



UNLOCKING LITERACY POTENTIAL: AN ACTION RESEARCH ON THE IMPACT OF COMMUNITY-BASED PROJECT READING IN MOTION

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ABSTRACT

The study aimed to know the impact of implementing Project READING IN MOTION in strengthening the reading ability and comprehension skills of Select pupils. It utilized the quantitative research design where Select Grades IV-VI pupils of school year 2022-2023 were used as the respondents of the study as the result of the oral reading assessment. The researchers used the Philippine Informal Reading Inventory (PHIL-IRI) materials in order to assess the level of reading proficiency of the pupils. The data was gathered through the actual assessment and observation as well as the interview conducted by the teachers and the researchers. The data obtained was carefully tabulated, evaluated, and analyzed using percentages to identify the learner's reading assessment and comprehension level. The result revealed that Project READING IN MOTION helped improve the reading skills and the ability to comprehend leading to the development of the academic progress of the pupils. More so, this project served as an avenue for teachers and parents to solve whatever problems encountered in the teaching and learning

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process in the New Normal setup. Thus, through the implementation of project READING IN MOTION, the school will strengthen the literacy skills among all learners.

In summary, Project READING IN MOTION has demonstrated its effectiveness in empowering literacy among learners. By targeting struggling readers and implementing tailored strategies, it successfully improved reading proficiency levels in both Filipino and English. Additionally, the project's evaluation process has provided valuable insights for refinement, ensuring that it continues to positively impact literacy in the community. This action research project has not only unlocked literacy potential but also serves as a model for community-based initiatives aimed at fostering literacy and improving learning outcomes among students.

Keywords: *academic progress, reading ability, comprehension skills, impact, intervention, literacy*

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