PhilEd Data: Analytical support for early grade reading in the Philippines

Hiligaynon EGRA: Summary of Results

The region began implementation of MTB-MLE in all schools, grades K – 3, in school year 2012-2013. Prior the implementation of MTB-MLE under the K to 12 Basic Education Program, the region piloted use of the Lingua Franca as medium of instruction in the primary levels. The region has conducted a series of 10-day training programs on MTB-MLE and continuous materials development. A series of writeshops were hosted in the region in order to develop teaching and learning materials.

According to data from this study:

- 91% of teachers say Hiligaynon is their mother tongue.
- 97% of students say that Hiligaynon is spoken in their home.
- Hiligaynon was observed being used during a reading lesson 99% of the time and during another subject area 97% of the time.
- 35% of G1 and 14% of G2 students report that the teacher never uses the MT learner's guide.
- 18% of G1 and 2% of G2 teachers believe that children should be able to read in G1.
- In 13% of observations recorded in both grades, no instruction* was taking place.

Percent of the reading lesson in which:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>All pupils have learning materials</td>
<td>44%</td>
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<tr>
<td>All teachers have the teacher's guide</td>
<td>80%</td>
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Performance in this region is characterized by moderate performance and gains between Grade 1 and Grade 2, and generally fewer students at the high end of the distribution. There were high proportions of zero scores (<45 cwpm) on word-reading subtasks in G1, but persisting at around 20% in G2. Scores on listening comprehension were the lowest of all four languages, calling into question whether children really are using the MT that is their home language.

Children in Grade 1 read on average 12 correct letter sounds per minute, 10 correct non-words per minute, and 12 correct familiar words per minute. In Grade 2 the non-word and familiar word reading averages increased to 21 and 28, while letter sounds remained relatively constant. By G2, children were able to respond correctly to about half of reading comprehension questions that they were asked.

More effort should be made into increase the amount of time spent reading during reading lessons and throughout the school day, and ensuring that students have learner’s materials. A precise language mapping should be done in the region to determine the extent of heterogeneity in the region.

* Observation coded as “off task” or “giving procedural directions or managing behavior”

More information: www.eddataglobal.org – spouez@rti.org
On average, grade 2 children read 32 words in one minute, with 10 mistakes.

By Grade 2, 23% of children could read to the end of the reading passage within one minute. More than 70% of them answered at least 4 of 5 questions correctly. In Grade 1, only 12% of children read far enough to be asked 4 or 5 questions.

In both grades, girls read up to 79% more fluently and up to 18% more accurately than boys. The results are comprehension scores about 30% better than those of boys.

Boys and girls combined, and across grades, 16% of children are reading with comprehension (80%) or more. These children are reading in a range of 53 to 62 correct words per minute.

Children* read common familiar words like these correctly 79% (G1) to 87% (G2) of the time

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

*A majority of children attempted 16 letter sounds in one minute, which amounts to about 4 seconds per letter. When provided simple one-syllable words, they could isolate only 4 of 10 initial sounds. Children were most successful with the words “igi”, “ulod”, “ni” and “sa”.

44% of children in grade 1 and 22% of children in grade 2 could not read the first 8 words, and the exercise was discontinued.

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