

Criteria in determining a variety of English as a New English (Platt, Weber, and Ho, 1984, pp. 2-3):

1. It has developed through the educational system, that is, it has been taught as a subject and, in many cases, also used as a medium of instruction.
2. It has developed in an area where a native variety of English was not the language spoken by most of the population.
3. It is used for a range of functions among those who speak or write it in the region where it is used, for example, in letter writing, in the writing of literature, in parliament, in communication between friends and in the family.
4. It has become 'localized' or 'nativized' by adding some language features of its own, such as sounds, intonation patterns, sentence structures, words, expressions.

Philippine English and social stratification

English is still the language of power and prestige in the Philippines since it is the language of the controlling domains, an essential characteristic of which is the preponderant use of the written form (Sibayan, 1999, p. 565).

➤ Language-based social categorization in the Philippines as manifested by, among other factors, the accessibility of English-language print media to educated members of society, seems to be a microcosm of socioeconomic realities in the larger Philippine context.

Philippine English and social stratification

...Competing countervailing social forces are the continuing economic importance of English for jobs abroad and for business, tourism, and international relations) and the continuing need for it for academic purposes. How much then of the state leading to decline will be realized is a question, since its continuation as a language of the elite seems to be assured and its 'loss' among the masses perhaps questionable, since one doubts if indeed it was ever attained by the masses. What will disappear will not be a mass-based English (which never existed) but probably a loss of access by the talented of the masses to social mobility...(Gonzalez and Bautista, 1986, p. 119).

Philippine English and social stratification

...Perhaps the most important insight that can be gleaned is that two languages, one indigenous [Filipino], the other one exogenous (a colonial language) [English], can be learned by a school population provided these languages are taught well. Good schools did an excellent job of teaching both languages well, and poor schools did a poor job of teaching the two languages.

One factor that consistently explained the variance was the socioeconomic level of these schools; in other words, success in Philippine academic achievement depends on being in Manila and studying in an excellent private school that charges high tuition...(Gonzalez, 1996, pp. 337-338).

Philippine English and social stratification

Bolton (2000) notes that the current social distribution of English “suggests a further skewing of distribution of English language competence in a society that is already sharply uneven in the distribution of wealth to the detriment of the poor and the underprivileged” (p. 102).

Philippine English and social stratification

Gonzalez and Bautista (1986) argue that

...in dealing with sociolects in the Philippines, the traditional categories based on socioeconomic status do not seem to fit the Philippine situation exactly. Rather, a more telling categorization would be one based on degree (number of years) and quality (the presence of suitable models and the quality of instruction) of education, so that one may coin the term edulects to describe the phenomena of various -lects of English in the Philippines. Undoubtedly, the degree and quality of education are pertinent to socioeconomic status, but the focus is on education, not on wealth; theoretically, it is possible to be poor and yet be well educated in the Philippines if one is a scholar, and in the case of groups in Northern Luzon, if one has grown up among missionaries...(p. 118; emphasis mine).