Asia-Pacific Social Science Review

Volume 20 | Issue 1 Article 4

3-30-2020

Filipino Graduate Students' Attitudes Toward Teaching Educated Philippine English: A Sample From a Premier Teacher Education Institution

Hjalmar Punla Hernandez
University of the Philippines Los Baños, hphernandez1@up.edu.ph

Recommended Citation
Hernandez, Hjalmar Punla (2020) "Filipino Graduate Students' Attitudes Toward Teaching Educated Philippine English: A Sample From a Premier Teacher Education Institution," *Asia-Pacific Social Science Review*: Vol. 20: Iss. 1, Article 4.
DOI: https://doi.org/10.59588/2350-8329.1280
Available at: https://animorepository.dlsu.edu.ph/apssr/vol20/iss1/4

Asia-Pacific Social Science Review 20(1) 2020, pp. 31–42

RESEARCH ARTICLE

Filipino Graduate Students' Attitudes Toward Teaching Educated Philippine English: A Sample From a Premier Teacher Education Institution

Hjalmar Punla Hernandez
University of the Philippines Los Baños
hphernandez1@up.edu.ph

Abstract: Assimilating new English varieties in English language teaching (ELT) has been a pressing issue in applied linguistics and English language education today. Specifically, Philippine English (henceforth, PhE) has long been debated to be integrated into English as a second language (ESL) classes in the Philippines. The study investigated Filipino graduate students' attitudes toward teaching educated PhE, and the notions of educated PhE about which they are ambivalent. Ninety-five graduate students taking doctorate and master's programs (i.e., Applied Linguistics, English Language Education, English Language Teaching, Linguistics, and Reading) at a premier teacher education institution (TEI) in the Philippines participated in the study. Using a descriptive survey design, the study 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); thus, hinting a pluricentric model of teaching ESL in the Philippines. On the other hand, findings also showed that they were undecided of some negative and positive notions toward PhE, positive notions toward AmE, positive and neutral notions toward educated PhE and AmE, and several Filipinisms. The study draws its implications for educational policies and English language teaching in the Philippines.

Keywords: language attitudes, Filipino graduate students, educated PhE, teaching educated PhE, teacher education institution

As a global linguistic phenomenon, world Englishes (WEs) has stirred the minds of applied linguists and English language educators as to whether new English varieties deserve a space in English language pedagogy. WEs scholars (e.g., Jenkins, 2015; Kachru, 1985, 2005;Kirkpatrick, 2007; Seidlhofer, 2004) have raised a joint inquiry on which English variety should be used as a pedagogical model in regions where English is either a second or foreign language (Matsuda & Friedrich, 2011). A legitimate variety of English in the Philippines, Philippine English (PhE), was first introduced by Llamzon (1969) in his research focusing on its phonological features. Since then, studies of PhE had flourished to the extent that it is now being proposed by Filipino applied linguists to be promoted and instructed in Philippine ESL (English as a second language) classes (Bautista, 2001a, 2001b; Martin, 2014; Alieto & Rillo, 2018; Bernardo, 2013,

2017; Borlongon, 2009; Bernardo & Madrunio, 2015; Gustilo & Dimaculangan, 2018). This proposition stems from attitudinal studies involving Filipinos from various socio-economic profiles (i.e., professional, undergraduate, and both), and thus pointing toward the need for the formal recognition of PhE as (a) model of teaching English in the country.

At the professional level, Bautista (2001a) found that English professors from three leading Philippine universities showed a positive and strong attitude towards PhE. Similarly, Alieto and Rillo (2018) discovered that Filipino English teachers from private and public high schools showed their positive attitude towards PhE regardless of their gender, years of service, socio-economic status, and educational attainment. At the undergraduate level, Borlongon (2009) revealed that Filipino undergraduate students from a leading private university perceived PhE as a symbol of Filipino identity, characterizing them as English speakers who were not embarrassed about communicating PhE. In both professional and undergraduate levels, Bautista (2001b) reported that Arts and Sciences faculty and students across three Philippine state universities and one private university "point to the recognition and acceptance" (p. 267) of PhE. In addition, Bernardo and Madrunio (2015) noted that English teachers (who answered a survey) and students (who took preliminary and final English tests) from three leading universities implied their use of a pluricentric (AmE and PhE). Despite these affirmations, PhE has also received disputes by its legitimate users. Gustilo and Dimaculangan (2018) recounted that Filipino ESL teachers across universities had negative attitudes toward 94 out of 99 PhE words to be used in academic writing.

Although these studies have done much to advance attitudes toward PhE, no study has yet investigated Filipino graduate students' (FGSs) attitudes toward teaching educated PhE. FGSs also speak PhE as they belong to educated Filipino circles, so they deserve to be involved in the research of PhE. In addition, those attitudinal studies rather focused on PhE as a whole and not directly on educated PhE as a model of teaching ESL in the Philippines. Moreover, no studies have underscored the notions of PhE about which Filipinos are oblivious. Unclear notions about PhE deserve attention in order to identify its specific dimensions that need further investigations and which Filipinos can be made sensible of. Furthermore, previous studies failed to involve a teacher education institution (TEI), which plays an important role in English language pedagogy. Overall, there is a paucity of studies on Filipinos' dispositions toward teaching educated PhE.

This study attempts to investigate the attitudes of FGSs from a premier TEI in the Philippines toward teaching educated PhE. It also seeks to determine the notions of PhE about which they are ambivalent.

Literature Review

Circles Within a Circle of PhE

Of all WEs paradigms, Martin's (2014) Kachruvian (i.e., sociolinguistic) perspective of PhE suits the study. Martin (2014) postulated that PhE consists of concentric circles within Kachru's model of WEs, that is, *circles within a circle*. As Kachru's model classifying WEs into inner (e.g., AmE and BrE [British English]), outer (e.g., PhE, SingE [Singaporean English], and InE [Indian English]), and expanding (JaE [Japanese English] and ChE [Chinese English]) circles (Kachru, 1985), PhE is also classifiable into inner, outer, and expanding circles within the outer circle of WEs (Martin, 2014; Figure 1).

In the inner circle, PhE is used by Filipino educated class who considers PhE as a legitimate variety and carries "the economic and sociopolitical innerness of Standard Englishes within communities of use in any part of the world" (Tupas, 2010, p. 568); thus, the term *educated* PhE. The class includes those who hold bachelor's, master's, and doctorate education, and capably produce scholarly works (e.g., research and corpora [i.e., International Corpus of English–Philippines, among others). Martin (2014) cited Rico Hizon, a BBC World news anchor, who displays an inner circle mindset. He expressed that "Filipinos must always be proud of Philippine English" (Martin, 2014, p. 53).

In the outer circle, PhE is spoken by Filipinos who are either weak or uncertain of recognizing the language. They are stakeholders of English finding the language as "desirable but not really necessary" (Matsuda, 2009, p. 169). Martin (2014) explained that they might be educated Filipinos who freely code-switch in English-only domains, use standard and non-standard norms, but neither incapable of using or promoting PhE; thus, ambivalent. Student teachers and some Filipino English teachers reflect the outer circle PhE.

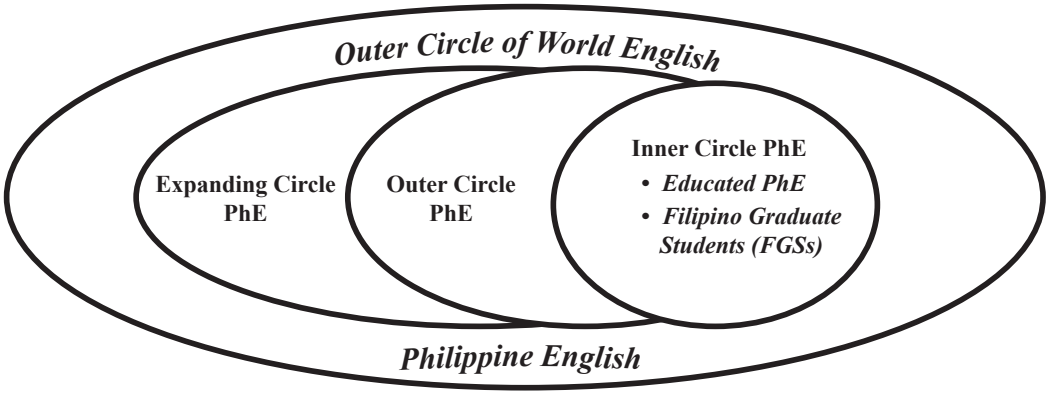

Figure 1. Circles within a circle of PhE (adapted from Martin, 2014).

In the expanding circle, PhE is used by a majority of Filipinos who have difficulty in accessing and using the language due to factors such as economic status, and interlanguage barrier. Martin (2014) cited Manny Pacquiao (a Filipino boxer and senator), and Janina San Miguel (2008 Miss Philippines World) who speak "funny" English, which makes them as subjects for ridicule. Filipino ESL learners from local tribes are another example. They are barred by sociocultural backgrounds and economic status, among others, which affect their learning of the language. For them, however, language issues most likely do not matter.

PhE in circles within circle comprises its own circles as social strata or classes in which Filipinos across the three circles speak their respective PhE varieties. For this reason, FGSs belong in the inner circle of PhE; thus, they are one of the grass-roots users of educated PhE.

Cognitive View of and Direct Approach to Language Attitudes

Although attitudes can be understood from various perspectives, Bohner and Wanke (2002) defined attitude as "a summary or evaluation of an object or thought" (p. 5); hence, it is evaluative (Ajzen, 1988) and object–specific (Baker, 1992). Eagly and Chaiken (1993, p. 2) added that it is a "hypothetical construct," something that is deduced from evident responses. Thus, it is implicitly observable. In attitudinal studies, *attitudinal objects* are entities that are being evaluated. These include events, individuals, language varieties, and others (McKenzie, 2010).

For this study, a mentalist view of attitudes as an "internal state of readiness" (McKenzie, 2010, p. 21) is adopted. This approach is three-dimensional, consisting of affective, conative, and cognitive components. The affective component encompasses emotional response to the object of attitude, whereas the conative component is an individual's attitude to behave in a particular manner. However, this study focuses primarily on the cognitive component because one attitudinal component is difficult to distinguish over the others (Bohner & Wanke, 2002). The cognitive component naturally involves a person's beliefs and is distinguishable as prescriptive and descriptive (McKenzie, 2010). Prescriptive beliefs refer to *ought to*, *must,* and *should* statements (e.g., *In Philippine ESL classes, grammar and writing in English should be taught in educated PhE*). In contrast, descriptive beliefs refer to perceptions about the world (e.g., *If we use educated PhE, people from other countries will think we are uneducated.*). Both distinctions are adopted in the study. According to McKenzie (2010, p. 20), attitudes are "sufficiently stable to allow for identification and for measurement." One of the ways to identify and measure cognitive attitudes is via the direct approach.

McKenzie (2010) elucidated that the direct approach to language attitudes is accorded to the participants' responses to research tools that call for verbal or written responses. Being a tool to elicit written responses, attitudinal scale (a type of questionnaire) assigns a score specific to each attitudinal object of concern. It guarantees that the sum of several responses capitulates one score, which denotes the participants' overall attitude. Attitudinal scales safeguard the consistency of attitudes because they allow for the use of erratic items that protrude inconsistent responses with the

respondents' answers to other attitudinal items. As in this study, attitudinal scale serves as a practical instrument to ascertain FGSs' (cognitive) attitudes toward teaching educated PhE as an attitudinal object and even the notions of educated PhE about which they are undecided. Their attitudes toward teaching educated PhE are necessary as Starks and Paltridge (1996) upheld that identifying ones' desired English variety for teaching (and learning) is predisposed by their attitudes. As it is, Liu and Cheng (2017, p. 67) asserted that "a deeper understanding of attitudes toward… English varieties" (i.e., educated PhE [in teaching English] as in this study) is "both urgent and necessary."

In view of the gaps established at the beginning of this paper, the study sheds light on the following:

1. What are the attitudes of FGSs toward teaching educated PhE?
2. What notions about educated PhE FGSs are ambivalent?

Methods

The study used a descriptive survey design. It deals with quantitative data because it utilized a questionnaire; thus, it involved a direct approach to attitudinal research.

The questionnaire, "Survey on Attitudes toward Teaching Educated PhE," was used in the study. It was adapted from the survey used in Bautista's (2001a) study to suit the study's context and participants. It comprised of three parts. Part A required FGSs to respond to 26 attitudinal statements. Bautista's questionnaire originally consisted of 17 statements; however, it was deemed imperative adding items because more studies of PhE have been done after Bautista's. Thus, I extracted more notions of PhE from recent literature. Accordingly, nine statements had been added (See "FGSs' attitudes toward teaching educated PhE" and "Notions of educated PhE about which FGSs are ambivalent" sub-sections). Part B directed FGSs to check PhE expressions and lexical items (Filipinisms), which they perceived acceptable in teaching educated PhE. Sixteen Filipinisms had been added: *Batchmate, Buko water, Carnap, Carnapper, Dirty kitchen, Estafa, Go down, High blood,* and *Sari-sari store,* published in the Oxford English Dictionary (OED; Salazar, 2017); and *Fall in line, With regards to, In regard to, More correct/better/cheaper, Majority of,* and *Wherein* (Bernardo & Madrunio, 2015). *Ballpen* was also added because it is usually spoken by Filipinos in classroom interactions. Both Parts A and B used a 5-point Likert scale (5-Strongly Agree; 4-Agree; 3-Undecided; 2-Disagree; 1-Strongly Disagree). The third option (3-Undecided) and a 5-point Likert scale were not considered in Parts A and B, respectively, of Bautista's (2001a) questionnaire. They were advertently incorporated in the study to directly determine the notions of educated PhE about which FGSs are ambivalent. Lastly, Part C sought for FGSs' personal, educational, employment, and language profile.

The instrument was validated by a language specialist with the following qualifications: holds a Ph.D. in English Language Studies, has published research articles in national and international journals, serves as a member in editorial boards of national and international journals, and handles WEs and related courses in graduate and undergraduate levels in a foremost Philippine university.

The survey was administered at the College of Graduate Studies and Teacher Education Research (CGSTER) of the Philippine Normal University (PNU), the National Center for Teacher Education (NCTE), by virtue of Republic Act 9647. The CGSTER is the largest Philippine graduate school of education offering 12 doctorate and 62 master's programs. As a premier TEI, the PNU aims to produce quality teachers and teacher education researchers worldwide (Philippine Normal University, 2019).

The respondents were 95 FGSs under the Languages programs (i.e., doctorates in Applied Linguistics and English Language Education, and master's in English Language Teaching, Linguistics, and Reading) selected by convenience. On research ethics, permission to do the survey with FGSs was initially sought from the dean of the CGSTER, program coordinator of Languages programs, and professors of the TEI. Regarding data gathering, room-to-room visitation was done to administer the questionnaires. The professors were accommodating in allowing me to conduct the survey. Some had allowed on the day of request, and others set a succeeding day for the survey. FGSs answered the questionnaires for 20 minutes. Their responses were manually tallied using Microsoft Excel, and data were computed using weighted mean and standard deviation as they were nominal and ordinal.

Results

FGSs' Personal, Educational, and Employment Profile

Overall, FGSs are also Filipino English teachers. By sex, 69 were females, and 26 were males. By graduate level, 76 were taking master's degrees, and 19 were taking doctorate degrees. On the level of teaching, 58 were teaching in high school, 16 in college, 11 in elementary, five were not teaching, four were teaching in both high school and college, and one in both secondary and elementary levels. By sector of teaching, 59 were employed in public schools. Thirty-one were affiliated in private schools, and those five reported above had no affiliations. Eighty-one had gained experience in teaching English in the Philippines, whereas 14 earned their experience overseas.

FGSs' Language Profile

Regarding the English variety FGSs speak, 37 revealed speaking both AmE and PhE (38.75%). Twenty-seven claimed to speak AmE (28.42%), and 24 reported speaking PhE (24%).

On the English variety Filipinos should learn, 33 responded to AmE and PhE (34.74%). Twenty-nine favored AmE (30.53%), whereas 18 chose PhE (18.95%). On the English variety to be taught in the country, 30 preferred AmE and PhE (31.58%). Thirty-three chose AmE (34.74%), and 21 selected PhE (21.05%).

It should be pointed out that their high preference towards AmE and PhE in learning English is steady with their liking towards AmE and PhE. There is also a slim difference (3.16%) between AmE and PhE, and AmE as FGSs' designated varieties for teaching English. Surprisingly, these generally suggest their steady favorability towards a pluricentric model. On the other hand, their somewhat low acceptance towards PhE alone as the variety Filipinos should learn may be attributed to the influence of educational policies set for them by (especially) the Department of Education (DepEd) which typically prescribes monocentric learning materials.

On the English variety for Philippine media, 42 favored PhE (44.21%), which is relatively higher than 26 respondents who preferred AmE (27.37%), and 24 who selected AmE 25.26%).

On the variety of English for communicating with foreigners, 56 chose AmE (56.95%) that is triply higher than 17 who favored AmE and PhE (17.89%), and 15 who preferred PhE (15.79%). Their very high favor towards AmE greatly differs from the English professors' choice towards PhE and mix PhE (i.e., PhE and AmE, PhE and BrE, or PhE, AmE, and BrE) in Bautista's (2001a) study. FGSs probably might have considered the principle of accommodation to foreign English speakers to ascertain effective communication.

On the English variety for communicating with Filipinos, 52 chose PhE (54.74%), which is exactly opposite their great preference towards AmE as the variety for communicating with foreigners. Twenty-six selected AmE and PhE (27.37%), whereas 15 favored AmE (15.79%). Minor findings on FGSs' language profile were not specified here due to limited space.

FGSs' Attitudes Toward Teaching Educated PhE

The survey items were categorized into five: 1. negative items toward educated PhE; 2. positive items toward educated PhE; 3. positive items toward AmE; 4. positive and neutral items toward both educated PhE and AmE; and 5. acceptable Filipinisms in teaching PhE. Table 1 gives the findings about negative items toward educated PhE.

Table 1

Negative Items Toward Educated PhE

	Item/s	Mean	SD	Interpretation
2	If we speak educated PhE, we will not be respected by other speakers of English.	1.728	22.42	All Disagree
3	If we use educated PhE, people from other countries will think we are uneducated.	1.73	23.5	
4	Foreigners do not understand us if we talk to them in educated PhE.	1.92	24.7	
	Overall	1.79		

Note. SD = Standard Deviation

FGSs disagreed about the three negative items toward educated PhE. First, item 2 on being disrespected when Filipinos speak educated PhE received a mean of 1.728. Second, item 3 on being perceived as uneducated when Filipinos use educated PhE had 1.73. Third, item 4 on being misunderstood by foreigners if Filipinos talk to them in educated PhE earned 1.92. These prove Bautista's (2001a) findings at 92% (item 2), 92% (item 3), and 85% (item 4). FGSs can be construed as rejecting negative and derogatory conceptions about educated PhE, which implies their defense and favorable attitude toward the local variety. Comparative to this is their steady agreement with 11 positive items toward educated PhE (Table 2), which is analogous to Bautista's (2001a).

Interestingly, FGSs constantly rated items 6 to 9 at 4 and above. Item 6 on regional variations on phonology and lexicon in educated PhE had 4.17. As per Bautista (2001a), this means that FGSs confirmed the expectancy that PhE differs from other varieties in pronunciation and vocabulary. Item 7 on using cultural lexical items in developing educated PhE received 4.13. Simply put, FGSs imply that they would welcome the assimilation of local vocabulary. Item 8 on the naturalness of the existence of English varieties earned 4.3, which possibly signifies FGSs' acknowledgment that English has spread worldwide, and thus produced nativized varieties spoken by different nationalities (Bautista, 2001a). Item 9 on Filipinos' right to modify AmE for functional suitability in the Philippines had

Table 2

Positive Items Toward Educated PhE

	Item/s	Mean	SD	Interpretation
6	It is to be expected that there will be regional differences in pronunciation and vocabulary in educated PhE.	4.17	21.7	All Agree
7	Using words from our own culture is a necessity in developing educated PhE.	4.13	22.4	
8	It is natural to have different varieties of English like Australian English, Singaporean English, Philippine English, etc.	4.3	21.5	
9	Filipinos have the right to modify AmE to make it suitable for use in the Philippines.	4.16	19.9	
10	The variety of English that should be used in Philippine newspapers should be educated PhE.	3.93	18.8	
11	The variety of English that should be used on Philippine radio and television should be educated PhE.	3.916	19.69	
16	In Philippine ESL classes, speaking in English should be taught in educated PhE.	3.541	15.64	
17	In Philippine ESL classes, grammar and writing in English should be taught in educated PhE.	3.594	15.95	
18	In Philippine ESL classes, vocabulary should be taught in educated PhE.	3.594	14.76	
19	Instructional materials (e.g. textbooks, teacher's manuals, etc.) should use educated PhE.	3.549	14.4	
24	Educated PhE needs to be promoted.	4.095	17.93	
	Overall	3.91		

Note. SD = Standard Deviation

4.16. As consistent with Bautista's finding, it can be attributed to the social status of PhE as a legitimate variety. Moreover, item 10 on educated PhE to be used in Philippine newspapers got 3.93. Likewise, item 11 on educated PhE to be used in Philippine radio and media produced 3.916. FGS's agreement with these two items might be due to their knowledge that educated PhE has already been used and evident in Philippine media (Gonzales & Alberca, 1978; Bautista, 2001a). Their evaluation for these items (10, 11) shows consistency with their high preference towards PhE as the variety of English for Philippine media (44.21%).

Steady responses were evident from FGSs on items 16 to 19, directly referring to teaching educated PhE in Philippine ESL classes. These and items 24, 20, 14, 24, and 22 were not included in Bautista's (2001a) study; therefore, the following findings and interpretations offer something new into attitudinal studies of PhE. Specifically, item 16 on teaching educated PhE in speaking classes earned 3.541. Item 17 on teaching educated PhE in English grammar and writing classes had 3.594. Item 18 on teaching educated PhE vocabulary in ESL classes got 3.594. Moreover, item 19 on using educated PhE in ESL instructional materials received 3.549. As these suggest, the general trend of FGSs was to accept educated PhE to be taught in ESL classes and used in instructional materials. Albeit these findings are lower than others', they arguably still indicate FGSs' affirmative attitudes or positive beliefs toward teaching educated PhE.

Item 24 on the need for promotion of educated PhE achieved 4.095. This entails that though FGSs were positive towards educated PhE and teaching it, educated PhE nevertheless requires fostering. In other words, FGSs approve of the promotion of educated PhE as similarly raised by Bautista (2001a, 2001b), (Martin, 2014), and Bernardo (2017). As shown in Table 3, FGSs were definite towards only one (item 12) of all positive items toward AmE.

At 1.80, FGSs disagreed towards item 12 on Filipinos who speak AmE are the ones that should be hired as English teachers, that is, parallel with Bautista's (2001a) study. This, in turn, entails that Filipinos who speak educated PhE (and AmE) deserve to be employed as English language teachers. Thus, it follows their report that the majority of them speak both AmE and PhE (38.75%), whereas others speak PhE (24%), they have been employed as English teachers in their affiliated schools.

Like item 12, only item 20 (Table 4) from positive and neutral items toward both educated PhE and AmE was agreed (3.87) by FGSs. It can be construed explicitly and implicitly. Implicitly, it implies that both varieties should be used in teaching and learning

Table 3

Positive Items Toward AmE

	Item/s	Mean	SD	Interpretation
12	Only those Filipinos who speak AmE should be hired as English language teachers.	1.80	15.6	Disagree
	Overall	1.80	15.6	

Note. SD = Standard Deviation

Table 4

Positive and Neutral Items Toward Both Educated PhE and AmE

	Item/s	Mean	SD	Interpretation
20	Instructional materials (e.g., textbooks, teacher's manuals, etc.) should use AmE and educated PhE.	3.87	17.59	Agree
	Overall	3.87	17.59	

Note. SD = Standard Deviation

Table 5

Acceptable Filipinisms in Teaching Educated PhE

	Rank	Filipinisms	Mean	SD	Interpretation
8	1	Bedsheet*	4.211	26.14	
1	1	Comfort room*	4.211	25.12	
20	2	Watch your steps	4.1684	25.417	
11	3	Dormmate*	4.147	24.77	
35	4	Dirty kitchen	4.1053	24.729	
5	5	Face towel*	4.105	24.37	
9	6	I'll go ahead*	4.057	23.09	
47	7	Ballpen	4.0526	25.08	
10	8	Bedspacer*	4.042	22.93	
21	8	I can't afford*	4.042	21.99	
32	9	Batchmate	4.0126	27.973	
18	10	For a while*	4.011	23.81	
7	10	Lechon*	4.011	22.44	
23	11	A research	4.004	22.63	
39	12	High blood	4	22.494	All Agree
3	13	Aircon*	3.994	21.44	
38	13	Go down	3.992	22.62	
12	14	Presidentiable	3.979	22.74	
45	15	Majority of	3.96	22.528	
37	16	Gimmick	3.9389	21.714	
46	16	Wherein	3.9368	21.048	
41	17	Fall in line	3.92	21.599	
15	18	Rallyist	3.867	19.84	
36	19	Estafa	3.855	20.89	
40	18	Sari-sari store	3.838	20.63	
34	20	Carnapper	3.825	21.83	
33	21	Carnap	3.806	21.71	
4	22	CR	3.779	19.03	
17	23	Hold your line	3.7	16.7	
26	24	Result to	3.665	18.97	
31	25	Advanced (It's three minutes advanced.)	3.655	19.46	
14	26	Studentry*	3.625	15.81	
19	27	Fill up a form	3.598	14.61	
29	28	Based from	3.577	18.29	
27	29	Cope up with	3.507	17.38	
22	30	In the family way	3.5432	13.928	
2	31	Green joke*	3.537	12.59	
42	32	With regards to	3.528	16.69	

Note. SD = Standard Deviation

English because instructional materials (e.g., textbooks, teacher's manuals, etc. in AmE or BrE) per se are tools for teaching and learning. FGSs' agreement to this is associated with their acceptance of item 19 (3.549) on using educated PhE in instructional materials. It is thus notable that they agreed not only on educated PhE as they revealed on items 16 to 19 but on both English varieties. This is even worthwhile to compare with their high preferences toward AmE and PhE as varieties to be taught and learned. In essence, these strongly denote a pluricentric model in teaching ESL in the Philippines. Table 5 provides Filipinisms that FGSs found acceptable.

Eighty percent (38/48) of the Filipinisms were agreed by FGSs. That is higher than 75% acceptability in Bautista's (2001a) study. However, these results extremely contrast Filipino English teachers' negative 5% acceptability vote (i.e., 5/99) in Gustilo and Dimaculangan's (2018) study.

On the one hand, FGSs' top 12 most acceptable Filipinisms which received 4 and above are *Bedsheet* (1), *Comfort room* (1), *Watch your steps* (2), *Dormmate* (3), *Dirty kitchen* (4), *Face towel* (5), *I'll go ahead* (6), *Ballpen* (7), *Bedspacer* (8), *I can't afford* (8), *Batchmate* (9), *For a while* (10), *Lechon* (10), *A research* (11), and *High blood* (12). On the other, their bottom 12 most acceptable Filipinisms are *Carnap* (21), *CR* (22), *Hold your line* (23), *Result to* (24), *Advanced* (25), *Studentry* (26), *Fill up a form* (27), *Based from* (28), *Cope up with* (29), *In the family way* (30, 3.5432), *Green joke* (31), and *With regards to* (32).

In Bautista's (2001a) study, those marked with asterisks (Table 5) were the top acceptable Filipinisms (50% upvotes) for spoken and written modes. In the present study, most of the Filipinisms (e.g., *Comfort room, Watch your steps, Dirty kitchen, I'll go ahead, Ballpen, For a while*) at the top list are those that form part of informal communication (written or spoken), although few of those (e.g., *Result to, Fill up a form, Cope up with, With regards*) at the bottom list are frequently observed in formal communication (written or spoken) of Filipinos. It can be deduced that those Filipinisms commonly used in informal communication (primarily spoken) are greatly accepted in teaching educated PhE over those items usually used in formal communication (primarily written). On a more positive slant, PhE prepositional phrases (i.e., *Result to, Fill up a form, Cope up with, With regards*) at the bottom list were also found to be pedagogically acceptable in Bernardo and Madrunio's (2015) study. This comparison proves their formal recognition in current and past investigations.

The top–notching of the 12, that is, *Dirty kitchen, Batchmate, Lechon, High blood, Go down, Presidentiable, Gimmick, Estafa, Sari-sari store, Carnapper, Carnap,* and *Advanced*, are unsurprising for they have been published in OED (Salazar, 2017). This possibly influenced FGSs' acceptance towards them.

As in this study, FGSs generally seem to consider these Filipinisms as features of educated PhE, rather than errors (Bautista, 2001a) because they had a general agreement regarding those 38 Filipinisms to be taught in ESL classes.

Notions of Educated PhE About Which FGSs are Ambivalent

Despite their positivity towards teaching educated PhE, FGSs were ambivalent about certain notions.

On negative items toward educated PhE, FGSs were indecisive about whether educated PhE is actually mistakes made by people who speak poor English (item 1, 3.26). Similarly, they indicated uncertainty of whether spoken educated PhE is globally acceptable, given that it does not show traces of regional pronunciation (item 5, 2.663). Surprisingly, these notions were roundly and fairly rejected at 93% and 75%, respectively, in Bautista's (2001a) study. For these notions (items 1 and 2), at least, they seem to be saying that they were fairly clueless. On the positive, they might be uncertain towards these for a fact that 37 and 24 (i.e., 61) of them claimed that they speak AmE and PhE, and PhE, respectively, which might have directed them to think whether they make mistakes, or they are put into jeopardy by their regional accents when they speak in English.

Conversely, only two notions (items 14 and 23) on positive items toward educated PhE FGSs were ambivalent about. It should be re-stressed that these two were not included in Bautista's (2001a) study. They were also ambivalent about educated PhE, not AmE, as the variety that should be taught in ESL classes (item 14, 3.181). Their uncertainty of this notion implies that they might have lower regard towards a monocentric model because they had a higher preference towards a pluricentric model, as revealed by their acceptance of AmE and PhE earlier. In addition, they were undecided about written works of educated Filipinos who write

educated PhE as good examples of how English should be written (item 23, 3.465). This may be due to the idea that there are many exemplars of written works in other English varieties (AmE, BrE, SingE) that can be used as writing models.

These uncertainties are further supported by FGSs' indecision towards AmE (not educated PhE) that should be taught in Philippine ESL classes (item 13, 2.589). Positively, these again seem to suggest FGSs' leaning towards a pluricentric model. Other notions of which they had uncertainty are about using AmE if Filipinos want to be understood internationally (item 15, 2.928). This result does not seem to show a clear pattern with their strong favor towards AmE as the variety to be used for communicating with foreigners. Another is the news writers and reporters who speak AmE as epitomes of the way English should be spoken (item 21, 3.158). Their ambivalence on this can be due to their high acceptance towards PhE to be used in Philippine media. Last is about the speeches of Filipinos who speak AmE are good examples of how English should be spoken (item 22, 3.158). Similar to their ambivalence towards item 23, FGSs might also be considering that there are many good English speakers that speak other English varieties (PhE, AmE, BrE) that can be used as speaking models. Their ambivalence about these notions confirms their response toward item 5.

On positive and neutral items toward both educated PhE and AmE, FGSs were uncertain of the steady decline of standards of written and spoken English in the Philippines (i.e., items 25 [3.442] and 26 [3.379], respectively), albeit they are also English language teachers who are more knowledgeable about the English proficiency of their students. Unless they were shown concrete data about the deterioration of Filipinos' writing and speaking proficiencies in English, they could never tell whether the Philippines has been facing such a literacy problem (Bautista, 2001a).

FGSs were also undecided about 10 Filipinisms: *Open/close the light* (1, 2.825), *It was so traffic* (2, 3.072), *Equipments* (3, 3.181), *Buko water* (4, 3.2968), *More correct/better/cheaper* (4, 3.2968), *Burgis* (5, 3.284), *Taken cared of* (6, 3.312), *In regard to* (7, 3.436), *Toilet humor* (8, 3.467), and *Salvage (to kill)* (9, 3.49). Ironically, *Salvage* and *Buko water* have been published in OED (Salazar, 2017), and yet FGSs were ambivalent about them. Their ambivalence towards these items may be attributed to their lack of awareness.

Conclusion

This paper attempted to investigate FGS' attitudes toward teaching educated PhE, and the notions of educated PhE about which they are ambivalent. The study revealed their confidence towards not only educated PhE but both PhE and AmE, signaling their positive dispositions toward a pluricentric model in teaching ESL in the Philippines. Though this acceptance was not on educated PhE alone, it hints FGSs' open mindset towards WEs into English language pedagogy in the country. Moreover, the study discovered that they were ambivalent about some negative and positive notions toward PhE, positive notions toward AmE, positive and neutral notions toward educated PhE and AmE, and several Filipinisms. Despite being positive, they also and still have unclear understandings about educated PhE. The former implies implications for educational policies, and ELT in the Philippines.

On educational policies, the DepEd and Commission on Higher Education (CHED), as academic policymakers, are responsible for implementing a pluricentric model of teaching ESL in the country. Although Bernardo (2017) averred that PhE had penetrated the English language curriculum, teacher-student interactions, and teacher-made tests, I argue that educated PhE and teaching a pluricentric model have not received support from both academic agencies. In language-related undergraduate and graduate programs in foremost Philippine universities, PhE has been offered as a content course, but not a pedagogic model. If the DepEd and CHED would officialize assimilating a pluricentric framework of teaching ESL into the policies they make, English language curricula across levels can be more appropriate, cultured, and realistic for Filipinos. Backing-up Bernardo and Madrunio (2015), I appeal particularly to the policymakers for the instigation of a pluricentric model of teaching English. As FGSs preferred the promotion of educated PhE (item 24), resilient steps toward making these agencies essentially aware of PhE's pedagogical potential seem to be strongly necessary. Ahn (2014) argued that cognizance of English varieties (such as PhE) is vital for the acceptance and development of the linguistic variations of English varieties.

On ELT, Filipino English teachers across levels should simply exercise their academic freedom by using a pluricentric approach into their teaching with whatever instructional materials they use or are required of them to use. In teaching reading and writing, they may use the works of Filipino canons (e.g., F. Sionil Jose, Nick Joaquin, Carlos P. Romulo, among others). Print and online broadsheets, magazines, and research articles should also be utilized. The International Corpus of English–Philippines can be a source of teaching the linguistic innovations and discourse features of educated PhE. CNN Philippines news videos and local and international podcasts in English are also authentic materials to develop Filipinos' speaking and listening skills. In teaching grammar, Bernardo and Madrunio's (2015) Philippine-based pedagogic model for teaching English grammar can be adapted. Doing these simple moves or sacrifices may upgrade ESL classes in the country, and the attitudes (and even awareness) of Filipino learners toward PhE. Likewise, PhE would attain supremacy and may place itself to absolute endonormative stabilization, if not differentiation.

FGS' ambivalence does not necessarily mean that they deny their positive stances towards teaching educated PhE, and both educated PhE and AmE. Equally important, their ambivalence does not necessarily suggest that they are incapable of promoting educated PhE or they belong to PhE's outer circle. Instead, their uncertainties reported earlier hint trajectories for future research in order to unfold more concrete explanations. More than these, the succeeding limitations and recommendations merit attention. FGSs' positive attitudes cannot be generalized due to the small sample. Conducting a similar study involving a larger group must be done. Only graduate students from the TEI participated in the study. English faculty in the graduate and undergraduate levels of the TEI shall be enjoined to arrive at more valid interpretations. Additionally, other Philippine TEIs must partake in the study. Like other language attitude studies, this research might have had been affected by "social desirability," where the results represent what the participants report to believe or feel over what they believe or feel (Dornyei & Taguchi, 2010). Prospective researchers who wish to conduct similar research should, therefore, administer the survey more cautiously. Importantly, other instruments (e.g., observation and interview) must be considered for triangulation. Expanding the research setting and utilizing more research tools can fortify the study's generalizations.

Acknowledgement

I acknowledge the Philippine Normal University-Manila for the permission in conducting the study.

Declaration of ownership

This report is my original work.

Conflict of interest

None.

Ethical clearance

This study was approved by the institution.

References

Ahn, H. (2014). Researching awareness and attitudes: *A study of world Englishes and English teachers in South Korea* (Unpublished doctoral dissertation). Monash University, Melbourne, Australia.

Ajzen, I. (1988). *Attitudes, personality, and behavior*. Milton Keynes: Oxford University Press.

Alieto, E. O., & Rillo, R. M. (2018). Language attitudes of English language teachers (ELTs) towards Philippine English. *Journal of Humanities and Social Sciences, 13,* 84–110.

Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.

Bautista, M. L. S. (2001a). Attitudes of English language faculty in three leading Philippine universities toward Philippine English. *Asian Englishes, 4*(1). 4–32. doi: 10.1080/13488678.2001.10801062

Bautista, M. L. S. (2001b). Attitudes of selected Luzon university students and faculty toward Philippine English. In M. L. G. Tayao, T. P. Ignacio, & G. S. Zafra (Eds.), *Rosario E. Maminta in focus: Selected writings in applied linguistics* (pp. 236–273). Quezon City, Philippines: The Philippine Association for Language Teaching, Inc.

Bernardo, A. S. (2017). Philippine English in the ESL classroom: A much closer look. *Philippine ESL Journal, 19*(2), 117–144. Retrieved from https://www.elejournals.com/1601/peslj/philippine-esl-journal-volume-19-july-2017/

Bernardo, A. S. (2013). *Toward an endonormative pedagogic model in the teaching of English gramma in Philippine higher education institutions* (Unpublished doctoral dissertation). University of Santo Tomas, Manila.

Bernardo, A. S., & Madrunio, M. R. (2015). A framework for designing a Philippine-English-based pedagogic model for teaching English grammar. *Asian Journal of English Language Studies, 3,* 43–71.

Bohner, G., & Wanke, M. (2002). *Attitudes and attitude change.* Hove: Psychology Press.

Borlongan, A. M. (2009). A survey on language use, attitudes, and identity in relation to Philippine English among young generation Filipinos: An initial sample from a private university. *Philippine ESL Journal, 3*, 74–107.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). New York: Routledge.

Eagly, A., & Chaiken, S. (1993). *The psychology of attitudes.* Orlando: Harcout Bruce.

Gonzales, A., & Alberca, W. (2008). *Philippine English of the mass media* (1st ed.). Manila, the Philippines: De La Salle University, Research Council.

Gustilo, L., & Dimaculangan, N. (2018). Attitudes of Filipino English teachers toward 21st century Philippine English writing. *Advanced Science Letters, 24*(11), 8349–8352. Retrieved from http://openurl.ingenta.com/content?genre=article&issn=1936-6612&volume=24&issue=11&spage=8349&epage=8352

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Oxford: Routledge.

Kachru, B. B. (2005). *Asian Englishes: Beyond the canon.* Hong Kong: Hong Kong University Press.

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk, H. G. Widdowson, & Y. Cant`u (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11–30). Cambridge: Cambridge University Press.

Kirkpatrick, A. (2007) *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.

Liu, P. E., & Cheng, Y. (2017). Attitudes toward English as an international language: A comparative study of college teachers and students in Taiwan. *Journal of English as an International Language, 12*(1), 66–85. Retrieved from https://www.eilj.com/journals/2017-journals/volume-12-issue-1-may-2017/

Llamzon, T. A. (1969). *Standard Filipino English.* Quezon City: Ateneo de Manila University Press.

Martin, I. P. (2014). Philippine English revisited. *World Englishes, 33*(1), 50–59. doi: 10.1111/weng.12054

Matsuda, A. (2009). Desirable but not necessary? The place of world Englishes and English as an international language in English teacher preparation programs in Japan. In F. Sharifian (Ed.), *English as an international language: Perspectives and pedagogical issues* (pp. 169–189). Bristol: Multilingual Matters.

Matsuda, A., & Friedrich, P. (2011). English as an international language: A curriculum blueprint. *World Englishes*, *30*(3), 332–344. doi: http://dx.doi.org/10.1111/j.1467-971X.2011.01717.x

McKenzie, R. M. (2010). *The social psychology of English as a global language.* United Kingdom: Springer.

Philippine Normal University. (2019). *College of graduate studies and teacher education research.* Retrieved from https://www.pnu.edu.ph/colleges/college-of-graduate-studies-and-teacher-education-research/

Salazar, D. (2017). Philippine English in the Oxford English Dictionary: Recent advancements and implications for ESL in the Philippines. *Philippine ESL Journal, 19*(2), 45–59. Retrieved from https://www.elejournals.com/1601/peslj/philippine-esl-journal-volume-19-july-2017/

Seidlhofer, B. (2004). Research perspectives in teaching English as a lingua franca. *Annual Review of Applied Linguistics, 24*(1), 209–239. doi: 10.1017/S0267190504000145

Starks, D., & Paltridge, B. (1996). A note on using sociolinguistic methods to study nonnative attitudes towards English. *World Englishes, 15*(2), 217–224.

Tupas, T. R. F. (2010). Which norms in everyday practice and why? In A. Kirkpatrick (Ed.), *The Routledge handbook of world Englishes* (pp. 567–579). London: Routledge.