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# An Assessment of the Success Level of English-Only Policy Among FEU-East Asia College Associates

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*Philippine Normal University*

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**AN ASSESSMENT OF THE SUCCESS LEVEL  
OF ENGLISH-ONLY POLICY  
AMONG FEU-EAST ASIA COLLEGE ASSOCIATES**

A Special Project presented to the  
College of Graduate Studies and Teacher Education Research

Philippine Normal University

In Partial Fulfillment of the Requirements for the  
Degree of Master of Arts in Teaching English Language Arts

by

MARY GRACE A. UNTAL

October 2014

## APPROVAL SHEET

This special project entitled “**AN ASSESSMENT OF THE SUCCESS LEVEL OF ENGLISH-ONLY POLICY AMONG FEU-EAST ASIA COLLEGE ASSOCIATES**” prepared and submitted by **MARY GRACE AMAR UNTAL**, in partial fulfillment of the requirements for the degree of **Master of Arts in Teaching with specialization in English Language Arts**, is hereby recommended for approval and acceptance.

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## **ACKNOWLEDGMENT**

This paper was not made overnight or over a course of one semester. In fact, this took longer than necessary. It is with the help of some people, in ideas or in abilities, in thoughts or in deeds, that I am indebted.

Thanks to Prof. Ma. Concepcion Yruma-Raymundo, my adviser for this paper who, despite the length of time, did not give up hope that this paper will be put to print. This is her accomplishment as well as mine.

Thanks to my former superiors and colleagues at the Humanities, Social Sciences and Communications (HSC) Department/ English Resource Center (ERC) of FEU-East Asia College: Ms. Bernadeth C. Cabico, Ms. Corazon Y. Delgado, Ms. Ma. Ruth S. Que, Ms. Emmylou B. Felimer, and Ms. Gerlie S. Francisco – for the trust and friendship, and for all the help you extended to me. Special thanks also to all FEU-EAC Associates who took part in this study.

Thanks most especially to my mother, Mrs. Emma A. Untal, for the inspiration and the motivation. All that I am is because of you. This one is for you, Ma!

Above all, I thank God for all the facilities He provided me. This paper could not have been done if it was not because of Him. And to Him I give back the glory.

**MGAU**

## DEDICATION

*To Mama, DSAJ, Tasha and my pets...*

*My raison d'être.*

## **ABSTRACT**

|                        |                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------|
| <b>Researcher:</b>     | Mary Grace Amar Untal                                                                              |
| <b>Title:</b>          | An Assessment on the Success Level of English-Only Policy among FEU – East Asia College Associates |
| <b>Key Concepts:</b>   | language policy, language planning, English-only                                                   |
| <b>Degree:</b>         | Master of Arts in Teaching                                                                         |
| <b>Specialization:</b> | English Language Arts                                                                              |
| <b>Adviser:</b>        | Prof. Ma. Concepcion Yruma-Raymundo                                                                |

The study aimed to determine the success level of the revival of the English-only Policy among FEU-East Asia College Associates. Hence, the researcher would like to find out (1) how Associates rate themselves in their adherence to the language policy of the College, (2) in what way Associates feel encouraged or motivated to continue supporting the policy, and (3) the success rate of the revived English-only policy among the Associates.

This study used the descriptive method to identify the conditions and phenomenon that prevail in the conduct of the study. Survey-questionnaires were given to 107 Teaching and Non-Teaching Associates of the College. The instrument was divided into two parts: the self-assessment and the checklist.

The survey-questionnaires revealed that EOP could be considered successful in the sense that most Teaching Associates use English as their medium of instruction, especially among full-timers. However, the results were not as favorable among Non-Teaching Associates. Associates were to be reminded to be mindful of using the target language when in the presence of the students.

Also, Associates preferred the continuation of the summer and term break English seminars provided by the College. They also expected constant monitoring for the policy to work, yet the program had to be non-punitive.

The researcher, therefore, recommends for administrators to review and revisit the language policy of the College and set clear and specific parameters, subject Associates to an international language proficiency test such as IELTS or TOEFL; for EOP/LPI Committee to design monitoring and evaluation tools devoted mainly to the Associates' language use, continue with the language proficiency seminar during term breaks, create a monitoring group to observe the Associates' use of the language; for the community to give time for the EOP to mature and make it part of the FEU-EAC culture; and for future researchers to replicate this study in some other schools practicing or wanting to practice EOP.

# **CHAPTER 1**

## **THE PROBLEM AND ITS SETTING**

### **1.1 Introduction**

Recently, under the present government, the Mother-Tongue Based Education has been adapted to elementary education and bilingualism is still the norm in higher educational levels. This change is a far cry from the previous administration's dictum. Truly, language policy is dictated largely by the political climate.

Yet, the academe, the business industries, and the government have time and again expressed exasperation over the decline in the Philippine education system. A lot had been reported about the poor performances of the Filipino students in all levels in local and standardized tests, especially those that test proficiency in the English language and in subjects predominantly taught in English, i.e., Science and Mathematics.

College professors bewail of students' inability to express themselves in English, whether in spoken or written manner. College graduates who seek employment often fail to get accepted not because they lack the skills related to their specializations but due to their poor English proficiency. Dismal results of their oral interviews and written examinations are proofs of such failures.

Spolsky (2004) rationalizes the need or the “force or condition that had to do with changes that have taken place in the world in the last few decades as a result of globalization, and the consequent tidal wave of English that is moving into almost every sociolinguistic repertoire. Associated with it is the instrumental value of gaining access to an economically advantageous network by developing proficiency in the language of widest communication. In the last few decades, this force has multiplied in effect and narrowed in language choice, so that currently most societies feeling the effects of globalization are also moving rapidly to acquire greater proficiency in the global language, English.”

It is no wonder therefore, that in the light of the threatening situation and in order to face the global challenge, former President Gloria Macapagal-Arroyo, in her Executive Order 210, mandated the use of English as a medium of instruction (MOI) other than those subjects taught in the vernacular, e.g. Filipino and Sibika. Understandably, this measure aimed to regain Filipinos’ edge in the use of the language as it was during post-American era. This was also a welcome development for the business industry, especially that the thriving industries nowadays are those that heavily rely on the employees’ ability to use the English language with high proficiency. Business Processing Outsource industries, such as contact centers and transcription companies, are examples of these.

To bridge the gap, several schools implemented programs to arrest the problem of deteriorating English proficiency. The European Chamber of Commerce introduced in participating schools its program “English is Cool” to make students learn and speak English undauntedly. The American Chamber of Commerce, on the other hand, partnered with industries and institutions and introduced its language advocacy program, Promoting English Proficiency or PEP. Schools such as Pamantasan ng Lungsod ng Maynila and STI launched English-only (EO) policies to ensure students’ learning and acquisition of the target language. Surely, the school is the best ground for practicing the language as most students lack exposure to other media/venues in using the language.

For the purpose of comparison, the researcher included several institutions that embraced EOP and their methods of enforcing this policy.

**Mont Michel School, *formerly Little Angels* (1967/1994)**

As early as 1967 when the Little Angels opened to preschoolers, the school had already strictly embraced its English-only program among its students and staff. The school monopolized the English-speaking preschools in the area (Banawe) despite the bilingual policy issued by the Department of Education in 1987 that people began to associate Little Angels with English-only policy. In 1990, Little Angels changed its name to Mont Michel and

started accepting Grade 1 students. The year after, it opened its door to Grade 2 students.

However, there was a move in SY 1993-94 to teach Sibika in Filipino that the school had somehow imbibed bilingual education. Yet, the administration was keen on implementing the English-only policy that students were required to use English everywhere whenever they were in uniform. That meant using English even inside the school bus or when they were in a field trip, etc. Ms. Sandra Kaluag, Mont Michel's administrator, calls this a "school culture", but the students can shift language when they are at home. She states that the policy was developed through time but that even before this policy was made, they were already implementing the English-only campaign.

When the school started accepting transferees who were not used to the practice, they began influencing Mont Michel's "original" students to speak with them in Filipino. Mont Michel's students saw that this was a way they could adjust to transferees so they began to use L1 more often. This paved the way for the school to formally adopt and implement the policy.

Ms. Kaluag shares that the school's program started primarily with the students, not necessarily with the teachers. However, the school heightened its teachers' program wherein weekly tests (comprehension, grammar, etc. as homework) and quarterly evaluations that included English proficiency are

administered. This teacher training is normally done in two to three months while the new teachers are already given their teaching assignments. The school also accepts trainee-applicants who undergo paid training for three months. If the trainees prove to be committed and trainable, then they have the bigger chance of being hired.

Mont Michel considers teacher's evaluation a serious business. Administrators frequently do pop-in evaluation with focus on the teacher's use of language in classroom management. The school's quarterly evaluation also gives paramount importance to teacher's language proficiency. The school even designed standard expressions that are followed or understood by everyone in the school. (S. Kaluag, personal communication, August 22, 2007)

#### **Pamantasan ng Lungsod ng Maynila (2004)**

The Pamantasan ng Lungsod ng Maynila (PLM) launched its English proficiency program through directive number 15-2004, aiming to achieve excellent command of the English language initially by requiring that only English be spoken in specific 'English zones.'

The report continued that, "The implementation of the policy was a reaction to the advocacy to the "Use of English Policy of Manila City" by Mayor Jose L. Atienza, Jr. Besides PLM, the City College of Manila and

Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) are also admonished to adopt the policy."

The policy became controversial and divided PLM into free zones (where the use of English is optional) including the school canteen, restrooms, the quadrangle, open field and gymnasium. "English Only" zones (where the use of English is strictly observed), on the other hand, have been imposed on all classrooms, faculty lounge, offices, lobby and corridors. The policy also set specific "English hours," from nine to 11 a.m. and two to four p.m. every day.

But less than a month into its implementation, it appears that faculty and student body have different takes on the policy's growing pains.

PLM's administration believes that the English proficiency program enhances what is essentially a solid base of English instruction. On the other hand, the faculty looked at the policy as a welcome enhancement and readily accepted it in the university's current English Proficiency program, adding that there was no environment that encouraged speaking in English in conversation or in the classroom.

PLM President Tayabas claimed that there was no resistance on the part of the faculty and that he expects the faculty to become models for the students. "Although PLM's English-Only program is non-punitive, students are encouraged to report teachers who do not follow the rules set by the

program.” Dr. Tayabas believes that the success of the program relies on both the students and the faculty.

To ensure that the teachers, security guards and utilitymen (sic) are proficient in English, they are made to undergo a training program every Saturday and Sunday for eight weeks. Diagnostic tests are also given before and after the training program to measure any improvements in the faculty’s English proficiency.”

Members of the faculty also believe that the policy will give the PLM students the competitive edge in the global job market.

The implementation of the Policy encourages a positive and comfortable environment where students will be able to speak in English. Initial reactions from the students seemed to confirm this. However, the report also stated that students bemoan the poor example that some professors set.

For instance, “A group of Biology students expressed their dismay when a professor, upon reprimanding them for speaking in Filipino in an English zone, started using Filipino herself upon encountering another professor.” Incidents like this could be reported to the school administration, but the students are not aware of this.

For a program that is still in its infant stages, PLM’s English Proficiency Program is doing admirably well. What needs to be done now is for the Oversight Committee — created to implement and monitor activities under the

English Proficiency Program — to further inform the students about the guidelines of the program and to address their legitimate concerns.

Even now, the PLM administration is planning to expand the English hours in these zones. Starting next semester, the English-only hours shall be observed at 9 a.m. to 12 noon and 2 p.m. to 5 p.m. every day. (De Vera & Lim, 2004)

### **STI (2005)**

The fast decline of English proficiency as shown in the dismal results of Department of Education's (DepEd) National Achievement Test (NMAT) in 2004, which tests, accordingly, were based on the schools' full competencies in English, Math and Science to determine the students' readiness for high school or college, motivated Systems Technology Institute (STI) to look for counter-measure.

Given this scenario, STI, the largest network of colleges in the Philippines today, has decided to undertake measures meant to address such a need with the implementation of a pioneering effort designed to enhance the English-speaking skills and competence level of today's learners. To improve the English language proficiency skills of its students, STI has envisioned a need to create a culture in its colleges where everyone may be given an opportunity to communicate using the English language. Once they

get used to speaking in English, STI believes that Filipino students will be able to gain more confidence, spontaneity and fluency.

Dubbed “Operation: Spoken English Environment Program” (OSEEP), the program was implemented in selected schools and is slated to be rolled out starting school year 2005-2006 across the education institution’s more than 100 colleges and affiliate campuses nationwide as well as in some parts of Asia like Vietnam and Indonesia. Under the program, each school shall be designated as “Speak English-only” zones, with the students and teachers being required to speak and express themselves in English; except in subjects that are being taught in Filipino, during counseling sessions, or in case of emergencies. The OSEEP espouses the principle of Dewey’s “learning by doing” and holds as a key value the importance of people learning to speak by speaking and learning to write by writing.

Everyone at STI -- from students, teachers, academic heads and deans of colleges -- shall be asked to help ensure that the policy is enforced “at all times”, with the teachers encouraging students to use every opportunity to practice their English while in class or while taking part in school functions. On the other hand, the students themselves shall be encouraged to politely remind fellow students to “Say it in English, please”.

Prior to its implementation, STI has chosen two colleges as pilot schools where initial training was conducted to determine the scope of work that may be required to make an impact. From May to June 2004, 4-day seminar workshops on “Basic Communication and Language Proficiency Skills” were conducted by the Communication Arts Research Department, headed by Ms. Fe Ongchangco Aquino, at STI’s main office and the two pilot schools. Select members from STI’s academic team composed of managers, deans, teachers, students and staff were invited to attend the seminar dubbed the “OSEEP Seminar-Workshop”. Each group consisted of around 30 participants. Based on their knowledge level and skills mastery, members were assigned a program -- Beginning, Intermediate or Advanced during the workshop.

The workshop yielded positive results that the STI Board of Directors has decided to bat for the program’s full implementation starting school year 2005-2006, with all of STI’s Academic Heads nationwide being encouraged to start helping redirect the students’ learning curve, particularly in terms of mastery of the English language. Through OSEEP, a student’s employability could be enhanced, with his progress monitored by way of a stepladder-type of learning starting from pre-assessment, training and modeling of the learning environment to feedbacking, mentoring and measuring of the outputs through application, analysis, synthesis and evaluation tests. A post-

assessment or performance indicator may also be gleaned from the teachers' appraisal and the best works/portfolio assessment compiled in a developmental process.

Finally, the OSEEP program may also be considered as the answer to the government's call for strengthening the use of the English language as a medium of instruction to help improve the Filipinos' literacy in English. In an excerpt from her directive to the Department of Education (DepEd), as contained in DepEd Memo No. 189, the President declared: "Therefore, until Congress enacts a law mandating Filipino as the language of instruction, I am directing the Department of Education to return English as the primary medium of instruction, provided some subjects are still taught in Filipino." She added, "...Our English literacy, our aptitude and skills give us a competitive edge in information and communication technology. We must improve our English literacy, which we are fast losing. I am thus directing DepEd to reverse this decline."

When implemented in tandem with STI's E2E (Enrollment to Employment) program -- a unique human resource value chain that allows STI students to get applicable education, job market skills, job preparedness and assistance in job placement -- the OSEEP is an important tool that can finally help develop students to become globally competitive professionals.

(<http://www.sti.edu>, 2005)

**Muntinlupa City (2006)**

The Muntinlupa City government will require school employees, including janitors, clerks, staff members and school guards in public schools to speak English inside campus premises.

The city council, together with the Department of Education in Muntinlupa, is now finalizing a law that will require school employees and students to use English as the primary and compulsory medium of instruction in most subjects except for Filipino, Araling Panlipunan (social studies), and Edukasyong Pagpapahalaga (values education).

The city government sees this as one way of making English the primary medium of communication in all public schools, day-care centers, preschools and colleges operating in the city.

The law will require the use of English in subjects such as science, math, geography, music, arts, physical education, among others. Teachers will also be required to communicate with their students outside the classroom.

Libraries, science and speech laboratories, and study centers will be designated as English-speaking zones.

The law mandates school principals and department heads to supervise teachers, students, and staff members to ensure that the law is implemented.

Teachers found violating the rule will be cited by their superiors for the first offense and reprimanded at the second offense. Their performance ratings will reflect the violation should it be committed the third time.

Students caught not following the law will be cited and reported to his/her English teacher for the first time. A second offense will be reflected on their report card while teacher's comments will be noted for a third violation. (Caber, 2006)

### **Mapua Institute of Technology (2008)**

John Clements Consultants, with which Future Perfect has partnered, recommends the development of what it calls a communicative English program. At the college level, this would involve a minimum of one hour per week in conversational English – all four years that a student attends. Other features that a college-level program could include would be: (a) a campus-wide, English-only policy; (b) English teachers trained in a Polishing English course; and (3) these teachers in turn running Polishing English courses for all faculty.

Implementation of such a communicative English program might raise touchy issues. Training the trainers would effectively mean telling those who already think they know English that their language skills need improvement. Establishing an English-only program on Day One – and sticking to it – would

likely be resisted. Training other teachers also might be a challenge.

Resistance could be especially strong when oral assessments of teachers would be made. Establishing English-only classrooms and campuses would take effort. And correcting the English of students could be culturally challenging.

Mapua University, however, is showing that it can be done. Mapua is known for its technical training, but has recognized the importance of English language proficiency, particularly if it is to reach its objective of being the premier technical college in the Philippines. Mapua has worked with Future Perfect to develop a tailor-made Mapua English Language Test (MELT) program. MELT provides intensive faculty and staff training. It requires each student take a four-and-a-half hours of English language training per week over four quarters during the student's first three years at Mapua. MELT also enables Mapua to assess both the entry and exit level English language proficiency of its students. With these capabilities that MELT provides, Mapua believes it will differentiate its graduates. (Moss, 2008)

#### **FEU – East Asia College (2004/2007)**

For its part, FEU - East Asia College implemented in 2004 its own English-only campaign. The bulk of responsibilities were handed to language teachers from the Humanities, Social Sciences and Communications

Department (HSC). The English Resource Center (ERC), the language arm of the College, was tapped to do the monitoring of the students and training of Associates and staff. Since the use of the ERC for language practices was included in the freshman and sophomore curricula, it was mandatory for students to spend one hour per week at the ERC. Students and Associates in the College from then on had been conditioned that they could not enter or stay in the ERC without them speaking in English. To widen the scope of the campaign, the Administration, through the suggestion of the ERC, later specified other areas as English zones, e.g., 5<sup>th</sup> and 6<sup>th</sup> floors of the Technology Building, 2<sup>nd</sup> to 4<sup>th</sup> floors of Main Building, and 3<sup>rd</sup> to 6<sup>th</sup> floors of Annex Building.

The ERC resorted to harsher methods in disciplining students in using the language, from simply reminding them to reprimanding them when they used the vernacular in areas designated as English zones. ERC Associates prepared “demerit medals” that the students, who were heard talking in the vernacular, were made to use for the rest of the day. This negative motivation was shelved after some time on grounds of creating tension and fear among students.

In 2007, Ms. Bernadeth C. Cabico, Program Director of HSC, formed the Language Planners and Implementers (LPI) Committee to take charge of the growing problem of English deterioration among students. She looked for

a model school where EOP is enforced and proved to be successful. She then based her projects on these. She then sought the support of the Program Directors to provide faculty representatives in each department for the committee.

Ms. Sandra Kaluag, the administrator of the model school, Mont Michel School in Banawe, Quezon City, advised that tertiary level institutions deviate from focusing on the students. Instead, the administrator should first look into the proficiency of the Associates since they are the ones most often in contact with the students (S. Kaluag, personal communication, August 22, 2007).

### **Language Planners and Implementers (LPI)**

Cabico (2007) stated the rationale and significance of LPI:

*“FEU-East Asia College has been having the EOP since SY2005-2006. However, the policy always suffers a ‘benign neglect’ after its launching. Hence, this committee called ‘Language Planners and Implementers’ is formed to draw out realizable goals and plans for the success in the implementation of the policy.*

*The members of the LPI Committee are very important in the successful implementation of the EOP. They are the ones who will set the tone and the parameters where English should be used on campus. Considering the degree of multilingualism among students and Associates of FEU – East Asia College, it is a must that a committee is there to protect the interest of the College and its constituents in terms of language use.”*

## The Role of LPI

Specifically, the “Language Planners and Implementers” have the following roles:

1. Monitor the progress of the members in his/her area of responsibility with regard to the use of English especially in official business transactions (e.g. during meetings, consultation with students, transacting businesses with administration offices, etc.)
2. Attend “brown bag” sessions regularly and prepare for such when it is time for him/her to share.
3. Highly motivate himself/herself to learn and speak the English language.
4. Be a model in the use of the English language among his/her co-Associates especially in official business transactions.
5. Keep himself/herself open to the lessons in English that would be conducted by the ERC from time to time.
6. Suggest innovative and creative activities that would develop students’ and Associates’ awareness and motivation to follow the policy even without being reminded.

As an LPI Committee member, one is given the privilege to improve his/her personality through excellent communication skills, aside from the following benefits and privileges: (1) Intensive lessons on the development of

four macro skills: listening, speaking, reading, and writing; (2) Easy access to materials and equipment for language skills development; (3) “Special pass” to use the new English Language Laboratory; and (4) Overnight or ‘over-the-weekend’ use of materials for the development of language skills.

The Program Directors responded with much ardor to Ms. Cabico’s appeal and provided their department representatives. The representatives, who soon officially became committee members, pledged support to the project.

The committee members went for a month-long training held two hours twice a week. The training focused on communicative competence especially designed for classroom purposes. After the successful LPI training, the committee started training Associates during the term break. Simultaneous trainings were held for the five Associate clusters: Information Technology Education (ITE), Electrical Engineering (EE), Electronics Communications Engineering (ECE), Computer Engineering (CpE), and Humanities, Social Sciences and Communications (HSC). Fluency and accuracy in the language were the skills targeted during the training. The culminating activity was held on September 2007 that formally started the re-launching of the English-only policy of the College.

LPI started with the awareness campaign as outlined in its yearlong activities. The training became College-wide as support staff and service crew

were now included, but separately trained to fit the language training to their specific work requirements. Tarpaulins and reminders about the policy aimed to students and Associates alike were posted in conspicuous areas. All offices were tapped to support the policy by making all employees speak the language during official transactions.

The term following the re-launching of the policy started its implementation stage. All Associates were then encouraged to speak in English whenever they transact business with each other and, most importantly, when they communicate with students. If before there were specified areas in the College where the policy was enforced, this time Associates and students were reminded to speak in English anywhere on campus. (Untal, 2007)

Part of the activity planned for the next phase was the evaluation of the Associates wherein LPI committee members would do classroom observations focusing on the Associate's use of the language in the classroom, whether during lecture, discussion or in classroom management. However, this did not push through due to lack of time and members to do the monitoring. To compensate for this, the Teachers' Evaluation (TE) form was modified to include an item, "The teacher uses English at all times in class" to motivate Associates to use English as a medium of instruction. This item is also instrumental in the awarding of excellence in teaching performance of an

Associate, as no one is considered a recipient of the award if he/she does not satisfy a minimum of 4.30 point requirement in the TE form, with 5.00 as the highest. In other words, the Associate may have 4.60 points or higher to qualify for the excellence award but if he/she gets lower than 4.30 for the English language item, he/she will be considered disqualified.

However, in a parallel study conducted by Cabico (2007) among the FEU-EAC students' feedback exercise on the success of the implementation of EOP in the campus, it turned out that in the past three years, the College failed in the EOP implementation due to a number of factors. Included were the observations of the students that even their "professors are speaking in Tagalog and sometimes in Taglish"; additionally, "some school offices and teachers are not complying with the policy." The students subjected in the study generally feel that they should be properly informed about the policy, and that the Administration should be strict with its implementation.

After several years of training and policy re-drafting, the researcher underscores in this paper the progress of the EO policy among Associates when LPI was already started. She limited the discussion only to the progress of the Associates and not of the students. As earlier stated, the LPI committee focused only on the Associates as the front liners in the use of the target language in the institution.

At the time of research, FEU-EAC is once again considering the revival of the English- only policy in the College. The researcher believes that the current stakeholders may benefit from the extant data gathered for the same policy.

As much as the academic focus was more on the improvement of language proficiency among students, the role of the teacher in the process is not much given emphasis. This has been taken for granted probably because it is presumed that schools implementing such a policy are confident of their teachers' language abilities and support to the policy. Moreover, rarely do establishments or associations report the results after implementing institutional policies on a small scale (as opposed to public policy such as bilingual or monolingual policy on national level) such as that of EOP. Woolard and Gahng (1990) shared the same sentiments when they wrote, "[a]lthough we now have numerous studies of status planning procedures, goals, and politics, we have fewer of effects. In recent years, many reviews of the field have called for more evaluative data on the consequences of language status planning." Thus, it is difficult to compare or find sources to draw upon on setting up such a policy.

Despite all these efforts, however, none of these schools or universities can claim that they have been successful enough in implementing such policy in their respective institutions. As observed, only international

schools have consistently employed this policy for obvious reasons. Not all call centers even, though these cater to mostly English-speaking countries, can be highly effective in upholding the policy. It can be noted that for most institutions, according to Spolsky (2004), the policy becomes a resort to presumably solve the problem of students' lack of proficiency in the target language, but most often the policy comes in a form of public announcement, oftentimes pompous, and not necessarily documented. No clear-cut measures are given the community and no written policy, assumed to be carefully thought of and held in public forum, backs up such announcement.

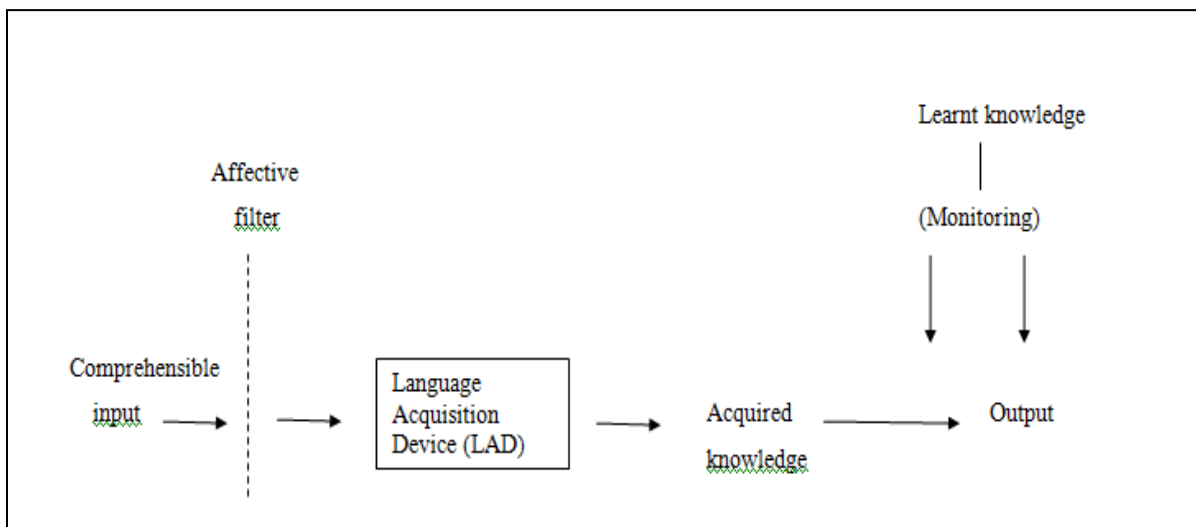
Spolsky (2004), however, retorted that "language policy exists even where it has not been made explicit or established by authority. Many countries and institutions and social groups do not have formal or written language policies, so that the nature of their language policy must be derived from a study of their language practice or beliefs. Even where there is a formal written language policy, its effect on language practices is neither guaranteed nor consistent." In this case, however, no monitoring, evaluation and follow-up can be done once the policy is said to have taken effect. Hence, it will be more difficult to measure the success of the policy.

Kam (2004) even stated that "...there is reference to what is called the *intended* curriculum, as reflected in the official documents on language policies in education, but often very little is reported on the *implemented* or

*achieved* curriculum in each system. In other words, the outcomes of language education planning have been left out.”

It is from this point of view that the researcher investigates to find out whether the intended goals in the College’s language policy are actually implemented and ultimately achieved beginning from its Associates.

## 1.2 A. Theoretical Framework



**Figure 1.** The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Krashen (1982), in his Input Hypothesis Model of L2 learning and production, explained that “[l]anguage users’/learners’ ability to learn English depends upon the amount of comprehensible input they receive in the language, which is not dependent only on ‘exposure’ to the language, but on appropriate teaching techniques. Language users’/learners’ content

knowledge increases the amount of comprehensible input available to them for learning English and advancing academically.”

Miles (2004), in his dissertation, traced the background of the English-only policy in classrooms. He wrote: “[p]ivotal in forwarding the argument that L1 should not be used in the classroom, was Krashen, who advocated maximum exposure to the target language. He stated that all the lesson, as much as possible, should be in L2, and that there was a definite relationship between comprehensible input in L2 and proficiency (Krashen, 1985). Crucially though, this perhaps implied that time spent using L1 would only detract from learning. He even suggested that the reason exposure was not always successful in facilitating proficiency, was because learners had access to their L1 either in class, or out of it (Krashen, 1985). Others such as Gatenby 1950 (in Phillipson, 1992) agreed, by claiming that the language being studied should be the mode of communication in the lesson. This idea that the L2 lesson should be taught in L2, in order to maximize exposure, and thereby learning, is perhaps the key concept which monolingual supporters have based their approach on.”

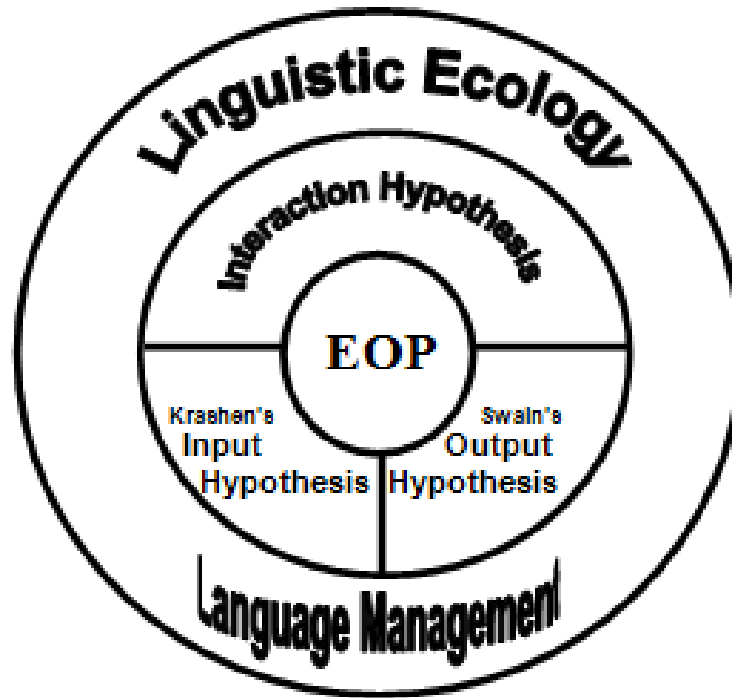
The Makere report in 1961 (in Phillipson, 1992) further reinforced the idea of using nothing but English in the classroom. There are five basic tenets originating from this report, which have been called into question, but which were taken as the ‘truth’, at the time. They are:

1. That English should be taught in a monolingual classroom.
2. The ideal teacher should be a native English speaker.
3. The earlier English is taught the better.
4. The more English used in the classroom during lessons, the better.
5. If other languages are used, English standards will drop.

Phillipson (1992) has described these as the 'five fallacies' of modern English language teaching but the implications of these tenets are far-reaching and their influence can be found almost everywhere English is taught, even today. However, the first tenet is obviously the most important one. Nevertheless, it becomes difficult to separate them, as they are all interrelated and when combined they strongly proclaim an English-only policy in the classroom. Tenet 1 proclaims English-only is what should be striven for and conversely Tenet 5 claims that the use of L1 will hurt learning. The more English used the better (Tenet 4) also directly implies the less L1 use the better. The native teacher tenet (Tenet 2) also implies native English speaking teachers are more valued than non native English teachers, further emphasizing the superiority of English and conversely, the inferiority of the student's L1. Tenet 3 implies that it is better to learn an L2 when you are younger, through direct exposure to the language, rather than when you are older and can utilize your L1 knowledge directly to help in learning L2.

By the 1970s these five tenets would be incorporated into the Communicative Approach, which quickly came to dominate language teaching. Native English teachers teaching only in English and excluding the students L1 would become the goal for many Communicative supporters. As a whole, the Communicative Approach firmly believed the idea that monolingual teaching with authentic communication in L2 was the best way to learn a language (Pennycook, 1994). Many linguists insisted that the target language be used for all purposes in the classroom (Wringe, 1989) even when the reasons for using it remained unclear (Hawks, 2001). Communicative researchers not only believed in the use of L2 as the medium of teaching, but many others also believed that L1 use actually interfered with L2 learning and brought about 'error transference' (Pacek, 2003), thereby hindering learning. These errors from L1 interference would be formed into what is now known as the Contrastive Analysis Hypothesis (Brown, 1994). It was thought that errors in L2 learning could be predicted by comparing and contrasting L2 with L1.

## B. Conceptual Framework



**Figure 2.** Conceptual Diagram Illustrating the Relationship between English-only Policy through Linguistic Ecology and Language Management and Underpinning SLA Theories

This conceptual framework considers Dell Hymes (1974)' *linguistic ecology* as an important consideration in the acquisition or learning of a language. This points out to the role of language beliefs, practices or behavior, and management play in the success of adopting the target language.

On the other hand, *language practices* are the observable behaviors and choices – what people actually do. They are the linguistic features

chosen, the variety of language used. They constitute a policy to the extent that they are regular and predictable, and while studying them is made difficult by the observer's paradox that Labov (1972) identified – for an observer adds an extra participant and so modifies behavior – describing them is the task of a sociolinguistic study producing what Hymes (1974) called an ethnography of speaking. In one sense, this is the real policy although participants may be reluctant to admit it. (Spolsky, 2007)

The languages practices of all the stakeholders should be looked into as it is important to determine whether the importance they give the policy commensurate to their actual practices within the institution, inside and outside the classrooms. If the policy is indeed to be upheld, it should be applied across all departments and offices. Teaching departments should take the lead in observing the policy in order to foster consistency among students, as well. The support staff, on the other hand, especially the ones directly dealing with the students must also sustain the policy by overcoming their own limitations.

The second important component of language policy is made up of ***beliefs about language***. The beliefs that are most significant are the values assigned to the varieties and features. Although, the researcher believes that another consideration that needs to be looked into when it comes to the beliefs is whether the language being enforced by the policy is deemed

necessary or relevant by all stakeholders. Or, are the parameters of language used justifiable? Resistance from different quarters may come from varying degree of importance stakeholders put on the target language. After all, all the Associates, whether teaching or non-teaching, together with the students are conversant with the target language granting their own educational backgrounds or levels. Many of them, however, experience “lathophobic aphasia” or unwillingness to speak for fear of making a mistake (Krashen, 1988). Yet, the difficulty in the implementation of the policy lies on the stakeholders’ belief on their own language competence. As Dash (2002) observed, it is mostly “a confidence problem and not much more.”

The third component is ***language management***, the explicit and observable effort by someone or some group that has or claims to have authority over the participants in the domain to modify their practices or beliefs. In this case, the school administration persuading the students and the associates to use the target language constitute language management.

Furthermore, this framework supports Krashen’s theory of input, wherein the amount of exposure the students have with the target language becomes an important factor in their acquisition of the language. Although this is not the be-all of language acquisition, it is believed that given the normal conditions, Filipino students mostly get to practice using the target language only in school. Immersion to the language is undoubtedly still the most

effective method for learners to acquire that language. However, in a setup where there is a minimal to zero number of native speakers, immersion may also take form when the learners get language models from second language speakers, i.e., their teachers and hopefully the support staff.

In the paper presented by Hussin et al. (2000) at the 3<sup>rd</sup> Malaysia International Conference for English Language Teaching, they reported that, “[r]esearch has shown that factors such as positive learner and teacher attitudes, which are interrelated to motivation, must be sustained for successful transfer of language learning (Finocchiaro, 1982; Ngeow, 1998). To foster positive attitudes and motivate learning, in particular, the learning of English as a Second Language, an environment conducive to learning must be created. Factors that help create such an environment include:

- a learning situation that has a ‘low affective filter’ (Krashen, 1987) whereby the learners learn to use the language in a non-threatening and fun environment. Otherwise, learners will feel uncomfortable and insecure which will further induce a ‘psychological barrier’ to communication and learning (Littlewood, 1995)
- providing various types of input which are auditory, visual, sensory, verbal and non-verbal in nature and input which is comprehensible or a little beyond the level of the learner ( $i + 1$ )
- providing a continuous and exposure to the language being learned

- an environment where the teachers and the students are supportive and encouraging
- having access to situations wherein students are able to use the language as a 'natural means of communication' (Littlewood, 1995)”

The linguistic environment is seen as a crucial determining factor. In this model of learning, input comprises the language made available to the learner in the form of *stimuli* and also that which occurs as *feedback*. In the case of the former, the learner's interlocutor models specific forms and patterns which are internalized by the learner imitating them. Thus the availability of suitable stimuli is an important determining factor. (Ellis, 1995)

This also considers the importance of practice or output, the final part of an information processing model. In second/foreign language learning theory it has been suggested that giving learners the opportunity for output is just as important as giving them input because output serves critical functions in the learning process. When language learners experience difficulties as they attempt to use the target language to communicate, they often become aware of what they need to know to express themselves effectively (Swain, 1985, in Celce-Murcia, 2006).

Thus, in addition to receiving comprehensible input, learners must produce comprehensible output; in other words, explicit attention must be paid to the productive language skills of speaking and writing.

Ellis (1995) upheld that the acquisition of language is a result of an interaction between the learner's mental abilities and the linguistic environment. The learner's processing mechanisms both determine and are determined by the nature of the input. Similarly, the quality of the input affects and is affected by the nature of internal mechanisms. The interaction between external and internal factors is manifest in the actual verbal interactions in which the learner and his interlocutor participate. It follows from this *interactionist* view of language acquisition that the important data are not just utterances produced by the learners, but the discourse which learner and caretaker jointly construct.

According to the interactional hypothesis, language is acquired as learners actively engage in attempting to communicate in the target language. The hypothesis is consistent with the experiential philosophy of "learning by doing." Acquisition will be maximized when learners engage in tasks that "push" them to the limit of their current competence. (Nunan, 2009)

Language acquisition derives from the collaborative efforts of the learner and his interlocutors and involves a dynamic interplay between external and internal factors (Ellis, 1995). It can be taken that the

interlocutor/caretaker here may be the learner's teacher and the linguistic environment his classroom/school.

The students remain to be the central and most important element in the EOP framework. It is because of these students that the policy was thought of in the first place. The requirement for the graduates to be globally competitive and fully conversant in the language of business and information technology has become so immediate and pressing that the administration saw it fit to embrace the policy. It becomes the responsibility of the Associates this time to show support to the policy by upholding it and enforcing it with them as the role models for their students. It is hoped that all stakeholders, especially the students, realize that speaking in English is "not only an intellectual exercise but a communication tool." (Beebe, 1988)

Hence, the viability of dispensing language policies such as the English-only justifies the linguistic and other than linguistic requirements of academic institutions. Despite the policies though, EO does not share full support from all sectors, more often from the implementers themselves – the teachers.

### **1.3 Statement of the Purpose of the Study**

The study aimed to determine the success level of the revival of the English-only Policy among FEU-East Asia College Associates. Hence, the researcher would like to answer the following research questions:

1. How do Associates rate themselves in their adherence to the language policy of the College?
2. In what way do Associates feel encouraged or motivated to continue supporting the policy?
3. What is the success rate of the revived English-only policy among the Associates?

### **1.4 Scope and Delimitation**

This study focuses on the assessment of the success level of English-only policy among Associates in FEU-East Asia College. Although the policy encompasses the whole FEU-EAC community, the researcher limited this study to the Teaching and Non-Teaching Associates only.

In order to address the problem, the researcher distributed survey-questionnaires to find out the language practices of the Associates. She was supposed to have unannounced recorded teaching sessions among randomly selected Teaching Associates, but she was discouraged from doing it on the ground of propriety and ethics. Hence, she was limited to the use of survey-questionnaire. She wanted to find out the extent of the Associates' use of the

English language in their dealings with the students and their colleagues. It is hoped that the findings of this study be considered to address the problems of the seeming failure of the “English-only” policy in the institutional level.

There was no limit in the number of respondents. The study tried to reach as many respondents as it can so that different responses in the instrument were acquired. Consequently, a total of 107 teaching and non-teaching, fulltime and part-time FEU-EAC Associates became participants of the study, covering sixteen (16) departments of the College.

This study does not touch on other issues involving EOP, such as its political and economic underpinnings, and other controversies surrounding it. The study also did not discriminate on the ages and the educational attainment of the participants of the study. It is a given that since the locale is a university, all its employees are college graduates as a minimum requirement or higher.

The survey-questionnaire used in this study was divided into two parts. The first part focused on the frequency of the Associates’ use of the English language with students and colleagues. The respondents were asked to tick the appropriate column based on the frequency of a particular activity, i.e. 5 – Always; 4 – Most of the time; 3 – Sometimes; 2 – Rarely; and 1 – Never. The second part of the survey-questionnaire is a checklist that showed several options on how the respondents think would be best employed to

ensure success of the policy in their respective department and in school in general. Suggestions were also elicited from the respondents as to how the policy can be upheld. Every response was categorized into groups of similar responses, and categories were placed in a frequency order with the most frequent at the top.

### **1.5 Significance of the Study**

This study on the success level of the English-only policy in FEU-East Asia College is a benchmark study on the outcomes of the language policy in an educational institution. As there are few, if there are any at least, studies that show whether such policy becomes successful after its implementation, this will be of importance to all stakeholders who are interested in implementing the same policy in their institutions.

#### **School Administrators**

This study hopes to give the School Administrators, usually the language policy authorities, the clearer picture of the importance of a well-thought and well-planned language policy to ensure its successful implementation.

#### **Teachers**

This study will be beneficial to the teachers, who are the forerunners and models of good English communication, for them to realize their importance in the achievement of the goal of the policy, and how their

cooperation and own competence can help their students become better English communicators.

### **Language Trainers**

This study will be helpful to language trainers to show them the possible problems and opportunities in handling teacher-training to English and non-English teachers, as well as staff training. It is important that reservations stated in this study be first arrested before any training is held. Training involves time and money on the part of the administration; thus, it is important to ensure full cooperation from the faculty and staff of the institution.

### **Future Researchers**

This study will serve as a reference for future researchers who might be interested to do the same study. They may choose to develop the tools used in this study and to further their research on some aspects not touched in this paper, but may prove to be relevant.

## **1.6 Definition of Terms**

To fully understand the concepts that this study sought, conceptual or operational definitions are indicated below.

**Associates.** This refers to the teaching and non-teaching staff of the College. The term was adapted by the College in 2005 to eradicate discrimination among the academic and support staff.

**Comprehensible Input.** The “input” refers to the language which learners are exposed to. This can be “comprehensible” (i.e., input they can understand) or “incomprehensible” (i.e., input that they cannot understand). Access to comprehensible input may be a necessary condition for acquisition to take place. (Ellis, 1995)

**Comprehensible Output.** The ‘output’ is the language produced by the learner. This can be comprehensible or incomprehensible. The efforts that learners make to be comprehensible may also play a part in acquisition, as they may force them to revise their internalized rule system. (Ellis, 1995)

**English Zones.** This refers to areas in the school where teachers, students and all other employees of the school are required to speak in English. (English Zone, Guidelines and Implementation, 2005)

**EOP (EO).** This refers to “English-Only Policy”, a policy stating that, “English must be the medium of instruction and communication anywhere on campus.” (LPI , 2007)

**ERC.** This refers to the English Resource Center, a special support unit of the English Language program of FEU-EAC. It provides individualized tutorials, self-access to materials and equipment, and small-group instruction aimed at developing overall English language proficiency. (ERC Operating Guidelines and Procedures, 2007)

**Feedback.** This is the response to efforts by the learner to communicate. Feedback can involve such functions as correction, acknowledgment, requests for clarification, and backchannel cues such as 'Mmm'. It has been suggested that feedback plays a major role in helping learners to test hypotheses they have formed about the rule system of the target language. (Ellis, 1995)

**HSC.** This refers to the Humanities, Social Sciences and Communications Department. Under the Communications Department are language courses (Filipino, English, foreign language).

**Input.** The input constitutes the language which the learner is exposed. It can be spoken or written. Input serves as the data which the learner must use to determine the rules of the target language. (Ellis, 1995)

**Interaction.** This consists of the discourse jointly constructed by the learners and his interlocutors; input therefore, is the result of interaction. (Ellis, 1995)

## **L2 – Second Language**

**LPI.** This refers to the Language Planners and Implementers Committee that will set out and implement plans regarding the English-only policy.

**Language Planning.** This refers to the authoritative allocation of resources to the attainment of language status and corpus goals, whether in

connection with new functions that are aspired to, or in connection with old functions that need to be discharged more adequately. (Fishman, 1987)

**Language Policy.** This has to do with decisions (rules, regulations, guidelines) about the status, use, domains, and territories of language(s) and the rights of speakers of the languages in question. (Schiffman, 2005)

**MOI – Medium of instruction**

**Monitoring.** This happens when both language learners and native language speakers typically try to correct any errors in what they have just said. The learner can monitor vocabulary, grammar, phonology, or discourse. Krashen (1981) uses the term 'Monitoring' (with a big 'M') to refer to the way the learner uses 'learnt' knowledge to improve utterances generated by means of 'acquired' knowledge. (Ellis, 1995)

**NS/NNS – Native Speaker/Non-Native Speaker**

**Proficiency.** This consists of the learner's knowledge of the target language; this can be considered synonymous with 'competence'. 'Proficiency' can be viewed as linguistic competence or communicative competence. L2 proficiency is usually measured in relation to native speaker proficiency. (Ellis, 1995)

**TL or Target Language.** This is the language that the learner is attempting to learn. This comprises the native speaker's grammar. (Ellis, 1995)

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter provides the related literature and studies that show pertinent information and ideas to the present study. The related literature presents articles showing either support or ambivalence to EOP, while the related studies include theses and dissertations done both in the local and international settings on the application or debunking of the said language policy.

#### **2.1 Foreign Studies and Literature**

##### **2.1.1 Significance of exposure**

Advocates of EO approach claim that learning is greatly affected by the amount of exposure to the language.

Krashen (1985, as cited in Hoang, Jang & Yang, 2004) stressed maximum exposure to the target language. He stated that the ESL/EFL classroom medium should be in English because of the significant relationship between comprehensible input in L2 and proficiency and the availability of the target language environment is of “paramount importance to success in a new language.” A further suggestion that he made is that learners’ use of L1 in class be discouraged as it could contribute to impede the success of exposure in facilitating proficiency. Cummins and Swain (1986, in Dash, 2002) stated that if the mother tongue is used together with the

second language, students would tend to tune out the one which they felt uneasy about and it would be detrimental to L2 learning. Generally, advocates of the target language only approach strongly believe that it is a must to 'jump start' students into better communicative performance in the target language (Ahn, 2000, in Dash, 2002).

Krashen & Terrell (1983, in Owu-Ewie, 2006) identified the constant use of the target language by the instructor in the teaching/learning process as a factor in enhancing students' proficiency in the language.

In her study among Chinese in Hong Kong, Lai (2004) noted that students who were enrolled in school where Chinese is the MOI "feared English and did not feel interested in learning it due to little exposure to the language" (Mingpao, 2001, as cited in Lai, 2004). On the other hand, Chinese students enrolled in schools where English is the MOI showed that high exposure to English made them feel "more strongly for English as a familiar language and part of their life."

Professor Ahn, (2000, in Dash, 2002), Chairman of the English Department at Pusan National University, believed that one of the biggest drawbacks to successful communicative teaching of English in the schools is the lack of spoken English used by the teachers. He added that despite students having spent a thousand hours learning English in the classroom, they are still unable to communicate in English. To remedy this problem, Ahn

listed a number of recommendations including using English only. Further, Jeong (2001, in Dash, 2002) suggested that by speaking more English in the classroom, teachers will be fulfilling the adage "practice makes perfect" in respect to their oral English development.

In his paper, Musthafa (2001) wrote that “[r]esearch evidence abounds which suggests that certain conditions are required to enable language learners to develop into communicatively-competent participants in social interactions in the English language. One obvious example is that students need to have good models to learn from – and a great amount of exposure to – language use in real-life contexts. They also need opportunities to acquire these models and get involved in meaningful communicative events. For their optimal development as active participants in meaningful social interactions and/or social dialogs, the language learners need to have a supportive environment surrounding them. In other words, only when we can provide this enabling condition can we reasonably expect that our students develop into communicatively competent users of English.”

### **2.1.2 Behaviorism**

In the same vein, “behaviorist accounts of Second Language Acquisition (SLA) view the learner as ‘a language producing machine’. The linguistic environment is seen as the crucial determining factor. In this model of learning, input comprises the language made available to the learner in the

form of *stimuli* and also that which occurs as *feedback*. In the case of the former, the learner's interlocutor models specific forms and patterns which are internalized by the learner imitating them. Thus the availability of suitable stimuli is an important determining factor in SLA... The regulation of the stimuli and the provision of feedback shape the learning that takes place and lead the formation of habit" (Opposite of nativist view, which emphasizes learner-internal factors) (Ellis, 1986).

Behaviorism is mainly based on the work of Pavlov of USSR and Skinner of USA. This simple but powerful theory made a great contribution to language learning. This theory was primarily based on the experiments performed with animals by behaviorist psychologists. This was done by presenting a series of stimuli and reinforcing selected behavior; then, this experiment had been able to condition desired goals. Conclusions based on the result of the experiment have been extended to include learning in their context and with the other species, especially human beings.

Because of this result, the psychologists viewed language as a system of mechanical process of habit formation in which language learning is basically a process of conditioning through a series of stimulus-response sequence. In other words, it is a mechanical process of habit-formation and proceeds by means of frequent reinforcement of a stimulus-response sequence. Learning takes place as the bond between the stimulus and its

associated response is formed. As it is, they conceived of language as conditioned behavior consisting of a complex collection of stimulus-response bonds. Therefore, students must be provided sufficient practice to acquire the appropriate language responses.

### **2.1.3 Code-Switching**

Hoang, Jang & Yang (2004) studied the use of English in a Vietnamese tertiary school and found that code-switching has been beneficial to both the Vietnamese teachers and students. “On the assumption that maximizing the amount of time spent on the target language would improve learning efficiency, many language educators manifestly promote the ideology that English is the most effective and thus the only acceptable means of communication within EFL classrooms. They therefore insisted on English as the sole instruction language, claiming that the use of Vietnamese will impede learning... The result is that a large percentage of the EFL practising (sic) teachers in Vietnam try to impose a ban on Vietnamese use although quite a few have reservations about the validity of this policy.”

Harbord (1992, as cited in Hoang, Jang & Yang, 2004) drew attention to another fact that many language teachers have tried to create an EO classroom only to realize that they have failed to get the meaning across, leading to student incomprehension and resentment. With struggling lower-level students, this is especially evident. Instruction in English only simply

leads to their frustration (Burden, 2000) and this automatically creates a barrier and unnecessary tension between students and teachers. The alienation of students from the learning process will then come as an inevitable consequence (Patchler & Field, 2001).

#### **2.1.4 L1 vs. L2**

Mitchell (1988) surveyed teachers and found that situations where grammar was being explained were the area that most teachers felt L1 use was acceptable. Other areas such as disciplining students, explaining instructions for activities, and giving out background information were also areas where L1 use was considered acceptable.

Other researchers have suggested the use of L1 in situations such as eliciting language, checking comprehension, giving instructions and helping learners cooperate with each other (Atkinson, 1987).

Harbord (1992) concluded that there are three reasons for using L1 in the classroom. They are: facilitating communication, facilitating teacher-student relationships, and facilitating the learning of L2. Cook (2001) elaborated further by stating teachers should use L1 to convey meaning and organize the class. Students can use it for scaffolding (building up the basics, from which further learning can be processed) and for cooperative learning with fellow classmates. Perhaps the biggest reason for using L1 in the

classroom though, is that it can save a lot of time and confusion (Harbord, 1992).

While arguing for the option of using L1 in the classroom, most researchers have at the same time cautioned against the overuse of it (Burden, 2000), because it can create an over reliance on it (Polio, 1994), and can oversimplify differences between the two languages, create laziness among students and a failure to maximize English (Atkinson, 1987).

Others though, have shown that the ratio of L1 to L2 use in the classroom, does not determine the maintenance of L1, nor the acquisition of L2 (Chaudron, 1988). Still others have shown that even when L1 is used frequently in the beginning, it does tend to give way to English as the students progress (Auerbach, 1993).

Accordingly, language acquisition can definitely be impeded by the prohibition of L1 within the context of ESL/EFL teaching and learning because it signals disempowering relations (Auerbach, 1993).

One rather unique finding, which may come as a surprise to some, is that the principal users of L1 in the classroom are often the teachers and the teacher's aides, not the students (Chaudron, 1988).

### **2.1.5 Teachers' Competence**

McGrath (2001, in Dash, 2002) noted that in Korea, a survey of 100 middle and high school teachers attending in-service training at Kyungpook

National University and the Teachers Training Institute in Kummi, showed that teachers felt they did not speak English very well for many classroom purposes. Only a small minority of the country's English teachers are communicatively competent in English (Arirang, 2001, in Dash, 2002), that it created a heated argument when EO became imperative.

Ho (1985, in Dash, 2002) stated in reference to questionnaire findings from 28 schools' remedial English classes, "complete avoidance of the native language (L1) was not possible." Even in Hong Kong- "many pre-service English teacher trainees find it almost impossible to survive in primary and junior secondary classrooms without using the mother tongue" (Lai, 1996).

Professors Su-jung Min at Pusan National University and Kyu-tae Jung at Deonso University (2000, in Dash, 2002) argued that at least, within the university establishments, EO policy is based on false assumptions. They added, "[r]esearch reports finding L2 only in the classroom neither conclusive nor pedagogically sound". Piasecka (1988) sees negotiation of the lesson, cross-cultural issues and classroom management at times as better discussed in L1.

Through informal conversations, Dash (2002) commented that many middle school teachers seem to have some reservations about the EO policy but often are publicly reluctant to express it. In a survey of one Kangwon school, non-native teachers indicated a preference for a bilingual approach.

But just because many more students and Korean teachers are comfortable with bilingualism, does not necessarily fully legitimize it. One might argue that this apparent preference for a bilingual approach is partly because Korean teachers and students feel it is just too much extra work to have to speak and listen to so much English.

Dash (2002) concluded that more importantly, it appears from observations over four years of training Korean teachers, that some feel quite limited in their ability to deliver what they feel is acceptable classroom English, both qualitatively and quantitatively. Part of it may be a confidence problem and not much more. With others, it may be a need for more direct training in classroom English. The lack of an L2 environment also hinders student and teacher's motivation to significantly improve their English and entertain a more aggressive teaching of spoken English.

Brown (1977, as cited in Krashen, 1988) also viewed the significance of self-confidence in language learning. "Presumably, the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego." The less self-confident person may understand the input but not acquire, just as the self-conscious person may filter (or avoid) in other domains. (Krashen, 1988)

In many Indonesian secondary and high school, according to Musthafa (2001), teachers' degree of confidence in using the language before their own students is one of the factors that prevent attaining enabling conditions in language learning. "In a situation where a teacher fails to show confidence and enthusiasm in what he/she teaches, it is difficult to encourage students to become otherwise."

A study by Beebe (1998) among Japanese students, on the other hand, showed the importance of teacher modeling. "If teachers take just a little time to model helpful behaviors – speaking English, trying authentic materials, etc. – and allow students to network, it may catalyze changes in attitudes and inspire independent study or practice with peers by interested students. Murphy (1995, in Beebe, 1998) speaks of the importance of both non-native speaker (NNS) teachers and students serving as role models. By themselves speaking some spontaneous English in class, NNS teachers can assist their students by demonstrating that one does not have to have native-like proficiency in order to have the ability or the right to speak English." She also added, "...by allowing themselves to unapologetically speak imperfect English, teachers demonstrate how students can empower themselves." In addition, she noted the importance of the role of the teachers: "... if teachers devoted a little time to speak some English not written on a page or immediately after a tape, students would experience themselves as English

speakers and not just English students. Students would be forced to at least revise their idea that they 'cannot speak English' to 'they cannot speak well,' and if a speaking activity was repeated even once a semester over the years, students would have the chance to see some improvement in their speaking skills."

In that same study, Beebe reported high informants "more often encountered a teacher who supported the development of oral-aural skills." Additionally, they "were more apt to have encountered a teacher who spoke spontaneous English in the classroom..."

#### **2.1.6 Monolingualism**

Miles (2004) wrote that there are some strong support for the Monolingual Approach to teaching in the literature and advocates usually organize their support around three claims:

1. The learning of an L2 should model the learning of an L1 (through maximum exposure to the L2).
2. Successful learning involves the separation and distinction of L1 and L2.
3. Students should be shown the importance of the L2 through its continual use (Cook, 2001).

According to Cook (2001), these are some of the fundamental principles of the Monolingual Approach. While the research may not be entirely convincing, it is considered likely that L2 acquisition is similar to L1 acquisition, which crucially, is based on the notion of exposure as being the determining factor for learning (Lewis, 1993). Children learn their first language through listening and copying what those around them say, and exposure to the language is vital in the development of their linguistic skills. The Communicative Approach generally favoured a monolingual approach with adults for similar reasons, justified on the pretence of maximizing communication in L2 (Phillipson, 1992). Many teachers themselves have come to believe that as the classroom is often the students' only exposure to English that exposure should be maximized (Burden, 2000).

Regarding Cook's third point, it is considered likely that the use of L2 only in the classroom does help demonstrate the L2's importance and can portray the usage of the language being studied (Pachler & Field, 2001).

Proponents of English-only also claim that using L1 in the classroom is not in accordance with SLA theories, which advocate modified input and negotiation in L2 as a means of learning (Polio, 1994). Ironically though, negotiations of meaning and trial and error often lead to what has been dubbed an 'interlanguage', where a mix of L1 and L2 is used to communicate and establish the correct way of communicating in the L2 (Weschler, 1997).

The biggest problem with the Monolingual Approach to teaching is that it is very impractical (Phillipson, 1992). One reason the exclusion of L1 is impractical is that the majority of English teachers are not native speakers (Hawks, 2001). Sometimes these teachers' own English is not very good, and by insisting on an English only policy, we can severely undermine their ability to communicate and consequently their ability to teach. Another reason it is impractical is that to enforce the sole use of the TL can often lead to a reduced performance on the part of the teachers, and the alienation of students from the learning process (Pachler & Field, 2001). Monolingual teaching can also create tension and a barrier between students and teachers, and there are many occasions when it is inappropriate or impossible (Pachler & Field, 2001). When something in a lesson is not being understood, and is then clarified through the use of L1, that barrier and tension can be reduced or removed.

Another problem with the Monolingual Approach is its belief that exposure to language leads to learning. Excluding the students' L1 for the sake of maximizing students' exposure to the L2 is not necessarily productive. In fact there is no evidence that teaching in the TL directly leads to better learning of the TL (Pachler & Field, 2001). Obviously the quantity of exposure is important, but other factors such as the quality of the text material, trained teachers, and sound methods of teaching are more important than the

amount of exposure to English (Phillipson, 1992). This is particularly obvious with struggling lower-level students. Increasing the amount of L2 instead of perhaps a simple explanation in L1 is likely to have a negative effect and simply add to the frustration on the student's part (Burden, 2000). Teaching in the TL does have benefits but teaching in the TL alone, will not guarantee learning among the students (Pachler & Field, 2001), but excluding it, may impede learning (Auerbach, 1993).

#### **2.1.7 Policy Implementation**

Owu-Ewie (2006), writing about the language policy of education in Ghana where EOP is also practiced, stated that “the problem is not with the policy but its implementation. We have not provided our teachers and learners with the needed resources to teach and learn the English language. According to Carroll (1962), a program which ensures success in L2 provides instruction and enough opportunities for learning the language, which includes adequate time.”

To ensure the success of any model or policy, Owu-Ewie proposed human resource development, to invest in teachers by training them for the task ahead. Bolman & Deal (2003, in Owu-Ewie, 2006) say that “many successful organizations have embraced creative and powerful ways to align individual and organizational needs. All these reflect the human resource

frame's core assumption by viewing the workforce as an investment rather than cost."

In addition, according to Owu-Ewie, another important area in ensuring the success of the program is monitoring (supervision) and evaluation. "At the school level there will be a language committee and a language coordinator who will supervise and monitor language issues in the school. Their main function is to ensure that language functions are resolved, and also assist teachers in developing appropriate strategies and materials. The language coordinator serves as a counselor to the teachers in terms of language use in school."

## **2.2 Local Studies and Literature**

### **2.2.1 Teacher-Factor**

Magpantay (2001) wrote about the importance of English proficiency to effective teaching and learning of Science and other content subjects. She highlighted the teacher factor in the reinforcement of the learning of language structure or in the acquisition and usage of grammatically erroneous structures. She also recognized the important role played by a teacher in the conduct of the teaching-learning process.

She stated that non-English teachers or, better still, non-English educators have the notion that only the English teacher has the duty to teach English so that the science and other content subject teachers may be able to

teach science and other subjects. This is the same idea that non-English teachers subscribe to, that is, since they are not English teachers, it is allowable for them to commit lapses in the use of the English language.

In her paper, she specially noted Dr. Marie S. Fernandez's (University of the Philippines) essay, "English and Pilipino in Science Teaching and Learning: Some Theoretical and Pragmatic Considerations" and a number of points she raised along this line.

*"One issue is that, the duty of the English teacher is to teach the students good poetry, good essays, good novels, good plays, etc. and to write. But she stressed that it is not the duty of the English teacher to correct papers in physics, biology, etc. since this is not her field of scholarship. A good paper in chemistry can be taught and judged only by the teacher of chemistry and not by the English teacher."*

The second issue that Dr. Fernandez raised is that science is mainly linguistic. Her contention is based on David K. Berlo who said:

*Most of the procedures of science are linguistic. They seek the construction of reality through the development of the true and valid propositions... The scientist communicates in order to affect his environment. In order to do so, he makes observations, he makes inference (both deductive and inductive) and he makes judgments. The scientist's basic purpose is the reduction of uncertainty, the development of structure. (Berlo, 1960:274)*

*There have been arguments over whether science utilizes deduction or induction. Our discussion implies that it utilizes both; that both are essential to the development of scientific laws. The scientist is concerned with constructing a physical reality that is*

*useful. In this thing, in gaining an understanding of his environment, he constructs three kinds of sentence-types. He tries to describe, explain and predict events in the physical world. (Berlo: 271)*

“Therefore, a scientist’s proficiency in the language enables him to express his observation with correctness and precision and formulate scientific laws that make possible the construction of a physical reality that is helpful to all. In like manner, the teacher of science and of the other content subjects should possess this same language proficiency, too. For how can they equip the students the skill to express observation, predictions and generalization the scientific way, if they themselves do not have the skill to do it? After all, it is the science or the subject teacher who can use the language the way it should be used in that specific field of discipline. Not everybody who knows how to use English can understand more or can write a paper in a subject which is not his field of scholarship. A person may be proficient in using the English language but it does not follow that he or she can write a paper in linguistics or understand an article in chemistry unless he has been trained along his discipline. Another point raised is the peculiarity of the language of science. Precision and specificity of meaning of the vocabulary are marks of the language of science. It has a tradition, meaning it can be learned because it is systematized through usage and tradition. This refers to the standardized meaning of the language of a particular area of science.”

The decline in English proficiency has been attributed to the English proficiency skills of the educators, not just of those teaching the language courses but also those handling the other courses. Aggravating the situation was the abolition of English as a medium of instruction in schools. This was meant to help development of a Tagalog-based national language. (Salazar Jr., 2007)

Teacher trainees in Mindanao recognize that even the English proficiency skills of teachers are admittedly problematic. "Even though teachers are mandated to use English in the classroom, they make the students' incompetence in the use of the English language as an excuse to 'not speak in English' themselves."

Luz (2007), in an article, noted that "in East Asia, the national or local language is used as the medium of learning for young children. English is taught as a subject—not as the medium of learning—and proficiency is seen as a key to connecting to the world, not as the key to learning."

He advocated that "the key to better English is better implementation; more teacher training in grammar, composition, vocabulary; more mechanisms to expand English usage in schools such as campus journalism, campus radio, assigned days for English and Filipino communication and the like, more bilingual reading books and elocution contests and spelling bees (both in English and Filipino)."

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Initiatives, does not support maximum exposure to the target language, but he recognizes that “[f]or non-native speakers of English, the best way is to teach it as an L2 and to teach it well. This depends on the proficiency of teachers, the availability of adequate models of the language in the learner’s social environment, and sufficient reading materials” (Nolasco, 2009).

In the evaluation of the bilingual education policy (BEP), Sibayan and Gonzales (in Peña, 2004) “articulated the assumption that the quality of student achievement is to a large extent a function of the proficiency of teachers. This statement is based on the results of the proficiency tests administered to teachers involved in the 1985 BEP study.”

Moreover, Lorenzo (2001) noted that: “The whole issue of building students’ confidence in their language learning abilities brings to the fore a closely related issue – that of the teacher’s confidence in their own teaching abilities. If a teacher is confident about her own abilities, she will tend to choose to become more competent in her teaching, and thus conduct more successful classes. The more successful her classes, the more confident she becomes about her abilities.”

### **2.2.2 Bilingualism**

Licuanan (2007) believed that the reason for the decline in the Philippine education “is not English---it’s the whole educational system.” She

countered that giving English undue importance, such as elevating it as MOI, diverts us from deeper issues confronting the deterioration of Philippine education.

In reaction to then President Arroyo's mandate of English as MOI, Quezon III (2007), in his column, countered that "[g]ranted that the President's intentions are motivated by a concern to keep Filipinos competitive and to make them better-educated, still, whatever reforms she undertakes must be compatible with the Constitution. Secondly, reforms should be reforms, not a reactionary attempt to simply decree an English-speaking campaign."

Licuanan (2007) explained why the policy is counterproductive:

*"English as medium of instruction will not improve the quality of education and will actually have damaging effect. Learning is primarily mediated by language. The use of English in Philippine education has been contested throughout the history of its use, beginning with the American colonial government that instituted English as medium of instruction in 1900. When the Philippine educational system was officially reviewed by the Monroe Survey Commission in 1925, the foreign language handicap was cited as the major stumbling block. Since then, the most consistent empirical evidence shows the damaging effects of English on Filipino student learning. When English is used, students do not learn well, at times do not learn at all. Thus using English as medium of instruction in some subject areas (e.g. Math and Science) prevents students from learning as much as they could in their mother tongue."*

She added that English as MOI in the past was successful because the language was widespread at that time. This was further supported by the

environment “where language inputs, methods and resources were available.”

In addition, she also underscored the presence of a good role model of the target language and authentic use of the language in real life for effective instruction.

Much as this paper does not necessarily explore the soundness or limitations of the English as a MOI, the researcher deemed it necessary to show the ambivalence from different quarters, most especially the academicians, about the exclusive use of language in classroom or school settings. She believes that considering these will explain teachers’ behavior in their compliance or resistance to EOP.

Despite the seeming resistance from some teachers, however, the researcher believes that the school administration has the right, if it seemed necessary, to implement a language policy for the institution. The common root of disagreement and problem among the members of the academic community is the administration’s failure to properly design its language policy that will make the academic community adhere to it and sustain it once implemented. In effect, no amount of teachers’ resistance or ambivalent beliefs can get in the way of acquiring the culture of embracing L2, or any prescribed language for that matter (foreign language, the vernacular, or a dialect).

## CHAPTER 3

### METHODOLOGY

This chapter states the research methods used, the choice of respondents, instrumentation, procedures in gathering data as well as the statistical treatment of data.

#### **3.1 Research Design**

The research was a descriptive study. Descriptive research, according to Best (as cited by Salvacion, 2001), is concerned with:

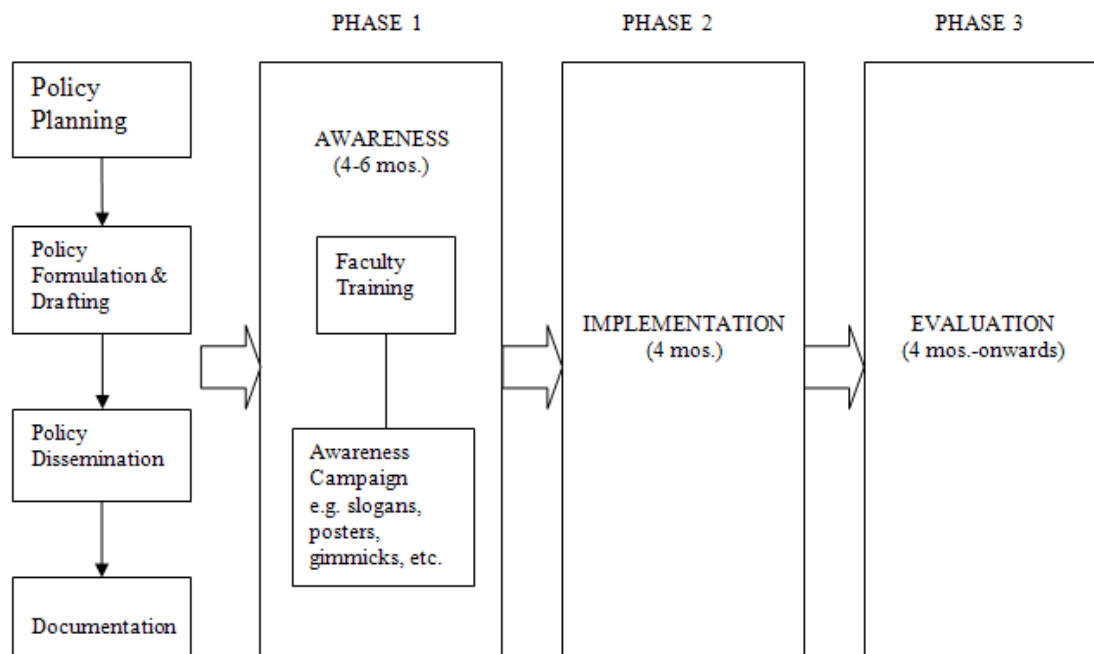
*conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held, processing that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how, what is or what exists as related to some preceding event that has influenced or affected a present condition or event.*

The purpose of the descriptive research, according to Padua & Santos (as cited by Salvacion, 2001) is to “describe” the status of events, people or subjects as they exist. Descriptive research usually makes some type of comparison/contrasts and correlation and, sometimes, in carefully planned and orchestrated researches, cause-effect relationships may be established to some extent.

Patterned primarily after Ms. Kaluag's suggestions and inputs, Figure 3 shows the English-only Policy Program Paradigm for teachers and staff as

there are marked differences when the said policy is adapted to tertiary level institutions.

The paradigm shows the initial stages of the program that involve policy planning and policy formulation and drafting. These require careful planning and a clear-cut action plan that specifies the program activities and target time. This is a far cry from the usual EOP designs that were easily dispensed for some political or personal agenda.



**Figure 3.** The English-Only Policy Program Paradigm for Teachers and Staff

After all these initial steps are made and approved by all the stakeholders, it becomes imperative that the same policy and plans be

communicated and information about these be disseminated to everyone involved in the program. This, according to Ms. Kaluag, should even be considered in the hiring process, i.e., the school should not hire any teacher or staff who is against the policy. The administrators, in effect, may even issue the faculty and staff a memo and have everyone's support be solicited. To make the policy official, all the phases and activities involving the program should be documented from day one. This will later on prove relevant when improving or reinforcing the program or its activities.

Phase 1 of the action plan involves faculty/staff training simultaneous with the awareness campaign. Ms. Kaluag emphasized the need for effective trainers as there are differences of approach in training teachers and front liners (staff). Accordingly, a coordinator can be hired to teach the teachers, while someone from within the school is preferable to handle the front liners. This should be someone the staff can trust and be comfortable with. Ms. Kaluag suggested commencing the training with focus on spoken English and concentrating in communication. Front liners can start with the functions of language, practical and ordinary conversations, polite expressions, borrowing and lending, etc. When they are already confident with these, grammar and other technical aspects of the language can then be taught. Of paramount importance, however, is to just give one topic at a time to ensure learning on the part of the target participants.

On the other hand, the language implementers need to brainstorm on the awareness campaign to make it motivating and interesting for everyone. This can be in form of posters, slogans, or even an official policy launch to engage everyone to participate.

Phase 2 of the plan is the implementation. Together with the school administrators and officers, the language implementers have to ensure that after four months training the faculty and staff will now be able to use the target language effectively and consistently. Depending on the parameters set forth in the policy, everyone is required to use the language in all forms of communication in all chosen areas, if not campus-wide. In the four months of implementation, it is expected that everyone becomes used to the policy that it becomes school culture. During this time, administrators and language implementers monitor the adherence and consistency of the faculty and staff to the policy.

After the implementation stage, teachers and staff evaluation will be considered seriously. Phase 3 can involve a two-pronged evaluation system: a self-assessment and an evaluation from the students and/or administrators/directors of the faculty and staff's language proficiency. Mont Michel's practice of pop-in evaluation can be replicated here. In pop-in evaluation, an observer visits and stays in a class for about ten minutes, listens to the teacher's discussion, and writes down areas of improvement in

language (e.g., slips, grammar errors, faulty diction, etc.). These observations are then compiled and used as reference for quarter or yearend evaluation. Note, however, that the evaluation only focuses on the teacher's use of the target language in delivering his/her lessons and in classroom management, and should not be construed as the overall evaluation of the teacher or staff.

Phases 1 and 2 were met, albeit not as polished as they were in the plans, and the extant data used in this study were gathered nearing the end of the implementation stage.

### **3.2 Respondents and Sampling**

There were two (2) groups of respondents involved in this study: the teaching Associates and non-teaching associates (staff). The teaching Associates were further grouped based on their employment status: fulltime Associates, part-time Associates, and Associates of undetermined status.

The number of respondents was based according to the variable of departments and work classification. The study had no target in the number of respondents for age and gender. More especially, it had no target in their educational background.

The study made use of a Likert-type scale to measure the items. The scale is scored so that high score expressed positive attitudes towards the English-only policy and low score expressed negative attitudes towards the EOP.

**Table 1**

**List of Department, its Frequency and Percentage**

| Department                                                                                 | Frequency | Percentage (%) |
|--------------------------------------------------------------------------------------------|-----------|----------------|
| AERO<br>(Admission and External Relations Office)                                          | 8         | 7.48%          |
| AO<br>(Accounting Office)                                                                  | 8         | 7.48%          |
| CSO<br>(Computer Services Office)                                                          | 6         | 5.61%          |
| EDO<br>(Executive Director's Office)                                                       | 3         | 2.80%          |
| FO<br>(Facilities Office)                                                                  | 9         | 8.41%          |
| HRO<br>(Human Resource Office)                                                             | 6         | 5.61%          |
| IALAP<br>(Internship and Alumni Linkages and Placement)                                    | 4         | 3.74%          |
| LIBRARY                                                                                    | 4         | 3.74%          |
| RO<br>(Registrar's Office)                                                                 | 5         | 4.67%          |
| SACSO<br>(Student Affairs and Community Services Office)                                   | 8         | 7.48%          |
| CE<br>(Civil Engineering)                                                                  | 5         | 4.67%          |
| EEE<br>(Electrical, Electronics and Engineering)                                           | 8         | 7.48%          |
| HSC<br>(Humanities, Social Sciences and Communications)                                    | 17        | 15.89%         |
| IE<br>(Industrial Engineering)                                                             | 3         | 2.80%          |
| ITE/CSIM<br>(Information Technology Education/Computer Science and Information Management) | 13        | 12.15%         |
|                                                                                            | n= 107    |                |

Legend:  Non-Teaching (61)  Teaching (46)

### **3.3 Research Procedures**

Data were gathered in the month of February of the third trimester, school year 2010-2011. Sixteen (16) departments participated in the study.

Each department was given the survey-questionnaire. The instrument was divided into two parts: the self-assessment and the checklist.

Part I or self-assessment includes the following items that need to be ranged depending on their attitudes toward the EOP:

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| 1 | I speak to students in English.                                              |
| 2 | I speak to my fellow Associates in English when in the presence of students. |
| 3 | I conduct my meetings/classes with students in English.                      |
| 4 | I remind students to speak in English when they forget to do so.             |
| 5 | I encourage students to speak to me in English.                              |

The second part continues with a checklist that is meant to determine the thoughts of the Associates on how to make EOP a success: (1) Provision of continuous trainings/workshops that will develop our Associates' competence in the English language; (2) Posting of banners such as "English Speaking Zones", "Speak to me in English", etc. in conspicuous places in the department; (3) Monitoring of the Program Director of Associates' transactions with students/colleagues; (4) Provision of clearer guidelines on the areas and situations covered by the policy; (5) Granting of perks and commendations to Associates constantly adhering to the policy; and, (6) Imposition of penalties/demerits for Associates found to be chronic violators of the policy. Respondents were also asked for other suggestions they think can help attain compliance to EOP.

To establish the validity of the instrument, content and face validations were done through the help of the HSC Program Director and the ERC Coordinator, both experts in Language Research and Teaching.

### **Statistical Treatment of Data**

The data gathered from the checklist were evaluated with the following options:

| <b><u>Response</u></b> | <b><u>Weight</u></b> |
|------------------------|----------------------|
| Always                 | 5                    |
| Most of the time       | 4                    |
| Sometimes              | 3                    |
| Rarely                 | 2                    |
| Never                  | 1                    |

To find out the respondents' evaluation of the success of EOP, the responses of the respondents were tallied, tabulated and analyzed. The weighted frequency of each item was determined by multiplying the frequency of each item by the weight of the said item in the instrument using 5-point numerical scale assessment. The rating scale was used as follows:

| <b>Weights</b> | <b>Range of Weights</b> | <b>Interpretation</b> |
|----------------|-------------------------|-----------------------|
| 5              | 4.20-5.00               | Very Satisfactory     |
| 4              | 3.40-4.19               | Satisfactory          |
| 3              | 2.60-3.39               | Fair                  |
| 2              | 1.80-2.59               | Unsatisfactory        |
| 1              | 1.00-1.79               | Poor                  |

The summation of the weighted frequencies would be determined by adding all the weighted frequencies for the items in the survey.

The weighted mean or the weighted frequencies were computed through this formula:

$$\text{Weighted Mean} = \frac{\text{Summation of the Weighted Frequencies}}{\text{Number of Cases}}$$

$$\text{WM} = \frac{\sum wf}{N}$$

Where **WM** = Weighted Mean

**$\sum wf$**  = Summation of Frequencies

**N** = Number of Cases

As for the checklist, the answers were tallied and those which gathered the highest numbers were considered of high importance.

## CHAPTER IV

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter covers the presentation of data gathered, its analysis and corresponding interpretation using tables, charts and textual descriptions.

#### Results and Discussion

The results of the study are summarized as follows:

##### A. Teaching Associates

**Table 2**  
**Comparative Scores of Survey Questions among Teaching Associates**

|       | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 |      |
|-------|--------|--------|--------|--------|--------|------|
| CE    | 3.60   | 3.40   | 3.75   | 4.40   | 3.80   | 3.79 |
| EEE   | 4.63   | 4.13   | 4.88   | 4.38   | 4.38   | 4.48 |
| HSC   | 4.41   | 4.24   | 4.31   | 4.01   | 4.41   | 4.28 |
| IE    | 3.67   | 3.00   | 3.33   | 1.67   | 3.00   | 2.93 |
| ITE   | 3.77   | 3.23   | 3.92   | 4.00   | 4.23   | 3.83 |
| Total | 4.01   | 3.60   | 4.04   | 3.69   | 3.96   | 3.86 |

Teaching Associates rated themselves Satisfactory in all the five items, with a mean rate of 3.86 (Satisfactory). They rated themselves highest in item 3 (*I conduct my meetings/classes in English*, 4.04) followed closely by items 1 and 5 (*I speak to students in English* and *I encourage students to speak to me in English*, respectively), and lowest in item 2 (*I speak to my fellow Associates in English when in the presence of students*, 3.60). Of all the

departments, the Engineering Department (EEE) and the HSC got the highest evaluations of 4.48 and 4.28 (Very Satisfactory), respectively. Surprisingly, EEE got higher assessment than HSC (0.20 difference) despite the inclusion of ERC, the language arm of the College and the unit that spearheads the EOP. ERC as an independent unit got 4.87 or Very Satisfactory rating, which is expected as all its staffs are English teachers. But even this rating did not help HSC get the highest evaluation. HSC, on its own, only got 4.15 (Satisfactory). EEE's surpassing the HSC's scores is telling especially that one of HSC's sub-units, Communication, houses the Languages Unit (English, Filipino and Foreign Languages), which has the most number of faculty members. Pegged in some other universities as the Liberal Arts Department, it is somehow expected that faculty members from the HSC Department (especially that its Program Director is the creator of the LPI) champion the program.

**Table 3**  
**Comparative Scores of Survey Questions Between EEE and HSC**

| <b>Item No.</b> | <b>EEE</b> | <b>HSC</b> | <b>Difference</b> |
|-----------------|------------|------------|-------------------|
| 1               | 4.63 (VS)  | 4.41 (VS)  | (0.22)            |
| 2               | 4.13 (S)   | 4.24 (VS)  | -(0.11)           |
| 3               | 4.88 (VS)  | 4.31 (VS)  | (0.57)            |
| 4               | 4.38 (VS)  | 4.01 (S)   | (0.37)            |
| 5               | 4.38 (VS)  | 4.41 (VS)  | -(0.03)           |

To compare, HSC's highest scores (4.41 = Very Satisfactory) were for items 1 (*I speak to students in English*) and 5 (*I encourage students to speak to me in English*); whereas, EEE got the highest score of 4.88 (Very Satisfactory) for item 3 (*I conduct my meetings/classes in English*) followed by item 1 (4.63). EEE's lowest rate was 4.13 for item number 2 (*I speak to my fellow Associates in English when in the presence of students*); whereas, HSC got its lowest rate, 4.01 (Satisfactory), for item number 4 (*I remind students to speak in English when they forget to do so*). Although there were two items where HSC fared better than EEE, it can be noted that the differences were quite negligible as opposed to the differences incurred by EEE's high scores. This is especially worth noting for item 3 where the faculty is supposed to conduct their meetings/classes with students in English. Although both got Very Satisfactory ratings, the difference between the two is very notable. Considering that HSC houses the Languages Unit, it is also the one expected to remind students of their language use (item 4), but it was obviously their own failing.

This outcome, as regards EEE, is very much a welcome improvement. Taking into account that one of the College's main course offerings is Engineering, EEE (Electrical, Electronics and Computer Engineering) is definitely heading towards the right direction in becoming good role models to its future engineers. With them being the exemplars of how Engineering

discourse, other than day-to-day conversation, should go engineering students are hoped to eventually be conversant in their field using the target language. If only this could be replicated by ITE (3.83 = Satisfactory), which handles Computer Science courses, another major offering of the College, and other Engineering Departments (CE and IE), coupled with the improved efforts of HSC, then EOP would have been largely a success. CE fared Satisfactory with 3.79; however, there was so much wanting from IE with 2.93 (Fair), the lowest scorer among the five teaching departments. In the five items, IE got its lone Satisfactory rating of 3.67 for item 1 (*I speak to students in English*), Fair for items 2, 3, and 5, and a big dip of 1.67 (Poor) for item 4 (*I remind students to speak in English when they forget to do so*). It may be interesting to see whether there is a connection to having this poor rating with the status of the IE faculty members, who are mostly part-timers.

The overall scores show, too, that most teachers speak English to their students and conduct their meetings/classes in English. This validates Cabico's (2007) study findings that "teachers in FEU-EAC use English as MOI" and "the College's effort in requiring teachers to use English in the classroom is successful," as attested by the results of the survey answered by FEU-EAC students. However, there is still a shortcoming on the part of the Teaching Associates to be good examples by communicating with their colleagues in English especially in the presence of the students. Students

may feel that they are being given contradicting messages by the school and their teachers in requiring them to speak the language when they themselves do not use it when talking with their fellow Associates.

**TABLE 4**  
**Comparative Scores of Survey Questions Given to Teaching Associates Based on Status**

| RESPONSES BASED ON STATUS |      |      |      |      |      |      |      |      |    |      |          |      |       |      |      |
|---------------------------|------|------|------|------|------|------|------|------|----|------|----------|------|-------|------|------|
|                           | CE   |      |      | EEE  |      | HSC  |      |      | IE |      | ITE/CSIM |      | TOTAL |      |      |
|                           | F    | P    | U    | F    | P    | F    | P    | U    | F  | P    | F        | P    | F     | P    | U    |
| 1                         | 3.50 | 4.00 | 3.50 | 4.67 | 4.50 | 4.80 | 4.40 | 3.50 | -  | 3.67 | 4.00     | 3.67 | 4.24  | 4.05 | 3.50 |
| 2                         | 4.00 | 3.00 | 3.00 | 4.17 | 4.00 | 4.40 | 4.30 | 3.50 | -  | 3.00 | 3.00     | 3.33 | 3.89  | 3.53 | 3.25 |
| 3                         | 4.00 | 3.00 | 4.00 | 4.83 | 5.00 | 3.75 | 4.70 | 3.50 | -  | 3.33 | 4.00     | 3.89 | 4.14  | 3.98 | 3.75 |
| 4                         | 5.00 | 4.00 | 4.00 | 4.33 | 4.50 | 4.20 | 4.40 | 2.00 | -  | 1.67 | 5.00     | 3.67 | 4.63  | 3.65 | 3.00 |
| 5                         | 4.50 | 3.00 | 3.50 | 4.33 | 4.50 | 4.80 | 4.60 | 2.00 | -  | 3.00 | 4.50     | 4.11 | 4.53  | 3.84 | 2.75 |
| T                         | 4.20 | 3.40 | 3.60 | 4.47 | 4.50 | 4.39 | 4.48 | 2.90 |    | 2.93 | 4.10     | 3.73 | 4.29  | 3.81 | 3.25 |
|                           | VS   | S    | S    | VS   | VS   | VS   | VS   | F    |    | F    | S        | S    | VS    | S    | F    |

As for employment status, the Fulltime Teaching Associates scored higher (4.29 = Very Satisfactory) than the Part-time Teaching Associates (3.59 = Satisfactory) and the Undetermined status (3.25 = Fair). Among the Fulltime Teaching Associates, they got the highest score in item 5 (*I encourage students to speak to me in English*, 4.53) followed closely by item 1 (*I speak to students in English*, 4.24). These two items were the only ones

that got the Very Satisfactory rates. Items 2, 3, and 4 were Satisfactory, with item 4 (*I remind students to speak in English when they forget to do so*) as the lowest (3.39). This is worth noting since fulltime teaching Associates stay longer in the College, have more teaching loads, more committee work than their counterpart. Thus, they have more chances of interacting with students and their fellow Associates. If the fulltime Associates are consistent with their positive language use, this will cascade to their students and anyone in the College they get in touch with.

As for the Part-time Teaching Associates, although they too got a Satisfactory rating, they scored lower as compared to the Fulltime Teaching Associates by 0.63 (4.22 against 3.59). Meanwhile, they scored Satisfactory in all items; they were highest in item 1 (*I speak to students in English*, 3.90).

The lowest scores came from the Undetermined Status (with a difference of 0.97 from the Fulltime Teaching Associates, and 0.34 from the Part-time Teaching Associates) which got Fair as overall rate (3.25). They scored Satisfactory in item 3 (*I conduct my meetings/classes with students in English*, 3.75), their highest rate. Yet, they scored 2.75 (Fair), their lowest rate for item 5 (*I encourage students to speak to me in English*).

Part-time Associates are given a maximum of 15-unit teaching load. In the 15 hours per week assignment, teachers stay in a classroom for a minimum time of two hours per class. Even with this limited time, teachers

should be made to feel committed to the policies of the College, including its language policy. They should be properly informed about the policy and the consequences for not following it. Their limited stay in the College does not exclude them from using the TL as mandated by the policy.

## B. Non-Teaching Associates

Table 5 shows the mean ratings of the adherence of the Non-Teaching Associates to the English-Only policy of the College. On the average, the Associates rated themselves Fair (3.06) on the five items. They scored highest in item 1 (*I speak to students in English*, 3.35 = Fair) and lowest in item 3 (*I conduct my meetings/classes with students in English*, 2.86 = Fair). This is understandable as most of these offices have limited to no direct contact with students; therefore, meetings and interactions with students are very minimal (e.g., Treasury Office under AO, HRO, etc.).

**TABLE 5**  
**Comparative Scores of Survey Questions Given to Non-Teaching Associates**

|   | AERO   | AO     | CSO    | EDO    | FO     | HRO    | IALAP  | LIB    | RO     | SACSO  | MEAN          | Inter-pretation |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------------|-----------------|
| 1 | 3.25   | 3.50   | 3.67   | 3.33   | 2.89   | 3.17   | 3.75   | 2.50   | 3.80   | 3.62   | <b>3.35</b>   | Fair            |
| 2 | 3.12   | 3.00   | 3.25   | 2.67   | 2.89   | 2.83   | 3.75   | 2.00   | 3.20   | 3.12   | <b>2.98</b>   | Fair            |
| 3 | 2.60   | 4.00   | 2.00   | 3.00   | 2.00   | 2.00*  | 3.25   | 2.00   | 3.50   | 3.75   | <b>2.81</b>   | Fair            |
| 4 | 3.00   | 3.40   | 3.67   | 3.67   | 2.50   | 2.25   | 3.75   | 2.00   | 3.20   | 3.00   | <b>3.04</b>   | Fair            |
| 5 | 3.00   | 3.20   | 3.67   | 3.67   | 2.62   | 2.50   | 4.00   | 2.25   | 3.60   | 3.00   | <b>3.15</b>   | Fair            |
|   | (2.99) | (3.42) | (3.25) | (3.27) | (2.58) | (2.55) | (3.70) | (2.15) | (3.46) | (3.30) | <b>(3.07)</b> | Fair            |

It also appears that the IALAP, one of the two non-teaching departments that got Satisfactory ratings, got the highest rate (3.70). It rated Satisfactory in four out of five items with item 5 (*I encourage students to speak to me in English*, 4.00 = Satisfactory) as the highest and item 3 (*I conduct my meetings/classes with students in English*, 3.25 = Fair) the lowest. This is a good indication because IALAP deals with placing students for their internship with industry partners. At its end, IALAP becomes the first line of orientation to the workplace.

The other department that got the Satisfactory rating of 3.46 was the Registrar's Office (RO). Its highest was item 1 (*I speak to students in English*, 3.8 = Satisfactory), and the lowest items were items 2 and 4 (*I speak to my fellow Associates in English in the presence of students* and *I remind students to speak in English when they forget to do so*, respectively, both with 3.20 = Fair). RO is involved in enrolment, grades, scholarship, and school records. It is the first and ultimate office the students go to during their entire stay in the College. During the entire trimester, students deal with the RO more than a couple of times from the enrolment processes, adjustment of schedules or grades, adding/dropping of subjects, application for scholarship or graduation, etc. With RO using the target language and requiring students to use the same signifies a good model for students.

All the other non-teaching departments got a rating of Fair (2.60-3.39) except for the Library which got 2.20 (Unsatisfactory). The Library, in all five items, did not get anything higher than 2.50; thus, all items were Unsatisfactory. The case with the Library is crucial because the librarians are always in contact with the students. Although they scored highest in item 1 (2.50, *I speak to students in English*) and second highest in item 5 (2.25, *I encourage students to speak to me in English*), these still show how poorly they respond to the policy. Note also that in all the non-teaching departments or offices, the Library is the most directly related to instruction.

Though faring better than the Library, both AERO and SACSO (3.01 and 3.33, respectively) share the same weakness. AERO, being concerned with admissions and marketing of the College and its course offerings, should be the torchbearer of the College when it entices prospective students to choose to enroll here. It should mirror what the College expects its students to be. With AERO not tightly adhering to the policy signals a weak message of EOP, when it should also be one of the College's selling factor.

SACSO, on the other hand, is concerned with student activities and discipline. SACSO houses the Guidance Unit, Discipline Office, Extension and Services Office, and Student Activities Unit. With bustling student organizations and involvement, SACSO is one of the busiest offices in direct contact with students and student leaders. SACSO's failing to uphold the

policy when it works with students, especially among student leaders, show weak leadership on its part. Thus, its lax approach to the policy also weakens the thrust of EOP among students.

**Table 6**  
**Comparative Scores of Survey Questions among FEU – EAC Associates**

|                                                                                 | 5  |     | 4  |     | 3  |     | 2  |    | 1 |    | Σf  | Σwf | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|----|-----|----|-----|----|-----|----|----|---|----|-----|-----|------|------|--------------|
|                                                                                 | f  | wf  | f  | wf  | f  | wf  | f  | wf | f | wf |     |     |      |      |              |
| 1. I speak to students in English                                               | 17 | 85  | 46 | 184 | 34 | 102 | 5  | 10 | 2 | 2  | 104 | 383 | 3.68 | 1    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 9  | 45  | 34 | 136 | 44 | 132 | 14 | 28 | 2 | 2  | 103 | 343 | 3.33 | 5    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 21 | 105 | 30 | 120 | 16 | 48  | 9  | 18 | 5 | 5  | 81  | 296 | 3.65 | 2    | Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 20 | 100 | 29 | 116 | 31 | 93  | 10 | 20 | 5 | 5  | 95  | 334 | 3.52 | 4    | Satisfactory |
| 5. I encourage students to speak to me in English.                              | 27 | 135 | 23 | 92  | 30 | 90  | 13 | 26 | 5 | 5  | 98  | 348 | 3.55 | 3    | Satisfactory |

In general, the computations yielded a Satisfactory rate of English use for FEU – EAC Associates. Their strength is in speaking using the target language to the students and conducting meetings/classes in English. However, they need some improvements in being consistent with their language use when they are among themselves but in the hearing distance, or in the presence of the students. Since the higher scores can be largely attributed to the teaching Associates, the bigger pressure comes to the non-teaching Associates to make these scores impressive.

**TABLE 7****Summary of the Scores and Ranking of Responses on How to Ensure Success of EOP in the College**

| Options                                                                                                                        | Responses | T               | NT              | Rank |
|--------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|-----------------|------|
| 1. Provision of continuous trainings/workshops that will develop our Associates' competence in the English language            | 79        | 38 (1)<br>(73%) | 41 (1)<br>(65%) | 1    |
| 2. Posting of banners such as "English Speaking Zones", "Speak to me in English", etc. in conspicuous places in the department | 48        | 24 (3)<br>(43%) | 24 (3)<br>(38%) | 3    |
| 3. Monitoring of the Program Director of Associates' transactions with students/colleagues                                     | 34        | 16 (4)<br>(29%) | 18 (5)<br>(29%) | 5    |
| 4. Provision of clearer guidelines on the areas and situations covered by the policy                                           | 52        | 27 (2)<br>(48%) | 29 (2)<br>(46%) | 2    |
| 5. Granting of perks and commendations to Associates constantly adhering to the policy                                         | 48        | 24 (3)<br>(43%) | 20 (4)<br>(32%) | 4    |
| 6. Imposition of penalties/demerits for Associates found to be chronic violators of the policy                                 | 16        | 8 (5)<br>(14%)  | 8 (6)<br>(13%)  | 6    |

The table shows the choices of the Associates on how they think EOP can be effective in their respective departments. For both the Teaching and Non-Teaching Associates, they ranked Option 1, *"Provision of continuous trainings/workshops that will develop our Associates' competence in the English language"* as the first; 73% for the Teaching Associates and 65% for the Non-Teaching Associates. This was followed by Option 4, *"Provision of clearer guidelines on the areas and situations covered by the policy,"* (48% for the Teaching Associates and 46% from the Non-teaching Associates).

The items that got the lowest scores are “*Monitoring of the Program Director of Associates’ transactions with students/colleagues*” with only 34 Associate-respondents choosing it, and “*Imposition of penalties/demerits for Associates found to be chronic violators of the policy*” from 16 Associate-respondents.

**TABLE 8**  
**Scores and Ranking of Responses on How to Ensure Success of EOP in the College Based on Status**

| RESPONSES BASED ON STATUS (TEACHING) |                   |                   |                  |    |
|--------------------------------------|-------------------|-------------------|------------------|----|
|                                      | F                 | P                 | U                | T  |
| 1                                    | 11 <sup>(1)</sup> | 20 <sup>(1)</sup> | 4 <sup>(1)</sup> | 35 |
| 2                                    | 7 <sup>(3)</sup>  | 13 <sup>(2)</sup> | 2 <sup>(2)</sup> | 22 |
| 3                                    | 10 <sup>(2)</sup> | 6 <sup>(5)</sup>  | 1 <sup>(3)</sup> | 17 |
| 4                                    | 11 <sup>(1)</sup> | 11 <sup>(4)</sup> | 2 <sup>(2)</sup> | 24 |
| 5                                    | 10 <sup>(2)</sup> | 12 <sup>(3)</sup> | -                | 22 |
| 6                                    | 4 <sup>(4)</sup>  | 4 <sup>(6)</sup>  | -                | 10 |
| 7                                    | -                 | -                 | -                | -  |

Considering these responses of the Associates based on their work status, Option 1 was the unanimous choice of the respondents from all across statuses. Among Fulltime Teaching Associates, however, they also saw equal need for Option 4 or “*Provision of clearer guidelines on the areas and situations covered by the policy*”, to ensure the success of EOP.

The Part-time Teaching Associate together with the Undetermined status chose as second most potent measure the “*Posting of banners such as ‘English Speaking Zones’, ‘Speak to me in English’, etc. in conspicuous*

*places in the department.”* The Undetermined status also chose Option 4 as second most effective means. Meanwhile, the Fulltime Teaching Associates believed that both Options 3 (*Monitoring of the Program Director of Associates’ transactions students/colleagues*) and 5 (*Granting of perks and commendations to Associates constantly adhering to the policy*) were equally the second most effective measures to consider. Consequently, all statuses chose the last option, that of imposing penalties and demerits to chronic violators of the policy, the least signifying that they expect the policy to be non-punitive.

In relation to the question as to the Associates’ thoughts or suggestions in making sure EOP would be successful in the College, the Associates answered that the term-end English Proficiency Seminar Series (EPSS) be continued and be extended to students as well. Since EOP has already been established, the Associates also feel that monitoring should be done to make sure that everybody adheres to the policy. “EOP Champions” could be stationed at strategic locations of the College to do the monitoring. The Program Directors should also take an active role in monitoring their own faculty members and staff.

Some Associates also believe that it is enough to encourage Associates to speak English at all times rather than giving them punishments for non-compliance.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the study, the conclusions made by the researcher based on the findings and observations gathered, and recommendations for further future research.

#### **5.1 Summary**

The researcher's goal in this study is to determine the success level of English-only policy among the Associates of FEU – East Asia College. For years, the College has been implementing and periodically reviving the policy as it suffers what Gonzales' calls "benign neglect."

In this study, the researcher gave out survey-questionnaires to 107 Associate-respondents to find out their support to the EOP, as to whether they find it successfully implemented, and how they rate their own English use in the campus. The results of the survey-questionnaires were then tallied, tabulated, and interpreted.

#### **5.2 Conclusions**

Miguel De Cervantes (1547-1616), a renowned Spanish writer said, "The proof of the pudding is in the eating. By a small sample, we may judge the whole of a piece." In the researcher's effort to determine the success level of the English-only policy among the Teaching and Non-teaching Associates of FEU-East Asia College through survey-questionnaires about their

frequency and workplace-specific use of the target language, she was able to come up with the following conclusions:

1. The Teaching Associates are more consistent with their use of the target language than the Non-Teaching Associates;

2. Fulltime Teaching Associates are more consistent with their use of the target language than the Part-time Teaching Associates and Associates of undetermined status;

3. Most of the time, Fulltime Teaching Associates conduct their classes and meetings in English, speak to students in English and remind students to speak in English when they forget to do so than they do encourage the students to speak to them in English or speak with their colleagues in English in the presence of the students.

4. Non-Teaching Associates sometimes speak to students in English, encourage and remind them to speak in English but not as much when conducting their meeting/s with the students and when speaking to their colleagues, especially when in the presence of students.

5. FEU – EAC Associates in general rated satisfactorily in their use of English as governed by the EOP. However, a lot is still wanting from many quarters to keep this rate consistent.

6. Based on the checklist given, most of the respondents prefer the continuation of the summer and term break English seminars that are

provided by the College to the Associates. They also want to see that there is constant monitoring for the policy to work. Yet, they expect the program to be non-punitive.

### **5.3 Recommendations**

In the light of the aforementioned findings and conclusions, the following recommendations are hereby given:

#### **Administrators**

1. Review and revisit the language policy of the College and set clear and specific parameters. Also, make sure to set realistic goals and time-frame for all activities. Subsequently, implement the plan of stating this policy in the employment contracts of the new hires and the renewed or probationary employees so they can be guided accordingly.
2. If the school can afford it, the Associates can be subjected to an international language proficiency test such as IELTS or TOEFL to determine their level of proficiency and areas of improvement.

#### **Language Planners and Implementers**

1. Design monitoring and evaluation tools devoted mainly to the Associates' language use, especially in the classroom, to oversee the individual progress of the Associates. The tools can also be used as a form of needs assessment on what to focus on in the succeeding seminars.

2. Continue with the language proficiency seminar during terms breaks, but constantly provide activities for the Associates so they can practice every now and then the key concepts of language. Also, provide opportunities for the Associates to use the target language in everyday and special functions of the College.

3. Create a monitoring group to observe the Associates' use of the language. They should be stationed in areas where teacher-student interaction is possible. The report of which, though may not merit sanctions or punishments, must reflect in the Program Director's evaluation of the Associates. Feedback should also be provided to the Associates for them to reflect on, as well as effective supervision. Students' evaluations should not be relied upon solely since these are subjective; students have the tendency to rate their teachers high or low in all areas depending on their fondness or dislike of them.

### **FEU-EAC Community**

Give time for the EOP to mature, and make it part of the FEU-EAC culture. Administrators of the College should serve as role models to their subordinates, and Associates to their students.

### **Future Researcher**

This study should be replicated in some other schools practicing or wanting to practice EOP. Some other methods, like pop-up evaluation, should be made, with the consent of the administrator and the teachers involved.

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# **APPENDICES**

## COMPUTATION OF DATA

### Comparative Scores of Survey Questions Given to FEU-EAC Associates

|                                                                                 | 5  |     | 4  |     | 3  |     | 2  |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|----|-----|----|-----|----|-----|----|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f  | wf  | f  | wf  | f  | wf  | f  | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 17 | 85  | 46 | 184 | 34 | 102 | 5  | 10 | 2 | 2  | 104        | 383         | 3.68 | 1    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 9  | 45  | 34 | 136 | 44 | 132 | 14 | 28 | 2 | 2  | 103        | 343         | 3.33 | 5    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 21 | 105 | 30 | 120 | 16 | 48  | 9  | 18 | 5 | 5  | 81         | 296         | 3.65 | 2    | Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 20 | 100 | 29 | 116 | 31 | 93  | 10 | 20 | 5 | 5  | 95         | 334         | 3.52 | 4    | Satisfactory |
| 5. I encourage students to speak to me in English.                              | 27 | 135 | 23 | 92  | 30 | 90  | 13 | 26 | 5 | 5  | 98         | 348         | 3.55 | 3    | Satisfactory |

### Comparative Scores of Survey Questions Given to Teaching Associates

#### I. Civil Engineering (CE)

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. I speak to students in English                                               | 0 | 0  | 3 | 12 | 2 | 6  | 0 | 0  | 0 | 0  | 5          | 18          | 3.60 | 4    | Satisfactory      |
| 2. I speak to my fellow Associates in English when in the presence of students. | 1 | 5  | 0 | 0  | 4 | 12 | 0 | 0  | 0 | 0  | 5          | 17          | 3.40 | 5    | Satisfactory      |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 3 | 12 | 1 | 3  | 0 | 0  | 0 | 0  | 4          | 15          | 3.75 | 3    | Satisfactory      |
| 4. I remind students to speak in English when they forget to do so.             | 2 | 10 | 3 | 12 | 0 | 0  | 0 | 0  | 0 | 0  | 5          | 22          | 4.40 | 1    | Very Satisfactory |
| 5. I encourage students to speak to me in English.                              | 1 | 5  | 2 | 8  | 2 | 6  | 0 | 0  | 0 | 0  | 5          | 19          | 3.80 | 2    | Satisfactory      |

## II. Electrical, Electronics and Computer Engineering (EEE)

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. I speak to students in English                                               | 5 | 25 | 3 | 12 | 0 | 0  | 0 | 0  | 0 | 0  | 8          | 37          | 4.62 | 2    | Very Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 2 | 10 | 5 | 20 | 1 | 3  | 0 | 0  | 0 | 0  | 8          | 33          | 4.12 | 4    | Satisfactory      |
| 3. I conduct my meetings/classes with students in English.                      | 7 | 35 | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 8          | 39          | 4.88 | 1    | Very Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 3 | 15 | 5 | 20 | 0 | 0  | 0 | 0  | 0 | 0  | 8          | 35          | 4.38 | 3    | Very Satisfactory |
| 5. I encourage students to speak to me in English.                              | 4 | 20 | 3 | 12 | 1 | 3  | 0 | 0  | 0 | 0  | 8          | 35          | 4.38 | 3    | Very Satisfactory |

## III. Humanities, Social Sciences and Communications (HSC)

|                                                                                 | 5  |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|---------------------------------------------------------------------------------|----|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|                                                                                 | f  | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. I speak to students in English                                               | 9  | 45 | 6 | 24 | 2 | 6  | 0 | 0  | 0 | 0  | 17         | 75          | 4.41 | 1    | Very Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 6  | 30 | 9 | 36 | 2 | 6  | 0 | 0  | 0 | 0  | 17         | 72          | 4.24 | 3    | Very Satisfactory |
| 3. I conduct my meetings/classes with students in English.                      | 9  | 45 | 5 | 20 | 1 | 3  | 0 | 0  | 1 | 1  | 16         | 69          | 4.31 | 2    | Very Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 7  | 35 | 6 | 24 | 3 | 9  | 0 | 0  | 1 | 1  | 17         | 69          | 4.06 | 4    | Satisfactory      |
| 5. I encourage students to speak to me in English.                              | 11 | 55 | 2 | 8  | 1 | 3  | 0 | 0  | 1 | 1  | 17         | 75          | 4.41 | 1    | Very Satisfactory |

#### IV. Industrial Engineering (IE)

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 0 | 0  | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 1    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 0 | 0  | 3 | 9  | 0 | 0  | 0 | 0  | 3          | 9           | 3.00 | 3    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 1 | 4  | 2 | 6  | 0 | 0  | 0 | 0  | 3          | 10          | 3.33 | 2    | Fair         |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 0 | 0  | 0 | 0  | 2 | 4  | 1 | 1  | 3          | 5           | 1.67 | 4    | Poor         |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 1 | 4  | 1 | 3  | 1 | 2  | 0 | 0  | 3          | 9           | 3.00 | 3    | Fair         |

#### V. Information Technology Education (ITE)

|                                                                                 | 5 |    | 4  |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|---------------------------------------------------------------------------------|---|----|----|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|                                                                                 | f | wf | F  | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. I speak to students in English                                               | 1 | 5  | 9  | 36 | 2 | 6  | 1 | 2  | 0 | 0  | 13         | 49          | 3.77 | 4    | Satisfactory      |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 6  | 24 | 4 | 12 | 3 | 6  | 0 | 0  | 13         | 42          | 3.23 | 5    | Fair              |
| 3. I conduct my meetings/classes with students in English.                      | 2 | 10 | 10 | 40 | 0 | 0  | 0 | 0  | 1 | 1  | 13         | 51          | 3.92 | 3    | Satisfactory      |
| 4. I remind students to speak in English when they forget to do so.             | 4 | 20 | 7  | 28 | 0 | 0  | 2 | 4  | 0 | 0  | 13         | 52          | 4.00 | 2    | Satisfactory      |
| 5. I encourage students to speak to me in English.                              | 7 | 35 | 3  | 12 | 2 | 6  | 1 | 2  | 0 | 0  | 13         | 55          | 4.23 | 1    | Very Satisfactory |

### Comparative Scores of Survey Questions Given to Non-Teaching Associates

#### I. Accounting Office (AO)

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation     |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. I speak to students in English                                               | 0 | 0  | 5 | 20 | 2 | 6  | 1 | 2  | 0 | 0  | 8          | 28          | 3.50 | 2    | Satisfactory   |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 2 | 8  | 3 | 9  | 3 | 6  | 0 | 0  | 8          | 23          | 2.88 | 4    | Fair           |
| 3. I conduct my meetings/classes with students in English.                      | 1 | 5  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 3          | 12          | 4.00 | 1    | Satisfactory   |
| 4. I remind students to speak in English when they forget to do so.             | 1 | 5  | 0 | 0  | 4 | 12 | 0 | 0  | 0 | 0  | 5          | 17          | 3.40 | 3    | Satisfactory   |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 0 | 0  | 2 | 6  | 2 | 4  | 1 | 1  | 5          | 11          | 2.20 | 5    | Unsatisfactory |

#### II. Admissions and External Relations Office

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 1 | 5  | 1 | 4  | 5 | 15 | 1 | 2  | 0 | 0  | 8          | 26          | 3.25 | 1    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 2 | 8  | 5 | 15 | 1 | 2  | 0 | 0  | 8          | 25          | 3.12 | 2    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 1 | 4  | 2 | 6  | 2 | 4  | 0 | 0  | 5          | 14          | 2.80 | 5    | Fair         |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 1 | 4  | 4 | 12 | 1 | 2  | 0 | 0  | 6          | 18          | 3.00 | 3    | Fair         |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 1 | 4  | 6 | 18 | 0 | 0  | 1 | 1  | 8          | 23          | 2.88 | 4    | Fair         |

### III. Computer Services Office (CSO)

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation     |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|                                                                                 | f | Wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. I speak to students in English                                               | 0 | 0  | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 1    | Satisfactory   |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 1 | 4  | 3 | 9  | 0 | 0  | 0 | 0  | 4          | 13          | 3.25 | 2    | Fair           |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 0 | 0  | 0 | 0  | 2 | 4  | 0 | 0  | 2          | 4           | 2.00 | 3    | Unsatisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 1 | 5  | 0 | 0  | 2 | 6  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 1    | Satisfactory   |
| 5. I encourage students to speak to me in English.                              | 1 | 5  | 0 | 0  | 2 | 6  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 1    | Satisfactory   |

### IV. Executive Director's Office (EDO)

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f | Wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 0 | 0  | 1 | 4  | 2 | 6  | 0 | 0  | 0 | 0  | 3          | 10          | 3.33 | 2    | Fair         |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 1 | 4  | 0 | 0  | 2 | 4  | 0 | 0  | 3          | 8           | 2.67 | 4    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 0 | 0  | 2 | 6  | 0 | 0  | 0 | 0  | 2          | 6           | 3.00 | 3    | Fair         |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 1    | Satisfactory |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 1    | Satisfactory |

**V. Facilities Office (FO)**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation     |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|                                                                                 | f | Wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. I speak to students in English                                               | 0 | 0  | 0 | 0  | 8 | 24 | 1 | 2  | 0 | 0  | 9          | 26          | 2.89 | 1    | Fair           |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 0 | 0  | 8 | 24 | 1 | 2  | 0 | 0  | 9          | 26          | 2.89 | 1    | Fair           |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 0 | 0  | 2 | 6  | 0 | 0  | 1 | 1  | 3          | 7           | 2.33 | 3    | Unsatisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 1 | 5  | 0 | 0  | 2 | 6  | 3 | 6  | 1 | 1  | 7          | 18          | 2.57 | 2    | Unsatisfactory |
| 5. I encourage students to speak to me in English.                              | 1 | 5  | 0 | 0  | 2 | 6  | 5 | 10 | 0 | 0  | 8          | 21          | 2.62 | 3    | Unsatisfactory |

**VI. Human Resource Office (HRO)**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation     |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. I speak to students in English                                               | 0 | 0  | 2 | 8  | 3 | 9  | 1 | 2  | 0 | 0  | 6          | 19          | 3.17 | 1    | Fair           |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 2 | 8  | 1 | 3  | 3 | 6  | 0 | 0  | 6          | 17          | 2.83 | 2    | Fair           |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 0 | 0  | 0 | 0  | 2 | 4  | 0 | 0  | 2          | 4           | 2.00 | 4    | Unsatisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 0 | 0  | 3 | 9  | 0 | 0  | 1 | 1  | 4          | 10          | 2.50 | 3    | Unsatisfactory |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 0 | 0  | 2 | 6  | 2 | 4  | 0 | 0  | 4          | 10          | 2.50 | 3    | Unsatisfactory |

**VII. Internship and Alumni Linkages and Placement (LALAP)**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 0 | 0  | 3 | 12 | 1 | 3  | 0 | 0  | 0 | 0  | 4          | 15          | 3.75 | 2    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 3 | 12 | 1 | 3  | 0 | 0  | 0 | 0  | 4          | 15          | 3.75 | 2    | Satisfactory |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 2 | 8  | 1 | 3  | 1 | 2  | 0 | 0  | 4          | 13          | 3.25 | 3    | Fair         |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 3 | 12 | 1 | 3  | 0 | 0  | 0 | 0  | 4          | 15          | 3.75 | 2    | Satisfactory |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 4 | 16 | 0 | 0  | 0 | 0  | 0 | 0  | 4          | 16          | 4.00 | 1    | Satisfactory |

**VIII. Library**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation     |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. I speak to students in English                                               | 0 | 0  | 2 | 8  | 0 | 0  | 0 | 0  | 2 | 2  | 4          | 10          | 2.50 | 1    | Unsatisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 0 | 0  | 2 | 6  | 0 | 0  | 2 | 2  | 4          | 8           | 2.00 | 3    | Unsatisfactory |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 1 | 4  | 0 | 0  | 1 | 2  | 2 | 2  | 4          | 8           | 2.00 | 3    | Unsatisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 0 | 0  | 2 | 6  | 0 | 0  | 2 | 2  | 4          | 8           | 2.00 | 3    | Unsatisfactory |
| 5. I encourage students to speak to me in English.                              | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 2 | 2  | 4          | 9           | 2.25 | 2    | Unsatisfactory |

**IX. Registrar's Office (RO)**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 1 | 5  | 2 | 8  | 2 | 6  | 0 | 0  | 0 | 0  | 5          | 19          | 3.80 | 1    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 1 | 4  | 4 | 12 | 0 | 0  | 0 | 0  | 5          | 16          | 3.20 | 4    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 0 | 0  | 2 | 8  | 2 | 6  | 0 | 0  | 0 | 0  | 4          | 14          | 3.50 | 3    | Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 0 | 0  | 1 | 4  | 4 | 12 | 0 | 0  | 0 | 0  | 5          | 16          | 3.20 | 4    | Fair         |
| 5. I encourage students to speak to me in English.                              | 1 | 5  | 1 | 4  | 3 | 9  | 0 | 0  | 0 | 0  | 5          | 18          | 3.60 | 2    | Satisfactory |

**X. Student Affairs and Community Services Office (SACSO)**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. I speak to students in English                                               | 0 | 0  | 5 | 20 | 3 | 9  | 0 | 0  | 0 | 0  | 8          | 29          | 3.62 | 2    | Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 0 | 0  | 2 | 8  | 3 | 9  | 1 | 2  | 0 | 0  | 6          | 19          | 3.17 | 3    | Fair         |
| 3. I conduct my meetings/classes with students in English.                      | 2 | 10 | 3 | 12 | 2 | 6  | 1 | 2  | 0 | 0  | 8          | 30          | 3.75 | 1    | Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 1 | 5  | 1 | 4  | 3 | 9  | 3 | 6  | 0 | 0  | 8          | 24          | 3.00 | 5    | Fair         |
| 5. I encourage students to speak to me in English.                              | 1 | 5  | 1 | 4  | 4 | 12 | 2 | 4  | 0 | 0  | 8          | 25          | 3.12 | 4    | Fair         |

### Comparative Scores of Survey Questions Given to Fulltime Teaching Associates

#### I. Item 1

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 7           | 3.50 | 4    | Satisfactory      |
| 2. EEE | 4 | 20 | 2 | 8  | 0 | 0  | 0 | 0  | 0 | 0  | 6          | 28          | 4.67 | 2    | Very Satisfactory |
| 3. HSC | 4 | 20 | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 5          | 24          | 4.80 | 1    | Very Satisfactory |
| 4. ITE | 0 | 0  | 4 | 16 | 0 | 0  | 0 | 0  | 0 | 0  | 4          | 14          | 4.00 | 3    | Satisfactory      |

#### II. Item 2

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 1 | 5  | 0 | 0  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 8           | 4.00 | 3    | Satisfactory      |
| 2. EEE | 2 | 10 | 3 | 12 | 1 | 3  | 0 | 0  | 0 | 0  | 6          | 25          | 4.17 | 2    | Satisfactory      |
| 3. HSC | 2 | 10 | 3 | 12 | 0 | 0  | 0 | 0  | 0 | 0  | 5          | 22          | 4.40 | 1    | Very Satisfactory |
| 4. ITE | 0 | 0  | 2 | 8  | 0 | 0  | 2 | 4  | 0 | 0  | 4          | 12          | 3.00 | 4    | Fair              |

#### III. Item 3

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 1          | 4           | 4.00 | 2    | Satisfactory      |
| 2. EEE | 5 | 25 | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 6          | 29          | 4.83 | 1    | Very Satisfactory |
| 3. HSC | 2 | 10 | 1 | 4  | 0 | 0  | 0 | 0  | 1 | 1  | 4          | 15          | 3.75 | 3    | Satisfactory      |
| 4. ITE | 0 | 0  | 4 | 16 | 0 | 0  | 0 | 0  | 0 | 0  | 4          | 16          | 4.00 | 2    | Satisfactory      |

#### IV. Item 4

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 2 | 10 | 0 | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 10          | 5.00 | 1    | Very Satisfactory |
| 2. EEE | 2 | 10 | 4 | 16 | 0 | 0  | 0 | 0  | 0 | 0  | 6          | 26          | 4.33 | 2    | Very Satisfactory |
| 3. HSC | 2 | 10 | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 5          | 21          | 4.20 | 3    | Very Satisfactory |
| 4. ITE | 4 | 20 | 0 | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 4          | 20          | 5.00 | 1    | Very Satisfactory |

#### V. Item 5

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 1 | 5  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 9           | 4.50 | 2    | Very Satisfactory |
| 2. EEE | 3 | 15 | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 6          | 26          | 4.33 | 3    | Very Satisfactory |
| 3. HSC | 4 | 20 | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 5          | 24          | 4.80 | 1    | Very Satisfactory |
| 4. ITE | 3 | 15 | 0 | 0  | 1 | 3  | 0 | 0  | 0 | 0  | 4          | 18          | 4.50 | 2    | Very Satisfactory |

### Comparative Scores of Survey Questions Given to Part-time Teaching Associates

#### I. Item 1

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 1          | 4           | 4.00 | 3    | Satisfactory      |
| 2. EEE | 1 | 5  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 9           | 4.50 | 1    | Very Satisfactory |
| 3. HSC | 5 | 25 | 4 | 16 | 1 | 3  | 0 | 0  | 0 | 0  | 10         | 44          | 4.40 | 2    | Very Satisfactory |
| 4. ITE | 1 | 5  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 9          | 33          | 3.67 | 4    | Satisfactory      |
| 5. IE  | 0 | 0  | 2 | 8  | 1 | 3  | 0 | 0  | 0 | 0  | 3          | 11          | 3.67 | 4    | Satisfactory      |

#### II. Item 2

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 0 | 0  | 1 | 3  | 0 | 0  | 0 | 0  | 1          | 3           | 3.00 | 4    | Fair              |
| 2. EEE | 0 | 0  | 2 | 8  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 8           | 4.00 | 2    | Satisfactory      |
| 3. HSC | 4 | 20 | 5 | 20 | 1 | 3  | 0 | 0  | 0 | 0  | 10         | 43          | 4.30 | 1    | Very Satisfactory |
| 4. IE  | 0 | 0  | 0 | 0  | 3 | 9  | 0 | 0  | 0 | 0  | 3          | 9           | 3.00 | 4    | Fair              |
| 5. ITE | 0 | 0  | 4 | 16 | 4 | 12 | 1 | 2  | 0 | 0  | 9          | 30          | 3.33 | 3    | Fair              |

#### III. Item 3

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 0 | 0  | 1 | 3  | 0 | 0  | 0 | 0  | 1          | 3           | 3.00 | 5    | Fair              |
| 2. EEE | 2 | 10 | 0 | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 10          | 5.00 | 1    | Very Satisfactory |
| 3. HSC | 7 | 35 | 3 | 12 | 0 | 0  | 0 | 0  | 0 | 0  | 10         | 47          | 4.70 | 2    | Very Satisfactory |
| 4. IE  | 0 | 0  | 1 | 4  | 2 | 6  | 0 | 0  | 0 | 0  | 3          | 10          | 3.33 | 4    | Fair              |
| 5. ITE | 2 | 10 | 6 | 24 | 0 | 0  | 0 | 0  | 1 | 1  | 9          | 35          | 3.89 | 3    | Satisfactory      |

#### IV. Item 4

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 1          | 4           | 4.00 | 3    | Satisfactory      |
| 2. EEE | 1 | 5  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 9           | 4.50 | 1    | Very Satisfactory |
| 3. HSC | 5 | 25 | 4 | 16 | 1 | 3  | 0 | 0  | 0 | 0  | 10         | 44          | 4.40 | 2    | Very Satisfactory |
| 4. IE  | 0 | 0  | 0 | 0  | 0 | 0  | 2 | 4  | 0 | 0  | 3          | 5           | 1.67 | 5    | Poor              |
| 5. ITE | 1 | 5  | 6 | 24 | 0 | 0  | 2 | 4  | 0 | 0  | 9          | 33          | 3.67 | 4    | Satisfactory      |

#### V. Item 5

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation        |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|-------------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                   |
| 1. CE  | 0 | 0  | 0 | 0  | 1 | 3  | 0 | 0  | 0 | 0  | 1          | 3           | 3.00 | 4    | Fair              |
| 2. EEE | 1 | 5  | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 9           | 4.50 | 2    | Very Satisfactory |
| 3. HSC | 6 | 30 | 4 | 16 | 0 | 0  | 0 | 0  | 0 | 0  | 10         | 46          | 4.60 | 1    | Very Satisfactory |
| 4. IE  | 0 | 0  | 1 | 4  | 1 | 3  | 1 | 2  | 0 | 0  | 3          | 9           | 3.00 | 4    | Fair              |
| 5. ITE | 4 | 20 | 3 | 12 | 1 | 3  | 1 | 2  | 0 | 0  | 9          | 37          | 4.11 | 3    | Satisfactory      |

### Comparative Scores of Survey Questions Given to Undetermined Status - Teaching Associates

#### I. Item 1

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. CE  | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 7           | 3.50 | 1    | Satisfactory |
| 2. HSC | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 7           | 3.50 | 1    | Satisfactory |

#### II. Item 2

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation   |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. CE  | 0 | 0  | 0 | 0  | 2 | 6  | 0 | 0  | 0 | 0  | 2          | 6           | 3.00 | 2    | Fair         |
| 2. HSC | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 7           | 3.50 | 1    | Satisfactory |

#### III. Item 3

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | Wm   | Rank | Evaluation   |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|--------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |              |
| 1. CE  | 0 | 0  | 2 | 8  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 8           | 4.00 | 1    | Satisfactory |
| 2. HSC | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 7           | 3.50 | 2    | Satisfactory |

#### IV. Item 4

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | Wm   | Rank | Evaluation     |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. CE  | 0 | 0  | 2 | 8  | 0 | 0  | 0 | 0  | 0 | 0  | 2          | 8           | 4.00 | 1    | Satisfactory   |
| 2. HSC | 0 | 0  | 0 | 0  | 1 | 3  | 0 | 0  | 1 | 1  | 2          | 4           | 2.00 | 2    | Unsatisfactory |

#### V. Item 5

|        | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | $\Sigma f$ | $\Sigma wf$ | wm   | Rank | Evaluation     |
|--------|---|----|---|----|---|----|---|----|---|----|------------|-------------|------|------|----------------|
|        | f | wf | f | wf | f | wf | f | wf | f | wf |            |             |      |      |                |
| 1. CE  | 0 | 0  | 1 | 4  | 1 | 3  | 0 | 0  | 0 | 0  | 2          | 7           | 3.50 | 1    | Satisfactory   |
| 2. HSC | 0 | 0  | 0 | 0  | 1 | 3  | 0 | 0  | 1 | 1  | 2          | 4           | 2.00 | 2    | Unsatisfactory |

**Comparative Scores of Survey Questions Given to Teaching Associates Based on their Status**

| RESPONSES BASED ON STATUS |      |      |      |      |      |      |      |      |    |      |          |      |       |      |      |
|---------------------------|------|------|------|------|------|------|------|------|----|------|----------|------|-------|------|------|
|                           | CE   |      |      | EEE  |      | HSC  |      |      | IE |      | ITE/CSIM |      | TOTAL |      |      |
|                           | F    | P    | U    | F    | P    | F    | P    | U    | F  | P    | F        | P    | F     | P    | U    |
| 1                         | 3.50 | 4.00 | 3.50 | 4.67 | 4.50 | 4.80 | 4.40 | 3.50 | -  | 3.67 | 4.00     | 3.67 | 4.24  | 4.05 | 3.50 |
| 2                         | 4.00 | 3.00 | 3.00 | 4.17 | 4.00 | 4.40 | 4.30 | 3.50 | -  | 3.00 | 3.00     | 3.33 | 3.89  | 3.53 | 3.25 |
| 3                         | 4.00 | 3.00 | 4.00 | 4.83 | 5.00 | 3.75 | 4.70 | 3.50 | -  | 3.33 | 4.00     | 3.89 | 4.14  | 3.98 | 3.75 |
| 4                         | 5.00 | 4.00 | 4.00 | 4.33 | 4.50 | 4.20 | 4.40 | 2.00 | -  | 1.67 | 5.00     | 3.67 | 4.63  | 3.65 | 3.00 |
| 5                         | 4.50 | 3.00 | 3.50 | 4.33 | 4.50 | 4.80 | 4.60 | 2.00 | -  | 3.00 | 4.50     | 4.11 | 4.53  | 3.84 | 2.75 |
| T                         | 4.20 | 3.40 | 3.60 | 4.47 | 4.50 | 4.39 | 4.48 | 2.90 |    | 2.93 | 4.10     | 3.73 | 4.29  | 3.81 | 3.25 |
|                           | VS   | S    | S    | VS   | VS   | VS   | VS   | F    |    | F    | S        | S    | VS    | S    | F    |

**I. HSC without ERC**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | Σf | Σwf | wm   | Rank | Evaluation        |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|----|-----|------|------|-------------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |    |     |      |      |                   |
| 1. I speak to students in English                                               | 6 | 30 | 6 | 24 | 2 | 6  | 0 | 0  | 0 | 0  | 14 | 60  | 4.29 | 1    | Very Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 4 | 20 | 8 | 32 | 2 | 6  | 0 | 0  | 0 | 0  | 14 | 58  | 4.14 | 3    | Satisfactory      |
| 3. I conduct my meetings/classes with students in English.                      | 6 | 30 | 5 | 20 | 1 | 3  | 0 | 0  | 1 | 1  | 13 | 54  | 4.15 | 2    | Satisfactory      |
| 4. I remind students to speak in English when they forget to do so.             | 4 | 20 | 6 | 24 | 3 | 9  | 0 | 0  | 1 | 1  | 14 | 54  | 3.86 | 4    | Satisfactory      |
| 5. I encourage students to speak to me in English.                              | 8 | 40 | 4 | 16 | 1 | 3  | 0 | 0  | 1 | 1  | 14 | 60  | 4.29 | 1    | Very Satisfactory |

**II. ERC**

|                                                                                 | 5 |    | 4 |    | 3 |    | 2 |    | 1 |    | Σf | Σwf | wm   | Rank | Evaluation        |
|---------------------------------------------------------------------------------|---|----|---|----|---|----|---|----|---|----|----|-----|------|------|-------------------|
|                                                                                 | f | wf | f | wf | f | wf | f | wf | f | wf |    |     |      |      |                   |
| 1. I speak to students in English                                               | 3 | 15 | 0 | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 3  | 15  | 5.00 | 1    | Very Satisfactory |
| 2. I speak to my fellow Associates in English when in the presence of students. | 2 | 10 | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 3  | 14  | 4.67 | 2    | Very Satisfactory |
| 3. I conduct my meetings/classes with students in English.                      | 3 | 15 | 0 | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 3  | 15  | 5.00 | 1    | Very Satisfactory |
| 4. I remind students to speak in English when they forget to do so.             | 3 | 15 | 0 | 0  | 0 | 0  | 0 | 0  | 0 | 0  | 3  | 15  | 5.00 | 1    | Very Satisfactory |
| 5. I encourage students to speak to me in English.                              | 2 | 10 | 1 | 4  | 0 | 0  | 0 | 0  | 0 | 0  | 3  | 14  | 4.67 | 2    | Very Satisfactory |

## CURRICULUM VITAE

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**Working toward a Master of Arts in Teaching degree in English Language Arts. Philippine Normal University, Manila.** *Expected graduation:* October 2014. With 15 units *Specialization in TESOL*, 2010-2011

**Bachelor of Arts/Bachelor of Science in Education Major in English, *Emphasis: Language Teaching and Literature*. Philippine Normal University, Manila.** Graduated 1996

**Licensure Examination for Teachers (administered by the Philippine Regulatory Commission)** passer, August 1996

**International English Language Testing System (IELTS)** passer, Band Score: 8.5 (2006)

### **WORK EXPERIENCE**

**English Teacher.** Sunlight International School. Riyadh, Saudi Arabia  
October 2013 to May 2014

**Assistant Professor 3.** Global City Innovative College. Bonifacio Global City, Taguig City  
June 2012 to May 2013

- Co-chaired the English-Only Policy program of the College

**Lecturer 4.** Far Eastern University – East Asia College, Manila  
September 2005 to May 2012

- Mentored student groups for outreach projects, 18 programs (January 2007 to September 2011)
- Served as an adviser to the Student Coordinating Council (June 2009 to September 2011; awarded Most Outstanding Organization Adviser SY2010-2011)
- Ensured and monitored students' adherence to English-Only Policy as a member of Language Planners and Implementers Committee

**>Editor-in-Chief, iTamaraw** (Official Administration Newsletter)

April 2007 to January 2012

- Wrote and edited materials, decided for the topics and layout of the newsletter, assigned associates topics to write about, interviewed subjects for the reports, coordinated with the printing press and other academic departments involved

**>English Resource Center Staff**

June 2006 to April 2008

January 2012 to May 2012

- Prepared academic modules, edited students' reports (thesis paper, feasibility study, project paper, student fact sheet, etc.), tutored students and monitors their performance, prepared games and programs for the *English Is Cool* campaign, facilitated English proficiency seminars to associates and staff of the school, prepared reports and documentations, oriented students to the Center and the use of its facilities and services, hosted school programs, conceptualized and carried out language contests and presentations

**On-Call IELTS/FluentNow Facilitator.** Evoke Learning System, Pasig City

October 2006 to April 2010

- Facilitated reviews and mock examinations to over 200 examinees for the International English Language Testing System
- Delivered writing seminars and lectures to client companies (e.g. Medical City, Cebu Pacific, Daiichi Properties, etc.)

**College Entrance Examination Review Lecturer.** Diliman Access Review

Center, Mandaluyong City

Summer 2006 to 2013

- Facilitated reviews and mock examinations to over 2000 high school students for entrance examinations to top schools in the Philippines

**Lecturer 3.** De La Salle – College of Saint Benilde, Manila

September 2004 to December 2005

**Lecturer 2.** Information and Communication Technology Academy (iAcademy), Makati City

June 2004 to April 2005

**Instructor I.** Pamantasan ng Lungsod ng Maynila (University of the City of Manila)

November 2002 to May 2004

- Wrote for and designed the layout of the newly launched official newsletter of the College of Liberal Arts
- Compiled, edited and printed the first-ever English literary folio of students enrolled in English courses
- Attended the 40-hour *ESL training* conducted by Winfield Institute
- Co-facilitated series of English Enhancement Program to 800 graduating students to aid them in job application and interviews

**Instructor II.** San Sebastian College-Recoletos, Manila

June to October 2002

**High School English Teacher.** Don Bosco Technological Institute, Makati City  
June 2001 to May 2002

**Instructor II.** AMA Computer College, Makati City  
May 1998 to May 2000

- Subject Coordinator for Business English and Business Mathematics

**High School English Teacher.** Immaculate Conception Academy, Metro Manila  
May 1997 to March 1998

**High School English Teacher.** St. Jude Catholic School, Manila  
May 1996 to May 1997