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Open a Book, Open Your Mind: Reading Interest and Reading Comprehension Skills of Intermediate Learners

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Abstract—

Reading interest and reading comprehension are important aspects of literacy development among intermediate learners. This study examined the reading interests and reading comprehension skills of intermediate learners at Lyceum of Aparri during the academic year 2023–2024. Using a descriptive-correlational research design, the study involved 34 learners selected through complete enumeration. Data were gathered using a questionnaire on reading interest and a reading comprehension test. Descriptive statistics were used to determine learners' reading interests and comprehension performance, while Pearson's product-moment correlation was intended to examine the relationship between the two variables. The findings revealed that learners generally expressed favorable attitudes toward reading, with an overall mean of 4.23. The highest ratings reflected the importance learners placed on becoming good readers and their willingness to engage with reading-related learning experiences. However, responses to negatively worded items require careful verification to ensure accurate interpretation. In reading comprehension, learners obtained an overall mean score of 31.25, classified as excellent based on the study's scoring criteria. Performance was stronger in literal comprehension, with a mean score of 34.00, than in interpretive comprehension, which obtained a mean of 28.50. This difference suggests the importance of providing additional learning opportunities that develop learners' abilities to interpret information, draw inferences, and construct meaning from texts. The study highlights the value of integrating engaging reading materials with explicit comprehension instruction to support literacy development. The reported correlation results should be verified before making a definitive conclusion regarding the relationship between reading interest and reading comprehension.

Keywords— reading interest, reading comprehension, intermediate learners, literal comprehension, interpretive comprehension

I. INTRODUCTION

Reading is a fundamental skill that enables learners to access information, construct meaning, and participate effectively in academic and social environments. Far more than the ability to recognize written words, reading involves the coordination of cognitive and linguistic processes, including decoding, vocabulary development, inferencing, prior knowledge activation, and the integration of ideas across a text. Reading comprehension, in particular, allows learners to identify explicit information, interpret implied meanings, apply acquired knowledge to new situations, and evaluate the ideas presented by an author. These abilities are essential to learning across subject areas because learners depend on their capacity to understand written information when studying language, mathematics, science, and other disciplines. Consequently, difficulties in reading comprehension may extend beyond language learning and constrain learners' broader academic development.

The importance of reading is also reflected in the global commitment to inclusive and equitable quality education. The United Nations' 2030 Agenda for Sustainable Development identifies education as a central component of sustainable development, with Sustainable Development Goal 4 emphasizing inclusive, equitable, and quality education and lifelong learning opportunities for all. Within this framework, literacy extends beyond the acquisition of basic reading skills to include the ability to understand, interpret, and use information meaningfully. Developing reading comprehension during the elementary years is particularly important because learners are expected to progress from learning to read toward using reading as a principal means of acquiring knowledge. Strengthening reading proficiency at this stage therefore supports both immediate classroom learning and the development of competencies required for continued education.

In the Philippines, reading proficiency remains an important educational concern. Results from the Programme for International Student Assessment (PISA) 2018 indicated that Filipino 15-year-old students performed substantially below the Organisation for Economic Co-operation and Development average in reading. The findings brought national attention to persistent challenges in learners' ability to understand and interpret written texts. Although PISA assesses students at age 15 rather than elementary-level learners, its results underscore the importance of addressing literacy development before students reach secondary education. Reading difficulties that remain unresolved during the intermediate elementary grades may become more challenging to address as academic tasks increasingly require learners to

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analyze information, synthesize ideas, and independently comprehend more complex texts.

In response to literacy challenges, the Department of Education has implemented reading assessment and intervention initiatives, including the Philippine Informal Reading Inventory (Phil-IRI), which supports the assessment of learners' reading performance and the identification of instructional needs. Such initiatives provide teachers with information that can guide appropriate reading instruction and intervention. However, assessment alone does not ensure reading development. Effective literacy instruction also requires attention to the factors that influence learners' engagement with reading, the nature of their comprehension difficulties, and the instructional support necessary to address identified needs. Understanding these dimensions is important in developing interventions that respond not only to learners' reading performance but also to their willingness and motivation to engage with written materials.

One factor that warrants particular attention is reading interest. Reading interest refers to the degree of attention, curiosity, enjoyment, or personal engagement that learners demonstrate toward reading activities and materials. Learners who find reading meaningful or enjoyable may be more inclined to choose reading activities, devote time to texts, and persist when encountering unfamiliar words or challenging passages. Such engagement can create opportunities for vocabulary development, background knowledge acquisition, and repeated practice in constructing meaning. Nevertheless, interest and comprehension should not be treated as interchangeable concepts. A learner may enjoy reading but experience difficulty understanding a text, while another may demonstrate adequate comprehension despite limited enthusiasm for reading. Examining these dimensions together can provide a more comprehensive understanding of learners' literacy experiences and help determine whether reading interest is associated with reading comprehension performance.

Reading comprehension itself encompasses multiple levels of understanding. Literal comprehension involves identifying information explicitly stated in a text, whereas interpretive comprehension requires readers to infer meaning, establish relationships among ideas, and draw conclusions beyond directly presented information. Application involves using information or insights gained from reading in different situations, while evaluative comprehension requires readers to assess ideas, examine claims, and make reasoned judgments about textual content. These levels provide a useful framework for examining how learners engage with written materials beyond basic word recognition. Assessing comprehension across these dimensions may help identify particular strengths and areas for improvement, enabling teachers to design activities that progress from understanding stated information to interpreting, applying, and critically evaluating ideas.

The relationship between reading interest and comprehension is therefore an important consideration in elementary literacy research. Interest may encourage learners to engage more frequently and persistently with reading, creating opportunities to develop comprehension skills. At the same time, successful comprehension may make reading more rewarding and strengthen learners' willingness to read. This suggests a potentially reciprocal relationship in which interest and comprehension may reinforce one another. However, the strength and nature of this relationship should be established through empirical investigation rather than assumed. Other factors, including access to appropriate reading materials, family literacy practices, instructional approaches, language proficiency, and learners' educational experiences, may also contribute to differences in reading interest and comprehension.

At Lyceum of Aparri, examining the reading interest and reading comprehension skills of intermediate learners can provide school-level evidence to inform literacy instruction and learner support. Intermediate elementary education represents an important period in which students are expected to consolidate foundational reading skills and develop greater independence in understanding texts. Identifying learners' reading interests alongside their performance at different levels of comprehension may help teachers determine which aspects of literacy instruction require greater emphasis. Consideration of learners' and parents' sociodemographic characteristics may also provide contextual information relevant to understanding reading experiences and identifying possible avenues for school–home collaboration.

Despite the importance of reading interest and comprehension, their relationship and instructional implications should be examined within the specific educational context in which learners study. Findings from other populations cannot automatically establish the reading preferences, comprehension strengths, or instructional needs of intermediate learners at Lyceum of Aparri. Local evidence is needed to describe learners' interests, determine their levels of comprehension, and establish whether the two variables are significantly related. In addition, the perspectives of teachers and other knowledgeable individuals may help identify practical strategies for encouraging reading engagement and strengthening comprehension.

In this context, the study, entitled "Open a Book, Open Your Mind: Reading Interest and Reading Comprehension Skills of Intermediate Learners," aims to examine the reading interests and levels of reading comprehension of intermediate learners at Lyceum of Aparri. Specifically, it seeks to describe learners' reading interests, assess their literal, interpretive, application, and evaluative comprehension, and determine whether a significant relationship exists between reading interest and reading comprehension. It also seeks to obtain recommendations from teachers and experts for improving learners' reading engagement and comprehension and to develop an improvement plan based on the findings. By generating context-specific evidence, the study may contribute to the development of responsive reading interventions, more purposeful instructional practices, and school-based initiatives that encourage learners to become engaged and capable readers.

II. METHID

This study employed a descriptive-correlational research design to examine the reading interest and reading comprehension skills of intermediate learners at Lyceum of Aparri. The descriptive component was used to characterize the respondents' sociodemographic profiles, describe their reading interests, and determine their levels of reading comprehension. The correlational component was employed to establish whether a statistically significant relationship existed between

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reading interest and reading comprehension. This design was appropriate because it allowed the researcher to describe the variables as they naturally occurred and examine their association without manipulating the learning environment or introducing an intervention.

The study was conducted at Lyceum of Aparri during the Academic Year 2023–2024. The respondents consisted of 34 intermediate learners, comprising 21 females and 13 males. Complete enumeration was employed, allowing all learners belonging to the identified study population to participate. The respondents were selected because the intermediate elementary years represent an important period for strengthening reading proficiency and developing the comprehension skills necessary for increasingly complex academic tasks. The study focused on their reading interests and performance in literal, interpretive, application, and evaluative comprehension.

Data were collected using two instruments: a reading interest questionnaire and a reading comprehension test. The questionnaire was used to gather information about the respondents' interests in reading, while the test assessed their ability to understand and interpret written materials at different levels of comprehension. The reading comprehension assessment covered literal understanding, interpretation, application of information, and evaluation of textual content. The instruments were administered to the respondents following the necessary institutional permissions and arrangements with the school. The researcher collected the completed questionnaires and test responses, checked the data for completeness, and organized the results for statistical analysis. The interpretation of the findings was based on the information obtained through these instruments.

Descriptive statistics were used to summarize the collected data. Frequency counts and percentages were employed to describe the respondents' sociodemographic characteristics and present the distribution of responses. Means and standard deviations were used, where appropriate, to summarize reading interest scores and reading comprehension performance. These measures provided an overview of the respondents' responses and performance and facilitated the interpretation of their reading interests and comprehension levels.

Inferential statistics were used to examine differences and relationships among the variables, where applicable to the study objectives. Independent-samples t-tests were used to compare the mean scores of two groups, while analysis of variance (ANOVA) was used when comparisons involved three or more groups. Pearson's product–moment correlation coefficient was employed to determine the direction and strength of the relationship between reading interest and reading comprehension scores. The use of Pearson's correlation was appropriate provided that the variables were measured at a suitable level and the relevant assumptions, including linearity and the absence of influential outliers, were adequately satisfied. The distribution of the data was also considered in selecting the appropriate statistical procedures. Statistical significance was evaluated using the predetermined significance level of the study. Where the assumptions for parametric analysis were not satisfied, an appropriate alternative method was to be considered.

The collected data were organized, tabulated, and interpreted in relation to the research questions. Quantitative findings were used to describe the respondents' reading interests and comprehension performance and to determine whether a significant relationship existed between the two principal variables. The results were subsequently considered in formulating recommendations for improving reading engagement and comprehension instruction among intermediate learners. Recommendations from teachers and experts were considered in developing a proposed improvement plan responsive to the needs identified in the study.

Ethical principles were observed throughout the conduct of the research. Permission to conduct the study was obtained from the appropriate school authorities at Lyceum of Aparri. Because the respondents were elementary-level learners, parental or guardian consent and the learners' age-appropriate assent were secured before their participation. The purpose and procedures of the study were explained to the participants and their parents or guardians, and participation was treated as voluntary. The respondents were informed that the information they provided would be used exclusively for the stated research purposes and that they could decline to participate without penalty.

Confidentiality and privacy were maintained during data collection, analysis, and reporting. The names and other identifying information of the learners were not disclosed in the presentation of the findings. Research records were handled with appropriate care, and access to the collected information was limited to authorized persons involved in the study. The researcher observed the applicable provisions of Republic Act No. 10173, or the Data Privacy Act of 2012, in protecting personal information. These measures were undertaken to safeguard the rights, dignity, and welfare of the participants throughout the research process.

III. RESULTS AND DISCUSSION

Table 1. Reading Interests of Intermediate Learners

Statement	Mean	SD	Descriptive Interpretation
1. I learn more from reading than most students in the class.	4.47	0.59	Very True of Me
2. If a book is interesting, I don't care how hard it is to read.	4.56	0.58	Very True of Me
3. If the teacher discusses something, I might read more about it.	4.87	0.34	Very True of Me
4. I like mysteries.	4.47	0.66	Very True of Me
5. It is very important to me to be a good reader.	4.91	0.28	Very True of Me
6. In comparison to other activities I do, it is very important to me to be a good reader.	4.87	0.45	Very True of Me

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7. I don't like reading sometimes when the words are too difficult.	1.00	0.00	Not at All
8. I do as little school work as possible in reading.	4.56	0.50	Very True of Me
9. I visit the bookstore often with my family.	3.78	0.51	True of Me
10. I am willing to work hard to read better than my friends.	4.87	0.45	Very True of Me
Overall Mean	4.23	0.36	Very True of Me

Table 1 presents the reading interests of the 34 intermediate learners at Lyceum of Aparri, as reflected in their responses to ten statements concerning the value of reading, engagement with reading materials, responses to classroom discussions, reading preferences, and willingness to improve their reading ability.

The reported overall mean of 4.23 (SD = 0.36), interpreted as "Very True of Me," suggests that the respondents generally expressed favorable attitudes toward reading. Their responses indicate that reading was perceived as important, particularly in relation to learning and personal development. However, this overall interpretation must be considered alongside the negatively worded statements, which require verification of the scoring procedure before the findings can be interpreted conclusively.

The highest mean was recorded for the statement, "It is very important to me to be a good reader" (M = 4.91, SD = 0.28). This was followed by the statements concerning reading more about topics discussed by the teacher (M = 4.87, SD = 0.34), the importance of being a good reader compared with other activities (M = 4.87, SD = 0.45), and willingness to work hard to read better than friends (M = 4.87, SD = 0.45). These findings suggest that the respondents placed considerable importance on reading proficiency and expressed a willingness to engage with reading when it was connected to classroom learning or personal improvement.

The relatively high rating for the importance of becoming a good reader is particularly noteworthy. It suggests that reading was regarded as a valued learning competency among the respondents. This finding is consistent with the perspective of Guthrie and Wigfield (2000), who explained that reading engagement involves the interaction of motivation, conceptual understanding, and active participation in reading. When learners perceive reading as worthwhile, they may be more inclined to devote effort to reading activities. Similarly, Wigfield and Guthrie (1997) found that children's reading motivation is associated with their reading amount and the breadth of their reading activities. These perspectives help explain why the respondents' stated commitment to becoming good readers may be educationally meaningful, although the present descriptive data alone cannot establish how frequently they read or whether their motivation translates into stronger comprehension performance.

The statement, "If a book is interesting, I don't care how hard it is to read" (M = 4.56, SD = 0.58), also received a high rating. This response may indicate that learners are willing to engage with challenging reading materials when the content appeals to them. Such a pattern highlights the potential importance of providing age-appropriate texts that reflect learners' interests while gradually introducing more complex vocabulary and ideas. The Organisation for Economic Co-operation and Development (OECD, 2019) identifies reading interest, motivation, and engagement as important components of reading literacy. Its reading framework emphasizes that proficient reading involves not only cognitive skills but also the willingness to engage with texts for different purposes. Nevertheless, the present finding reflects learners' self-reported attitudes rather than direct evidence of their persistence or success when reading difficult passages.

The respondents also expressed interest in reading about topics discussed by their teacher (M = 4.87, SD = 0.34). This finding points to the potential role of classroom instruction in stimulating further reading. When teachers introduce engaging topics, recommend related materials, and encourage learners to explore questions beyond the lesson, classroom discussions may serve as a starting point for independent reading. This interpretation is consistent with the work of Guthrie and Wigfield (2000), who discussed how classroom contexts that support motivation and engagement can encourage learners to participate actively in reading. It also suggests that teachers may consider incorporating supplementary texts, short stories, informational materials, and guided independent reading activities into their lessons.

Regarding reading preferences, the statement "I like mysteries" obtained a mean of 4.47 (SD = 0.66), interpreted as "Very True of Me." Although this response indicates a favorable preference for mystery-related reading, it should not be taken to mean that all respondents share the same preferred genre. The relatively larger standard deviation for this item, compared with several other positively rated statements, indicates somewhat greater variation in learners' responses. This finding reinforces the value of offering a variety of reading materials rather than relying on a single genre or text type. Providing choices may help accommodate individual differences in interests and encourage learners to explore unfamiliar materials.

The statement "I visit the bookstore often with my family" obtained the lowest mean among the positively worded statements (M = 3.78, SD = 0.51), although it was still interpreted as "True of Me." This result suggests that family bookstore visits were less strongly endorsed than the perceived importance of reading and interest in classroom-related topics. However, bookstore visits should not be treated as a direct measure of parental involvement or access to reading materials. Families may obtain books through school libraries, public libraries, borrowing arrangements, or digital resources. The finding nevertheless highlights an opportunity for schools to encourage family participation through home-reading activities, book-sharing initiatives, and library programs that do not depend on purchasing books.

Two negatively worded statements require particular attention when interpreting the overall results. The statement "I don't like reading sometimes when the words are too difficult" received a mean of 1.00 (SD = 0.00), interpreted as "Not at

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All." If the item was scored as presented, this indicates that all respondents selected the lowest response category or received the same coded score. The result may suggest that the learners did not endorse the statement about disliking reading when words become difficult. However, the absence of variation should be checked against the original response records before drawing a firm conclusion.

More importantly, the statement "I do as little school work as possible in reading" obtained a mean of 4.56 (SD = 0.50), interpreted as "Very True of Me." Unlike the other high-rated statements, agreement with this item reflects a potentially unfavorable attitude toward reading-related schoolwork. This response appears inconsistent with the high ratings for the importance of becoming a good reader and the willingness to improve reading ability. The inconsistency may reflect a genuine difference between valuing reading and enjoying assigned reading tasks, but it could also indicate a scoring, coding, or transcription problem. The original questionnaire and individual responses should therefore be examined before concluding that the overall mean represents uniformly high reading interest. If the instrument requires reverse scoring for negatively worded items, the appropriate scoring procedure must be applied before recalculating the overall score.

These findings should consequently be interpreted as preliminary evidence of generally favorable self-reported reading attitudes, subject to verification of the negatively worded items. Wigfield and Guthrie (1997), in their study of 105 fourth- and fifth-grade learners, found that reading motivation was multidimensional and that intrinsic motivation predicted the amount and breadth of reading more strongly than extrinsic motivation. Their findings support the importance of examining different aspects of learners' reading attitudes rather than relying exclusively on a single composite score. Similarly, the OECD (2019) emphasizes that reading engagement includes interest, enjoyment, motivation, reading practices, and avoidance. These dimensions can vary among learners and should be considered when interpreting questionnaire results.

Table 2. Reading Comprehension of Intermediate Learners

Dimensions	**Mean Score**	**Qualitative Description**
Literal Questions	34.00	Excellent
Interpretation Questions	28.50	Good
Overall	31.25	Excellent

Table 2 presents the reading comprehension performance of the intermediate learners at Lyceum of Aparri in literal and interpretive comprehension. The results show an overall mean score of 31.25, described as Excellent based on the study's scoring classification. However, the learners' performance varied across the two dimensions, indicating differences in their ability to understand explicitly stated information and interpret meaning beyond what is directly presented in a text.

Literal comprehension obtained the highest mean score of 34.00, with a qualitative description of Excellent. This result suggests that the learners demonstrated stronger performance in understanding information explicitly stated in the reading materials. Literal comprehension typically involves identifying facts, recalling details, recognizing key information, and locating answers directly supported by a text. These skills provide the foundation for more complex reading tasks because learners must first understand what a passage communicates before making inferences or evaluating its ideas.

The learners' comparatively strong performance in literal comprehension is consistent with the distinction between basic text understanding and higher-level comprehension described in reading research. The RAND Reading Study Group (2002) conceptualizes reading comprehension as the process of extracting and constructing meaning through interaction among the reader, the text, and the activity. From this perspective, identifying explicit information is an important component of comprehension, but successful reading also requires readers to integrate information with their knowledge and purpose for reading. Thus, the excellent literal comprehension result is encouraging, although it does not by itself establish that learners can independently interpret complex passages or critically evaluate textual information.

Interpretive comprehension obtained a mean score of 28.50, described as Good. Although this result indicates a satisfactory level of performance according to the study's classification, it was lower than the mean for literal comprehension. The difference suggests that learners may have found questions requiring interpretation more challenging than those that could be answered by identifying information directly stated in the text. Interpretive comprehension requires readers to connect details, infer implied meanings, draw conclusions, and use contextual clues to understand ideas that are not explicitly expressed.

This pattern is consistent with the framework presented by the RAND Reading Study Group (2002), which explains that reading comprehension involves constructing meaning through the interaction of readers' abilities, the text, and the purpose for reading. Understanding a text therefore requires more than recalling information; readers must also integrate textual evidence with relevant knowledge to construct meaning. Similarly, Ulu (2016), in a study involving 279 fourth-grade learners, examined the roles of literal and inferential comprehension in problem-solving performance, highlighting the importance of considering different dimensions of comprehension when assessing elementary learners. These studies provide a useful basis for interpreting the comparatively lower interpretive comprehension score in the present study.

The difference between the two mean scores has practical implications for reading instruction. While the learners' excellent performance in literal comprehension is encouraging, the lower interpretive score indicates an area that may warrant further instructional attention. Teachers could incorporate activities that require learners to explain why events occur in a story, predict outcomes using textual clues, infer characters' feelings and motivations, identify relationships between ideas, and justify answers using evidence from the text. Guided questioning, think-aloud demonstrations, and discussions following shared reading may help learners move from identifying information to constructing deeper interpretations.

The results also support the importance of explicitly teaching comprehension strategies rather than assuming that learners will automatically develop higher-level skills through reading practice alone. The RAND Reading Study Group (2002) emphasized the need for research-informed

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comprehension instruction and assessment to strengthen reading outcomes. In the context of the present study, teachers may use the results to design activities that build on learners' existing literal comprehension abilities while providing structured opportunities to practice inference and interpretation. Such activities should be adjusted to learners' reading proficiency and the complexity of the materials used.

Table 3. Significant Relationship between Reading Interests and Reading Comprehension

Variables	Mean	Pearson-R	P-Value
Reading Interest	4.23	.69	.16
Reading Comprehension	31.25		

**significant at .05 level*

Table 3 presents the relationship between reading interest and reading comprehension among the intermediate learners at Lyceum of Aparri. The reported Pearson correlation coefficient was \(r = .69\), indicating a strong positive association between the two variables. This suggests that learners with higher reading interest scores tended to have higher reading comprehension scores. However, the reported p-value of .16 indicates that this relationship was not statistically significant at the .05 level.

The positive correlation suggests a potentially meaningful pattern in the learners' reading experiences. Learners who demonstrate interest in reading may be more willing to engage with written materials, explore topics that appeal to them, and devote attention to reading activities. These opportunities for engagement may support the development of comprehension skills. Nevertheless, the observed correlation does not establish that reading interest causes improved comprehension, nor does it demonstrate that the relationship exists in the wider population.

This interpretation is consistent with Wigfield and Guthrie (1997), who examined the relationship between children's reading motivation and their reading behavior. Their findings indicated that reading motivation was associated with the amount and breadth of children's reading. Guthrie and Wigfield (2000) likewise explained that reading engagement involves motivational and cognitive processes that contribute to active participation in reading. These studies provide a theoretical basis for understanding why reading interest and comprehension may be related, although they do not establish the significance of the relationship in the present sample.

Despite the positive coefficient, the reported p-value requires careful interpretation. At the conventional significance level of .05, a p-value of .16 is insufficient to reject the null hypothesis of no population correlation. Therefore, the study does not provide sufficient statistical evidence to conclude that reading interest and reading comprehension are significantly related among the learners. The appropriate interpretation is that the sample showed a positive association, but the evidence was not statistically significant. As explained by the OpenStax text Introductory Business Statistics 2e (Holmes et al., 2023), the significance of a correlation depends on both the observed coefficient and the sample size.

An important statistical issue must be resolved before this table can be finalized. With 34 respondents, a Pearson correlation of \(r = .69\) would ordinarily yield a two-tailed p-value substantially below .05, approximately \(p < .001\), assuming all 34 paired observations were included in a standard Pearson correlation test. The reported coefficient and p-value are therefore inconsistent and should be checked against the original statistical output. Possible explanations include a transcription error, a different sample size, or a mismatch between the correlation coefficient and p-value.
If the coefficient of .69 is correct and the sample size is 34, the relationship would likely be statistically significant, and the interpretation of the study's hypothesis would change. If the p-value of .16 is correct, the correlation coefficient or analysis details need to be verified. The manuscript should not make a final decision about the hypothesis until the original output has been checked.

In practical terms, the findings highlight the importance of examining reading interest and comprehension together rather than assuming that a favorable attitude toward reading automatically translates into stronger comprehension. Teachers may encourage learners to explore personally meaningful texts while providing explicit instruction in identifying key information, drawing inferences, interpreting ideas, and evaluating textual content. These instructional approaches address both engagement and comprehension, although their effectiveness would need to be assessed separately.

IV. Conclusion

Reading development requires more than the ability to recognize words and retrieve information; it also involves the capacity to construct meaning, interpret ideas, and engage thoughtfully with texts. Strengthening these abilities calls for a learning environment where reading is valued not merely as a school requirement but as an essential tool for lifelong learning. The study emphasizes the importance of making reading instruction both meaningful and intellectually engaging for intermediate learners. By connecting reading materials to learners' interests and providing opportunities to explore ideas beyond the literal meaning of texts, teachers can help cultivate a deeper and more enduring engagement with reading. A balanced approach that nurtures curiosity while developing comprehension strategies can contribute to more purposeful reading experiences and support learners as they progress toward greater independence in learning.

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