

Shifting Tides: ESL Learners' Attitude towards Philippine English

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Abstract

This study investigates the complex attitudes of English as a Second Language (ESL) learners towards Philippine English (PhlE). While recognized by scholars as a legitimate variety, PhlE's acceptance remains contested among educators and learners, often viewed as a deviation from native speaker norms. This research seeks to provide empirical insights into how ESL learners perceive, accept, and potentially exhibit biases towards PhlE, given the crucial role of language attitudes in shaping learning experiences and linguistic identity. Employing a descriptive quantitative research design, data were collected from 170 students across various universities in the Philippines using a researcher-made survey questionnaire. The questionnaire assessed the cognitive, affective, and behavioral dimensions of attitudes toward PhlE. The cognitive dimension explored beliefs regarding PhlE's legitimacy and correctness; the affective dimension examined learners' emotions and feelings towards PhlE; and the behavioral dimension investigated their readiness to use or endorse PhlE in academic and social contexts. Key findings indicate that ESL learners generally express positive attitudes towards PhlE. Participants demonstrated acceptance of its legitimacy as a valid variety of English and expressed pride in its use as a marker of Filipino cultural identity. Learners also showed a willingness to use and endorse PhlE in various settings. However, the study also reveals a need for greater institutional support and recognition to promote PhlE's integration into formal academic and professional contexts. The findings contribute to the expanding body of literature on "World Englishes", providing valuable empirical evidence of ESL learners' evolving perceptions and acceptance of a localized variety within a "pluricentric" paradigm.

Keywords: attitude, Philippine English (PhlE), English as a Second Language (ESL), ESL learners, plurecentric paradigm



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INTRODUCTION

The spread of English across the globe has led to the emergence of localized varieties, shaped by cultural, historical, and linguistic influences unique to each region (Kachru, 2005). One such variety is Philippine English (PhlE), which has developed through the nation's long history of American colonization and its continued use of English as an official language in education, governance, and business (Bautista, 2000; Gonzalez, 1986). Despite its established presence, PhlE remains a subject of debate among educators, linguists, and language learners. While scholars recognize it as a legitimate variety of English, many learners and

educators still view it as a deviation from native speaker norms (Dimaculangan & Gustilo, 2018; Babanto et al., 2023).

In the field of English as a Second Language (ESL) education, attitudes toward language varieties play a crucial role in shaping learning experiences, language proficiency, and linguistic identity (Garrett, 2010). Positive attitudes toward a particular variety can lead to greater acceptance and confidence in using that form, whereas negative perceptions may hinder learners from fully engaging with it (Gepila Jr. et al., 2023). Given the global shift toward recognizing English as a pluricentric language with multiple standard forms (Kachru, 2005),

understanding how ESL learners perceive PhilE is critical in assessing its role in language education and national identity.

Several studies have explored attitudes toward PhilE, particularly among educators (Dimaculangan, 2022; Babanto et al., 2023), yet there remains a gap in literature examining how students themselves perceive and engage with this variety. As future language users and professionals, ESL learners' attitudes toward PhilE can influence their linguistic preferences, employment prospects, and overall communication strategies (Gonzalez & Bautista, 1986; Garrett, 2010). Therefore, this study seeks to investigate the attitudes of ESL learners toward Philippine English, exploring their perceptions, acceptance, and potential biases. The findings of this research will contribute to discussions on English language policy, curriculum development, and the broader sociolinguistic landscape of the Philippines.

By examining ESL learners' perspectives, this study aims to provide empirical insights into how PhilE is perceived in an educational context. It will also explore the factors that influence these attitudes, including exposure to different English varieties, societal influences, and institutional policies. In doing so, this research hopes to bridge the gap between linguistic theory and practical language use, ultimately fostering a more inclusive and contextually relevant approach to English language teaching in the Philippines.

This study is anchored on the World Englishes Paradigm (Kachru, 1985), which recognizes English as a pluralistic language with different varieties emerging worldwide. Philippine English (PhilE), classified under Kachru's Outer Circle, is a nativized variety shaped by the linguistic, historical, and sociocultural contexts of the Philippines.

To comprehensively understand ESL learners' attitudes toward Philippine English (PhilE), this study employs Ajzen's (1988) Attitude Theory, which frames attitude as comprising three interrelated dimensions: cognitive, affective,

and behavioral. The cognitive dimension pertains to the learners' beliefs and perceptions regarding the legitimacy, correctness, and appropriateness of PhilE as a distinct variety within the World Englishes paradigm. This includes their evaluation of whether PhilE is acceptable for formal communication and its perceived equivalence to Inner Circle varieties like American or British English. The affective dimension captures the emotional responses of learners, such as feelings of pride, confidence, discomfort, or embarrassment when using or encountering PhilE in academic, professional, or social contexts. Positive affective attitudes may foster linguistic identity and cultural pride, while negative feelings may reflect internalized language hierarchies or perceived inferiority. The behavioral dimension reflects the learners' readiness and willingness to use, endorse, and promote PhilE in various domains such as classroom discourse, academic writing, and professional interactions. This includes not only the intention to use PhilE but also the advocacy for its recognition in formal and educational settings. These three dimensions are critical as they provide a holistic lens to capture the complex interplay between what learners believe, feel, and are prepared to do with regard to PhilE, thus serving as robust anchoring lenses in determining their overall attitude toward this evolving variety of English in the Philippine sociolinguistic context.

This framework allows the study to investigate not only whether ESL learners accept PhilE but also how their beliefs, emotions, and behaviors interact in shaping their overall perception of this English variety.

LITERATURES

The evolution of English into various localized forms has sparked extensive research into language attitudes, particularly among English as a Second Language (ESL) learners. This review delves into studies conducted between 2015 and 2025, focusing on attitudes toward Philippine English (PhilE) within the Philippines and perceptions of localized English varieties in broader Asian contexts. The synthesis is organized thematically to provide a

comprehensive understanding of these attitudes and their implications for language education.

Varieties of English. The use of English Language is becoming increasingly global, something that has paved way to the emergence of various forms of Englishes spoken across the globe by different people and ethnicities. First articulated by Kachru (1991), the World Englishes (WE henceforth) model accounts for the way language is now used by millions of multilinguals taking ownership of English and changing it to reflect to their own lives.

WE is described as indigenous, nativized varieties that have developed around the world and that reflect the cultural and pragmatic norms of their speakers (Kirkpatrick, 2007). In examining the spread of English, several scholars have proposed models designed to categorize the English varieties used in the world. One of the most frequently referenced is the “Three Circles” model by Braj Kachru (1992). In his concentric model, English speakers were divided into three groups, or circles, of World Englishes. These are English in the inner circles, the outer circles, and the expanding circles respectively. Kachru's criteria for categorization of English use were based on geography of the English speakers and the English status of the countries they lived in.

Kirkpatrick (2007) explained World Englishes as indigenous nativised varieties that have developed around the world and reflect the cultural as well as pragmatic norms of their speakers. This paradigm recognizes the different Englishes used around the world as more than just imitations of American or British varieties; they are languages in their own rights, and they are not measured against the more established varieties (*e.g.*, Kachru 1987, 2005; Kirkpatrick 2007, 2010). The bottom line runs, the World Englishes models all suggest that English has totally become an international language, which is not just one language but a number of varieties; hence, as Kirkpatrick (2007) advances, English has become many Englishes. One of the most prominent

developments in the theorizing of world Englishes is Schneider's (2003, 2007) dynamic model of the evolution of new/postcolonial Englishes. In Schneider's model there are five phases namely: foundation, exonormative stabilization, nativization, endonormative stabilization, and differentiation.

In recent years, the issue of the global spread of English in the world, along with the results of its evolution into many varieties, has been the focus of attention of a large number of researchers across the globe (Caine 2008; Canagarajah 2006; Groves 2009; Kachru and Smith 2008; Kirkpatrick 2007; Kirkpatrick & Deterding 2011; Seidlhofer 2004; Xiao, 2009; Yano, 2001; to name but a few). Researchers have focused on WEs from a variety of perspectives. Relatively, numerous studies on World Englishes (*e.g.*, Dayag, 2004; Graddol, 1997; Jenkins, 2003, 2006; Kachru, 1985, 2006; Kirkpatrick, 2007, 2010; Seidlhofer, 2004; and Widdowson, 1994) establish the prestige of different varieties and promote the call for mutual intelligibility. The emergence of world Englishes (hereafter WE), thanks to the global spread of English, has prompted various scholars to call for the need to critically revise the ways in which teachers teach English.

Studies regarding the attitude towards the local and standard or native varieties of English have varied results. Some respondents preferred the native variety of English. In the study conducted by Matsuura et al. (1994) on Japanese students' attitude towards diverse Englishes found out that Japanese listeners viewed American English more positively than they viewed the other varieties. They also found that some of the listeners prefer native English varieties. The more positive their attitudes toward the American accent and the more negative their attitudes toward the non-native varieties become. This was confirmed in the study of Madrid and Cañado (2004) of 459 students and 35 teachers of English in Spain. The study revealed that teachers favored native teachers while students' perceptions of native teachers became more positive as their academic level increased. Also in Starks and Paltridge (1996) examination of the attitude of Japanese

learners of English in New Zealand, using a new technique called apparent time, towards different varieties of English. The results showed that the learners mainly preferred a combination of American and British English. As for the Iranian context, some studies of Iranian EFL learners' attitudes toward English and its varieties have indicated a strong preference for NSs over NSSs (Pishghadam & Saboori 2011).

On the other hand, some respondents have a positive attitude towards their own varieties of English and still prefer to use the native variety as well. Tokumoto and Shibata's (2011) study on Asian varieties of English on the attitudes towards pronunciation. The results of the survey revealed that the Malaysian students highly valued their accented English. This was further confirmed in the study of Bernaisch's (2012) study on attitudes towards Englishes in Sri Lanka indicating that British English is greatly valued in Sri Lanka and it also showed that Sri Lanka English is a variety of English, and the participants expressed a positive attitude toward it. Also, in Bernaischs and Kochs (2016) study on attitudes towards Englishes in India showed that Indian speakers of English, especially the group of young females displayed a positive attitude towards Indian English, but the informants viewed British English in a more favorable light. In a similar vein, Zhang (2010) examined Hong Kong EFL learners' attitudes toward localized varieties of English and native varieties of English. The results indicated a sense of solidarity toward educated HKE accent (HKed) although there is linguistic self-hatred in the Hong Kong community.

In addition, several studies also resulted in the negative attitude of the respondents to their very own varieties of English and preferred to use the native variety. Crismore et al.'s (1996) study on the attitudes toward English in Malaysia showed that the Malaysian speakers of English considered Malaysian English functional, but they are still eager to learn Standard English because they regard Malaysian English as 'wrong' English. Varieties of English spoken around the world

increasingly orient themselves towards AmE (Mair, 2013; Modiano, 1999). Another study confirmed in Groves (2009) investigated the status of what she termed, rather doubtfully, "Hong Kong English" (HKE) in light of three frameworks: Kachru's (1983) three stages (circles) of the development of English, Moag's (1982) "Life cycle of non-native Englishes," and Schneider's (2003, 2007) "Post-Colonial Englishes." She concluded that HKE does not still serve fully as a language per se and is in need of public recognition.

There was also a study in which respondents have made an undecided decision as to the use of their own variety of English. In Wiebesiek et al. (2011) study on South African Indian English had different results since young South African Indian students who participated in the study had a profoundly ambiguous attitude towards the variety associated with their own ethno-linguistic group.

Philippine English. Bautista (2001b) described the attitudes of selected Luzon University towards Philippine English using both students and faculty with the same instrument from Bautista (2001a). She involved convenience samples of all the faculty and students who were available to fill out the questionnaires from three state universities in Luzon and private universities. Initially, the finding pointed to the participants' acceptance and recognition of Philippine English and revealed their awareness of the English variety they speak which has features identifiable as Philippine variety. Teachers and students acknowledged speaking Philippine English but aspired to speak either American English or British English, which implied that the English they spoke was not good enough. In general, the respondents preferred the Philippine English variety when communicating with fellow Filipinos.

Bautista (2001a) study about the attitudes toward Philippine English of 88 English Language Department faculty members at the Ateneo de Manila University, De La Salle University-Manila, and the University of the Philippines in Diliman revealed that the English

professors from three leading Philippine universities showed a positive and strong attitude toward Philippine English as a variety. It was also confirmed in the study of Escalona (2018) that English teachers of Bukidnon State University have a positive attitude towards the Philippine English as a variety of the Standard English after using the same questionnaire of Bautista. Also, the positive attitude towards Philippine English was further studied in Alieto and Rillo (2018) in secondary level of the basic education using variables namely: gender, socioeconomic status, years of service and academic achievement. Still, the results showed a positive attitude towards PhE. The studies mentioned previously about the attitude towards PhE have positive results but in Dimaculangan and Gustilo (2018) study about the attitude of Filipino English teachers toward 21st century Philippine English writing in which part of a larger study which seeks to produce a wordlist of early 21st century Philippine English lexicon and determine the attitude of ESL teachers toward Philippine English variety revealed that the selected ESL teachers in the Philippines have negative attitude towards specific Philippine English words despite the fact that they are alive, and they continue to grow. This is indeed a fact that until now some language teachers are still unaware of the existence of the Philippine English variety and the concept of World Englishes which may have caused their indifference to the sociolinguistic reality of Philippine English and their negative attitude to specific Philippine English lexes.

Using learners as respondents, Borlongan (2009) looked at the language used, attitudes, and identity in relation to Philippine English through a questionnaire survey of a selected group of students from a Philippine private university in Manila. The questionnaires were adapted from Mann and Pirbhai-Illich (2007) and Mann (2007) in the section that asked of the respondents' languages used and languages preferred and in the language attitudes and identity in relation to Philippine English. In the section that asked of the respondents' languages used and languages preferred, instead of following the original domains of use and verbal activities supplied by the adapted

questionnaires, what was used was the domains and verbal activities explored in previous language surveys in the Philippines summarized by Gonzales and Bautista (1986). The survey findings revealed that most domains of use and verbal activities are dominated by English as the language of current usage, and even more domains and activities are dominated by English as the language of preferred usage. Moreover, he also found out that English continues to penetrate the Filipino society, as evidenced by the dominance of its use in various domains and activities and even more in intimate contexts such as prayers, home and expressions of intimate relations. Same study was conducted by Hernandez (2020) about the attitudes toward teaching educated Philippine English from a premier Teacher Education Institution using Filipino graduate students. Ninety-five graduate students taking doctorate and master's programs in the Philippines participated in the study that revealed that their attitudes toward teaching educated PhE were generally positive. On the one hand, results indicated their confidence in using not only educated PhE but PhE and American English (AmE). There are indeed learners who have a positive attitude towards Philippine English but there are also those who have less positive attitude towards the variety. In the same year, Wattananukij and Crabtree (2020) investigated the current attitudes of Thai undergraduate students toward Philippine English based on a comparison of attitudes between students with experience studying with Filipino teachers and students without this experience. The subjects of this study were 20 Thai undergraduate students: 10 participants with experience of studying with a Filipino teacher and 10 participants without. Data were collected from a Verbal Guise Test (VGT) and semi-structured interviews. The results show that Thai undergraduate students overall have a less positive attitude toward Philippine English than in previous studies.

Acceptability of the Philippine English has been studied by several Filipino scholars as to its grammatical features. Acceptability, according to Bautista (2000), is related to the positive

attitude of the respondents towards a specific lexicon in Philippine English. Martin (2010) argued that the awareness of the existence of a Philippine variety of English does not necessarily translate into acceptance of this variety. Martin (2014) explored some questions regarding the acceptability of the Philippine English variety. He explained that acceptability involved the considerations beyond language. What is acceptable to a certain group of people might be unacceptable to the other. People have different perceptions regarding acceptability. In his study, he looked into the issue of acceptability by investigating the discourse of English in the Philippines from different perspectives without attempting to establish the acceptability and non-acceptability of Philippine English. A specific study regarding the acceptable words and expressions from Dimaculangan and Gustilo (2017) looked at word-formation processes in Philippine English. They argued that PhE lexicons should have continual attention and recognition for they are linguistically acceptable. The analysis revealed a total of 681 linguistically acceptable words and expressions that confirmed productive word-building in the early 21st century PhilE writing. Based on the parameters, a lexical item is considered acceptable when it reaches or exceeds the 50% quota of votes from selected Filipino respondents who are users of the English language.

In the investigation of the acceptability of Philippine English, Bautista (2001) surveyed the attitudes of selected university students and teachers regarding Philippine English words. In her survey, only 31% of the respondents favored Philippine English because they gave higher regard for the American English variety. In fact, a striking result further showed that 23% of the respondents viewed Philippine English as an error made by poor speakers of English. Using the Pedagogical Acceptability Test (PAT) to 42 English instructors and 242 students from 10 colleges and universities in Metro Manila, Bernardo and Madrunio (2015) administered 35 forms of PhE grammatical variants which can be pedagogically acceptable and unacceptable. Results showed that 16 of the 35 PhE grammatical variants are pedagogically

acceptable. Using the same instrument, Rosales and Bernardo (2017) determined the pedagogical acceptability judgments of ESL teachers and learners of the 38 items constructed within acceptable PhE conventions, which participants rated on a six-point Likert scale as to its acceptability. Results showed a slight disparity in the acceptability of some items that turned out to be more significant items that were otherwise accepted.

Teachers seemed to be the first to accept and not to accept the grammatical and lexical items of the Philippine English variety. In Martin (2014) survey of 185 public school teachers, a large percentage of teachers reported that their target model of teaching in especially English was American English, even if most of these teachers considered English to be a Philippine language, and that they spoke Philippine English. A study conducted by Gustilo et al. (2019) on the Intelligibility and Acceptability of Internet Philippine English focused on the identification of IPE lexical items in online showbiz news and on the investigation of English as a Second Language (ESL) teachers' understanding of the IPE words and their acceptance of these words in different domains of communication. A 50,000-word corpus, a sub-sample of a larger corpus of about 500,000 words, revealed forty-seven newly formed IPE words. The findings indicated that the newly formed IPE words are highly intelligible as ESL teachers had common understanding of them. Familiarity, age, and co-text reinforced their understanding of words. In addition, the ESL instructors who belong to the younger generation were more open in accepting local new words in Philippine English. In contrast with the mentioned study, Dimaculangan (2018) argued that a big number of Filipino speakers of English, particularly the ESL/EFL teachers in the provinces are either incognizant or still unaware to the thought of celebrating Philippine English; hence, the study presented a brief concept of World Englishes (WE), reviewed the existence of PhilE, and briefly described its lexicon and grammar, as well as teachers' attitude towards the language which has become one among more than a hundred Philippine languages. She even advanced its

implication to ESL/EFL teaching while encouraging readers, especially my fellow speakers of PhilE to respect the World Englishes paradigm and to celebrate PhilE.

Two studies have been found in the acceptability of the Philippine English in learners' perspectives. Some grammatical and lexical items were accepted by the respondents in Torres (2019) in which a Grammatical and Lexical Acceptability Questionnaire (GLAQ) was administered to 135 pre-service English teachers in a state university in Central Luzon. Results showed that PhE has already gained acceptance in informal and formal spoken discourse and is starting to be widely used in informal written contexts. Meanwhile, almost all the PhE grammatical and lexical items were not accepted in the formal written domain. This was further confirmed in Alieto and Torres (2019) on the acceptability of PhE grammatical and lexical items among 400 pre-service teachers in Luzon and Mindanao. This was different since the researcher determined the difference in the participants' extent of acceptability when grouped according to gender, type of high school attended, educational program, and geographical location. The results of their study show that PhE is 'somewhat accepted' by the participants. Further, they found that pre-service elementary teachers were more accepting of PhE grammatical and lexical items. The results of the two studies showed that learners are aware of the different grammatical and lexical items of Philippine English.

Attitudes Toward Philippine English in the Philippine Context. Several studies have investigated the perceptions of PhilE among educators and learners in the Philippines. Babanto et al. (2023) conducted a mixed-methods study involving 40 ESL teachers from Central Luzon. The findings indicated that most participants strongly agreed with the acceptance and utility of PhilE in ESL instruction. Qualitative data further revealed that integrating PhilE promotes cultural understanding, student engagement, language empowerment, and a sense of belonging. Teachers noted that incorporating PhilE

enhances language skills, boosts communication confidence, facilitates real-life application, and contributes to professional growth (Babanto et al., 2023).

In contrast, Dimaculangan (2022) highlighted ambivalent attitudes among Filipino ESL teachers toward PhilE. Despite acknowledging its legitimacy and intelligibility, there was reluctance to fully integrate PhilE into ESL instruction. Concerns centered around global intelligibility and acceptance, suggesting that these apprehensions might hinder the integration of PhilE into English language curricula (Dimaculangan, 2022).

Gepila Jr. et al. (2023) explored English language teaching (ELT) teachers' awareness, attitudes, and acceptance of PhilE in ESL classrooms. The study revealed that teachers were moderately aware of PhilE's meanings, features, and uses, and exhibited slightly positive attitudes across affective, cognitive, and conative dimensions. However, there was ambivalence regarding the acceptance of PhilE due to perceptions of its limited utility beyond communication and national identity, lack of awareness and knowledge, perceived lack of marketability in the global industry, and insufficient materials and resources for teaching PhilE (Gepila Jr. et al., 2023).

Attitudes Toward Localized English Varieties in Asian Contexts. Beyond the Philippines, research in other Asian countries has examined attitudes toward localized English varieties. Kang and Ahn (2019) conducted a classroom-based study in South Korea to broaden learners' perspectives on World Englishes. Initially, Korean university students favored American and British English over other varieties. However, after exposure to diverse Englishes, students developed more positive attitudes toward non-native accents, suggesting that educational interventions can shift perceptions (Kang & Ahn, 2019).

Similarly, Rezaei et al. (2018) investigated Iranian English language learners' attitudes toward various English accents, including American, British, Australian, Persian, and

African-American Vernacular English. The study revealed a preference for American and British accents, perceived as having higher social status and quality, while localized accents like Persian English were rated lower (Rezaei et al., 2018).

METHODS

This study employed a descriptive quantitative research design, utilizing a researcher-made survey questionnaire as primary data collection instrument. The questionnaire comprised two sections: the first section gathered demographic information of the respondents, while the second section assessed their attitudes toward Philippine English (PhlE) across three key dimensions: (1) Cognitive, which pertains to beliefs regarding the legitimacy and correctness of PhlE; (2) Affective, which evaluates respondents' emotions and feelings toward PhlE; and (3) Behavioral, which examines their readiness to use or endorse PhlE in academic and social settings.

The research was conducted among 170 students from Jose Rizal Memorial State University – Katipunan Campus, Northeastern Mindanao University, and the University of Cebu – Main Campus in Cebu City. Before the final data collection, pilot testing was conducted to assess the reliability and validity of the instrument, which yielded a reliability coefficient of 0.9558 using Cronbach Alpha. For the actual data collection, students from various colleges and year levels (first to fourth year) were randomly selected to ensure a diverse representation of perspectives across different academic institutions.

The data collected, primarily nominal and ordinal, were analyzed using weighted mean and standard deviation to determine central tendencies and variations in the respondents' attitudes toward PhlE. Ethical considerations were strictly observed, ensuring voluntary participation, informed consent, and confidentiality of the respondents' identities and responses. The study-maintained trustworthiness through methodological

compliance, careful data analysis, and adherence to ethical research standards.

RESULTS

The demographic profile of the respondents, as presented in Table 1, provides an overview of their sex, age, year level, and college affiliation. The study comprises a total of 170 respondents, with a gender distribution of 61 males and 109 females. In terms of age, the majority of the respondents (102) fall within the 20-24 age bracket, followed by 54 respondents aged 26-30. A smaller portion belongs to the 31-35 (12 respondents), 36-40 (1 respondent), and 41-above (1 respondent) categories.

Table 1
Frequency of Respondents' Demographic Profile

	Items	Results	Total
Sex	Male	61	170
	Female	109	
Age	20-24	102	170
	26-30	54	
	31-35	12	
	36-40	1	
	41-above	1	
Year Level	First Year	53	170
	Second Year	38	
	Third Year	33	
	Fourth year	46	
College Enrolled	College of Teacher Education	53	170
	College of Engineering	15	
	College of Business and Accountancy	47	
	College of Customs Administration	24	
	College of Hospitality and Tourism Management	12	
	College of Computer Studies	19	

Furthermore, the respondents are distributed across different year levels and colleges. In terms of year level, the first-year students comprise the largest group (53), followed by fourth-year students (46), third-year students (33), and second-year students (38). Additionally, the respondents are enrolled in various colleges, with the College of Teacher Education having the highest number of participants (53), followed by the College of Business and Accountancy (47), College of Customs Administration (24), College of Computer Studies (19), College of Engineering (15), and College of Hospitality and Tourism Management (12).

Meanwhile, Table 2 presents the cognitive aspect of respondents' beliefs regarding the legitimacy and correctness of PhilE.

Table 2
Mean Distribution of Cognitive Aspect (Beliefs about PhilE's Legitimacy and Correctness), (n=170)

Indicators	Results		
	Mean	SD	Interpretation
Philippine English is a legitimate variety of English, like American or British English.	3.105	0.777	Agree
Philippine English should be formally recognized as a standard variety in schools and universities.	2.829	0.890	Agree
Philippine English reflects the identity and culture of Filipinos, making it a valuable variety of English.	3.235	0.937	Agree
Philippine English should be promoted in local media and literature as a standard form of English.	2.905	0.837	Agree
Learning Philippine English does not make a person less proficient in international English communication.	2.286	0.917	Agree
Differences between Philippine English and other English varieties do not affect its legitimacy.	2.758	0.874	Agree
Employers and educators should acknowledge PhilE as a valid form of communication.	2.905	0.837	Agree
PhilE should be accepted as a valid medium of instruction in English language teaching in the Philippines.	3.394	0.879	Strongly Agree
Philippine English should be included in linguistic studies as a recognized variety of English.	3.241	0.926	Agree
Philippine English should be formally included in dictionaries and linguistic references as a recognized variety.	3.094	0.926	Agree
Weighted Mean	3.034		Agree
Overall SD		0.884	

SD=Standard Deviation

Legend: 3.25-4.0 (Strongly Agree); 2.5-3.24 (Agree); 1.75-2.49 (Disagree); 1.00-1.74 (Strongly Disagree)

The findings indicate that respondents generally recognize PhilE as a valid English variety, with a weighted mean of 3.034, which falls within the "Agree" category. This suggests a positive perception of PhilE among the participants. Among the indicators, the highest mean score (3.394) is observed in the statement, "PhilE should be accepted as a valid medium of instruction in English language teaching in the Philippines," which is the only item classified under "Strongly Agree."

Additionally, the statement "PhilE reflects the identity and culture of Filipinos, making it a valuable variety of English" also received a relatively high agreement (3.235), indicating recognition of its cultural significance. Conversely, the statement "Learning Philippine English does not make a person less proficient in international English communication" received the lowest mean score (2.286). These results corroborate the findings of Babanto et al. (2023), who reported that ESL teachers

strongly accepted the use of PhilE, emphasizing its role in enhancing cultural understanding, engagement, and language empowerment in the classroom. Similarly, Kang and Ahn (2019) demonstrated that increased exposure to localized English varieties can foster greater acceptance among learners, which is reflected in the students' positive perceptions in the present study. However, these findings deviate from those of Dimaculangan (2022) and Gepila Jr. et al. (2023), who noted ambivalence and cautious acceptance among ESL teachers, primarily due to concerns about global intelligibility, limited teaching resources, and perceived lower marketability of PhilE. In contrast, the students in the current study exhibited less hesitation, suggesting that learners may hold a more open and positive perspective toward localized varieties than educators.

Table 3 presents the respondents' affective perceptions of Philippine English (PhilE), including their sense of pride, comfort, and confidence in using the language.

Table 3
Mean Distribution of Affective Aspect (Feelings or Emotions Toward PhilE), (n=170)

Indicators	Results		
	Mean	SD	Interpretation
I feel comfortable speaking in PhilE in academic and formal settings.	3.670	0.668	Strongly Agree
I take pride in using PhilE because it represents my cultural identity.	3.694	0.713	Strongly Agree
I feel confident that PhilE is just as effective as other English varieties.	3.441	0.890	Strongly Agree
I enjoy listening to PhilE speakers in the media (e.g., news anchors, celebrities).	3.294	0.702	Strongly Agree
Using PhilE makes me feel more connected to my peers in school and community.	2.941	0.901	Agree
I appreciate teachers who acknowledge PhilE as an acceptable variety.	2.935	0.967	Agree
I feel a sense of national pride when I hear Philippine English spoken.	3.335	0.729	Strongly Agree
I feel that using PhilE allows me to express myself more naturally.	3.088	0.902	Agree
I feel confident that PhilE is understandable to both Filipinos and foreigners.	2.911	0.790	Agree
I feel that embracing PhilE can help strengthen Filipino cultural identity in the global community.	3.358	0.818	Strongly Agree
Weighted Mean	3.267		Strongly Agree
Overall SD		0.808	

SD=Standard Deviation

Legend: 3.25-4.0 (Strongly Agree); 2.5-3.24 (Agree); 1.75-2.49 (Disagree); 1.00-1.74 (Strongly Disagree)

The results in Table 3 indicate that respondents generally hold strong positive emotions toward Philippine English (PhilE). The weighted mean of 3.267, interpreted as "Strongly Agree," suggests that respondents exhibit a high level of comfort,

confidence, and pride in using PhilE. Among the indicators, the highest mean score (3.694) corresponds to the statement, *"I take pride in using PhilE because it represents my cultural identity,"* highlighting the respondents' strong association of PhilE with their national and cultural identity. Similarly, respondents strongly agree that they feel comfortable speaking PhilE in academic and formal settings (3.670) and that it is just as effective as other English varieties (3.441).

Furthermore, there is a strong sense of national pride linked to hearing PhilE spoken (3.335), and respondents believe that embracing PhilE can strengthen Filipino cultural identity in the global community (3.358). However, there are slightly lower but still positive levels of agreement regarding whether PhilE fosters a sense of connection with peers (2.941) and whether it is widely acknowledged as an acceptable variety (2.935). These results suggest that while respondents generally view PhilE favorably, there may still be lingering perceptions about its recognition and role in broader social contexts.

These findings are consistent with the study of Babanto et al. (2023), which highlighted that PhilE fosters student engagement, confidence, and a sense of belonging. The affective responses in the present study also align with Kang and Ahn's (2019) findings, where students who were exposed to World Englishes developed positive attitudes and emotional acceptance of non-native English varieties. This positive affective orientation contrasts with the findings of Dimaculangan (2022) and Gepila Jr. et al. (2023), where educators exhibited cautious acceptance, marked by concerns over PhilE's prestige and utility. The present results indicate that while educators may be hesitant, students demonstrate a readiness to embrace PhilE emotionally, reflecting a potential shift in learner perspectives toward greater acceptance of localized Englishes.

Table 4 reveal that respondents generally express a positive behavioral inclination toward using and endorsing Philippine English (PhilE). The weighted mean of 2.971, interpreted as

"Agree," suggests that while respondents do not overwhelmingly endorse PhilE in all contexts, they still exhibit a readiness to use and support its acceptance in various settings.

Table 4
Mean Distribution of Behavioral Aspect (Readiness to Use or Endorse PhilE), (n=170)

Indicators	Results		
	Mean	SD	Interpretatio
I am willing to use PhilE in academic and professional settings.	3.194	0.823	Agree
I believe schools should integrate PhilE in English language teaching.	2.870	0.832	Agree
I choose to write and speak in PhilE rather than imitating American/British English.	3.376	0.916	Strongly Agree
I would advocate for the acceptance of PhilE in formal and workplace communication.	2.923	0.883	Agree
I am open to using PhilE when speaking with foreigners to showcase Filipino identity.	2.894	0.842	Agree
I would support policies that promote PhilE in media and education.	2.911	0.848	Agree
I use PhilE in writing academic papers, emails, and professional communication when appropriate.	2.717	0.793	Agree
I encourage my peers to use PhilE confidently without feeling inferior.	3.123	0.904	Agree
I use PhilE when engaging in discussions, debates, or presentations.	2.788	0.878	Agree
I recommend the use of PhilE to teachers and students in educational settings.	2.911	0.882	Agree
Weighted Mean	2.971		Agree
Overall SD		0.860	

SD=Standard Deviation

Legend: 3.25-4.0 (Strongly Agree); 2.5-3.24 (Agree); 1.75-2.49 (Disagree); 1.00-1.74 (Strongly Disagree)

Among the indicators, the highest mean score (3.376) corresponds to the statement, *"I choose to write and speak in PhilE rather than imitating American/British English,"* which is interpreted as "Strongly Agree." This suggests that respondents prefer embracing PhilE over conforming to native English norms. Additionally, they express willingness to use PhilE in academic and professional settings (3.194) and encourage peers to use it confidently (3.123), indicating a growing acceptance and advocacy for PhilE in communication.

The results show that students agreed with the behavioral indicators, indicating their willingness to use, accept, recommend, and defend the use of Philippine English (PhilE) in academic and social contexts. The overall weighted mean of 3.54 (SD = 0.84) reflects a positive behavioral attitude toward PhilE. This finding is in line with Babanto et al. (2023), who reported that ESL teachers observed how integration of PhilE empowered learners to apply the variety confidently in real-life

situations and enhanced their communication skills.

Moreover, the students' readiness to use PhilE resonates with the findings of Kang and Ahn (2019), where Korean students showed a shift toward embracing localized Englishes after exposure to different varieties. However, this result differs from the study of Gepila Jr. et al. (2023), where teachers expressed reservations about fully endorsing PhilE due to its perceived limitations in global contexts and the scarcity of instructional materials. Similarly, Dimaculangan (2022) highlighted that, despite acknowledging the legitimacy of PhilE, those teachers were reluctant to recommend or actively promote it. In contrast, the students in the present study exhibited no such hesitation, suggesting that learners are more behaviorally inclined to advocate for and use PhilE in both academic and informal settings.

DISCUSSION

The findings on the affective aspect of Philippine English (PhilE) suggest that respondents generally hold positive emotions toward its use. Many participants strongly agree that they take pride in using PhilE, associating it with their cultural identity and feeling comfortable speaking it in academic and formal settings. This indicates a growing acceptance of PhilE as a marker of national identity, reinforcing the idea that language plays a crucial role in expressing one's sense of belonging. While most respondents feel confident that PhilE is just as effective as other English varieties, some responses suggest that PhilE's connection to peers and community remains an area for further strengthening. These findings highlight the importance of promoting PhilE as a legitimate and valuable linguistic resource, particularly in formal education and professional settings.

Additionally, the findings on the behavioral aspect reveal that respondents are generally open to using and endorsing PhilE in different domains, especially in informal conversations, discussions, and debates. A significant number of participants agree that they would choose to

write and speak in PhilE rather than imitating foreign English varieties, demonstrating a shift toward linguistic self-awareness and authenticity. However, while respondents are willing to advocate for PhilE in educational settings, its full integration into schools and professional communication remains uncertain. The results suggest that institutional support is needed to encourage greater confidence in using PhilE in formal writing, academic discourse, and workplace communication.

Meanwhile, findings on the cognitive aspect indicate that respondents perceive PhilE as a valid and practical language variety. Many agree that it reflects Filipino identity, is understandable to both Filipinos and foreigners, and should be recognized in academic and professional settings. However, there are varying levels of confidence regarding its global intelligibility, which may reflect concerns about how PhilE aligns with international standards. While respondents generally acknowledge the importance of recognizing and valuing PhilE, challenges remain in fully accepting it as equal to other English varieties. This implies that awareness campaigns, curriculum integration, and institutional policies should emphasize PhilE's role as a legitimate form of English, ensuring that students and professionals feel confident in its use.

Overall, the results reveal a growing recognition and acceptance of PhilE across affective, behavioral, and cognitive dimensions. While respondents exhibit pride, willingness, and understanding of PhilE's significance, there is still a need for greater institutional support and societal recognition to strengthen its formal use. The results suggest that PhilE is already playing a crucial role in shaping national linguistic identity, yet efforts to legitimize it in academic, professional, and global contexts must continue. By fostering positive attitudes and active endorsement of PhilE, both educators and policymakers can contribute to its full acceptance as a valued and effective variety of English in the Philippines and beyond.

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