THE PHILIPPINE ENGLISH AND THE WORLD ENGLISHES PARADIGM
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The notion that language is ever-changing gave birth to the paradigm of World Englishes. In 1978, the issue of World Englishes was first questioned. “World Englishes” is a term used for emerging localized varieties of English in different territories which are mainly colonized and influenced by the United States of America (USA) and United Kingdom (UK).

At the present, according to Graddol (2006), there are approximately 375 million people who considered English as their lingua franca, 375 million English as Second Language (ESL) speakers and 750 million English as Foreign Language (EFL) speakers.

The Philippines, which was colonized by the United States, considered English as a second language. As stated in the 1987 Constitution, Article IV, Section 7, “For the purposes of communication and instruction, the official languages of the Philippines are Filipino and, unless otherwise provided by law, English. The regional languages are the auxiliary media of instruction therein.”

With more than half of the population of the Philippines being fluent in speaking the language, the way Filipinos speak the English language influences its form and structure, thus, giving birth to Philippine English. The paradigm of the functional domains of World Englishes was illustrated by Kachru (2006) that categorized Philippine English as one of the outer circle Englishes. Its acceptance and legitimacy lie in fact that English has penetrated the historical, functional, sociocultural, as well as the creative processes or contexts of the Filipinos (Kachru, 2004).
Llamzon (1969) attempted to describe the phonology of Philippine English. He categorized various groups of Filipino speakers of English to three classifications: acrolect (formal and high-style), basilect (differ from standard language in pronunciation, vocabulary and grammar) and mesolect (between the prestige of acrolect and the informality of basilect).

Meanwhile, Borlongan (2009) looked at the language use, attitudes and identity in relation to Philippine English among young generation Filipinos. She found out that English indeed continues to penetrate the Filipino society, as evidence by the dominance of its use in various domains and activities and even more intimate contexts such as the home, prayers and expressions intimate emotions.

In the paper published by Malicsi (n.d.) entitled “Philippine English: A Case of Language Drift”, he explained that the features of Philippine English can be seen from a scrutiny of the outputs of English teachers, media practitioners and leaders of society in the Philippines. Language drift, according to him, refers to random changes in forms and rules that diffuse throughout a speech community through cultural transmission, and have become regular and systematic. Examples were given by Malicsi:

**Idioms:**
- Birds of the same feather flock together.
- if worse comes to worst
- investigation on
- diction: double dead
- ball pen
- ocular inspection

**Syntax:**
- It’s about time we unite.
- Students are not understanding their books.
Spelling: everyday (used as an adverb)

Pronunciation: organization (stress on the second syllable)
characteristics (stress on the second syllable)
clandestine (stress on the first syllable)

Filipinos may have learned English from Americans but we have made their mark on language, giving birth to some Filipino words being accepted in the English Dictionary. We have injected our own culture to the language and as time goes by, we are subjugating the language that is English.
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