

Comprehension competence: personal attitudes' effect on the intentions to read critically in a foreign language

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ABSTRACT

This study explores the relationship between personal attitudes and the intention to engage in critical reading among students learning a foreign language. Grounded in theories of motivation, cognition, and critical pedagogy, the research aims to determine whether favorable attitudes influence students' willingness to read critically. A quantitative approach was employed, using a structured questionnaire administered to a purposive sample of 200 undergraduate students at the Faculty of Foreign Languages, University of Tirana. The instrument measured two key constructs: personal attitudes and intentions to read critically, through Likert-scale items. Reliability and validity were confirmed via Cronbach's alpha (.855 and .920) and factor analysis (Kaiser-Meyer-Olkin (KMO)=.885). Data were analyzed using SPSS, including descriptive statistics and Pearson correlation. Results revealed a statistically significant and moderately strong positive correlation between personal attitudes and critical reading intentions ($r=.645$, $p<.01$), suggesting that students who hold more favorable views toward critical reading are more likely to intend to engage in it. Despite overall positive attitudes, the intentions to pursue critical reading beyond academic settings were only moderate, indicating potential barriers or a lack of long-term motivation. The study highlights the need for pedagogical strategies that enhance students' appreciation for critical reading, as fostering positive attitudes may lead to greater engagement and skill development in this essential area. The study concludes with pedagogical recommendations for fostering positive attitudes to enhance engagement in critical reading.

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1. INTRODUCTION

This study aims to fill that gap by empirically examining how personal attitudes affect students' intentions to engage in critical reading in a foreign language. In this context, this study investigates the role of personal attitudes in shaping students' intentions to engage in critical reading in a foreign language. This topic is highly relevant, given the increasing importance of critical literacy skills in education and professional development. As learners are expected not only to understand but also to analyze and evaluate information critically [1], it is essential to understand what drives their motivation to do so.

Reading, whether in a mother tongue [2] or foreign language [3], is a lifelong skill essential for academic success and personal growth [4]. It involves interpreting the author's intent through understanding writing conventions and context, with the text incomplete until actively read [5]. Reading is influenced by

various factors, including personality traits and self-efficacy linked to self-esteem, which affect student engagement [6]. Attitudes toward reading [7], shaped by prior schooling, are crucial, though interest in second-language reading can be paradoxical [8]. Teaching critical reading poses challenges requiring preparation and resources [9]. While research has focused on cognitive skills and language proficiency [10], the affective domain, how personal attitudes influence willingness to engage [11], remains underexplored, especially in contexts like Albania, where education is shifting toward competency-based models.

This study also aligns closely with the broader educational reforms currently underway in Albania [12], which emphasize a shift from knowledge transmission toward competency-based learning. Within this framework, critical thinking, problem-solving, and communication skills [13] are positioned as central outcomes of education. Investigating the role of personal attitudes in fostering critical reading thus contributes directly to these national priorities, offering empirical evidence that can inform curriculum design, teacher preparation, and assessment practices in line with the ongoing reform agenda. This study addresses the following research questions: to what extent do personal attitudes influence students' intentions to engage in critical reading in a foreign language? Based on this question, the hypothesis guiding this study is formulated as:

- H_0 : personal attitudes do not have a significant positive effect on students' intentions to read critically in a foreign language.
- H_1 : personal attitudes have a significant positive effect on students' intentions to read critically in a foreign language.

To explore the relationship between the two variables, a structured questionnaire was administered to 200 students enrolled at the Faculty of Foreign Languages at the University of Tirana. The data collected from the questionnaires were systematically analyzed using SPSS statistical software [14]. In particular, Pearson correlation [15] was applied to assess the strength and significance of the association between the variables, providing insights into the nature and extent of their relationship. The study is relevant because it addresses the critical role of reading in both personal and professional development [16], particularly in the context of learning a foreign language [17]. Furthermore, as educational frameworks increasingly emphasize critical thinking skills, understanding how personal attitudes impact critical reading can inform teaching strategies and curricular design [18], ultimately fostering more engaged and capable learners [19].

2. THE COMPREHENSIVE THEORETICAL BASIS

2.1. Critical reading process

Reading is a mental, social, and literary activity [20] that attributes different roles to readers. The first role is 'text receiver' [21]. The main goal of a comprehender is to extract information from the prose they are listening to or 'reading'. The second role is 'the social role of the reader' [22], who interacts constantly with the text or writer, the kind of relationship between writer and reader. Critical readers accept what makes most sense, reject what is distorted and false, consider the type of material he is reading before deciding how much weight to give to it, analyze arguments and have good reasons for believing some things and disbelieving others [23]. Factors that influence the commitment to complete various aspects of the learning process, including critical reading in foreign language learning, but which are complementary to each other, are motivation [24], attitude [25], and personal behavior [26].

2.1.1. Motivation

Motivation theories provide the conceptual bridge between personal attitudes and students' behavioral intentions. While attitudes reflect an evaluative stance toward reading, motivation explains how these evaluations are transformed into action. By identifying the psychological mechanisms that drive students to engage, persist, or withdraw from a task, motivational theories help clarify why positive attitudes toward critical reading may or may not translate into actual reading behaviors in a foreign language context.

Three psychological needs underlie human motivation: the need for autonomy, the need for competence, and the need for social belonging [27]. Motivation is "a state of cognitive and emotional arousal that leads to a conscious decision to act and which provokes a period of intellectual and/or physical effort to achieve a previously fixed goal" [28]. Most important to our study are intrinsic motivation, achievement motivation, attribution theory, self-efficacy theory, goal theories, and school motivation. Intrinsic motivation is defined as "doing something because it is inherently interesting and enjoyable" [29]. Achievement motivation—to explain individuals' choices of tasks, their persistence in these tasks, the vigor they put into their achievement, and the quality of commitment to these tasks [30]. Attribution theory focuses on an individual's interpretations of their outcomes in an activity. The study of outcome causation (which is used to determine the causes of an outcome) is important in motivation because these causes will impact an individual's behaviors and future activities [31]. Self-efficacy theory [32] emphasizes individuals' beliefs in their ability to influence outcomes through their actions, distinguishing between outcome expectancies,

the belief that certain behaviors will lead to specific results, and efficacy expectancies, the belief in one's own ability to perform those behaviors. This theory highlights that people are more likely to engage in tasks when they believe they can successfully carry them out. The student's perceptions of himself have a major importance on his academic motivation [33].

According to Nejah [34], a student's academic motivation is shaped by three key perceptions that determine their engagement in learning activities. First, the perception of the value of an activity reflects the student's judgment about the usefulness or relevance of the task at hand. Second, the perception of competence refers to the student's belief in their ability to succeed in the activity, which significantly influences their willingness to engage and persevere. Lastly, the perception of controllability involves the extent to which the student feels they have control over the outcome of the activity, such as through effort or strategy use. Together, these three determinants interact to influence how motivated a student feels and how they approach academic tasks.

2.1.2. The concept of attitude

Attitude is, therefore, presented as an intermediate psychological variable between the stimulus and the evaluative response and is supposed to exert a dynamic and guiding influence on conduct. Attitude is mainly defined as a lasting evaluation in favor or against an attitude object [35]. Krech *et al.* [36] define attitudes as "enduring systems of evaluations, positive or negative feelings, and action tendencies in favor of or against a social object." In other words, an attitude is a psychological tendency, or disposition, to evaluate favorably or unfavorably, negatively or positively, a particular object or class of objects [37].

2.1.3. Personal behavior

Behavioral intention refers to an individual's expectation of engaging in specific behaviors. Behavioral intentions are presumed proximal antecedents of behavior. Subjective norms and attitudes regarding behavior influence one's intention to engage in behavior. Personal behavior refers to the motivational factors that affect a given behavior, where the stronger the intention to perform the behavior, the more likely the behavior is to be performed [38].

3. METHOD

This research aims to study the relationship between personal attitudes and critical reading in a foreign language, considering this as a very important issue nowadays. The focus of the study is related to the recognition of the relationships between the variables that influence the ability and desire to perform directed readings critically. The main goal in this paper is to test, through statistical analysis of primary data, whether personal attitudes have any significant impact on influencing directly the intention to read critically. The hypothesis explained as:

- H₀: personal attitudes do not have a significant positive effect on students' intentions to read critically in a foreign language.
- H₁: personal attitudes have a significant positive effect on students' intentions to read critically in a foreign language

3.1. Research design

This study employed a quantitative, correlational research design grounded in the positivist paradigm. The objective was to examine the relationship between personal attitudes and the intention to engage in critical reading in a foreign language. The research followed a deductive approach, beginning with the formulation of a hypothesis based on existing theories and testing it through statistical analysis of empirical data collected via a structured questionnaire.

3.2. Sources of data: inclusion and exclusion criteria

The primary data for this study were obtained from a purposive sample of 200 undergraduate students enrolled at the Faculty of Foreign Languages, University of Tirana. Inclusion criteria required students to be enrolled in a foreign language degree program, be at least 18 years old, and possess an intermediate level of proficiency (B1–B2), as these characteristics were essential for participants to meaningfully engage with the constructs of personal attitudes and critical reading in a foreign language. Students from other faculties, those submitting incomplete responses, or those who did not provide informed consent were excluded to safeguard data quality. Purposive sampling was chosen over random sampling because the study required participants with specific linguistic and academic profiles directly aligned to its objectives; including students without such characteristics would have weakened construct validity. This careful selection process ensured that the sample was both relevant and reliable, thereby strengthening the robustness of the findings.

3.3. Instrumentation and data collection

The data were collected through a structured, self-administered questionnaire composed of two distinct scales aligned with the constructions under investigation. The first scale measured personal attitudes toward critical reading, consisting of five items designed to capture students' evaluative orientations, such as the perceived value, relevance, and enjoyment of engaging in critical reading. The second scale focused on behavioral intentions, comprising nine items that assessed the extent to which students planned, intended, or felt motivated to engage in critical reading practices in a foreign language. Both scales employed a 7-point Likert format (1=strongly disagree to 7=strongly agree), allowing for nuanced measurement of the intensity of responses. This structure ensured that the questionnaire directly operationalized the two theoretical constructs—attitudes as the evaluative component and intentions as the behavioral outcome—thereby providing a valid basis for testing the study's hypothesis.

3.4. Analysis of data

Quantitative data was analyzed using SPSS software. Descriptive statistics (mean and standard deviation) were calculated to summarize responses. The internal consistency of the scales was assessed using Cronbach's alpha ($\alpha=.855$ for personal attitudes; $\alpha=.920$ for intentions). Factor analysis (Kaiser-Meyer-Olkin (KMO)=.885) confirmed the validity of the instrument. The hypothesis was tested using Pearson's correlation coefficient, which revealed a statistically significant positive relationship ($r=.645$, $p<.01$) between personal attitudes and intentions to read critically.

Regarding ethical considerations, the study was conducted in line with research ethics standards. In addition to obtaining informed consent, participants were assured of anonymity in their responses, with no identifying information collected. Participation was entirely voluntary, with students informed of their right to withdraw at any stage without penalty. These measures safeguarded participant autonomy and confidentiality throughout the research process.

Nevertheless, some limitations of the methodology should be acknowledged. The use of purposive sampling, while appropriate for targeting the population of interest, limits the generalizability of the findings to broader student populations. Furthermore, demographic imbalances such as the predominance of female students in the Faculty of Foreign Languages may have influenced the sample composition and, in turn, the results. These factors should be considered when interpreting the findings and drawing conclusions.

4. RESULTS AND DISCUSSION

4.1. Data analysis

Table 1 presents the KMO test, which measures whether the number of question items used in the study is sufficient. The KMO test value of .885 is more than .70, indicating that there is a sufficient number of question-items for each factor created. Table 1 also presents Bartlett's test, which serves to measure how strongly the questions are related to each other for each factor. Bartlett's test value=.000 \leq .05 indicating an acceptable relationship of the questions to each other.

To assess the suitability of the data for factor analysis, the KMO measure and Bartlett's test of sphericity were conducted. The KMO value was .885, indicating a high degree of sampling adequacy, while Bartlett's test of sphericity yielded a statistically significant result ($\chi^2=7193.425$, $df=630$, $p<.001$), confirming the presence of sufficient correlations among items for factor analysis. Based on the variance explained by the extracted factors, the instrument was organized into two main components: factor I, representing intention to read critically in the foreign language, consisting of nine items; and factor II, reflecting personal attitudes, consisting of five items.

Table 1. Data on the KMO test

KMO and Bartlett's test		
KMO measure of sampling adequacy		.885
Bartlett's test of sphericity	Approx. Chi-square	7193.425
	df	630
	Sig.	.000

Table 2 presents the reliability statistics presents the Cronbach's alpha coefficient, which is used to measure the internal consistency (reliability) of a set of items or statements designed to assess the same underlying construct. The alpha value ranges from 0 to 1: the closer it is to 1, the higher the internal reliability among the items. In this case, Table 2 shows a Cronbach's alpha of .855, based on a set of 5 items.

Table 2. Scale: personal attitudes

Reliability statistics	
Cronbach's alpha	N of items
.855	5

The internal consistency of the “personal attitudes” scale was assessed using Cronbach’s alpha. The analysis yielded a reliability coefficient of .855 across the five items, indicating a high level of internal consistency. This suggests that the items are strongly interrelated and effectively measure the same underlying construct, making the data reliable and appropriate for further statistical analysis.

Table 3 shows Cronbach’s alpha coefficient, a measure of internal consistency reliability for a group of items intended to assess the same underlying concept. Cronbach’s alpha values range from 0 to 1, with higher values indicating stronger internal consistency. In this case, the table reports a Cronbach’s alpha of .920, calculated for nine items.

Table 3. Scale: intentions to conduct critical reading

Reliability statistics	
Cronbach's alpha	N of items
.920	9

The reliability of the “intentions to conduct critical reading” scale was evaluated using Cronbach’s alpha, which resulted in a coefficient of .920 across nine items. This reflects an excellent level of internal consistency, indicating that the items are highly interrelated and reliably measure the same construct. More broadly, both scales used in the study produced Cronbach’s alpha values well above the commonly accepted threshold of .70, confirming the reliability of the questionnaire. These results suggest that the items were clearly understood by respondents and that the data collected are dependable for further analysis.

Table 4 presents the distribution of participants by gender. It includes frequencies and percentages, showing how many female and male students participated in the study. This distribution reflects the actual gender composition within the selected population and provides important context for interpreting the study’s findings.

Table 4. Data on gender division

	Gender	Frequency	%	Valid (%)	Cumulative (%)
Valid	Female students	144	72.0	72.0	72.0
	Male students	56	28.0	28.0	100.0
	Total	200	100.0	100.0	

Out of a total of 200 participants, 72% were female students (144), and 28% were male students (56). This indicates a considerable gender imbalance in the sample, with female students making up nearly three-quarters of the respondents. This should be taken into account when interpreting the results, as the perspectives may be more reflective of the female student population.

Table 5 presents descriptive statistics for five items related to students’ personal attitudes toward reading critically in a foreign language. For each item, the table shows the number of valid responses (N), minimum and maximum scores, mean (average), and standard deviation. The scale ranges from 1 (strongly disagree) to 7 (strongly agree).

Table 5. Personal attitudes-descriptive statistics

Personal attitudes-descriptive statistics (item no.)	N	Minimum	Maximum	Mean	Std. Deviation
Reading critically in a foreign language has more advantages than disadvantages for me (1)	200	1	7	5.14	1.522
Among the various reading options, I would prefer reading critically (5)	200	2	7	5.73	1.378
Topics based on critical reading are more attractive to me (2)	200	2	7	5.80	1.362
Reading critically would give me great pleasure (4)	200	1	7	5.93	1.375
If I had the opportunity and enough time, I would like to read more critically, not only in school (3)	200	1	7	6.20	1.298
Valid N	200				

The results show a generally positive attitude toward critical reading in a foreign language. All mean values are above 5, indicating agreement with the statements. The highest mean ($M=6.20$) is for the item “If I had the opportunity and enough time, I would like to read more critically, not only in school,” suggesting a strong intrinsic motivation. The lowest mean ($M=5.14$) is for “reading critically in a foreign language has more advantages than disadvantages for me,” indicating slightly more reserved agreement. Standard deviations range from 1.298 to 1.522, reflecting moderate variability in responses. Overall, Table 5 suggests that personal attitudes towards critical reading were positive among the participants. This suggests a favorable predisposition among students, which can serve as a strong foundation for fostering and enhancing critical reading skills within educational contexts.

As shown in Table 6, descriptive statistics—intentions to read critically in a foreign language presents descriptive statistics for nine items measuring students’ intentions to continue or develop critical reading skills in a foreign language. Each item includes data on the number of responses (N), minimum and maximum scores, mean (average), and standard deviation. Responses were rated on a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree).

Table 6. Intentions to read critically in a foreign language-descriptive statistics

Intentions to read critically in a foreign language-descriptive statistics (item no.)	N	Minimum	Maximum	Mean	Std. Deviation
I have to continue reading critically in the future/even after completing my studies (9)	200	1	7	3.38	2.374
I plan to become more proficient in critical reading for the purpose of writing essays and reports after graduation (7)	200	1	7	3.98	1.831
My goal is to become a professional critical reader (for professional purposes) (2)	200	1	7	4.47	1.692
I plan to have my own personal library within 5 years after graduation (8)	200	1	7	4.59	1.879
I will do everything to become an analyst of the written text (1)	200	1	7	4.60	1.751
I’m seriously considering being a professional critical reader (4)	200	1	7	4.72	1.860
I am determined to develop my skills as a critical reader (6)	200	1	7	4.98	1.598
I am determined to become a professional reader (5)	200	1	7	5.01	1.673
I will make every effort to specialize and master myself in critical reading (3)	200	1	7	5.32	1.673
Valid N (listwise)	200				

The results reveal moderate to moderately positive intentions among students toward continuing critical reading beyond their studies. Mean scores range from 3.38 to 5.32. The lowest mean is for the item “I have to continue reading critically in the future/even after completing my studies” ($M=3.38$, $SD=2.374$), suggesting uncertainty or low commitment to sustained critical reading after graduation. Conversely, the highest mean is for “I will make every effort to specialize and master myself in critical reading” ($M=5.32$, $SD=1.673$), indicating a relatively stronger determination in skill development. Also, to professional aspirations, statements related to professional development, such as “my goal is to become a professional critical reader” (mean=4.47) and “I’m seriously considering being a professional critical reader” (mean=4.72), suggest that while there is interest in pursuing critical reading as a career, the commitment is not overwhelmingly strong. The determination to improve skills shows that the higher means for statements like “I will make every effort to specialize and master myself in critical reading” (5.32) and “I am determined to develop my skills as a critical reader” (4.98) indicate a willingness among students to improve their critical reading abilities.

Table 7 presents the Pearson correlation coefficient between two variables: personal attitudes and intentions to read critically in a foreign language. The correlation coefficient (r) indicates the strength and direction of the linear relationship between the two variables. A significance value (Sig. 2-tailed) is also provided to test whether the correlation is statistically significant. The analysis is based on 200 participants.

Table 7. Correlation between personal attitudes and intentions to read critically in a foreign language

Correlation between personal attitudes and intentions to read critically in a foreign language		Personal attitudes	Intentions to read critically in a foreign language
Personal attitudes	Pearson correlation	1	.645**
	Sig. (2-tailed)		.000
	N	200	200
Intentions to read critically in a foreign language	Pearson correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	200	200

**Correlation is significant at the .01 level (2-tailed).

The results show a moderately strong positive correlation between personal attitudes and intentions to read critically in a foreign language, with a Pearson correlation coefficient of .645. This correlation is statistically significant at the .01 level ($p=.000$), meaning there is a very low probability that the relationship occurred by chance. This suggests that students who hold more positive attitudes toward critical reading are also more likely to express intentions to continue or develop these practices in the future. In practical terms, enhancing students' appreciation and enjoyment of critical reading could have a direct positive impact on their motivation to pursue it further, both academically and professionally. Fostering positive attitudes towards critical reading may potentially enhance intentions to engage in essential practices of reading among foreign language learners.

The data support the hypothesis that personal attitudes significantly impact students' intentions to engage in critical reading in a foreign language. This correlation emphasizes the importance of fostering positive attitudes toward reading critically as part of educational strategies to enhance students' engagement and skills in this area. Addressing personal attitudes may be a key focus for educators aiming to improve critical reading practices among students.

4.2. Discussion

Based on the analysis, it became clear that the intention to read critically is influenced by personal attitude. What is immediately obvious for reflection is that among all didactic activities, reading seems the most conducive to the exercise and development of autonomy [39]. It is individual by its nature, it puts the learner in contact with a text and in some way forces him to struggle to find (or attribute) a certain meaning to it, it can encourage him to invest personally in it [40]. It also remains a type of activity relatively close to that which learners are supposed to undertake of their own will, outside the educational framework [41]. Working with a text, literary or documentary [42], in class or at home, could therefore be part of the trend to promote or train the autonomy of the learner in foreign language lessons, not only to make the learning process more effective, but also to promote a certain cognitive availability, which can also prove profitable in other areas [43]. Vygotsky had already conceived the idea of reading as a social practice and as an interactive and dynamic process in which the reader engages with an author through the text [44].

This finding aligns with existing literature that suggests motivation and self-efficacy are fundamental to the learning process [45]. Students who perceive critical reading as beneficial are more likely to engage with texts thoughtfully and analytically. Autonomy is crucial in language acquisition, as it encourages learners to explore texts independently and develop their interpretative skills. Reading is a dynamic interaction between the reader and the text [46]. The inclination of students to continue engaging with critical reading beyond their formal education reflects a commitment to lifelong learning. The data suggests that students value the advantages of critical reading, which can lead to personal and professional growth. The results imply that educators should adopt strategies that enhance students' positive attitudes toward reading.

To enhance students' engagement with critical reading, several strategies can be implemented. Introducing diverse reading materials, including various genres and formats, can cater to different interests and make the reading experience more stimulating and inclusive [47]. Interactive discussions that invite students to share perspectives and question texts collaboratively not only deepen understanding but also build a supportive community of critical thinkers [48]. Additionally, encouraging goal setting allows students to define personal objectives related to critical reading, which can strengthen their motivation and foster a greater sense of ownership over their learning process [45].

While the findings are promising, there are challenges in implementing these strategies. Educators may encounter students with deeply rooted negative attitudes toward reading, often shaped by prior educational experiences. Addressing these attitudes requires patience and tailored approaches, emphasizing the relevance of critical reading in students' lives [49].

Although this study demonstrates a clear link between positive attitudes and intentions to read critically, it is important to recognize that intentions do not always translate into actual behavior. Students may express a willingness to engage in critical reading yet fail to follow through due to factors such as lack of time, limited support, or insufficient self-efficacy. This intention-behavior gap is well documented in educational psychology [50] and highlights the need for further research into the conditions that enable students to act on their intentions. Future studies should integrate behavioral measures, such as reading performance tasks, reflective journals, or classroom observations [51], to capture actual engagement. Additionally, longitudinal or mixed-method research can offer deeper insight into how and when intentions evolve into consistent practices, identifying the personal and contextual factors that sustain critical reading over time.

4.3. Recommendations

Promoting critical reading among foreign language learners requires strengthening students' positive attitudes by selecting texts relevant to their interests and real-life experiences, making reading more motivating and enjoyable. To bridge the gap between intention and action, educational institutions should provide sustained support through tools like reflective journals, reading portfolios, and guided reading programs. Assessing critical reading should include behavioral measures such as analytical essays, discussions, and peer reviews, while longitudinal and mixed-method studies can offer deeper insights into how students' intentions develop over time. Teacher training is essential, with ongoing professional development focused on effective strategies to teach critical reading and boost motivation. At the policy level, integrating critical reading explicitly into national curricula will ensure it is prioritized as a vital competency, aligning practice and policy to nurture more reflective, literate, and critically engaged learners.

5. CONCLUSION

This study revealed a statistically significant and moderately strong positive correlation between students' personal attitudes and their intentions to engage in critical reading in a foreign language, highlighting the practical importance of motivational factors in learning. In terms of real-world impact, this finding suggests that teaching strategies should go beyond developing technical reading skills and actively foster positive attitudes toward critical reading. By designing tasks that are engaging, relevant, and meaningful, educators can increase students' willingness to participate and persist in critical reading activities, thereby bridging the gap between intention and action.

At the same time, the results point to a limitation: while students may express strong intentions, actual sustained engagement in critical reading beyond the classroom is less certain. To address this gap, future research could employ longitudinal studies to track how attitudes and intentions evolve into concrete behaviors over time or implement classroom-based interventions to experimentally test methods for strengthening this connection. By demonstrating the tangible influence of personal attitudes on engagement, this study provides valuable guidance for curriculum design, instructional planning, and pedagogical innovation, contributing to the development of learners who are both capable and motivated to read critically in a foreign language.

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C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

DATA AVAILABILITY

The data that support the findings of this study are not publicly available due to privacy restrictions but are available from the corresponding author, [MA], upon reasonable request.

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