

EXPLORING PHILIPPINE ENGLISH IN STUDENT PUBLICATIONS: PERSPECTIVES OF ENGLISH TEACHERS ON LANGUAGE USAGE AND ACCEPTANCE

Rogela Alcantara Flores

Cebu Technological University-Tuburan Campus, Cebu, Philippines

rogela.flores@ctu.edu.ph

correspondence: rogela.flores@ctu.edu.ph

<https://doi.org/10.24071/llt.v27i2.7293>

received 1 October 2023; accepted 8 July 2024

Abstract

The study used a quantitative descriptive research method to investigate the use of lexical features of PE in news articles of student publication. A content analysis of 31 news articles identified 38 instances of Philippine English, categorized into coinages (24), preservation of items infrequent or lost in other varieties (5), normal expansions (5), and borrowings (4). Questionnaires were administered to 21 English teachers to assess the acceptability of these terms. The majority of the Philippine English lexical features found in the student publication were widely accepted by the English teachers. The results showed that terms such as “Fab Lab” and “U-Days” were widely accepted (100%), while others such as “blastful” and “sophomostrial” met with high rejection rates (90.5% and 100%, respectively). The study recommends inclusive language teaching practices that reflect the linguistic diversity of the Philippines. This study not only contributes to the understanding of PE but also provides practical implications for language teaching and curriculum development.

Keywords: English language teaching, lexical feature, Philippine English, student publication

Introduction

English plays a very vital role in the lives of many Filipinos. Having the ability to speak the English language is a valuable skill that opens up various advantages and opportunities for Filipinos in many aspects of life. For Filipinos, knowing English allows them to communicate with people from different countries, facilitating travel, business, and cultural exchange, as English is the most widely spoken language around the world. It is a prevalent language used worldwide in aviation, shipping, science, computer technology, and general communication. According to Morrison (2002), the English language has rapidly and steadily grown around the world in recent decades, with an estimated 350 million native speakers and 1.9 billion proficient speakers. As a result, English has evolved over time by adjusting to contexts and cultures, resulting in various dialects of the language in every nation (Esquivel, 2019).

Philippine English (hereafter referred to as PE) is frequently referred to as an example of the New Varieties of English or New Englishes. It is the result of (American) colonization, has been institutionalized (i.e., used as a tool for intranational communication and in a variety of fields, including creative writing), has deeply permeated all societal strata (the educated classes most deeply, of course), and is currently being nativized and developed creatively (Bautista, 2001).

Philippine English is a recognized nativized variation of English. It is the language that Filipinos use to rule over areas like science and technology, the legal system, the legislative branch, the administrative system, higher education, academic discourse, and the like. While it has some of the same linguistic traits as other English varieties, particularly those spoken in Asia, it also has certain distinctive characteristics (Dayag, 2008). It is a very comprehensible and acceptable language. Its syntax, style, and usage rules are adaptable and diverse, and its vocabulary is continually growing. Philippine English is recognizable as English, but it also contains original vocabulary, syntax, and intonation that can only be understood by Filipinos (Esquivel, 2019).

Many studies have been conducted on Philippine English in general. Bautista (2001) investigated the attitudes of English Language Department faculty members in three leading Philippine universities towards Philippine English. It was found that the faculty members showed ambivalence towards PE, stressing the need for further research into the causes and basis of this ambivalence. Karakas (2015) analyzed the perceptions of undergraduate students enrolled at English-medium universities towards English, focusing on language ideologies. The study found a tendency among students to view their English use as resembling dominant native varieties without referencing a standard variety. Bernardo (2011) explored the perceptions of language instructors and college students at a university in the Philippines regarding Philippine English and American English. The study was conducted to examine the motives for learning and teaching the English language, specifically in the context of the prevailing perceptions of 'Standard English' as superior. While these studies suggest a complex landscape of attitudes towards PE, more research needs to examine English language teachers' perspectives on PE use in student publications.

Since PE is widely used in written communication, the publications of students, especially their news articles, could be an interesting context to show the distinctive use of English by PE speakers. It can promote the Filipino language and culture and contribute to developing the student's language skills. The significance of the study lies in the fact that student publications, which are now widely accessible through social media, could be a primary source of implicit English language acquisition for students. To find out the presence of specific Philippine English in these publications, the researcher used news articles from student publications at a university in the municipality of Tuburan, Cebu. Thus, this study aimed to describe the use of Philippine English in the context of school publication in terms of its lexical features. It also explored the teachers' acceptance or rejection of specific Philippine English terms in student publications. This study hopes to contribute to the research in language studies, specifically on the existence of variant English in the Philippines.

Theoretical Review

The presence of Philippine English involves a multifaceted and evolving process that reflects not just linguistic but also historical and cultural considerations. Kachru (2005), in his concept of nativization, claims that speakers in different contexts have already localized and indigenized the use of the English language, specifically in the countries previously colonized by the United States of America (USA) and the United Kingdom (UK). Philippine English is a major example of nativization, where English has been adapted to suit the local Filipino context, resulting in unique linguistic features. English is no longer the property of one country; it belongs to all who use it, where new norms are rapidly emerging and achieving stability as a result of the ongoing acculturation and nativization processes that are taking place. This idea of English variation is situated at the very core of the World Englishes (WE) enterprise that provides a more encompassing categorization of the many varieties of English around the world (Berowa & Dita, 2021; Bolton, 2006; Schneider, 2007).

English speakers can be categorized into three groups: native speakers, second-language learners, and foreign language learners. The three concentric circles of World Englishes are categorized by Kachru (1992) using the terms “Inner circle,” “Outer circle,” and “Expanding circle” (Bauer, 2002). English is the language of identity for its native speakers in the Inner Circle. English, however, transforms into an alien form of expression with new structural characteristics and a different lexicon to categorize experience when it is conveyed to countries in the Outer and Expanding circles. As a result, one of the biggest English-speaking countries that belongs to the outer circle is the Philippines (Esquivel, 2019).

The Kachruvian Theory places Philippine English in the outer circle among other English as a second language variations like Singapore and Indian English in an effort to explain the diffusion of Englishes (Kachru, 1982, 1992). These would be distinct from the varieties of English as a native language found in the inner circle, such as American English (AmE), British English, and others. Schneider (2003), on the other hand, concentrates on the dynamic progression of English dialects from stage 1 (foundation) to stage 5 (differentiation). Despite having ‘deeper inroads’ than Hong Kong English at stage 2, he argues that Philippine English is fossilized at stage 3, or nativization, because it appears to be constrained by language laws that support a national language, in this case, Filipino. Although many have made significant contributions to Philippine English research and support the current conceptualization of Philippine English based on these theoretical models, it was only a matter of time before academics started to challenge this position and attempt to redefine the status of Philippine English (Gonzales, 2017).

According to Kirkpatrick (2007), the linguistic heritage and colonial history of the Philippines provide a convincing illustration of the formation of a distinctive English variation. According to Llamzon (1969), a standardized version of English had already been created in the Philippines by the time he wrote his book *Standard Filipino English (SFE)*. Philippine English has been a part of the World Englishes (WE) paradigm and English Language Teaching (ELT) studies in the Philippines for a long time. After Llamzon’s *Standard Filipino English (SFE)* was published in 1969, linguists and academics continued to study Philippine’s phonological, lexical, and grammatical aspects. It is a suitable variant of English that is at par with other

Englishes. Philippine English, according to Bautista (2000), is well into the stage of nativization and has moved past the stage of internalizing American English standards.

In his investigation of Philippine English (PE) and its potential for misunderstanding, Dayag (2008) takes into account the legitimacy of Philippine English, the standardization of this variety, and its usage as a tool for social stratification and class classification. According to Gonzales (1997, as cited in Tadeo & Manalansan, 2012), “linguistic schizophrenia” is the result of the gap between the standards and achievement in this case, while a foreign standard of English is ideal and legitimate, like Philippine English, is received as real but still regarded as illegitimate. Bolton (2000, as cited in Tadeo & Manalansan, 2012) agrees with Gonzales’ position and states that, even though scholars worldwide have recognized this indigenized variety of English, it faces its legitimacy issues. This legitimacy issue has implications for choosing English standards in several settings, most notably educational establishments. Bautista (2000) takes a more downright position on the issue of presence, expressing that nobody doubts the presence of Philippine English, as it has its spot next to perceived English assortments like Nigerian English, Indian English, and Singaporean English. Philippine English, like these other varieties, is also legitimate.

Because Filipino speakers of English have nativized the language in the Philippines, new words have also been created or developed based on how Filipinos choose to use the language, which is what first led to the formation of the Philippine English vocabulary. According to Bautista (1997), the vocabulary of Philippine English is shaped by various factors such as semantic and part-of-speech transformations, loan translations, coined terms, and inventive creations, as well as the use of compounds and hybrids.

Philippine English lexicon is a product of the Filipinos’ lexical creativity and innovativeness as well as their linguistic growth and preferences as multilingual speakers. PE lexicon refers to locally formed expressions, distinct Philippine English, and to those that developed elsewhere and have spread throughout other English-speaking countries. There are certain words in the PE lexicon that are absent from the lexicons of British English (BE), Australian English (AuE), and American English (AE). As a result, some words that are present in both lexicons do not have the same definition or interpretation.

Furthermore, according to Gonzales (1996), the lexicon of PE exhibits distinct characteristics. It includes using loan translations, or calques, from Philippine languages. An example of this is the expression ‘open the light’ as a translation of ‘turn on the light.’ These loan translations are referred to as ‘Filipinisms’ in Llamzon’s work. Additionally, the lexicon also includes particular lexical words and collocations that are unique to the Philippines, such as ‘captain ball’ for ‘team captain’ in the context of a basketball team. Furthermore, loanwords from Philippine languages are used, such as ‘the common tao’ or ‘the common man,’ as well as local words to denote realia specific to the local culture.

Philippine English lexical innovations were described as products of the Filipinos’ coining of words by adding derivational affixes, such as “presidentiable” and “senatoriable,” or by compounding, such as in batchmate. In addition, blending, clipping, initialism, and functional shift were cited as other creative mechanisms by which Philippine English words are formed (Dimaculangan & Gustilo, 2018). In

short, other languages have heavily shaped the vocabulary of the Philippines; it is a combination of indigenous languages influenced by previous rulers and current usage.

In the present study, Bautista's (1997) analysis of the PE vocabulary items entitled "The lexicon of Philippine English" helps reveal and analyze the lexicon of Philippine English found in the student publications. Bautista recognizes the four significant categories of localized vocabulary or lexicon of Philippine English, namely (1) normal expansion, (2) preservation of items infrequent or lost in other varieties, (3) coinage, and (4) borrowings.

Normal Expansion. Philippine English has two processes: extensions or adaptations of meaning and shifts in part of speech. Examples that clearly demonstrate the extension of meaning can be found in brand names that have become generic terms in the Philippines, encompassing the entire category. In Philippine English, words like "pampers" are used to refer to disposable diapers, "pentel pen" for a color marker, and "osterize" to describe the process of using a food blender. Older Filipinos still commonly use terms such as "Colgate" for toothpaste, "Cut-Rite" for wax paper, "Kotex" for sanitary napkins, and "Nescafe" for instant coffee. Another common process of expansion involves changing the part of speech of existing words, often with nouns transforming into verbs. For instance, in Singaporean English, the verb "horn" is used to mean sounding a car horn, as in the sentence, "He stopped right in front of the Toyota and honked loudly and for a long time" (Butler, 1997).

Another example is the verb "fiscalize," derived from the noun "fiscal," which means to call attention to abuse. This term is not found in Macquarie or Webster's dictionaries, with only Macquarie mentioning the meaning of "fiscal" as a public prosecutor in certain countries. In Philippine English, the word "conscienticize," which likely originated from the liberation theology of Latin America, is used, although it has not yet appeared in the Macquarie or Webster's dictionaries. Additionally, Bautista cites examples from La Salle, where words like "manualize" are used to indicate the preparation of manuals for various administrative positions and procedures, and "minutize," meaning to emphasize a point.

Preservation of items infrequent or lost in other varieties. Most Filipino English speakers used word/s that were rarely or no longer used by native speakers of the English language. For instance, consider the broader usage of the term "folk" in Philippine English. While in Australian and American English, "folk" is commonly associated with "common," "simple," or "plain," a similar pattern can be observed in Philippine English (PE). However, in PE, speakers also frequently combine "folk" with terms such as "provincial," "barrio," and "tribal."

Coinage. According to Bautista (1997), an effective method of expanding the lexicon in Philippine English is through coinage, which involves inventing new words or phrases based on analogical constructions. For instance, following the analogy of words like "employee," "examinee," and "grantee," Philippine English has introduced terms such as "awardee," "honoree," and "mentee," which are not commonly found in standard English dictionaries. Additionally, the term "Octoberian" was created in Philippine English to describe a student who completes their degree in October rather than March, the conclusion of the academic year. "Reelectionist," "Rallysist," "bedspacer," "carnapper," "cockfighter," and

“holdupper” are other examples of words created in Philippine English that are not found in mainstream English dictionaries. However, it is interesting to note that the words “bedspace” and “carnap” themselves do not appear as recognized words in standard dictionaries. Furthermore, although being used to describe the first postgraduate degree in the Philippines, where it is analogous to a “doctoral degree,” the phrase “masteral degree” is not frequently used in American English (AE) or Australian English (AuE). Similar to how “studentry” is unique to Philippine English, it does not seem to be used frequently in AE or AuE.

Borrowing. These word forms clearly show that English has incorporated borrowings from various languages. These words are easily distinguished from the rest of the English text in newspapers and printed publications because they are frequently encircled in quotation marks or italicized. According to Bautista (1997), borrowing in Philippine English can come from a variety of languages, including Tagalog (e.g., “pasalubong”), Japanese-English (e.g., “Japayuki”), Chinese (e.g., “feng shui”), Spanish (e.g., “despedida”), and Chinese.

According to a study conducted by Borlongan (2017), the University of the Philippines has contributed significantly to the development of Philippine English through its use in academic writing and research publications. The study examined the language features and patterns in research articles published in the *Journal of English Studies and Comparative Literature (JESCL)* from 2005 to 2015. The authors found that the use of borrowing, coinage, and normal expansion of Philippine English in the published articles was influenced by the language policies and practices of the university. The study emphasizes the significant role of schools in the development and use of Philippine English.

Philippine English has developed due to the diverse historical and cultural influences of the Philippines. Using Philippine English in instructional materials and other actual contexts exposes students to many language variations and aids in the development of their language abilities. Additionally, teaching students proper pronunciation and grammar in Philippine English can advance their communication and language skills. It is crucial for teachers to understand the unique characteristics of Philippine English and to teach them effectively to prevent misunderstandings or incorrect information. Recognizing the importance of Philippine English in English instruction might assist in promoting greater linguistic competence and cultural awareness among Filipino students.

Method

This study used a quantitative descriptive method for data collection and analysis. The research was conducted in Tuburan, Cebu, and focused on English teachers and student publications from one local university. The quantitative approach involved determining the number of Philippine English words found in the articles, along with administering a survey questionnaire to English teachers to evaluate the acceptability of Philippine English in student publications.

This study was carried out in Tuburan, Cebu, with a specific focus on a select group of English teachers who served as participants. The participants were selected following the convenience sampling procedure to gather the right informants and rich information. This study employed inclusion/exclusion criteria to determine the participants of this study. The participants must meet the following criteria: (a) the teacher is a graduate of any English-related course to ensure that the participants

have relevant academic background knowledge in English, and (b) the teacher is currently teaching English or English-related subjects in college to make certain that the participants have direct experience and expertise in teaching English. English teachers who did not currently teach English or English-related subjects in college during the study were excluded. Twenty (21) English teachers who met the criteria were included in this study. Thirty-one (31) student publication news articles were collated between September 1, 2022, and April 30, 2023. The study followed a two-phase process. The identification and collection of news articles were carried out in the first phase.

The Philippine English used in the news articles was identified through content analysis. The data were coded and analyzed. The researcher manually reviewed each article to identify instances of PE. Terms were noted if they had lexical features typical of PE. The terms identified were categorized into coinages, borrowings, normal extensions and retention of terms that are rare or lost in other varieties. Each identified term was assigned a code based on its category. To increase the reliability of the coding process, two additional researchers independently coded a subset of the articles. Inconsistencies in coding were discussed and resolved by consensus. The frequency of each term and category was calculated to determine the prevalence of different types of PE in the articles. The terms were cross-checked with the Oxford English Dictionary (2023) and the Merriam-Webster Dictionary (2023) to confirm their status as PE.

During the second phase, the PE found in the articles was presented to the English teachers to determine their acceptability. They were asked to indicate whether they accepted or rejected each PE. The percentages of acceptance and rejection were then calculated.

Findings and Discussion

This section presents the results, analysis, and discussion of the study's findings on the use of PE in news articles within student publications. This also examined the acceptability of PE among English teachers.

Philippine English lexical features in student publications

Table 1 presents the lexical features of Philippine English identified in the articles. The analysis identified 38 instances of PE in 31 news articles, which were categorized as follows: Coinage (24), preservation of items infrequent or lost in other varieties (5), normal expansions (5), and borrowings (4). The results support Kachru's (1992) model of world Englishes, which emphasizes the localised adaptation of English in the outer circle. PE exhibits unique lexical innovations and preservations that reflect its cultural and historical context. The study is also consistent with the work of Bautista (1997) on the lexicon of PE, which emphasizes the processes of coinage, borrowing and expansion:

Table 1. Philippine English found in the news articles of student publications

| Lexical Features | Word/Expressions | Frequency |
|---|---|-----------|
| Coinage | <i>Blastful, Fab Lab, final output, Sophomostrial, Techno Exhibit, Care What You(th)Wear, U-Days, CebuTech, Technoshop, CebuTech Talks, practice teachers, OPM, Attendees, Feasty, Trimeet, CTU, LGU, OJT, PASUC, WE, VAWFREEPH, Limited face-to-face classes, VAW-Free Philippines, Rev. Fr, technologists</i> | 24 |
| Preservation of items infrequent or lost in other varieties | <i>covered court, duodecennial, Magna Carta, thanksgiving mass, sofa talk</i> | 5 |
| Normal Expansion | <i>dean's Lister, opening salvo, hotshot students, feasty, on-the-spot (painting)</i> | 5 |
| Borrowing | <i>zumba, Kundiman, kudos, Sinulog</i> | 4 |
| Total: | | 38 |

In terms of coinage, there were a total of 24 words or terms that were coined specifically for Philippine English usage. There were five (5) words or terms that fall under the category of preservation of items infrequent or lost in other varieties and another five (5) words under the normal expansion. Additionally, there were four (4) words or terms that were borrowed from other languages or varieties of English.

Coinage describes a particularly effective method of lexical expansion, such as creating a new term, phrase, or neologism (Bautista, 2000). The present study has shown that coinage was the most widely used category, which illustrates the creative lexical innovations in PE. For example, terms such as “blastful,” “attendees,” “U-Days” (University Days) and “Techno Exhibit” (Technology Exhibit) show how new terms are formed by combining existing English words in novel ways.

Extract 1:

*What a **blastful** October, indeed! (O13S1)*

The term “blastful” is not considered a standard English word or a widely recognized term in the English language. It does not exist in standard English dictionaries. It would also not be categorized as a normal expansion in Philippine English or any other English variety. The word “blastful” is a creative word formation intending to convey a sense of excitement or enjoyment.

Extract 2:

*Students, teachers, and faculty members really deserve a big congratulations because, without them, **U-Days** would feel just like a normal event. (J31S4)*

The coined term U-Days is the short term for University Days, which is typically a special event or celebration organized by the university to showcase its culture, achievements, and talents.

Extract 3:

Headed by Prof. Joemar Miñoza, the three main objectives of CebuTech Talks are to gauge the students' learnings in the subject, to remind them of their civic role in society, and to boost their confidence in relation to their academic performance. (N25S2)

The term “CebuTech Talks” is used to refer to a distinct event, initiative, or online content series by Cebu Technological University. “CebuTech” is an abbreviation of Cebu Technological University. The word “Talks” in this context implies a series or platform of discussions, presentations, or speeches on specific topics.

Extract 6:

Together with the teachers and students, CTU-Tuburan Campus celebrate women's day. (M8S2)

Extract 7:

Professor Rogela A. Flores, chairperson of the Gender and Development, explains that the campaign hopes for a VAWFREEPH. (N25S5)

CTU is an acronym for Cebu Technological University, and GAD is for Gender and Development. VAWFREEPH stands for “Violence Against Women Free Philippines.” It is an advocacy or campaign that aims to raise awareness about women’s rights, and to prevent and eliminate violence against women in the Philippines. VAWFREEPH, or “Violence Against Women Free Philippines,” gained prominence during the annual celebration of the VAW (Violence Against Women) Campaign in the Philippines, which takes place every November. Other acronyms such as LGU (Local Government Unit), OJT (On-the-Job Training), PASUC (Philippine Association of State Universities and Colleges), and WE (Women Empowerment) are Philippine English under the category of coinage because these words were considered English but were coined and only used in Philippine context. Acronyms are common in Philippine English and serve as examples of coinages, according to Bautista (1997). This frequency demonstrates the originality and creativity of the vocabulary found in Philippine English (Dayag, 2008). Additionally, the frequency with which these acronyms appear in print media highlights the crucial role that media has had in fostering the growth of the Philippine English lexicon.

Under the category of **preservation of items infrequent or lost in other varieties**, most Filipino English speakers used word/s that were rarely or no longer used by native speakers of the English language. The study revealed a few words or terms under this feature, such as *covered court*, *duodecennial*, *Magna Carta*, *thanksgiving mass*, and *sofa talk*. These words or terms were extracted from the following sentences:

Extract 1:

The said blessing was led by Rev. Fr. Peter Monteron after a ceremonious Thanksgiving mass in honor of the 18-Day Campaign to End Violence Against Women and the blessing and inauguration of the new buildings. (N25S2)

The term “Thanksgiving Mass” is primarily used in the context of Catholic

worship and is more commonly associated with Philippine English, where it refers to a special religious service held to express gratitude and give thanks to God. In American English, a Catholic Mass held on Thanksgiving Day may be referred to as a “Thanksgiving Day Mass” or simply a “Mass of Thanksgiving.” The focus is on giving thanks for blessings and celebrating the holiday rather than using the specific term “Thanksgiving Mass.” Different churches or dioceses may have their own variations in terminology, but “Thanksgiving Mass” is not a commonly used term in the broader American English context. Some may use alternative terms such as “Thanksgiving Service” or “Thanksgiving Prayer Service.”

Extract 2:

*The **sofa talk**, which was the highlight of the event, was participated by the Campus Director, Dr. Ma. Carla Abaquita, the Dean of Instruction, Dr. Rowena Abaquita and Mrs. Marlou Godinez, the University GAD Director, which was moderated by Mr. Ryan Jore. (M8S16)*

“Sofa talk” is an example of the preservation of items infrequent or lost in other varieties of English. The term “sofa talk” is not commonly used in everyday conversation. It may be considered more of a specialized or niche term, typically associated with certain contexts such as informal interviews or talk shows conducted in a relaxed setting, often on a sofa. In most cases, the terms “casual interview” and “informal discussion” are used.

Borrowings are words or terms that are obviously not English but are borrowed into English. It refers to the adoption of words from a source language to another language. In this category, the study revealed that there were borrowed words that were identified as Philippine English in the news articles. These were *Kundiman, Zumba, Kudos and Sinulog*.

Extract 1:

*Contingents for the **Kundiman** made a powerful start and snatched not only our eyes and ears but as well as our hearts as they left us in awe with their soulful song choices. (N11S1)*

The word “kundiman” comes from the Philippines, specifically from the Tagalog language. Kundiman is a traditional Filipino genre of music and song that is often characterized by its emotional and sentimental themes. The term “kundiman” is derived from the Tagalog word “kung hindi man,” which means “if not.” Over time, the term evolved to refer specifically to a genre of love songs expressing themes of longing, devotion, and patriotism. Kundiman has a rich cultural and historical significance in Philippine music and is considered an integral part of the country’s musical heritage.

Extract 2:

*The event started with an enjoyable walk followed by a vivacious **Zumba** fitness that brought everyone in the best mood. (M8S3)*

The word “Zumba” comes from the Colombian Spanish language. It was coined by Alberto “Beto” Perez, a Colombian dancer and choreographer, in the 1990s. The term “Zumba” does not have a specific meaning in Spanish; it was

created as a brand name for a fitness program that combines dance and aerobic exercises (History of Zumba, 2015). The popularity of Zumba has spread globally, and it is now recognized as a popular form of exercise and dance fitness in many countries around the world.

Normal expansion has two processes: extension or adaptation of meaning and shift in the parts of speech. Under this category, the study revealed four (4) words or terms such as *dean's lister*, *opening salvo*, *hotshot students*, and *on-the-spot (painting)*. These words or terms were extracted from the following sentences:

Extract 1:

All dean's listers from all programs attended the First Semester SY 2022-2023 Recognition Day on March 22, 2023. (M23S2)

In the Philippines, the term "Dean's Lister" is commonly used to refer to students who have achieved outstanding academic performance and are recognized by being included on the Dean's List. The term "Dean's Lister" is an example of normal expansion in Philippine English. In the Philippines, people often use the term "Dean's Lister" to refer to a student who has received the distinction of being on the Dean's List. This may have developed to underscore the accomplishment of the student and personalize their recognition. Some may use the term "dean's list" to refer to the list itself containing the names of the students earning the academic award.

Extract 2:

A feasty and sporty three days, indeed! (O19S1)

The word "feasty" is an example of a normal expansion or derivation process since the adjective "feasty" is formed from the noun "feast" and the suffix "-y." One of the ways some Filipinos can be very creative when it comes to language use is by creating adjectives by modifying or adding suffixes to existing nouns.

Extract 3:

With that, the opening salvo was fired by our lively Technologists. (M15S6)

The term "opening salvo" is considered a normal expansion in the context of Philippine English. In various events and activities in the Philippines, "opening salvo" is used to refer to its symbolic start or opening. In the Oxford Dictionary (n.d.), *salvo* means a simultaneous discharge of artillery or other guns in a battle. *Opening salvo*, as it is used in the context, describes the beginning of the event.

Although the term "opening salvo" is also used in other English-speaking contexts, it is frequently used in the Philippines, specifically in events like festivals or competitions. "Opening salvo" is a phrase that has been adapted and used in Philippine English to describe the impactful start or initial stage of an event or activity, and it falls under the category of normal expansion.

The localization of English in the Philippines was evident from the data, which was solidified by the occurrence of innovative lexical items. As stated by Bautista (2014, as cited in Tamco, 2022) in his study, 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. This also supports Kachru's (2005) claim that speakers in different countries like the Philippines have already localized and indigenized the use of the English language. Filipinos have adapted the English language to suit the local Filipino context, resulting in unique linguistic features.

Philippine English accepted by English teachers

Table 2 shows the preferences and opinions of the surveyed English teachers regarding the usage of specific Philippine English words and expressions. While some terms were widely accepted, others faced varying levels of rejection or mixed responses.

Table 2. Philippine English accepted by English teachers

| Philippine English | Accepted | Rejected |
|---|-----------------|-----------------|
| Blastful (Exciting) | 9.5% | 90.5% |
| Fab Lab (Fabrication Laboratory) | 100% | 0 |
| Final output (AE final project; assignment) | 100% | 0 |
| Sophomostrial (sophomore + trial) | 0 | 100% |
| Techno Exhibit (Technology Exhibit) | 100% | 0 |
| Care What You(th)Wear (Care What You Wear) | 95.2% | 4.8% |
| U-Days (University Days) | 100% | 0 |
| CebuTech (Cebu Technological University) | 100% | 0 |
| Technoshop (Technological Shop) | 100% | 0 |
| CebuTech Talks (Cebu Technological University Talks) | 100% | 0 |
| practice teachers (AE Student teachers; teaching interns) | 95.2% | 4.8% |
| OPM (Original Pinoy Music) | 100% | 0 |
| Attendees (AE guest; participant) | 100% | 0 |
| Feasty (AE festive; celebratory) | 23.8% | 76.2% |
| Trimeet, (Three teams involved in a sports event) | 100% | 0 |
| CTU (Cebu Technological University) | 100% | 0 |
| LGU (Local Government Unit) | 100% | 0 |
| OJT (On-the-Job Training) | 100% | 0 |
| PASUC (Philippine Association of State Universities and Colleges) | 100% | 0 |
| WE (Women Empowerment) | 100% | 0 |
| VAWFREEPH (Violence Against Women Free Philippines) | 100% | 0 |
| Limited face-to-face classes (hybrid learning; blended learning) | 100% | 0 |
| VAW-Free Philippines | 100% | 0 |
| Rev. Fr. (Reverend Father) | 100% | 0 |
| Technologists (AE expert in a particular field of technology; semantic change from the original meaning to someone "who studies or works at CTU") | 47.6% | 52.4% |
| Dean's Lister (AE Dean's list) | 66.7% | 33.3% |

| Philippine English | Accepted | Rejected |
|---|----------|----------|
| Opening salvo (Initial stage of an event or activity; semantic change from the original meaning “a simultaneous discharge of artillery or other guns in a battle.”) | 100% | 0 |
| hotshot students (exemplary students) | 52.4% | 47.6% |
| On-the-spot painting (AE live painting) | 100% | 0 |
| Zumba (Columbian Spanish: dance and aerobic exercises) | 100% | 0 |
| Kundiman (AE Love Songs) | 100% | 0 |
| Kudos (Greek: kydos; AE Praise and Honor) | 100% | 0 |
| Sinulog (Cebuano: cultural and religious festival in honor of the Santo Niño) | 100% | 0 |
| Covered court (AE Gym) | 100% | 0 |
| Duodecennial (twelve-year cycle) | 90.5% | 9.5% |
| Magna Carta (Great Charter) | 100% | 0 |
| Thanksgiving mass (AE Thanksgiving Service; Thanksgiving Prayer Service) | 100% | 0 |
| Sofa talk | 80.9% | 19.1% |

The majority of the terms listed were widely accepted by the English teachers, with 100% of the teachers accepting them. These include terms such as *Fab Lab*, *Final Output*, *Techno Exhibit*, *E-Tournament*, *U-Days*, *CebuTech*, *Technoshop*, *CebuTech Talks*, *OPM*, *Attendees*, *Trimeet*, *CTU*, *LGU*, *OJT*, *PASUC*, *WE*, *VAWFREEPH*, *Limited face-to-face classes*, *VAW-Free Philippines*, *Rev. Fr.*, *Gen Z*, *Opening salvo*, *On-the-spot painting*, *Zumba*, *Kundiman*, and *Magna Carta*.

The high acceptance rates for a majority of the listed terms indicate that Philippine English words and expressions are commonly used and understood by English teachers in the context of the Philippines. This indicates that these terms are recognized and considered appropriate and meaningful. The acceptance of terms like *Fab Lab*, *Techno Exhibit*, *CebuTech*, *CTU*, and others shows that these terms are likely to be dominant in educational and technological contexts in the Philippines. This implies the significance of using language that resounds with the local culture and context. The terms *Dean’s Lister*, *Sinulog*, *Thanksgiving Mass*, and *Magna Carta* were generally accepted, demonstrating their significance in the Philippine religious, cultural, and academic contexts. *Care What You(th)Wear* had indicated a relatively high acceptance rate (95.2%), with only one teacher expressing disagreement. These terms capture the importance of the preservation of language that portrays the society’s unique historical and cultural aspects.

While some terms were widely accepted, certain terms faced rejection or mixed responses. The subjective nature of language acceptance is shown in the teachers’ response to terms like *blastful* and *hotshot students*. The term *blastful* was coined to convey excitement but was met with high rejection rates (90.5%) from teachers. Its lack of acceptance could be due to the fact that it is unfamiliar and deviates from standard English, which highlights the tension between innovation and standardization in language use. The term *hotshot students* also received mixed responses from teachers (accepted by 52.4%, rejected by 47.6%), indicating differing views on the appropriateness and clarity of the term. Some teachers may

see it as a positive, motivating term, while others may find it too informal or ambiguous.

Additionally, terms like *feasty* and *sophomostrial* also had a higher number of rejections (76.2% and 100%, respectively) compared to their acceptances, suggesting that these terms were less favored among the surveyed teachers. Different preferences or perspectives of the teachers on certain terms lead to varied acceptance or rejection rates. This suggests that individual preferences and perspectives can influence language usage.

Language is dynamic, and usage can change over time. Language preferences may vary across generations and regions. Dimaculangan and Gustilo (2018) found that numerous lexical items in Philippine English subjected to acceptability tests are only recognized in informal oral contexts and unaccepted both in formal and informal writing. The acceptance of many PE terms among teachers indicates a need for inclusive language teaching methods that recognize and incorporate these lexical items. By integrating local varieties of English into the curriculum, educators can improve students' linguistic competence and cultural awareness. This approach is in line with Canagarajah's (2006) plea for recognizing local linguistic practices in English language teaching.

Conclusion

Based on the study's findings, student writers used Philippine English in their news articles. This indicates that linguistic influence extends beyond spoken language and permeates into written communication within student publications. The integration of PE in student publications reflects linguistic inclusivity and the growing acceptance and normalization of local language varieties in academic contexts. Furthermore, the PE found in the news articles is generally accepted by the surveyed English teachers, as demonstrated by their preferences. This acceptance shows that Philippine English is recognized within the academic community. This further demonstrates the teachers' appreciation for the diversity and legitimacy of Philippine English as a distinct English language variety. Since this study revealed the use of PE among student writers, and the majority of English teachers are accepting this PE, future researchers should explore how the acceptance and use of Philippine English affect students' learning experiences and outcomes. This includes investigating how the use of PE in the classroom affects students' language proficiency. Further studies should also consider how well teachers integrate PE by examining instructional materials and resources available to students.

References

- Bauer, L. (2002). Inferring variation and change from public corpora. In J. K. Chambers, P. Trudgill, & N. Schilling-Estes (Eds.), *The handbook of language variation and change* (pp. 97-114). Oxford, UK: Blackwell Publishing Ltd.
- Bautista, M. L. S. (2001). Attitudes of English language faculty in three leading Philippine universities towards Philippine English. *Asian Englishes*, 4(1), 4-32. <https://doi.org/10.1080/13488678.2001.10801062>
- Bautista, M.L.S. (1997). *The lexicon of Philippine English*. Metro Manila, PH: De La Salle University Press.

- Bautista, M.L.S. (2000a). *Defining standard Philippine English: Its status and grammatical features*. Metro Manila, PH: De La Salle University Press.
- Bautista, M.L.S. (2000b). The grammatical features of educated Philippine English. In M. L. S. Bautista, T. Llamzon, & B. Sibayan (Eds.), *Parangal Cang Brother Andrew: Festschrift for Andrew Gonzalez on his sixtieth birthday* (pp. 146–158). Manila, PH: Linguistic Society of the Philippines.
- Bautista, M.L.S., & Bautista, S. (2001). *English in contact with Philippine languages: Taglish and Philippine English*. Paper presented at Annual Conference of the Japanese Association for Asian Englishes, Kanazawa, Japan. Retrieved from https://www.researchgate.net/publication/346937980_English_in_Contact_with_Philippine_Languages_Taglish_and_Philippine_English
- Bernardo, A. S. (2011). De-hegemonizing the hegemonized: An exploratory study on the dominion of American English in the oldest university in Asia. *Journal on English Language Teaching*, 1(3), 7-22. <http://dx.doi.org/10.26634/jelt.1.3.1591>
- Berowa, A. M. C., & Dita, S. N. (2021). Illustrating the suprasegmental features of Philippine English phonology: A mother tongue-based approach. *The Asian ESP Journal*, 17(4.3), 89-111.
- Bolton, K. (2006). World Englishes today. In B. B. Kachru, Y. Kachru., & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 240-269). Oxford, UK: Blackwell Publishing Ltd.
- Bolton, K., & Butler, S. (2008). Lexicography and the description of Philippine English vocabulary. In M.L.S. Bautista & K. Bolton (Eds.), *Philippine English: Linguistic and literary perspectives* (pp. 175-200). Aberdeen, HK: Hong Kong University Press.
- Borlongan, A. M. (2017). Contemporary perspectives on Philippine English. *Philippine ESL Journal*, 19(1), 1-9. <https://tinyurl.com/4zdyzv22>
- Butler, S. (1997). *Corpus of English in Southeast Asia: Implications for a regional dictionary*. Sydney: The Macquarie Library.
- Canagarajah, A. S. (2006). Negotiating the local in English as a lingua franca. *Annual Review of Applied Linguistics*, 26(1), 197-218. <https://doi.org/10.1017/S0267190506000109>
- Dayag, D. T. (2008). English-language media in the Philippines: Description and research. *Philippine English: Linguistic and literary perspectives*, 49-65. https://animorepository.dlsu.edu.ph/faculty_research/497
- Dimaculangan, N. G. (2022). Speakers' ambivalent attitude toward Philippine English: An issue for integrating the variety into ESL instruction. *Journal of World Englishes and Educational Practices*, 4(2), 97-104. <https://doi.org/10.32996/jweep.2022.4.2.8>
- Dimaculangan, N. G., & Gustilo, L. E. (2018). A closer look at Philippine English word-formation frameworks. *Advanced Science Letters*, 24(11), 8384-8388. <https://doi.org/10.1166/asl.2018.12569>
- Esquivel, O. J. D. (2019). Exploring the Filipinization of the English language in a digital age: An identity apart from other world Englishes. *Journal of English as an International Language*, 14(1), 58-72. <https://files.eric.ed.gov/fulltext/EJ1244667.pdf>

- Kachru, B. B. (1982). The bilingual's linguistic repertoire. In B. Hartford, A. Valdman & C. R. Foster (Eds.), *Issues in international bilingual education: The role of the vernacular* (pp. 25-52). New York, NY: Plenum Press.
- Kachru, B. B. (1992). Models for non-native Englishes. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 48-74). Chicago, IL: University of Illinois Press.
- Kachru, Y. (2005). Teaching and learning of world Englishes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 155-173). New York, NY: Routledge.
- Karakaş, A. (2015). Orientations towards English among English-medium instruction students. *Englishes in Practice*, 2(1), 1-38. <https://doi.org/10.1515/eip-2015-0001>
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge, UK: Cambridge University Press.
- Llamzon, T. (1969). *Standard Filipino English*. Quezon City, Manila: Ateneo University Press, Capitol Publishing House.
- Martin, I. (2014). Philippine English revisited. *World Englishes*, 33(1), 50-59. <https://doi.org/10.1111/weng.12054>
- Morrison, B. (2002). Mind, world and language: McDowell and Kovesi. *Ratio*, 15(3), 293-308. <https://doi.org/10.1111/1467-9329.00192>
- OED. (n.d.). Salvo. Oxford English dictionary.com. Retrieved from <https://www.oed.com/?t=true>
- Rellorosa, F. L. (2014). Cognitive structuring of personal statements in Philippine English. *GSTF Journal on Education (JEd)*, 1(1), 1-9. <https://dl6.globalstf.org/index.php/jed/article/viewFile/631/2744>
- Schneider, E. W. (2003). The dynamics of New Englishes: From identity construction to dialect birth. *Language*, 79(2), 233-281. <https://doi.org/10.1353/lan.2003.0136>
- Schneider, E. W. (2007). *Postcolonial English: Varieties of English around the world*. Cambridge, UK: Cambridge University Press.
- Tadeo, D. R., & Manalansan, M. (2012). A corpus linguistic analysis of Philippine English (PE) in student publication. *The Summit*, 1(1), 181-226. <https://rpo.ua.edu.ph/wp-content/uploads/2020/06/7-maed-daphne-tadeo-September-21-2018.pdf>
- Tamco, A. B. (2022). Philippine English in the ESL classroom: A study of English teachers' beliefs and pedagogical practices in higher education. *Globus Journal of Progressive Education*, 12(1), 152-170. <https://doi.org/10.46360/globus.edu.220221020>