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## Another look at the Acceptability of Philippine English through the Lens of Basic Education Teachers

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#### ABSTRACT

While there have been studies and awareness seminars conducted in the promotion of Philippine English (PE), still PE has not fully-penetrated in most public schools. Hence, the study sought to identify the acceptability of PE among English teachers from a secondary high school in Pampanga. PE's levels of acceptability were determined using Torres and Alieto's (2019) Grammatical and Lexical Acceptability Questionnaire. Pre-test result revealed that teachers have low acceptability level of the PE grammatical and lexical items and that they are not aware of the PE. A webinar was conducted to introduce the PE among teachers and the post-test showed a significant difference to their acceptability level. Furthermore, teachers' answers to the follow up questions imply that they are willing to introduce PE in the classroom, which they believe will help the students to be more conversant and become more confident in speaking the English language. It is concluded that teachers are open to incorporating the PE in their classes to further improve their students' confidence in learning the language. The following recommendations were given: (1) Teachers should be provided with more seminars that will update them with the current status of Philippine English; (2) Teachers should be encouraged to consider the Philippine English in motivating students to be confident speakers in the English classes; and (3) School administrators and English teachers should promote the acceptance of Philippine English in the academic context.

#### INTRODUCTION

English is the global language (Crystal, 2001). It has become the dominant language around the world (Matsuda & Matsuda, 2010). English is referred to as the language of global competitiveness, the language of the open global labor markets, and the language of information and communication (Bernardo, 2007). Moreover, Bautista and Bolton (2008) claimed that "the Philippines is one of the most significant and most interesting English-using societies in Asia, where there has been a general awareness and recognition of a localized variety of English..."

Bautista (2000) stated that the distinct features of Philippine English (PE) are not —errors, instead are proof of having the language nativized because it reflects the Filipino culture and identity. Gonzales (1983, cited in Bautista, 1997) termed these so-called —errors as features. It does not mean also that all errors are reconsidered features. Gonzales explained that it could only be considered as a feature if the error is not a source of miscommunication. Moreover, De Leon (2016) stated that English in the Philippines is a variety of English. Even though English is not the Filipinos' first language, Filipinos are able to nativize it. The Standard Philippine English is found acceptable among educated Filipinos and it also has an informal variety, especially in the spoken mode, which may include a lot of borrowing and code-mixing.

The work of Bautista (2006) with Susan Butler of Macquarie Dictionary in compiling a list of Philippine English words for inclusion in an Asian English Dictionary aimed to form an Asian English database. Also, Bautista (2006) found out that Philippine English has continuously thrived, that gave birth to new words which are popularly and widely used by Filipinos today.

There has been awareness of the existence of Philippine English (PE) but it does not come with acceptance (Martin, 2014). This means that there is a need to explore attitudes towards PE. Moreover, there are insufficient studies exploring attitudes towards Philippine English. One of the few studies on this topic is the study of Bautista (2014), which explored the language attitudes of 88 English Language teachers. But the study was limited to only three top universities in the Philippines.

It is important to stress out that teachers always play a vital role in the learning process of the students. Therefore, Filipino students' attitude towards learning the English language is influenced by how teachers perceive it. Their attitude towards Philippine English is an essential factor to explore in the goal of promoting the acceptance of Philippine English. As mentioned by Dita & De Leon (2017) "educators have to be perceptive on the factors that involve intelligibility and comprehensibility of a variety or varieties of English for them to be able to raise students' awareness on English varieties."

Borlongan (2011) is one of those who promote the use of PE in classrooms. He suggested of teachers' retraining, also the development of new instructional materials based on the existing corpora of PE. However, there are groups who do not fully agree on the status of PE as a Standard English and consider the former inferior to the latter. In most public schools especially, it has not fully penetrated yet.

Thus, a convincing motivation for this study, and in response to the need to conduct more studies in Philippine English, this study aims to determine the public-school teachers' extent of acceptability in Philippine English.

### Statement of the Problem

The main purpose of this study is to determine the Public School Teachers' Extent of Acceptability in Philippine English among the English Teachers of Emigdio A. Bondoc High School, San Luis, the school year 2020-2021.

Specifically, this study will seek answers to the following problems:

1. How may the teachers be described in terms of:
  - a. Age;
  - b. Gender;
  - c. Educational Attainment;
  - d. Length of Service;
  - e. Last school attended;
  - f. Languages spoken; and
  - g. Perceived English Language Proficiency?
  - h. What is the extent of teachers' acceptability in Philippine English based on the GLAQ?
  - i. Is there a significant difference in the extent of Acceptability in Philippine English among English Teachers after the conduct of the Philippine English seminar?
  - j. What are the participants' opinions on PE after the webinar?
2. What is the extent of teachers' acceptability in Philippine English based on the GLAQ?
3. Is there a significant difference in the extent of Acceptability in Philippine English among English Teachers after the conduct of the Philippine English seminar?
4. What are the participants' opinions on PE after the webinar?
  - a. Did the session change your perspective about Philippine English? Briefly explain
  - b. How do you see Philippine English in your class in the future?
  - c. What is the best idea in the session that you plan to use?

### Statement OF Hypothesis

There is no significant difference in the extent of Acceptability in Philippine English among English Teachers after the conduct of the Philippine English seminar.

### Significance of the Study

Results of the study will benefit the following:

**Students.** The students being the ultimate beneficiary of the results of this study will be given assistance to help them increase

their awareness, knowledge, and acceptability in Philippine English, thus confidence in expressing themselves in the English language. Through this, they will be motivated to do perform well and find joy in learning the English subject and even other disciplines.

**Teachers.** Teachers will be able to facilitate the class more effectively during the activities where some learners become hesitant in expressing themselves, whether written or spoken. In modular delivery of the lesson, it will help the teachers to accept the students' answers because they now have the awareness of Philippine English. As such, they can plan actions as to how they can better help their students in learning and focusing on the content of the lesson rather than the grammar, vocabulary, etc. Teachers should never stop thinking of strategies that will help them to teach more effectively and obtain better results and performance of the students. The Philippine English seminar as a strategy will be a step in helping our teachers and students erase the stigma that there is superior English.

**School Administrators.** School administrators such as school heads, head teachers, and officials will be more informed of the other possible ways to strengthen English classes. This strategy, the Philippine English webinar, will be a helpful action to help their teachers by planning and implementing intervention programs /activities.

**Future Researchers.** This study will focus on the conduct of Philippine English a seminar as a tool that may help teachers and learners develop their understanding of own English variety, Philippine English, and its acceptance in the world Englishes. Future researchers will also be guided to look into other variables that help improve the learning of English subjects that require self-expression.

### **Scope AND Limitations of the Study**

The researcher believed that the teachers' awareness of Philippine English can be tapped which will help facilitate English lessons among students of Emigdio A. Bondoc High School, San Luis. This study is intended to raise awareness of Philippine English among teachers and in the end, have a solution to the problem in students' self-expression in English in the modular activities for the school year 2020-2021. The study is delimited to using the Torres & Alietto's Grammatical and Lexical Items Acceptability Questionnaire (2019) which determined the teachers' judgment on identifying the acceptability levels of PE grammatical and lexical items.

Pre-Test and Post-Test were used to identify the level of acceptability of teachers. Descriptive-Qualitative types of research were used in this study. Seven

(7) language teachers teaching English in senior and junior high school were the respondents of the study. To describe the teachers in terms of age, gender, educational attainment, and length of service, the last school attended, languages spoken; and perceived English language proficiency, frequency counts, percent distribution, weighted mean were used. To describe the teachers in terms of age, gender, educational attainment, and length of service, before and after exposure to the intervention, frequency counts, percent distribution, weighted mean, and standard deviation were used. To determine if there is a significant difference in the extent of acceptability in Philippine English among English Teachers who were exposed to the intervention, a t-test for independent samples was used.

## **METHOD**

### **Type of Research**

The method of this study was descriptive as it aimed at explaining the level of acceptability of the different grammatical and lexical items among EABHS teachers. It also determined the significant difference in the level of awareness after the conduct of the Philippine English Seminar.

### **Participants and Sampling Method**

A purposive sampling technique was used in identifying the participants of this study. It involved all English teachers both in junior and senior high school who were identified by the researcher during the second quarter of the first semester, SY 2020-2021. It is assumed that the teacher-respondents are not aware of Philippine English and its pedagogical impact.

### **Proposed Strategy**

A seminar is a small group teaching-learning (T-L) session in which the participants discuss under the guidance of an expert (Wolffhagen et al, 2013). In engaging students in the teaching and learning process, seminars already exist even during Socrates' time. Its effectiveness in different fields have been investigated such as education, medicine, business, and at different levels. Weber, Gabbert, Kropp, & Pynes (2007) found out that school, university, or professionals have helped in-service teachers to become more effective teachers by providing them with support seminars. Those pre-service teachers who participated in a support seminar was found to be more prepared for teaching better compared to those who have not received support seminars

(Polly, Fraizer, Hopper, Chaman, & Wells, 2012).

Moreover, seminars are suitable for professionals, who need to be updated in their field, who also need a platform to discuss issues, and concerns and who are not capable do all research on their own. With the restrictions in face-to-face gathering, seminars are implemented in virtual mode. On this note, however, effective training and development processes should only be provided if there is a need for skills and knowledge formation (Mulder et. al, 2000).

The researcher conducted an online seminar or webinar with an invited speaker who discussed Philippine English. The topic “The Place of Philippine English in Four Discourse Quadrants” was introduced and discussed by Dr. Joel M. Torres, Associate Professor III at Central Luzon State University.

Throughout the session, Dr. Joel M. Torres had emphasized on the following points: <sup>a</sup>

<sup>a</sup> Taken from the Webinar’s Narrative Report by Ma’am Kim Sanchez

- Philippine English is legitimate. It is a unique brand used by the vast majority of Educated Filipinos and apparent in various forms of mass media.
- Results of his study showed that 16 out of 35 grammatical variants of Philippine English are pedagogically acceptable.
- Teachers must distinguish between the formal and informal varieties objectively and must accept the learner’s variety as a valid form of communication.
- Teachers should get educated in all features of English. There is a need for them to study the emergence of dialects and the social contexts from which language standards grow.

### **Instruments**

The study used the Grammatical and Lexical Items Acceptability Questionnaire (Alietto & Torres, 2019) which determined the teachers’ judgment on identifying the acceptability levels of PE grammatical and lexical items. The first part of the instrument requested the participants to provide their basic information. For the second part, the participants were asked to tick the number that represents the level of acceptability of the different grammatical and lexical items. The respondents were also asked for follow up questions after the conduct of the webinar.

### **Data Collection**

In gathering the needed information, the researcher asked for the approval of the school head to conduct the study. Likewise, the cooperation of other English teacher-respondents was sought during the implementation of the intervention program. The English teachers answered Torres & Alieto’s (2019) Grammar and Lexicon Assessment Questionnaire which was reformatted using Google form and were answered online to avoid physical contact. After collecting and interpreting the results of the questionnaire, the researcher determined if there is a need to conduct a seminar on Philippine English among teacher-respondents through an invited speaker who is also one of the researchers and promoters of Philippine English. The online seminar was scheduled and conducted as soon as the results were interpreted. Pre-test and post-test assessments were administered to the teacher-respondents to determine its effectivity. Data analysis and interpretation followed. The study was finished in March 2021.

### **Ethical Considerations**

In gathering the needed information, the researcher sought the approval of the principal to conduct the study. Confidentiality of information obtained from the participants was ensured. Gender sensitivity among the participants was considered and applied at all times. The gathered data were dealt with the strictest confidentiality and were analyzed mathematically.

### **Data Analysis**

The gathered data was subjected for analysis and interpretation. The data were analyzed using Microsoft excel to facilitate the computation and analysis.

Results of the pre-test and post-test for each intervention session were also subjected for analysis and interpretation. As such, frequency counts, percent distribution, weighted mean, and standard deviation were used. Likewise, it employed t-test for independent samples.

### **Work Plan**

The researcher was guided by the time frame in conducting the action research proposal as follows:

Date	Activity
3 <sup>rd</sup> week of January 2020	Preparation of the research proposal
1 <sup>st</sup> week of February 2021	Submission of the action research proposal to the Principal's Office
3 <sup>rd</sup> week of February 2021	<ul style="list-style-type: none"> <li>selecting the teacher-participants in the school</li> <li>discussing the plan with the teacher-participants</li> <li>preparing the schedule of the teacher-participants in answering the questionnaire</li> </ul>
2 <sup>nd</sup> week of March 2021	<ul style="list-style-type: none"> <li>preparing the results of the teacher-respondents answers</li> <li>coordinating with the resource speaker</li> </ul>
4 <sup>th</sup> week of March 2021	Conducting the seminar
4 <sup>th</sup> week of March 2021	<ul style="list-style-type: none"> <li>Writing the result of the study</li> <li>Analyzing the gathered data</li> </ul>
1 <sup>st</sup> week of April 2021	Finalization of the action research paper
2 <sup>nd</sup> week of April 2021	Submission of the final paper to School Head

### Cost Estimates

The researcher shouldered the budget incurred in the preparation of the seminar and in conducting the study. The budget was allotted in the following: bond paper, folders, fasteners, and ink for the printer and honoraria to the speaker.

### Plan for Dissemination and Utilization

The researcher organized a webinar in Philippine English among the English teachers which was done during the Subject Group Learning Action Cell (SLAC) session. Likewise, the researcher is also responsible for disseminating the result of the study to the teachers in the school by presenting it in the research congress or research colloquium.

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered in this study. The data were presented, analyzed, and interpreted to establish clarity of presentation and consistency in the discussion. The discussion was guided by the questions based on the general problem of the study: What is the extent of teachers' acceptability in Philippine English?

The following questions were addressed in this study:

- |   |  |
|---|--|
| a. How may the teachers be described in terms of: | e. Length of Service;                      |
| b. Age;   | f. Last school attended;                   |
| c. Gender;  | g. Languages spoken; and                   |
| d. Educational Attainment;                        | h. Perceived English Language Proficiency? |

Table 1. Respondents' Age Profile.

Age	Frequency	Percentage
21-25	2	28.57%
26-30	4	57.14%
31-35	0	0%
36-40	1	14.29
Total	7	100%

It can be gleaned from the table above that majority of the respondents' age fall between 26-30 years old or 57.14%, 1 respondent or 14.29 % age is between 36- 40, and 2 respondents or 28.57 % are between 21-25 years old.

Table 2. Respondents' Gender Profile.

Gender	Frequency	Percentage
Male	1	14.29%
Female	6	85.71%
Total	7	100%

Based on the table above, 6 out of 7 or 85.71% are female respondents and there is only 1 male respondent.

Table 3. Respondents' Education Attainment Profile.

Education Attainment	Frequency	Percentage
Bachelor's Degree	5	71.43%
Masteral	2	28.57%
Doctorate	0	0%
Total	7	100%

The above table shows that majority of the respondents (71.43%) are Bachelor's degree graduates, while 2 out of 7 or 28.57% are Master's degree holders and no one is enrolled nor graduated in doctorate degree (0%).

Table 4. Respondents' Length of Service Profile.

Length of Service	Frequency	Percentage
1-3	2	28.57%
4-6	2	28.57%
7-9	3	42.86%
10 or more	0	0%
Total	7	100%

The above data shows that 3 out of 7 or 42.86% of the respondents have been teaching in the public school for 7 to 9 years while 2 out of 7 or 28.57% are teaching for 4 to 6 years and the other 2 out of 7 teachers are newest in the service for 1 to 3 years. No teachers teaching in the public school beyond 10 years are involved in the study.

Table 5. Respondents' Last School Attended Profile.

Last School Attended	Frequency	Percentage
Private	2	28.57%
Public	5	71.43%
Total	7	100%

5 out of 7 or 71.43% of the respondents graduated from a public school or university and only 2 respondents came from private school or university.

Table 6. Respondents' Language Spoken Profile.

Language Spoken	Frequency	Percentage
English	0	0%
Filipino	0	0
English and Filipino	7	100%
Total	7	100%

All of the respondents or 100 % of them are speaking both English and Filipino languages.

Table 7. Respondents' Perceived Language Proficiency Profile.

Perceived Language Proficiency	Frequency	Percentage
Intermediate	1	14.30%
Upper Intermediate	1	14.30%
Advanced	4	57.10%
Proficient	1	14.30
Total	7	100%

Data shows that 4 out of 7 respondents or 57.10% rated their language proficiency to be Advanced while 1 out of 7 or 14.30% rated intermediate, another 1 out of 7 or 14.30% rated upper intermediate, and 1 out of 7 or 14.30% proficient.

## 2. What is the extent of teachers' acceptability in Philippine English based on the GLAQ?

Table 8. Extent of Teacher's acceptability in Philippine English based on the GLAQ.

(Pre- Assessment)

Grammatical / Lexical Items	R 1	R 2	R 3	R 4	R 5	R 6	R 7	AVERAG E	Verbal Descriptio n
1. Failure to return borrowed books from the library on time can result to fines and other penalties.	4	3	2	4	4	4	4	3.57	Accepted
2. Many classic movies are based from popular novels	4	3	4	1	3	1	4	2.86	Somehow accepted
3. My perspective is sometimes different for your perspective.	1	2	1	1	4	1	1	1.57	Unaccepted
4. During quizzes, students are asked to fill the blanks.	1	1	1	1	3	1	1	1.29	Unaccepted
5. Students should learn to cope up with the challenges in their studies.	4	3	3	4	4	1	1	2.86	Somehow accepted
6. Students have different views with regards success	4	2	1	4	3	1	1	2.29	Somehow unaccepted
7. There are a number of organizations wherein students can join.	3	2	2	4	3	3	4	3.00	Somehow accepted
8. It's a more correct answer.	4	1	1	3	2	3	1	2.14	Somehow unaccepted
9. Students should get involved to extra-curricular activities.	3	3	3	4	4	3	4	3.43	Accepted
10. The secretary attended the meeting in behalf of her boss.	1	3	4	1	1	3	4	2.43	Somehow unaccepted
11. Majority of students nowadays use online references to do their papers.	4	4	4	4	3	2	1	3.14	Somehow accepted
12. It must be enacted to a law whatever the political cost.	3	3	1	1	2	3	4	2.43	Somehow unaccepted
13. They left the Philippines before their children entered college.	4	1	3	1	2	3	4	2.57	Somehow accepted
14. Students are required to attend the symposium which would be held in May.	1	1	1	4	3	2	1	1.86	Somehow unaccepted
15. The use of social media have been the most significant change in the last decade.	1	2	1	1	5	2	4	2.14	Somehow unaccepted
16. The number of students enrolled last term have increased.	1	2	3	1	3	4	1	2.14	Somehow unaccepted
17. A number of different teaching techniques has emerged.	1	2	1	1	4	4	1	2.00	Somehow unaccepted
18. Either the students or the teacher know how to open presentation.	1	1	1	1	4	2	1	1.57	Unaccepted
19. One-third of the test items was asked during the review	4	3	4	4	2	1	4	3.14	Somehow accepted
20. This method, along with other methods, are applicable now.	1	1	3	1	4	3	1	2.00	Somehow unaccepted
21. I, together with my other classmate, are attending the symposium.	1	1	3	1	4	2	1	1.86	Somehow unaccepted

22. That is one of the reason why I chose to pursue my education.	2	1	4	1	4	1	1	2.00	Somehow unaccepted
23. The president assured free tuition to all State Universities and Colleges.	4	2	4	1	3	3	1	2.57	Somehow accepted
24. In schools, students are taken cared of by their teachers.	1	2	3	1	4	2	4	2.43	Somehow unaccepted
25. Due to the requirements, me and my group mates are staying in the hostel over the weekend.	4	1	2	1	4	1	1	2.00	Somehow unaccepted
26. In pair work, choose the person who you think you could work well with.	4	2	1	4	4	1	1	2.43	Somehow unaccepted
27. Since its very traffic in Metro Manila, I don't want to study there.	3	2	2	4	4	1	1	2.29	Somehow unaccepted
28. Thank you for the invite you sent last week.	1	1	3	1	3	1	1	1.57	Unaccepted
29. My teacher has that fascination in vintagy items.	1	1	3	3	4	1	1	2.00	Somehow unaccepted
30. Since I was not responding to his message, he unfriended me in Facebook.	4	3	1	3	3	3	1	2.57	Somehow accepted
31. He would unsmile whenever that person passes by.	1	2	1	1	3	1	1	1.43	Unaccepted
32. I have PMed to you the proposal	4	1	2	3	2	1	1	2.00	Somehow unaccepted
33. When he heard the news, he OMGed.	1	1	3	1	3	1	1	1.57	Unaccepted
34. The materials were already xeroxed yesterday.	1	1	4	1	4	1	3	2.14	Somehow unaccepted
35.I will return next week.	4	3	3	4	3	3	4	3.43	Accepted
36. The celebrant did not expect the kind of party given to him during his 45th birthday.	4	3	1	4	3	3	3	3.14	Somehow accepted
37. This is necessarily needed to pass the course.	4	3	4	4	4	1	1	3.00	Somehow accepted
38. The five members divided the task between themselves.	1	3	1	1	3	1	1	1.57	Unaccepted
39. She tried to quickly finish the book before she had to leave	3	2	1	3	2	1	1	1.18	Somehow unaccepted
40. I should drink fewer coffee.	1	2	4	1	1	1	1	1.57	Unaccepted
41. My doctor advised me to have less doughnut for my immediate recovery	1	2	2	1	2	1	1	1.43	Unaccepted
42. He will bring his father to Tagaytay this summer.	4	3	4	3	1	3	3	3.00	Somehow accepted
43. Faculty members are engaged in their respective research.	4	3	4	4	3	3	1	3.14	Somehow accepted
44. Last February 14, I did a not so valentine undertaking.	1	2	1	2	2	3	1	1.71	Unaccepted
AVERAGE	2.30	Somehow unaccepted							

It can be gleaned from the above table that the average post assessment result of the respondents is 2.94 which is verbally interpreted as Somehow Accepted.

3. Is there a significant difference in extent of Acceptability in Philippine English among English Teachers after the conduct of



the Philippine English seminar?

Table 9. t-Test: Two-Sample Assuming Unequal Variances.

	Variable 1	Variable 2
Mean	16.09091	20.56818
Variance	19.0148	11.50687
Observations	44	44
Hypothesized Mean Difference	0	
df	81	
t Stat	-5.37571	
P(T<=t) one-tail	3.59E-07	
t Critical one-tail	1.663884	
P(T<=t) two-tail	7.18E-07	
t Critical two-tail	1.989686	
0.000000718	computed t-value	

Table 10. Test for Significant Difference of the English Teachers before and after their exposure to Philippine English seminar (Pre-Assessment and Post- Assessment).

Assessment	Mean	Standard deviation	t	p-value	Decision
Pre-Assessment	16.09	4.36	0.000000718	0.000	Reject H <sub>0</sub>

The table presents the test of significant difference of the English Teachers in their pre-assessment and post-assessment. It can be gleaned on the table that the mean score of the 7 respondents in their pre-assessment is 16.09 and in their post- assessment is 20.57. The data only reveal that there is a significant difference considering the computed t-value of 0.000000718 and p-value of 0.000. This only implies that there is a significant difference in the English teachers' acceptability level before the utilization of teachers' intervention.

4. What are the participants' opinions on Philippine English after the webinar?

4.1. Did the session change your perspective about Philippine English? Briefly explain.

Table 11. Teachers' Response to Question 4.1.

RESPONDENTS	RESPONSES	CODE
R1	Yes, the language variation changed on how should we introduce it and effectively teach it to society.	Introducing PE to students
R2	Yes. It gives refresher course.	Refresher course
R3	Yes, teachers should be more accepting in terms of the language students use so they would speak more often in class and eventually remove their anxieties in speaking the language.	Accepting PE/Introducing PE to students
R4	Yes. The session has helped me understand more the relevance of PE in the progress of students' English-speaking skills.	Accepting PE
R5	This session did not change my perspective literally about Philippine English but it did expand my knowledge which I can use and apply in teaching my students.	Introducing PE to students
R6	Yes, because I am only seeing and following American English standards, but after the session, I clearly understood that Philippine English should be given equal importance.	Accepting PE
R7	Yes. The session made me appreciate and embrace Philippine English more. It made me realize that Philippine English terminologies are not mistakes but are only deviations that reflect our country's own culture and history.	Accepting PE

Based on the stated follow-up question, the majority of the respondents changed their perspective about Philippine English as indicated on the codes which describe their acceptance of Philippine English and their willingness to introduce it to their students.

As emphasized by Gustilo & Dimaculangan (2018), ESL teaching should be extended to the teaching of Philippine English and language awareness if nativization or linguistic independence is the goal of Philippine English stakeholders. Somehow, the conduct of an awareness campaign such as a webinar or a seminar must have been the solution to the previously mentioned study which may change the perspective of ESL teachers who have a tremendous influence on student speakers of PE, of not yet being open to the idea of accepting some Philippine English lexicon.

#### 4.2 How do you see Philippine English in your class in the future?

Table 12. Teachers' Response to Question 4.2.

RESPONDENTS	RESPONSES	CODE
R1	Philippine English will definitely improve the students' capabilities in dealing the evolving language systems.	Improvingstudents' language capability
R2	Very helpful.	--
R3	I see it as a more conversational tool that greatly helps students in becomingcommunicative in the English language. Philippine English should begiven more limelight so it could be widely recognized even in formal written discourse	Helping students to be communicative
R4	I see it as another way to encourage students to participate actively in oraldiscussion and express themselves freely without hesitations or fear.	Encouraging students to be communicative
R5	Philippine English will have a better place in my class, not only in me as a subject teacher but most especially tomy future learners, where everyone isopened and inspired to use the language orally and in written.	Allowing students to be communicative
R6	A standard of English following our own culture.	Use of PE
R7	I see it as a more conversational tool that greatly helps students in becoming communicative in the English language	Helping students to be communicative

Based on the statements above, all of the respondents see Philippine English in their class in the future as something that will help, encourage, and allow students English in classroom teaching. So far, Philippine English is showing some signs of acceptability in ESL classrooms which is a good indicator towards legitimacy of the language.

#### 4.3 What is the best idea in the session that you plan to use?

Table 13. Teachers' Response to Question 4.3.

RESPONDENTS	RESPONSES	CODE
R1	The intellectualization of the Philippine English as well as the approaches on how to use it effectively. Knowing the language and "diving" into its meanings will help you understand different perspectives of individuals.	Intellectualization of PE
R2	Correct stress used in every word.	Recognizing that English pronunciation varies
R3	Allow students to speak the language they're used to, and correct them little by little without hampering their participation and learning.	Allowing students to speak the English without being embarrassed
R4	"Teach English in a descriptive way not in a prescriptive way." The session was very engaging and interesting. Looking forward to another session like this in the future.	Teaching English in a descriptive way not in a prescriptive way.
R5	This session is very useful to us. The best idea in this session that I am planning to use is let the students speak and share their ideas and knowledge in front of the class and never correct them on the spot because it may lead them to a situation that they don't want to speak again. Most of my students before were like that. And so, this idea will help a lot.	Allowing students to speak the English without being embarrassed.

R6	Letting the students use their preferred English standard.	Allowing students to speak the English without being embarrassed.
R7	The idea that there are "World Englishes " and that we must embrace them is something that I would like my students to acknowledge and become aware of during our language classes. Also, English is not prescriptive, but descriptive. This is something that I would always take note of when teaching.	Teaching English in a descriptive way not in a prescriptive way.

From the above data, the respondents believe that Philippine English, if integrated with teaching the English subjects, will allow students to speak English without being embarrassed. Taking from what Barron (2009) has stated, that we need to trust our language instincts rather than copy what was thought to be a standard. We need to aim for a language which will allow us to express.

## CONCLUSIONS

Based on the answers provided by the teacher-respondents, the following conclusions were drawn: Public school teachers are not familiar with Philippine English and its lexical and grammatical features yet. They are still following what was normed to be standard English (American and British) until the researcher introduced it through a webinar. This further justifies the claim of Jenkins (2011) that most people have a notion that American English or those varieties that are in the inner circle is the only correct and acceptable variety Jenkins.

Surprisingly after the conduct of the webinar, teachers' perspectives on Philippine English changed. This result supports the study of Torres & Alietto (2019) which positions PE variety as an acceptable English variety among educators. It is concluded that teachers are open to incorporating the PE in their classes to further improve their students' confidence in learning the language. Furthermore, Borlongan (2016) stressed that there are signs of acceptance of an emerging local norm (PE) although there are those still linguistically conservative who resist accepting the variety. Finally, Crystal (2001) reinstated for a language to be intelligible and to be accepted as a standard variety of English, there is a need to maintain local identity. In this regard, introducing our language variety to public school teachers will be a good, if not a huge step, in spreading awareness and in campaigning PE.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Teachers should be provided with more seminars that will update them with the current status of Philippine English.
2. Teachers, especially those in basic education, should be encouraged to consider Philippine English in motivating students to be confident speakers in English classes.
3. Public school administrators and English teachers should promote the acceptance of Philippine English in the academic context.
4. Future researchers should conduct other studies to search for other variables that are related to the present study.

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**APPENDIX A****LETTER TO THE PRINCIPAL/HEADS OF THE SCHOOL**

March 26, 2021

ADORACION C. SIMBULAN

Principal I

Ma'am:

I have the honor to request for the conduct of LAC on PHILIPPINE ENGLISH (The Place of Philippine English in Four Discourse Quadrants) on March 30, 2021, 9:00 AM to 12:00 NN. This webinar is part of my ongoing school-based action research. Attached is the Training proposal with the Training Matrix for your reference.

Truly yours,

JENIFER M. MANGALUS

Session Chairman/Researcher

Approved:

ADORACION C. SIMBULAN

Principal I

## APPENDIX B CONSENT TO THE PARTICIPANTS<sup>1</sup>

Dearest Esteemed English Teacher, Greetings!

I am conducting a study which aims to come up with initial data that would determine the Public School Teachers' acceptance of the lexical/grammatical items that will be provided by the researcher.

I am pleased to inform you that you qualified as a potential study participant. In this regard, you are requested to voluntarily participate in the study.

If you agree to be in this study, you will participate in an online interview or online assessment through a questionnaire. As a whole, you will help in the description of the pedagogical practices of English teachers. You will not be receiving remuneration or course credit for participating in the study.

For the entire study duration, all the data I would collect about you will be summarized and presented to you so that you may review to confirm the accuracy of the information and to add and clarify any points that you wish. All information that you will provide will be treated completely confidential and will be used for academic purposes only.

Your name will not appear in any manuscript resulting from this study.

The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with the researcher of this study. Your decision will not result in any loss of benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Ticking the "accept" button at the end indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. There are no known or anticipated risks to you as a participant in this study.

I look forward to working with you and thank you in advance for your assistance in this study.

Sincerely,

JENIFER M. MANGALUS

Researcher

<sup>1</sup> Formatted and Retrieved via Google Form

## APPENDIX D

Grammar and Lexicon Acceptability Questionnaire (GLAQ)<sup>2</sup>

Part I. Demographic Profile Directions: Please check which applies to you. Please make sure to leave no item unanswered.

Name (Optional): \_\_\_\_\_ Program you belong to: JHS \_\_\_\_\_ or SHS \_\_\_\_\_

Gender: Male or Female

Highest Educational Attainment: \_\_\_\_\_

Bachelor's degree: \_\_\_\_\_ Major: \_\_\_\_\_

Master's degree/units: \_\_\_\_\_ Major: \_\_\_\_\_

Doctorate degree/units: \_\_\_\_\_ Major: \_\_\_\_\_

Last School Attended: \_\_\_\_\_ Private or \_\_\_\_\_ Public

Languages spoken: \_\_\_\_\_ English \_\_\_\_\_ Filipino \_\_\_\_\_ Both English and Filipino

Perceived English Language Proficiency: \_\_\_\_\_

Intermediate \_\_\_\_\_ Upper Intermediate \_\_\_\_\_ Advanced Proficient

## Part II. The Extent of Acceptability:

The items given below are lexical/grammatical items that are italicized and bold for easy reference. Please rate the extent of acceptability for each item. Four choices are provided for each item, to wit: 1 –unaccepted; 2-somehow unaccepted; 3-somehow accepted; and 4 –accepted. Simply encircle the number of choice.

Grammatical/Lexical Items	1	2	3	4
1. Failure to return borrowed books from the library on time can <b>result to</b> fines and other penalties.				
2. Many classic movies are <b>based from</b> popular novels				
3. My perspective is sometimes different <b>for your</b> perspective.				
4. During quizzes, students are asked to <b>fill</b> the blanks.				
5. Students should learn to cope up with the challenges in their studies.				
6. Students have different views with regards success				
7. There are a number of organizations wherein students can join.				
8. It's a more correct answer.				
9. Students should get involved to extra-curricular activities.				
10. The secretary attended the meeting in behalf of her boss.				
11. Majority of students nowadays use online references to do their papers.				
12. It must be enacted to a law whatever the political cost.				
13. They left the Philippines before their children entered college.				
14. Students are required to attend the symposium which would be held in May.				
15. The use of social media have been the most significant change in the last decade.				
16. The number of students enrolled last term have increased.				
17. A number of different teaching techniques has emerged.				
18. Either the students or the teacher know how to open the presentation.				
19. One-third of the test items was asked during the review				
20. This method, along with other methods, are applicable now.				
21. I, together with my other classmate, are attending the symposium.				
22. That is one of the reason why I chose to pursue my education.				
23. The president assured free tuition to all State Universities and Colleges.				
24. In schools, students are taken cared of by their teachers.				
25. Due to the requirements, me and my group mates are staying in the hostel over the weekend.				
26. In pair work, choose the person who you think you could work well with.				
27. Since its very traffic in Metro Manila, I don't want to study there.				
28. Thank you for the invite you sent last week.				
29. My teacher has that fascination in vintagy items.				

30. Since I was not responding to his message, he unfriended me in Facebook.				
31. He would unsmile whenever that person passes by.				
32. I have PMed to you the proposal				
33. When he heard the news, he OMGed.				
34. The materials were already xeroxed yesterday.				
35. I will return next week				
36. The celebrant did not expect the kind of party given to him during his 45th birthday.				
37. This is necessarily needed to pass the course.				
38. The five members divided the task between themselves.				
39. She tried to quickly finish the book before she had to leave				
40. I should drink fewer coffee.				
41. My doctor advised me to have less doughnut for my immediate recovery				
42. He will bring his father to Tagaytay this summer.				
43. Faculty members are engaged in their respective researches.				
44. Last February 14, I did a not so valentiney undertaking.				

## APPENDIX E

Follow up questions based on the Evaluation Sheets of the respondents<sup>3</sup>

1. Did the session change your perspective about Philippine English? Briefly explain.
3. What is the best idea in the session that you plan to use?

<sup>3</sup>Formatted and Retrieved via Google Form.

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