

LORE: Localized and Contextualized Reading Experiences: Enhancing Engagement and Comprehension Through Stories

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Abstract

Reading proficiency is a critical foundation for academic achievement, yet many junior high school students continue to face challenges in comprehension due to reading materials that lack relevance to their lived experiences and cultural context. This action research investigated the effectiveness of localized and contextualized stories as reading intervention tools to enhance engagement and comprehension among junior high school learners. Employing a descriptive survey design with a qualitative approach, data were collected through semi-structured interviews with ten English teachers, classroom observations, and document analysis over a three-month intervention period. The LORE Program introduced culturally responsive stories reflecting Batangas City's history, traditions, and daily life while aligning with the Most Essential Learning Competencies (MELCs). Results indicated that student engagement increased from 60% to 85%, and reading comprehension improved significantly, with frustration-level readers decreasing from 45% to 15% and independent readers rising from 10% to 40%. Teachers observed that learners made deeper connections with texts, demonstrated enhanced inferential and critical thinking skills, and participated more actively in discussions. The study concludes that localized and contextualized reading materials are effective in promoting literacy and cultural awareness. It recommends institutional support, collaborative development of reading resources, and integration of localized stories into the curriculum to sustain improvements in student learning outcomes.

Keywords: localization, engagement, comprehension, literacy, culture