ABC+: Advancing Basic Education in the Philippines

Longitudinal Study of Literacy and Language Acquisition

Results from Baseline, Midline and Endline Assessments

 PRESENTED BY

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March 14, 2024

Background

ABC+: Advancing Basic Education in the Philippines

ABC+ is a project of the Department of Education (DepEd) in partnership with the U.S. Agency for International Development (USAID) and implemented by RTI International, together with The Asia Foundation, SIL LEAD and Florida State University.

It also works in partnership with the Ministry of Basic, Higher and Technical Education (MBHTE) in Maguindanao, and UP NISMED for numeracy.

ABC+ project aims to benefit up to two million students in its target implementing areas.

Mother Tongue-based Multilingual Education (MTB-MLE) in the Philippines

MTB-MLE was enacted into law in 2009 and enshrined in the 2013 Basic Education Act and K-12 Curriculum.

MTB-MLE generally requires learners to learn first in their mother tongue (L1) and transition to Filipino/Tagalog (L2) by Grade 3 and English (L3) by Grade 4.

Out of the more than 180 languages spoken, only 19 have benefited from central government support in terms of orthography workshops, instructional materials production and teacher training.

Bikol Region, Philippines
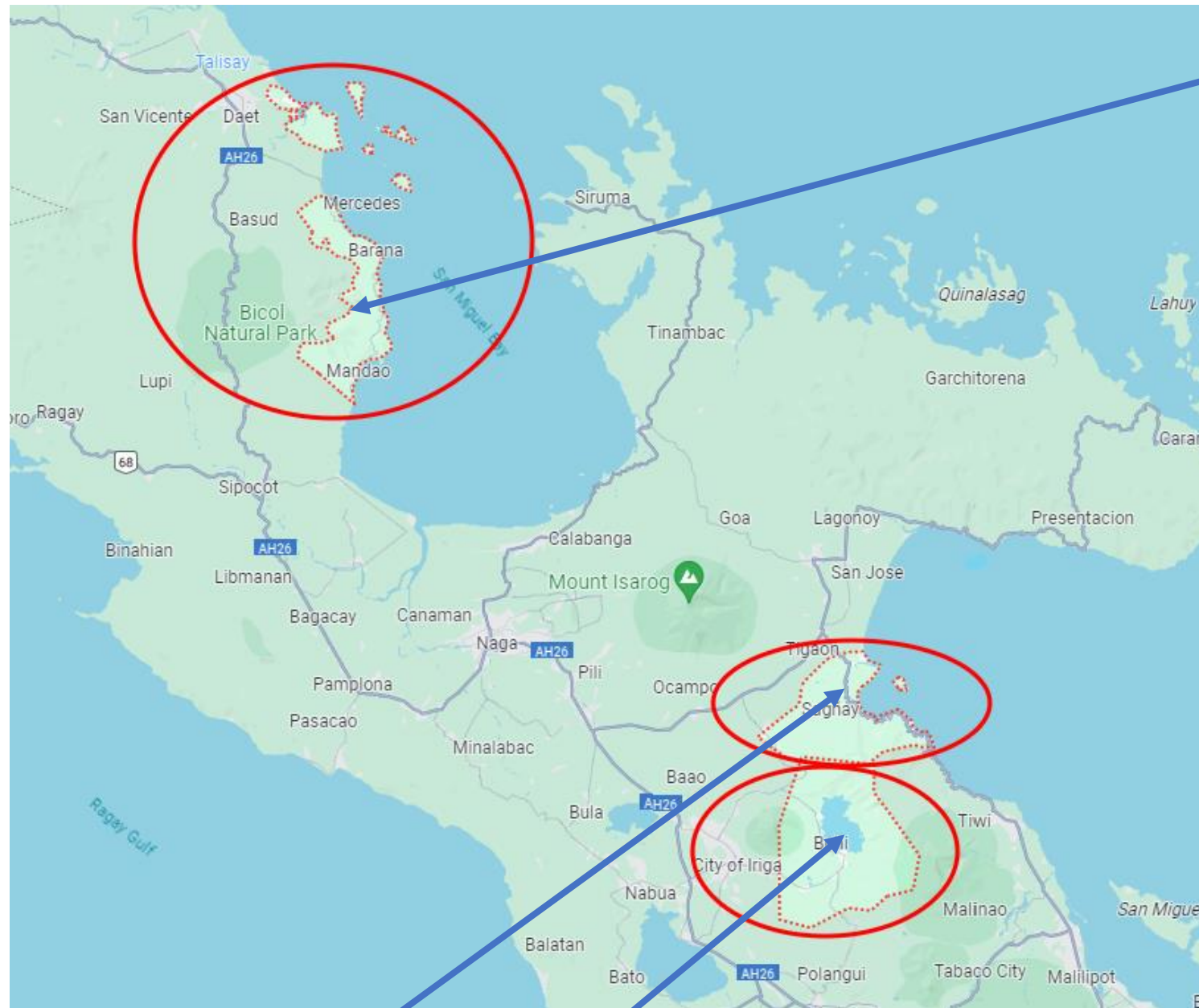
In **Mercedes**, Central Bikol L1 speakers receive double dose of Tagalog/Filipino as their MTB-MLE subject language, and their Filipino subject. The LOI is Filipino / Tagalog.

In **Sagñay,** the LOI is Central Bikol and their MTB-MLE subject is Central Bikol.

In **Buhi North,** the LOI is Boinën and the MTB-MLE subject is Boinën

A Natural Laboratory to Test MTB-MLE Theories

In an area slightly larger than Connecticut with a population of just under 4 million, fourteen different languages plus numerous dialects are spoken throughout (Lobel, 2019).

Young children **will more quickly learn to read in their home language** (or mother tongue) than if they were taught to read in a second language (Walter & Dekker, 2011).
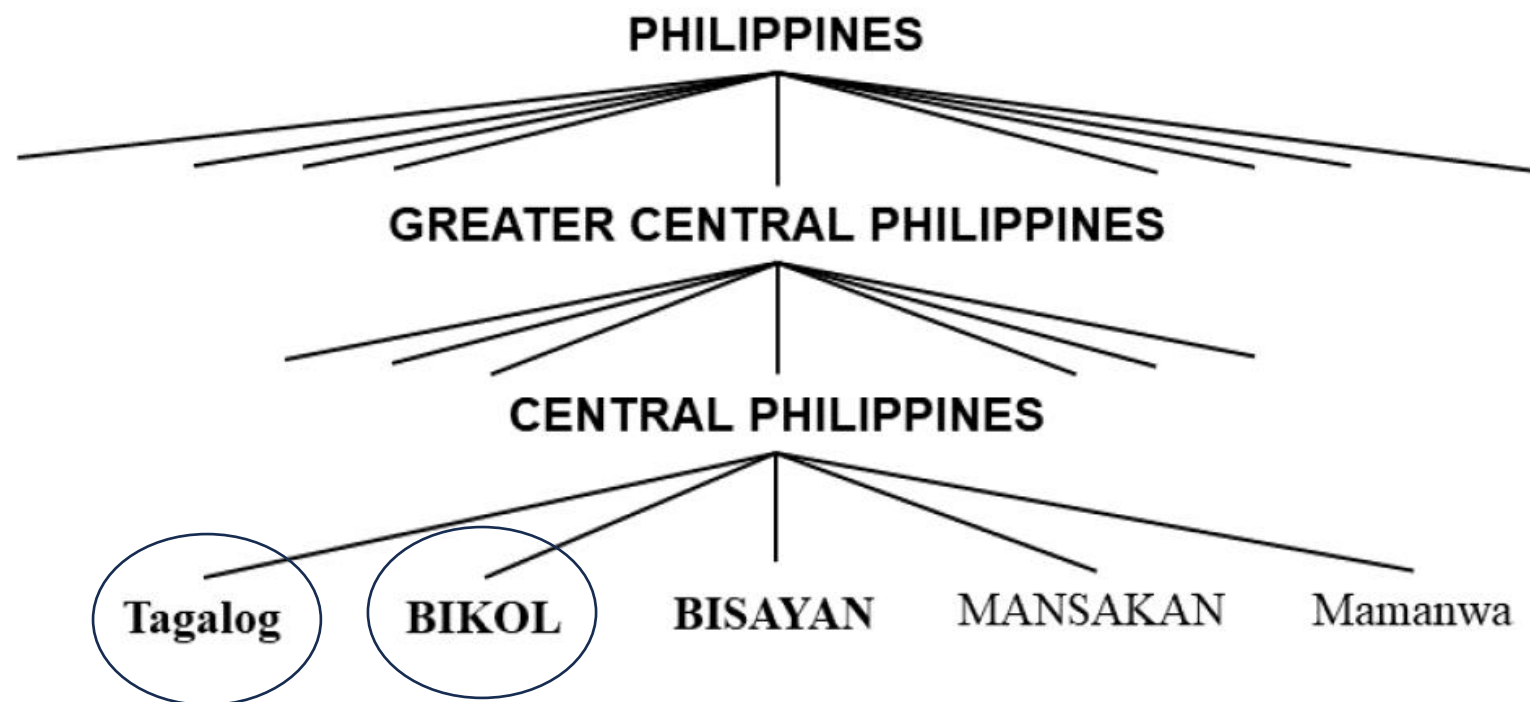
Learning to read in one's home language will accelerate the acquisition of second (and third) language literacy (Corder. 1983; Salmona, 2014; Yadav, 2014).

Philippine Language Families and Bikol Language Subfamilies

Tree 1. A simplified view of the Philippine language subfamily (largely following Blust 1997, 2019 and Zorc 1977)

PHILIPPINES

GREATER CENTRAL PHILIPPINES

CENTRAL PHILIPPINES

Tagalog   BIKOL   BISAYAN   MANSAKAN   Mamanwa

Tree 2. The Bikol Subgroup (largely following Lobel 2013)

BIKOL

Northern Catanduanes   Northern/Central Bikol   SOUTHERN BIKOL   (Inagta Bikol)

Rinconada   Buhi-non   Bikol Libon (Libongeño)   West Albay Bikol   Miraya
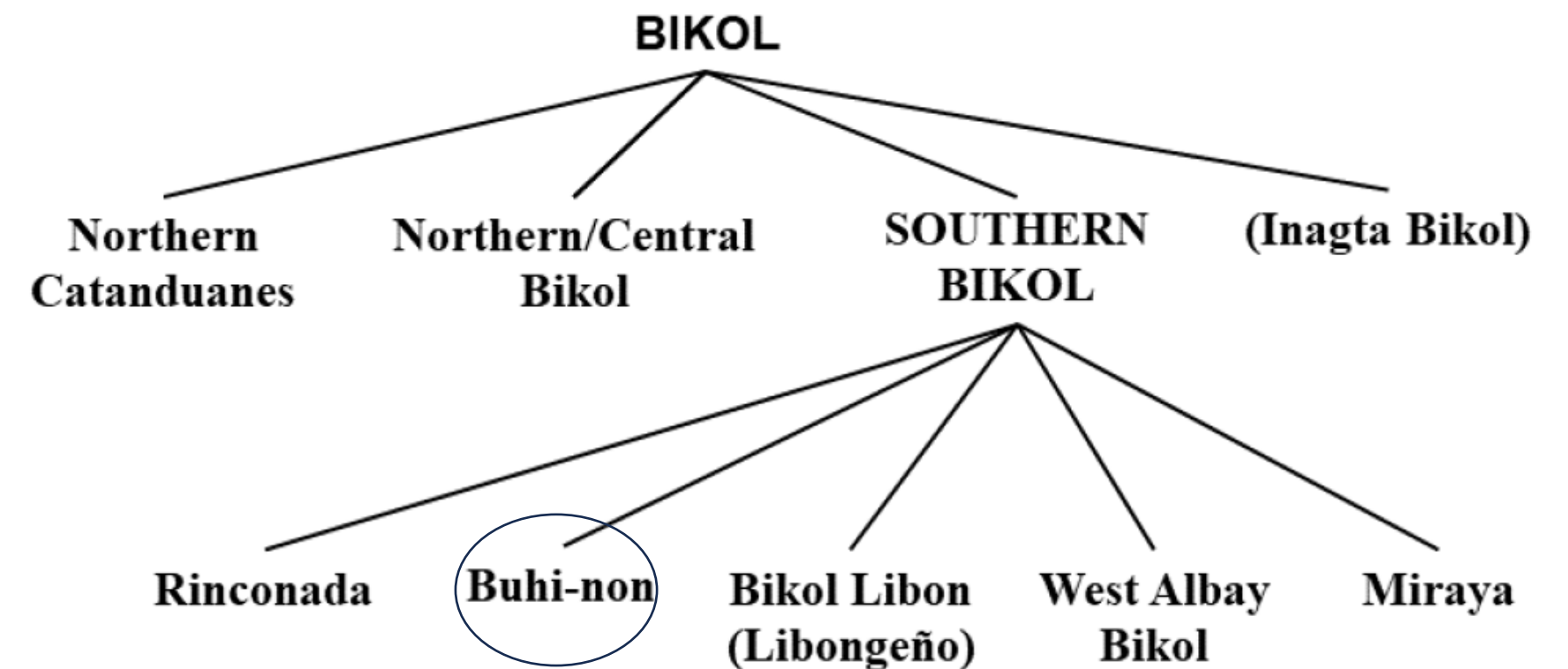
Boînën Short Story Reading Passage

Si Ben nakakita nin ongaw. Yo ongaw, itëm. Yo ongaw agko sôwot na tag sa liëg. Pula ana tag. Sa itaas niyana ka͡ôy yo ongaw. Ataas yo ka͡ôy. Alîpot ana itâ ni Ben. Nagngarawngaw niyo ongaw. Gostong rëgëpan ni Ben. Oroaldaw nipanik iya sa piyamënan na agko ka͡ôy. Piro kaataas niyo ka͡ôy! Napatëlën iya. Napaangës iya nin ararëm. Naabot niya niyo sangâ. Kina ësad pa. Naging arani na iya sa ongaw. Piro nasindakan iya kaso nakita niya niyo makaskas na maitëm na nag-ondawag pa baba sa ragâ. Ngowan kaipowan nirang isalbar niyo linalang na agko dowang paa.

Central Bikol Reading Passage

Nakahiling nin ikos si Tina. Itom an ikos. Igwa nin sulot na tanda an ikos. Pula an tanda. Nasa kahoy an ikos. Halangkaw an kahoy. Haralipot an bitis ni Tina. Naghibi an ikos. Gustong magtabang ni Tina. Aroaldaw siyang nagsasakat paduman sa kawatan. Pero halangkaw an kahoy na ini. Tinakigan siya. Napahangos siya nin hararom. Inabot ni Tina an sarong sanga. Asin an iba pa. Harani na siya sa ikos. Pagkatapos nakahiling si Tina sarong anino na nagdalagan paibaba. Ngonyan an igwang duwang bitis na nilalang an kaipuhan maisalbar.

Filipino/Tagalog Reading Passage

Si Toni ay siyam na taong gulang. Gusto niyang mag-ayos ng mga bagay. Mayroong problema ang kanyang nakatatandang pinsan. Para maayos ito, kailangang may bilhin ang kanyang pinsan. Naglakad sila papuntang palengke. Habang naglalakad, nagtutulak sila ng isang malaking bagay. Kung maaayos nina Toni at ng kanyang pinsan ang problema, makauuwi sila ng bahay nang mas mabilis. Pagkaraan ng mahabang paglalakad ay narating na rin nila ang palengke! Kalaunan nahanap na rin nila ang tamang tindahan. Ang pinsan niya ay bumili ng gulong. Ikinabit nila ito. Kailangan din nila ng hangin para sa gulong. Ang nagtitinda ay mayroong pambomba. Ginamit nila ito. Nalutas ang problema. Makauuwi na sila ng mabilis gamit ang kanilang sasakyang may dalawang gulong.

Overview

Purpose
- To understand how learners, teachers, and schools are faring under different MTB-MLE conditions

- To examine factors relating to home and classroom learning that affect literacy acquisition.

Design
- Longitudinal study of **Grade 1-Grade 2** and **Grade 2-Grade 3 learners** in each group to compare their progress in the MT, Filipino, English

Data Collection Tools
- EGRAs in L1, L2 and L3
- Teacher and parent interviews
- FGDs with teachers and school heads

Research Questions

1. How do first, second and third language literacy acquisition rates differ between learners of varying MTB-MLE implementation groups?

2. How do teachers implement MTB-MLE for non-supported languages (ie, Boînën)?

3. What if any factors relating to home learning environment and remote learning modalities affect learner's literacy acquisition and reading performance?

Timeframe
- October 2021 – Baseline
- October 2022 – Midline
- June 2023 – Endline

Sample Frame and Respondents

Comparison Group	District	Learners' Home Language	Number of Schools	G2 Learners (at endline)	G3 Learners (at Endline)	Number of Teachers	Number of HLPs (% match)
Group 1. Supported LOI	**Sagñay**	**Central Bikol**	16	164	158	51	285 (89%)
Group 2. Non-Supported LOI	**Buhi North**	**Boînën**	17	122	137	59	273 (85%)
Group 3. Second language LOI	**Mercedes**	**Central Bikol**	9	57	80	48	123 (90%)
Group 4. Supported LOI	**Mercedes**	**Tagalog**	13	107	86		162 (84%)

Grade 3 Results at a Glance

Grade 3 MT Reading Fluency

RQ 1.1

RQ 1.2

MT ORF (cwpm) over Time by District
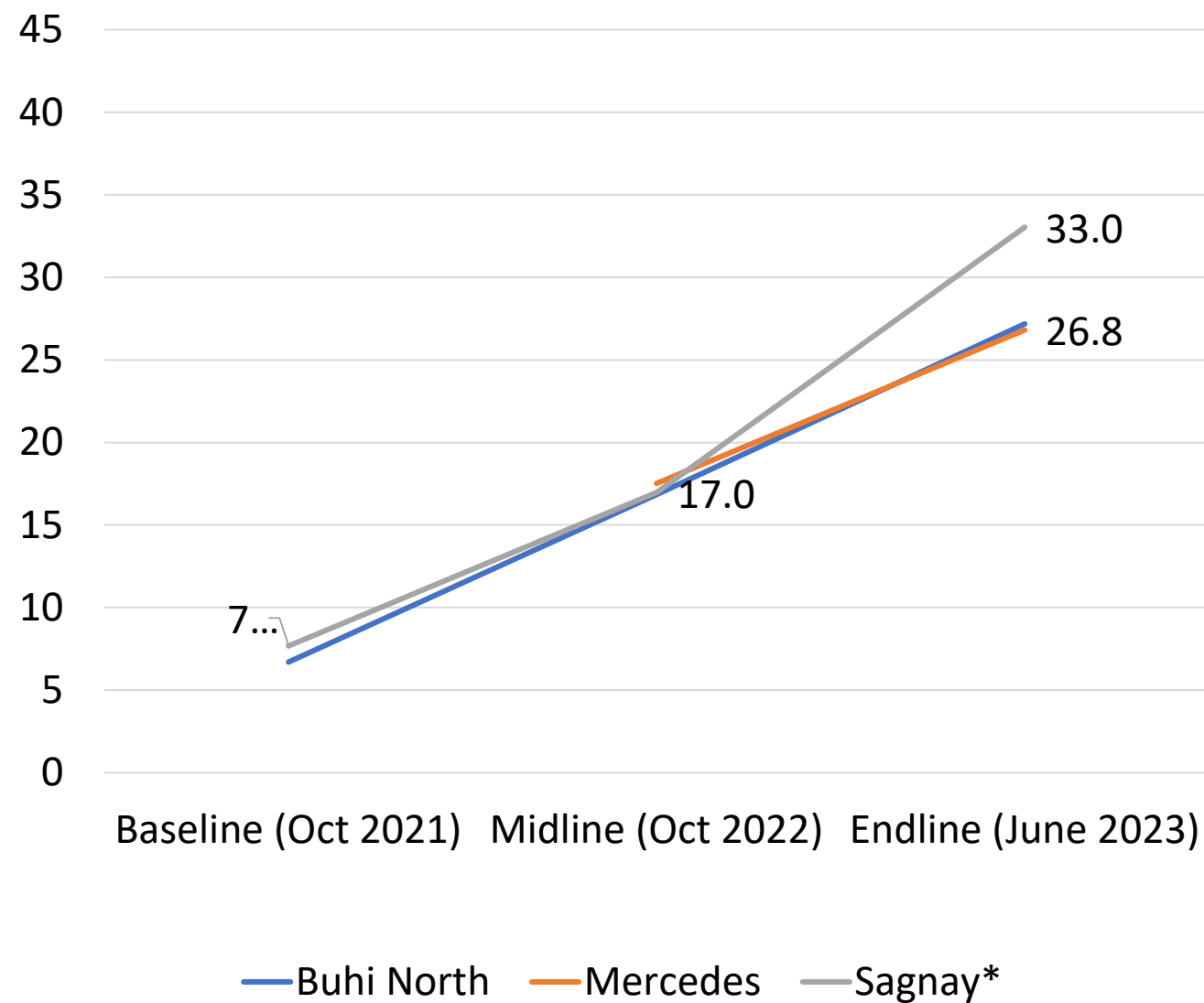
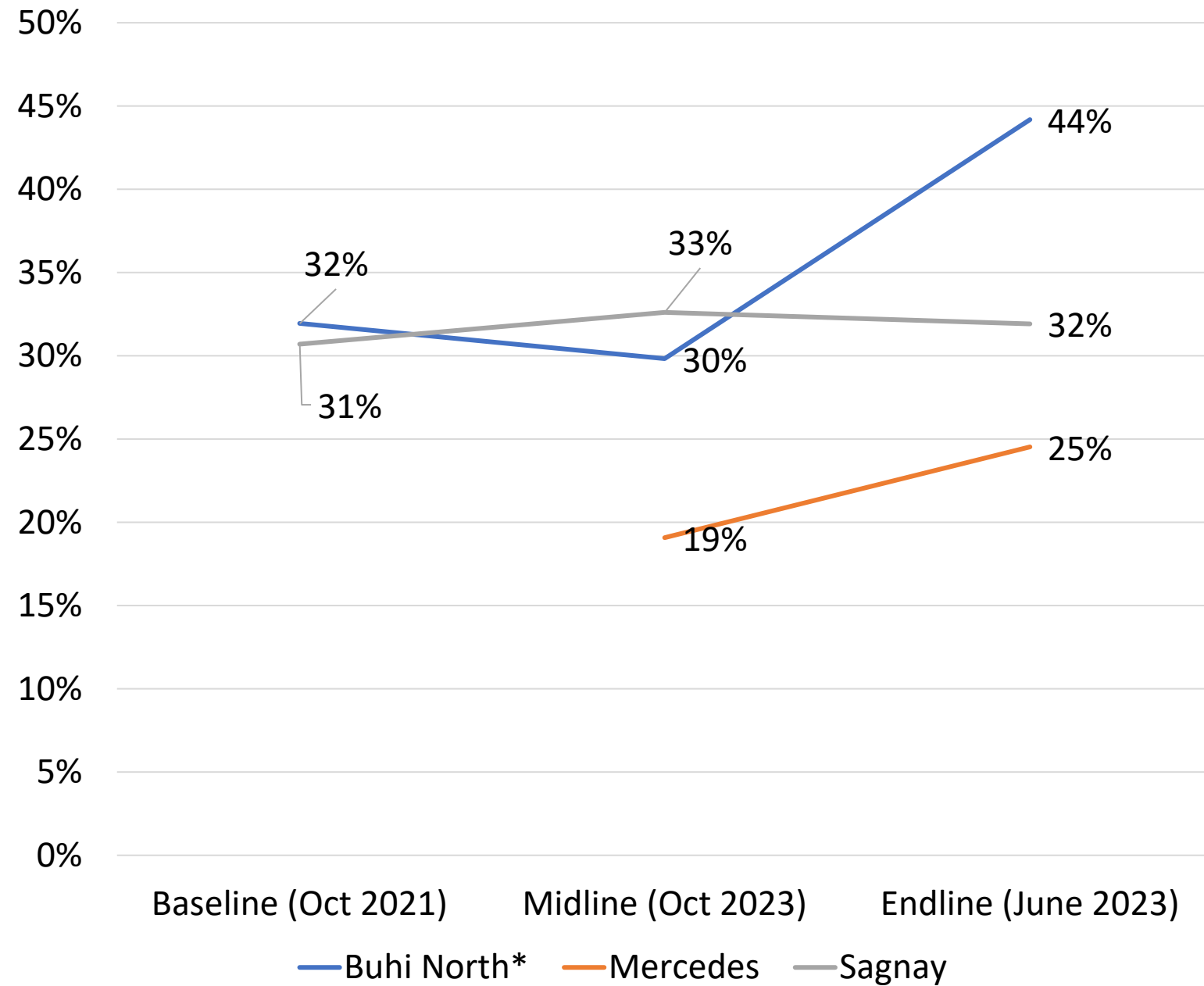### Central Bikol ORF (cwpm) over Time by Home Language
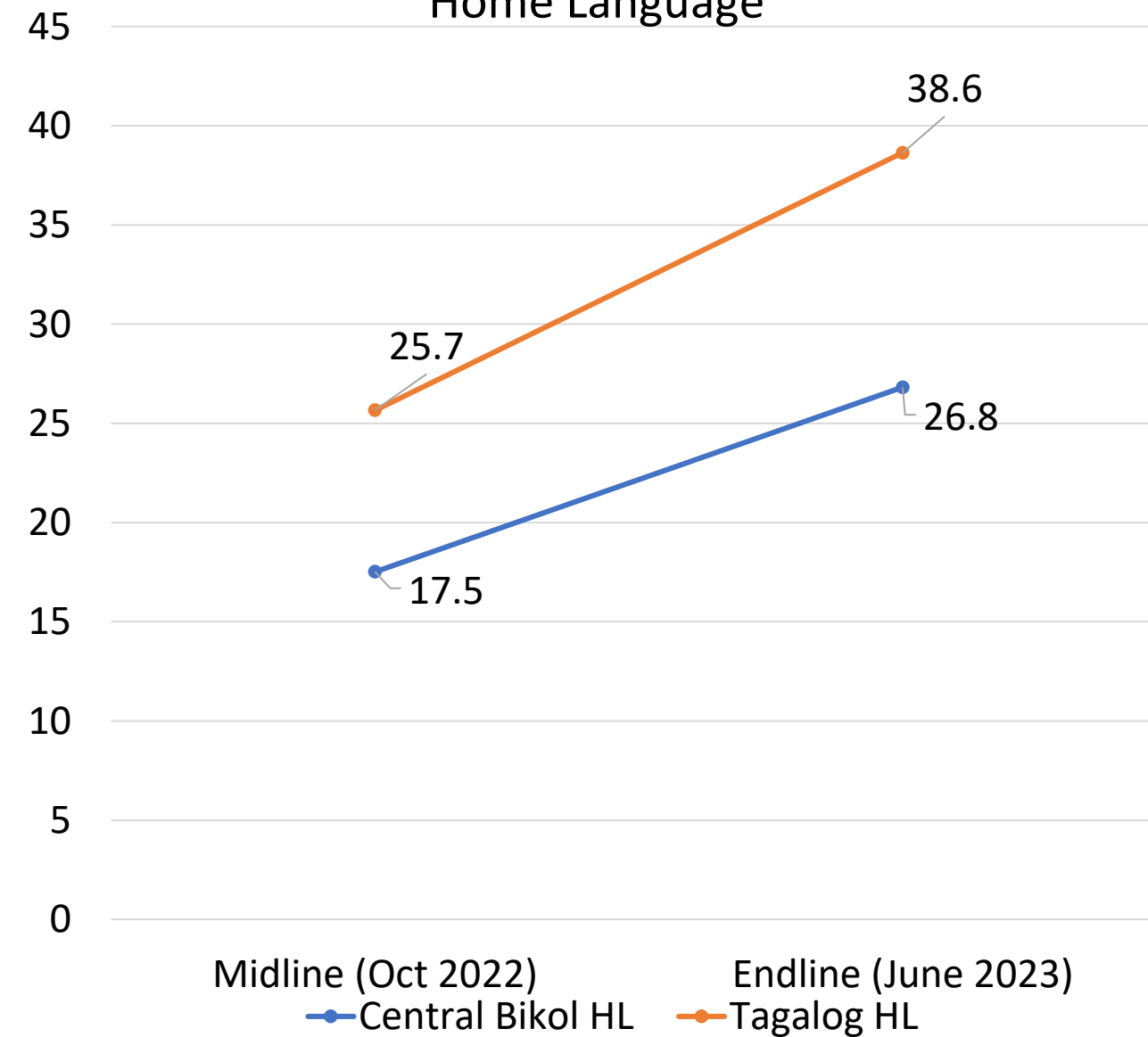
Mercedes learners were not administered the Central Bikol reading passage at baseline.
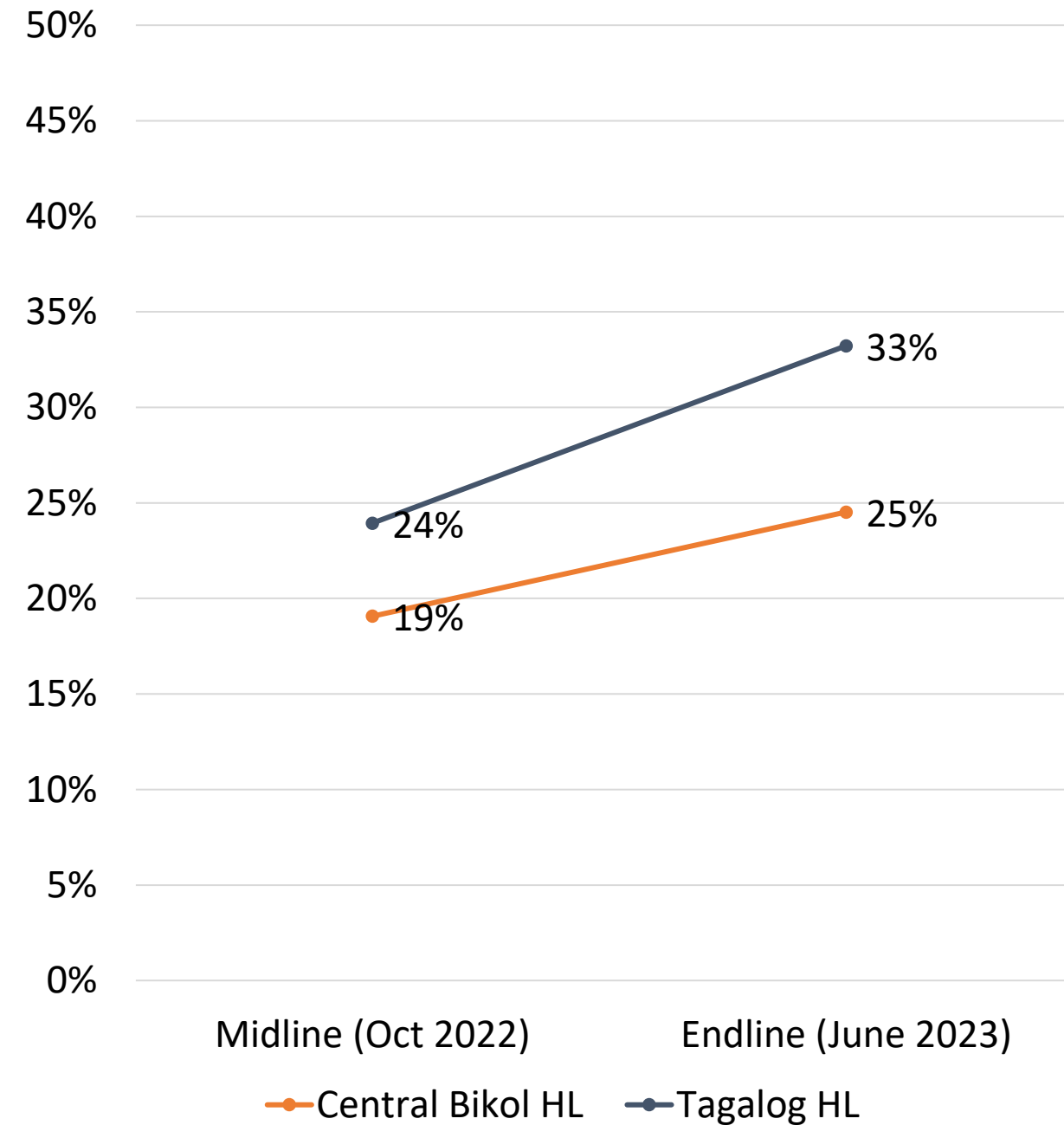
Grade 3 MT Reading & Comprehension

RQ 1.1
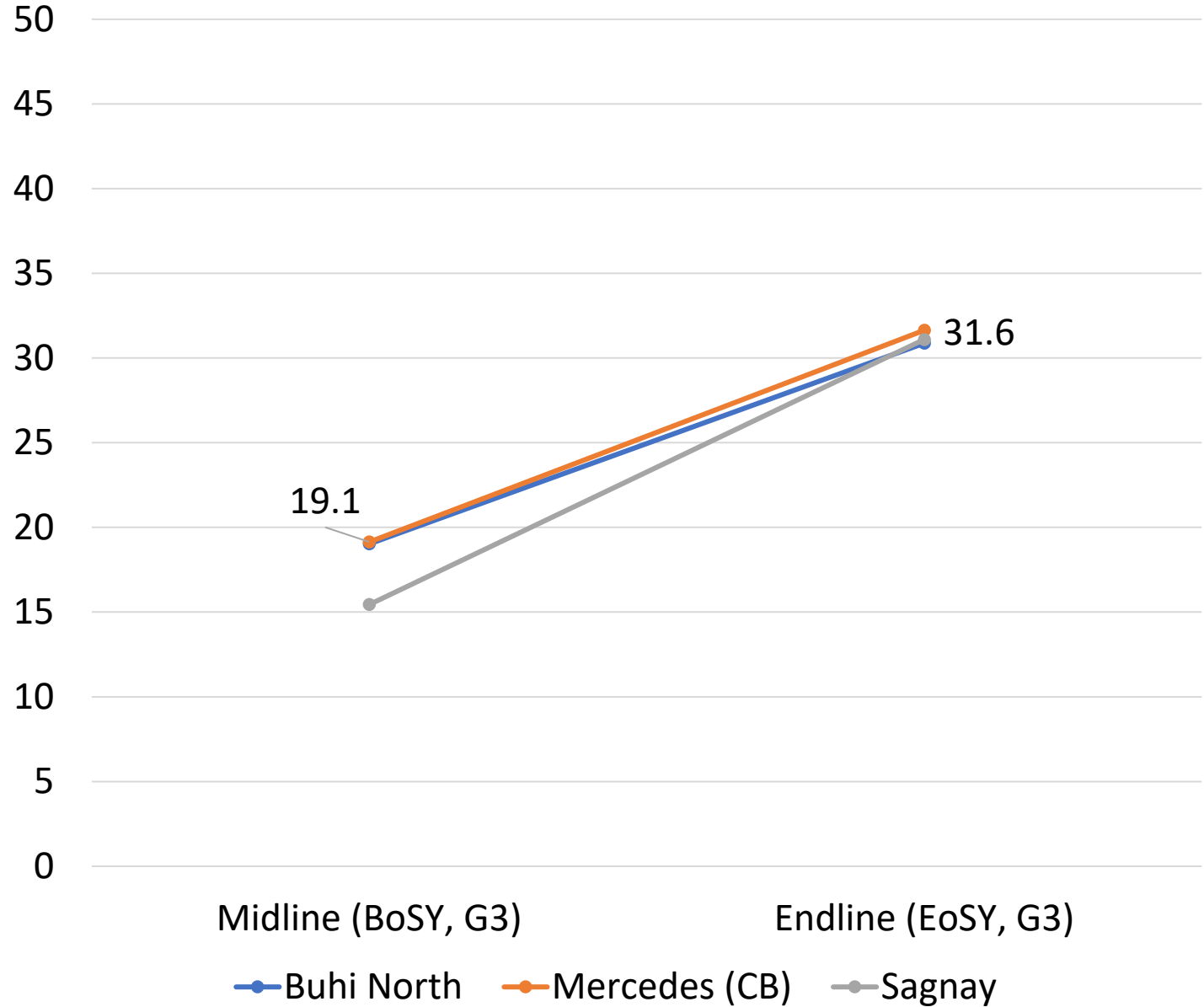MT Reading Comprehension (Attempted) over Time

RQ 1.2
Central Bikol Reading Comprehension
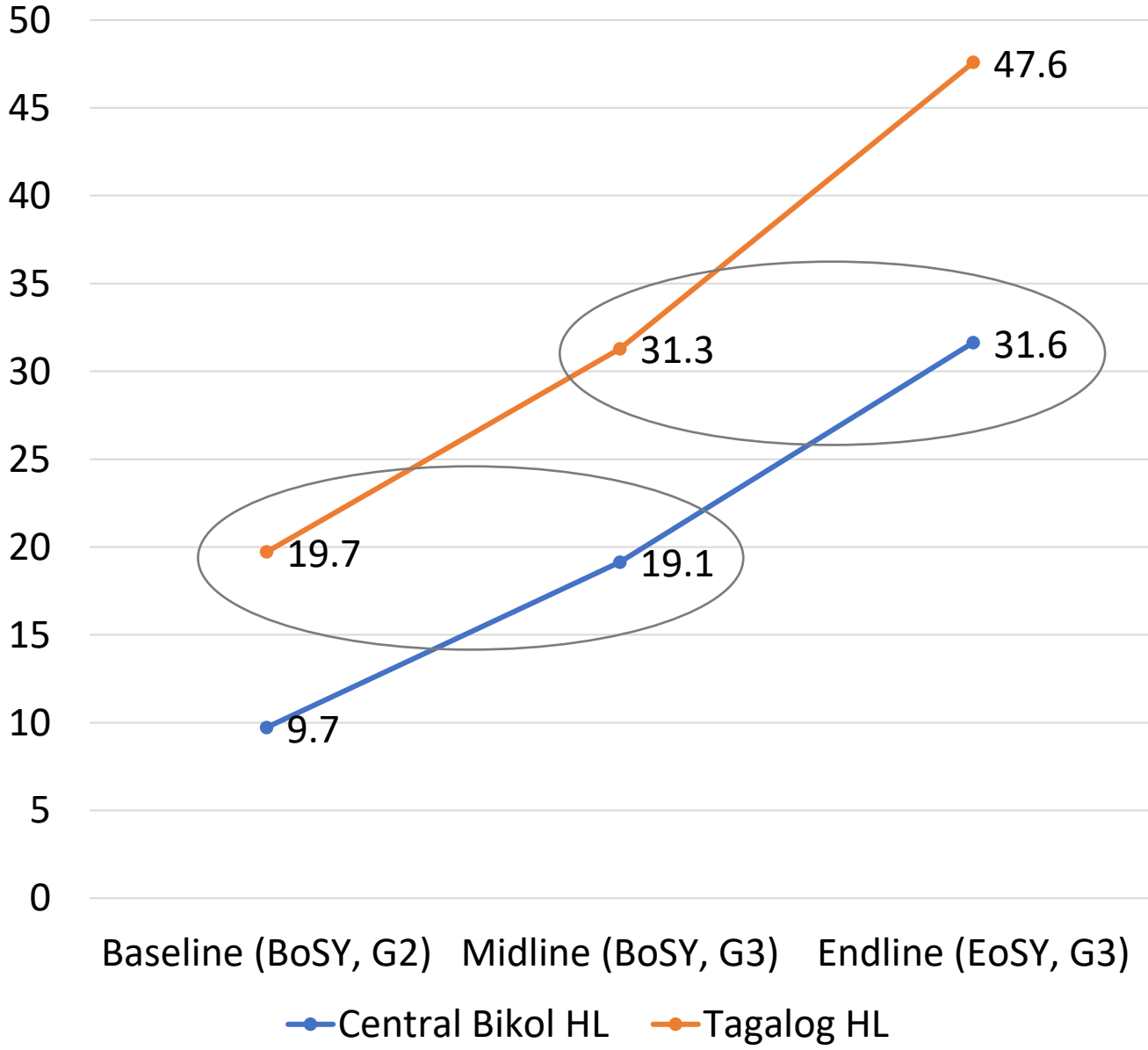
Grade 3 Filipino Reading Fluency

RQ 1.1

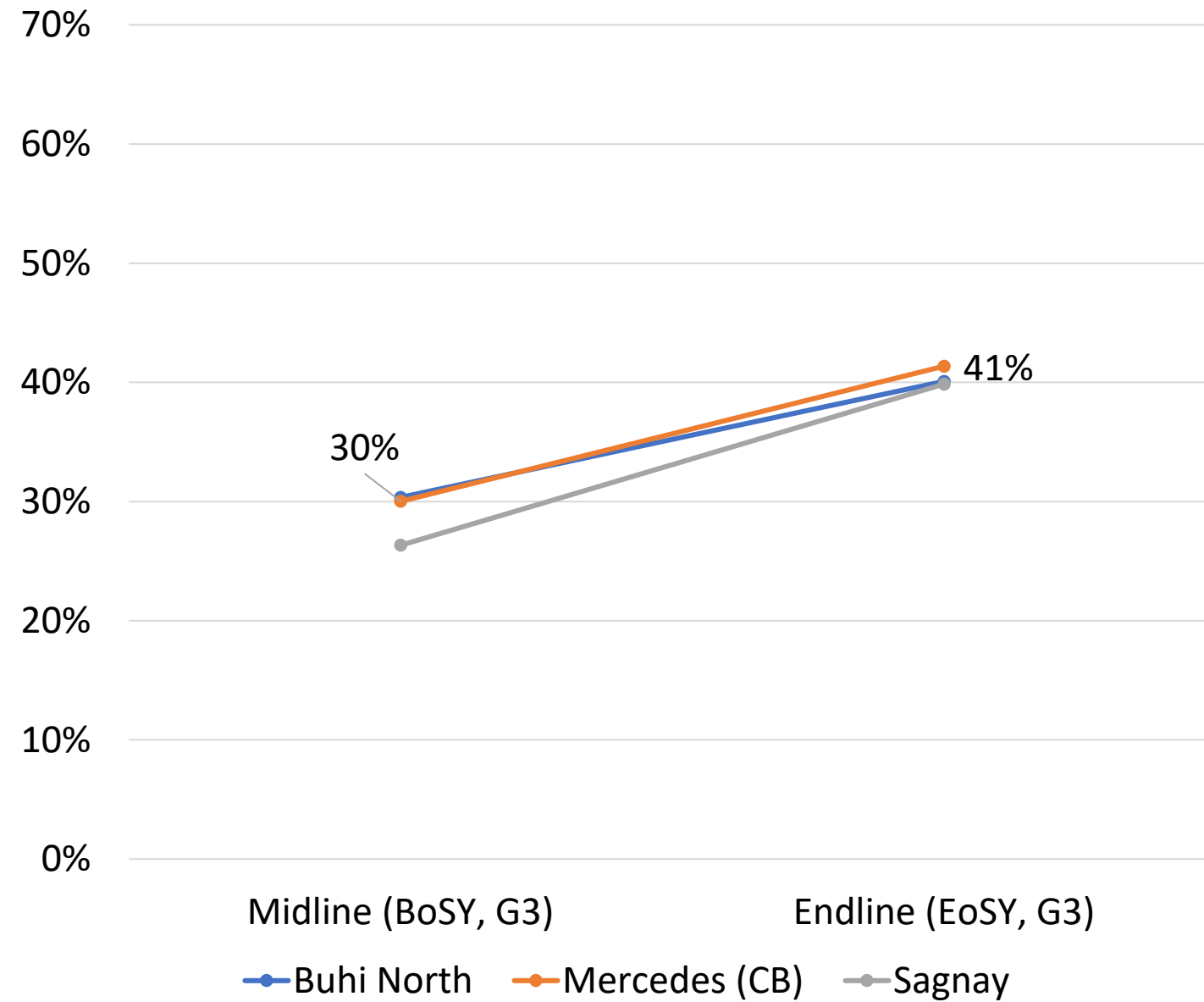Filipino Oral Reading Fluency (cwpm) over Time by District

RQ 1.2

Mercedes District only: Filipino ORF (cwpm) over Time by Home Language
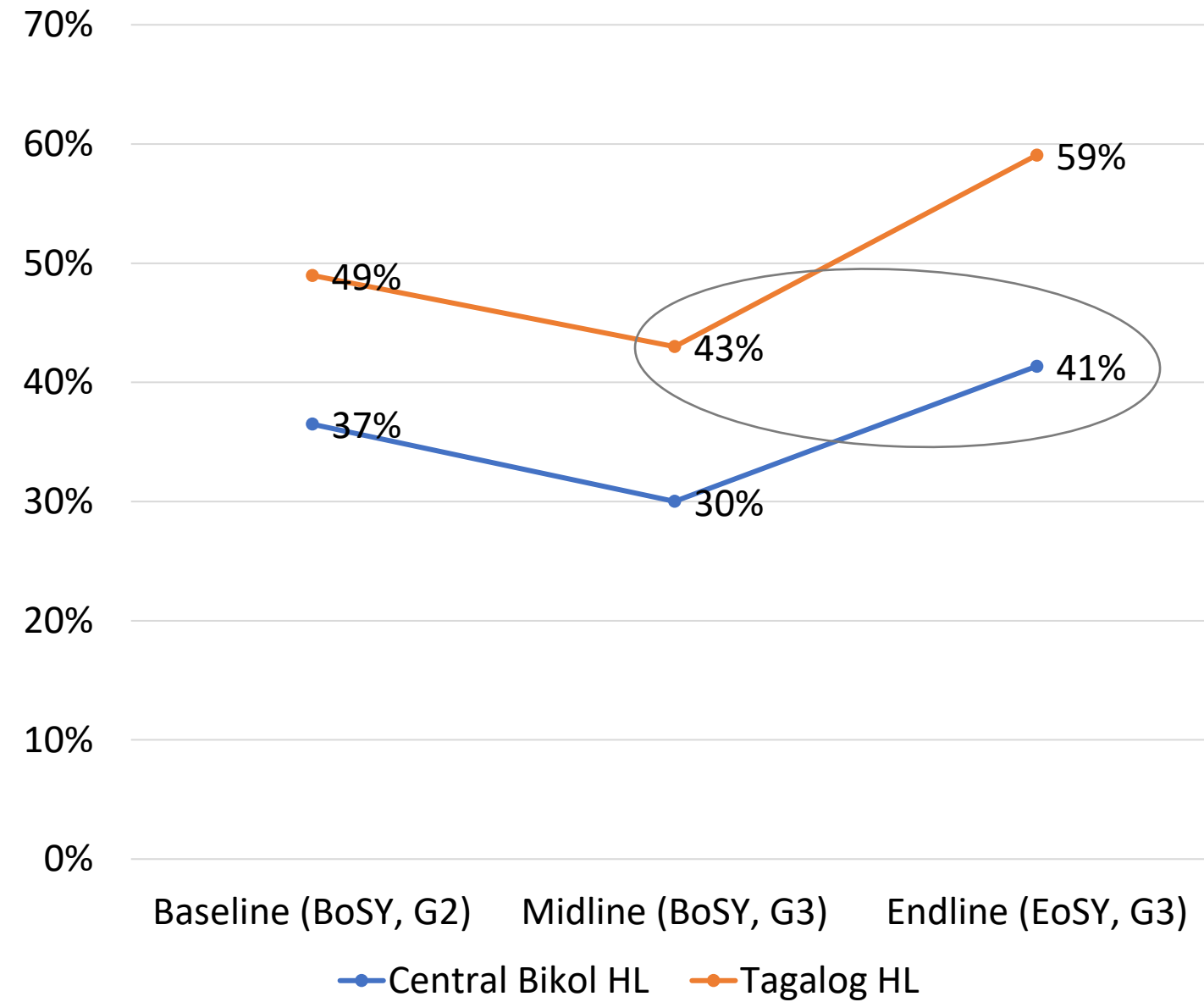
Grade 3 Filipino Reading Comprehension

RQ 1.1

Filipino Reading Comprehension over Time by District

- 70%
- 60%
- 50%
- 40%
- 30%
- 20%
- 10%
- 0%

30%

41%

Midline (BoSY, G3)   Endline (EoSY, G3)

● Buhi North ● Mercedes (CB) ● Sagnay

RQ 1.2

Mercedes District only: Filipino Reading Comp over Time by Home Language (% correct)

- 70%
- 60%
- 50%
- 40%
- 30%
- 20%
- 10%
- 0%

49%
43%
59%
37%
30%
41%

Baseline (BoSY, G2)   Midline (BoSY, G3)   Endline (EoSY, G3)

● Central Bikol HL ● Tagalog HL

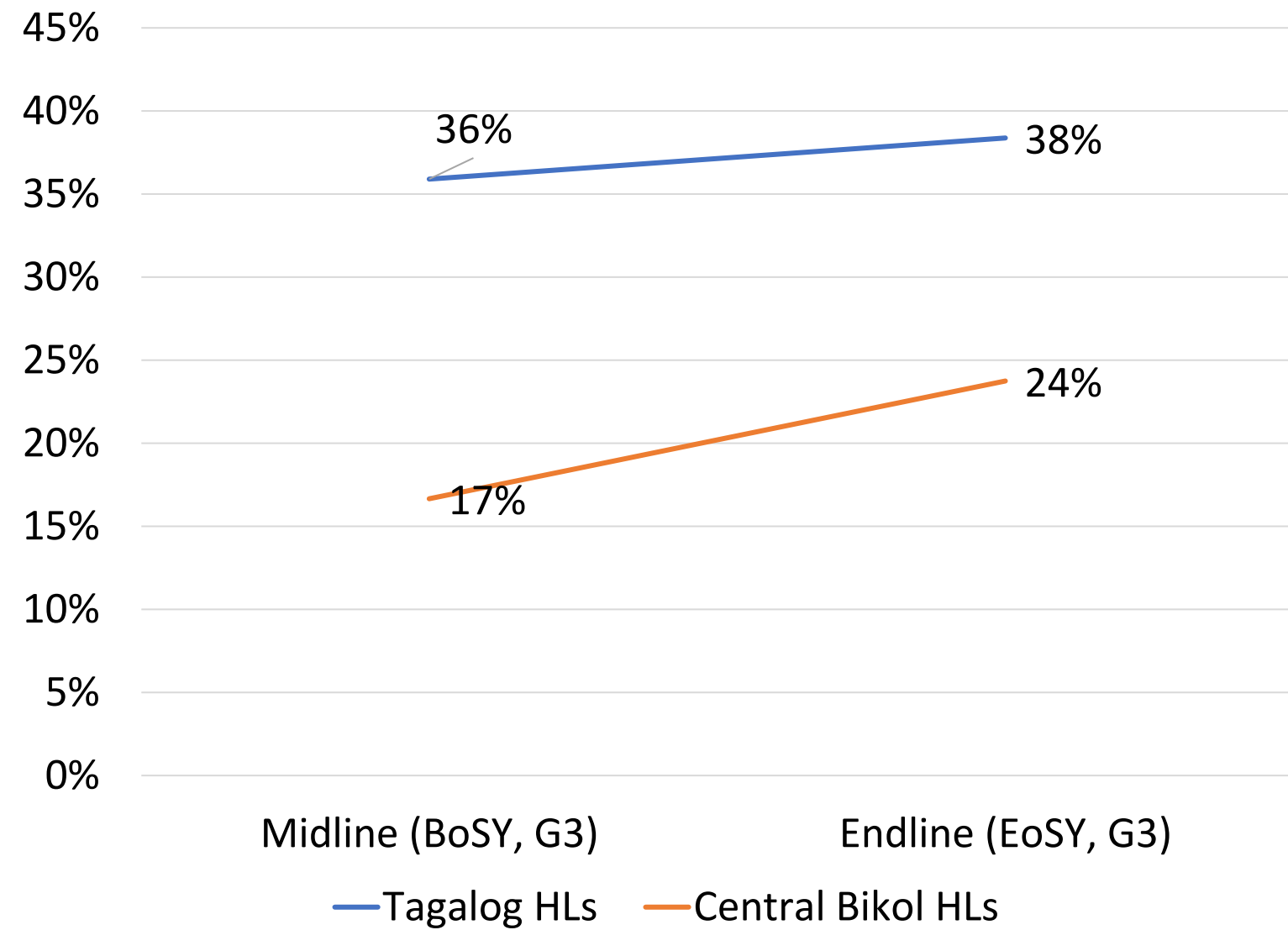# Grade English Listening Comprehension Skills

RQ 1.1

### English Listening Comprehension over Time by District
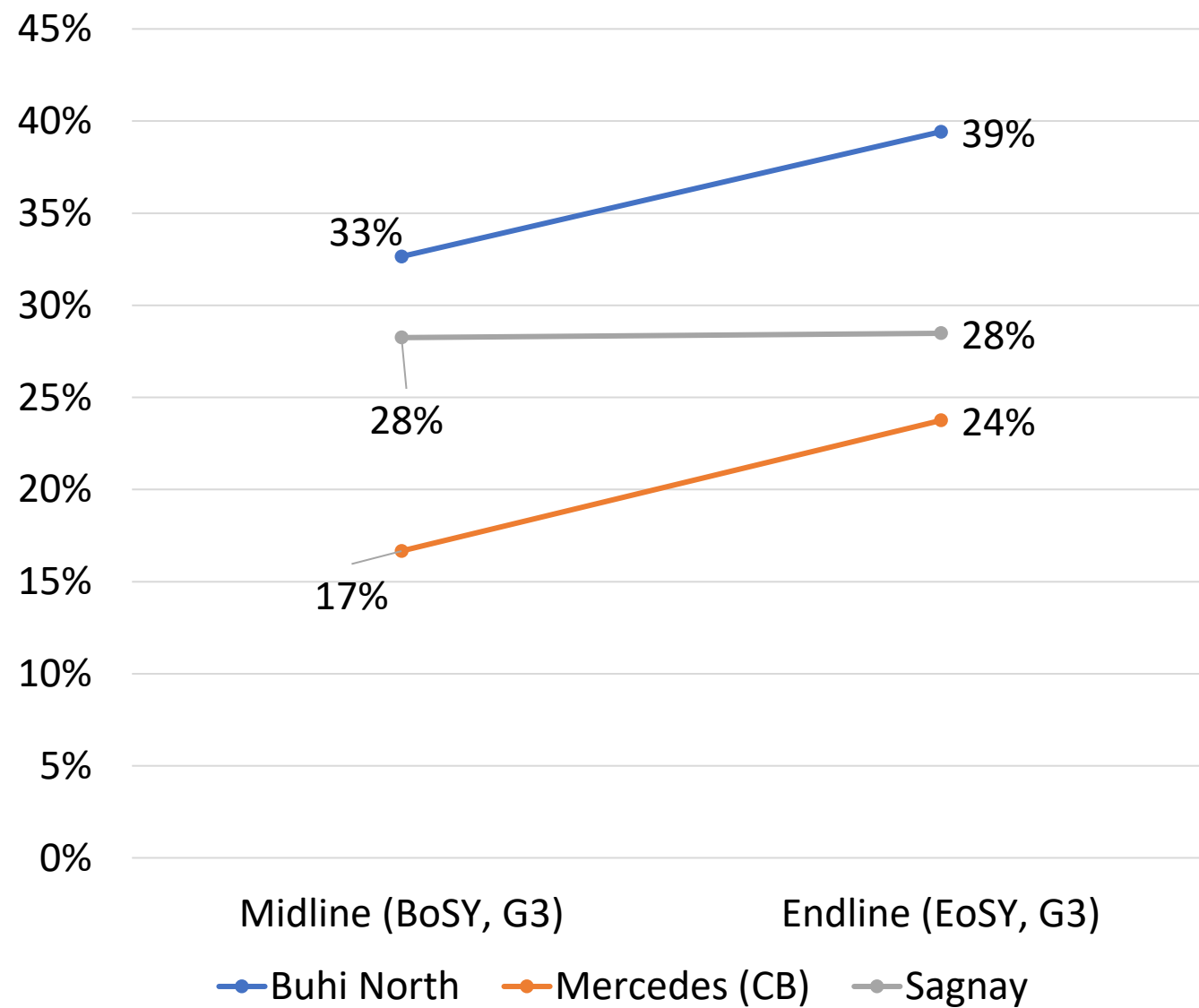
RQ 1.2

Mercedes District only: English Listening Comprehension by Home Language

G3 English Reading & Comprehension Skills – Endline Results only

SubTask	Buhi North	Sagñay	Mercedes (Central Bikol Learners)	Mercedes (Tagalog Learners)
English Fluency Skills (cwpm)	36.0	33.1	28.8	**52.8***
% of Learners with Zero Scores (non-readers)	19%	14%	30%*	**7%***
English Reading Comp (% correct attempted)	23%	18%	15%	**31%***
% of Learners who cannot answer a single question correctly	53%	62%	64%	46%

RQ 3. What factors relating to home learning environment and affect learner's literacy acquisition and reading performance?

Average ORF (Overall) vs HLP Support

Overall ORF vs HLP Work-Education Status
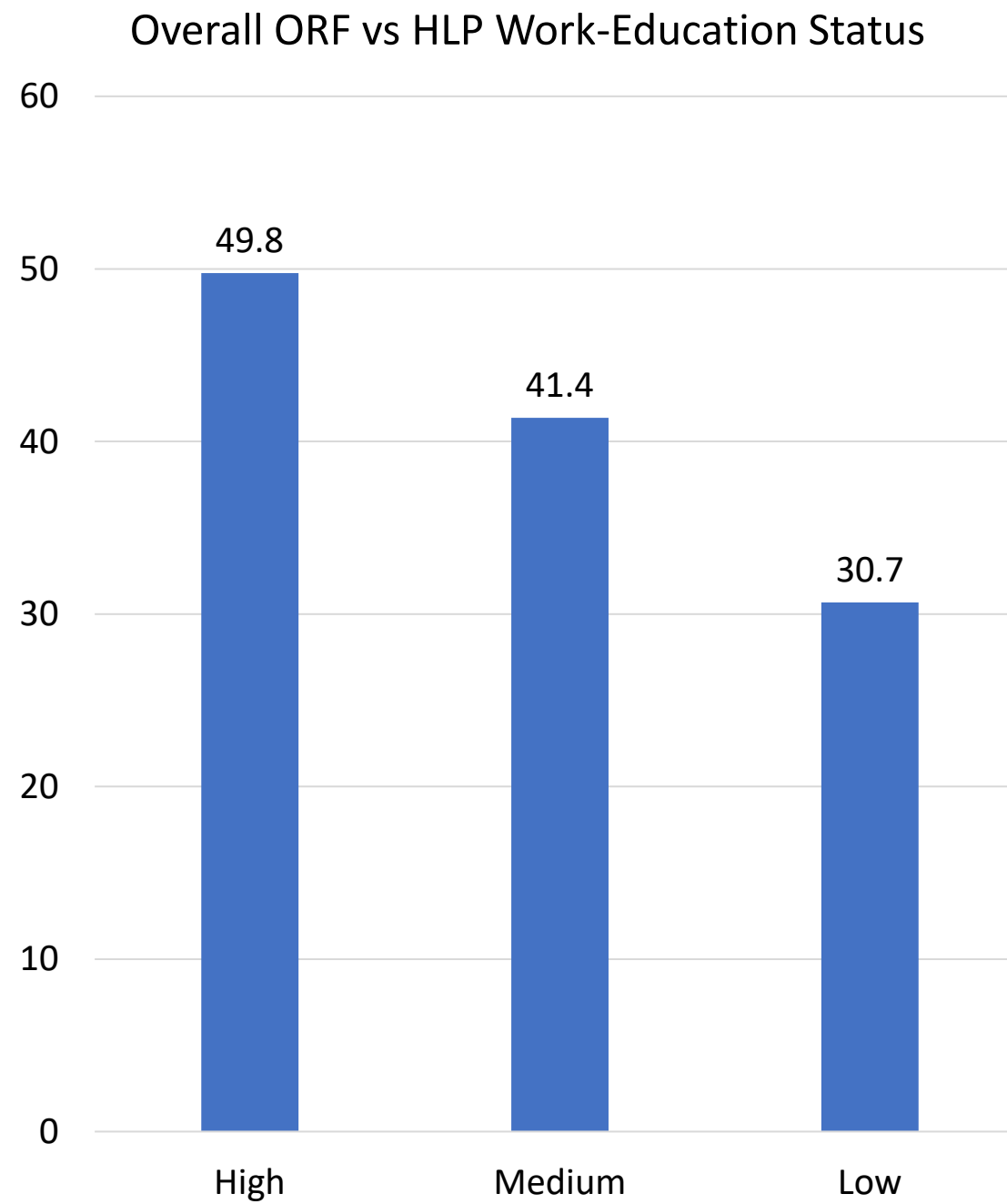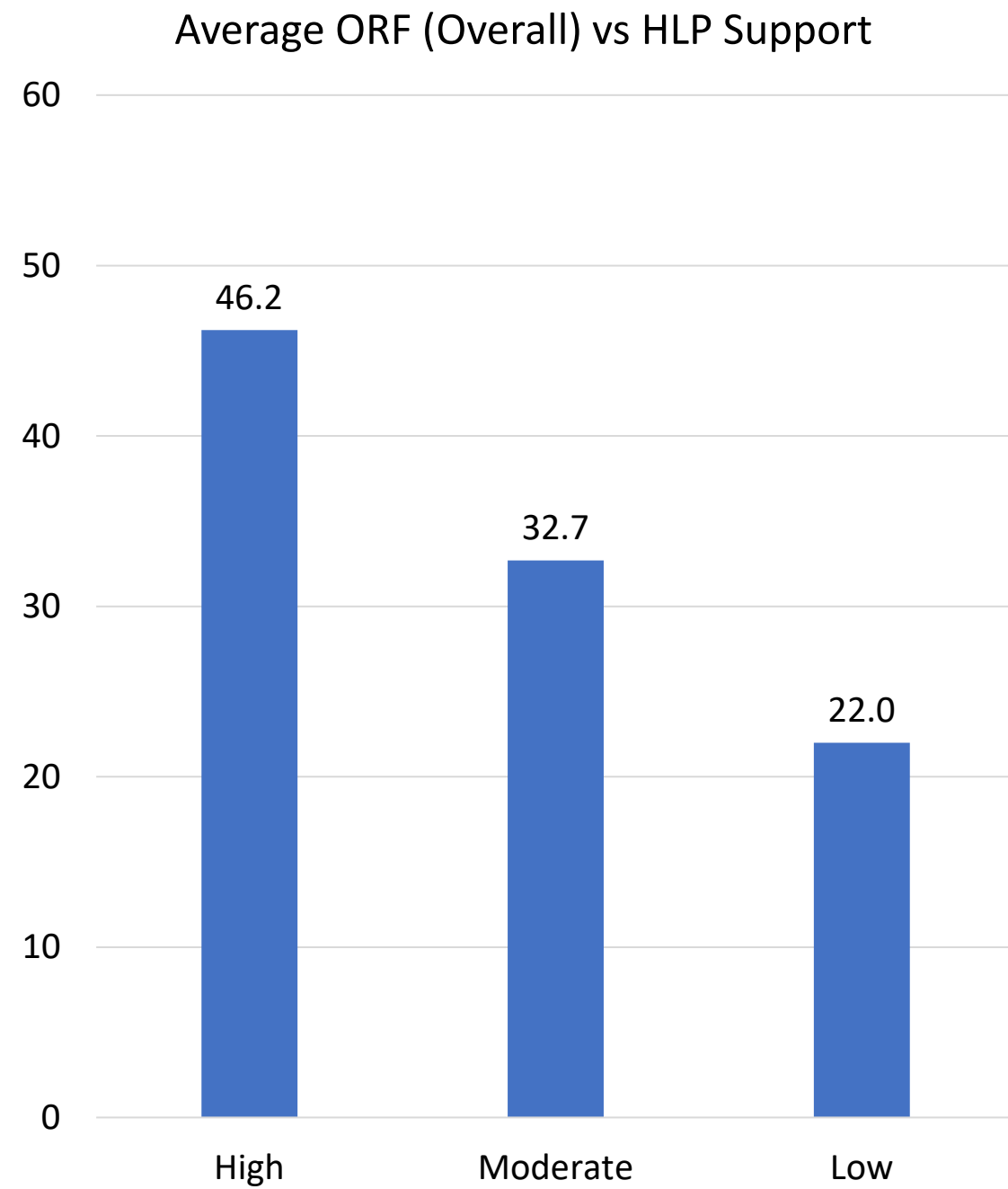
*For Work-Education Profiles, there were no significant differences found between any of the four groups.*

For HLP Support, Mercedes learners benefited significantly from higher levels of HLP support.

There were no differences between Mercedes HLPs in terms of HLP Support.

How frequently do you read independently at home?
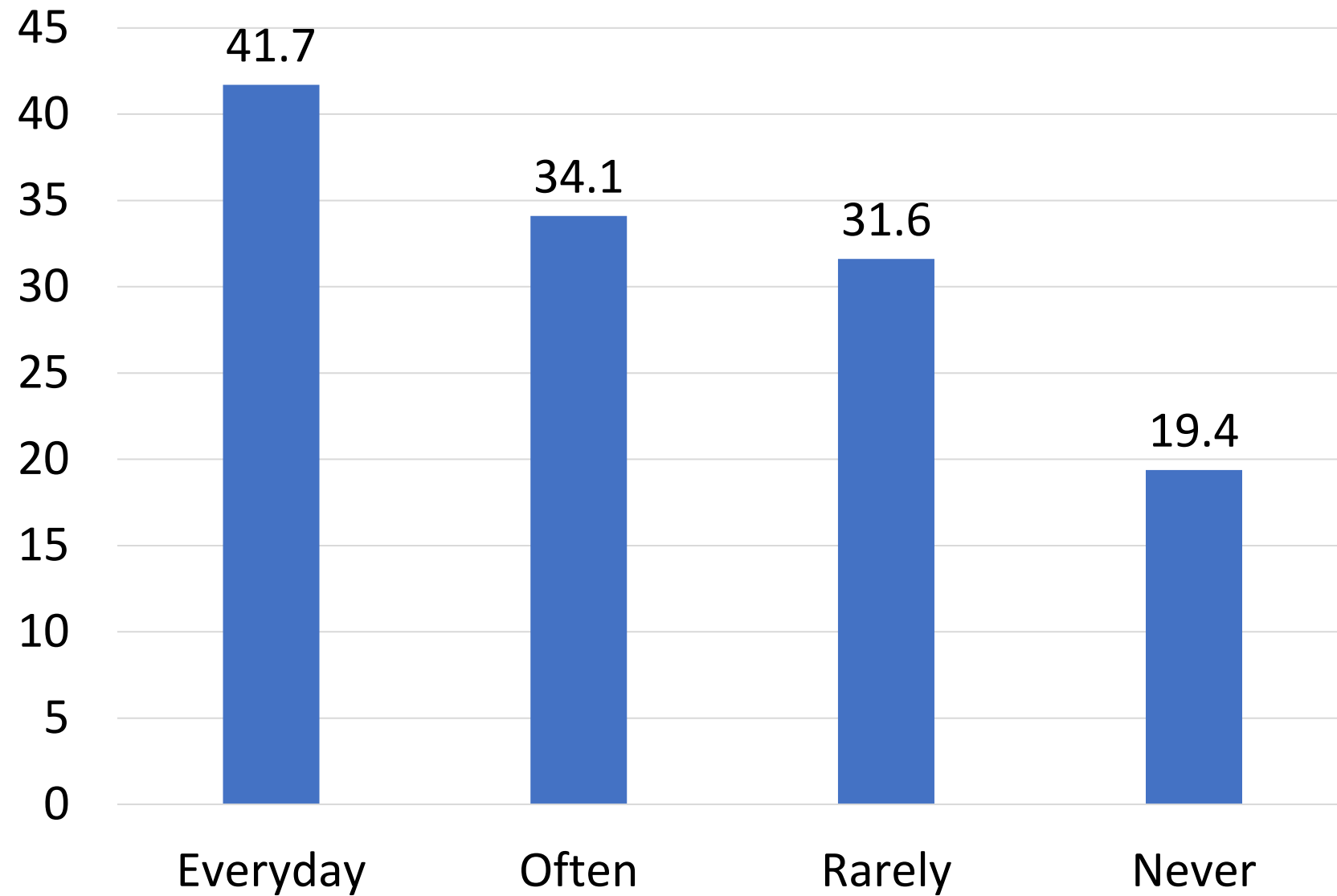
How frequently do you read at home independently?
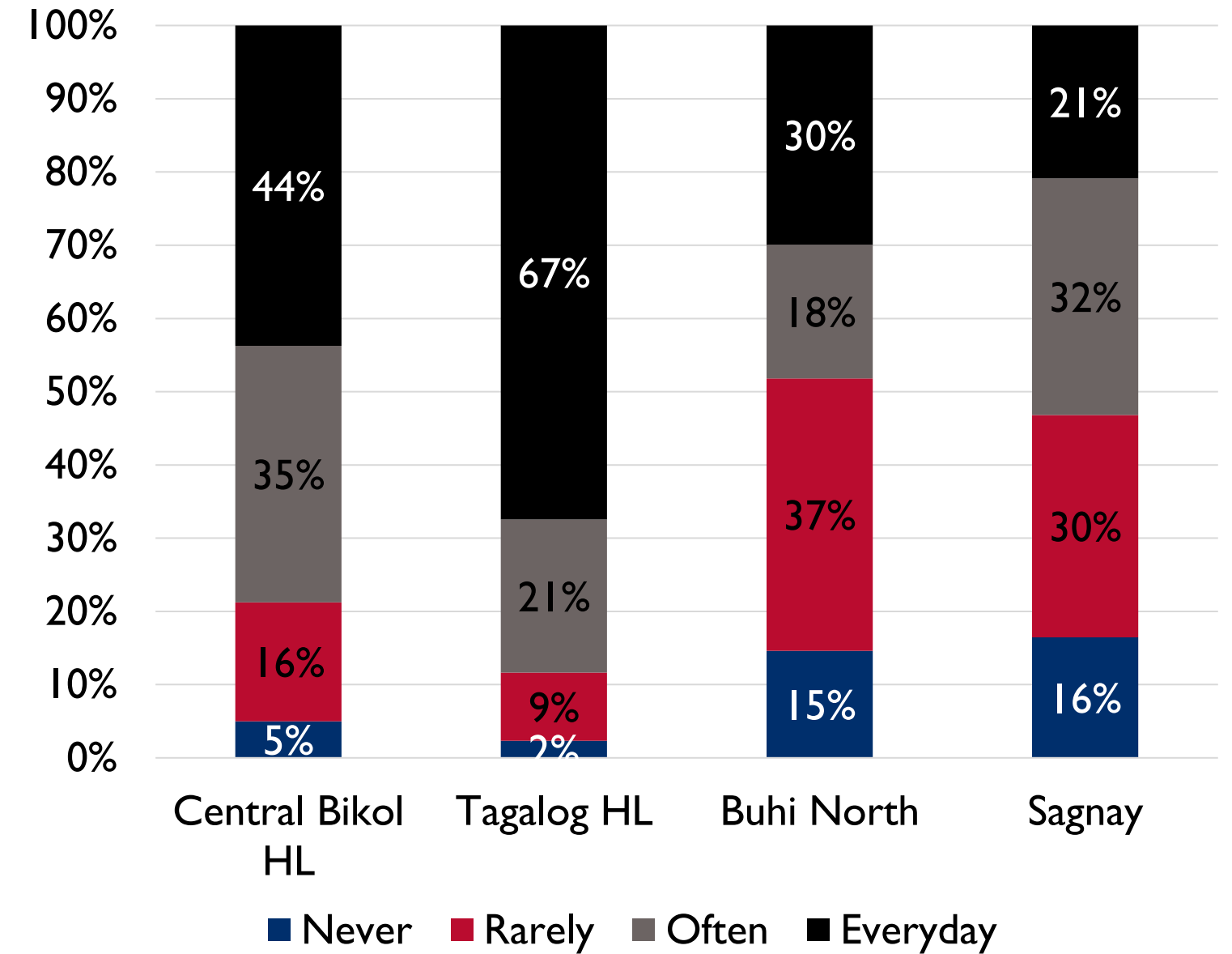
Reading independently at home is strongly and positively correlated with reading fluency.

Mercedes Learners tend to read more frequently at home than the other groups. Tagalog learners reported having the highest frequency of independent reading at home, which may be in part due to the availability of reading materials in their home language.

Summary Findings

Central Bikol learners are falling behind in relation to English language learning in comparison to all groups.

They are reading at par with Boînën and Central Bikol learners from the other districts despite receiving 'double doses' of Filipino through the MTB-MLE subject and Filipino lessons.

The inequities between L1 Tagalog speakers and L1 Central Bikol speakers are only increasing, exacerbated by the policy decision to use Tagalog as the LOI

For L1 Central Bikol-speaking learners in Mercedes and Cam Norte generally, efforts should be made to use the Central Bikol language of instruction and provide reading materials in Central Bikol.

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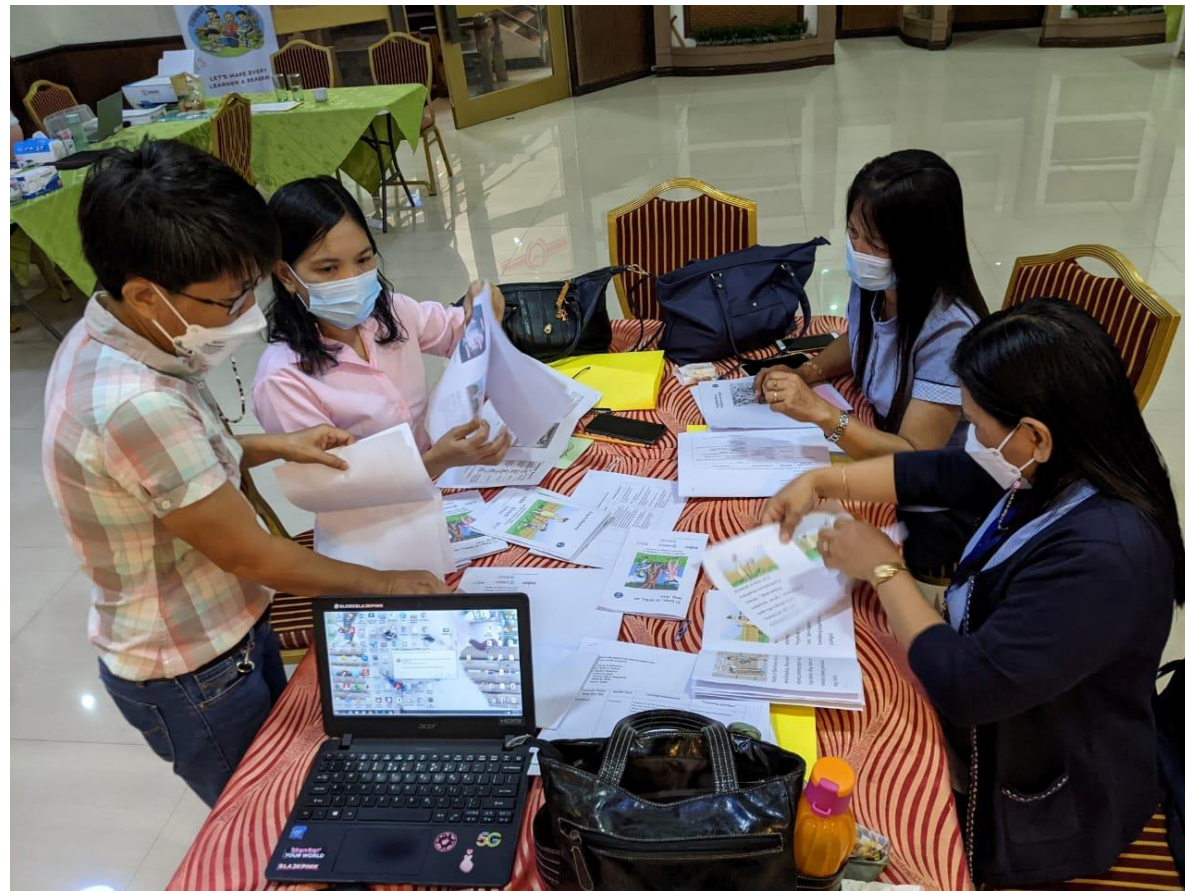
Summary Conclusions

1. Study confirms that students who learn in their L1 tend to do better. This conforms with prior research in the Philippines (e.g. Dekker's Lubuagan study and also international studies like Thomas & Collier 1997).

2. When LOI and L1 are misaligned, it creates inequities in the form of an achievement gap between children whose L1 is the LOI and children whose L1 is not the LOI. Hence, a national shift back to the predominantly English-Filipino bilingual system is CONCERNING. Study also agrees with research in the US that achievement gaps tend to widen over time.

3. Recommendation: more research on the strengths and outcomes of different language models of education is needed in the Philippine context (i.e. different number of years of MT as LOI and/or subject, different distributions of subjects per language, different timeframes of when L2s are introduced, etc) before sweeping policy changes like MATATAG are adopted (which has fairly rigid language Sequencing and limited role of MT)

Dios Mabalos!

Salamat!

Thank you!

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