

Narratives of Bilingual Parents on the Real-Life Use of English Language: Materials for English Language Teaching Curriculum

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Abstract

This study aimed to absorb the narratives from the parents on the using of the English Language in terms of utilizing their stories in the different levels of curriculum development, such as teaching activities and strategies. The study analyzed the narratives on their diverse experiences with the English Language and how these stories can contribute to the development of the English Language Teaching (ELT) curriculum. This study was exploratory research that used narratives of bilingual parents from Zamboanga City, Philippines, as the foundation for real-life application of the English language. Forty (40) bilingual parents, who have children as learners of the English Language, were interviewed extensively to navigate their experiences in their real professional lives to extract important stories where the use of the English Language was important for many purposes. Results revealed that the narratives of the bilingual parents, which included real-life examples of using the English Language, can contribute to a better curriculum design for ELT, relevant and timely production of learning materials, and better training programs for teachers on activities and teaching strategies. These narratives are collaborative materials for the schools to consider in designing the English Language Teaching Curriculum. The real-life applications of the English language increase the authenticity and practical value of specific ELT strategies and other teaching-learning styles.

Keywords: bilingual parents, real-life, curriculum, English Language Teaching, language narratives

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Introduction

The narratives of bilingual parents can significantly contribute to developing the English Language Teaching curriculum (ELT). In curriculum development and consultations, educational institutions extensively prioritize the perspectives of professionals on language tactics and approaches for teaching the English language. In terms of incorporating these stories into the micro-level curriculum development, however, there is a deficiency in absorbing the narratives of the parents on English language usage.

The parents have a sensitive say about which language their child should learn from pre-school to fluency levels. English is remarkable because it is a linguistic, functional, and cultural adaptability form of communication appropriated by distinct characteristics in particular communication settings (Sifakis, 2019). Given that parents and children immerse in a multilingual environment, they must decide whether to emphasize both languages equally and abandon the first language in favor of the language that will be most valuable in the future careers of their children (Jordan, 2017; MacSwan, 2017). Indeed, language is cognitively unique and distinct, considering all ordinarily developing children acquire the language of their language system naturally and without instruction, modified by the situations they received as an accidental consequence of different experience espoused by MacSwan (2017).

Learning strategies and language proficiency are affected by a variety of learner characteristics, including attitudes, beliefs, cultural differences, field of study, gender, language proficiency level, studying style, and length of time spent learning the language (Gunn, 2019; Kim, & Bae, 2020; MacSwan 2017). Additionally, numerous factors, including teacher performance, teaching materials, teaching approaches, and more, will undoubtedly lessen the likelihood that the proposed treatment will attain the intermediate impact (MacSwan 2017).

Many private and public schools in the Philippines prefer English as their language; in fact, many have an 'English only' policy. Many parents stop speaking their native language out of a sense of community obligation. Because they feel compelled to talk only specific languages, these parents miss out on raising bilingual or multilingual children.

Indirectly, parental engagement in encouraging English as a second language study is low (Werker, 2008; Sifakis, 2019). There is limited research on how the provisions increase, build up or fail as people process their English language learning in preparation for their economic condition through education (Berzak, 2016; Gunn, 2019). Consequently, this is where the research can be valuable, as it tries to utilize the nature and narrative of bilingual parents to contribute to developing an effective English Language Teaching program.

As the premise of this exploratory research, bilingual parents from Zamboanga City in the Philippines, who had children enrolled in the English language curriculum were interviewed about their stories and narratives relevant to English language competencies, teaching strategies, and the learning experiences of their students. It was significant to the ELT curriculum to sustain the needs for development, innovation, curriculum rebranding, and assessment. This study provided narratives that evaluate the current state of ELT and determine potential integration into the curriculum.

The study answered the following research questions: 1) How important is the English language to the learners? 2) Why is it necessary to learn the English language? 3) What specific English language competencies are essential for the learners? 4) In what process should school teach the English language? 5) What circumstances the English language was crucial for learners? 6) What contributions do the bilingual parents and their narratives have in developing the ELT curriculum?

Parents have a high frequency of contact with their children (Pacini-Ketchabaw, 2006), so even if the child commits mistakes in using the English Language, it is already a big step towards learning the subject (Clark, 1982). The more the parents encourage their children to show and practice the language, the child is about to get better and become reliable in the rules of the language (Feldman, 2010).

Parents have a straightforward objective (Shin, 2009) to master the English Language as they know that there are times for difficulty and sacrifice to earn the ideals of a valid English Language speaker (Tienda, 2008). The only thing available for the learners is to consider going beyond the pain and discomfort, and this is to persevere because the idea of learning it now is because you will use it in the future and for their global perspective (Shin, 2007).

The following sections provide an in-depth study of the topic by reviewing the literature and previous studies on the ELT curriculum. In addition, the objectives and questions were the basis for the methods, including the interview guide, research procedures, and narrative analysis. Results used thematic analysis that studies the narratives and indicated the relevant themes. Discussion summarized the results and its essential aspects on how bilingual parents and their descriptions contribute to the ELT curriculum. Nevertheless, the study followed the systematic process to provide the interview narratives of the bilingual parents and their contributions to the integration of the ELT curriculum.

Literature Review

The curriculum mindset knows that the English Language will be essential for the future of the learners (Kelly, 2018). Many educational institutions agree that the English Language is vital in future careers as it becomes the measurement of success or increasing scores in professional examinations and professional undertakings, considering language expertise through language acquisition (Bekerman, 2009; Kelly, 2018; MacSwan, 2017). There is a specific purpose to targeting parents as they are essential to these language subjects despite their non-English-oriented specialization. Their opinions and narratives are crucial in developing a curriculum because they relate to their much exposure to experiencing the importance of the language in real life (Slavin, 2005; Kelly, 2018).

The cognitive basis of transfer is related to the multilingual parents and language learning system that includes both sharing and separate linguistic knowledge (MacSwan, 2017). English language education has extensively explored different learning strategies, and the methods of measuring the lists or classifications of learning strategies have grown increasingly splintered and standardized (Kim, & Bae, 2020; Sifakis, 2019).

Cognitive techniques for improving learning processes differ from metacognitive strategies for organizing and evaluating learning and socio-emotional strategies for influencing social and affective learning (Kim & Bae, 2020; Sifakis, 2019). In web browsing, learners use various metacognitive techniques such as organizing, planning, and self-monitoring, as well as reading methods such as scanning, skimming, comprehending subjects, and drawing conclusions (Bae, & Kim, 2018; Gunn, 2019).

In Philippine schools, English subjects primarily influence the kind of disposition and connection that a parent has in prioritizing the subject, communicative skills, and literature like standard English grammar (Daguay-James, & Bulusan, 2020). Many teachers of English Grammar consider this a concern because students reject the idea of learning it because they do not realize its value in their future lives, as showed that two-thirds of the students say that they do not like studying English (Yazan, 2019). Language anxiety is a psychological distress that widely impacts the ability of students to learn and develop literary skills (Cabansag, 2020).

Parents connect to the situation of their children in school because they have their narrative to contribute to developing strategies in ELT (Cabansag, 2020; Daguay-James, & Bulusan, 2020). Many parents know that a learner can use his confidence in learning the English Language. Parents have a high frequency of contact with their children (Pacini-Ketchabaw, 2006), so even if the child commits mistakes in using the English language, it is already a big step towards learning the subject (Clark, 1982; Slavin, 2005; Cabansag, 2020). The more the parents encourage their children to show and practice the language, the child is about to get better and become reliable in the rules of the language (Feldman, 2010).

Parents know there are times for difficulty and sacrifice to earn the ideals of a valid English Language speaker (Shin, 2009; Tienda, 2008). The learners have to consider going beyond the language anxiety and persevere because learners will use this in the future as well as for their global perspective (Daguay-James, & Bulusan, 2020; Shin, 2007).

Methods

The main purpose of this study was to determine the narratives of bilingual parents regarding the use of the English language. This study used a qualitative design as the appropriate scheme for uncovering deeper extraction of experience and descriptions. The research used the exploratory interview to elicit deeper information from the study participants having entrenched experiences on using the English language in their real lives. Narrative data are the foundation of theoretical and developmental studies. Through this method, there would be enough written narratives about how bilingual parents perceive the English language and integral aspects of the education and learning of their children. Exploratory research is the preliminary research that serves as the foundation for more conclusive research (Saunders, 2012; Singh, 2007).

Participants

The study used purposive sampling, which included 40 parents whose children are studying in public and private education schools. These parents use English in business transactions, economic or livelihood activities, and other communication means for specific purposes (Rahman, 2015). They are classified to represent the samples of the parents who are prevalently communicating the

English Language in their economic and professional activities. They have the sample size of those parents who are working in government offices (10 participants), private companies (10 participants), self-employed (10 participants), and Overseas Filipino Workers (10 participants), as stipulated in the Philippine Statistics Office (PSA, 2012) Philippine Standard Occupational Office.

Instrument

The participants of this study underwent interviews to elicit essential themes and emerging ideas about the use of the English language in real lives. The survey by Rahman (2015) and Hutchinson & Waters (1987) was the basis for the interview guide questions used in this study. The following developed interview guide questions on the concept of English for Occupational Purpose: a. What is the importance of Learning the English Language? b. Why require the students to learn the English Language? c. What are the specific English language competencies essential for children, d. What are the factors to be considered by the schools in teaching the English Language? e. In what specific situations where the English Language is crucial? f. What are the contributions of the real-life narratives of bilingual parents in using the English Language for the English Language Teaching Curriculum? English language and educational curriculum experts validated the research interviews used in this study.

Research Procedures

The researcher secured permission from the school heads to select the 40 participants for the interview. All participants signed a consent form should they agree to participate in this research. Respondents were given clear instructions before the conduct of the interview. Upon the authority and agreement, the researcher set a schedule for their interview. The interview had 100% participation. The research analyzed the narrative data through coded responses from interviewees and the themes based on the research objectives and emerging issues. Significant responses emphasized the relevance of the data to the research objectives. Thematic analysis is a powerful analytical method for qualitative research as it is a flexible qualitative data analysis method taking a versatile direction of inductive or deductive information extraction (Kiger and Varpio, 2020).

Results

Question 1: *How important is the English language to the learners?*

According to ten parents, professionals should know the themes related to the English language because of the relevance of English communication to all walks of life and all levels of the organization. They must learn the language at the basics to communicate and express themselves. The importance ranges from basic communication requirements to anyone they meet, their professional use, and the higher or elevated position in their respective careers.

"As a parent, I am going to prepare my child for the future, and it should start now in school. It is because English communication encompasses many situations in our daily lives, whether to career advancement or to the basic communication we do through letters or extending our ideas in an organization or in a group for a very important purpose. English is all over around us as manifested in writing notes, letters, doing presentations, and other seemingly universal communication activities."

Question 2: *Why is it necessary to learn the English language?*

Seven out of ten parents will require their students to study English and prioritize learning the language. Their reasons include its necessity in workplaces, its value in comprehension, its attractive skill for superiors and employers, and its importance to business transactions. The parent-respondents know that children might have other particular fortes or abilities. However, they believe that it is necessary to make them learn the English language in the early years because it will prepare them for the required cases. All the characters in the society, like workplaces and many different situations, will ask about its usage.

"For instance, you are going to be asked to explain a very important concept in your work or you are being asked to expound on a very important project, if you are good in the English Language, you can make it easier for these people to understand because in the aspect of communication, you are able to fulfill their expectations in the level of clear explanation..."

Question 3: *What specific English language competencies are essential for the learners?**Basic Communication Skills for Specific Purpose*

Eight parents believe that children in their English Language classes must expose learners to communication practices that use the language for a specific purpose in different events and types of people. The respondents revealed that based on their experience, children should know how to respond to situations, and appropriate English Language delivery should be framed into their communication skills so that it will become second nature. Most schools also believe that children should be English communicators for many purposes.

"As we know, we are brought in different events, and we meet many kinds of people. If we use the English language properly starting from their training when they are young, it will be a great skill for them to bring in for their life later on. Schools can capitalize on this idea where kids can improve communication with different events and people."

Question 4: *In what process should school teach the English language?**Career Competitiveness Competency*

Eight out of ten parents believed their children should learn English. The bilingual parents also think that learners have to be linguistically competent for them to be competitive in their career or in any situations they are in where the English Language will be of use, like acing an interview or expressing breakthrough ideas. According to the respondents, learners can understand situations and express their ideas with clarity if they have a command of the English language. These qualities are essential when building careers with a superior who will watch the moves or to clients whom learners can persuade through a clear presentation of ideas in the English Language. Schools can use these justifications to include skill sets in explaining and persuading in English.

"In almost every job, if you speak English with mastery, you are one of the top choices in an interview or if you are convincing a client. This is because if you speak the English Language with the command, it means you can be a good explainer, and your ideas will be understood. Usually, when you present an idea, they will listen (your boss or your client if you are a businessman) if you have the command of the English Language. The ability to

explain and the ability to convince are two skills the schools can focus on in teaching English in a bilingual environment."

Language Self-Sufficiency

Seven out of ten parents agree that educated individuals venturing into the future and professional world would have an excellent mental disposition and confidence if they know the English language very well. Learners exposed to a new environment can navigate their priorities and develop their communication, linguistics, and writing skills. At the very least, the person can navigate the universal communication medium to make them at ease in terms of socializing and interacting on both the professional and personal levels.

"I was assigned to the marketing department and we usually have presentations. These types of situations will make you feel pressured and tensed because you will be communicating with people with you in front. But in this case, it is like knowing first who are the people in front and from the new place I am assigned in. So I tried to speak to them first in the marketing jargons and in the English language because we are all in the profession where presentations are done in English. I get to jive initially and progressed to becoming confident and comfortable with them because I can express my ideas and thoughts with them using the English language comfortably."

Question 5: *What circumstances the English language was crucial for learners?*

Language Comprehension-Based Decisions

Nine out of ten parents believe that there are important decisions to be made using the English Language in situations where the individual is going to sign contracts or having to understand concepts and texts in their everyday living. Parents relate to this by extracting their own experience when making important decisions on legal matters and career choices. They believed schools should look into this angle of the importance of comprehending English language texts and use this in their school activities.

"Because I have been to career choices and legal situations, I believe the ability to comprehend documents and other English Language texts will make our decisions correctly or at least with lesser risks. Our children, who would be able to learn the English Language is at an upper hand when they can comprehend text in the English Language. Schools can use legal documents or any basic texts that will allow children to learn comprehension or enhance it."

Technical or Jargon-Based Conversation

Six respondents believe there are technicalities in many conversations where professional meetings or situations occur, especially if individuals are on a specific and specialized gathering. People at this particular gathering may be in a confined language based on their profession or likes or similar orientations like membership to a particular type of organization like doing advocacies. Suppose one is new or invited to these types of gatherings. In that case, one maybe is in a better situation if one knows the English Language because the person can convert vocabulary and technical discussions to simple terms. One may find it hard to translate technical terms into casual conversations.

"Oh, I used to have awkward situations where I don't know how to start on anything with my colleague on another special division. I am a teacher, and the other person is an Engineer. They were discussing about the volumes of construction materials for the schools. What I did was, I asked him what these are and actually asked him the right questions for the technical explanations of the topic. I told him the layman's version of the discussion, and then both of us met halfway about the topic, and I believe it is because I know the root words and some similarities of the terms they use."

"I have noticed that technology may it be social interactions or engagements using the digital device are not in the English language. We are confronted by its technicality and what better way to understand it is by know the common language it uses, the English Language."

Question 6: *What contributions do the bilingual parents and their narratives have in developing the ELT curriculum?*

Relevance and Timeliness of Learning Resources

Eight parent-respondents indicated their suggestions for relevant learning materials for the resources. These materials include videos and visuals that bring the imagination to transactions like going to a bank, buying commodities, requesting assistance, and many other conversations that mirror real-life situations. They also raised the idea of being technologically savvy and able to respond to the call of times where communication happens on social media and frequently when using gadgets in many forms. Almost all technological activities and interactions with digital devices are done in English. They believe the English Language learning materials should be relevant to the time and the practices.

"Gone are the times that we just do our own things in our little city. Now the world is of many activities and there are a lot of things that we can do anytime and anywhere and in fact the time demands us to do many things. So given that, all these things in this time are eased up when you know the English Language because instructions, interactions and information are all happening using the English language. Technology and time have come to terms with the English language and we have to embrace it. The school should be able to bring their learners to the relevance of their materials to both the English language and its relevance to time..."

In-house Activities as Simulation

Eight out of the ten respondents believe that as learners learn to prepare for the outside world, they should be able to process them first in the halls. As the learners explore the stages of learning the grammar or the technical aspect of English Language rules, their ultimate language experience should include realities and real-life simulations. The parents believe that a child will be able to give value to the language if the child experiences the situation at least in a simulated experience, maybe in forms of dialogue, role plays, and other forms of mirroring where the actual person or character is present. These activities may include inviting a real firefighter in his suit to explain the importance of their job to the community or inviting a news reporter and narrating how he gathers his news information.

"In the past, it seems like we are so glued on learning the grammar only, and I felt like it is too boring and it is lack with the correct and actual examples. I think learners will appreciate it more if the actual situations are being simulated in the school where the kids are learning the English Language. They would find meaning to the conversations using the English Language if it is done with authentic experience with invited guests."

Real-Life Application

Let them write a letter to companies to inquire about their products. Let them campaign for their schools to other schools. Let them do reports about the advantages when they visit a farm. These are the examples given by nine of the ten parents to make the transition from simulation level to real-life application of their communication skills in the English language. They further believe that the base of learning is experiencing and applying the English language to real-life situations. There is an etching of knowledge when the learners can feel and do the process of using the English language.

"I cannot forget my experience in writing to a company about their product. I ask questions and English and I ask about their company profile. And yes they replied to me which was an amazing experience because it looked like they validated and appreciated my communication in English. It was a different feeling. Up to this day I feel at ease when asking questions in English and inquiring about things..."

Human Resource Training

It is essential that the school place teachers or instructors well equipped with the needed English language competencies like reading comprehension, sociolinguistics, and grammar. They also have the creativity to put meaningful experiences in their teachings to value the learning process while transitioning to the ladder of fluency and proficiency levels. Six respondents said it is vital that the educational institutions continuously update the training sessions in the strategies teaching the English Language and the approaches where the value of real-life situations tied in the teaching.

"I am very particular with learning in schools for the English language because aside from the subject being a core subject, I know that it is a big deal to have the competence and skills in the language. So, I ask many questions to the teachers with their activities in schools, most of the time I am satisfied with the things they do in school, but in some instances, I feel that the school has to really put premium in human resource training to continuously give them the ability to apply new strategies and to equip themselves of strategies using real-life application of the English Language."

Discussion

Question 1: *How important is the English language to the learners?*

The bilingual parents perceived that 'they prefer their children to learn at least fundamental English language' to help them develop skills in communication. Basic communication requirements mainly include those skills in communication where an individual can express their ideas in their careers or professions for different purposes. That context affirms that the English language can be a valuable tool in professional life by prioritizing learning the language (Jordan, 2017).

According to Brown and Yuke (2003), speaking is the skill the students used upon most in real-life situations. It seems that this narrative is still prevalent in professional work, which focuses on

the ability of an individual to communicate effectively. In addition, English is the language for gaining career prospects and achieving the chosen life goals. As a result of the realization of the significance of oral communication skills, the increasing emphasis on strengthening the speaking skills to complete their studies and excel in fields (Rao, 2019).

Question 2: *Why is it necessary to learn the English language?*

Bilingual parents perceive learning the English language as integral to the life of students. The need to know the English Language comes along with pressure to learn competencies like framing a communication proficiently and mastering the language skills to become natural to them to become effective communicators in many situations. This assertion relates to the concept from Sander (2016) that when one wants to pursue the language, it is packaged together with pressure to learn and practice speaking it.

A similar finding was revealed based on a survey performed by the World Bank. In this investigation, 81% of businesses listed a lack of English communication skills as a significant obstacle to recruiting local graduates (Zainuddin, 2019). This finding results in a circumstance where students from English-speaking households educated overseas, attended private universities in the area, or went to private and foreign schools have such an advantage (Hoff, 2018; Zainuddin, 2019).

Question 3: *What specific English language competencies are essential for the learners?*

Responding to situations with the appropriate language, using the proper delivery, and initiating purposeful conversations are some of the specific competencies of the English Language. These competencies become essential priorities for individuals as they navigate their lives in the future when it gets high utilitarian value in their workplaces (Yazan, 2019).

In schools that do not specialize in linguistics, the institutions implement instruction in foreign languages according to a specialized curriculum and a set of manuals. Students should be able to communicate effectively in written English, comprehend written material, and to be able to articulate their opinions in written form before they can graduate from an institution of higher education (Cabansag, 2020; Hamidova & Ganiyeva, 2020). However, in terms of language application, particular abilities are emphasized more than others in the context of language instruction. The learners who demonstrate a solid verbal command of the target language are strong language learners (Meena, 2020).

Question 4: *In what process should school teach the English language?*

Both technical and career competency delivery were the foundations of English learning. If one has a command of the English Language, one will understand the situations and express one's ideas with clarity. Schools can use these justifications to include the skill sets in explaining and persuading. A proficient individual in the English Language becomes relatable and can connect in many real-life situations (Gunn, 2019).

Learners must have a firm knowledge of the types of digital English learning and the benefits of the digital learning environment to incorporate it effectively into their learning process (Kim & Bae, 2020). Due to the fast-growing academic environment, English language learners have access

to various chances to engage in learning activities of the desired availability and value (Hamidova, & Ganiyeva, 2020; Meena, 2020). Nevertheless, this atmosphere facilitates direct contact and collaborative learning among English language learners.

Question 5: *What circumstances the English language was crucial for learners?*

Mastery of the English Language is crucial in specific scenarios, like an individual is to sign contracts, understand concepts and texts on significant transactions, and many others comprehend critical contents. Since these are crucial moments, there is a need to extend the acquisition by becoming an expert in the language to succeed where it is intended (Bekerman, 2009).

Following the context-based approach, it has been a standard procedure of English for specific teaching purposes to hold lessons on-site in workplace settings wherein language learners are performing (Niño, 2018). In this setting, it is necessary to develop plans relevant to English instruction on the needs and interests of the learners. Teachers have to utilize literary materials from the specialized field for teaching and developing reading abilities in the classroom (Rahman, 2018). The theory underlying this technique is that the applicability of the English course to the student's requirements would boost their enthusiasm and, as a result, make learning more effective.

Question 6: *What contributions do the bilingual parents and their narratives have in developing the ELT curriculum?*

English is relevant and timely because the parental narratives would include vital language skills needed in an individual's natural world and career, so materials for the ELT Curriculum should consist of these narratives through their teaching activities and strategies.

The stories of the bilingual parents manifested the real-life application of the English Language. Schools have to change the teaching the English language based on the specific narrative data of bilingual parents. These palpable manifestations encourage the learners to become reliable (Feldman, 2010) to the language they are targeting to use for the future because they would know the rules of the language.

Learners have developed a set of general learning strategies used in any learning situation. According to Magno and Maxilom (2016), a study on the transfer of Japanese reading methods to English demonstrates that learners can overcome the difficulties of the English language by having some level of language competency. Teachers could be in charge of helping students learn how to transfer their strategies to other learning environments because doing so in the first language setting is difficult (Suwanarak, 2019).

Conclusion

This study aimed to extract valuable narratives of bilingual parents on the use of the English Language in terms of integrating their stories in the development of the English Language Teaching Curriculum, such as developing learning materials and teaching strategies. The narrative data indicated that bilingual parents believed learning English is necessary to create good career directions for their children. Schools started applying the narratives to their ELT curriculum and prioritizing redirecting their programs for the ELT. There is a more effective pathway to learning the English Language if the curriculum considers the narratives of bilingual parents on the use of the English Language.

The narratives will make the activities and strategies employed by the teachers more attuned to what they need to learn in ELT. The implication of redesigning the curriculum include a more efficient production of learning materials, giving the appropriate training programs to ELT teachers, and eventually, producing graduates that are competent in the use of the English Language in real life and their respective careers.

Recommendations

As a result of the conclusion of this study, the following are actions for the stakeholders:

1. Parent's interest in the English Language Teaching Curriculum is at an all-time high. Schools can make frequent activities that require parental participation and make them become part of the design for the curriculum through consultations. They may be able to contribute to the content and through actual materials needed for the curriculum's components.
2. The parents' narratives are rich materials for the curriculum because these are the English language experience. Curriculum designers should plot the elements for English Language Teaching using the competencies that the parents have contributed from their responses. Their actual experiences in many situations coded for competencies may have missed in mapping the curriculum.
3. Because the narratives extracted from this study may be a new benchmark for curriculum designers, it is an excellent cue to map out the needed revamp in the curriculum, particularly the weight of the simulation activities applying the English language and as well as the real-life application of the subject outside of the campus. In the same breath, because teachers will be adopting the new curriculum and navigating and applying the injected elements in the curriculum, they should be trained to deliver the activities or strategies for English language teaching.

About the Author

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