

A Corpus Linguistic Analysis of Philippine English (PE) in Student Publication Editorials

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Abstract

Qualitative in nature, this research is centered on corpus linguistic analysis of Philippine English (PE) in selected student publication editorials in Pampanga. The corpus of the editorials was carefully analyzed to determine if Kapampangan student authors have an awareness of the Philippine English variety and whether the patterns and features of this variety used in the editorials are acceptable or not. A total of 27 student publications were collated within 2007 to 2011. Text analysis was used with the aid of triangulation method to validate the use and acceptability of PE features. Validation was done through the use of (1) the Oxford Dictionary of the English Language, an electronic dictionary, (2) the Webster's unabridged dictionary of the English Language and (3) the Macquarie International Dictionary, a compendium of acceptable Philippine English terms to guarantee if realized terms are acceptable or not. School publications were coded, possible PE terms were extracted, and subsequently analyzed using the two aforementioned Standard English language dictionaries as bases for Standard American English dictionaries (SAE). The extracted terms were then categorized under lexicon and their morphological processes, and syntax (code-mixing and code-switching). The same were presented in their original sentence form providing explanations as regards their usage in the editorials. Non-existent extracted terms in SAE dictionaries were then verified using the PE dictionary to determine whether they are part of the accepted PE features or not.

An immense use of PE features and patterns by a majority of Kapampangan student-authors was observed. The editorials seemed to have a wide usage of both acceptable and unacceptable PE terms. Most of the editorials analyzed utilized the patterns of affixing, code-switching and code-mixing in their PE terms and a majority used acronyms and abbreviations. Although these acronyms and abbreviations appear unique and exclusive in a specific language or boundary, they remain classified under the features of PE since the terms were not found in the Standard English dictionaries used as references.

Lexis/ Lexicon and Syntax/Discourse were the evident features in the HEI editorials, showing specific PE patterns' code-switching, code-mixing, conversion, affixing, derivation, compounding, coinage, borrowing, clipping, and acronym. Results show that Kapampangan student-authors from HEIs have limited awareness of PE terms and features basing it on the extensive use of acceptable and unacceptable PE terms in their editorials.

Key words: corpus linguistic analysis, publication editorial

INTRODUCTION

Culture is rich indeed. There are wide array of choices laid like a buffet that makes up a holistic being from folkways, mores, values, until the very traditions continually kept from generations to generations. *Language* is the distinct factor which adds flavor to culture's richness and vastness that comprise the totality of individuals, as a vital ingredient of culture, it is the vehicle for people to express their thoughts. It is a means to be included in a never-ending chain of exchange, to belong in a circle called *life*. It is what makes people 'fit in' in a societal group. But in reality, they have limited knowledge of the language they speak. In English, there is an abundant treasury of words but only few terms are used for speaking and much fewer for writing. This is because of the difficulty in spelling, so lesser terms are employed to convey the message. Like an unfamiliar code, people have limited knowledge of *Linguistics* - the study of language, the equivalence of the sounds produced- *Phonology*, the meaning it provides- *Semantics*, the *Lexico-grammar*, the function and where these words were derived from; the arrangement of words used in a sentence- *Syntax* and other morphological processes. Satisfaction is achieved when interlocutors are able to decode and comprehend the message being relayed.

Through the influence of the community, speakers become accustomed to their language in their toddler years when they can utter sounds, *phonemes* which later on form words, *morphemes*. From there, language grows imitating a pattern heard from the environment. Individuals mimic sounds from all sorts of models, thus, become the preferred way of communicating. In school, the language further develops. It becomes more understandable, quite formal, and more precise, adopts a variety from where these interlocutors were born and raised, what one or both of their parents speak or what they have been exposed to. People must not be stagnant and be limited with just one language. In speaking, one must consider his L1 (*mother tongue*), L2 (spoken language) and L3 (target language). Take for example this highly noteworthy quote, "One should be competent, fluent and effective in speaking and writing using the English language and also other foreign languages" Central Luzon Curriculum Summit, 2008. Meaning other languages must be learned and explored. If there are foreign languages, there are also native varieties where understanding and unity may be best achieved. In a certain community like in Pampanga, there is a unique way of communicating using the English language. This one variety that Filipinos have is their very own Philippine English.

Communication is not merely speaking. There are two kinds of discourse, the spoken and written. In spoken discourse, good speech is important. Speakers must be intelligible for them to effectively express what they wish to relay to the decoder of the message. If good speech is not present, there might be a communication lag and a misunderstanding, breaking down the communicative process. Likewise, in written discourse, writers must be able to effectively express their insights, perspectives and innermost thoughts.

There are five (5) macro skills in Communication Arts: listening, speaking, reading, writing and viewing. Writing is considered the most complex for it is both talent and skill. It entails not just the knowledge but the application of grammatical rules, of orthography, and ontogeny (spelling) rolled into one. It is purely technical. In Creative writing, not everybody is as passionate as the other in writing and not everybody has the capacity to write expressively using equivalent morphemes to add vibrancy to the subject. Furthermore, lexicon is vital. It is the vocabulary which determines the writer or speaker prefers to use.

English language teachers (ELT) must remember that writing is associated with rules. The outputs must strictly follow the standards for the work to be considered academic writing or scholarly work. For Filipino writers, the awareness that the Filipino language has its distinctive lexicon must be given emphasis. There are certain words which are present in the Philippine English (PE) lexicon which do not exist in both American English (AE), Australian English (AuE) and British English (BE) hence, Standard American English (SAE). But there are words existing in both lexicons which do not have the same meaning or interpretation. Take the word *salvage* as an example. Salvage means *to save* in AE, AuE and BE vocabularies but evidently, it has an entirely different meaning and usage in Philippine English (PE) which is to *kill, destroy or banish*.

This is one of the targets of the study. It is a vital task to verify if the extracted terms are similar in meanings and usage or not and if such features are acceptable or unacceptable terms in the SAE. Campus Journalism, as one form of academic writing is not merely free writing. It follows certain guidelines such as the use of a lead in an inverted pyramid fashion from the climactic events cascading down to the supporting details. Word choice or diction is equally important. Thus, editors should be aware of this in composing their columns and editorials.

As observed, Filipino writing has a distinct relation to its identity and language. Who they are and where they have been exposed to is what they freely choose to acquire. This is called the *idiolect* of a particular community. This is true for speaking and writing. Interlocutors choose to invent, create and innovate terms which they believe are easier to understand. Speakers, whether in media or not, come up with words which will best relay their message without focusing much on acceptability. *Intelligibility* and *comprehensibility* are what counts. These appear to be true in every distinct regional language in the Philippines.

Moreover, Pennycook (as cited in the *English Today Journal*, 2006), sees the relationship between culture and identity as fundamentally important to the way a community's speakers make sense of their lives in the world as expressed through their language while in looking at how English influences the cultural identity of its speakers, Brown (1994) expresses how language and culture are closely related, "A language is a part of a culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p.10).

In short, to preserve a community's identity there should be an increased awareness of their culture for them to fully develop the languages they ought to speak and target to speak. This too may serve as a tip for language teachers particularly on English Language Teaching. Much attention may be placed on culture - its characteristics and its diversity toward acquisition of communicative ability. More importantly, parents, being primary teachers of every child, must instill the responsiveness for their roots and to establish a language which will not only connect them by means of simple exchanges or basic dialogues but would also bring them to develop explicit conversations that would serve as the key in opening doors of success and achieving global competence. An emphasis on cultural awareness is important in promoting the indigenization of the English language. If the main purpose of learning English is to achieve international communication, understanding the culture of the communities which use it is essential (Poon, 2006).

Awareness of the existence of something is indispensable. There is a need to have an idea why all things come to happen and why they continue to happen. It should be realized that what is said or done may affect people. The cliché, "To see is to believe," proves that there must be a theory or a policy behind something which is believed to be real; that there must be pieces of evidence which will support each claim. In philosophy, nothing exists out of nothing so if one thing exists in the mind, it means that it is present and so is real. The existence of PE has long been studied by linguists locally and internationally. Research has proven that there is a variety in the World Englishes known as Philippine English (PE) and it is what Filipinos commonly speak; these terminologies often labeled as *Filipinisms* are discussed in the succeeding part of the study.

Kachru (cited in Bautista, 2000) concentric circles of World Englishes are introduced, consisting of the *Inner*, the *Outer* and the *Expanding* circle. The *Inner Circle* is where English is recognized and used as a primary language including USA, UK, Canada, Australia and New Zealand. The *Outer Circle* on the other hand, involves the spread of English in the early phase in the non-native setting. The English language was transplanted through colonization. It is in this circle where the English language is considered as the second language. Singapore, India and the Philippines are part of this. Finally, the *Expanding Circle* which recognizes English as a foreign language means that these countries have never been colonized by members of the Inner Circle. Among these countries are China, Japan, Greece, and Poland.

This proves that not only one or two Englishes exist and not one variety stands greater than the other. It is on how these varieties are clearly understood by both native and non native speakers and how the messages are sent expressively which make them acceptable in a particular setting. The existence of PE is no longer questioned along with other varieties of English: Singapore English (SE), Indian English (IE), Hong Kong English (HKE) -- all legitimized varieties of English in the different parts of the globe as the older varieties are: British English and American English. It is interesting to note Kachru's point that English is no longer the exclusive possession of users in the Inner Circle; English belongs to all those who have acquired or learned it and use it widely in their everyday lives.

The study centers on the analysis of a corpus (body of text) in the written discourse – student publication editorials. It aims to promote cultural and linguistic awareness among readers. It also intends to infuse a cultural pride regardless of race and as non-native speakers, Filipinos are proud of their language in both discourse: speaking and writing.

With a clear awareness of the legitimization of Philippine English, following specific conventions such as intelligibility, comprehensibility, and *D' Souza's* criteria for acceptability of a certain variety of English, Filipino speakers will be adequately and properly guided in the use of the English language. However, PE must not be used as an excuse in committing errors in the discourse, merely as a guide for comprehension.

The results yielded may be fundamental for any Filipino user of English, more specifically Kapampangan student-editorial writers. Alongside the pride of being "owners" of English, conventions must also be adhered to in order to excel in any chosen discipline.

Setting of the Study

English language is dynamic. It is not limited to the Standard American English (SAE) or British English (BE/BrE) that traditional schools have adopted for decades and centuries

now; what the pre-colonial settlers believe as the only acceptable variety. English is rich and flourishing and it is tailored diversely in almost all countries suiting a particular culture. Each country has adopted trademarks of the language and gave it a touch of their own identity. Which means, “no one English exists”. The Philippines having its distinctive culture, which from time has proven its dexterity in the English discourse, does have a variety known as Philippine English (PE).

Employing corpus linguistics analysis, the present study intends to investigate if Kapampangan student-authors of Higher Education institutions (HEIs) in Pampanga are aware of the existence of PE; if it is extensively used or not; and if such usage are acceptable features of PE. The collated editorials of the student publication from the annual year 2006 to present were analyzed to come up with logical explanations as to the nature of the awareness, the level of understanding with the terms presented, and the extent of usage of such Philippine English terms in editorial writing.

Review of Related Literature

This part provides an in depth review of the literature used as basis in defining the problem that aided the researcher in coming up with pertinent facts. It is organized according to its relevance to the problem to give a more systematic explanation on the topic. The review is organized according to the following topics: *language’s diversities and meanings; linguistic terminologies; morphological processes; world Englishes; models of world Englishes; and Philippine English.*

Language’s Diversities and Meanings

Ellis and Beattie (1986) suggest that language is best understood as one of a set of human channels of communication. Its natural context is the give-and-take of information between two or more individuals in conversation, and in that context it interacts in subtle and sophisticated ways with those other channels. It is a vast subject matter. It can be studied from many different perspectives and for many different purposes. It has always been an object of central concern within the Western intellectual tradition. Categories such as a ‘noun’, ‘verb’, ‘adjective’, and so on, along with concepts like gender, tense, number and case, were said to be introduced by ancient Greek scholars including Plato and Aristotle. The great Christian scholar Erasmus published a grammar of Latin in 1513. Seventeenth-century French Grammarians produced ‘rational’ grammars designed to emphasize similarities between different languages, and argued that languages are simply varieties of a universal logic and rationality—an idea which has been revived in recent times by Chomsky and others.

Osthoff and Brugman (cited in Ellis & Beattie, 1986) maintain that language is not a thing, standing outside and above men and leading its own life, but has its true existence only in the individual, and that therefore all changes in the life of a language can originate only from individual speakers. Moreover, Sapir (cited in Ellis and Beattie, 1986) proves that it is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the ‘real world’ is to a large extent unconsciously built up on the language habits of the group. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached.

Ferdinand de Saussure (cited in Ellis and Beattie, 1986) explains that “Time changes all things; there is no reason why language should escape this universal law” (p.12). Languages constantly change, they grow, they have daughters, and they die. The English spoken in the heart of England one millennium ago is scarcely recognizable as English today. Consider the following sentence from the 10th-century epic *Beowulf*: ‘*Wolde guman findan pone pe him on sweofote sare geteode*’ (p is pronounced like the th’ in think’). This sentence can be translated as ‘He wanted to find the man who harmed him while he slept’. The language of *Beowulf* is now called Old English. Almost four hundred years later Chaucer wrote *The Canterbury Tales*—here the English (now called Middle English) is recognizable and even understandable today.

The differences between languages are both extensive and immediately obvious. English has 40 different phonemes (speech sounds) while Hawaiian has only 11 or 12. Abkhaz (spoken in the Caucasus) has 70. The German and Scottish [kh] as in ‘loch’ is not found in English or in many other languages. Languages also differ in their methods for combining speech sounds. Languages like Japanese and Korean do not use stress patterns either for signaling different aspects of meaning or for rhythmic effects. The languages of the world also differ greatly in the variation of word forms found. The Indo-European language family, for example, is heavily inflected. The forms of nouns, pronouns and sometimes adjectives and articles vary according to gender (masculine, feminine or neuter—as in ‘he’, ‘she’, ‘it’), number (singular, plural—‘he’, ‘they’), and case (nominative, genitive, etc. —‘he’, ‘his’). Verbs vary according to person and number (‘he goes’, ‘they go’) and tense (‘he goes’, he went’). The only invariant parts of speech are prepositions (in, to) and adverbs (always, never). The Sino-Tibetan family (Burmese, Cantonese, Mandarin, Tibetan, etc.) lacks inflections.

Gamble (2002) states that meanings are in people, not in words. Meanings are unique; they may differ from one individual to another. Even a common word such as *cat* can bring to mind meanings ranging from a fluffy Angora to a “sleek leopard.” In communicating with people, the goal is to avoid overlapping of meanings in order to understand each other. More often, language is believed to be a tool to communicate with other people failing to realize that it may also be the very means for them not to communicate effectively.

In response, Ogden and Richards (2002) developed the triangle of meaning having three points: the *thought*, *word* and *thing*. The word is not the thing and there is no direct relationship or connection between the two. When using words, it should be clear that the only relationship between the words used and the thing they represent are those that exist in people’s thoughts; even the existence of an image or a physical object does not establish meaning. Code-switching and Identity defines language as the ability to communicate thoughts, emotions, and opinions to others and it is truly a remarkable ability. The use of language can influence self-concept and identity. Cultural influences are also reflected in the language and similarly influence how people conceptualize who they are and where they come from. Anchimbe (2006) discusses language as constantly evolving as human beings and societies evolve. Whereas human beings grow toward maturity, and societies develop toward sophistication and advancement, language evolution is goalless and abstract. Even so, however, such evolution can be traced even if such matters as advancement or superiority cannot be measured.

Beattie (in Ellis & Beattie, 1986) concludes therefore that language resembles men in this respect, that though each has peculiarities, each may be distinguished from the other, yet

all have certain qualities in common. The peculiarities of individual tongues are explained in their respective grammars and dictionaries. These things that all languages have in common, or that are necessary to every language, are treated in a science, which some have called *Universal or Philosophical* grammar. In Steven Pinker's words-and-rules theory (1999), he suggests that the works of language are essentially two: (1) memorized words and (2) regular rules. He discovered that native speakers of English are divided in the plural forms of *computer mouse*. This offers evidence that some of them use memory, while others use the regular pluralization rule which used plural headings for various computer paraphernalia like desktops, notebooks, monitors, printers, keyboards, except for the mouse.

Xiaoxia (2006) explains that a language is a tool for communication. A language is a carrier of culture, and culture and language are interrelated. They cannot be separated. To put the matter in statistical terms, one may say that language, communication, and culture are all dependent variables. Language is a living entity or organism. It lives and evolves within a nexus that involves time, space, and social relationships. On which language to be used, Wardhaugh (in Robinson, 2000) states that "particular dialect or language that one chooses to use on any occasion is a code, a system used for communication between two parties" (p.24). Within a code, it is necessary that the parties involved have a means of deciphering the code, and this is easier when the parties use just one code at a time, which all parties understand.

Yule (1996) suggests that a 'pervasive' aspect of communication is the 'cooperative principle', by which the parties involved do their utmost to work together in the speech event so as to make it effective while Kramsch (1998) has called the inserting of elements of one language into another 'language crossing' and adds, it is a way of performing cultural acts of identity, and a way of trying to achieve solidarity.

English has its grass roots as Farris (1993) states that English has an oral base; it is considered a hybrid language in that it has continuously borrowed words from other languages as a result of trade wars, and cultural revolutions. It can be broken down into three periods: Old English, (600-1100), Middle English, (1100-1500), and Modern English (1500-present). She adds that approximately one fourth of all English words used today can be traced to old origins. Meaning, it is also mixture of different languages. English is a member of the Indo-European language family, the common source of languages spoken by a third of the world's population. The Indo-European language family can be broken down into several branches. The Italic branch of the Indo-European family tree includes French, Italian, Portuguese and Spanish. The framework for the English Language was primarily created by the Celtic and Germanic branches. He further concludes that English has borrowed words from several languages. As the English empire grew, so did the language. From the Dutch came *yankee, yatch, keel, deck, schomer, freight, cruiser, cookie, toy, and tub*; the Italians provided *design, opera, cello, violin, piano, volcano, torso, cartoon, cash, carnival and broccoli*; German added *delicatessen, hamburger, frankfurter, and dollar*; from Spanish come several frequently used words like *alligator, banana, canoe, cocoa, potato, ranch, rodeo, tomato, hurricane, tornado, cockroach, and mosquito*; from Arabic borrowed words such as *Algebra, candy, lemon, orange, sugar and magazine*; from Hebrew are the term *bagel, ebony, cherub, and sapphire*; from African language come *gorilla, jazz, chimpanzee, and voodoo*. There are limited Asian languages borrowed. From India come *cot, khaki, bungalow, loot and polo- sport of kings*; Malayalam gave *teak-type of wood*; Chinese come *tea, and chow mein*; Japanese *bonsai*,

kimono, jujitsu, and sushi and also trade names as *Honda, Nissan, Sony, Yamaha*. There are also *coinages of English words*- words which came about through the use of names of individuals like *Levis from Levi Strauss, a San Francisco merchant during the 1849 California Gold Rush*. Some words entered in the English language by accident. English is an ever-changing language in which new words are constantly being added and some old ones are occasionally dropped.

Contrary to the history of the known international language which is English, its varieties also have a background on when they were first introduced and used like Philippine English. Gonzales (1997) in his paper presents that the reality of the variety of English used in the Philippines has been in existence for a long time. It was noted as early as 1925 in the famous Monroe Survey in the Philippine Education under the American Colonial Government. Even then one could always tell a *Filipino speaking English* by accent. He also states that what is new development is the legitimization of Philippine English as a variety of English at par with American, British, Australian, Canadian, and other varieties of English in formerly colonized countries in Asia and Africa. Whereas, he adds, formerly the kind of English spoken in the Philippines was variously referred to as “Bamboo English” or even a Philippine version of “Pidgin English”- which was referred to in 1969 by Llamzon as “Standard Filipino English”.

In his study, Gonzales (1997) confirms that this variety shows the beginnings of creolization, insofar as in a very small segment of Philippine families from elites in Metro Manila, the children grew up bilingual, using a Philippine Variety of English (alongside Filipino) in the home, which will then qualify Philippine English to be no longer a second language but a first language, as it is in the United States, Britain, Canada, Australia, and New Zealand.

Later on, McArthur (2006) illustrates that the present dominant position of English began during the pre-eminence of Great Britain in the 19th and earlier 20th centuries, then the United States in more recent times. Subsequently, English became the vehicle of commerce, technology, scholarship, publishing, pop culture, and modernity itself. At present there is no sign of any such processes on a large enough scale. As an update, we can safely date the global US impact as consequent on the Second World War (BrE), World War II (AmE), then such other factors as the Cold War (political), Hollywood (cultural—although some may have distinctive views on putting Hollywood and culture together). He adds, English is dominant because of historical processes that could have promoted any ‘developed’ language. It has always been a mongrel tongue. It carries with it a large part of the vocabularies of classical Greek and Latin and a great deal of adapted French. No academy defends it against the world, with the result that much of the world ends up, as it were, inside English. English is a good language to *begin*. Becoming adept at using it is not so easy: witness learners’ struggles with phrasal verbs: put out the light – put the light out – put it out; a party going on after midnight – a bomb going off after midnight – getting away on time; getting away with murder. Nor is the spelling system a great gift to the world.

English Language being a vitality and a medium, Kachru (1998) posits that the spread of English is characterized in subtle and not-so-subtle tones as a triumphalistic march of the language that has gained global currency over other major languages. In this triumph of English across cultures, it is now generally recognized that the Hydra-like language has many heads: the heads representing diverse cultures and identities. He states that this concept entails a distinction between language as a *medium* and language as a *message*. The medium refers to the *form* of language—its phonology, morphology, and syntax—and the

message embodies the functions in which the medium is used. There are indeed a variety of underlying theoretical, functional, pragmatic and methodological reasons that demand this pluralization of the language—Englishes and not English. He adds that culture wars will continue to exist in the usage of World Englishes; the issues in this debate affect all members of the English-using speech community, irrespective of the variety of the language they use or the speech fellowship of English they identify themselves with. These speech fellowships of English cover all the continents, all major cultures, and almost all the major geographical groups. It is in that diverse, cross-cultural sense that English is *international*.

Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present-day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as World English.

To prove this, Farris (1993) states that English is the primary language used in schools in the United States, 20% of all teachers use both English and Spanish during the school day (La Pointe, 1986). Throughout the world, English is spoken by about 750 million people half of whom speak it as their native language. As the most widely spoken and written language, English is the first global language to exist (Mc Crum, Cran, & Mac-Neil, 1986).

In her article on *English is a Multilingual Spain*, Reichelt (2006) posits that in recent years, an increasing amount of literature has become available regarding the learning and use of English in a wide range of contexts, notably including continental Europe; when Franco's rule ended in 1975, an increasing openness on Spain's part, together with interest in joining the European community, led to an increased demand for the English language in particular so as to use in such areas as international relations, foreign investment, tourism and banking. As a result, by 1980, demand for English instruction in schools had surpassed demand for French. Furthermore, she states that interest in English-language learning in Spain at the present time is very strong, and students are beginning their studies at younger and younger ages with a variety of reasons including for work, travel, studying abroad, and establishing contact with non-Spanish speakers.

English as a lingua franca, Kirkpatrick (2007) presents the definition of English as a Lingua Franca (ELF), a lingua franca is the common language used by the people of different language backgrounds to communicate with each other. It can be used both within countries and internationally. He adds that English is used throughout the world as a *lingua franca ELF*, used as a medium of communication by people who do not speak the same first language. Similarly, Yajun and Chenggang (2006) maintain that English in its standard 'native' form(s) is fast becoming the world's lingua franca of science, commerce, the mass media, and entertainment. As a result, its non-native uses and users have become significant in at least the following eleven fields: applied linguistics, sociolinguistics, critical linguistics, contrastive rhetoric, second language acquisition, traditional English studies, lexicography, mass communication studies, cultural studies, pragmatics, and text linguistics.

Pragmatism carried English into the world at the beginning of the 17th century, with the formation of the East India Company. Trade has always notably needed lingua francas as

has also proved true for science, which began to use English as its universal medium at the beginning of the nineteenth century – replacing that earlier religious, academic, and scientific world language as Latin- while continuing to draw vast stores of Latin and Greek lexis into English (McArthur, 2006).

Asker (2006) likewise maintains that by general consensus, English has become, if not a global language, then, at the very least a *lingua franca*. Some commentators on English in the world like Robert Phillipson used the term that serves him as a title to imply that English is itself part of the problem of having a global language. The argument here however is that English – like Latin, Sanskrit, Classical Arabic and Examination Chinese – through its political ascendancy (as a result of various waves of colonial activity alongside its use for religious purposes), may have taken on the character of a ‘semi-sacred’ rather than simply an imperial and imperialist language (Linguistic Imperialism, 1992).

Philippine English

As Kirkpatrick (2007) mentions in his work, the linguistic background and colonial history of the Philippines provides an illuminating example of the development of a new variety of English. Like the Cameroon, which was colonized by both French and the English, the Philippines have experienced two colonial masters. This particular combination of colonial influence has been described as combining ‘monarchical Catholic Spain with a republican ‘quasi-imperial United States’ McArthur (as cited in Kirkpatrick, 2007). Within three years of coming under American control, seven schools were opened in Manila by the American military and public education was an essential component of military strategy, and throughout the American colonial period, English was systematically promoted as the language that would “civilize” the Filipinos’ Martin (as cited in Kirkpatrick, 2007).

Gonzales (cited in Bautista, 1997) states that Philippine English is one of the World

Englishes and a Standard Philippine English is an indigenized variety. Llamzon (1969) documents the emerging and emergent characteristics of the English Language as it was then used in the Philippines. A Philippine variant has thus emerged in the Philippines, a variant which indirectly received legal sanction as early as 1935, when the first Constitution of the Philippines declared that English and Spanish would continue to be the official languages of the Commonwealth, and as late as 1973, the second Constitution declared Filipino and English as official languages of the Philippines.

The use of English as a means of international communication and to address communicative needs among nations can predict the certain evolutionary details in terms of the language, whether oral or written. A global widespread, it is then logical to think that certain varieties to the language exist, as opposed to the monolithic view of English as an unspoiled *lingua*. Kachru (1997) provides a framework of grouping these variations of the English language by means of three concentric circles. The inner circle is represented by the United States, Great Britain, New Zealand, Australia, and Canada. The outer circle on the other hand groups countries using English as an institutionalized additional language, where English functions primarily as a medium for formal and intellectual communication. These countries include the Philippines, Singapore, India, Malaysia, and Pakistan. Finally, the last and the outermost of the concentric framework is termed as the expanding circle, where English is primarily used as a foreign language, including the countries Japan, China, South Korea, and Indonesia. Excluding the expanding circle where, as mentioned, English is treated as a foreign

language and not openly practiced in local communication, the inner and outer circle groups form together the “new English” (Kachru, 1997). Therefore, Philippine English is legitimized.

In his study on PE and its potential to miscommunication, Dayag (2004) conceives about the legitimacy of a Philippinized version of English and how standardized this variety is, and it being an instrument of social stratification and class categorization. On this case, Gonzales (1997) states that the discrepancy between the standards and attainment results in “linguistic schizophrenia”; that English, on one hand, as a foreign standard is ideal and legitimate, and on the other hand, a local standard such as Philippine English is accepted as a reality but still considered illegitimate. Bolton (2000) agrees with Gonzales’ position, and states that although this indigenized variety of English has been recognized by international scholars, this variety faces its own issues of legitimation. This legitimation issue has implications for the choice of which English standard be used in several different contexts, chief of which are educational institutions.

However, on the issue of existence, Bautista (2000) takes a more categorical position, stating that no one questions the existence of a Philippine English, as it takes its place beside recognized English varieties such as Nigerian English, Indian English, and Singaporean English. These are all legitimate varieties, and therefore, so is Philippine English. The legitimacy of a Philippine English has also been established in the works of Bautista, where in one of her studies she invoked the criteria set by Platt, Weber, and Ho (1984) regarding the determination of a variety of English and its confirmations as a legitimate New English, which are as follows:

“It should have developed through an educational system, taught as a separate course, and in majority of cases, used as a medium of instruction; it should have developed in an area where majority of the population does not speak a native variety of English; it is used for different functions ranging from simple conversation between friends and families to a more formal function such as literature and parliament, and a lingua franca for those who feel that it is more appropriate to use this variety of English in certain appropriate occasions than the mother tongue; and it should have been nativized or customized by adding certain elements native to the area of development, such as sounds, intonation, pattern, sentence structures, words, and expressions –ultimately the inclusion of native linguistic features at the phonological, lexical, syntactic, and discourse level” (p.2).

Equating the characteristics of Philippine English versus these criteria, its existence is considered legitimate.

Standardizing Philippine English. Llamzon (1969) makes several studies about what he then called Standard Filipino English (SFE) which, by the time of Dr. Andrew Gonzales, was renamed Philippine English, reserving the word Filipino as a noun for the national language. Llamzon contends that a standard form of English in the Philippines already existed by the time he wrote in 1969. To prove the fact that there indeed is a standard, he worked on his belief that there was a significant number of speakers using English with native or near-native control, and that there was indeed a sufficient number of Filipinos using English as their first language. He also states that when Filipinos finally gain proficiency in English, they speak a homogeneous dialect.

When Gonzales (1997) makes relevant studies on this new English variety, he takes issue with Llamzon that there indeed was sufficient and overwhelming evidence to finally claim

that the process of standardization of a Llamzon Standard Filipino English and a post-Llamzon Philippine English is taking place. However, Gonzales (1985) states that by the time he started contemplating works on this new English variety, speaking a standard Philippine English was premature. Furthermore, he writes that with the rise, certain factors such as ease of travel, mass media, migration, and globalization, there is bound to be a standard form of English spoken in the English variety that one can call with all due rights Philippine English. Existence of Philippine English can be recognized by the substratal pronunciation and borrowed variety of certain sounds and words, and certain errors contribute to the rise of a native English variety, such as in the case of Philippine English. Llamzon (1969) believes that there is a distinctive Philippine English, in as much as Filipinos and non-Filipinos alike can recognize such a local variety—and one who is aware can tell that Filipinos are expected to speak English the “Filipino way” (Gonzales, 1997).

De Souza’s criteria of errors of Philippine English. Brother Andrew Gonzales, FSC, in his foreword to Bautista’s monograph in October 1999 notes D’ Souza’s criteria for considering deviations as standardized when they meet *benchmarks of frequency, systematicity (rule-governedness), and used by educated exponents of the language, focuses on grammatical features which is based on carefully applied criteria* have now become acceptable and part of the standard Philippine English grammar. These features include seemingly irregular instances of agreement between subject and verb, article use, prepositions (in collocations), tenses, and mass versus count noun classification. Other types of subject-verb disagreement she classifies as acquisition errors; she does the same for pronoun-antecedent lack of concord.

D’ Souza (cited in Bautista, 1999) shows a principled basis for distinguishing between mistakes (usages which point to an acquisitional deficiency) and deviations (usages which are different from Inner Circle usages) in the area of grammar. In standardizing the New Varieties of English (NVEs) the question to be asked of a particular usage are – Is it widespread? Is it systematic? Is it rule-governed? Is it used by competent speakers in formal situations? If the answer to all these questions is “yes”, then the usage must be seen as part of the standard regardless of conscious acceptance or rejection. This theory builds on the criteria of Platt, Weber, and Ho (1984) and characterizes the New Englishes as a result of colonization, is institutionalized, have range and depth, are nativized and stable, have developed through the educational system in bilingual contexts, and are creative. In addition, *Range* in this sense means a wide range of uses and an extended register and style range; *depth* referring to a time depth of many years and to a depth of penetration at all levels of society; *creativity* is measured both in the use of the language and in terms of creative writing.

Platt, Weber, and Ho (cited in Bautista, 2000) give the criteria that validate a variety of English as a new English: (a) it has developed through the educational system, that is, it has been taught as a subject and, in many cases, also used as a medium of instruction; (b) it has developed in an area where a native variety of English was not the language spoken by most of the population; (c) it is used for a range of functions among those who speak or write it in the region where it is used, for example, in letter writing, in the writing of literature, in parliament, in communication between friends and in the family. It may be used as a lingua franca among those speaking different native languages or even among those who speak the same native language but use English because it is felt to be more appropriate for certain purposes, and; (d) it has become ‘localized’ or ‘nativized’ by adopting some

language features of its own, such as sounds, intonation, patterns, sentence structures, words, expressions.

PE's phonology. Gonzales (1991, 1997) claims that the first language of speakers of Philippine English (PE) is 'almost always recognizable, even among the elite'. He is referring to being able to identify the first language of PE speakers from their accent. He also points out that from the beginning, Filipinos learned English from Filipinos and the seeds of what is now called Philippine English began as McArthur (2002) notes, PE is rhotic and has a tendency towards syllable-timing. He describes its intonation as 'sing-song'-like.

PE's lexis. In her view, Bautista (1997) states, as would be expected, the vocabulary of Philippine English derives from a range of phenomena including semantic and part-of-speech shift, loan translations, coinages and creative innovations, compounds and hybrids. The adoption of certain brand names to refer to the articles in general is one example of semantic shift. For example 'pampers' refers to disposable nappies in general and 'colgate' to toothpaste. A similar process can be seen in other varieties of English where 'hoover' has come to refer to all vacuum cleaners and 'xerox' to all photocopying machines. Part-of-speech shifts can be seen in the following examples: 'Sorry I'm late, it was so traffic' and 'Why are you so high-blood again? What's upsetting you?' Examples on Coinages under Lexis are: 'holdupper' (thief) and 'cockfighter' (someone who raises cocks for cockfighting). Examples on Compounds are: 'captain ball' (team captain), 'green joke' (for blue joke-possibly a yellow joke in Chinese English) and 'phonepal'.

Gonzales and Alberca (1978) cite, lexicon as characterized by the use of loan translations (calques) from the Philippine languages (e.g. 'open the light' for 'turn on the light') called 'Filipinisms' (term in LLamzon's) or lexical words and collocations that are specific to the Philippines ('captain ball' for 'team captain' of a basketball team) and by the use of loanwords from the Philippine languages ('the common tao' or 'the common man' and local words for realia of a local kind).

Bautista (1997) provides a provincial list of PE words stating that lexicographers tell us that a lexicon develops in various ways, namely, (a) normal expansion, (b) preservation of items which have been lost or become infrequent in other varieties, (c) coinage, and (d) borrowing (Butler, personal communication 1996). She further notes that the first three processes – expansion, preservation, and coinage— produce words that are English in form, while the last process, borrowing, produces words that are non-English in form.

Normal expansion (two processes). (1) *Extensions or adaptations of meaning.* The most transparent examples of extension of meaning would be the brand names that have been generalized in the Philippines to cover the whole category. PE uses words like *pampers* for disposable diapers, *pentel pen* for a color marker, *to osterize* for the process of using a food blender. The words *Colgate* for toothpaste, *Cut-Rite* for wax paper, *Kotex* for sanitary napkins, and *Nescafe* for instant coffee are still in the vocabulary of older Filipinos; (2) *Shift in part of speech.* Another normal expansion process is changing the part of speech of an existing word. Most commonly, nouns turn into verbs. As an example from Singaporean English is the use of *horn* as a verb, as in "He stopped right in front of the Toyota and *horned* loud and long" (cited in Butler 1994). The verb *fiscalize*, "to call attention to abuse", comes from the noun *fiscal* and does not appear in either the Macquarie or Webster's; only the Macquarie mentions the meaning of *fiscal* as a public prosecutor in some countries. The word *conscienticize* is used in the Philippines and does not yet appear in the Macquarie or Webster's, and this has probably

come from the theology of liberation of Latin America. In La Salle as cited by Bautista (1996) there are words such as to *manualize*, that is, to prepare manuals for different administrative positions for different procedures and *minutize*, meaning to emphasize a point. "Only time will tell whether these newer constructions will catch on" she adds.

Preservation of items which have become lost or infrequent in other varieties.

The use of *folk* is more widespread in PE. In Australian (AuE) and American English (AE), just as in PE, *folk* is usually collocated with "common" or "simple" or "plain"; in PE, we also collocate *folk* with "provincial" and "barrio" and "tribal". However, "city folk" and "Quiapo folk" and "young folk" also appear in the Macquarie PE corpus. *Solon*, as Butler (1995) has pointed out, appears in more headlines and newscasts here than in Australia. This may be because *solon* is defined as a lawmaker in PE while it is defined in the Macquarie as a wise legislator, harking back to its etymology; Webster's mentions both wise legislator and simply member of a legislative body. It would be interesting to find out if *solon* is often used in headlines in the US. *Viand* appears in both the Macquarie and Webster's, but it is hardly used in AuE and AE. It is a word that appears much more frequently in PE as in "Business lunch-P49.95-rice, soup, choice of one *viand*, banana."

Coinage. Bautista (1996) notes a very productive way of expanding the lexicon is by coinage – inventing a word or phrase, a neologism-and there are several ways of doing it: (1) *Analogical constructions.* On the analogy of *employee*, *examinee*, *grantee*, PE has *awardee*, *honoree*, *mentee*-words that do not appear in the usual English dictionaries. PE uses *jubilarian*, which does not appear in the Macquarie but appears in Webster's; we even have *Octoberian* for a student who finishes his or her degree at the end of the first semester (i.e. October) rather than at the end of the school year (i.e. March). *Reelectionist* and *rallysist* do not appear in other English dictionaries, nor do the words *bedspacer*, *carnapper*, *cockfighter*, and *holdupper*. As a matter of fact, *bedspace* and *carnap* do not appear as words in the regular dictionaries; to steal a vehicle in American English, I have been told, is to carjack it. In the Philippines, the first postgraduate degree may be called a *masteral degree* on the analogy of "doctoral degree." *Studentry* is used in PE, but apparently, not in AE or AuE. And with the Unified Traffic Scheme recently devised for Metro Manila, a new analogical coinage is *carless*, as in "My plate ends in 9-I'm *carless* today." *Gunless* is not in the Macquarie or Webster's; (2) *Clippings.* From Bautista (1996) *ball pen* is not the way other Englishes shorten *ball point pen*-they use *ball point* instead. Other clippings that we know to be our very own clippings include *aircon* (for air-conditioning in general or for air-conditioning unit-note that Hong Kong, Malaysian, and Singaporean English also use *aircon*), *Amboy* (for a Filipino perceived to be too pro-American), *kinder* (for kindergarten), *promo* (for promotions for a product), *sem* (for semester), *supermart* (for supermarket); (3) *Abbreviations.* The abbreviations *NGO* (for non-government organization), *OCW* (for overseas contact worker), and *NIC* (for newly industrializing country) are already part of World English (WE). However, some abbreviations might belong only to PE: *CR* for comfort room (*CR* certainly would not exist in other Englishes since *comfort room* exists only in PE), *DH* for domestic helper, *DI* for dancing instructor, *GRO* for guest relations officer, *KJ* for kill joy, *PX* for post exchange (not in Macquarie, and this is a throwback to the era of military bases in the Philippines), and the currently ubiquitous *TY* for thank you said very informally; (4) *Total innovations.* This category may also use analogy and clipping, but the results stand out because they are so creative, so innovative. The best neologisms noted by Bautista (1996) are *Imeldific* (anything exaggeratedly ostentatious or in bad taste), *Taglish* (Tagalog-English code-switching, which seems to have gained currency

rather than *Engalog*, another coinage), *eat-and-run* (going to a party, eating there, and then leaving immediately, with hardly any socializing), *number two* (to refer to a mistress), *presidentiable* (likely presidential candidate), *trapo* (a clipping from traditional politician, but at the same time transformed into the Tagalog word for *dirty rag*), *promdi* (derived from “from the province”). *Infanticipating* sounds like a coinage from Time magazine that eventually found its way into PE but not AE or AuE; (5) *English compounds*. One of the biggest contributors to the lexicon of PE is compounding. Bautista (1998) presents her list: *American time* (being punctual), *bar girl*, *bar hostess*, *bedsheet*, *behest loan* (unguaranteed bank loan given to presidential cronies), *blue-seal* (imported cigarettes later extended to include a foreign girl friend), *bold show*, *brown joke* (joke referring to excretory functions), *captain ball* (the captain of a basketball or volleyball team), *colonial mentality* (thinking or behavior that shows subservience to the West; transposed, *tongue-in-cheek*, by some intellectuals, to *mental colony*), *dirty ice cream* (the ice cream manufactured by small ice cream manufacturers and sold by ice cream vendors on the street), *dirty kitchen* (in rich homes, the kitchen where the messy or real cooking is done; the other kitchen is for show or for the few times when the owner of the house does the cooking), *domestic helper*, *eat-all-you-can buffet* (where AE simply says eat-all-you-can or buffet), *face towel*, *Filipino time* (later than the stated time), *green joke* (risqué or obscene joke), *landgrabbing*, *macho dancer*, *medical or dental clinic* (where AE says medical or dental office), *phone pal*, *streetlamp* (streetlight in the Macquarie and Webster’s), *toilet humor* (jokes referring to excretory functions), *whistle bomb* (fire cracker that makes a whistling sound); and (6) *Combinations of one English element with one borrowed element*. Examples of this kind of compound are: *bakya crowd* (crowd from the lower socio-economic classes), *balikbayan box* (box in which Filipinos returning from abroad put in all the things they shopped), *bomba movie* (pornographic movie), *buco juice* (juice from young coconut), *colegiala English* (English spoken by students studying in exclusive girls’ schools), *common tao* (ordinary Filipino), *polo barong* (barong Tagalog with short sleeves), *pulot boy* (the boy who picks up tennis balls for the players), *sari-sari store* (small variety store usually found in a residential neighborhood), *turo-turo restaurant* (fast-food place where one points to the dishes one wants to order).

Borrowing. These are the forms that obviously are not English but are borrowed into English. In newspapers and other printed material, these stand out from the rest of the English text because they are usually in quotes or italicized. Bautista (1996) notes borrowing could be Spanish (*despedida*), Chinese (*feng shui*), Japanese-English (*Japayuki*), Tagalog (*pasalubong*). There are semantic fields to which the borrowings belong and an overlap to some semantic fields as with Tagalog (*tilapia*) belonging to both fauna and food, but the classification is only meant to be indicative, not categorical. These are the following: (1) Flora and fauna. *Abaca*, *achuete*, *banaba*, *calamansi*, *dayap*, *duhat*, *guyabano*, *ipil*, *lanzones*, *lapu-lapu*, *macapuno*, *narra*, *nipa*, *pandan*, *sampaguita*, *santan*, *santol*, *talahib*, *tamaraw*, *ube*, *yakal*; (2) Food. Just as *sashimi*, *siomai*, *sukiyaki*, *sushi*, *tempura*, *lechon*, *adobo*, *atis*, *bagoong*, *balut*, *bibingka*, *inihaw*, *kare-kare*, *lambanog*, *pancit*, *pan de sal*, *pinakbet*, *puto*, *relleno*, *sawsawan*, *sinigang*, *tinapa*, *tuba*, *tuyo*; (3) National identity/culture. *Amor propio*, *bahala na*, *bayanihan*, *delicadeze*, *ningas cogon*, *pakikisama*, *Pinay*, *Pinoy*, *utang na loob*, *awit*, *corridor*, *Balagtasán*, *pasyon*, *sinakulo*, *tinikling*; (4) Politics. *Barangay*, *burgis*, *colorum*, *compadre*, *datu*, *estafa*, *hacendero*, *hacienda*, *ilustrado*, *masa*, *mestizo*, *provinciana*, *provinciano*; (5) Life. *Arbulario*, *baon*, *balikbayan*, *barkada*, *beso-beso*, *despedida*, *hilot*, *jueteng*, *merienda*, *pasalubong*, *querida*, *sala*, *shabu*, *tsismis*, *yaya*, *ate*, *kuya*, *nanay*, *tatay*, *ninong*, *ninang*, *doctora* (there is also the tendency in PE to address almost everyone by professional title-*Architect Galvez*, *Engineer Cruz*, *Professor Reyes*, *Doctora Carreon*); and

(6) Expressions. *Daw or kuno* (shorthand for “it is said”, “according to the grapevine”), *kwan* (referring to something at the tip of my tongue), *sayang!* (Meaning “What a pity,” “what a waste,” “how unfortunate”), *no?* (Which combines the *no* of English and the *ano* “what” of Tagalog).

PE’s grammar. Gonzales (1997) quotes as saying that PE is restructuring the tense and aspect systems. Certain tenses are thus used in distinctive contexts (cited in McArthur, 2002). For example, PE speakers use the present perfect where other varieties would use the past simple, so that a PE speaker might say *I have seen her yesterday*. For example: ‘In a recent Senate hearing probing questionable conduct, former President Estrada *has claimed* it was...’ (Pankratz, 2004). The past perfect is often used where others might use a present perfect or past simple: “Have some pupils tell their class what they *had observed*...” (Pena, 1997). “...Sen. Francis Pangilinan *had already started* sponsoring the proposed Act” (Pankratz, 2004).

Another study on ‘Filipinisms’ further proves as what is also entailed as Philippine English. Based on Dar (cited in Bautista’s *Studies of Philippine English in the Philippine*, 2000) categories of *Filipinisms* include: NEW TERMS like *amboy* from American Boy, LOAN WORDS such as *barrio* and *fiesta*, TERMS WITH DIFFERENT MEANINGS having *abortion* for *miscarriage* and *chit* for *bill* and of CULTURAL INFLUENCES. Tagalog word order: “*From where are you?*” instead of, “*Where are you from?*” Tagalog expressions: “*Eat well.*” for *Kumain ka ng mabuti*. Interchanged terms: *bring/take this book there/dalhin* and Influence of Material culture: *Mang Jose* for an elderly man. Bautista also presented two questions often asked about Philippine English: *Is there a Standard Philippine English?*

When does an error become a feature of (Standard) Philippine English? She further cites the definition for Philippine English or alternatively Filipino English presented in the entry on Philippine English by Brother Andrew Gonzales in 1992 in *The Oxford Companion to the English Language* edited by Tom McArthur, “the English language as used in the Philippines.”

PE’s syntax. Gonzales and Alberca (1978) explain that the tense/aspect system of verbs and the article system of nouns have undergone restructuring so that the uses of these forms are different from their uses in Standard American English; these areas need further investigation since they have not yet been systematically studied by local linguists. The sub classification of verbs and nouns and the selectional restrictions or co-occurrence rules between verbs and nouns as well as verb and preposition combinations or two/three word verbs are often local adaptations and do not follow the American Standard English forms and combinations.

PE’s discourse. Intersentential discourse rules for formal written texts are quite similar to English standards, even literary style (Gonzales 1983a), since these genres of writing were nonexistent in the Philippine languages where oral rather than written discourse prevailed. Hence, written discourse follows American models.

Synthesis

Language is best understood as one of a set of human channels of communication, a tool for communication. A language is a carrier of culture, and culture and language are interrelated. They cannot be separated. Language has its true existence only in the individual, and that therefore all changes in the life of a language can originate only with individual

speakers. The fact of the matter is that the 'real world' is to a large extent unconsciously built up on the language habits of the group. Languages constantly change; they grow, they have daughters, and they die.' The English spoken in the heart of England one millennium ago is scarcely recognizable as English today. Language is constantly evolving as human beings and societies evolve. Whereas human beings grow toward maturity, and societies develop toward sophistication and advancement, language evolution is goalless and abstract and therefore, the inserting of elements of one language into another 'language crossing' is a way of performing cultural acts of identity, and a way of trying to achieve solidarity (Anchimbe, 2006; Ellis & Beattie, 1986; Kramsch, 1998; Osthoff & Brugman, 1878; XIAOXIA, 2006; Yule, 1996).

Language use requires the awareness of its meanings. Meanings are in people, not in words. Meanings are uniquely different in each individual. The goal in communicating with people then is to have the meanings overlap so that interlocutors can make sense of other's messages and understand each other. More often, language is believed to be a tool to communicate with other people but it may also happen when it becomes the very means for people not to communicate effectively. Meanings of language have to be a 'particular dialect or language that one chooses to use on any occasion, a code, a system used for communication between two parties'. Within a code it is necessary that the parties involved have a means of deciphering it, and this is easier when the parties use just one code at a time, that all parties understand (Gamble, 2002; Ogden & Richards, 2002; Wardhaugh, 1986).

English has an oral base; it is considered a hybrid language in that it has continuously borrowed words from other languages as a result of trade wars and cultural revolutions. It can be broken down into three periods: Old English, (600-1100), Middle English, (1100-1500), and Modern English (1500-present). The dominant position of English started on the pre-eminence of Great Britain in the 19th and earlier 20th centuries, then the United States in more recent times. It is the main vehicle of commerce, technology, scholarship, publishing, pop culture, and modernity itself. At present there is no sign of any such processes on a large enough scale. From being a reserve of the British Isles and their queen, English became a code of international linguistic transaction. Today, it is no longer just spreading world-wide, but is overwhelmingly adopting a predominant American touch, given the pride and prestige of the American lifestyle and pop culture (Anchimbe, 2006; Farris, 1993; McArthur, 2006).

The spread of English is characterized in subtle and not-so-subtle tones as a triumphalistic march of the language that has gained global currency over other major languages. In this triumph of English across cultures, it is now generally recognized the Hydra-like language having many heads: the heads representing diverse cultures and identities. This concept entails a distinction between language as a MEDIUM and language as a MESSAGE. The medium refers to the *form* of language—its phonology, morphology, and syntax—and the message embody the functions in which the medium is used. There are indeed a variety of underlying theoretical, functional, pragmatic and methodological reasons that demand this pluralization of the language—Englishes and not English (Farris, 1993; Kachru, 1998; Reichelt, 2006).

English as a Lingua Franca (ELF) is the common language used by the people of different language backgrounds to communicate with each other. It can be used both within countries and internationally as a medium of communication by people who do not speak the

same first language. English in its standard 'native' form(s) is fast becoming the world's lingua franca of science, commerce, the mass media, and entertainment. Its non-native uses and users have become significant in at least the following eleven fields: applied linguistics, sociolinguistics, critical linguistics, contrastive rhetoric, second language acquisition, traditional English studies, lexicography, mass communication studies, cultural studies, pragmatics, and text linguistics (Asker, 2006; Kirkpatrick, 2007; McArthur, 2006; & Yajun & Chenggang, 2006).

In the contexts of World Englishes, the real problem is caused by many people who believe that native speakers are necessarily better at speaking English than non-native speakers and that native speakers are necessarily better at teaching English than non-native speakers. Despite the seemingly large number of languages spoken in the world today, three-fourths of the world's population speaks but thirteen languages. However, speakers of English have not been exceeded by any other language speakers. There are 280,000,000 speakers of English as a first language and another 120,000,000 speakers of it as a second language. In addition, about 60 per cent of the world's radio broadcasts are in English and more than half the periodicals of the world are published in English (Cheshire, 1991; Ellis & Beattie, 1986; Kirkpatrick, 2007; Nettle, 1999; Rampton, 1990).

A better understanding on how language is formed entails knowledge of linguistic terminologies such as *pidgins and creoles, native and nativised variety, bilingualism, syntax, lexicon, phonology, code-switching, and code-mixing*. Pidgins are languages born after contact between at least two other languages which developed during the period of empire and international trade. When these *pidgins* become learned as a mother tongue, they become known as *creole* – a language that developed to facilitate communication between two different cultures (Anchimbe, 2006; Kirkpatrick, 2007; Poole, 1999; Sala, 2006; Schumann, 1975; Tillman, 2006).

British, American and Australian English are said to be native varieties and spoken by native speakers. Nativised varieties are newer varieties that have developed in places where English was not originally spoken and which have been influenced by local languages and cultures. A *nativised, accultured and indigenized* variety of English is one that has been influenced by the local cultures in which it has developed meaning. All varieties of English that are spoken by an identifiable speech community are *nativised*. Bilingualism on the other hand is the intelligible use of two languages in conversation; the acquisition of linguistic and communicative competence in two or more languages. In the Philippine context, bilingualism is a resource and the switching between languages is an additional resource. The disparagement of code switching in general – without distinguishing between deficiency-driven and proficiency-driven code switching – is now a thing of the past. One theory says that bilinguals code-switch because they do not know either language completely. This argument is also known as semi-lingualism, which underscores the notion that bilinguals "almost" speak both languages correctly (Bautista, 2009; Davies, 1991; Poplack, 2004; Kirkpatrick, 2007).

Syntax is a word derived from two Greek elements that equated to *together* and *arrangement*. It is the study of the structure of utterances which is commonly distinguished from morphology on the basis that syntax deals with combinations of words whereas morphology deals with the internal structure of words, but this distinction is not clear-cut. Syntax is concerned with sentence structure and how that structure is expressed in sentence form. It traditionally pays no attention to the meanings of words or sentences, but seeks to

capture the rules a sentence must obey for a speaker to accept it as grammatically correct, even though it may be nonsensical (Ellis & Beattie, 1986; Poole, 1999; Yule, 2006).

Considering morphological and syntactic changes in any language, several models of World Englishes emerged to present a glimpse of the uniqueness of English in every culture. These models are: The Standard American English, Liverpool English, Scottish English, Singaporean English, Chinese English, Hong Kong English, Arabic English, West African English, Educated Yoruba English, India English, Japanized English, Korean English and Cameroonian English. These are just a few of the widespread of English in the entire globe.

The concept World Englishes emphasizes the pluricentricity of the language and its cross-cultural reincarnations. World Englishes has made the study of new varieties of English a serious topic of linguistics at large. This is without doubt a valuable development, in that diverse perspectives allow researchers to gain a better understanding of both the nature of the global spread of English and the issues (linguistic, sociocultural, pedagogical, ethical, and ideological) that it has aroused. On the context of culture, English is to be considered a world language, and it should not be restricted to any single culture. English as an international language should be able to accommodate different cultural elements and thoughts. World Englishes research needs to diversify its method so as to better describe and explain the profiles of varieties of English in different cultural contexts. The 'major challenge' for the globalization of English is the maintenance of culturally determined varieties of world Englishes in the face of pressures to achieve viable international communication. In written discourse, there is an immediate need to retrieve and analyze data from a larger corpus of a particular variety of English and a comparable corpus (such as the British National Corpus), rather than randomly chosen materials. Such contrastive analyses will lead to the identification of differences between two varieties of English at both the sentential and the discursal/rhetorical level. The expansion of English into a world language with both regional and national varieties is unprecedented. The position of English in the world today is the joint outcome of Britain's colonial expansion and the more recent activity of the US. This dual legacy, both historical and contemporary, does not mean that English is any longer the prerogative of the Queen or the British Isles or the United States but rather that it has become a no-man's-reserve in terms of world trade, diplomacy, technology, education, and law. Any substantial shift in the role of the US in the world is likely to have an impact on the use and attractiveness of English Language amongst those for whom it is not a first language. If world English has to be (more or less) a replica of American speech and culture, it would mean annulling the current conscious and unconscious adaptation of the language to local colors, as well as defeating the extensive range of functions for which it is used at these levels (Anchimbe, 2006; Bamgbose, 2001; Graddol, 1997; Hyun-Ju Kim, 2006; Kachru, 1992; Platt, Weber & Ho Poon, 2006; Yang, 2006; Widdowson, 1997; Yajun & Chenggang, 2006).

Philippine English as one of the recognized world Englishes is a nativized variety of English that has features which differentiates it from Standard American English because of the influence of the first language, because of the different culture in which the language is embedded and, because of a justified restructuring of some of the grammar rules. Philippine English has an informal variety, especially in the spoken mode, which may include a lot of borrowing and code mixing and it has a formal variety which is used by educated speakers and found acceptable in educated Filipino circles. Philippine English is one of the world Englishes and a Standard Philippine English is an indigenized variety (Bautista, 1997; Gonzales, 1976; Llamzon, 1969).

The linguistic background and colonial history of the Philippines provides an illuminating example of the development of a new variety of English. The use of English as a means of international communication and to address communicative needs among nations can predict the certain evolutionary details in terms of the language, whether oral or written. A global widespread, it is then logical to think that certain varieties of the language exist, as opposed to the monolithic view of English as an unspoiled *lingua*. Philippine English is said to have its potential to miscommunication, conceives about the legitimacy of a Philippinized version of English and how standardized this variety is, and it being an instrument of social stratification and class categorization. The discrepancy between the standards and attainment results in “linguistic schizophrenia”; that English, on one hand, as a foreign standard is ideal and legitimate, and on the other hand, a local standard such as Philippine English is accepted as a reality but still considered illegitimate. No one questions the existence of a Philippine English, as it takes its place beside recognized English varieties such as Nigerian English, Indian English, and Singaporean English. These are all legitimate varieties, and therefore, so is Philippine English (Bautista, 2000; Dayag, 2004; Gonzales, 1997; Kachru, 1997).

Statement of the Problem

This study aims to investigate the awareness in PE and the extent of usage of its features in the editorials of higher education institutions (HEIs) in Pampanga through the use of corpus linguistic analysis. This paper specifically seeks to answer the following:

1. What features of Philippine English do Kapampangan authors/editors use?
2. What specific pattern/s of Philippine English is/are employed?
3. Is there an awareness of the variety of English among the Kapampangans' use of the English language?
4. How may the awareness of Philippine English help in the teaching of Campus Journalism particularly in editorial writing in the tertiary level?

Significance of the Study

In the desire to disseminate the varieties of English used in daily written discourse and to ensure the acceptability and intelligibility of Philippine English as passionately expressed by the Kapampangans, this research was made possible. This study is deemed to be significant not only to the researcher, but also to linguists, English teachers, curriculum developers, writers, native and non-native speakers of English, researchers, students and language users in general.

The challenge to determine the solutions to the problems posed in this study may widen the students' understanding of Philippine English as one significant variety of the World Englishes – for them to be informed that there is no English variety which is greater over the other, making Philippine English at par with the rest of the English varieties, and for ESL/EFL teachers to be well-updated and miles ahead when it comes to information on language learning.

The result of this study is hoped to facilitate the integration of the teaching of Philippine English in some English courses primarily in Campus Journalism where the corpus of this study was taken from. The worth of this study is also viewed to be significant to:

(1) Language learners specifically Campus Journalism writers, in increasing their level of awareness of the legitimized English they speak and write. The consciousness they would gain from this research may be a motivational factor for them to pursue their eagerness in exploring English and to further flourish the language which is uniquely theirs.

(2) Language teachers, by being learned models and exemplars of the English language who are updated, effective and efficient in delivering language lessons. Awareness of WE and PE in particular, as well as its sociolinguistic implications for education may not only lead to language proficiency but also promote receptiveness in language diversity.

(3) Language curriculum planners who may integrate WE and PE courses for an enhanced use and teaching of the English language in all of the macro skills needed to develop among learners.

This study may be a benchmark for future research in unraveling other issues concerning the use of English. Readers may be guided by the principles and aims that the study has found and in finding ways for Philippine English to be learned, promoted and preserved in the dimension where certain improvements can be made.

Overall, knowledge and awareness of Philippine English may benefit all language users, learners and teachers about the acceptable and unacceptable English usages which may improve their English communication skills.

Scope and Limitation

The study centers in the usage of Philippine English (PE) in journalistic writing particularly in editorial writing. It focuses on the identification of the features of PE by extracting the possible terms from the editorials which are believed to be features of PE. To delimit this broad topic, the study did not focus on other dilemmas in the corpus such as spelling, capitalization, font styles, phonology, syntax and other grammatical compositions observed in the editorials.

Furthermore, the study is bound within the confines of the province of Pampanga, and only included selected official student publications of higher education institutions (HEIs) in Pampanga. English being the second language in the Philippines and Pampanga which is near the National Capital Region (NCR) likewise adheres and follows the Department Order no. 25, series 1974, mandating the use of English and Pilipino as media of instruction in Philippine primary and secondary schools issued by the Department of Education and Culture on June 19, 1974 (Garcia, cited in Bautista, 1997) and the standards of teaching major courses in English and of some minor courses in Filipino to be competent in both languages whereas Davies (as cited in Kirkpark, 2007), defines it as full bilingualism, the acquisition of linguistic and communicative competence in two or more languages. Kapampangans are believed to be fluent English speakers as well as prolific writers in Kapampangan, Filipino and English respectively.

METHOD

This chapter discusses how the study was carried out organized in the following subtopics: type of research; corpus and corpus linguistics; corpus used for the data; data gathering procedure; and data analysis.

Type of Research

Qualitative in nature, this study employed content /text analysis to explore the usage of Philippine English in the editorials of the selected student publications of HEIs in Pampanga.

Qualitative research studies things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them (Denzin & Lincoln, as cited in Cresswell, 2007). Furthermore, qualitative studies are focused on the meaning of words rather than numbers, and data primarily consist of transcripts and recordings of investigations and interviews, maps, images, charts, and physical artifacts—depending on which qualitative tradition that a researcher would like to undertake (Hastings-Tolma, 2003).

Content analysis through text is potentially one of the most important research techniques in the social sciences. It views data as representations not of physical events but of texts, images and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed with such uses in mind. Analyzing texts in the contexts of their uses distinguishes content analysis from other methods of inquiry. It makes sense of what is mediated between people—textual matter, symbols, messages, information, mass -media content, and technology –supported social interactions – without perturbing or affecting those who handle that textual matter. It is a research technique for the objective, systematic, and quantitative description of manifest content of communications (Berelson, n.d; Krippendorff, 2004).

Furthermore, content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language (Palmquist, 1980).

Corpus and Corpus Linguistics

Corpus is made or compiled for purposes of language studies. *Corpus* is a collection of texts assumed to be representative of a given language, dialect, or other subset of a language, to be used for linguistic analysis (Francis, 1982). In building a corpus, the following are to be considered: sampling, representativeness, balance, topic, size, and homogeneity (Sinclair, 2004).

Corpus Linguistics (CL) on the other hand, refers to the study of language or linguistic phenomena through the analysis of data obtained from a corpus (Verena, 2008). It is the study of language based on examples of real-life language use (McNery & Wilson, 2002); it is the use of a corpus of language as the basis of language description (Tognini & Bonelli, 2001).

Corpus used for Data

The study seeks to analyze the corpus of editorials of student publications of three (3) HEIs in Pampanga as to their extent of use and awareness of the PE variety by extracting

possible PE terms from these editorials. The corpus consists of nine (9) printed issues from broadsheets, newsletters, or magazines containing editorials during the first and/or second semester covering the scholastic years of 2006-2011 of each of the HEI totaling to 27 editorials.

Data Gathering Procedure

The published student publication editorials from the annual year 2006 to annual year 2011 were collated through sources and personal visits. No specific length or number of words for each editorial was required. The titles of the student publications were then coded as Student Publication A henceforth, A-1 to A-9; Student Publication B henceforth B-1 to B-9 and; Student Publication C henceforth, C1 to C9.

Data Analysis

Corpus linguistics (CL) through content/text analysis was carried out in the examination of the texts in each editorial. These editorials were syntactically and morphologically read and analyzed. Possible PE features/terms were listed and categorized accordingly through the use of triangulation, a method in which not only one material was used as a reference to examine the validity of a study but other related references as well. Triangulation involves using multiple data sources in an investigation to produce understanding to adequately shed light on a phenomenon and help facilitate deeper understanding (Miles & Huberman 1994, Wiersma, 1986).

In examining the existence of Philippine English and determining the patterns, use and acceptability of the identified features and terms, the following materials were used for the triangulation: the Webster's 2010 unabridged dictionary of the English Language, the Concise Oxford Electronic Dictionary of the English language, an electronic dictionary 2011 and the Philippine English dictionary compiled by the Macquarie International under Bautista and Butler, 1997.

The Webster's 2010 unabridged dictionary of the English Language, the Concise Oxford Electronic Dictionary of the English language, and the electronic dictionary 2011 were used to determine whether the extracted terms exist or may be found in these Standard English usage references. If the terms were non-existent in these references, they were identified as PE features and subsequently verified in the Philippine English Dictionary to determine their acceptability. Discussions on the use, acceptance and non-acceptance of the extracted terms ensued.

FINDINGS AND DISCUSSION

The terms listed in the boxes are classified as PE terms after the triangulation process. Discussions on how these terms were formed are comprehensively presented in the succeeding sub topic providing answers to the second research problem. Thus, the features are simply enumerated, categorized and provided with the specific pattern subheading.

After the triangulation of the PE extracted terms, the corpus of the student publication editorials in the HEIs in Pampanga were found to have an extensive use of Philippine English. The features were found to fall under Lexis/Lexicon and Syntax/Written discourse.

Lexicon is the total stock of morphemes in a language which consists of many kinds of signs other than simply nouns. When linguists study the lexicon, they study such things as what words are, how the vocabulary in a language is structured, how people use and store words, how they learn words, the history and evolution of words, types of relationships between words as well as how words were created (Pool, 2008).

Under the lexicon category, the following PE features (grouped under the type of morphological process) were found:

Conversion:

darers, warranted, harping, accreditors, adhering, martyred, dreamers, articulated, mud-caked (bodies)

Borrowing:

Kuyas, ates, kuraldal, sisig, aling Lucing, Malacanang, 4 Runners, jeepney, jueteng, tanod, pinoy, kareton, plastikan.

There is also the tendency in PE to address almost everyone by professional title or achievements under the category 'life' i.e. Architect Galvez, Engineer Cruz, Professor Reyes, Doctora Carreon (Bautista, 1997). Still under *borrowing* the following extracted terms were found in the editorials:

Borrowing: *Governor Eddie Panlilio, the hero Jose Abad Santos*

Other forms of morphological process of the extracted PE terms are the following:

Clipping: *aircon, ConAss, comfy, Corp, Gov.*

Abbreviation/Acronym: *PCOS, PGMA, CON, DOJ*

Analogical construction: *provincial wide, studentry*

Compounding: *4 runner personnel, text messages, plastic bags, flood-prone, plastic junks, plastic bottles, security guards, traffic free, flash flood, ocular visit, self-survey, golf carts*

Total innovations: *whinning, hamper, Assumptionists, plastikan, UA Community, Archdiocesan university, Quixote, the ONE, Our Lady, rest assured*

Combinations of one English element with one borrowed element:

jeepney fare, jueteng lord, Juan's country, Cebu shootout, barangay tanod, cooked sisig, fellow pinoy, jeepney drivers

Other found PE terms were categorized under *Syntax* or *Written Discourse*. Derived from two Greek elements equated to *together* and *arrangement*, this feature deals with the arrangement of words in sentences or structure (Pool, 1999).

A sentence is composed of grouping of words rather than just being a linear concatenation. The means employed by a language to indicate the relationship between the elements of a sentence include word order, a case system, prepositions and particles.

Code-mixing:

Alang Plastikan Policy, Alang Plastikan Coalition, typhoon Ondoy, Jueteng lord, Juan's country, Cebu- shootout, local tanod, Barangay tanod, cooked sisig, Jose Abad Santos St, wood carvings in Betis, fellow pinoy, Kareton full of books, pens, tables and chairs, Malacanang ordered, Senator Villar's 'akala mo' plea, according to the umbrella group, Bagong Alyansang Makabayan

Code-switching:

In his discussion, "bawal lang kung mahuhuli ka..." Mabuhay ka, Assumptionista

Specific Patterns of Philippine English Employed by Kapampangan Authors

The previous discussion simply presented the features of PE found in the corpus of the HEIs grouped under the morphological process they have undergone. What follows is a comprehensive analysis of the patterns of morphological process of the PE features which Kapampangan editors used in their editorials.

Code-switching and code-mixing. Two of the most frequently employed patterns of the extracted PE features are code-switching and code-mixing either in lexical (words) or syntactical (word order) category. Code-mixing is the use of more than one language or variety intra-sententially, i.e. in the same manner or utterance or sentence and code-switching as the use of different languages or varieties inter-sententially (Kirkpatrickk, 2007). The following are examples of the extracted code-mixed features/terms and the syntactic location where code mixing took place:

1. The government still have [*sic*] the guts to brag that they just help the drivers by raising the *jeepney fare* by 50 centavos. (C4)

2. The most common dilemma of *jeepney drivers* and vehicle owners these days is the constant hike in oil price. (C4)

3. The similar incident happened in the gubernatorial run in Pampanga when Gov. Among Ed wholeheartedly accepted defeat against Mrs. Baby Pineda, ex-Board Member and wife of an alleged *jueteng lord*. (A9)

In sentences 1 and 2, the PE term *jeepney* is mixed with an American English (AE) term *fare* and *driver*. Semantically, *jeepney* is classified as a noun but in these extracted sentences, it functioned as an adjective modifying the nouns *fare* and *driver*. The term *jeepney* is uniquely an acceptable PE term described as a means of transportation which does not have a direct counterpart in AE. The same goes with the term *jueteng*, a PE term for a kind of gambling in Pampanga also under borrowing, is code-mixed with the AE *lord* meaning a god or a leader.

4. Take the Cebu-shootout for example wherein an independent film actor was shot by a *local tanod*. (B3)

5. We are one with all proud Filipinos in the world in celebrating and taking pride. Having a *fellow pinoy*, hailed as 2009 CNN's Hero of the year... (B6)

In sentence 4, there were two code-mixing patterns employed. First, the term *Cebu* is a city found only in the Philippines mixed with the compound word *shootout* which is an AE compound. Second, the term *local* which is AE relating to a particular region or part was mixed with the PE term *tanod* which literally means a guard or a watchman. In sentence 5, the term *fellow* is AE mixed with a PE term which is *pinoy*, a slang meaning Filipino native or folk. Noticeably, the pattern in sentences 4 and 5 are the opposite of 1, 2, and 3. This pattern can also be termed as "total innovation" (Bautista, 2009).

Another consideration is set on the term *wherein*. In comparing the International Corpus of English (ICE) of the Philippines (ICE-PHI), Singapore (ICE-SIN), Hong Kong (ICE-HK), India (ICE-IND) and Great Britain (ICE-GB), Bautista (2009) found that the Philippines had the most occurrence of the term which is 78, India with 28, while Singapore had none (0), Hong Kong with two (2), and Great Britain with only one (1). Her study concluded that only ICE-PHI use the term *wherein* both in writing and speaking, formally and informally while ICE-IND use *wherein* only in formal writing in accordance with the *Collins COBUILD Dictionary* which defines the term as a formal word.

6. As for Mayor Binay's bragging of what he has done for Makati, PGMA's ConAss reform, *Senator Villar's 'akala mo' plea*, Senator Roxas' beseech for the masses and the like, it's just that Panlilio's advocate seem to take its bizarre turn, saying that God has called him to run on the 2010 presidential race. (C2)

In this sentence, the PE phrase '*akala mo*' (you might think that...) was mixed with the AE term *plea* which means a request. Bautista (2009) also observes that there is the tendency in PE borrowing to address almost everyone by professional title and achievements like *Mayor Binay*, *Senator Villar*, *PGMA*, *Senator Roxas* and the like.

7. Efren, also known as the pushcart educator, started to teach young people in Cavite with his *kareton full of books, pens, tables and chairs...* (B6)

Kareton is a term which means pushcart in AE. In this sentence code-mixing was employed from the PE term *kareton* and the succeeding words which are all AE.

8. He might have been wandering the streets in his 'killer' outfit that sent the residents of the *barangay* to their *tanod*. (B3)

In this sentence, two code-mixed patterns are observed. The PE term *barangay* pertaining to a community and *tanod* which is a PE term for a guard or a watchman.

Borrowing. The extracted PE terms in sentences 1-8 (jeepney, jueteng, tanod, pinoy, akala mo, barangay, and kareton) are also classified as *established loan words* under the PE pattern borrowing. Yule (2006) defines *borrowing* – the taking over of words from other languages – as one of the most common sources of new words in English. Throughout its history, the English language has adopted a vast number of loan-words from other languages, including alcohol (Arabic), boss (Dutch), croissant (French), lilac (Persian), piano (Italian), pretzel (German), robot (Czech), tycoon (Japanese), yogurt (Turkish), and zebra (Bantu).

Bautista (1997) cites *borrowing* as the forms that obviously are not English but are borrowed into English. She notes that borrowing could be Spanish (*despedida*), Chinese (*feng shui*), Japanese-English (*Japayuki*), Tagalog (*pasalubong*).

Poplack (1980) classifies borrowings into two (2): *nonce-borrowings* – used when the occasion arises; and *established loan words* – determined by the frequency of use, degree of acceptance, and level of phonological integration. Among nonce-borrowings, there are *cultural items* (or items that have no direct English equivalents) and there are ordinary items (which have English equivalents).

A number of borrowed Filipino terms were noted from the analysis since the setting of the issues reported in the editorials mostly happened in Pampanga.

Extracted terms in sentences:

1. They are not even half as difficult as the sacrifice our *4-Runner kuyas* and *ates* are willing to pay. (A2)

2. Kapampangans are again the talk of the town not because of their famous *sisig* of *Aling Lucing*, their *hero Jose Abad Santos*, their well-known *Giant Lanterns Festival* in December, their detailed wood carvings in *Betis* and other *Kapampangan* contributions... (B5)

3. Interdepartmental contests for the concluded feast of Our Lady such as the altar making, choral competition, and *Kuraldal* exhibited the assertiveness of the UA community, which includes the faculty and the students, in majority, in desiring to bag the gold for their very own department. (A5)

The terms *kuyas* and *ates* in Sentence 1 and *Aling Lucing* in Sentence 2 are examples of nonce-borrowing pattern which fall under the category, “life” along with other terms such as *tatay*, *nanay*, *ninong*, *ninang*, among others (Bautista, 1997). These Filipino terms are considered cultural-item borrowings and are in the domains of *kinship* (Bautista, 1998). In the Philippine context, *kuya* means an “older brother” while *ate* is an older sister. They are in their plural form in the sentence meaning “two or more older brothers or sisters” following the morphological process of adding the inflectional morpheme –s for plurality. These terms are uniquely *Filipino* and are borrowed into English.

Another borrowed term is *4-Runner* (sentence 1) which refers to maintenance personnel employed in a certain university which can also be classified under normal expansion, forms which take their brand names or identity (Bautista, 1998).

Other borrowings such as *Kapampangans*, *Hero Jose Abad Santos*, *Giant Lanterns Festival*, and *Betis* fall under the category “national identity.” *Kapampangans* are known for their culinary expertise. *Betis*, a barangay or village in Guagua, Pampanga is known for wood carvings. The phrase *Giant Lanterns Festival*, is the much-awaited competition during the Christmas season showcasing extra-ordinary-sized lanterns from the different villages in the city of San Fernando Pampanga.

The term *sisig* (sentence 2) on the other hand, is an example of *established loan words*, a cultural item under the “food” category (Bautista 1998) while *Kuraldal*, Filipino word meaning “a dance for Mary, the mother of Jesus”, is a nonce-borrowing used when the occasion arises (Poplack, 1980).

Since borrowing is one of the most common sources of new words in English as mentioned by Yule (2006), Kapampangans appear to have developed the art of adopting terms from countries and languages particularly those which colonized the Philippines. There is a big pool of loaned words from Spanish, Chinese, Japanese, and American language as part of the Kapampangan authors’ vocabulary.

In relation to these findings, Bautista (2009) mentions that some 40 years ago, *Taglish* was frowned upon. This was because *Taglish* was associated with a speaker’s inability to use either Tagalog or English in complete discourse. It was a sign of lack of proficiency in one of the two languages. This can be called “deficiency-driven code switching.” But the more common kind of code switching now can be called “proficiency-driven code switching.” This is

the kind used by people who are proficient in both languages and who code-switch for purposes of communicative efficiency.

Conversion. Another important productive lexical process in English found in the editorials is *conversion*. This occurs when one part of speech is converted into another part of speech, without any derivational affixation. Most conversion in English takes place when the underlying verb has a very general meaning, and the meaning of a noun object (direct or prepositional) becomes incorporated into the verb to show that something has been added, taken away, or used for something (Murcia & Freeman, 2008). *Conversion* is a change in the function of a word, as, for example, when a noun comes to be used as a verb without any reduction (Yule, 2006). Other labels for this very common process are “category change” and “functional shift”. Some of the extracted terms from the corpus were not found in the Standard English unabridged dictionary and the Oxford electronic dictionary.

Extracted terms in sentences:

1. Instead of *adhering* to the police’s warning, he tried to run away using a motorcycle that never served its purpose though. (B3)

The word *adhering* is a PE feature since the term is not found in AE. Only the verb *adhere* appears in the AE references. This may be explained by the English conjugation of verbs adding the inflection *-ing* indicating the present progressive tense of a verb, thus, *adhere*, *adhering*, and *adhered*.

2. No one can really be safe even with *the rest assured security and protection* they thought their houses can provide. (B3)

The term *rest assured* is originally an expression mostly used in letter-writing which is used as a verb, meaning “to be assured that all things will flow smoothly”. However, in this sentence the expression was used as an adjective to modify *security* and *protection* which is not noted in AE. Therefore, the term is classified as PE converted from *verb* to *adjective*.

3. The latest is about the one-unit subject that *stroked* grievances and negative reactions. (C6)

4. The study, *authored* by an academician, reviews two university-planning documents, covering a four year period. (C6)

The terms *stroke* and *author* are semantically classified as nouns which means “an act of hitting or stroking” and “a writer”. However, *stroke* was not used as a noun in sentence 3 but a verb with the past tense inflection – *d* which means “causing” grievances and negative reactions while *author* was used as a verb with past tense inflection – *ed*. They were converted from a *nouns* to *verbs*.

5. It discusses the cultural impacts and educational benefits the documents have *effected* on the student government and to the administration. (C6)

The non-existence of the word *effected* (sentence 5) in AE makes the term *effect* a PE term. Semantically, *effect* means “result” which has a past tense form, “resulted”. This word process may have influenced the formation of *effected*, a *noun* converted into a *verb*.

6. In case of the presidential race, contestants easily concede not only because the son of the *martyred* Ninoy Aquino and late President Cory led the sprint significantly. (A9)

In this example, the extracted word *martyred* is obviously a PE feature since there is no such term as *martyred* in AE. Only the noun *martyr* exists which can either be used as a noun for “a person who is killed for religious or other beliefs”, or a verb “to kill as a martyr”. From a semantically noun *martyr*, this sample extract shows that it was converted into an adjective modifier *martyred* describing Ninoy Aquino with the lexical morpheme – *ed*. There is a PE conversion from *noun* into *adjective*.

7. Yes, there were *darers*, brave souls who accepted the challenge of taking onto their shoulders the management of the studentry. (A1)

The term *darer/s* clearly shows a PE conversion from *verb* to *noun*. The term does not appear in AE. The Oxford electronic dictionary defines it as a verb which means “to have the courage or challenge to do something risky”. In this sentence, it was used as a noun with the plural morpheme –*r* making it mean as someone who always has the courage to do something risky. This formation may have been influenced by other verb-to-noun conversion *sing* – *singer*, *dance* – *dancer*, *write* – *writer*, to name a few.

8. Did the *creditors* asked [*sic*] our administrators to play golf with them? Somebody said: "We have golf carts so that the *creditors* wouldn't be tired walking around."(A1)

Noticeably, the PE term *creditor/s* was not only used once in the editorial. From the AE term *credit* which is a verb meaning "to attribute something to" to a noun in PE which becomes a "person who accredits or gives credit to". This is a clear conversion from *verb* to *noun*. It is an acceptable feature of PE because of its widespread use.

Affixing/Derivation. A number of affixed and derived terms were also noted in the editorials. *Affixing* and *Derivation* are word processes where an affix (morpheme) is added to the root word to form new words. *Derivation* is by far the most common word-formation process to be found in the production of new English words and it is accomplished by means of a large number of small "bits" of the English language which are not usually given separate listings in dictionaries. These small "bits" are called *affixes* and a few examples are the elements *un-*, *mis-*, *pre-*, *-ful*, *-less*, *-ish*, *-ism*, *-ness* which appear in words like *unhappy*, *misrepresent*, *prejudge*, *joyful*, *careless*, *boyish*, *terrorism* and *sadness*. Affixes are classified into three: *prefixes* (added to the beginning of the word), *infixes*, (incorporated inside another word), and *suffixes* (added to the end of the word).

Extracted terms in sentences:

1. They are still the ones *victimized* by these kinds of danger. (B3)

Victimized with the past tense morpheme – *d* does not exist in the Oxford electronic dictionary and Webster's 2010 unabridged dictionary of the English language. However, the terms *victimization* and *victimizer* were present with affixes for the root *victimize*.

2. The story was an armed man was *apprehended* by a policeman. (B3)

Similar to the term "victimized", *apprehended* is used as a verb meaning "to arrest someone for a crime" however, there is no such past tense term in the AE references. Only the term *apprehend* with no affix is found. In this regard, affixing the morpheme –*d* is plainly a pattern of PE.

3. Members of the faculty, the alumni and *non-teaching* personnel must also be given a seat in the Board (C6)

The extracted term *non-teaching* is addressed to employees in schools, colleges, or universities who are doing clerical work and are not teaching with the negative prefix

morpheme – *non*. It is a feature of PE affixing process because the term does not exist in both Oxford and Webster's dictionary.

4. AYLC did not also state that a student must maintain an excellent *weighted* grade average in order to be qualified. (C5)

Weighted does not exist in the AE references. In this extract, *weighted* was used to state the total or general grade achieved by a student but there is no such term in AE with the – *ed* suffix. This is another feature of PE.

5. The congress is a keystone of shaping tomorrow's leaders, with the purpose of *honing* the already *earned* leadership skills of the students. (A5)

Two PE terms appeared in this sentence. The first one is *honing* used as “nurturing” from the word *hone* which means “to sharpen or make efficient”. There is no affixed term for *hone* in the AE vocabulary thus, it is a PE pattern of affixing with the –*ing* suffix. The second one is *earned* which is in its past tense but not found in the AE references with an affix; only the term *earn* exists. When it is *earned* it has to automatically go with money, income, or profit matters but never on leadership.

Compounding. A couple of terms were found falling under the morphological process *compounding* – the joining of two separate words to produce a single form (Yule, 2006). This combining process, technically known as compounding, is very common in languages like German and English, but much less common in languages like French and Spanish. Obvious English examples would be *bookcase*, *fingerprint*, *sunburn*, *wallpaper*, *doorknob*, *textbook*, *wastebasket*, and *waterbed*. This very productive source of new terms has been well-documented in English and German, but also can be found in totally unrelated languages.

In the lexicon of PE, Bautista (1997) provides some English compounds from her list: *American time* (being punctual), *bar girl*, *bar hostess*, *bed sheet*, *behest loan* (unguaranteed bank loan given to presidential cronies), *blue-seal* (imported cigarettes, extended to include a foreign girl friend), *bold show*, *brown joke* (joke referring to excretory functions), *captain ball* (captain of a basketball or volleyball team), *colonial mentality* (thinking or behavior that shows subservience to the West), *dirty ice cream* (ice cream manufactured by small ice cream manufacturers and sold by ice cream vendors on the street), *dirty kitchen* (in rich homes, the kitchen where the messy or real cooking is done), *domestic helper*, *eat-all-you-can-buffet* (simply is eat all you can or buffet in American English), *face towel*, *Filipino time* (later than the stated time), *green joke* (obscene joke), *land grabbing*, *macho dancer*, *medical or dental clinic* (medical or dental office in the American English), *phone pal*, *streetlamp* (streetlight in the Macquarie and Webster's dictionary), *toilet humor* (jokes referring to excretory functions), *whistle bomb* (fire cracker that makes a whistle sound).

The corpus of the study likewise produced some examples of PE compounding illustrated in the following:

Extracted terms in sentences:

1. May 10, 2010 balloting, though highly priced, left an *indelible mark* in the history of the nation. (A9)

2. The seven-percent *tuition fees* are some of their brain-child. (C6)

In sentence 1, the term *indelible mark* was redundantly used since *indelible* in itself means “an ink or a mark which cannot be removed”. The same goes with the term *tuition fee* (sentence 2) where *tuition* is defined as “fees for teaching and instruction” making the use of *tuition fee* as redundant. These terms are features of PE since they do not exist in the AE references, the Oxford and the Webster’s dictionary under compounds. The extracted terms prove to be PE compound patterns.

3. We are greeted by demolitions and constructions, by improved facilities and *business-class* ambiance. (C6)

This sentence confirms the extracted PE term under compounding pattern since there is no AE compound such as *business-class*. Its PE meaning is ‘an ambiance which has a corporate classy touch’.

4. We got *golf carts* when students still crave for the full operation of the scheduled elevators. The reason before this is *cost-cutting*. How much does one *golf cart* cost anyway? (C1)

Two compounds are found in this sentence: *cost-cutting* and *golf-cart*. The compound “cost-cutting” does not exist in the Oxford electronic dictionary of the English language neither in the Webster’s 2010 unabridged dictionary of the English language. In the sample extract, this term was used to mean “a reduction of cost”.

Meanwhile, it was observed that the term *golf cart* was repetitively used in one of the editorials. It is under PE compounding pattern because there is no such compound found in the AE Standard dictionaries.

Coinage. Another morphological process presented in this study is coinage, where there is an invention of a word or phrase to discover a new word.

Extracted terms in sentences:

1. However, the weighty decision was still for the *studentry* to beat. (A1)

In this sentence, it is interesting to note that the term *studentry* is completely a PE term used in the editorial. This term was coined from the word *student* creating a new word for it to become 'a body of student'. As an additional explanation, Bautista (1997) presents *studentry* as one of her examples on coinages (analogical constructions). She mentions that this term is used in PE, but apparently not in AE or AuE.

2. *Assumptionists* remain steadfast in waiting for what is next to ensue. (A5)

This sentence presents the PE term *Assumptionists*, only used in the Philippine setting. It is coined from the term Assumption, the name of a university then adding the suffix *-ist* to create a new term which means "person/s studying in the said university". This is also parallel to the example of Bautista (1997) on coinages, when she presented the term *reelectionist* and *rallyist* which, according to her studies do not appear in other English dictionaries.

3. Interdepartmental contests for the concluded feast of Our Lady such as the altar making, choral competition, and Kuraldal exhibited the assertiveness of the *UA community*, which includes the faculty and the students, in majority, in desiring to bag the gold for their very own department. (A5)

In this sentence, the term *UA community* is coined from the University of the Assumption having a community of its own. It can also fall under acronym in the use of the term UA but it is much more considered to be a coinage since a word or phrase was invented out of an already existing term.

4. *Kapampangans* are again the talk of the town not because of their famous sisig of Aling Lucing, their hero Jose Abad Santos, their well-known Giant Lanterns Festival in December, their detailed wood carvings in Betis and other *Kapampangan* contributions, but about this scenario recently that Angeles City (AC) has made it to the national headline scene. (B5)

In this sentence, the term *Kapampangans* is considered a form of coinage (falling under *total innovations*) aside from being under the pattern *borrowing* (a cultural item).

Bautista (1997) notes that this category of coinage may also use *analogy* and *clipping*. The results stand out because they are so creative, so innovative. Examples of this are *Taglish* for *Tagalog-English* and *Engalog* for *English-Tagalog* which only exist in the

Philippine context. *Kapampangan* is a term coined from *Pampanga* the place where *Pampango* or *Pampanguenos* (also coinages), native of Pampanga reside which was then created to *Kapampangan* adding the “Ka”, meaning “a part of”.

5. The governor’s decree was related by Father Raul De los Santos as ‘*Quixote*’ while a former Panlilio supporter, Renato Romero articulated him as “drunk with power.” (C2)

Clearly, the term ‘*Quixote*’ is not found in the AE references. This term is found in literature, a lead character named Don Quixote. Therefore, this is a PE coinage referring to someone having the same characteristic as that of Don Quixote.

6. In October last year, the coalition launched a *provincial wide* campaign to reduce the usage of plastic among households and communities. (A8)

The term *provincial wide* is a coined pattern. This is classified under *analogical constructions*’ (Bautista, 1997) from the analogy *nationwide*, *worldwide* and *countrywide* adding the word suffix – *wide* which means “the entire”, so in PE, *wide* was added to province to mean “the entire province”. Another example using this pattern in PE is *university wide*.

Bautista (1997) identifies *coinage* as a very productive way of expanding the lexicon. It is inventing a word or phrase, a neologism and there are several ways of doing it such as *analogical constructions*. With AE examples as *employee*, *examinee*, *grantee*, PE has *awardee*, *honoree*, *mentee* and other words like *jubilarian*, *Octoberian* – for a student who finishes his or her degree at the end of the semester, *carnap* for *carjack*, *masteral* on the analogy of *doctoral* as post graduate degrees. These are words which do not appear in the regular dictionaries but may or may not in American dictionaries such as Macquarie or Webster’s.

Acronym. Several terms were noted under acronym. These are words formed from the initial letters of a set of other words (Yule, 2006). They often consist of capital letters, as in *NATO*, *NASA* or *UNESCO*, but can lose their capitals to become everyday terms such as *laser* (‘light amplification by stimulated emission of radiation’), *radar* (‘radio detecting and ranging’) and *scuba* (‘self contained underwater breathing apparatus’).

Acronyms are unique and individual in a certain language or boundary. They are classified under PE since they are not found in the Standard English dictionary references.

Extracted terms in sentences:

1. The *Sangguniang Panlalawigan of Pampanga*, *SPP* had taken the same move through an ordinance declaring another version of *Alang plastikan* prohibiting the use of plastic bags in offices and areas owned by the provincial government. (A8)
2. The invitation of *PAASCU* executive director, Concepcion Pijano, last year to apply our University for an institutional accreditation brought excitement to various stakeholders. (C1)
3. The *UACSC* Popular Election on March 10, 2008 has shown the long-awaited overture in the life of the *UA* students. (A1)
4. By casting your votes, *UA* students, you have written your verse. (A1)
5. As for Mayor Binay's bragging of what he has done for Makati, *PGMA's* ConAss reform.. (C2)
6. However, in one instance of devising a contingency measure made by *Comelec*, that is to supply 20 extra *compact flash (CF)* cards for every province to be used in case malfunctioning of *CF* is encountered. (A9)

Acronyms such as *SPP*, *SPP*, *UACSC*, *UA*, *PGMA*, *Comelec* and *CF*, are also examples of what Bautista (1997, in Dayag 2009) calls "coinages", and they abound in the Philippine English. Perhaps this indicates lexical creativity and innovation in PE.

It can also be deduced from the sample extracts that some acronyms in the editorials are defined and some are not. It appears that when the meaning is obvious and the acronym is a common knowledge, definition is no longer provided or inserted, but when it is uncommon to the public or in general, the meaning is provided.

Clipping. Clipping is a way of reducing syllables to make them shorter in casual discourse. The following are examples of such pattern identified in the editorials.

Extracted terms in sentences:

1. The Philippines held its national automated elections using PCOS machines and machine readable ballots supplied by Smartmatic-TIM Corp. (A9)

2. Aircon (C2)

3. ConAss (C2)

4. Using plastic bags can be replaced by *comfy tote bags* (preferably the recycled ones). (A2)

In sentence 1, it can be inferred that the term *Corp* is a PE clipped pattern since there was an acronym before it but it was not included as part of the acronym. Setting it apart from the acronym makes it a clipped term of the word *corporation*.

The term *aircon* (in sentence 2) is a PE clipping pattern from the entire compound *air condition* (for air-conditioning unit). There is no existing term as *aircon* in the AE references, the Oxford and the Webster's 2010. In her study, Bautista (1997) found that the clipped term *aircon* appears to be a feature of Asian English because Hong Kong, Malaysian, and Singaporean Englishes also use *aircon*.

ConAss, aside from being under *borrowing* is visibly a clipped form of *constitution* and *association*. As Yule (2006) mentions, clipping happens when one or more than one syllable is reduced to a shorter form. This term cannot be found in the AE references.

Sentence 4 contains two patterns. *Comfy* is a clipped word for *comfortable*, and is found in some AE dictionaries. However, it still is classified under PE because it is widely used in PE but not in AE, BrE and AuE because it is considered informal. The other pattern observed was the term *tote*. It is an example of *total innovation* defined as "a system of betting based on the use of the totalizator" in AE. In PE, it means "small", thus a small bag to be known as a *tote bag*.

Yule (2006) views the element of reduction which is noticeable in blending is more apparent in *clipping*. This occurs when a word of more than one syllable is reduced to a shorter form, often in causal speech. The term *gasoline* is still in use, but occurs much less frequently than *gas*, the clipped form. Common examples are *ad* (advertisement), *fan* (fanatic), *bus*, *plane*, *prof*, *lab*, and *flu*.

Similar to this study Bautista (1997) gives examples of PE *clippings* done from shortening ball point pen to *ball pen*, air conditioning to *aircon*, *amboy* for a Filipino conceived to be too pro-American, *kinder* for kindergarten, *promo* for promotions of a product, *sem* for semester and supermarket to *supermart*.

Awareness of Philippine English Variety

Based on the analysis and discussions made, there appears to be a limited awareness on the PE variety resulting in its extensive use in the official student publication analyzed. If there is such awareness, Kapampangan authors will avoid the frequent usage of the unacceptable PE terms in editorial writing. Editorial writing is a form of academic writing where the use of Standard English is required. Although journalistic writing may have its own conventions, setting the standards in consideration to language change, particularly the existence of PE should be considered.

Standard English is the English taught in schools; the English that is current, reputable and national, with respect to spelling, grammar, pronunciation and vocabulary which is substantially uniform though not devoid of regional differences. Awareness of the acceptable PE features may lead to educated, comprehensible written and spoken English devoid of labels such as slang, dialectal, or obsolete. Since Philippine English is a legitimized variety, there are terms which are acceptable and unacceptable which may or may not be used in academic writing.

Philippine English in the Teaching of Campus Journalism

Considering the findings of this study – the evident use of acceptable and unacceptable features of PE and the limited (if none at all) awareness of PE's existence in campus journalism writing, there seems to be a pressing need to integrate the teaching of Philippine English in the English language curriculum particularly in Campus Journalism writing.

It is for language learners to have a background of the PE terms and to be careful in the usage of these terms whether acceptable or not. The legitimate variety of

Philippine English is advocated by linguists although there is a need to be watchful of the PE terms being used. There are acceptable terms under the Macquarie dictionary of Philippine English and there are a number of them which are not yet accepted and must be avoided in speaking moreover in writing.

These PE terms have to be parallel to the context on which the written discourse revolves. Journalistic writing is one form of academic writing since it is taught in schools as writing of the educated. Observably, the errors which occur in writing begin in school where there is limited knowledge imparted to students thus, the error is carried out until it is applied in the workplace. Philippine English is one rich variety and may be incorporated with AE; however much caution is encouraged. Knowledge and awareness of acceptable and unacceptable PE terms will lead to a culturally rich, creative, and more proficient academic journalistic writing.

Filipinos are innovative and creative. It is not surprising that Kapampangans would be discovering and inventing their own brands or coinages. Since Kapampangans have a very rich culture and are exposed to trade and branded items influenced by foreigners visiting the

region, they store what they have invented as part of their lexicon and once it becomes a trend and clearly understood by the rest of the members of the community, it is recurrently exercised through their discourse.

Summary of Findings

Based on the corpus collected and analyzed, this investigation had these significant findings:

1. The Philippine English features evident in the editorials of the official publications in the three Higher Education Institutions (HEIs) in Pampanga were categorized under Lexis/Lexicon and Syntax/Discourse.
2. Specific PE patterns in the editorials analyzed exhibited the following morphological and syntactic processes: code-switching, code-mixing, conversion, affixing, derivation, compounding, coinage, borrowing, clipping, and acronym.
3. Findings show that student editorial writers have a limited awareness of the Philippine English terms and features. There was an extensive use of acceptable and unacceptable PE terms.
4. The increased awareness of the Philippine English variety of acceptable and unacceptable terms promotes a greater understanding of the English language and a more appropriate academic writing particularly in Campus Journalism and editorial writing courses.

Conclusions

After a thorough analysis of the findings, the following conclusions were deduced:

1. Authors of the student publication editorials in the HEIs employed PE features which fell under the Lexicon (words undergoing morphological processes) and Syntax (specifically code-switching and code-mixing).
2. Kapampangan authors appear to have employed most of the morphological processes and some discourse variation patterns established in language formation and use theories. These were code-switching, code-mixing, conversion, affixing, derivation, compounding, coinage, borrowing, clipping, and acronym.
3. Although the patterns employed by the authors may display their creativity in their use of the English language, there is an indication of their limited awareness (if none at all) of the existence of PE considering the evident use of the unacceptable features of PE.
4. The awareness of the Philippine English variety immensely helps in the teaching of Campus Journalism particularly in editorial writing in the tertiary level. Learners will be equipped with the adequate knowledge they will need in journalistic writing. A profound background on the essentials of writing aids to an excellent and much appropriate work.

Recommendations

In view of the need to instill awareness on the acceptability of the features of PE toward a more proficient English language use and teaching, this study offers the following recommendations:

1. Philippine English is not limited to the changes in Lexicon and Syntax. However, since the study revealed that these are the predominant categories where the extracted PE features fall, much attention is needed in teaching these not only to

campus journalism writers but to all language users as well. Further research on this phenomenon (features limited to lexicon and syntax) is likewise encouraged.

2. All morphological and discorsal deviations (code-switching, code-mixing, conversion, affixing, derivation, compounding, coinage, borrowing, clipping, and acronym), together with the evolution of World Englishes where PE came to be, must be integrated in language use and instruction. This will lead to a better understanding on why culture affects language and vice-versa.
3. In the absence of awareness of the acceptable and unacceptable features of Philippine English, integration of this course in the English language curricula is needed.
4. The awareness that indeed there is a Philippine English variety leads to a major breakthrough in the language teaching and learning of Kapampangans. Further studies dealing with the corpus of editorials and other printed materials should be undertaken to help in the creation of more consistent results of Philippine English usage in the texts of Kapampangans.

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