Situating Philippine English in University Internationalization Efforts

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Abstract

English is central to internationalization in higher education institutions, yet the role of its nativized varieties, such as the Philippine English (PhE), remains under examined. Employing theoretical perspectives such as variationist linguistics and corpus linguistics, this study examines the features and extent of PhE use in a Philippine university's internationalization efforts by analysing institutional documents, including 50 invitations, 7 programs, 6 memoranda, and 26 certificates. Findings reveal lexical innovations such as Philippine as an adjective, indigenous borrowings, and hybridized terms. Grammatical patterns include progressive tenses, article omissions, and unique adverb placement, influenced by Filipino syntactic structures. Punctuation inconsistencies suggest evolving conventions in written PhE, though formal documents like memoranda still adhere to exonormative standards. The limited presence of PhE in formal discourse has implications for English language education, emphasizing the need to integrate PhE into curricula, support teacher training, recalibrate assessments, and enhance students' metalinguistic awareness. Institutional language policy reforms should recognize PhE as a valid World Englishes variety for academic and professional use. Despite its constrained role in formal writing, PhE's presence in internationalization documents highlights its growing academic significance and influence on Filipino scholars' linguistic identity. A context-sensitive approach to language education is essential to maintaining PhE's functionality and global relevance.

Keywords: Internationalization, Language Teaching, Philippine English, Variationist Linguistics, World Englishes.

Introduction

Public and private higher education institutions (HEIs) in the Philippines have integrated internationalization into their academic programs to cultivate globally aware and culturally competent graduates. This includes forming partnerships with foreign universities, enhancing institutional reputation, and improving the quality of internationalized education (1). Internationalization efforts also focus on expanding students' global perspectives, strengthening foreign language programs, and fostering cross-cultural understanding (2). In support of these initiatives, the Commission on Higher Education (CHED) has pushed for integrating internationalization into curricula (3). English plays a crucial role in these efforts, serving as the dominant language in trade, science, and scholarship (4). The extent of English use correlates with the level of internationalization in universities making it the preferred medium for global academic engagement (5). This global trend is reflected in the practice and experiences of Filipino scholars abroad. Many Filipino students from this Philippine university take part in academic exchange programs, and faculty members often pursue postdoctoral studies or international fellowships. In these settings, English becomes not just a tool for communication but a way of participating in global academic life. For many, using English—particularly Philippine English—feels both practical and personal. They recognize its value in reaching wider audiences, yet they also carry with them the expressions shaped by their local context. Some express pride in using a version of English that reflects their identity, while others are more cautious, mindful of how their language use might be received internationally. Still, in their journal articles, conference papers, and collaborative work, features of Philippine English naturally surface.

Though not always formalized into strict rules, there is a shared understanding of how to use the variety effectively. Increasingly, there is a quiet but growing advocacy for recognizing Philippine English as a legitimate voice in global academic conversations (6). In contrast, students from non-English-speaking backgrounds often face linguistic barriers in international education, underscoring the importance of English proficiency in global academic mobility (7). While internationalization necessitates English as a global lingua franca, linguistic challenges remain a concern. Many universities address these issues by supporting English as a Second Language (ESL) programs to aid international students (8). Scholars emphasized the role of ESL in promoting internationalization in HEIs, yet questions persist regarding the recognition and impact of localized English varieties, such as Philippine English (PhE) (9).

PhE, as a nativized English variety, exhibits distinct lexical, phonological, and grammatical features, widely used across various domains (10). Studies highlight its unique lexical traits, including word frequency, length, collocations, borrowing, normal expansions, archaic preservations, and hybridized terms (11-14). Code-switching between Tagalog and English is also prevalent, along with literal translations from Filipino, reflecting the influence of local languages (15). Neologisms, particularly in specialized fields like environmental discourse, further contribute to PhE's lexical distinctiveness (16).

PhE's grammatical features vary based on social status, geography, and education, with notable differences in subject-verb agreement, pronoun and preposition usage, and frequent overuse of the simple past due to difficulties with perfect tenses (17-19). Comparisons with British and American English show a preference for that-relatives over wh-relatives, aligning more with American English (20). Preposition use is influenced by Filipino, where multiple English prepositions translate to *sa* (21). Syntax and morphology in PhE reflect local language structures, with influences from code-switching, code-mixing, and Philippine Austronesian languages (15). Verbal aspect, reduplication, discourse markers, and particles further shape its syntactic structure. Clausal structure often mirrors Tagalog's right-branching

pattern, and verb phrases employ affixation common in Austronesian languages (22-25).

Phonologically, PhE differs from General American English due to substrate influences from Philippine languages (26). Distinct pronunciation patterns include shifts such as $/\theta/ \rightarrow /t/$ and $/\eth/ \rightarrow /d/$, and morphological creativity is evident in idiomatic expressions and figures of speech (27). Syntactically, PhE follows the SVO order of English, but informal discourse often reflects Philippine language structures (28). Semantically, meanings in PhE vary based on region, context, and social status (29). Pragmatically, it features discourse strategies, politeness markers, and speech registers shaped by Filipino cultural norms (30). PhE also exhibits unique mechanical features, particularly in punctuation. While largely adhering to Standard English rules, PhE incorporates distinct conventions influenced by Filipino languages and digital communication, such as multiple exclamation/question marks and frequent dashes for emphasis or thought breaks (31-34). Filipino language interference also results in punctuation variations, such as omitting commas before coordinating conjunctions (35). Despite extensive literature on PhE's linguistic features, research on its role in internationalization efforts within Philippine HEIs remains limited, highlighting a critical gap in understanding its impact in academic and institutional contexts.

HEIs advance internationalization, English plays a crucial role, with many universities adopting English as a medium of instruction (EMI) to meet global academic standards. The growing number of international students in English-speaking countries further reinforces English as a lingua franca (ELF) in education (36). However, non-native speakers often face linguistic challenges in academic settings, highlighting the need for proficiency in internationalization efforts (7, 37). Within WE, PhE holds a distinct place, shaped by Philippine languages and marked by unique lexical, grammatical, and mechanical features (10). Recognized as *Standard Filipino English*, PhE serves as a linguistic model within the Philippines (37). Its adaptability and distinctiveness contribute to the broader landscape of WE, underscoring its relevance in global academic and professional contexts.

This study explores how PhE linguistic features appear in internationalization documents (e.g., invitations, memoranda, programs, certificates) to bridge existing research gaps. By analyzing PhE's linguistic characteristics in these materials, the study highlights its role within WE and its significance in global academic discourse. Emphasizing the need to recognize diverse English varieties in international education, this research advocates for a more inclusive approach to language instruction and curriculum development. Therefore, this study examines the linguistic features and extent of use of PhE at one of the Philippine public university's internationalization efforts through document analysis, focusing specifically on its lexical, grammatical, and mechanical characteristics. This paper also explores the implications of PhE's presence in formal discourse and advocates for its recognition in English language education, institutional policy reforms, and a context-sensitive approach to language teaching and assessment.

Conceptual Framework

Figure 1 reflects the conceptual framework of this study, which investigates the extent of PhE features in the internalization documents (e.g., printed invitations, memoranda, programs, and certificates) of a public higher education institution (HEI) in the Philippines. Anchored in variationist linguistics and informed by the World Englishes paradigm, lexical, grammatical, and mechanical features of PhE are analyzed, as they appear in official institutional texts. Rather than merely identifying and categorizing these features, the study seeks to determine their extent of implications within these formal contexts. This focus allows for a deeper understanding of how localized Englishes operates in academic discourse, contributing to broader conversations in World Englishes and the evolving norms of English use in globalized educational settings. By employing the variationist linguistics theory, the study advances understanding of the multifaceted language dynamics at play within the interrelated nature of linguistic phenomena in the global context.
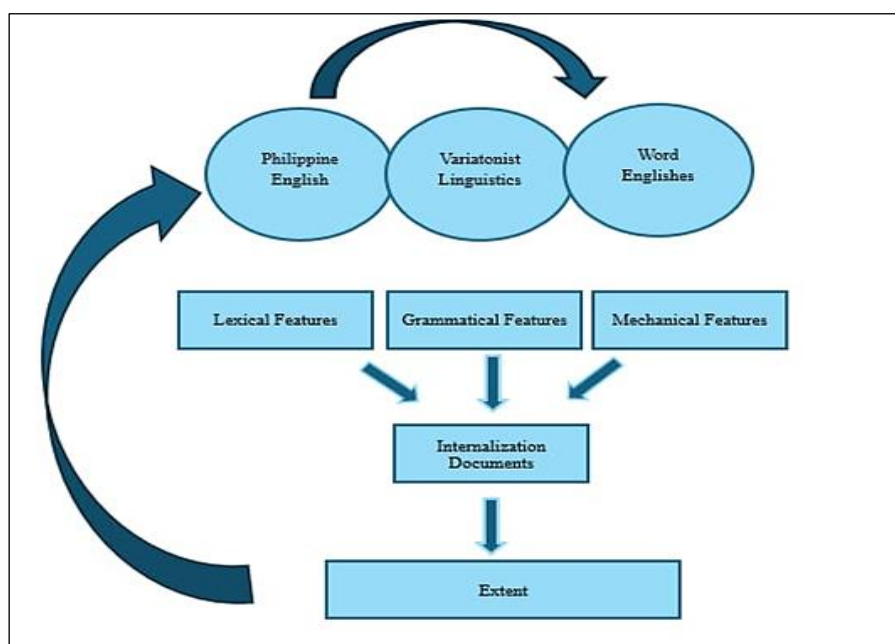
Figure 1: The Conceptual Framework

Theoretical Framework

Researchers challenged the homogenous view of language, arguing that linguistic variation is inherent in grammar and lexicon (38). Further, scholars introduced the concept of "variety," aligning with variationist linguistics—a sociolinguistic framework that views language as a dynamic system shaped by social factors such as geography, social status, and networks (39). This perspective examines intralinguistic structures while identifying normative patterns within linguistic subsystems, which define specific language varieties. Linguistic variables, including phonology, morphosyntax, lexicon, and discourse,

vary across communities. Analyzing these elements through variationist linguistics provides insights into language change and distribution across social contexts. Language is thus seen as a dynamic interplay of varieties.   Written documents are a recognized source of linguistic analysis, and researchers emphasized their role in studying language change (40). Corpus linguistics also supports the use of written texts as data (41-44).

To examine PhE's lexical features in the study's documents, the researchers used the lexical properties (expansion, adaptation, archaisms, neologisms, borrowings) (45). Likewise, lexical trends (compounding, hybridization, conversion, affixation) (46). World Englishes scholars distinguished between deviations, innovations, and errors, where innovations are features contextualized within a variety, deviations contrast with exonormative standards, and errors stem from acquisition deficiencies (47). This study focuses on lexical features (word choice and distinct vocabulary), grammatical features (word structure, tense, and syntax), and mechanical features (spelling and capitalization).

The framework for standard PhE guides the identification of grammatical features in the documents (48). Key traits include subject-verb agreement, article and preposition use, and tense patterns. She also observed the omission of nominal inflections in constructions like "one of the + noun" and "such + Ø singular noun," the absence of indirect objects (*assure + Ø indirect object*), and the use of *wherein* as a broad coordinator replacing *where, when, in which, by which,* and *through which* across genres.

Methodology

Research Design

This study used qualitative design. This design fits the study, which requires an interpretative and naturalistic approach, attempting to make sense of the phenomena in terms of the meanings people bring to them through the collection and analysis of empirical materials. The data and process of this study fall under such description, requiring a subjective and non-numerical analysis and interpretation.

Research Instruments

To answer the three objectives posed in this paper, features of PhE including grammatical, lexical, and mechanical features present in the internationalization documents of the Philippine public university were collected, studied, and analyzed. The data set consisted of 50 invitations, seven [7] programs, six [6] memoranda, and 26 certificates.

Data Gathering Procedure and Ethical Considerations

This study observed proper coordination and observance of research protocols with the International Affairs Office, where the documents were housed. Notice of Non-disclosure Agreement was also signed by the researchers before the documents were handed to them. The critical survey of the documents also adhered to policy standards relative to RA No. 10173 or the Data Privacy Act of 2012. The content analysis focused only on PhE characteristics like lexical, grammatical, and mechanical features. The gathered data were tabulated and categorized thematically with respect to the lexical, grammatical, and mechanical features. Two intercoders, who have specialization in linguistics, were also asked to validate the researchers' interpretation.

Data Analysis

In determining the features of PhE, the following definitions guide the researchers: (a) lexical features focus on word choice including any distinct vocabulary used in the documents; (b) grammatical features refer to the structure and word formation of the Philippine English including tense, word formation, and other grammatical rules; and lastly, mechanical features include spelling and capitalization. When it comes to determining the extent of PhE in the documents, thematic analysis of the uses was done. As regards the extent, it is defined based on the frequency of tokens or occurrences of the features and the wideness of reach or presence in the documents. Empirically, one hundred percent was divided into three from 0-33.33 (little extent), 33.34-66.67 (moderate extent), and 66.68 to 100 (great extent). The number of tokens was converted to percentage to determine the extent which is based on each document type. The presence or absence of PhE in the internationalization documents would inform its contribution to the World Englishes. Additionally, the researchers employed the concept of discourse quadrants to position the

extent of use of PhE in the internationalization documents (49).

Results and Discussion

Philippine English Features Present in Internationalization Documents

Lexical Features

This paper identifies key lexical features of Philippine English (PhE), including the use of *Philippine* as an adjective (e.g., *Philippine-American, Philippine culture, Philippine HEIs*), a distinction from global contexts where *Filipino* is more commonly used.

Indigenous vocabulary, such as *salakot* (native hat) and *carabao* (national animal) reflects local culture through direct translation, integrating cultural elements into PhE. This enriches the language by aligning with everyday communication, where indigenous terms are naturally incorporated (17). These terms encapsulate Filipino traditions and shared experiences, reinforcing local linguistic identity (50).

Borrowings like *batik* (dyed fabric), *tilapia*, *maestro* (male teacher), and *rondalla* (string ensemble) further highlight colonial influences on PhE (51).

Coinages or neologisms such as *e-farm academy* and *newstart* demonstrate PhE's evolving nature as it adapts to cultural and technological changes (52). Similarly, hybridized terms like *mushroom pharming* illustrate language innovation, blending words to capture new concepts (17). These processes ensure PhE remains relevant to Filipino speakers.

The lexical features observed align with *Lexical Properties of PhE*, including archaic preservation, coinage, and borrowings (45). The *Lexical Trends in PhE* highlight hybridization and indigenous vocabulary (46). These features contribute to the intellectualization of Filipinos and support internationalization efforts by introducing unique lexical elements to the academic community.

Grammatical Features

Tenses

This study found the use of the present perfect in place of the simple past in internationalization documents, particularly in phrases like *"having actively participated"* and *"having completed"* in certificates issued by the International Affairs Office. Although the events referenced had already concluded, the present perfect was used, and this

usage aligns with the researchers' conclusion that PhE's tendency to adopt present tenses for past events (15).

Additionally, phrases such as *"for actively participating," "for participating,"* and *"successfully completing"* demonstrate the use of the present participle to describe completed actions. While this tense typically indicates ongoing events, its use in PhE reflects a preference for continuous constructions. These support the claim that PhE employs progressive tenses to convey habitual aspects (53). This can be attributed to linguistic transfer from Filipino, where aspect, rather than tense, determines verb structure (54). In Filipino, verbs indicate whether an action is completed (*nakatapos*), ongoing (*natatapos*), or yet to happen (*matatapos*), influencing PhE's preference for progressive forms over Standard English tense distinctions.

Filipino scholars observed that PhE's use of progressive tenses reflects hybridization between English and local linguistic structures, demonstrating both exonormative influences and distinct tendencies shaped by Filipino linguistic patterns (48). The placement of adverbs before verbs, as seen in *"actively participating"*, *"successfully completing"*, and *"mainly designed"*, further distinguishes PhE syntax. Likewise, researchers argued that PhE syntax is flexible and shaped by local influences, extending progressive aspect use to denote completed events, particularly in certificates and commendations (11).

Future tense constructions in the documents followed Standard English norms, with modal auxiliary verbs such as *"will"* indicating future actions:

…will offer this short-term training program
…will also integrate lectures and future passive forms
…will be opened
…will be conducted online

The use of this construction suggests an implied preference for standardized English forms, likely driven by the documents' international orientation and their intended audience of global partners, stakeholders, or accrediting bodies. However, while the structural choices conform to Standard English, this does not necessarily negate the possibility of linguistic plurality elsewhere in the documents (e.g., lexical features unique to

Philippine English). But in terms of grammatical encoding of future tense, the data suggests a normative adherence to Standard English, potentially to enhance clarity, formality, and international intelligibility. While these structures adhere to exonormative standards, PhE-specific features still emerge, particularly in less rigid formal domains like certificates and invitations. This supports the argument that as English evolves, World Englishes develop distinct structural and lexical features, reinforcing PhE's legitimacy as a nativized variety (20).

Missing Definite Articles (For Specific Reference)

Mastering English articles is a well-documented challenge, with *a, an,* and *the* posing considerable difficulty (17). Filipino English users struggle with articles due to the distinct system in Philippine languages, which focuses on noun prominence rather than noun type (48). For example:

> ...Philippine University (PhE), in cooperation with the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) and UC, will hold its International Summer Program 2022 from August 1 to 1,

The omission of *the* before *UC* reflects how proper nouns function in the Philippine context. Institutions in PhE are often treated as names that do not require an article, whereas American and British English would include one. This aligns PhE scholars' observation that PhE differs from other varieties in its tendency to omit or overuse articles, influenced by structural differences between English and Philippine languages (48)

Mechanical Features

Mechanical features involve punctuation, spelling, and other aspects related to the formal structure of written language (53). Correct spelling and capitalization are crucial in Philippine English, as in any form of written communication. Correct spelling and capitalization play a crucial role in enhancing clarity and ensuring easy comprehension in various contexts such as academic writing, business communication, and official documentation (55).

Improper Punctuation Marks

Correct punctuation enhances clarity and coherence in writing (56). However, the gathered documents reveal improper punctuation usage, particularly in invitation letters:

> ...may we request you to deliver the closing remarks on this capacity-building webinar?
>
> ...may we request that they be excused...conference?
>
> ...may we further request for consideration...online classes?

These sentences use question marks instead of periods, despite functioning as polite requests rather than direct questions. Researchers noted that PhE, as a legitimate variety of WE, reflects local communicative norms (48). In this case, the use of question marks stems from a cultural discursive strategy where requests are framed as questions to soften imposition, particularly in formal or hierarchical contexts. Pragmatically, this pattern aligns with other researchers' conclusions that Filipino politeness strategies, where indirectness conveys respect (57). Thus, while unnecessary in standard English, the use of question marks in PhE demonstrates its adaptation to sociocultural norms. This aligns with the observation that modal expressions are susceptible to diachronic change, further influencing punctuation practices in PhE (20).

Omitted Punctuation Marks

Some compound words, phrases, and sentences in the documents lack necessary punctuation, such as:

> *...for more information email* (missing comma after *information*)
>
> *...5-6 hrs session* (missing period after *hrs*)
>
> *...short term course* (missing hyphen)
>
> *...capacity building* (missing hyphen)

In professional and academic writing, precise punctuation is essential for clarity and credibility, particularly in scholarly work (58). Consistent and accurate punctuation enhances professionalism, demonstrating attention to detail and adherence to language conventions.

The Extent of PhE Usage in the Internationalization Documents

To determine the extent of PhE features in the documents, the study categorizes their presence as *widespread* (4/4 document types), *limited* (3/4), or *restricted* (1/4). Additionally, discourse quadrants—ranging from informal spoken (Quadrant 1) to formal written discourse (Quadrant 4)—were used to assess the extent of

PhE usage in CLSU's internationalization documents (26). The analysis of programs, invitations, certificates, and memoranda reveals that PhE features appear in the first three document types but are absent in memoranda. Hence, it has *limited reach (3/4) document types.* The findings align with other researchers' findings that while PhE is gaining ground in semi-formal written discourse, it remains constrained in strictly formal contexts (26). The absence of PhE in memoranda reflects a preference for standardized English varieties, particularly in bureaucratic and official documents, where more rigid linguistic norms prevail. This variation in formal writing underscores exonormative ideologies, where American English remains the dominant standard. Researchers argued that Outer and Expanding Circle varieties are not yet fully embraced across all domains, reinforcing the continued influence of native English norms in academic and professional settings (59). Similarly, some studies emphasized that variationist linguistics not only describes language change but also highlights the normative regularities shaping language use (38). In the Philippines, the limited presence of PhE in formal discourse is largely due to the country's language education system, which adheres to American English conventions rather than promoting localized English features. Scholars observed that American English remains hegemonic in academic writing, a phenomenon reflected in this study's findings (50). The constrained use of PhE in formal discourse is linked to entrenched exonormative frameworks and unchallenged pedagogical traditions. However, language is dynamic, shaped by both structural and social factors, and PhE continues to assert its legitimacy in formal writing. As Filipino scholar suggests, academic institutions should consider teaching *Philippine English about Philippine English in Philippine English* (32). The persistence of *unequal Englishes* in academia calls for collective action from educators, as linguistic inequality is ultimately a social and not just a linguistic issue (60).

Contributions of PhE to World Englishes through the internationalization efforts at a public university in the Philippines

Lexical Contributions of PhE to WE

Lexical innovations in PhE showcase how localized English varieties enrich global English. A distinct feature is the use of *Philippine* as an adjective (e.g., *Philippine-American, Philippine culture*), differing from the more common *Filipino* in other English varieties. This highlights PhE's influence in academic and professional discourse (17).

PhE also integrates indigenous vocabulary, as seen in internationalization documents where terms like *salakot* (native hat) and *carabao* (water buffalo) are retained. This aligns Filipino scholars' assertion that World Englishes reflects the cultural identity of their speakers (Gonzalez, 1998). Borrowings such as *batik* (dyed fabric) and *rondalla* (Filipino string ensemble) further illustrate how PhE incorporates culturally significant terms from various linguistic influences. Coinages like *e-farm academy* and *newstart* demonstrate PhE's adaptability in generating new terms, contributing to the global lexicon (52). Hybridized terms, such as *mushroom pharming*, exemplify how PhE modifies English to fit Philippine-specific contexts, reinforcing its role in the expansion of WE (46).

Grammatical Contributions of PhE to WE

A key grammatical feature of PhE is the use of the present perfect instead of the simple past, as in *having actively participated* and *having completed*, commonly found in certificates. This aligns with the findings that PhE often adopts the present tense where standard varieties use the past (53). Similarly, PhE favours continuous tenses in completed actions, as seen in *for actively participating* rather than *for having participated*, reflecting Filipino aspectual distinctions (54).

PhE also demonstrates flexible adverb placement, with structures like *actively participating* and *successfully completing*, and support the observation that PhE exhibits more syntactic flexibility than other English varieties (11). Additionally, its frequent use of the future tense with *will*, as in *will be opened* and *will be conducted online*, indicates that while PhE maintains exonormative grammatical norms, it also incorporates local linguistic influences.

Another structural feature is article omission in proper noun references, such as in *in cooperation with Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) and UC*, where *the* is omitted before *UC*. This aligns with findings of Filipino PhE scholars on PhE's distinct article usage, a trait observed in other World Englishes (48, 61, 62). Given these

grammatical patterns, PhE contributes to WE by expanding the framework of intelligibility through its aspectual influence on tense usage, flexible adverbial placement, hybridization of standard features, and determiner variability.

Mechanical Features

Mechanical features, such as punctuation variations, further distinguish PhE. The internationalization documents reveal improper question mark usage, as in *may we request that they be excused…conference?* where indirect requests are framed as questions. This reflects Filipino politeness strategies, which favor indirectness to maintain social harmony (48). Additionally, omitted punctuation marks in compound words, such as *short term course* (instead of *short-term course*), highlight the evolving written conventions in PhE. While these features deviate from Standard English, they align with the linguistic evolution observed in World Englishes (55). In the ASEAN higher education area, where English is the official working language, PhE functions as both a practical tool and a regional variety with increasing legitimacy. The Philippines' long-standing use of English in education positions it competitively alongside Singaporean and Indian English, especially as ASEAN promotes academic mobility and regional integration (63). Although PhE has yet to receive the same level of policy-driven recognition as its counterparts, it plays a significant role in cross-border education, faculty collaboration, and international publishing. As ASEAN universities align with transnational education frameworks, the international role of PhE continues to evolve—anchored in local identity yet responsive to global academic standards (64).

Conclusion

The study highlights the legitimization and integration of Philippine English (PhE) within the World Englishes (WE) paradigm, particularly in formal and academic discourse. The findings reveal that PhE is characterized by distinct lexical, grammatical, and mechanical features which are increasingly present in internationalization documents. More specifically, the study identifies lexical innovations such as the use of *Philippine* as an adjective, indigenous borrowings, and hybridized terms, reflecting how English adapts to Filipino cultural and linguistic contexts. It also highlights grammatical variations, including the extended use of progressive tenses, article omissions, and unique adverb placement, which align with Filipino syntactic structures. Furthermore, mechanical inconsistencies, such as punctuation deviations and omitted hyphens, suggest evolving conventions in written PhE.

These findings have critical implications for English language teaching (ELT) in the Philippines. First, recognizing and integrating PhE in language education can help foster linguistic identity and confidence among Filipino learners. The inclusion of local lexical items, borrowings, and hybridized terms in instructional materials can provide students with relevant linguistic and cultural references, reinforcing the legitimacy of PhE as a medium of communication in both local and international contexts.

Second, grammatical structures unique to PhE, such as the extended use of progressive tenses, article omission, and adverb placement, highlight the influence of Filipino linguistic structures. Language educators should adopt contrastive analysis approaches to help learners navigate both Standard English norms and PhE conventions. This enables students to develop metalinguistic awareness, improving their ability to code-switch and adjust language use depending on context—an essential skill in international communication.

Moreover, the study reinforces the need for curriculum adjustments in ELT programs. Traditional pedagogical frameworks often prioritize Standard English norms, which may marginalize localized linguistic realities. By incorporating PhE in teacher training programs, assessment materials, and classroom discourse, educators can ensure a more inclusive and representative approach to English instruction. This aligns with Filipino PhE scholars' advocacy for teaching about PhE in PhE, which fosters a more context-sensitive and effective language education system.

Finally, the limited presence of PhE in strictly formal discourse, such as memoranda, reveals the persistence of exonormative biases in professional and academic settings. This highlights the need for institutional support and policy reforms that recognize PhE as an acceptable academic and professional English variety. Schools, universities, and workplaces should re-evaluate language policies to promote a more inclusive perspective

on English use, ensuring that linguistic diversity is valued rather than seen as a deviation from standard norms.

In conclusion, the study's findings reaffirm the legitimacy and growing influence of PhE in formal discourse and call for a paradigm shift in language education by shifting away from strict adherence to exonormative models (e.g., American or British English) toward a more inclusive, context-sensitive approach. By integrating PhE features into curricula, teacher training, and assessment, educators can equip learners with a more authentic, functional, and globally relevant command of English while reinforcing linguistic identity and confidence.

Foregrounded on these conclusions, the authors recommend that the university as a Philippine higher education adopt both policy-based and pedagogical measures to meaningfully integrate Philippine English (PhE) into its internationalization efforts. At the policy level, the university should formally recognize PhE as a legitimate and intelligible variety of English, and reflect this in its internal policies, guidelines, protocols, international program requirements, and promotional materials among others. PhE must already be used in memoranda, and other documents. This would warrant affirming linguistic identity and culture inclusivity in global academic exchanges of the university, hence giving a niche for PhE to thrive internationally.

In the pedagogy, it is forwarded that instruction in the university should already include the study of Philippine English as part of the World Englishes. English language instruction has to foster critical language awareness and communicative competence across diverse contexts, and that includes the Philippine context. Pre-service teacher training programs should likewise equip future educators with strategies to incorporate PhE in their academic preparations. The university should promote inclusive, culturally responsive learning environments through the use of multimodal materials that represent Filipino English-speaking contexts. These efforts hold promises to boost global participation of the university as a Philippine higher education and at the same time moving as a forerunner in affirming the country's unique linguistic identity.

Abbreviations

Acknowledgment

Author Contributions

JCRavago: Conceptualization, Introduction, Conclusion, JADeRoxas: Conceptualization, Introduction, Conclusion, Theoretical Framework, KCalang: Review of Related Literature, AJEsteban: Review of Related Literature, Formatting, Theoretical Framework, PMPagador: Review of Related Literature, SCSMErculio: Results and Discussion, DOCasipit: Results and Discussion, MMReyes: Results and Discussion, Editing, KAAmis: Data Collection, CLSaturno: Data Collection.

Conflict of Interest

Ethics Approval

Funding

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