



Reading Achievement in the Philippines: Does Language Complexity Matter?

USAID/All Children Reading – Philippines

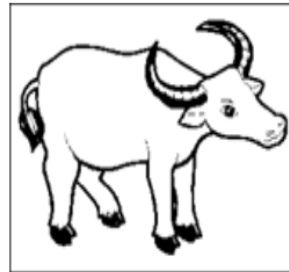
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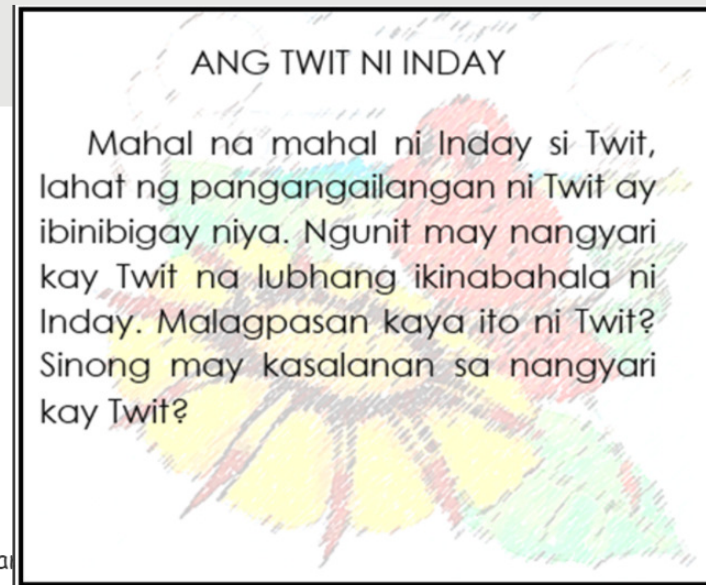
April 28, 2021

Research question

- Does the complexity of an individual's first language of literacy affect how well they learn to read a second (non-native) language.
- In Uganda (Brunette et al, 2019), it did. --Word length, syllabic complexity, transparency
- Philippines: G1 MT; G2 MT + Filipino; G3 MT + Filipino + English.



- Ania ti nagan daytoy?
- Ania ti maitulongna kadayto daytoy?
- Ania dagiti galadna daytoy nga ayup?
- Nuang daytoy. Naandur a katulongan kadagiti aramid iti talon. Nagaget ken naandur a katulongan kadagiti aramid iti talon.
- (Para sa Nagannak: Itudo ti ladawan ti nuang. Ibagi ti naganna sa kuna:)



Brunette, T., Piper, B., Jordan, R., King, S., & Nabacwa, R. (2019). The impact of mother tongue reading instruction in twelve Ugandan languages and the role of language complexity, socioeconomic factors, and program implementation. *Comparative Education Review*, 63(4), 591–612. doi:10.1086/705426

Method

- Secondary analysis of two large national EGRAs in the Philippines:
 - 2013 (bilingual curriculum) – 2267 Grade 3 children tested in English and Filipino
 - 2019 (early-exit multilingual curriculum) – 2214 G3 children, same tests, same schools
 - Among the languages represented in this sample, analyzed the orthographic (spelling), phonologic (pronunciation), morphologic (meaning) and sociolinguistic characteristics (culture), and assigned them to relative complexity categories.
 - Linear and logistic regression models controlling for other factors such as wealth, gender and availability of reading materials in the home.

Complexity group	Languages
Group 1	Tagalog
Group 2	Central Bicol, Sinugbuanong Binisaya, Hiligaynon, Bahasa Sug, Waray
Group 3	Ilokano, Kapampangan, Magindanawn, Mëranaw

Findings

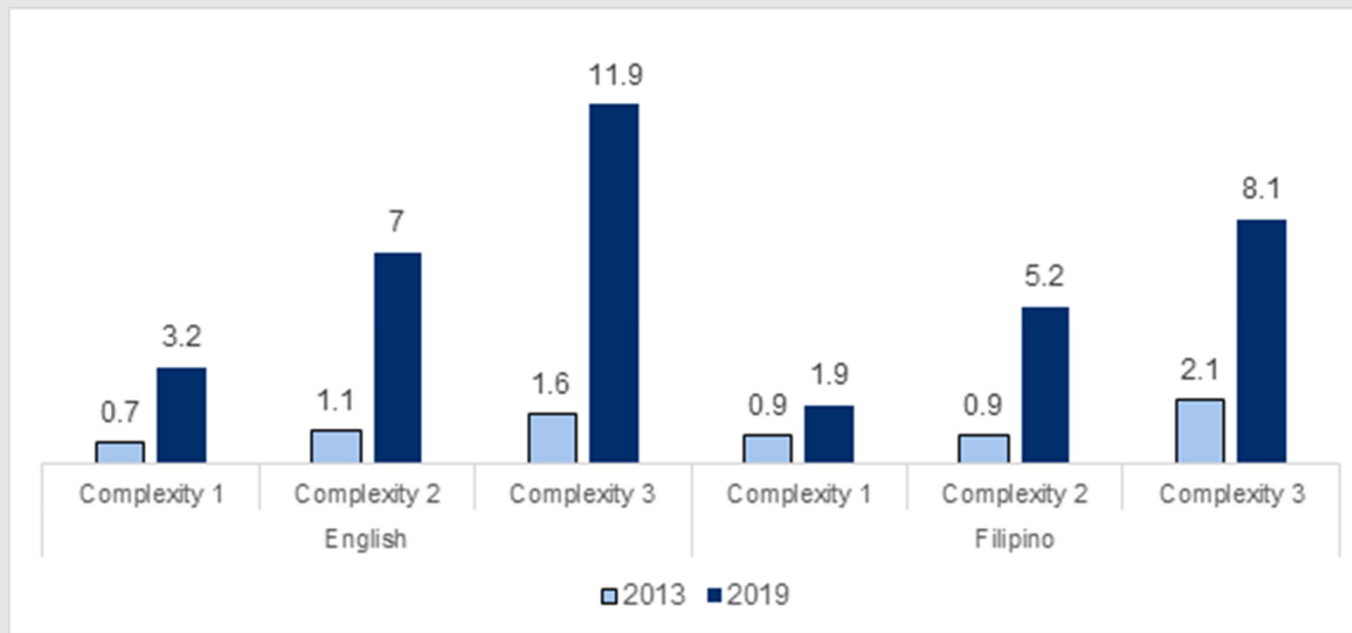
- English and Filipino ORF score (cwpm) by language complexity group, 2013 and 2019

	English		Filipino	
	2013	2019	2013	2019
Group 1 (least complex)	70.2	63.7	75.0	70.4
Group 2	67.3	55.4	67.0	57.3*
Group 3 (most complex)	65.9	49.0*	66.4	54.8*

* = significantly different from control (Group 1)

Findings

- ORF zero scores by language complexity, 2013 compared to 2019



2013: No statistically significant differences

2019: the difference between Group 1 and Group 3 was statistically significant

Conclusions : Language complexity and reading in the Philippines

- **Small trend:** language complexity was found, in some instances, to be a significant predictor of reading outcome, even when socioeconomic status and regional variation was controlled for, but it was **not consistent across years, complexity groups, or L2 and L3**
- **Confounding factors:** sociolinguistic and socioeconomic factors that are related to things we could not control for, especially the **quality of instruction under MTB-MLE** (teacher preparedness, community support, etc.)
- **Implications:** Each mother tongue needs and deserves **a unique and well thought out instructional approach, materials, and a bridging strategy to the L2+** that take into consideration the characteristics of the language.

All Filipino children have the potential to learn to read—or not— regardless of language complexity

Completed ACR Research Products – 2019 to 2021



EdTech Ecosystem Landscape report and topic briefs (OER, EdTech Policy, Teacher Training, Last Mile Schools)

- [Philippines Education Technology Ecosystem Profile | SharEd \(rti.org\)](#)
- [Open Educational Resources in Philippine Schools \[Brief\] | SharEd \(rti.org\)](#)
- [Education Policy and Strategy for Scaling EdTech in Philippine Schools | SharEd \(rti.org\)](#)
- [Going the Last Mile: Equitable Access to Enabling Infrastructure in Philippine Schools \[Brief\] | SharEd \(rti.org\)](#)
- [Teacher Professional Development on ICT in Education in the Philippines \[Brief\] | SharEd \(rti.org\)](#)

ICT in Schools Survey Data

Findings report:

[School-based technology and the shift to remote learning during COVID-19: Exploring remote learning readiness of school districts in the Philippines | SharEd \(rti.org\)](#)



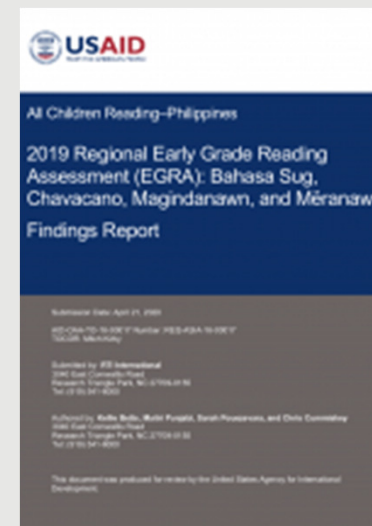
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Completed Research Products – 2019 to 2021

2019 Regional Early Grade Reading Assessment (EGRA): Bahasa Sug, Chavacano, Magindanawn, and Mëranaw

Findings report:

[2019 Regional Early Grade Reading Assessment \(EGRA\): Bahasa Sug, Chavacano, Magindanawn, and Mëranaw | SharEd \(rti.org\)](#)



Subject	Language that Teacher Used	% [CI] of Time in G1 Lesson Observations	% [CI] of Time in G2 Lesson Observations	% [CI] of Time in G3 Lesson Observations
Filipino	Number of lesson observations	157	159	140
	Mother Tongue	26.7 [±7.3]	20.8 [±4.6]	22.2 [±7.4]
	Filipino	72.1 [±7.4]	76.0 [±5.0]	76.5 [±7.4]
	English	1.2 [±0.8]	2.8 [±2.7]	1.4 [±1.5]
	<ul style="list-style-type: none"> ■ Use of MoTL not prescribed by the policy ■ Use of auxiliary MoTL allowed by policy ■ Use of primary MoTL prescribed by the policy 			
English	Number of lesson observations	155	154	138
	Mother Tongue	30.7 [±6.4]	29.4 [±5.2]	22.2 [±5.6]
	Filipino	13.7 [±3.6]	12.1 [±3.2]	8.9 [±3.8]
	English	55.5 [±6.1]	58.3 [±5.5]	68.8 [±5.4]
	<ul style="list-style-type: none"> ■ Use of MoTL not prescribed by the policy ■ Use of auxiliary MoTL allowed by policy ■ Use of primary MoTL prescribed by the policy 			
	Number of lesson	159	155	150

2019 Language Usage Study in Bahasa Sug, Chavacano, Magindanawn, and Mëranaw Mother Tongue Schools

Findings report:

[2019 Language Usage Study in Bahasa Sug, Chavacano, Magindanawn, and Mëranaw Mother Tongue Schools | SharEd \(rti.org\)](#)

Completed Research Products – 2019 to 2021



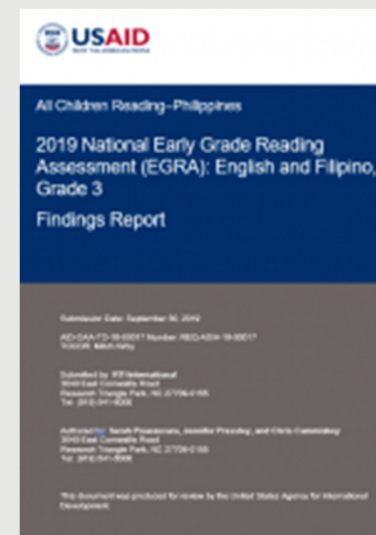
2019 National EGRA Report and Analysis:

Presentation:

<https://shared.rti.org/content/measuring-early-reading-achievement-philippines-how-data-can-support-policy-making-2019>

Findings Report

[2019 National Early Grade Reading Assessment \(EGRA\): English and Filipino, Grade 3 Findings Report | SharEd \(rti.org\)](#)



Language complexity analysis

Findings Report

[Reading achievement in the Philippines: The role of language complexity | SharEd \(rti.org\)](#)

[Languages Descriptions Report: Development Experience Clearinghouse \(DEC\) - Documents Detail \(usaid.gov\)](#)





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Thank You!

More information:

<http://shared.rti.org> and
<http://dec.usaid.gov>

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