

PUPILS' EXPERIENCES IN COPING WITH "SPEAK ENGLISH POLICY": UNDERSTANDING PUPILS PERCEPTIONS TOWARD A SCHOOL POLICY

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This qualitative research was conducted with a goal in mind of understanding pupils' perceptions toward school policies, particularly, the Speak English Policy or SEP. It also aimed to collate experiences of pupils who are under the policy and get their reactions on using English as medium of communication. The SEP was crafted and implemented with the best interest of enhancing English-speaking skills and competence level of today's learners. Its main objective is to improve the English language proficiency skills of Elementary pupils. It also targets to produce pupils who are competitive in the global village yet deeply rooted in and proud of their Motherland. Faculty members of the English Department of Elementary School Division believe that once our pupils get used to speaking in English, they will be able to gain more confidence, spontaneity and fluency.

Through the accumulated experiences of randomly selected grade four pupils and a thorough evaluation on how are they coping with the policy, different factors were identified that hindered them to use the English language. One of these factors is the fear of embarrassment. When a teacher is not around, many pupils are being teased or mocked by their classmates every time they try to speak in English.

The result of this research will definitely help educators to effectively formulate policies that are necessary to the success of a school. SEP has not fully achieved its peak this school year. But this thorough study brought out the pupils' needs, recognized the factors that hinder the usage of the English language, distinguished effective methods in creating a policy and identified meaningful learning of the English grammar.