



The Effects of The Implementation of English Only Policy in the Classroom to the BSE English Students' Language Learning

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Abstract – Today, with the ever-changing advancement of the world, it is important for learners to acquire the knowledge and skills needed to meet the demands of 21st century society. In relation to this, their English language proficiency needs to be improved to find more opportunities globally. Hence, one method that is being utilized by teachers when it comes to teaching English to their students is the application of the English Only Policy inside the class where English is the medium used and students are not allowed to use any language other than that. Thus, this study was conducted to determine the effects of the implementation of English Only Policy inside the classroom on the language learning of the students, specifically on the BSE English Students of Pangasinan State University, Lingayen Campus. It made use of a descriptive survey method and has 128 respondents in total. The researchers used an online survey questionnaire in collecting the data needed. Results showed that the implementation of English Only Policy in the classroom positively affects students' language learning. Since they are required to speak and express themselves in English only, it allows them to improve their fluency, boost their self-confidence, improves their grammar and pronunciation, and their social relations. Therefore, it is recommended to use and implement an English Only Policy in the classroom to help students with their language learning.

Keywords – English Only Policy (EOP), implementation, language learning

INTRODUCTION

The Philippines is recognized globally as one of the largest English-speaking nations, with the majority of its population having at least some degree of fluency in the language. Proficiency in the English language is also one of the country's strengths, which has helped drive the economy and even made the Philippines one of the top voice outsourcing destinations in the world (Cabigon, 2015). This is because many Filipinos can speak the language after being colonized by America for years. The national government has declared the English language as one of the official languages of the Philippines, and it is now widely used by different institutions. With English becoming the second language in the country, different professions are already using it in their everyday communications and transactions, such as business meetings, research, interviews, and seminars. In order to meet the standards of the world, learning the English language has somewhat become a necessary requirement. From primary school up to the tertiary level, English subjects have been part of the curriculum of schools in the country. Most of the subjects are being taught using it,

with the exception of the MTB-MLE and Filipino subjects, with the hope of increasing the speed of learning the target language and increasing the fluency of students to become proficient and competent in using it.

Today, with the ever-changing advancement of the world, it is important for learners to acquire the knowledge and skills needed to meet the demands of 21st century society. In relation to this, their English language proficiency needs to be improved to find more opportunities globally. Hence, one method that is being utilized by teachers when it comes to teaching English to their students is the application of the English Only Policy inside the class. The English Only Policy aims to help students improve their proficiency in using the language by helping them immerse themselves in an English-speaking environment to support their learning. This policy is usually applied in certain subjects where English is utilized both by the teacher and the students as the only language for communication during class instruction. Students are not allowed to use their L1 because it might hinder them from learning the L2. This is a total immersion technique that is mostly used in



English classes to require the students to use English only and not rely on their first language when speaking. By implementing an EOP, teachers can expect the students to perform tasks in English, communicate using the target language, and have an interactive discussion that will help them enhance their skills. With the help of this policy, teachers can expose their students to the English language, which can help them learn the language effectively. Many schools strongly encourage using this because they believe that it is a highly effective way for students to learn their L2. Nevertheless, the English Only Policy also comes under some criticism. While there are schools and teachers who practice this method in all their classes, there are also ones who don't. Some of the criticisms aimed at the EOP include the idea that it removes any sense of fun in the classroom and creates an uncondusive environment in the classroom, which can affect students' language learning. In addition, the said policy can also hamper their potential in responding to the lesson. They might refuse to speak as they feel shy and nervous when they must speak English during class discussions (Rusli et al., 2018). This means that the English Only Policy might hinder students' learning, especially less skilled students, as they will choose to remain silent instead of making mistakes while speaking in English. On the contrary, the English Only Policy might also be effective in motivating students to speak the language, because speaking skills need practice, which they cannot achieve outside of the classroom because of the use of their first language at home (Shvidko, 2017).

During these periods when the English Only Policy is being enforced and implemented in classrooms, warnings, punishments, and even mockery and ridicule are present if learners do not follow the policy, a reason why some find it discriminatory (Danping, 2015). That is why it is important to extensively monitor the effects of the policy on the students' way of learning their L2, which is the English language. Additionally, teachers must take note of the growth of the English language learning of the students to make sure that the employment of such is effective and valuable for the learners. They can also do this by providing the students with opportunities to exhibit their English language prowess and explore the language by their own means and with little to no guidance.

With this, the researchers conducted this kind of study to understand the utilization and implementation of English Only Policy in the class. This research aims to determine and understand the effects of the

implementation of the English Only Policy in the classroom on the Bachelor of Secondary Education Major in English students' language learning.

OBJECTIVES OF THE STUDY

The implementation of the English Only Policy has become a valuable part of class instruction for students in learning. Thus, this research aims to find out and determine the effects of the implementation of the English Only Policy on students' language learning. Specifically, this study aims to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. Year and Section;
 - b. Age; and
 - c. Sex.
2. What is the effect of the implementation of English Only Policy in the classroom on students in terms of:
 - a. Fluency;
 - b. Self-Confidence;
 - c. Grammar and Pronunciation; and
 - d. Social Relations

MATERIALS AND METHODS

This study used descriptive survey method to analyze the effects of the Implementation of English Only Policy in the classroom on the students' language learning. Specifically, a 5-point Likert Scale was used to gather and collect data needed. By means of this research method, the researchers were able to provide secure, reliable, accurate and correct information that is necessary to assess the effects of the implementation of English Only Policy in the classroom on students' language learning.

It was conducted at Pangasinan State University, Lingayen Campus, through administering of survey questionnaires using Google forms. The qualified respondents for this study are the second year and third year Bachelor of Secondary Education Major in English students who have an English Only Policy in the class. The researchers used the slovin's formula to calculate the total number of respondents needed.

Moreover, the researchers used an online survey questionnaire in collecting the data. The questionnaires

are composed of questions that the researchers formed based on related research and studies. The researchers made sure that the questions were enough to provide sufficient data needed in the study. The questionnaire is thoroughly checked to ensure its effectiveness. After the validation of the instrument, the permission of the Dean of the College of Teacher Education and Chairperson of Languages Education Department were asked to conduct the survey. The gathering of data was done thereafter by distributing the questionnaires through online platforms.

The data collected were carefully tallied and analysed using statistical tools to identify the effects of the implementation of English Only Policy in the classroom to the BSE English students' language learning. The following statistical techniques will be used for the analysis and interpretation of data. Frequency count and average weighted mean were used to analyse the data that the researchers gathered from the survey questionnaire that was answered by the respondents through Google forms.

To answer statement of the problem no. 1, determining the profile of the respondents, frequency counts and percentage were used.

To answer statement of the problem no. 2, the effects of the implementation of English Only Policy in the classroom to students' language learning, data was treated using weighted mean, percentage, and frequency counts drawn from a 5-point Likert Scale.

RESULTS AND DISCUSSION

Table 1

The Profile of the Respondents with Regards to their Year Level and Section, Sex and Age

Variables	Categories	Frequency	Percentage
Year level and Section	II BSED ENGLISH A	23	17.97
	II BSED ENGLISH B	31	24.22
	III BSED ENGLISH A	37	28.91

	III BSED ENGLISH B	37	28.91
	TOTAL	128	100
Sex	Male	20	15.63
	Female	108	84.38
	TOTAL	128	100
Age	18-20	57	44.53
	21-23	69	53.91
	24 and above	2	1.56
	TOTAL	128	100

Table 1 presents the frequency count and percentage distribution of the respondents in terms of their year level and section, sex and age. The table reveals that most of them are the third year BSE English students from Sections A and B that has received the highest frequency of 37 (28.91%), the second year BSE English B with 31 (24.22%), and second year BSE English A has the lowest frequency of 23 (17.97%). In terms of sex, 108 (84.38%) of the respondents are female, while only 20 (15.63%) are male. For the respondents' age, it can be seen from the table that the age bracket of 21-23 years old has the highest frequency of 69 (53.91%) and 24 and above years old has the lowest frequency of 2 (1.56%).

Table 2.1

The Effects of the Implementation of English Only Policy in the Classroom to Students' Fluency

Indicators	Weighted Mean	Verbal Interpretation
When English Only Policy is implemented in the class....		
1. I can express my thoughts and ideas in English fluently when speaking.	3.47	Agree
2. I can improve my English-	3.38	Neutral



speaking skills without using filler words such as ‘ahh’ and ‘uhm’.		
3. I can clearly express myself in English efficiently and effectively in front of other people.	3.35	Neutral
4. I can use and speak English with a neutralized accent.	3.53	Agree
5. I can improve my speaking skills in using the English language.	4.03	Agree
Average Weighted Mean	3.55	Agree

Table 2.1 presents the effects of the implementation of English Only Policy in the classroom to the students’ language learning in terms of their fluency. It presents that the respondents agreed that English Only Policy helps them in improving their fluency in speaking as reflected in its average weighted mean of 3.55. This is an indication that English Only Policy can help students in achieving proficiency of the English language. As revealed in the data, statement no. 1, which states that when English Only Policy is implemented in the class, the students are able express their thoughts and ideas in English fluently when speaking got a weighted mean of 3.47 with the description of Agree. This means that the implementation of English Only Policy helps the students to express their thoughts and ideas when speaking. As stated by the researchers from Rizal College of Taal on a study about the Utilization of English-only Policy, one method that has been and is still being utilized by teachers when it comes to teaching English to students is the application of the EOP for learners to have available words to express their ideas.

The statement no. 2 gathered a weighted mean of 3.38 with the description of Neutral. It indicates that students can improve their English speaking skills without using filler words such as ‘ahh’ and ‘uhm’ because it somehow helps them practice speaking in the class. Moreover, statement no. 3, which states that speaking English only in the class helps them to clearly express themselves in English efficiently and effectively in front of other people, gained a weighted mean of 3.35 with the description of Neutral. Based on a study entitled, Utilization of English Only Policy by Grade 11 HUMSS Students at Rizal College OF TAALL, it was revealed that students have an easier time understanding the lessons using English, and they were able to convey their thoughts in a more effective and efficient manner. Also, as stated by Beare (2018), being completely absorbed in a language is the only way to become proficient in it.

On the other hand, statement no. 4 got a weighted mean of 3.53 with the description of Agree. It indicates that students can use and speak English with a neutralized accent. For statement no. 5, it implies that students are able to improve their speaking skills in using the English language and received the highest weighted mean of 4.03 which is equivalent to Agree. As stated by Sa’d and Qadermazi, (2015), students believe that the English Only Policy provides them a wider exposure to the English language and advances their speaking skills. This implies that majority of the respondents improve their speaking skills when the English Only Policy is being used. This is supported by the study of Azhar and Gopal (2021) about the Effects of English-only Policy on Students Fluency and Motivation Level in Speaking English, which states that English Only Policy is effective on improving students’ speaking fluency in the English language. Implementing EOP especially in English language lessons enhances comprehensive students’ speaking proficiency. This implies that English-only policy exposes students to the target language through frequent and continuous verbal use of the language in the classroom which contributes to their improvement in speaking fluency.

Table 2.2

The Effects of the Implementation of English Only Policy in the Classroom to Students’ Self-Confidence



Indicators	Weighted	Verbal Interpretation
When English Only Policy is implemented in the class....		
1. I am confident in speaking English because it is encouraged to use.	3.59	Agree
2. I am more motivated in terms of learning and using the English	3.88	Agree
3. I can convey my thoughts and ideas without hesitation.	3.37	Neutral
4. I become more confident in speaking English because I realized that making mistakes is definitely okay.	3.77	Agree
5. I can develop my self-esteem because I become more comfortable in using the English language.	3.71	Agree
Average Weighted Mean	3.66	Agree

Table 2.2 presents the effects of the implementation of English Only Policy in the classroom to the students' language learning in terms of their self-confidence. It shows that the respondents agreed that

English Only Policy helps them improve their self-confidence with a total weighted mean of 3.66. This implies that English Only Policy can help students in boosting their confidence in using the English language.

As shown in the table, statement no. 1 got a weighted mean of 3.59 with a description of Agree, which indicates that when English Only Policy is implemented in the class, the students become more confident in speaking English because it is encouraged to use. This demonstrates that students can build their confidence when it comes to using the English language in communication, whether academic or casual, through being compelled to speak using English only in the classroom.

Statement no. 2 which states that students are more motivated in terms of learning and using the English language because it helps them overcome their fears, got the highest weighted mean of 3.88 with a description of Agree. As Mabulac et al. (2016) said, English Only Policy affects students' participation positively such as it helps them to conquer their fear in terms of reporting and oral discussions. On the other hand, statement no. 3 which indicates that students can convey their thoughts and ideas without hesitation got

the lowest weighted mean of 3.37 with a description of Neutral. This may be due to the fact that it sometimes makes them anxious to speak in English only. The statement no. 4, which implies that when English Only Policy is implemented in the class, the students become more confident in speaking English because they realized that making mistakes is definitely okay, got a weighted mean of 3.77 with a description of Agree. Based on the study about the Students' Perception on the use of English as a Medium of Interaction, students had a positive perception in using the English language in the learning process because it can improve their vocabulary, increase their English ability with appropriate English standard, motivates them to learn English, and improve their confidence to speak English with their teacher or their friends.

Moreover, statement no. 5, which states that students can develop their self-esteem because they become more comfortable in using the English language, got a weighted mean of 3.71 with a description of Agree. As Wei (2013) stated, students approved the implementation of English only policy in their English classes, and it was found out that their confidence was strengthened.

This was supported by the claims of Chris (2016) where he stated that English Only classroom

provides students with an environment that is conducive for learning and acquisition and enhancement of certain skills such as listening, speaking, and problem-solving skills. With the classroom environment forcing students to communicate and express themselves using only the English language, they are more likely to experiment with the language and may be more comfortable and more confident in using it.

Table 2.3

The Effects of the Implementation of English Only Policy in the Classroom to the Students' Grammar and Pronunciation

Indicators When English Only Policy is implemented in the class....	Weighted Mean	Verbal Interpretation
1. I can speak and express my thoughts and ideas with the use of proper grammar.	3.69	Agree
2. I can improve my way of constructing sentences in English	3.85	Agree
3. I can learn how to pronounce English words correctly whenever my professors and classmates are speaking.	3.90	Agree
4. I can learn the proper stress and intonation of words used in the language.	3.81	Agree
5. I can learn how to pronounce unfamiliar terms used in the class	3.84	Agree
Average Weighted Mean	3.82	Agree

Based on the table, statement no. 1, which implies that students can speak and express my thoughts and ideas with the use of proper grammar got a weighted mean of 3.69 with a description of Agree. This means

that most of the respondents can have a communicative oral competence because of English Only Policy. This competence, according to Scarcella and Oxford (1992), consists of linguistic/grammatical competence in grammar, vocabulary, and pronunciation.

Moreover, statement no. 2, received a weighted mean of 3.85 with a description of Agree. It states that English Only Policy can help students improve their way of constructing sentences in English. This is an indication that most of the respondents can enhance their sentence construction when they are being required to speak English only in the classroom. Also, statement no. 3 which shows that students can learn how to pronounce English words correctly whenever their professors and classmates are speaking, got the highest weighted mean of 3.90 with a description of Agree. As stated by, Huang (2009), English only improves students' listening proficiency and vocabulary.

On the other hand, statement no. 4 got a weighted mean of 3.81 with a description of Agree. This states that students can learn the proper stress and intonation of words used in the language when English is being used during class. Lastly, statement no. 5, which implies that students can learn how to pronounce unfamiliar terms used in the class, got an average weighted mean of 3.84 with a description of Agree. This means that when English Only Policy is implemented in the classroom, students can achieve speaking proficiency by mastering sub-skills such as pronunciation, stress, intonation, and others instead of just being able to talk.

Table 2.4

The Effects of the Implementation of English Only Policy in the Classroom to Students' Social Relations

Indicators When English Only Policy is implemented in the class....	Weighted Mean	Verbal Interpretation
1. I can help others who are having difficulty in using and speaking English.	3.73	Agree
2. I can make new friends and acquaintances through speaking English.	3.57	Agree



3. I can convey and share my knowledge to other people using the English language.	3.73	Agree
4. I can understand concepts and messages conveyed by other people when using the English language.	3.88	Agree
5. I can practice the English language more easily with my classmates and teachers.	3.97	Agree
Average Weighted Mean	3.78	Agree

Table 2.4 presents the effects of the implementation of English Only Policy in the classroom to the students' language learning in terms of their social relations. It shows that English Only Policy helps them in improving their social relations as reflected in its average weighted mean of 3.78 with a description of Agree.

As shown in the table, statement no. 1, which states that with English Only Policy, students can help others who are having difficulty in using and speaking English got a weighted mean of 3.73 with a description of Agree. Also, statement no. 2 implies that they can make new friends and acquaintances through speaking English, gathered a weighted mean of 3.57 with a description of Agree. This means that the respondents develop the habit of speaking English in class when English Only Policy is being implemented, and it also leads to students' social interaction and helps them develop friendships with their classmates. This was also supported by Shvidko's study of Learners' Attitudes Towards English-Only Institutional Policies, where participants acknowledged that they improved their speaking skills by interacting in English with other students.

On the other hand, statement no. 3 gathered a weighted mean of 3.73 with a description of Agree. It indicates that students can convey and share their knowledge to other people using the English language. This might be during the actual class instruction, where they need to participate to convey and share their ideas to the class.

Moreover, statement no. 4, which implies that students can understand concepts and messages

conveyed by other people when using the English language, got a weighted mean of 3.88 with a description of Agree. This proved that the English Only Policy in the perspective of students helps them comprehend ideas to learn more and communicate in English.

Furthermore, statement no. 5 got the highest weighted mean of 3.97 with a description of Agree. It states that with English Only Policy, students can practice the English language more easily with their classmates and teachers. This shows that English Only Policy assisted the students in creating fruitful conversations with their classmates and teachers alike in the class and provides them with an environment that constitutes to the practice and eventual mastery of the English language.

According to Gandara (2012), English Only Policy helps many students not just for everyday study, but also on how to communicate with others. This was supported by Buckley (2021), where he stated that English Only Policy in the classroom is a method of learning where English is the only means for communication of the teachers and students. Thus, it will lead them to practice the English language more easily through conversing and interacting with one another.

RESULTS AND DISCUSSION

The findings of the study indicate that the implementation of English Only Policy in the classroom positively affects students' language learning. Since they are being required to speak and express themselves in English only, it allows them to improve their fluency, boost their self-confidence, improves their grammar and pronunciation, as well as their social relations. It was proven that English only Policy helps them in expressing themselves in front of their teacher and classmates, it motivates them to learn and use English, helps them to overcome their fears, improve their pronunciation and grammar, and practice using the language with their peers. Thus, it can be concluded that the implementation of English Only Policy in the classroom generally has positive effects to students' language learning.

Based on the findings and conclusions drawn, the following recommendations are strongly suggested:



1. It is suggested for students to continue speaking in English in the classroom to help them with learning the language.
2. Teachers should encourage students to speak and express themselves in English and create a positive learning environment that will help students improve their fluency, self-confidence, grammar and pronunciation and social relations.
3. Instructors are recommended to implement an English Only Policy in their class to allow students to practice speaking in English as a means for them to improve their knowledge and skills in the English language.
4. Future researchers should focus on the effects of the English Only Policy on students' academic performance in English to fully understand the impact of English Only Policy on one's English learning competency.
5. The researchers recommend English interns to utilize and implement English Only Policy in their class to help their students learn and acquire the English language effectively.

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