AN UPDATE ON THE LANGUAGE BEHAVIOR PROFILE OF THE FILIPINO BILINGUAL: CORRELATES OF LANGUAGE PROFICIENCY*

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1. INTRODUCTION

Any attempt to chart the future directions of the various languages of the Philippines — the vernaculars, English, and Filipino — must be done with a great deal of care, for language is an exceedingly complex phenomenon that should be studied in its particular context.

A number of possible scenarios can be advanced given the trends and developments that have shaped the past and continue to determine the present and the future. In the midst of the raging controversies about the language issue and the emotionalism that has accompanied these debates, one thing is clear: our country through its leadership must possess the political will to give its wholehearted support to Filipino as the national language. In this scheme, Filipino will further seek to widen the domains in which it is being used; this means its acceptance in such fields as government, law, business, among others. Most importantly, education, whether informal or formal, must be geared to promote the dissemination and utilization of Filipino.

At the moment, English is still the language of power, the medium through which much of the bureaucracy still conducts itself. It is also perceived as the language that can open doors to economic opportunities here and abroad, the medium of global cooperation.

Meanwhile, the different vernaculars will continue to be home languages and the media for communication within the local context and for basic literacy.

This paper is part of my ongoing research on the language behavior profile of incoming first year college students at Ateneo de Manila University in Filipino and English. The focus of my paper is the correlates of language proficiency in Filipino and English.

The objectives of the paper are as follows:

1. To find out the variables that significantly correlate with language proficiency in Filipino and English.

2. To draw a profile of language use in Filipino and English in terms of domains, role relationships, language functions (activities), and silent language (inner speaking).

3. To provide insights and guidelines in setting forth directions for future research as well as language policies in the teaching of English and Filipino in Philippine schools.

2.   METHODOLOGY

Data for the study were drawn from the incoming Ateneo de Manila college freshmen who come from different high schools nationwide. Each year, around 1,400 first year students out of 9,000 applicants are accepted based on scores in the Ateneo College Entrance Test (ACET). In addition to ACET, a team and I from the English Department developed the English Language Proficiency Test (ELPT) in 1995. Much later, colleagues from the Filipino Department and I developed the Filipino Language Proficiency Test (FLPT). My sampling for the English data consists of 1,492 Rs drawn from school years 1995-96, 1996-97, 1997-98 while my Filipino data come from 326 Rs drawn from school year 1997-98. My data for 1998-99 for both English and Filipino are in the process of being analyzed.

Since the ACET has only an English proficiency component, the incoming freshmen are grouped into three categories corresponding to their English language proficiency entrance scores for their English classes. The highest scores belong to the Merit sections and the lowest to the Basic (Remedial) sections; the middle level scores are placed in the Regular sections. My English data were drawn from these three categories. The Filipino data were drawn from the blocks representing the various fields such as business, economics, psychology, etc. Random sampling was used from 11 Filipino classes.

Five instruments were used, namely, the ACET, ELPT, FLPT, Language Background Questionnaire (LBQ), and Language Use Questionnaire (LUQ).

The ACET is composed of seven subtests measuring skills and aptitude in specific subject areas. These are vocabulary, English proficiency, reading comprehension, thinking ability, logical reasoning, abstract reasoning, and analogies.

The ELPT consists of two parts which measure academic language skills: Part I is on reading skills including vocabulary and Part II is on writing skills including grammar. It has undergone three triallings, and it has construct validity, concurrent, and predictive validity. Reliability has also been established. At least we now have an instrument to measure language proficiency instead of relying only on self-rating scales, which we did in the past. The comparable FLPT has undergone two triallings. We still have to establish its reliability. Eventually, however, we plan to include this as part of the ACET.

The two other instruments used are the LBQ and the LUQ. The LBQ includes demographic factors such as birthplace, educational background, parents' occupations, gender, age, socioeconomic status (which is defined by indicators such as household possessions like appliances, types and number of cars, type of residence and location), self-rating scale on language proficiency, language attitude, and mass media exposure. The LUQ, on the other hand, includes domains such as home, school, and community; role relationships such as high (superior), equal (peer), low (subordinate); language functions (i.e. activities) such as casually conversing, asking, requesting, and arguing; silent language use (inner speaking) such as praying, confessing, counselling, counting, cursing, and self talk.

3. FINDINGS

3.1. English Proficiency

Table 1 (found at the end of the article; please note that all the tables are given at the end of the article) summarizes the mean scores of the ELPT reading and writing tests over the three school years during which the ACET was administered. The results show an improvement in total mean ELPT scores over time, an increase of 7.9 points from 1995 to 1996 and a higher 9.1 points from 1995 to 1997. These increases apply to both reading and writing scores. The only exception lies in the writing scores from 1996 to 1997 where a slight drop of 0.3 points occurred. Despite this drop, mean writing scores were slightly higher than reading scores in all three time periods.

In Table 2 ELPT scores correlate well with the students' own ratings of their English proficiency level — speaking, reading, writing, listening comprehension. The same goes between ELPT scores and the students, self-ratings of their English proficiency before entering the Ateneo (r = .35, p<.001). There is, however, no association between ELPT scores and self-rating in Filipino language proficiency.

Table 3 shows that ELPT results are consistent with language test scores in the ACET. Save for one (the correlation between ELPT writing scores and the ACET reading comprehension subtest), the correlations (Pearson's r) with ELPT scores are positive and statistically significant: .41 with the ELPT, .26 for the vocabulary test, and .19 for reading comprehension.

ELPT scores, however, are not related to the ACET's mathematics and general information subtests. Nevertheless, total ELPT scores are consistent with the overall ACET scores, suggesting that English proficiency is essential for performing well on the ACET.

3.1.1. Background Characteristics

Only the results of the multivariate analysis will be presented here for the background characteristics. Three demographic and three socioeconomic characteristics were found to be associated with the ELPT scores. The three demographic characteristics are (1) Section (where students in the Merit section, on the basis of ACET scores, were found to be highly proficient in English), (2) Gender (where females scored higher than males), and (3) Birthplace (where students born in the National Capital Region obtained higher ELPT scores than those born in other regions).

Table 4 shows a multi-classification analysis (MCA) which allows us to see the effect of each categorical variable when controlling for the others in the set.

The first column of Table 4 shows the independent or <u>unadjusted effect</u> of each variable on total ELPT score. The second column, in turn, shows the <u>adjusted</u> effect of each variable when it is controlled by the others. As can be observed, the size of the statistic *eta* drops considerably for all other demographic variables except Section, which registered only a small drop from .46 to .45.

These results reveal that Section interacts strongly with other demographic variables, i.e. females, NCR-born, had higher ELPT scores, because most of these students were found in the Merit section rather than in the Regular or Basic sections. These demographic factors are thus interrelated rather than independent of each other.

3.1.2. Socioeconomic Characteristics

Two socioeconomic traits were found to have significant relationships with ELPT scores. These were: Self-rated Class Position (students who identified themselves as belonging to the upper middle class obtained better scores than those who rated themselves in the middle/lower middle and lower classes); and Household Possessions (students who come from homes with more material possessions and facilities have higher ELPT scores than those coming from less affluent homes).

Table 5 shows that Self-rated Class Position was a more salient variable affecting ELPT scores than the Household Possessions Index. When controlled for each other, the relationship between ELPT scores and Class Position remained statistically significant, while that between ELPT scores and Household Possessions weakened and was not statistically significant. Self-rated Class Position was thus retained for the multivariate analysis.

What then was the effect of the two key background characteristics on ELPT scores? Table 6 presents a multiple classification analysis of Section and Class Position on ELPT scores.

1. Of the two background characteristics, Section had a stronger effect on ELPT scores than Class Position. The strong effect held for Reading and Writing scores.

2. The effect of Class Position diminished when Section was held constant. This suggests that to some extent, students in the Merit Section tended to belong to the upper/upper middle classes. This applies particularly to the ELPT Writing Scores where the unadjusted eta of .08 ($p>.05$) went down to the non-statistically significant eta value of .03. In turn, while the eta between Class Position and ELPT Reading scores also diminishes from .16 ($p<.01$) to .10 ($p<.01$), the relationship remained statistically significant. Section thus explains the effect of Class Position on ELPT Scores, but does not explain it all.

3.1.3. Language Use

Four items on language use were positively and significantly related to the ELPT scores: the frequency of English use in school, in the community, with high-status persons, when arguing or persuading. As Table 7 shows, all four items are closely interrelated to each other: Ss who frequently use English in school, for example, are most likely to use a lot of English in the community ($r=.81$), when addressing high-status persons ($r=.77$), and when arguing or persuading ($r=.83$).

The standardized regression or beta coefficients listed in the last column of Table 7 suggests that when these four items are analyzed simultaneously for their effect on ELPT scores, only one, i.e. language use when addressing high-status persons, remains statistically significant. Language use when arguing also yielded a relatively high regression coefficient (beta = -.21), but the obtained value is not statistically significant and shifts in the negative direction when controlled by other language use items.

3.1.4. Silent Language

The category Silent Language (inner speaking) presents a different situation. Four items were found to be positively and significantly related to the ELPT scores. These items, as Table 8 shows, are significantly correlated with each other. But the obtained correlations (Pearson's r) for silent language which range from .21 to .48 are not as strong as those found

earlier for language items which range from .77 to .89. This suggests that while the Silent Language items are associated with each other they do not necessarily mirror each other the way the other language use items do. The beta coefficients in Table 8 reinforce this view. Of the four silent language items, three are found to be statistically significant — the frequency of English use in confessing, counting, and self-talk.

To simplify this analysis, the three items were combined in a single measure, the Silent Language Index, that correlates positively and significantly with the ELPT Reading Score (r = .21 p<.001), ELPT Writing Score (r=.09, p<.05), and Total ELPT Score (r=.16 p<.01). The index joins the language background, language attitude, and language use items as key correlates for the multiple regression analysis.

3.1.5. Multiple Regression of Key Correlates

This study identified five key correlates of language performance: Section, Social Class Position, Language Attitudes towards English upon entry to the Ateneo, the frequency of English when addressing high-status persons, and an index of silent language combining three items — the frequency of English use in confessing, counting, and self talk. Which of these factors had the greatest effect on ELPT scores? What was the cumulative effect of all these factors on ELPT scores? Table 9 summarizes the results of multiple regression analysis and reveals the following:

ELPT Reading. Three of the five key correlates have significant effects on ELPT reading scores. The strongest of these is Section (beta = .41), followed by the Silent Language Index (beta=.12), and then Social Class Position (beta = .08). Stated differently, ELPT scores tend to be highest for students in the Merit Section, for those who frequently use English as a silent or private language, and for those who belong to the upper or upper middle classes. These and the other items cumulatively explain a respectable 23% of the variance (R=.467, p<.01) in ELPT reading scores.

ELPT Writing. Of the five key correlates, only Section (beta =.31, p<.001) is significantly related to ELPT writing scores. All other correlates lose their importance when Section is taken into account. Nevertheless, all five items explain 11% of the variance (R = .335, p<.001) in ELPT writing scores. The explained variance is smaller than that found for ELPT reading scores and suggests the survey could tap stronger predictors of English language writing performance than those found in the instrument.

ELPT Total. Again, only the predictor Section correlates significantly with total ELPT scores. Again, all other items lose importance when Section is taken into account. While all these five items explain 21% of the variance (R = .461, p<.001) in total ELPT scores, it is clear that the five items are more predictive of reading than writing performance.

ELPT Total Without Section. Because the variable Section has the strongest effect on reading and writing scores, a regression analysis was done without this variable included in the equation. The results, listed in the last column of Table 9, show that with Section excluded, the significant predictors of language performance would be, in this order, Class Position (beta=.10, p<.05), the Silent Language Index (beta=.10, p<.05), and language attitudes (beta=.09, p<.05). Though statistically significant, these correlates are not as strongly associated with language performance as much as Section is, and explain only 5% of the variance in ELPT scores, 16% less than when Section is included in the regression equation.

The dominance of the Section variable in this analysis validates the groupings of first-year English students on the basis of their entrance test scores. Merit students have higher

ACET scores in English, Math, Thinking Ability, and General Information compared to their fellow freshmen students, and thus come to take the ELPT tests at a higher level of language competence compared to those in the Basic and Regular Sections. Moreover, as the self-ratings on language proficiency suggest, Merit students are more likely than Basic and Regular students to express confidence in their abilities to speak and write in English.

But what makes Merit students more proficient in English? The study points out several factors. One factor is social class position. Persons in the upper and upper middle classes are more likely to hear, speak, read, and write English — and good English at that — compared to persons in the lower classes. Merit students tend to belong to the upper strata compared to Basic and Regular students. A second factor is language use. Because persons in the upper classes are more likely to be proficient in English, these persons are also more likely than those in the lower classes to use the language in everyday life — in various domains and activities, in speaking to persons of differing statuses and even to themselves. Merit students are more likely than those in the Regular and Basic Sections to use English in everyday life. A third is language attitudes. The more students use English, the more favorable their attitude toward the language is. Not surprisingly, therefore, Merit students also have a more positive attitude toward the language compared to Basic and Regular Students.

What does this augur for English training programs? On the basis of the data, it is essential that English classes must expose students to the language in many ways, motivate them to speak it in various situations, and hopefully develop in them a favorable attitude toward the language. The majority of students already desire to improve their English and see positive consequences from a mastery of the language. The next step is to make the language a regular feature of their everyday life, such as reading materials written in English.

3.2. Filipino Proficiency

As for the Filipino data, 22 variables were found to be significantly associated with FLPT reading and writing scores. Table 10 lists these variables together with their corresponding bivariate associations (see the eta or r values in columns 2 and 4). It was important to examine the interrelationships of these significant variables and identify which among them constituted the most important correlates of Filipino language proficiency. Multiple regression analysis helped us in this task.

3.2.1. Personal and Socioeconomic Status (SES) Characteristics

FLPT scores were higher for younger age groups (17 years and below) and for those who attended public and private non-sectarian elementary schools. The two variables were, however, related: younger students (those 17 years and younger) were more likely to come from public and private non-sectarian schools (G= -.37, p<.05). As well, students who reported themselves as belonging to the middle and lower classes were also the ones whose homes had comparatively fewer household amenities (G= .53, p<.001). At the same time, students who attended public and private non-sectarian schools were more likely to come from the lower middle and working classes (G=54, p<.001). From these interrelationships, which ones were the important background characteristics affecting FLPT scores?

Table 10, columns 3 and 5, presents the pertinent beta coefficients. Column 3 shows that of these four variables, only the Household Amenities Index (beta= .15, p<.05) seems salient for FLPT reading scores, while two factors – Type of Elementary School (beta = -.13, <.05) and again, Household Amenities (beta = -.14, p<.05) are critical for FLPT

writing scores. These reflect the notion that Filipino proficiency is greater among students who come from lower middle or working class backgrounds and whose secondary schooling was obtained from non-elitist private schools. Moreover, a stronger class background is important for writing than reading proficiency.

3.2.2. Language Attitudes

Students who had more favorable attitudes toward Filipino before entering the Ateneo tended to have higher scores in the FLPT. As well, students with less favorable attitudes toward English upon entering the Ateneo received higher FLPT scores. The two variables were related such that students who had favorable attitudes toward Filipino tended to have less favorable attitudes toward English ($G = -.20$, $p<.05$). Regression analysis shows, however, that having favorable attitudes toward Filipino (beta=.29) for reading and .35 for writing, $p<.001$) and having unfavorable attitudes toward English (beta= -.18 for reading and -.23 for writing, $p<.001$) exercised strong independent effects on FLPT performance.

3.2.3. Mass Media Exposure

Bivariate analysis showed that students who were frequently exposed to Filipino print and non-print media were more likely to have higher FLPT reading scores. Exposure to Filipino media, however, had no effect on FLPT writing scores which were affected more by lesser exposure to English and foreign media. Frequent exposure to bilingual media, in turn, was positively related to FLPT scores in both reading and writing. Regression analysis showed that reading and writing scores were affected by different sets of mass media indicators. Reading scores were most influenced by exposure to Filipino print media (beta=.18, $p<.01$). In turn, writing scores were most affected by exposure to bilingual media (beta =.20, $p<.001$) and by lesser exposure to English print media (beta = -.15, $p<.05$).

3.2.4. Language Use

Students who frequently used Filipino in their daily activities (e.g. conversing, arguing), in speaking with various people (e.g. friends, family, superiors) and in different places (e.g. school, home) tended to score high on the FLPT. Regression analysis identifies the critical factors in each:

1. Using Filipino in all three domains — home, school and community — is an important factor in attaining higher levels of Filipino proficiency. Of these three domains, however, the school appears to be the most important for both reading (beta = .23,$p<.05$) and writing (beta = .35, $p<.001$) scores, but most especially for writing in Filipino.

2. Again, using Filipino more often in addressing people regardless of status is important for achieving higher levels of Filipino language proficiency. However, using Filipino when addressing high status persons is the more critical correlate of both Filipino reading (beta = .41, $p<.001$) and writing (beta =.41, $p<.001$) scores. Arguing/persuading is necessary for obtaining higher scores in the FLPT. Of these four activities, however, the most important ones are asking/telling for FLPT reading scores (beta=.32, $p<.05$) and asking/telling (beta=.41, $p<.05$) as well as conversing (beta = .45, $p<.05$) for FLPT writing scores.

All these salient indicators — language use in school, addressing high-status persons, when asking/telling or conversing — are highly interrelated. Thus, students who frequently speak Filipino in school are also more likely to speak Filipino when addressing high-status persons (r = .83, p<.001) and when asking/telling (r = .88, p<.001) or conversing (r = .85, p<.001).

3.2.5. Silent Language

Speaking Filipino as the language for self-talk, for praying and confessing is also an important factor in scoring high on the FLPT. Regression analysis suggests, however, that using Filipino when praying is more strongly and significantly associated with higher FLPT scores (beta =.32 for reading, .30 for writing, both with p<.001) than using Filipino when confessing (beta =.11, ns, for both reading and writing).

3.2.6. The Critical Correlates

Regression and correlation analyses trimmed down the number of significant variables to a smaller set of critical correlates. Table 11 lists these, with separate columns for reading and writing proficiency. The statistically significant variables in each set, those with asterisks, represent the critical correlates of FLPT scores.

Six correlates were found to be most important for reading proficiency while seven factors were identified for writing proficiency. Of these correlates, two appeared as critical for both reading and writing scores — attitudes toward Filipino and the use of Filipino in praying. The critical correlates for reading proficiency added two more factors, namely, household amenities (an indicator of socioeconomic status) and the use of Filipino when addressing high-status persons. Except for household amenities, all other critical variables were in the positive direction. Socioeconomic status remained inversely related to reading proficiency.

But what if socioeconomic status, or household amenities, were eliminated from the equation? What factors then would be salient in predicting FLPT reading scores? Table 12 presents the results.

Finally, while these regression equations are statistically significant, and their multiple correlation coefficients (r) respectable, all the explained variances (r) are under 30%, suggesting that other factors, unavailable in the survey data, need to be tapped as correlates of Filipino language proficiency.

What do these and earlier results tell us? Several overall patterns can be discerned.

1. Filipino proficiency in reading and writing, and most especially writing, depends much on the student's personal orientation toward the language. Having favorable attitudes toward Filipino and using the language for self-talk, as in praying, reflect this orientation, and one which suggests a personal attachment toward the language. These two variables stand out as the most critical even when the other significant variables are held constant. This is true most particularly for writing proficiency. But in achieving higher levels of reading proficiency, this attachment, while also important, is not enough. The actual use of the language in everyday life, particularly when addressing high-status persons, as well as the student's socioeconomic background must also be considered.

2. The students' Filipino proficiency, particularly their writing proficiency, is in part a reflection of their personal backgrounds. Generally, students who score high on the

FLPT are those who come from lower middle class or working class backgrounds, live in homes with modest amenities, and went to elementary schools which are not associated with elite-type education. These students are also more likely than their upper class counterparts to have favorable attitudes toward Filipino and to use the language frequently in everyday life, including self-talk. Moreover, even when language attitudes and language use are held constant, socioeconomic status still remains a critical variable for obtaining high Filipino reading test scores.

3. The more often students use Filipino in everyday life — in as many domains and activities as possible and toward many people regardless of their social status — the higher their level of Filipino language proficiency. In short, practice makes perfect, particularly for improving reading proficiency levels. Regression results further show that the frequent use of Filipino in school, in addressing high-status persons and in such activities as conversing and asking/telling, are the more critical areas that contribute to language proficiency. But more important perhaps, as mentioned above, is the use of Filipino as a silent language, or the language of self-talk, as this reflects a deeper internalization of the language.

4. Mass media exposure has varying effects on language proficiency. Just as frequent exposure to Filipino print media is associated with reading scores, so does exposure to bilingual media. Writing scores are not associated, however, with exposure to Filipino media, but with bilingual media. Writing proficiency levels are also influenced by less exposure to English print and foreign media. What these findings mean requires further study. Does good writing in Filipino mean, for example, some form of exclusive immersion in the language?

These results suggest that groups and institutions that wish to raise levels of Filipino language proficiency must design activities that would first, arouse greater interest in Filipino, and second, encourage greater use of the language in various areas of social and personal life. Mass media or audio-visual strategies will help, but as the study suggests, need not be solely relied upon as the vehicles with which to arouse language interest and foster greater language use. Socioeconomic background is a pre-given trait, as students enter the university with these characteristics. Happily, while this background is also a key correlate of Filipino proficiency, regression results suggest that with social class held constant, factors like language attitudes and language use still make a substantial difference in raising levels of language competence among college students. Subsequent FLPT surveys will help note trends in Filipino language performance over time.

In conclusion, the study has tried to identify the critical correlates of English and Filipino language proficiency. It is clear that language use and a positive attitude to the language are important in achieving language proficiency.

Table 1. Mean ELPT Scores: 1995, 1996 and 1997 Surveys

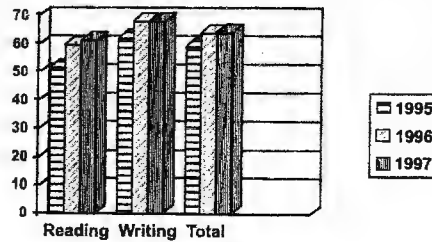|	1995		1996		1997		Margins		
Item	Range	Mean	Range	Mean	Range	Mean	96-95	97-96	97-95
Reading	0-73	51.5	0-81	59.4	14-80	60.6	+7.9	+1.2	+9.1
Writing	0-99	61.5	0-88	67.3	30-87	67.0	+5.8	-0.3	+5.5
Total	0-81	58.5	0-83	63.3	33.5-80	63.8	+4.8	+0.5	+5.3
N	-	(505)	-	(654)			-	-	--

Figure 1. Mean ELPT Scores, 1995-1997

Table 2. Correlations [r] between Language Proficiency and 1997 ELPT Scores

Language	Zero-order Correlations		
Item	Reading	Writing	Total
English[1]			
Speak	.33***	.13,ns	.27***
Read	.33***	.13,ns	.27***
Write	.33***	.11, ns	.26***
Understand	.24**	.11, ns	.20**
English Index	.33***	.20*	.31***
Filipino[1]			
Speak	.08, ns	.04, ns	.07, ns
Read	.04, ns	.04, ns	.05, ns
Write	.07, ns	.01, ns	.05, ns
Understand	.07, ns	.03, ns	.06, ns
Filipino Index	.03, ns	-.02, ns	.01, ns
Self-rating of English Proficiency before entering the Ateneo[2]	.34***	.26**	.35***

*p<.05   **p<.01   ***p<.001

Notes:

[1]Measured in terms of a five-point Likert Scale which was converted into a ten-point scale from 1 to 10, with "1" representing the lowest and "10" the highest.

[2]Measured in terms of a 10-point scale, 1 to 10, with "1" representing the lowest or least favorable and "10" the highest or most favorable.

Table 3. Correlations [r] between 1997 ELPT Scores and Mean ACET Percentile Scores

Test	Mean ELPT Score Reading	Writing	Total
Language			
English Proficiency	.39***	.30***	.41***
Vocabulary	.20*	.25**	.26**
Reading Comprehension	.25***	.07, ns	.19*
Mathematics			
Math Proficiency	-.02, ns	-.01, ns	-.02, ns
Numerical Ability	-.10, ns	.01, ns	-.06, ns
General Information	-.00, ns	.04, ns	.02, ns
Abstract			
Thinking Ability	.07, ns	-.01, ns	.04, ns
Abstract Reasoning	-.04, ns	-.08, ns	-.07, ns
Analogies	.14, ns	.04, ns	.11, ns
Logical Reasoning	.00, ns	.02, ns	.02, ns
Overall ACET	.29***	.20*	.29***

*p<.05   **p<.01   ***p<.001

Table 4. Demographic Characteristics and ELPT Scores: MCA

Demographic Characteristics	Eta Unadjusted	Adjusted
Section	.46***	.45***
Gender	.10**	.05, ns
Place of Birth	.11**	.05, ns

*p>.05   **p>.01   ***p<.001

Table 5. Socioeconomic Characteristics and ELPT Scores: MCA

Socioeconomic Characteristics	Eta Unadjusted	Adjusted
Self-rated Class Position	.13**	.11**
Household Possessions	.11**	.07, ns

*p>.05   **p>.01   ***p<.001

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Background Characteristics	Reading Eta		Writing Eta		Total Eta	
	Unadj	Adj	Unadj	Adj	Unadj	Adj
Section	.46***	.45***	.35***	.35***	.46***	.45***
Self-rated Class Position	.16**	.10**	.08*	.03, ns	.13**	.07*

*p<.05   **p<.01   ***p<.001

Table 7. Correlation [r] Matrix and Beta Coefficients of Selected Language Use Items

Items	School	Community	High Status	Argue	Beta on ELPT
School	--	.81***	.77***	.83***	-.06, ns
Community	--	--	.82***	.89***	.04, ns
High Status	--	--	--	.86***	.36***
Argue	--	--	--	--	-.21, ns

*p<.05   **p<.01   ***p<.001

Table 8. Correlation [r] Matrix and Beta Coefficients of Silent Language Items

Items	Prayer	Confessing	Counting	Self-talk	Beta with ELPT
Praying	--	.46***	.25***	.48***	-.07, ns
Confessing	--	--	.28***	.26***	.09*
Counting	--	--	--	.21***	.11*
Self-talk	--	--	--	--	.11*

*p<.05   **p<.01   ***p<.001

Table 9. Regression of Key Correlates on ELPT Scores: Summary Results

Correlate	Beta Coefficients			
	Reading	Writing	Total All Correlates	Total Without Section
Section	.41***	.31***	.41***	--
Social Class Position	.08*	.04, ns	.06, ns	.10*
Language Attitudes	.05, ns	.03, ns	.04, ns	.09*
English with High Status	-.03, ns	.04, ns	.01, ns	.04, ns
Silent Language Index	.12**	.01, ns	.07, ns	.10*
R	.476	.335	.461	.230
R^2	.227	.112	.212	.052

*p<.05   **p<.01   ***p<.001

Table 10. Regression Analyses of Six Sets of Significant Correlates of FLPT Scores

FLPT Scores

Sets of Correlates[1]	Reading		Writing	
	eta/r^2	Beta[2]	Eta/r	Beta
R1: Personal and SES Background				
Age	.19**	-.11	.20**	.08
Elementary School	.17**	.11	.14*	-.14
Reported social class	.16**	.06	.18**	.09
Household amenities	.19***	-.15*	.15**	-.13*
Father's Occupation[3]	--	--	--	--
Father's monthly income[3]	--	--	--	--
R2: Mass Media Exposure				
Filipino print	.24**	.18**	(n.a.)	--
Filipino non-print	.21**	.04	(n.a.)	--
Bilingual media	.23**	.13	.15**	.20***
English print	(n.a.)[4]	--	-.17*	-.15*
Foreign media	(n.a.)	--	-.18*	-.07
R3: Language Attitudes				
Attitudes toward 52	-.12*	.29***	-.16**	.35***
Attitudes toward 53	.26***	-.18***	.30***	-.23***
R4: Language Use: Domain				
Home	.26***	.18	.29***	.01
School	.19***	.23*	.22***	.35***
Community	.24***	-.12	.24**	-.07
R5: Language Use: Status				
High	.29***	.41***	.31***	.40***
Peer	.19*	-.11	.21**	-.09
Low	.16*	.01	.19*	-.002
R6: Language Use: Activity				
Converse	.25***	.24	.30***	.41*
Ask or Tell	.23**	.32*	.24***	.47*
Request	.24**	.12	.36***	.16
Argue	.26***	.25	.28***	.18
R7: Silent Language				
When Confessing	.26***	.11	.26**	.11
When Praying	.39***	.32***	.37***	.30***

[1] Seven regressions runs were made for this table, one for each set of significant factors.
[2] Eta and Pearson's r represent the original association between the two variables. Beta is the association between the two variables when controlled for the other variables in the set.
[3] Found to be significantly related to FLPT but dropped from the analysis for technical reasons.
[4] n.a. stands for "not applicable." These mass media variables are statistically significant for FLPT writing

Table 11. Beta Coefficients of Critical Correlates with Reading and Writing Proficiency

Reading Proficiency		Writing Proficiency	
Variable	beta	Variable	beta
Household Amenities	-.13*	Household Amenities	-.07
Attitudes toward Filipino	.14*	Attitudes toward Filipino	.22**
Attitudes toward English	-.06	Attitudes toward English	-.00
Media Exposure: Filipino Print	.06	Media Exposure: English Print	-.11
Language Use: High Status	.14*	Media Exposure: Bilingual	.06
Silent Language: Praying	.31*	Language Use: Conversing	.07
		Silent Language: Praying	.21**
R = .514		R = .451	
R^2 = .260		R^2 = .203	
F = 7.93***		F = 15.08**	

**Table 12. Regression of Core Correlates
of Reading Proficiency without Amenities Index**

Reading Proficiency	
Variable	beta
Attitudes toward Filipino	.13*
Attitudes toward English	-.04
Media Exposure: Filipino Print	.09
Language Use: High Status	.23**
Silent Language: Praying	.24**
R = .481	
R^2 = .231	
F = 16.93***	

ENDNOTE