

CURRENT RESEARCH

PILIPINO LANGUAGE PROFICIENCY TEST FOR COLLEGE
FRESHMEN¹

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Along the lines of the bilingual policy (Department Order No. 25, s. 1974) there is a great need for the development of a language proficiency test in Pilipino to provide data on the students' levels of language competencies which will serve as basis for the schools when designing their Pilipino language programs and producing suitable instructional materials for their specific needs. A Pilipino language proficiency test at the college level can also be used as a placement test where large groups of incoming students with different types of preparation may be assigned to specific language classes on the basis of the students' level of competence. Those with low proficiency will be grouped separately from those with high proficiency. There are other functions of a Pilipino language proficiency test. It can serve as a diagnostic screening test; on the basis of the individual's performance on each subtest, we can plot a performance profile which will show the examinee's specific strengths and weaknesses in the various areas tested. It may also serve as a basis for predicting future performance. Furthermore, it will also serve to check whether the objectives of the Pilipino language programs at the elementary and secondary levels, especially those that have college preparatory curricula, have been achieved and to what extent, if not, the deficiencies and gaps can be identified. It can also be used as a research instrument.

1. OBJECTIVES

This study aims: 1) To construct a Pilipino language proficiency test (PLPT) for College Freshmen; 2) To administer this test as a pilot study to establish its validity and reliability; 3) To determine its criterion validity by correlating the two variables — the Pilipino language proficiency scores and final marks in the Pilipino Communication Arts courses.

2. SAMPLING

This Pilipino language proficiency test (PLPT) is specifically designed for incoming College Freshmen at the Ateneo de Manila University. It will be used for classifying the students in their Pilipino classes according to their current level of competence in the language. The Pilipino language teachers will also be guided accordingly on what to expect from their students, what their syllabus should include, the methods and materials to use in their respective classes.

¹ An earlier draft of this paper was presented at the LSP Annual Convention, Language Study Center, PNC on May 9, 1980. This is an on-going team project being conducted at the Ateneo de Manila University with the author as the principal investigator. The other members of the research team are Aida Caluag, Nena A. Reyes, Teresita Palo, Fe Quetua, and Arlene Matocinos. The research is funded by the Faura Research Center, Inc.

I would like to express my thanks to all the faculty members of the Ateneo Pilipino department who have been very cooperative in helping us with the try outs and for their valuable comments in order to improve the test.

3. METHODOLOGY

3.1. CONTENT SPECIFICATION

The content specification of the Pilipino Language Proficiency Test (PLPT) was based on the classroom experience encountered by the intended Ss and on the test constructors' decisions as to the particular variety of Pilipino language to be sampled and the level of competence expected of an incoming college freshman to perform satisfactorily in his Pilipino classes. Specification of the content of the PLPT also involved the determination of the following: (a) what to test, (b) how to test, (c) length and time limit of the test, (d) level of difficulty of the test, and (e) the passing or cut-off points of the test. Each of these five considerations will be discussed here along with its application to the content specification of the PLPT.

3.1.1. WHAT TO TEST

Determining what we want to test, according to Cooper (1968), also involves making specifications along each of the following dimensions: (1) language variety, (2) knowledge, and (3) skills. *Language variety* refers to the dialect, register, style or level of formality in which language proficiency is to be tested. *Knowledge* refers to the aspects or elements of the language to be tested. These are identifiable in terms of phonology (or sound system), grammatical structure, lexicon (vocabulary) and cultural meanings. *Skills* refer to the behavior through which the knowledge of linguistic or communicative competence is realized. These are the listening, speaking, reading, and writing skills.

The Metro Manila Tagalog variety was chosen as the language variety with which to measure Pilipino language proficiency. The language sampled is closer to the conversational type. As to the elements or knowledge, the PLPT consists of items on phonology, grammatical structure, and vocabulary. The element of semantics is also included in acknowledgment of insights arising from transformational-generative grammar. Subsequently, items were added to measure some aspects of communicative competence i.e. to produce appropriate sentences that convey information, ask questions, give commands, and to understand the sentences of other speakers. Knowledge of the language component according to transformational-generative grammarians calls for the ability to interpret sentences, specifically, the ability to recognize synonymous sentences or give different interpretations to structurally identical sentences, or the ability to detect anomalous and ambiguous sentences. No provision was made to test cultural understanding. The PLPT is a paper-and-pencil test. The partial production technique is employed in phonology, structure, vocabulary, reading, and writing. There has been no provision to test speaking and listening skills.

3.1.2. HOW TO TEST

This simply means the specification of tasks to be included in the test. Lado calls these tasks strategies (1961). Carroll refers to them as approaches (1961) and Cooper considers them as types of operations (1968). According to Cooper, specification of these tasks calls for a number of considerations: (1) the suitability for the examinees at a given age and level of proficiency, (2) the limitations imposed by time and money, (3) the objectivity and ease of scoring and (4) the linguistic or contextual content of the task.

The PLPT is an objective type of test, a multiple-choice type with two to four options except for one subtest, Test O, which is a completion type. It is presumed that

the examinee has already been exposed to this type of operation before entering college. Scoring of the PLPT is done manually using a super-imposed key. All items in the test receive one point each.

3.1.3. LENGTH AND TIME ALLOTMENT FOR THE TEST

The specification of the time allotment for the whole test determines the length of the test, while specification of the running time for each subtest in the test depends on what particular language knowledge or skill the test constructor wants to test. The PLPT has an aggregate total time of one hour. Details of the number of minutes allotted for each subtest are indicated in the Table of Specifications.

3.1.4. LEVEL OF DIFFICULTY

This refers to the specification of either of these two: (1) the percentage of examinees expected to answer each item correctly or (2) the percentage of examinees who are expected to get a specific number of items right. For a proficiency test designed to distinguish individual differences among examinees, Cooper suggests a moderately difficult test; it is expected that the items as a whole should have half of the total number of examinees obtain the correct answers for these items. Likewise, half the examinees should be able to attain a specified score for the whole test. The PLPT established a moderately difficult criterion for the same reason given by Cooper.

4. TEST CONSTRUCTION

The PLPT was prepared by a panel of item writers in the Department of Language and Linguistics, Ateneo de Manila University.² The test was reviewed and content validated by a panel of judges. In validating the content of the PLPT we inspected the items to determine the following: (a) adequacy of sampling, (b) if sampled items and skills were measured in valid context or communication situations, (c) possible extraneous factors introduced (Lado cites intelligence and memory factors as examples of extraneous factors while Carroll cites failure to understand instructions through lack of sufficient number of sample items or wrong instructions, for example, asking the examinees to select answers that are printed when what is given is an auditory comprehension test), and (d) appropriateness and relevance of the language variety sampled in the test. The rationale, the directions for administering, and scoring the test were also considered.

The PLPT for College Freshmen consists of the following parts: phonology, vocabulary, grammatical structure, semantics, reading comprehension, and writing. The items of the test were set against linguistic and communicative contexts presumed to be representative of the kinds of communicative situations in which the intended examinees are likely to hear or use the Metro Manila language variety in a conversational setting. There were 187 items included in the PLPT.

The table of specifications as shown below gives a detailed description of the content of the test, the performance objectives, the types of sub-tests, the number of items, the percentage of the number of items in each type of sub-test in relation to the total number of items, and the time allotment.

²Teresita Palo and Fe Quetua, who are both Tagalog native speakers from Bulacan, are Ateneo faculty members and have formal training in Linguistics and Language teaching.

1. TABLE OF SPECIFICATIONS

Areas	Performance Objectives	No. and Types of Items	%	Time Allotment (Mins.)
Part I				
Pronunciation				
A. Word Stress	Distinguish the correct stress of words as used in context	20 Written Objective Partial Production Multiple choice	10.69	3
Structure				
B. Related Sentences	Recognize related synonymous sentences	15 Multiple Choice 3 options	8.02	6
K. Aspect forms of verbs	1. Identify the correct aspect form of the verb to complete a sentence	15 Multiple Choice 3 options	8.02	2
Time				
	2. Identify the appropriate time expressions that go with a certain verb aspect			
D. Clitics	Distinguish the appropriate form of clitics that will complete the sentence correctly	10 Multiple Choice 3 options	5.35	2
E. Sentence Comprehension	Identify the correct answer to the question that goes after a sentence	20 Multiple Choice 3 options	10.69	8
G. Sentence Comprehension	Recognize the most probable	20 Multiple	10.69	10

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	(idiomatic expressions)	and appropriate explanation or meaning given to a sentence	Choice 3 options		
H.	Reading comprehension (Organizing in proper sequence)	Distinguish the correct sequencing of ideas to form a paragraph	1 Multiple Choice 4 options	0.05	3
PART II					
(Vocabulary recognition in sentence context except B)					
A.	Synonyms	Identify the word that has the same meaning as the underlined word in the sentence	34 Multiple Choice 4 options	18.18	10
B.	Grouping words according to a common characteristic	Recognize the word that does not belong to a group	15 Multiple Choice 4 options	8.02	4
K.	Counters for certain types of nouns	Identify the most appropriate noun that goes with a counter	6 Multiple Choice 4 options	3.21	1
D.	Antonyms	Distinguish the word that has the opposite meaning as the underlined word in the sentence	5 Multiple Choice 4 options	2.67	2
G.	Derivation (affixation)	Form a new word (through the use of affixes) from a given root word that will fit and complete a sentence	10 Completion Type Filling in the Blanks	5.35	3
TOTAL			187	99.50	60

5. SAMPLE TEST ITEMS

The PLPT consists of thirteen subtests broken down as follows:

Part I

Phonology

Test A — *Word Stress* — distinguishing from two identical words with different patterns the correct stressed word as used in context.

e.g. Malaki ang galit niya sa akin.

- (a) Galit
- b. gaLIT

Test B — *Related Sentences* — Recognizing related or synonymous sentences.

e.g. HINATIAN KO SI ANA NG TINAPAY.

- a. Naghati ako ng tinapay para kay Ana.
- (b.) Pinaghatian namin ni Ana ang tinapay.
- k. Hinati ko para kay Ana ang tinapay.

Test K — *Aspect Forms of Verbs* — identifying appropriate aspect form of verb as used in context. It also includes appropriate time expressions that go with verb aspects.

e.g. Kung sakaling mabuti ang panahon, _____ kami sa dagat mamaya.

- a. pumunta
- (b.) pupunta
- k. pumupunta

Test D — *Clitics* — distinguishing appropriate types of clitics.

e.g. Kakain _____ ako; gutom pa ako, e.

- a. na
- (b.) pa
- k. nga

Test E — *Semantics* (sentence comprehension) — includes making correct interpretations or inferences about a sentence, making correct interpretations of answers to questions, giving correct answers to questions, identifying the correct reference of a pronoun.

e.g. Kung gabi ka ba namamasyal? Ito ay

- a. Nagtatanong kung ano ang ginagawa niya kung gabi.
- (b.) Nagtatanong kung anong oras siya namamasyal.
- k. Nagtatanong kung siya ang namamasyal kung gabi.

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Test G — *Semantics* (sentence comprehension) — includes giving appropriate meaning or interpretation to idiomatic expressions, making correct explanations about a sentence, giving the main idea of a sentence.

e.g. ...ano mang trabaho ay kanilang tinatanggap magkaroon lamang ng pakpak para makalipad?

- a. gusto nilang mag-eroplano.
- b. kailangan nila ng maraming pera para makabili ng lahat ng gusto.
- (k.) tinatanggap nila kahit anong trabaho para kumain.
- d. gusto nilang magsarili upang magawa ang anumang nais gusto.

Test H — *Reading Comprehension* (organizing ideas in proper sequence) — arranging ideas in correct sequence to form a comprehensible paragraph.

1. At sapagkat wala nga kayong muwang sa bagay na iyan kung kaya naman hindi mapanuto at ang mabubuting hangarin ay hindi rin matamo.
2. Ngunit bakit iba ang inyong pamumuhay at kalagayan kaysa sa kanila.
3. Taglay ninyo ang lakas at kapangyarihang taglay din ng iba na inyong pinupuri at hinahangaan.
4. Ang pagkukulang at mga kamalian ng tao sa kanyang sarili ay napakarami.
5. Narito ang isang bagay na marahil ay hindi ninyo nalalaman.
6. At dahil dito kung kaya nagiging aba at hindi makatulad sa iba.
 - a. 5-3-2-4-6-1
 - b. 3-2-5-1-4-6
 - k. 4-5-3-2-6-1
 - d. 5-4-6-1-3-2

Part II

Vocabulary

Test A — Synonyms

Test B — Classification of words — identifying a word that does not belong to the group according to a common inferred characteristic.

- e.g. a. singkit
b. duling
(k.) malat
d. banlag

Test K — Counters — knowledge of some familiar counters associated with a particular noun.

- e.g. Mayroon akong isang tangkal na _____.
a. kambing
b. ibon
(k.) manok
d. kalabaw

Test D — Antonyms

Test E — Word Derivation — knowledge of the affix system. It includes forming a new word from a given root word by using an affix appropriate to the context in which it is used.

- e.g. SUWERTE
_____ na naman kahapon si Mang Tomas. Nanalo na naman siya sa sabong.

Test G — Writing — knowledge of the appropriate style of expression to be used in formal writing. It is closely linked with the grammatical structure.

- e.g. a. Itanong mo kay Maria kung mamimili siya.
b. Itanong mo si Maria kung mamimili siya.
(k.) Tanungin mo kay Maria kung siya'y mamimili.
d. Tanungin mo si Maria kung mamimili siya.

6. TRY-OUTS OF THE PLPT

The PLPT was put through four trial runs, each trial run with a different group of Ss.

6.1. FIRST TRY-OUT

One hundred sixty-four outgoing college freshmen of the Ateneo de Manila University took the PLPT last January, 1978. This experimental group was composed of examinees who belonged to the upper socio-economic level and who were native speakers of the Metro Manila Tagalog variety. The main purpose of the first try-out was to select those items of satisfactory discrimination index and level of difficulty. Ambiguities in the test directions were also identified. In the item analysis 47 items (23.13%) were rejected.

The first revision of the PLPT was made and it was based on the results of the item analysis done in the first try-out. The classification of the subtests into Parts I and II was found unnecessary and was discarded. The thirteen subtests were retained and they were labeled consecutively as Test A to O. There were 140 test items included in this first revision.

6.2. SECOND TRY-OUT

The second try-out was conducted last February 1978 among a group of 587 high school seniors from 5 high schools in Quezon City namely: Ateneo de Manila High School, Philippine Science High School, Ramon Magsaysay High School in Cubao, St.

Bridget's School, and the University of the Philippines Integrated School. This group of examinees would have comparable characteristics with those for whom the test was designed in terms of age, sex, educational background, language experience in Pilipino, type of school attended, and diversified levels of socio-economic status. The heterogeneity of this group more or less gave us an assurance that we would get a more realistic picture of the test results than from the group in the first try-out.

The second trial run had four aims: (1) to find out whether the revised format was more efficient, (2) to determine the ease of scoring arrangement, (3) to assess the administrability of the test in as much as the test was administered by examiners whose traits were comparable to those who were likely to administer the test in the future, and (4) to detect any other extraneous factor that may affect the test.

Item analysis was also applied to this second try-out and those items that did not meet our criteria were noted. The PLPT was not revised, however, after the item analysis in this try-out. As mentioned earlier, the purpose of this particular try-out was to determine the distribution of scores of the test among the examinees presumed to 'know' the language. An investigation of the language proficiency profile of two of the schools chosen for this try-out (UPIS and PSHS) revealed that in both schools most of the scores clustered above the mean and that the mean scores represented about 75% of the total number of items in the PLPT. This meant that native speakers would get higher scores, in other words, they would perform better.

6.3. THIRD TRY-OUT

The first revised form of the PLPT was then administered to 464 incoming college freshmen at the Ateneo de Manila University last June, 1978. Based on the language background of the examinees, 30% came from the provinces and the other cities outside of Metro Manila. It can be inferred therefore that they spoke different Philippine languages as well as different varieties of Tagalog. This particular group in this third trial-run formed the experimental group for the next try-out conducted.

Another item analysis was done for this particular try-out. The results of this analysis and the one done for the second try-out served as the basis for the second revision of the PLPT. The argument here was that since the Ss in the second trial run were native speakers of the Pilipino language, it was expected that most of the items would fall under the easy category. Inversely, since the Ss of the third trial run consisted of both native and non-native speakers of Pilipino, it was also anticipated that most of the items would be found in the moderately difficult category. The decision on whether to retain or discard a test item took into account what was common (in terms of discrimination and difficulty indices) in the results of the two analyses. For example, if an item was found to be easy in the item analysis of the second try-out but difficult in the third try-out, then that item was retained. If, however, an item revealed a high index of difficulty and poor discrimination results in both analyses, then that item was eliminated.

Only ten (or 7% of the 140 items) did not pass the statistical rigor required; hence, they were eliminated. Based on the item analyses in the second and third try-outs, another revision of the PLPT was made. This second revision had a total number of 130 test items. In the two revisions made so far, a total of 57 test items or 30.48% of the original 187 items were eliminated.

To further item analyze the PLPT and to establish its reliability and construct validity, the fourth try-out using the second revised form of the test was administered to a group of 625 examinees having different language backgrounds (Ilocano, Pangasinan, Bicol, and Cebuano).²

The table given below indicates the specific language group, the particular school that participated in each language group, and the locality of the school.

REPRESENTATIVE SCHOOLS AND LOCATIONS BY LANGUAGE GROUPS

Language Group	Representative School	Location
Ilocano	University of Northern Philippines (P)	Vigan, Ilocos Sur
	Divine Word College (PS)	Vigan, Ilocos Sur
Pangasinan	Central Luzon Teachers College (P)	Bayambang, Pangasinan
	St. Columban's College (PS)	Lingayen, Pangasinan
Bicol	Bicol University (P)	Daraga, Albay
	Ateneo de Naga	Naga City
Cebuano	Cebu State College (P)	Cebu City
	University of San Carlos (PS)	Cebu City
Metro Manila Tagalog	Pamantasan ng Lungsod ng Maynila (P)	Manila
	Ateneo de Manila University (PS)	Quezon City

(P) Public

(PS) Private Sectarian

7. RELIABILITY

The type of reliability established in this study was based on the internal consistency of the PLPT or the consistency within the instrument itself. The coefficient of internal consistency indicates how homogeneous the content of a test is or how consistently the items in the test measure the same trait or capability.

²This is a separate study submitted as an M.A. thesis at the Ateneo Graduate School, Department of Language and Linguistics, by Arlene Matocños last summer 1979.

To determine the internal consistency coefficient of the PLPT, the Kuder-Richardson Formula 20 was employed. The KR Formula 20 is based on the proportion of persons passing each item (computed index of difficulty) and the standard deviation. Since in this study, item analysis was done and the standard deviation of the whole test was computed, the use of the KR Formula 20 was not only practical but also economical in terms of time and effort. It yielded a coefficient of .93.

8. ESTABLISHING THE LEVEL OF DIFFICULTY OF THE TEST

The obtained indices of difficulty in the fourth try-out were made as the basis for establishing the level of difficulty of the test. This was done by computing the average index of difficulty of the whole test based on the indices of difficulty of all the items.

The average index of difficulty for each subtest was also calculated to determine the rankings of the subtest according to difficulty level.

The average index of difficulty for the whole test and for each subtest was computed by adding all the indices of difficulty for the whole test (or each subtest) and dividing the sum by the number of items in the whole test (or in each subtest).

The Table given below gives the computed average index of difficulty for each subtest and also for the whole test in the four try-outs.

AVERAGE DIFFICULTY (MEASURED IN PERCENTAGES OF
OF CORRECT RESPONSES) OF THIRTEEN SUBTESTS
AND WHOLE TEST IN FOUR TRY-OUTS

Test	First Try-Out	Second Try-out	Third Try-out	Fourth Try-out
A	79	70	69	57
B	74	75	52	56
K	74	81	76	63
D	93	91	86	74
E	82	77	73	57
G	68	83	72	67
H	44	42	33	24
I	71	69	59	51
L	57	66	57	47
M	51	73	49	67
N	64	69	44	58
NG	90	85	62	67
O	61	69	42	30
Whole Test	70	73	60	55

The calculated percentages of correct responses of the whole test in the four trial runs indicated in the above table show that the highest percentage of correct responses (73%) occurred in the second try-out and the second highest (70%) in the first try-out. The third in rank (60%) occurred in the third trial run and the fourth, which was also the lowest, occurred in the fourth try-out (55%). These varying results may be explained by mentioning again the types of subjects involved in each trial run.

It should be recalled that the examinees in the second try-out possessed more native-like characteristics of a Metro Manila Tagalog speaker than those in the first try-out; hence, the existence of a higher percentage of correct responses in the second try-out. This means that the Ss in the second trial run found the test easier than the Ss in the third try-out; the latter had fewer native-like characteristics of a Metro Manila Tagalog speaker than the former since the examinees in the third trial run consisted of both Metro Manila Tagalog and non-Tagalog speakers; hence, the occurrence of a lower percentage of correct responses in the third try-out. This means that the Ss of the third trial run found the test more difficult than those of the first trial run. Meanwhile, the existence of the lowest percentage of correct responses in the fourth try-out can be explained by the fact that the Ss in this particular try-out (those included for item analysis) were non-native speakers of Tagalog; hence, they found the test more difficult than their native counterparts.

On the limited strength of the data and analysis presented so far, it could be postulated at this point that the PLPT 'worked' (in terms of difficulty level) in a manner predictable and consistent with the implied assumption, namely, that among the three groups of examinees who were Metro Manila Tagalog speakers, the groups with fewer native-like traits of a Metro Manila Tagalog speaker would find the test more difficult and that non-Tagalog subjects would find more difficulty in the test than the native speaker Ss.

It can also be posited at this point that as far as the established average percentage of correct responses (an indicator of ease or difficulty) were concerned, the PLPT met its objective after undergoing four trial runs. The PLPT was meant to be a moderately difficult test in order to be able to differentiate among examinees. Marshall and Hale state that a test, in order to obtain maximum differentiation among examinees, should have about 50% difficulty. The obtained percentage of difficulty of the PLPT in the fourth try-out was 55% — a percentage still very close to the standard set by Marshall and Hale.

8.1. RANK ORDER OF SUB-TESTS ACCORDING TO LEVEL OF DIFFICULTY

In the table given below the rank order of the thirteen subtests in terms of level of difficulty is shown. The results indicate that subtest B (Clitics) was the easiest part of the test. Subtest that could be included in the easy category were subtests G (Semantics); M (vocabulary/counters); NG (Writing); K (Aspect form of verbs); and N (vocabulary/antonyms).

Subtests that could be considered difficult included subtests A (Word Stress); E (Semantics); B (Related Sentences); I (Vocabulary/Synonyms); L (Vocabulary/Classification); and O (Word Derivation). The most difficult part of the test was subtest H (Reading Comprehension/Organizing Ideas into a Paragraph).

RANK ORDER OF THE SUBTESTS IN TERMS OF
LEVEL OF DIFFICULTY
(Fourth Trial-Run)

Test	Average Percentage of Correct Responses as an Indicator of Difficulty	Rank Order
A	57	8
B	56	9
K	65	5
D	74	1
E	59	6.5
G	68	3.5
H	24	13
I	51	10
L	49	11
M	68	3.5
N	59	6.5
NG	69	2
O	30	12

Test A, although considered quite difficult, should still occupy the first slot following the usual practice of putting first items on phonology or sound discrimination in a series of subtests measuring different skills or elements. Test A could then be followed by the subtests on structure — K, G, E, and B. Subtest NG (Writing) could come after the subtests on structure since the format of the test and the operation needed to answer this part is similar to the structure part.

The subtests on vocabulary could come following each other: M, I, N, L, and O. In the data presented in the above table, the test on synonyms (subtest I) was more difficult than the test on antonyms (subtest N). This statistical result may be disregarded in the case where psychological factors are considered more important during the process of taking the test [which in effect is actually an outgrowth of teaching technique]. These factors alluded to are the presentation of the known before the unknown and the similar before the different.

The test on word derivation (subtest O) can remain in its original form occupying the last slot among the vocabulary subtests inasmuch as this was the most difficult and because it required a different type of operation, that of producing the correct answer in written form.

Test H (Reading Comprehension) should be in the last part of the test because it was the most difficult part among the thirteen subtests and because the skills needed in answering the item required a higher level of thinking process as well as longer time needed to answer the item.

8.2. THE STATUS OF THE ITEMS OF THE PLPT

A total of sixty-one items (33%) were discarded after three revisions of the PLPT. More than half of the total items (60%) in subtest B (Related Sentences) were eliminated. Half of the total items (50%) in subtest G (Semantics) were discarded. Subtests K, D, I, L, M and NG had a moderate number of items (Maximum of 35%) rejected. The least number of items discarded were in subtest A (Word Stress).

No item was found to be unsatisfactory throughout the four trial runs in subtest N (Vocabulary/Antonyms) and subtest O (Word Derivation). Subtest H, a one-item subtest, was included in all through the four try-outs of the test.

It appears that most of the discarded items were found in the structure sub-test (19.8%).

The table given below shows the number of items in the pretest in each subtest and the corresponding number of discarded items after three revisions.

COMPARISON OF NUMBER OF ITEMS IN THE PRETEST
AND NUMBER OF ITEMS DISCARDED AFTER THREE REVISIONS

Test	No. of Items in Pretest	No. of Items Discarded After Three Revisions	%
A	20	2	10
B	15	9	60
K	15	5	33
D	10	2	20
E	20	9	45
G	20	10	50
H	1	0	0
I	34	7	21
L	15	4	27
M	6	2	33
N	5	0	0
NG	16	6	38
O	10	0	0
Total	187	61	33%

The PLPT, after undergoing four trial runs and two revisions, has been found to be relatively easy to administer and score; it has likewise been found to be moderately difficult. It can therefore be used to differentiate examinees. On the average, the test can be completed in one hour by non-native Tagalog examinees and 45 minutes by native Tagalog examinees. This means that native language is a factor to be considered in setting up the time allotment for a language proficiency test in the process of validation.

9. VALIDATION

The following types of validity have been established in the present form of the

PILIPINO PROFICIENCY TEST

PLPT: content, face and construct.

To determine the criterion validity of the PLPT, the two variables, namely, the Pilipino language proficiency scores and final marks in the Pilipino Communication Arts course, were correlated. The second revised form of the PLPT was administered to 419 incoming College Freshmen at the Ateneo de Manila University last June 1979 with the cooperation of the Pilipino department.

The scores of the students in the PLPT were plotted against their final marks in the Pilipino Communication Arts course obtained during the first semester of the school year 1979-1980. Since their final marks in Pilipino were in letter form (A, B+, B, C+, C, D and F), a numerical value was assigned to each letter in order to arrive at a similar numerical base for both variables. Also, since the converted letter marks covered a particular range for their equivalents, i.e. A = 92-100; B+ = 87-91; etc., an arbitrary limit was set to arrive at only one equivalent numerical value for each letter. The lower limit of the range was arbitrarily chosen. Thus, A = 92; B+ = 87; B = 83; C+ = 79; C = 75; D = 71 and F=67.

Since the variables under consideration in this study fall under the interval category and show a linear relationship as indicated in the scatterplot, Figure 1, Appendix A, the Pearson statistic was used to arrive at the correlation coefficient. The data were fed into Program 101 of a mini-computer at the Institute of Philippine Culture, Ateneo de Manila University.

The obtained correlation coefficient was +.62, indicating a positive moderate relationship between the Pilipino proficiency test scores and the final marks in the Pilipino Communication Arts course. This correlation coefficient is statistically significant at the .01 level. This means that the PLPT has criterion validity. Those students who got high scores in the PLPT also got high marks in their Pilipino Communication Arts course.

The scatter diagram shown in Figure 1, Appendix A, reveals the extent to which the two measures, Pilipino proficiency test scores and final marks in Pilipino, are related. Considering the figure as a whole, it is apparent that there is a positive relationship between the variables inspite of the deviations. These deviations, on the one hand, do account for the obtained moderate correlation coefficient.

Downie and Heathe (1972) claim that the criterion-related validity coefficient tends to be much lower than the reliability coefficient. An examination of the research over the years, according to these two authors, will show that the criterion validity coefficient tends to fall within the band of .4 to .6 with a median value of .5. A comparison of the reliability coefficient (.92) and the criterion validity coefficient (.62) obtained by the PLPT in two separate investigations tends to support the claim. The existence of moderate correlation coefficients in criterion validity coefficients is justified. As applied to the present study this means that if the relationship between proficiency test scores and final marks in Pilipino is considered, factors other than proficiency test scores in getting final marks are involved. Some of these factors include motivation, attitude and interest of the students, grading system of the teacher, length of study periods, etc.

Downie and Heathe caution, however, that the most important point in the evaluation of the criterion related correlation coefficient is not the size but rather the situation or purpose for which it is being used. In some situations, therefore, a high correlation may be expected while in others, a much lower one can be tolerated.

The other statistical results obtained from the data which may prove useful in the interpretation and evaluation of the obtained correlation coefficients in this study are the following:

Mean of the PLPT scores	= 87.99
Error of the Mean (PLPT scores)	= 16.1879

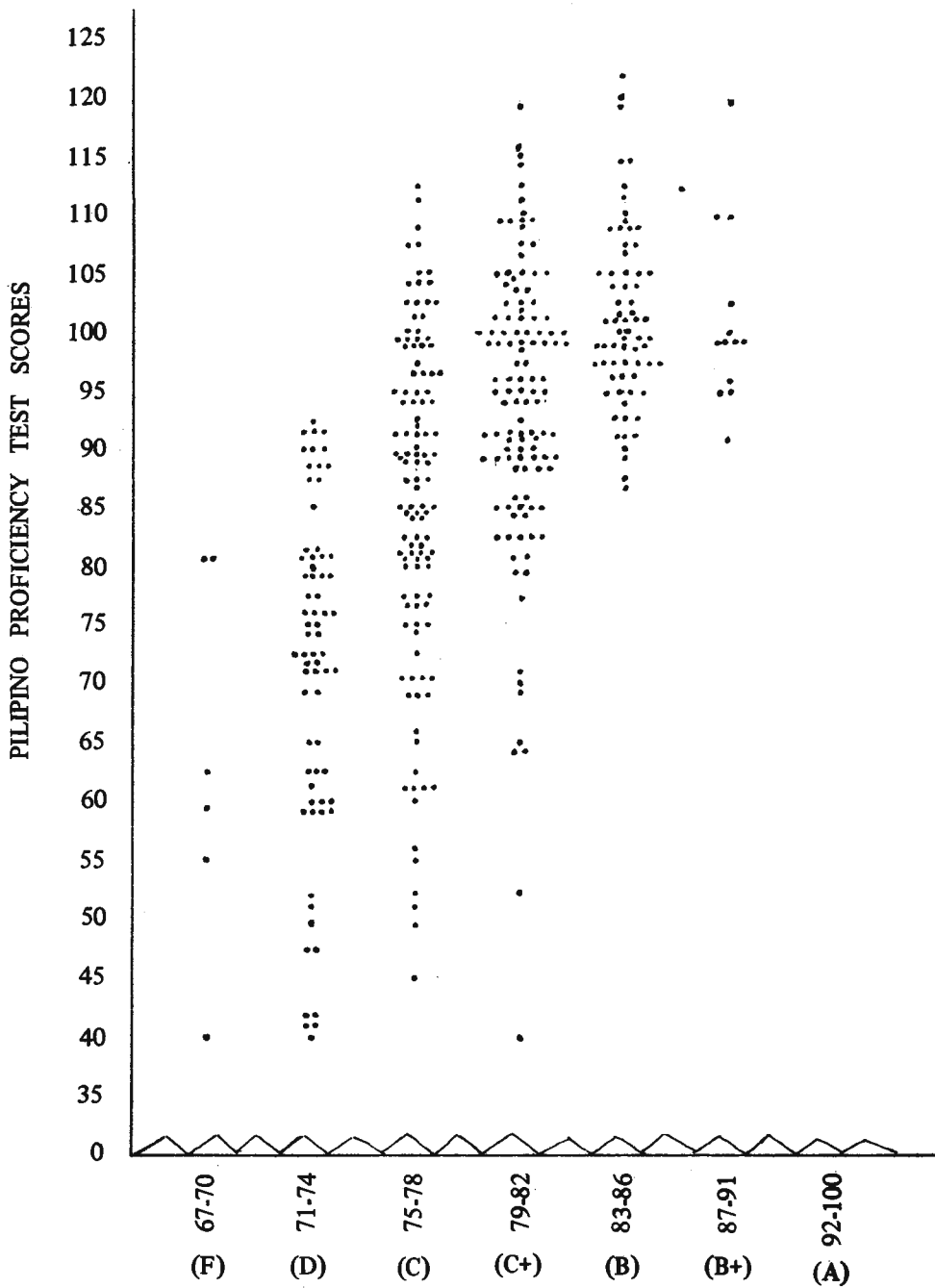
Mean of the final marks	= 77.21
Error of the Mean (Final marks)	= 4.45
Standard Deviation	= 12.6330

Since this is an ongoing research we have just completed the third revision of the test and we will be administering it to the incoming Ateneo College Freshmen in June 1980. Our ultimate goal in this research project is to standardize this test so that other schools can use it for classification and other purposes.

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APPENDIX A
FIGURE 1
SCATTERPLOT SHOWING RELATIONSHIP BETWEEN
PILIPINO PROFICIENCY SCORES and PILIPINO FINAL MARKS
BY COLLEGE FRESHMEN



FINAL MARK in PILIPINO II (Sining ng Pakikipagtalastasan)

APPENDIX B

EXPECTANCY TABLE SHOWING NUMBERS AND PERCENTAGE OF STUDENTS WITH VARIOUS FINAL MARKS IN PILIPINO WHO CAME FROM SPECIFIED SCORE GROUPS BASED ON THE PILIPINO LANGUAGE PROFICIENCY TEST

Number in Each Score Group Receiving Each Final
Mark in Pilipino II

Percentage in Each Final Mark that Fall in
Each Score Group

F	D	C	C+	B	B+	A	PILIPINO PROFICIENCY TEST SCORES	F	D	C	C+	B	B+	A	
				2			120 – 124					3			
			3	1		1	115 – 119				2	1		1	
		2	6	5	2		110 – 114			1.5	5	7	15		
		6	13	13	1		105 – 109			4	11	18	8		
		10	20	18	2		100 – 104			7	17	24	15		
		15	22	21	6		95 – 99			11	19	28	46		
	7	14	16	10	2		90 – 94		10	10	14	14	15		
	5	24	17	4			85 – 89		7	18	14	5			
2	9	21	10				80 – 84	33	13	15	8				
	11	19	2				75 – 79		16	14	1.7				
	13	7	3				70 – 74		19	5	2				
	4	6	2				65 – 69		6	4	1.7				
1	7	5	2				60 – 64	17	10	4	1.7				
2	5	2					55 – 59	33	7	1.5					
	1	3	1				50 – 54		1	2	.8				
	3	2					45 – 49		4	1.5					
	5		1				40 – 44		7		.8				
1							35 – 39	17							
Total 6	70	136	118	74	13	1			100	100	98.5	98.7	100	99	100