

Issues on English in Philippine Society as Input to Language Planning: Voices from First Year University Students



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English has entered the Philippine linguistic landscape for more than a century.

Two decades into the new century, this study attempted to explore issues on English in Philippine society among first year students of a private university. For more than 90% of the around 700 respondents, Cebuano is the mother tongue, making them trilinguals, as they have learned and used English, alongside Filipino, since their elementary years. The instrument in this study was adapted from Lapanen et al. (2009), which surveyed the uses, meanings and attitudes toward English in Finland.

Results suggest that English has become a dominant language in the community, aside from the mother tongue. Commonplace is the mixing languages, which occur more in spoken than written discourse. Respondents forecast that English will further increase its importance, especially in the field of education as well as in other social spheres. This study concludes that issues on English in the Philippine society leans toward a positive outlook, with English not losing its prominence. As such, it can be said that English is deeply entrenched in the fabric of Philippine society for now and for years to come.

The Philippines is home to 183 languages as recognized in the online

Ethnologue (Simons and Fennig, 2020). Given its geographical feature as an island nation, this number of languages is quite remarkable. Most of these 183 languages are indigenous languages spoken by a minority in a particular geographical area in the Philippines. However, the country was colonized by three countries bringing with them their distinct languages. Of the three languages of the colonizers, only one has been given the status as an official language in the Philippines as promulgated in the country's constitution. This language is English, considered as today's lingua franca.

The inclusion of English as an official language in the 1987 Philippine Constitution signified the complete entry of a foreign language into the Philippine linguistic landscape. Before this, English, however, has been recognized as a language of prominence in the country as early as the 1935 Philippine Constitution. In this case, the language planners who provided input for the designation of English as an official language must have seen the value and pervasiveness of the English language in the country.

Language policy and planning played a crucial role in the inclusion of English in the Philippine Constitutions. For Baldauf (2004), "language policy (statements of intent) and planning (implementation) (LPP) is defined as planning— often large scale and national, usually undertaken by governments – meant to influence, if not change, the way of speaking or literacy practices within a society" (p.1). The Philippine government, represented by the Constitutional Commission in 1987, strengthened the role of English in the country by its recognition as an official language.

Language situation in the Philippine Educational System

To consider the current language situation in the Philippines is to consider a multifaceted and complex phenomenon. For one, a multitude of languages are spoken by people who have strong pride in their respective languages. In addition, several other forces other than language, such as the geographical realities and the power plays in the government, have influenced the language situation in the Philippines. Amidst all these complexities, the Philippine government adopted Filipino as both national language and official language while English is designated as an official language. Inevitably, the relegation of these titles was fraught with these difficulties. To better understand this phenomenon, a quick look at the history of the Philippine educational system is presented.

The educational system in the Philippines has metamorphosed a number of times. Schools and universities were established during the Spanish rule. However, only those with Spanish blood could enter these institutions (Zaide, 1999). In a way, keeping the native people ignorant was a way of suppressing them. Hence, most of the native people did not understand nor speak Spanish. When the Americans took over at the beginning of the 20th century, they established schools that were accessible to everybody with the first American teachers called Thomasites (Zaide, 1999). In 1901, the transitional government passed a law establishing English as the medium of instruction in the classroom until the declaration of Philippine independence.

In 1957, the government formulated the Vernacular Policy, which recommended that the home language was the best medium of instruction for schoolchildren. It would also serve as the medium for transitional bilingualism as an auxiliary language (Gonzales,

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1996). In 1974, the National Board of Education adopted bilingual education as an official education policy in the Philippines. The aim was to develop a bilingual nation that is competent in two linguistic systems, English and Pilipino, a Tagalog-based language with words from other major languages in the country (Gonzales, 1996). These two languages were used separately as media of instruction for different school subjects starting from the first grade. English is for science, technology and international communication while Pilipino is for cultural and social subjects. The bilingual education policy was restated in the 1987 Philippine Constitution with the change in spelling from Pilipino to Filipino (Gonzales, 1996). Until 1974, Filipino was not used as a medium of instruction in the classroom. It was only taught as one of the school subjects.

Education plays an important role in an individual's competency and proficiency in a certain language. The bilingual education policy carried with it a lofty goal but this does it mean that it was well-received by those affected by it. The Philippines is made up of different groups with deep linguistic loyalties. As Kapili (1988) pointed out, it is "a big order" to transcend the people's ethnolinguistic loyalties for the sake of national unity and identity.

At the time of the formulation of the Vernacular Policy in 1957, it was impossible to use all vernaculars as media of instruction. Thus, only eight major languages at that time were used (Gonzales, 1996). As stated earlier, nearly 200 languages exist in the Philippines. Filipino is spoken by a majority in Southern Luzon, mostly in the Greater Manila Area. For the rest of the country, it is a foreign language as much as English.

What has happened to the bilingual education policy? Sibayan (1982, in Kapili, 1988) did a systematic classroom observation on a nationwide scale. His observations show that there was no completely monolingual classroom in the Philippine school system. For example, in a Science class where English is supposed to be the sole medium of instruction, codeswitching is present. In a content area where Filipino is to be the medium of instruction, codeswitches from Filipino to English to the local language is not uncommon.

Through the years, the presence of English in the literacy efforts in the Philippines has been met with varying reactions by the Filipinos. At present, English takes precedence over Filipino, the recognized national language, and other languages in the Philippines when seen from the linguistic landscapes of private education institutions at all levels. In many of these institutions, the "Speak English Only" Policy became a mainstay in the linguistic fabric. Reality, though, shows a different perspective with the said policy stuck on the notice boards of the institutions while the mother tongues flourish all over the campuses, even in English classes.

The two main education-related government agencies in the Philippines, the Commission on Higher Education (CHED) for higher education institutions and the Department of Education (DepEd) for the basic levels, have gone through a series of policies and memoranda mandating different versions in the use of language in the classroom. Of late, the shift to a K-12 basic education program encompassed the introduction of a mother tongue-based multilingual education (MTB-MLE).

With the K-12 basic education system implemented in academic year 2016-2017, MTB-MLE was also expected to be implemented simultaneously. The Department of Education Order (DepEd) Order 31, s. 2012 states that the mother tongue should be used as a medium of instruction and as a subject from Kindergarten to Grade 3 while English and Filipino will be used from Grade 4 to Grade 10. Here, English is again introduced as a medium of instruction and a subject for seven years in the K-12 curriculum.

Language planning

Language planning and policy is a thorny issue in a multilingual country like the Philippines. Key issues include language maintenance, language shift and even language death. In this, the main goal is to determine whether a country's language policy move towards the maintenance of its minority language or a language shift occurs where there is a change in the language use from one language to another leading to the possibility of the death of the language left behind. Language maintenance refers to a situation in which a speaker, a group of speakers, or a speech community continue to use their language in some or all spheres of life despite competition with the dominant or majority language to become the main/sole language in these spheres (Pauwels, in Davies & Elder, 2004). Language shift, on the other hand, involves a shift from one language to another, often occurring when people migrate to another country where the main language is different, as in the case of immigrants (Platt, Platt & Richards, 1992).

David, Cavallaro & Coluzzi (2009) pointed out that in the four countries in their study, which includes the Philippines, minority languages benefit in some countries while in others, they do not benefit from language planning and the resulting language policy. They concluded that "the desire to maintain and use ethnic languages depends on how ethnic minorities perceive the importance of their languages and also on the desire to use these languages" (p. 183).

Southeast Asian countries have grappled with language planning issues as they attempt to find a balance in maintaining their local languages and in placing themselves in a globalized world where English is the lingua franca. In these efforts in language planning, the reality is that the involvement is largely limited to language planners, policy-makers, researcher, and sometime educators. In Thailand, for example, Gengsadeekul, Hengsadeekul, Koul and Kaewkuekool (2010) reported that "the English-medium curricula design has generally failed to use the perceptions and experiences of students" (p. 89) who, in many English as a Foreign Language (EFL) communities, are the main stakeholders.

A study on Indonesia has shown that processes of language shift have continued to take place (Musgrave, 2014). In Indonesia, since the introduction of Bahasa Indonesia as the national language in 1945, there has been a shift of the majority in having it as either their first language or second language (Musgrave, 2014). In addition, it is not only a case of native language to

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national language shift, but there are also cases of shifts from native language to regional languages of the dominant majority in the regions. In this, the language planning and policy efforts of the Indonesian government has led to language shift, and ultimately to language death of Indonesia's minority languages.

Li and Yuan (2012) traced the language planning and policy of both Hong Kong and Mainland China that are specific to senior secondary education. They showed that "Hong Kong's ESL teaching does better than EFL teaching in Mainland China" (p. 44). They advocated that teachers, especially in Mainland China, should be given greater involvement in language policy-making by owning the responsibility in the construction of language education policies. That is, teachers need to actively participate in language planning and policy efforts.

Still, caution has to be taken in language planning and policy as Wee (2011) noted that even a so-called first country such as Singapore had admitted to mistakes in language policy. Thus, Wee (2011) called for a larger role of language experts in language policy construction and a deeper and more extensive dialogue between language experts and non-experts in the formulation of a countries' language policy.

In the Philippines, Gonzales (2006) traced the evolution of language policy and planning in the country. He pointed out that the government favored one language, which is Filipino, and that the language policies in the country are largely influenced by the overseas demand of Filipino workers; hence, the designation of English as an official language. Despite the shift in languages, whether local or colonial, across generations in the Philippines, language death has become more of a reality for many of the local languages.

With the introduction of English to Philippine society, it has entrenched itself into the linguistic landscape of the country. However, with the implementation of K-12 and with it, the mother tongue-based multilingual education, English could find itself in a different territory. With such a significant shift in the education policy, examining the uses of and attitudes toward English among stakeholder could shed light into the current role of English and point the way forward in the language planning in the Philippines.

In a private university in Mindanao, the Speak English Policy has been promulgated since the 1990s, aligning with the observation of Gonzales (2006) of addressing the needs of future Filipino workers abroad. This is so because the institution carries two flagship academic programs that provide bigger opportunities for its graduates to work outside of the Philippines. As such, the entire university adheres to the Speak English Policy. However, many of its graduates from other academic programs work in the domestic arena. While several graduates of these other academic programs have gained work abroad, reality is majority of them remains in the Philippines. Thus, for this university, a closer look into the issues of English can help expound on the role of English in their day-to-day lives.

Lepanen et al. (2009) conducted a nationwide survey in Finland to gather the uses, meanings and attitudes towards English in the country. Using a 15-page questionnaire developed by the authors, the study elicited the meanings and functions of English in Finnish society. As such, this Finnish study became the key springboard in the conduct of the current study embarking on a small-scale research journey to identify several issues regarding English in a tertiary education community. The results of this study could then be a contribution towards language planning efforts in the private university, in particular, and in the country, in general.

OBJECTIVE OF THE STUDY

Patterned after the Lepanen et al. (2009), this paper surveyed issues related to English in the Philippines in a private university in Mindanao. The following research questions guided this study. (1) Where is English being learned and used? (2) In which places is English seen or heard? (3) What is the importance of English to the individual and to Philippine society? (4) What are the reasons for using English? (5) What is the frequency of mixing languages among the respondents? (6) With whom do the respondents mixed languages? (7) What are the reasons for mixing languages among the respondents? (8) What is the status of English in Philippine society as perceived by the respondents?

RESEARCH PLAN

Research Design

Quantitative research design forms the framework of this study. Fraenkel and Wallen (2010) defined quantitative research as a "research in which the investigator attempts to clarify phenomena through carefully designed and controlled data collection and analysis." The phenomenon studied in this paper is the uses and attitudes toward English in the Philippines. Using statistical tools to present numerical data, this study attempts to present data that show the uses and attitudes of the respondents towards English in the Philippines. As such, generalizations are based on numerical data collected for this study.

Setting

The research setting in this study is a largely Cebuano-speaking community. This Cebuano-speaking community is located in an urban city in Mindanao. The specific research site is a private university in an urban city. Considered as one of the academic hubs in Mindanao, this city attracts a mixed population of students, ranging from high middle class families to low income families. In

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addition, the student population represents a combination of ethnic origins mirroring the ethnographic fabric of the area, from lowland Christians to multi-ethnic Muslims to indigenous groups in the surrounding areas.

Respondents and Sampling

First year university students were the respondents of this study. The target student respondents are assumed to have 12 years of schooling. This means they have enough exposure to English and will be exposed to English for the rest of their tertiary education, where English is stipulated as a medium of instruction. In addition, the respondents came from various senior high schools around the region, both public and private. Given the population size of the target community, sampling was done with the aim of taking 30% of the student population. Stratified sampling was followed to get the set number of respondents from the eight undergraduate colleges in the university. The rate of return of the questionnaire was at 90.17%, translating to 658 respondents. Table 1 shows the language at home of the respondents, where 93.3% uses Cebuano as the language at home.

Table 1. Language at home of the respondents

Language	F	%
Filipino	31	4.7
Bisaya	614	93.3
English	5	0.8
Others	8	1.2
Total	658	100.00

Data Collection

Permissions were requested from the appropriate authorities for the conduct of the study. When the request was granted, the questionnaires were floated to the students by trained enumerators on the scheduled dates, comprising a 2-week period. Respondents were asked to complete the questionnaires with the enumerators ensuring that all questions were understood by each and every respondent.

Instrument

The instrument in this study was adapted from Lapanen et al. (2009), which surveyed the uses, meanings and attitudes toward English in Finland. However, only a section was included in this study. These are the parts that look into the uses and attitudes of the respondents toward English. In the adaption of the Finnish questionnaire, any word referring to Finland was changed to the Philippines.

For this study, the following sections were included in the questionnaire: personal importance of English to the respondents, learning, using and opinions in their use of English; where English is seen or heard; importance of English in the Philippines; issues on codeswitching; and perceived future direction of English in the Philippines. These variables were deemed applicable and necessary in the conduct of this study.

Data Treatment and Analysis

The treatment of the data involved the use of the statistical software package, Statistical Package for the Social Sciences (SPSS). Each variable were coded and responses were then encoded in the software. Descriptive statistics such as frequencies and percentages were derived and tabulated.

RESULTS AND DISCUSSION

Problem 1: Where English is Learned and Used

Figures 1 and Figure 2 show the locations where the respondents learn English and where they use English, respectively. Surprisingly, majority of the respondents answered that they learned English in school and elsewhere equally (56%, in Figure 1). Unlike the Finnish study of Lapanen et al. (2009), where English is mostly learned in schools, the results obtained in this study signify that English has become pervasive beyond the classroom in the Philippines. With the historical background described by Gonzales (2006), English has been a part of the Philippine linguistic landscape for more than a century. In addition, the advancement of technology has afforded people around the world the opportunity to go beyond the country via the internet, where English is the main language in the websites visited.

The historical events in the country and the advent of technology have allowed the respondents to access English even outside the classroom. This is clearly true for 56% of the respondents in the study. The Philippines, being a well-known player in social media,

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has opened the world to its citizens. Thus, the university students in this study may have utilized internet access in learning English, even if, for some, it is an indirect effect.

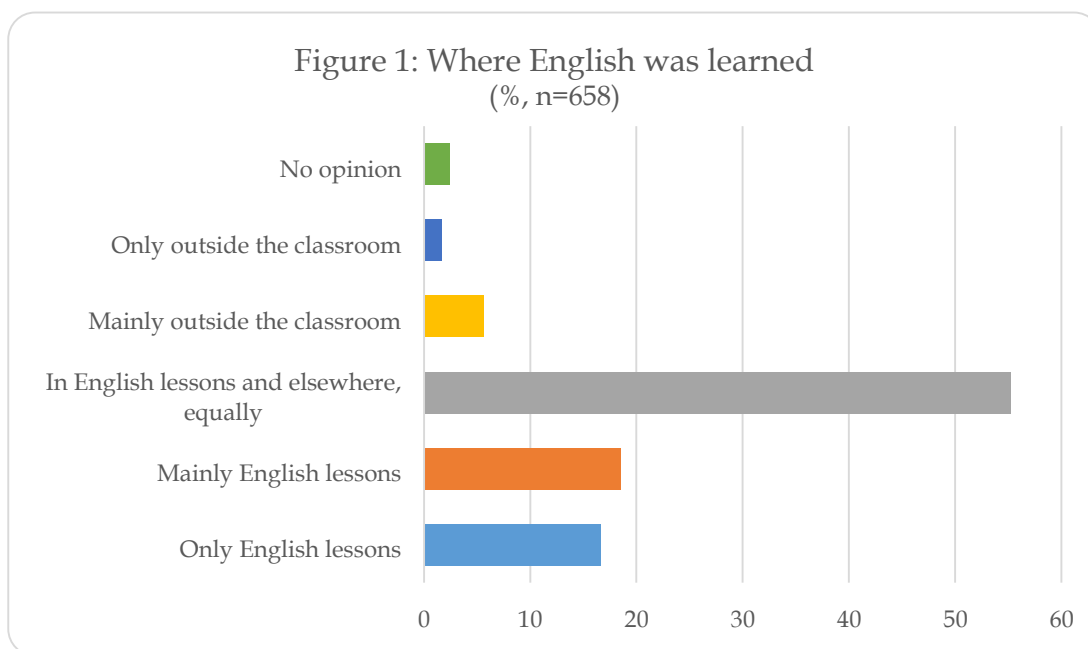
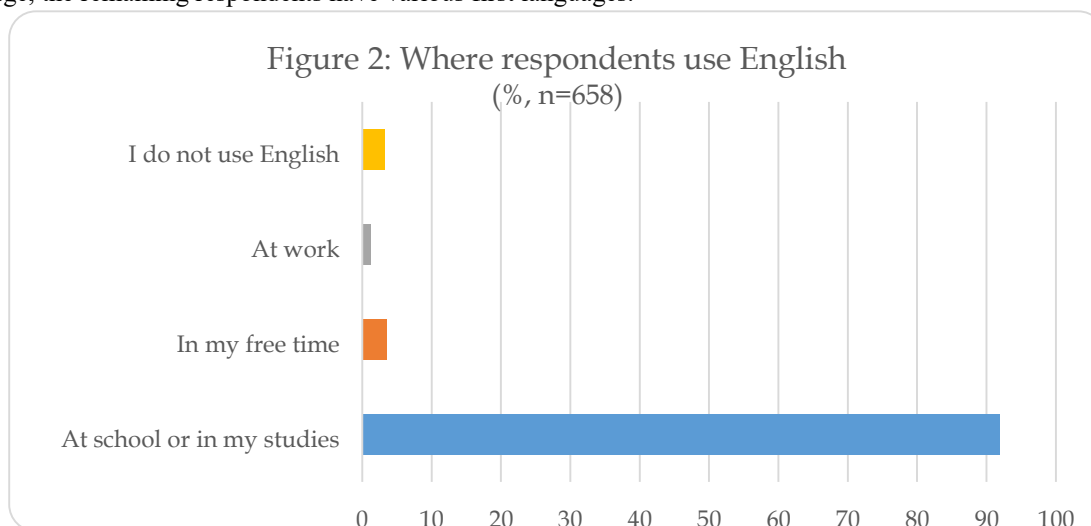


Figure 2, meanwhile, signifies where English is used by the respondents. Even though 56% of the respondents relayed that they learn English in the classroom and elsewhere equally as shown in the previous figure, a bigger number of respondents indicated that they use English mostly in school or in their studies (92%). A small percentage (4%) even indicated that they never use English at all. This incongruence between learning and using English in the respondents portray a wider trend in the Philippines where English is just one of the languages that is at the disposal of the respondents. These results suggest that learning English in the Philippines does not mean using English mostly in their everyday lives outside of the classroom. This is because there are other languages that the respondents have access, too, such as their first languages. As seen in Table 1, while majority have indicated Bisaya as a first language, the remaining respondents have various first languages.

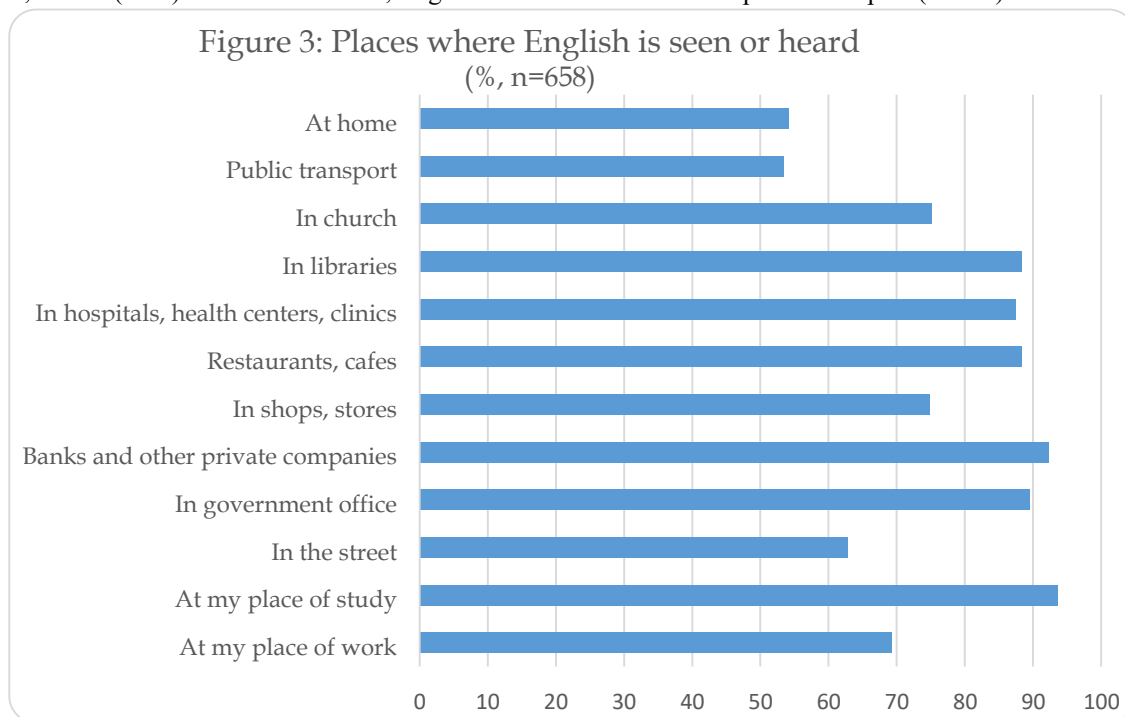


Problem 2: Places where English is Seen or Heard

The respondents were asked to indicate places where they see or hear English in their daily lives. Figure 3 summarizes the responses. Consistent with the results in Figure 2 where the respondents reported using English mostly in school or in their studies, the same place garnered the highest percentage (94%) of being reported as the place where they see or hear English. Banks and private companies come in second with 92%. These results are notable in that they imply that English is deemed to be seen and heard in private companies nearly as often as in schools.

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Moreover, four (4) other places obtained more than 85.00% of the respondents saying that English is seen and heard in these places. These four places are (1) government offices (89%); libraries (88%); restaurants, cafes (88%); and hospitals, health centers, clinics (87%). On the other hand, English is least seen or heard in public transport (53.5%) and at home (54.1%).



The results in Figure 3 highlight the dominant use of English in many public places, implying widespread use of English in Philippine society. For one, the results show that in each of the places included in the study, more than 50% of the respondents have seen or heard English. On the other hand, the results in the study of Lapanen et al. (2009) show that aside from seeing or hearing English in the street, which was reported by 56% of their respondents, all the other places only has less than 40%. These results from the Finnish study further underscore the pervasiveness of English in the Philippines.

Problem 3: On the Importance of English

The respondents were also asked to indicate the importance of English to them as an individual and to the Philippine society as a whole. Figures 4 and 5 display these results. For more than 60% of the respondents, English has an importance in their day to day lives. This is especially true when juxtaposed with the previous results where English is seen and/or as well as used in the school setting. Given that the respondents of this study are students, it is just natural that they will see the importance of English to each of them as tertiary schools in the Philippines use English as the main medium of instruction. Of interest in Figure 4 below is that none of the respondent indicated that English is no important at all. However, there are still some respondents who indicated that English is not very important to them or they have no opinion as to whether English is important to them as individuals.

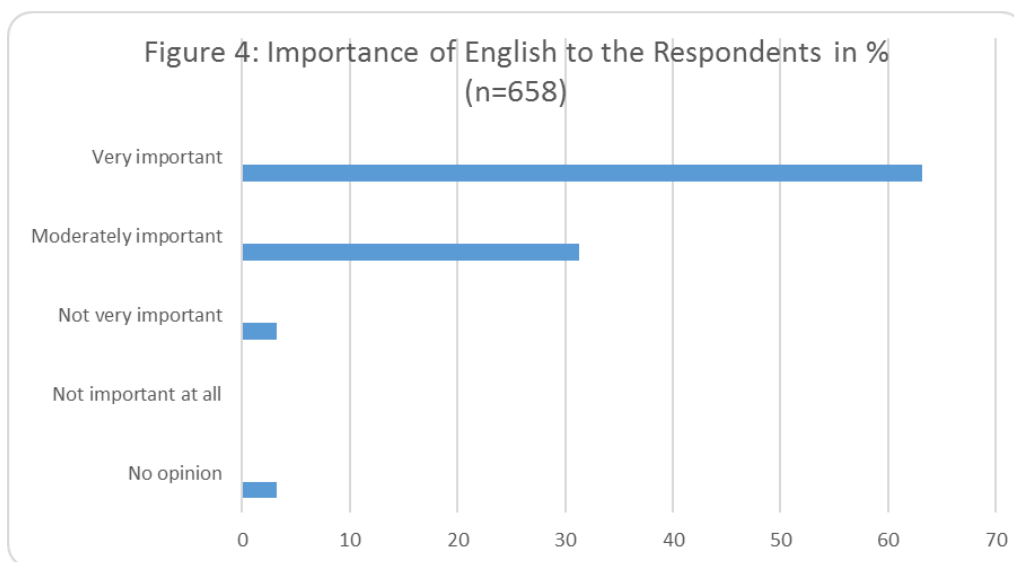
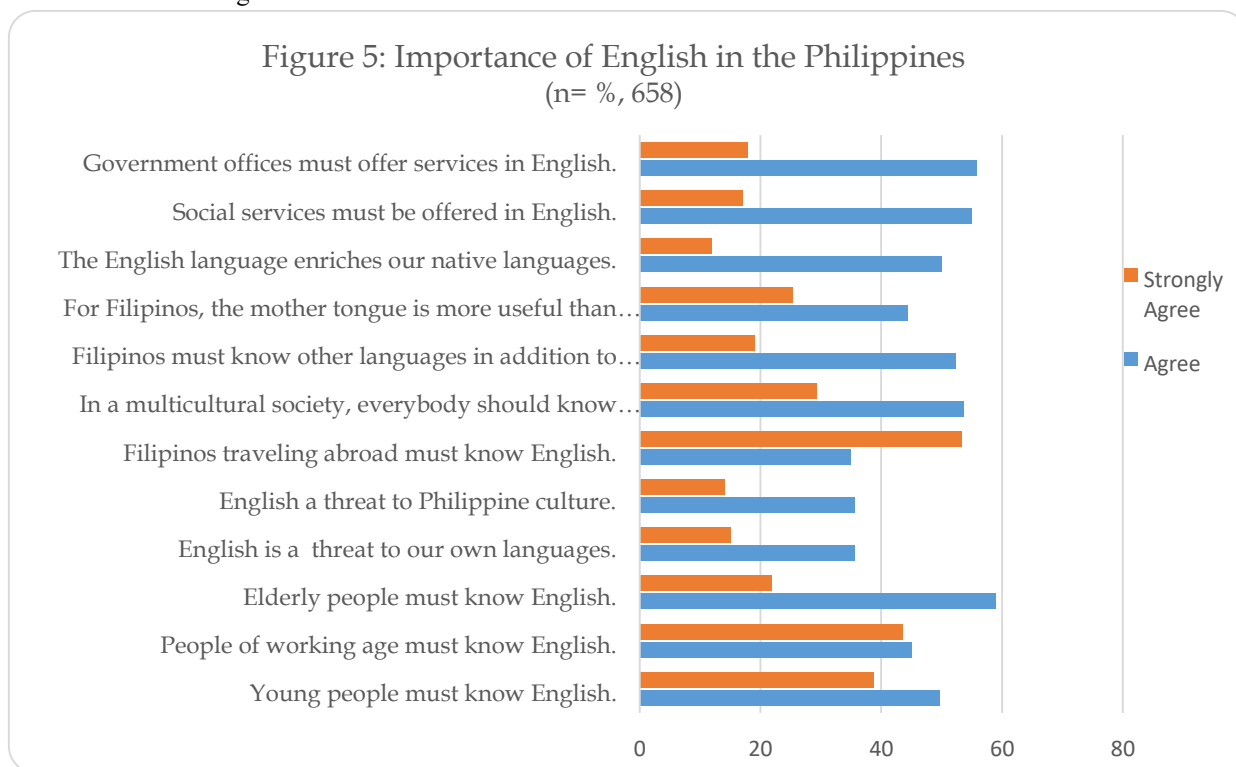


Figure 5, on the other hand, summarizes the results on the importance English in Philippine society as a whole. The 12 indicators obtained positive responses, that is, both agree and strongly agree, higher than negative responses, that is, disagree and strongly disagree. Thus, Figure 5 only contain the percentages for the positive responses. Here, the results reinforce the previous results of English being pervasive across the different spheres in the Philippines. Such pervasiveness of English may lead to seeing English as an important language in the linguistic needs of the respondents.

Of the 12 indicators, only one indicator obtained a higher percentage for strongly agree than agree. This indicator pertains to the need to know English when Filipinos travel abroad. This result, however, is not surprising given the status of English as a global language. This points toward an awareness of the respondents of English being the language for international communication in the present period.

Of interest also is the result pertaining to people of working needing to know English. Nearly all respondents (98.6%) provided a positive responses, almost equally divided between those who agreed (43.5%) and strongly agreed (45.1%). With English seen and heard in many formal sectors of the Philippine society, this result, then, is not surprising. This implies that because English is used in many formal sectors like banks, hospitals, schools, among others, being a member of these sectors in society will require the need to know and use English as well.



Problem 4: Reasons for Using English

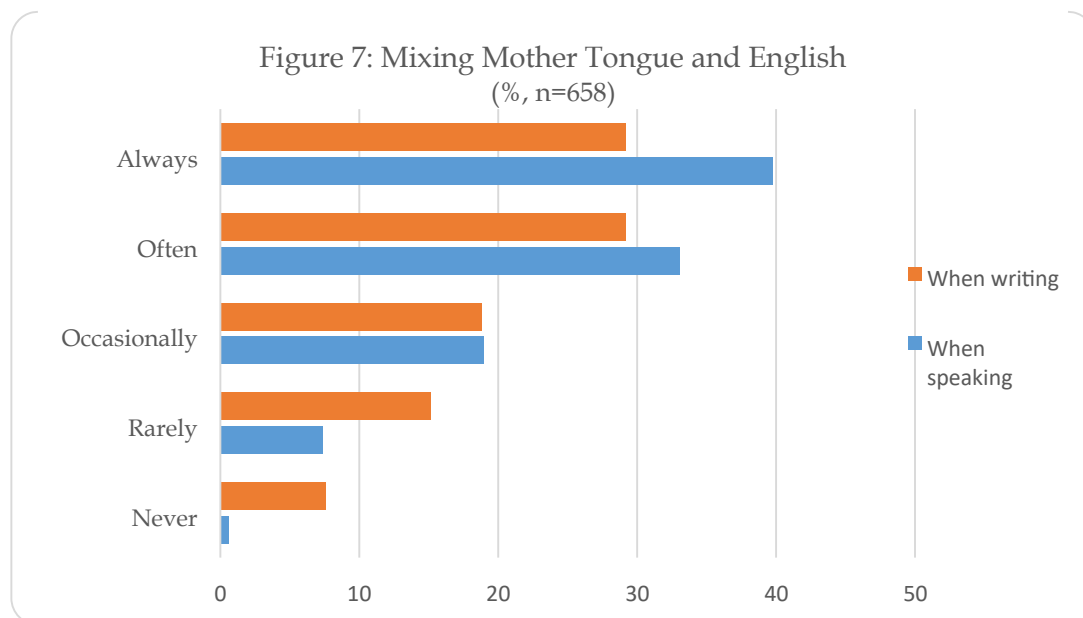
The respondents were asked to indicate their reasons for using English and the results are summarized in Table 2 below. With seven (7) pre-identified reasons, multiple responses were allowed. As can be seen in Table 2, the highest frequencies for the eight (8) reasons belong to using English on an almost daily basis. Among those who use English almost daily, the top three reasons are: (1) for my studies; (2) for searching information; and (3) to learn it better. These results are unsurprising given the nature of the respondents as well as the previous result of seeing, hearing and using English in the school setting.

Table 2. Reasons for Using English (n=658; in frequencies [f])

Reasons	Almost daily	About once a week	About once a month	Less frequently	Never
To communicate with people	267	183	49	149	10
For the fun of it	246	192	78	117	25
To learn it better	407	146	59	43	3
When there are no other alternatives	204	229	91	112	22
For searching information	423	131	58	40	6
For my studies	436	108	80	31	3
In leisure activities and among friends	220	214	133	79	12

Problem 5: On Mixing Mother Tongue and English

Figure 7 depicts the results on whether the respondents mix their mother tongue and English in both speaking and writing. Mixing languages is an undeniable phenomenon in multilingual countries, such as the Philippines. This is captured by the data in Figure 7 where 40% of the respondents indicated that they always mix the two languages. Another 33% indicated that they often mix their mother tongue and English when speaking. Both of these percentages sum up to almost three-fourths or three out of four respondents saying that they mix languages on a regular basis. On the other hand, only less than 1% said that they never mix languages when speaking. When writing, however, only 30% of the respondents indicated that they always mix languages while around 5% indicated that they never mix languages. This means that mixing languages occur more when speaking than in writing.



Problem 6: With Whom Do the Respondents Mixed Languages

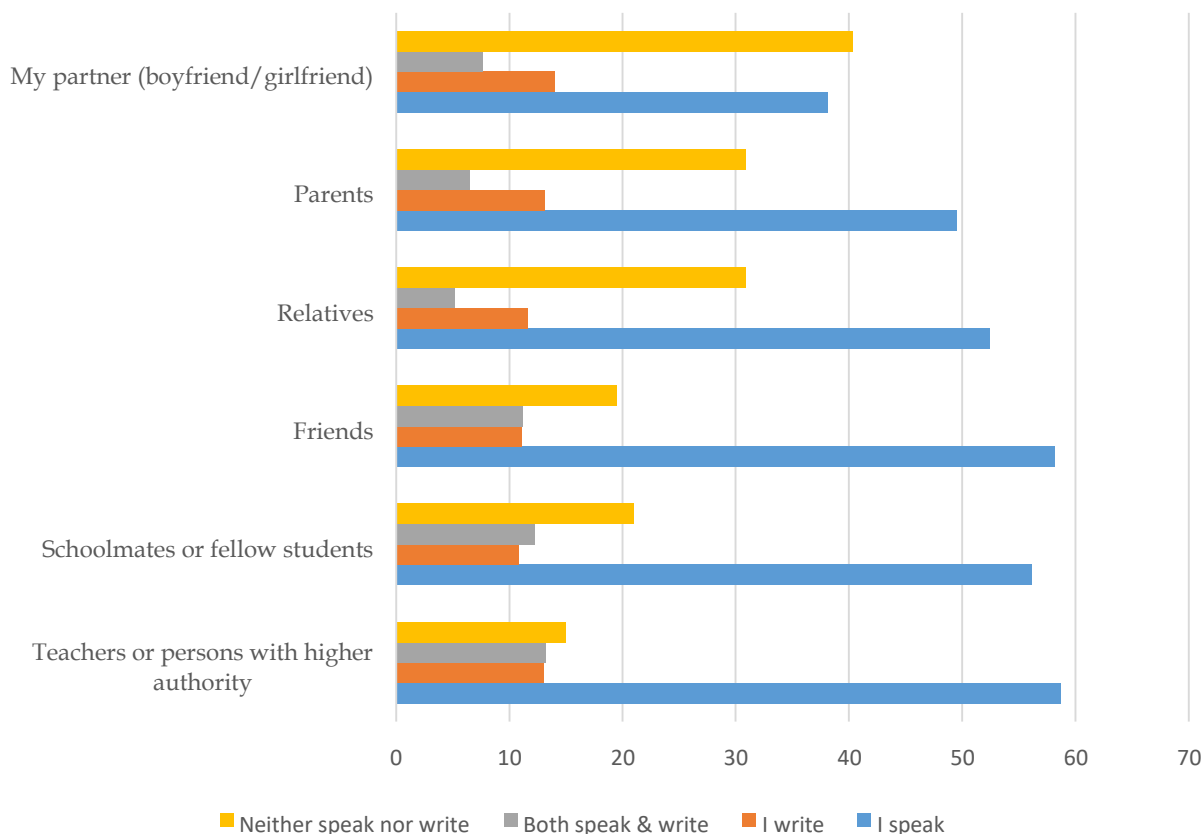
Mixing languages in both speaking and writing requires interaction with others. In Figure 8 below, thus, are the results as to who the respondents mix languages with. For each group of interactants, the respondents were asked whether they mix languages in four possible scenarios: when speaking, when writing, in both speaking and writing, and neither in speaking nor writing. As shown in

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the figure, majority of the respondents indicated that they mix languages when speaking. This result is consistent with the previous result where the respondents tend to mix languages more when speaking than when writing.

When seen by whom they mix languages with, teachers or persons of higher authority comes in first with 58.7%. This is closely followed by friends with 58.2% and schoolmates or fellow students with 56.1%. These three groups of interactants point toward an interaction that occurs at the school setting or in formal settings. Consistent with previous results where English can be seen, heard or used in formal settings, the respondents' mix of English and their mother tongue occur with those in such scenarios as the school setting.

Figure 8: Mixing Mother Tongue and English with Whom
(%, n=658)



Problem 7: What are the reasons for mixing languages among the respondents

Multiple responses on the reasons for mixing languages across the different modes are presented in Figure 9 below. All the seven reasons for mixing languages obtained the highest percentages when used for speaking. As seen in Figure 9, 80.1% of the respondents indicated that they mix languages when speaking if the people they interact with also mix languages. In a way, there is a domino effect when speaking using mixed languages. This means that the respondents tend to mix languages when speaking to someone who also mixes languages. Further, 75.7% of the respondents carry the reason, "I will not be understood otherwise" if they do not mix languages while 70.7% said that they mix languages because finding another suitable expression is difficult. These two reasons pertain to comprehensibility; thus, it can be said that mixing languages ensure there is maximum understanding between the interlocutors. For writing, the highest percentage for mixing languages stands on the reason, "I use professional or specialist terminology. With English mainly used for technical writing around the world, it is assumed that technical terminologies used in writing is in English. This points to the fact that the mother tongues of the respondent might not have the proper technical or specialist terminology needed in writing. This result is not consistent with the reality that English has become the international language for many technical environs, such as businesses, sciences and even the Internet. Worth noting is that the reason, "I do not even notice that I am doing it" earned a higher percentage for writing (18.1%) than for speaking (6.7%).

Together, these results imply that when mixing languages for speaking, the respondents tend to be more conscious that they are indeed mixing languages. This is captured by the reason where one mixes languages when the other interlocutor is also mixing languages. In a way, mixing languages when speaking is a conscious decision made by the speakers. On the other hand, mixing languages when writing, especially, when using technical or specialist terminology is done with less awareness as there is an implicit

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acceptance that these terminologies are in English. Thus, it can be said, mixing languages when writing is an automatic response, especially when the mother tongue has no equivalent terminology.

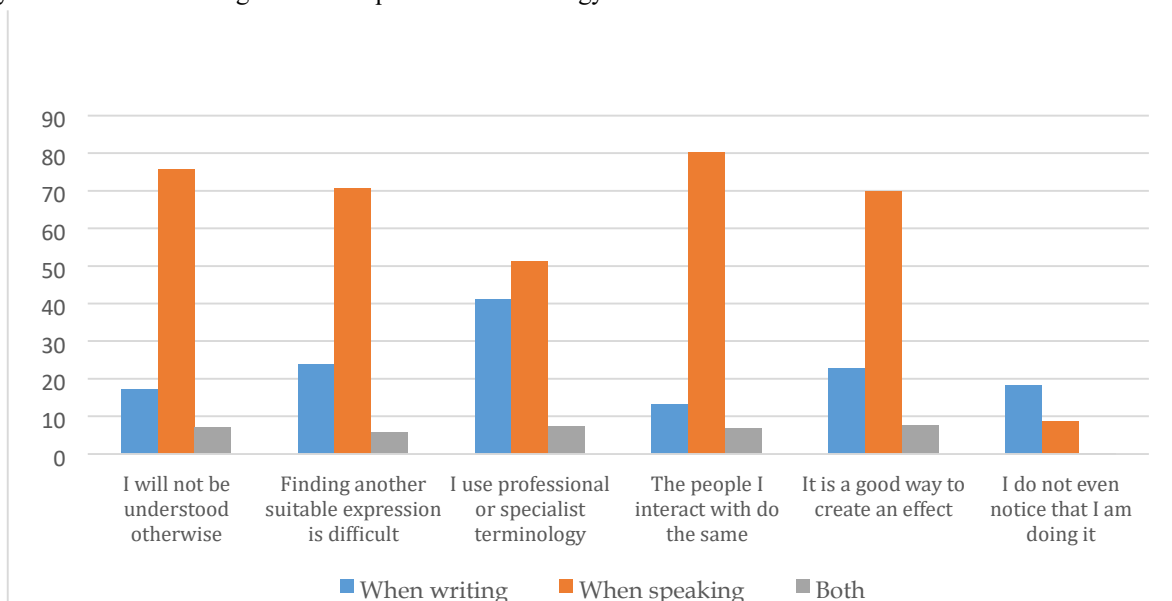


Figure 9: Reasons for Mixing Languages (% , n=658)

Problem 8: Status of English in the Philippines in 20 Years' Time

English came to the Philippines more than a century ago. Through the decades, its role, both official and unofficial, in the Philippine society has metamorphosed several times. Twenty years from now, what could its status be in the Philippines. This was asked to the respondents of this study. As depicted in Figure 10, this question came in the form of eight (8) indicators, ranging from its visibility in rural areas to its role in Philippine education to its increasing or diminishing importance in the country, in general.

Each of the eight (8) indicators garnered a majority of positive responses. The indicators with the two highest percentages are: (1) The importance of English in the Philippines will have increased (87.1%) and (2) All Filipinos will need to know English (86.9%). These responses suggest the continuation of the role of English in Philippine society. If anything, it indicates an increase of the status of English in the country, as the role of English in Philippine education is deemed to increase in the next 20 years.

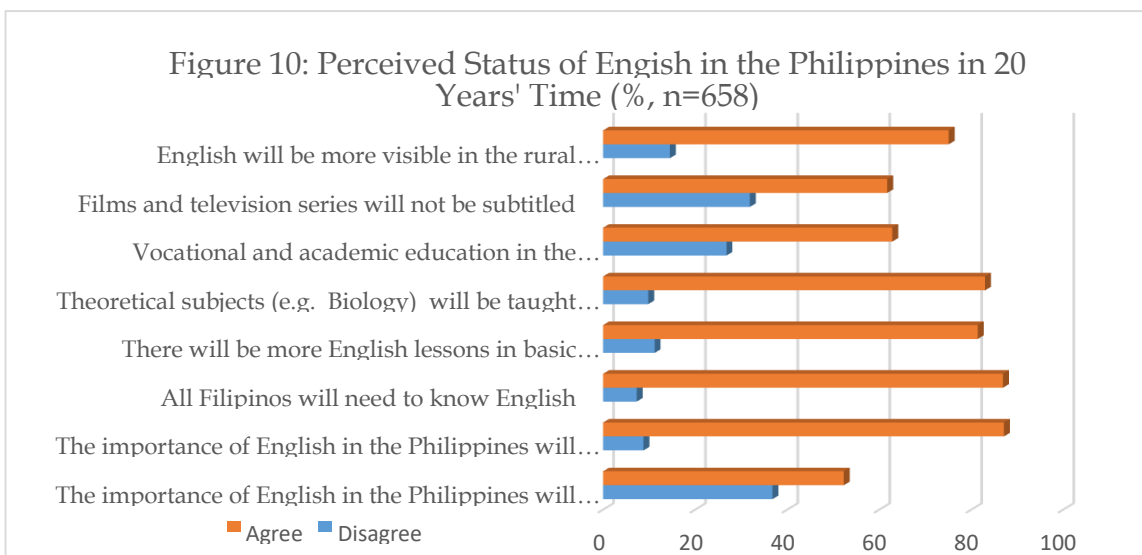


Figure 10: Perceived Status of English in the Philippines in 20 Years' Time (% , n=658)

SUMMARY AND CONCLUSION

English has entered the Philippine linguistic landscape for more than a century. While it came as the language of a colonizer, English has been adapted to the linguistic setting in the country, being recognized as an official language in the 1988 Philippine Constitution. Two decades into the new century, this study attempted to explore issues on English in Philippine society among first year students of a private university. Bisaya, or Cebuano, as it is known in the field of linguistics, is the mother tongue of more than 90% of the

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respondents. Given this, they have learned English, alongside Filipino, since their elementary years, making them trilinguals, at its minimum sense.

English is learned equally in school and elsewhere by the majority. Furthermore,

English is seen and heard in schools as well as in private companies. These suggest that English has become a dominant language in the community, aside from the mother tongue. English is mostly used in formal settings like schools, public and private organization while the mother tongue is reserved for immediate family. Still, English is used by many of the respondents when communicating with relatives.

Commonplace in multilingual countries like the Philippines, mixing languages often occurs as reported by majority of the respondents. Consistent with previous results, mixing languages happen mostly in formal setting like school. Interestingly, mixing language when speaking tend to be a conscious choice to mirror the other speakers. On the other hand, mixing languages when writing tends to be a reflex as almost all technical or specialist terminology is only represented in English and not in the mother tongue.

Twenty years onward, English is seen to continue its role in the linguistic fabric of the country. Respondents forecast that English will further increase its importance, especially in the field of education as well as in other social spheres. Given all these, this study concludes that issues on English in the Philippine society leans toward a positive outlook, with English not losing its prominence in the linguistic repertoire of the respondents and the rest of the country. As such, it can be said that English is deeply entrenched in the fabric of Philippine society for now and for years to come.

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