

Toltol Initiative and Reading Proficiency of Grade 7 Students in English Toward an Enhanced Comprehension Guide

Adonai Shammah M. Lumba
<https://orcid.org/0009-0009-6542-027X>
shammahadomai@gmail.com
Philippine Christian University
Manila, Philippines

Abstract

This study assessed how a series of contextualized learning videos enhanced students' reading proficiency regarding contextualization, alignment, and educational purposes. Using Slovin's formula to determine the sample population, this descriptive research utilized eighty (80) Grade 7 students as respondents. Meanwhile, a survey questionnaire was used to gather data which were then organized, analyzed, presented, and interpreted. Further, weighted mean, standard deviation, and Pearson's r of correlation were used as statistical tools. Relative to the data gathered, the researcher succeeded in providing evidence that there is a significant relationship between the Toltol Initiative in terms of Contextualization, Alignment, and Educational Purposes and the Grade 7 Student's reading proficiency in areas like Emergent Literacy, Alphabetic Fluency, Words and Patterns, Intermediate Reading and Advanced Reading. Based on this finding, it can be concluded that firstly, the familiarity of the content significantly contributes to students' comprehension, as the local context helps them relate to and engage with the material more effectively. Secondly, alignment of the intervention to lesson objectives ensures that the videos not only enhance engagement but also reinforce critical thinking and collaborative skills, which are essential for academic success. Thirdly, the initiative meets its educational purposes because the clarity and conciseness of the videos' content play a significant role in facilitating learning and making complex concepts simpler.

Keywords: Toltol Initiative, learning videos, reading proficiency, contextualization