



Governing Language Ideologies of Philippine English Learners: A Literature Review

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Abstract

The historical and theoretical advancements of Philippine English (PhE) are evident in the existing pieces of literature related to it. Through these, this paper employed a *descriptive qualitative research design* to review and synthesize Filipinos' language ideologies (LIs) toward PhE. As guided by *modified thematic synthesis*, this review analyzed 37 related pieces of literature published in peer-reviewed journals between 2013 and 2025. The analysis emerged 4 *general LIs toward PhE*: Existence and Persistence of Linguistic Imperialism, Legitimate Variant of English, Ambivalence and Resistance toward PhE, and a Tool for Socio-Economic Advancements. Moreover, 3 LIs emerged in the *macro-level domain*: Gatekeeper of Global Economic Position, Policy-Practice Disjunction and Covert Linguistic Imperialism, and Linguistic Assimilation and Dominance. Conversely, 3 LIs also emerged in the *micro-level domain*: Linguistic Stratification in Local Social Contexts, Stigma and Preference for External Standards, and Localization, Endonormative Assertion, and Pedagogical Shift. Through these results, it is concluded that Filipinos view English as the central language while other minority languages are peripheral. Moreover, it is asserted that the language policies of the government cause a linguistic divide in the micro-level domain, which results in linguistic stratification that favors PhE. Finally, an ethnographic or case study is recommended to capture the language practices of Filipinos.

Keywords: Philippine English, language ideologies, thematic synthesis

Received:	15-06-2026	Revised:	26-07-2026	Accepted:	20-09-2026
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INTRODUCTION

Background of the Study

Since the Americans assimilated the English language into the communities of the Philippines, it has evolved rapidly until it achieved differentiation (Gonzales, 2017). This started when the United States (US) in 1898 gained access to the Philippines through colonialism (Martin, 2020; Collins et al., 2014). Through the Thomasites, the Americans promoted English to liberate Filipinos from the “highly elitist” rule of the Spaniards (Martin, 2020). They operationalized this objective by establishing public schools that use English as the sole medium of instruction (Gonzales, 2004). After 50 years of the implementation of such American language policy, about 1/3 of Filipinos are already fluent in English. This is larger than Filipinos who speak Spanish during the 333-year colonization of the Spaniards (Bolton & Bautista, 2004). Since then, language studies focusing on Philippine English (PhE) continued to grow, and the notion that recognizes PhE as a distinct variant of English has been discussed (Martin, 2019).

Schneider’s dynamic model intends to categorize the development of postcolonial Englishes such as PhE. Initially, Schneider (2003) categorized PhE under *nativization* (stage 3). However, Borlongan (2016) argued that PhE has approached and entered the *endonormative stabilization* (stage 4), arguing that linguistic parameters such as societal acceptance and codification to international dictionaries have been met. Conversely, Gonzales (2017) asserted that PhE has reached *differentiation* (stage 5). Elaborately, it was argued that local variants of PhE are now observable in different regions of the Philippine archipelago (e.g., Yaya English, Conyo English, Hokaglish, Taglish). Furthermore, Gonzales (2024) argues that the “monolithic view” towards PhE hinders its further development, adding that there is a need to treat PhE as a complex variant of English, which has dynamic roles.

It is observed that the differentiation of PhE brought linguistic inequalities to the Philippine communities. The study of Canilao (2020) revealed that there is unequal access to PhE in its educational system. Specifically, those students with sufficient financial capabilities are more advantageous in accessing the inner circle of PhE. This results in a linguistic inequality between those families with lower financial capacity. Therefore, PhE caused a “neo-linguistic imperialism” in the Philippines (Zeng & Yang, 2022) since it is now viewed by Filipinos as a tool for socio-economic progress (Ozaki, 2022). As a result, it may now be asserted that PhE has successfully emancipated from the standards of American English

(AmE) as Filipinos started to use English based on their respective purposes (Cabansag, 2013).

Filipinos have shown a positive and accepting attitude toward the imperialism of PhE in the Philippine archipelago (Tocalo et al., 2025). Elaborately, they recognize that PhE is a legitimate and distinct variant of English (Dillera-Prejoles et al., 2025; Taji et al., 2025). Furthermore, Filipino students expressed their comfort in communicating through PhE due to its usability and clarity (Ozaki, 2021). Conversely, Filipino language teachers were found to have an ambivalent attitude towards PhE. Specifically, they are hesitant to accept the use of PhE in formal communicative environments (Tocalo et al., 2025). Moreover, it was documented that their language teaching is still influenced by the standards of AmE, which contributes to their ambivalence towards PhE (Cainta, 2025; Taji et al., 2025). However, contradicting results were found by Dimangadap-Malang and Pantao (2021). Their paper revealed that language teachers strongly uphold the cultural relevance of Philippine English and should be welcomed in every communicative circumstance.

Language ideology (LI) is a categorizing framework that dictates what is considered as 'language', which community belongs to a language group, and how such language accumulates power (Blommaert, 2006). Therefore, the pertinent LIs from the different domains of society are predictors of a language's status in society (Henderson, 2022). In the context of PhE, Marquez (2026) found that Filipinos' LIs toward PhE affect how such a variant of English will be practiced in the educational and workplace domains of the Philippine society. This is agreed by Ricklefs (2023) by asserting that LIs are the fundamental belief structure of an entity that affects their expectation toward a language. This means that the underlying LIs of a multilingual country such as the Philippines are the central concept that needs to be unraveled to understand their linguistic challenges and complexities (Abdi, 2025). Furthermore, LIs can be treated as the backbone of a society's linguistic identity (Dabak & Chandras, 2024). Conversely, Sah and Fang (2025) view LIs as a social and political force that could lead to linguistic inequalities. This means that LIs go beyond a mere set of linguistic beliefs (Sah & Fang, 2025; Chang-Bacon, 2022; Koyama & Kasper, 2022).

Research Gap

The reviewed literature has historically and theoretically specified the linguistic advancements of PhE. It has also been evidenced that Filipinos have a positive and accepting attitude toward PhE. However, it is observed that there are limited studies focusing on the LIs that facilitate these language attitudes.

Abdi's (2025) scoping review only focused on the LIs of different linguistically diverse populations. Therefore, this escalates the need for a review that documents the LIs governing the language attitudes of Filipinos, specific to PhE. To address this gap, based on Marquez's (2026) recommendations, the present study has thematically reviewed and synthesized related pieces of literature on the LIs of Filipinos toward PhE. Moreover, it attempted to categorize the differences between the LIs of the macro and micro levels of the Philippine society. Specifically, this paper addressed the following questions:

1. What patterns of language ideologies toward Philippine English are observed from 2013-2025?
2. How do these language ideologies vary in the macro and micro social domains?

This study has contributed to the existing knowledge related to Philippine English as it provides theoretical and conceptual implications to Marquez's (2026) *Social Dimensions of Philippine English*. Moreover, this systematic review is argued to be pivotal to the current progression of studies related to PhE as it provides further understanding of the complexities of PhE as it enumerates the dominating LIs of Filipinos over a longer period. Thus, this leads to a more holistic viewpoint of Filipinos' LIs toward PhE.

Theoretical Framework

Based on the knowledge gaps specified above, the present study is guided by the theoretical foundations below:

Social Dimensions of Philippine English

Rooted in Kaplan and Baldauf's (2003, as cited by Spolsky, 2008) framework of language planning, Marquez (2026) has conceptualized a framework specifically tailored to the social domains that affect the practice of PhE in educational and workplace contexts. Elaborately, the *National and Supranational governments* represent the *macro* social domain, while the *micro* level is represented by the education and workplace *stakeholders*, such as teachers, parents, students, employees, and administrators. Finally, the *educational and workplace institutions* represent the *meso* social domain. This is reflected in the figure below.

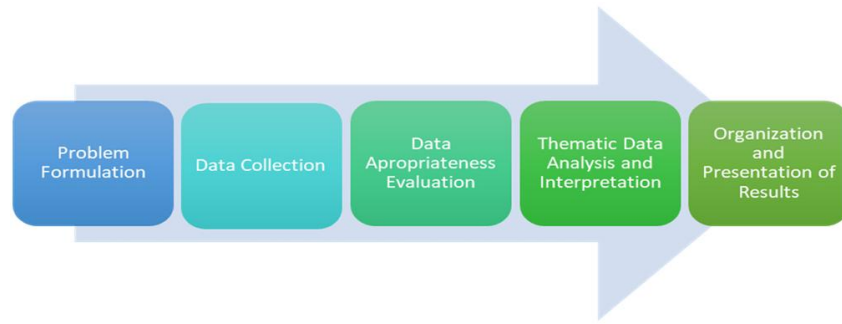


Figure 2. Literature review framework

According to Ballena and Feranil (2021), the objectives of the literature review is specified during *problem formulation*. Then, the *data collection* is discussed to elaborate the process the researcher went through in extracting the related pieces of literature included in the review. Proceeding to *data appropriateness evaluation*, the researcher systematically evaluates the exclusion and inclusion of the extracted related literature to ensure that the *thematic data analysis and interpretation* of the review are within the objectives of the paper. Finally, the *organization and presentation of results*, which present the salient results, conclusions, and recommendations of the review.

Overall, the general objective of this review is heavily anchored to the theoretical frameworks discussed above. Specifically, through the guidance of Marquez's (2026) *social influences on Philippine English*, this paper has synthesized and enumerated the governing LIs of Filipinos toward PhE between 2013 and 2025. Moreover, the present study has also attempted to categorize the differences between the LIs of the macro and micro levels of the Philippine society. Finally, the collected related pieces of literature were analyzed through the modified thematic synthesis of Ballena and Feranil (2021).

METHOD

This section discusses the methodology the researcher went through in addressing the methodological gap established in the previous portion of this paper. Specifically, this discussed the paper's research design, sampling technique, data collection and data appropriateness evaluation, and data analysis.

Research Design

This study has utilized a *Descriptive Qualitative* research design to synthesize and enumerate the governing LIs of Filipinos toward PhE. *Descriptive Research* is the discussion of the specified variable(s), excluding the formulation

of “causal hypotheses” (Grimes & Schulz, 2002). Moreover, *qualitative research*, guided by interpretive theoretical frameworks, is focused on the analysis of research problems that confront societal problems (Creswell, 2013). As guided by Ballena and Feranil’s (2021) *modified thematic synthesis*, this review followed problem formulation, data collection, data appropriateness evaluation, data analysis and interpretation, and organization and presentation of results as its scientific process to address the methodological gap presented in the earlier portion of this paper. Therefore, this research design is found appropriate with the main objectives of this review, which are to synthesize and enumerate the governing LIs of Filipinos toward PhE. Moreover, this design was used to categorize the variations of LIs in the macro and micro levels of the communities in the Philippines.

Sampling Technique

This paper is guided by *purposive sampling* in choosing the related pieces of literature that were analyzed to unravel the governing LIs of Filipinos toward PhE. This non-random sampling technique allows the researcher(s) to specifically choose the corpus of the study as it will yield more valid and reliable results (Campbell et al., 2020). Therefore, this sampling technique permits the researcher to objectively match the study's dataset to its main objective. The reviewed pieces of related literature in this paper were gathered from *Google Scholar* and *Semantic Scholar*. These are academic search engines that index scholarly pieces of literature. Therefore, it is used to search for scholarly articles from a wide range of databases. The related papers included in this review were chosen according to their suitability to the research objectives specified in the previous section of this paper. All related literature included in this review was published between 2013 and 2025. This range of publications was chosen for these are the years when the debate regarding the placement of PhE in Schneider's (2003) dynamic model has intensified (Merza, 2026). Thus, it is argued that this range would provide a holistic viewpoint towards the governing LIs of Filipinos to PhE. Furthermore, the dataset of this review includes studies that are indexed and unindexed to *Crossref*, a digital organization that provides Digital Object Identifiers (DOIs) to research articles. This was opted by the researcher, so the review could have a wider scope. Elaborately, this literature review included 32 research articles and 5 conceptual papers. This means that a total of 37 related pieces of literature were reviewed to realize the paper’s objectives.

Data Collection and Data Appropriateness Evaluation

Through the methodological guidance of purposive sampling, Google Scholar and Semantic Scholar were used in collecting the related pieces of literature reviewed in this paper. These were published in peer-reviewed journals and were collected, given that they are heavily related to the paper's primary objective. Based on Xiao and Watson's (2017) data collection process, several keywords aligned with the paper's objectives and variables were used to search for the related pieces of literature that served as the dataset of this review. Specifically, the following keywords were used: "Ideologies toward Philippine English", "Beliefs toward Philippine English", and "Ideals toward Philippine English".

For the results' validity and reliability, this review has enumerated several inclusion and exclusion criteria following the suggestion of Xiao and Watson (2017). The year of publication of the related literature was crucially considered. Strictly, only those pieces of literature that were published between 2013 and 2025 were included in the review. Moreover, this review included all related research articles and conceptual papers that have LIs of Filipinos toward PhE as one of its primary variables. Conceptual papers were also included in this study to capture a theoretical vantage point of the governing LIs of Filipinos toward PhE. Finally, only those related pieces of literature published in full-text and peer-reviewed journals were included in this study. Articles in "abstracts only", book chapters, and books were not included in this literature review. After the data appropriateness evaluation, a total of 37 related pieces of literature served as the corpus of this review. The breakdown of the related pieces of literature reviewed in this study can be seen in the table below.

Table 1. Publication Years Represented in the Literature Review

Publication Year	Frequency	Percentage
2025	5	13.51
2024	6	16.22
2023	4	10.81
2022	3	8.11
2021	4	10.81
2020	3	8.11
2019	2	5.41
2018	2	5.41
2017	3	8.11
2016	1	2.70

2015	2	5.41
2014	1	2.70
2013	1	2.70
Total:	37	100%

The table above shows a balanced distribution of related pieces of literature reviewed in this paper. It is seen that the year 2024 has 6 (16.22%) publications. This is followed by the year 2025 with 5 (13.51%) publications, while years 2023 and 2021 have 4 (10.81%) publications. Furthermore, the years 2022, 2020, and 2017 have 3 (8.11%) publications. Moreover, the years 2019, 2018, and 2015 have 2 (5.41%) publications. Finally, 2016, 2014, and 2013 only have 1 (2.70%) publication.

Data Analysis

This review is guided by the thematic analysis of Xiao and Watson (2017). This means that general themes were generated from the dataset, which capture the LIs of Filipinos toward PhE. Afterwards, these themes were specified and categorized into macro and micro social domains by creating “analytical” themes. This process was operationalized using NotebookLM. This generative artificial intelligence (GenAI) is powered by Google’s Gemini 2.0 model, which enables it to process the PDFs uploaded by the user. Therefore, the responses that NotebookLM provides are solely based on the inputs coming from the user. Maximizing this feature, the researcher has created a notebook and uploaded the dataset. Afterwards, a *pseudo-analysis* was initiated using simple prompts. This is done to ensure the accuracy of NotebookLM in responding to prompts based on the uploaded files. The specific prompts used by the researcher are quoted below.

“Create general themes from the sources uploaded. Provide a frequency of sources that fell under such a theme.”

“Based on the general themes you created, formulate specific themes from the uploaded sources. Provide a frequency of sources that fell under such a theme.”

After the pseudo-analysis, the actual *thematic analysis* commenced. At this point, the researcher changed the file names of the dataset into the author’s surname and the paper’s year of publication to easily identify the sources from which the generated themes are based. Furthermore, specific and elaborated prompts were used to generate themes aligned with the main objective of this review. To specify, the prompts used during the thematic analysis are quoted below.

"I am currently writing a literature review. The uploaded dataset is the related pieces of literature included in the review. The purpose of this paper is to identify the governing language ideologies of Filipinos toward Philippine English (PhE). Through this, will you help me analyze the dataset and generate emerging themes pertaining to the dominant language ideologies of Filipinos toward PhE? In doing so, please provide me with the specific file names of the sources that fall under such a theme."

"Using the same sources, will you help me analyze the dataset and generate specific themes on the language ideologies of the macro- and micro-social domains of Philippine society? In doing so, please provide me with the specific file names of the sources that fall under such a theme."

To clarify, the emerging themes generated by NotebookLM were still subjected to the researcher's evaluation. This means that the themes were paraphrased to lessen the complexity of the theme. Moreover, the discussions made under each theme were based on the sources listed by NotebookLM.

FINDINGS AND DISCUSSION

This literature review's section narrates the salient results, conclusions, and recommendations based on the thematic analysis initiated. Generally, the results reveal that the most governing LI of Filipinos toward PhE is the local and global dominance of English, which leads to linguistic imperialism. Through this, the macro social domain of the Philippines has ideologized PhE as a capital to global economic stability. Consequently, the micro social domain has stratified English competence as a measure of one's socio-economic status.

Governing Language Ideologies toward PhE

It is observed that the most dominating LI of macro and micro social domains of the Philippines is the local and global presence of linguistic imperialism, which favors the English language. This led to a mixture of accepting and resisting ideologies toward PhE. However, it is undeniable that PhE is seen as a medium for socio-economic advancements. This is confirmed through the table below.

Table 2. General Language Ideologies Toward PhE

Themes	Frequency
Existence and Persistence of Linguistic Imperialism	18
PhE as a Legitimate Variant of English	8
Ambivalence and Resistance toward PhE	8
PhE as a Tool for Socio-Economic Advancements	7

The table above shows that the most governing ideology toward PhE is the *existence and persistence of linguistic imperialism*, which comprises 18 frequencies. This is followed by the contrasting ideas that *PhE is a legitimate variant of English* and the manifested *ambivalence and resistance toward it*. Both ideologies have 8 frequencies. Finally, PhE is seen as *a tool for socio-economic advancements* with 7 frequencies.

Linguistic imperialism is observed in the communities of the Philippines as it is dominantly used and demanded in public places and government advisories (Lising 2025; Reintegrado-Celino & Bernardo, 2023; Jazul & Bernardo, 2017; De Los Reyes, 2014). This habit hinders the use of other languages like Tagalog and other Visayan languages (Lising, 2025). This signals its high status compared to other languages and dialects in the Philippines (Bravo-Sotelo et al., 2024; Manalastas & Auxtero, 2024). Moreover, English is regarded as being used in formal and academic contexts, which means that Filipino and the country's other regional languages are viewed to be informal (Bernardo, 2021). This makes the said languages to be othered by PhE (Reintegrado-Celino & Bernardo, 2023; Lising & Bautista, 2022).

Despite its persistence, several Filipinos show *ambivalent and resistant ideology* toward PhE. This is due to their persistent preference for the standards of AmE. Particularly, educators and other professionals are reluctant to accept PhE caused by a belief in linguistic inadequacy (Tarrayo & Tupas, 2025). Elaborately, this ambivalence and resistance are rooted in the alleged insufficiency of PhE's grammatical and lexical variety (Dimaculangan, 2022; Gustilo & Dimaculangan, 2018). Therefore, it may be inferred that some Filipinos have a persistent belief in AmE's superiority over other varieties of English (Tupas & Salonga, 2016). This means that they may be (un)consciously utilizing the structure of PhE but reject its appropriateness because of their perceived ideal norm from AmE (Bernardo & Madrunio, 2015).

Conversely, a growing acceptance of *PhE's legitimacy as an English variant* is also observed among several Filipinos. Categorically, there is a growing ideology that PhE is a distinct and valid variety of English (Flores 2024; Babanto et al. 2023). Specifically, related literature confirmed that both students and teachers have an accepting belief towards the existence of PhE (Babanto et al. 2023; Hernandez, 2020). Elaborately, this is a manifestation of a pluricentric ideology, which means that the standards of PhE and other variants of English, such as AmE can coexist in the same community (Hernandez, 2020). This means

that the language policy of the Philippines is moving away from the external to internal linguistic norms (Hernandez, 2020; Bernardo & Madrunio, 2015).

Finally, although there is a mixture of accepting and rejecting ideologies toward PhE, it is seen as a *tool for socio-economic advancement*. Due to the persistence of English as the world's language, it is now ideologized as an economic asset (Zeng & Li, 2023; Astillero, 2017; Mahboob & Cruz, 2013). This means that Filipinos view learning PhE and English in general as a necessity that will lead them to a larger horizon of academic and professional opportunities (Lising & Bautista, 2022; Mahboob & Cruz, 2013). Therefore, English in the Philippines is seen as a language of power as it is a necessity for those who would like to enter the educated and privileged class (Mendoza & Bernardo, 2024; De Los Reyes, 2014; Mahboob & Cruz, 2013).

Macro-Level Language Ideologies toward PhE

The macro-level LIs toward PhE are wide-scale factors that affect how PhE is practiced in education, politics, and economic activities. While the Philippine government views PhE as a fundamental factor to preserving the country's global economic stance, there is an observed conflict between the explicit language policies it implements and the implicit language practices happening in the meso-level domain. This can be seen in the table below.

Table 3. Governmental Language Ideologies Toward PhE

Themes	Frequency
PhE as a Gatekeeper of Global Economic Position	8
Policy-Practice Disjunction and Covert Linguistic Imperialism	8
PhE's Linguistic Assimilation and Dominance	6

The table above presents the governmental language ideologies toward PhE. Interestingly, the ideologies that PhE is a *gatekeeper of global economic position* and the existence of *policy-practice disjunction and covert linguistic imperialism* got 8 frequencies, while only 6 related pieces of literature agreed that PhE has caused *linguistic assimilation and dominance*.

It is conspicuous that the Philippine government views English competence as a *gatekeeper of global economic position* (De Los Reyes, 2014; Mahboob & Cruz, 2013). This can be confirmed through the language policies it implemented, which favor global labor, such as Business Process Outsourcing (BPO) employees and overseas Filipino workers (OFW) (Tupas & Salonga, 2016; Mahboob & Cruz, 2013). Therefore, it may be inferred that PhE is viewed as a

medium that gains social mobility (Manalastas & Auxtero, 2024; Mahboob & Cruz, 2013). This has led Philippine educational institutions to instill the English language as it is seen as a necessity (Lising & Bautista, 2022; Cabling et al., 2020; Mahboob & Cruz, 2013).

This instillation led to a *policy-practice disjunction* (Lising, 2025). Specifically, when the Philippine government implemented Mother Tongue Based-Multilingual Education (MTB-MLE) to help preserve its minority languages, there was observed resistance against the said policy due to the ideology that English is a key to socio-economic growth (Velasco, 2025; Bravo-Sotelo et al., 2024). Furthermore, this linguistic habit of different institutions in the Philippines hinders the multilingual goals of its government, which results in *covert linguistic imperialism* (Bravo-Sotelo et al. 2024; Manalastas & Auxtero 2024; Reintegrado-Celino & Bernardo 2023; Bernardo 2021). Consequently, the continued *dominance of PhE* has caused it to be *linguistically assimilated* to the communities of the Philippines, where the major languages are only shifting between English, Tagalog, and Filipino (Zeng & Li, 2023; Cansino, 2023; Tupas, 2015). Therefore, the dominance of the Philippines' major languages marginalizes its regional or indigenous languages (Parba, 2018; Tupas, 2015).

Micro-Level Language Ideologies toward PhE

Noticeably, the observed conflicting ideologies of Filipinos toward PhE are persistent in the micro-level domain. Specifically, some related pieces of literature reveal that there is an existing bias towards the standards of AmE. Conversely, several Filipinos expressed acceptance and ownership of PhE. As a result, linguistic stratification has occurred in local communicative contexts. This may be verified through the table below.

Table 4. Individual Language Ideologies Toward PhE

Themes	Frequency
Linguistic Stratification in Local Social Contexts	12
Stigma and Preference for External Standards	8
Localization, Endonormative Assertion, and Pedagogical Shift	7

The table above presents the emerging LIs of the Philippines' micro-level domain. Conspicuously, the most numbered ideology is the existence of linguistic stratification in local social contexts, garnering 12 frequencies. Moreover, the conflicting ideologies of language *stigma and preference for external*

standards have 8 frequencies, while *localization*, *endonormative assertion*, and *pedagogical shift* have 7 frequencies.

Specifically in transactional settings (e.g., jeepney, grab), it is asserted that one's language choice in these scenarios reflects a *linguistic stratification*, as it is observed that Filipinos shift to the use of English whenever they think that an occurrence belongs to a higher social layer (Lising & Bautista, 2022). Therefore, it may be inferred that the dominance of PhE in *local social contexts* manifests the reinforcement of one's economic capacity (Mendoza & Bernardo, 2024; De Los Reyes, 2014). As a result, the use of other varieties of PhE like Taglish is placed in a higher social stratum, while the minority languages and dialects in the Philippines are regarded as an indication of a lack of education (Osborne, 2021; Ponce & Lucas, 2021). This has extended to the familial contexts as parents with higher educational attainment tend to dominantly use English at home (Tacio & Pelila, 2025).

Specific to Filipino English teachers and other professionals, it is seen that they have a *stigmatizing preference for external standards*. Consequently, they exert a conscious effort to adhere to what they believe as the "standard" of English (Dimaculangan, 2022; Gustilo & Dimaculangan, 2018), which is concluded to be a form of colonial ideology (Tarrayo & Tupas, 2025; Tupas & Salonga, 2016). However, there are several Filipinos who perceive *PhE as a legitimate and native variant of English* (Gustilo et al., 2025; Flores, 2024; Babanto et al., 2023; Lising & Bautista, 2022; Hernandez, 2020). As a result, a *pedagogic integration of PhE* in the classroom is being developed by Filipino scholars as it is believed to promote cultural identity (Babanto et al., 2023). Therefore, Filipinos' linguistic judgment influences how PhE is carried out in the communities of the Philippines (Mendoza, 2020).

Conclusions

This study has attempted to synthesize and enumerate the governing LIs of Filipinos toward PhE. Moreover, it categorized the diversity of these ideologies in macro- and micro-level domains. Based on the results, it is seen that the linguistic judgement of Filipinos leans towards English as a central and necessary language, while other local languages are peripherally viewed. Elaborately, PhE or English in general is ideologized as a language of power, which is one of the mediums to bring order and economic stability. Specific to OFWs, it is evident that PhE is implicitly affected by supranational governments. Based on how the macro and micro LIs are presented, it is concluded that the Philippine government's (macro level) language policies might cause a linguistic divide to

those under the micro-level domain. This resulted in the disparity between the explicit language policy and the language practice at the institutional level (meso). However, these conflicting ideologies have resulted in linguistic stratification, which has made PhE the most dominant language in the Philippines. Theoretically, this review brings implications to Marquez's (2026) *Social Dimensions of Philippine English*, as it confirms the framework's argument that PhE's linguistic status is affected by the government's language policies and stakeholders' language practices, which are both based on their respective linguistic judgements.

Recommendations

As the present study concluded that the language ideologies from supranational governments also affect the linguistic status of PhE, the pieces of evidence it gathered related to this claim may be insufficient. Therefore, it is recommended for future researchers to conduct a phenomenological study specifically targeting the lived experiences of OFWs on their language practice of PhE in other nations. Furthermore, an ethnographic or case study is also recommended to capture the analysis of Filipinos' language practices. Moreover, considering that this paper only used 2 search engines (Google Scholar and Semantic Scholar), the use of a wider horizon of search engines is advised. This will result in a larger number of related pieces of literature, which will provide a more valid and reliable result.

Declaration on the Use of Artificial Intelligence

The author used *Grammarly* to assist with the writing conventions of the paper. Moreover, *NotebookLM*'s assistance was used solely for data analysis. The presentation of results, discussion, conclusion, and recommendation is originally written by the author.

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