Narratives of Language Leaners to the Essentiality of Speaking English Language: A School Program Implication

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Abstract
English language policy plays a significant role in enhancing the communication skills of the students. This descriptive-qualitative research was designed to explore the narratives of language learners regarding the essentiality of speaking English policy inside the classroom in which the ten (10) selected participants were chosen purposely as subjects to achieve the intended purpose of the study and the data were gathered through the use of in-depth interview in an online platform for virtual meetings. Their responses were thematically analyzed using Colaizzi's method. The major findings revealed that speaking English language policy inside the classroom impacted the learner's language learning and development, producing more proficient learners and evoking positive and negative circumstances. These findings indicated to be advantageous to the learners, like boosting their self-esteem in effectively utilizing the universal language that help enhances their intellectual capacity and hones the delivery of language for efficient communication. It reveals the pivotal role of speaking English policy to the language learner. Therefore, the researchers' implication is the implementation of speaking English language policy inside the classroom to develop students' fluency in uttering the language in daily interaction inside the learning environment, wherein this would improve students' performances in demonstrating their speaking abilities.

Keywords: English language policy, English-only Policy, UM Digos

INTRODUCTION

Second-language English speakers struggle with their numerous communicative challenges when interacting with others. Common concerns in English speaking include poor linguistic competency and psycho-social phobias of speaking in various situations. The learners need help with their speaking ability and confidence in uttering the language, which hinders them from expressing themselves (Separa et al., 2020).

Moreover, they missed opportunities in the setup because their English language skills were needed to meet the demands of the English-speaking community. Sellami and Yosra (2021) stated that the learners using the English language when speaking experienced anxiety, confusion, and discomfort. According to the outcome, most of the students disagreed and neglected several of the cultural norms of English-speaking people. It also demonstrated that these students primarily chose to learn English for practical purposes. That is why it is significant to apply the essentiality of the English language policy for the students to acquire competence to enhance skills and continuously participate in lifelong learning. Language is a skill; like any other skill, mastery is highly improbable unless and until we practice it (Ahmad, 2016).

Furthermore, Kaiper (2018) cited that a 62-year-old black South African named Thuli believes that English literacy is critical because "If you do not know English, you are as good as a dead person," This is a Narrative of adult English language literacy within post-apartheid South Africa from the International Review of Education. It focuses on Thuli's life narratives and how her experiences intertwined with South Africa's complex language acquisition and adult education history. Kaiper tries to comprehend the numerous forces that impact a learner by utilizing these coexisting histories and her stories, such as Thuli, to become literate in English. Consequently, to satisfy the growing public demand for better English communication skills, the Korean government revealed a new English language education strategy, "the seventh national curriculum." The study's findings show how conflicting policies that support and impede English language development coexist to support the government's proposed unified public schooling system. This research implies that policy implementation is dynamic, with diverse speech community members contributing to the creation, evaluation, and (re)shaping of content to match various educational contexts (Yoon, 2019).

Thus, knowing the essentiality of the Speaking English Language Policy was beneficial in proving its importance in enhancing communication skills. This policy develops the capacity to deliver the language fluently, especially to English language learners who are encouraged to have a potential skill in utilizing the language. It is a valuable mechanism to deal with other people, share ideas efficiently and in perception, and collaborate with others around the globe. Furthermore, this study helped teachers determine the vitality of the said policy in shaping learners' communication skills using the universal language. Teachers could utilize the policy and be aware at the same time regarding the learner's perception in implementing the English language policy in classroom setups. Lastly, this study is beneficial even to future researchers as their valuable reference in developing other research about the study.

LITERATURE REVIEW

The execution of the Department of Education's Special Program in Foreign Language (SPFL) denoted the beginnings of the cross-country regulation of the scope of unknown dialects (FL) in the Philippines, animating new locales of request for basic language studies. Many dialects presented under the SPFL are not sharing the authentic and social establishment of the country's actual dialects (Gabling et al., 2020). An individual's understanding of the first language is the foundation for verbalizing concepts in the second language. Language acquisition and learning aim to improve one's ability to interact effectively with others in situations where a second language speaker is most needed. Generales et al. (2020) mentioned that linguistic expressions become challenging when a communication context is inappropriate for a second language

learner. This study examines how second-language English speakers struggle with numerous communicative challenges when interacting with others. Increasing issues in English speaking include more linguistic competency and psycho-social phobias of speaking in various situations. (1) speaking ability; (2) time constraint; (3) political power and control; and (4) people as of press are all factors in a proposed model for context-based speaking difficulty (Separa et al., 2020).

Besides, UM Digos College can speak in their mother tongue or any dialect and the universal language, English. However, in the classroom setup, the students were highly encouraged to use English as the medium of instruction. However, there were instances when the learners used code-switching with English and their mother tongue. Some students were using their mother tongue at all times. They were trying to refrain from using the diplomatic language despite the importance of practicing English due to its usage and relevance in globalization. Collaboration is necessary for language development (Rashid et al., 2017). Through the negotiation of meaning, the interaction between the kids and community members will foster language development. For instance, when learning a second language in a classroom setting, students gain from the teacher's guidance and their peers' support to learn the language effectively. Huang (2022) stated that lifelong learning activities include learning a second language and developing skills for employment and further education. Adult English language learners (ELLs), especially those with low English proficiency, require teaching that allows them to achieve their objectives. To tackle this challenging issue, teachers of English as a second language may use activities from other subjects. Moreover, the classroom can simulate real-life tasks of speaking with one another and learning how interaction occurs in various circumstances and situations. It can be considered a community with rules and authorities (class monitors or professors). Additionally, the teacher can model fundamental social interactions in the classroom through various activities like role-playing, drama, and choral speaking or just by placing students in groups with classmates they are familiar with and at ease with, making it easier for them to communicate in their second language while completing the teacher's task (Rashid, 2017).

METHOD

Participants

The researchers selected ten (10) participants from the English Major students of UM Digos College. Creswell (2018) claimed that phenomenological research involves interviewing three (3) to ten (10) participants as part of the data collection process. In addition, the researchers utilized non-probability sampling, particularly purposive sampling, in selecting the participants to meet the study's intended purpose (Crossman, 2020). By definition, purposive sampling was a selection of samples mainly based on the researchers' judgment and the study's requirements that were being highlighted (Vijayamohan, 2022).

The inclusion criteria of this study were the students of UM Digos College, specifically English Majors enrolled in online classes and individuals who speak the English language inside the classroom. Unavailable to meet the schedules, unresponsive to the researchers' queries, and inability to sign the informed consent and permission letter are the exclusion criteria of this study.

Above all, the participants were allowed to withdraw their participation at any time as long as they informed the researchers beforehand so that an immediate response to the circumstances being encountered would be established. Whenever this situation

occurred, the participants' personal information remained anonymous and confidential throughout the study to follow the ethical consideration being set.

Instruments

In order to gather relevant data, the researchers used three (3) interview questions, with five (5) probing questions, to collect pertinent data. The researchers created the questions, provided that professionals evaluated them. Due to the CoVid-19 pandemic, data was collected via video call using Google Meet. In order to address ten (10) participants for their participation and obtain their consent to collect their data, the researchers wrote a letter of permission before the interview. After that, a copy of the Informed Consent and study questions was sent to the participants via their messenger account so they could know their rights and prepare their answers. In addition, with the participant's consent, a voice recorder was used to record the interview so that the researchers could easily access it for the vital purpose of writing interview transcripts.

Design and Procedure

This study employs a descriptive phenomenological method describing people's lived experiences. This qualitative research method focuses on the shared characteristics of a group's lived experiences. The approach's primary purpose is to arrive at a description of the nature of the occurrence in question (Creswell, 2013).

In collecting data, researchers asked permission for us to conduct our study by writing a letter given to the respective adviser, research coordinator, and school head. Furthermore, the participants were acquainted that they would be interviewed and given permission letters to recognize them. The participants agreed to be part of our study by approving the letter through their signatures at the lower part of the letter. In that letter, they were humbly asked to participate, answer the actual question from their perspectives, and ensure their privacy was protected and respected. In this study, the data collection used is in-depth-interview because it involves direct, one-on-one engagement with individual participants. In-depth interviews provide a more significant opportunity for the interviewers to ask follow-up questions and probing questions for additional information.

In gathering the essential information, the accompanying processes were followed. The researchers initially secured an endorsement from school heads to conduct online interviews. The researchers were able to make use of the power of online interviews for the necessary data collection because we could not have face-to-face interviews due to the current situation of the CoVid-19 pandemic. After getting the endorsement from the school, the researchers searched for consenting exploration subjects who met the inclusion criteria and requested permission from the interested participants of the study. After recruiting research participants and getting their consent, the researchers conducted an online interview. After transcribing the interview recordings, the researchers submitted them to the research analysts for examination to create results. Following the information investigation, the analysts planned ends and examined the study's consequences and ideas.

Ethical Considerations

This study was conducted with a firm adherence to the ethical protocols and guidelines set forth by the University of Mindanao Ethics Committee. The researcher

consistently asked for and obtained correspondence from essential school administrators. To finish this research, authorization is required. The researcher checked the suitability of the indicated recruitment parties and reviewed the risks and precautions to take against them (including social, psychological, and physical dangers). Proper authorization and consent are also obtained from the study's sample, and they are guaranteed that all of their rights would be upheld, particularly in processing the data, including but not restricted to:

Voluntary Participation. Participants in the survey are fully engaged. Before deciding whether or not to engage in the study, participants provide information that is always voluntary, anonymous to safeguard their privacy, and is requested anytime they do not understand. The names of the participants did not appear anywhere, and only the researcher was aware of their exact responses.

Privacy and Confidentiality. In keeping to safeguard, all information gathered for this study is kept private and confidential, protecting the rights of the study participants.

Informed Consent Process. The researcher ensures that the participants are entirely aware of the advantages the school might receive from the study through clear and understandable interviews. The survey is carried out with the consent of the respondents and the involved school administrations.

Risks. Regarding physical, psychological, or social considerations, this research did not feature any high-risk situations the community might encounter. The participants in the study's rights were safeguarded and protected.

Benefits. The findings of this study can be helpful to teachers because they will provide them with new knowledge for developing and putting into practice novel techniques based on the study's recommendations. Additionally, students will better understand how they should weigh variables that impact their social skills. Finally, administrators of the language curriculum can learn new things from this study because they have been looking for new ways to improve teachers' abilities to help students with their social skills for a long time.

Plagiarism. The researcher follows all of the proper and precise citation guidelines when using the ideas of other authors and experts. Being able to do this, the document was checked for grammar and plagiarism using the Grammarly and Turnitin programs.

Fabrication. The researcher avoided creating fiction from her research because this study is based on several previous investigations. As a result, every piece of information was meticulously written and referenced. All scientific publications and other trustworthy sources consulted for this investigation were utilized.

Falsification. This study adheres to the guidelines for APA 6th edition citation style; as a result, work has yet to be misrepresented or study data has been altered. The information and data obtained are given in the most accurate manner possible.

Conflict of Interest. There was no indication of a conflict of interest (COI), and there were no circumstances under which a professional decision regarding a primary

interest, such as the welfare of the participants or the reliability of the research, might be influenced by a secondary interest, such as monetary or academic gains or recognition.

Deceit. No dishonesty of any kind was used in the writings of this study to undermine the respondents' welfare—the panel of specialists reviewed and verified all the written information.

Authorship. Finally, this study took authorship credentials into account when conducting the study. The researcher significantly contributed to the conception and design, data collection, or data analysis and interpretation with the aid and direction of the research adviser. The researcher and adviser jointly draft the essay and critically review it for significant intellectual substance. Both have made contributions to the research that has been published.

RESULTS AND DISCUSSION

Narratives on the Classroom Implementation of "English Only Policy"

Figure 1 shows the factors from the participants' responses that why English policy shall be implemented inside the classroom.
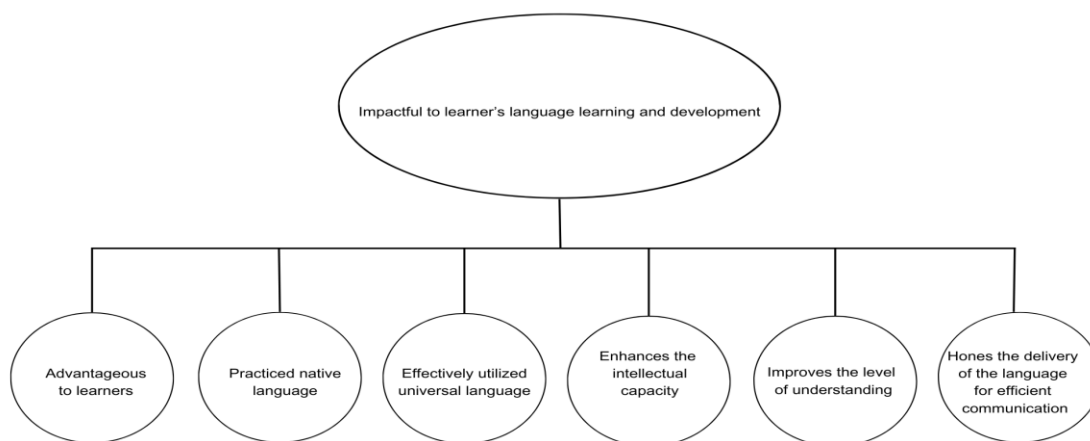

Figure1. *Implications to the educational policy if English-only policy is implemented.*

According to the participants, implementing the "English-only policy" is **advantageous to the learners** since it helps them become more fluent. It helps learners develop fluency in terms of utilizing a particular language. All around the world, it is the primary language used for studying any subject. Students should learn English since it broadens their horizons, help them build their emotional intelligence, and open up job chances.

PAR 1 mentioned that,

"I believe there is a need to implement an English-only policy inside the classroom. The implementation of an English-only policy is truly beneficial to learners in the sense that it aids students in getting used to speaking using the English language. This will enable students to develop fluency in utilizing the particular language. Moreover, I do not think that the implementation of this policy will impact the way students value their native language." –Participant 1, Lines 1-4

PAR 2 added that,

"English language policy provides students with more opportunities to work through learning the English language within the classroom, but I did not think they should force the student to use the English language because sometimes we as a student cannot fully express ourselves or our ideas in English." –Participant 2, Line 1

PAR 3 states that,

"From my perspective, yes, there is a need to implement an English-only policy in the classroom because this can help every student to provide more opportunities to learn the English language. There is also a chance that student who was forced to speak English can practice using the English language through the guidance of a teacher. When we are practiced well using the English language, we can communicate with other people, like foreigners or people using only English, for them to understand each other. Nowadays, people are using English Language, just like in movies and series; in Japan, if you don't understand the Japanese language, you can use an English subtitle to understand the flow of the story and what the cast is saying. Thus, practicing English only policy in the classroom can help every student to access more job opportunities easily and allows you to travel more easily." –Participants 3, Lines 1-5

PAR 7 added that,

"In my humble opinion, I would agree about implementing the English policy in a classroom setting. Since it is beneficial not only for the teachers but for the students as well." –Participant 7, Lines 1-2

PAR 9 also stated that,

"For me, Yes! Because it allows the students to speak English in the classroom para pud ma prepare sila, and English is one of the most widely spoken languages in the world." (For me, Yes! Because it provides the students the opportunities to speak English in the classroom for them to be prepared, and English is one of the most widely spoken languages in the world.) –Participant 9, Line 1

According to the claim above, students benefit considerably from implementing the English policy in the classroom since it fosters their fluency, offers more possibilities, encourages them to use and practice the language, and enhances their speaking abilities. English plays a significant part in the global economy since it is utilized in an expanding and outer circle in the globalized globe. Many parents think teaching their kids English will increase their chances of acquiring a decent job and raising their living level.

According to Dincer et al. (2020), only a few foreign language learners can communicate successfully in English and feel like proficient speakers, even though English is the de facto language of communication among nations in the modern world. By studying the qualities of proficient English speakers and comprehending the aspects that contribute to their speaking ability, language teachers can assist pupils in learning a language more successfully. Speaking is the most fundamental and significant aspect of human language. People can communicate, share knowledge, and engage when they learn and develop new skills (Sameena et al., 2021). As globalization advances, English usage is still widely used, and teaching is given significant priority (Wang et al., 2020). According to research by Pratiwi et al. (2020), English is the de facto international language of commerce; many countries are required to offer more opportunities for society to learn the language. The employment of literature as a teaching and learning approach for English as a Foreign Language has been widely approved (Arboleda et al.,2019). In order to better appreciate how literature can be employed as an educational tool in EFL lessons and how it can help students develop their linguistic competence, this research study looked into the matter.

Participants highlighted the importance of appreciating our native language. Instead of speaking the English language, students must **practice native language**. Students frequently experience difficulties adjusting when they are not used to the language used in the classroom because they are not fluent in it.

PAR 4 states that,

"I do not see it this way. We have different perspectives on language because embracing our languages is crucial. English policy implementation inside the classroom could be better for me because we have our language. We should speak our language; instead of English policy, why not Tagalog policy? So, that is it." –Participant 4, Lines 1-2

PAR 5 added that,

"So for that question uhm para sa akoa dili man siya importante na i-implement jud ang English policy sa classroom because some of the students are uhm they are not fluent na mag English inside the classroom. Also me dili pud ko fluent sa English inside the classroom that's why I'm using bisaya or tagalog sometimes and uhm siguro kung para sa akoa mas okay kun dili sa nila i-implement jud na English only policy lang ang sa classroom kay uhm mag lisod ug adapt ang mga students especially kung dili pa kaayo sila fluent sa English." (For me, the English policy is not that important to implement in the classroom because some students are not proficient in utilizing the language inside the classroom. I also do not speak English well in class, so I occasionally use Bisaya or Tagalog. It would be better if the English-only policy were not implemented because it would be challenging for the students to adjust, mainly when they are not used to it.) –Participant 5, Lines 1-2

In the statement above supplied by PAR 4 and 5, the **practice of the native language** is more significant than the practice of English since students must embrace their languages. Furthermore, not all learners know the language, making it more challenging if they cannot express their emotions in English.

Language is more than just a collection of words (Moya et al., 2022). They are potent tools for transmitting history, practices, culture, and wisdom. Interpersonal

communication mainly employs language (Akbulut et al., 2021). People must be aware of their native tongue since how effectively they speak will influence their behavior.

More than 11 million learners enroll in schools yearly, speaking a language other than English (Gonzales et al., 2021). Many English learners (ELs) encounter literacy difficulties due to their developing English competence, which affects their general academic success. It has been demonstrated that ELs competent in their native language can use their knowledge to further their grasp of English. Additionally, code-switching or using a native language (L1) is frequently used in an EFL classroom to aid with low-proficiency students' comprehension. However, it poses some difficulties for language teachers in situations where the mother tongues of the learners and the teachers are different (Bancha, 2022).

The official languages of the Philippines are English and Tagalog (Filipino). Starting in kindergarten, English is employed in schools as a teaching language. Other than Tagalog, it was initially imposed by Western colonialism; as a result, its use in academia has drawn criticism for being discriminatory toward regional and indigenous languages, which are not typically used in higher education and are not allowed to develop as academic languages. Order No. 16, series of 2012, widely known as the mother tongue-based multilingual education (MTB-MLE) order, was released in 2012 by the Philippine Department of Education (Jorolan-Quintero, 2018).

According to the participants, it is **effectively utilized universal language** that enables us to communicate with others by expressing our thoughts, ideas, and feelings. Speaking skills would improve significantly as students used and practiced the English language.

PAR 6 stated that,

"For me, Yes! An English-only policy should be implemented inside the classroom so that students can practice and use the English language. With this kind of policy, students will have no choice but to follow it even though it is hard to communicate their ideas and feelings. Besides, this policy would be a great help in developing their speaking skills." – Participant 6, Lines 1-3

PAR 8 added that,

"The implementation of English only policy within a classroom is a need for students to learn and practice their selves in communicating using the English language. Since English is a universal language, this policy will give them an advantage in the future time for it will be useful most probably in the field of work they are going to take in." –Participant 8, Lines 1-2

PAR 10 stated that,

"So, for me, the answer is yes! There should be some classroom implementation, speaking English to practice our vocabulary and improve speaking skills. So, for us especially nga English major, so we are intended to, like kinahanglan jud nato siya nga e implement sa school kay is because there are some aspiring English na mga estudyante na gusto makakat-un ug English, there are some na mga practices na kinahanglan nila na mas e

improve. So, it is better to have an implementation of speaking English inside the classroom." (So, for me, the answer is yes! There should be some classroom implementation, speaking English to practice our vocabulary and improve speaking skills. So, we, especially the English major, intend to or need to implement the said policy in our school because some aspiring English students would like to learn English, and some need practice to improve. So, it is better to have an implementation of speaking English inside the classroom.) –Participant 10, Lines 1-2

Küçüktepe et al. (2021) claimed that as global information exchange has progressed, governments have been forced to focus their language policies on teaching and mastering English, the language of communication for all people. English is acknowledged as a global language (Mahana et al., 2019). Its popularity has dramatically increased across almost all industries. In this multilingual society, individuals converse with one another using this language. Teaching English as a second language inspires students to become better communicators so they can do so more readily for academic and professional goals. According to Saroukhil (2018), language is the medium through which human connection and communication take place in the social world in which we live. People of different cultures and languages genuinely need one another in today's world of globalization and interconnectedness. In the lack of a universal language for everyone, translation fills this essential requirement. When ideas and information are shared between languages, translation is essential. As a result, translation coexists with language and communication, and different societies require translation for communication.

The ability to learn new ideas, organize them well, and carry them out successfully is called **intellectual capacity**, and this activity aims to increase it. It promotes pupils' development of critical thought.

PAR 1 mentioned that,

"English-only policy implementation can be of help to the total growth of learners in a way that it helps the learners to develop critical thinking. When learners already understand the way the English language is used and how it functions, learners will be freed to read a lot more books or other sources of information that will help them increase their knowledge which will also add to their growth." –Participant 1, Lines 1-2

Velasco et al. (2021) emphasized the importance of establishing relationships with students to convey learning effectively. Therefore, the way that students are taught is fundamental. Success in teaching various topic areas depends partly on the instructional material utilized in the classroom. The majority of English language teachers worldwide, according to Faez et al. (2021), speak English as a second language; as a result, their employers frequently worry about their level of English proficiency because they associate higher levels of language proficiency with more effective teaching methods. The primary goal of English language teaching and learning is to develop language proficiency for communicative purposes with the fewest possible student faults. According to Nhac (2022), corrective feedback is essential for achieving this goal because it improves learners' English proficiency.

According to Alimigbe et al. (2020), the effectiveness of teachers plays a crucial role in achieving academic goals. For this reason, Wokocha (2013) claims that the qualities of a teacher can be assessed based on their intellectual aptitude, content mastery, teaching experience, skills, and ability to disseminate knowledge. Therefore, increasing teachers' competence through mandatory continuous professional development programs is one of the finest strategies to improve the caliber of teachers (MCPD). Bessadet (2022) states that the current study explores the advantages of using theatre tactics when teaching English. Additionally, it focuses on the methods and techniques for developing a learner-centered classroom to improve the communication abilities of English language learners. The current study shows that teaching English through theater favors students' physical, emotional, social, and cognitive development. It provides insight into putting students in real-world scenarios to encourage them to tap into their hidden creativity and conquer their phobias. Along with fostering their sense of cooperation, this also involves performance, conversation, and bargaining.

It improves the level of understanding according to the participant and can enhance and widen students' reading comprehension. Every student should try to master the English language and learn more about the culture of the country they are going to.

PAR 3 stated that,

"The aspect that English-only policy implementation be a help to total growth of learners is that they can widen and broaden their reading comprehension upon implementing the English-only policy. Philippines is one of the lowest reading comprehension around the world, so for the betterment and growth of the learners, the English language policy is beneficial for every learner to make themselves engage in English language learning and when the students can go abroad with good communication and understand more about the culture of the country they travel." –Participant 3, Lines 1-2

Teaching English literature is considered to increase student's proficiency in the target language since, according to Ali et al. (2020), English has become a lingua-franca. The research's conclusions showed that using English literary components helps strengthen the English language. Additionally, it was stated that plays and films had a more decisive influence on English language usage. The learners' language proficiency in several areas, such as speaking and listening, is influenced by English literary elements. These components have a critical role in helping learners' comprehension and in helping learners acquire the language more successfully. Due to its significance in employability and high-earning capacity in the labor market, De Silva (2020) claimed that there is a desperate need to improve the English language standards in schools in developing countries using English as a second or foreign language. Achieving a national English language quality level, producing diverse graduates of international caliber, and addressing the unemployment issue in developing nations depend on raising English language standards in schools. This will also improve the English language proficiency of school leavers and undergraduates.

Cundiff's (2020) mastery learning strategies aimed to improve student learning and elevate comprehension levels across a broader student body. The premise behind these methods is that if pupils are given enough time, they can all learn. Furthermore, Shao (2021) states that one of the essential elements of the core competencies of English

courses in senior high schools in China is the capacity for critical, logical, and creative thought. The level and quality of thinking in these areas are indicators of cognitive aptitude. This study intends to integrate the development of cognitive abilities into reading teaching by demonstrating how to involve students in various learning activities that concentrate on information intake, processing, and output. Additionally, different cognitive levels are consciously established in them. In particular, students are nurtured at the level of grasping factual material through comparison and observation and being supported for a deep knowledge of the text through analysis, inference, and induction. In order to stimulate the development of their English learning and thinking skills, they are most importantly encouraged to use their linguistic experience creatively and critically.

Hones the delivery of the language for efficient communication; *according* to the participants, effective communication provides a clear message in the shortest time. As a result, students' English is adequately developed. The language improves, and people pick up proper word usage.

PAR 10 mentioned that,

"Speaking and understanding about English language and that thinking and speaking skills. So, it is so very important nga ma implement siya it's because mas ma improve nato atong English and having the use of it in the tama na pamaagi. So, sa in ana na rason, or sa in ani na implementation is naay mga aspect sa atoang pag learn sa kini na language na pwede na mas ma improve pa nato na mao diay ni siya ang tama na paggamit sa in ani na words, ang paggamit sa lahi-lahi na words because sa English there are some na mga words in which same siya sa atong pag-ingon but lahi iyang meaning." (Speaking and understanding the English language and that thinking and speaking skills. So, it is so vital to implement the said policy it is because it will adequately improve our English. So, for that reason, or through the implementation of that policy, there will be an improvement to the language and how to correctly use the words and any other words because some words have the same pronunciation or spelling but differ in meaning.) –Participant 10, Lines 1-3

Human vocabulary has been said to enhance effective communication by optimizing the trade-off between simplicity and informativeness (Denic et al., 2022). Furthermore, everyone has the fundamental right to communication (Brady et al., 2016; United Nations, 2008). Everyone requires chances, inspiration, and assistance to learn communication skills that enable them to express their wants and thoughts, engage in social interaction, and form bonds with others.

According to Siegel (2020), as universities throughout the world work to foster internationalization among the student population and faculty, the significance and volume of English as a Lingua Franca (ELF) usage and English Medium Instruction (EMI) courses continue to rise on university campuses. The teaching and learning that takes place within this framework need to be examined for effectiveness and efficiency, even though EMI has taken on a higher importance. Students can benefit from having an English language policy inside the classroom. It provides a variety of opportunities and aids in their skill development. Additionally, because English is already taught in the classroom, students can speak it when speaking with others worldwide, making it more straightforward to interact with others while speaking English fluently and effectively.

Implications to the Implementation of "English Only Policy"

Figure 2 shows the implications to educational policy if an English-only policy is implemented.
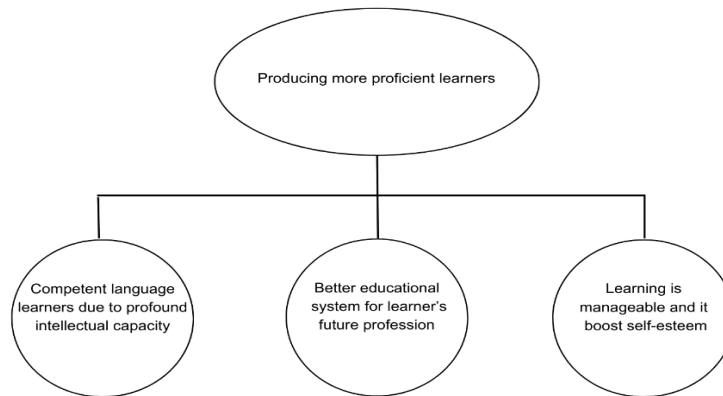

Figure 2. Factors that show the implications to the educational policy if English-only policy is implemented.

According to the participants, **competent language learners due to profound intellectual capacity** are the implications to the educational policy if an English-only policy is implemented. With the help of the English-only policy, the students gain critical thinking skills, and it could produce excellent language learners. With the said policy, the students become competent in the universal language.

PAR 1 mentioned that,

"The implementation of the policy can be very relevant in the improvement of our educational system. This is in a way that learners will develop much broader and more critical thinking skills by simply understanding the utilization of the English language. When learners, at their early age, are trained as to how English should be used correctly, this will help accelerate the process of absorbing information the students can acquire in their higher levels of education or even with their personal experiences in life." –Participant 1, Lines 1-3

PAR 2 also stated that,

"As a learner who speaks and write, we also listen, read, and view the address of others using English languages, and I think it would be better if an English-only policy were pursued because it would be relevant to the continuing improvement of the educational system as it will produce excellent language learners." –Participant 2, Line 1

In the statement above, the implications to the educational policy, if an English-only policy is implemented, can bring competent language learners due to profound intellectual capacity.

According to the Education Commission of the States (2020), English language program approaches are best; however, scientists concur that English students (ELs) perform better scholastically and accomplish more prominent language capability when

they have English language guidance. In the research study of Ippolito (2021), he offers a suggestive reevaluation of the extent to which adult English language learners' levels of English language proficiency affect their capacity to complete tasks in conversation and text as a discourse in a Canadian setting where English is the lingua franca. The findings demonstrate that migrants with lower English language proficiency thresholds can complete substantial discursive work in English in Anglophone Canada. Also, Uztoson (2021) found out in his study that improving speaking competence is one of the predictors of self-regulated speaking motivation that will help the student. It is the implications of self-regulated speaking motivation for the growth of speaking competence.

The participants highlighted the importance of speaking English policy for a **better educational system for learners' future professions.** This English-only policy is an excellent help to our educational system since it genuinely guides and helps learners in their future professions. Also, this could make them good communicators, which is so beneficial when they decide to work abroad where they could encounter many different people.

PAR 3 stated that,

"If the implementation of English policy is pursued, this can be relevant to the continuing improvement of the educational system in a way that we can immerse system that can really continue the improvement of the Philippine educational system. Foreign countries widely use English policy; they do have this subject in English because English is commonly used worldwide. Thus, having this English policy can aim the achievement of competence in English at the national level, through the teaching English language and their use as a media instruction at all levels." –Participant 3, Lines 1-3

PAR 4 also stated that,

"For me, it will be a big help to achieve another academic competence, and it will strengthen our educational system if English policy be pursued." –Participant 4, Lines 1

According to Par 5, he stated that,

"For that question siguro no uhm if the implementation of English policy is pursued uhm it will be relevant. Ma- improved jud ang educational system especially sa CHED, so far ang CHED kasi is naga implement jud sila ug English policy sa classromm kasi parang gusto nila na matutunan ng mga studyante unsay gamit, unsay proper usage,unsay effect na magamit ang English policy. So maka improved jud siya educational system in a way na magamit siya sa classroom. Pero dili pud siya engun na e forced jud nila ang student na dapat English lang.As I've said earlier, dili man tanan student is fluent sa English." (Perhaps not, but it will be pertinent if English policy implementation is pursued. The educational system can be improved, particularly in CHED, which currently enforces an English policy in the classroom since they want the pupils to understand how to use it, how to use it properly, and what the consequences are. The English-only policy can enhance the educational system and be helpful in the classroom. However, I mentioned a while ago that

they required the students to utilize the English language only, but not all pupils are good at speaking English.) –Participant 5, Lines 1-4

Another, for PAR 6,

"If the implementation of English policy is pursued, then it is very relevant to the continuing improvement of the educational system for the reason that this kind of policy would be a useful tool in helping all the students to be knowledgeable and competitive in the communication process not just in our country but also globally." –Participant 6, Line 1

Lastly, PAR 7 stated that,

"We all know that the English language is the universal medium used to communicate with the diverse individual. And in education, it would prepare students for future careers." – Participant 7, Lines 1-2

In the statement above, the implications to the educational policy, if an English-only policy is implemented, can bring a better educational system for learners' future professions.

Besides, Romanyuk et al. (2022) stated that English language policy is significant in order to help future educators to have a better educational system to employ so that students can enhance their capabilities. Moreover, Talaue and Kim (2022) explored a positive relationship between self-detailed English language capability and occupation viability. They found out that concentrating on the mode of English might offer an upper hand in the work environment. Additionally, in the study of Mathis et al. (2022), Japanese medical students are very proficient in the English language because they will deal with different patients, not just their fellow Japanese but also other patients all around the world and participate or volunteer in the medical study in their future career. Well, according to them that the student's primary motivations for learning a second language were vocational and instrumental; specifically, they were aware of the value of second language competency for their intended careers.

Learning is Manageable, and it boosts self-esteem, according to the participants. When an English-only policy is implemented in educational policy, it is beneficial to the students because they can learn something from it, and it could also help them gain or boost their self-esteem. Besides, self-confidence is essential in communicating with people in different countries.

PAR 8 stated that,

"The world is changing, and so we must adapt to change. Since most of the subjects today are being taught in English, students will be able to grasp and internalize the knowledge a lot more efficiently. Also, it will be easier for students to express and write their thoughts in English." –Participant 8, Lines 1-3

PAR 9 added that,

"Sa pag implement sa English only policy, naa jud nay dako na impact sa educational system since it increases the effectiveness of the particular language. So makatabang na

nga ma manage ang system and stability. Furthermore, it helps the learners in enhancing their language skills." (Implementing the English-only policy will significantly impact the educational system since it increases the effectiveness of the particular language. So, it will help manage the system and stability. Moreover, it helps the learners in enhancing their language skills.) –Participant 9, Lines 1-3

Also, PAR 10 stated that,

"*So, it can help learners be more confident and explore more about the said language that can help them improve and understand its meaning and importance. So, para jud sa akoa jud, isa pud siya ug kana ganing confidence kay in which dili dapat ko maulaw. Then, there are some part pud nga pwede* nato na magamit satong kinabuhi or aspect satong life in regards nga ang English language kay pwede siya maka help sa atoa like sa pag communicate sa nagkalain-lain na tao because English is our universal language."(So, it can help learners be more confident and explore more about the said language, which can help them improve and understand its meaning and importance. So, for me, it is one of the reasons for gaining confidence, and the shyness would vanish. Then, some parts of our life or aspect of our life will be valuable regarding the English language being conducive to us, just like communicating with other people because English is our universal language.) –Participant 10, Lines 1-3

In the statement above, the implications to the educational policy if an English-only policy is implemented can benefit the students because **learning is manageable and boosts self-esteem**.

Ribeiro and Jiang (2020) prescribed ways of connecting with students in communications in the homeroom to advance second language improvement and lift students' self-esteem in involving English in actual circumstances. According to Harrison & Myrick (2020), support for students' communicative competencies in public speaking is a common focus of communication centers. The development of a multifaceted model of service for ELLs at each level of language acquisition has been made possible by the motivation to support speakers in their ongoing process of becoming more confident and competent oral communicators. Moreover, according to Chien & Martin (2022), in non-English-speaking nations, using English as a medium of instruction in advanced education is seen as a means of internationalization, perfecting scholars' employability, and contending internationally. The results showed that communicating during spoken English as-a-second language commerce was related to their English language tone-efficacity; scholars believed that educational support, specifically social-emotional, cognitive, and language support, increased their amenability to communicate and confidence in sharing in spoken commerce.

Advantages and Disadvantages of Implementing "English Only Policy" Inside the Classroom

Figure 3 shows the advantages and disadvantages of having a speaking English policy inside the classroom.
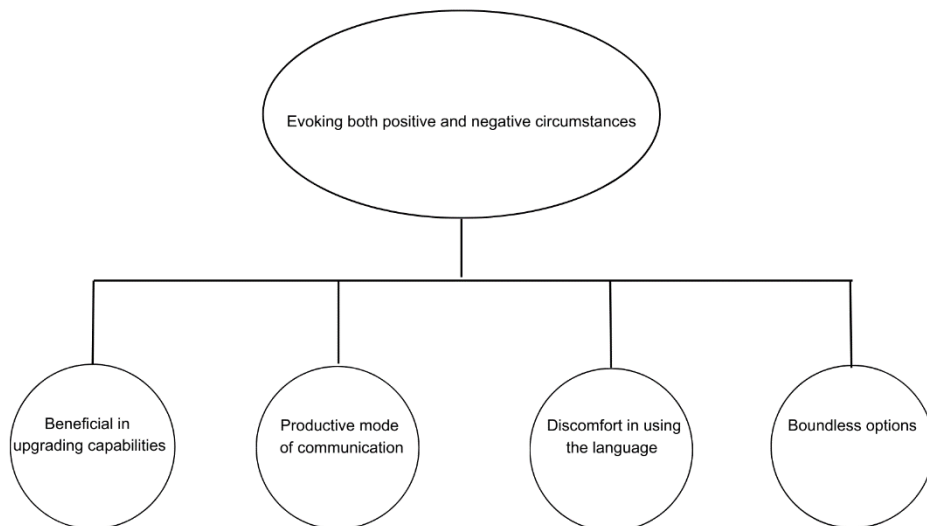
Figure 3. Benefits and drawbacks of having a speaking English policy inside the classroom.

A **beneficial in upgrading capabilities**, according to participants, it serves as their training ground to immerse the skills in communication. The student's critical thinking was developed, as well as their competence in using the language. Advantageously, their capabilities will improve when they utilize the English language.

PAR 1 stated that,

"The policy has a positive effect from my perspective. It will be an advantage since I can practice my English skills in any aspect. Hence, the implemented policy serves as a discipline to motivate and continue improving my English language skills." –Participant 1, Lines 1-2

PAR 2 mentioned that,

"As a learner, the English-only policy became an advantage and disadvantage to me. It is an advantage because it allows me to enable my critical thinking skills." –Participant 2, Lines 1-2

PAR 10 added that,

"So, it can help me more to explore and learn more about the different words and meanings that I can acquire during this implementation, and also it can improve vocabulary in speaking and to act in many ways by learning the English language." –Participant 10, Line 1

PAR 7 explained that,

"It greatly positively affects me because it helps me improve my vocabulary as well as my speaking skill, which motivates me to become fluent in using this language." –Participant 7, Line *1*

In the statement above by PAR 7, speaking English policy is a tool that encourages the learner to become coherent in utilizing the English language. The said policy inside the classroom influenced them in a good way that could help refine their capabilities.

Madrunio (2016) stated that the effectiveness of English language education in the nation is currently at a crossroads as stakeholders work to address concerns about enhancing academic accomplishment on the one hand and increasing English language proficiency in Filipino children on the other. According to Devi et al. (2018), students should pay equal attention to learning four language skills to improve their language abilities. Speaking is the most basic method for intercultural communication among the four language skills. Speaking is used for the majority of communication, whether it be face-to-face or over the phone. Karpovich (2021) asserted that the English-speaking assignment is the solution to the issue of students' academic performance since it enhances their English-speaking abilities.

According to participants, a **productive mode of communication** enables them to interact effectively by transmitting clear information through proper delivery. Even though its complexity was challenging for them, they still had to learn to speak English. Hence, they exposed themselves to the language daily because of its significance.

PAR 2 mentioned that,

"The benefits that I can get as a learner in implementing the English-only policy in the learning environment are that it allows me to learn the language through communication rather than memorization, it allows me to think outside the box, builds my listening skills and improve my memory skills." –Participant 2, Line 1

PAR 3 stated that,

"The effect of English only policy as an English language learner is that at first, it is quite complicated and confusing because the English language is broad, there are many terms that are complex to understand, but when you dare to learn and slowly engage yourself in English language, then that is the time I enjoy immersing myself in learning the English language, and have this English policy. This can also benefit me in some other ways; I can communicate with foreign people and can find a job in another country, and travel around the world." –Participant 3, Lines 1-2

PAR 8 explained that,

"As an English language learner, naa jud siyay dakong effect sa akoa it is because it helps me improve my verbal and nonverbal communication while I am studying and also it helps me interact more and improves my critical thinking skills." (As an English language learner, it significantly affects me because it helps me improve my verbal and nonverbal communication while I am studying, helps me interact more, and improves my critical thinking skills.) -Participant 8, Line 1

PAR 9 added that,

"Of course, the implementation of the speaking English-only policy is beneficial to the students because it will help their listening skills. Besides, the student would not experience difficulty communicating or especially with foreign people. They would not be afraid to talk, and also it helps them strengthen themselves in English." –Participant 9, Lines 1-2

In the above statement by PAR 9, the speaking English-only policy enhances their auditory skills, which is essential to effective communication. Furthermore, they practiced being confident in uttering the language that could build up their abilities to have a productive interaction flow.

Speaking is considered the superior of the four English language skills. When instructing, it should be given the utmost importance (AlSobhi, 2018). Students in higher education in non-English-speaking nations where English is the primary language of instruction frequently need to improve their communication skills while studying and use L2 to share ideas and demonstrate understanding through English (Pitura, 2022). Furthermore, in reaching mutual understanding and a well-mannered flow of communication, Chang (2022) stated that foreign learners were able to creatively apply their multilingual and multimodal repertoire, even though much-existing literature shines on the linguistic experience of Asian ISs in the Anglophone context where English is the primary language for academic learning.

A **Discomfort in using the language,** according to participants, the language causes them to fear dealing with the language. It affects their performances and challenges their confidence, primarily when they need to learn to speak the English language. It is a significant factor in their daily task in school, especially in oral recitation activities.

PAR 2 stated that,

"And it is a disadvantage because sometimes it cannot correct my thought and express it appropriately due to lack of firm foundation of vocabulary." -Participant 2, Line 2

PAR 3 mentioned that,

"The effect of English only policy as an English language learner is that at first it is quite complicated and confusing because the English language is broad language, there are many terms that complex to understand." –participant 3, Line 1

PAR 6 added that,

"Honestly, this policy affected me so much as an English language learner because it made me nervous all the time, especially when we have an oral recitation or report." –Participant 6, Line 1

In the statement above given by PAR 6, discomfort in speaking English only policy is what they had experienced. It affects the learners' performance in the learning environment, wherein they lose concentration and focus. Delivering their ideas was inappropriately done due to the anxiety of making mistakes and being confused regarding their grammar.

The widespread use of English-medium instruction (EMI) in higher education has pushed scholars to look into the difficulties that teachers and students may encounter while putting it into practice, according to Jeongyeon (2021). When it comes to using English to network, Sellami and Yosra (2021) mentioned that most students dislike and reject several of the cultural norms of English-speaking people. It also demonstrated that these students primarily chose to learn English for practical purposes. Also, Jalleh et al. (2021) added that students might have high anxiety levels when communicating in English, particularly oral communication anxiety among students in four communication contexts (group discussions, meetings, conversations, and public speaking).

According to participants, **boundless options** enable the students to be exposed to opportunities. This enables the learners to integrate in different fields of learning. Aside from that, it prepares them for their future career and opens doors in both local and global contexts.

PAR 3 stated that,

"The benefit I can get as a learner in implementing the speaking English only policy in the learning environment, just like what I have said earlier that I can find many opportunities to work through learning the English language; I can talk to people who are a native speaker of English language, I can study the other culture and beliefs of a different country, and I can travel abroad. Also, using the English language has many benefits, we can improve our listening skills, our education will enhance, we can find better employment opportunities, we can also broaden entertainment opportunities, and we can also assist in learning other languages." –Participant 3, Lines 1-2

PAR 4 mentioned that,

"There are many benefits as a learner if English policy is implemented. First, it helps the learner improve their listening skills. Second, it encouraged them to be knowledgeable in the universal language. Third, it gives them confidence. And fourth, it helps to have a memory improvement, and lastly, it will have better opportunities in the future." –Participant 4, Lines 1-3

PAR 5 added that,

"It will benefit me as a learner kay magamit nako siya future especially sa pag teach. It benefits me kanang magamit nako siya in teaching students pwede nako siya ma share or makahatag ko ug idea or knowledge sa mga students na akong matudloan. Because na experience nako na siya sa skwelahan. Naa man gud uban school na mo tudlo sa imuha na ma fluent imong english or kanang e-level up nila imong English language.And also it benefits me internationally, pwede nako siya ma gamit if mag travel ko or magonline business ba ko international so pwede nako siya magamit na maka understand sa ilang langue it's because na learn nako siya sa school."(It will benefit me as a learner for the reason that I can use it in the future, especially in teaching. It will be helpful to me as a learner for I am able to share what I learned with others or impart knowledge or ideas to my future students as what I had experienced in the learning environment. There are some schools that hone the learners to have competitive English speaking skills or else

*standardize your capability of using the language. Additionally, it is advantageous in travelling or doing online business transactions international because I can understand their language which I learned from school.) –*Participant 5, Lines 1-5

In the statement above given by PAR 5, the policy offers learners opportunities. It hones learners to be well-prepared individuals in the future, especially in facing the actual setup. Being competitive and knowledgeable enough to comprehend the English language leads the learners to become equipped person that attracts possibilities.

Dafouz (2022) mentioned that we start by considering the nature of ELT before considering the unique characteristics of English-medium instruction in higher education across the globe. According to ALhamed (2021), since English is now a widely used language for communication worldwide, many people need to be able to read and understand it. English has become widely used worldwide due to the opening of many nations to foreigners looking to do business, study, or reside in non-English speaking nations. As cited by Dafouz (2022), we start by considering the nature of ELT before considering the unique characteristics of English-medium instruction in higher education across the globe. For Devi et al. (2018), acquiring English is fundamental for individuals learning it as a secondary language because it offers more opportunities in one's career and academic fields.

SUMMARY

This study reveals the importance of speaking English policy to language learners. The implementation of the said policy turned out to be advantageous to the learners' end. They found that the said policy impacted **learners' language learning and development**. They successfully utilized the English language in various fields that aided them in enhancing and improving their intellectual capacity and comprehension. Moreover, the policy **produced more proficient learner**. The speaking English policy developed the learners' delivery of the language for efficient communication. Through the speaking English policy, Language learners become competitive due to their critical thinking skills. The educational system was standardized, which would be very beneficial to the future careers of the learners. In addition, the learners found the learning process manageable, boosting their confidence in using English.

It is essential to develop the learners' capabilities in the learning environment, for they are immersed in the classroom using the English language through discussions, activities, and conversations. It resulted in productive modes of communication through their delivery, pronunciation, and choice of words. Hence, it is inevitable that the learners experience discomfort in using the language as it evokes *both positive and negative circumstances*, for they aim to utilize the language properly. As a result, they were conscious of how to utter the words that could make the students nervous and anxious every time they used the language.

Even though the learners went through absorbing the language, they could not deny that it offers them significant global opportunities, especially for their future profession. Their language skills will be their strength to integrate in different areas of learning. They can apply what they have learned in school to their future workplace and could build genuine relationships with their colleagues. Furthermore, the learners will be able to interact with foreign people effectively because of their excellent communication. Consequently, this study is significant to the educational development of the students for the reason that it builds their competency in terms of communication

by refining their abilities and skills in speaking. In line with that, the students are literate enough to utilize the English language, resulting in a good communication flow. Additionally, it has a social impact because if most of us can speak English, local and global opportunities come our way, bringing positive feedback to our country. Since English is a universal language, implementing a speaking English policy is crucial in our daily lives, especially for language learners, because of its power to shape anyone into a globally competent individual.

IMPLICATION

From the results of this qualitative research, the researchers present the following implications:

The school administration becomes more motivated to practice the said policy inside the university. According to teachers, implementing the policy significantly impacted the development of the student's fluency in uttering the language, especially in daily interaction inside the learning environment. Consequently, the new generation is honed to be competent speakers of the English language through the implemented speaking English policy wherein a school program implication in the university.

Moreover, the students in the classroom tend to be more competitive and skilled, for they can come out of their shells and project themselves confidently in the English language. The students' performances improved, wherein they could demonstrate their ability in class discussion, reporting, and oral recitation and when giving insights about a particular lesson. In addition, the class was interactive and engaging because the students could freely share their knowledge regarding the topic and cope immediately with the teacher's instruction.

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