole didn't feel like she was a skilled reader, but she also didn't think she was a bad reader. Their reports about self-concepts indicated that Anna and Nicole believed they were not skilled readers.

Reasoning Behind Students' Reading Self Concepts

The reasons the students gave for their self-concepts of reading ability varied from their perceptions of their knowledge to their reading behavior. Three out of four participants based their opinions about their reading skills on their understanding of vocabulary words. Anna, John, and Nicole said the level of difficulty they experienced in

reading depended on the number of words they understood. Nicole explained that if she knew all the words, then she would have said, “I am a good reader.” Vanessa explained that she felt she understood everything and then added this only applied to the books at her reading level, which was below her grade level. During silent reading, she knew how to pick out books that were just right for her. She would try and read a book, but if it had vocabulary words she did not understand, she would pick out another book. John and Vanessa felt that reading was kind of easy for them. However, Vanessa further explained that it was her behavior that determined her ability as a reader. The reason why she considered herself only an “okay” reader was because she got distracted easily. If she was alone, without distractions, she could get engrossed in reading.

These responses tell us quite a bit about the students’ definitions of good reading. In general, they believe that reading consists of understanding individual words. The students were able to manage their reading abilities by selecting books for the correct level, and by avoiding distractions. Their responses also showed that they demonstrated behaviors to protect their self-images. By ensuring that they engaged in an activity at which they were sure to be successful, they avoided failure, which would impact self-image. Students will not exert energy in reading if they are seen as illiterate and unintelligent, so they will choose reading materials that they can master.

Knowledge of Vocabulary and Strategies Used

The students perceived themselves as okay readers according to the answer they gave on the survey based on their sense of the level or number of vocabulary words they understand. Thus, the strategies they utilize to figure out the meaning of English words influence their perception of themselves as readers and their self-concept. Three out of

four participants said that when they came to a word they did not know, they either sometimes or almost always figured it out. They would guess the meaning and see if it made the concept they were reading clearer. If it didn't then they still felt they had not figured out the meaning. They subsequently said that they could understand some or all of what they read when reading by themselves. I am not sure how they know that they understand, but it shows their confidence level of how they feel when reading on their own.

One participant, Anna, said she could almost never figure out what the words meant, but that she understood some of what she read when she was reading by herself. She always asked her teacher what the word meant when she did not understand it. She usually read when it was required at school and said she did not read on her own for pleasure often. Students like Anna have performance goals associated with the surface strategies for reading (read only to find answers) and a desire to complete tasks rather than to understand or enjoy texts (Meece & Miller, 1999).

The other three students had metacognitive strategies. John, Nicole, and Vanessa said they would look at the pictures, try to remember what words meant, used context as clues, reread the text, and if all failed, skipped the word or consulted the dictionary or the teacher. They utilized these strategies if the reading had value for them. Values can be extrinsic or intrinsic, that is doing it for reward or grades on the one hand, or for personal attainment on the other (Lepper, 1988). If reading books that had vocabulary words they could figure out using metacognitive strategies, their self-concept as readers increased positively. They lost confidence in themselves as readers if they struggled with vocabulary words and were not able to figure them out.

Reading in General in the Classrooms

Students' self-concepts about reading in the school content areas varied, depending on context. Group discussion is a way for the students to discuss what they have read and for the teachers to gauge the students' understanding of the text that they are reading for class. For example, Nicole would participate in group discussions and answer questions when teachers asked her, but she was not enthusiastic about discussing the readings they did with classmates. She commented that the readings they did were not interesting. When it came to reading aloud, Nicole thought she was a poor reader. She was not comfortable or confident about translating from English into ASL.

Nicole claimed that being shy was not the reason she did not feel confident enough to participate. If the reading materials were interesting, she preferred that her teacher read aloud in class. She finds nonfiction and romantic stories really interesting. Since her friends did not like to read anyway, she did not talk with them about reading or books. In short, Nicole was not interested in discussing what she read for school. Also, she thought the reading materials were boring and there may be two reasons for this. She did not feel like she was a good reader and she wanted to avoid showing this to the class. The other reason is that the reading materials were not interesting to her or relevant to her life. Also, she thought of reading as translating from English to ASL, and her preference was to not read at all but to depend on the teacher reading aloud and the interpreters translating the English to signs.

Vanessa almost always wanted to volunteer her ideas and thoughts in class. She reported that she always thought of answers to her teacher's questions. However, when she read aloud, she admitted, she was merely an okay reader based on the answer she

gave in the survey section. She got confused when she did not understand what she was reading sometimes and lost her place. Vanessa preferred that her teacher read aloud when she did not understand what she was reading. In classes she takes, sometimes the teacher does read aloud, but not all the time. She wishes that the teacher read aloud more often. The skills she needed to read independently were underdeveloped. In other words, she could not read very well, and she needed the support of having someone else translate the parts of the text that she did not understand from English into ASL.

John felt that sometimes he thought of answers to teachers' questions about what he had just read. John thought he was a very good reader when he read aloud, using an interpreter to voice for him, but he also worried sometimes what others thought about his reading skills. Although John was confident with his ability to do well at school, he knew he needed to improve his reading skills because his teacher talked with him about it. He preferred that his teacher read aloud in class because he could envision the actions in the story when the teacher read and the interpreter signed in ASL, but not when he read it by himself. His comments indicate he was self-conscious about reading sometimes and was aware of what he needed to work on. However, these perceptions did not interfere with his confidence about his reading ability. He had clear ideas about what helped or motivated him to read. The process includes the teacher reading aloud, and the interpreter putting it into ASL. While they are doing that, John envisions it and gets the sense of the story before reading it again independently. This does not mean that he is motivated to read when he does not have to read. This means that with constant modeling and support leading him in the story, he can begin to envision the actions and eventually read by himself.

One participant, Anna, said she didn't like it when teachers asked her questions about reading or text because she had trouble answering the questions. She was not prepared and was unsure how to explain what she read. This means either she has not comprehended what she read or that she cannot think of a way to say it in her own words. Just reading makes her a passive reader instead of being an active reader by retelling what she has read in her own words. She almost never participated in group discussions and preferred to just observe. Anna did not think she was a good reader when she read aloud because she was not confident about translating from English to ASL. She preferred that her teacher read aloud in her class almost every day because she understood more than when she read texts herself, and that helped her to build confidence as a reader, which she seemed to lack. Like John, she preferred that the interpreters translate the teacher's reading into ASL signs that she could understand. In other words, she is not an independent reader. Anna and John show lack of motivation to read by themselves because they are not reading at a level where they are independent readers yet.

Student Perceptions of "Good" and "Bad" Readers

The participants offered their interpretation of what a "good" reader and a "bad" reader look like. A good reader reads a lot and reads well, has good English, and is smart. Those who are poor readers, the students said, seldom read, aren't interested in reading, have poor English skills, and prefer to do something else such as chat and walk the dog. Their descriptions of poor readers match their own reading behavior. The participants in this study, as a whole, read little, were not that interested in reading, and struggled with English.

Nicole and John thought that those who read a lot are not interesting people. Nicole thought people who read a lot are smart but “nerds.” “Nerdy” is not a desirable image for students in high school. They did not hang around with avid readers. In contrast, Anna and Vanessa thought people who read a lot were interesting. Anna enjoyed the stories readers shared with her and Vanessa thought the fluent readers had images in their heads when they read. Seeing images meant envisioning the action from the story in their head like watching a movie. The participants had specific ideas for what they needed to do to be better readers. Nicole felt she needed to read more comic books and to keep practicing reading them. Like Nicole, Anna felt she needed to read more often. Vanessa felt she needed to read the dictionary and also to write summaries in her own words for each chapter she read in the book. Like Vanessa, John felt he needed to learn more words.

Discussion

It is interesting that external evaluations were not mentioned more in the students’ reports about their reading skills. When I consider myself as a learner, I believed I was good in a subject because I got good grades and praise from a teacher and/or parent. These participants, however, believed that understanding what they read and mastery of more vocabulary were the keys to considering themselves good at reading. They did not define themselves as readers based on what they thought their friends’ or teachers’ opinions were of them. They reported that they knew they were not as good as their friends thought they were. They explained that they did not feel they knew enough words to handle reading materials that were not on their level.

Their responses also indicated some confusion about comprehension. They clearly wanted to comprehend the content of the texts they were required to use in school, but they subtly indicated that they could not gain that comprehension from independent reading. Instead, they reported that they preferred what they called reading when the teacher read aloud (and although they did not describe the entire process, when interpreters conveyed the content in signs). In other words, they preferred to gain information from text without reading it themselves.

The students in this study reported that they learn the subject matter more readily when they do not have to focus on word decoding and comprehension strategies. If the subject matter was interesting for them and presented in a manner that was easy for them to understand, they would be engaged in the subject and want to read more about it. The students' lack of motivation to participate in classroom discussions may be based on their perceptions that they appear illiterate or unintelligent when they are asked to read aloud in class. As a result, they prefer to avoid these activities.

Adolescent Deaf students face a dual challenge of acquiring academic language skills and learning the academic content at an age when hearing students are often fluent readers and no longer need scaffolded support to learn to read. By introducing background information, vocabulary words, and making the context familiar for the students, the students get the support they need when reading in their classes. With a context the Deaf students are familiar with, they can apply reading comprehension strategies to the reading materials, such as looking at pictures, rereading, and figuring out the word in context.

When the students in this study talked about reading, they referred to reading as related to school. They did not include reading for pleasure or reading information such as emails, Internet, or magazines, although reading fulfills a range of functions in their lives beyond school. The comments students made showed that they viewed reading as related to academics. In sum, the students indicated that reading is for school and any reading they do outside of school is not “reading” to them. They view reading for pleasure as quite different than reading for academics. Their definition of reading is narrow.

Question 3: What are their values with regard to reading?

Finding 1: The students’ motivation was not static but dependent on whom they were with, what they were reading, and the reason for reading.

Regardless of how they felt about reading, all participants reported that reading was important. They reported a range of purposes for reading from doing schoolwork to accomplishing their future goals.

During the interview, participants expressed their opinions about reading and their experiences as readers. All said they did not discuss reading with their friends. Anna said she told her friends about what she read sometimes, but mostly because she was required to at school. John would talk about what he read in class but not outside of class. He never saw his friends read. Nicole did not talk about reading or books with her friends because she said they did not like to read anyway. Vanessa said she almost never told her friends about the books she read. This clearly shows that they perceived reading activities as academic activities. None of the participants counted reading for enjoyment among their reading experiences or as their purpose for reading.

Perceived value of reading

Anna indicated that she assigns a low value to reading. If she had a choice, she would not read during her free time, and she also believed that she would spend very little time reading as an adult. However, she also stated that she read magazines about pop culture, for example movies like *High School Musical*, and shared what she learned with her younger cousin. So for Anna, reading pop culture magazines didn't count as reading. These contradictions indicate that she viewed reading as an academic task and not as recreational task undertaken for pleasure or to satisfy an interest.

Vanessa valued reading highly. During the interview, she stated that her best friend thought reading was fun to do, and she thought reading was a great way to spend time. Anna and Vanessa thought people who read a lot were interesting. Anna enjoyed the stories they shared with her, and Vanessa, trying to imagine what reading for pleasure might be like, thought they could envision the actions of the characters and setting in their mind when they read. Vanessa was trying to get into the heads of people who read, trying to understand what the experience of fluent comfortable independent reading would be like, and trying to figure out what it would be like to enjoy the escape one gets from reading.

In contrast, Nicole said that she wasn't interested in reading. She thought those who read a lot were boring and she didn't hang out with them. Nicole and John thought people who read a lot were not interesting people. The students' viewpoint of others reflected their concerns about how they might appear to others. Nicole and John were worried others might perceive them as boring people. Their comments also showed that they have a negative stereotype associated with reading, which likely impacts their

motivation to read. As typical adolescent high school students, they worry about their image they send out to others. They value that more than they value reading skills.

Preferred Reading Materials

None of the participants in this study could explain what type of reading would excite them except for Nicole, who recalled some of the books she enjoyed reading when she was younger. In elementary school, these books were acceptable for her because they had vocabulary that she could understand. With age, the books got harder, which may be why she had a more difficult time finding books that she enjoyed. The books she recalled enjoying may be easy for her to read. However, all the students could name what reading genre they enjoy the most. They listed the genre they liked from best to least. Anna stated that she enjoyed comics, true stories, history, and that she liked science fiction the least. John liked suspense and fiction stories. He disliked romance. Nicole liked nonfiction, but not cartoon or comedy. Finally, Vanessa liked jokes and non-fiction but not romance. All of them except for John liked nonfiction.

Student Interest in Reading

All but one of the study participants said they would read if they had to, but not by choice. This means reading is a low priority activity for the students. Nicole read during reading period at school and did not mind reading magazines because she enjoyed reading gossip about celebrities. She did not find other reading materials interesting. Anna would only read if she were forced to for academic purposes. She also said she would read for pleasure if the reading material was interesting, like magazines. John emphatically said he did not like to read at all. He explicitly said during the interview that he had no patience, no motivation, and no interest in reading. Vanessa, on the other

hand, thought reading was “cool.” She liked to read a book sometimes, as long as she understood what she was reading and it was interesting. Anna liked stories, but since she was not a strong reader, she especially liked it when others told her about things they had read.

Although their feelings toward reading seemed to be limited to general types of reading, their answers also show clear interests in specific reading materials. During the interview, study participants indicated that they did read a variety of materials and read often. There is a contradiction between how they defined themselves as readers and how they described their actual reading experiences. It indicates that their thoughts about their own reading were narrow, which may have affected their definitions of themselves as readers. They believed that reading was mostly for academic purposes and that one needed to know a lot of words in order to be a good reader.

The following are some reasons the students gave when asked about their motivation to read. Anna said that when her friends shared gossip about famous people, she wanted to read more about it. Vanessa explained that her family influenced her to be interested in reading. She usually asked what they were reading about, and then she wanted to read about it too. During the interview, Nicole said that I (in my role as teacher) influenced her to want to read books after we talked about them. John claimed nothing gets him motivated. However, a few months after his interview, John visited my classroom during lunch and said he had started to read the Harry Potter books and enjoyed them thoroughly.

Reading Materials of Interest to Students

During the open-ended interview part of the AMRP interview, more evidence emerged that the students are interested in reading various multimedia and materials. This evidence also contradicts the general opinion the participants had of themselves that they did not read. John enjoyed TV shows about crime, murder and investigations, such as Crime Scene Investigation. He considered watching such shows as reading because he read captions while watching. He also read the school newspaper, *Spartan*, to find out what was happening at school. He had a favorite author, R.L. Stine, and enjoyed the *Goosebumps* series and described those books as interesting. He got curious when he stopped in the middle of a *Goosebumps* book because he got engaged in the book, wanting to know what would happen next in the story. He read some car magazines and discussed them with his uncle, when his uncle visited him from Mexico every six weeks. Sometimes he also discussed the magazine with another uncle who lived with his family. He wanted to read the seventh book in the Harry Potter series. In other words, despite his clear expressions of disinterest in reading, especially school reading, he does read for specific purposes including for pleasure and uses texts as social resources. Clearly, he did not consider this type of reading “nerdy” as he stated when stereotyping readers.

Anna liked the book, *A Child Called 'It'* (Pelzer, 1993). She also enjoyed reading gossip about *High School Musical*, the movie, in gossip magazines and newspapers, and sharing what she had read with her cousin. She enjoyed several TV show series with captions. She occasionally wrote letters and emails to her friends and family. She read the Bible for church and studied scripts for a play as a part of the cast at church. Like John, Anna read for specific, sometimes social, purposes and pleasure.

Nicole enjoyed reading several teen magazines, watching TV shows with captions, and using a social networking website online. She used her two-way communication pager a lot during her down time (lunchtime, between classes, and whenever she was bored). She discussed articles she read in *Seventeen* magazines with her friends and cousins sometimes. She also emailed and wrote letters often to her friends and family. Nicole was like her peers in her use of reading for social purposes with pleasure and for filling her idle moments.

Vanessa said she read flyers and magazines at home. She also texted her friends often through her phone and read messages she received from them. She said she discussed reading with her friends whenever she stayed at her friends' homes. She wrote notes to her friends often. She was a part of MeCHa Club and was secretary of an ASL club. She helped with making posters for the clubs, and with writing the agenda and minutes of the meetings. Because of her involvement with school clubs, Vanessa had a broader range of specific purposes for reading than did her peers.

All of the participants liked to use the internet. Nicole used computers to read MySpace and to learn about music on the internet. Vanessa used Google and Yahoo. She also emailed her friends and chatted on instant messaging. She liked to read anything that is on the internet. John used the internet to talk with his friends. He used instant messaging and emailed his friends about three times a week. He also wrote letters back to his friends whenever he received one. Anna read MySpace, wrote and read emails, and read news about famous people.

The above comments from the students show that they do indeed read much more than they initially reported. They show enthusiasm for reading and writing text socially.

The students indicated that enjoying reading has nothing to do with being a good reader. Being a good reader, from their narrow perspective, involves reading related to academics.

Discussion:

The participants' answers were similar to those of people who were not-readers, as defined in Strommen and Mates' (2004) research. The not-readers were those who had good reading skills, but chose not to read because it was not interesting. Their research indicated that not-readers described reading as an activity done for a purpose instead of pleasure. "They saw reading as a means to improve vocabulary, to get information, and to manage one's affairs (for example, to fill out a job application)" (p. 11). It is not assignments, grades, or activities that influenced motivation, but rather their attitude and if they had a positive view or not about reading that influenced their choice to read.

The students may have goals, but that does not motivate them to do school readings. Students may need more encouragement and support to understand what needs to be done to reach their goals after graduation. One student, Anna, said she wanted to be a veterinarian during the open-ended interview section, but during the survey section she also said she believed she would not read much after graduation. This implies that teachers may play a role in instilling the value of reading in students by showing the purpose and relevance of the reading tasks. Use of reading materials for purposes of sharing information with their family or friends are great motivators for the students (Pitcher, et al., 2007). Thus, motivation is not static. It depends on with whom the student reads, what they are reading, and the reasons for reading. The type of readings that the students enjoy is not included as a part of academics at school. When school

reading is too difficult or is unrewarding, students may become nonreaders (Strommen & Mates, 2004) or alliterate adolescents (Alvermann, 2003)- students who can read but choose not to do so.

Question 4: What contributes to or hinders the students' reading motivation in schools?

As a teacher of adolescent Latino Deaf struggling readers, I am interested in knowing how I can help support them in acquiring reading skills. In order to do that, I need to know what activities help increase or hinder students' motivations towards reading. I wanted to better understand where their motivations came from, how we, the teachers, contributed to their motivational feelings, or whether they simply lack motivation due to their own experiences or feelings towards reading. The answers the students gave to the interview questions provided clues indicating that instructional methods used in classrooms influence their motivation to read. We can either support or hinder their motivation through our choice of reading materials and teaching methods.

Finding 1: Instructional method influences motivation.

The students' answers to the interview questions show that they enjoyed reading more at school when they received support from the teachers. Also, they enjoyed the narrative or visual aspects of what they read. This finding is important because it shows that although they are considered struggling readers, they are not resigned to being "okay" readers, and still show possibilities of being motivated to read.

Students were asked what type of reading they enjoyed. Nicole enjoyed nonfiction stories about characters that are the same age as she. She wanted to read more about Deaf people. Vanessa enjoyed books that evoked extreme emotions. She liked the texts that made her laugh, cry, or feel sad. John initially claimed that nothing got him excited to

read, but then he said if he stopped in a middle of a good story, like a story from a *Goosebumps* book, he was curious about what would happen next and excited about reading it. Anna said that stories tended to be boring at first when they introduced characters and setting, but if she kept reading, they became more interesting. They all enjoyed the narrative aspect of reading. This means that if the facts that they need to know in class could be turned into a story, it would be interesting for them. The stories that they were excited about were easier to read and the characters in the books were ones they were able to empathize with.

When asked what would make them continue reading or stop reading, all participants said they would continue to read if the stories were interesting. Anna said she liked true stories, but if they seemed too unrealistic, then she would stop reading. John, Nicole, and Vanessa said if the stories were boring, they would stop reading. Nicole also said if there were a lot of vocabulary words she did not understand, she would stop reading. These comments also indicate that they enjoy the narrative aspect, or stories, of what they read. Stories help engage students in reading. This means that if teachers turn non-fiction or facts the students need to know into narratives, students will be more engaged in reading and may, in the long run, show increased motivation and improved reading skills.

Vanessa enjoyed participating in reading aloud stories in round robin during class. John liked to watch an interpreter listen to an audiotape and sign aloud the story while the class is reading a story. Anna liked it when her English teacher reviewed vocabulary words and explained what they meant with examples before they read a story. In her other class, world geography, her teacher shared helpful background information before

teaching about a country. Also, in her supporting English class, the teachers helped her with vocabulary words review. With support offered by reading aloud and vocabulary review, the participants enjoyed these classes more. These findings tell us about the range of strategies teachers can employ to improve motivation to read in Deaf Latino students.

Course Content and Reading Preferences.

When asked which class they most like to read for, their answers were quite unexpected. I expected that the classes they reported enjoying the most would be art, computer, physical education (PE) or math classes because the English language was used the least in these classes. On the contrary, Nicole said she liked to read in all of her classes except for PE and math. She especially likes science classes. Vanessa liked all classes, but likes history class in particular. John enjoyed English and California High School Exit Exam (CAHSEE) preparation classes. Anna also said she liked English class.

The students' explanations for why they enjoyed these classes offered some clues as to what motivates them. Three of these participants explained that they enjoyed the narratives they learned in these classes. Vanessa said she liked the true stories in her history class. Anna explained that she read interesting stories in her English class such as stories about Anne Frank in her textbook. John enjoyed listening to the teachers through an interpreter talk about stories they were reading in English and CAHSEE classes. Nicole enjoyed science. She enjoyed learning about things like chemical reactions. Her science class included symbols such as parts of atoms and compounds. She also read element names on the Periodic Table. She liked reading and discussing what she learned with her teacher.

The students experienced difficulties with reading in some of their classes. Nicole felt history was difficult because she did not really understand what she was reading. Her strategy to get by in this class without fully understanding what she read was to seek answers to the questions that she needed to answer for the section review or the chapter in class and write them down. She did not really read much in that class. John felt economics was boring and he couldn't stay focused or interested in it. Anna felt health and world geography were difficult for her because they had a lot of vocabulary words that she did not understand. Vanessa said history was the toughest class for her, although she said it was the class that she enjoyed reading for most. She said it was difficult because a lot of the vocabulary words were tough.

The reasons for the students' frustrations included the vocabulary that they did not understand and the lack of narratives in certain classes. These factors can adversely affect motivation for struggling readers. Presenting background information and vocabulary review to build on their prior knowledge seems to be essential to ensure that the students are engaged in the lessons. The students are comfortable with narratives because they use less technical language. However, with the support of vocabulary review and background information, the students can be encouraged to read academic text.

The social aspect of reading emerged as one of the essential motivators of student reading. They enjoy reading if it carries out social purposes such as sharing information with their friends and family members. This finding highlights the importance of using group work within the classroom, such as "pair and share" techniques or group projects. Carefully organized and monitored group work can provide a social sub-context for the reading material and may increase student motivation to read items that could, without a

social component, be perceived as “too boring” and therefore unworthy of student time and interest. The use of a group approach to reading and understanding content material also provides students with access to peer mentors who can help with decoding unfamiliar material and learning new vocabulary.

Summary

Through the investigation of motivation among struggling Latino Deaf mainstreamed readers, several findings emerged in the areas of language attitudes and experiences, self-concept the students have as readers, and values they have for reading. The areas I studied included seeking instructional methods used in the classrooms that might influence the students’ motivation to read.

For Latino Deaf students, their parents and teachers, and the fact of their residence in the U.S., all contributed to their attitudes about their languages. Adults, friends, and families all had an influence on these students’ attitudes towards their languages. The Deaf Latino students in this study acknowledged and accepted the value of each language they used in their lives although they may not have felt fluent in one or more of their languages, such as English or Spanish.

Deaf Latino mainstreamed students who are trilingual in English, ASL, and Spanish reported specific purposes, including specific times and places, for using each of their languages. The students learned to use specific languages in appropriate settings. They use language to maximize communication with people in society, at school, outside of school, and at home.

The analysis of Deaf mainstreamed students’ self-concept and values regarding themselves as readers revealed that Deaf Latino mainstreamed students’ self-evaluation is

that vocabulary knowledge and metacognition strategies they use with reading contribute to their self-concept as a reader. The definition of reading given by the students in this study did not include reading for pleasure or reading information such as emails, Internet, or magazines, although reading fulfills a range of functions in their lives beyond school. The students' comments showed that they defined reading as strictly related to academics. Aside from defining what is reading to them, the students' motivation towards reading had to do with what materials they were reading, reasons for reading, and with whom they were reading.

Regardless of how they felt about reading, all participants reported that reading was important. They reported purposes for reading from doing schoolwork to accomplishing their future goals. Their thoughts about their own reading were narrow, which may have affected their definitions of themselves as readers. They believed that reading was mostly for academic purposes and that one needed to know a lot of words in order to be a good reader. However, they show enthusiasm for reading and writing text socially. The students indicated that enjoying reading has nothing to do with being a good reader.

CHAPTER 5: IMPLICATIONS AND CONCLUSION

Summary of the Study

The purpose of my study was to understand more about the Latino Deaf struggling readers' motivation towards reading. Motivation is based, in part, on prior experiences with the target language and reading, beliefs about one's own reading ability, values about reading, and attitudes towards reading. Understanding the students' motivation helps professionals in the educational field to design reading instructions or programs that work for the students. Four students were selected as participants in this study. Videotaped interviews were collected as data. I transcribed the interviews and analyzed the data using a qualitative, interpretive approach. Data were coded and grouped for common themes and patterns that represented different aspects of motivation among the students.

Significance of the Finding and Research Implications

Influences on Participants' Language Attitudes

Through the data analyses three main findings emerged. The first finding is that Latino Deaf students report several influences on their ideas about language. Their parents and teachers, the fact that they live in the U.S., and their experiences being Deaf students in a mainstreamed school all played roles in their attitudes about their languages. None of the students expressed strong negative feelings about any of their three languages (ASL, English, Spanish), suggesting that these students are not resistant towards reading in English. The students in my study are immigrants and children of immigrants, and this factor had an impact on their attitudes toward English and its importance to people living in the United States. This perspective contrasts markedly

with attitudes of Anglo Deaf students toward English reported in the literature. The Latino Deaf students' attitudes toward English are more similar to those of immigrants than those of Deaf students in the United States.

A unique implication of this finding is that it is likely that Deaf Latino students would do better academically in a school with a large immigrant population than they would in a segregated school exclusively for Deaf students. Perhaps this group of Deaf Latino students has a general sense that using more than one language is normal. Perhaps the students' language backgrounds have provided the students with secure identities. They know their families and they know their Mexican heritage, so the Deaf identity of the students in this study was integrated with other identities the students have. A likely cause for this lies in their pride of their Mexican heritage that is supported by family both in the U.S. and across the border. Another potential cause may be that their parents, like many immigrants, emphasize the value in learning English as a key component of a better future and therefore share these values with their children. These factors assist in helping Deaf Latino students assimilate their three languages without the need to either repudiate or value one above the other.

Students at this school whose first language is not English surround the mainstreamed Deaf Latino students. These students, like the participants in the study, are also bilinguals and accustomed to functioning in two (or more) languages. In this context, it would be normal to speak in various languages, an experience that is not replicated at all comprehensive public school campuses, or even at many residential Deaf schools. As a result, I hypothesize that the student demographics at a school site affect the language experiences of Deaf students. People who are bilingual, for any reason

(Sign/English or Spanish/English or Sign/Spanish etc.) would have a much easier time finding a place of belonging, and therefore having a good self image, when they are surrounded by others who are bilingual and who likely share an appreciation for the value of being bilingual.

Definitions and Functions of Languages

Deaf Latino mainstreamed students who are trilingual in English, ASL, and Spanish reported specific purposes and distinct meanings for each of their languages. The students in this study view Spanish mainly as a language used outside of school for family and heritage reasons, although some of the students take Spanish at school. The students did not discuss or focus on the grammar of Spanish as they did with English. Further, the students also did not comment on concerns regarding grammatical errors in ASL, with one participant even noting that she does not analyze her ASL skills. Although ASL classes are offered at this school for hearing students as world languages, there are no ASL classes for Deaf students that are specifically targeted toward helping them improve their signing.

This has certain implications for how the students in this study view the languages they use. They view English as a language that they use at school where they have to be mindful of the forms and grammatical structure. They did not talk about the need to work on Spanish or ASL grammar or to improve it like they did about their English.

The students' viewpoint of their own ASL skills was based on their ability to communicate with their peers. They consider themselves fluent signers. However, according to my observations and based on my experiences as a Deaf person and a fluent ASL signer, the students' self evaluation of their ASL skills are not correct. They may be

fluent in social language but not in academic language. Their ASL skills could be improved. It is important that the students develop awareness for the grammar in ASL, too. The more they understand the language, the more they can transfer these skills to other languages such as English.

In the literature review, the research showed that the better skills the Deaf person has with their ASL language, the higher level they can read or write in English. The implication for this is that these students could benefit from further exposure to academic ASL and it will help improve their academic reading skills. Unfortunately in our setting, the students are placed in mainstreamed classes at our school with hearing teachers where they rely on interpreters. It will be beneficial for these students to receive direct instructions from teachers who are fluent ASL users in academic subjects.

Self-Concept and Narrow Definitions of Reading

Deaf mainstreamed students' self-concepts as readers are influenced by their narrow view of reading. Although their friends think they are good readers, they do not view themselves as such. Their knowledge of vocabulary and their reading behavior influence their self-concept as readers. However, the students' motivation to read is a highly social moving target. It depends on who they are with, what they are reading, and the reason for reading. Their families and friends, and opportunities to share texts with them, play a big role in whether or not they read. The students in this study reported out-of-school reading activities that they did not count as reading, but that nonetheless involved reading skills.

The findings show that students' motivation to read often grows from social purposes. These social activities include reading materials other than books (magazines)

and social networking on the internet. This type of reading has a highly social basis, which proved motivating for the students in this study. Students in this study did not view reading materials other than books as reading. In particular, the students generally defined reading as a school-based activity. On the one hand, they stated that reading was “boring,” yet they then discussed their enjoyment of reading, sharing gossip and movie magazines, and talking with friends over the internet. Although the students said they read various materials including the Internet, closed captions, text messaging, magazines, and books, they still do not view themselves as readers. To them, “readers” are people who read well at school. This finding supports the importance of introducing a wide range of reading materials to students so that they expand their narrow definition of reading, and of using student proficiency in reading these materials to build positive self-imaging regarding reading.

Using textbooks, adolescents lose interest over time in reading because they do not have any clear social purposes. The students also have friends who they think are not good school readers. They rarely discuss the required readings at school. Two of my participants viewed the students who are good readers as boring and nerdy. Being good school readers is not a desired social resource for my students. The significance of this finding is tied to the previous one in that there are many ways to read that don’t involve only textbooks. Students should be taught that being a “good reader” isn’t restricted just to reading at school, and that reading has significant value beyond the classroom.

The participants in my study reported they found extrinsic motivation to read if reading was social. After I completed the study and analysis, Alexandra came to me and excitedly talked about a book, *Twilight*, she was reading. It was a popular novel,

especially among adolescent girls, and she was reading the second book in the *Twilight series* of three books. She wanted to finish all three books before the movie based on that book came out. She said her cousins and friends are all reading these books. She showed excitement towards reading this book because through reading it, she felt connected with her cousins, as well as excited about seeing the movie. They are motivating for her because she has a sense of social connection that helps her be engaged in reading. This was completely different from the answers she gave me about school reading during the interview. She previously said she does not like reading and she would not read much after she graduates, but she does read magazines about movies and she talks to her cousins about what she read.

The findings imply that the students needed to gain a broader definition of reading to help them see themselves as readers. Based on the comments the students made, they can and do read certain things. The teachers need to help the students take themselves past school definitions to define their own reading functions. Their self-concept and values as readers are influenced by their ideas about their own reading skills, but their perspectives can be adjusted and supported by teachers. It is important for us teachers to broaden our scope of texts used at school to maintain the students' interest in reading. Students say reading at school is boring, not motivating. They do not find value for reading at school. It is not relevant to their lives and unfortunately being a good academic reader is not a desirable social image for these students. This does not imply that we should not expect Deaf students to read texts the other students have to read at school, but there are ways we can help boost motivation.

The teacher can do an inventory of the types of reading the students do everyday and the types of reading they share with others. This helps the students be more aware of the reading they do, and to see that they do read for multiple purposes. This will help students view themselves as readers.

Teachers need to recognize the various literacies that the students are engaged in outside of classrooms and try to design lessons that incorporate them into classroom instructions. Like Partin and Hendricks (2002), I recommend that teachers expand their scope of what they consider acceptable reading material, to include popular culture, music, the Internet, and magazines.

To promote the social aspects of reading, the teacher can encourage the students to read with the goal that they will share the information with friends. For example, read the hot-selling books popular among teens and discuss them in a literature circle or book club. The other idea is to read books that will be turned into motion-pictures to give students incentives to complete reading before the release. Students can also read a book before watching a movie version that has already been released. The students can then compare and contrast the book and the movie story line as a classroom based activity.

There is also an implication in my study for the way the reading instruction is structured in the classroom. Since struggling Deaf Latino readers are not motivated to read if the vocabulary words are difficult for them to understand and there are no narratives in their lessons, teachers can add narratives in their lessons and apply them to real life situations as often as possible to prepare students for the vocabulary words they read.

The students are also motivated by the social aspects of reading. The teachers need to shift the students from reading for pleasure or social purposes to academic reading by making some connections between them. I would think most if not all classroom activities should be done in well-planned and monitored pairs or small groups so that a social interchange is built into the learning process. Academic reading and recreational reading are different. The teachers need to break down the wall between academic and everyday readings. They can plan lessons so that the academic reading is more like their everyday reading, creating a continuum to academic reading.

The teachers can make a difference in boosting the students' self-concept as readers and broadening their definition about reading. They can do this by breaking their students' low self-concept helping them to recognize that they are readers. The teachers can modify their lessons to engage the students in their reading lessons. As Pitcher, et al. (2007) said, "Adolescents are the major stakeholders in their education, and we, the adults, need to listen to what they have to say" (p. 384.) The teachers need to see the students' strengths and skills, and to find ways to motivate them.

To make reading meaningful, it is best for teachers to have their students read to learn instead of asking their students to read so that they develop better reading skills. High school Deaf Students know the difference. Despite this, learning will occur in the process of reading practice, correction, and teacher guidance.

When the teachers employ certain teaching strategies that give information to students and prime the students for later reading, it helps them anticipate and predict what text will say. Pre-teaching vocabulary words helps students, too. These teaching strategies are what help ensure success in boosting the self-concept of those struggling

readers. By using these strategies, the student's confidence level increases and reading is less tedious.

Influences of Instructional Methods

During the interviews, students shared what helped them be motivated about reading in the classes. One said it was when the teachers guided the students with their reading assignment by reading aloud at the beginning of the lesson before letting them read the rest. The other teaching strategy that students felt helped them understand what they were reading was when the teacher introduced the new vocabulary words and discussed them beforehand. Reading aloud with ASL through either a teacher who signs or interpreters support, students who are not yet fluent readers are supported in their efforts. ASL is what truly provides access to the content materials for the students. This is a very important finding, and one that should shape the training and supports provided both to teachers of Deaf students as well as the students. Pairing ASL with reading instruction and access to content material will enhance the opportunities for students to learn and understand the material.

The teacher needs to be aware that support for students' reading skills helps with increasing motivation in the content materials in various classes. The purpose for the materials the students are learning should influence the teacher's instructional decisions. Teachers can teach the students to read and make the students read to learn. The students clearly need instruction in reading, but in the course of reading we also learn.

If the students are learning to read, then there are certain instructional methods the teacher can use to teach them to read including modeling metalinguistic skills like what to think while reading, connecting text to prior experiences or to other text, and to read

for meaning. Those students who are learning the course materials could benefit from additional support and background information. It is like giving the students training wheels before they read the rest on their own or do the assignment for homework.

From this study I learned that teachers could help boost Deaf students' motivation through increasing their confidence with their reading skills. The struggling Deaf Latino students that I studied had a narrow range of strategies for constructing meaning, so reminders or new strategies that help students figure out the words or phrases they do not understand while reading is an important teaching strategy. Since my participants are worried about their vocabulary, vocabulary words are a part of their definition of reading, and a weakness that they identify in themselves, teachers can introduce and review vocabulary words before starting a reading assignment.

Students are more motivated when the teacher reads aloud and an interpreter signs using ASL. If the teachers want students to learn content, then it may be permissible to read aloud. If they want students to practice reading skills and develop reading strengths, it is better to focus on supporting skills development. For example, the teacher can read aloud a page, and on the next page, the students can take turns reading aloud each paragraph. The teacher can model for the students the needed reading skills such as showing how to think while reading, and what questions to ask while reading. For example, read silently, and then explain what the thought processes are in figuring out how to express in ASL the meaning of the text. Then the students can practice with the class.

Limitations of the Study

Due to the small sample size, the analyses in this study should be replicated with other groups of Deaf students in a similar school setting before the findings can be generalized. My study participants are unique because Crest High school is situated under ten miles from the Mexico and US border and the students are both Latino and mainstreamed. One needs to be cautious before applying the findings to Deaf Latino students who attend residential schools because they do not experience using interpreters in classrooms. In addition, in residential schools Deaf students are not a minority. Our knowledge about Deaf students who are not Anglo is limited. For that reason, replications of this study with other groups such as Black Deaf students or other ethnic Deaf students at mainstreamed schools, as well as students at residential schools, will add important details to our knowledge about Deaf students and motivation to read.

Recommendations for Future Research

The main focus of this research is on factors that contribute to students' motivation to read. There are more topics we could examine to help understand Deaf Latino mainstreamed struggling readers, including differences between Deaf Latino students and other groups, and Deaf Latino students' reading habits at home and other places out of school.

In addition to comparing Deaf Latino students with other groups, it would be useful to compare Latino Deaf students and their school outcomes by gender. The other idea for future research is to follow a group of students for five or ten years to study their identity, language attitudes, and experiences to identify changes in perspectives over

time. An additional recommendation is to study hearing Latino students to see if their language attitudes are like Deaf Latino students.

A topic that will be of interest to study is the detailed ethnography of home life among Deaf Latinos and how the parents' communication styles, attitudes towards academics/reading and reading activities at home influence the child's reading interests. More detailed study of the Deaf students' experiences living on the border and frequent visits to Mexico may be an interesting study among Deaf Latino students. Birth order may also be an interesting study, as the oldest in Latino families tend to have responsibilities in being the provider or interpreter for the family.

In my study, I did not associate scores on Sanford Achievement Test-Hearing Impaired (SAT-HI) Reading Comprehension subtest with motivation factors. For the future, researchers could study more characteristics of students and correlate the SAT HI scores with characteristics of motivation, as well as correlate grade point averages (GPA) with motivation. The other possible area of study is students' experiences and interactions with other teachers through the interpreters. Closer study of the actual reading activities and students' motivation factors in the classrooms may be an interesting study since the findings point to the influence of the adults/teachers,

Finally, it may be worthwhile to compare the motivators for Deaf Latino struggling readers with those who are Deaf and Latino but who are reading on grade level or above grade level and are fluent readers, to determine if the factors that influence motivation are consistent across both groups. Doing this research may give us additional clues on what factors are motivating and demotivating for this unique student population.

Final Thoughts

Social and emotional needs are intertwined in the motivation to read among Deaf Latino students. One cannot just view or help individuals without understanding their social context. It is important to take in factors of their language experiences, emotional acceptance of self, self-concept and values of reading before understanding their motivations towards reading. The data in this study suggest that Latino Deaf students are not like Anglo Deaf students. Their language attitudes are more detailed and more nuanced. Their social and family lives include many members of other generations, and family connections in the US and Mexico. Still, they are like Anglo students in their frustrations (e.g. their idea that they don't know enough vocabulary), and in their narrow definition of reading as a school activity. Teachers can learn a great deal about students' perspectives on reading by simply asking them about reading. Their responses will add valuable knowledge to the research base as well as to teachers' practical knowledge.

Our reasons for educating students, regardless of their ethnic background or hearing ability, are to prepare them for life outside the classroom. This study informs us that Deaf Latino students bring with them a pride of heritage, a positive attitude toward multiple languages, and an adaptable spirit that allows them to shift their language use according to their needs and context. These are all valuable characteristics they will carry with them into adult life. The study also reveals that our methods for educating this unique student population need to change in order to maximize their learning. As with all students, this begins with identifying student strengths and building on these strengths to help students gain new and productive skills. The Deaf Latino students in this study have

given teachers the key to success in supporting their acquisition of better reading skills. It is therefore our responsibility as educators to listen and learn.

APPENDIX

Appendix A- Adolescent Assent/Consent Form UNIVERSITY OF CALIFORNIA, SAN DIEGO (Assent form for students under eighteen years old and Consent form for students over 18 years old to Act as a Research Subject)

Principal Investigator: Melissa Herzig

Project: Understanding the Motivation of the Struggling Deaf Adolescent Readers

Introduction. I, _____, have been asked to be in this research study, which has been explained to me by Melissa Herzig.

Purpose of the Study. I have been told that the purpose of this study is to learn more about my experiences and feelings about myself as a reader and my motivation to read

Procedures. This study will be performed in Chula Vista High in a space where it is private. I will be asked several questions. It will take approximately 45 minutes for me to answer the questions. I do not have to answer all of the questions. The interview will be video recorded and transcribed.

Potential Risks and Discomforts

There may be some questions that are difficult and some questions I do not enjoy answering them. Someone may see me on video recordings or see transcripts of these recordings. To reduce this risk, Melissa Herzig will remove my name from any written work that is collected and make sure that only first names are used in all recordings. All research records (in paper and digital form) will be kept in a locked cabinet. I have been promised that anything they learn about me in this study will not be shared with anyone else other than the principal investigator and her advisors, without express written consent.

Potential Benefits to Subjects and/or to Society. I understand that this study is not expected to help me, but what they learn from the study may help other people.

Payment for Participation. I will not receive payment for participation in this study.

Rights of Research Subjects. I have been told that I do not have to do this. No one will be mad at me if I refuse to do this or if I decide to quit. I have been allowed to ask questions about the research, and all of my questions were answered. If I have other questions or research-related problems, I can ask her anytime.

If I wish to report a research-related problem, I may call the UCSD Human Research Protections Program at (858) 455-5050 or view my rights by going to <http://irb.ucsd.edu/guidelines.shtml> and selecting "Experimental Subject's Bill of Rights".

I have received a copy of this consent document to keep. I understand the procedures described above. My questions have been answered to my satisfaction.

Name of Participant (print)

Signature of Participant

Date

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator

Date

Appendix B- UNIVERSITY OF CALIFORNIA, SAN DIEGO

Student Video Recording Release Consent Form

As part of this project, a video recording will be made of you during your participation in this research project. Please indicate below the uses of these videotapes to which you are willing to consent. This is completely voluntary and up to you. In any use of the videotapes, your name will not be identified.

- | | | |
|----|---|-------------------|
| 1. | The videotapes can be studied by the research team for use in the research project. | _____
Initials |
| 2. | The videotapes can be shown to subjects in other experiments. | _____
Initials |
| 3. | The videotapes can be used for scientific publications. | _____
Initials |
| 4. | The videotapes can be shown at meetings of scientists interested in the study of
reading motivation. | _____
Initials |
| 5. | The videotapes can be shown in public presentations to non-scientific groups. | _____
Initials |

You have the right to request that the tape be stopped or erased at any time.

You have read the above description and give your consent for the use of videotapes as indicated above.

_____ Signature	_____ Date	_____ Witness	_____ Date
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Appendix C- UNIVERSITY OF CALIFORNIA, SAN DIEGO
Parent/Guardian Consent Form
(Parent/Guardian Consent Form to allow student
under the age of eighteen to act as a research subject)

Principal Investigator: Melissa Herzig

Project: Understanding the Motivation of the Struggling Deaf Adolescent Readers

Introduction. I, _____ have been asked to allow my Child _____ to participate in this study Melissa Herzig, who is conducting this research to fulfill the requirements for a doctoral dissertation in Education at University of California, San Diego, has explained the study to me.

Purpose of the Study. The purpose is to learn more about the factors that influences the student's motivation for learning to read. My child have been asked to take part in this study because he/she is one of the students of the Deaf/Hard of Hearing program that is the focus of this study. My child's experience will be a valuable source of data for this research.

Procedures. If I agree to allow my child to participate, then my child will be interviewed by Ms. Herzig. Depending upon my child's responses to these questions, the researcher might ask additional questions to gain more in-depth information. Within the period of the study (October 1, 2007-April 30, 2008) my child will be interviewed two or three time for approximately 45 minutes each. The interview will take place at a location and time that is comfortable for the child. During the interview, my child does not have to answer any questions that are uncomfortable.

The researcher may make a copy of my child's Individual Education Plan or to grant my child's teacher permission to provide the researcher a copy these documents. My child's name and any other identifying will be removed from the document or replaced with a pseudonym to assure confidentiality. All documents will be kept in a locked file.

Video recordings may be made of my child's interview with the researcher during the period of the study (October 1, 2007-April 30, 2008). Video recordings are not made public to anyone other than the child involved in the interview, the principal investigator and her advisors, without express written consent. The interviews will be transcribed by Ms. Herzig. The videotape and the transcript will be kept in a secure place.

Potential Risks and Discomforts. Participation in this study may involve some risks or discomforts. There is a potential for the loss of confidentiality. Someone may see my child on video recording or see transcripts of these recordings or may see written documents such as student IEPs. To minimize this risk, Melissa Herzig will make sure the student names are be removed from all documents and replaced with a pseudonym. All research records (in paper and digital form) will be kept in a locked cabinet.

Potential Benefits to Subjects and/or to Society. There may not be any direct benefit to me or my child from this study. The knowledge gained may benefit others.

Participation and Withdrawal. Participation in this research study is entirely voluntary. I and my child will not receive payment for participation in this study.

Rights of Research Subjects. Melissa Herzig has explained this study to me and answered my questions. If I have other questions or research-related problems, I may contact Melissa at mpherzig@aol.com or 858-716-0564. Participation in this research is entirely voluntary. I may refuse to participate or withdraw at any time. Research records will be kept confidential to the extent allowed by law.

If I have questions about my child's rights as a research subject or wish to report a research-related problem, I may call the UCSD Human Research Protections Program at (858) 455-5050 or view my rights by going to <http://irb.ucsd.edu/guidelines.shtml> and selecting "Experimental Subject's Bill of Rights".

I have received a copy of this consent document to keep.

I understand the procedures described above. My questions have been answered to my satisfaction.

Name of Parent/Guardian

Date

Signature of Parent/Guardian

Date

In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator

Date

Appendix D- UNIVERSITY OF CALIFORNIA, SAN DIEGO
Parent/Guardian Video Recording Release Consent Form
(for student under the age of eighteen)

As part of this project, a video recording will be made of your child during the participation in this research project. Please indicate below the uses of these videotapes to which you are willing to consent. This is completely voluntary and up to you. In any use of the videotapes, your name will not be identified.

- | | | |
|----|---|-------------------|
| 1. | The videotapes can be studied by the research team for use in the research project. | _____
Initials |
| 2. | The videotapes can be shown to subjects in other experiments. | _____
Initials |
| 3. | The videotapes can be used for scientific publications. | _____
Initials |
| 4. | The videotapes can be shown at meetings of scientists interested in the study of

reading motivation. | _____
Initials |
| 5. | The videotapes can be shown in public presentations to non-scientific groups. | _____
Initials |

You have the right to request that the tape be stopped or erased at any time.

You have read the above description and give your consent for the use of videotapes as indicated above.

Signature

Date

Witness

Date

Appendix E- Interview Questions Students' Background and Language Experiences

Questions below will be asked during the interview to gain background information about participants. (Some answers could be found in their Individual Education Plan documents.) This will aid the researcher in understanding the background experiences and the attitude they have about their language.

BACKGROUND

Name _____ Male _____ Female _____
 Date of birth _____ Age _____ Grade _____
 Where did you grow up? City _____ State _____

How do you describe your ethnic status/identity?

Hispanic or Latino _____ Asian _____ White _____
 Pacific Islander or Native Hawaiian _____ Black or African American _____
 More than one: _____ Unknown: _____

When did you become deaf? _____ What caused your deafness? _____
 Level of deafness: Mild _____ Moderate _____ Severe _____ Profound _____

Were you exposed to sign from birth? yes _____ no _____

If yes, what form of sign were you exposed to?

ASL _____ SEE _____ PSE _____ Other? _____

If not, how old were you when you began to learn ASL? _____

Is your mother deaf? Yes _____ no _____ Does she know ASL? Yes _____ no _____

Is your father deaf? Yes _____ no _____ Does he know ASL? Yes _____ no _____

Do you have an older deaf brother or sister? Yes _____ no _____

If yes, what age is your older brother/sister? _____

Do you have any other deaf relatives? _____

LANGUAGE/SCHOOL EXPERIENCE

From whom did you learn ASL:

Your parents? _____ Your brothers and sisters? _____

Your friends? _____ Your teachers? _____

Do you use ASL in your everyday life? _____

What kind of language did your schools use? (for example: ASL, home sign, signed English, SEE, or oral)?

Preschool	in class _____	outside class _____
Elementary school(s)	in class _____	outside class _____
Middle school(s)	in class _____	outside class _____
High school(s)	in class _____	outside class _____

Interview Questions Students' Background and Language Experiences

What type of program was this instructional situation?

Preschool:

- ☐ residential (Were you ☐ commuter or ☐ resident?)
☐ Regular education/mainstream program
☐ Self- contained classroom in regular education setting
☐ other: _____

Elementary:

- ☐ residential (Were you ☐ commuter or ☐ resident?)
☐ Regular education/mainstream program
☐ Self- contained classroom in regular education setting
☐ other: _____

Middle School:

- ☐ residential (Were you ☐ commuter or ☐ resident?)
☐ Regular education/mainstream program
☐ Self- contained classroom in regular education setting
☐ other: _____

High School:

- ☐ residential (Were you ☐ commuter or ☐ resident?)
☐ Regular education/mainstream program
☐ Self- contained classroom in regular education setting
☐ other: _____

What language do you use with your parents now? _____

With your sister(s) and brother(s)? _____

Which language do you prefer to use with your family?

Your friends?

At school?

Explain your decision:

Interview Questions

Students' Background and Language Experiences

LANGUAGE PERCEPTION

Please rate your fluency in ASL:

1 2 3 4 5 6 7
(Not fluent) (very fluent)

Explain:

Please rate your fluency in English:

1 2 3 4 5 6 7
(Not fluent) (very fluent)

Explain:

On a scale of 1-5 (5 is high), how highly do you value/cherish your use of English?

1 2 3 4 5

Explain:

On a scale of 1-5 (5 is high), how highly do you value/cherish your use of ASL?

1 2 3 4 5

Explain:

If you know or are learning other language such as Spanish, how highly do you value/cherish that language? (What language? _____)

1 2 3 4 5

Explain:

THOUGHTS ABOUT LANGUAGE EXPERIENCES

Has your attitudes changed through the years about the use of languages? If so, in what way?

Explain which situation is one language was/is more dominant than the other?

Looking back, who were the people who influenced you the most with your languages? What are the experiences of positive influence?

For ASL?

For English?

For other language?

What are experiences of negative influence?

For ASL?

For English?

For other language?

Appendix F- Adolescent Motivation to Read Profile Reading Survey

The students' answers to these questions will help us understand what their self-efficacy and their purpose are for reading. This Adolescents' Motivation to Read Profile assessment (AMRP) was modified and created by Pitcher, Albright, DeLaney, Walker, Seunarinensingh, Mogge, Headley, Gentry Ridgeway, Peck, Hunt, and Dunston (2007). (The sentence or questions with asterisk (*) are the ones I modified for Deaf students. The modified statement or question includes information about captions on TV or two-way pager communications that are popular among Deaf people.)

So there are no misunderstandings, I will read the questions/statements and answers aloud and circle the students' replies.

AMRP Profile Reading Survey:

1. My friends think I am _____.
 - a. A very good reader
 - b. A good reader
 - c. An OK reader
 - d. A poor reader

2. Reading a book is something I like to do.
 - a. Never
 - b. Not very often
 - c. Sometimes
 - d. Often

3. I read _____.
 - a. Not as well as my friends
 - b. About the same as my friends
 - c. A little better than my friends
 - d. A lot better than my friends

4. My best friends think reading is _____.
 - a. Really fun
 - b. Fun
 - c. Ok to do
 - d. No fun at all

5. When I come to a word I don't know, I can _____.
 - a. Almost always figure it out
 - b. Sometimes figure it out
 - c. Almost never figure it out
 - d. Never figure it out

Reading Survey

6. I tell my friends about good books I read.
 - a. I never do this
 - b. I almost never do this
 - c. I do this some of the time
 - d. I do this a lot
7. When I am reading by myself, I understand _____.
 - a. Almost everything I read
 - b. Some of what I read
 - c. Almost none of what I read
 - d. None of what I read
8. People who read a lot are _____.
 - a. Very interesting
 - b. Interesting
 - c. Not very interesting
 - d. Boring
9. I am _____.
 - a. A poor reader
 - b. An OK reader
 - c. A good reader
 - d. A very good reader
10. I think libraries are _____.
 - a. A great place to spend time
 - b. An interesting place to spend time
 - c. An OK place to spend time
 - d. A boring place to spend time
11. I worry about what other kids think about my reading _____.
 - a. Every day
 - b. Almost every day
 - c. Once in a while
 - d. Never
12. Knowing how to read well is _____.
 - a. Not very important
 - b. Sort of important
 - c. Important
 - d. Very important

Reading Survey

13. When my teacher asks me a question about what I have read, I _____.
a. Can never think of an answer
b. Have trouble thinking of an answer
c. Sometimes think of an answer
d. Always think of an answer
14. I think reading is _____.
a. A boring way to spend time
b. An OK way to spend time
c. An interesting way to spend time
d. A great way to spend time
15. Reading is _____.
a. Very easy for me
b. Kind of easy for me
c. Kind of hard for me
d. Very hard for me
16. As an adult, I will spend _____.
a. None of my time reading
b. Very little time reading
c. Some of my time reading
d. A lot of my time reading
17. When I am in a group talking about what we are reading, I _____.
a. Almost never talk about my ideas
b. Sometimes talk about my ideas
c. Almost always talk about my ideas
d. Always talk about my ideas
18. I would like for my teachers to read aloud in my classes _____.
a. Every day
b. Almost every day
c. Once in a while
d. Never
19. When I read out loud I am a _____.
a. Poor reader
b. OK reader
c. Good reader
d. Very good reader
20. When someone gives me a book for a present, I feel _____.
a. Very happy
b. Sort of happy
c. Sort of unhappy
d. Unhappy

Appendix G- Adolescent Motivation to Read Profile

Open Ended Interview Questions

A. Emphasis: Narrative Text

Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book. I was talking with ... about it last night. I enjoy talking about what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

Probe: What else can you tell me? Is there anything else?

2. How did you know or find out about this book?
(Possible responses: assigned, chosen, in school, out of school)

3. Why was this story interesting to you?

B. Emphasis: Informational text

Suggested prompt (designed to engage student in a natural conversation): Often we read to find out or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet or *read captions on History channel about World War II. I'm going to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher or signing with others, but from something you have read. What did you read about? (Wait time.) Tell me about what you learned.

Probe: What else could you tell me? Is there anything else?

2. *How did you know or find out about reading or watching captions on this?
(Possible responses: assigned, chosen, in school, out of school)

3. Why was this important to you?

C. Emphasis: General reading

1. Did you read anything at home yesterday? What?
2. Do you have anything at school (in your desk, locker, or book bag) today that you are reading?
Tell me about them.

**Adolescent Motivation to Read Profile
Open Ended Interview Questions**

3. Tell me about your favorite author.
4. What do you think you have to learn to be a better reader?
5. Do you know about any books right now that you'd like to read?
Tell me about them.
6. How did you find out about these books?
7. What are some things that get you really excited about reading?
Tell me about...
8. Who gets you really interested and excited about reading?
Tell me more about what they do.
9. Do you have a computer in your home?
If they answer yes, ask the following questions:
How much time do you spend on the computer a day?
What do you usually do?
What do you like to read when you are on the Internet?

If they answer no, ask the following questions:
If you did have a computer in your home, what would you like to do with it?
Is there anything on the Internet that you would like to be able to read?
10. *Do you have a two-way pager? (blackberry, sidekick, etc..)
If they answer yes, ask the following questions:
How much time do you usually spend on the pager a day?
What do you usually do?

D. Emphasis: School reading in comparison to home reading

1. In what class do you most like to read?
Why?
2. In what class do you feel the reading is the most difficult?
Why?
3. Have any of your teachers done something with reading that you really enjoyed? Could you explain some of what was done?

Adolescent Motivation to Read Profile Open Ended Interview Questions

4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?
What?
How often?
Where?
5. Do you write letters or email to friends or family?
How often?
6. Do you share any of the following reading materials with members of your family: newspapers, magazines, religious materials, games?
With whom?
How often?
7. Do you belong to any clubs or organizations for which you read and write?
Could you explain what kind of reading it is?

Additional Questions

- If you could earn \$100 for reading a book, what kind of book would you pick?
- Put the following types of books in the order you like best: science fiction, adventure, comedy, romance, mystery, non-fiction, biography, etc.
- What is likely to make you keep reading a book? What will make you stop reading?
- What do you do to make yourself read something you don't really want to read (like a "boring" history assignment)?
- Some people like to read and some people don't. Describe to me what you think a good reader is like. What about bad readers?
- Would you call yourself a good reader? Is there anything that could make you a better reader than you are now?
- Have you ever been really excited about reading something? What made you excited? (If they answered no, ask this- could you imagine any type of reading you would be excited about?)

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