



English-Only Policy and Its Influence on Speaking Skills in Ban E-Lert School Thailand

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ABSTRACT

This study examines the implementation of an English-Only Policy (EOP) in a bilingual junior high school program in Thailand and investigates its impact on students' English speaking skills as well as the challenges encountered during its implementation. Adopting a mixed-method research design, the study involved 30 Grade 1 students from a bilingual class at Ban E-Lert School, Loei Province. Quantitative data were collected using a one-group pre-test and post-test design, with students' speaking performance assessed through an analytical rubric measuring fluency, pronunciation, grammatical accuracy, vocabulary mastery, and communication ability. Qualitative data were obtained from structured classroom observations conducted over a 12-week intervention period to capture students' language use, participation, and difficulties during the implementation of the policy. The quantitative findings revealed a statistically significant improvement in students' overall speaking performance after the implementation of the English-Only Policy ($t(29) = 10.081, p < .001$), with notable gains in fluency, vocabulary use, grammatical accuracy, and speaking confidence. Qualitative findings indicated increased willingness to communicate in English and reduced reliance on the first language during classroom interaction. However, persistent challenges were identified, particularly in pronunciation accuracy due to first-language phonological interference. Students frequently mispronounced English words, especially final sounds and consonants, such as sugar being pronounced as *cuka*, which affected intelligibility. Additional challenges included limited exposure to accurate pronunciation models and speaking anxiety during spontaneous communication. Overall, the findings suggest that while the English-Only Policy effectively enhances students' speaking skills in a Thai EFL context, its successful implementation requires explicit pronunciation instruction, sufficient linguistic input, and supportive pedagogical scaffolding.

Keywords: English-Only Policy, Speaking skills, Thai EFL Context

1. Introduction

In the current era of globalization, English speaking ability has become a crucial skill, particularly in countries where English is learned as a foreign language. English functions not only as an international means of communication but also as a dominant medium in education, business, science, and technology (Andayani, 2022; Klimova & Pikhart, 2021; Tulasi et al., 2025). As a result, speaking proficiency is widely regarded as a key indicator of communicative competence in both academic and professional contexts (Siregar, 2023). Students who possess strong speaking skills are better prepared to participate in classroom discussions, deliver oral presentations, and engage in collaborative communication, all of which are essential for academic achievement and future career readiness (Nimasari et al., 2019). Nevertheless, effective speaking extends beyond grammatical accuracy and vocabulary knowledge; it also requires fluency, confidence, and the ability to interact meaningfully in authentic communicative situations (Sudarmo, 2021).

Within the Thai context, English has become increasingly important for participation in internationalized academic and professional domains that demand cross-cultural communication; consequently, improving students' English proficiency – including oral communication – has been positioned as a key objective of curriculum reforms and national policy initiatives (Foley, 2019; Hiranburana, 2017; Lemana et al., 2024; Ulla et al., 2022). Despite these efforts, Thailand has repeatedly ranked low on international English proficiency indices (EF Education First, 2025), and many Thai learners continue to struggle with speaking skills due to systemic issues in education (Chanaroke & Niemprapan, 2020; Sinwongsuwat, 2025). Prior studies have identified persistent constraints in Thai EFL education, including exam-driven washback that encourages teaching to the test and limited classroom interaction that reduces opportunities for communicative practice, prompting ongoing calls for stronger instructional capacity to support curriculum and policy goals (Farrelly & Sinwongsuwat, 2021; Sinwongsuwat, 2025; Sundayana et al., 2018; Ulla et al., 2022). As a result, many Thai EFL students experience low speaking confidence and limited willingness to communicate, while opportunities to use English beyond the classroom remain constrained in a predominantly low-exposure EFL environment, contributing to persistent challenges in oral communication development (Farrelly & Sinwongsuwat, 2021; Imsa-ard, 2025; Rotjanawongchai, 2023; Sinwongsuwat, 2025).

One instructional approach proposed to address these challenges is the implementation of an English-Only Policy (EOP) in the classroom. The EOP is a monolingual instructional policy that mandates the exclusive use of English by teachers and students during lessons, prohibiting any use of the learners' first language (L1) (Ambele, 2022; Kani & İğsen, 2022; Nguyen, 2024; Sahan et al., 2025; Sameephet, 2025). This approach is premised on the idea that immersing learners fully in the target language will accelerate language acquisition, particularly speaking

development, by compelling students to communicate exclusively in English (Alsaawi & Almulhim, 2024a; Hassane, 2023; Shimray, 2023). In line with this rationale, a growing number of schools and universities across Asia have adopted English-only classroom policies in an effort to create English-rich learning environments and enhance learners' communicative competence (Peng & Xie, 2021; Pun et al., 2022; Vu et al., 2025). Such policies also reflect broader trends in English-medium instruction, in which English is prioritized as the sole medium of teaching to improve proficiency outcomes (Galloway & Rose, 2021; Peng & Xie, 2021).

Proponents of the English-only approach argue that it can significantly enhance students' speaking performance and communicative engagement (Azhar & Gopal, 2021; Kani & İğsen, 2022). Emerging empirical evidence supports this view. For example, studies conducted in secondary school contexts have shown that enforcing an English-only classroom policy positively influences students' English-speaking fluency and increases their motivation to use the language (Azhar & Gopal, 2021; Dauda et al., 2024). Similarly, research in tertiary-level settings indicates that EFL students perceive English-only instruction as beneficial for improving overall English mastery and communicative confidence (Inada, 2021; Sahan et al., 2025; Yucedal, 2024). In these contexts, sustained immersion in English provides learners with increased opportunities for oral practice, which can lead to gains in speaking proficiency and self-assurance (Douce, 2025; Salih & Omar, 2024). Supporters further contend that an English-Only Policy prepares students for real-world English use by simulating immersive environments that require learners to think, respond, and interact exclusively in English (Huang & Curle, 2021; Yucedal, 2024).

Although English-Only Policy have been introduced in some bilingual or EFL classrooms as a means of increasing students' exposure to English, empirical evidence examining their impact on students' speaking skills remains limited, particularly at the junior high school level. Previous research has tended to discuss English-Only Policy in general terms or as part of broader bilingual programs, without systematically investigating their implementation as a classroom-level pedagogical policy with explicit rules and consequences. Therefore, the present study aims to evaluate the implementation of an English-Only Policy in a Grade 1 bilingual classroom in Thailand using a mixed-method approach. Specifically, this study seeks to answer the following research questions: (1) How does the implementation of the English-Only Policy within a bilingual program improve students' speaking skills? (2) What challenges do Thai junior high school students encounter in developing their English speaking skills during the implementation of the English-Only Policy? and (3) What is the impact of using this policy as a classroom pedagogical policy on students' speaking performance? By addressing these questions, the study not only examines the effectiveness of the policy in enhancing students' oral proficiency but also provides

qualitative insights into students' perceived difficulties, such as anxiety, limited vocabulary, and confidence issues, which are essential for understanding the practicality and sustainability of English-only classroom policies in EFL contexts.

2. Method

2.1 Research Design

This study employed a mixed-method research design that integrated quantitative and qualitative approaches to provide a comprehensive examination of the implementation and impact of an English-Only Policy in a bilingual classroom, as recommended in recent studies examining language policy implementation in EFL contexts (Alsaawi & Almulhim, 2024b). The quantitative component utilized a one-group pre-test and post-test design to measure changes in students' speaking skills following the policy's implementation, while the qualitative component explored students' classroom behavior, language use, and challenges through systematic classroom observations. This design enabled the researcher to capture both measurable improvement in speaking performance and contextual factors influencing oral communication. The one-group design was considered appropriate given the classroom-based nature of the study and practical constraints within the school context, as the English-Only Policy was implemented at the class level and did not permit the establishment of a comparable control group without disrupting instructional equity.

2.2 Research Site and Participants

The study was conducted at Ban E-Lert School in Phu Kradueng District, Loei Province, Thailand, involving a population of 88 junior high school students enrolled in the Bilingual Class Program. A non-probability purposive sampling technique was employed to select participants who were consistently exposed to the English-Only Policy during classroom instruction. One Grade 1 bilingual class consisting of 30 students was deliberately selected, as the researcher served as the assigned internship teacher and the policy was implemented consistently throughout the teaching and learning process. All students in the selected class participated in the study. No control group was included, as the research focused on examining within-group improvement following the implementation of the policy.

2.3 Data Collection Techniques

Two main data collection techniques were employed: speaking tests and classroom observation. The speaking test was administered in the form of an individual oral interview. Students were asked to complete two speaking tasks: (1) introducing themselves and (2) describing their daily activities. The test was

administered twice, once as a pre-test before the implementation of the English-Only Policy and once as a post-test after the intervention. The intervention lasted for 12 weeks, with one instructional session conducted per week.

Classroom observations were conducted throughout the intervention period to document students' language behavior, participation, and interaction patterns under the English-Only Policy. The observations focused on how students used English as the primary means of communication, their level of engagement during classroom activities, and their responses to the enforcement of the policy. Observational data were recorded using structured observation notes to support the qualitative analysis.

2.4 Research Instruments

The primary research instrument used in this study was an analytical speaking assessment rubric adapted from a recent Speaking Skills Assessment Rubric Development Study published in *Ideas: Journal on English Language Teaching and Learning, Linguistics, and Literature* (Alim et al., 2025). The rubric was originally developed for EFL classroom contexts and reported to demonstrate acceptable validity and reliability. In the present study, the rubric was adapted to align with the participants' proficiency level and the instructional context of an English-Only Policy in a bilingual classroom.

The rubric assessed five components of students' speaking skills: fluency, pronunciation, grammatical accuracy, vocabulary mastery, and communication ability. Each component was rated on a five-point scale, ranging from 1 (very limited performance) to 5 (excellent performance), with clearly defined descriptors guiding each level. The use of an analytical rubric allowed for a detailed examination of students' speaking performance across specific components, enabling the identification of particular areas of improvement following the implementation of the policy.

To ensure content validity, the adapted rubric was reviewed by two experts in English language teaching, and minor revisions were made based on their feedback prior to its application. All speaking performances were assessed by a single trained rater, namely the researcher, to maintain consistency in scoring across the pre-test and post-test assessments. As a single-rater design was employed, inter-rater reliability was not applicable; however, scoring reliability was supported through the consistent use of standardized rating descriptors and uniform assessment procedures throughout the study.

2.5 Research Procedure

The research procedure consisted of three main stages. First, a pre-test was administered to assess students' initial speaking skills before the implementation of the English-Only Policy. Second, the English-Only Policy was implemented as a classroom-level pedagogical policy over a 12-week period. During this stage, students were required to use English as the primary language of communication during all classroom interactions and learning activities. Third, a post-test was administered using the same speaking tasks and assessment rubric as the pre-test to measure students' improvement in speaking skills after the intervention.

2.6 Data Analysis

Quantitative data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistical techniques. Prior to hypothesis testing, a normality test was conducted to determine whether the data met the assumptions required for parametric analysis. Subsequently, a paired-sample t-test was applied to examine whether there was a statistically significant difference between students' speaking scores before and after the implementation of the English-Only Policy.

Qualitative data from classroom observations were analyzed using thematic analysis. Observation notes were reviewed, coded, and categorized to identify recurring patterns related to students' language use, participation, and challenges in speaking English during the policy implementation. The qualitative findings were used to complement and enrich the quantitative results, providing deeper insights into students' experiences and the practical implications of the English-Only Policy.

3. Findings and Discussion

This study investigated the implementation of an English-Only Policy within a bilingual program at a Thai junior high school and examined its contribution to students' speaking development, the challenges faced by students during implementation, and the policy's measurable impact on speaking performance. Integrating classroom observation and pre-post quantitative evidence, the findings suggest that the English-Only Policy can enhance students' speaking skills by increasing sustained target-language use, while also revealing persistent phonological and contextual constraints typical of Thai EFL settings.

3.1. The Implementation of English-Only Policy to improve students' speaking skills (RQ1)

Implementing an English-Only Policy in a bilingual educational program appears to have a positive impact on students' speaking skills, as evidenced by both quantitative and qualitative findings. Recent studies consistently report improvements in learners' oral English proficiency when they are required to use

English exclusively in class (Azhar & Gopal, 2021; Chee et al., 2023). The English-Only Policy created an immersive classroom environment that increased students' exposure to English and encouraged them to use the target language more frequently in authentic communicative situations.

The changes in students' speaking behavior before and after the implementation of the English-Only Policy are summarized in Table 1, which highlights observable differences across key components of speaking skills.

Table 1. Comparison of Students' Speaking Skills Before and After the Implementation of the English-Only Policy

| Speaking Aspect | Before the Implementation | After the Implementation |
|------------------------|--|---|
| Fluency | Frequent pauses, hesitation, and reliance on L1; speech often fragmented | More continuous speech with reduced hesitation; increased willingness to speak in English |
| Vocabulary Use | Limited lexical range; frequent repetition of basic words | Expanded vocabulary use; greater variety and contextual appropriateness |
| Grammatical Accuracy | Frequent grammatical errors; avoidance of complex structures | Improved sentence construction; increased attempts at varied grammatical forms |
| Pronunciation | Inaccurate articulation; low awareness of pronunciation errors | Clearer pronunciation; greater awareness of sound production despite remaining challenges |
| Speaking Confidence | Low confidence; fear of making mistakes and reluctance to participate | Increased confidence; more active participation in classroom interaction |
| Classroom Interaction | Minimal English use; dependence on teacher prompts | More spontaneous responses and peer interaction in English |

As shown in Table 1, the most notable improvement occurred in fluency and speaking confidence. After the implementation of the English-Only Policy, students demonstrated greater willingness to speak English and reduced reliance on their first language. This finding aligns with previous research indicating that enforced English use encourages learners to practice oral production more frequently, which leads to smoother and more automatic speech (Azhar & Gopal, 2021; Dauda et al., 2024). When students are compelled to communicate exclusively in English, they engage in continuous cognitive processing in the target language, which supports faster lexical retrieval and improved fluency.

In addition to fluency, improvements were also observed in vocabulary use and grammatical performance. Prior to the policy implementation, students tended to rely on a limited set of familiar words and avoided complex sentence structures. Following the implementation, students began to experiment with a wider range of vocabulary and grammatical patterns, suggesting increased confidence in expressing ideas in English. This pattern supports findings from recent studies showing that English-only classroom environments promote active language use and foster gradual development of linguistic accuracy through repeated exposure and practice (Blas et al., 2025).

The improvement in pronunciation awareness further indicates that sustained English use increased students' sensitivity to spoken English forms. Although pronunciation challenges persisted, students became more aware of how words were produced and were more willing to attempt correct articulation. This finding supports research suggesting that increased oral practice in immersive settings enhances learners' phonological awareness, even if full accuracy is achieved gradually (Dauda et al., 2024).

The mechanism underlying these improvements can be attributed to increased practice opportunities and immersive exposure. In an English-Only classroom, all classroom interactions are conducted in English, requiring students to use the target language continuously for communication. This condition maximizes meaningful output and reduces opportunities for avoidance through L1 use. Over time, students not only spoke more frequently in English but also began to think in English during classroom interactions, leading to more natural and spontaneous speech production. Similar mechanisms have been identified in recent EFL studies emphasizing the role of communicative necessity in speaking development (Azhar & Gopal, 2021; Chee et al., 2023).

It is important to note that the effectiveness of the English-Only Policy depends on pedagogical support and gradual adaptation. As reported in previous studies, students may initially experience anxiety or reduced participation during early stages of enforcement (Blas et al., 2025). However, when teachers provide supportive

scaffolding—such as modeling correct expressions, encouraging risk-taking, and treating errors as part of the learning process—students gradually overcome these challenges and demonstrate sustained improvement in speaking skills.

In conclusion, the findings indicate that the English-Only Policy effectively improved students' speaking skills by increasing fluency, expanding vocabulary use, enhancing grammatical performance, and strengthening speaking confidence. The comparison between students' speaking behavior before and after the implementation, as summarized in Table 1, illustrates that consistent English use functions as a powerful form of productive practice. Despite initial challenges, the English-Only Policy serves as a strong pedagogical approach for enhancing speaking skills in bilingual educational contexts by immersing learners in meaningful and sustained target-language interaction.

3.2 Challenges encountered by Thai students during implementation (RQ2)

While the English-Only Policy supported increased speaking engagement, classroom observations revealed persistent challenges experienced by Thai junior high school students during the policy's implementation. The most salient barriers were phonological (segmental and suprasegmental) difficulties, limited access to accurate models and feedback, and affective constraints such as anxiety and fear of making mistakes.

One prominent finding is that Thai students struggle with certain English phonemes, leading to systematic mispronunciations. For example, "sugar" was often pronounced as "cuka," "pencil" as "pensiu," and "rice" as "lice." These errors reflect L1-L2 phonological interference among Thai EFL learners, manifested in consonant substitution, final sound modification, and /r-l/ confusion, which hinder accurate English pronunciation (Paisart, 2025). In one study, virtually all Thai university students (97%+) were found to mispronounce words - with the most frequent errors involving ending sounds, word stress, and starting sounds (Paisart, 2025). In particular, Thai speakers have difficulty with final consonants that do not exist or carry different rules in Thai. For instance, they often cannot produce a clear /l/ at word-final position, instead substituting it with an /n/ or /w/ sound (Hayeesa-i, 2023).

Another major challenge lies in English word stress and vowel length, which Thai students often handle inconsistently. In Thai, vowel length is phonemic, but Thai vowels are consistently pronounced as either long or short; in English, vowel length can change with stress or be reduced to a schwa in unstressed positions. Research on Thai learners supports this, noting that when speaking casually, Thai students' mispronunciations in stress and vowel length are largely due to negative transfer from Thai prosody (Isarankura, 2018). In other words, they tend to carry over Thai patterns

(e.g. assigning prominence based on Thai tonal rules or long vowels) into English, which results in lexical misinterpretations by listeners. Difficulties with word stress and vowel length further limited intelligibility, as students frequently transferred Thai pronunciation patterns into English, particularly during spontaneous speech.

Thai students' pronunciation difficulties are aggravated by a lack of exposure to native or near-native English models and minimal corrective feedback. In the classroom observations, many students repeated mispronounced words multiple times without correction. This can be attributed to the learning environment: most Thai students rarely interact with fluent English speakers in daily life, and their teachers (often non-native speakers) may not always notice or prioritize correcting pronunciation. Studies in Thailand indicate that students' persistent pronunciation errors often stem from inaccurate models provided by former teachers, which are imitated and fossilized over time. These errors are reinforced by limited exposure to authentic English input, as learners mostly hear Thai-accented English and receive minimal opportunities for corrective feedback. Consequently, without timely feedback and richer exposure to accurate pronunciation through multimedia or proficient speakers, such errors tend to persist (Paisart, 2025; Sha'ar & Boonsuk, 2021). Limited exposure to accurate English models and minimal corrective feedback further reinforced students' pronunciation errors, as learners had few opportunities to notice and self-correct inaccurate forms (Sha'ar & Boonsuk, 2021). By receiving more accurate models and constructive correction, Thai students can gradually adjust their pronunciation closer to standard English norms.

Besides pronunciation-specific issues, Thai students face several affective and linguistic challenges in speaking. Speaking anxiety, fear of making mistakes, and limited vocabulary and grammatical proficiency constrained students' oral participation, leading to hesitation, reduced fluency, and reliance on L1 during unplanned interactions (Sha'ar & Boonsuk, 2021). In practice, even if a student has good pronunciation, not having the right words or grammar to convey meaning can cause hesitation and breakdowns in communication. This linguistic limitation ties back into confidence: when students feel unsure about what to say or how to say it correctly, their confidence drops further (Paisart, 2025). In summary, to improve Thai students' speaking skills, it is important to address these broader issues alongside pronunciation. Reducing speaking anxiety (through a supportive classroom atmosphere), and bolstering students' vocabulary and speaking practice can help build their confidence. In turn, more confident learners are more likely to engage in speaking activities, practice their pronunciation without fear, and gradually overcome the challenges identified in this study (Sha'ar & Boonsuk, 2021).

Overall, these findings align with previous research indicating that Thai EFL learners face intertwined phonological, affective, and environmental constraints that

must be pedagogically addressed for English-only policies to be effective (Hayeesa-i, 2023; Paisart, 2025; Sha'ar & Boonsuk, 2021).

3.3 The impact of the policy on students' speaking performance (RQ3)

The quantitative findings provide strong evidence that, despite the challenges identified, the English-Only Policy had a significant positive impact on students' speaking performance. Students' speaking skills were assessed through individual oral interviews administered as a pre-test and post-test, and scores were evaluated using an analytic rubric covering fluency, pronunciation, grammar, vocabulary, and communication. Prior to hypothesis testing, a normality test was conducted to ensure that the pre-test and post-test scores met the assumptions for parametric analysis (Creswell & Creswell, 2018). The Shapiro-Wilk results showed that both pre-test ($p = 0.392$) and post-test ($p = 0.729$) distributions were normal ($p > 0.05$), supporting the use of a paired-sample t-test for within-group comparison.

Table 2. Normality Test of Pre-test and Post-test Scores

| Tests of Normality | | | | | | |
|--|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| PRETEST | .120 | 30 | .200* | .964 | 30 | .392 |
| POSTTEST | .126 | 30 | .200* | .977 | 30 | .729 |
| a. Lilliefors Significance Correction | | | | | | |
| *. This is a lower bound of the true significance. | | | | | | |

Table 3. Paired Samples t-Test Results

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|--------|---------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | PRETEST - POSTTEST | -7.800 | 4.238 | .774 | -9.382 | -6.218 | -10.081 | 29 | .000 |

The paired-sample t-test indicated a statistically significant improvement in students' speaking performance after the policy's implementation, $t(29) = -10.081$, $p < .001$, with a mean difference of -7.80 and a 95% confidence interval from -9.382 to -6.218 . This finding demonstrates that the English-Only Policy contributed to meaningful improvement in students' overall speaking performance within the bilingual program. The magnitude and significance of the gain suggest that policy-driven sustained English interaction can enhance speaking outcomes by increasing opportunities for oral production and reducing reliance on L1 during classroom communication, consistent with recent empirical evidence showing that English-only policy environments support proficiency gains and speaking development (Azhar & Gopal, 2021).

From a pedagogical perspective, the statistical improvement suggests that the English-Only Policy operated not merely as a rule but as a structured classroom practice that created communicative necessity for English use, thereby increasing intensity and frequency of speaking practice. Quasi-experimental research on English-only policy implementation indicates that learners exposed to English-only expectations can demonstrate improved fluency and stronger motivation to speak, supporting the interpretation that sustained target-language interaction contributes to measurable gains. (Azhar & Gopal, 2021) At the same time, the qualitative findings clarify why gains may occur alongside persistent difficulties: although students faced pronunciation issues (segmental and suprasegmental) and anxiety, the policy increased the amount of speaking practice, which can facilitate gradual improvement across rubric dimensions. These results support the implication that English-only classroom policies can strengthen speaking performance in EFL contexts when implementation is consistent and accompanied by adequate scaffolding, feedback, and supportive classroom norms that reduce fear of error.

Overall, the integrated findings suggest that the English-Only Policy within a bilingual program (1) promotes speaking development by increasing sustained English use and communicative practice, (2) simultaneously exposes Thai learners' phonological and affective constraints that must be pedagogically managed, and (3) yields a statistically significant improvement in speaking performance over the intervention period. In this sense, the policy appears to function as a viable classroom-level approach for improving speaking outcomes in Thai junior high school bilingual settings, provided that instruction systematically addresses pronunciation intelligibility, stress and vowel contrasts, and learner confidence.

4. Conclusion

This study demonstrates that the implementation of an English-Only Policy within a bilingual junior high school context in Thailand has a significant and positive impact on students' English speaking skills. The quantitative results confirm

substantial improvements in students' overall speaking performance, particularly in fluency, vocabulary use, grammatical accuracy, and speaking confidence, indicating that sustained exposure to and use of English in classroom interaction can effectively promote oral language development. The findings support the view that an English-Only Policy can function as a powerful pedagogical strategy by increasing communicative necessity and encouraging more frequent and spontaneous use of the target language.

Nevertheless, the study also reveals that the implementation of an English-Only Policy is accompanied by persistent challenges, especially in pronunciation accuracy. Classroom observations indicate that many students struggled with phonological features of English due to first-language interference, including final sound deletion and consonant substitution. Common mispronunciations, such as *sugar* being pronounced as *cuka*, reflect systematic difficulties in producing English sounds that do not exist in Thai. These pronunciation issues were further compounded by limited exposure to accurate pronunciation models and minimal corrective feedback, which contributed to the fossilization of errors. In addition, speaking anxiety and fear of making mistakes continued to constrain students' oral production during spontaneous interaction.

These findings suggest that while an English-Only Policy can effectively enhance speaking performance, it should not be implemented as a rigid rule alone. Instead, it requires comprehensive pedagogical support, including explicit pronunciation instruction, consistent corrective feedback, and scaffolding strategies that foster a low-anxiety learning environment. Addressing phonological challenges and affective factors is essential to ensure that increased speaking opportunities translate into improved intelligibility and communicative effectiveness. Given the study's limited scope, future research is recommended to employ longitudinal and multi-site designs to explore the long-term sustainability of English-Only Policy implementation and to identify instructional practices that best support learners' pronunciation development and speaking confidence in EFL contexts.

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