

## ERRATA

Printing errors were made in Gonzalez-Intal, A.M. (1996). Literal and inferential English reading comprehension skills among multilingual Filipino elementary school children. *Philippine Journal of Psychology*, 29, 1-39.

Table 4 on page 25 should read as follows:

	Pair	Cor	Sig	Mean	t-value	Sig
1. Literal comprehension vs. Finding the main idea	58	.82	.000	65.9 46.3	8.38	.000
2. Literal comprehension vs. Inferences about character	46	.81	.000	70.6 65.7	-1.94	.058
3. Literal comprehension vs. Drawing logical conclusions	28	.86	.000	62.0 47.9	-5.40	.000
4. Literal comprehension vs. Inferring causal antecedent	18	.94	.000	64.7 45.4	-9.44	.000
5. Literal comprehension vs. Inferring causal consequence	42	.84	.000	62.9 58.8	-1.68	.101
6. Finding the main idea vs. Inferences about character	28	.94	.000	37.0 54.6	9.67	.000
7. Finding the main idea vs. Drawing logical conclusions	26	.91	.000	40.3 43.5	1.53	.137
8. Finding the main idea vs. Inferring causal antecedent	18	.75	.000	45.3 46.3	0.22	.828
9. Finding the main idea vs. Inferring causal consequence	34	.89	.000	53.3 57.2	1.98	.056
10. Inferences about character vs. Drawing logical conclusions	10	.86	.001	45.8 35.4	2.77	.022
11. Inferences about character vs. Inferring causal antecedent	18	.68	.002	55.2 45.4	-2.14	.047

12. Inferences about character vs. 12 Inferring causal consequence	.82	.001	67.4 71.9	-1.12	.289
13. Inferring causal antecedent vs.18 Inferring causal consequence	.83	.000	52.8 69.8	-5.39	.000

Page 27 should read as follows:

The high and significant positive correlations between the comprehension skill pairs in Table 4 indicate that performance on the skills correspondingly increase the higher the subjects' grade level. That is, the higher the child's grade level, the better is the performance on both of the skills being compared, indicating a general improvement across the various reading comprehension skills as children move higher up the grade levels.

## Discussion

The results of the study indicate that in general, the children are able to answer at least half of the comprehension questions for the passages appropriate to their respective grade levels. Nevertheless, the children's performance declines drastically in passages about their grade level. Moreover, beyond the 50 percent cut-off value used, the higher grade levels (Grades Four, Five, and Six) generally do not do well in Passages 7 to 12, even if the passage is below their grade level, as in the case of Grade Six students answering Passages 7 to 10, which are Grades Four and Five level passages. These results suggest that the higher grade level children are able to cope with relatively with material appropriate for their higher grade levels. Thus, it seems that while, in general, reading comprehension performance increases the higher the grade level, nevertheless, the improvement in performance does not appear to be commensurate with the increase in reading comprehension demands in the higher grade levels. This implies the need to improve trading in English reading comprehension skills at the higher grade levels as the material that children read become more complex and difficult.