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RELATIONSHIP BETWEEN READING PREFERENCES AND READING COMPREHENSION AMONG GRADE 10 STUDENTS: BASIS FOR A CONTEXTUALIZED ENGLISH INSTRUCTIONAL STRATEGY FRAMEWORK

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ABSTRACT RESEARCH ARTICLE

This study explored the connection between reading preferences and reading comprehension among Grade 10 students to establish empirical foundations for developing a contextualized English instructional strategy framework. The research was driven by the growing recognition that modern learners engage with texts through multiple modalities, including print and digital formats. Although students are exposed to various reading types, higher-order comprehension skills—especially evaluative reasoning—are still underdeveloped. A descriptive–correlational research design was used. The study took place at Cabiao National High School during the 2025–2026 school year. Respondents were chosen through stratified random sampling to ensure proportional representation of Grade 10 students. Data were collected using two research tools: a researcher-made Reading Preferences Questionnaire and a Reading Comprehension Test that measured literal, inferential, and evaluative comprehension. Findings showed that students exhibited a very high level of literal comprehension, a significant level of inferential comprehension, and a moderate level of evaluative comprehension. These results suggest that, while students are generally skilled at identifying explicit details and making basic inferences from texts, they face more challenges when engaging in higher-order evaluative thinking. The results also revealed that students prefer digital and multimodal reading formats, reflecting modern trends in information consumption. However, unfamiliar vocabulary and lengthy passages were identified as major obstacles that impede comprehension. Statistical analyses showed no significant differences in reading comprehension based on age, sex, and monthly family income, indicating that comprehension performance remained fairly consistent across these demographic groups. Based on these findings, the study concludes that aligning instructional strategies with students' reading preferences can boost reading engagement and understanding. The results emphasize the importance of integrating digital and multimodal reading materials, enhancing vocabulary instruction, and designing classroom activities that foster higher-order thinking skills. As a result, a contextualized English instructional strategy framework was developed to help teachers incorporate students' reading preferences into reading instruction, thereby improving comprehension outcomes and supporting more meaningful literacy growth among Grade 10 learners.

KEYWORDS: Reading Preferences, Reading Comprehension, Grade 10 Students, Contextualized English Teaching Strategies, Genre, Digital Texts.

INTRODUCTION

Reading is a vital literacy skill essential to students' academic success and lifelong learning. In secondary school, especially in Grade 10, students' reading tasks become more complex as they are expected to analyze diverse texts that involve literal, inferential, and evaluative reading. However, a significant number of students remain poor readers, with their reading comprehension scores remaining low despite their performance in other areas of learning.

Students' reading preferences are an important factor related to their reading comprehension. These preferences refer to students' choices of specific text genres, formats, and purposes. When reading materials match their interests and preferred formats, students are more likely to become engaged, stay focused, and understand the texts better. On the other hand, reading materials that do not align with their interests or are less relevant can reduce motivation and make understanding more difficult.

In the Philippine public school system, Grade 10 students are introduced to print and digital texts and reading materials, including both academic and non-academic content, as well as culturally diverse materials. Despite this exposure, most teachers rely on standardized or textbook content that may not match students' interests, cultures, or literacy levels. As a result, students may show limited engagement and weak comprehension skills.

Understanding the connection between reading preferences and actual comprehension is crucial for creating effective, meaningful English teaching. Instead of relying solely on students' self-assessment of understanding, comprehension should be measured through objective tests, such as reading comprehension assessments. This method provides a more precise evaluation of students' reading skills and establishes a strong foundation for instruction.

To address these issues, this paper explores reading preferences and reading comprehension among Grade 10 students and how the two factors are related. The research findings will be used to develop contextualized English teaching methods that align with learners' interests, cultural backgrounds, and literacy needs, ultimately enhancing reading comprehension.

Methodology

This study employed descriptive-correlational research design. To establish the demographic profile of respondents and their reading preferences and levels of reading comprehension, the descriptive approach was employed. The correlational approach was used to examine the relationship between students' reading preferences and reading comprehension, and to determine whether significant differences in reading comprehension exist across demographic groups. Moreover, the respondents were Grade 10 students enrolled for the 2025-2026 school year, totaling 221 students across five sections: Grade 10-Aquamarine, Grade 10-Emerald, Grade 10-Jade, Grade 10-Jasper, and Grade 10-Ruby and the sample size were calculated using Slovin’s formula with a 0.05 margin of error. The researcher carried out the study at Cabiao National High School, a public secondary school in Cabiao, Nueva Ecija, Philippines.

With regards to research instrument, the researcher adapted a self-administered questionnaire and understanding survey as the data collection tool. This instrument provided essential information about Grade 10 students, including their demographics, reading habits, and reading preferences. It was developed based on the problem statement, theoretical framework, and relevant literature to align with the research goals. To ensure the validity and

reliability of the instrument, the research instrument was subjected to validation by research experts and was followed by pilot-testing.

Furthermore, to accurately analyze and interpret the collected data, both descriptive and inferential statistical methods were employed. Frequency, percentage, mean, and standard deviation were used as descriptive statistics to outline respondents' demographic profiles (age, sex, and socio-economic background) and their reading preferences (genre, format, motivation, and reading challenges). These measures also helped determine overall reading comprehension levels in literal, inferential, and evaluative understanding.

On the other hand, to perform an inferential analysis, the Independent Samples t-test was used to determine whether there was a significant difference in reading comprehension levels between sex groups. The One-Way Analysis of Variance (ANOVA) was employed to identify if there were significant differences in reading comprehension among three or more independent groups, such as age and socio-economic background.

Additionally, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to evaluate the significance of the relationship between students' reading preferences and their reading comprehension levels. All statistical tests were conducted at the 0.05 significance level, with p-values < 0.05 considered statistically significant.

Results

The findings were interpreted and analyzed in relation to the study's objectives, and the results are consistent with the Review of Related Literature and Studies.

Table 1. Distribution of Respondents According to Age

Age	Frequency	Percentage
15	35	25%
16	91	64%
17	16	11%
18	0	0%
TOTAL	**142**	**100%**

Table 1 shows the distribution of respondents by age. The results indicate that most respondents are 16 years old, making up 64% of the total sample. This is followed by 15-year-olds at 25%, with 17-year-olds at 11%. No respondents were under 18. These results suggest that the respondents fall within the expected age range for Grade 10 students, reflecting developmental consistency within the group.

Table 2. Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	63	44%
Female	79	56%
TOTAL	**142**	**100%**

The sex distribution of the respondents is shown in Table 5. The proportion of female students is 56% of the total sample, and male students make up 44%. The balance is fairly even, although females were slightly underrepresented compared to males. This proportional representation ensured that both male and female students were well represented in the study, enabling a balanced comparison in the later sections.

Table 3. Distribution of Respondents According to Monthly Family Income

Income Category	Frequency	Percentage
Low	25	18%
Lower-middle	83	58%
Middle	34	24%
Upper-Middle	0	0%
High	0	0%
TOTAL	**142**	**100%**

Table 6 displays the distribution of respondents by monthly family income. Most students (58%) were in the lower-middle-income group, while 24% were middle-income and 18% were low-income. There were also respondents from upper-middle- and high-income groups. According to these findings, the majority of respondents come from households with lower-middle incomes, creating a socioeconomic context that helps interpret their reading preferences and their level of understanding.

Overall, the demographic background indicated that most respondents were 16 years old, with a slight majority of females over males, and many from lower-middle-income families. These characteristics provided an important context for analyzing reading preferences and reading comprehension.

Table 4. Reading Preferences in Terms of Genre

Genre	Mean	Standard Deviation	Interpretation
Fiction	3.82	0.90	High
Poetry	3.15	1.08	Moderate
Informational Text	2.98	0.95	Moderate
Digital Stories	4.25	0.95	Very High
Academic Texts	3.73	0.85	High
Comics	3.77	1.18	High
Overall	**3.62**		**High**

In terms of genre preference, Digital Stories received the highest average score (M = 4.25), indicating Very High. This was followed by Fiction (M = 3.82), Comics (M = 3.77), and Academic Texts (M = 3.73), all of which were rated as High. Poetry (M = 3.15) and Informational Texts (M = 2.98) received a Moderate rating. The overall genre preference mean was 3.62, which is considered High. These findings suggest that students prefer narrative texts and digital presentations more than expository texts. The preference for digital stories and fiction reflects learners' tendency toward narratively focused, visually engaging

texts that promote emotional connection and an immersive reading experience. Reader-Response Theory (Rosenblatt, 1978) suggests that understanding occurs through interaction between the reader and the text; therefore, material that interests students is more likely to generate greater interaction and attention.

Table 5. Reading Preferences in Terms of Reading Medium

Medium	Mean	Standard Deviation	Interpretation
Print Materials	3.50	0.88	High
Digital/Online Texts	3.97	1.04	High
Video-Based Reading	4.02	0.93	High
Overall	3.83		High

Regarding the reading medium, Video-Based Reading (M = 4.02) and Digital/Online Texts (M = 3.97) received higher ratings than Print Materials (M = 3.50), even though all were perceived as High. The overall average for the reading medium was 3.83, also considered High. These findings show a strong preference for multimodal and technology-based reading formats. Student literacy practices have integrated technology, as seen in the use of digital and video media. Multimodal texts combine visual and textual elements, which improves accessibility and engagement. However, while digital engagement might boost interest, it does not necessarily lead to deeper understanding, as fragmented reading habits in digital environments can interfere with sustained analytical processing.

Table 6. Reading Preferences in Terms of Reading Motivation

Motivation	Mean	Standard Deviation	Interpretation
Enjoyment	3.96	0.92	High
School Requirements	4.13	0.86	High
Gain Knowledge	4.37	0.72	Very High
Overall	4.15		High

Regarding reading motivation, Gain Knowledge had the highest mean (M = 4.37), rated Very High, followed by School Requirements (M = 4.13) and Enjoyment (M = 3.96), both rated High. The average reading motivation score was 4.15, indicating High motivation. These results show that students see reading more as a cognitive and academic activity than just for fun. This strong focus on learning is clear in students' view of reading as a way to learn. At the same time, intrinsic enjoyment also encourages ongoing engagement, aligning with engagement-based reading models (Guthrie & Klauda, 2013) that highlight motivation's role in shaping continuous reading behavior.

Table 7. Reading Preferences in Terms of Reading Challenges

Challenge	Mean	Standard Deviation	Interpretation
Difficulty finishing long texts	4.03	1.20	High
Unfamiliar vocabulary	3.75	0.97	High
Lose interest in an unfamiliar topic	3.11	1.14	Moderate
Overall	**3.63**		**High**

Among reading challenges, Difficulty Finishing Long Texts (M = 4.03) and Unfamiliar Vocabulary (M = 3.75) were identified as high-level concerns, while Loss of Interest in Unfamiliar Topics (M = 3.11) was regarded as a moderate issue. The overall mean for reading difficulties was 3.63, indicating a high level. This suggests a disconnect between students' reading preferences and their reading stamina. Despite students' preference for interactive and digital modes, it is hard to maintain focus when reading long texts. Long texts require integrating ideas and maintaining coherence, which demands cognitive control and working memory. The vocabulary issue also emphasizes the importance of lexical knowledge in comprehension. The schema theory, which involves activating knowledge structures (Anderson, 1984), faces a dilemma: unless vocabulary is sufficiently deep, readers cannot create coherence in comprehension. Research also indicates that more advanced learning processes, specifically inferential understanding, are vulnerable to vocabulary knowledge and semantic processing (Cain & Oakhill, 2020).

Overall, the results support the idea that Grade 10 students have strong reading preferences for different genres, media formats, and motivational factors. Still, challenges with long-term reading and vocabulary limitations remain. These findings offer useful insights into how students read and suggest that teaching methods combining engaging multimedia reading materials with vocabulary practice and reading endurance are needed to boost overall comprehension.

Table 8. Level of Reading Comprehension

Reading Comprehension Level	Mean	Standard Deviation	Percentage
Literal	4.55	0.81	91%
Inferential	3.61	1.21	72%
Evaluative	9.20	3.31	61%

Table 11 shows the overall level of reading comprehension among Grade 10 students across literal, inferential, and evaluative comprehension. There were five (5) items for both literal and inferential comprehension, and five (5) items for evaluative comprehension, with a maximum score of fifteen (15) based on a three-point rubric. Percentage scores were calculated based on the highest possible score for each domain. Percentage scores have been based on the possible highest score per domain.

These results showed that the average score (M = 4.55; 91%) was highest for literal comprehension, which was categorized as Very High. This suggests that students demonstrated a strong ability to identify explicitly stated information in texts. Literal understanding mainly involves recognizing, recalling, and extracting information that is directly presented in the text. These skills are lower-order and may be emphasized in classroom instruction and assessment. The very high performance in this area indicates that students are effective at accessing explicit textual information.

Evaluative comprehension was measured with an average score of 9.20 (61%), indicating Moderate understanding. This shows that students find it more challenging to critically analyze, judge, or evaluate a text. Higher-order thinking skills are also necessary for evaluative tasks, which involve analyzing the author's intent, assessing the strength of the author's argument, and forming well-reasoned judgments. These tasks align with the higher levels of Bloom's Taxonomy: analysis and evaluation. Studies indicate that developing

higher-order comprehension skills is a gradual process that requires scaffolding during instruction (Cain & Oakhill, 2020).

Generally, the field of outcomes, with very high literal performance, high inferential performance, and moderate evaluative performance, is a typical transition into the literature during adolescence. Snow (2010) emphasizes that high-level or advanced comprehension involves a strategic combination of textual, contextual, and evaluative reasoning strategies. The current results show that background comprehension skills are sufficiently developed, while higher-order critical reading skills require additional support through instruction.

Table 9. Descriptive Statistics of Reading Comprehension by Sex

Sex	N	Mean	Standard Deviation
Male	63	16.57	4.63
Female	79	17.99	4.27

Interpretation of Data and Analysis

Sex

The independent-samples t-test yielded a t-value of 1.89 and a p-value of 0.061. There was no statistically significant difference in reading comprehension between male and female students, as the p-value was above the significance level (0.05).

The mean score difference was not statistically significant, although girls scored slightly higher (M = 17.99) than boys (M = 16.57). This finding contrasts with large-scale tests such as PISA, which are commonly administered internationally and tend to show higher reading achievement among females (OECD, 2019). However, other studies suggest that gender differences may decrease when instructional exposure and curriculum are standardized (Alderson, 2020). The current finding reflects a learning environment where both male and female students received comparable literacy instruction and academic expectations.

Thus, the null hypothesis H_{01}b is not rejected.

Table 10. Independent Samples t-Test on Reading Comprehension by Sex

t-value	Df	p-value	Decision
1.87	128	0.063	Not Significant

Table 11. Descriptive Statistics of Reading Comprehension by Age

Age	N	Mean	Standard Deviation
15 years old	35	17.00	4.90
16 years old	91	17.68	4.32
17 years old	16	16.31	4.41
18 years old	-	-	-
Total	**142**	**17.36**	**4.47**

Age

The one-way ANOVA produced an F-value of 0.78 and a p-value of 0.459. Since the p-value exceeds 0.05, there is no statistically significant difference in reading comprehension among different age groups.

Descriptive statistics show that 16-year-old students had the highest average score (M = 17.68), followed by 15-year-olds (M = 17.00), while 17-year-olds scored slightly lower (M = 16.31). Although small differences in averages were seen, these variations are not statistically significant.

Developmental studies suggest that the increasing ability to use inferential and evaluative reasoning is a key feature of adolescence (Cain & Oakhill, 2020). However, comprehension development does not always progress in a straight line with age. Differences in engagement, instructional exposure, and academic background may have a greater influence than age. The results indicate that reading comprehension levels are fairly consistent across different age groups in the sample.

Thus, null hypothesis H_{01}a is not rejected.

Table 12. One-Way ANOVA on Reading Comprehension by Age

Source of Variation	SS	df	MS	F	p-value	f-critical
Between Groups	31.49	2	15.74	0.78	0.459	3.06
Within Groups	2791.20	139	20.08			
Total	**2822.68**	**141**				

α = 0.05

Table 16. Descriptive Statistics of Reading Comprehension by Monthly Family Income

Income Category	N	Mean	Standard Deviation
Low	25	16.84	4.94
Lower-middle	83	17.65	4.56
Middle	34	17.03	3.96
Upper-middle	-	-	-
High	-	-	-
Total	**142**	**17.36**	**4.47**

Table 13. One-Way ANOVA on Reading Comprehension by Income

Source of Variation	SS	Df	MS	F	p-value	F critical
Between Groups	17.49	2	8.74	0.43	0.649	3.06
Within Groups	2805.20	139	20.18			
Total	**2822.68**	**141**				

α = 0.05

Table 14. Pearson Product–Moment Correlation Between Reading Preferences and Reading Comprehension

Variable	r	r^2	t	P	Interpretation	Decision
Genre	0.281	0.079	3.469	0.001	Weak Positive	**Significant**
Medium	0.341	0.116	4.289	<0.001	Weak Positive	**Significant**
Motivation	0.119	0.014	1.422	0.157	Very Weak Positive	**Not Significant**
Challenge	0.205	0.042	2.482	0.014	Weak Positive	**Significant**

α = 0.05

Interpretation of Data and Analysis

The Pearson Product-Moment Correlation analysis revealed different levels of relationships between students' reading preferences—such as genre, reading medium, reading motivation, and reading challenges—and their reading comprehension levels.

The reading medium showed the strongest correlation with comprehension ($r = 0.341$, $p < 0.001$), a weak positive relationship that was not even moderate. The coefficient of determination ($r^2 = 0.116$) indicates that about 11.6% of the variance in reading comprehension is explained by students' preferred reading format. This supports the Theory of Multiliteracies (New London Group, 1996), which proposes that literacy development is influenced by exposure to various types of texts, such as print, digital, and multimedia texts. If teaching resources match students' preferred modalities, increased engagement and improved cognitive efficiency could also enhance comprehension performance.

The preference for genres also showed a statistically significant, weak positive correlation with reading comprehension ($r = 0.281$, $p = 0.001$) and explained 7.9% of the variance ($r^2 = 0.079$). The findings align with Reader-Response Theory (Rosenblatt, 1978), which states that meaning is created through the reader's interactive engagement with the text. Students who read genres of interest tend to demonstrate the ability to focus and higher levels of cognitive interest, which can lead to better understanding.

There was a weak but statistically significant positive relationship between a reading challenge and understanding ($r = 0.205$, $p = 0.014$), explaining 4.2% of the variance ($r^2 = 0.042$). This counterintuitive benefit may reflect metacognitive awareness. Students who reported having more difficulty with unfamiliar vocabulary and long readings showed increased awareness of the comprehension process. This awareness helped them identify comprehension failures and use strategies like rereading, relying on contextual cues, and engaging prior knowledge. Cognitive models of reading (Cain & Oakhill, 2020) emphasize that effective readers actively monitor and control their comprehension when encountering complex text. Similarly, the schema theory (Anderson, 1984) suggests that readers depend on prior knowledge to interpret meaning. In this way, recognizing reading difficulties can indicate strategic control rather than a lack of it.

The reading motivation, in contrast, showed no statistically significant correlation with comprehension ($r = 0.119$, $p = 0.157$). Even though the students claimed to be quite motivated, there was no improvement in comprehension performance. Although Self-Determination Theory emphasizes the importance of intrinsic motivation in the learning process (Deci & Ryan, 1985), the effects of motivation cannot be directly linked to comprehension unless supported by strategic competence and guided instruction. This suggests that motivating power should work alongside skill development and focused practice to impact understanding significantly.

Contextualized English Instructional Strategy Framework

Framework Title: Preference-Based Contextualized Reading Instruction (PCRI) Framework

Framework Rationale

The framework is built on the idea that students understand texts better when instructional materials align with their reading preferences, interests, and real-life experiences. When learners engage with texts they enjoy—such as stories, digital texts, informational articles, or culturally relevant materials—their motivation, engagement, and understanding increase.

This framework integrates principles from Reader-Response Theory, Schema Theory, and Constructivist Learning Theory, highlighting that understanding grows when learners actively connect texts with their prior knowledge, experiences, and interests.
The proposed framework translates the study's findings into a clear instructional method that integrates students' reading preferences into English instruction.

Objectives of the Proposed Intervention Program

General Objective

To enhance Grade 10 students' reading comprehension skills by implementing a contextualized English instructional strategy framework that incorporates students' reading preferences into classroom teaching.

Specific Objectives

1. To identify the reading preferences of Grade 10 students regarding genre, format, and topics.
2. To assess the reading comprehension level of Grade 10 students before implementing the contextualized instructional strategies.
3. To develop contextualized reading materials and instructional activities that align with students' reading preferences and interests.
4. To implement preference-based reading instructional strategies that encourage active engagement and meaningful interactions with texts.
5. To improve students' reading comprehension skills in literal, inferential, and critical understanding.
6. To monitor and evaluate the effectiveness of the contextualized English instructional strategy framework in enhancing students' reading comprehension.

7. To provide teachers with practical instructional strategies that incorporate students' reading preferences into English teaching practices.

Components of the Instructional Strategy Framework

1. **Learner Reading Profile Assessment**

Purpose: Identify students' reading preferences and current comprehension level.

Strategies

- Reading interest surveys
- Reading preference inventory (genre, format, difficulty level)
- Baseline reading comprehension assessment
- Informal reading interviews

Output

Student Reading Preference Profile

Grouping of students according to reading interests

2. Contextualized Text Selection

Purpose: Align reading materials with students' interests and cultural context.

Strategies

- Select texts based on preferred genres (fiction, fantasy, informational texts, etc.)
- Integrate local literature and culturally relevant texts
- Include multimodal texts (digital articles, blogs, graphic novels)
- Provide tiered reading materials for varied reading abilities

Output

Contextualized Reading Materials Bank

3. Preference-Based Instructional Strategies

Purpose: Engage students using strategies aligned with their reading interests.

Suggested Strategies

A. Choice-Based Reading

- Students select texts based on interest.
- Promotes autonomy and motivation.

B. Literature Circles

- Small groups discuss texts according to roles.
- Encourages collaborative comprehension.

C. Interactive Reading Tasks

- Graphic organizers
- Story mapping
- Concept mapping

D. Multimodal Reading

- Use of videos, podcasts, and digital texts.
- Supports diverse learning styles.

E. Guided Reading Sessions

- Teacher scaffolds comprehension through questioning.

4. Active Meaning-Making Activities

Purpose: Develop deeper comprehension through engagement.

Activities

- Think–Pair–Share discussions
- Reflective journals
- Text-to-self, text-to-world connections
- Debate and critical response tasks
- Creative response (posters, dramatization, digital storytelling)

Output

- Evidence of comprehension
- Higher-order thinking development

5. Continuous Reading Comprehension Monitoring

Purpose: Track improvements in comprehension skills.

Strategies

- Formative reading assessments
- Reading comprehension quizzes
- Portfolio-based assessment
- Teacher observation checklists

Output

- Reading progress records
- Feedback for instructional adjustment

Expected Outcomes of the Framework

Short-Term Outcomes

- Increased reading engagement
- Improved reading motivation
- Enhanced participation in reading activities

Intermediate Outcomes

- Improved comprehension skills (literal, inferential, critical)
- Increased reading fluency
- Development of independent reading habits

Long-Term Outcomes

- Higher academic performance in English
- Lifelong reading habits
- Stronger critical literacy skills

Conclusion and Recommendations

Based on the findings, this study concludes that Initially, Grade 10 students show strong basic reading comprehension, especially in understanding literal meaning. Their skill in finding explicitly stated information indicates competence in lower-level thinking. However, their moderate performance in evaluative comprehension suggests that skills involving higher-level analysis and critical thinking still need development. This demonstrates the hierarchical nature of comprehension, where literal understanding forms the base for more advanced inferential and evaluative reasoning.

Secondly, students prefer digital and multimodal reading formats. Since the reading medium and comprehension are closely connected, it can be argued that format and modality affect engagement and thinking. This supports the principles of Multiliteracies Theory, which aims to make teaching practices more inclusive by using diverse literacy modes.

Third, although students report high reading motivation, this motivation does not significantly predict comprehension performance. This suggests that engagement should be combined with targeted understanding assessments to achieve measurable academic gains.

Fourth, demographic factors such as age, sex, and monthly family income do not significantly influence reading comprehension performance in this study. This indicates that instructional exposure and cognitive skill development may be more important than demographic factors.

Fifth, reading preferences demonstrate a modest but statistically significant link with comprehension performance. Although preference isn't the only factor affecting achievement, following instructional models tailored to students' reading styles and addressing their difficulties can enhance comprehension.

The researcher also recommends the following; to English teachers, they must integrate digital and multimedia reading materials to enhance engagement and align instruction with students' preferred reading formats, and provide explicit instruction targeting evaluative and higher-order comprehension skills. They may incorporate systematic vocabulary development strategies within reading instruction, and gradually increase text length and complexity to strengthen reading stamina, and to pair motivational strategies with structured comprehension techniques to ensure engagement translates into measurable learning outcomes.

To School administrators, they may improve access to digital and multimodal reading resources and provide professional development focused on higher-order comprehension instruction. Moreover, they may also support school-wide reading initiatives that balance engagement and academic rigor.

To the curriculum developers, the researcher recommends that they may integrate multimodal texts into English modules, and consider scaffold instructional materials from literal to evaluative comprehension tasks, and to include higher-order comprehension items in assessment tools.

Lastly, to future researchers, they may explore and add additional variables that can be explored include metacognitive strategies and digital literacy skills. While longitudinal studies should be conducted to investigate the progress of comprehension and reproduce the study using the school settings of other schools to enhance generalizability.

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