

# The Effects of English as a Second Language on Bilingual Parents' English Language Dispositions

Jason V. Chavez

Secondary School Teacher – I

Maria Clara L. Lobregat National High School

---

**Abstract:** The vital role of monitoring the language development of a child is heavily contingent on parents. Parents have been observed to have a say as to which language their child should learn from pre-school to fluency levels. Bilingual parents consistently agree that the Self-Efficacy for the English Language is important for the future. They also believe that the Language is sensible and worthwhile. They unanimously agree that an individual needs to persevere to have the English Language success. The male bilingual parent have stronger agreements on the three English Language dispositions over female bilingual parents. There is a slightly stronger agreement from the public schools on the three English Language dispositions. The relevance of these claims can be seen that the three English Language dispositions are important considerations when parents prioritize this second language for their children. The overwhelming treatment to the English as a second language means that materials and other aids in learning the language should be associated towards maintaining or increasing the positive dispositions of the bilingual parents in the English Language. Parents have a vote of confidence on the importance of this second language and they are effective allies in promoting the English Language.

**Keywords:** English Language, parents prioritize. language development.

---

## 1. INTRODUCTION

The vital role of monitoring the language development of a child is heavily contingent on parents. In fact the parents have randomly been observed to have the sensitive say as to which language their child should learn from pre-school to fluency levels. 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. This is where deeper disposition on the second language of the parents. What is clear though, is the consensus regarding the critical role of parents and early education in maintaining minority languages and their intergenerational transmission (e.g., Baker, 2001; Fishman, 2001; Spolsky, 2007; Tannenbaum, 2005)

In the Philippine context, many private schools for instance or the top sections of the public schools prefer English as their language, where in fact many of these schools promote an "english only" policy. Many parents give up on speaking to their children in their own language because they feel a social responsibility to speak what they perceive as important or majority language instead. These parents miss out on the opportunity to raise bilingual kids because they feel pressured to speak only in English by the teachers at daycare or school, by the other parents, by friends, etc. Ana Cristina Gluck (2017).

As parents, there should be a conscious role to make the children, as students, understand the English Language as well as advance or deep concepts and ideas for this subject. In fact educators want to inculcate that it is important to learn English because this is use in daily activities, transactions, sending important messages and foremost, a required tool for communication in the professional world.

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.

It is important that in the process of teaching the English Language for their children, they can experience the feeling of appreciation evidenced by the positive disposition towards the subject such as English Grammar, literature, and other components of the second language English.

Randomly there are feedbacks that the English Language subjects do not suit well to their children taking the subjects.

Parents are expected to take part in the choice of language priorities for their children. Language influences social evaluations and preferences early in life, Kinzler, K. D., et al. (2009).

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 (Starks & Paltridge, 1996).

Given that learning the secondary language as the English Language is dependent on the learner's ability to connect to the language itself, this research attempts to illustrate how the process of learning the second language and its connection to the kind of dispositions of parents have, that the second language is not merely for the sake of joining the bandwagon of accents or to belong to the mainstream speakers but as an exercise in real life. Studies have shown that adults evaluate non-accented speakers more favorably across these different traits compared to their accented counterparts (Giles, H., and Sassoon, C. 1983). Recent developmental research has suggested that language and accent affect social preferences even early in life. In a series of experiments, it was found that 5–6 month-old infants preferred to look at speakers of their native language over speakers of a foreign language. Kinzler, K. D., et al. (2007). The attempt to link these dispositions to learning the English Language is a relevant step to form possible concepts on how dispositions can help learning to occur in their children.

The idea and the possibilities that dispositions can bridge the gaps of learning English as a Second 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. Zoltan Dornyei (2002) 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. Various terms have been used to indicate parents' involvement in their children's early bilingual development: "parental language strategies," "parents' program," "plans," "family program," "parental language input patterns," and "family language policy" (De Houwer, 2007).

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 the latest study in 2017 by Hopkins International Partners, Filipino graduates lags behind Thai and Vietnamese graduates. Indirectly, parental intervention is weak in enforcing the preference of learning English as a second 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 (Gresalfi, 2009; Jansen, 2012; McClain & Cobb, 2001)

## **2. RELATED LITERATURE**

The purpose of this section is mainly to critically discuss related literature that is relevant to English Language.

In many cases, parents have been very negative in perceiving English as a course they think they have failed in. They believe that since they have failed in that subject, they will still fail again or realized that their children might have the same mindset. Eventually they lose the grip of processing the learning because their dispositions have changed. In fact,

when parents or their children feel that they failed in this subject, this can lead to a person developing a lower self-concept and subsequently avoidance to the subject (Sembera & Hovis, 1993; Sousa).

There are many interrelated English subjects like grammar, communicative skills, literature, taken in Philippine schools. These subjects are a primary influence on the kind of disposition that a parent in prioritizing the subject. These English subjects become perfect arenas in measuring the dispositions of students, on how they grow or develop in the course of taking the subject. In fact many teachers for English Grammar considered this subject to be failing, because some students reject the idea of learning it. Lafaye and Tsuda (2002) show that two third of the students say that they do not like studying English. It particularly points out that it is necessary to increase learners' consciousness and awareness toward English Language, making them realized that English is not only used by native speakers but it is widely used among second and foreign language speakers as tools for communication.

The English subjects are set aside towards the last subjects the students take within their degree (Small, 2006), and for most times, the only English Language subject they can afford to get in college.

Many educational institutions agree that the English Language is important in future careers as in some, becomes the measurement of success or increasing scores in professional examinations (Kenney, & Nice, 1996; Klinger, Moosai, & Raviv, 2012).

In this study, there is a specific purpose to target parents as they area were of the importance of these language subjects in spite of their non-English-oriented specialization. This is to place a neutral disposition among the respondents of this research.

Generally the term "dispositions" refers to the general attitudes or beliefs of students towards English Language (Gutstein, 2003; Kuhs& Ball, 1986; Törner, 2002).

It is also recognized that beyond how the parents feel, dispositions should also be about the feeling of connections to the English Language, as well as the value of hard work and efforts to the English Language success (Beyers, 2011).

Many experts have concepts in relation to dispositions as:

- Gresalfi and Cobb (2006) used the term disposition as encompassing "ideas about, values of, and ways of participating with a discipline that learners develop in a particular class and as they move from one class to another" (p. 50).
- Gresalfi (2009) later defined dispositions as "ways of being in the world that involve ideas about, perspectives on, and engagement with information that can be seen both in moments of interaction and in more enduring patterns over time" (p. 329).
- McIntosh (1997) defined dispositions as "one's usual mood; temperament, a habitual inclination, [or] tendency" (p. 95), but also added that dispositions include attitudes, persistence, confidence, and cooperative skills.

To clarify the definition of the term disposition, the researcher will be adopting the meaning of Watson (2015) as consisting of three main components:

1. The Self-Efficacy Component—A parent's belief about their child's capability of using English Language effectively and successfully.
2. The English Language as Sensible Component—Aparent's beliefs about the degree to which English Language is sensible, useful, and worthwhile.
3. The Perseverance Component—A parent's beliefs about the importance of persistence and diligence in determining success in using the English Language.

*The Self-Efficacy component.* Bandura (1986) defined self-efficacy beliefs as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). These personal judgments are one of the most central mechanisms of agency, influencing how people feel, think, motivate themselves, and behave (Bandura, 1993; Schunk & Pajares, 2009). Self-efficacy beliefs bring about these influences through four major processes, namely cognitive, motivational, affective, and selection processes (Bandura, 1992).

*The English Language as Sensible component.* (Beliefs about the degree to which English Language is sensible, useful, and worthwhile). Skemp (1978/2006). A student with a productive English Language disposition is a student who believes English can be understood relationally, looking at the English Language as logical, sensible, useful, and worthwhile.

*The Perseverance component.* In life outside of the English Language classrooms, students will be confronted with difficult situations that will require these English Communication skills, including the critically important ability and willingness to persevere and persist even when obstacles and challenges arise. This willingness follows naturally from a belief that the most important factor leading to success in the English Language is hard work and perseverance.

There are strong reasons why this research is very clear in its trajectory to prove that dispositions are important factors to justify learning curves in the English Language.

Self-efficacy beliefs, like for instance, English Language self-efficacy beliefs are or the belief that he has the effective attributes of an English Language user, can be influenced by the product of behaviors as well as input from the surrounding or environment (Schunk & Pajares, 2009). Some possible examples of these influences are: parents' self-evaluation of their practical or real-time performances, which includes their very own assessments about the level of their child's capacities in comparison to others' performances (Schunk & Pajares, 2009); learners' receiving social persuasions (e.g. "I know you can do it") from others (Bandura, 1997); and learners' physiological and emotional status such as the many forms of stresses and forms anxieties (Bandura, 1997). These influences begin within the family, but as children get older, both their peers and their education become increasingly influential (Schunk & Pajares, 2009).

There are ways in which parents or teachers, within their homes and classroom, can influence positively the self-efficacy of students (Pajares and Schunk, 2001) explained ways in which a parent or teacher and the home or classroom structure can positively influence learner self-efficacy beliefs. The first act is to help the children develop their positive self-regulating habits like doing their tasks on time, cornering themselves in a place without many distractions, managing and making a good flow of their time and school work. It also includes their ability to access enough and proper materials when they need them. Foremost, these learners can tell to themselves that they are efficacious.

Secondly, children are very keen and learn from the action of models in the language sessions, the parents and teachers should be able to make a connection to and from the learners when using these models. In particular, a parents should select schools where teacher should select model students that suit to the level of intelligence similar to the capacities of other students.

Thirdly, a parents must be informed that a well-managed classroom should let go of a very competitive environment in the classroom so that their children's self-confidence with flow within them and there will be an impression of self-worth among them.

It is assumed that difficulty is a universal aspect of language learning, most especially to non-native speakers. Whatever level you have in the English Language, sooner or later you will experience difficulty in the process of learning and will be evidenced by physiological or psychological "pain" or discomfort. To complete or even just to continue learning, the only thing available for the learners is to consider going beyond the pain and discomfort, and this is to simply persevere (Morehouse, 2014).

Parents continuous to connect to their child's situation in school. Many of the parents are aware that a learner can make use of his confidence in learning the English Language. This form of disposition should be dealt with a good attitude towards learning English Language. Even if a child commits mistake, it should not make the learner fear inferior on learning the subject. If this happens, the learner continues to practice, which will eventually better his situation in using the English Grammar. Parents have high frequency of contacts to their children so even if one student confidently display his practices in using the English Grammar is already a big step towards learning the subject. The more he show and practice, he is about to get better (Kosti, 2016).

*Conceptual Paradigm of the Study.* This study is anchored on idea when McIntosh (1997) defined dispositions as "one's usual mood; temperament, a habitual inclination, [or] tendency" (p. 95), but also added that dispositions include attitudes, persistence, confidence, and cooperative skills. This explanation proceeds with how learners can be affected by their

different dispositions when dealing with the second language. This idea presupposes that learning will only take place if there is proper maneuvering of the learner's dispositions while he is immediately in the learning process of the English Language. Whatever mood the learner is in that moment is the predictor to what the learner can absorb on the subject being learned.

Furthermore, a learner's attachment to learning is the English language is very important to forward learning. It is a proven concept that beyond how the students feels, dispositions should also be about the feeling of connections to the English Language, as well as the value of hard work and efforts to the English Language success (Beyers, 2011).

### 3. STATEMENT OF THE PROBLEM

There are insufficient distribution of awareness about remedies that can solve some of the gaps in our knowledge about the development of students' English Language dispositions that might be influencing their development.

Specifically, the study answered the following questions:

1. What is the profile of parents in terms of:
  - a. Gender
  - b. Type of School Graduated
2. What is the level of English Language dispositions of Bilingual Parents Toward English as a Second Language in terms of
  - a. Self-Efficacy Component
  - b. Perseverance Component
  - c. Sensible Component
3. Is there a significant difference in the Level of English Language dispositions of bilingual parents English as a Second Language when grouped according to their profile?

### 4. SIGNIFICANCE OF THE STUDY

This study envisioned to provide useful baseline information and valid insights and arguments to pave the way for better understanding the effects of English as a Second Language on the English Language dispositions of bilingual parents, particularly the specific aspects of the courses and subjects that might be having an effect on children's dispositions.

#### Parents

The results of this study will provide knowledge about how a parent's mentality in the English Language are influenced by many factors, and how by knowing these factors would be easier to know why a child has a negative disposition about the English Language, and what are the ways to eradicate the negativity and provide fruitful learning. Given that these discoveries on disposition will be available, the parents may use these components to adjust a certain motivational strategy in increasing their child's dispositions towards the English Language.

#### Students

This study would be very beneficial for parents especially because this study is going to prove and disprove what factors affects their dispositions regarding the English Language with regards to their children taking the English Language, and how knowing the reason behind their own dispositions can create positive ones as well as productive ones. This research will identify steps on how a solid finding should be handled to change the negative dispositions of parents in learning the many English subjects. The three components of dispositions will definitely galvanize a better approach in dealing with parents with different pictures of disposition based on the components. This will essentially be a good alignment of the parents and their children in learning the second language English.

#### School Administrators

Considering the importance of the parents' and learners' disposition in relation to learning and active performance in school, the findings of this study will deliver suitable feedback and considerable insights to the school administrators on how to objectively address the issues confronting all negative dispositions and how to translate it to positive mentality and

then making it more productive. Because the outcome of dispositions may affect the productivity of the school, it is important to consider steps on how to arrest negative dispositions of the parents supporting their children taking the English Language to increase the levels of achievements of the students in professional examinations where it can affect the image of the school.

**Future Researchers**

As there have been very few studies conducted along this line of investigation, the findings of this study provided initial assumptions, theories and methodologies useful in investigating current research issues confronting about how English Language classes in college affects in the English Language dispositions. This served as relatively relevant theories and findings for new and improved directions for future studies.

**5. SCOPE AND DELIMITATION OF THE STUDY**

This study aimed to determine the Effects of English as a Second Language on Bilingual Parents’ Language Dispositions. The target respondents of this study were the bilingual parents who have children studying in either public or private basic education institutions in Zamboanga City who have taken or still taking any English Language subjects and currently enrolled for the school year 2018-2019.

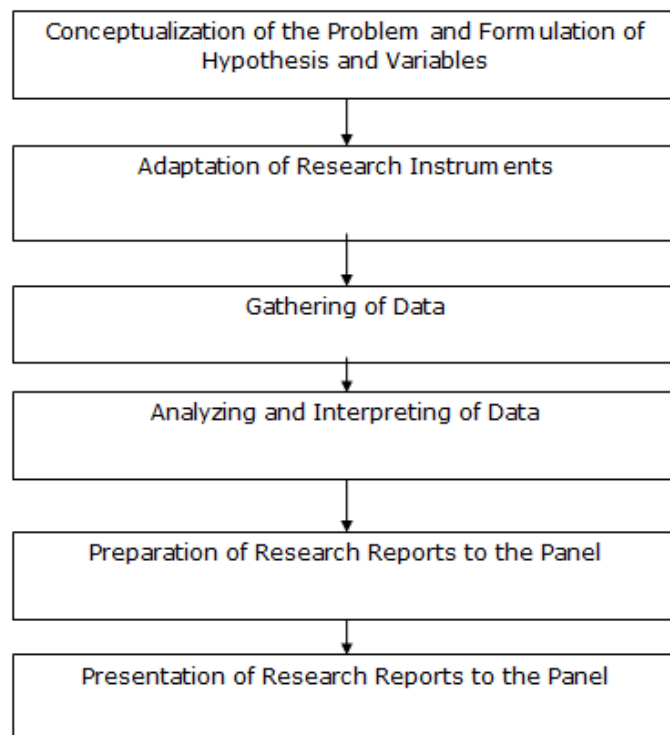
Random sampling technique was used to determine the number of sample in the educational setting.

The respondents answered a 15-item English Language disposition survey modified and adopted from Kevin Lee Watson (2015). This 15-item survey questionnaire will measure the three components of the English Language Dispositions as:

- (a) English Language self-efficacy, (b) English Language as sensible, useful, and worthwhile, and (c) English Language as perseverance important in attaining English Language success.

**6. RESEARCH DESIGN**

This study used a descriptive quantitative design. It mainly aimed to examine the effects of English as a second language on parents’ English Language dispositions based on the three components (1. Self-efficacy component; 2.English Language as Sensible component; 3. Perseverance component) developed by Watson (2015).



**Figure 1.0 A Work Flow Chart of the Present Study**

**International Journal of Novel Research in Education and Learning**

Vol. 7, Issue 1, pp: (12-25), Month: January - February 2020, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

**A. Population and Sampling Design**

This study used Purposive Sampling. It included 26 parents each from Maria Clara Lobregat National High School and 26 parents from Immaculate Concepcion Elementary School whose children are enrolled school year 2018-2019.

**B. Research Instrument**

The respondents answered a 15-item English Language disposition survey adopted modified from Kevin Lee Watson (2015). These 15-item survey measured the three components of the English Language Dispositions as:

(a) English Language self-efficacy, (b) English Language as sensible, useful, and worthwhile, and (c) English Language as perseverance important in attaining English Language success.

**Validity and Reliability**

The research instrument are considered standardized instruments as these were adopted research instrument by Kevin Lee Watson (2015). The survey was pilot tested in Brigham Young University (BYU) in Utah, United States of America with Chronbach's Alpha for Self-Efficacy 0.904, Sensible 0.872, and Perseverance 0.888.

**C. Data Gathering Procedure**

The researcher secured permission to the school heads of the two schools in the Zamboanga City prior to the administration of the survey tests. All participants were asked to sign a consent form should they agree to take part of this research-based endeavor.

The instrument was ere accomplished in 30 minutes. The researcher ensured that the place of testing were conducive.

All survey questionnaires and answer sheets were checked. The sheets were all coded.

Respondents were given clear instructions before the conduct of the survey. Everyone was asked if they understood the instructions and were allowed to ask clarifications.

**D. Data Analysis Procedure**

The research analyzed the data through the use of a survey on the level of the three components of the English Language Dispositions as:

(a) English Language self-efficacy, (b) English Language as sensible, useful, and worthwhile, and (c) English Language as perseverance important in attaining English Language success.

This survey will measure the three components of the English Language Dispositions.

The instrument is a Likert Scale survey with 15 statements adopted and modified from Kevin Lee Watson (2015). The data have appropriate numerical rating (5, 4, 3 or 2 or 1) that best fits the statements according to the respondent's religious belief, practice and affiliation as : 5 – Strongly Agree; 4- Agree; 3-Uncertain 2- Disagree; and 1- Strongly Disagree.

**E. Statistical Treatment**

Data were gathered through the instrument and were subjected to the statistical treatment to test the hypotheses in this study. The following statistical treatments were used:

1. To answer problem numbers 1 and 2, mean and standard deviation were used to determine the profile of parents in terms of Age, Occupation, Educational Qualification, Annual Income, Type of School Graduated and the level of English Language dispositions of Bilingual Parents Toward English as a Second Language in terms of Self-Efficacy, Perseverance, and Sensible components.

2. To answer problem 3, T-test for Independent Samples were used to find out if significant difference in the Level of English Language dispositions of bilingual parents English as a Second Language when grouped according to their profile.

Research Problem	Statistical Tools
3. What is the profile of parents in terms of: a. Gender b. Type of School Graduated	Mean and standard deviation
4. What is the level of English Language dispositions of Bilingual Parents Toward English as a Second Language in terms of Self-Efficacy, Perseverance, and Sensible components?	Mean and standard deviation
5. Is there a significant difference in the Level of English Language dispositions of bilingual parents English as a Second Language when grouped according to their profile?	T-test for Independent Samples

Figure 2.0 Summary of Statistical Tool to be used in the Study

### 7. RESULTS, ANALYSIS, AND DISCUSSION

This chapter presents and analyzes the data gathered through the use of a survey on the level of the perceived Effects of English as a Second Language on Bilingual Parents' English Language Dispositions. The data were tabulated, analyzed and interpreted with the use of statistical tests. The specific questions raised in the statement of the problem were the bases of the order of presentation.

**Research Problem No. 1:** *What is the profile of parents in terms of:*

- a. Gender
- b. Type of School Graduated

Table 1.0 Profile of Parents

GENDER	FREQUENCY	PERCENT
Male	22	42.30%
Female	30	57.70%
<b>TOTAL</b>	<b>52</b>	<b>100.00%</b>
TYPE OF SCHOOL		
Public	26	50.98%
Private	25	49.02%
<b>TOTAL</b>	<b>51</b>	<b>100.00%</b>

Table 1.0 shows that among the 52 respondents, 42.30% or 22 of the total are males. Females covered 57.7% or 30 respondents from the total population of sample. It also shows that among the 51 (one outlier) respondents, 50.980% or 26 of the total, are parents whose child or children are studying in public schools Parents whose child or children are studying in private schools covered 49.02% or 25 respondents from the total population of sample.

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

Table 2.0 Self- Efficacy Component

Self- Efficacy Component	MEAN	Remarks
I am sure that I can learn English Language	<b>3.94</b>	<b>High</b>
I can get good grades in English Language	<b>4.34</b>	<b>High</b>
I am confident I can learn the basic concepts taught in English Language	<b>4.32</b>	<b>High</b>
I believe I can do well on a English Language test	<b>4.29</b>	<b>High</b>
I believe I can complete all of the assignments in a English Grammar course	<b>4.08</b>	<b>High</b>
<b>AVERAGE</b>	<b>4.20</b>	<b>High</b>

**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



**International Journal of Novel Research in Education and Learning**

Vol. 7, Issue 1, pp: (12-25), Month: January - February 2020, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Table 2.0 revealed that 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. These personal judgments are one of the most central mechanisms of agency, influencing how people feel, think, motivate themselves, and behave (Bandura, 1993; Schunk & Pajares, 2009).

Furthermore, Self-efficacy beliefs bring about these influences through four major processes, namely cognitive, motivational, affective, and selection processes (Bandura, 1992). Self-efficacy beliefs, like for instance, English Language self-efficacy beliefs are or the belief that he has the effective attributes of an English Language user, can be influenced by the product of behaviors as well as input from the surrounding or environment (Schunk & Pajares, 2009). Some possible examples of these influences are: parents’ self-evaluation of their practical or real-time performances, which includes their very own assessments about the level of their child’s capacities in comparison to others’ performances (Schunk & Pajares, 2009); learners’ receiving social persuasions (e.g. “I know you can do it”) from others (Bandura, 1997); and learners’ physiological and emotional status such as the many forms of stresses and forms anxieties (Bandura, 1997). These influences begin within the family, but as children get older, both their peers and their education become increasingly influential (Schunk & Pajares, 2009).

The result of the data analysis affirms that parents do indeed consider self-efficacy a tool to effect good language dispositions.

**Research Problem 2:** *Do bilingual parents believe that English Language is sensible and worthwhile?*

**Table 3.0 Sensible Component**

<b>The English Language as Sensible Component</b>	<b>MEAN</b>	<b>Remarks</b>
I will need English Language for my future work	<b>4.67</b>	<b>Very High</b>
I study English Language because I know how useful it is	<b>4.71</b>	<b>Very High</b>
English Language is a worthwhile and necessary subject	<b>4.65</b>	<b>Very High</b>
I see English Language as a subject I will rarely use in my daily life as an adult	<b>4.00</b>	<b>High</b>
Studying English Language is a waste of time	<b>1.40</b>	<b>Very Low</b>
<b>AVERAGE</b>	<b>3.89</b>	<b>High</b>

**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 strong English Language is sensible and worthwhile with the findings at meant 3.89 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 productive English Language disposition is an individual who believes English can be understood relationally, as logical, sensible, useful, and worthwhile.

**Research Problem 3:** *Is perseverance important to bilingual parents in attaining the English Language success?*

**Table 4.0 Perseverance Component**

<b>The Perseverance Component</b>	<b>MEAN</b>	<b>Remarks</b>
By trying hard, one can become smarter in English Language	<b>4.5</b>	<b>Very High</b>
I can get smarter in English Language by trying hard	<b>4.54</b>	<b>Very High</b>
Ability in English Language increases when one studies hard	<b>4.54</b>	<b>Very High</b>
Hard work can increase one’s ability in English Language	<b>4.40</b>	<b>High</b>
Practicing the English Language can improve one’s ability in English Language	<b>4.70</b>	<b>Very High</b>
<b>AVERAGE</b>	<b>4.53</b>	<b>Very High</b>

**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

**International Journal of Novel Research in Education and Learning**

Vol. 7, Issue 1, pp: (12-25), Month: January - February 2020, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Table 4.0 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 identified attributes needed to accomplish complex tasks called Autonomous Learning Behaviors (ALB). These attributes and skills include being able to work independently, persist, choose, and succeed at such tasks.

**Research Problem 4:** *Is there a significant difference on the English Language disposition of bilingual parents when grouped according to gender and type of school?*

**Table 5.0 Difference: GENDER (\*Significant at the 0.05)**

VARIABLES		Mean	t	Sig	Remarks
Self- Efficacy Component	MALE	4.61	4.33	0.000035	Significant
	FEMALE	3.90			
The English Language as Sensible Component	MALE	4.13	5.31	1.27	Not Significant
	FEMALE	3.71			
The Perseverance Component	MALE	4.89	6.38	2.75	Not Significant
	FEMALE	4.27			
Average	MALE	4.54	-5.34	1.21	Not Significant
	FEMALE	3.96			

As shown in Table 5.0, 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.

In the Sensible Component, all genders share the same beliefs. There is no significant difference in their belief in the context of English Language as a Sensible Component on gender given the data produced is at 1.27sig. which is above the 0.05 threshold.

In the Perseverance Component, all genders share the same beliefs. There is no significant difference in their belief in the context of English Language as a Perseverance Component on gender given the data produced is at 2.75 sig. which is above the 0.05 threshold.

In Table 5.0, male and female parents generally do not differ in their responses on Kevin Lee Watson’s (2015) English Language disposition survey as yielded in the data with 1.21 sig. which is above the 0.05 threshold.

**Table 5.1 Difference: TYPE OF SCHOOL (\*Significant at the 0.05)**

VARIABLES		Mean	t	Sig	
Self- Efficacy Component	PRIVATE	3.75	7.18	1.71	Not Significant
	PUBLIC	4.70			
The English Language as Sensible Component	PRIVATE	3.71	4.12	0.000072	Significant
	PUBLIC	4.06			
The Perseverance Component	PRIVATE	4.27	5.34	1.19	Not Significant
	PUBLIC	4.82			
Average	PRIVATE	3.91	5.55	2.46	Not Significant
	PUBLIC	4.53			

## International Journal of Novel Research in Education and Learning

Vol. 7, Issue 1, pp: (12-25), Month: January - February 2020, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

As shown in Table 5.1, in the Self-Efficacy Component, all type of schools share the same beliefs. There is no significant difference in their belief in the context of English Language as a Sensible Component on gender given the data produced is at 1.71 sig. which is above 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.

In the Perseverance Component, all type of schools share the same beliefs. There is no significant difference in their beliefs in the context of English Language as a Perseverance Component on type of schools given the data produced is at 1.19 sig. which is above the 0.05 threshold.

In Table 5.1, parents whose children are studying from private and public schools generally do not differ in their responses on Kevin Lee Watson's (2015) English Language disposition survey as yielded in the data with 2.46 sig. which is above the 0.05 threshold.

### 8. SUMMARY

This study was undertaken to determine Perceived Effects of English as a Second Language on Bilingual Parents' English Language Dispositions. In specifics, this research wants to find out the English language dispositions of bilingual parents

This study attempted to seek to answer if bilingual parents differ in their dispositions when classified according to gender and type of schools.

This same study validated and dispelled following hypotheses: (1) A strong English Language self-efficacy will be useful to bilingual parents' use English Language in the future, (2) Perseverance is important in attaining the English Language success, (3) The English Language is sensible and worthwhile.

This study used a descriptive quantitative design. Purposive sampling technique was used to determine the number of sample in the educational setting. This study use the 15-item English Language disposition survey adopted from Kevin Lee Watson (2015).

The respondents were the (52) bilingual parents from private and public high schools in Zamboanga City.

The following Research Instrument were administered in the research: This 15-item survey questionnaire will measure the three components of the English Language Dispositions as Self- Efficacy Component, English Language as Sensible, and Perseverance Component.

The research instrument was considered standardized instruments as these are adopted research instruments from Watson (2015)..

Mean and standard deviation and T-test for Independent Sample were the statistical tools used for the data analysis.

### 9. FINDINGS

This study yielded the following findings:

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

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 4.19614 mean, the response is considered a high agreement to the statements. The respondents clearly showed their favor to the statements.

When grouped according to gender, both sexes agreed that strong English Language will yield self-efficacy for the future. In the same results, It is interesting to note that male bilingual parents responded with stronger belief on the English Language's Self-Efficacy at 4.6091 mean compared to 3.89333 mean of the female bilingual parents.

When grouped according to type of school of their children, both sexes agreed that strong English Language will yield self-efficacy for the future. In the same results, parents from private schools responded with stronger belief on the English Language's Self-Efficacy at 4.4.704 Mean for private school compared to 3.746154 Mean public school.

## International Journal of Novel Research in Education and Learning

Vol. 7, Issue 1, pp: (12-25), Month: January - February 2020, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

### 2. *Do bilingual parents believe that English Language is sensible and worthwhile?*

Respondents believe that strong English Language is sensible and worthwhile with the findings at mean 3.888462 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.

When grouped according to gender, both sexes agreed that strong English Language is sensible and worthwhile for their children. In the same results, Male bilingual parents responded with stronger belief on the English Language's sensible and worthwhile value at 4.127273 Mean compared to 3.713333.

When grouped according to type of school of their children, both sexes agreed that English Language is sensible and worthwhile for their children. In the same results, parents from private schools responded with stronger belief on the English Language's sensible and worthwhile value at 4.064 Mean for private school compared to 3.715385 Mean for public school.

### 3. *Is perseverance important to bilingual parents in attaining the English Language success?*

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 4.19614 mean, the response is considered a high agreement to the statements. The respondents clearly showed their favor to the statements.

When grouped according to gender, table 4.1 showed that both sexes agreed that perseverance is important to bilingual parents in attaining the English Language success. This means that results are both in high agreement to the statements. In the same results, Male bilingual parents responded with a slightly stronger belief that perseverance is important to bilingual parents in attaining the English Language success at 4.127273 for male parents compared to 4.273333 mean for female parents.

When grouped according to type of school of their children, both sexes agreed that perseverance is important to bilingual parents in attaining the English Language success. This means that the results are both in high agreement to the statements. In the same results, parents from private schools responded with slightly stronger belief that perseverance is important to bilingual parents in attaining the English Language success at 4.824 mean for private school compared to 4.824 mean for public school.

### 4. *Is there a significant difference on the English Language disposition of bilingual parents when grouped according to gender and type of school?*

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.

In the Sensible Component, all genders share the same beliefs. There is no significant difference in their belief in the context of English Language as a Sensible Component on gender given the data produced is at 1.269078 sig. which is above the 0.05 threshold.

In the Perseverance Component, all genders share the same beliefs. There is no significant difference in their belief in the context of English Language as a Perseverance Component on gender given the data produced is at 2.748470 sig. which is above the 0.05 threshold.

Male and female parents generally do not differ in their responses on Kevin Lee Watson's (2015) English Language disposition survey as yielded in the data with 1.215400 sig. which is above the 0.05 threshold.

The Self-Efficacy Component, all type of schools share the same beliefs. There is no significant difference in their belief in the context of English Language as a Sensible Component on gender given the data produced is at 1.706278 sig. which is above 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.

In the Perseverance Component, all type of schools share the same beliefs. There is no significant difference in their beliefs in the context of English Language as a Perseverance Component on type of schools given the data produced is at 1.194825 sig. which is above the 0.05 threshold.

Parents whose children are studying from private and public schools generally do not differ in their responses on Kevin Lee Watson's (2015) English Language disposition survey as yielded in the data with 2.463921 sig. which is above the 0.05 threshold.

## 10. CONCLUSION

Based on the findings of this study, it is safe to conclude that bilingual parents consistently agree that the Self-Efficacy for the English Language is important for the future. Respondents also believe that the Language is sensible and worthwhile. The respondents unanimously agreed that an individual needs to persevere to have the English Language success.

It is interesting to note that between the two genders, the male bilingual parent respondents have stronger agreements on the three English Language dispositions over female bilingual parents.

There is a slightly stronger agreement from the public schools on the three English Language dispositions. The relevance of these claims can be seen that there three English Language dispositions are important considerations when parents prioritize this second language for their children.

The result of this study is a jumpstart to capitalize on the bilingual parents positive dispositions for the English Language. The overwhelming treatment to the English as a second language means that materials and other aids in learning the language should be associated towards maintaining or increasing the positive dispositions of the bilingual parents in the English Language. Given that the parents have a vote of confidence on the importance of this second 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.

## 11. RECOMMENDATIONS

As a result of the findings and conclusion of this study, the following are hereby recommended:

1. The results of this study will provide knowledge about how a parent's mentality in the English Language are influenced by many factors, and how by knowing these factors would be easier to know why a child has a negative disposition about the English Language, and what are the ways to eradicate the negativity and provide fruitful learning. Given that these discoveries on disposition will be available, the parents may use these components to adjust a certain motivational strategy in increasing their child's dispositions towards the English Language.
2. This study would be very beneficial for parents especially because this study is going to prove and disprove what factors affects their dispositions regarding the English Language with regards to their children taking the English Language, and how knowing the reason behind their own dispositions can create positive ones as well as productive ones. This research will identify steps on how a solid finding should be handled to change the negative dispositions of parents in learning the many English subjects. The three components of dispositions will definitely galvanize a better approach in dealing with parents with different pictures of disposition based on the components. This will essentially be a good alignment of the parents and their children in learning the second language English.
3. Considering the importance of the parents' and learners' disposition in relation to learning and active performance in school, the findings of this study will deliver suitable feedback and considerable insights to the school administrators on how to objectively address the issues confronting all negative dispositions and how to translate it to positive mentality and then making it more productive. Because the outcome of dispositions may affect the productivity of the school, it is important to consider steps on how to arrest negative dispositions of the parents supporting their children taking the English Language to increase the levels of achievements of the students in professional examinations where it can affect the image of the school.
4. As there have been very few studies conducted along this line of investigation, the findings of this study provided initial assumptions, theories and methodologies useful in investigating current research issues confronting about how English Language classes in college affects in the English Language dispositions. This served as relatively relevant theories and findings for new and improved directions for future studies.

**REFERENCES**

- [1] Barkhuizen, G., & Knoch, U. (2006). Macro-level policy and micro-level planning Afrikaans-speaking immigrants in New Zealand. *Australian Review of Applied Linguistics*, 29, 310–318.
- [2] Bekerman, Z., & Tatar, M. (2009). 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.
- [3] Birdsong, D. (1992) Ultimate attainment in second language acquisition. *Language* 68 (4), 706755.
- [4] Feuer, A. (2008). Nation and ethnic identity self-definition in a Canadian language class. *Diaspora, Indigenous, and Minority Education*, 2, 135–152.
- [5] Giles, H., and Sassoon, C. (1983). 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
- [6] Girard, F., Floccia, C., and Goslin, J. (2008). Perception and awareness of accents in young children. *Br. J. Dev. Psychol.* 26, 409–433. doi: 10.1348/026151007X251712
- [7] King, K. & Fogle, L. (2006). 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.
- [8] Kinzler, K. D., Shutts, K., DeJesus, J., and Spelke, E. S. (2009). Accent trumps race in children's social preferences. *Soc. Cogn.* 27, 623–634. doi: 10.1521/soco.2009.27.4.623
- [9] Kinzler, K. D., Dupoux, E., and Spelke, E. S. (2007). The native language of social cognition. *Proc. Natl. Acad. Sci. U.S.A.* 104, 12577–12580. doi: 10.1073/pnas.0705345104
- [10] Marinova-Todd, S., Bradford Marshall, D. and Snow, C.E. (2000) Three misconceptions about age and L2 learning. *TESOL Quarterly* 34 (1), 934.
- [11] Pacini-Ketchabaw, V., & de Almeda, A. (2006). Language discourses and ideologies at the heart of early childhood education. *International Journal of Bilingual Education and Bilingualism*, 9, 310–341.
- [12] Piller, I. (2002a) *Bilingual Couples Talk: The Discursive Construction of Hybridity*. Amsterdam: Benjamins
- [13] Werker, J. F., and Byers-Heinlein, K. (2008). The youngest bilinguals: first steps in perception and comprehension of language. *Trends Cogn. Sci.* 12, 144–151. doi: 10.1016/j.tics.2008.01.008
- [14] Young, A., & Helot, C. (2003). Language awareness and/or language learning in French primary schools today. *Language Awareness*, 12, 234–246.