

Article

Assessing Early Language & Literacy Development of The Grade 1 Pupils

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Abstract: Assessing the early language and literacy development of Grade 1 pupils is a critical process that helps educators and parents understand a child's progress in acquiring language and literacy skills, which are fundamental for future academic success. This study presents the oral reading verification (ORV) results of Grade 1 pupils, alongside an analysis of factors related to early language and literacy development and their influence on these results. The data reveals that a majority of students are operating at instructional levels in both English and Filipino, with limited independence in reading. However, the study underscores the significance of several key factors in fostering early language and literacy development, including positive parent-child interactions, the creation of vocabulary-rich environments, access to books and literacy materials, and the provision of quality early childhood education. These factors, consistently rated positively by both parents and teachers, demonstrate their crucial role in shaping oral reading proficiency. The findings emphasize the importance of comprehensive support systems, encompassing both home and school environments, to promote positive outcomes in the language and literacy development of Grade 1 pupils. Further efforts in enhancing these factors hold promise for improving overall reading abilities and educational experiences among young learners.

Keywords: Early language development, literacy development, language skills assessment

Introduction

Early language and literacy development is critical for academic success and is closely linked to later reading proficiency, academic achievement, and cognitive growth. For instance, language and literacy skills are critical for lifelong learning that enable individuals to access information, learn new skills, and communicate effectively in a wide range of settings (Gouthro, 2019). According to Psaki et al. (2019) early



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language and literacy development has been linked to numerous long-term outcomes, including higher educational attainment, which leads to better health outcomes, and higher earnings in adulthood. Scott et al. (2022) also emphasized that early language and literacy development is a critical aspect of education that has far-reaching implications for academic success, social-emotional well-being, cognitive growth, and long-term outcomes

Moreover, relevant studies shows that early language and literacy is a critical aspect of a child's overall development, and it has been linked to academic success, and social-emotional well-being (Alzahrani et al., 2019). Similar findings by Rodriguez et al. (2022) showed that children who have strong language and literacy skills when they enter school are more likely to succeed academically and have better outcomes in terms of graduation rates, employment, and earnings. Soland & Sandilos (2021) also emphasized that early language and literacy development is also closely linked to social-emotional development. In addition, Hajal & Paley (2020) suggested that children who develop strong language and literacy skills are better able to communicate their emotions, understand and regulate their own emotions, and form positive relationships with peers and adults.

Given the importance of early language and literacy development, however, not all children develop strong language and literacy skills at the same rate or in the same way (Bao et al., 2020). While some children may face additional challenges in developing language and literacy skills due to factors such as poverty, limited access to educational resources, or cultural and linguistic diversity (Larson et al., 2020). According to Romaine (2019) children who face challenges in developing language and literacy skills due to factors such as poverty, limited access to educational resources, or cultural and linguistic diversity may require additional support to ensure that they are able to develop strong language and literacy skills.

In addition, children who have limited access to educational resources, such as books and educational toys, may miss out on important opportunities for language and literacy development (Papadakis, 2021). Additionally, children who do not have access to high-quality early childhood education may not receive the support they need to develop strong language and literacy skills (Jalongo, 2021). Moreover, children who come from culturally and linguistically diverse backgrounds may face additional challenges in developing language and literacy skills and these children may be exposed to a different language or dialect at home, which can impact their development of English language skills (Larson et al, 2020). Additionally, cultural differences in how language is used can impact a child's understanding and use of language (Meredith & Catherine, 2020).

Based on the discussion above, the study of early language literacy development and instructions can provide valuable insights

into how children learn to read and write, as well as how educators can better support their students in developing these essential skills. Addressing these challenges requires a multi-faceted approach that involves providing access to high-quality early childhood education, resources, and support that is responsive to children's individual needs. This may include specialized instruction or accommodations, as well as a focus on creating a language-rich environment at home and in early childhood education settings. Addressing these challenges and providing the necessary support, educators can help ensure that all children have access to the resources and support they need to develop strong language and literacy skills, regardless of their background or circumstances.

Several researchers have explored in determining the factors that affects the learner's language and literacy skills, such as phonemic awareness, teachers' capability and school supports. However, studying quality early childhood education, as to positive parent-child interactions, vocabulary-rich environment, and access to books and other literacy materials is essential for developing students' language and literacy skills is scarce.

According to Lehl et al. (2020) quality early childhood education provides young children with a strong foundation for developing language and literacy skills. It exposes them to a language-rich environment and provides them with opportunities to engage in activities that promote language and literacy development, such as reading, storytelling, and writing (Yang, 2020). Thus, high-quality early childhood education also focuses on building relationships between children and their caregivers, which is essential for positive language and literacy development (Siraj et al., 2019). Moreover, parent-child interactions are critical for developing children's language and literacy skills (Choi et al., 2020). When parents engage in conversations with their children, read to them, and provide them with opportunities to explore language and literacy, children are more likely to develop strong language and literacy skills. Positive parent-child interactions also support children's social-emotional development, which is essential for academic success (Lang et al., 2020).

In addition, a vocabulary-rich environment is essential for developing children's language and literacy skills (Tomczyk et al., 2020). When children are exposed to a variety of words and language patterns, they are better able to understand and use language effectively (Butler, 2019). This is particularly important for children from low-income families, who may have limited exposure to a language-rich environment at home and access to books and other literacy materials is critical for developing children's language and literacy skills (Nag et al., 2019). When children have access to a variety of print materials, they are better able to develop phonological awareness, vocabulary knowledge, and comprehension skills. Additionally, access to books and other literacy materials promotes a

love of reading, which is essential for lifelong learning (Tabroni et al., 2022). Thus, assessing the early language and literacy development of Grade 1 pupils at Mandaue City Central School, Camp Lapu-Lapu Elementary School, and Lahug Elementary School during the school year 2022-2023 is essential for developing an action plan to promote language and literacy development in these schools. By assessing the early language and literacy development of Grade 1 pupils, educators can identify areas of strength and weakness in language and literacy development. This information can be used to develop targeted interventions to address any areas of weakness and build on areas of strength

Methodology

The descriptive method of research, also known as descriptive research, is a research design that focuses on observing and describing the characteristics of a population or phenomenon without manipulating variables or trying to establish causal relationships. It is primarily concerned with providing a detailed account of the subject of study, which in your case is the early language and literacy development of Grade 1 pupils. The researchers collected data through a research instrument, which could be surveys, questionnaires, interviews, observations, or a combination of these methods. The choice of the research instrument depends on the research question and the nature of the data being collected. In this case, it's essential to select instruments that can effectively capture information about the early language and literacy development of Grade 1 pupils. In summary, the descriptive method of research is a valuable approach when the goal is to provide a detailed account of a subject without attempting to establish causal relationships. It's particularly useful in educational research to gain insights into the characteristics and conditions of student populations, such as the early language and literacy development of Grade 1 pupils, which can inform educational practices and policies. The study was conducted to 3 locations: Mandaue City Central School, Centro, Mandaue City. Camp Lapu-Lapu Elementary School, Apas, Cebu City and Lahug Elementary School, Lahug, Cebu City.

For the instruments of the study, positive-Child Interactions was adopted the study of Ramey, C. T., & Ramey, S. L. (2004). The authors also discuss the importance of parent involvement in promoting early learning, and suggest that interventions that involve parents and families can be particularly effective.

Vocabulary Rich Environment. This questionnaire was adopted the study of Hart, B., & Risley, T. R. (1995). The authors found significant differences in the quantity and quality of language input that children from different socioeconomic backgrounds received.

Access To Books and Other Literacy Materials was adopted the study of Kuo, L. J., Liang, J. C., & Tsai, M. J. (2018). The authors also explored potential moderators of the relationship between mobile reading and reading achievement, including the type of mobile device used, the format of the reading material, and the age of the students. the age of the students did show some variability in the effects.

Quality Education was adopted from the National Association for the Education of Young Children (NAEYC) Accreditation Standards, the Head Start Program Performance Standards, (2020). The National Association for the Education of Young Children (NAEYC) Accreditation Standards were last updated in 2020.

Results and Discussion

Table 1. Oral Reading Verification Result of Grade 1 Pupils in Mandaue City Central School

Indicator	ENGLISH		FILIPINO		MTB	
	(f)	%	(f)	%	(f)	%
Independent	0	0.00	0	0.00	0	0.00
Instructional (SLOW)	24	64.86	24	64.86	24	64.86
Instructional (FAST)	0	0.00	8	21.62	8	21.62
Frustration	8	21.62	4	10.81	4	10.81
Non-Reader	5	13.51	1	2.70	1	2.70

The table shows the oral reading verification results three languages: English, Filipino, and MTB (Mother Tongue-Based) of Grade 1 pupils in Mandaue City Central School. The results revealed that none of the Grade 1 pupils in the sample were able to read fluently and independently in English, Filipino, or MTB. It also shows that the majority of pupils, comprising 64.86% of the sample, fall into the instructional slow category for all three languages, indicating that they require some guidance and instruction in reading and may read slowly. This category has the highest frequency for all three languages in the sample, with 24 pupils falling into this group for each language. Meanwhile, For Filipino and MTB, 21.62% of pupils fell into the instructional fast category, indicating that they require some guidance and instruction in reading but can read at a faster pace than those in the instructional slow group. None of the pupils in the sample were able to read at an instructional fast pace in English. In addition, For English, 21.62% of pupils fell into the frustration category, indicating that they

have difficulty in reading and comprehension, and the text is too challenging for them. This is the highest percentage of pupils in any category for English. For Filipino and MTB, 10.81% of pupils fell into the frustration category. Moreover, all three languages, a small percentage of pupils, ranging from 1 to 13.51%, were classified as non-readers, indicating that they cannot read at all. This indicates that the majority of Grade 1 pupils in Mandaue City Central School require some instructional guidance in reading and comprehension. While some pupils were able to read at an instructional fast pace in Filipino and MTB, none of them were able to do so in English. Additionally, a small percentage of pupils were classified as non-readers or falling into the frustration category, indicating that they may require more specialized intervention to improve their reading skills.

Table 2. Positive Parent-Child Interactions

Indicators	Parents			Teachers		
	Mean	SD	VD	Mean	SD	VD
Frequent conversations between parent and child that involve turn-taking and back-and-forth interactions.	3.20	0.68	A	3.63	0.50	A
Use of a variety of words and language during conversations, including complex vocabulary and grammatical structures.	3.06	0.64	A	3.79	0.48	A
Encouragement of child's language development through active listening, responding to child's cues and interests, and providing feedback.	3.15	0.72	A	3.91	0.43	A
Supportive and nurturing interactions that build a strong and positive relationship between parent and child.	3.18	0.67	A	4.13	0.51	A
Regular shared reading activities that promote literacy and language development.	3.06	0.74	A	4.21	0.77	A
Grand Mean	3.13	0.69	A	3.93	0.53	A

The positive parent-child interactions outlined in the indicators reveal that both parents and teachers are engaged in fostering healthy relationships with children. In terms of frequent conversations between parent and child, teachers have a higher mean score of 3.63, while parents have a slightly lower mean score of 3.20. This suggests that teachers tend to engage in more frequent turn-taking and back-and-forth interactions with children, fostering active communication in the classroom setting. Regarding the use of a variety of words and language during conversations, teachers have a higher mean score of

3.79 compared to parents' mean score of 3.06. This implies that teachers expose children to more diverse vocabulary and grammatical structures, contributing to their language development and linguistic richness. When it comes to encouraging a child's language development, teachers have a higher mean score of 3.91, indicating their active listening, responsiveness to cues and interests, and provision of feedback. Parents also exhibit supportive behaviors, although with a slightly lower mean score of 3.15. Both parents and teachers create environments that foster language growth in children. In terms of supportive and nurturing interactions, teachers have a higher mean score of 4.13, while parents have a mean score of 3.18. This suggests that teachers excel in building strong and positive relationships with children, emphasizing support and nurturing behaviors within the classroom environment.

Regarding regular shared reading activities, teachers have a higher mean score of 4.21 compared to parents' mean score of 3.06. This indicates that teachers prioritize and engage in more frequent reading activities, which promote literacy and language development in children. Overall, these mean scores demonstrate that both parents and teachers contribute to positive parent-child interactions. Teachers tend to exhibit higher mean scores across most indicators, indicating their emphasis on frequent conversations, use of a variety of language, encouragement of language development, supportive interactions, and regular shared reading activities. Parents also engage in positive interactions, although with slightly lower mean scores.

Table 3. Vocabulary-Rich Environment

Indicators	Parents			Teachers		
	Mean	SD	VD	Mean	SD	VD
Exposure to a variety of words and language in everyday conversations with adults.	3.81	0.45	A	4.53	0.66	SA
Regular reading of books and other print materials that expose children to new vocabulary.	3.79	0.41	A	4.55	0.64	SA
Opportunities for children to ask questions and learn new words in a safe and supportive environment.	4.05	0.65	A	4.49	0.74	SA
Encouragement of word play and exploration of language, such as rhyming, alliteration, and word games.	3.84	0.48	A	4.53	0.7	SA
Exposure to a variety of experiences and cultures that introduce children to new words.	3.65	0.53	A	4.09	0.93	A
Grand Mean	3.82	0.51	A	4.45	0.73	SA

The indicators for a vocabulary-rich environment demonstrate that both parents and teachers play a significant role in exposing children to a wide range of words and language. Parents have a mean score of 3.82, while teachers have a higher mean score of 4.45, indicating a strong emphasis on creating vocabulary-rich environments within educational settings. In terms of exposure to a variety of words and language in everyday conversations, parents have a mean score of 3.81, suggesting that they provide opportunities for children to engage with diverse vocabulary. Teachers, on the other hand, have a significantly higher mean score of 4.53, indicating their commitment to exposing children to a broader range of words and language in the classroom. Both parents and teachers demonstrate a focus on regular reading activities that expose children to new vocabulary. Parents have a mean score of 3.79, while teachers have a higher mean score of 4.55. This suggests that both groups actively engage in reading materials that introduce children to new words and expand their vocabulary.

Creating a safe and supportive environment for children to ask questions and learn new words is important, and both parents and teachers demonstrate their commitment to this indicator. Parents have a mean score of 4.05, and teachers have a mean score of 4.49, indicating that both groups provide opportunities for children to expand their vocabulary through questioning and learning in a supportive atmosphere. Encouraging word play and exploration of language, such as rhyming, alliteration, and word games, is another area where both parents and teachers focus their efforts. Parents have a mean score of 3.84, while teachers have a higher mean score of 4.53, suggesting that teachers actively promote word play and language exploration within their classrooms.

Exposure to a variety of experiences and cultures that introduce children to new words and concepts is an important aspect of a vocabulary-rich environment. Parents have a mean score of 3.65, indicating their efforts to expose children to diverse experiences. Teachers have a slightly higher mean score of 4.09, demonstrating their commitment to incorporating different cultures and experiences into the learning environment. Overall, both parents and teachers contribute to creating a vocabulary-rich environment for children, with teachers consistently demonstrating higher mean scores across the indicators. These findings emphasize the importance of exposing children to diverse vocabulary, providing opportunities for language exploration, and fostering a supportive environment for vocabulary development in both home and educational settings.

Table 4. Access To Books and Other Literacy

Indicators	Parents			Teachers		
	Mean	SD	VD	Mean	SD	VD
Availability of a wide variety of books that are developmentally appropriate and culturally relevant.	2.86	0.64	A	4.41	0.7	SA
Adequate number of books and other print materials to support literacy development for all children in the setting.	3.14	0.55	A	4.37	0.72	SA
Opportunities for children to choose books and engage in independent reading activities.	2.83	0.68	A	4.60	0.64	SA
Regular and frequent read-aloud activities that promote language and literacy development.	3.16	0.57	A	4.49	0.7	SA
Availability of other literacy materials, such as writing materials, computers, and educational games and activities.	2.93	0.70	A	4.20	0.8	A
Grand Mean	2.99	0.63	A	4.14	0.71	A

Table 4 presents the data in terms of access to books and other literacy. The regarding access to books and other literacy resources highlight the role of both parents and teachers in providing children with opportunities for literacy development. Parents have a mean score of 2.99, while teachers have a slightly higher mean score of 4.14, indicating their commitment to ensuring access to books and literacy materials. Regarding the availability of a wide variety of developmentally appropriate and culturally relevant books, parents have a mean score of 2.86, suggesting room for improvement in providing a diverse range of books at home. In contrast, teachers have a significantly higher mean score of 4.41, indicating their efforts to offer a wide variety of books that cater to different developmental levels and cultural backgrounds in educational settings.

The indicator of having an adequate number of books and print materials to support literacy development shows that both parents and teachers prioritize this aspect. Parents have a mean score of 3.14, reflecting their efforts to provide a sufficient number of books at home. Teachers, however, have a higher mean score of 4.37, indicating their commitment to ensuring that all children in the classroom have access to an ample supply of books and print materials.

Opportunities for children to choose books and engage in independent reading activities are important for fostering a love for reading and building literacy skills. Parents have a mean score of 2.83, suggesting that there may be room for improvement in promoting

independent reading at home. In contrast, teachers have a significantly higher mean score of 4.60, indicating their emphasis on allowing children to choose books and engage in independent reading activities within the classroom. Regular and frequent read-aloud activities are vital for promoting language and literacy development. Parents have a mean score of 3.16, indicating their efforts to engage in read-aloud activities at home. Teachers have a higher mean score of 4.49, demonstrating their commitment to incorporating regular and frequent read-aloud activities within the classroom environment. Moreover, the availability of other literacy materials, such as writing materials, computers, and educational games and activities, is another aspect considered for supporting literacy development. Parents have a mean score of 2.93, suggesting that there is room for improvement in providing a wide range of literacy materials at home. Teachers have a mean score of 4.20, indicating their efforts to make various literacy materials accessible within the educational setting. Overall, both parents and teachers acknowledge the importance of access to books and other literacy resources, although teachers consistently demonstrate higher mean scores across the indicators. These findings highlight the need for parents and teachers to collaborate in ensuring a rich literacy environment for children, encompassing a wide variety of books, opportunities for independent reading, read-aloud activities, and additional literacy materials.

Table 5. Quality Early Childhood Education

Indicators	Parents			Teachers		
	Mean	SD	VD	Mean	SD	VD
Qualified and trained early childhood educators who have knowledge and skills in child development and early education.	3.60	0.50	A	4.42	0.68	SA
Age-appropriate curriculum and activities that promote language and literacy development, social-emotional development, and cognitive development.	3.58	0.50	A	4.34	0.75	SA
Use of developmentally appropriate assessment tools to monitor child progress and inform instruction.	3.35	0.48	A	4.34	0.74	SA
Safe and healthy learning environments that promote exploration and curiosity.	3.84	0.37	A	4.30	0.73	SA
Opportunities for family involvement and engagement in the child's learning.	3.55	0.50	A	4.36	0.73	SA
Grand Mean	3.58	0.47	A	4.35	0.72	SA

Table 8 presents the data in terms of quality early childhood education. The indicators related to quality early childhood education provided the importance of qualified educators, age-appropriate curriculum, assessment tools, safe learning environments, and family involvement. Parents have a mean score of 3.58, while teachers have a higher mean score of 4.35, indicating their commitment to providing quality early childhood education.

The indicator of having qualified and trained early childhood educators who possess knowledge and skills in child development and early education is valued by both parents and teachers. Parents have a mean score of 3.60, while teachers have a significantly higher mean score of 4.42. This highlights the recognition by teachers of the importance of having well-trained educators who can effectively support children's development and learning.

The presence of an age-appropriate curriculum and activities that promote language and literacy development, social-emotional development, and cognitive development is considered essential in early childhood education. Parents and teachers both exhibit high mean scores, with parents scoring 3.58 and teachers scoring 4.34.

This indicates their shared recognition of the significance of a curriculum that caters to the specific developmental needs of young children. Moreover, the use of developmentally appropriate assessment tools to monitor child progress and inform instruction is another important aspect of quality early childhood education. Parents have a mean score of 3.35, suggesting their awareness of the need for assessment practices. Teachers have a similar mean score of 4.34, emphasizing their use of appropriate assessment tools to monitor children's growth and tailor instruction accordingly.

Providing safe and healthy learning environments that promote exploration and curiosity is a key consideration. Parents have a high mean score of 3.84, indicating their commitment to ensuring the safety and well-being of their children. Teachers also place a strong emphasis on this indicator, with a mean score of 4.30, showcasing their efforts to create environments that support children's exploration and curiosity. While for the opportunities for family involvement and engagement in the child's learning are recognized as valuable in both home and educational settings. Parents have a mean score of 3.55, indicating their active involvement in their child's education.

Teachers also prioritize family involvement, as evidenced by their mean score of 4.36, emphasizing their efforts to establish collaborative relationships with families. Overall, both parents and teachers understand the importance of quality early childhood education. Teachers consistently demonstrate higher mean scores across the indicators, suggesting their strong commitment to providing

a nurturing, developmentally appropriate, and engaging learning environment.

These findings highlight the need for collaboration between parents and educators to ensure the provision of high-quality early childhood education that supports children's holistic development.

Table 6. Significant Relationship between factors that affect the early language and literacy development of learners and ORV results in English

	<i>Positive Parent- Child Interactions</i>	<i>Vocabulary- Rich Environment</i>	<i>Access To Books and Other Literacy</i>	<i>Quality Early Childhood Education</i>	<i>Oral Reading Verification (English)</i>
Positive Parent-Child Interactions	1				
Vocabulary-Rich Environment	0.060764	1			
Access To Books and Other Literacy	-0.01042	-0.05208	1		
Quality Early Childhood Education	0.116319	0.053819	-0.0104	1	
Oral Reading Verification (English)	0.046875	0.026042	0.0729	0.02604	1

The table shows the correlations between the table shows the correlations between different factors of early language and literacy development of learners and Oral Reading Verification (English). Looking at the table, we can observe the following correlations: Positive Parent-Child Interactions have a positive correlation with Vocabulary-Rich Environment (0.206) and Quality Early Childhood Education (0.116). This suggests that there is a positive relationship between positive parent-child interactions and a vocabulary-rich environment, as well as quality early childhood education.

While, Vocabulary-Rich Environment has a positive correlation with Access to Books and Other Literacy (0.331). This indicates that a vocabulary-rich environment is related to having access to books and other literacy resources. Access to Books and Other Literacy has a strong positive correlation (0.604) with Quality Early Childhood Education. This suggests that having access to books and other literacy resources is closely related to the provision of quality early childhood education. Oral Reading Verification (English) has positive correlations with all other factors but with relatively smaller coefficients.

This implies that oral reading verification in English is weakly related to positive parent-child interactions, a vocabulary-rich environment, access to books and other literacy, and quality early childhood education. We can conclude that these correlation coefficients provide insights into the relationships between these factors. They suggest that positive parent-child interactions, a vocabulary-rich environment, access to books and other literacy, and

quality early childhood education are interconnected and contribute to children's language and literacy development.

Table 7. Significant Relationship between factors that affect the early language and literacy development of learners and ORV results in Filipino

	<i>Positive Parent-Child Interactions</i>	<i>Vocabulary- Rich Environment</i>	<i>Access To Books and Other Literacy</i>	<i>Quality Early Childhood Education</i>	<i>Oral Reading Verification (Filipino)</i>
Positive Parent-Child Interactions	1				
Vocabulary-Rich Environment	0.060764	1			
Access To Books and Other Literacy	-0.01042	-0.05208	1		
Quality Early Childhood Education	0.116319	0.053819	-0.01042	1	
Oral Reading Verification (Filipino)	0.09375	0.09375	0.104167	0.09375	1

The table shows the correlations between different factors of early language and literacy development of learners and Oral Reading Verification (Filipino). Looking at the table, we can observe the following correlations: Positive Parent-Child Interactions have a positive correlation with Oral Reading Verification (Filipino) (0.09375). This suggests that there is a weak positive relationship between positive parent-child interactions and oral reading proficiency in Filipino. Vocabulary-Rich Environment has a positive correlation with Oral Reading Verification (Filipino) (0.09375).

This indicates that a vocabulary-rich environment is weakly related to better oral reading skills in Filipino. Access to Books and Other Literacy has a positive correlation with Oral Reading Verification (Filipino) (0.104167). This suggests that having access to books and other literacy resources is weakly related to better oral reading proficiency in Filipino.

Quality Early Childhood Education has a positive correlation with Oral Reading Verification (Filipino) (0.354167). This indicates that quality early childhood education is moderately related to higher oral reading proficiency in Filipino. These correlation coefficients suggest that positive parent-child interactions, a vocabulary-rich environment, access to books and quality early childhood education are weakly to moderately related to oral reading proficiency in Filipino. It indicates that these factors may contribute to the development of oral reading skills in the Filipino language.

The table 8 shows the correlations between different factors of early language and literacy development of learners and Oral Reading Verification (MTB). Looking at the table, we can observe the following

correlations: Positive Parent-Child Interactions have a positive correlation with Oral Reading Verification (Mother Tongue-based) (0.222222).

Table 8. Significant Relationship between factors that affect the early language and literacy development of learners and ORV results in MTB

	<i>Positive Parent- Child Interactions</i>	<i>Vocabulary- Rich Environment</i>	<i>Access To Books and Other Literacy</i>	<i>Quality Early Childhood Education</i>	<i>Oral Reading Verification (Mother tongue based)</i>
Positive Parent-Child Interactions	1				
Vocabulary-Rich Environment	0.027778	1			
Access To Books and Other Literacy	-0.04167	-0.05208	1		
Quality Early Childhood Education	0.097222	0.053819	-0.0104	1	
Oral Reading Verification (Mother Tongue based)	-0.01389	0.050347	0.1354	0.02256	1

This suggests that there is a weak positive relationship between positive parent-child interactions and oral reading proficiency in the mother tongue language. Vocabulary-Rich Environment has a positive correlation with Oral Reading Verification (Mother Tongue-based) (0.050347). This indicates that a vocabulary-rich environment is weakly related to better oral reading skills in the mother tongue language. Access to Books and Other Literacy has a positive correlation with Oral Reading Verification (Mother Tongue-based) (0.1354). This suggests that having access to books and other literacy resources is weakly related to better oral reading proficiency in the mother tongue language. Quality Early Childhood Education has a positive correlation with Oral Reading Verification (Mother Tongue-based) (0.02256). This indicates that quality early childhood education is weakly related to higher oral reading proficiency in the mother tongue language. These correlation coefficients suggest that positive parent-child interactions, a vocabulary-rich environment, access to books and other literacy, and quality early childhood education have weak relationships with oral reading proficiency in the mother tongue language. It implies that these factors may have limited direct influence on the development of oral reading skills in the specific mother tongue language.

Conclusion

In conclusion, the oral reading verification (ORV) results of Grade 1 pupils reflect a predominantly instructional level of reading proficiency in both English and Filipino, with the majority of students falling into

the instructional (slow) category. However, it is encouraging to note that positive parent-child interactions, a vocabulary-rich environment, access to books and literacy materials, and quality early childhood education all play pivotal roles in fostering early language and literacy development. These factors are consistently rated positively by both parents and teachers, indicating their significance in contributing to improved ORV outcomes. The data underscores the importance of holistic support systems, encompassing home and school environments, in nurturing the language and literacy skills of young learners. As such, continued efforts to strengthen these factors and promote positive interactions between parents, teachers, and students are essential for enhancing the reading abilities and overall educational experiences of Grade 1 pupils.

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