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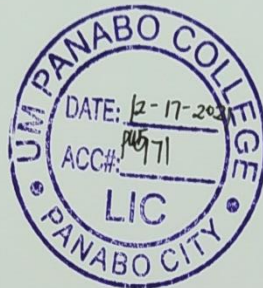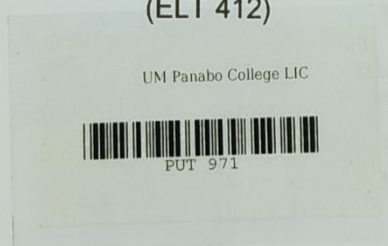
A Language Education Research Requirement
Presented to
The Faculty of UM Panabo College
Panabo City

In Partial Fulfilment of the Requirements
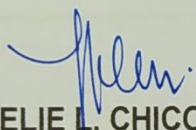For the Course
Research in English
(ELT 412)

Mark Luis Macas
Monawara Saly
Thea Tubilan

MAY 2021

ACCEPTANCE SHEET

This thesis entitled **"This is America: ESL LEARNERS ACCEPTABILITY ON ENGLISH ONLY POLICY AS MEDIUM FOR COMMUNICATION"** prepared and submitted by **Mark Luis M. Macas, Monawara H. Saly, and Thea Tubilan** in compliance with the requirements in the Research Subject under the **Department of Teachers Education**, UM Panabo College, Panabo City is hereby accepted.
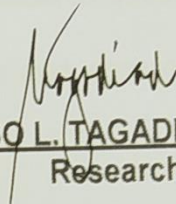
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This thesis entitled **"This is America: ESL LEARNERS ACCEPTABILITY ON ENGLISH ONLY POLICY AS MEDIUM FOR COMMUNICATION"** prepared and submitted by **Mark Luis M. Macas, Monawara H. Saly, and Thea Tubilan** in partial fulfilment of the requirements for the course Language Education Research, has been examined and accepted, and is hereby endorsed.

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PANEL OF EXAMINERS

Accepted and approved, after examinations during the final defense as per requirements of Language Education Research (EdRes 1).

Favorably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City

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ABSTRACT

The researchers aimed to determine the reasons why English language is use as medium of communication and why English language mustnot use solely as medium of communication **"**This is America: ESL Learners Acceptability on English only Policy as Medium for Communication". The data were gathered from the responses of the participants based from the three research questions. Then, the results were drawn from the response of informants and were grouped into themes.

The result of our study revealed that the students of Panabo City tertiarylevel were considerably more prefer to utilize English language in making theirstudy and everyday living. The data outcome that English is the language of our global correspondence in all spaces, like legislative issues, science, media or workmanship. The three result of our research which are: Medium of Communication, Connection, and importance of native language are the outcome of our sources answers. We found out that the use of English language as medium of communication is very helpful through communication and the use of native language to the English language is helpful to deal like learning new things or words that talks about English language and socializingothers.

Key words: *ESL Learners Acceptability on English only Policy as Medium for Communication*

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The researchers would like to express their heartfelt gratitude to those who help us sincerely in accomplishing this study.

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To **Dr. Celso L. Tagadiad,** our thesis adviser, and grammarian who sincerely helps us with all her expertise, and for her great effort in facilitating our errors, and correcting what needs to be improve. Without her guidance and constant help, this research would not have been possible;

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To our **classmates and friends** that gives support and encouragement along the process. Also, for sharing their ideas that helps us in time of need.

And finally, to our **Almighty God for the wisdom and strength and for guiding us spiritually,**

-The Researchers-

DEDICATION

This dissertation is dedicated to my family whose unyielding love, support and encouragement have enrich my soul and inspired me to pursue and complete this research.

-Mark Luis Macas

Every challenging work needs self-efforts as well as guidance of elders especially those very close to our heart. My humble effort I dedicate this to my family whose love encouragement and prayers just to get this success. Along with my friends who keep motivate me to continue learning. But above of all to our father god who gave me strength. Thank you for the support and continuous care.

-Thea Tubilan

The Allah who is the sources of life and strength of knowledge and wisdom. For my parents and siblings for their genuine apprehension and encouragement, patient and guidance. To my fellow classmate for sharing their knowledge and ideas in helping this research. From the bottom of my heart thank you.

-Monawara H. Saly

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Chapter 1

INTRODUCTION

English-only policy has always been a topic of interest. This became more evident as we learned the English Language. For today's education, English is a very common and regularly used language in a wide range of courses, as well as for communication and the lengths to which individuals and institutions went to ensure that only English was used has always intrigued our interest. An English-only policy and students' beliefs on the language of instruction are important issues that can be researched under critical action research (Troudi, 2006). Davis (2008) tells us that researchers try to change existing power structures and inequality within the community under study (Davis, 2008: 141). Although I wish to be a critical action researcher who can challenge the existing practice, there is a limit to the knowledge and experience I can offer. Therefore I want to use this small study as a starting point to understand language policy. The teaching of English is focused on the ability of the learners to be capable of mastering the four language skills, namely: listening, speaking, reading, and writing (Depdiknas, 2003). The learners should have abilities in reading and listening to support their speaking and writing.

Purpose of the study

The purpose of this study is to assist students in understanding why English-only policies must be followed and why English language should not be utilized as a medium of communication. This research will help the tertiary students how English language is almost certainly considered as one of the most important subject that a student can learn from school.

Research Question

This study aimed to analyze the reasons why we need to implement theEnglish-only policy in the medium of communication.

1. What are the reasons of students why English must be used asmedium of communication?

2. What are the reasons of students why English must not only be usedsolely as a medium of instruction?

3. What can strategic innovation be integrated into English policy basedon reasons?

Theoretical Lens

Language and education are two inseparable concepts because education is disseminated via language. As Dube and Ncube (2013) put it, "education and language are dependent on each other. If education is to be attained, language has to be used and for language to endure, survive and be respected, it has to be taught in schools". However, Wolff (2005, p. 3) is of the opinion that "language is not everything in education, but without language, everything is nothing in education". Though language is not everything in education, the language of education has always been a bone of contention,

especially in multilingual societies because of the effect it has on educational success. Opinion is divided on whether to use L1 (First Language) as medium of instruction or a foreign language (English, French, etc). (C Owu-Ewie · 2015)

Again, opinion is divided on when to use the L1 (First Language) or L2 (Second Language) as medium of instruction. As a result, nations whose native languages are not the dominant languages of education have promulgated language policies to solve communication problems in their school systems. Most multilingual nations have adopted bilingual education systems that recognize the child's native language and a second language, which in most cases is the official language of the nation. Though most countries have sound language policies in their educational system on paper (theory), they lack the political will to implement them. As UNESCO (2008a) indicates, some multilingual countries have constitutional clauses and even education policy but meanwhile the same countries lack implementation strategies that would benefit such groups in real terms. (C Owu-Ewie • 2015)

Significance of the study

The findings of this study will assist students in expanding their vocabulary and become more competent in speaking English. Using the English language as a means of communication will benefit tertiary students who are experiencing difficulty with their various subjects that use the English language as a medium of instruction.

Delimitation and limitations of the study

To prevent misperception and misunderstanding rise up in this study, the researcher gives delimitation and limitation. The study's scope is limited to students studying exclusively in Panabo City, and it includes the following limitations: The research is limited to activities in English language education at the tertiary level. The researchers pay close attention to college students.

By determining the delimitation and limitation, the researcher will quickly discover the study's major topic, which is how English-only policies are implemented and not implemented.

Definition of terms

For more in-depth understanding, the researchers present a specific term and 16 definition related to the study. The descriptions of the term used are hereby defined.

L1. An **L1** is the first language, your native language, or your mother tongue. You are a native speaker of that language.

ESL learners. English as a Second Language is learning English in a country where English is dominantly spoken or where English is the official language.

English medium of Communication. The English language is an international medium of communication. People use English as a second language to 19 20 interact and communicate on a daily basis. The English language is a key factor in gaining access to many things. Be it in your career or terms of knowledge, the English language is universally acceptable.

Connection. A relationship in which a person, thing, or idea is linked or associated with something else.

Communication. The imparting or exchanging of information or news.

Organization of the study

The study is essential to summarize all the contents to discuss every chapter of the book.

Chapter 1 present an introduction of my experience in my past study that started in elementary then so on. It also provides brief learning about English being used in teaching that understands the issue of language policy.

Chapter 2 showcases the related studies, theories, and review of the relevant literature on how experience and challenges affect English language learners.

Chapter 3 deals with how the research was performed and organized, who the informants are, and the researcher's position. This chapter also explained how the data is collected and analyze. The report's trustworthiness and integrity are also illustrated and expounded with its ethical consideration to demonstrate that the investigation is undergoing a systematic and standard procedure.

Chapter 4, the outcome, consists of some assertions. Compared to the cited literature, it also addresses the crucial findings per study issue. It also includes the implication of further analysis for practice and effect and the final statement remark.

Chapter 5 discussion and conclusion based on the data we have gathered during our virtual meeting.

Chapter 2

REVIEW OF RELATED LITERATURE

This qualitative research chapter provides more details of the literature and related to guide and clarify what is highlighted in the study. In order to know how the English Language is one of the most important things in communication, it is used as a tool of communication among nations all over the world. This related literature will help the readers furthermore to understand our study and make a difference about how the English language will help the students in their studies.

ESL Learners Acceptability on English Only Policy

This article tackles the questions around the efficacy of the English language in educational contexts. The author argues that the answer to these questions has nothing to do with whether English is a more viable language of instruction   or whether it promises non-English-speaking students full participation both in school and society. In the author's view, this position would point to an assumption that English is, in fact, a superior language and that we live in a classless, race-blind society. He proposes, instead, that the attempt to institute proper and effective methods of educating non-English-speaking 25 student rest on a full understanding of the ideological elements that generated and sustain linguistic, cultural, and racial discrimination, which represent vestiges of a colonial legacy in our democracy. (Macedo, Donaldo, 2017)

Developing the ability to speak English is a daunting task that has long been omitted in a test-driven pedagogy context (Chang, 2011; Li, 2012a, 2012; Chen & Tsai, 2012; Kitchen, 1989, 1995). Since speaking is not tested for school admissions, most students are not motivated to learn it (Chang, 2011; Chen & Tsai, 2012). Now, globalization makes English Lingua Franca; speaking English is definitely bound to be one key capability to connect oneself with the world (Graddol, 2007). Thus, teachers strive to help learners learn English by selecting appropriate and interesting topics to motivate them to learn more effectively (Dörnyei & Csizér, 1998; Spratt, Pulverness & Williams, 2011), especially in speaking.

However, with only one internationally published research on Taiwanese college students' topics preference (Chen, 2012) and none on high school students, selecting appropriate topics seems challenging. Consequently, this study intended to investigate the potential topics that motivated learners to practice speaking and their oral performance. The results show that learners preferred topics related to their daily life, and their speaking improved in terms of speech unit, clause unit, and words uttered. Hsieh (Hui-Chen, 2016)

Medium of Communication

English Medium Instruction (EMI) in universities continues to grow as an educational phenomenon and increasingly is attracting the attention of

Researchers, particularly researchers who are applied, linguists. Starting with a definition of EMI and with the challenges that any working definition poses in the many contexts in which EMI is said to be operating, this paper explores the extent to which some of the theories prevalent in the field of second language acquisition can be transferred to the kinds of content classrooms which are labeled EMI. Examples of language used in content classrooms are provided and analyzed with two specific foci: what and how teachers use vocabulary and the use of the learners' first language by the teacher. Some recommendations for taking a more nuanced perspective towards EMI research by applied linguists are suggested.

Beyond statewide testing such as No Child Left Behind, English language learners need to become literate so they can have a chance at a promising future. However, "for too many English language learners, graduation from high school, let alone college, remains but a dream" (Koelsch, 2006). In fact, one study found that about thirty percent of English language learners in U.S. schools do not graduate, compared to about ten percent of native English-speaking students (Short & Fitzsimmons, cited in Giouroukakis & Honigsfeld, 2010).

Most people would agree that school is an important stepping stone for future success. However, English language learners do disproportionately poor in school (McCardle, Mele-McCarthy, Cutting, Leos, & D'Emilio, cited in Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011), in particular on tests of literacy (NAEP; Short & Fitzsimmons, cited in Echevarria, Richards-Tutor, Chinn, & Ratleff, 2011).). Although school performance is not the only important area that literacy impacts, literacy can be the most important factor in school performance when a student struggles with English. Literacy is not only a key to school success because most learning is generally done through the lens of language, but it is also the key to success at home and in community activities.

Simple daily tasks such as making a grocery list or reading the instructions on a washing machine require basic literacy skills. One step school personnel and teachers can take to help these students achieve their tasks of daily life is to ensure a basic level of literacy. This way, once students grow up and leave school, they will be able to help themselves in novel situations, such as applying for a job online.

Many studies have shown that the younger a child is when they begin learning a foreign language, the better their spoken language, grammar skills, and pronunciation are in that language (Dixon et al., 2012). Flege and MacKay determined that English language learners who did not use their native language frequently were more likely to have almost native pronunciation and sound discrimination abilities (cited in Dixon et al., 2012). Because this process takes time and coursework becomes increasingly complicated as students get

older, gaining literacy skills can be especially significant for high school-aged students. Presumably, these are the students for whom gaining literacy competence is the most challenging; therefore, this research will focus on gaining literacy at the high school level.

High school is the time for students to gain independence, explore new areas of interest, and figure out what they want to do with their lives. However, this creative freedom can be stifled for some English language learners based on low scores on state-wide testing, Echevarria, Richards-Tutor, Chinn, and Ratleff noted that these types of tests "may have considerable consequences" for the English language learner, "especially at the secondary level," where students are planning for their futures (2011).

Academic English tends to be the most taxing for English language learners in the school setting (Echevarria et al., 2011). Echevarria and colleagues noted that this might be particularly dif cult because academic English requires the students to learn English skills and demonstrate an advanced knowledge of English simultaneously (2011). English language learners have trouble translating their knowledge into academic English. They may also find it difficult to comprehend knowledge when presented to them in a higher level of English than that in which they are proficient. These barriers are only one of the reasons why English language learners tend to do worse in school than native English speakers (Echevarria et al., 2011).

Another barrier to the education of English language learners is that many teachers do not understand English language learners and their needs.

Teachers may be confused because they see the student between

classes when he or she is using English well to interact with friends and peers (Echevarria et al., 2011). When applied to the academic performance of the second language (L2) or new language learners, the threshold hypothesis has been shown consistent and supportive in the assessment of English literacy when the learner has a high level of literacy attainment in their dominant language. Similarly, learners with low literacy attainment in their dominant language were only able to achieve comparatively low literacy tasks in Englishas well (Lechner & Siemund, 2014).

Another potential challenge to the threshold hypothesis is based on a recent study in which preschool-age English language learners outperformed their monolingual peers on measures of beginning literacy skills, including symbolic representation, attention control, and basic problem-solving challenges. These results highlighted the concept of bilingual advantage rather than illiteracy skills as a potential lever within the threshold hypothesis (Ardasheva, Tretter, & Kinny, 2012). This means that knowledge of more than one language may positively impact student academic performance than literacy skills in more than one language.

Of course, teacher training programs can teach education majors how to work with English language learners, but there are many skilled teachers in our schools today without this training. One way to foster this knowledge and skill base among current teachers is to provide opportunities for school-wide professional development (Echevarria et al., 2011). These types of opportunities should be regular and intensive for the best effects. Echevarria and colleagues list seven outcomes of these types of training, which explain

why teachers' knowledge can benefit their classrooms in general, not just English language learners. Professional literacy instruction:(1) deepens teachers' knowledge of content and how to teach it to students, (2) helps teachers understand how students learn specific content, (3) provides opportunities for active, hands-on learning, (4) enables teachers to acquire new knowledge, apply it, and respect on the results with colleagues, (5) links curriculum, assessment, and standards to professional learning, (6) is collaborative and collegial, and (7) is intensive and sustained over time. (Echevarria et al., 2011). When teachers are actively seeking to improve their practice, everyone in the school community bene ts, especially those who need the extra support.

Another area for consideration is the implementation of student activities. A faculty member from the University of Arizona believes that social engagement is critical for academic success in college. Implementing activities that provide opportunities for international students to meet with domestic students and develop relationships will not only contribute to their adjustment process. Still, it will also have a positive impact on their language skills. There are many international students who arrive with a high level of English proficiency in reading and writing but who lack listening and speaking skills due to a lack of previous practice. Interactions with domestic students would help international students become proficient, especially in listening and speaking - crucial skills in face-to-face classrooms. Lee (2013)

Connection

Since we live in what is called a "global village," we need a global language to interact and communicate with each other. Because in our modern world, travel has become easy and trade has been globalized, the need for a global language has never been more important. One of the most important reasons behind the world's need for a global language is great international bodies such as the United Nations. It now has over 50 various agencies like the World Bank, the world health organization, UNICEF, the universal postal union, and collective organizations such as the commonwealth and the European Union. All these points have made a pressure to establish a worldwide lingua franca to communicate easily. (Mohamadsaid • 2019)

Importance of Native Language

Language, in the most basic sense, is a means of communication among people. Since the proper and effective use of people's native language will shape an individual's whole life, individuals are expected to have native language awareness. There is a strong bilateral relationship between the effective use of native language and native language awareness. All the teachers/preservice teachers and especially native language teachers/preservice teachers, who are role models as instructors, are expected to have this awareness and help students gain and transfer it to future generations. By this motivation, this study aims to examine language awareness of preservice teachers, an example from Turkey. Through the phenomenological design of the qualitative research methods, it has been aimed to reach this goal.

Accordingly, the data were collected through semi-structured and structured opinion forms from 60 preservice teachers studying in a state university. In the study, it was seen that preservice teachers generally havethis awareness. It has been revealed that the preservice teachers tend to correct their use of language that they think is wrong, they investigate the word they do not know the spelling when they are indecisive, and they mostly find it necessary to obey the language rules in multimedia. It was concluded that attention in the use of language emphasizes the negativities to be encountered in the dimension of providing social communication in daily life. (Akbulut, Serdar; Aslan, Yasemin; Ahiskali, Eylem Ezgi, 2021)

Chapter 3

METHODOLOGY

Discussed in this chapter is the methodology used in this study. This includes the research methods and design, the role of the researcher, informants of the study, the method of data collection, data analysis, trustworthiness and credibility, and its ethical consideration.

Research Design

The research design of this is a qualitative case study. Rashid (2019) stated that case study methodology enables researchers to explore intricate phenomena in-depth within a specific context. This article presents a systematic step-by-step guide to conducting a case study in the business discipline by keeping in mind research students. Research students belonging to said discipline face issues in terms of clarity, selection, and operationalization of qualitative case studies while doing their final dissertation, which is difficult to be accessed by other usual research methods. Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for health science research to develop theory, evaluate programs, and develop interventions. This paper aims to guide the beginner researcher in identifying the key elements for designing and implementing qualitative case study research projects. An overview of the types of case study designs is provided, along with general recommendations for writing the research questions, developing propositions, determining the "case"

understudy, binding the case, and a discussion of data sources and triangulation. To facilitate the application of these principles, clear examples of research questions, study propositions, and the different types of case study designs are provided (Terrell, 2012). Creswell (2012) stated, a focused strategy is one that focuses on an event, location, issue, time, or other physicalconstraints. Teachers' morale was investigated using semi-structured interviews. Through one-on-one semi-structured interviews, teachers were encouraged to share their experiences and impressions of how the conservatorship process affected or did not affect their morale. Teachers' morale was collected, explored, studied, analyzed, and interpreted using qualitative research methodologies, which used the inductive process to find patterns of commonalities and contrasts in research participants' experiences.

Role of the Researchers

As researchers, our responsibility is to pose a question to the informants in order to obtain access to and examine their opinions on our in-depth study of English as a medium of communication. We conducted it via chat; after retrieving their questions and responses, we followed up by collecting the majority of their common answers in number one and also in number two; after we had gathered all of their similar answers that related to the question, we came up with a theme that corresponded to the number of questions asked.

Research Participants

Informants in this study were the ten students from two different tertiary institutions in Panabo City; this study focused on the English language as being used as a medium of communication and instruction. We chose the tertiary level because they can easily answer and apply their knowledge to our research issue, and they can provide trustworthy replies based on their experiences andperspectives gained over many years of study.

Data sources

This information was gathered from Panabo City tertiary students. We hold a dialogue with the respondent via messenger.

Data Collection

Recording Data, We first ask students via messenger if they are willing to be informants in our thesis inquiry, then we ask them questions related to our study, and finally we have a screen shot record to use as evidence when giving data records. After that, we put all of the information we've acquired together to create a list of items that reflect their overall responses.

Data Analysis

We meticulously selected phrases and words that match all of their replies and are comparable to them, in order to construct a great theme that fits the overall questions.

Trustworthiness and Credibility

In this section, we ensure that our aim is being met by conducting this research correctly. We ensure that nothing is being done incorrectly, that all of the steps are being followed, and that our informants are being treated properly. All of the information and data that we have is derived solely from our informants' responses; we never alter any of the material in order to maintain the credibility that it came from our informant's originality.

Transferability

This research can be transferable of any educational context that may help tertiary or any student that may seek knowledge on English language use as medium of communication and any other topic that pertains to English

Dependability

This research has no other aims than to help tertiary students produce ideas that will help them be more productive in learning English for use purposes. All of the source we've obtained has come from our trusted sources, which has proven to be quite beneficial for them and us.

Confirmability, we never change any of the answers provided by the informant, and in order to avoid biases from other sources, all of this information is derived only from them nothing is removed and added.

Ethical Consideration

We make certain that the study participants must unconditionally agree to the questions posed to them, and that any of their responses will not hurt them; their responses, as well as their confidential information, will be kept between   us   and   them.

Chapter 4

RESULTS

Presented in this chapter the result of the data as already analyzed and interpreted. Hence, the discussion of each theme and the original statements were still retained. The answers are displayed in tables and thoroughly explained.

The following are the answer and opinions of our selected respondent, the selection of the sentence that connects and relate to their answer to the questionnaire. The responses of the student that provide more clarification to the question and specification to a problem that deals with the English language as a medium of communication.

Table 1

Reasons of students why English must be used as for mediumcommunication

Theme	Core Ideas Discussion
MEDIUM OF COMMUNICATION	Student A It is important that I will use English as a medium of instruction because it is our universal language. Student B People of other countries are able

| MEDIUM OF COMMUNICATION | and right for us to use it. For us to understand one another even if we have our mother tongue within us, it doesn't mean that we are using English as always but for us to learn more about the things that others have and that we don't have by

English each explanation would be realistic and eventually understandable.

Student F

We must surely use the English language in order to communicate with other countries that use the English language in order for them to tell us what they want to tell.

Student G

English is an essential language that helps us to communicate with the world globally.

Student H |
|---|---|

MEDIUM OF COMMUNICATION	English as a medium for communication helps us to easily socialize with other people from different countries all over the globe. If we could have good English communication, it would be easier for us to travel around the world. It is a fact that English has been used as a second language that could easily be understood and recognized by everyone. Student J Students or professionals tend to use English in global communications settings because most people know how to speak such a language well; as the need for a worldwide language grows, so does the necessity for global communication.

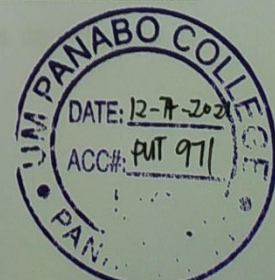| CONNECTION	Student A
	To connect different kinds of people because I could understand them if they also know how to speak English.
	Student B
	The English language helps us to connect with people all over the world.
	Student C
	English is an international language that helps everyone to connect with each other.
	Student H
	In learning the English language, communicating and connecting to the world would be convenient.
	Student I
	People are interconnected, and English is set as the language and of our international communication.

CONNECTION	Student J Students are required to use social media applications in order to be connected and updated to their academic endeavors.

The above answers and theme are in the table that we have selected out from the data. We have picked only the common on their answer, their knowledge about the question; by reading the answers above, they will understand why most of the students are more likely to used English as a medium of communication in Davao Del Norte Tertiary level, based on the answer above the user of English is a way to understand foreign people also itis an opportunity to get a job easier and some point English is a tool to make our lives better; however, there is also the tension in using English language and not using the English language, the student finds easier when learning a lesson by using the English language. At the same time, also native speaker or let just difficult because it is not exposed to them when they are still a child and using the English language might be a tool to erase our mother tongue. English has the advantage and disadvantage for today's era, through analysis is done by the researcher to prove that the English language has its purpose in the medium of communication.

Table 1 Display the reasons of the student why English must be used as a medium of communication at Davao Del Norte tertiary Level. In this part, the answers that correspond to the theme by the tertiary student are, Understand, Aid, and Literate to analyze and understand why student needs to use the English language as a medium of communication.

Communication, it is how useful English language in the field of communication, many tertiary students are wise using the English language as a medium of communication to help their selves understand the different subject that is also using English language, according to (Normark, 2013), English is an access to a global society which implies studying a speci c subject area through English is crucial in today's educational arena.

Nowadays, plenty of tertiary students are thinking that using the English language is a tool to understand others, compete with others and support others that is foreign to us,

English is known to be a universal language. Students or professionals tend to use English in global communications settings because most people know how to speak English well.

Language helps express our sentiments, wants, and questions to our general surroundings. ... Furthermore, the capacity to convey in different dialects is turning out to be increasingly more significant in the inexorably incorporated worldwide local business area.

Connection shows that communicating in English permits you to connect with others through your community and the world. Realizing that

language makes us more connected due to understanding one's language. According to (Bozkurt • 2015), Like a powerful language with which knowledge is created, articulated, or exchanged, English is also one of the robust dynamics of globalization. It functions as an international language to bridge nations and unite the globe.

According to (GZ Grenier • 2021), people are increasingly mobile in today's globalized world and often need to communicate across different languages. Learning a new language is an investment in human capital. Migrants must learn the language of their destination country, but even non-migrants must often learn other languages if their work involves communicating with foreigners. Economic studies have shown that fluency in a dominant language is essential to financial success and increases economic efficiency. However, maintaining linguistic diversity also has value since language is also an expression of people's culture.

For us to understand one another even if we have our mother tongue within us, it doesn't mean that we are using English as always but for us to learn more about the things that others have and that we don't have by English each explanation would be realistic and eventually understandable.

Table 2

Reasons of students why English must not only be used solely as

mediumof instruction

Theme	Core Ideas Discussion
IMPORTANCE OF NATIVE LANGUAGE	**Student A** I also believe that we must focus on studying our language because some of us know how to speak English deeply but don't know howto speak Filipino. **Student C** It is important to study English, but many individuals said that their mother tongue could be a useful tool also to understand any instruction labeled. **Student D** Using local language can assist students in grasping and speeding through the curriculum, which is critical for timely and successful completion.

IMPORTANCE OF NATIVE **LANGUAGE**	**Student E** When English is used as a medium for communication, it will slow down the student's educational process. We can deny that the students communicated using their native language, which is their mother tongue. The student will not comprehensively understand the course content, and it will be time-consuming for them to complete the task using the English language. **Student F** It is always better to learn with the native language than the foreign ones because it can be clarified and comprehended very well. **Student G** English is something that we should know but not we shouldn't forget our native language too. It's the only way to preserve and protect our language.

Upon the answers of our respondents is the possible reason why English must not only be used solely as a medium of instruction. We just pick their common answer then native language is essential and our also identity. This is America ESL Learners Acceptability on English only Policy as Medium for Communication among Panabo City tertiary level students is evident. Acceptability on English, as shown above, shows that English must be used solely as a medium of instruction. As explained in the review related literature, in conversation, our speech and others follow each other in rapid succession. Effects of the surrounding context on speech perception are well documented but, despite the ubiquity of the sound of our voice, it is unknown whether our speech also influences our perception of other talkers. Bosker, Hans Rutger (2017).

Table 2 display the reason why English must not only be used solelyas a medium of instruction. According to M. Al Amri 2012 restricting non-English languages in education dates back to the colonial period in the 1830s and during the great wave of European immigration roughly from 1880 to1920. The purpose of this is to discuss this phenomenon, namely English-only policy regarding culture, identity, and academic achievement background about English-only movement, its effects on educating minority children in the new millennium, and the false linguistic and cognitive beliefs on which it is based; the second section presents practical issues based on cognitive, cultural, literacy and critical pedagogical theories.

Importance of Native Language, respondents report the importance of our native language in building our identity cannot be overstated. Language

is infused with history and culture. Learning the original language entails studying the same history and culture as our parents, family, and even previous generations; according to (Akbulut, Serdar; Aslan, Yasemin; Ahiskali, Eylem Ezgi, 2021), the language, in the most basic sense, is a means of communication among people. Since the proper and effective use of people's native language will shape an individual's whole life, individuals are expected to have native language awareness. There is a strong bilateral relationship between the effective use of native language and native language awareness.

When English is used as a medium for communication, it will slow down the student's educational process. We can deny that the students communicated using their native language, which is their mother tongue. The student will not comprehensively understand the course content, and it will be time-consuming for them to complete the task using the English language.

English as a mechanism of correspondence isn't important to utilize because we are not all experts in talking in English and can comprehend English.

Strategic innovation can be integrated
to English policy based on reasons?

Based on the reason that the use of English as a medium of communication is useful, first is the utilization of the English language as a mechanism of correspondence enjoys the benefit to offer us a chance to be more serious in managing various individuals, to comprehend unfamiliar individuals who are utilizing the English language, help us to grasp books and writing that are written in English tongue, to proficient us from the 21st century picking up, widening our psyche and jargon be known about everything that

today has it to bring to the table.

The disservice of the utilization of the English language as a vehicle of correspondence dependent on reason is loss of one's local language from the local speaker, by local speaker attempts to utilize the English language as it is their language and step by step they communicate in the English language, the language they use is being neglected. The utilization of the English language as a vehicle of correspondence held an obstruction, by causing to feel hard to get others and correspondence in managing everyday work and different conditions will discover troublesome just to know about what they are alluding to.

Every student has a different way of learning. Learning the English language is not easy as it seems. Thus there is a need to be innovative in creating ways the will us know the language conveniently.

First, we need to try reading various books or journal articles that we encounter. Upon reading it, try to find new words and then unlock the difficult terms for better understanding. If you already know the meaning of the word, try to use it in a sentence. Also, you can use it in your everyday situation with a particular person. If we can practice that, we can learn the language meaningfully. If we learn the language, we can connect to the world conveniently, and it would serve as a positive factor for us.

Showing English as a subsequent language is continually changing, particularly as innovation advances. The range of advancements accessible

for use in language learning and instructing has gotten profoundly expansive in this early piece of the twenty-first century, as have the manners by which they are being utilized in study halls worldwide. It is neither wanted nor pragmatic to utilize innovation.

Each setting requires an extraordinary way to deal with English language procurement, and these conditions oversee when and how innovation is acquainted with youthful students. While innovation can reform learning, there are times when it can assist with supporting instead of challenging etymological, social, and social authorities.

Chapter 5

DISCUSSION AND CONCLUSION

This chapter deals with the discussion and conclusion of the major themes found in the results of this study. Furthermore, discussion of each theme is emphasized here to understand English as a medium of communication further. Particularly, the meeting of the result is according to the research question's findings and answers.

Discussion

The English language allows you to converse easily even when you're on the move. Because English is spoken in practically every country, it can assist you in overcoming linguistic barriers. English allows you to communicate easily with all of the world's fellow citizens. When your communication is unrestricted, you can actively access a wide range of resources.

This study shows that the English language is important to the tertiary student of Panabo City because of its role in society, work chances, and communication with individuals worldwide. English helps you extend your horizons truly. Every vacation becomes much more exciting when we know the language... Education is essential for personal development, but learning English also improves one's quality of life.

The sources are afraid of losing their first language when they will utilize the English language as a medium of communication, and a student raises their metalinguistic awareness, absorb more academic content, improve their English proficiency, and have more well-developed identities and self-esteem

when instructions incorporate students' home languages into classroom instruction, according to data.

English must be used as medium communication.

The findings revealed that the main advantages of using English as a medium of instruction were better access to English materials and the availability of better curricula, better job and career development opportunities, a positive impact on the larger community, and more opportunities.

Because the world speaks various languages, education in English as a common language would help everyone communicate more effectively. All standardized assessments are given in English across the country. Not only does English education prepare you to interact within the country, but it also prepares you to communicate globally. Findings say that Knowledge of written and spoken English is valued by higher education institutions worldwide. Major universities have English-only application forms and modes of education.

As a result, pursuing Higher Education requires at least a rudimentary understanding of the language. English is one of the most widely used languages globally, and it is a simple way to interact with others. Standard English is essential in our educational system since it is the type of English that all students must use in both speaking and writing.

Informants say that English is the main form of communication in today's technology and some functions are available in different languages. Still, when

it comes to technology, English remains the dominant language. Not all of the information we get on the internet can be translated into other languages. It is much easier to utilize the internet if you know English.

English must not be used as a medium of communication.

The paper examines how teachers' use of English as a medium of teaching hampers rather than facilitates students' learning attempts, based on the responses of tertiary students. While adopting the mother tongue as an alternate medium may be a possibility for change, there are theoretical grounds to believe that it would not necessarily result in significant improvement because the problem is deeper rooted in prevailing ways of teacher-pupil communication. There are also the well-known practical problems associated with education in the mother tongue.

With cautious adoption of a bilingual-based, communication-oriented approach to instruction, maintaining English is a simpler alternative. According to the argument, teachers should be trained in two basic elements to aid learners' comprehension and analysis of classroom conversation. They should have the ability to support learning by analyzing language-related hurdles. They should also be comfortable with the two key skills to inquire and explaining.
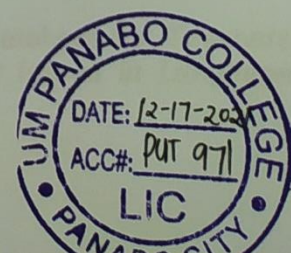
Furthermore, it is arguable that teaching in English lowers the quality of instruction; the responder states that technical abilities obtained by students are most important in the job market and that these are best acquired through their mother tongue. Finally, teaching in English is insufficient in attracting and

by students are most important in the job market and that these are best acquired through their mother tongue. Finally, teaching in English is insufficient in attracting and retaining international students.

Conclusion

We conclude that English is the language of our global use in all spaces, like legislative issues, science, media, or quality. It is expected the language of amusement just as mingling. Having a proper order of English assists us with having more open doors throughout everyday life, above all else, our profession, the use of English as a medium of communication is now global, and the tertiary students are willing to adapt to what the world has to offer to learn and understand others.

True, English is essential for higher education because it lets us become aware of new technologies because most information is now available only in English. As a result, everyone should be completely aware of this. Because English is the most commonly used language in higher education, if a student does not have adequate English abilities, they will struggle. The first and most crucial requirement for traveling overseas is that we all have solid English communication abilities. English is the most commonly spoken and understood language on the planet. Because English is spoken in so many places, English will likely be utilized in various travel settings. We will gain confidence by learning and speaking fluent English. It would be simpler to communicate.

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Appendix A

Letter for Validation

Letter of request for Validation

June 22, 2021

DR. AMELIE L. CHICO
Research Coordinator
UM - Panabo College
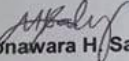
Maam:

The undersigned are currently conducting a research study entitled "**This America! ESL Learners' Acceptability on English Only Policy as Medium for Communication**" as one of the final requirements of the course ELT 413.
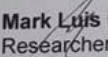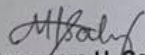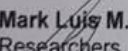
Anent to this, we would like to request your expertise by way of rating the contents of the questionnaire of the above-mentioned study. Your comments, suggestions and recommendations are highly appreciated for the improvement of our research instrument.

Thank you very much for your kind cooperation and valuable contribution to this request.
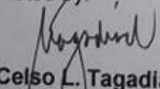
Sincerely,

Monawara H. Saly

Thea L. Tubilan

Mark Luis M. Macas
Researchers

Noted by:

Celso L. Tagadiad, PhD.
Research Adviser

Appendix B

Questionnaire

What are the reasons of students why English must be used as for medium

communication?

1.1 Is ESL only classroom easier to manage than a classroom where student

speak their own languages? Why?

1.2 Do you think ESL helps student to develop stronger listening skills? Why?

1.3 Why do we use English as a medium of instruction?

1.1.1 Should students speak only English in class? Why?

1.1.2 How can ESL students help in the classroom?

1.1.3 How do you manage an ESL classroom?

1.2.1 How can ESL students improve listening skills?

1.2.2   How can students develop listening skills?

1.2.3   Why should ESL students listen to other English speakers?

1.3.1 How can English be used as a medium of instruction?

1.3.2 Can it be said that using English as a medium of instruction improves

the quality of education? Why?

1.3.3 What is the advantages of English?

What are the reasons of the students why English must not only be used
solely as medium of instruction?

2.1 Why is English need to be used as a medium of communication? How?

2.2 What is your thought why are some obliged to speak English language?

2.3Thus learning English language in studies will help you to your goal? Why?

2.1.1 Thus your language helps you to learn in the daily life studies? Why?

2.1.2 What is your thought why English is need to be used?

2.1.3 Will you be more intellectual by the use of English language?

2.2.1   What are the thing to be consider why we need to speak English language?

2.2.2   Will you consider that learning language will help us in our own vocabulary? Why?

2.2.3   What comes in your mind when we need to speak English language?

2.3.1   What are the thing that will benefit yourself in speaking English language? Why?

2.3.2   Why learning English language is held only in school? Why Not in Home?

2.3.3   What do you need to keep your pace in learning English language?

Appendix C

Data

Answers 1

It is important that I will use English as a medium of instruction because it is our universal language. I believe that whenever I study English I got an opportunity to get a better job and it gives me courage to face different kind of people because I could understand them if they also know how to speak English .
We all know that English is the universal language that serve as our medium of communication. In today's ever changing world, English plays an important role and tool in communication that helps us to connect with people all over the world. People of other country able to communicate and appreciate the ideas of other people of another country only through English language. That's why English language has a great impact and power in expressing our view and ideas to another individual.
English is an international language that help everyone to connect each other. Although it is time consuming to study and challenging still, we can see that it is also valuable to learn and can create many opportunities. Speaking English is the language of international communication, if you want to speak to someone from another country then the chances are that you will understand while speaking to this. It is a language of business, through English when entering an international marketplace it cannot be understated and English can really change your life. English language can gives you an access to a world of entertainment where you can exchange conversation all over the world and it would be a greater access through a great wealth of entertainment and will be able to have a greater cultural understanding. Lastly, English gives you an access to more of the internet where it is one of the form of communication nowadays. As a student of today's generation we need to learn as early to build us and to help us to be confidence about talking to anyone. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities.

The reasons why English must be used as the medium for instruction so that we will be able to practice and enhance our English communication skills in terms of reading, writing and comprehension. Nowadays speaking English is just part of the basic skill needed for a job. Since we do want ourselves to be qualified for the job that we desire to apply, then English must not be a big deal since we're able to normalize it and utilized it in our daily lives, specifically through communication.

We must surely use the English language in order to communicate with other countries that uses English language in order for them to tell us what they want to tell. Because if they will use the language that is in their country or use our language in their country surely both will not understand what is the message all about.

English is an essential language that helps us to communicate to the world globally. The English language is not only used as medium of communication, but also used in different fields. Hence, there is a need for us to know and learn the language. Specifically for us students, we are encouraged to master the language. Here in Philippines English is used in the field of business, education, and science. Thus, it is considered as an official language that is used as medium of instruction.

English is set as the language and of our International communication. First, English as medium for communication help us to easily socialize other people from different countries all over the globe. If we could have a good English communication it will be easier for us to travel around the world, it is a fact that English has been used as a second language that could easily understood and recognize by everyone. It is convenient for us to use English in terms of socializing other people with different values, cultures and beliefs

by this mean we can relate each other around the world. English as a medium for communication brings people all together and knock down the barriers among language differences/ English is also very useful in tourism and in terms of competitions and conferences that were also many of it held internationally and in the term of English language. Second, the advent of technology requires English communication with considerations that English is the form of language of social media. In order to meet the demands of socialization that English is the form of language in the social media.

That we English is known to be universal language. Students or professionals tend to use English in global communications setting because most of people know how to speak such language well. As the need for a worldwide language grows, so does the necessity for global communication. In many places of the world, English has become the lingua Franca. It means that a language that is adopted as a common language between speakers whose native languages are different from one another. One of the reasons why English is commonly used by people nowadays because it increases prospect and employment career opportunities.

Answers 2

I also believe that we must focus to study our own language, because some of us knows how to deeply speak English but doesn't know how to speak deep Filipino language. I can remember how our heroes before fought for the freedom of our country including the usage of language and here we are right now embracing the culture that doesn't have. So for me it is necessary for us to love our own language

In academic institution, educators must have a deeper understanding of English communication and language. The same thing as how student use

this both "the communication and the language". Students are required to learn the basic communication system and a foundation of language in order for them to increase their communication skills, broaden their thoughts, and ideas. The school must focus and include communication and language for the academic growth of all of the students. This will help them to be more globally competitive and also prepare them in the near future for job opportunities.

Despite this growth, there is little conflict into the impact of why English as a medium of instruction and on how much English students learn, and how much content they absorb. This shows that the students understand more content when learning in their first language, compared to studying in English. It is important to study English but many individuals said that their mother tongue could be useful tool to also understand any instruction labeled.

Communication is a social interaction process which students or people used to communicate by conveying messages, sharing ideas, exchanging information's, facts, opinions, and experiences between a sender and receiver. Language is fundamental, it is a vital role that help people build a bridge of relationships. However, language is also one of the factors in destroying human relations, it can be the barrier and it will still remain.

As the student, it is easy for me to use English as a medium for communication. However instructors always implement English only policy in the classroom that's why we were forced to speak out using English language. Using English as a medium for communication is not fitted to all the students, learners are diverse with a different abilities and has the span in terms of learnings. There are the reasons of student why English must not be used solely as a medium for communication.

English plays a vital role in the field of education; it makes everyone from different paces interconnected amidst the differences. It comes with many advantages and benefits and learning it is a worthy investment. Yet some people find English as a difficult thing to learn because of various words that sound one way but sounded differently. There are reasons why English must not solely be used as a medium for communication. Students who are only beginning to learn would experience obstacles along the way of learning simple English words.

I guess that since our curriculum is implementing multilingualism, English is something that we should know but not we shouldn't forget our native language too. It's the only way to preserve and protect our language. Also, there are words in our native language that can't be translated to English. We should also be sensitive with others since we are diverse and not everyone can understand English. There would be a misunderstanding if that's the case. Language should be the key for us to understand each other not to become the barrier.

I think may or may not English be spoken as an only option to use as a medium of communication is debatable. Since to start with the various existing languages we have now language barrier is inevitable. All I can say is it is great to have and to use our languages as a medium of communication

so long as both parties understand one another and would not create conflicts and misunderstandings towards unwanted information's and misheard words upon using different languages in communicating to one another.

Maybe some students think that they're people who use a low or high type of English language, so in order for the both parties to understand the message all about why not learn the higher level of that language in order for the both of you understand the message.
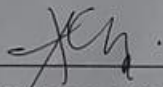
CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _____Jrzle Yu_____ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   _____July 21, 2021_____
     Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _____ Aira Denise Aprid _____ freely agree to participate in the research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and all my questions have been satisfactorily answered.

_____   July 21, 2021
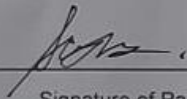Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _____ Tim Khemmer Suarez _____ freely agree to participate in the research _____ (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and all my questions have been satisfactorily answered.

_____   July 21, 2021
Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _Maiprie Pejoto_____ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   _July 21, 2021_
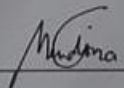Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _____Clair Mendoza_____ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   July 21, 2021
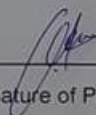Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _____ Jastine Armanta _____ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   _____ 07/21/21 _____
Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _____Sheina Saldana_____ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   _____

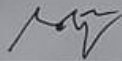Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I ___Jyle Dionson___ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   ___July 21, 2021___
Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I ___Gerahmae Tabuga___ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

___Gerahmae___   ___July 21, 2021___
Signature of Participant   Date

CONSENT FORM

July 21, 2021

Good day, ma'am/ sir

I _Kristine Mae Millomeda_ freely agree to participate in the
research   (Name of Participant)

My participation is voluntary. The project has been satisfactorily explained to me and
all my questions have been satisfactorily answered.

_____   July 21, 2021
Signature of Participant   Date

Appendix D

Plagiarism
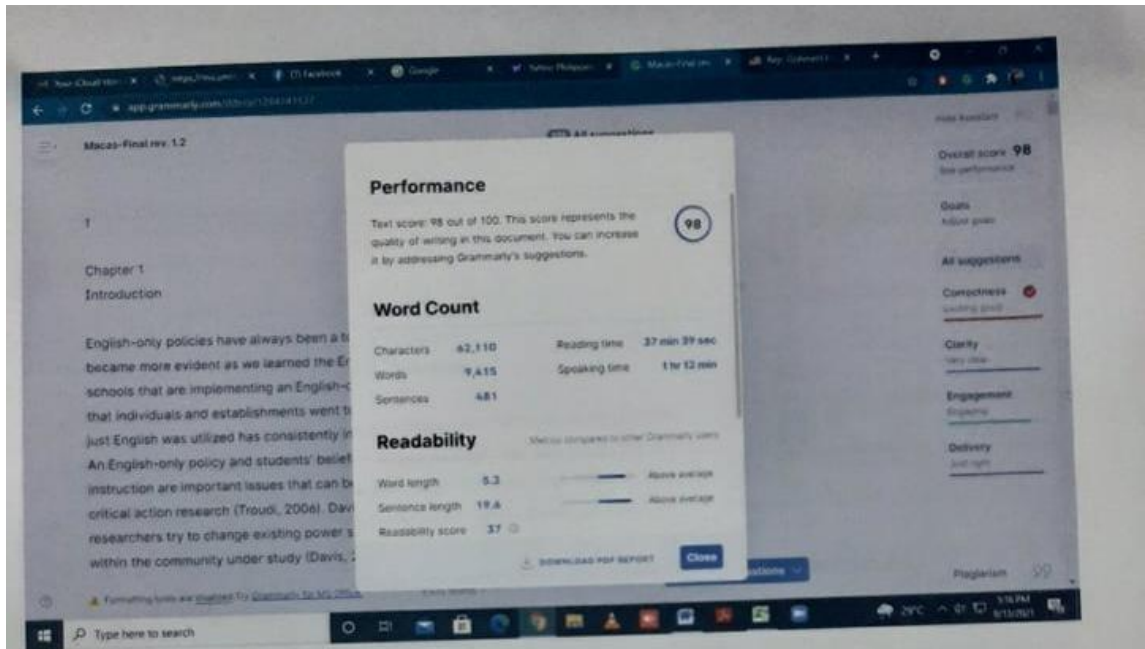

MACAS, SALY, TUBILAN

CONGRATULATIONS (September 7, 2021)

PLAGIARISM RESULT PASSED 25%

JOVANY GLEEN L. ALLAWAN, MST
RESEARCH COORDINATOR

Appendix E

Grammar Result

Performance

Text score: 98 out of 100. This score represents the quality of writing in this document. You can increase it by addressing Grammarly's suggestions.

98

Word Count

Characters	62,110	Reading time	37 min 39 sec
Words	9,415	Speaking time	1 hr 12 min
Sentences	481		

Readability

Word length	5.3	Above average
Sentence length	19.6	Above average
Readability score	37	

CONGRATULATIONS

Macas,/ Tubilan,/ Saly

98%

Dr. Tagadiad

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Mother	:	Suthelinda Tubilan

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