COMPARING HYPERTEXT READING IN L1 AND L2: THE CASE OF FILIPINO ADULTS

By

GRUSPE MICHAEL ANGELO M. *   MARIÑAS CHRISTIAN JOSHUA L. **   VILLASIN MARREN NICOLE F. ***

VILLANUEVA ARIEL JOSEPHE THERESE R. **   & VIZCONDE CAMILLA J. *****

*-**** College of Education, University of Santo Tomas, Manila, Philippines.*
***** Research Cluster for Culture, Education and Social Issues, University of Santo Tomas, Manila, Philippines.*

ABSTRACT

This research probed into the reading experiences of adult readers in their first language (L1) and second language (L2). Qualitative in nature, the investigation focused on twelve (12) adult readers , six (6) males and six (6) females, whose first language is Filipino. Data were gathered through interviews and focus-group discussions. Based on the data gathered, the participants are motivated to read when the materials given are in line with their interest (e.g. self-help and current events). They are also inclined to read L2 materials over L1. The participants' interests are not simply limited to the topics, but also to the language of the material. They feel strongly that a material written in L2 is more accessible and reliable. Although the reading process is highly personal, the participants showed that they adapt similar reading strategies when reading hypertexts which they modify to fit their needs, interest, exposure, and strategies.

Keywords: Adult Readers, L1 Hypertext Reading, L2 Hypertext Reading.

INTRODUCTION

Due to the rapid development of technology, the reading platform has shifted from traditional text to hypertext, yet little consideration has been given to how this shift might help or hinder the students' reading comprehension (Botting, Simkim, & Conti-Ramsden, 2006; Catts, Fey, Tomblin, &Zhang, 2002; Roth, Speece, & Cooper, 2002, as cited by Srivastava & Gray, 2012, p. 424). Technology's growth has greatly affected the way people value reading as a macro skill.

With the emergence of new technologies, four types of text emerged: (a) paper-based linear text, (b) paper-based nonlinear text, (c) computer-based linear text, and (d) computer-based nonlinear text. In linear text, readers typically follow the specific linear order in which information is presented (Lee & Tedder, 2003). Paper-based and computer-based examples of linear text are found in novels and word documents, respectively. The characteristic common to both is the sequential arrangement of text across pages. In nonlinear text, readers have the ability to control the sequence of acquiring information (Lee & Tedder, 2003). Paper-based and computer-based examples of nonlinear text include

modern, curriculum-based textbooks and hypertext, respectively. In modern textbooks, there is a main central body of text with complementary information in the form of definitions, pictures, blurbs, and internet resources on the same page as the main text. Thus, modern textbooks give readers the flexibility to determine their path of acquiring information by alternating between the central topic and the complementary information. Similarly, in hypertext, this complementary information is embedded in the hypertext structure through the use of hyperlinks (Parlangeli, Marchigiani, & Bagnara, 1999). These hyperlinks help the reader to navigate from one page to another (Naumann, Richter, Christmann, & Groeben, 2008). Like modern textbooks, hypertext allows the reader to control the sequence in which information is read (Lee &Tedder, 2003). Thus, reader flexibility results in the text being read in a nonlinear fashion. Nonlinear texts offer both advantages and disadvantages (Opfermann, Gerjets, & Scheiter, 2006). Hyperlinks can interfere with the comprehension process and may cause disorientation, during hypertext reading (Miall & Dobson, 2001) that may be associated with cognitive overload (DeStefano & LeFevre, 2007, as cited by Srivastava & Gray, 2012, p.495).

Reading has traditionally been divided into two types: intensive and extensive. In broad terms, intensive reading may be described as the practice of particular reading skills and the close linguistic study of text. Extensive reading, on the other hand, can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized (Barfield, 1995). The benefits of extensive reading for both first and second language learners are well-researched and well-known (Anderson, 1996; Day & Bamford, 1997; Elley, 1996b; Krashen, 1993). However, implementation has often been infrequent and a less than complete success, especially in 3rd world countries like the Philippines, which suffer from such problems as lack of reading materials, low teacher salaries, and inadequate preparation of teachers to implement Extensive Reading (Greaney, 1996).

Reading literacy in the Philippines has readily increased in the past three decades. In 2005, according to a mass media survey conducted by the NSO, eight out of the ten Filipinos who are ten (10) to sixty-four (64) years old are said to be "functionally" literate (Pepito,2005). Functionality in reading literacy means that they are able to read at low proficiency levels. This means that most Filipino readers are below expected levels though they are able to read.

Records from the Department of Education reveal that most six and seven-year old children managed to enrol in Grade One, but of every 100 who enter Grade One, only sixty-five (65)finish Grade Six, and only forty-five (45) finish Fourth Year High School (Maximum, 2014). Fewer students finish technical programs or a four-year undergraduate program. The government is still unable to provide a sustainable educational system, which would result in the increase of literacy in language and reading in country. Moreover, reading education in the Philippines is not that pertinent as educators express the view that such students lack the motivation and skills to read (Maximum, 2014 & Sotelo, 2012).

Given this scenario, this investigation determined the dominant factors affecting readers of L1 and L2 in the Philippines, giving emphasis to that of hypertext reading which seemed to be the dominant skill used by many. Particularly, it aims to answer the research questions:

1. What are the reading experiences of adult readers with hypertext reading?

2. How are adults' reading experiences different in L1 and L2?

3. How do these experiences affect adults' hypertext reading in L1 and L2?

1. Literature Review

1.1 Reading

According to Gough (1972), reading is a unidirectional process from letters to sounds to meaning. Like Gough, LaBerge and Samuels (1974) also depict reading as a linear process though they emphasize more the aspect of automaticity in reading functioned through memories. Goodman (1967) views reading as a psycholinguistic guessing game, allowing readers to rely more in their existing syntactic and semantic knowledge of graphic and sounds. Rumelhart (1977) delineates reading as involving flexible processing and multiple information sources, depending upon contextual circumstances. Reading, or making sense of the written symbols, demands that readers be strategic and utilize their linguistic knowledge and their knowledge of the topic being discussed (Kong, 2006).

1.2 Traditional and Non-traditional Reading

Text on the web pages changed the way people read and the computer and electronic texts made reading an experience, that was less linear or consecutive and more spatial (Bolter, 1998 as cited by Tseng, 2008). When looking at a text on a computer screen, readers can open a number of different documents or web pages and move back and forth between them at the same time. Readers can go into any one of the spaces by clicking the mouse. They can also drag the spaces around the screen, save them inside each other, or link them with other spaces (Tseng, 2008).

EFL and ESL students face two new things: English and computers. While they still have difficulties in reading English, they would feel nervous to read English on the computers. As mentioned by Patterson (1999), it is important to bring up the notion that reading hypertext is a different experience for students. The results of this study also confirmed that, students made poor performance

when they read hypertext. Most students tried to read hypertext the way they did on paper, but resulted in uncomfortable physical responses, the absence of notes and marks, and the scroll bar impeded their reading comprehensions on the computer screens.

1.3 Hypertext

Hypertext is referred to as "non-sequential writing". (Nelson, 1981, as cited by Son, 1998).Slatin stated that "A hypertext (or hyper document) is an assemblage of texts, images, and sounds-nodes-connected by electronic links, so as to form a system whose existence is contingent upon the computer" (Slatin, 1991, p.56 as cited by Son, 1998). Chun (2001, p. 367-403) defines hypertext as "basically the same as regular text and it can be stored, read, searched, or edited, but with an important exception that hypertext contains connections within the text to other documents or locations and allows for non-sequential reading. Salmeron (2005)also defines hypertext as, information systems in which the contents are organized in an interrelated network with nodes that are documents and links that are the relations between these documents. Hypertexts constitute a practical alternative to paper documents in education. Research assessing the cognitive processes involved in hypertext comprehension has grown jointly with the development of these systems in educational fields (Salmeron, et. al, 2005).

1.4 Hypertext Reading

Reading hypertext on the computer is different from reading printed text on paper. Purves (1998) stated that, printed text is read in two-dimensional spaces. In this way, the two-dimensional nature of printed text may limit conceptual space, as readers are led through the text in a linear fashion. It means that readers begin reading at the top of the page, and they may be conditioned to think hierarchically out of their reading habit (Tseng, 2008). As mentioned by Patterson (1999), it is important to bring up the notation that reading hypertext is a different experience for students (Tseng, 2008). Compared to reading printed text, reading hypertext is more complex. Proficient hypertext readers need critical reading skills (Harashima, n.d., p.11).

IRT or Internet Reciprocal Teaching, an approach in improving reading comprehension using new technology, incorporates the following components: integration of all the emerging components of Internet reading including internet communication among students, use of the internet for collecting and critically evaluating information, use of the Internet for sharing and exchanging information, and comprehension of various texts and sources of information; engages students in the full range of continuously evolving Internet experiences; engages students in meaningful activities; develops a democratic dialog and discussion; provides a context for the emergence of strategies used in relation to specific content; includes discussion of strategies during IRT instruction and beyond; includes modelling (scaffolding of strategies by teachers/researchers) and students; recognizes students as informants (students share in instruction); and includes activities that take advantage of techniques for privileging struggling readers (Palincsar & Brown, 1984).

The intended outcomes of Internet Reciprocal Teaching (IRT) are based intentionally on Reciprocal Teaching (Palincsar & Brown, 1984). These include the ability of students to: develop strategic online reading, develop awareness of specific skills needed for efficient online reading, model and scaffold strategies collaboratively toward increasing reading comprehension, apply interdependent and complementary strategies during authentic online reading experiences, facilitate collaborative dialogue to develop useful skills and awareness that transfer to new reading contexts.

IRT includes strategies in the following categories that map onto the five components defined by the new literacies of the Internet (Leu, Kinzer, Coiro, & Cammack, 2004), although others may emerge in our research: identifying important questions, locating information, critically evaluating information, synthesizing information collected from different resources, and communicating ideas to others in a variety of formats.

1.5 L1 Reading

According to Day and Bamford's (1998) model, one of the factors influencing L2 reading attitude is first language (L1) reading attitude. They remark, "Assuming that students are

already literate in their first language, one source of attitude towards second language reading is the attitude that students have towards reading in their native language" (Day and Bamford, 1998, p. 23). The issue surrounding the relationship between the first language (L1) and the second language (L2) in second language reading has been hotly debated for decades (Bossers, 1991). Anderson (1984) posed his well-known question "reading in a foreign language: a reading or language problem?" and identified this question as crucial to the understanding of the nature of L2 reading.

1.6 L2 Reading

Based on the study by Kong (2006), L2 readers are defined as adults, who usually have some metacognitive knowledge of reading and reading strategies from literacy experiences in   learning his/her native language (L1), but his/her linguistic knowledge of the second language (L2) is usually limited. A research conducted by Burt and Peyton in 2003 proposes that, all English language learners, regardless of the type of L1 literacy in their background, need direct teaching in the English symbol system and in English sound-symbol correspondences. Reading strategies, learners' experiences, access to literacy, and the nature of their L1 written language contribute to the speed and ease with which learners will acquire L2 literacy. These factors, as well as English proficiency levels, should be considered in the instruction of adults learning to read English (Burt & Peyton, 2003).   In addition to that research, there is evidence that knowledge of the structure and function of L1 is a plus for readers in comprehending L2. Cummins (2001) developed a framework for empowering minority students. One of the components in this framework was cultural/linguistic incorporation, including taking into account, an individual's previous culturally conditioned learning styles. Moreover, he believed that this component was "additive" rather than "subtractive" (p.25) through enhancing the possibility of minority students succeeding in school. He based this on "the considerable evidence of interdependence of literacy-related academic skills across, such that the better developed children's L1 conceptual foundation is more likely that they are to develop similarly high levels of conceptual abilities in the

L2. The moderate to strong correlation between academic skills in L1 and L2 suggests that L1 and L2 abilities are manifestations of a common underlying proficiency" (Cummins, 1994, p.38).

1.7 Adult Readers

The term "adult" includes all the students in post secondary education, age eighteen and older (traditional, non-traditional, post-traditional, reentry adults, stop-outs/returning students). The term "adult learners" refers to a heterogeneous group of learners, who are widely diverse in learning styles, motivation for learning, life transitions, life roles, learning goals, developmental tasks, prior experience, and patterns of participation in academic experience (Angus and Greenbaum, 2003 p.124).

2. Method

2.1 Participants

The participants of this study were twelve (12), fourth year pre-service teachers, whose ages ranged from 19-20 years old. They are composed of six (6) males and six (6) females coming from different disciplines namely English, Religious Education, Social Studies, Math, and Science; Three (3) of which are English majors, two (2) are Religious Education majors, three(3) are Social Studies majors, two (2) are Math majors, and two (2) are Science majors. The participants were given pseudonyms. A specific time table was set up to accommodate the number of participants for the interview.

Participants were chosen based on the following criteria:

- The participants should be at least eighteen (18) years old.

- The participants' L1 should be Filipino and their L2 should be English.

- The participants must have experienced hypertext reading.

- The participants should be in their fourth year and are having their practicum as pre-service teachers.

- The participants should come from the same University.

2.2 Research Design

Phenomenology is concerned with the study of experience

from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving (Lester, 1999). Moreover, phenomenological approach is based on knowledge and subjectivity. The goal of the study is to contextualize and determine experiences that are both similar and dissimilar. For this study, regardless of whether a data is similar among participants or not, all will be analyzed and treated. This qualitative study aims to gather an in-depth understanding of the reading behavior and reading experiences of the participants regarding their L1 and L2 when reading hypertext. Qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people's lives (Polkinghorne, 2005). Through qualitative design, the researchers can better determine the effectiveness of strategies used in hypertext reading. "Qualitative inquiry deals with human lived experience. It is the life-world as it is lived, felt, undergone, made sense of, and accomplished by human beings that is the object of study" (Schwandt, 2001, p. 84 as cited by Polkinghorne, 2005, p. 138).

2.3 Instruments

Interviewing is defined as a conversation with a purpose; the purpose is to gather information about a particular subject (Berg, 2001) and are sometimes referred to as "the family of qualitative interviews" (Rubio& Rubin, 1995). This study made use of Interviewing as a tool in gathering data for the sole reason that this qualitative research is focused on the experiences of readers therefore, the data must naturally come from the participants themselves. Becker and Geer (1957) stated that, "the sequencing, phrasing level of language, adherence to subject matter, and general style of our questions depend on the educational and social level of the participants"(pp. 28-29). There was a one-on-one interview conducted on each participant as well as focus group discussions. Focus group discussion is an attempt to learn about the biographies and life structures of group participants. To be more specific, focus group interviews are either guided or unguided discussions (Edmunds, 1999 as cited by Berg, 2001). The focus group discussions were conducted to further understand the experiences.

2.4 Interviews

According to Berg (2001), a semi-structured interview

entails predetermined questions that will elicit follow-up questions.

In the study, the predetermined questions are as follows:

1. How did you find the activity?

2. Did you like the activity? Why?

3. How did you find the website in general (appearance, content, organization, etc.)?

4. Did you find the website interesting? Why? Why not?

5. How did you read the texts in the website (pattern, technique, strategy)?

2.4.1 Semi-Structured Interviews

In interviewing, three categories were given emphasis (Denzin, 1978; Frankfoft-Nachmias & Nachmias, 1996; Gorden, 1987; Nieswiaciarny, 1993): the standardized (formal or structured) interview, the unstandardized (informal or nondirective) interview, and the semi-standardized (guided semi-structured). Semi-structured interview is the implementation of a number of predetermined questions and or specific topics. Questions used in a semi-structured interview can reflect awareness that individuals understand the world in varying ways (Berg, 2001). Based on previous researches, a semi-structured interview is a recommended tool in gathering experiences for the participants.

2.5 Hypertext Materials

The hypertext materials used were not purely academic to avoid any bias among the participants. The two (2) websites in the English language were all about entertainment, while the other two (2) which were in the Filipino language were all about news. Therefore, materials gathered are geared towards daily activities and information that are relevant to all participants such as news, health, sports, etc.

2.6 Data Gathering

One-on-one interviews were conducted with the twelve (12) participants and focus group discussions followed thereafter and these were accomplished within three (3) weeks. The estimated reading time for each participant was at least fifteen (15) minutes. They may go beyond fifteen (15) minutes but not less. After the participants have

finished reading the hypertext, an interview followed. All interviews were audio taped and video recorded. One-on-one interviews and focus group discussions were held in a vacant classroom. Apart from the interviews, the researchers also observed the manner by which the participants viewed the text. Participant observation is conducted by a biased human who serves as the instrument for data collection; which means the researchers must understand how his/her gender, sexuality, ethnicity, class, and theoretical approach may affect observation, analysis, and interpretation (Kawulich, 2005).

In searching for experiences and its relevance in determining the effects of hypertext reading strategies, the researchers analyzed the data using the following techniques:

2.6.1 Coding, Categorizing, and Conceptualizing

Diamond (1992) said that, "The basic data are these observations and conversations, the actual words of people reproduced to the best of my ability from my field notes" (p. 7). This qualitative research seeks to record accurately the different experiences of the participants. More than documentation, coding, categorizing and conceptualizing are the other techniques that will be used. Identifying and refining important concepts is a key part of the iterative process of qualitative research. Sometimes, conceptualizing begins with a simple observation is interpreted directly, "pulled apart," and then put back together more meaningfully (Schutt, 2009).

2.6.2 Sampling

Daniel (2012, p. 126) defined simple random sampling as, a probability sampling procedure that gives every element in the target population, and each possible sample of a given size, an equal chance of being selected. Under this sampling is the lottery method, which was specifically used to determine the participants of this study. According to Daniel (2012, p. 127), in this method, the numbers representing each element in the target population are placed on chips (i.e., cards, paper, or some other objects). The chips are then placed in a container and thoroughly mixed. Next, the chips are blindly selected from the container until the desired sample size has been obtained. All of the names of the majors in secondary education were written in a piece of paper, and then placed in a container. The researchers randomly picked five papers. The participants of this study came from those five majors who were randomly picked.

2.7 Data Analysis

Data from the one-on-one interviews and focus group discussions were transcribed and then placed in a grid. The language data are not simply single words, but interrelated words combined into sentences and sentences combined into discourses. The data varied according to each participants, which make it difficult to transform into number for analysis (Polkinghorne, 2005, p138). From the grid which consists of the participants answers, the researchers sorted and categorized the participants' answers and were able to extract striking statements and were able to evaluate the similarities and differences from the answers of each participant. Through coding, categorizing and conceptualizing the data, similarities and differences in experiences are easily and accurately found. Along with the similarities and differences from the answers found in the grid, emerged several themes. These themes can then be found in the next part of this paper.

According to Boeree (n.d.), cool analysis is technical and it is like structural analysis or the repertory grid, while the warm analysis is an analysis wherein empathy is integral. In this study, both analyses were used to analyse the gathered data. The gathered data were placed in a grid, and then the essential data of the participants were used for further studies.

2.8 Ethical Considerations

The qualitative approach to the experiences of readers entailed several considerations to ensure the credibility of the study. All participants must willingly participate in the study and are ensured that no harm will happen to them (Drew, Hardman &Hosp, 2008).Their identities were not revealed and pseudonyms were used instead. In line with this, participants were asked to sign a written agreement of participation. Data from participants were treated with utmost confidentiality and were accessible only to the researcher, individual participants and the thesis adviser. Data obtained were used only for the purpose of the study.

3. Scope and Limitation

This study involved twelve (12) participants and their experiences with hypertext reading in their L1 and L2 and their reading strategies in hypertext. Focusing on the Filipino language as the participants' L1 and the English language as the participants' L2, this study was also done within the span of three (3) weeks only. However, the study focused only on the different reading experiences of the readers; these experiences include opinions, beliefs, preferences, and reading strategies utilized. As much as this research aimed to cover as many number of disciplines/fields as possible, not all disciplines available in the University were able to participate in the study school requirements and lack of population are the reason for their refusal to participate.

Male and female members of the research team worked on the data as Dewalt and Dewalt (2002) noted, that male and female researchers have access to different information as they have access to different people, settings, and bodies of knowledge.

Answers of participants, which are in the Filipino language were translated in English. Translations were checked by at least two members of the research team.

4. Findings

4.1 Hypertext

Readers naturally find hypertext reading interesting when the materials they read appeal to their interest and their language preference. While most participants found the activity interesting, there were other reactions in reading that were experienced by some of the participants. Two out of twelve participants felt pressured and nervous about the reading activity, yet they still found the activity interesting. The following statements were extracted from the participants' individual interview regarding the activity:

> So the activity was kind of pressuring at some point (looks at top left) because I think there are no guidelines… but I still find it interesting because it is still according to what I want to read. (Nora, FGD1).

> Interesting…but you know, feel some kind of nervousness. Nervous, because of the activity….(Rico, FGD 1)

On the contrary, while most of the participants found hypertext reading interesting regardless of whether they felt nervous or pressured, another participant found reading as an ordinary task. This feeling of complacency was driven by the notion that because, as a future English teacher, one should consider acquiring the reading skill as a necessity. The response that follows support that the participant indeed showed complacency towards the texts:

> I can say that the activity is nothing extraordinary because I read Filipino and English texts daily so it's like an ordinary thing to me.(Luna, FGD 3)

Aside from the participant's interest in the topic, they also found the language important in reading hypertext. Most of them were more interested in reading hypertext in L2 than in L1. This inclination towards L2 is brought about by the growing attention given to the study of L2, as well as the availability of L2 materials in contrast to L1 materials. This perception about L1 and L2 may also be attributed to their individual experiences to reading in their early years of learning. Given these, the research extracted a specific response that would support the findings of this research.

> It's very easy because since childhood, I was trained to read in English. So, if there's anything that I need to read in English, I can comprehend right away unlike that of the Filipino.(Tiago, FGD 3)

In reading hypertexts, participants utilized the same reading strategies. Although, they were unable to specifically name the strategy they used, all the participants described it in the same way. They start from scanning titles they find interesting, after which they read from top-to-bottom then left-to-right. Some participants, however, still adapted different reading strategies such as opening different tabs, skimming, and jumping into conclusions. In conclusion, as the data presented, hypertext reading is generally interesting for readers, as the data would be present, but the interest is dependent on the degree of interest in a topic and the language of the reader. Moreover, according to the participants, they are more motivated to read for two reasons: 1) to update their knowledge of day-to-day events, and 2) for self-improvement or development. In a participant's case, she preferred to read self-help texts:

It's more of my connection with the reading material that I chose because I think it applies to me.(Nora, FGD1)

Notably, a participant's description of his L1 or L2 hypertext stood out. He explained that, he finds it a waste that some L1 websites have really good content, but have really unattractive presentation, and some L2 websites, on the other hand, have really good presentation, but it is lacking in content. In the following line, the participant showed lack of interest and a feeling of "disconnection" with both hypertexts.

I did not like the content of the other one, while the English website was limited. The other website I liked the content but it was in Filipino so I had a hard time reading it because I'm more comfortable reading in English. (Tiago, FGD 3)

4.1.1 L1 Hypertext Reading

There are two things about L1 hypertext reading, which were expressed by the participants' responses. First, they seem to not engage in any form of reading involving L1. They either find it boring, unorganized, or unreliable. Some participants expressed that even if they find L1 website interesting, there will still be a factor that would hinder them from completely immersing themselves in L1 hypertext reading. To further support this finding, the statement that follows were extracted from a participant who thinks that there will always be challenges when it comes to L1 hypertext reading.

Reading a site in the native language… I see disadvantages for other people. Like for them, they don't know some words, those that are very difficult (words which are not frequently used). They cannot understand these words so they prefer English. The reason why they are discouraged to read in Filipino is, because they think that they would understand the English texts better because they can easily look unfamiliar words in the dictionary unlike in Filipino so it's really hard. (Toni, FGD 3)

Participants view L1 as somewhat inferior to L2. Even if L1 is their mother tongue, they still preferred to read L2 over L1. As stated earlier, this lack of motivation to read L1 materials is brought about by several intrinsic and extrinsic factors that are categorized in as experience. These experiences,

whether immediate or inherent, all affect the way the participants view L1. Perhaps, students were raised in households, where there is a strong preference for L2, thereby greatly affecting the way they view L1 and L2.

Because as I was growing up, my parents made me use the English language more which I think took me away from the Tagalog language. And when I read in Filipino, I read very slowly.(Gloria, FGD 2)

When asked if they frequently visit any particular L1 website, most of the participants were quick to say that they do not visit L1 websites at all and that this research actually gave them a chance to open L1 websites for the very first time. They also stated they only visit L1 websites, when they are required to do it in their classes. However, participants whose discipline involved L1 as the medium of instruction mentioned very few L1 websites. The following responses were extracted from participants, who use L2 materials for their classes even if L1 is the medium of instruction. Most of them agreed that they prefer L2, because majority of research materials available in their discipline are still in L2.

Because for Social Studies majors like us,our medium of language (instruction) is Filipino.We teach in Filipino so it is easier if we read websites in Filipino but usually what I see on the internet are English websites.(Ligaya, FGD 2)

If I need something (or any information), the language of the website no longer matters. Since there are many materials in English, most likely, I will go to these English websites.(Tiago, FGD 3)

To further investigate on their lack of interest in L1, the participants were asked if they know of the website *WikiPilipinas* and if they would ever consider using it for their researchers. The participants immediately dismissed the idea of using the website saying that it's unreliable and that others can easily manipulate the site. Aside from this, the participants said that their professors prohibit them from using materials, such as *WikiPedia* where majority of the information may be considered baseless. The statement that follows supports the finding that the participants really do not consider *WikiPilipinas* as a reference. However, disciplines which use L1 as a medium of instruction considered using it upon double-checking.

Ah no, according to my professors or teachers, it's unreliable because we all know that Wikipedia can be edited by anyone. So even though I don't know much of that topic, I can make up things and put it there.(Tin, FGD 1)

In terms of reliability, the participants view L1 sites as unreliable due to the notion that L1 hypertexts are easily modified and are usually unaccounted for. They expressed their lack of belief in L1 sites because even if it caters to the language needs of Filipinos, it doesn't meet their expectations when it comes to materials they would use for reference or research.

For me, English is more reliable because Filipino texts seem unreliable because in the Philippines, people can easily create incredible information. You'll never know if it was just made up by some person. While in English, it's hard because there are a lot of people who are very good in English right? So it's like… English is more reliable for me. (Rico, FGD 1)

As pre-service teachers, they rarely use L1 hypertext as reference because majority of references available are in L2. Moreover, in the statement given below, the participants are perceived as somewhat proficient in reading L2 because according to them, there are more materials available in L2 and because he's been trained to read English.

It's because more materials are available in English, so I read faster in English.(Tiago, FGD 1)

When given hypertext materials to read, they expressed disinterest towards the L1 hypertext because although it is informative, it just simply doesn't interest the readers because the website is confusing to read in terms of the content, the font, and the appearance in general. Mostly, their lack of experience in reading L1 is caused by insufficient knowledge of L1 due to years of reinforcement. They state that because they were raised to be proficient in L2, they were not able to explore L1. Moreover, a participant suggested that this lack of interest towards L1 may be due to colonial mentality.

"I think,uhm… It will help…by…by… I think ano…kung… that will be the case, more sites in Filipino… I think it would help in our Patriotism, our love

of country, and appreciating our own. And because of that, when the increase of the sites in Filipino will be done, I think it is just the colonial mentality." (Boyet, FGD 3).

Most of the difficulties they encountered are not only on the lack of L1 materials, but more than that the participants find it problematic to understand words that are not familiar to them. As a pre-service teacher, they were asked whether or not they will recommend L1 or L2 hypertext materials to their students. Participants whose discipline uses L1 as a medium of instruction would recommend L1 to their students although some would still recommend L2 simply because there are more materials available in L2. However, some participants would still recommend both, depending on the kind of information each can provide to the students. The bottom line is, as long as it is helpful to the students, regardless of whether it is in L1 or L2, they would recommend it. In relation to this, they were asked if there should be more L1 or L2 websites. Eleven out of twelve participants answered that there should be more L1 websites in order to promote nationalism and to develop a sense of pride as a Filipino.

I think it would result to colonial mentality, because most of us are reading western materials and because of that, we are changing our mindset from our local mindset to the westernized mindset and because of that, we lose the Filipino in us, and there is colonial mentality on us. (Boyet, FGD 3)

Consequently, when asked if why L1 websites are advantageous, they said that being L1 speakers, it will be easier for them to understand since, the text is already in their mother tongue, and that since they are able to understand it easily, they are supposed to be able to use it efficiently and effectively.

If it's Filipino, it's easier, it's faster, it's easier to comprehend when what you're reading is in Filipino.(Toni, FGD 3)

I think it's easier because when we construct our ideas inside of us when we're trying to clear something, we construct it in our native language. So I think it's easier because we don't have to think about it anymore. (Nora, FGD 1)

4.1.2 L2 Hypertext Reading

Consistently, the participants seem to favor L2 reading over L1 reading. When asked, which among L1 site or L2 site they think is more reliable, some of the participants answered that it doesn't matter what the language is, as long as the content is correct. This finding is further supported by the statement given below.

> The basis for the reliability of a website is not in the language, but in the content. That's why you have to read it first before we know.(Tiago, FGD 3)

On one hand, most of the participants answered that the L2 website is more reliable than L1, because they believe that L2 websites have been established earlier than L1 and that it is very much apparent that most of the hypertexts available are in L2.

> Only Filipinos are able to manage the Tagalog websites compared to English websites which are worldwide… any countries for sure have contributed to what… to anything we see in the web. So knowing that they are scientist or whatever professional… you know… whatever job they have, they have contributed more to English websites compared to the Filipino websites. (Maximo, FGD 2)

Given two websites to read, the participants showed positive reactions toward the L2 text than the L1 because it appeals to the reader's emotions and feelings than cognition. Moreover, they find the L2 more interesting because of its simplicity and its ability to provide factual information.

> "I think it's going to be more on TG self-help, inspirational, something that would motivate me. It will affect how I read. Because if it's more on academic, it's a requirement then I keep on thinking that I need to do this and that so it will really affect the way I read." (Nora, FGD 1)

As pre-service teachers, they admitted that even if the medium of instruction for their disciplines such as social studies and religious education is L1, they all agreed that they use L2 websites as reference for their lessons. Also, they would highly recommend L2 websites to their students because it can increase their level of competency when it comes to L2.

> In English websites, it's like…the quality is there in the English websites. If it's in English you can see that the website seemed more reliable. Like you can really get more information from those websites. (Ligaya, FGD 2)

One of the striking responses came from a participant whose discipline is Social Studies, because even if the medium of language used in his discipline is L1, he would still recommend that his students refer to L2 hypertext as shown in the statement that follows.

> Personally, as a Social Studies teacher, we have to teach nationalism. In my personal opinion, I don't agree with that. Our focus is to study history, economy, and its implications to the present time. In that case, we need to get more studies, researches, and articles that are available only in English. Since there are many story writers and researches that used English, there are more content and sources that are in English which you can use to verify the claims of an event. (Tiago, FGD 3)

In this regard, when asked about recommending more L1 or L2 websites, a participant said that there should be more L2 websites so that students are more globally competent and that more L2 hypertext can help them improve easily.

> I don't know but because you have to get used to English, because the world uses English, and for us to be globally competitive for jobs and the like. It's only at home where we use Tagalog. (Luna, FGD 3)

5. Discussion

5.1 Reading Interest

This theme reading anchored on interest is based on the different responses of the participants describing their interest in reading. Whether this interest is anchored on a particular topic or a particular language, their interest and motivation affect the way they read in general, as well as the way they read hypertext in both L1 and L2.

Motivation does play a role in the success of hypertext reading. According to Guthrie and Wigfield (2000), motivation are the goals, values and beliefs of an individual with regard to the reading process and its outcomes. Majority of the answers centered on how interest is

important in reading. They all agreed that in reading, the first and vital factor that a reader must have is interest and motivation. Whether it's interest in self-development or current events, it is important that the reader views it positively in order to effectively read hypertext. In addition, their disposition about a particular factor (e.g. language, topic or website), increased their interest in reading and in turn, yielded positive results. Majority of the responses simply showed that readers are interested in reading when they read a material that attracted their attention. Moreover, the length of time they read, and the amount of readings they do are dependent on the hypertext presented to them. Another prevailing concept of motivation present in this study is curiosity. It seems that readers are drawn to build their preferences based on topics they are curious about.

5.2 Reading Exposure

According to the participants, their beliefs and experiences about hypertext reading in L1 and L2 are based on their exposure to hypertext. Their experiences were scrutinized and were related to specific factors such as availability and reliability. According to the participants, these two factors affected their preference for L1 or L2.

It is problematic that findings yielded somewhat alarming results regarding, how readers view L1 and L2. It seems that readers nowadays prefer to read and comprehend L2 materials than that of L1. Moreover, they expressed lack of confidence when it comes to the use of their L1. Unfortunately, there is dearth in literature explaining why readers, Filipinos to be specific, prefer to read L2 than L1. Even after a focus-group discussion, respondents remained firm in their stance: preferring to read L2 over L1 hypertexts. Although there are realizations that Filipino readers prefer L2 over L1 and that there should be more attention given to the development of L1 hypertext, they still remain consistent that L2 is their choice of language for choosing sites that would yield the information they needed. This belief may be caused by years of reinforcement. The participants mentioned that they were raised in a household that encourages, if not imposes the use of L2. It may be assumed that these participants view L2 superior to L1. This result was found contradictory to Krashen's Second Language Acquisition theory which

stated that before one can be competent in L2, there must be language competence in L1. Basically, this theory states that if readers lack confidence in their knowledge in L1, then it may follow that they may not be competent in their L2 as well. However, in the case of this research, the participants seem to manifest that they are rather more competent in L2 than in L1.

A problem encountered by the participants is the lack of L1 hypertext materials. The participants' disinterest in L1 hypertexts may be also be attributed to the lack of resources in L1. This is challenging for L1 hypertexts because it seems that the web developers and bloggers have fully developed sites that may be interesting or helpful to Filipino readers. Some of the participants also see this as a problem because they feel that in time, L1 may be totally disregarded in the school systems due to the continuous demand and proliferation of L2 websites. Cummins (2001), strongly advice against the eradication of L1 in the school systems, because in his study on the importance of the mother-tongue in a person's education, he stated that there really is no negative effect if a student learns an L2 with the help of the L1. Meaning, a student will better and easily learn the effective use and application of a new language with the help of the native tongue. Consequently, it is also problematic because majority of websites available and are useful to readers are found in L2. Unfortunately, there is no research available that focused on this very problem. Perhaps, this research can open new doors for future researchers to dwell on.

All the participants agreed that indeed, they use more L2 hypertext materials than L1. Even disciplines such as Social Studies and Religious Education, which use L1 as medium of instruction, still used L2 materials in their references. Moreover, L2 hypertexts were also recommended to their students. This inclination towards L2 is supported by Chavez (2014) in her Huffington Post article which states that the reason why Filipino are more eager to use L2 over L1 is because, they are not only trained to practise the use of L2 inside the classroom, but the environment they move in outside of the classroom suggests the continuous practice of L2. However, some participants see that there should be more attention directed to the improvement of L1

hypertext. They suggested that revisions should be made in terms of presentation and content of L1 websites. The participants though are not closing their minds to the possibility that L1 may be used as reference and that someday, they may recommend L1 to their students; but before this happens, the development of hypertexts in L1 and perceptions of students against L1 must change.

5.3 Reading Development

After looking into the participants' interests and the root cause of their beliefs and preferences toward L1 and L2, the reading strategies the participant adapted were determined. An analysis in the reading strategies with hypertext reading in L1 and L2 based on the experiences are presented in this part of the research.

According to Donald Leu's research on IRT, the intended outcome for readers is to basically develop reading strategies that would help them comprehend the web easily, as well as illicit positive experiences with hypertexts. With the growing interest in the development of technology, the purpose of IRT is to help readers adapt to this trend. According to IRT's "new literacies", readers are supposed to be able to evaluate, analyze, and communicate information gathered from online reading.

In this study, the participants are able to develop a strategy or pattern that is similar to how they read printed text. Some of the participants opted to use these patterns in order to adapt the feeling that is similar to reading a book. They said that they prefer reading it from top-to-bottom and left-to-right so that they are able to easily understand the text and to minimize distractions. Goldman and Saul (1990) mentioned in their study a pattern adapted by readers when reading hypertexts is linear reading which is basically reading linearly or in one direction at a time; it may be top to bottom or left to right. The particular reading pattern adapted by the participants is what Nielsen (2006) calls the F-pattern. This particular pattern is said to be the commonly used pattern when reading websites. In the F-pattern, the readers start at the top left side of the website, then goes to read horizontally. After reading the entire top part of the website, the reader goes to read from top to bottom. Note that the F-pattern is first thought to be used as a form of scanning. However, as readers continually use it when

dealing with hypertexts, they have adapted this pattern when reading a hypertext in its entirety. Apart from this strategy, the participants are also able to develop more strategies in reading hypertext; for example, they employ scanning for title since there are a number of materials available in the web; also, some use skimming for materials that they are not interested in but are required to accomplish, and lastly, opening of multiple tabs. These tabs are the new feature of hypertexts in order to widen their databases. As the participants' experiences revealed, they utilize reading strategies that they are familiar with which it seems to be working effectively for them. This research suggests, based on the data gathered, that readers' strategies is still highly dependent on the interest and motivation of the reader with regard to topic or language.

Conclusion

In the study of the experiences of adult readers in reading hypertexts, it was found that their interest in the overall reading process is dependent heavily on the topics given and the language used. Moreover, the strategies they employ are highly dependent on these two factors as well. Through a rigorous three weeks of interviews and focus-group discussions, the data presented provided proof and contradictions to different existing theories about hypertext reading. In retrospect, readers are generally inclined to exposing themselves in L2 hypertext mainly because L2 materials are easily accessible and are readily available. Furthermore, these accounts are proof that there are factors that affect the way readers perceive and engage themselves in the reading process.

The goal of this research is to determine the similarities and differences in the experiences of readers with L1 and L2 hypertexts. This study generally has impact on Filipino readers; their increasing interest in L2 over L1 hypertext is a problem that should be addressed because, although learning a new language is important to keep up with a globalized and technological society, the L1 should never be neglected and its intellectualization should always be foremost. As mentioned by most respondents, it is important in the preservation of both culture, patriotism, and language.

Moreover, this affects different aspects of the education

system available in the Philippines. With the implementation of the K-12 curriculum, it requires readers to be more inclined into reading L2, however, in principle, as research shows, readers should be more skilled in L1 before they can master L2.

This study is not meant to contradict any existing theory, rather support or provide options for further research. Consequently, it is recommended that future researches should consider the following:

- Choice of participants should include other disciplines.

- Demographics of participants should be more varied focusing on a wider range of adults.

- Other websites in L2 and L1 be included.

In line with these recommendations, future studies should delve further into the reasons why there is a huge discrepancy between the perceptions of readers regarding L1 and L2. The need to identify factors that have affected the choices for the language in hypertext reading must be investigated. Lastly, studies should focus more on the solution of the different difficulties which emerged from the different responses and findings of the research.

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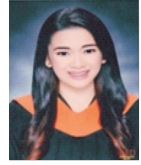
ABOUT THE AUTHORS

Gruspe Michael Angelo M. Student, College of Education, University of Santo Tomas.
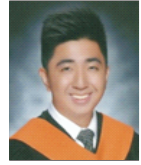
Mariñas Christian Joshua L. Student, College of Education, University of Santo Tomas.

Villasin, Marren Nicole F Student, College of Education, University of Santo Tomas.

Villanueva Ariel Josephe Therese R. Student, College of Education, University of Santo Tomas.

Camilla J. Vizconde, is currently working as a chairperson of the Department of English at University of Santo Tomas. She is also a researcher under the Research Cluster on Culture, Education and Social Issues. Her research interests include topics in reading and language education.