

PHILIPPINE ENGLISH IN THE ESL CLASSROOM: A STUDY OF ENGLISH TEACHERS' BELIEFS AND PEDAGOGICAL PRACTICES IN HIGHER EDUCATION

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Abstract

The use of the English language in the Philippines dates back to 1898 when the Americans colonized the country, resulting to the birth of a nativized variety called Philippine English. Despite the fact that Philippine English is widely used across the country today, its acceptability remains a debate especially in language teaching in the Philippines. Thus, the study aimed to provide insight into the beliefs of English teachers in higher education about the use of Philippine English in the ESL classroom, their experiences, and the pedagogical practices they employ as an attempt to encourage or discourage the use of Philippine English among learners. The study utilized a set of predetermined questions in the mediated interview conducted to gain insights from the key informants. Then, thematic analysis was employed to identify and analyze the data gathered. The findings revealed that many teachers and students lack knowledge and awareness about Philippine English, its features, and why it is worth recognizing as a legitimate variety. Moreover, while ESL teachers recognize Philippine English as a legitimate variety and accept it in speaking, they still believe that American English should be the basis in writing because the standards in speaking and writing are different. Finally, a pedagogical guide was designed to provide training or orientation to educators about language variations, specifically Philippine English.

Keywords: Philippine English, World Englishes, Language Variation, Pedagogical Practices.

Introduction

The Philippines is known as a multilingual nation, for over eighty languages exist in the country today. Eleven of these languages are considered the dominant regional languages: Tagalog, Cebuano, Ilokano, Hiligaynon, Bikol, Kapampangan, Pangasinan, Maguindanao, Tausug, Maranao, and Filipino, which is based on Tagalog. Because there are various languages spoken in the Philippines, the typical Filipino is most likely trilingual rather than bilingual (Low & Hashim, 2012). Out of these various languages spoken in the country, only two are recognized as official languages: Filipino, a variety of the Tagalog language, and English which is considered the universal language. Both English and Filipino are used as the media of communication in the government, mass media, business, industry, technology, and education, while other indigenous languages are used in different parts of the country (Đurković, 2019)[11].

At the beginning of the American rule, English, together with Spanish and Filipino, became the medium used in all schools after schools were opened in Manila, the capital city of the Philippines, and later on, became a national language in 1946. Since the English language was introduced, there was a significant increase in the number of people who claim to speak the language (Kirkpatrick, 2007)[21]. At present, English continues to be used as the medium in many disciplines such as science, technology, business, industry, etc. and is still considered as a language of advancement, power, and prestige. In addition, it is used as a lingua franca in the Association of South-East Asian Nations (ASEAN). Thus, the use of English in the Philippines and in other countries is expected to increase in the future (Kirkpatrick, 2007) [21] further.

As a result of the continuous use of the English language in the Philippines, a localized or institutionalized variety of the language has emerged, which is called Philippine English. Gonzales (1997) described Philippine English as "Filipinos learning English from Filipinos." The Philippine variety of the English language is different from Standard American English or General American English (GAE) in terms of vocabulary, grammatical features and phonological

features. For instance, Philippine English uses the word “wherein,” which, in other varieties, is expressed as “in which,” “by which,” and “through which.” Another example is the use of the word “majority” without an article (De Leon, 2016) [8].

The idea of this variety of English came from World Englishes (WE), which was first introduced by Kachru in 1984. The Three Circles of English Model shows how the English language is now used by millions of multi-lingual, the majority of them non-native English speakers, and changing it to reflect their own lives and cultures. This model consists of the inner circle, outer circle, and expanding circle. The Inner Circle consists of the countries that use English as their native language. Examples are the United Kingdom and the United States of America. This circle is also considered the norm-providing circle because these countries are where English originated. In addition, they use it as their L1 or primary language. The outer circle consists of countries that use English as a Second Language. These countries include the Philippines, Malaysia, Singapore, etc. This circle is also called the norm-developing circle. And the third one is the expanding circle, where English is used as a Foreign language. It is considered the norm-dependent circle as English is only spoken as an additional language. Some examples of these countries are Korea, China, and Japan. However, this continues to be a debate among linguists around the world. Quirk (1988) [27] argued that non-native Englishes are not valid teaching models, and ESL speakers should be discouraged from using the varieties of English used in their countries as it is not appropriate to let learners settle for lower standards because most of these varieties are just incorrect versions of native English.

Filipino linguists also have conflicting opinions about this matter. Despite the fact that Philippine English is widely used across the country, many still do not acknowledge its legitimacy as awareness does not equate to acceptance. For Martin (2014) [25], Philippine English is not an acceptable variety and that there is a need to explore language attitudes towards it, especially English language teachers and learners who play a great role in the acceptability of Philippine English. Bautista (2014), however, stated in his study that the features of Philippine English

are proof that the language has been nativized as a reflection of the Philippine culture and thus should not be seen as an error.

Because the acceptability of Philippine English continues to be a debate, the English language teaching in the Philippines today is still based on Standard American English, which contradicts the fact that the majority of English teachers across the country are Filipinos who also learned English from other Filipinos. This indicates that the so-called Standard English has become indigenized or Filipinized and that there is a high possibility that Philippine English is unconsciously employed and taught in the ESL classroom in the Philippines (Bernardo & Madrunio, 2015) [2], which may be a result of lack of proper education about PhE.

The present study will provide insight into the beliefs or perspectives of English teachers in higher education about the use of Philippine English in the ESL classroom. Moreover, the study will explore the experiences and struggles of English teachers on the use of Philippine English and the pedagogical practices they employ as an attempt to encourage or discourage the use of this variety of English. Through in-depth interviews with college ESL teachers, this dissertation paper aims to examine if Philippine English has made its way into ESL classrooms, specifically in the lesson contents, classroom interactions, and classroom conversations. In addition, the study is proposed with the hope of spreading awareness about the existence and legitimacy of this variety and providing insights for future studies on designing pedagogical strategies in using Philippine English that ESL instructors may utilize in the ESL classroom.

Theoretical/Conceptual Framework

The study is theoretically anchored on the Three Concentric Circles Model by Kachru (1985). This paradigm was first introduced as World Englishes, spreading understanding throughout the world about the English language. Braj Kachru, a famous Indian linguist and Professor Emeritus of Linguistics at the University of Illinois, proposed this model to classify English language speakers: the inner circle, outer circle, and expanding circle.

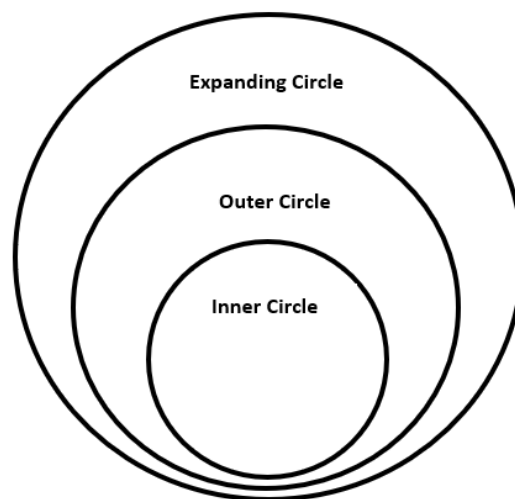


Figure 1: Three Concentric Circles Model (Kachru, 1985)

The Inner Circle consists of the countries that use English as their native language. Examples are the United Kingdom and the United States of America. This circle is also considered the norm-providing circle because these countries are where English originated. In addition, they use it as their L1 or primary language. The outer circle consists of countries that use English as a Second Language. These countries include the Philippines, Malaysia, Singapore, etc. This circle is also called the norm-developing circle. And the third one is the expanding circle, where English is used as a foreign language. It is considered the norm-dependent circle as English is only spoken as an additional language. Some examples of these countries are Korea, China, and Japan. Today, the Philippines belongs to the outer circle of World Englishes as the English language was only brought by the colonization by the United States and did not serve as the native tongue in the country. In addition, Filipino linguists believe that the Philippines will continue to be in the outer circle as our variety of the language lacks the “social prestige” of the native speakers in the inner circle (Jenkins, 2003, as cited in Đurković, 2019) [11]. This belief continues to affect the views of Filipinos on Philippine English, especially those in education such as ESL instructors and ESL learners. Thus, the present study will be guided by this paradigm in exploring the perspectives, experiences, and instructional practices of ESL teachers on the use of the Philippine variety of English in the ESL classroom.

Statement of the Problem

The study aimed to explore the perspectives and pedagogical practices of English teachers in higher education on the use of Philippine English in the ESL classroom. Specifically, the study sought to answer the following questions:

1. How do English teachers in higher education perceive the use of Philippine English as the

medium of communication in the ESL classroom?

2. What are the experiences and struggles of English teachers in using Philippine English in the classroom?
3. What are the pedagogical practices employed by English teachers to strengthen or discourage the use of Philippine English in the classroom?
4. What pedagogical guide may be designed to educate ESL teachers about language variations, specifically Philippine English?

Scope and Delimitation of the Study

The study was focused on exploring the perspectives and pedagogical practices of college ESL teachers on the use of Philippine English in an ESL classroom. Through in-depth interviews, the researcher examined the place of Philippine English in ESL classrooms, specifically in the lesson contents, classroom interactions, and classroom conversations. Ten participants, who teach English subjects in higher education in Malolos City, were interviewed to gather the necessary information for the study.

In compliance with the community quarantine protocols due to the COVID-19 pandemic, the data gathering was done through video calls or phone calls. Moreover, the participants were limited to the ESL teachers, who teach in the City of Malolos, because there are more universities and colleges in Malolos City than anywhere in Bulacan.

Ethical Considerations

To ensure that the ethical requirements implemented by La Consolacion University Philippines Graduate Studies were followed, the following ethical considerations were observed in the present study:

Voluntary Participation: The participants will be invited to be a part of the research with a clear

understanding that they are under no obligation to do so and that there will be no negative consequences if they decide to quit from the study.

Informed Consent: The researcher will ensure that the participants fully understand what they are being asked to do and for what reasons. The teacher-participants will be given an orientation about the study being conducted and the process their information would undergo before the actual interviews.

Confidentiality: The researcher will keep the respondents' answers confidential and their identity will not be revealed in any way on the research paper.

Methodology

Research Design

The qualitative research design, specifically phenomenological design, was utilized in the study to explore the beliefs and pedagogical practices of English teachers in higher education on the use of Philippine English in the ESL classroom. Qualitative research is used to collect and analyze non-numerical data and explain how people perceive and experience the world. It aims to address problems related with dimensions of humans' lives and social worlds through naturalistic inquiry and observation (Fossey, Harvey, McDermott, & Davidson, 2002, 2010) [13]. A phenomenological study, on the other hand, is an approach to qualitative research that aims to describe individuals' understanding of different phenomena. Phenomenology does not attempt to speak about things, but about the way they manifest themselves. It focuses not on what appears, but how it appears (Lewis & Staehler, 2010) [23]. Thus, the study used the phenomenological design to determine how English teachers in higher education perceive the use of Philippine English, as well as their experiences and the instructional practices they employ in strengthening or discouraging the use of Philippine English in the ESL classroom.

Key Informants of the Study

The participants of the study were five ESL teachers in college from different universities in the Province of Bulacan. They came from different age groups and gender. In addition, the participants of the study were chosen through purposeful sampling. The purposeful sampling technique, also called judgment sampling, was the deliberate choice of a participant due to the qualities the participant possesses that fit the requirements of the study (Etikan, 2016) [12]. The researcher purposively included English teachers from different universities and colleges in Bulacan in order to ascertain the perceptions of English teachers across the city.

To ensure that the participants possess intimate knowledge and first-hand experiences about Philippine English and World Englishes, the researcher set the following criteria in the selection of the key informants:

- Must be teaching in a Higher Education Institution (HEI) in Bulacan;
- Must have handled/ be handling English subjects; and
- Must have taken the course Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL), or Teaching English as a Second Language (TESL) or graduated from a Masteral course with specialization in English or Language Studies.

Instrument of the Study

The study utilized the semi-structured interview to gather information on the beliefs and practices of ESL teachers in using Philippine English in the ESL classroom. Semi-structured interview is a type of data gathering technique and a verbal interchange where the interviewer attempts to elicit needed information from another person or an interviewee. In this technique, the interviewer develops pre-determined questions to be used as interview guide during the formal interview (Clifford, Cope, Gillespie, & French, 2016). In a conversational manner, this technique helped unfold information and explore issues about the use of Philippine English that are important in the study.

The researcher prepared interview questions that will answer the statement of the problem:

Statement of the Problem No. 1: How do English teachers in higher education perceive the use of Philippine English as medium of communication in the ESL classroom?

- As an ESL teacher, what are your thoughts on language variation?
- What are your views on Standard American English and Philippine English?
- Can you talk about your thoughts or beliefs about the use of Philippine English in the classroom?

Statement of the Problem No. 2: What are the experiences and struggles of English teachers in using Philippine English in the classroom?

- Can you describe your experiences and struggles on the use of Philippine English in the classroom?

Statement of the Problem No. 3: What are the pedagogical practices employed by English teachers to strengthen or discourage the use of Philippine English in the classroom?

- What are the practices or strategies you employ to discourage/encourage the use of Philippine English among learners?
- What are the reasons behind these practices/strategies?
- How do the learners respond to these practices/strategies?

Data Analysis

Thematic Analysis was utilized as the data processing method in the study. Thematic analysis (TA) is a method for identifying and analyzing patterns of meaning in a data set (Braun & Clarke, 2012) [3].

The study followed the phases of thematic analysis (Braun & Clarke, 2006, as cited in Smith, 2015):

1. Familiarization - This phase includes reading transcripts and reviewing audio-recordings, and taking notes of the initial observations obtained from the interview with ESL teachers.
2. Coding – In this phase, relevant features of the data gathered will be identified and labelled according to the research questions. Similar data segments will be grouped together to be able to identify patterns.
3. Searching for themes - This includes clustering together codes from the previous phase in order to create themes or key patterns in the data.
4. Reviewing themes - The patterns found in the data will be reviewed or checked to see if the candidate themes are appropriate or if they fit the coded data and the entire data sets.
5. Defining and naming themes - The researcher will select a name for each theme to ensure conceptual clarity then write a brief summary of each theme.
6. Writing the interpretation - The researcher will write a vivid analysis of the data extracted and provide analytic conclusions drawn from the themes.

Thematic coding requires thorough investigation of the data, thus, the researcher will read and reread the transcribed interviews from start to finish acquiring knowledge about the background and experiences of the key informants and identifying their significant statements regarding the phenomenon of language variation. From the transcripts, interpretive meanings of the statements will be developed then arrange into clusters that will allow the emergence of themes or the comparisons of how the participants experience and perceive the use of Philippine English in the ESL classroom. The themes were then described and interpreted by the researcher. To ensure the reliability of findings, the following steps according to Kumar (1989) will be accomplished by the researcher:

1. Checking the “Representativeness”

Only five key informants participated in the study and they were chosen purposefully, thus, before finalizing the results, the researcher reassessed the key informants based on the criteria set and the data they provided to ensure that they actually represented the English teachers of HEIs in Malolos City. If there would be omissions, additional key informants would be interviewed.

2. Assessing the Key Informants

According to Kumar (1989), key informants can be assessed using the following criteria:

Knowledgeability: A good key informant has firsthand knowledge of the issues and is therefore in a position to give accurate information.

Credibility: The key informant answers questions thoughtfully and candidly. He or she should also have met the criteria set by the researcher in choosing key informants.

Impartiality: The key informant should not have an ulterior motive for providing inaccurate information. For instance, he or she should not exaggerate the practices they implement or their students’ performance in the classroom. Overly positive or negative comments indicate that a key informant does not meet this criterion.

3. Checking Interviewer Bias

The most important step in ensuring the reliability of findings of the study is looking at the researcher’s biases that may affect the interview, analysis, and interpretations. To avoid bias, the researcher will write down preferred findings and search for evidence negating them. Another solution is consulting experts in Linguistics.

4. Checking for Negative Evidence

Before finalizing the results, the researcher will look for data that contradict or question the preliminary findings of the study. Through this, issues that were ignored or overlooked would be brought to the surface for further analysis.

5. Getting Feedback from Key Informants

To Kumar (1989), the validity of findings can be strengthened and increased by obtaining feedbacks from key informants. There are two ways in which the researcher can gather feedback from the ESL teachers: preparing a brief summary of the findings and sharing it with the available key informants, and the second one is organizing a focus group where the major findings would be presented. Through these techniques, the key informants would be

given an opportunity to clarify points they think were misunderstood or ignored and present their arguments and opinions.

Results and Discussion

This section shows the collected responses from the semi-structured interviews conducted, revealing the ESL teachers' views about language variation, American English, and Philippine English, their beliefs about the use of Philippine English in the classroom, and the strategies or practices they employ to encourage or discourage the use of Philippine English among learners. It also presents a proposed pedagogical guide which aims to orient or enlighten educators about Philippine English.

1. Perceptions of English teachers on the use of Philippine English as medium of communication in the ESL Classroom

A. ESL teachers' thoughts on language variation

The first interview question explores the ESL teachers' thoughts on language variation. The key informants' beliefs about this phenomenon plays a vital role in their perspectives about Philippine English. The following themes emerged from this question: global occurrence, result of language evolution, regional, social, and contextual differences, and distinctness of each language/variety.

1. Global Occurrence

Two of the participants believe that language variation is a global occurrence and is not only exclusive to the English language. ESLT1 also related the global occurrence of language variation with the concepts of descriptivism and prescriptivism, stating that descriptivists have a point when it comes to language use.

"Yeah, every known language in the world has some form of language variation one way or another. Kaya nga may point yung mga descriptivist linguists, diba? As opposed to prescriptivists na talagang gusto nila may rigidity yung language." (ESLT1)

[Yeah, every known language in the world has some form of language variation one way or another. That is why descriptivists have a point, right? As opposed to prescriptivists who prefer to have rigidity in language.]

"We have several variations and several Englishes, particularly... not just in one place but the different parts of the world, of course." (ESLT5)

Every language has some form of variation and this can be observed in different parts of the world. Even in places as small as regions or provinces, language variation can be observed as according to Heidari &

Barzan (2019) [17], language changes after every ten miles. For instance, people in Tagalog provinces like Bulacan have terms or idiomatic expressions unknown to Manila residents, and the accent in Batangas may sound weird to people from other provinces or cities.

Having a descriptive attitude towards language means not being hypercritical or expressing judgment while the prescriptive approach is considered the conservative or the norm-enforcing one as it emphasizes the rules of grammar and attempts to dictate what a speakers' grammatical rules should be (Cameron, 2003, cited in Stockwell, 2020) [30]. This is the same with the study conducted by Backstrom in 2016 where most of the teacher participants agreed that "grammar should not be stating what people should say, it should describe the language with all its amplitude." This finding verifies that the teacher-participants of the study mentioned believe in descriptivism in language.

2. Result of Language Evolution

Two key informants stated in the interview conducted that language variation is a result of language evolution. As language evolves and changes, it also results to different varieties which are a natural phenomenon.

"Pero language variation naturally occurs and it is a necessity kasi language changes as time changes din naman and the society. So, language variation is a necessity as it is natural to be occurring." (ESLT1)

[But language variation naturally occurs and it is a necessity because language changes as time changes and the society. So, language variation is a necessity as it is natural to be occurring.]

"Language, as it evolves and changes, also varies." (ESLT5)

According to research studies, this language evolution may be mainly caused by the World Wide Web, specifically social media platforms which are popular among all age groups. Crystal's (2005) book entitled *Language and the Internet* described the ways the language in the World Wide Web especially in social media platforms influences the use of language. Crystal called this new variety *Netspeak*, which, according to the author, has shown its distinct characteristics. Dino & Gustilo (2015) [9] found in their study that Filipinos have managed to create innovative expressions on the internet. These expressions were later termed *Filipino digitalk* by Dino & Gustilo in a different study in 2017. In addition, in their most recent study, Gustilo & Dino (2019) [16] created the term *Internet Philippine English (IPE)* which refers to the internet language used by Filipinos to communicate on the internet. In

addition to these, Hickey (2010) [18] stated that there is no such thing as a language, which is not changing, and the rate of change may vary considerably due to both internal and external factors.

3. Regional, Social, and Contextual Differences

Some of the key informants stated that language variation is characterized by regional, social, and contextual differences in language. A language variety is associated with speakers' geographical location, thus, it is sometimes termed as regional dialect. It can also be a result of social factors which is called social variation or social dialect (Luhr, 2012).

"It refers to regional, social, or contextual differences in the ways that a particular language is used." (ESLT2)

"We differ in the way we deliver it based from context, because sometimes, for example in the jargons, there are just specific words or some words that are specifically spoken by a particular group of persons only." (ESLT3)

"And this variation would include of course sociolinguistics... their social races, their behaviors, their religion that could affect really the variations of languages." (ESLT4)

Language variation shows that there is more than one way of saying the same thing and how individuals use language is greatly influenced by the location and context surrounding the speaker. For instance, a British man might use with localized vocabulary, such as *gan* for 'to go' or *clarts* for 'mud', or different grammatical constructions from what Filipinos or Americans are used to, such as the past tense constructions I've **went** and I've **drank**. However, despite these differences in lexis, grammar, and phonology, other English speakers such as Filipinos or Americans can still generally understand them (Robinson, 2019) [28].

4. Distinctness of each language/variety

Three informants believe that there is a distinctness in every language variety which makes them unique in different ways. A characteristic present in a variety may be absent in other varieties and vice versa. This is true about the English language use in the Philippines, as stated by ESLT3. Because English is not the first language in the Philippines, Filipinos experience and use the English language in a much different way than the native speakers which puts the Philippines in the outer circle of the Kachruvian model. Llamzon's (2010 [22], cited in Guinto, 2013) argument on linguistic variation was a metaphorical statement: "Language is like the

clothes one wears... When Filipinos speak English, they speak it the Filipino way."

"I think for language variation, the groups of speakers consider linguistic choices and understanding what is present, what is true with their language may not be true with the other language." (ESLT2)

"And even with us Filipinos, the way we deliver English or the way we speak English, considering that this is not our first language, we really differ when it comes to the way we speak it and deliver it and sometimes the way we use it." (ESLT3)

"Variation indicates how one language is distinct from the others, therefore unique... Standard American English is distinct so is Philippine English. However, Philippine English is a variant which makes it distinctly ours because we have terms used which can only be present in PE but never in SAE." (ESLT5)

It appears that speaking the English language the Filipino way led to the creation of more distinct and unique features, resulting to the birth of new English language varieties. In 2014, Martin also proposed the idea of "circles within circles" to present the Philippine experience of the English language. In this framework, Martin claims that the Philippine variety, which is in the Outer Circle of the Kachruvian model, is also composed of three circles: inner circle, outer circle, and expanding circle. The inner circle is reserved for the educated and elite Filipinos who have embraced the English language (American or Philippine English) and actively use and promote it. There is also the outer circle of Filipinos who may be aware of the existence and legitimacy of Philippine English but are not powerful enough to support it or feel doubtful in promoting it. And lastly, the expanding circle of Filipinos in which English is largely inaccessible due to poverty and lack of education.

B. ESL teachers' views on Standard American English and Philippine English

This interview question explores ESL teachers' views or beliefs about American English as the standard English language in the Philippines and the Philippine variety of English. Four themes emerged from the interview conducted: American English as the standard in the Philippines, standardization of American English as a result of colonization, differences in linguistic features, and acknowledgment of Philippine English as a legitimate variety of the English language.

1. American English as the standard in the Philippines

Three informants stated that American English is the standard English in the Philippines. The English language has always been known as the universal and business language, but to ESLT1, the American variety appears more “corporate” than any other varieties of English. ESLT2 also believes that the English used by Filipinos follows or is aligned with the American variety.

“Well, uh, one thing kasi about American English, it has become a standard in most businesses, eh. It’s very corporate, the language, the American English language as compared to British English.” (ESLT1)

“American English... This is the one that we use... we align our English with American English.” (ESLT3)

“American English became to be the standard, yeah, what we call standard in speaking English...” (ESLT4)

Smakman (2012) defines “standard” as “believed to be correct and used by most people”, and refers to “Standard English” as the language that most people find acceptable. As the basis used in business, media, politics, education, and other sectors, American English is considered the Standard English in the Philippines despite the fact that PhE is widely used across the country. Quirk (1988) [27] argued that non-native Englishes are not valid teaching models and ESL speakers should be discouraged from using the varieties of English used in their countries as it is not appropriate to let learners settle for lower standards because most of these varieties are just incorrect versions of native English.

2. Standardization of American English as a result of colonization

Three informants talked about how the standardization of American English in the Philippines is a result of colonization. To ESLT1, the standardization of AmE was inevitable as Philippine English was born in the first place because the United States colonized the Philippines more than a hundred years ago. To ESLT4, the US colonization resulted to Filipinos becoming biased with American English as they favor it more than Philippine English. ESLT4 later added that American English is more acceptable than the Philippine variety. To ESLT5, the birth of Philippine English was greatly influenced by the culture union of the east and west, a result of the US colonization.

“Standard American English... it is imperialist, it’s capitalist. My personal view of language especially on English is, uh, there’s a hegemony... Medyo political kasi para sakin si Philippine English and American English, kasi hindi naman mawawala yun eh. Kaya nga tayo nagkaroon ng Philippine English

in the first place because of colonization, diba? Kung di naman tayo nasakop ng US hindi naman tayo magkakaroon ng variation ng English, pero, yung pagsabi ng standard for American English, it’s quite ano eh, it retains its imperialist and capitalist nature. One cannot really dissect American English from its political and, uh, capitalist roots.” (ESLT1)

[Standard American English... it is imperialist, it’s capitalist. My personal view of language especially on English is, uh, there’s a hegemony... For me, PhE is quite political and American English, and it is inevitable. Philippine English was born in the first place because of colonization, right? If we were not colonized by the US we wouldn’t have a variation of English... But saying that American English is the standard... It’s quite... it retains its imperialist and capitalist nature. One cannot really dissect American English from its political and, uh, capitalist roots.]

“...Of course colonized tayo ng Americans. We are biased in terms of hearing them speak.” (ESLT4)

“Since our culture is a union of the east and west, we were influenced not just on how we live, but also our language which is a mixture of the given.” (ESLT5)

Philippine English first started in the Philippines during the US colonization in 1898. American teachers who were called Thomasites (named after the US army ship Thomas) arrived in 1901 and were dispersed through the different islands in the Philippines which created a great impact on the language used in the country. By 1921, almost all teachers were native-born Filipinos who learned from the American teachers. Filipinos then started learning English from Filipino teachers, and thus, Philippine English was born (Gonzalez, 1997 [14], as cited in Bautista & Bolton, 2008). Bolton & Bautista (2008) also stated that the extent to which English was adopted in the country was remarkable because American regime had done more to spread English than the Spanish Government did in 333 years (1565-1898) of colonization, for at the end of the Spanish Period, only 2% spoke Spanish” (Gonzalez, 1997) [14].

3. Differences in linguistic features

Two participants talked about the differences in linguistic features between American and Philippine English as well as some Filipinos’ attitude towards it. To ESLT1, even though the Americans themselves taught the English language to Filipinos, the desired level of language mastery was not achieved by Filipinos due to the differences in phonological makeup. To ESLT4, some speakers, especially those who recognize American English as the standard, find Philippine English awkward or funny.

“Yung mga Thomasites nagpunta sila mula US, then nagturo sila ng English dito... They really have not established that equivalence in terms of language mastery, one factor of which is that our phonological makeup is more neutral than the Americans...” (ESLT1)

[the Thomasites went here from the US, then they taught us the English language... They really have not established that equivalence in terms of language mastery, one factor of which is that our phonological makeup is more neutral than the Americans...]

“Since we are much into american english then some people might find it funny in terms of the lexicon, the morphology and syntax.” (ESLT4)

Esquivel (2019) reported occurrences of localized spellings, syntax, translated idioms, and innovated lexical items in a study which makes localization of English in the Philippines much more evident. Similarly, Bautista & Gonzales, as cited in Durkovic (2019) presented in a study the features of Philippine English which are not present in other English varieties. These include phonetics, phonology, morphology, syntax, and vocabulary. O'Dell (2016) also pointed out in a study that affixation is one way of forming new English varieties in the Outer Circle including the Philippines.

4. Acknowledgment of PhE as a legitimate variety of English

ESLT2 and ESLT4 expressed their acknowledgment of Philippine English as a legitimate variety of the English language. ESLT2 mentioned that PhE is a part of World Englishes which as acknowledged by many people around the world, as according to Graddol (2006, cited in Moussu, 2011), the majority of English speakers in the world are nonnative speakers of English.

“Due to cultural differences, the world and many people acknowledge the importance of World Englishes and one of those is Philippine English.” (ESLT2)

“PhE in my case is acceptable and it is being used in the Philippines.” (ESLT4)

Like the two key informants, some Filipinos now acknowledge the legitimacy of Philippine English as an English language variety. Esquivel (2019) found in a study that Filipinos paradoxically have restrained themselves from American English, and have taken the language for their “own” purposes. Philippine English has established its identity apart from other World Englishes especially American English.

C. ESL teachers' thoughts or beliefs about the use of Philippine English in the classroom

This section reveals ESL teachers' perceptions on the use of Philippine English in the classroom. The themes that emerged from the interview are the following: learners' unawareness of the existence of PhE, teachers' unawareness of the existence of PhE, English as a measure of intelligence, language anxiety among learners, and acceptability of PhE..

1. Learners' unawareness of the existence of PhE

When asked to talk about their thoughts or beliefs about the use of Philippine English in the classroom, two of the key informants highlighted their observation that learners are not aware of the existence of Philippine English as a variety of the English language as they were not informed or taught about it and that it is something that they have to be enlightened with.

“Well, it's certainly one that students have to be enlightened with.” (ESLT1)

“Learners were not necessarily informed and inculcated with the language that they use in the classroom, whether PE or SAE.” (ESLT5)

This contradicts Tupas' (2006, 2010) findings that student-teachers are aware of the existence of PhE, however, they believe that it should not be taught formally in the classroom as it is not an ideal model and that the curriculum should instead focus on standardized English. Moreover, the student-teachers believe that standardized or American English should be taught as form, but PhE should be used as content.

2. Teachers' unawareness of the existence of PhE

Two of the key informants also mentioned that very few educators are aware of the existence of Philippine English. ESLT1 shared that they only learned about Philippine English in college which came as a surprise as the concept of World Englishes is not introduced in basic education. ESLT1 also wondered about the senior teachers who only learned about it when they started their career in teaching. ESLT5 also mentioned that despite teachers' unawareness of the existence of Philippine English, many still use it and that is where problems arise.

“Ako, natutunan ko lang yung Philippine English nung college na ko, so parang, ‘Ah may ganun palang idea!’ So how much more pa lalo yung mga teachers especially sa mga mas senior satin diba... Na netong career na lang nila nalaman na “ah may ganung bagay pala.” (ESLT1)

“Based on observation, very few teachers are aware of it, and many are using it, that is where problems arise.” (ESLT5)

Based on the study of Dimaculangan (2017), many ESL teachers still lack awareness of the existence of the Philippine variety of English, as well as the confidence in its structures and lexicon. ESL teachers in the Philippines seem to still put high regard for the American and British varieties despite the number of studies about the legitimacy of Philippine English. This contradicts Martin (2014 as cited in Torres & Alieto, 2019) [25] who stated in a study about acceptability of PhE that teachers seem to be aware that they speak Philippine English but they still prefer the American variety over the Philippine variety in teaching.

3. English as a measure of intelligence

English, being the language of commerce and law, as well as the primary medium of instruction in education, has always been regarded by Filipinos as a language of prestige and power. Because of this, there has been a common misconception in the country that proficiency in the English language equates to high level of intelligence.

“Speaking the language has been always associated with knowing well. You know how to speak English, you know how to use the language well but, as I have said, we cannot relief for equivalence eh.” (ESLT1)

“English is not really a measure of intelligence. Whether you’re speaking PhE or AmE, as long as you can speak the English language, it’s okay.” (ESLT3)

Two key informants talked about the belief in the Philippines that fluency in the English language is a measure of intelligence. ESLT1 and ESLT3 emphasized that Filipinos cannot be expected to speak like the Americans, and as long as they can speak the English language and they know how to use the language well, it is not an issue.

4. Language anxiety among learners

Horwitz (1986, cited in Sy Tamco, 2021 [32]) defined language anxiety as “the feeling of tension, apprehension, and nervousness associated with the situation of learning a Foreign Language”. The type of anxiety experienced by the students when learning a second or foreign language is state or situational anxiety, because they experience it when they speak inside the classroom in front of their classmates and teachers. This type of anxiety is transitory, and the students can overcome it with the passage of time (Ezzi, 2012).

“For my bigger years of experience, there’s still that anxiety in using the language.” (ESLT1)

“Students have anxiety with regards to English. They’re really hesitant when they are asked English questions. How much more when they are required to answer it in English.” (ESLT3)

Two key informants talked about how the English language causes anxiety among learners. Because it is still a belief in the country that fluency in the English language equates to intelligence, many Filipinos find it difficult to speak English in front of people or use it in a conversation. ESLT3 shared that they experience struggles on this matter as learners become hesitant to participate in class discussions or activities when asked to speak in English.

5. Acceptability of PhE

The acceptability of Philippine English among English teachers and future English teachers is worth investigating and it is necessary to understand their perspectives on the matter since they are the ones who have the ability to shape the future of English language pedagogy (Alieto, 2018) [1]. Majority of the participants talked about the acceptability of Philippine English in the classroom and they had different opinions about the matter.

“Because we stick too much on the colonial mindset eh, the colonial mentality that American English is the standard. It’s not the only English standard. Let us reclaim English because it has been a part of our culture as well na. And part of it being our culture is that we have designed this , uhm, this way of speaking English that is distinct only to us, and that is Philippine English.” (ESLT1)

“So for me, I am not against the use of PhE in language class as long as you can still attain the objective why you have to teach this particular language.” (ESLT2)

“It’s okay mam that we’re using PhE. Maybe because even the teachers... kapag hindi ka talaga language major, siguro hindi mo rin naman alam yung varieties eh. So we’re just adapting and sharing PhE with our students.” (ESLT3)

“Um, I’m really sorry but I... Since we are in an educational setup, I’m much more into the AmE rather than the PhE... sometimes during recitations it’s okay, but in formal writing, it’s a no-no. But still acceptable for as... the purpose of communication is still there.” (ESLT4)

To ESLT1, Filipinos have redesigned the English language that is unique and distinct only to Filipinos, thus, they encourage Filipino educators to “reclaim” the English language and make it their own because it has been a part of the Filipino culture.

To ESLT3, it is okay to use Philippine English as it is something that cannot be avoided because even educators, especially those who did not study

language, are not aware of the varieties of English. As a result, Philippine English is passed down to the learners unconsciously.

ESLT2 shared that they are not against the use of Philippine English in language classes as long as the objectives in teaching are attained. On the other hand, ESLT4 stated that it is acceptable in recitations or in speaking for as long as the purpose of communication is still present. However, they also emphasized that it is okay in speaking, but is not acceptable in writing. To ESLT4, American English should be the basis in teaching writing.

Tupas (2006) and Martin (2014) [25] reported negative attitude from teachers towards Philippine English. Martin (2014 as cited in Torres & Alieto, 2019) [33] also found a large percentage of teachers who stated that their target model of teaching English was the standard or American English, and when asked why in the interviews, the researcher extracted three reasons which are universality, status, and market value. In 2017, Rosales & Bernardo also reported conflicting judgments between students and teachers on the use of Philippine English, as teachers seemed to strictly adhere to the standard English (American English). According to the study, teachers could be having a hard time accepting or tolerating the grammatical variants of Philippine English acceptable to the students because they see them as deviations from standard English. The researchers linked this inability to accept Philippine English grammatical features to “linguistic conservatism” (Trask, 2000; Chambers, 2009) which means that there are language users who prefer to keep conservative linguistic forms.

2. Experiences and struggles of English teachers on the use of Philippine English in the classroom

A. ESL teachers' experiences and struggles on the use of PhE in the classroom

This section explores ESL teachers' experiences and/or struggles on the use of Philippine English in the classroom. The themes that emerged from this interview question are the following: unacceptable in writing, acceptable in speaking, and prioritization of fluency over accuracy.

1. Unacceptable in writing

Two key informants believe that Philippine English should not be encouraged in writing as teachers and students have a set of standards to follow when it comes to writing, and to ESLT4, this standard should be the American English.

“Based on what we practice, we have to be very particular with writing. Kasi, we have to follow the

set of standards. Even in our curriculum, that's stated.” (ESLT2)

“Several of them are on their written output, particularly some words are PhE words, of course we do not really accept that in the formal writing... Yes, in writing, medyo bawal pa. I discourage them to practice PhE in writing, and as much as i would like them to have the standard AmE in writing.” (ESLT4)

In a study conducted by Bautista (2001) on the attitude of college students and teachers from Luzon toward Philippine English words, the results revealed that only less than one-third of the respondents favor Philippine English as they put higher regard for the American and British varieties. Moreover, one-fourth of the respondents viewed the features of Philippine English as a result of poor English vocabulary and proficiency. Similarly, Canagarajah (2006) stated that American or standard English is acceptable in serious texts, grammar, formal production, for writing, for school and for integrative communication.

2. Acceptable in speaking

Despite discouraging the use of Philippine English in formal writing, the key informants still think that it could be allowed and acceptable in speaking. ESLT2 finds it unnecessary to correct students or remind them to use American English in informal conversations. Similarly, ESLT4 may be against Philippine English in terms of writing but believes it is acceptable in class recitations.

“When the students say “May I go to the comfort room?” the word comfort room is Filipinism, right? And as a teacher we don't say that “Oh, that's Philippine English, so in this class, we should not use it. We should follow the standard American English.” We don't say that to our students, right? But that's in terms of speaking, noh?” (ESLT2)
However, during class recitation/participation, I am accepting them. And I don't find it really hard to accept PhE during classes. ESLT4

Gustilo (2018) found that numerous lexical items in Philippine English subjected to acceptability test are only accepted in informal oral contexts and unaaccepted both in formal and informal writing. This is similar with the claim of Canagarajah (2006) that Philippine English should only be acceptable in certain contexts or situations which include literary texts, discourse features, informal classroom interactions, speaking, home-use and local communication.

3. Prioritization of fluency over accuracy

The ultimate goal of language educators has always been to help learners attain both language fluency and accuracy, resulting to endless research studies

about language learning theories and varieties of classroom instruction techniques. However, some language educators believe that fluency may be more important to prioritize than accuracy.

“So, wag kayong mag alala, di kayo mali. So parang it’s part of making them more comfortable in using the language rather than imposing on them the language that we are accustomed to.” (ESLT1)

“Because outside the classroom, what matters most is communication and expression of ideas regardless if you’re using American or you’re using PhE.” (ESLT2)

“However, as I have mentioned, in speaking they are free to say what they would like to say for as long as we understand each other.” (ESLT4)

“Since fluency over accuracy is being prioritized, this helps the promotion of Philippine English in the classroom.” (ESLT5)

Majority of the participants believe that fluency in the English language among learners should be prioritized more than accuracy in grammar, pronunciation, and spelling. They give their students freedom in speaking the language for as long as they understand each other. After all, the main purpose of language is communication and expression, thus, the participants’ priority is making learners feel comfortable in using the language rather than imposing on them the so-called standards. However, Magno (2012) stressed that although more language teachers and academicians have become open to the place of World Englishes in composition and the descriptivist approach to language teaching, the emphasis on grammar or language accuracy when it comes to the written texts should not be weakened.

3. Pedagogical practices employed by English teachers to strengthen or discourage the use of Philippine English in the classroom

A. Practices/strategies ESL teachers employ to discourage/encourage the use of PhE among learners and the reasons behind these practices/strategies

This explores ESL teachers’ strategies or practices in the classroom as an attempt to encourage or discourage the use of Philippine English. Four themes have emerged from this question: neutral viewpoint on the use of phe in the classroom, strategies in encouraging the use of PhE, strategies in encouraging the use of ame, and ame as the standard in writing.

1. Neutral viewpoint on the use of PhE in the classroom

The language variety preference in the classroom of ESL teachers may have its advantages and disadvantages. Thus, the participants of the study clarified their stand on the use of PhE in their classes.

“I don’t necessarily encourage or discourage the use of the language kasi nga ang sinasabi ko kanina my target is always the recognition and the awareness that there is. Kasi that’s the bigger lesson, I think, noh, in my perspective, it’s my pedagogical judgment. What’s important in Philippine English is not really to discourage or encourage the use of it kasi nga how can we encourage the use of it if we can’t really teach all the aspects of it, the linguistic aspects of it?... Kasi mas ano ko eh, descriptivist sa approach ko sa language. Kung gusto mo gumamit ng bekimon, basta ayusin mo lang yung syntax mo and according doon sa language na susundan mo. Parang ganun kasi sakin, mas liberal ako sa use ng language. I do not discourage them on using Philippine English. Pero, kung gusto nilang magsick doon sa prescriptivist approach ng standard American English, well, that’s your colonial mentality showing, ikaw bahala.” (ESLT1)

“Actually, I don’t really encourage or discourage my students to use Philippine English, sabi ko nga it comes naturally. I mean, if some of my students can use American or Filipino English it depends as long as they can express themselves, it doesn’t matter to me.” (ESLT2)

The key informants of the study were asked about the practices or strategies they employ to discourage/encourage the use of Philippine English among learners. Before discussing their strategies, two of the key informants clarified that they do not necessarily encourage nor discourage the use of Philippine English in their classes. To ESLT1, awareness and recognition of Philippine English among learners are more important than encouraging or discouraging it. They also added that many educators themselves lack knowledge about the aspects or features of Philippine English, making it impossible for them to encourage or discourage the use of it. Both ESLT1 and ESLT2 believe that as long as the learners can communicate and express themselves in the target language, it does not matter which variety they are using.

2. Strategies in encouraging the use of PhE

ESLT1 and ESLT2 shared the strategies or practices they use to encourage or promote Philippine English in the classroom. ESLT1, a self-proclaimed descriptivist, shared that helping learners recognize the existence of Philippine English is one way for them to promote it. In addition, ESLT1 utilizes

vocabulary games as it is the most fun and enjoyable strategy for their learners. These vocabulary games are followed by processing or evaluating how learners feel towards the language or lesson. On the other hand, ESLT2, a constructivist teacher, employs student-centered approaches to encourage Philippine English. They also use communicative language teaching approach which allows learners to use the language freely and express themselves regardless of the variety they are using.

“Pero if you could put encouraging in a way that recognizing it is encouraging them to use it then perhaps it’s a way of encouraging noh. That pedagogical judgment by itself to recognize the existence of Philippine English is an encouragement, then yeah, that’s one strategy noh, that judgment call na kailangan nilang marecognize. So that’s one. Ikalawa, vocabulary games, kasi yun yung pinaka fun na way, I guess, para ma-call yung attention nila sa mga words na unconsciously ginagamit nila... Another is processing. After the vocabulary games is the processing of what they are feeling towards the language, of using the language that they know of Philippine English.” (ESLT1)

“In speaking, I allow my students to express themselves regardless of what English they’re using. I usually use communicative language teaching approach and constructivism, I am a constructivist teacher, I use student-centered approaches. So I just allow them to express themselves inside the classroom.” (ESLT2)

Bernardo & Madrunio (2015) [2] created a framework for designing a Philippine English-based pedagogic model for teaching English language grammar. The goal of their study was to provide an actual and concrete blueprint in using Philippine English in the classroom as there are already numerous studies that offer ideological and philosophical positions of the variety but physical or actual models are missing in the existing literature. In the proposed PhE-based model, the grammatical system is based on what is judged correct and acceptable by PhE speakers. The researchers supported these with the claims of different linguists such as Hung (2009) who emphasized in a study that both the standard and local variety of a language should be taught in a language classroom, and Bernardo (2011) and Borlongan (2011) who explained the importance of using a local variety as a framework in language teaching. According to the researchers, the acceptance of Philippine English-based model in teaching English language grammar indicates that Filipino speakers of the English language are open to new ways of “linguistic thinking”.

3. Strategies in encouraging the use of AmE

ESLT3 and ESLT4 discussed the strategies or practices they use to encourage or promote

American English in the classroom. ESLT3 shared that they use film viewing as the main strategy to make students learn the Standard American English. The teacher asks students to list down unfamiliar words that they have encountered so they could research and discuss about it later. Because ESLT4 is strict in encouraging AmE in writing, they used to write corrections on learners’ papers during face-to-face classes. However, in online classes, they set another meeting for the corrections or e-mail them to the learners.

“Yung mga English movies talaga, yng American movies, diba sa netflix. Total ang hilig ang hilig nila ay manood so ibigay yung hilig nila. I always ask them to watch English movies. And sometimes there is a particular activity na... So what I ask them to do is dun sa pinapanood nila they will list down words, yung palagay nila bago sa pandinig nila at iba yung pronunciation base sa kung ano yung nalalaman nilang pronunciation nun.” (ESLT3)

“I will not say or I will not tell them that’s incorrect... We should be, we should practice constructive criticism, we could advice them to use another word or another phrase if that would be the case. And just explain to the students why that particular PhE is not appropriate in writing. That’s my way of correcting, not really correcting... Asking them to change their answers...Face-to-face of course we have the pen and paper, we could write the comment there. However in online, we could set another meeting for that (the corrections), I could email them that we could discuss this particular topic or concern.” (ESLT4)

One of the concerns of teachers in teaching English as a Second Language, particularly in communicative classes, is how students’ errors should be corrected and to what extent this correction would contribute to improving their knowledge. Hill and Flynn (2006, cited in Tavoosy & Jelveh, 2019) suggest that corrective feedback should be provided in a clear and precise way, however, the best way to provide corrective feedback when grammar or pronunciation errors are made is simply to model the correct English without overtly calling attention to the error.”

4. American English as the standard in writing

Two key informants emphasized in the interviews that despite them accepting Philippine English as a legitimate variety, the standard in writing should still be the American English as it is important for the learners to learn the rules in writing especially in academic and technical writing subjects. To ESLT2, education in the Philippines is set to follow American English in terms of writing. To ESLT5, Philippine English could be allowed on content subjects or areas but not in major subjects like

English. ELT5 also added that PhE can be used in speaking but not in writing because writing should follow formality.

“But of course, in writing, I think there’s a need for us to teach them to follow a set of rules especially in academic and technical writing. Since we have to follow American English... In our country, we are set to follow American English in terms of writing.” (ESLT2)

“On major subjects like English, it could be discouraged. In this case, learners may differentiate their language use in writings and communications. On content subjects/ areas, it can be encouraged or more like allowed. In general, oral communication can support what is ours, but not the written ones. The latter should follow formality and SAE should be normalized.” (ESLT 5)

Gustilo (2018) suggests that Philippine English is very much alive in the country and its lexicon is growing. However, gatekeepers of standard English usage such as ESL teachers hold negative attitude towards it, and they are unwilling to accept PhE neologisms particularly those mixed with Tagalog elements. Gustilo also reported that the cause of this indifference to the sociolinguistic reality of Philippine English and their negative attitude to specific Philippine English lexes may be their unawareness of the existence of the Philippine English variety and the concept of World Englishes.

B. Learners’ response to the practices/strategies employed

According to Sicam & Lucas (2016), learner language attitudes may affect learners’ language learning. Thus, the response of the ESL teachers’ students to the practices and strategies were also explored. Two themes emerged from this question: positive response and lessened language anxiety.

1. Positive response

When asked about learners’ response to the practices or strategies they mentioned in the fifth interview question, the key informants shared that learners are quick to accept and embrace the concept of language varieties and that they were warm and accepting towards them. Learners tend to respond positively if they are taught and corrected in a positive way as well.

“They are warm towards it, gusto nila naman na malaman yung mga bagay na yon, apart sa competency nga, wala naman silang magagawa ituturo natin yun kung ayaw nila. So far the responses I got in my experiences, they were warm, they were accepting to the idea.” (ESLT1)

“The way they respond to it... kumbaga they are just embracing it na lang.” (ESLT3)

“You know naman the students, they would just say thank you sir for reminding, and they would respond positively, since your way of telling them that this might not be acceptable is okay, I mean, in a nice way. So they would respond positively if you would tell them in a positive way as well.” (ESLT4)

To Panova & Lyster (2002, cited in Ebadi, 2014) having errors corrected can sometimes be annoying for language learners, and such corrections may reduce students’ willingness to communicate with their teachers or classmates. If teachers corrected too many errors, their students’ fluency in speaking might be affected because they would fear making mistakes. Furthermore, it may affect students’ confidence and performance in the learning process. Appropriate corrective feedback plays a huge role in language learning, as according to Blair (2013), learners recognize good feedback as being central to improving their own learning.

2. Lessened language anxiety

Language anxiety is one of the most known factors that affect students’ language learning goals. According to the affective filter hypothesis, language anxiety can hinder the learning process, which affects the academic achievement or performance of students. Stephen D. Krashen, the proponent of affective filter hypothesis, claimed that the higher the affective filter, the lower the academic achievement of an individual and vice versa.

“And it comes to them as sort of this eureka moment. “Ah okay, hindi pala kami mali.” Yun yung pinaka takeaway lagi eh. O kaya naman, “Ah pwede pala kaming maging mas confident kesa sa iniisip namin kung ano ba yung tama or mali.” (ESLT1)

“Okay lang naman, I mean, based on my observation, language anxiety is lessened among my students.” (ESLT2)

Lessened language anxiety is also one of the responses they key informants received upon using their strategies in encouraging the use of PhE in the classroom. ESLT1 called this the student’s “eureka” moment or a sudden triumphant discovery as they get excited and amazed by the fact that they can be more confident in speaking English without worrying about criticisms in grammar and pronunciation. Similarly, Sy Tamco (2021) [32] found that fear of negative evaluation is the greatest factor in the English language anxiety of learners. This might be because Filipinos tend to be more meticulous when it comes to the English language than the Filipino language.

3. Pedagogical guide designed to educate ESL teachers about language variations, specifically Philippine English

Common European Framework for Languages (CEFR) describes language learners' abilities and achievements at different stages of their learning. The CEFR is language-neutral, which means that it can be applied to any foreign language learning situation. It guides teachers, policy-makers, and authors of materials in language teaching and curriculum designing.

The CEFR's current version released in 2001 recognizes sociolinguistic competence as one of the three components of communicative competence (alongside linguistic competences and pragmatic competences). Sociolinguistic competence,

according to the CEFR, includes the knowledge of "linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent." Therefore, it recommends developing a "relatively neutral register" up to approximately level B1 and defines this register as the "register that native speakers are likely to use towards and expect from foreigners and strangers generally." The levels A1 to B1 in the CEFR are mainly concerned with politeness conventions (e.g. "saying please, thank you, sorry") and pragmatic functions (e.g. "make and respond to invitations, suggestions, apologies"), while from level B2, register variation and contextually appropriate idiomatic language play a vital role. Most importantly, the CEFR emphasizes that it is important to avoid stereotyping by strengthening intercultural competence.

Table 1: Scaling of items for aspects of sociolinguistic competence according to the CEFR (2001, p. 122)

	SOCIOLINGUISTIC APPROPRIATENESS
C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.
B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

Because course programs around the world are becoming aligned with the levels of the CEFR, the inclusion of sociolinguistic factors should be promoted and expanded. This is in line with Durrell's (2017) observation that linguistic variation is often neglected in schools, where usually only levels A1-B1 are covered. Stollhans (2020) [31] also agrees with the CEFR that a more in-depth study of registers and other forms of variation can be included once a certain linguistic level has been achieved. Learners can be taught that, just like in their first language, the use of specific varieties depends on the appropriate context. Stollhans (2020) [31] also believes that educators should make it their

mission to enlighten learners about linguistic variation as it will help them develop intercultural and sociolinguistic competence. This will help promote understanding and appreciation of the complexity of languages and will also help counteract any insecurity or anxiety that might arise when encountered with different varieties in second or foreign languages.

Course Background

The Philippine educational system has always made actions to promote the widespread use of the English language across the country because of its big role

in the social and economic mobility of the Philippines. Because of the continuous use of the English language in the country, it had become native to Filipinos and led to the birth of a nativized variety of the English language in the Philippines which is called Philippine English. Despite the number of studies introducing Philippine English as a legitimate variety, it continues to be a controversial topic in the country especially in the field of education. Many studies reveal that students and educators alike prefer American and British English and that they only view Philippine English as a result of poor English proficiency and vocabulary. On the other hand, there are educators who are willing to learn and teach the features of Philippine English to

their learners, however, they lack the knowledge and background about the topic. Thus, this course serves as a general introduction to language variation specifically the Philippine variety of English. This allows Filipino educators to explore the concepts of language variation and its history, World Englishes, Communicative Competence, as well as the features of Philippine English and the inclusion of Filipino words in the Oxford English Dictionary as a result of linguistic variation. In addition, this course provides awareness and understanding to Filipino educators about the existence of Philippine English and the important role it plays in the country's identity and culture.

Table 2
Suggested Pedagogical Guide to Orient Educators about Language Variations and Philippine English

Day	Content	Intended Learning Outcomes	Suggested Teaching and Learning Activities
1	Introduction of course content, tasks, and assessment The History of English Internationalization: Standards of English	Understand the importance of English as the most widely-spoken language around the world Become familiar with a brief history of the English language Demonstrate understanding of Standards of English	Video presentation and discussion Round table discussion and creative presentation about standards of English
2	The use of English as an International Language EIL Language variation and change	Reflect on the causes and effects of language change Understand various significant insights on language variation	Lecture on language variation and change Roundtable discussion and creative presentation about language variation and change
3	World Englishes (WE) Kachru's Three Concentric Circles Model Communicative competence	Demonstrate understanding of the concept World Englishes and Kachru's Concentric Circles Model Demonstrate understanding of Communicative Competence	Discussion on World Englishes and Kachru's Concentric Circles Reading and analysis of a research paper discussing Communicative Competence Differentiated Instruction on Communicative Competence
4	Introduction to Philippine English Linguistic Features of Philippine English Philippine English in the Oxford English Dictionary	Reflect on the causes and effects of language change Characterize Philippine English Identify grammatical, lexical, phonological, and spelling differences between PhE and AmE	Lecture on Philippine English Table differentiation on the linguistic features of PhE and other English varieties Task-based learning

5	Legitimacy of Philippine English	Recognize the legitimacy of Philippine English as an English language variety	Debate about the need for standardization in language and World Englishes
	Overall review of the course		Drafting of reflection paper about the short course

In compliance with the CEFR's recommendation to recognize sociolinguistic competence as one of the components of communicative competence, the researcher proposes a pedagogical guide that aims to orient educators about the language variation phenomenon, especially Philippine English, in the hope of developing sociolinguistic competence among language and non-language teachers alike. It deals specifically with the different varieties of the English language especially Philippine English and its acceptability in the Philippines. This was guided by Cesur and Balaban's (2020) [5] study which aimed to constitute a syllabus for World Englishes and culture elective course at ELT Departments. The pedagogical guide covers the following topics: Introduction of course content, tasks, and assessment, The History of English, Internationalization: Standards of English, The use of English as an International Language EIL, Language variation and change, World Englishes (WE), Kachru's Three Concentric Circles Model, Communicative competence, Introduction to Philippine English, Linguistic Features of Philippine English, Philippine English in the Oxford English Dictionary, Legitimacy of Philippine English, and Overall review of the course.

Conclusion

This section presents the conclusions of the study which aimed to explore Philippine English in the ESL classroom. Based on the results and findings of the study, the researcher concluded the following:

1. **Many teachers and students lack knowledge and awareness about Philippine English.** ESL college teachers have observed that both learners and educators, especially non-language majors, lack knowledge and awareness about the Philippine variety of the English language and language variations in general. Because of this, localized spellings, syntax, translated idioms, and other features of Philippine English are seen as errors resulting to increased anxiety among students in using the English language both in and outside the classroom. Some teachers, on the other hand, may be aware of the existence of Philippine English, however, many still lack knowledge about the aspects or features of it and why it is worth recognizing as a legitimate variety.
2. **PhE is accepted by ESL teachers in speaking.** ESL teachers believe that learners should be allowed to use Philippine English in activities that involve speaking like oral recitations. They

also find it unnecessary to "correct" or align their students' English with the American variety in informal conversations and give them freedom in speaking the language for as long as they understand each other. Fluency should be prioritized more than accuracy in grammar, pronunciation, and spelling as the main purpose of language is communication and expression.

3. **ESL teachers believe that AmE should still be the standard in writing.** Despite the acceptance ESL teachers expressed towards PhE in speaking, they still believe that AmE should be the basis in writing as teachers and students have a set of standards to follow when it comes to writing. PhE is acknowledged by ESL teachers as a legitimate variety and they believe that it should be promoted, but AmE should be the standard in serious or formal texts and in teaching writing.

Recommendations

1. The use of the English language as the medium of communication and instruction should continue to be given priority not only in English subjects but in other subjects as well except those that require Filipino as the medium in the hope of harnessing the mastery of a second language among Filipino students.
2. The continuous use of Philippine English in oral recitations and speaking activities should be allowed and encouraged because it aids in lessening if not eliminating English language anxiety among ESL learners. Comfortability in using the language orally should be prioritized regardless of the variety used.
3. Because ESL teachers believe that American English should still be the standard in writing, there is a need for learners to be enlightened about the existence of Philippine English and its differences from the Standard American English in terms of linguistic features. The researcher recommends the integration of World Englishes in lessons or the provision of a separate meeting for this topic so that the learners would know what is expected of them in formal writing.
4. As facilitators of learning, teachers, even the nonlanguage majors, need to be aware of language variations and the existence of Philippine English as well as its linguistic features in the hope of promoting its legitimacy as a variety of the English language, and recognizing it as a representation of Filipino

identity and culture. Thus, the researcher recommends the use of the proposed pedagogical guide based on the standards of CEFR to provide training or orientation to educators about language variations specifically Philippine English.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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