

# AWARENESS of Philippine English and Influence of Filipinism as Predictors of the Grammatical Competence of Senior High School STUDENTS

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## ABSTRACT

This study examined the relationship between awareness of Philippine English and the influence of Filipinism as predictors of grammatical competence among Senior High School students in Toril, Davao City. It aimed to determine whether students' familiarity with Philippine English and exposure to Filipinisms significantly affect their grammar skills. A total of 294 Grade 11 students were selected through stratified random sampling during the 2024–2025 academic year. Employing a descriptive-correlational design, data were analyzed using descriptive statistics (mean and standard deviation) and inferential tools, including Pearson product-moment correlation. Results indicated that students demonstrated high awareness of Philippine English and a strong influence of Filipinism, reflecting familiarity with localized English usage. However, no statistically significant relationship was found between either awareness of Philippine English or the influence of Filipinism and grammatical competence. Additionally, regression analysis confirmed that these variables, individually or combined, did not significantly predict grammatical proficiency. These findings suggest that although students are exposed to and influenced by Philippine English and Filipinisms, such exposure does not directly impact their mastery of formal grammar. The study underscores the complexity of learning Standard English in multilingual environments and recommends further research into other potential factors affecting grammatical competence.

**KEYWORDS:** *Education, awareness of Philippine English, influence of Filipinism, Senior High School students, Philippines.*

## INTRODUCTION

### Background of the Study

Grammatical competence, as defined by VanPatten and Williams (2022), serve as mental repository of linguistic rules and patterns. This enables speakers to make grammatical and interpretative decisions promptly during the

communicative process, apparently in the context of language acquisition. However, people do not always use grammar the same way in every situation. Studies show that grammar use depends on social factors, such as who they are talking to, how well they know the topic, and the purpose of communication. Larsen-Freeman and Anderson (2023) explain that knowing grammar is about learning rules and using them correctly in real-life situations, thus highlighting the gap between textbook grammar knowledge and how people use grammar in different settings.

On a global scale, many language learners struggle with grammar, especially in sentence structure, vocabulary, and word forms. For example, students from Spain often commit recurring mistakes with verb and noun endings, thus affecting their speaking and writing skills (Zhang & Kang, 2022). Similarly, students from Turkey and China often find it hard to build complex sentences correctly, leading to misunderstandings (Sürüç Şen and Şimşek, 2020; Zhang and Kang, 2022). Moreover, in Turkey, limited vocabulary also affects grammar skills, as students may misuse words or struggle to use them correctly in sentences (Anji et al., 2025). Consequently, Saudi students who are learning English struggle with vocabulary, thus making it challenging for them to learn English (Anji et al., 2025). In Jordan, Cuyos et al. (2024) categorized errors in a writing test into five areas: morphology, articles, verb tenses, active and passive voice, and prepositions, with a notable overall average of 179 grammar errors. Similarly, in Thailand, Zhang and Kang (2022) found that verb tenses showed particularly high error rates, indicating a decline in grammatical competence. Specifically, the past perfect tense had the highest error rate at 87.1%, while the present continuous tense had the lowest at 32.3%. These findings suggest that improvements in mastering verb tenses and other language features are necessary to enhance overall grammatical competence and reduce errors.

In the Philippine setting, a study conducted by Cuyos et al. (2024) in the Schools Division revealed that in Laoag City, most of the Grade 11 Senior High School students lack grammatical competence which includes the following grammar points: incorrect word usage, diction, sentence structure, use of first-person pronoun. Undeniably, the general quality of students' output ranges from poor to fair. An analogous result was also revealed in the study by Rodriguez (2023) that the "grammatical competence among Grade 11 learners is just moderately competent" in terms of morphology, semantics, and syntax. In Davao City, closely related results were also shown in the study of Rodriguez

(2023), among 161 grade 11 students in a university, their level of grammatical competence was also just "moderate".

Awareness of Philippine English (PhE) and grammatical competence are interrelated, as both influence English language proficiency in the Philippines. A study on exploring awareness on PhE by Dangilan and Asuncion (2023) suggests that while educators recognize PhE, they often do not integrate it into formal instruction, potentially impacting grammatical competence. Additionally, Dangilan and Asuncion (2023) emphasized that despite limited English exposure, learners can still develop strong grammar skills through formal education. Resolving the gap between PhE awareness and its educational application may substantially improve grammatical competence among Filipino learners. Meanwhile, Filipinisms can negatively affect grammatical competence by reinforcing English usage in non-standard structures. Studies show that common errors among Filipino students include subject-verb agreement, word order, and redundancy, often resulting from direct Filipino-to-English translation (Cuyos et al., 2024; Cuyos et al., 2024). Addressing Filipinisms through explicit grammar instruction can help learners distinguish between colloquial and Standard English, improving overall language proficiency.

The abovementioned results from various studies encouraged educators to identify such factors that possibly contribute to poor grammatical competence of students, despite the continuous strenuous efforts of teachers in teaching grammar. With this, grammatical competence must be highly regarded in the academic setting since this is oftentimes undermined. One of these factors is the awareness of Philippine English. Truly, according to Dangilan and Asuncion (2023), there is such awareness of the existence of Philippine English, yet one cannot conclude that this is already an acceptable variant of English. Filipino students have been modifying the usage of English relevant to their contexts, thus affecting their grammatical competence due to deviations in its usage. Moreover, such factors also include the influence of Filipinism. As stated by Rentillo et al. (2024), "Filipino localization or acculturation of the English language gave birth to Filipinism which resulted in the creation and modification of words, phrases, or terms". With this, English grammatical competence is affected when Filipino learners habitually use new words and phrases that they created.

Even though there were numerous language studies being conducted, research with regards to relationship of the awareness of Philippine English,

influence of Filipinism, and grammatical competence is yet to be conducted, hence the researcher aims to determine the relationship among the three variables. This study may aid teachers in contextualizing their pedagogies and strategies for teaching language and help Filipino learners achieve grammatical competence.

## METHODS

**Research Design.** This study used a quantitative, non-experimental research design with a descriptive-correlational approach. A quantitative, non-experimental design focuses on measuring and analyzing variables without changing them. It involves collecting numerical data to find patterns and relationships between variables. Since no experiment or intervention exists, the study observes and predicts outcomes based on the data. Standard methods include surveys, observations, and analyzing existing data (Creswell & Creswell, 2023). According to Leedy and Ormrod (2022), this approach is practical when experiments are impossible and aims to study natural relationships.

On the other hand, a descriptive-correlational research design describes a situation and examines how variables are related without controlling them. The descriptive part explains the characteristics of the variables, while the correlational part looks at how changes in one variable connect to changes in another (Creswell & Creswell, 2023). However, it is important to note that correlation shows a relationship but does not prove that one variable causes the other (Field, 2024).

This research design fits the study on the awareness of Philippine English (PhE) and the influence of Filipinism as predictors of grammatical competence because it allows for the exploration of existing relationships between these variables without manipulating them. This design helps explain how well participants understand PhE's unique features (like vocabulary and sentence structures) and the impact of Filipinism (such as local expressions and grammar patterns). It also examines how these factors are connected to grammatical skills.

The descriptive aspect provides a detailed picture of the participants' level of awareness and language use, while the correlational component allows for the identification of any significant associations between awareness of PhE and Filipinism and the learners' grammatical competence. Importantly, this approach does not require experimental manipulation, which is ideal in studying

natural language use and variations like PhE, where ethical and practical constraints prevent experimental control. By using this design, the study can reveal patterns and insights about how cultural and linguistic awareness impacts grammatical competence, but without implying causal relationships.

**Research Local.** The study was conducted in Toril, Davao City. It is one of the districts in Davao City which is considered as one of the populous districts. It is composed of eight private institutions which offers Senior High School program. Specifically, the researcher conducted the study in School A, B, and C with a huge number of SHS students. These schools are located at the highly urbanized areas in Toril. School A has 365 Senior High School students; School B has 764, and School C has 103 Grade 11 SHS students who are officially enrolled. There are other private institutions in the area, however these schools have only least number of enrollees with different strand offerings.

**Research Respondents.** The study involved 294 SHS students from the three chosen private institutions. Specifically, 87 of them is from School A with a total population of 365, 182 from School B with a total population of 764, and 25 from School C with a total population of 103. A stratified random sampling technique was used in selecting the respondents. According to Thomas (2022), stratified random sampling involves first categorizing the population into distinct, non-overlapping groups, known as strata, which are mutually exclusive and collectively exhaustive. After the strata are identified, a simple random sample is independently selected from each stratum. The individual subsamples are then weighted and aggregated to produce the final stratified random sample. Moreover, in a stratified sample, as mentioned by Thomas (2022), researchers categorize the population into homogenous subpopulations called "strata" based on a specified set of characteristics.

**Research Instrument.** This study used three adapted questionnaires namely, Awareness of Philippine English, Influence of Filipinism, and Grammatical Competence. These tools were validated by a panel of three experts and tested for reliability through Cronbach's alpha, as determined by the research statistician during pilot testing.

To further describe the tool, the first set of instruments of the study measures the students' level of awareness of Philippine English that was adapted from Bernardo (2013) comprised of 21 statements about meanings (7), features (6), and uses (9) of PhE in a five-point Likert scale, following the range in

Bernardo's (2013) study. It yielded a good reliability result with a Cronbach's Alpha of 0.885. Furthermore, the tool for measuring the level of influence of Filipinism was adopted from Pamin et al. (2021) with 12 questions, which includes the following indicators, namely: code switching with six items and borrowing with six items. Lastly, the third instrument used was adapted from Beriña et al. (2020) that assessed the students' grammatical competence. This tool is divided into three parts with a total of 60 questions. Part I assesses Syntax which covers 20 questions; Part II assesses Vocabulary with 20 questions; and Part III assesses Morphology with 20 questions.

**Statistical Tools.** The following statistical tools were used in interpreting the data which were collected. **Mean**, this was used to determine the level of awareness of Philippine English and influence of Filipinism, and grammatical competence of Senior High School students. **Standard Deviation**, this was used to quantify the amount of variation or dispersion in a set of data points. **The Pearson Correlation Coefficient (r)**, this was utilized as a statistical technique to assess the significant relationship between awareness of Philippine English and grammatical competence, and significant relationship between the influence of Filipinism and grammatical competence of Senior High School Students in private institutions. **Multiple Linear Regression (MLR) Analysis**, this was used to examine the significant influence of awareness of Philippine English and influence of Filipinism towards grammatical competence of Senior High School Students in private institutions.

### **Ethical Statement**

Ethical considerations were prioritized in this study, particularly regarding participant protection, informed consent, and social value. Designed to benefit society by promoting linguistic identity and supporting balanced language policies, the study offered potential educational and communicative advantages for Filipino students. Ethical clearance was acquired, Informed Consent Forms were provided and thoroughly explained to ensure participants understood their rights and involvement. Although not inherently vulnerable, participants were safeguarded against coercion and allowed to withdraw at any time. Risks included academic stress and questionnaire discomfort, mitigated by ample time and a supportive environment. Benefits extended to students, teachers, parents, and researchers, with insights into Philippine English aiding curriculum development. Privacy was maintained through coding systems, and participant data was handled confidentially. Justice was ensured via random sampling and equitable treatment, and transparency was upheld throughout the

study process. The researcher, a licensed professional teacher with relevant academic and professional background, ensured methodological soundness through expert consultations. Data collection was conducted in well-equipped classrooms with administrative approval and necessary materials. Community involvement was integral, from statistical analysis to dissemination plans involving local stakeholders.

RESULTS and DISCUSSION

Level of Awareness of Philippine English

Presented in Table 1 is the level of awareness of Philippine English (PhE) among Senior High School students in Toril, Davao City. Awareness of Philippine English has indicators namely meanings of Philippine English, features of Philippine English, and uses of Philippine English. The overall mean of awareness of Philippine English of students is 3.68 which is described as high. This means that the awareness of Philippine English is oftentimes manifested. This connotes that the students are highly aware of Philippine English. In addition, the overall standard deviation is 0.59 which indicates that the respondents have ratings that are nearly almost the same suggesting consistency in the responses.

This finding supports the study of Dangilan and Asuncion (2023) which revealed that respondents had a high level of awareness of Philippine English. However, this contradicts the study of Gepila et al. (2023) which revealed that participants had a moderate awareness of PhE, particularly recognizing it as a local English variety and associating it with educated Filipino English. Moreover, Rentillo et al. (2024) also concluded that students were not oblivious; however, they were marginally aware of the meanings, features, and uses of Philippine English, implying that they do not possess a complete understanding of this variety of English.

Table 1  
*Level of Awareness of Philippine English among Senior High School Students*

| INDICATORS/STATEMENTS | Mean | SD   | DESCRIPTION |
|-----------------------|------|------|-------------|
| 1.1 Meanings          | 3.48 | 0.61 | High        |
| 1.2 Features          | 3.84 | 0.71 | High        |
| 1.3 Uses              | 3.73 | 0.71 | High        |
| Overall Mean          | 3.68 | 0.59 | High        |

Among the three indicators of awareness of Philippine English, the indicator Features of Philippine English has the highest category mean among variables of 3.84 described as high, indicating that awareness of Philippine English is often manifested. This means that students are more aware of the features of PhE compared to meaning and use. This is negated by the study of Sy Tamco (2022) which revealed that many students lack knowledge and awareness about Philippine English, its features, and why it is worth recognizing as a legitimate variety. Moreover, it differs from the result of the study of Gepila et al. (2023) which found that participants were moderately aware of PhE in all its facets, including its features.

Specifically, the item rating for features ranged from 3.68 to 4.16. The item Philippine English has its own accent, phonology, vocabulary, and grammar has the highest mean of 4.16 described as high, which means that it is often manifested. This means that students have much knowledge on PhE's accent, phonology, vocabulary, and grammar due to the variations of culture and dialects spoken in the Philippines. This finding is consistent with the study of Herdandez (2020), which shown that participants were generally very aware of PhE features. They rated PhE having its own accent, phonology, vocabulary, and grammar reflecting Filipinos' national and cultural identity, and embodying appropriateness, comprehensibility, and intelligibility in communication. However, this negates in the study of Ali (2022) where students showed moderate awareness of PE having its own accent, phonology, vocabulary, and grammar.

While the item Philippine English mirrors the national and cultural identity of Filipinos and Philippine English has been codified into dictionaries and grammars has the lowest mean of 3.68 described as high which means that is often manifested. This implies that students view PhE as a reflection of national and cultural identity, and they know adequate terms in PhE that can be seen or read in dictionaries. This supports the study of Guray et al. (2022) which revealed that 100% of the respondents were aware of both old and new words in PhE. The accessibility to reading materials, television, and the internet significantly contributed to their understanding of PhE lexemes. Moreover, the study by Guray et al. (2022) indicated that while students recognized the existence of PhE, their understanding of its codification into formal references like dictionaries and grammars was limited. However, this negates the study of Ali (2022), where participants rated PhE being codified into dictionaries and grammars as moderately aware. Participants possess relatively ample knowledge

about PhE's pedagogic potential in ESL classrooms. This suggests a moderate level of awareness regarding the formal recognition and standardization of PhE.

The indicator Meaning of Philippine English had the lowest category mean of 3.48 described as high, which means that awareness of Philippine English is often manifested. This indicates that students are relatively knowledgeable on the various meanings of PhE. This contradicts to the study of Gepila et al. (2023) which revealed that participants were moderately aware of the meaning of PhE. Furthermore, the study of Gepila et al. (2023) concluded that the respondents are slightly aware of the meaning of PhE.

Specifically, the item mean rating ranged from 2.75 to 3.77. The item Philippine English is Taglish has the highest mean of the item 3.77 described as high, which means that it is often manifested. This indicates that it is widely known to students that Taglish is considered as PhE. This affirms the study of Olitres (2023), which stated that speakers often switch to English for technical terms or emphasis, and reverting to Tagalog for familiarity or cultural resonance.

While the item Philippine English is Carabao English has the lowest mean of 2.75 described as moderate which means that awareness of Philippine English is sometimes manifested. The result of this study is in congruence with the study of Gepila et al. (2023) where participants showed slight awareness of PhE as Carabao English. This indicates that students may have knowledge of the meaning of Philippine English, but not sufficient enough therefore affecting their level of awareness of Philippine English.

### **Level of Influence of Filipinism of Senior High School Students**

Presented in Table 2 is the level of influence of Filipinism among Senior High School students in Toril, Davao City. Influence of Filipinism has indicators namely code-switching and borrowing. The overall mean of influence of Filipinism is 3.73 which is described as high. This means that the influence of Filipinism among the Senior High School students is oftentimes manifested. In addition, the overall standard deviation is 0.66, which indicates that the respondents have ratings that are nearly almost the same suggesting consistency in the responses. This means that students are highly influenced in their usage of Filipinized terms and expressions in their daily communication. The finding of the study confirms the study of Pamin et al. (2021), which showed that the influence of Filipinism on code switching and borrowing - both of which are interpreted as high. The researchers concluded that the respondents use Filipino

and English interchangeably in everyday situations to express themselves more clearly and to enable others to understand them better.

**Table 2**  
*Level of Influence of Filipinism among Senior High School Students*

| INDICATORS/STATEMENTS | Mean | SD   | DESCRIPTION |
|-----------------------|------|------|-------------|
| 2.1 Code Switching    | 3.81 | 0.72 | High        |
| 2.2 Borrowing         | 3.65 | 0.77 | High        |
| Overall Mean          | 3.73 | 0.66 | High        |

Among the two indicators, code-switching has the highest category mean among variables of influence of Filipinism described as high, indicating that influence of Filipinism is often manifested. This means that students are more likely use code-switching either in writing or speaking compared to borrowing. This finding is consistent with the study of Pamin et al. (2021) where students had also a high influence of Filipinism in code-switching. More so, the result of the study Rentillo et al. (2024), where their findings indicate a high overall influence of PhE expressions across all regions.

The item rating for code-switching ranged from 3.53 to 4.04. Additionally, the item Speaking in a mixed language (Bisaya, Tagalog, and English) makes the communication clearly understood has the highest mean of 4.04 described as high, which means that influence of Filipinism is often manifested. This indicates that students highly preferred using mixed language as a tool for speakers to navigate lexical gaps and convey messages more precisely. This supports the study of Olitres (2023) which revealed that SHS students employed mixing languages to compensate for limited vocabulary in English, thereby maintaining the flow of conversation and avoiding communication breakdowns.

While the item Preferring listening to my conversant who uses code-switching has the lowest mean of 3.53 described as high which means that influence of Filipinism is often manifested. This indicates that most listeners in a communicative process opted to hear their conversant use code-switching due to its comprehensive feature. This aligns with the study of Olitres (2023) which found that students listen better and understand complex concepts better when teachers integrated Tagalog-English code-switching into their teaching.

On the other hand, the indicator borrowing had the lowest category mean of 3.65 described as high, which means that influence of Filipinism is often manifested. The item mean rating ranged from 3.37 to 3.81. This means that students rampantly used borrowing in all areas of communication. This result confirms the observation of Pamin et al. (2021) where students had also a high influence of Filipinism in borrowing. It is also notable in the study of Sulit et al. (2024) which revealed that English lexemes undergo morphological and phonological transformations to align with the grammatical and linguistic structures of Filipino, resulting in notable shifts in meaning and usage.

In addition, the item Using borrowed words makes explaining concepts easier and more comprehensible has the highest mean of 3.81 described as high, which means that influence of Filipinism is often manifested. This means that students utilized borrowed words enable to discuss concepts clearly. This affirms the findings of the study of Spahiu and Nuredini (2023) which emphasized that using borrowed words terms adopted from other languages can significantly enhance the clarity and comprehensibility of communication, particularly when explaining complex or culturally specific concepts.

While the item Using borrowed words from other languages such as meokbang, oppa, anime, and the like makes the conversation creative has the lowest mean of 3.37 described as high which means that influence of Filipinism is often manifested. This underscores the impact of cultural and contextual factors on the adaptation process, emphasizing specific patterns in vocabulary borrowing tailored to the target language. This is in congruence to the study of Spahiu and Nuredini (2023) which emphasizes that lexical borrowing facilitates cross-cultural communication by providing speakers with the means to express ideas that are otherwise inexpressible in their native language. This adoption of foreign terms can lead to more engaging and relatable conversations, especially among individuals familiar with the cultural contexts of these borrowed words.

### **Level of Grammatical Competence of Senior High School Students**

Presented in Table 3 is the level of grammatical competence among Senior High School students in Toril, Davao City. Grammatical competence has indicators namely; syntax, vocabulary, and morphology. The overall mean of grammatical competence of students is 51.01 which is described as satisfactory. This means that the grammatical competence of students is considered passed. Results confirmed the study of Rodriguez (2022), which revealed that students demonstrated a satisfactory level of grammar skills.

The vocabulary garnered the highest mean of 69.86 described as very satisfactory, signifying that the students’ level of grammatical competence in terms of vocabulary is considered passed. This connotes that student had wide-range and learning of various terminologies. The finding is in congruence with the study of Anji et al. (2025), where he explored the impact of authentic assessment on the vocabulary competence of Grade 11 students. The study found that students could construct multiple clear and coherent sentences using newly learned vocabulary, indicating a high level of vocabulary mastery. However, the result is in in contrast with the study of Anji et al. (2025), in which they found that many Senior High School students possess a limited vocabulary, which restricts their reading comprehension and classroom participation. The lack of exposure to diverse vocabulary both in school and at home contributes to this limitation, affecting students' academic performance and opportunities for higher education and employment.

**Table 3**  
*Level of Grammatical Competence among Senior High School Students*

| INDICATORS   | Mean  | SD    | DESCRIPTION         |
|--------------|-------|-------|---------------------|
| Syntax       | 51.46 | 23.22 | Satisfactory        |
| Vocabulary   | 69.86 | 27.04 | Very Satisfactory   |
| Morphology   | 31.72 | 13.13 | Fairly Satisfactory |
| Overall Mean | 51.01 | 16.55 | Satisfactory        |

Furthermore, morphology as one of the indicators of grammatical competence got the lowest mean of 31.72, described as fairly satisfactory, implicating that students’ grammatical competence in terms of morphology is considered passed. Based on these findings, it can be interpreted that students' unconsciousness about morphology and its components, leading to difficulties in understanding and applying morphological rules in language tasks. The finding is parallel to the study of Rodriguez (2023) which evaluated the linguistic competence of Grade 11 students and found that in morphology, a significant number of students fell under, suggesting limited awareness of morphological structures such as affixes and their functions in word formation.

On the other hand, the result is in contrast with the study of Rodriguez (2023) in which they assessed the morphemic analysis skills of Senior High school students. The results indicated that, students in the academic track

showed average performance in morphemic analysis, suggesting a better understanding of word structures.

### **Correlation between Variables**

The result of the correlation of the variables is shown in Table 4. Table 4 shows the correlation between the independent variables - Awareness of Philippine English and Influence of Filipinism - and the dependent variable, Grammatical Competence among Senior High School students. Results reveal that both variables have no statistically significant relationship with grammatical competence.

Specifically, Awareness of Philippine English has a weak negative correlation with grammatical competence ( $r = -0.041$ ,  $p = 0.481$ ), indicating that students' awareness of localized English forms does not significantly impact their grammatical competence. This negates with the findings of Dangilan and Asuncion (2023), which the results indicated that higher language awareness correlated with improved grammatical competence.

Similarly, the Influence of Filipinism has a weak positive correlation ( $r = 0.061$ ,  $p = 0.299$ ), also not statistically significant. This implies that the presence of Filipino-influenced English expressions in students' language use has no effect on their overall grammatical competence. This negates the findings of Bautista (2023), which indicated that active engagement with English, including localized forms, may enhance grammatical skills.

Moreover, the finding regarding the awareness of Philippine English and its relationship to grammatical competence contradicts with Dangilan and Asuncion (2023) Theory of Language Awareness, which posits that consciously attending to the features of language in use helps learners recognize discrepancies between their current performance and that of more proficient users. In the context of this study, while awareness of Philippine English showed a weak negative correlation with grammatical competence, this outcome underscores the importance of critical engagement with local language varieties. Such awareness may not directly enhance grammatical accuracy but plays a pivotal role in heightening learners' consciousness of language use, allowing them to reflect on their own linguistic strengths and areas for improvement. Therefore, fostering language awareness even when focused on localized forms like Philippine English can serve as a stepping stone for more targeted grammar instruction, as it prompts learners to evaluate and refine their communicative

competence in both local and global contexts.

**Table 4**  
*Correlation of Variables*

| Variables paired with<br>Grammatical Competence among<br>Senior High School Students | r       | p-value | Remarks         |
|--------------------------------------------------------------------------------------|---------|---------|-----------------|
| Awareness of Philippine English                                                      | - 0.041 | 0.481   | Not Significant |
| Influence of Filipinism                                                              | 0.061   | 0.299   | Not Significant |

*\*Significant at 0.05*

In addition, the result confirms Chomsky’s Theory of Universal Grammar, which posits that humans acquire language through an innate biological faculty. As emphasized by Rentillo et al. (2024), Universal Grammar suggests that all human languages share a set of underlying syntactic structures and grammatical categories, which enables individuals to learn language naturally and systematically. The observed weak correlation between awareness of Philippine English and grammatical competence may reflect how learners, despite exposure to localized English varieties, still rely on universal grammatical principles when processing and producing language.

Therefore, while awareness of Philippine English brings sociolinguistic relevance and cultural identity into focus, it does not strongly interfere with learners’ grasp of fundamental grammatical structures, which are consistent with Chomsky’s theory. This supports the notion that even when exposed to non-standard or localized language forms, students' internal grammatical framework guided by Universal Grammar remains a stable foundation for language acquisition and development.

**CONCLUSION**

Based on the findings of the study, the following conclusions are drawn: The level of awareness of Philippine English among Senior High School students in the meaning, features, and uses of Philippine English is oftentimes manifested. This is due to the familiarity of students on the usage of PhE in both writing and speaking. The level of influence of Filipinism of the respondents in terms of code-switching and borrowing is oftentimes manifested. Factors may include linguistic variations since Philippines has mutually intelligible language

and dialects across regions. The level of grammatical competence of the respondents in terms of syntax, students had a satisfactory result. This indicates that they can construct basic sentences effectively using words' correct order and placement. This is due to the similarities found in PhE and Standard English in terms of sentence construction. However, in terms of morphology, the respondents' grammatical competence level is fairly satisfactory. Thus, students lack the ability to form words correctly and use them in sentences appropriately. This is due to the variations of features of PhE from Standard English such as pluralization of nouns and verbs. Lastly, in terms of vocabulary, the level of grammatical competence of the respondents is very satisfactory. This indicates that students in general are competent in learning various vocabulary terms using context clues. Between the two variables, both awareness of Philippine English and the influence of Filipinism could not significantly influence the grammatical competence of Senior High School students. It can be noted that both variables do not correlate with students' grammatical competence. There could be other factors affecting students' grammatical competence such as limited language exposure, lack of instructional strategies, and poor grammar instruction. Thus, other factors that could significantly influence the grammatical competence of Senior High School students are not covered in this study.

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