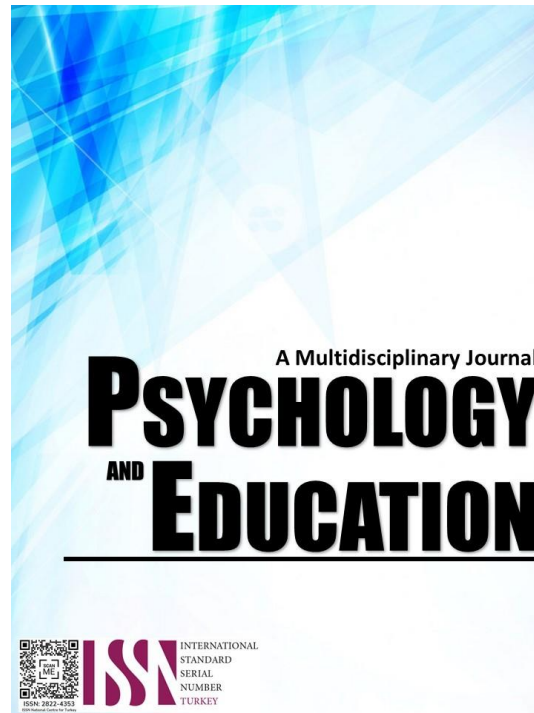


**ENGLISH TEACHERS' AWARENESS OF AND
ATTITUDES TOWARDS PHILIPPINE ENGLISH:
A BASIS FOR A LEARNING
PROGRAM PROPOSAL**



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English Teachers' Awareness of and Attitudes Towards Philippine English: A Basis for a Learning Program Proposal

Dyanna Mariae A. Dangilan*, Zayda S. Asuncion

For affiliations and correspondence, see the last page.

Abstract

The English language proves its dynamicity with the creation of different varieties brought about by the contact of the language with different indigenous languages and dialects. One variety of this is Philippine English which is described as becoming gradually accepted as a local norm or model in the Philippines. Using descriptive design, this study determined both the awareness and attitude of English teachers from public secondary schools of Nueva Vizcaya towards the use of Philippine English. The findings revealed that English teachers had a high level of awareness of Philippine English and a positive attitude towards it. They, however, did not see incorporating the variety in the English language curricula as an issue in the same way that they did not regard it as a standard variety to be taught in schools. Further, younger teachers had a higher awareness compared to those who are 30 years old and above. Likewise, female teachers were more aware of the variety than the male teachers. Integrating Philippine English in language lessons can help promote the English variety. In the same way, the conduct of in-service trainings and learning program, specifically a Learning Action Cell, can help strengthen the awareness level of all English public secondary school teachers. Hence, this study proposes a series of Learning Action Cells named Philippine English: Promoting and Learning its Use in Schools (PhE: PLUS).

Keywords: *world englishes, variety of english, philippine english, english language, english teachers*

Introduction

Language is characterized as dynamic- it is always changing, evolving, and adapting to the needs of its users. The English language proves its dynamicity with the creation of different varieties brought about by the contact of the language with different indigenous languages and dialects. Emerging in the 1980s, these varieties have come to be known as World Englishes (WE) which became a new subdiscipline in linguistics, investigating their features and conditions of use (Schneider, 2018).

One variety of English is Philippine English (PhE) which began when the Philippines was colonized by the Americans in 1898. According to Llamzon (1972), PhE was recognized as a distinct, nativized variety in the late 1960s. In following the development of a new/ postcolonial English variety such as PhE, Schneider (2007) presents his dynamic model where there are five phases in the evolution of new Englishes, namely foundation, exonormative stabilization, nativization, endonormative stabilization, and differentiation. He states that PhE is in the third phase- possibly approaching phase four. This means that PhE is in the nativization stage where it has already established its identity as a local variety having come up with its own vocabularies. It is currently approaching the stage of Endonormative Stabilization which pertains to becoming gradually accepted as a local norm or

model.

Studies revealed that Filipinos had ambivalent views on the acceptance of PhE (Dimaculangan, 2022). Astrero (2017) found 100% awareness of PhE among millennials but Hernandez (2020a) yielded a moderate level of awareness among Filipino graduate students. In terms of attitude towards PhE, Escalona (nd) and Bautista (2001) found a positive attitude of English teachers in universities, while Asuncion and Querol (2015) and Gustilo and Dimaculangan (2018) revealed a neutral attitude among English teachers. No matter how varied their awareness and attitude are to that of the English variety, a majority of the recommendations points out the need to raise awareness of the existence of the varieties of English, especially in schools. This calls for a need to propose a learning program, specifically a Learning Action Cell (LAC).

Furthermore, one of the guiding principles found in the Department of Education's K to 12 English Curriculum Guide (2016a) curriculum guide is the involvement of accepting, building, recognizing, and valuing, on student's language competence in learning, with the use of non-standardized forms of language and with the extension of the range of language available to the learners. Since WE is distinguished as a subdiscipline in linguistics, language skills then involve the recognition of the existence of the different varieties and use of the local variety which is PhE. Language teachers hold a vital role in the students'

perceptions towards language learning (Rillo & Alieto, 2018). Hence, teachers' personal attitude towards PhE is an important factor in the pursuit of promoting its acceptance.

This research is deemed related to Schumann's (1978) acculturation theory of second language acquisition (SLA) which states that some learners make rapid or slow improvement in learning a second language because of the characteristics of the social and psychological distance that learners place between themselves and the language they are trying to learn (Krisna, 2009). One of the social factors he presented in his model is attitude. This means that when a person holds a positive attitude towards the second language, he/she will quickly learn it. One psychological factor present in the model as well is ego permeability. Accordingly, the extent to which second language learners view their first language as fixed and rigid will impact their learning of the second language. In the case of PhE, ego permeability comes in when they view American or British English as the standard English.

The study, therefore, aimed to describe the awareness and attitudes of Grade 11 English teachers towards Philippine English. Specifically, it aimed to determine the level of awareness of the English teachers on the use of PhE, the attitude of the English teachers towards PhE, the significant difference in the respondents' level of awareness of Philippine English when they are grouped according to age, gender, educational attainment, years in service, and school district, the significant difference of the respondents' attitude towards PhE when they are grouped according to the stated profile variables, and the learning program that can be proposed to raise the English teachers' awareness of Philippine English.

Methodology

The study used a comparative descriptive design. This is used to describe variables and examine differences in variables in two or more groups that occur naturally in a setting. Descriptive design was used to explore the characteristics from the Grade 11 English teachers' profile as well as their awareness and attitudes towards PhE. A comparative design was also utilized to investigate the relationship of the profile of the respondents to their awareness of and attitude toward PhE.

This study was conducted in the Schools Division of Nueva Vizcaya located in Nueva Vizcaya province, Region 02 to Grade 11 teachers handling English subjects in public secondary schools in Nueva Vizcaya. Purposive random sampling was used by selecting participants with the same characteristics or attributes, and randomly selecting from the Grade 11 teachers coming from different school districts. Their profile in terms of their age, sex, educational attainment, years in service and school district affiliation was determined.

The School's Division of Nueva Vizcaya has 47 secondary schools where there is at least one Grade 11 English teacher. Using the Slovin's formula, with a 99% confidence level and 5% margin of error, the ideal sample for this study is 42. Hence, there were 42 randomly selected Grade 11 English teachers who answered the adopted research questionnaire with the use of Google Forms. Descriptive statistics like frequency and percentage were used to analyze data for the profile of the participants while mean and standard deviation were computed to determine their level of awareness of and attitude. Inferential statistics, in the form of t-test and one-way Analysis of Variance (ANOVA) were utilized to determine the significant differences of the level of awareness and attitude to the profile of the teacher-respondents.

Participation of the respondents was voluntary. It did not grant any risk nor any direct or indirect benefit to the respondents. They also did not receive any payment for their participation nor any reimbursements. Privacy was respected and answers were treated with utmost confidentiality. The accomplished questionnaires were retrieved only by the researcher through Google drive with their identity anonymized. After the study was completed, all the data in the drive were deleted for good.

Results and Discussion

Level of Awareness of English Teachers on the Use of PhE

It can be gleaned from Table 1 that overall, the average level of awareness of the respondents on the use of PhE is 2.72, which falls within the third mean scale labeled as *very aware*. This result suggests that English teachers are highly aware of the existence and usefulness of PhE. This result agrees with Astrero (2017) showing 100% awareness of PhE among millennials but contradicts that of Hernandez (2020a) where Filipino graduate students were found to have a

moderate level of awareness when it comes to the variety.

Table 1. *Descriptive Statistics of the Level of Awareness of English Teachers of PhE*

Statements	Mean (SD)	Qualitative Description
There is a local English variety called Philippine English (PhE)	2.74 (0.94)	VA
Incorporating PhE in the English language curricula is a pressing issue in language policy and planning.	2.40 (0.73)	MA
PhE is a mark that Filipinos have owned English and have freed themselves from the colonizing power of the native speakers	2.67 (0.82)	VA
PhE has its own accent, phonology, vocabulary, and grammar.	2.83 (0.85)	VA
PhE mirrors the national and cultural identity of Filipinos.	2.88 (0.94)	VA
PhE is reflected in Filipino English textbooks and instructional materials	2.57 (0.89)	VA
PhE has been codified into dictionaries and grammars.	2.52 (0.89)	VA
Educated PhE has acceptable variants (e.g. fill up, result to, based from) from American English (e.g. fill-in, result in, based on).	2.76 (0.96)	VA
Educated PhE embodies appropriateness, comprehensibility, and intelligibility in communication.	2.69 (0.81)	VA
PhE is the English variety Filipinos often use in intranational communication.	2.69 (0.92)	VA
PhE is the English variety Filipinos often use in local media.	2.90 (1.01)	VA
PhE has the potential to be implemented into the English language classroom as a module or unit within the compulsory or elective part of the English language curriculum.	2.83 (0.93)	VA
PhE as the norm in teaching English vocabulary is used by Filipino English teachers.	2.69 (0.95)	VA
PhE as the norm in teaching English grammar is used by Filipino English teachers.	2.74 (0.91)	VA
PhE as the norm in testing the speaking and writing skills of Filipino learners is used by Filipino English teachers.	2.69 (0.84)	VA
PhE is the English variety used by Filipino learners when performing oral communicative activities.	2.86 (0.84)	VA
PhE is the English variety used by Filipino learners when responding to test questions that require sentence or paragraph writing.	2.74 (0.89)	VA
Overall	2.72 (0.66)	VA

The high awareness of the English teacher respondents in this study is supported by statements with the highest mean values: statements 11, *PhE is the English variety Filipinos often use in local media* (M= 2.90; VA); 5, *PhE mirrors the national and cultural identity of Filipinos* (M=2.88; VA); 16, *PhE is the English variety used by Filipino learners when performing oral communicative activities.* (M=2.86; VA); 4, *PhE*

has its own accent, phonology, vocabulary, and grammar (M=2.83; VA); and 12, *PhE has the potential to be implemented into the English language classroom as a module or unit within the compulsory or elective part of the English language curriculum* (M=2.83; VA). These statements suggest that Filipinos often use PhE in local media and learners in oral communication. It also suggests that PhE mirrors the Filipinos' national and cultural identity. As posited by Esquivel (2019), Filipinos have already established the use of PhE for their own purposes, as evidenced by their localized spellings, syntax, translated idiomatic expressions, and transformed lexical items. As Orbe (2016) states, PhE has dynamically developed its own grammar, style, usage and conventions, to which Salazar (2022) agrees that the variety is distinct and has evolved away from the AmE standards. Inarguably, PhE has already established itself as a local variety.

However, the lowest level of awareness from the respondents corresponds to statement 2 (M=2.40, MA), which is about the pressing issue in language policy and planning including PhE in the English curricula. This may mean that teachers do not see the urgency of PhE being integrated in school lessons. As cited by Dimaculangan (2022), the Commission on Higher Education (CHED) and DepEd have yet to integrate learning the PhE variety in the English Language Studies curricula. In addition, Policarpio (2021) states that recognition and formalization of PhE can only be achieved if it is taught in schools.

Attitude of English Teachers towards the Use of PhE

Based on the overall average (M=2.95; PA), the respondents can be described as having a positive attitude towards the use of PhE in the country. This finding is similar to that of Escalona (nd) and Bautista (2001) showing a positive attitude of English teachers in universities. It is however, different from that of Asuncion and Querol (2015) and Gustilo and Dimaculangan (2018) yielding a neutral attitude among English teachers.

Table 2. *Descriptive Statistics of the Attitude of English Teachers Towards PhE*

Statements	Mean (SD)	Qualitative Description
*Philippine English is actually mistakes made by people who speak poor English.	3.14 (0.72)	Positive Attitude
*If we speak Philippine English, we will not be respected by other speakers of English.	3.40 (0.66)	Positive Attitude
*If we use Philippine English, people from other countries will think we are uneducated.	3.29 (0.74)	Positive Attitude
*Foreigners do not understand us if we talk to them in Philippine English.	3.14 (0.72)	Positive Attitude
*Spoken Philippine English will be internationally acceptable only if it does not show traces of regional pronunciation.	2.90 (0.82)	Positive Attitude
It is to be expected that there will be regional differences in pronunciation and vocabulary in Philippine English.	3.17 (0.88)	Positive Attitude
Using words from our own culture is a necessity in developing Philippine English.	3.21 (0.68)	Positive Attitude
It is natural to have different varieties of English like Australian English, Singaporean English, Philippine English.	3.38 (0.66)	Positive Attitude
The variety of English that should be used in Philippine newspapers, radio and televisions should be educated Philippine English.	3.14 (0.72)	Positive Attitude
*The variety of English that should be taught in Philippine schools should be American English, not Philippine English.	2.33 (0.90)	Impartial Attitude
*Newsreaders and reporters who speak American English are good examples of how English should be spoken.	2.29 (1.02)	Impartial Attitude
*If we want to be understood internationally, we must use American English.	2.67 (0.75)	Positive Attitude
*The standard of spoken and written English in the Philippines has been steadily declining.	2.31 (0.72)	Impartial Attitude
Overall	2.95 (0.36)	Positive Attitude

The respondents had a positive attitude toward almost all the statements in the research instrument. Moreover, the respondents highly negated that those who speak Philippine English will not be respected by other English speakers (S2; $M=3.40$; PA). This further implies their respect and positive disposition towards the use of PhE in Filipino communication.

Conversely, the respondents had a negative attitude on some of the items about the comparison of PhE with AmE in education (S10; $M=2.33$; IA) and news industries (S11; $M=2.29$; IA) and also the decline of the standard of spoken and written English in the Philippines (S13; $M=2.31$; IA). This implies that the study agrees with Bautista (2003) that Filipinos may

want to sound local when they speak; however, they still choose to follow the standards of American English in terms of grammar. A further investigation on this matter is suggested since the study did not make use of interview to triangulate the findings. This is similar to the case of the pre-service teachers in the study of Torres (2019) where grammatical and lexical items were not generally accepted in formal undertakings. This is also partially similar to the findings of Sy-Tamco (2022), where the research shows that ESL teachers still follow the AmE standard in writing, despite their positive attitude of PhE in speaking.

It can be concluded therefore that the English teachers' attitude towards PhE is highly positive but with conditions on formal situations, such as in schools and in institutions.

Comparison of the Respondent's Level of Awareness on the Use of PhE when Grouped According to Profile Characteristics

Table 3. *Comparison of the PhE Level of Awareness of English Teachers'*

Age Groups	f	Mean (SD)	Qualitative Description	t-value	p-value
21-30	23	2.93 (0.54)	VA	2.324*	0.026
31-40	18	2.46 (0.72)	MA		

Table 3 below shows the comparison of the respondents' level of awareness of the use of PhE when they were grouped according to age. Independent samples t-test was used since there were only two comparable groups with enough sample size. Additionally, normality test and homogeneity of variance were checked to meet the assumptions needed for the test. Based on the analysis, there exists a significant difference ($t=2.324$; $p=0.026$) between the level of awareness of the two age groups. Mean values suggest that English teachers who are within the 21 to 30 ($M=2.93$; VA) years age group had a higher level of awareness of the use of PhE than those who belong to the 31 to 40 ($M=2.46$; VA) age bracket. This implies that younger English teachers are more aware of the usefulness and applications of PhE than teachers who are above 30 years of age. These findings agree with the separate studies of Hernandez (2020a) and Astrero (2017) where their respondents were graduate students and students born in the early 2000s termed as millennials, respectively. The millennials yielded a hundred percent awareness while the graduate students

had a moderate awareness of PhE. As Astrero (2017) states, the understanding of PhE lexemes of millennials were found to be significant because of their access to reading materials, television, and internet. Similarly, younger respondents from this study may have more exposure to media forms compared to those who are above 30 years of age.

Table 4. *Comparison of the PhE Level of Awareness of English Teachers in Terms of Gender*

Gender Groups	<i>f</i>	Mean (SD)	Qualitative Description	<i>t</i> -value	<i>p</i> -value
Female	30	2.85 (0.59)	VA	-2.033*	0.049
Male	12	2.40 (0.74)	MA		

Table 4 exhibits the comparison between male and female English teachers in terms of their level of awareness of the use of PhE in communication. Two-sample *t*-test was used after normality and homogeneity of variance were tested and established.

Results from the analysis revealed a significant difference ($t=-2.033$; $p=0.049$) between the two gender groups in terms of their level of awareness of the use of PhE. Descriptive statistics show that female ($M=2.85$; VA) English teachers had a higher average than male ($M=2.40$; MA). Scale for mean interpretation depicts the difference in the labeled awareness between the two age groups wherein female teachers were shown to be *very aware*. In contrast, male teachers were *moderately aware* of the usage of PhE in different areas of communication. This further implies that gender can be a factor in English teachers' awareness of using PhE where females had a higher level of awareness compared to male. Following this, no studies have been conducted regarding the relation of gender to the awareness level of PhE.

Table 5. *Comparison of the PhE Level of Awareness of English Teachers in Terms of Educational Attainment*

Educational Attainment Groups	<i>f</i>	Mean (SD)	Qualitative Description	<i>t</i> -value	<i>p</i> -value
Bachelor's Degree	34	2.78 (0.70)	VA	1.292 ^{ns}	0.204
Master's Degree	8	2.45 (0.41)	MA		

The table above compares the level of awareness of English teachers on the use of PhE in terms of educational attainment. Independent samples *t*-test was used since there were only two comparable groups with enough sample size and no respondents had a doctoral degree. Additionally, normality test and

homogeneity of variance were checked to comply with the assumptions needed for the test.

Mean results and qualitative description show that teachers with bachelor's degree had a higher level of awareness than those with master's degree. However, the independent samples *t*-test result revealed no significant differences ($t=1.292$; $p=0.204$) between the two educational attainment groups. This implies that English teachers, whether master's or bachelor's degree holders have the same level of awareness of the use of PhE. An individual, therefore does not need to pursue higher level of education to be knowledgeable of the variety of English. It can be taught to undergraduate studies to equip future English language teachers. Unfortunately, no study so far has been conducted to determine the relation of highest educational attainment to the awareness level of PhE.

Table 6. *Comparison of the PhE Level of Awareness of English Teachers in Terms of Years in Service*

Years in Service Groups	<i>f</i>	Mean (SD)	Qualitative Description	<i>F</i> -value	<i>p</i> -value
0-5 Years	26	2.86 (0.68)	VA	1.733 ^{ns}	0.190
11-15 Years	3	2.55 (0.49)	VA		
6-10 Years	13	2.47 (0.62)	MA		

Table 6 presents the comparison of the level of awareness of English teachers on the use of PhE in terms of their number of years in service. One-way Analysis of Variance (ANOVA) was used to test significant differences among the three groups. Homogeneity of variances and normality tests were completed to meet the test's assumptions.

Descriptive statistics show that teachers who have at most five years ($M=2.86$; VA) and between 11 to 15 years ($M=2.55$; VA) in the teaching profession were *very aware* of the usage of PhE. On the other hand, teachers who have been in the service for 6 to 10 years were *moderately aware* of PhE practice. Although these groups were labeled differently in terms of their mean range, the results of the ANOVA reveal no significant differences ($F=1.733$; $p=0.190$) between and among the three groups of years in service. This further implies that English teachers' years in service is not a factor in differentiating their level of awareness of PhE. Any English teacher, therefore, regardless of how long they have been in the teaching profession can embrace and use the variety of English. No studies on the relation of years in service of teaching with the awareness of PhE has been conducted yet to support nor negate this finding.

Table 7. *Comparison of the PhE Level of Awareness of English Teachers in Terms of School District*

School District Groups	f	Mean (SD)	Qualitative Description	F-value	p-value
Bambang 1	2	3.03 (0.79)	VA	0.721 ^{ns}	0.720
Kasibu East & West	5	3.00 (0.97)	VA		
Dupax Del Norte 1 & 2	4	2.97 (0.54)	VA		
Bagabag 1 & 2	4	2.97 (0.51)	VA		
Aritao 1 & 2	2	2.91 (0.12)	VA		
Santa Fe	3	2.82 (0.26)	VA		
Eastern & Western Kayapa	5	2.80 (0.74)	VA		
Solano 1 & 2	3	2.80 (0.34)	VA		
Alfonso Castañeda	2	2.79 (0.29)	VA		
Dupax Del Sur	2	2.47 (0.50)	MA		
Others (Ambaguio, Diadi, & Villaverde)	3	2.33 (1.33)	MA		
Bayombong 1 & 2	4	2.26 (0.66)	MA		
Quezon	3	2.02 (0.15)	MA		

Table 7 summarizes the comparison of the level of awareness of English Teachers on the use of PhE in the different school districts they belong to. Since comparative analysis cannot be generated in SPSS if one group has only one respondent, some school districts were merged as one group such as Kasibu East and West, Dupax del Norte 1 and 2, Bagabag 1 and 2, Aritao 1 and 2, Eastern and Western Kayapa, Solano 1 and 2, Bayombong 1 and 2, and Ambaguio, Diadi, and Villaverde as one. One-way Analysis of Variance (ANOVA) was used to test significant differences among the thirteen school districts. In addition, homogeneity of variances and normality tests were completed to meet the assumptions of the test.

Results of the analysis prove that there were no significant differences ($F=0.721$; $p=0.720$) between and among the different groups of school districts in terms of their level of awareness of PhE. Descriptive statistics show that most of the school districts were *very aware*, and some were *moderately aware* of PhE. This implies that school districts cannot be a means to compare English teachers on their level of awareness on PhE. Teachers, therefore, despite their locale, can be knowledgeable of the use of PhE. No related studies, however, can support or negate this finding since studies on the relation of school district with the awareness level of PhE have yet to be conducted.

Comparison of the Respondent's Attitude on the Use of PhE when Grouped According to Profile Characteristics

Table 8. *Comparison of the Attitude of English teachers towards PhE in Terms of Age*

Age Groups	f	Mean (SD)	Qualitative Description	t-value	p-value
21-30	23	3.02 (0.29)	PA	1.902 ^{ns}	0.065
31-40	18	2.82 (0.37)	PA		

Table 8 shows the comparison of the respondents' attitudes towards Philippine English when they were grouped according to age. Independent samples *t*-test was used since there were only two groups with enough sample size to run the comparative analysis. Additionally, normality test and homogeneity of variance were checked to meet the assumptions needed for the test. Descriptive statistics and mean range interpretation show that both age groups had a positive attitude ($M1=3.02$; PA & $M2=2.82$; PA) towards PhE. Furthermore, the results of the independent samples *t*-test prove that there was no significant difference ($t=1.902$; $p=0.065$) between the attitude of the respondents towards Philippine English when they were grouped according to varying age groups. This implies that English teachers are open and respectful about the use of Philippine English as a means of communication, information dissemination, and instruction regardless of age. This would also mean that even the learners, can show a positive attitude toward PhE if they become aware of it. This finding contradicts that of Gustilo et al. (2019) stating that PhE was more openly accepted by the younger generations of ESL teachers as analyzed from archival data of published online news.

Table 9. *Comparison of the Attitude of English teachers Towards PhE in Terms of Gender*

Gender Groups	f	Mean (SD)	Qualitative Description	t-value	p-value
Male	12	3.03 (0.50)	PA	0.666 ^{ns}	0.516
Female	30	2.92 (0.74)	PA		

Table 9 presents a comparative analysis of male and female English teachers' attitudes toward Philippine English. Two-sample *t*-test was used after normality and homogeneity of variance were checked and established. Mean values and qualitative description show that both gender groups had the same positive attitude ($M1=3.03$; PA & $M2=2.92$; PA) towards Philippine English as a means of communication. This was further supported by the result of the analysis, where there was no significant difference ($t=0.666$; $p=0.516$) in the attitude of English teachers when they were grouped in terms of gender. This implies that English teachers of any gender may hold a positive attitude towards using and applying Philippine English as a communication tool. Similarly, Alieto and Torres (2019) and Rillo and Alieto (2018) revealed that gender had no significant difference in the

acceptability of PhE, and that secondary English language teachers did not significantly differ in their language attitudes, respectively.

Table 10. *Comparison of the Attitude of English Teachers Towards PhE English in Terms of Educational Attainment*

<i>Educational Attainment Groups</i>	<i>f</i>	<i>Mean (SD)</i>	<i>Qualitative Description</i>	<i>t-value</i>	<i>p-value</i>
Bachelor's Degree	34	2.97 (0.36)	PA	0.666 ^{ns}	0.509
Master's Degree	8	2.88 (0.38)	PA		

This table presents the comparison of the attitude of English teachers towards Philippine English in terms of educational attainment. Independent samples *t*-test was used since there were only two comparable groups with enough sample size and no respondents have a doctoral degree. Additionally, normality test and homogeneity of variance were established to meet the assumptions needed for the test.

Results of the *t*-test reveal no significant difference ($t=0.666$; $p=0.509$) in the teachers' attitudes when grouped according to their highest educational attainment. Descriptive statistics show that teachers who were bachelor's degree holders ($M=2.97$; PA) and teachers with master's degrees ($M=2.88$; PA) had the same positive attitude towards PhE. This means that regardless of English teachers' highest educational attainment, they have a positive disposition towards PhE. This could be influenced by the participants being English language teachers themselves were taught to show positive attitude towards the dynamism of the English language. In this relation, educational attainment was found to be a meaningful variable in Rillo and Alieto's (2018) research on secondary English language teachers' positive attitude towards PhE but did not specify further and suggested for a test on their correlation or lack of correlation.

Table 11. *Comparison of the Attitude of English Teachers Towards PhE in Terms of Years in Service*

<i>Years in Service Groups</i>	<i>f</i>	<i>Mean (SD)</i>	<i>Qualitative Description</i>	<i>F-value</i>	<i>p-value</i>
0-5 Years	26	3.00 (0.35)	PA	0.798 ^{ns}	0.457
6-10 Years	13	2.89 (0.41)	PA		
11-15 Years	3	2.77 (0.27)	PA		

Table 11 presents the comparison of the attitude of English teachers towards PhE in terms of their number of years in service. One-way Analysis of Variance

(ANOVA) was used to test significant differences among the three groups. Homogeneity of variances and normality tests were completed to meet the assumptions of the test.

Mean results show that English teachers from all range of years in service ($M_1=3.00$; PA, $M_2=2.89$; PA, & $M_3=2.77$; PA) were described to have a positive attitude towards Philippine English. Consequently, the ANOVA test results show no significant differences ($F=0.798$; $p=0.457$) between and among the three groups of years in service profile variable. This suggests that years in service is not a factor in comparing the attitude of English teachers toward Philippine English. Moreover, English teachers had a positive attitude toward Philippine English regardless of how long they have been in the teaching profession. This means that teachers are open to accept changes in the English language no matter how long they have been in the service already. In connection to this, years in service is another factor that Rillo and Alieto (2019) found to have a meaningful relation to the positive attitude of the English Language teachers but did not test the correlation or correlation of the two.

Table 12. *Comparison of the Attitude of English Teachers Towards PhE in Terms of School District*

<i>School District Groups</i>	<i>f</i>	<i>Mean (SD)</i>	<i>Qualitative Description</i>	<i>F-value</i>	<i>p-value</i>
Bambang 1	2	3.38 (0.33)	PA	1.416 ^{ns}	0.214
Eastern & Western Kasibu	5	3.22 (0.26)	PA		
Others (Ambaguio, Diadi, & Villaverde)	3	3.21 (0.56)	PA		
Aritao 1 & 2	2	3.15 (0.00)	PA		
Quezon	3	3.10 (0.25)	PA		
Bagabag 1 & 2	4	2.94 (0.41)	PA		
Dupax Del Norte 1 & 2	4	2.94 (0.28)	PA		
Solano 1 & 2	3	2.92 (0.50)	PA		
Alfonso Castañeda	2	2.88 (0.16)	PA		
Dupax Del Sur	2	2.77 (0.11)	PA		
Eastern & Western Kayapa	5	2.75 (0.45)	PA		
Santa Fe	3	2.69 (0.20)	PA		
Bayombong 1 & 2	4	2.62 (0.20)	PA		

Table 12 summarizes the comparison of the attitude of English Teachers towards Philippine English in terms of the different school districts they belong. Since comparative analysis cannot be generated in SPSS if one group has only one respondent, some school districts were grouped as one (Kasibu East & West, Dupax del Norte 1&2, Bagabag 1&2, Aritao 1&2, Eastern & Western Kayapa, Solano 1&2, Bayombong 1&2, and Ambaguio, Diadi, and Villaverde). One-way Analysis of Variance (ANOVA) was used to test significant differences among the thirteen school district groups. Moreover, the homogeneity of variances and normality tests were completed to meet the assumptions of the test.

Descriptive statistics reveal that all the school district groups had a positive attitude ($2.50 < M < 3.49$; PA) towards Philippine English. Similarly, the results of the ANOVA show no significant differences ($F=1.416$; $p=0.214$) between and among the thirteen school district groups within Nueva Vizcaya. Thus, it can be inferred that regardless of school district origin, English teachers had a positive attitude towards using PhE. Teachers, therefore, whether from the urbanized or mountainous areas of the province show positive attitude and are not influenced by their respective places regarding their acceptance of the local variety. No related studies, however, can support or negate this finding since studies on the relation of school district to the attitude level of PhE have yet to be conducted.

Conclusion

Based on the findings, the following conclusions can be derived: (1) Despite the high awareness of Grade 11 English teachers, they do not recognize the urgency for the variety to be incorporated in the English language curricula; (2) PhE is generally accepted as a local variety and norm, but still faces challenges in its use in schools and industries; (3) Awareness of English teachers of the use of PhE relates to age and gender; (4) Positive attitude of teachers towards the use of PhE may not necessarily relate to age, gender, educational attainment, years in service and school district affiliation; and (5) PhE may be promoted through a learning program, such as a Learning Action Cell (LAC).

From the preceding conclusions, the following are recommended: (1) Strengthen the integration of PhE in the lessons of language learners by the Department of Education will promote awareness and attitude of teachers towards the variety as well as to achieve language competence, with the use of non-standardized forms of language - which is one of the guiding principles found in the DepEd English curriculum guide; (2) Conduct further studies to determine the challenges and reasons for the reservations of English teachers regarding the use of PE, the possible influence of age and gender on PE and the influence of the other variable on the attitude towards PE; (3) Conduct further studies to show the significant relationship of the awareness level of PhE to that of the respondents' gender, educational attainment, years in service and school district affiliation. Further, conduct studies showing pieces of evidence of which English variety standards do Filipinos follow; (4) Add more respondents and involve English teachers handling other Grade levels

may be done to expand knowledge on PhE awareness and attitude; and (5) Conduct an In-Service Training (INSET) or learning program utilizing the proposed Learning Action Cell.

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Affiliations and Corresponding Information

Dyanna Mariae A. Dangilan

Solano High School

Department of Education - Philippines

Zayda S. Asuncion, PhD

Saint Mary's University - Philippines