

THE EFFECTS OF ENGLISH-ONLY POLICY IN THE WORKPLACE OF ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS IN THE MUNICIPALITY OF BUGALLON

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Abstract - *This study is aimed to determine the effects of English-Only Policy (EOP) in the workplace of ESL teachers in the Municipality of Bugallon. This study sought to answer the following: 1) What is the demographic profile of the ESL teachers in Municipality of Bugallon in terms of a) Age; b) Gender; c) Length of Employment; d) Degree Course; e) Native Language/Mother Tongue; 2) How is English-Only Policy implemented in the ESL company; 3) How does the English-Only Policy affect the ESL teachers in the Municipality of Bugallon in terms of a) Daily Conversation; b) Self Improvement; and c) Career Improvement; 4) Is there a significant relationship between the ESL teacher's profile and the effect of English-Only Policy among the teachers in the Municipality of Bugallon. Descriptive method was used in the study. The respondents of the study have a total number of thirty (30), which is 35 percent of the total population of ESL Teachers in the Municipality of Bugallon. Respondents with the age bracket of twenty-three to twenty-four years old, got the highest frequency of 12 with a percentage of 40. In terms of gender, female got the highest frequency of 28 with 93.3 percent. For length of employment, respondents ranging 13 months to 24 months, got the highest frequency of 12 with a percentage of 40. As per the degree course, Bachelor of Secondary Education got the highest percentage of 46.7 and a frequency of 14. Lastly, for the respondent's native language/mother tongue, Pangasinan got the highest frequency of 15 with a percentage of 50. On the implementation of English-Only Policy in ESL company, out of 30 respondents, mandatory implementation of English-Only Policy got the highest frequency of 27 (90%).*

On the effects of English-Only Policy in ESL Teachers, in terms of daily conversation, 100 percent of the respondents agreed that EOP helps them gain ability to communicate effectively. 26 respondents with a percentage of 86.7 disagreed because of EOP, they tend to forget some words from their native tongue while 19 of them with 63.6 agreed that they unintentionally correct the grammar of the person with whom they are conversing, and often referred to as "conyo" because they often used a mixture of English and Filipino while communicating. On one hand, 27 of the respondents with a percentage of 90, agreed that they became more comfortable conversing with others. In terms of self-improvement, 29 of the respondents with a percentage of 96.7 agreed that EOP improves their speaking and communication skills. With a frequency of 27 and a percentage of 90 also agreed that EOP helps to see things from a different perspective and get a deeper understanding of another culture. Moreover, 100 percent of the respondents agreed that EOP became beneficial in terms of having a better comprehension on how language works and how it is used, helped them became fluent in English because of being immersed in the said language and all of the respondents also agreed that EOP helps them to improve in expressing themselves in English language.

Lastly, in terms of career improvement, 28 of the respondents with a percentage of 93.3 agreed that working in an English-speaking environment provides advancement for better jobs in the future while 28 of them with 93.3 percent also agreed that EOP offers a wide range of employment opportunities in global scale. As per the higher chance of getting fast track promotion, 22 of the respondents with 73.3

percent agreed while 100 percent agreed that EOP allows them to communicate effectively with international clients, helping them to trust them and the company resulting in strong and lasting business relationships. Moreover, 26 of the respondents with a percentage of 86.7 agreed that mastering the English-speaking skill in a workplace enhances skill-set and command a high salary. According to the result of findings, there is a significant relationship between the effect of English-Only Policy among ESL teachers in the municipality of Bugallon according to their native language.

Keywords - English only policy, English as a Second Language, ESL teachers

INTRODUCTION

The Philippines is recognized globally as one of the largest English-speaking nations with majority of its population having at least some degree of fluency in the language. English has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. It is the language of commerce and law, as well as the primary medium of instruction in Education.

English as a Second Language is a program of instruction designed to support English-language learners. It is a traditional term and used to study the English language by non-native speakers in an English-speaking country. ESL teachers instruct students in reading, writing, and conversing with focus on cultivating conversational and job-related communication skills. Oftentimes, students enroll in such programs to utilize the language in work, school, or even abroad. The lessons are conducted through virtual classrooms instead of using traditional modes of education. This means that a lesson is done conveniently with the utilization of Internet connection and a computer, tablet, or smartphone.

One of the famous ESL Companies here in the Philippines is 51talk, and it is China's largest online English platform. 51Talk is a leading online education platform that allows young students from China to learn the English language through qualified home-based teachers

from the Philippines. Through the 51Talk platform, a teacher and a learner can engage in a fun and meaningful learning environment. Despite of its undeniable advantages, the English-only policy has become somewhat a controversial issue. This policy mandates the teacher, students and all staffs to utilize English language as the primary communication inside the workplace. As the teaching of English to non-native speakers has evolved in the last decades, there have been clear trends that marked the usual practice for teachers. Many years ago, the Grammar Translation Method fully supported the use of the students' native language for instruction as well as for their participation.

With this, the researcher conducted this study to determine the effects of English Only Policy among ESL teachers in Municipality of Bugallon, Province of Pangasinan. This study tries to present the advantages and disadvantages of English Only Policy to ESL teachers that are working in the specific Company, which is 51Talk. This research was done by inputting facts and experiences of ESL teachers in 51Talk, and it was done through survey and questionnaires. The researcher believed that the result of this study, years after its publication, were to spread awareness about the effects of this policy in every individual.

OBJECTIVES OF THE STUDY

This study aims to determine the Effects of English Only Policy among English as a Second Language (ESL) teachers in Municipality of Bugallon.

Specifically, this study answers the following:

1. What is the Demographic Profile of the ESL Teachers in the Municipality of Bugallon as to their:
 - a. Age
 - b. Gender
 - c. Length of Employment
 - d. Degree Course
 - e. Native Language/ Mother Tongue
2. How is English-Only Policy implemented in the ESL Company?
3. How does the English-Only Policy affect the ESL Teachers in the Municipality of Bugallon in terms of:
 - a. Daily Conversation;
 - b Self-improvement; and
 - c. Career Improvement?
4. Is there a significant relationship between the ESL Teachers profile and the effect of English-Only Policy among the teachers in the Municipality of Bugallon?

METHODOLOGY

Descriptive method was used in the study. This method was utilized because this study aims to know the effects of English Only Policy in the workplace of ESL teachers in the Municipality of Bugallon.

In this study, thirty (30) English as a Second Language (ESL) Teachers of 51talk Company from the Municipality of Bugallon were the respondents. Purposive sampling technique was implemented in choosing the members of population to participate in the study. Each respondent who completes the survey will help about the effects of the English Only Policy

to the ESL teachers in the Municipality of Bugallon.

The researcher used a survey questionnaire as a data collection instruments in the study. The instrument was formulated and discussed by the researcher, composes of three parts. The first part of the questionnaire was the profile of the respondents, which includes the age, gender, length of employment, degree course, and native language. The second part of the questionnaire focused on how English Only Policy implemented in the ESL company. The third part is the effect of the English Only Policy to the ESL teachers in the Municipality of Bugallon.

The questionnaire was highly validated by the professionals and experts of the field. It was developed based on the observations of the researcher as well as the related literature and studies of this research project. After the collection and gathering of data, they were arranged, categorized and tabulated to have an analysis for the said responses.

For the interpretation and analysis of data gathered, the following statistical method was utilized.

To determine the profile of the respondents, implementation of the English—only-policy, and the effect of the English-only-policy among the workers, frequency count, and percentage were used.

Formula for frequency and percentage;

$$P(\%) = \frac{F}{N} \times 100$$

Where: P= percentage

F=frequency

N=total number of respondents

To determine the significant relationship between the ESL Teachers profile and the effect

of English-Only Policy among the teachers in the Municipality of Bugallon, Pearson Correlation was utilized.

Formula for Pearson Correlation:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where: N =no. of subjects

$\sum X$ = sum of all values of variables set X

$\sum Y$ = sum of all values of variables set Y

$\sum XY$ = sum of all values of variables set X and Y

$\sum x^2$ square value of X

$\sum y^2$ square value of Y

RESULTS AND DISCUSSION

Based on the interpretation of data, the researcher carried out with the following summary of findings:

I. Demographic Profile of the Respondents

Table 1
Demographic Profiles of the English as a Second language (ESL) Teachers
N=30

Demographic Profile	Frequency	Percentage
Age		
21-22	7	23.3
23-24	12	40
25-26	1	3.3
27-28	1	3.3
29-30	2	6.7
31-32	1	3.3

33-34	1	3.3
35-36	1	3.3
37-38	2	6.7
39-40	0	0
41-42	1	3.3
43-44	0	0
45-46	1	3.3
Gender		
MALE	2	6.7
FEMALE	28	93.3
Length of Employment		
1 MONTH – 12 MONTHS	9	30
13 MONTHS – 24 MONTHS	12	40
25 MONTHS – 36 MONTHS	9	30
Degree Course		
AB ENGLISH	4	13.3
AB POLITICAL SCIENCE	2	6.7
BS ACCOUNTANCY	2	6.7
BS ACCOUNTING TECHNOLOGY	1	3.3
BS INFORMATION COMMUNICATION AND TECHNOLOGY	1	3.3
BS PSYCHOLOGY	1	3.3
BACHELOR OF EDUCATION	14	46.7
BACHELOR OF ELEMENTARY EDUCATION	1	3.3
BS NURSING	1	3.3
COMPUTER SYSTEM DESIGN AND PROGRAMMING	1	3.3
MASS COMMUNICATION	1	3.3
UNDERGRADUATE	1	3.3
Native Language /Mother Tongue		
PANGASINAN	15	50
FILIPINO	11	36.7
ILOCANO	4	13.3

Respondents with the age bracket of twenty-three to twenty-four years old, got the highest frequency of 12 with a percentage of 40. In terms of gender, female got the highest frequency of 28 with 93.3 percent. For length of employment, respondents ranging 13 months to 24 months of employment got the highest frequency of 12 with a percentage of 40. As per the degree course, Bachelor of Secondary Education got the highest percentage of 46.7 and a frequency of 14. Lastly, for the respondent's native language/mother tongue, Pangasinan got the highest frequency of 15 with a percentage of 50.

II. Implementation of English-Only Policy in ESL Company

Table 2

The implementation of the English-Only Policy
N=30

How is English-Only Policy implemented in the ESL Company?	FREQUENCY	PERCENTAGE
Mandatory	27	90%
Voluntary	1	3.3
Optional	2	6.7
Elective	0	0

Table 2 presents the implementation of the English-Only Policy. Twenty-seven (27) or 90% of the respondents answered that it is mandatory; one (1) or 3.3% of the respondents, answered that it is voluntary, two (2) or 6.7% of the respondents answered, that it is optional; and none of them answered that it is elective,

Out of 30 respondents, mandatory implementation of English-Only Policy in ESL company got the highest frequency of 27 with a percentage of 90.

III. Effects of English-Only Policy in ESL Teachers

Table 3.1

Effects of English-Only Policy to the ESL Teachers in the Municipality of Bugallon in terms of DAILY CONVERSATION
N=30

DAILY CONVERSATION	f	% of the respondents who answered "agree"	f	% of the respondents who answered "disagree"
It helps me gain ability to communicate effectively both within and outside the office.	30	100	0	0
I tend to forget the some words in my native tongue.	4	13.3	26	86.7
Sometimes, I unintentionally correct the grammar of the person with whom I am	19	63.6	11	36.7

conversin g.				
I am often referred to as a “conyo” because I often use a mixture of English and Tagalog while communic ating with others.	11	36.7	1 9	63.6
I became more comfortab le conversin g with others	27	90	3	10

Table 3.1 presents the frequency and percentage of the answers of the respondents about the effects of the English only Policy to them in terms of daily conversation. Thirty (30) or 100% of the respondents agreed that it helps them gain ability to communicate effectively both within and outside the office. Twenty seven (27) or 90% of the respondents agreed and three (3) or 10% disagreed that they became more comfortable conversing with others. Nineteen (19) or 63.6% of the respondents agreed and eleven (11) or 36.7% disagreed that sometimes, they unintentionally correct the grammar of the person with whom they are conversing. Furthermore, eleven (11) or 36.7% of the respondents agreed and nineteen (19) or 63.6% disagreed that they are often referred to as a “conyo” because they often use a mixture of

English and Tagalog while communicating with others. And lastly, four (4) or 13.3% of the respondents agreed and twenty six (26) or 86.7 % disagreed that they tend to forget the some words in their native tongue.

In terms of daily conversation, 100 percent of the respondents agreed that EOP helps them gain ability to communicate effectively. 26 respondents with a percentage of 86.7 disagreed that because of EOP, they tend to forget some words from their native tongue while 19 of them with 63.6 agreed that they unintentionally correct the grammar of the person with whom they are conversing, and often referred to as “conyo” because they often used a mixture of English and Filipino while communicating. On one hand, 27 of the respondents with a percentage of 90 agreed that they became more comfortable conversing with others.

In terms of self-improvement, 29 of the respondents with a percentage of 96.7 agreed that EOP improves their speaking and communication skills. With a frequency of 27 and 90 percent also agreed that EOP helps to see things from a different perspective, or get a deeper understanding of another culture. On one hand, 100 percent of the respondents agreed that EOP became beneficial in terms of having a better comprehension on how language works and how it is used and of them with a percentage of agreed that it helps them became fluent in English because of being immersed in the said language and all of the respondents also agreed that EOP helps them to improve in expressing themselves in English language.

Lastly, in terms of career improvement, 28 of the respondent’s 93.3 percent agreed that working in an English-speaking environment provides advancement for better jobs in the future while 28 of them with 93.3 percent also agreed that English Only Policy offers a wide range of employment opportunities in global scale. As per the higher chance of getting fast track promotion, 22 of the respondents with 73.3 percent agreed

while 100 percent agreed that EOP allows them to communicate effectively with international clients, helping them to trust me and my company resulting in strong and lasting business relationships. Moreover, 26 of the respondents with a percentage of 86.7 agreed that mastering the English-speaking skill in a workplace enhances skill-set and command a high salary.

Table 3.2

**Effect of English-Only Policy to ESL Teachers in the Municipality of Bugallon in terms of SELF IMPROVEMENT
N=30**

SELF IMPROVEMENT	f	% of the respondents who answered "agree"	f	% of the respondents who answered "disagree"
English-only-policy improves my speaking and communication skills.	29	96.7	1	3.3
It helps to see things from a different perspective, or get a deeper understanding of another culture.	27	90	3	10
It became beneficial in terms of having a better comprehension on how language works and how it is used.	30	100	0	0
It helps me became fluent in English because of being	30	100	0	0

immersed in the said language.				
English-only-policy helps me to improve in expressing myself in English Language	30	100	0	0

Table 3.2 presents the frequency and percentage on the effects of the English only Policy to them in terms of self-improvement. Thirty (30) or 100% of the respondents agreed and zero (0) or 0% disagreed that it became beneficial in terms of having a better comprehension on how language works and how it is used; it helps them became fluent in English because of being immersed in the said language; and English-only-policy helps them to improve in expressing their selves in English Language. Furthermore, twenty nine (9) or 96.7% of the respondents agreed and one (1) or 3.3% disagreed that English-only-policy improves their speaking and communication skills. And lastly, twenty seven (27) or 90% of the respondents agreed and three (3) or 10% disagreed that it helps them to see things from a different perspective, or get a deeper understanding of another culture.

Table 3.3

**Effect of English-Only Policy to the ESL Teachers in the Municipality of Bugallon in terms of CAREER IMPROVEMENT
N=30**

CAREER IMPROVEMENT	f	% of the respondents who answered "agree"	f	% of the respondents who answered "disagree"

Working in an English speaking environment provides advancement for better jobs in the future.	28	93.3	2	6.7
English-only-policy offers a wide range of employment opportunities in global scale.	28	93.3	2	6.7
Chance of getting fast track promotion becomes higher.	22	73.3	8	26.7
A good knowledge of English allows me to communicate effectively with international clients, helping them to trust me and my company resulting in strong and lasting business relationships.	30	100	0	0
Mastering the English speaking skill in a workplace	26	86.7	4	13.3

Table 3.3 presents the frequency and percentage of the answers of the respondents about the effects of the English only Policy to

them in terms of career improvement. Thirty (30) or 100% of the respondents agreed and zero (0) or 0% disagreed that a good knowledge of English allows them to communicate effectively with international clients, helping them to trust them and their company resulting in strong and lasting business relationships. Twenty eight (28) or 93.3 % of the respondents agreed and two (2) or 6.7 % disagreed that working in an English speaking environment provides advancement for better jobs in the future and English-only-policy offers a wide range of employment opportunities in global scale. Next is twenty six (26) or 86.7% of the respondents agreed and four (4) or 13.3% disagreed that they master the English speaking skill in a workplace. Lastly, twenty two (22) or 73.3% of the respondents agreed and eight (8) or 26.7% disagreed that they get a chance of getting fast track promotion becomes higher.

IV. Significant relationship between the effect of English Only Policy among the ESL teachers in Municipality of Bugallon and their Demographic Profile.

According to the result findings, there is a significant relationship between the effect of English-Only Policy among ESL teachers in the municipality of Bugallon according to the native language.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis conducted, the researcher arrived at the following conclusions.

1. As to their demographic profiles

Most respondents are females between the ages of 23 and 24, have worked at the company under 13 to 24 months, have completed a Bachelor of Secondary Education degree, and speak Pangasinan.

2. As to how the English Only Policy implemented in the ESL Company

Most respondents (90%) answered that English Only Policy deployment is mandatory in the ESL company.

3. As to how does the EOP affect teachers in the municipality of Bugallon

All of the respondents agreed that English Only Policy helps them improve their capacity to communicate effectively both within and outside the office and majority of them disagreed that they tend to lose some words in their mother tongue in daily conversation.

When it comes to self-improvement, all the respondents (100%) agreed that EOP became beneficial in them in terms of having a better comprehension on how language works and how it is used, helped them became fluent in English because of being immersed in the said language, and helped them to improve in expressing themselves in English Language. Majority of them however, disagreed that EOP helped them to see things from a different perspective, or get a deeper understanding of another culture.

In terms of career advancement, 100% of respondents agreed that English Only Policy gives them a good command of the English language, allowing them to communicate effectively with international clients and allowing them to trust each other and their company, resulting in strong and long-lasting business relationships; however, the majority of them disagreed that EOP gives them a better chance of getting a fast track promotion.

4. As to the significant relationship between the ESL teachers profile and the effect of English Only Policy among the teachers in the Municipality of Bugallon

There is a significant relationship between the effect of English-Only Policy

among ESL teachers in the municipality of Bugallon according to the native language.

To maintain the effectiveness of the English Only Policy (EOP) to the English as Second Language (ESL) teachers in the Municipality of Bugallon, the following recommendations are proposed:

Self-Improvement

The English as Second Language (ESL) Company (51talk) is encouraged to still implement the English Only Policy (EOP) to their English as Second Language (ESL) teachers during work. This will lead the teachers to continuously improve in their speaking and communication skills, to see things from different perspectives, to have a deeper comprehension, and for the teachers to become more fluent in expressing themselves in English Language.

Daily Conversation

For the ESL teachers to have an effective communication within and outside the office, the 51talk Company should let them communicate using their native language during their break time to still preserve their mother-tongue and for them to feel more comfortable when having a conversation with others.

Career Improvement

Based on the survey conducted, the majority of the ESL teachers answered that an English-speaking environment provides advancements for better jobs in the future. It also offers a wide range of employment opportunities in global scale therefore; the English Only Policy (EOP) should be mandatory for the English as Second Language (ESL) teachers.

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