

Analyzing Cultural Phenomenon of pride on the use of the Filipino Language Amid English Language Dominance

Evelyn T. Bagood

Department General Teacher Training, North Eastern Mindanao State University
Tandag City 8300, Philippines
etbagood@nemsu.edu.ph

ABSTRACT

This study investigates the cultural phenomenon of pride in the use of the Filipino language amid the growing dominance of English in Philippine society specifically, Northeastern Mindanao scenario. Anchored on Language Attitude Theory and supported by Ethnolinguistic Identity Theory, the research examines how linguistic pride shapes language choices and reflects broader identity negotiations within a multilingual nation. Despite the long-recognized importance of Filipino as a marker of national identity, existing literature reveals a gap in understanding how contemporary Filipino adults particularly professionals who operate in English-dominated environments currently perceive and enact pride in their national language. Moreover, few studies have explored how such pride has evolved across generations in the context of globalization, media influence, and shifting socio-economic demands. Using a qualitative research design, the study employs purposive sampling to select 25 Filipino professionals and adults from diverse age groups and work sectors. Semi-structured interviews will explore participants' levels of pride in using Filipino, their perceptions of its relevance, and the factors influencing their preference for Filipino or English in varied communicative settings. The interview protocol also investigates perceived historical changes in linguistic pride and the socio-cultural forces contributing to these shifts. The study is expected to reveal nuanced and generationally varied expressions of linguistic pride ranging from strong emotional identification with Filipino as a symbol of cultural belonging to subtle declines in its perceived utility in academic and professional domains. Findings are anticipated to show that while English remains dominant in formal contexts, Filipino continues to serve as a core identity resource, with pride manifesting in selective yet meaningful ways. Ultimately, the study aims to contribute to a deeper understanding of how Filipino professionals negotiate identity, practicality, and cultural loyalty through language use in an increasingly globalized linguistic landscape.

KEYWORDS: *Cultural, Phenomenon, Pride, Language Dominance*

1. Introduction

Language functions not only as a tool for communication but also as a marker of cultural identity, national pride, and social belonging. The Philippine linguistic landscape is characterized by the coexistence of multiple languages within educational and social contexts. Contemporary discussions on bilingual education highlight the continuing relevance of Filipino and English, alongside other local languages, in shaping language practices and educational experiences. These dynamics reflect broader efforts to balance global perspectives with local realities in the development of language and education policies (Jambangan, 2025). Studies on linguistic competence and socio-cultural influences highlight that language attitudes and usage are shaped by academic, cultural, and communicative contexts, particularly among Filipino learners and professionals (Garil, 2024a; Garil et al., 2024b; Garil et al., 2024c). Filipino remains a symbol of national identity and unity, yet English is perceived as the language of prestige, opportunity, and global participation (NCCA, 2020). This dynamic creates a situation in which Filipinos must constantly negotiate the tension between cultural attachment and practical necessity, consistent with findings on communication styles, emotional connection, and learning contexts in Filipino educational environments (Ceneciro, 2025; Divinagracia, 2024; Estoque, 2023). The present study is anchored on Language Attitude Theory, which posits that individuals' beliefs and feelings toward a language influence their preference, usage, and perceived value. It is further supported by Ethnolinguistic Identity Theory, highlighting how language reflects group identity and how individuals maintain or redefine their cultural membership through linguistic choices.

Despite extensive research on bilingualism and language use in the Philippines, a clear gap persists in understanding how Filipino adults and professionals currently perceive pride in using the Filipino language,

especially in environments where English dominates formal communication (Lising & Bautista, 2022). Most existing studies focus on student populations or educational settings, leaving underexplored how adults who regularly navigate English-driven workplaces experience and express pride in their national language. Recent research on instructional technology, academic performance, and the sociocultural dimensions of teaching further emphasizes the evolving nature of language practices among Filipino educators and professionals (Calzada, 2024; Carpio et al., 2024; Bondoc, 2024). Additionally, little is known about how this sense of pride has shifted across generations, particularly as globalization and digital media continue to influence cultural norms and identity formation. This study intends to address these gaps by examining how Filipino professionals today understand and enact pride in using Filipino, how this pride influences their language choices across social and professional contexts, and how such perceptions have evolved over time.

The research explores several key variables and concepts, including linguistic pride, language attitudes, identity negotiation, English language dominance, generational differences, and socio-cultural factors such as media, education, and globalization (Esteron, 2025). Research on workshops, teaching strategies, and educational language practices supports the relevance of these variables by illustrating how language use and identity are shaped through academic and professional experiences (Ceneciro, 2025; Garil et al., 2024c; Calzada, 2024). These elements guide an analysis of how Filipinos choose between Filipino and English in different settings and how these choices reflect deeper cultural attitudes and identity positions. Through a qualitative design and purposive sampling of 20–25 Filipino professionals and adults, the study aims to gather rich, narrative-based insights into the contemporary cultural value of the Filipino language.

Ultimately, the study is expected to reveal nuanced experiences of linguistic pride—ranging from strong emotional attachment to Filipino as a symbol of identity, to weakened pride influenced by the perceived necessity of English in professional domains. The findings are anticipated to provide a clearer understanding of how pride in the Filipino language persists, transforms, or diminishes amid English dominance, contributing to broader conversations about cultural identity, language policy, and the evolving role of Filipino in modern society.

2. Literature Review

Historical Development of Language Use in the Philippines. The sociolinguistic landscape of the Philippines has long been shaped by its complex colonial history. Despite being constitutionally declared as the national language in 1935 and reaffirmed in 1987, Filipino's elevation was English continues to serves a significant role in education, governance, and international communication in the Philippines. Its widespread use has been associated with access to global opportunities, cross-cultural engagement, and participation in an increasingly interconnected world. At the same time, scholars have highlighted ongoing discussions regarding the influence of English on local languages and identities, particularly in postcolonial contexts where language practices are shaped by historical, social, and global forces. These perspectives underscore the complex role of English as both a tool for global engagement and a subject of debate in multilingual societies (Zeng & Yang, 2022; Smith, 2025). While local languages often contribute to the expression of cultural identity and community affiliation, English is frequently associated with broader communication opportunities, professional engagement, and participation in transnational environments. These linguistic dynamics illustrate how language use can influence social experiences and mobility across diverse contexts (Martinez, 2026; Lamorinas et al., 2025).

Pride and Identity in the Use of the Filipino Language. Pride in the Filipino language emerges strongly as a marker of cultural identity, shared heritage, and national unity. Language attitude studies point out that Filipinos frequently associate Filipino with patriotism and collective belonging. For instance, in rural multilingual schools, young learners often construct a positive sociocultural identity around their native languages, Filipino, and English, revealing that language attitudes are deeply intertwined with identity construction (Esteron, 2023).

In higher education, some teachers also hold favorable views of Filipino. Contemporary research highlights the educational benefits of employing flexible language practices in the classroom, particularly through code-switching strategies that can enhance interaction and comprehension among students and instructors. Furthermore, efforts to integrate Philippine cultural heritage into teacher education curricula reflect an increasing emphasis on preserving local identity and cultural knowledge within educational institutions. These trends indicate broader support for pedagogical approaches that recognize the value of both linguistic

diversity and cultural relevance in learning environments (Villanueva & Gamiao, 2022; Gadaza et al., 2025). Similar findings indicate that instructional interventions designed for learners who predominantly use English can strengthen engagement with Filipino and support more positive attitudes toward the national language (Magno et al., 2024).

English Language Dominance and Its Socio-Cultural Implications. The dominance of English in formal Philippine institutions continues to influence language attitudes and usage. English proficiency is widely viewed as essential for academic success and global competitiveness. Studies of ESL learners show that many Filipinos not only accept “Philippine English” (PhE) as a valid variety, but also feel pride in PhE as a marker of their Filipino identity (Dillera-Prejoles, Quiñal, & Gomez, 2025).

However, this English dominance arguably sidelines Filipino in high-status domains: English is often preferred in professional and academic settings, relegating Filipino to more informal or symbolic functions (Ponce, 2025). The functional diglossia created by this hierarchy can, in turn, undermine sustained pride in Filipino, as economic and institutional incentives favor English.

Intergenerational Shifts in Language Attitudes. There are observable generational differences in how Filipinos perceive and use Filipino and English. Learning of Filipino and English is influenced not only by educational settings but also by language practices within the home. Encouraging the use of both languages, parents can support children’s linguistic development while helping them maintain connections to their cultural and social environments. This balanced approach reflects the continuing importance of bilingualism in the Philippine context (Chavez et al., 2025). Meanwhile, among graduate students in teacher education programs, there is ambivalence: Hernandez (2020) found that many support teaching “educated Philippine English,” but they also express attitudes toward Philippine English suggest growing recognition of its legitimacy as a distinct variety of English. At the same time, multilingual teachers and students exhibit diverse perspectives toward Filipinisms and other linguistic features, illustrating the dynamic and evolving nature of language attitudes in multilingual educational settings. Such findings underscore continuing conversations about language identity, variation, and the place of Philippine English in academic and professional communication (Tocalo et al., 2025).

Socio-cultural Factors Influencing the Strengthening or Weakening of Language Pride. Several socio-cultural factors shape whether pride in Filipino strengthens or weakens over time. Globalization has strengthened the prominence of English in education and other social domains due to its widespread use in international communication and knowledge exchange. At the same time, studies examining language use in educational assessment demonstrate that both English and Filipino play important roles in shaping students’ comprehension and performance. These findings reflect the complex linguistic environment in which language choice can influence educational experiences while also responding to broader global and local demands (Nafee & Farid, 2025; Cacho et al., 2024). On the other hand, media and pop culture offer a countervailing force: contemporary resurgence of Filipino in popular media and digital spaces has been gaining ground (though more research is needed to document its full impact). Additionally, cultural identity studies among college students illustrate how learners navigate the tension: as Burgos, Politico, and Vergara (2024) showed, some students reconcile their cultural roots with English proficiency by using both languages strategically in their lives.

Language Choice Across Contexts: Work, School, and Social Interaction. Empirical research on language use in multilingual societies suggests that Filipinos strategically switch between Filipino and English depending on context. For example, student journalists in Mindanao State University reported preferring English for writing because they believe it is more formal, widely understood, and dynamic, whereas they use Filipino less often due to lack of reference materials and perceived lower self-efficacy in expressing themselves in Filipino. Similarly, teachers’ supportive attitudes toward switching into Filipino during class point to its use as a pragmatic tool to ensure understanding, even when English remains the default for formal instruction.

Contemporary Trends and the Persistence of Filipino Language Pride. Despite the dominance of English, recent literature suggests that many Filipinos continue to feel a deep, if evolving, pride in their national language. The growing body of qualitative and quantitative work indicates that Filipino remains emotionally significant, even if its role in formal domains is limited. While older studies emphasized the marginalization of Filipino, more recent research points to a reframing of linguistic pride: rather than a decline, there is a transformation. The ambivalent but largely positive attitudes toward Philippine English among learners and educators reflect

a pluricentric perspective where both English (in its local variety) and Filipino coexist as vital components of Filipino linguistic identity (Dillera-Prejoles et al., 2025; Hernandez, 2020).

3. Methodology

3.1. Research design

This study utilized a qualitative research design to explore the cultural phenomenon of pride in using the Filipino language amid English language dominance. A qualitative approach was deemed appropriate because it allows for an in-depth understanding of participants' perceptions, attitudes, and experiences. Specifically, the study aimed to capture the nuanced ways in which pride in the Filipino language manifests across different contexts, including social, educational, and professional settings, and how these perceptions have evolved over time.

3.2. Population and sampling

The study population consisted of Filipino professionals and adults who regularly engage in both Filipino and English in their daily lives. A purposive sampling technique was employed to select participants who could provide rich, relevant insights into the research topic. The sample size was set at 25 participants, ensuring sufficient variation in age, occupation, and professional roles to capture intergenerational and contextual differences in language attitudes. Participants were recruited through professional networks and community contacts to ensure accessibility and willingness to share personal experiences.

3.3. Instrument

Data were collected using a semi-structured interview guide, which provided participants the opportunity to elaborate on their perceptions of Filipino language use while ensuring a consistent focus on key themes across interviews. The interview questions were carefully designed to align with the study objectives, exploring participants' current level of pride in using Filipino, their perceptions of the relevance and importance of Filipino amid English dominance, and the factors influencing their choice of language across social, educational, and professional contexts. In addition, the questions addressed perceived changes in pride over time and across generations, as well as the socio-cultural, educational, and media-related influences on language attitudes. The semi-structured format allowed the researcher to probe deeper into participants' experiences, clarifying responses and capturing nuanced insights, while maintaining alignment with the overall focus of the study. Table 1 presents the list of guide questions used by this research study.

Table 1. Interview guide questions.

Objectives	Interview question
1. To examine the current level of pride among Filipinos in using the Filipino language.	1. To what extent do Filipinos today feel proud about using the Filipino language in daily communication? 2. How do Filipinos perceive the relevance and importance of Filipino in the midst of strong English language presence? In what ways does pride (or lack of it) influence their choice between using Filipino or English in various contexts (school, work, social settings)?
2. To analyze how perceptions of pride in the Filipino language have evolved over time in relation to English language dominance.	1. How has the sense of pride in speaking Filipino changed over the years among different age groups or generations?

Analyzing Cultural Phenomenon of pride on the use of the Filipino Language Amid English Language Dominance

2. What factors contribute to the fading or strengthening of pride in using Filipino through time (e.g., globalization, education, media, identity)?
Are Filipinos still consistently proud of
3. using the Filipino language today despite the continued preference for English in formal domains?

3.4. Data Gathering Procedure

Data collection followed ethical guidelines for qualitative research. Prior to the interviews, participants were informed of the study's purpose, assured of confidentiality, and provided consent. Interviews were conducted in-person for those who come onsite Graduate School classes in the university and online platforms for those outside the Province of Surigao del Sur, depending on participants' availability and preferences. Each interview lasted approximately 45–60 minutes and was audio-recorded with permission for accurate transcription. Field notes were also maintained to capture contextual information, non-verbal cues, and initial reflections during the interviews.

3.5. Data analysis

The collected data were analyzed using thematic analysis, which involved systematically coding, categorizing, and identifying patterns or themes related to pride in the use of the Filipino language. The process began with familiarization, in which interviews were transcribed and transcripts read repeatedly to gain an overall understanding of the data. This was followed by coding, where significant statements were identified and labeled with descriptive codes. Similar codes were then grouped to develop broader themes encompassing pride, identity, language choice, and socio-cultural influences. During interpretation, these themes were related back to the study objectives and anchored in the theoretical frameworks of Language Attitude Theory and Ethnolinguistic Identity Theory to draw meaningful conclusions. To ensure the credibility and trustworthiness of the analysis, triangulation was applied by comparing data across participants, and member checking was conducted with selected participants to validate the interpretations.

4. Results

Research Objectives 1. To examine the current level of pride among Filipinos in using the Filipino language.

Question No. 1. To what extent do Filipinos today feel proud about using the Filipino language in daily communication?

1.1 *Pride is real but context-bound*

Ten (10) respondents said that they often feel proud of the language culturally, but this pride becomes complicated in corporate settings. Employees move between two identities in which Filipinos feel natural, expressive, and warm in casual conversations, but English is tied to expertise, formality, and career mobility. This creates an unspoken hierarchy in many workplaces. English signals professionalism and authority, while Filipino or Taglish is treated as informal, reserved for bonding, humor, and everyday collaboration. Additionally, they mentioned that generational differences also play a role. Gen Z and younger millennials are more vocal about using Filipino confidently, pushing back against the stigma and blending languages as a valid expression of modern identity. Older managers, however, often still default to English as the professional

standard, creating a quiet tension about what professionalism should sound like. Honestly, Filipinos do feel pride in their language, but that pride is constrained by workplace expectations, performance metrics, and social perceptions.

"I often feel proud of the language culturally, but this pride becomes complicated in corporate settings."

"Generational differences also play a role. Gen Z and younger millennials are more vocal about using Filipino confidently, pushing back against the stigma and blending languages as a valid expression of modern identity."

1.2 Filipino carries emotional depth

Five (5) respondents shared that they consistently express a strong emotional attachment to the Filipino language, believing it carries cultural nuance, rhythm, and emotional precision that English often cannot replicate. For them, Filipino is not just a medium but it's the texture of identity. It conveys humor, intimacy, sarcasm, vulnerability, and social commentary in a way that feels deeply rooted in lived Filipino experience. Additionally, they mentioned that they also highlight how using Filipino pushes back against linguistic elitism. They are even more unapologetic about this. They embrace Filipino fluidly, often blending it with English and regional languages.

"I consistently express a strong emotional attachment to the Filipino language, believing it carries cultural nuance, rhythm, and emotional precision that English often cannot replicate."

"As a small creator I also highlight how using Filipino pushes back against linguistic elitism"

1.3 Filipino as a tool for equity

Five (5) respondents expressed that they feel a strong sense of pride and responsibility when using Filipino in the classroom because it promotes accessibility, equity, and cultural grounding. They believe learning becomes more meaningful and less alienating when students can think, question, and express ideas in a language that reflects their lived realities. For them, Filipino is not just a subject, it is a bridge that allows all students including those from non-English-speaking households to participate fully in academic life. Additionally, they shared that there are moments where students apologize for speaking Filipino in academic conversations or switch to English even when struggling, simply to sound smart. These encounters highlight how deeply the prestige hierarchy is embedded. They actively work to reclaim Filipino as an academic language. They encourage complex discussions, debates, and reflective writing in Filipino to show that intellectual work is not tied to English alone.

"I feel a strong sense of pride and responsibility when using Filipino in the classroom because it promotes accessibility, equity, and cultural grounding."

"There are moments where students apologize for speaking Filipino in academic conversations or switch to English even when struggling, simply to sound smart."

Question No. 2. How do Filipinos perceive the relevance and importance of Filipino in the midst of strong English language presence?

2.1 Filipino becomes the default for authenticity

Five (5) respondents expressed that they consistently navigate English and Filipino based on context, audience, and emotional needs. In formal meetings and client interactions, English dominates because it signals professionalism, competence, and global alignment. But once teams shift into real problem-solving, or expressing urgency, they instinctively return to Filipino which is seen as the truth language where people speak more candidly, honestly, and without pretension. Additionally, they mentioned that they describe code-

Analyzing Cultural Phenomenon of pride on the use of the Filipino Language Amid English Language Dominance

switching as a practical survival skill, an adaptive bilingualism that allows them to move fluidly between hierarchy and camaraderie, formality and empathy, precision and clarity. English functions as professional capital, but Filipino remains the language of connection, warmth, and solidarity, shaping trust, teamwork, and everyday office life.

"I consistently navigate English and Filipino based on context, audience, and emotional needs."

"We describe code-switching as a practical survival skill, an adaptive bilingualism that allows us to move fluidly between hierarchy and camaraderie, formality and empathy, precision and clarity."

2.2 Filipino is essential for true understanding

Ten (10) respondents expressed that they switch between English and Filipino with purpose. English is required for charts, medical accuracy, and formal documentation, but Filipino is essential for real understanding and humane care. Many patients and families nod politely when diagnoses are explained in English, yet only genuinely comprehend the situation when it is clarified in Filipino. Additionally, they mentioned that using Filipino reduces intimidation, shrinks the social distance between provider and patient, and builds immediate trust, especially in stressful or vulnerable moments. It also supports the family-centered nature of Philippine healthcare, ensuring not just the patient but the entire household understands instructions and decisions.

"I switch between English and Filipino with purpose. English is required for charts, medical accuracy, and formal documentation, but Filipino is essential for real understanding and humane care."

"Using Filipino reduces intimidation, shrinks the social distance between provider and patient, and builds immediate trust, especially in stressful or vulnerable moments."

2.3 Quality education empowers people with knowledge and skills

Five (5) respondents mentioned that they observe that while English is associated with opportunity and prestige, Filipino is essential for building confidence, understanding, and authentic expression. Many students believe they are only smart when speaking English, which limits participation and engagement, especially for those who struggle with English vocabulary or grammar. They note that Filipino allows students to grasp complex concepts yet some parents complain when some subjects are taught in Filipino, reflecting a persistent stigma that equates English with academic superiority. Additionally, they mentioned that they emphasize that the Filipino language should not be confined to poetry or creative writing, it is capable of carrying academic discourse, critical thinking, and complex reasoning. Beyond comprehension, Filipino discussions foster honesty, emotional depth, and nuanced expression, particularly when students reflect on personal, social, or moral issues. It bridges the gap between understanding and communication, positioning Filipino as both a language of thought and of identity.

"I observe that while English is associated with opportunity and prestige, Filipino is essential for building confidence, understanding, and authentic expression."

"I emphasize that the Filipino language should not be confined to poetry or creative writing; it is capable of carrying academic discourse, critical thinking, and complex reasoning."

Question No. 3. In what ways does pride (or lack of it) influence their choice between using Filipino or English in various contexts (school, work, social settings)?

3.1 Filipino provides grounding and identity

Ten (10) respondents expressed that they shift to Filipino in casual conversations at work because it reminds them who they are and brings them back to a sense of grounding in an English-dominant environment. Using Filipino signals authenticity, warmth, and approachability the qualities they feel are harder to express in English, which often sounds too formal or hierarchical. Additionally, they mentioned that for them, using Filipino becomes a subtle act of reclaiming identity in professional spaces where English is treated as the language of competence. Switching to Filipino is therefore not just about comfort it is a conscious return to cultural grounding, emotional accuracy, and an assertion that the Filipino has a rightful place even in modern, globalized workplaces.

"I shift to Filipino in casual conversations at work because it reminds me who I am and brings me back to a sense of grounding in an English-dominant environment."

"For me, using Filipino becomes a subtle act of reclaiming identity in professional spaces where English is treated as the language of competence."

3.2 Filipino is viewed as local and informal

Five (5) respondents expressed that in tech, IT, marketing, and BPO industries, they feel that clients respect them more when they speak fluent English because English is treated as the language of competence. In those industries English becomes a marker of authority and professionalism, while Filipino is seen as too informal or too emotional for serious, high-stakes discussions. This creates a hierarchy where Filipino feels local and English feels global. Additionally, they mentioned that English is perceived as the language of strategy and intellectual rigor, while Filipino is associated with casual conversations, storytelling, or emotional expression. Many of them hesitate to use Filipino even if they communicate more clearly in it, fearing they might appear less educated or less capable. Their lack of pride in Filipino is shaped by internalized expectations from school and corporate culture.

"In tech, IT, marketing, and BPO industries, I feel that clients respect us more when we speak fluent English because English is treated as the language of competence."

"English is perceived as the language of strategy and intellectual rigor, while Filipino is associated with casual conversations, storytelling, or emotional expression."

3.3 Education is a privilege that not everyone can access safely

Five (5) respondents expressed that educators like them have a strong sense of pride in using Filipino for academic discussions because it serves as both an intellectual choice and a subtle act of resistance. They see the Filipino not just as a medium but as a perspective one that re-centers knowledge in local realities and expresses concepts with cultural precision. Additionally, they mentioned that they use Filipino deliberately to challenge linguistic elitism and reject the belief that English is the sole language of intelligence or serious scholarship. For them, Filipino allows deeper participation, clearer engagement with social problems, and more inclusive knowledge production, especially for students and communities who feel intimidated by academic English.

"Educators like me have a strong sense of pride in using Filipino for academic discussions because it serves as both an intellectual choice and a subtle act of resistance."

"We use Filipino deliberately to challenge linguistic elitism and reject the belief that English is the sole language of intelligence or serious scholarship."

Research Objectives 2. To analyze how perceptions of pride in the Filipino language have evolved over time in relation to English language dominance.

Question No. 1. How has the sense of pride in speaking Filipino changed over the years among different age groups or generations?

1.1 Reclaiming Filipino as intelligent, modern, and expressive

Ten (10) respondents expressed that pride in Filipino among Millennials and early professionals like them is deliberate and ideological, reflecting a conscious choice to use the language for authenticity, intellectual rigor, and social connection. Filipino enables deeper emotional clarity, more honest communication, and nuanced expression, especially in collaborative or social science discussions. Additionally, they mentioned that it also strengthens connection and accessibility in community work, signaling solidarity and inclusivity. They often code-switch strategically English for technical precision, and Filipino for conceptual or emotional depth which demonstrates competence while embracing cultural authenticity. Filipino is a language of activism, professionalism, and relational honesty, challenging the notion that English equals intelligence.

"Pride in Filipino among Millennials and early professionals like us is deliberate and ideological, reflecting a conscious choice to use the language for authenticity, intellectual rigor, and social connection."

"It also strengthens connection and accessibility in community work, signaling solidarity and inclusivity."

1.2 Authentic Filipino Expression

Five (5) respondents expressed that in school, English felt required. But at work, they realized the Filipino creates more honesty and less pretension. They write research in English but brainstorm in Filipino. They mix Filipino, English, even Bisaya or Tagalog slang; this is their linguistic identity. The Filipino feels natural in emotional, creative, and intellectual spaces. Additionally, they mentioned that pride in Filipino has evolved from deliberate and ideological among Millennials to performative, expressive, and hybrid among Gen Z. The Filipino is seen as authentic, relatable, and critical thought, and emotional nuance. Across both generations, Filipino is a language of connection, activism, cultural expression, and professional credibility, with code-switching and hybrid use reinforcing pride rather than insecurity.

"In school, English felt required. But at work, I realized the Filipino creates more honesty and less pretension."

"Pride in Filipino has evolved from deliberate and ideological among Millennials to performative, expressive, and hybrid among Gen Z."

1.3 Torn between prestige and authenticity.

Five (5) respondents expressed that growing up, English was the mark of being 'professional.' They were trained to switch quickly. But as adults, they feel guilty when their kids prefer English. They're now more deliberate in using Filipino in meetings or community work. In school, English felt required. But at work, they realized the Filipino creates more honesty and less pretension. They write research in English but brainstorm in Filipino. Additionally, they mentioned that pride is revived and reflective. After decades of English dominance, they now consciously reclaim Filipino in professional communities to preserve cultural identity, and foster honest dialogue. It is a conscious, reflective choice used in professional, community, and family contexts to assert the value, depth, and legitimacy of the language.

"Growing up, English was the mark of being 'professional.' We were trained to switch quickly. But as adults, we feel guilty when our kids prefer English."

"Pride is revived and reflective. After decades of English dominance, we now consciously reclaim Filipino in professional communities, to preserve cultural identity, foster honest dialogue, and assert the language's legitimacy."

Question No. 2. What factors contribute to the fading or strengthening of pride in using Filipino through time (e.g., globalization, education, media, identity)?

2.1 English fluency is practically currency

Five (5) respondents expressed that they grew up absorbing the message often quietly, subconsciously that English is the language of the world, while Filipino is the language of home. This hierarchy wasn't taught directly but it was shaped by everyday experiences across school, media, and work. Additionally, they mentioned that the Filipino language feels local not because it is limited, but because it is rarely invited into spaces of prestige. In everyday life, it is used to comfort patients, build trust in community work, and express emotional nuance, the roles that are deeply meaningful but often undervalued in systems obsessed with global alignment. Filipino becomes the language of authenticity, not ambition.

"We grew up absorbing the message often quietly, subconsciously that English is the language of the world, while Filipino is the language of home."

"The Filipino language feels local not because it is limited, but because it is rarely invited into spaces of prestige."

2.2 Filipino becomes the language of inner life

Five (5) respondents expressed that for young adults, a cultural reawakening begins when the chase for prestige, salary, or English fluency loses its central place. They realize that while English may open doors professionally, it cannot capture their emotions, humor, or inner life the same way the Filipino can. It is the voice that surfaces during difficult conversations, personal letters, prayers, or moments of clarity. Additionally, they mentioned that they discovered that the Filipino language they once took for granted actually holds memory, nuance, and cultural soul. What once felt ordinary now feels like heritage. Now they see that English may help them navigate the world, but the Filipino reminds them who they are.

"For many young adults, a cultural reawakening begins when the chase for prestige, salary, or English fluency loses its central place."

"I discovered that the Filipino language I once took for granted actually holds memory, nuance, and cultural soul. "

2.3 School culture and home expectations shape linguistic confidence early

Ten (10) respondents expressed that English is the language of intelligence and success, while Filipino is something to correct, downplay, or reserve for casual moments. This hierarchy didn't come from one source, it emerged from overlapping messages in schools, classrooms, and even at home. Additionally, they mentioned that Filipino was often taught as memorization rather than meaning, stripping it of life. Lessons focused on grammar rules, affixes, and obsolete vocabulary instead of exploring Filipino as a vibrant, evolving cultural language. Filipino wasn't taught as identity instead it was taught as another requirement, something to study for quizzes, not something to take pride in.

"English is the language of intelligence and success, while Filipino is something to correct, downplay, or reserve for casual moments."

Analyzing Cultural Phenomenon of pride on the use of the Filipino Language Amid English Language Dominance

"Filipino was often taught as memorization rather than meaning, stripping it of life. Lessons focused on grammar rules, affixes, and obsolete vocabulary instead of exploring Filipino as a vibrant, evolving cultural language."

Question No. 3. Are Filipinos still consistently proud of using the Filipino language today despite the continued preference for English in formal domains?

3.1 Filipino pride among professionals is situational and conscious

Five (5) respondents expressed that they renewed a sense of pride in Filipino, particularly as adults or professionals who consciously choose to reclaim it. However, English continues to dominate schools, workplaces, and formal communications, so even proud Filipino speakers like them often default to English for efficiency, perceived credibility, or career advancement. This creates a tension between personal identity and social expectations. Additionally, they mentioned that they consciously blend Filipino and English depending on the audience, context, and purpose. Filipino is often reserved for community engagement, cultural events, or internal team discussions where emotional nuance or cultural resonance matters. Using Filipino deliberately, even in limited contexts, becomes an act of cultural affirmation and resistance to the perception that English equals intelligence.

"I renewed a sense of pride in the Filipino, particularly as adults or professionals who consciously choose to reclaim it."

"I consciously blend Filipino and English depending on the audience, context, and purpose."

3.2 Pride linked to cultural and emotional expression

Five (5) respondents shared that the Filipino language is highly valued for its emotional nuance, expressive richness, and cultural resonance, which many feel English cannot fully replicate. Professionals across sectors, especially educators, social workers, cultural practitioners, and community organizers emphasize that the Filipino language allows them to communicate complex emotions, subtle social meanings, and culturally grounded ideas more effectively. Additionally, they mentioned that using Filipino situates discussions within shared cultural understandings, making explanations, advocacy, or education more relatable and impactful. Filipino language offers words, idioms, and phrases that capture feelings or experiences that English often flattens or generalizes. This is particularly important in counseling, community outreach, or storytelling.

"The Filipino language is highly valued for its emotional nuance, expressive richness, and cultural resonance, which many feel English cannot fully replicate."

"Using Filipino situates discussions within shared cultural understandings, making explanations, advocacy, or education more relatable and impactful."

3.3 Reclaiming Filipino as an academic and professional language

Ten (10) respondents mentioned that they actively challenged the stereotype that Filipino is suitable only for informal, emotional, or poetic expression. They consciously use Filipino in academic and professional contexts like lectures, policy discussions, and presentations to demonstrate that it can convey complex, technical, and formal ideas just as effectively as English. Additionally, they shared that it also reinforces Filipino as a language of thought and critical reasoning, countering the deeply ingrained belief that English is synonymous with intelligence or professionalism. They see this as a way to model linguistic pride for students and younger professionals, encouraging them to embrace Filipino without fear of social stigma or perceived incompetence.

"I actively challenged the stereotype that Filipino is suitable only for informal, emotional, or poetic expression.."

"It also reinforces Filipino as a language of thought and critical reasoning, countering the deeply ingrained belief that English is synonymous with intelligence or professionalism."

5. Discussion

The use of the Filipino language amidst the dominance of English in the Philippines presents a compelling landscape to explore attitudes and identity. Anchored in Language Attitude Theory, which posits that individuals' attitudes toward a language significantly shape their usage patterns, this study sheds light on the pride Filipinos feel in using their national language. Attitudes toward Filipino range from positive, marked by pride and emotional attachment, to ambivalent or negative, often due to the perceived prestige, utility, and social mobility associated with English.

Examining current pride in using Filipino. The findings suggest that pride in using Filipino is present but nuanced. Many participants report feeling a sense of cultural connection and identity when speaking Filipino in informal or social settings. This aligns with Language Attitude Theory, which emphasizes that positive language attitudes promote the active use of a language. However, in formal contexts such as professional environments or academic settings, English often becomes the preferred medium, driven by instrumental motivations like career advancement and global competitiveness. This duality indicates that pride alone does not always translate into consistent use, especially when societal pressures and perceived utility favor English.

Evolution of pride over time amid English dominance. Examining generational differences through the lens of Ethnolinguistic Identity Theory further clarifies these patterns. This theory suggests that language is a core marker of ethnolinguistic identity, influencing both group cohesion and individual self-concept. Older generations, who often experienced Filipino as a primary medium of communication, report a stronger sense of pride and emotional attachment, viewing the language as a symbol of national identity and cultural heritage. In contrast, younger professionals, shaped by globalization, media exposure, and English-dominated education, demonstrate a more utilitarian view, balancing pride in Filipino with pragmatic reliance on English. Factors such as media consumption, globalization, and educational systems have gradually reconfigured how pride manifests, sometimes reinforcing it in informal contexts while weakening it in formal domains.

Interplay of Theory and Practice. Combining insights from both theories, it is evident that language attitudes influence behavior, but these attitudes are intertwined with ethnolinguistic identity, which anchors emotional and cultural significance to language use. The tension between instrumental motivations (favoring English) and symbolic pride (favoring Filipino) illustrates how societal structures and individual identity intersect. While pride in Filipino remains an integral part of cultural identity, its expression is context-dependent, reflecting both generational shifts and the structural dominance of English.

Overall, the study highlights a complex landscape where pride in Filipino coexists with practical considerations favoring English. Language attitudes shape daily usage, yet ethnolinguistic identity ensures that Filipino continues to be a potent symbol of national and cultural pride. Future interventions promoting Filipino language use might benefit from strategies that strengthen both the instrumental value and symbolic prestige of the language, bridging the gap between pride and practice.

6. Conclusion

The study reveals that pride in the Filipino language persists among Filipinos, but it is highly context-dependent and shaped by social, professional, and generational factors. Participants consistently expressed emotional attachment to Filipino, viewing it as a medium of authenticity, cultural identity, and nuanced expression that English cannot fully replicate. Pride manifests in different ways: as a tool for equity and accessibility in education, as a means of emotional and relational connection in workplaces and communities, and as a deliberate act of resistance against linguistic elitism. Generational differences highlight evolving perceptions: Millennials and early professionals approach Filipino deliberately and ideologically, while Gen Z expresses it more hybridly and performatively, blending Filipino, English, and regional languages. Despite the dominance of English in formal, academic, and corporate domains, participants actively use Filipino to assert identity, foster understanding, and maintain cultural continuity. Key factors influencing pride include education, workplace hierarchies, globalization, media, and personal experiences with language. Overall, the findings suggest that Filipino continues to hold emotional, cultural, and intellectual value, with pride expressed selectively but consciously, reflecting both the challenges and resilience of the national language in a bilingual, globalized context.

References

- Bondoc, R. S. Jr. (2024). ICT-driven instructional and assessment strategies for physical education in the new normal. *Environment and Social Psychology*, 9(4), 2155. <https://doi.org/10.54517/esp.v9i4.2155>
- Burgos, M., Politico, R., & Vergara, L. (2024). Cultural identity and English language learning among Filipino college students. *International Conference on Culture, Education, and Philosophy Journal*, 12(1), 45–63. <https://icceph.com/wp-content/uploads/2024/12/CULTURAL-IDENTITY-AND-ENGLISH-LANGUAGE-LEARNING.pdf>
- Cacho, Reynald & Lladonez, Stephanie & Villenes, Rejulios & Macabuhay, Mary & Valerio, Crizia. (2024). Influence of English and Filipino as Assessment Languages in Word-Problem Performance. *OKARA: Jurnal Bahasa dan Sastra*. 18. 54-70. 10.19105/ojbs.v18i1.12715.
- Calzada, K. P. D. (2024). Anti-dependency teaching strategy for innovation in the age of AI among technology-based students. *Environment and Social Psychology*, 9(8), 3026. <https://doi.org/10.59429/esp.v9i8.3026>
- Carpio, L. B., Caburnay, A. L. S., Nollado, S. M., et al. (2024). Technology-based teaching among nursing instructors: Confidence and apprehension in using simulation equipment for training. *Environment and Social Psychology*, 9(8), 2591. <https://doi.org/10.59429/esp.v9i8.2591>
- Ceneciro, C. C. (2025). Characterizing workshops promoting motivated engagement and retention beyond the sessions: Experiential narratives from education, language, and social science instructors. *Forum for Linguistic Studies*, 7(4), 51–65. <https://doi.org/10.30564/fls.v7i4.8373>
- Chavez, Jason & Samilo, Pearly Jade & Cabiles, Nena Vanessa & Abdurasul, Sar-Ana & Abdurasul, Rasmil & Maturan, Erwin & Dimzon, Salita & Acha, Ma & Magno, Jelyn & Samarca, Annie. (2025). How should parents balance the learning of Filipino and English at home?: Consistent teaching behaviors towards children. *Environment and Social Psychology*. 10. 10.59429/esp.v10i8.3838.
- Dillera-Prejoles, M., Quiñal, R., & Gomez, L. (2025). Shifting tides: ESL learners' attitudes towards Philippine English. *Digital Journal of Philippine English Studies*, 8(2), 23–41. <https://digi-journalphils.com/shifting-tides-esl-learners-attitude-towards-philippine-english/>
- Divinagracia, L. T. (2024). Macro and micromanagement practices of reading comprehension programs in selected grade schools in the post-pandemic. *Forum for Linguistic Studies*, 5(2). <https://doi.org/10.59400/fls.v5i2.1664>
- Esteron, J. M. (2023). Language attitudes and identity formation in multilingual Philippine schools. *Linguistics and Language Teaching Journal*, 15(3), 88–102. <https://e-journal.usd.ac.id/index.php/LLT/article/view/2400>
- Esteron, R. (2025). Attitudes of trilingual schoolchildren in the Philippines: Ilocano, Filipino, and English. *Language Literacy and Teaching*, 4(1), 34–49.
- Estoque, M. R. (2023). Analysis of library resources and services in developing confidence for language use. *Forum for Linguistic Studies*, 5(2), 1709–1709.
- Gadaza, Aniza & Manera, Alma & Santos, Sharmina & Alih, Cherry & Caban, Reymarie. (2025). Reviving the Past, Teaching the Future: The Role of Philippine Cultural Heritage in Curriculum Development of Teacher Education Programs Focus. *International Journal on Culture, History, and Religion*. 7. 80-97. 10.63931/ijchr.v7iSI2.169.
- Garil, B. A. (2024). Socio-cultural factors affecting reading comprehension levels and demographic-based grammatical competence of higher education students. *Forum for Linguistics Studies*, 6(3), 184–197. <https://doi.org/10.30564/fls.v6i3.6465>
- Garil, B. A., Abbas, T. S. C., & Limen, M. V. (2024). Analyzing the demographic-based grammatical competence and its relationship to academic performance in higher education settings. *Forum for Linguistic Studies*, 6(3), 343–356. <https://doi.org/10.30564/fls.v6i3.6453>
- Garil, B. A., Entong, M. B. M., & Muarip, V. C. (2024). Language delivery styles in academic trainings: Analysis of speakers' emotional connection to audience for lasting learning. *Forum for Linguistic Studies*, 6(3), 326–342. <https://doi.org/10.30564/fls.v6i3.6533>
- Jambangan, Edilhynie. (2025). The Shifting Landscape of Bilingual Education: Global Insights and Philippine Realities. *SSRN Electronic Journal*. 10.2139/ssrn.5974334.

- Lamorinas, D. D., Luna, L. A., Lai, M. N. D., et al. (2025). A general perspective on the factors influencing the low preferences of Gen Z college students towards the Filipino language. *Forum for Linguistic Studies*, 7(3), 451–466. <https://doi.org/10.30564/fls.v7i3.8482>
- Lising, L., & Bautista, M. L. (2022). Language ownership and identity among Filipino university students. *Journal of English and Applied Linguistics*, 1(1), 1–18.
- Magno, J.M., Indal, R.S., Chavez, J.V., et al., 2024. Alternative Teaching Strategies in Learning Filipino Language among Dominant English Speakers. *Forum for Linguistic Studies*. 6(4):404-419. DOI:<https://doi.org/10.30564/fls.v6i4.6742>
- Martinez, J. C. (2026). *Philippine Englishes-in-Motion: The Case of Filipino Migrants in Japan*. Cambridge: Cambridge University Press.
- Nafee, Zukhruf & Farid, Dr. (2025). The Impact of Globalization on English Use. *The Critical Review of Social Sciences Studies*. 3. 1594-1604. 10.59075/nj825013.
- Ponce, R. (2025). Language attitudes of adolescent Filipino bilingual learners towards English and Filipino. *International Journal of Multilingualism*, 22(1), 75–91. https://www.researchgate.net/publication/304032218_Language_attitudes_of_adolescent_Filipino_bilingual_learners_towards_English_and_Filipino
- Smith, Olu. (2025). *English Education And Global Citizenship: Preparing Learners For A Multilingual, Interconnected*
- Tocalo, Abdul Wahid & Albores, Angelika & Zalzos, Remi & Fernandez, Ma & Ponce, Ariel Robert. (2025). Legitimizing Philippine English: Attitudinal Differences between Multilingual Teachers and Students of English. *MEXTESOL Journal*. 49. 2025. 10.61871/mj.v49n3-2.
- Villanueva, Louie & Gamiao, Bert. (2022). Effects of Code Switching Among College Instructors and Students In a Philippine Classroom Setting. *American Journal of Multidisciplinary Research and Innovation*. 1. 70-77. 10.54536/ajmri.v1i2.292.
- Zeng, Jie & Yang, Tian. (2022). English in the Philippines from the Perspective of Linguistic Imperialism. *Rupkatha Journal on Interdisciplinary Studies in Humanities*. 14. 10.21659/rupkatha.v14n1.18.