

Filipino Language Pride and Identity in the Midst of English Language Dominance

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Abstract

This study explored Filipino language pride and identity in the midst of English language dominance among Filipino adults and professionals. Guided by Language Attitude Theory and Ethnolinguistic Identity Theory, the research examined how individuals perceive Filipino language pride, negotiate their linguistic identity, and adapt their language use across different communication contexts. A qualitative research design was employed using purposive sampling to select 25 Filipino professionals and adults representing diverse age groups and occupational backgrounds. Data were gathered through semi-structured interviews and analyzed using thematic analysis to identify recurring patterns and shared experiences.

The findings revealed that Filipino continues to serve as a significant marker of cultural identity, emotional expression, and authentic communication despite the widespread use of English in formal domains. Participants recognized English as the preferred language for academic, professional, and global communication, while Filipino remained the language of interpersonal connection, cultural belonging, and meaningful understanding. The study further found that bilingual communication reflects adaptive language practices rather than diminished language pride. Participants intentionally shifted between Filipino and English according to context while maintaining a strong attachment to their national language. Generational differences, educational experiences, workplace expectations, globalization, media exposure, and family influences were likewise identified as important factors shaping evolving perceptions of Filipino language pride and identity.

The study concludes that Filipino language pride persists despite the continued dominance of English and has adapted to contemporary bilingual realities through conscious and purposeful language use. Filipino remains an essential language for preserving cultural identity, promoting inclusive communication, and supporting intellectual discourse alongside English. These findings contribute to a deeper understanding of language attitudes and identity among Filipino adults and professionals and provide valuable insights for language policy, education, and the promotion of Filipino as both a cultural symbol and a legitimate language for academic and professional engagement.

Keywords : Filipino language; language pride; cultural identity; English language dominance;

INTRODUCTION

Language serves not only as a medium for communication but also as an important expression of cultural identity, national consciousness, and social belonging. In the Philippines, the coexistence of Filipino and English has created a multilingual environment in which both languages perform distinct yet complementary functions in education, professional settings, and everyday communication. Contemporary discussions on bilingual education continue to emphasize the significance of maintaining Filipino alongside English and other local languages, recognizing their collective role in shaping communication practices and educational experiences. These linguistic realities reflect ongoing efforts to reconcile global demands with local cultural values in the formulation of language and educational policies (Jambangan, 2025). Likewise, previous studies indicate that language attitudes and patterns of language use are influenced by academic, cultural, and communicative contexts, particularly among Filipino learners and professionals (Garil, 2024a; Garil et al., 2024b; Garil et al., 2024c). While Filipino remains a powerful symbol of national identity and cultural heritage, English continues to be associated with prestige, socioeconomic advancement, and international engagement (NCCA, 2020). Consequently, many Filipinos navigate the balance between preserving their linguistic identity and responding to the practical demands

of an English-dominated society, reflecting broader patterns of communication, emotional expression, and learning within Philippine educational and professional environments (Ceneciro, 2025; Divinagracia, 2024; Estoque, 2023). This study is grounded in Language Attitude Theory, which explains that individuals' beliefs and emotions toward a language shape its perceived value and influence its use. It is further supported by Ethnolinguistic Identity Theory, which emphasizes the role of language in expressing cultural affiliation and maintaining group identity.

Although numerous studies have examined bilingualism and language use in the Philippine context, limited attention has been given to how Filipino adults and professionals experience language pride and identity while functioning in environments where English dominates formal communication (Lising & Bautista, 2022). Much of the existing literature has focused on students and classroom settings, leaving a gap in understanding how professionals negotiate their attachment to the Filipino language within workplaces where English is often regarded as the preferred language of competence and professionalism. Recent studies on instructional technology, academic performance, and sociocultural dimensions of teaching likewise demonstrate that language practices continue to evolve among Filipino educators and professionals (Calzada, 2024; Carpio et al., 2024; Bondoc, 2024). Furthermore, there remains limited evidence explaining how language pride and identity have changed across generations as globalization, digital communication, and media continue to reshape cultural values and linguistic practices. Addressing these gaps, the present study explores how Filipino adults and professionals perceive language pride and identity, how English language dominance influences these perceptions, and how these experiences shape their language choices across different communication contexts.

The study centers on key concepts including Filipino language pride, cultural identity, language attitudes, English language dominance, and socio-cultural influences such as education, media, and globalization (Esteron, 2025). Existing research on educational practices, communication, and language use further demonstrates that identity and language attitudes are continually shaped by both academic and professional experiences (Ceneciro, 2025; Garil et al., 2024c; Calzada, 2024). Through an exploratory qualitative design involving purposively selected Filipino professionals and adults, this research seeks to generate rich descriptions of how language pride and identity are negotiated within contemporary society. Ultimately, the study aims to explore Filipino language pride and identity in the midst of English language dominance, contributing to a deeper understanding of how cultural identity is sustained, transformed, or challenged within an increasingly globalized and bilingual Philippine context.

LITERATURE REVIEW

Filipino Language in the Philippine Linguistic Landscape

The Philippines has long been recognized as a multilingual nation whose language practices have been shaped by historical, political, and cultural influences. Although Filipino was established as the national language and reaffirmed by the Constitution, English continues to occupy a dominant position in education, government, business, and international communication. Its widespread use is frequently associated with access to global opportunities, professional advancement, and participation in international communities. At the same time, scholars continue to examine how the prominence of English affects the preservation of local languages and cultural identities within postcolonial societies. These perspectives demonstrate that language use extends beyond communication, reflecting historical experiences and broader social transformations (Zeng & Yang, 2022; Smith, 2025). While Filipino remains closely connected with cultural heritage and national belonging, English is commonly linked to professional mobility and international engagement, illustrating the complementary yet competing roles of both languages in contemporary Philippine society (Martinez, 2026; Lamorinas et al., 2025).

Filipino Language Pride and Cultural Identity

Language pride represents an important expression of cultural identity, allowing individuals to maintain a sense of belonging to their community and nation. Previous studies indicate that many Filipinos associate the Filipino language with patriotism, shared heritage, and collective identity. Research conducted in multilingual educational settings demonstrates that positive attitudes toward Filipino and other native languages contribute to stronger cultural identification among learners (Esteron, 2023). Likewise, studies in higher education emphasize the value of flexible language practices, including code-switching, in promoting meaningful classroom interaction while

supporting cultural relevance. Educational initiatives that integrate Philippine heritage into teacher education likewise reinforce appreciation for the Filipino language and its role in preserving national identity (Villanueva & Gamiao, 2022; Gadaza et al., 2025). Furthermore, instructional strategies developed for English-dominant learners have been shown to improve engagement with Filipino and strengthen favorable attitudes toward the national language (Magno et al., 2024). These findings suggest that Filipino language pride continues to serve as an essential component of cultural identity despite increasing linguistic diversity.

English Language Dominance and Language Identity

The continued prominence of English within Philippine educational and professional institutions significantly influences language attitudes and identity formation. English proficiency is widely regarded as an important factor for academic achievement, career advancement, and global competitiveness. Research involving English as a Second Language (ESL) learners indicates that many Filipinos recognize Philippine English as a legitimate variety while simultaneously expressing pride in its local characteristics (Dillera-Prejoles, Quiñal, & Gomez, 2025). Nevertheless, English frequently occupies high-status domains such as higher education, corporate communication, and government institutions, whereas Filipino is more commonly associated with informal interactions and cultural expression (Ponce, 2025). This linguistic hierarchy creates a complex environment in which individuals continuously negotiate between practical advantages offered by English and their cultural attachment to Filipino. Consequently, language identity develops through the interaction of social expectations, institutional practices, and personal beliefs regarding language use.

Generational Perspectives on Filipino Language Pride

Attitudes toward Filipino and English continue to evolve across generations as educational experiences, family environments, and societal influences shape language preferences. Research suggests that parents play an important role in developing children's bilingual abilities by encouraging the use of both Filipino and English within the home, allowing learners to acquire linguistic competence while maintaining cultural connections (Chavez et al., 2025). Meanwhile, studies involving graduate students and educators reveal increasing recognition of Philippine English as a legitimate linguistic variety alongside continuing appreciation for Filipino. Teachers and students likewise demonstrate diverse attitudes toward Filipinisms and other localized language features, illustrating the dynamic nature of language identity in multilingual educational settings (Hernandez, 2020; Tocalo et al., 2025). These findings indicate that language pride is continually reconstructed across generations as individuals adapt to changing educational, professional, and cultural environments.

Socio-Cultural Influences on Filipino Language Pride

Several socio-cultural factors contribute to the strengthening or weakening of Filipino language pride. Globalization has expanded the importance of English in education, employment, and international communication, increasing its perceived practical value. Studies examining language use in educational assessment reveal that both Filipino and English influence students' comprehension and academic performance, demonstrating the importance of balancing local and global language demands (Nafee & Farid, 2025; Cacho et al., 2024). At the same time, media, popular culture, and digital platforms have contributed to renewed visibility and appreciation of Filipino in contemporary communication. Research among college students further shows that many individuals successfully balance English proficiency with cultural identity by strategically using both languages according to context (Burgos, Politico, & Vergara, 2024). These findings suggest that language pride is shaped not only by educational and occupational demands but also by broader cultural experiences and evolving patterns of social interaction.

Language Choice Across Communication Contexts

Language selection among Filipinos is influenced by communicative purpose, audience, and situational demands. Studies conducted in multilingual settings indicate that individuals frequently alternate between Filipino and English depending on whether communication occurs in academic, professional, or social environments. Student journalists, for example, often prefer English when writing because it is perceived as more formal and internationally recognized, whereas Filipino is commonly used for interpersonal communication and cultural

expression. Similarly, educators acknowledge that incorporating Filipino into classroom instruction enhances comprehension while allowing English to remain the primary language for formal academic discourse. These findings demonstrate that bilingual language practices represent practical adaptations to diverse communication contexts rather than indicators of declining appreciation for the Filipino language.

Contemporary Perspectives on Filipino Language Pride and Identity

Recent scholarship suggests that Filipino language pride remains evident despite the continued dominance of English in many formal domains. While earlier studies often emphasized the marginalization of Filipino, more recent research indicates that language pride has evolved rather than diminished. Filipino continues to function as an important symbol of cultural identity and emotional connection, whereas English serves practical academic and professional purposes. Positive attitudes toward both Philippine English and Filipino illustrate an emerging plurilingual perspective in which multiple languages coexist as complementary components of Filipino identity (Dillera-Prejoles et al., 2025; Hernandez, 2020). This evolving perspective highlights that language pride and identity are not mutually exclusive with English proficiency but instead reflect the adaptive linguistic practices of Filipinos within an increasingly globalized society.

METHODS

Research Design

This study employed a qualitative research design to explore Filipino language pride and identity in the midst of English language dominance. A qualitative approach was considered appropriate because it provides a comprehensive understanding of individuals' lived experiences, perceptions, and attitudes regarding language use. Specifically, the study sought to examine how Filipino language pride and identity are expressed across social, educational, and professional settings while considering the influence of English as the dominant language in many formal communication contexts. This design enabled participants to describe their experiences in their own words, allowing the researcher to capture the complexity of language attitudes and identity formation within contemporary Philippine society.

Population and Sampling

The participants of the study consisted of Filipino professionals and adults who regularly use both Filipino and English in their personal and professional interactions. Purposive sampling was utilized to recruit individuals capable of providing relevant and information-rich perspectives regarding the research phenomenon. A total of twenty-five (25) participants representing different age groups, occupations, and professional backgrounds were selected to capture diverse experiences and possible generational variations in language pride and identity. Participants were identified through professional networks and community affiliations to ensure their accessibility and willingness to participate in the study.

Instrument

Data were gathered through a semi-structured interview guide that encouraged participants to openly discuss their experiences while maintaining consistency across all interviews. The interview questions were developed to align with the study's objective of exploring Filipino language pride and identity in the midst of English language dominance. The guide examined participants' perceptions of pride in using the Filipino language, the influence of English language dominance on their language use and cultural identity, and the ways these experiences have shaped their communication across different contexts. The semi-structured format also allowed the researcher to ask follow-up questions whenever necessary, providing richer descriptions and deeper insights into participants' perspectives while maintaining the overall direction of the inquiry. Table 1 presents the interview guide used in the study.

Table 1. Interview guide questions.

Objectives	Interview question
To explore Filipino language pride and identity in the midst of English language dominance.	How do you perceive your sense of pride in using the Filipino language in the midst of English language dominance?

	In what ways does the dominance of the English language influence your use of the Filipino language and your sense of identity across different communication contexts? How have your perceptions of Filipino language pride and identity changed over time in relation to the continued dominance of the English language?

Data Gathering Procedure

Data collection was conducted in accordance with established ethical standards for qualitative research. Before the interviews, participants were informed about the purpose of the study, the voluntary nature of their participation, and the measures implemented to protect confidentiality. Written informed consent was obtained prior to data collection. Interviews were carried out either face-to-face for participants attending graduate school classes at the university or through online platforms for participants residing outside the Province of Surigao del Sur, depending on their availability and preference. Each interview lasted approximately 45 to 60 minutes and was audio-recorded with participants' permission to facilitate accurate transcription. Field notes were likewise maintained to document contextual observations, non-verbal behaviors, and the researcher's initial reflections throughout the interview process.

Data Analysis

The interview data were analyzed using thematic analysis to identify recurring patterns and meanings related to Filipino language pride and identity. The analysis began with familiarization, during which interview recordings were transcribed and reviewed repeatedly to develop a comprehensive understanding of the participants' responses. This was followed by systematic coding, where meaningful statements were identified and assigned descriptive codes. Related codes were then organized into broader themes reflecting participants' experiences of language pride, cultural identity, language use, and the influence of English language dominance. The resulting themes were interpreted in relation to the research objective and guided by the principles of Language Attitude Theory and Ethnolinguistic Identity Theory. To strengthen the credibility and trustworthiness of the findings, triangulation was employed by comparing responses across participants, while member checking with selected participants was conducted to validate the interpretations derived from the analysis.

RESULTS

Research Objectives. To explore Filipino language pride and identity in the midst of English language dominance.

Question No. 1. How do you perceive your sense of pride in using the Filipino language in the midst of English language dominance?

Theme 1. Filipino language pride reflects cultural identity, emotional attachment, and social inclusion

15 Participants consistently described Filipino as more than a communication tool; they viewed it as an important expression of cultural identity, emotional connection, and social belonging. Many respondents shared that they take pride in using Filipino because it enables them to communicate naturally and authentically, particularly in personal and community interactions. Although English is often associated with professionalism and career

advancement, Filipino remains the language through which they express humor, empathy, vulnerability, and genuine interpersonal relationships. Several participants also emphasized that Filipino promotes accessibility and equity, particularly in educational settings where students understand lessons more effectively and participate more confidently when discussions are conducted in their national language.

Respondents further explained that Filipino allows people from different educational and social backgrounds to communicate on equal footing. They believed that encouraging Filipino in academic and professional discussions challenges the notion that intelligence is measured solely through English proficiency. As a result, Filipino becomes both a symbol of cultural identity and a means of creating more inclusive communication.

"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."

Theme 2. Filipino remains relevant through authentic communication and meaningful understanding

Ten participants emphasized that Filipino continues to play a vital role despite the widespread use of English. While English is commonly reserved for formal documentation, business communication, and technical discussions, Filipino becomes the preferred language whenever authenticity, trust, empathy, and genuine understanding are required. Respondents explained that they naturally shift to Filipino when discussing sensitive issues, solving workplace problems, interacting with patients, or facilitating classroom learning because it strengthens interpersonal relationships and improves comprehension.

Many participants also described bilingual communication as a practical strategy rather than a sign of linguistic insecurity. They viewed code-switching as an adaptive skill that allows them to maximize the strengths of both languages according to the demands of each situation. English provides technical precision and international competitiveness, whereas Filipino supports emotional expression, critical reflection, and meaningful engagement. Consequently, respondents recognized Filipino as an indispensable language for building confidence, encouraging participation, and promoting authentic communication across educational, professional, and community contexts.

"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."

Question No. 2. In what ways does the dominance of the English language influence your use of the Filipino language and your sense of identity across different communication contexts?

Theme 1. English dominance shapes language choice while Filipino reinforces cultural identity

16 Participants explained that the widespread use of English significantly influences their language preferences across professional, academic, and social environments. In many workplaces, particularly in corporate, business, technology, and service-oriented industries, English is viewed as the language of competence, credibility, and professional success. Respondents acknowledged that they often rely on English during formal meetings, presentations, documentation, and client interactions because it meets institutional expectations and international standards. Despite these practical advantages, many participants emphasized that Filipino remains their preferred language whenever they seek to express authenticity, strengthen interpersonal relationships, or reconnect with their cultural identity.

Several respondents described Filipino as the language that reflects their genuine personality and emotional experiences. They explained that switching to Filipino during casual conversations or collaborative work creates a greater sense of warmth, trust, and belonging. Others shared that using Filipino in educational and community settings represents a conscious effort to challenge linguistic elitism by demonstrating that intellectual discussions

and meaningful learning are not exclusive to English. These perspectives illustrate the continuing tension between the practical value of English and the cultural significance of Filipino in everyday communication.

"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."

Theme 2. Bilingual communication reflects adaptability while preserving Filipino identity

Nine Participants consistently described bilingual communication as an adaptive practice that enables them to respond effectively to different communication contexts without abandoning their cultural identity. Rather than viewing Filipino and English as competing languages, respondents regarded them as complementary resources that serve distinct functions. English was commonly associated with technical precision, professional communication, and global engagement, whereas Filipino was preferred for expressing emotions, building relationships, facilitating understanding, and promoting inclusivity.

Many respondents noted that their language choices depend on audience, purpose, and context instead of personal preference alone. They explained that code-switching allows them to communicate efficiently while preserving the cultural and emotional meanings that Filipino uniquely conveys. Participants also emphasized that using Filipino in classrooms, workplaces, healthcare, and community engagement promotes trust, confidence, and meaningful participation. Consequently, bilingual language practices were viewed not as a sign of diminished pride in Filipino but as evidence of linguistic flexibility that enables individuals to maintain their cultural identity while meeting the demands of an English-dominated society.

"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."

Question No. 3. How have your perceptions of Filipino language pride and identity changed over time in relation to the continued dominance of the English language?

Theme 1. Filipino language pride has evolved across generations and life experiences

10 participants described their perceptions of Filipino language pride as dynamic, evolving alongside their educational experiences, professional responsibilities, and personal growth. Many respondents shared that during their early years, English was often regarded as the language of intelligence, professionalism, and academic achievement. As they matured and gained professional experience, however, they developed a renewed appreciation for Filipino, recognizing its value in expressing authenticity, strengthening relationships, and preserving cultural identity.

Respondents also observed generational differences in how Filipino is valued. Millennials and early professionals explained that their renewed use of Filipino reflects a deliberate effort to challenge long-standing beliefs that English is the only language suitable for intellectual and professional discourse. In contrast, younger generations were described as more comfortable blending Filipino, English, and regional languages, viewing this linguistic flexibility as a natural expression of contemporary Filipino identity. Others admitted experiencing tension between the prestige associated with English and their desire to preserve Filipino within their families, workplaces, and communities. These experiences demonstrate that language pride has shifted from being largely symbolic to becoming a conscious and intentional expression of cultural identity.

"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."

Theme 2. Education, globalization, and cultural influences continue to shape Filipino language pride

Nine participants identified education, globalization, media exposure, and family environments as important influences on their changing attitudes toward Filipino. Many recalled growing up with the implicit belief that English represented success, intelligence, and broader opportunities, whereas Filipino was primarily associated with home and informal communication. Although this perception encouraged English proficiency, respondents believed it unintentionally reduced the visibility of Filipino in prestigious academic and professional spaces.

Several participants also reflected that their appreciation for Filipino increased as they became older and more aware of its cultural significance. They recognized Filipino as the language that best conveys emotions, memories, humor, spirituality, and personal identity. Others emphasized that traditional educational practices sometimes treated Filipino as a subject focused on memorization instead of meaningful communication, limiting students' appreciation of its richness. These experiences suggest that language pride is continually shaped by formal education, media influences, globalization, and personal encounters throughout an individual's life.

"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."

Theme 3. Filipino language pride persists despite English language dominance

Six participants consistently affirmed that pride in Filipino remains evident. Rather than abandoning their national language, respondents described intentionally using Filipino in situations where cultural understanding, emotional expression, and community engagement are most important. They emphasized that Filipino continues to strengthen relationships, facilitate meaningful communication, and preserve cultural identity even within environments where English is the expected language.

Participants likewise challenged the long-standing perception that Filipino is appropriate only for informal or creative communication. Many deliberately use Filipino in lectures, research discussions, policy conversations, community programs, and professional activities to demonstrate that it is equally capable of conveying complex ideas and critical thinking. For them, reclaiming Filipino within academic and professional domains represents both an affirmation of cultural identity and an effort to encourage future generations to value their national language alongside English. These findings demonstrate that Filipino language pride has not diminished but has instead adapted to contemporary bilingual realities through conscious and purposeful language choices.

"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."

DISCUSSION

The findings of this study provide a comprehensive understanding of how Filipino adults and professionals negotiate language pride and identity within a society where English continues to dominate many formal domains. Guided by Language Attitude Theory and Ethnolinguistic Identity Theory, the results demonstrate that attitudes toward Filipino are influenced not only by practical communication needs but also by cultural identity, emotional attachment, and social experiences. While English remains closely associated with educational achievement, professional advancement, and international communication, Filipino continues to serve as an important marker of national identity, authentic self-expression, and interpersonal connection. These findings indicate that language choices are shaped by the interaction of instrumental motivations and cultural values rather than by preference for one language alone.

The findings further reveal that pride in the Filipino language remains evident despite the continued dominance of English. Participants consistently viewed Filipino as the language through which they communicate most naturally, establish meaningful relationships, and express emotions that are often difficult to convey in English. This observation supports Language Attitude Theory, which proposes that positive beliefs and emotional

attachment toward a language encourage its continued use across different communication contexts. However, the study also demonstrates that language use is strongly influenced by situational demands. English is frequently selected for formal, academic, and professional purposes because it is widely perceived as the language of competence, credibility, and global participation. Consequently, participants continuously balance practical considerations with their cultural attachment to Filipino, resulting in bilingual communication practices that reflect both functionality and identity.

The study also demonstrates that bilingualism among Filipino professionals is not an indication of declining language pride but rather an adaptive communication strategy. Participants described code-switching as an effective means of responding to varying audiences, purposes, and environments while preserving their cultural identity. English allows precise communication in technical and professional settings, whereas Filipino facilitates empathy, trust, inclusivity, and authentic interpersonal interaction. These findings align with Ethnolinguistic Identity Theory, which emphasizes that language remains a central symbol of group membership and cultural affiliation even when individuals regularly use multiple languages. Rather than replacing Filipino, English complements it by fulfilling different communicative functions within contemporary Philippine society.

Another important finding concerns the evolving nature of Filipino language pride across generations and life experiences. Participants explained that their appreciation of Filipino has become stronger as they matured and assumed greater professional and social responsibilities. While many acknowledged that English was traditionally promoted as the language of intelligence, success, and social mobility, they later recognized Filipino as equally capable of expressing critical thought, academic discourse, and professional communication. Younger generations likewise demonstrate greater confidence in blending Filipino, English, and regional languages, suggesting that language identity has become increasingly flexible without diminishing pride in the national language. These findings indicate that language pride is dynamic and continually reconstructed through education, workplace experiences, globalization, media exposure, and personal reflection.

The findings further highlight the important influence of educational institutions, workplaces, families, and broader social environments in shaping language attitudes. Participants observed that educational practices and professional cultures frequently reinforce the prestige of English, while Filipino is often reserved for informal communication. Nevertheless, many respondents deliberately challenge these perceptions by incorporating Filipino into academic discussions, professional interactions, healthcare communication, and community engagement. Their experiences suggest that language pride is strengthened when Filipino is recognized as capable of conveying complex knowledge, supporting critical thinking, and facilitating inclusive participation. Such practices contribute to reducing linguistic hierarchies while reinforcing the cultural and intellectual legitimacy of the Filipino language.

Overall, the findings demonstrate that Filipino language pride persists despite the continued dominance of English. Rather than existing in opposition, Filipino and English function as complementary languages that address different communicative purposes within a multilingual society. English continues to provide access to global opportunities and professional advancement, whereas Filipino preserves cultural identity, strengthens social relationships, and supports authentic communication. Viewed through the combined perspectives of Language Attitude Theory and Ethnolinguistic Identity Theory, the study shows that Filipino language pride has not diminished but has instead adapted to contemporary bilingual realities. This highlights the continuing importance of promoting Filipino not only as a cultural symbol but also as a legitimate language for education, scholarship, professional practice, and national development.

CONCLUSION

This study explored Filipino language pride and identity in the midst of English language dominance among Filipino adults and professionals. The findings reveal that pride in the Filipino language remains strong, although its expression varies across educational, professional, and social contexts. Participants consistently viewed Filipino as an important symbol of cultural identity, emotional expression, and authentic communication, while English was primarily associated with academic achievement, workplace expectations, and global opportunities. Rather than indicating a decline in appreciation for the national language, the coexistence of Filipino and English reflects the adaptive communication practices of individuals navigating a multilingual society.

The study further demonstrates that language pride is shaped by multiple social influences, including education, workplace culture, family expectations, globalization, and media exposure. These factors contribute to the continued prestige of English while simultaneously encouraging many Filipinos to consciously preserve and promote Filipino as an essential component of their identity. Participants highlighted that Filipino strengthens interpersonal relationships, promotes inclusivity, facilitates meaningful learning, and enables the expression of cultural values that cannot always be conveyed through English. Their experiences also illustrate that bilingual communication allows individuals to respond effectively to different situations without weakening their attachment to the Filipino language.

Moreover, the findings indicate that perceptions of Filipino language pride have evolved across generations. While earlier experiences often reinforced English as the language of intelligence and professional success, many participants have gradually developed a renewed appreciation for Filipino as a legitimate language for education, scholarship, leadership, and professional practice. Younger generations likewise demonstrate confidence in integrating Filipino with English and regional languages, reflecting a more flexible yet equally meaningful expression of Filipino identity. These evolving perspectives suggest that language pride is continuously reconstructed through personal experiences and changing social realities.

Overall, the study concludes that Filipino language pride and identity continue to endure despite the widespread dominance of English. Rather than competing with one another, Filipino and English fulfill complementary roles within Philippine society, allowing individuals to balance cultural identity with practical communication demands. The findings affirm that Filipino remains a language of intellectual value, cultural continuity, and national identity, emphasizing the importance of strengthening its use across educational institutions, workplaces, and public discourse. Promoting Filipino alongside English can contribute to preserving the country's linguistic heritage while preparing Filipinos to participate confidently in an increasingly interconnected global community..

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