Region VII has been actively implementing MTB-MLE since 2012, though the school year 2013–2014 was disrupted by Typhoon Haiyan. According to regional coordinators, all Grade 1 and Grade 2 teachers have been trained on how to use the teachers’ guides and learner materials, and how to conduct EGRA. This region is receives support from USAID/Basa Pilipinas.

According to data from this study:

- 92% of teachers say Cebuano is their mother tongue.
- 96% of students say that Cebuano is spoken in their home.
- Cebuano was observed being used during reading lessons 93% of the time and during other subject areas 90% of the time.
- 12% of G1 and 24% of G2 students report that the teacher never uses the MT learner’s guide.
- 21% of teachers believe that children should be able to read Cebuano in G1.
- In 10% (grade 1) to 8% (grade 2) of observations recorded in both grades, no instruction was taking place*.

Children in Grade 1 read on average 20 correct letter sounds per minute, 15 correct non-words per minute, and 19 correct familiar words per minute. In Grade 2 the non-word and familiar word reading averages increased to 25 and 35, respectively; however, the average letter-sound score decreased slightly, to 18. In Grade 1 and Grade 2, approximately 11% of children could not identify a single letter correctly. Zero scores showed a noticeable decrease from G1 to G2 for non-word and familiar word reading, and by G2, there were less than 10% of children who could not read one word of the story.

There were more children reading short stories in Cebuano at a rate of more than 60 correct words per minute (17%) and higher accuracy (90%) in Grade 2 than elsewhere, and nearly 70% Grade 2 students were able to answer correctly all of the questions they attempted. Nonetheless, 18% of students still could not answer any questions correctly in Grade 2, from nearly one half in Grade 1.

More effort should be made into increase the amount of time spent reading during reading lessons the school day, and ensuring that all teachers and students have books.

More information: www.eddataglobal.org – spouez@rti.org
Children* read common familiar words like this correctly 76% (G1) to 88% (G2) of the time.

On average, grade 1 children attempted 24 words in one minute, with 8 mistakes.

On average, grade 2 children read 38 words in one minute with 7 mistakes.

Boys and girls combined, 26% of children are reading with comprehension (80%) or more. These children are reading in a range of 56-65 correct words per minute.

In both grades, girls read 40% more fluently and at least 14% more accurately than boys. The result is comprehension scores that outperform boys by 20%.

In Grade 2, 33% of children read to the end of the story and were asked all 5 questions. On average, they answered half of the comprehension questions correctly. In Grade 1, 10% of children read the whole passage. Average comprehension in G1 was 43% of all questions.

A majority of children attempted 26 letter sounds in one minute, which amounts to more than 2 seconds per letter. When provided simple one-syllable words, they could isolate only 5 of 10 initial sounds. The most difficult sounds were “h”, “b”, “t” and “n”.

In this passage, children* most frequently misread the underlined words.

In Grade 1 and 8% of children in grade 2 could not read the first sentence.

On average, grade 1 children attempted 24 words in one minute, with 8 mistakes.

22% of children in grade 1 and 8% of children in grade 2 could not read the first sentence.