

## Bilingual Parents' Dispositions: Precursor to Developing the English Language Teaching Curriculum

Jason V. Chavez<sup>1\*</sup>

<sup>1</sup>Zamboanga City State Polytechnic College, Philippines

\*jvchavez@zcspsc.edu.ph

---

### ABSTRACT

The dispositions of bilingual parents on the English Language are not given weight in the roadmap of designing an English Language Teaching (ELT) curriculum. The study aimed to examine the parent's dispositions and how it can contribute to the development of the English Language Teaching curriculum. The study employed a descriptive quantitative design. Dispositions of 56 bilingual parents from private and public schools were analyzed through a survey using the three categories of the English Language dispositions. Parents who are bilingual speakers approve on the idea that Self-Efficacy of the English Language deem it critical on one's life in the future, is very much with sense as well as worthwhile, and suggests that a person should persevere to achieve success in the use of the English Language. Parent-respondents have positive dispositions to the English Language and their responses are valuable contributions in teaching the English Language to learners. This study is important to ELT because the dispositions will provide a direction of how the English Language should be taught in the context of Self-Efficacy, Sensible and Worthwhile, and Perseverance categories of the language. Furthermore, the curriculum developers can use the findings of the study to include parental participation in designing the ELT curriculum.

### Keywords

bilingual parents, dispositions, english language, curriculum

---

### Introduction

The important responsibility of checking on the language progression to a child is very much dependent on parents. In fact these parents randomly observed having the sensitive opinion to what language to learn when their children study from nursery to advanced fluency phases. The reason why these parents intervene to the language of choice of their children is because they have a foresight as to what language will be of productive use to their children's future. This is their initial contextualization of disposition towards a language. Given that parents and their children may be set in a bilingual setting, they are automatically confronted by the idea on whether to equally prioritize both languages or they have to leave the first language and prioritize the language that will be useful in the professional life of their children Barkhuizen[1].

For Philippine context, parents have given up talking to their children particularly since they have to speak the language that they think is of value or it is practice by many people. Parental roles chose not to have children speaking bilingually because they feel that the impetus to

speak English is dominantly present in many pre-schools, as they communicate with other parents, some acquaintances and people they know around Giles[5].

Along these lines of valuing the second language as English, is the need to tackle the dispositions of parents over the English Language. It is not just telling them that English Language is important or useful in real life of their children but teach them how to love the subject by appreciating the learning process with it.

Parents are expected to take part in the choice of language priorities for their children. According to Kinzler[8], language can trigger social actions and decisions and choices made in real situations. There is an important attempt for this study to link the attitudes of parents towards the English Language. These attitudes are converted into components as to how each parent relates to the importance and their appreciation to the English Language for their children. It is heavily defended that learning a language is closely tied up to the attitudes toward that language Slavin[15].

The idea and the possibilities that dispositions can bridge the gaps of learning fluently the English Language as a the other language aside from the native language, is the breaking down of factors in learning the language can illustrate more visible policies to make the learning process itself conducive to a better absorption of the English Language. Werker[17] reminded that the child's interest, persistence, and commitment are the ingredients to factor in the determinant of a better achievement or the absent of it in the future. This is where parents' intentional motives and engagements in nurturing a second language becomes significant factors. Terminologies have been utilized to manifests parental participation in a child's bilingualism features such language strategies of parents, program by parents, plan of actions, family programming, parents' language patterns, and family rules and regulation for language according to Pacini-Ketchabaw[11].

In spite of the advocacy to helping parents build up their positive disposition to English as a Second Language, there are no sufficient studies available in the Philippines in scrutinizing the parents' dispositions for the English Language, much more developing a program on how to change the dispositions of parents to the language. In fact there has been little research made on how dispositions increase, build up or fail as they process their learning in the English Language Shin[13]. This study attempted to gather the bilingual parents' dispositions and how these dispositions to the English language become integrated components in re-engineering the English Language Teaching curriculum.

#### Objectives.

There is insufficient distribution of awareness about remedies that can solve some of the gaps in our knowledge about the Bilingual Parents' Dispositions: Precursor to Developing the English Language Teaching Curriculum. Specifically, the study answered these research questions: 1.) What is the level of English Language dispositions of Bilingual Parents Toward English as a Second Language in based on Self-Efficacy Component, Perseverance Component, Sensible Component. 2.) Is it significantly different in the Level of English Language dispositions of bilingual parents

English as a Second Language when grouped according to their profile?

### Methods

Descriptive quantitative design was utilized for the research. It mainly targets to examine the influence of English as the second language on parents' dispositions based on the three components (1. Self-efficacy component; 2.English Language as Sensible component; 3. Perseverance component) modified from Watson's (2015) Disposition Scale.

#### Population and Sampling Design

This study used Purposive Sampling. It included 56 parents each from public basic education schools and 56 parents from private basic education schools whose children are enrolled in school year 2019-2020.

#### 2.2 Research Instrument, Validity, and Reliability

The respondents answered a English Language disposition survey adopted modified from Kevin Lee Watson (2015). The research instrument is considered standardized with Chronbach's Alpha for the components as Self-Efficacy 0.904, Sensible 0.872, and Perseverance 0.888. The modified version of the survey yielded Chronbach's Alpha for Self-Efficacy 0.920, Sensible 0.890, and Perseverance 0.904.

#### Data-Gathering Procedure

The researcher secured permission and clearance from the institutional heads before the administration of the survey questionnaires. All participants were given a letter of consent and agreed to take part in this research. Upon the agreement between the authorities and researcher, a schedule was set to conduct the study. The entire study lasted from July 2020 to August 2020. Questionnaires were administered to the respondents and retrieved in about two weeks later. The retrieval rate was 100%

#### Data Analysis Procedure

Data gathered were analyzed frequency distribution, Mean, Standard Deviation for all descriptive data. The categories of dispositions

were analyzed with T-test for the significant differences between variables.

### Results

Question 1: Do bilingual parents believe that having a strong English Language self-efficacy be useful in the future?

Table 1.0 Self- Efficacy Component

Self- Efficacy Component	MEAN	Remarks
I can surely learn English Language for future use	3.94	High
I can get good grades in English Language when the subject is prioritized in school	4.34	High
I am certain that I am able to comprehend the basic ideas taught in English Language	4.32	High
I am confident I am able to do good in an English Language examination	4.29	High
It is my belief that I will be able to accomplish the required tasks in English Grammar subjects	4.08	High
AVERAGE	4.20	High

Scale: 1.00-1.49 Very Low; 1.50-2.49 Low; 2.50-3.49 Moderately High; 3.50-4.49 High; 4.50-5.00 Very High

The respondents believe that strong English Language self-efficacy will be useful in the future as mean is at 4.0 or above in all item questions under Self-Efficacy Component. At 4.20 mean, the response is considered a high agreement to the statements. The respondents clearly showed their favor to the statements. The personal opinions or views are some of the most important mechanics of the agent, which can influence people’s feelings, thinking, self-motivation and behaviors as agreed by Bandura, (1993); Schunk & Pajares (2009). The result of the data analysis affirms that parents do indeed consider self-efficacy a tool to effect good language dispositions.

Do bilingual parents believe that English Language is sensible and worthwhile?

Table 2.0 Sensible Component

The English Language as Sensible Component	MEAN	Remarks
I will need English Language for my future work	4.67	Very High

I study English Language as it will be useful in real life	4.71	Very High
English Language is a worthy and needed course in the school	4.65	Very High
I see English Language being a course will be rarely utilized as professional	4.00	High
I want English to be a priority in school teachings	4.01	Very Low
AVERAGE	4.38	VeryHigh

Scale: 1.00-1.49 Very Low; 1.50-2.49 Low; 2.50-3.49 Moderately High; 3.50-4.49 High; 4.50-5.00 Very High

Respondents believe that strong English Language is sensible and worthwhile with the findings at meant 4.38 or has an above moderate agreement to the statements that English Language is a sensible and worthwhile to their children. Noticeably, the statement, “Studying English Language is a waste of time” yielded a low agreement to the statement which proved that English is not a waste of time to learn. Skemp (2006) believes that an individual with a fruitful English Language disposition can be an individual who thinks English may be comprehended by ration, as being logical, with sense, can be of used, and worthy.

Is perseverance important to bilingual parents in attaining the English Language success?

Table 3.0 Perseverance Component

The Perseverance Component	MEAN	Remarks
Through hard work, an individual can be smart in English Language	4.5	Very High
I may get smarter in English Language by trying hard on the English Language activities in school	4.54	Very High
Ability in English Language improves if he or she studies well	4.54	Very High
Working hard may improve a person’s level in English Language	4.40	High
Practicing the English Language may increase the level of proficiency in the English Language	4.70	Very High
AVERAGE	4.53	Very High

Scale: 1.00-1.49 Very Low; 1.50-2.49 Low; 2.50-3.49 Moderately High; 3.50-4.49 High; 4.50-5.00 Very High

Table 3.0 revealed that respondents believe that perseverance is important to bilingual parents in attaining the English Language success as mean is at 4.0 or above in all item questions under Self-Efficacy Component. At 4.20 mean, the response is considered a very high agreement to the statements. The respondents clearly showed their

favor to the statements. The findings aligned with the study by Fennema and Peterson (1985) as they discovered traits as a need to accomplish many required tasks dubbed as Autonomous Learning Behaviors (ALB). Those traits are the ability to do things with independence, persistence, choosing, and be successful at those required tasks.

Question 2: Is there a significant difference on the English Language disposition of bilingual parents when grouped according to gender and type of school?

Table 4.0 Difference: GENDER and TYPE OF SCHOOL (\*Significant at the 0.05)

VARIABLES		Mean	t	Sig	Remarks
Self- Efficacy Component	MALE	4.61	4.3	0.000035	Significant
	FEMALE	3.90	3		
The English Language as Sensible Component	PRIVAT E	3.71	4.1	0.000072	Significant
	PUBLIC	4.06	2		

There is a significant difference in their belief in the context of Self-Efficacy Gender given the data produced is at 0.000035 sig. which is below the 0.05 threshold. There is a significant difference in their belief in the context of Sensible Component on the type of schools given the data produced is at 0.000072 sig. which is below the 0.05 threshold.

### Discussions

Question 1: Bilingual agreed that strong English Language will yield self-efficacy for the future especially if there is priority given in schools in terms of activities related to language. In the same result, parents believe that getting good remarks in English is a disposition that allows them to be effective in the language. Furthermore, their belief include that English Language is with sense and worthy to their children. It further demonstrates that the parents dispositions towards the English language is stable given that they perceive the language as something worthy of being learned for a sensible use. To the bilingual parents, perseverance to learn the English Language is the way to go to have a better status in life in the

future. Their disposition for perseverance extends to the idea that learning the language will mean a better performance academically.

Question 2: Male bilingual parents have higher dispositions for the Self-Efficacy components of the English language. Although both gender have high disposition for sensible and worthwhile aspect of the English Language, the Make parents have higher regard in terms of prioritizing the language for their children’s learning and that they want to see that the schools prioritize the English Language. They see that children with better grasp of the English Language have a better place in the future and in life. In the same breadth, bilingual parents in the public schools are more concern with their children learning the English Language in terms of disposition on Sensible and Worthwhile component. This disposition presupposes that the English Language is a sensible and worthwhile area to be learned by their children for better status in their life ahead of them.

### Conclusion

Findings of this research project revealed that parents with bilingual orientations approve that the Self-Efficacy for the English Language is essential to the person’s life in the future. Respondents at the same time agree that the Language is with sense and worthy. he respondents consistently agree, saying that each person must have perseverance to achieve success in the English Language.

It is interesting to note that between the two genders, the male parents with bilingual orientations agree more on the mentioned dispositions in the English Language versus female parents with bilingual orientations. Slightly stronger approval from parents in public schools was recorded as to the mentioned dispositions of the English Language. The critical value of those claimed conclusions can be manifested that the three dispositional elements are valuable factors to consider during the time parental decisions are made for the second language use for their kids.

A Language Teaching Curriculum designer should place emphasis these dispositions in order to tie up the feelings of the parents to the subject area.

The result of this study is a jumpstart to capitalize on the bilingual parents positive dispositions for the English Language. The important valuation to a second language such as English can mean, all resources and some tools in learning processes must be tied up to maintain or increase the affirmative dispositional elements of the parents for the English Language. Given that the parental authorities can choose the value of the English Language, it is a good angle to get their full cooperation in launching programs that will benefit their children in learning the English Language optimally.

### Recommendation

Consult the parents about the curriculum design including the culminating activities related to the English Language Teaching. Involve both the learners and the parents to activities relating to the English Language without restraint.

Educational Institutions will be able to develop curriculum in the English Language Teaching where strategies and approach can be used for as long as it is for the improvement of the English Language use of the learners. If the institutions want to employ new strategies on the English Language Teaching, this means parents will agree on the conduct of the strategies and approaches because they believe that anything for the English language will important to their children.

### References (APA 6<sup>th</sup> edition)

- [1] G. Barkhuizen,. Knoch, U. Macro-level policy and micro-level planning Afrikaans-speaking immigrants in New Zealand. *Australian Review of Applied Linguistics*, 29, 310–318, 2006.
- [2] Z. Bekerman,. M. Tatar. Parental choice of schools and parents' perceptions of multicultural and co-existence education: The case of the Israeli Palestinian Jewish bilingual primary schools. *European Early Childhood Education Research Journal*, 17, 171–187, 2009.
- [3] D. Birdsong. Ultimate attainment in second language acquisition. *Language* 68 (4), 706755. 1992
- [4] A. Feuer. Nation,. ethnic identity self-definition in a Canadian language class. *Diaspora, Indigenous, and Minority Education*, 2, 135–152, 2008.
- [5] H. Giles and C. Sassoon, C.. The effects of speaker's accent, social class background and message style on British listeners' social judgements. *Lang. Commun.* 3, 305–313. doi: 10.1016/0271-5309(83)90006-X, 1983.
- [6] F. Girard,. C. Floccia,. Perception and awareness of accents in young children. *Br. J. Dev. Psychol.* 26, 409–433. doi: 10.1348/026151007X251712, 2008.
- [7] K. King,. L. Fogle. Bilingual parenting as good parenting: Parents' perspectives on family language policy for additive bilingualism. *The International Journal of Bilingual Education and Bilingualism*, 9, 695–712, 2006.
- [8] K.D. Kinzler,. K. Shutts, J. Accent trumps race in children's social preferences. *Soc. Cogn.* 27, 623–634. doi: 10.1521/soco.27.4.623, 2009.
- [9] K.D. Kinzler, K. Shutts, J. The native language of social cognition. *Proc. Natl. Acad. Sci. U.S.A.* 104, 12577–12580. doi: 10.1073/pnas.0705345104, 2007.
- [10] S. Marinova-Todd,. B Marshall. Three misconceptions about age and L2

learning.TESOL Quarterly 34 (1), 934, 2000.

<http://www.census.gov/prod/2010pubs/ac-s-12.pdf> , 2010.

- [11] V. Pacini-Ketchabaw, A. de Almeda, A. Language discourses and ideologies at the heart of early childhood education. *International Journal of Bilingual Education and Bilingualism*, 9, 310–341, 2006.
- [12] I. Piller. *Bilingual Couples Talk: The Discursive Construction of Hybridity*. Amsterdam: Benjamins, 2002.
- [13] H. Shin, R. Alba. The economic value of bilingualism for Asians and Hispanics. *Sociological Forum*. 2009;24:254–275, 2003.
- [14] H.B.Shin, R.A. Kominski. Language use in the United States: 2007 American community survey reports. U.S. Census Bureau; Retrieved from
- [15] R. Slavin, A. Cheung. A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*. 2005;75:247–284, 2009.
- [16] M. Tienda, R. Haskin. Immigrant children: Introducing the issue. *Future Children*.21:3–18, 2011.
- [17] J.F.Werker, and K. Byers-Heinlein, K. The youngest bilinguals: first steps in perception and comprehension of language. *Trends Cogn. Sci.* 12, 144–151. doi: 10.1016/j.tics.01.008, 2008.
- [18] A. Young, C. Helot. Language awareness and/or language learning in French primary schools today. *Language Awareness*, 12, 234–246, 2006.