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PHILIPPINE ENGLISH IN EDUCATION AND WORKPLACE: AN INTEGRATIVE REVIEW OF ITS ROLES

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Abstract: Despite the growing prominence of Philippine English (PhE) driven by local and global demands, there remains a lack of integrative syntheses that systematically map its roles in education and the workplace through a unified conceptual representation. Guided by Spolsky's (2008) language policy framework, this descriptive qualitative study employed a thematic synthesis approach to review and synthesize related studies, resulting in the development of a conceptual framework. A total of 15 peer-reviewed articles published between 2021 and 2025 were analyzed. Findings reveal multiple roles of PhE in education, including its association with socio-economic mobility, pedagogical practices, language anxiety, instructional use, and identity construction. In workplace contexts, PhE is associated with global economic advantage, perceptions of inferiority, and limited utilization. Overall, the findings suggest that the roles of PhE vary depending on language ideologies operating at macro and micro levels of Philippine society.

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These ideological influences have significant implications for language policies and practices at the meso level, particularly within educational and workplace institutions. The study recommends that future research conduct a systematic literature review using broader databases beyond Google Scholar and include a larger corpus of studies to further validate and expand the findings, particularly with regard to governing language ideologies toward PhE.

Keywords: *Philippine English, language ideologies, education, workplace, thematic synthesis*

INTRODUCTION

Several academic papers documented that Philippine English (PhE) is a variant of English that is rooted in the standards of American English (AmE). However, there are conflicting arguments regarding its placement in Schneider's dynamic model. Initially, Schneider (2003) placed PhE in the nativization phase (stage 3), where PhE is starting to be embedded in the cultural identity of the Philippines. Elaborately, it was noted that this stage started when the Philippines gained its independence in 1946. This argument was reinforced by Martin (2014), echoing that PhE has not progressed from the nativization phase due to a lack of identity carrier and its "elite status". Conversely, Borlongan (2016) claimed that PhE has already moved forward and is already within the boundaries of endonormative stabilization (stage 4) since local acceptance of PhE is already observed in the communities of the Philippines. Moreover, it was noted that several English terms distinct to PhE have been consistently registered in the Oxford English Dictionary. Furthermore, Gonzales (2017) has debunked the earlier claims and argued that PhE may now be positioned under the differentiation phase (stage 5) of Schneider's dynamic model due to the emergence of local variants of PhE (e.g., Yaya English, Colegiala English, Conyo English, Hokaglish, Taglish). These conflicting views regarding PhE's progression undermine its emergence in different socio-cultural aspects of the Philippines. Thus, PhE's developmental

status entails the need to examine how this variety is operationalized in different societal domains, such as in education and the workplace.

In line with the observations of Gonzales (2017) regarding the status of PhE, it was asserted that a Neo-Linguistic Imperialism, a post-colonial superiority of English over local languages, exists in the Philippines. Elaborately, they inferred that PhE brings linguistic inequalities among other dialects and languages in the Philippines, including Filipino. This is due to its dominance in Philippine education and workplace (Zeng & Tang, 2022). The Americans' use of English as the primary medium of liberation towards Filipinos brought a huge impact on how PhE is perceived, as it is now viewed as a vital economic driver of the Philippines because of its global and local demands (Ozaki, 2022). Due to these demands, Filipino learners had a positive outlook towards learning English (Santos et al., 2022). Elaborately, they believe that learning English would elevate their socio-economic status since English proficiency is a needed skill in working locally or overseas (Zeng & Tang, 2022). Thus, these prove that the social attitudes about English in the Philippine community are determined by internal and external social context, such as education and workplace (Gonzales, 2024).

Due to the perceived benefits of PhE, language learners in the Philippines expressed a positive attitude towards the mentioned variant of English. Furthermore, they recognize that PhE is a legitimate form of English (Babanto et al., 2023). Interestingly, Estremera (2024) reported that students' positive attitude towards PhE increases their confidence to speak their second language (L2). In some instances, it allows them to freely utilize their first language (L1) as a bridge to learning their L2. However, there is an observed negative acceptance of PhE among Filipino English teachers. Elaborately, it was noted that they still prefer to use AmE as their standard in teaching English (Dimaculangan, 2022). Conversely, Dimangadap-Malang and Pantao's (2021) study revealed that English teachers of a Philippines private institution accept the idea that English may have variations in different countries, which is the case for PhE. They also acknowledge that PhE may have its sub-variants in different regions of the country. Due to

the varied perception of English teachers in the Philippines, it may be considered that there is an issue related to the legitimacy of PhE among Filipino teachers (Dimaculangan, 2022). Overall, these diverse findings suggest an ideological divide between Filipino students' growing acceptance and language teachers' resistance to PhE's legitimacy as a variant of English.

This ideological division translates to varying linguistic features of PhE across different regions of the Philippines. Focusing on the syntactic operations of PhE, Gonzales (2023) has described PhE as a "dynamic variety" of English due to an observed diversity in linguistic patterns depending on time, age, sex, and ethno-geographic region. Considering that the Philippines is a multilingual nation, these variations are asserted to be due to the interference of their L1 (Regala-Flores, 2014; Cavanlit, 2022). For instance, the study of Piorac (2019) revealed that the English speakers from the region of Negros Oriental tend to substitute the high-front vowel /i/ with the mid-front /e/. Likewise, a mid-front sound /e/ is substituted with either /i/ or /ɪ/. In terms of writing, PhE was found to have deviations from the grammatical standards of AmE and other Englishes in terms of subject-verb agreement, articles, and prepositions (Cavanlit, 2022; Dimaculangan & Sarmiento, 2025). Moreover, Dimaculangan and Sarmiento (2025) reported that the writing style of Filipinos in English is longer and flowery compared to the standard Western English written communication. Despite this, PhE is still reported to be a variant of English that is conservative to grammatical prescriptions. However, it gives emphasis to meaning more than structure (Magpale & Ferrer, 2025).

The reviewed related literature reported that PhE has flourished in the Philippines due to its local and global demands (Borlongan, 2022). These demands continuously increase due to its contributions as one of the economic drivers of the Philippines (Ozaki, 2022). This means that there is a need to adapt the use of PhE in education and workplace settings to sustain its economic advantages (Zeng & Tang, 2022). While numerous studies documented ideologies, linguistic features, and progression related to PhE, there is an observed absence

of an integrative literature that systematically synthesizes and plots its roles across the social domains of education and workplace through a unified conceptual framework.

This gap is particularly important when viewed through the lens of language policy and planning. Spolsky (2008) conceptualizes language policy as consisting of language practices, beliefs, and management operating across macro-, meso-, and micro-level domains of society, which provides a useful framework for understanding how PhE is shaped across different social levels. This perspective aligns with Kaplan and Baldauf's (2003, as cited in Spolsky, 2008) language planning framework, which emphasizes the interaction between national policies (macro), institutional implementation in schools and workplaces (meso), and individual language ideologies and practices (micro).

Bridging this gap, the present study reviewed and synthesized existing studies related to the roles of Philippine English (PhE) in education and workplace settings. Moreover, based on the synthesis, this paper also proposed a conceptual framework that visually represents the roles of PhE in education and the workplace, and how these roles are affected by the macro (government) and micro (stakeholders) levels of the Philippine society. Moreover, this paper provided contributions to the existing knowledge related to PhE as it emphasizes the use of PhE through the interplay these societal levels in shaping its functions and positioning..

METHOD

This portion of the present study specifies the methodology adopted by the researcher in addressing the knowledge gap specified in the previous section. Specifically, this section discussed the paper's research design, sampling technique, data collection and data appropriateness evaluation, and data analysis.

Research Design

This study has utilized a qualitative research design to operationalize a thematic synthesis in analyzing, describing, and

synthesizing the roles of PhE in academic and workplace settings. According to Atmowardoyo (2018), descriptive research is an attempt to explain the characteristics of a research corpus. Moreover, qualitative research involves the systematic analysis and interpretation of social phenomena (Lindlof & Taylor, 2002, as cited in Chesebro & Borisoff, 2007). The thematic synthesis of this study is guided by Ballena and Feranil's (2021) modified thematic synthesis.

Modified Thematic Synthesis

Based on Thomas and Harden's (2008, as cited in Xiao & Watson, 2017, p. 101) thematic synthesis, this framework aims to draw themes from existing studies and then synthesize them, creating "analytical" themes. This is aligned with Cooper's (1988) taxonomy of literature reviews. This taxonomy treats existing studies as a research corpus rather than a simple "review" of related literature. Integrating these concepts, Ballena and Feranil (2021) crafted a modified framework of thematic synthesis that has five steps, including problem formulation, data collection, data appropriateness evaluation, thematic data analysis and interpretation, and organization and presentation of results. These steps are visually presented through Figure 1.

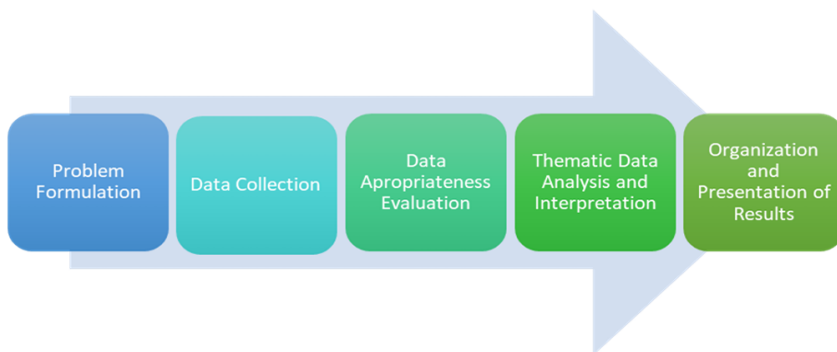


Figure 1. *Literature Review Workflow*

According to Ballena and Feranil (2021), *problem formulation* clarifies the literature review's purpose. Second is *data collection*, which specifies the steps that the researcher went through in collecting the corpus of related studies. This leads to *data appropriateness evaluation*,

which is the researcher's systematic evaluation of the exclusion and inclusion of the collected studies. This ensures that the results extracted during the *thematic data analysis and interpretation* are aligned with the research purpose. Finally, the *organization and presentation of results*, which present the results and the researcher's discussions, conclusions, and recommendations related to the findings.

For this reason, the overall concept of a thematic synthesis is appropriate to realize the primary objective of this study, which is to synthesize and enumerate the roles of PhE in education and workplace settings. Moreover, this design will also be used to reveal how these roles are affected or influenced by the macro and micro levels of the Philippine society, which will be visually presented through a framework.

Sampling Technique

This study utilized *purposive sampling* to select the related studies that were treated as a corpus, which were used to synthesize the roles of PhE in education and workplace settings. Campbell et al. (2020) defined purposive sampling as a sampling technique that permits the researcher(s) to choose the samples that will be analyzed in a qualitative study. Hence, the results' reliability is enhanced as it gives the researcher(s) the prerogative to parallelize the study's corpus to its objectives. The reviewed related studies in this paper were extracted from Google Scholar. A search engine developed by Google. This is used for searching scholarly articles from different databases, which means that this search engine is complementary to traditional databases such as ERIC, Scopus, or Web of Science. The related studies included in this review were chosen according to their congruity to the research objectives specified in the earlier portions of this paper. All research articles included in this study were published between 2021 and 2025. Elaborately, there are seven (7) studies related to PhE in the workplace and eight (8) journal articles related to PhE in education. In total, the present study has examined fifteen (15) related studies to realize the paper's objectives.

Data Collection

As guided by the purposive sampling technique, Google Scholar was used to extract the related studies included in this paper. These were published in a peer-reviewed journal and were collected despite their methodologies. Through the guidance of Xiao and Watson's (2017) data collection process, keywords related to the study's objectives and variables were used to search for the related studies reviewed in this paper. Namely, the following keywords were used: "Philippine English in the workplace", "Philippine English in education", "role of English in Philippine businesses", "Philippine English in the academe", and "Philippine English in education and workplace".

To ensure the reliability and validity of the results, this paper has considered several inclusion and exclusion criteria following the suggestion of Xiao and Watson (2017). The related study's year of publication was critically considered. Strictly, only those studies that were published between 2021 and 2025 were included in the review. Despite the research methodology, this review included all studies related to the objectives and variables of the present paper. Finally, only those related studies published in full-text, peer-reviewed, and open-access Journals were included in this study. Articles that were published as abstracts only were not included in this literature review. After the data appropriateness evaluation, a total of fifteen (15) related articles served as the corpus of this review.

Data Analysis

This review is guided by the thematic analysis of Xiao and Watson (2017). This means that general themes were generated from related studies. Afterwards, these themes were categorized and synthesized, creating "analytical" themes. To operationalize this, the three-cycle coding process of Corbin and Strauss (1990) as documented by Seidel and Urquhart (2013) was initiated. The mentioned coding cycle considered the following steps: open coding, axial coding, and selective coding. *Open coding* was done to categorize the results of the related studies into their initial themes. Proceeding to the second cycle,

which is *axial coding*, the initial themes were clustered into broader common categories. Finally, the central themes that emerged were finalized through *selective coding* (third cycle). To clarify, the coding process done by the researcher is only focused on the salient results and discussions of the fifteen (15) related studies.

FINDINGS AND DISCUSSION

This section presents that the ideological viewpoints of PhE speakers play a pivotal role in how PhE will be practiced in education and workplace settings. Furthermore, the language ideologies of the macro and micro social domains could predict how PhE is explicitly and/or implicitly capitalized in education and the workplace. Moreover, these findings can be seen in the Table 1.

Table 1.
Philippine English in Education and Workplace

No.	Author(s) and Year	Journal	General Findings
PhE in Education			
1	Velasco (2025)	The Asia-Pacific Education Researcher, 34, 765-775.	Language teachers act as policy implementers, and may accept or reject language policies due to their beliefs.
2	Marquez & Verzosa-Cayago (2025)	Academia Lasalliana Journal of Education and Humanities, 6(2), 339-357.	Modular Distance Learning (MDL) is an efficient alternative to Face-to-face (F2F) instruction in terms of language exposure. In fact, students experienced motivational fluctuations due to external factors.
3	Tocalo et al. (2025)	MEXTESOL Journal, 49(3).	Students and teachers in Mindanao accept PhE. However, tertiary teachers expressed an ambivalent view regarding PhE.
4	Etcoy et al. (2023)	Diversitas Journal, 8(4), 2796-2812.	Current university curriculum should demand a more coherent, distinct, and integrated set of key concepts for 21st-century learning.
5	Chavez (2022)	Arab World English Journal, 13(3), 325-338.	Parents believe learning English is necessary for a good career.

6	Sy Tamco (2022)	Globus Journal of Progressive Education, 12(1), 152-170.	Teachers and students lack awareness in terms of PhE's existence and legitimacy.
7	Pabro-Maquidato (2021)	International Journal of TESOL & Education, 1(2), 45-64.	Participants experienced fear, nervousness, and tension in speaking English, which may be due to limited vocabulary, lack of exposure, and poor L2 application.
8	Protacio (2021)	Globus Journal of Progressive Education, 11(2), 150-155.	There should be a popular use of differentiated languages of instruction (English, Filipino, native languages, and Fil-English codeswitching).
PhE in the Workplace			
9	Ravago et al. (2025)	International Research Journal of Multidisciplinary Scope, 6(3), 569-579.	PhE is present in semi-formal written discourse, but its role is limited in strictly technical documents, reflecting adherence to prescriptive standards (AmE)
10	Issel-Dombert (2025)	English Today, 1-7.	English is perceived as a prestigious asset linked to social mobility, but it does not guarantee employment beyond domestic work.
11	Guinto (2023)	International Journal of Research in Education, 2(47), 12-52.	Filipino domestic workers (FDW) employ their perceived access to English as symbolic capital to contest marginalization and assert their superior knowledge.
12	Pineda (2023)	ETCOR Educational Research Center, 2(3), 69-81.	The study found that women are generally more confident and faster in oral use, while men are proficient in giving oral instructions.
13	Lopez (2022)	Universal Journal of Educational Research, 1(4), 232-244.	Speaking skills are the weakest area for employees. Employees largely believe English skills are mandatory and influence career growth.
14	Panaligan & Curran (2022)	Journal of Sociolinguistics, 26(2), 246-264.	Filipino Online English Teachers (OET) are valued because of their high English proficiency. However, they face discrimination from students and maltreatment from platforms.

15	Lising (2021)	International Journal of Bilingual Education and Bilingualism, 26(10), 1183-1196.	Migrants face strong macro and micro pressures to rapidly improve English for residency, yet their physically demanding jobs limit opportunities to practice and benefit from language use.
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Table 1 shows that PhE in education is most frequently associated with perceived socio-economic mobility and academic relevance (Chavez, 2022; Protacio, 2021). This awareness of the importance of English competence serves as an extrinsic incentive for the students, which helps them maintain their language learning motivation (Marquez & Verzosa-Cayago, 2025). Hence, English Language Teaching (ELT) in the Philippines should incorporate real-life professional experiences to observe authenticity in the formulation of learning plans and materials (Chavez, 2022). This leads to a more distinct Philippine ELT in the existing language curriculum (Etcoy et al., 2023). However, Sy Tamco (2022) found that Filipino language teachers still prefer to teach English within the AmE standards. Specifically, this adherence is observed in terms of academic and professional writing (Ravago et al., 2025; Sy Tamco, 2022).

In terms of PhE’s existence in the workplace, it serves as an access point for Filipinos who aspire to work abroad (Issel-Dombert, 2025). Generally, Filipinos believe that PhE opens opportunities for them to be accommodated in a more decent job, which they expect to lead them to a better socio-economic status (Velasco, 2025). Hence, the English proficiency of Filipinos contributes to their image as one of the most reliable workers of the world (Guinto, 2023). This results to high employment rate of Filipinos in countries such as Hong Kong and Spain due to their perceived English proficiency (Issel-Dombert, 2025; Guinto, 2023).

Roles of Philippine English in Education

It is evident in the identified roles of PhE in the educational landscape of the Philippines that it operates depending on the students’ and teachers’ linguistic ideology. Elaborately, both stakeholders believe that learning English could serve as a gateway for

them to elevate their current socio-economic status. However, PhE as a medium of instruction also brings language anxiety to students, which proves the need for pedagogical innovations. This is affirmed in Table 2.

Table 2.
Themes on the Roles of Philippine English in Education

Themes	Frequency (out of 8)	Social Domains
Secures Socio-Economic Advancement	6	Micro
Drives Pedagogical Innovation	5	Macro/Micro
Source of Language Anxiety	4	Micro
Lingua Franca and Medium of Instruction (MOI)	3	Macro/Micro
Marker of Filipino Identity	3	Micro

As presented in Table 2, there are five emerging themes related to the roles of PhE in education. Its role of *securing socio-economic advancement* is the most common role, with a frequency of six (6) out of eight (8) related studies. This is followed by PhE’s role as *a driver of pedagogical innovation* with five (5) frequencies. Through these themes, it is inferred that the perceived socio-economic benefits of PhE are translated to how PhE is taught in the educational institutions of the Philippines. Furthermore, four (4) related studies suggested that PhE is *a source of language anxiety*, while its roles of being the *lingua franca and medium of instruction (MOI)* and as a *marker of Filipino identity* have three (3) frequencies.

Several related studies agree that PhE *secures socio-economic advancement*. This is due to the language teachers’ and students’ awareness that English is a universal vehicle of communication (Chavez, 2022). Through this, they constructed a linguistic ideology that English is the global language of business (Etcoy et al., 2023). This means that the educational stakeholders (faculty and students) believe that learning English is vital for succeeding in their future professional endeavors (Velasco, 2025; Chavez, 2022). Therefore, this extends Spolsky’s (2008) notion of language beliefs as PhE is ideologically

treated as a medium for gaining economic advantages. Moreover, PhE is also viewed as an important tool to elevate the students' social status (Protacio, 2021). As a *driver of pedagogical innovation*, the related studies argued that PhE could enable real-life and contextualized applications of the English language if it is integrated properly in the curriculum (Chavez, 2022). This could amplify the growing arguments that fluency must be given more attention than accuracy in the technical aspects of English (Sy Tamco, 2022; Protacio, 2021). This supports the argument that contextualized language learning materials and tasks improve the oral fluency of language learners (Marquez and Verzosa-Cayago, 2025). Furthermore, the prioritization of clarity and fluency over prescriptive grammar strengthens the integration of the Philippines' language curriculum to the 21st-century learning concepts (Etcoy et al., 2023).

Despite PhE's promising educational benefits, it also plays a role as a *source of language anxiety*. Due to the perceived socio-economic advantage of PhE (Velasco, 2025), a person's English fluency has been made an indicator of Filipinos' economic standing. This led Filipino students to develop a fear of uttering ungrammatical statements in English (Pabro-Maquidato, 2021). Conversely, this limits the motivation of students' participation, which minimizes their language exposure (Marquez and Verzosa-Cayago, 2025; Etcoy et al., 2023). PhE's role as a *Lingua Franca and Medium of Instruction (MOI)* is observed to be driven by the teachers' language ideology (Velasco, 2025). This creates a friction between other minority languages as only English and Filipino are explicitly and implicitly being promoted in the educational landscape of the Philippines (Sy Tamco, 2022; Protacio, 2021). Finally, considering that PhE is a distinct variety of English, which is rooted in the standards of AmE (Tocalo et al., 2025), it is viewed as a *marker of Filipino identity* (Sy Tamco, 2022).

Roles of Philippine English in the Workplace

The roles of PhE in the workplace reveal that the Philippine government actively mobilizes English proficiency as a tool to improve its position in the global economy. However, locally, it is observed that

English is limitedly used in the workplace. Furthermore, the related studies agree that PhE is globally inferior to the other established variants of English, such as AmE and British English (BrE). This may be proven through Table 3.

Table 3.
Themes on the Roles of Philippine English in the Workplace

Themes	Frequency (out of 7)	Social Domains
Capital for Global Economic Progression	7	Macro
Inferior Value of Philippine English	7	Macro
Limited Use of English in the Workplace	6	Micro
Need to Focus on Specific English Skills	4	Micro

Table 3 presents the emerging themes related to the roles of PhE in the workplace. Categorically, all seven (7) related studies agree that PhE serves as a *capital for global economic progression*. However, it has an *inferior value* compared to other Englishes of the world. Furthermore, six (6) related studies revealed that PhE has *limited use in the workplace*, while four (4) related studies suggest that there is a perceived *need to focus on specific English skills*.

All the studies related to the role of PhE in the workplace agree that the Philippine government believes that Filipinos' high proficiency in English is one of the biggest factors why they are in demand to work abroad (Guinto, 2023). Aside from the government, Filipinos themselves perceive PhE as their gateway to working abroad (Issel-Dombert, 2025). Simply, it is evident that the Philippines uses this as a *capital for global economic progression*. Therefore, it is evident that the Philippine government and its people perceive the socio-economic advantage that PhE brings, which they mobilize domestically and globally (Lopez, 2022; Lising, 2021). However, despite the acknowledgement of PhE's advantages, the related studies acknowledge the *inferior value of PhE* compared to the more established forms of English, such as AmE and BrE (Guinto, 2023). As a result,

Figure 2 shows the multilayered language policy in the context of the role of PhE education and the workplace. Based on the results of the present study, the *Philippine government* and *international governments* serve as the entities that represent the *macro level* of society, while the *workplace and educational institutions* are placed in the *meso level*, and the *education and workplace stakeholders*, such as teachers, parents, students, employees, and administrators, are placed at the *micro level*. The review of related studies reveals that the government implements *language policies* based on its *language ideology*, which are affected by the linguistic needs and diversity of its community. The role of *educational and workplace institutions* is to embody and enforce these policies. However, it is evidenced by the present study that there are instances where these institutions would also have to acknowledge the implicit *language practices* of their *stakeholders*, which are also affected by their individual *language ideologies*.

Through these descriptions, Figure 2 supports Spolsky's (2008) framework on Language Policy and Kaplan and Baldauf's (2003, as cited by Spolsky, 2008) framework on Language Planning by illustrating their operationalization within the context of PhE. Elaborately, the conceptual framework shows how the Philippine community's ideological landscape pertaining to English across macro and micro social levels directly influences the linguistic positioning of PhE in the meso level. Rooted in these theories of Language Policy and Planning (LPP), this framework provides language researchers, policymakers, and curriculum designers with a PhE-specific analytical lens to analyze how aligning and misaligning language ideologies across social domains dictates the linguistic legitimacy, language practices, and pedagogical positioning of PhE.

CONCLUSION

The discussion provided on the roles of PhE in education and the workplace has established a narration on the interplay between these roles and the macro (government) and micro (stakeholders) domains of the Philippine society. Based on the results, it is concluded that the language ideologies of both social domains affect and dictate

the role of PhE in education and the workplace. Elaborately, it brings an implication to the language policies and practices implemented at the meso (education and workplace) level of society. Categorically, the Filipinos and their government's agreed stance in terms of the economic advantages that PhE could bring to the Philippine archipelago led to language policies and practices in educational and workplace institutions that promote English proficiency. Conversely, the linguistic belief of English teachers in the Philippines, which clings to the standards of AmE, may negatively affect PhE's emergence in the meso-level domain. Therefore, this proves Spolsky's (2008) notion on language beliefs, which argues that people's ideological landscape affects how language is operationalized in different communities. Overall, the present study brought implications to Kaplan and Baldauf's (2003, as cited by Spolsky, 2008) framework on language planning by contextualizing its claims through PhE's mobilization in education and the workplace. Specifically, the results presented in this paper suggest that the macro and micro social domains significantly affect the language practices at the meso-level.

As suggested, PhE's role in education and the workplace may vary depending on the language ideologies of the macro and micro levels of society. With this, it is recommended that this study be used as a reference for the integration of PhE into the Philippine language curriculum. For future researchers, there is a need to expand this literature review. This may be achieved using a wider set of databases and search engines aside from Google Scholar. Moreover, since this study is limited to the review of only 15 related studies, it is also recommended that a larger number of related studies should be used to achieve a more reliable result. However, future systematic literature reviews related to this study should focus on the documentation of language ideologies that govern the emergence of PhE. This could pose a theoretical breakthrough, as this was not addressed in this study. Finally, future papers may also focus on the analysis of publicly available government documents to confirm the role of PhE at the meso level, while a phenomenological study is recommended to document

the role of PhE at the micro level to solidify and extend the conceptual and theoretical arguments presented in this paper.

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DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

Grammarly was used to assist with the writing conventions of the present study. The presentation of the paper's introduction, methodology, findings, and discussions is solely conceptualized and written by the author.

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