READINESS AND COMMUNICATION SKILLS IN ENGLISH OF GRADE 1 LEARNERS IN PUBLIC AND PRIVATE SCHOOLS IN MASINLOC, ZAMBALES: FOUNDATION FOR AN ENHANCED ENGLISH COMMUNICATION PROGRAM

Angelica Ofalsa Ecijan
Northern Zambales College, Inc., Masinloc, Zambales, Philippines
Mondriaan Aura College, Subic Bay Freeport Zone, Philippines

ABSTRACT
Developing strong communication skills in English at an early age plays a vital role in learners' academic success. This study assessed the readiness and communication skills in English of Grade 1 learners in public and private schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. The quantitative-descriptive, causal-comparative, and correlational research designs were employed, involving 147 home reading facilitators, 147 Grade 1 learners, and their teachers through total population sampling. The reliability coefficients of the research instruments ranged from 0.81 to 0.99. Findings revealed that teachers perceived learners as highly ready in listening comprehension, vocabulary development, speaking confidence, and pronunciation skills, while home reading facilitators rated them as moderately ready. Additionally, learners exhibited proficient skills in reading fluency, sentence construction, grammar usage, and oral expression. No significant difference was noted between the readiness in English communication of Grade 1 learners as perceived by their teachers and home reading facilitators. A weak negative and non-significant correlation was found between readiness in English communication (as perceived by teachers) and communication skills, whereas a moderate positive and significant correlation was observed between readiness (as perceived by home reading facilitators) and communication skills. These findings led to the development of an enhanced English communication program to strengthen the readiness and communication skills of Grade 1 learners. This study provided empirical insights into the relationship between learners' readiness and their communication skills in English, offering a foundation for designing targeted intervention programs.

Keywords: Readiness, Communication Skills, English, Grade 1 Learners, Public and Private Schools.

1. INTRODUCTION
Readiness and communication skills in English of learners play a crucial role in shaping their overall academic performance and social interactions in early education. The ability to effectively comprehend and communicate in English allows Grade 1 learners to engage actively in classroom discussions and learning activities. However, differences in the learning environment between public and private schools may influence the development of these skills. This study seeks to assess and compare the readiness and communication skills in English of Grade 1 learners, providing a foundation for enhancing instructional strategies and communication programs tailored to their needs.

Readiness and communication skills in English among Grade 1 learners served as critical components for academic success and social interaction in early education. However, disparities

between public and private school environments created gaps in the development of these skills. Studies by Olobia (2023) and Hamzah et al. (2021) highlighted that young learners' readiness for English communication was shaped by factors such as anxiety, structured learning spaces, and access to learning materials. Fitriani et al. (2024) further emphasized that physical health and motivation played significant roles in shaping learners' linguistic abilities, underscoring the complexity of factors influencing early language acquisition.

Despite previous research, gaps remained in understanding how these factors distinctly affected learners in public versus private school settings. Studies by Paragae (2022) and Tyron and Kaminska (2023) underscored the need for personalized approaches to language readiness and communication skill development, while Salynskaya et al. (2021) explored varying learner competencies in different educational environments. Yunita and Jumiyanti (2021) found that fostering interest in listening activities enhanced comprehension, while Vani and Naik (2023) demonstrated that integrating engaging media content boosted learners' communication skills. These findings collectively pointed to the importance of targeted interventions that addressed learners' unique contexts.

Furthermore, research by Kholis (2021) and Riadil and Yosintha (2021) revealed that factors such as accent exposure and pronunciation barriers further complicated early English language development. Simanjuntak (2024) stressed that foundational listening competence was essential for long-term language success, supported by technological tools like speech recognition apps (Abarquez, 2021). The present study built upon these insights by assessing readiness and communication skills in English among Grade 1 learners in public and private schools, paving the way for tailored instructional programs designed to meet learners' evolving needs and improved communication outcomes.

2. STATEMENT OF THE PROBLEM

This study determined the readiness and communication skills in English of Grade 1 learners in public and private schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025.

Specifically, it sought to answer these questions:

1. As perceived by their teachers, how may the readiness in English communication of Grade 1 learners be described in terms of:

   1.1. listening comprehension;

   1.2. vocabulary development;

   1.3. speaking confidence; and

   1.4. pronunciation skills?

2. As perceived by their home reading facilitators, how may the readiness in English communication of Grade 1 learners be described in terms of:

   2.1. listening comprehension;

   2.2. vocabulary development;

   2.3. speaking confidence; and

   2.4. pronunciation skills?

3. How may the communication skills in English of Grade 1 learners be described in terms of:

   3.1. reading fluency;

   3.2. sentence construction;

3.3. grammar usage; and

3.4. oral expression?

4. Is there a significant difference between the readiness in English communication of Grade 1 learners as perceived by their teachers and their home reading facilitators?

5. Is there a significant correlation between the readiness in English communication of Grade 1 learners as perceived by their teachers and the communication skills in English of Grade 1 learners?

6. Is there a significant correlation between the readiness in English communication of Grade 1 learners as perceived by their home reading facilitators and the communication skills in English of Grade 1 learners?

7. What enhanced English communication program can be developed to improve the readiness and communication skills in English of Grade 1 learners?

3. METHODS AND MATERIALS

This study determined the readiness and communication skills in English of Grade 1 learners in public and private schools in Masinloc District, Schools Division of Zambales, during the School Year 2024-2025. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved seven Grade 1 teachers, 147 home reading facilitators, and 147 Grade 1 learners from four public and private schools, utilizing total population sampling to involve all Grade 1 teachers, home reading facilitators, and Grade 1 learners. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the readiness and communication skills of Grade 1 learners in public and private schools. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the readiness in English communication of Grade 1 learners as perceived by Grade 1 teachers ($\alpha = 0.99$), readiness in English communication of Grade 1 learners as perceived by their home reading facilitators ($\alpha = 0.99$), and the communication skills in English of Grade 1 learners ($\alpha = 0.81$). Statistical analyses, including the Mann-Whitney U Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

4. RESULTS AND DISCUSSIONS
4.1. Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers
4.1.1. Listening Comprehension
Table 1

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers in terms of Listening Comprehension

Item	Indicators	Mean Rating	Interpretation
1	My learner identifies the main idea of a story.	3.41	Highly Ready
2	My learner understands simple instructions.	3.30	Highly Ready
3	My learner identifies story characters.	3.20	Moderately Ready
4	My learner answers questions about the story.	3.14	Moderately Ready

5	My learner identifies the sequence of events.	3.20	Moderately Ready
6	My learner understands simple words.	3.30	Highly Ready
7	My learner follows two to three instructions.	3.30	Highly Ready
8	My learner reacts to the story they heard.	3.27	Highly Ready
9	My learner summarizes story details.	3.20	Moderately Ready
10	My learner responds appropriately to questions.	3.14	Moderately Ready
	General Mean Rating	**3.25**	**Highly Ready**

Table 1 exhibits the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their teachers, specifically in terms of listening comprehension. The table showed the various indicators assessed and their corresponding mean ratings, along with their interpretations.

The mean ratings ranged from 3.14 to 3.41, with interpretations of either "Moderately Ready" or "Highly Ready." The general mean rating of 3.25 indicated that the learners were "Highly Ready" in listening comprehension. This result was essential in the study as it provided insights into the overall preparedness of learners in understanding spoken English.

The highest mean rating of 3.41 was observed in the indicator "My learner identifies the main idea of a story," which was interpreted as "Highly Ready." This implied that learners demonstrated a strong ability to grasp the central concept of a story. Such a finding was significant in the present study as it highlighted an area of strength that teachers could further develop to enhance comprehension skills.

The findings of the present study aligned with the research conducted by Jackson et al. (2022), which emphasized the importance of listening comprehension in early language development. Both studies underscored the role of teachers in facilitating learners' ability to process and understand spoken language. These results reinforced the necessity of targeted instructional strategies to further support young learners in their English communication readiness.

4.1.2. Vocabulary Development
Table 2
Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers in terms of Vocabulary Development

Item	Indicators	Mean Rating	Interpretation
1	My learner identifies the meaning of common words.	3.39	Highly Ready
2	My learner uses appropriate words in a sentence.	3.27	Highly Ready
3	My learner provides synonyms for words.	3.25	Highly Ready
4	My learner provides antonyms for words.	3.20	Moderately Ready
5	My learner constructs simple sentences using new words.	3.27	Highly Ready

6	My learner understands word meanings based on sentence context.	3.23	Moderately Ready
7	My learner gives examples of words from a given category.	3.25	Highly Ready
8	My learner groups related words.	3.30	Highly Ready
9	My learner identifies words that do not belong in a group.	3.25	Highly Ready
10	My learner uses newly learned words in conversations.	3.16	Moderately Ready
	General Mean Rating	**3.26**	**Highly Ready**

Table 2 displays the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their teachers, focusing on vocabulary development. The table highlighted different indicators that assessed learners' ability to understand and use words effectively.

The mean ratings ranged from 3.16 to 3.39, with interpretations of either "Moderately Ready" or "Highly Ready." The general mean rating of 3.26 indicated that the learners were "Highly Ready" in vocabulary development. This result was essential in the study as it provided an overview of the learners' ability to recognize, understand, and use words in various contexts.

The highest mean rating of 3.39 was recorded for the indicator "My learner identifies the meaning of common words," which was interpreted as "Highly Ready." This suggested that learners exhibited strong foundational skills in word recognition and understanding. Such a result was significant as it emphasized the importance of reinforcing word comprehension to further develop learners' vocabulary skills.

The findings of the present study aligned with the research conducted by Gomez and Sanchez (2022), which stressed the significance of vocabulary development in early literacy skills. Both studies highlighted the role of vocabulary knowledge in enhancing overall language proficiency. These results reinforced the need for continuous vocabulary enrichment activities to support learners in building a strong foundation in English communication.

4.1.3. Speaking Confidence
Table 3

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers in terms of Speaking Confidence

Item	Indicators	Mean Rating	Interpretation
1	My learner speaks clearly in front of the class.	3.39	Highly Ready
2	My learner asks questions when something is not understood.	3.27	Highly Ready
3	My learner answers questions with confidence.	3.30	Highly Ready
4	My learner engages in conversations with the teacher and classmates without shyness.	3.20	Moderately Ready
5	My learner shares simple ideas in class.	3.23	Moderately Ready

6	My learner uses appropriate tone and voice volume when speaking.	3.23	Moderately Ready
7	My learner narrates stories or experiences in front of a group.	3.30	Highly Ready
8	My learner greets others with a smile and confidence during conversations.	3.25	Highly Ready
9	My learner expresses opinions on simple topics.	3.23	Moderately Ready
10	My learner shows positive participation in discussions.	3.16	Moderately Ready
	General Mean Rating	**3.25**	**Highly Ready**

Table 3 depicts the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their teachers, specifically in terms of speaking confidence. The table outlined various indicators that measured learners' ability to speak clearly, participate in discussions, and express themselves confidently.

The mean ratings ranged from 3.16 to 3.39, with interpretations of either "Moderately Ready" or "Highly Ready." The general mean rating of 3.25 indicated that the learners were "Highly Ready" in speaking confidence. This finding was crucial to the study as it demonstrated the learners' ability to communicate verbally in a classroom setting.

The highest mean rating of 3.39 was recorded for the indicator "My learner speaks clearly in front of the class," which was interpreted as "Highly Ready." This result suggested that learners showed a strong ability to articulate their thoughts when speaking in front of an audience. Such a finding was important in the present study as it highlighted the necessity of fostering public speaking skills at an early stage.

The results of the present study aligned with the research conducted by Ozdemir and Papi (2021), which emphasized the role of speaking confidence in language development. Both studies underscored the importance of encouraging learners to express themselves effectively in various speaking situations. These findings reinforced the need for engaging classroom activities that promote verbal communication skills among young learners.

4.1.4. Pronunciation Skills
Table 4

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers in terms of Pronunciation Skills

Item	Indicators	Mean Rating	Interpretation
1	My learner clearly pronounces vowels and consonants.	3.36	Highly Ready
2	My learner repeats the correct pronunciation.	3.30	Highly Ready
3	My learner pronounces difficult words.	3.27	Highly Ready
4	My learner uses correct stress.	3.19	Moderately Ready
5	My learner pronounces "s" and "sh" clearly.	3.20	Moderately Ready

Item	Indicators	Mean Rating	Interpretation
6	My learner pronounces sentences clearly.	3.27	Highly Ready
7	My learner corrects pronunciation errors.	3.20	Moderately Ready
8	My learner carefully pronounces new words.	3.27	Highly Ready
9	My learner pronounces each syllable clearly.	3.25	Highly Ready
10	My learner pronounces common words correctly.	3.18	Moderately Ready
	General Mean Rating	**3.25**	**Highly Ready**

Table 4 portrays the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their teachers, focusing on pronunciation skills. The table provided an assessment of learners' ability to pronounce words, syllables, and sounds accurately.

The mean ratings ranged from 3.18 to 3.36, with interpretations of either "Moderately Ready" or "Highly Ready." The general mean rating of 3.25 indicated that the learners were "Highly Ready" in pronunciation skills. This result was important to the study as it reflected the learners' capability to articulate words correctly, which is essential for effective communication.

The highest mean rating of 3.36 was observed in the indicator "My learner clearly pronounces vowels and consonants," which was interpreted as "Highly Ready." This suggested that learners demonstrated strong foundational skills in phonemic awareness. Such a finding was significant in the present study as it emphasized the need for continuous reinforcement of pronunciation skills to enhance spoken language proficiency.

The results of the present study aligned with the research conducted by Sharma (2021), which highlighted the importance of pronunciation in developing oral communication skills. Both studies emphasized the role of teachers in guiding learners toward clearer and more accurate speech. These findings reinforced the necessity of pronunciation drills and phonetic exercises to further support young learners in mastering English communication.

4.2. Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators

4.2.1. Listening Comprehension

Table 5

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators in terms of Listening Comprehension

Item	Indicators	Mean Rating	Interpretation
1	My learner identifies the main idea of a story.	3.14	Moderately Ready
2	My learner understands simple instructions.	3.10	Moderately Ready
3	My learner identifies story characters.	3.06	Moderately Ready
4	My learner answers questions about the story.	3.05	Moderately Ready

5	My learner identifies the sequence of events.	3.03	Moderately Ready
6	My learner understands simple words.	3.03	Moderately Ready
7	My learner follows two to three instructions.	3.09	Moderately Ready
8	My learner reacts to the story they heard.	3.10	Moderately Ready
9	My learner summarizes story details.	3.07	Moderately Ready
10	My learner responds appropriately to questions.	3.03	Moderately Ready
	General Mean Rating	**3.07**	**Moderately Ready**

Table 5 represents the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their home reading facilitators in terms of listening comprehension. The table assessed learners' ability to understand spoken language and respond appropriately to different listening tasks.

The mean ratings ranged from 3.03 to 3.14, with all indicators interpreted as "Moderately Ready." The general mean rating of 3.07 also fell within the "Moderately Ready" category. This result was significant in the study as it suggested that learners required further support in developing their listening comprehension skills to enhance their overall communication abilities.

The highest mean rating of 3.14 was recorded for the indicator "My learner identifies the main idea of a story," which was interpreted as "Moderately Ready." This indicated that learners had a basic understanding of key story elements but might need additional guidance in processing and analyzing information. Such a finding was crucial as it emphasized the importance of strengthening listening activities at home to improve comprehension skills.

The results of the present study aligned with the research conducted by Phillips et al. (2022), which highlighted the impact of home reading support on learners' listening comprehension development. Both studies underscored the role of parental involvement in reinforcing early literacy skills. These findings reinforced the need for structured listening exercises and interactive storytelling sessions to enhance learners' readiness in English communication.

4.2.2. Vocabulary Development

Table 6

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators in terms of Vocabulary Development

Item	Indicators	Mean Rating	Interpretation
1	My learner identifies the meaning of common words.	3.10	Moderately Ready
2	My learner uses appropriate words in a sentence.	3.10	Moderately Ready
3	My learner provides synonyms for words.	3.07	Moderately Ready
4	My learner provides antonyms for words.	3.01	Moderately Ready
5	My learner constructs simple sentences using new words.	3.03	Moderately Ready
6	My learner understands word meanings based on sentence context.	3.05	Moderately Ready
7	My learner gives examples of words from a given category.	3.07	Moderately Ready
8	My learner groups related words.	3.05	Moderately Ready
9	My learner identifies words that do not belong in a group.	3.05	Moderately Ready
10	My learner uses newly learned words in conversations.	3.05	Moderately Ready
	General Mean Rating	**3.06**	**Moderately Ready**

Table 6 highlights the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their home reading facilitators in terms of vocabulary development. The table assessed learners' ability to understand, use, and categorize words appropriately in different contexts.

The mean ratings ranged from 3.01 to 3.10, with all indicators interpreted as "Moderately Ready." The general mean rating of 3.06 also fell within the "Moderately Ready" category. This result was significant in the study as it indicated that learners needed further reinforcement in expanding their vocabulary to enhance their overall language proficiency.

The highest mean rating of 3.10 was observed in two indicators: "My learner identifies the meaning of common words" and "My learner uses appropriate words in a sentence," both interpreted as "Moderately Ready." This suggested that learners had a basic grasp of word meanings but required additional practice in applying vocabulary in different contexts. Such a finding was essential as it highlighted the need for engaging and interactive vocabulary-building activities at home.

The results of the present study aligned with the research conducted by Yeomans-Maldonado and Mesa (2021), which emphasized the role of home literacy support in vocabulary acquisition. Both studies stressed the importance of regular exposure to new words through reading

and conversation. These findings reinforced the necessity of structured vocabulary-building exercises to support learners' readiness in English communication.

4.2.3. Speaking Confidence

Table 7

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators in terms of Speaking Confidence

Item	Indicators	Mean Rating	Interpretation
1	My learner speaks clearly in front of the class.	3.12	Moderately Ready
2	My learner asks questions when something is not understood.	3.10	Moderately Ready
3	My learner answers questions with confidence.	3.09	Moderately Ready
4	My learner engages in conversations with the teacher and classmates without shyness.	3.03	Moderately Ready
5	My learner shares simple ideas in class.	3.01	Moderately Ready
6	My learner uses appropriate tone and voice volume when speaking.	3.04	Moderately Ready
7	My learner narrates stories or experiences in front of a group.	3.09	Moderately Ready
8	My learner greets others with a smile and confidence during conversations.	3.07	Moderately Ready
9	My learner expresses opinions on simple topics.	3.07	Moderately Ready
10	My learner shows positive participation in discussions.	3.05	Moderately Ready
	General Mean Rating	**3.07**	**Moderately Ready**

Table 7 emphasizes the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their home reading facilitators in terms of speaking confidence. The table evaluated learners' ability to express themselves verbally with clarity, confidence, and appropriate tone.

The mean ratings ranged from 3.01 to 3.12, with all indicators interpreted as "Moderately Ready." The general mean rating of 3.07 also fell within the "Moderately Ready" category. This result indicated that while learners demonstrated emerging confidence in speaking, they still required further practice and encouragement to develop stronger oral communication skills.

The highest mean rating of 3.12 was observed in "My learner speaks clearly in front of the class," which was interpreted as "Moderately Ready." This suggested that learners were beginning to articulate words and sentences clearly but needed more exposure to public speaking situations.

Such a finding was significant in emphasizing the role of guided speaking activities in enhancing learners' confidence in communication.

The results of this study supported the findings of Huber, et al. (2023), which highlighted the influence of home-based language interactions on a child's speaking confidence. Both studies underscored the need for structured oral language exercises at home to strengthen learners' verbal communication skills. These findings reinforced the importance of parental engagement in developing children's speaking confidence.

4.2.4. Pronunciation Skills
Table 8

Mean Rating and Interpretations of the Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators in terms of Pronunciation Skills

Item	Indicators	Mean Rating	Interpretation
1	My learner clearly pronounces vowels and consonants.	3.11	Moderately Ready
2	My learner repeats the correct pronunciation.	3.10	Moderately Ready
3	My learner pronounces difficult words.	3.05	Moderately Ready
4	My learner uses correct stress.	3.03	Moderately Ready
5	My learner pronounces "s" and "sh" clearly.	3.04	Moderately Ready
6	My learner pronounces sentences clearly.	3.07	Moderately Ready
7	My learner corrects pronunciation errors.	3.07	Moderately Ready
8	My learner carefully pronounces new words.	3.05	Moderately Ready
9	My learner pronounces each syllable clearly.	3.04	Moderately Ready
10	My learner pronounces common words correctly.	3.03	Moderately Ready
	General Mean Rating	**3.06**	**Moderately Ready**

Table 8 underscores the mean ratings and interpretations of the readiness in English communication of Grade 1 learners as perceived by their home reading facilitators in terms of pronunciation skills. The table assesses learners' ability to articulate words correctly, apply proper stress, and pronounce difficult sounds.

The mean ratings ranged from 3.03 to 3.11, with all indicators interpreted as "Moderately Ready." The general mean rating of 3.06 suggests that learners have a developing foundation in

pronunciation but still require further practice and guidance to improve their articulation and clarity.

The highest mean rating of 3.11 was observed in "My learner clearly pronounces vowels and consonants," indicating that learners were beginning to distinguish and produce letter sounds correctly. Meanwhile, the lowest ratings were given to "My learner uses correct stress" (3.03) and "My learner pronounces common words correctly" (3.03), suggesting that learners may struggle with stress patterns and common word pronunciation.

These findings align with the study of Jahara and Abdelrady (2021), which emphasized the crucial role of repetitive pronunciation exercises and phonemic awareness in enhancing young learners' speech clarity. The results highlight the importance of continued exposure to correct pronunciation through guided reading activities, listening exercises, and interactive speaking tasks at home.

4.3. Communication Skills in English of Grade 1 Learners
Table 9

Mean Rating and Interpretations of the Communication Skills in English of Grade 1 Learners

Communication Skills in English of Grade 1 Learners	Mean Rating	Interpretation
Reading Fluency	2.74	Proficient Skills
Sentence Construction	2.67	Proficient Skills
Grammar Usage	2.57	Proficient Skills
Oral Expression	2.53	Proficient Skills
General Mean Rating	**2.63**	**Proficient Skills**

Table 9 reveals the mean ratings and interpretations of the communication skills in English of Grade 1 learners. The table revealed that all communication skills assessed were interpreted as "Proficient Skills."

The mean ratings ranged from 2.53 to 2.74, with all skills interpreted as "Proficient Skills." The general mean rating of 2.63 also fell under the same interpretation, indicating that Grade 1 learners demonstrated a proficient level of communication skills in English. This finding is significant in the study as it highlights the learners' overall competency in foundational English communication.

Reading Fluency obtained the highest mean rating of 2.74, interpreted as "Proficient Skills." This suggests that learners performed best in reading fluency compared to other communication skills. Its importance in the present study emphasizes the role of early reading proficiency in developing overall communication skills.

The findings of the present study aligned with the study conducted by Kurniadi and Cahyaningrum (2023), which also reported proficient communication skills among young learners. This similarity suggests consistency in the development of foundational English skills across different contexts. Such alignment reinforces the need for continuous support in enhancing communication skills at the primary grade level.

4.4. Difference Between the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers and Their Home Reading Facilitators

Table 10

Difference Between the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers and Their Home Reading Facilitators

Groups	MR	U	W	z	p	Decision
Readiness in English Communication of Grade 1 Learners *as Perceived by Their Teachers	15.30	100.50	205.50	-.21	.838	Accept H_{02} (Not Significant)
*as Perceived by Their Home Reading Facilitators	14.68					

Table 10 unfolds the difference between the readiness in English communication of Grade 1 learners as perceived by their teachers and their home reading facilitators. The table showed that there was no significant difference in their perceptions.

The table displayed the Mean Rank (MR) for teachers at 15.30 and for home reading facilitators at 14.68. The computed U-value was 100.50, while the W-value was 205.50, with a z-score of -0.21 and a P-value of 0.838. Since the P-value exceeded 0.05, the null hypothesis (H02) was accepted, indicating no significant difference, which suggested consistency in perceptions regarding learners' English communication readiness.

Among the two groups, the teachers obtained the highest Mean Rank of 15.30. This implied that teachers slightly rated learners' readiness in English communication higher than home reading facilitators. Such findings were essential in the present study as they reflected how both school and home environments similarly viewed learners' English communication skills.

The present study aligned with the findings of Trinite et al. (2024), who also noted the consistency between teachers' and home facilitators' assessments of learners' language readiness. This supported the idea that both groups shared comparable perspectives on learners' English communication development. The findings reinforced the importance of collaboration between teachers and home reading facilitators in fostering language skills.

4.5. Correlation Between the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers and the Communication Skills in English of Grade 1 Learners

Table 11

Correlation Between the Readiness in English Communication of Grade 1 Learners as Perceived by Their Teachers and the Communication Skills in English of Grade 1 Learners

Dependent Variables	r	P	Interpretation		Decision
Reading Fluency	-.06	.723	Negative Correlation	Weak	Accept H_{02} (Not Significant)
Sentence Construction	-.03	.828	Negative Correlation	Weak	Accept H_{02} (Not Significant)
Grammar Usage	-.15	.320	Negative Correlation	Weak	Accept H_{02} (Not Significant)

Oral Expression	-.08	.610	Negative Correlation	Weak	Accept H_{02} (Not Significant)
Overall	**-.09**	**.549**	**Negative Correlation**	**Weak**	**Accept H_{02} (Not Significant)**

Table 11 unveils the correlation between the readiness in English communication of Grade 1 learners as perceived by their teachers and their communication skills in English. The results revealed a negative weak correlation across all dependent variables, indicating no significant relationship.

The computed correlation coefficients (r) ranged from -0.03 to -0.15, with p-values exceeding the 0.05 significance level. These results led to the acceptance of the null hypothesis (H02), signifying that the perceived readiness in English communication had no significant impact on the learners' actual communication skills. This finding highlighted the discrepancy between teachers' perceptions and learners' actual English proficiency, emphasizing the need for alternative assessment methods.

Overall, the study found a weak negative correlation between the perceived readiness in English communication and the learners' communication skills, with an overall r of -0.09 and a p-value of 0.549. The non-significant result suggested that teacher perceptions might not be a reliable predictor of learners' communication skills in English. This emphasized the importance of using direct assessments to accurately gauge learners' communication abilities.

The findings of this study aligned with those of Daflizar et al. (2022), who also reported that teachers' perceptions of learners' readiness in language skills did not necessarily correspond with their actual performance. This reinforced the argument that objective assessments should complement teacher perceptions to ensure accurate evaluations of learners' language development. Future research may explore additional factors influencing communication skills in early-grade learners.

4.6. Correlation Between the Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators and the Communication Skills in English of Grade 1 Learners

Table 12

Correlation Between the Readiness in English Communication of Grade 1 Learners as Perceived by Their Home Reading Facilitators and the Communication Skills in English of Grade 1 Learners

Dependent Variables	r	p	Interpretation		Decision
Reading Fluency	.62	.000	Positive Correlation	Moderate	Reject H_{03} (Significant)
Sentence Construction	.67	.000	Positive Correlation	Moderate	Reject H_{03} (Significant)
Grammar Usage	.69	.000	Positive Correlation	Moderate	Reject H_{03} (Significant)
Oral Expression	.68	.000	Positive Correlation	Moderate	Reject H_{03} (Significant)
Overall	**.69**	**.000**	**Positive Correlation**	**Moderate**	Reject H_{03} (Significant)

Table 12 expounds the correlation between the readiness in English communication of Grade 1 learners as perceived by their home reading facilitators and their actual communication skills in English. The results revealed a positive moderate correlation across all dependent variables, indicating a significant relationship.

The computed correlation coefficients (r) ranged from 0.62 to 0.69, with p-values all equal to 0.000, which were below the 0.05 significance level. These results led to the rejection of the null hypothesis (H03), confirming that the perceived readiness in English communication significantly influenced the learners' actual communication skills. This finding emphasized the crucial role of home reading facilitators in shaping learners' English proficiency through support and guidance.

Overall, the study found a moderate positive correlation, with an overall r of 0.69 and a p-value of 0.000, indicating that learners who were perceived as more prepared in English communication by their home reading facilitators also demonstrated stronger communication skills. The significant relationship suggested that home reading facilitators had a more accurate perception of learners' abilities, possibly due to their direct and frequent engagement in literacy activities. This highlighted the importance of strengthening home-based support to enhance early-grade English communication skills.

The findings of this study aligned with those of Lenhart and Lingel (2023), who also reported that parental involvement and home reading support significantly influenced children's language development. This reinforced the need to integrate home reading programs into early literacy instruction, ensuring that learners receive consistent language exposure and practice both at home and in school.

4.7. An Enhanced English Communication Program to Improve the Readiness and Communication Skills in English of Grade 1 Learners

The program addresses discrepancies in assessing and developing learners' communication skills by aligning teacher and home reading facilitator perceptions, particularly in speaking confidence, vocabulary, and pronunciation. It promotes home-school collaboration through standardized assessments, targeted interventions, and regular communication, ensuring consistent support for learners. Capacity-building workshops and calibration sessions are planned to enhance the accuracy and reliability of evaluations by both teachers and facilitators. The program includes activities like oral recitations, storytelling, phonics drills, and vocabulary kits to strengthen learners' speaking and expressive abilities. Implemented over three years, the program ensures sustainability by integrating it into existing literacy initiatives, supported by continuous monitoring, data-driven adjustments, and the sharing of best practices.

5. CONCLUSIONS

1. Grade 1 learners' readiness in English communication, as perceived by their teachers, was high in terms of listening comprehension, vocabulary development, speaking confidence, and pronunciation skills.

2. Grade 1 learners' readiness in English communication, as perceived by their home reading facilitators, was moderate in terms of listening comprehension, vocabulary development, speaking confidence, and pronunciation skills.

3. Grade 1 learners demonstrated proficiency in English communication skills, particularly in reading fluency, sentence construction, grammar usage, and oral expression.

4. No significant difference was found in the perceived readiness in English communication of Grade 1 learners between their teachers and home reading facilitators; therefore, the null hypothesis was accepted.

5. A weak negative and non-significant correlation was found between the readiness in English communication of Grade 1 learners, as perceived by their teachers, and their communication skills in English.

6. A moderate positive and significant correlation was found between the readiness in English communication of Grade 1 learners, as perceived by their home reading facilitators, and their communication skills in English.

7. An enhanced English communication program was drafted to improve the readiness and communication skills in English of Grade 1 learners.

6. RECOMMENDATIONS

1. Teachers should sustain and further enhance their strategies in developing Grade 1 learners' listening comprehension, vocabulary, speaking confidence, and pronunciation skills.

2. Home reading facilitators should be provided with additional training and resources to strengthen Grade 1 learners' listening comprehension, vocabulary development, speaking confidence, and pronunciation skills.

3. Teachers and parents should continue reinforcing reading fluency, sentence construction, grammar usage, and oral expression to further enhance Grade 1 learners' proficiency in English communication.

4. Teachers and home reading facilitators should collaborate more closely to maintain a consistent approach in developing Grade 1 learners' readiness in English communication.

5. Further studies should be conducted to explore factors influencing the weak negative correlation between learners' perceived readiness and their actual communication skills in English.

6. Home reading facilitators should be encouraged to actively engage learners in interactive language activities to sustain and enhance their communication skills in English.

7. The enhanced English communication program should be implemented and regularly evaluated to ensure its effectiveness in improving the readiness and communication skills of Grade 1 learners.

8. Further studies on readiness and communication skills in English should examine the impact of various teaching methodologies and home literacy practices on the language development of Grade 1 learners.

7. ACKNOWLEDGMENT

REFERENCES

Abarquez, A. M. (2021). Pronunciation Mobile application for oral communication. *International Journal of English Language Studies*, *3*(2), 01–09. https://doi.org/10.32996/ijels.2021.3.2.1

Daflizar, N., Indrayadi, T., & Irawan, Y. (2022). Unveiling Indonesian Pre-Service teachers' perceived competencies and readiness for online English language teaching: a Mixed methods study. *Journal of Language Teaching and Research*, *13*(2), 392–400. https://doi.org/10.17507/jltr.1302.21

Fitriani, N., Jefri, R., Amin, F. H., Luhriyani, S., & Hanafie, N. K. (2024). Factors affecting students' readiness in studying English for specific purposes. *Celebes Journal of Language Studies*, 249–260. https://doi.org/10.51629/cjls.v4i2.203

Gomez, L. G., & Sanchez, M. I. R. (2022). Vocabulary depth as preliteracy skill. *Revista De Investigación En Logopedia*, *12*(2), e79647. https://doi.org/10.5209/rlog.79647

Hamzah, F., Phong, S. Y., Sharifudin, M. a. S., Zain, Z. M., & Rahim, M. (2021). Exploring students' readiness on English language blended learning. *Asian Journal of University Education*, *16*(4), 161. https://doi.org/10.24191/ajue.v16i4.11948

Huber, E., Ramírez, N. F., Corrigan, N. M., & Kuhl, P. K. (2023). Parent coaching from 6 to 18 months improves child language outcomes through 30 months of age. *Developmental Science*, *26*(6). https://doi.org/10.1111/desc.13391

Jackson, S., Slade, L., Levy, J. P., & McCormick, S. F. (2022). A longitudinal study of theory of mind and listening comprehension: Is preschool theory of mind important? *Journal of Experimental Child Psychology*, *219*, 105388. https://doi.org/10.1016/j.jecp.2022.105388

Jahara, S. F., & Abdelrady, A. H. (2021). Pronunciation Problems Encountered by EFL Learners: An empirical study. *Arab World English Journal*, *12*(4), 194–212. https://doi.org/10.24093/awej/vol12no4.14

Kholis, A. (2021). Elsa Speak App: Automatic Speech Recognition (ASR) for supplementing English pronunciation skills. *Pedagogy Journal of English Language Teaching*, *9*(1), 01. https://doi.org/10.32332/joelt.v9i1.2723

Kurniadi, D., & Cahyaningrum, I. O. (2023). Exploring project-based learning for young learners in English education. *NextGen Education Review Journal*, *1*(2), 10–21. https://doi.org/10.58660/nextgen.v1i2.35

Lenhart, J., & Lingel, K. (2023). My child lags behind: Parents' perceptions of children's needs for language support, their home-literacy practices, and children's language skills. *Early Childhood Research Quarterly*, *64*, 119–128. https://doi.org/10.1016/j.ecresq.2023.02.008

Olobia, L. P. (2023). Readiness in communicating in English as a second language. *Studies in Self-Access Learning Journal*, *14*(3), 380–398. https://doi.org/10.37237/140308

Ozdemir, E., & Papi, M. (2021). Mindsets as sources of L2 speaking anxiety and self-confidence: the case of international teaching assistants in the U.S. *Innovation in Language Learning and Teaching*, *16*(3), 234–248. https://doi.org/10.1080/17501229.2021.1907750

Paragae, I. G. A. P. N. S. (2022). Readiness of English communication skills of tourism training institution graduates for employment in the tourism industry. *Cultoure Jurnal Ilmiah Pariwisata Budaya Hindu*, *3*(1), 31. https://doi.org/10.55115/cultoure.v3i1.2038

Phillips, B. M., Kim, Y. G., Lonigan, C. J., Connor, C. M., Clancy, J., & Otaiba, S. A. (2021). Supporting language and literacy development with intensive small-group interventions: An early childhood efficacy study. *Early Childhood Research Quarterly*, *57*, 75–88. https://doi.org/10.1016/j.ecresq.2021.05.004

Riadil, I. G., & Yosintha, R. (2021). Analyzing EFL learners' factors in affecting English pronunciation and the distribution of pronunciation Rating: A Qualitative study. *International Journal of Education Language and Religion*, *3*(1), 9. https://doi.org/10.35308/ijelr.v3i1.2377

Salynskaya, T. V., Tuchkova, I. G., & Yasnitskaya, A. A. (2021). An Investigation into Undergraduate Students' Readiness for Intercultural Written Communication in a Foreign Language. *Journal of Intercultural Communication*, *21*(2), 70–81. https://doi.org/10.36923/jicc.v21i2.15

Sharma, N. L. R. (2021). Significance of teaching The pronunciation of segmental and suprasegmental features of English. *Interdisciplinary Research in Education*, *6*(2), 63–78. https://doi.org/10.3126/ire.v6i2.43539

Simanjuntak, M. B. (2024). Listening Competence and Comprehension in English for vocational learners: Implications for workforce readiness and organizational success. *Indo-Fintech Intellectuals Journal of Economics and Business*, *4*(2), 583–593. https://doi.org/10.54373/ifijeb.v4i2.1115

Trinite, B., Tomele, G., & Rascevska, M. (2024). Exploring the consistency between teachers' and parents' ratings of children's language skills. *Society Integration Education Proceedings of the International Scientific Conference*, *2*, 102–112. https://doi.org/10.17770/sie2024vol2.7856

Tyron, O., & Kaminska, S. (2023). Seafarers' readiness to communicate in professional environment. *Transactions on Maritime Science*, *12*(2). https://doi.org/10.7225/toms.v12.n02.012

Vani, K. S., & Naik, N. V. (2023). Significance of listening skills in enhancing the communication skills. *Smart Moves Journal Ijellh*, 9–16. https://doi.org/10.24113/ijellh.v11i7.11442

Yeomans-Maldonado, G., & Mesa, C. (2021). The association of the home literacy environment and parental reading beliefs with oral language growth trajectories of Spanish-English bilingual children. *Early Childhood Research Quarterly*, *57*, 271–284. https://doi.org/10.1016/j.ecresq.2021.07.001

Yunita, W., & Jumiyanti, J. (2021). Exploring the correlation between students' interest in listening and listening comprehension in English context. *Utamax Journal of Ultimate Research and Trends in Education*, *2*(3), 133–139. https://doi.org/10.31849/utamax.v2i3.6162