

**SUPPORTING EARLY CHILD BILINGUALISM: THE ROLE
OF PARENTS WITH LIMITED ENGLISH PROFICIENCY**

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ABSTRACT

Bilingualism is becoming a growing trend in Malaysia due to the role of the English language in this technological era and a necessity for today's development. Bilingualism involving proficiency in English and any one of the local languages is now widely considered as an asset for socioeconomic mobility in Malaysia. The desire to be successful, both socially and economically nowadays is starting to force Malays into becoming Malay-English bilinguals. The position of English has influenced even parents with Limited English Proficiency (LEP) in Malaysia into striving to embed the knowledge of both their native language and English in their children at an early age. This research investigates the support strategies used by 25 parents with LEP in achieving their goal. This study focuses only on Malay parents with limited English proficiency who are currently raising their children into becoming bilingual regardless of their own deficiency in the knowledge of English. This research reveals the potential motivational factors that influence parents to support early child bilingualism and identifies the appropriate strategies of support adopted in achieving their goal to raise Malay/English-bilingual children.

ABSTRAK

Bilingualisme di Malaysia telah menjadi satu trend yang semakin meningkat disebabkan oleh peranan bahasa Inggeris dalam era teknologi dan keperluannya dalam pembangunan hari ini. Bilingualisme yang melibatkan penguasaan dalam bahasa Inggeris dan mana-mana bahasa tempatan kini secara meluas dianggap sebagai salah satu aset mobiliti sosio-ekonomi di Malaysia. Keinginan untuk berjaya dalam kedua-dua bidang sosial dan ekonomi pada masa kini sudah mula dirasakan oleh orang-orang Melayu untuk berupaya bertutur dalam dua bahasa iaitu Bahasa Melayu dan Bahasa Inggeris. Kedudukan Bahasa Inggeris telah memberi kesan walaupun kepada ibu bapa yang mempunyai keupayaan Bahasa Inggeris yang lemah (LEP). Rakyat Malaysia pada masa kini berusaha untuk menanamkan dalam anak-anak mereka pengetahuan kedua-dua bahasa ibunda mereka dan juga bahasa kedua. Kajian ini menyiasat strategi sokongan yang digunakan oleh 25 ibu bapa dengan LEP dalam mencapai matlamat mereka. Walau bagaimanapun, kajian ini hanya memberi tumpuan kepada ibu bapa Melayu yang mempunyai penguasaan bahasa Inggeris yang terhad dan sedang membesarkan anak-anak mereka supaya berupaya menggunakan dua bahasa tanpa mengira kekurangan ibu bapa itu sendiri dalam pengetahuan Bahasa Inggeris. Kajian ini mendedahkan kemungkinan faktor-faktor yang memotivasikan ibu bapa untuk membesarkan anak-anak supaya mampu menggunakan dua bahasa dan mendokumenkan strategi sokongan yang sesuai diguna pakai dalam mencapai matlamat mereka untuk membesarkan anak-anak yang mampu berbahasa Melayu dan Inggeris.

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CHAPTER ONE

1.0 INTRODUCTION

Moving forward in the 21st century, the paradigm of our nation's perception towards the importance of language learning has shifted to recognizing the English language as a necessity in surviving the modern world. Malaysia is a country that believes in and practices unity in diversity. As a nation of many different ethnic groups, Malaysia is a country where distinct cultural practices are not only tolerated by other races but embraced and celebrated together. According to the 2010 national census, Malaysian citizens consist of Bumiputera (67.4%), Chinese (24.6%), Indians (7.3%) and Others (0.7%). The Malays make up the predominant ethnic group in Peninsular Malaysia which constitutes 63.1 per cent. The Ibans constitute 30.3 per cent of the total populations in Sarawak while Kadazan or Dusun make up 24.5 per cent in Sabah. (Department of Statistics, Malaysia, 2010). Therefore, the existence of many different languages in the country is obvious.

Unlike monoglot countries such as Japan and France, a variety of languages are used in the country as a medium of communication within the Malaysian society. The national language, Malay, is the dominant language in the country. The Malay language is the native language (mother tongue) of the Malay people while other races are also able to converse in the language. The Chinese group in Malaysia converse in different dialects of Chinese which include Mandarin Chinese, Hokkien, Cantonese, Hakka and Teochew. The third main group in Malaysia, the Indians, are mainly Hindu Tamils from southern India whose native language is Tamil.

English is today a language that transcends national borders. It is no longer the preserve of the British or American people but has been transformed into a multi-ethnic means of world communication. With the spread of the new varieties of English across the world in recent years, English is no longer an elitist colonial language but instead has become the key for access to full involvement in world affairs. The multilingual state and the colonial past of Malaysia have resulted in a great section of the population becoming bilingual in English and the native language. Of course, Malaysia has accepted English as a second language since decades ago. The English language is taught in schools as one of the requisite subjects in the Malaysian curriculum both at the primary and secondary level. Hence, bilingualism has become almost a way of life for many Malaysians from various races. This can be observed in the average Malaysian's speech which is marked by frequent code-switching. Abdullah's (2004) observations on code-switching among Malay-English bilinguals provide a clear example depicting this way of life among many Malaysians.

People's speech is not the only evidence of the bilingual characteristic of Malaysia. In urban areas across the country, English, the second language, and Malay, the official language, are given equal importance in the commercial setting. Billboards and signboards, for instance, are in English and Malay. In some cases, English is given prominence through bold letters. In urban areas, stores can be seen displaying advertisements in English, Malay, Chinese, and occasionally in Tamil. Most departmental stores operating in the urban areas insist on bilingual sales assistants, primarily English and Malay, as evident from the job advertisements. In addition, a study conducted by Md Sidin Ahmad Ishak & Amira Sariyati Firdaus (2010) shows that the greatest percentage of programmes (in number and airtime) aired over Malaysian terrestrial television other than the government owned stations are in

English, followed by local Malay language programmes. The rising use of English in Malaysia especially in the urban areas and the media clearly shows that bilingualism involving English has a very significant role.

Since investigating the support strategies employed to promote bilingualism is the main focus of this study, it is best that the nature of bilingualism in Malaysia be described first. Bilingualism in Malaysia takes different forms with different ethnic groups. The forms of bilingualism or multilingualism in Malaysia can be summarized as follows:

- i. Malay and English among the Malays,
- ii. (a) a Chinese dialect and Malay or
(b) a Chinese dialect, Malay and English among the Chinese,
- iii. (a) an Indian language and Malay or
(b) an Indian language, Malay and English among the Indians, and
- iv. (a) any other local language and Malay or
(b) any other local language, Malay and English

(Norrizan Razali, 1996).

The form of bilingualism referred to in this dissertation involves only the first form.

There are, of course, exceptions. Not all Indians and Chinese are either bilingual or multilingual and not all Malays are either monolingual or bilingual as described by Norrizan Razali (1996). Some non-Malays, for instance, are bilingual in their native language and English, as they may not be proficient in Malay. However, the general patterns are represented as above.

The government's language and education policies, which promote Malay as the national language, limit opportunities for learning and speaking English. Such policies have therefore impeded the growth of the number of English-local language bilinguals. The Malays who have no knowledge of English remain largely monolingual mainly due to the fact that their language is the dominant language and hence they find little or no motivation to learn the other local languages, which have neither official status nor the social status or prestige that English has. Members of ethnic groups other than the Malays who have no knowledge of the English language are generally still bilingual since they are proficient in Malay, the official and national language of the country which they are obligated to learn in order to function adequately in the country.

Although bilingualism remains an option for some families in Malaysia, it has become an increasing trend due to the role of the English language in this technological era and a necessity for today's development. Bilingualism involving proficiency in English and any one of the local languages is now widely considered as an asset for socioeconomic mobility in Malaysia. The desire to be successful both socially and economically nowadays is starting to force Malays into becoming Malay-English bilinguals. The position of English has prompted even monolingual parents in Malaysia into striving to raise their with children the knowledge of both their native language and the English language. As mentioned earlier, for various reasons, many families in Malaysia need or want to raise bilingual children. They may employ one of several language use strategies to try to accomplish this, and may or may not meet with success. This research will investigate the support strategies used by parents in achieving their goal. However, this study focuses on Malay parents with Limited English Proficiency (LEP) who are currently raising their children into becoming bilinguals regardless of their own deficiency in the knowledge of English. The study

also aims to uncover the main reasons that underlie their desire to equip their children with the bilingual ability.

The status of bilingualism and the opportunities it offers influence many parents in Malaysia to start raising their children with the capability to use more than just one language (Norrizan Razali, 1996). Many people in Malaysia now perceive learning English as an educational investment and as a stepping stone leading to future success. As a result, many parents encourage their children to acquire English much earlier than they themselves began learning in school. Many private language centres and institutions are also beginning to offer English courses for children (Lee, 2007). With the intense demand for excellence in English, parents feel a strong pressure to meet these external societal expectations. However, it is clear that external motivation may not be the only reason for this parental motivation. Little effort has been made in Malaysia to understand why parents feel English may be personally important to their children's lives (Shih, 1992). Parents need to understand the importance of English in order for the country to produce a generation that is well versed not only in the native language, but also in English.

This study explores the factors motivating parents with LEP to promote the use of English as a second language for their children. This is to achieve their goal in making their children able to converse fluently in two languages. Many researchers have shown that both parental involvement as well as the surrounding environment play a significant role in fostering the success of a child's language acquisition (Jeynes, 2005). Motivated by various factors, many parents are determined to provide their child with the knowledge of both languages as well as the ability to use them by providing the necessary support to help their child to successfully acquire the languages.

Therefore, this research specifically attempts to investigate the possible motivational factors that lead parents to raise a Malay/English bilingual child as well as to document the appropriate support strategies adopted in achieving this goal. The research also attempts to identify the most beneficial support strategy employed to enable the children to acquire both languages.

1.1 Statement of the Problem

In Malaysia, English serves as a symbol of status. English carries with it prestige and opportunities which the monolinguals, who speak only one of the local languages, are deprived. The prestige and opportunities accompanying bilingualism have been identified by Dagenais, (2003) as the main factor motivating parents to provide their children with the ability to use the English language. The nation realizes the significance of English as a language of science and technology as well as an important language for wider global communication. Due to this recognition, forty-six years after independence, the Malaysian government reintroduced English as a second medium of instruction in primary and secondary government schools. The government implemented a policy that changed the language of instruction for Mathematics and Science subjects to English in Malaysian schools in 2003. The policy is popularly known by its Malay acronym, PPSMI (Pengajaran dan Pembelajaran Sains dan Matematik dalam Bahasa Inggeris / English as the language of instruction for Mathematics and Science). With the implementation of this new policy, Mathematics and Science subjects, which were formerly taught in Malay, began to be taught in English at the primary and secondary school levels.

In the Preface to all syllabi and curriculum specifications for Form Four and Five (Secondary Four and Secondary Five) Mathematics and Science (M & S) subjects,

the Director of the Curriculum Development Centre, Dr. Sharifah Maimunah Syed Zin specifically writes that the Malaysian education system is giving greater emphasis to M & S education because the hopes of the nation to become an industrialised nation depend on its ability to provide quality M & S instruction to its youth.

The PPSMI policy was also formulated to address the declining levels of English proficiency among its students. Although Malaysia was a British colony which once used English as a medium of instruction, the Malay language has been imposed as the medium of instruction, at all levels of schooling, for all subjects, for more than four decades after Malaysia's independence in 1957. English became a compulsory subject of study within the curriculum. However, it was not a subject which students were required to pass in order to receive certification. Students naturally focused their energy on the subjects which they were required to pass. Thus, levels of proficiency in English fell considerably (Vatikiotis, 1993; Gill, 2004).

Although the Malaysian Ministry of Education has considered the comprehension aspects of students' learning process, they have not taken into account what linguistic support students need in terms of production. This is true of English, where the focus of Mathematics and Science teachers as well as English teachers (in EST courses) is on ensuring student comprehension while students are rarely expected to speak or to write in the language. Students are aware of this, and comments from Math and Science teachers responding to a survey and interviews conducted by May Tan (2009) indicate that teachers and parents are conscious of this shortcoming too. In July 2009, the Minister of Education announced that the government would scrap the policy of teaching Science and Mathematics in English and, in 2012, schools would start teaching them in the national language again. The call for a reversal in the PPSMI

policy was mainly because studies have shown that it has failed to achieve its purpose. The policy was aimed at improving the command of the English language among students. However, the results for the 2006 -2008 UPSR showed only a minimal increase in the English scores. Nor Hashimah Jalaluddin (2008) supported the claim through her research which revealed that the level of English proficiency in schools in Johor (samples from urban, sub-urban and rural schools) after the implementation of PPSMI remained the same. So, although Malaysian students may have had the necessary conceptual or theoretical knowledge in the content area, they are most likely handicapped by their inability to properly express their thoughts and ideas, verbally and in written form, in English.

Being educated mainly in Bahasa Malaysia limits the scope of job opportunities open to graduates of local universities. Many international companies choose to hire graduates who are fluent in English because English is the global language of trade and commerce. In order to change this situation, parents are starting to take their own early actions to promote bilingualism in the family. Certainly, the influence of the family on the success of children's language acquisition is essential (Karter and Lowden, 1997). Family needs to provide strong and positive support during their children's language learning process. Hence, some parents with limited English proficiency (LEP) are starting to support their children as well, to become individuals that are able to use English besides their own native language. In order to be able to identify the motivating factors that push parents to develop bilingualism in the family, this study has conducted a survey.

This research has come about owing to the reality that parents with limited English proficiency (LEP) may find it difficult to become involved in their children's

second language acquisition due to their own lack of ability to converse in English fluently. In dealing with this phenomenon of bilingualism, this study investigates the factors that motivate LEP parents to raise their children into becoming bilingual and considers the support strategies employed to achieve their goals in providing their children with the chance to acquire two languages, English and Malay, simultaneously. These support strategies are seen as a way of contributing to the child's academic life from an early age. It is very important to identify these strategies in order to help encourage LEP parents towards raising bilingual children.

1.2 Purpose of the study

The researcher's interest in the subject developed during her stint as an ESL preschool teacher. During this time, the researcher gained firsthand knowledge of the numerous challenges parents face when trying to raise bilingual children especially with limited English skills and limited formal schooling experiences. These parents work diligently and passionately trying to help their children keep up with their English language learning.

A large body of research demonstrates that parenting and parental support play a major role in children's language development (Bradley & Caldwell, 1995; Bronstein et al., 1996; Fan, 2001; Jeynes, 2003). These researchers have found that parents' provision of warmth, structure, and control, as well as their involvement in children's activities in acquiring the language, contribute to their children's success (Brooks, 1996). However, there is currently very little research about the parenting practices of Asian parents, including those in Malaysia, in relation to promoting bilingualism.

The need to find ways to expand support efforts and create ways of helping children beyond the ESL classroom and school environment is important. The purpose of this research is to first, investigate the parents' perceptions about the importance of being proficient in English based on their views on the value of the language. Additionally, the study seeks to identify the factors that motivate Malay-speaking monolingual parents to raise bilingual children who are fluent in both Malay and English. It also focuses on the support strategies adopted by LEP parents in this regard. Based on the parents' responses, these strategies will be examined further to determine the effectiveness of each strategy. This study is concerned with two particular domains which are motivation and support strategies.

1.3 Research Questions

Specifically, this study aims at answering the following research questions:

1. What are the factors that motivate Malay parents with limited English proficiency to raise their children to be bilinguals?
2. What are the different strategies adopted by these parents to support their children's linguistic development in the English language?
3. Which are the support strategies that have proven to be the most beneficial according to the parents? Why?

1.4 Significance of the Study

The study sets out to identify the factors that motivate a group of parents with limited English proficiency to raise their children to become bilingual. These parents reveal the support strategies employed in order for them to achieve their goal in raising bilingual children. Parents with LEP are at a great disadvantage in providing support to their children in learning English vocabulary for instance. Discovering how much effort these parents put in to provide their children with the appropriate amount of input and why they see English as an increasingly important need in the global culture may give educators insights into the impact of economical and social pressures on parents' motivation (Savignon, 1972).

The subject is important for the development of bilingualism whether to government officials, language planners, linguists, educationalists or teachers. The results of this study may also be useful in encouraging other parents with LEP to raise their children into becoming bilingual, and help in creating awareness of the importance of bilingualism. This will indirectly help in the development of bilingualism in Malaysia, and the findings of the study may be useful to help identify the actions that can be taken by prospective parents to raise bilingual children as well as provide more knowledge for teachers and educational authorities in order to promote bilingual education in the Malaysian educational system.

If the research can show the extent to which parents are aware of their responsibilities that may affect their motivation, then educators may make teaching interventions that will further initiate motivation in students to learn English. This study may provide useful data to individuals or faculty who may desire to increase their support in promoting bilingualism. Curry (1990) states that knowing the need for

support can be applied in the areas of curriculum design, instructional methods, assessment, and learner guidance. Greater insight into these issues will allow professionals to provide more effective solutions and will offer guidance to parents.

1.5 Definition of Terms

Parents with Limited English Proficiency (LEP) :

Parents with limited English proficiency (LEP) are parents who are able to converse fluently and accurately in only one language. These parents have only the basic knowledge of English. In this study, the parents' level of proficiency in English will be measured through a non-formal interview. Limited English Proficiency in this research is related to an individual:

- i) whose native language is a language other than English
- ii) who comes from an environment where a language other than English is dominant
- iii) who has difficulties in speaking, reading, writing, or understanding the English language.

Bilingual :

According to The *Oxford Dictionary of Current English* (2007), *bilingual* is defined as a person speaking two languages fluently. A person who is able to conduct a conversation in two languages is referred to as a bilingual. This study follows Hornby's (1995:106) definition of bilingual as a person who is able to speak two languages equally well.

There are many other possible meanings of bilingualism, ranging from the mere use of two languages, regardless of proficiency, to complete mastery of both languages to the level of a native speaker. The former allows for even those with poor language skills to be included and does not imply the level of native-speaker fluency a bilingual child would ideally acquire in both languages. However, the latter definition may go too far, for as Saunders (1988) points out, it is very rare for someone to attain complete mastery in two languages. Therefore, for the purpose of this research, a bilingual is characterized as a person who has the ability to communicate meaningfully with people in two different languages, Malay and English.

Bilingual Children :

Bilingual children are those who are able to comprehend and produce the linguistic forms of two languages and who are also able to use the languages fluently in social interactions. They develop in equal degree the majority of the language skills and control of both languages (Garcia, E., 1983). For the purpose of this research, bilingual children are described as children who have been exposed to two languages, after birth but are still in the process of learning the languages.

Motivational factors :

Influences and rationale (Gardner, 1972) behind the parents' decision to raise their children to become bilingual.

Support Strategies :

Linguistic, social and academic support given in tandem with the appropriate actions to achieve the goal of producing bilingual children.

1.6 Limitations of the study

The findings of this study are limited to the self-perceptions and opinions of the participants. The study focuses only on mothers and does not look into the support given by the fathers. Prior to the study, the researcher intended to look into both male and female parents. However, during the selection of participants, it was found that a number of fathers do not fall into the category of an LEP parent. Therefore, in order to focus only on LEP parents, the researcher selected only mothers to participate. The support given by fathers is considered as one of the approaches taken by the family wherever appropriate. The data for the research is obtained through a survey and reflect volunteered information as opposed to information collected through observation. The study is also limited in that it is not longitudinal in nature.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review will cover three main aspects including the concept of bilingualism, the theoretical framework used in this study to explore the motivational factors in raising bilingual children as well as parental support strategies in promoting bilingualism. The latter part of this chapter will consider the obstacles that the parents' with limited English language ability face in this regard.

2.1 Defining “bilingualism”

Even though the term “bilingualism” is very common and used in many formal and informal contexts, some clarifications should still be made. The term is used to refer to individual and societal bilingualism alike. However, some researchers distinguish between these two usages of the term by using “bilinguality” for individual bilingualism and reserving “bilingualism” for societal bilingualism (Hamers, 1981; Hamers and Blanc, 2000). In this study, the term “bilinguality” will not be used, but is introduced here since some citations might contain it.

The term “bilingual” refers to someone who knows two languages (Wei, 2000). However, the degree of contact with the two languages varies along psychological, social, sociological, socio-cultural, and linguistic dimensions as mentioned in Jwan & Ogechi (2004). McLaughlin (1984) has put forward a useful distinction between simultaneous bilingualism and consecutive bilingualism for better understanding of the notion of bilingualism. He refers in his study to the additional language acquired by children before the age of 3 years old as simultaneous bilingualism while consecutive

bilingualism happens after that particular age. Therefore, there are two possibilities for children to acquire two (or more) languages. The reasons for choosing to raise kids with two or more languages are as varied as the families themselves. Even the word “bilingualism” has different meanings for different families. For some families, bilingualism may be considered as being able to converse in two languages, while other parents expect their children to be also literate in the languages. McLaughlin also emphasizes that whatever the goals for developing bilingualism in each family may be, success appears to depend on whether a “language plan” has been worked out in advance. Families who take the time to reflect on how their children will acquire two languages and commit to their children’s bilingual language development, tend to be more successful in raising bilingual children (Ibid, 1996). The statement above is the basis of this study which is to determine the degree of support given by parents to raise their children to be bilingual even when there are limitations in their own ability to use the second language.

Bilingual speakers are not necessarily the native speakers of the languages concerned. It is acknowledged in Tabors and Snow (2007 : 46) that “for children to be considered native speakers of a particular language, they must have appropriate control over all aspects of the language system”. Developing control of the linguistic system of their native language is a major undertaking of the early childhood period for all children. They pointed out that children who develop these skills in a second language as well as a first can be considered bilingual from the time they are exposed to a second language even before they begin to use the language themselves. Baker extends the definition of bilingualism to include “someone who is approximately equally fluent in two languages across various contexts” (2001 : 88) . The term balanced bilingualism is explained by Baker (2001) as a situation where a person possesses an equivalent level of

fluency in two languages. He believes that few people are truly balanced bilinguals in both languages in all situations. One language will normally become dominant. This dominance may be different for listening and speaking or for reading and writing and typically changes over time. Due to the reason that bilingualism involves complex cognitive and linguistic processes, defining bilingualism is a major challenge. Beardsmore (1986) distinguished 35 forms of bilingualism while Mackey (2002) listed 90 categories according to language use. Many researchers, including Mackey (1972) and Lambert and Tucker (1972), have also investigated the phenomenon of bilingualism. Thus, bilingualism can take many forms owing to the many different situations and actions that cause bilingualism to emerge.

In this matter, Romaine (1995) outlines six possible situations where a child may grow up to become bilingual. These situations take into consideration the languages used by the parents, the language largely spoken by the surrounding group of people as well as the strategies employed by the parents when interacting with the child. The six types are as follows:

Type 1: One person, One language

If this strategy is chosen, one parent speaks their native language to the child, while the other speaks the intended second language when conversing with the child.

Type 2: Non dominant home language/one language, one environment

If this strategy is used, both parents communicate with the child in the language that is not dominant in the community. This strategy is based on the perception

that the child will acquire the community language anyway, for instance in preschool.

Type 3: Non dominant home language without community support

In this case, the parents have the same language which is not however, the community's. A famous early study of this pattern is that of Pavlovitch (1920), who presents one of the first longitudinal case studies of bilingual acquisition, of a child of Serbian-speaking parents in France.

Type 4: Double non-dominant home language without community support

In this situation, each parent has a different native language, neither of which is the community language, and each parent speaks their own language to the child. Therefore, in this case, trilingual, rather than bilingual, acquisition occurs. One of the most extensive documentation of this type can be found in Hoffmann (1985), who reports on the acquisition of English (from the community), German (from the mother), and Spanish (from the father).

Type 5: Non-native parents

Here, the parents share the same native language, which is also the language of wider communication in the community. However, one or both parents always talk to the child in a non-native language. Such situations have been documented e.g. by Saunders (1982, 1988) and Döpke (1992). Saunders, a native speaker of Australian English, was successful in teaching his three children German, in addition to English, in Australia. Döpke studied a similar situation: the English and German-speaking families she observed in Australia included some for which German was not a native language of either parent.

Type 6: Mixed languages

In this situation, the parents are bilingual and one or both parents switch and mix languages with the child. The community may also be bilingual, as for instance the case in one of the earliest studies of this type of bilingual acquisition, namely Tabouret-Keller (1962), who studied the simultaneous acquisition of French and German by a child who was born to bilingual parents in the Alsace, a bilingual region of France, bordering Germany.

In each case, Romaine identifies the relevant differences and lists the major research studies. This is a useful inventory of the circumstances through which children experience bilingual language acquisition. All these children become bilingual at home, but all of them learn their languages under different conditions that undoubtedly lead to different levels of competence in each language.

In the Malaysian context, the possibilities of a child acquiring an additional language may vary as Malaysia is a multiracial country. Different ethnic groups in Malaysia which include Malays, Chinese, Indians and other minority groups may encounter different language experiences. Focusing on the Malays, acquiring a second language is not considered a necessity to function in the society as their native language is also the national language of Malaysia. However, the importance of English nowadays influences parents to employ strategies to ensure the child acquires both languages, English and Malay, by taking on certain support strategies.

2.2 Bilingualism in Malaysia

Given the various definitions of bilingualism offered by different researchers, it is appropriate that a definition of the term bilingualism in the Malaysian context be

given here. While the definitions given by different researchers may either be too unrealistic or ambiguous to describe the situation in Malaysia, the definition of bilingualism as given by Hornby (1977) may best depict bilingualism in Malaysia where English is one of the languages acquired. Hornby says that “bilingualism is not an all-or-none property, but is an individual characteristic that may exist to degrees varying from minimal competency to complete mastery of more than one language” (p.21).

Bilingualism has existed in Malaysia since centuries ago. In the sixteenth century, rural children in Malaysia were kept monolingual while urban children were given the chance to become bilingual. This brought about social stratification along ethnic and geographic lines. Language is regarded as an important part of ethnicity. “Language issues have played an important role in modern Malaysian history and, in almost every racial crisis, language has proved to be one of the controversial issues” (Asmah Omar, 1979). Multi-ethnicity in Malaysia has resulted in the implementation of the Malay language as the official language in order to achieve unity. In 1971, the Government of Malaysia passed the Education Enactment Bill to work towards a common education system for all, using Malay language as the medium of instruction up to the university level.

The cultural diversity in Malaysia has resulted in many different languages used in the society. Malaysia’s goal in becoming a well-developed country has promoted the use of English in many domains in Malaysia. The Malay language is the sole national and official language. As the national language, it is taken to mean a language which should be used by individuals, by groups, as well as by private and public bodies in every field and activity of life.

Even though the Malay language is the national and official language, English has also become the most required language in the development of the country. This condition has encouraged the increasing number of bilingual and multilingual speakers. Today, the national curriculum provides the teaching of English in schools for a maximum of one and a half hours per week. However, the importance of English has increased tremendously in the worldwide academic and occupational domains. Tan (2009) explains that the development and advances in scientific and technological domains rely on English as the primary language. Lack of English language proficiency is hindering graduates from getting a good job.

The findings of a study by Nor Azmi Mostafa (2002) show that the majority of the Malay students who took part commonly speak more Malay than English in their everyday lives. They also have better Malay productive language ability as compared to the English productive language ability. Likewise, the students also have better Malay receptive language ability as compared to their English receptive language ability. With respect to second language learning, this indicates that the Malaysian students' bilingual ability is more inclined toward "receptive bilingualism", demonstrating the ability to understand two (i.e. Malay and English) languages but being able to express themselves in only one (i.e. Malay) language. This form of bilingualism has been studied by researchers such as Hockett (1968), Baetens-Beardsmore (1982), and Haugen (1987).

Malaysia being a multicultural and multilingual society exposes children to different languages in the home, community and school. Generally, Malaysians are bilingual, that is, they speak and understand their own mother tongue and the national language, which is Bahasa Malaysia. In fact, some people are trilingual, that is, they

speak and understand their own mother tongue, the national language, and English, the second language of the country (Halimah Badioze Zaman, 1998). Due to its status as an important second language, the use of the English language in Malaysia is quite extensive. The popularity of the language greatly enhances the value of the language and its importance. This influences the nation to learn English as a second language and therefore hold positive attitudes towards bilingualism. Bilingualism is no longer taken for granted by some parents and teachers who now realize the importance and functionality of having the ability to speak more than one language.

The prestige and opportunities accompanying bilingualism motivate many parents to provide their children with the ability to use the English language. This has resulted in a high rate of bilingualism among the people, particularly among those in urban areas. English, in fact, is retained as a very important second language in the school curriculum.

Most of the research pertaining to the development of language and literacy (e.g. Heath, 1983; Snow, 1986; Taylor and Dorsey-Gaines, 1988) has been conducted with English-speaking children. It is not clear how initial exposure to a second language affects the subsequent development of literacy skills in that language. Very few studies have investigated the multilingual world of children from the parents' perspective even though researchers have stressed the need for tapping into the multilingual and culturally diverse contexts of today's society (Cairney, 2005; Nutbrown, Hannon & Morgan, 2005). Since Malaysian children live in a multilingual and multicultural society and are learners of English as a second language, we need to understand more about how these young learners acquire the ability to use English through support from their parents, particularly parents with LEP.

Thus, to understand the aforementioned, we need an in-depth exploration of how parents with LEP develop support strategies for their children to be able to communicate in more than one language. This research therefore investigates how Malay parents with LEP help their children to acquire and develop literacy in the English language through the domains of the home, and community.

2.2.1 The Current Status of English and Malay in Malaysia

Malaysia is a multi-ethnic, multi-lingual, post-colonial nation where English has a long history of institutionalised functions and is used intranationally as a second language among fellow-citizens. The mother tongue of most Malaysians is the language of their respective ethnic group, whilst the national language is the Malay language. Although Malaysia consists of many ethnic groups that use different language, interaction between groups is more often in Malay than in English as it is the language of the largest ethnic group, the Malays. However, English continues to command considerable prestige, and demonstrates a range of intra- and international uses. Internationally, it is used as a vehicle of communication across diverse linguistic and cultural groups, and is clearly important to the educational endeavors of the people, and the technological, economic, and global aspirations of the nation. Intranationally, it is learnt early in life, and sometimes mastered to high levels of proficiency, it is considered a dominant language of the more educated segment, spoken in almost every aspect of Malaysian life, and plays a lively part in Malaysian urban society.

This view, however, does not reflect those in rural areas or in the lower socioeconomic levels where English competence is a low priority, and this seems to be particularly true for the Malay community (David & Govindasamy, 2007; Gupta, 1997). Hence Fishman's (1980) distinction between multilingualism as a societal phenomenon

and as an individual phenomenon is relevant here, as not everyone in ‘multilingual Malaysia’ is necessarily multilingual. It is easy to overlook the fact that individual bilingualism is not a given in the country, nor is it always a desired goal or a welcomed practice. On the contrary, the quest for bilingualism may well be fraught with invisible tensions and unspoken misgivings manifested in subtle ways in learners’ experiences and reproduced in larger policy decisions.

The Malay language, as national language, is taken to mean the language which should be used by individuals, by groups, by private and public bodies particularly. As the official language, it is the language to be used by the government in the conduct of its business (Parliamentary Assembly Debates, 1971: columns 239-240). However in the 1990s, questions were asked about the relevance and sustainability of this language policy in the face of globalisation, and Malaysia’s own aspirations of achieving a developed nation’s status. This led to actions of prioritising English as a subject in the school curriculum and to teach Mathematics and Science in the English language. Nevertheless, within a few years, the government withdrew the action and announced that the medium of instruction for Mathematics and Science will revert to Malay in national schools. This move upset many and some have accused the government of bowing to pressure from nationalistic groups that criticized the use of English, claiming that it compromised the position of the Malay language and undermined the Malay culture (Lotbinere, 2009). Therefore, Malay is currently the official medium of instruction at the primary and secondary levels in government schools. With the switch to Malay as the one and only medium of instructions at these levels of education, the English language, though compulsory for all pupils, is taught as just another subject in the school system.

Although English has been accorded the status of an important second language in Malaysia, it is only second to Malay language in importance and is not a second language according to the definition in applied linguistics. English may not necessarily be the second language of Malaysian students. It can be the first, second, or even a foreign language depending on, among other things, the locality they live in. However, with the current growth of Malaysia, children particularly those who live in urban areas have become familiar with the language and use English in the home as well.

2.3 Parental Motivation for Bilingualism

Motivation has long been thought to be an important factor in second language research. This study is related to what are called motivational orientations, first introduced by Gardner and Lambert (1959), and are defined as types of goals for learning another language. Parents may be motivated to promote bilingualism to their children for different reasons. Cummins (1981) cites studies that reported positive effects of bilingualism, among children whose proficiency in both languages has continued to develop, on their ability to analyze and become aware of language, as well as their overall academic language skills. He stresses that in gaining control over two language systems, the bilingual child has had to decipher much more language input than the unilingual or monolingual child, who has been exposed to only one language system. Thus, the bilingual child has had more practice in analyzing meanings than the unilingual child. However, Cummins (1981) also points out that the effects of bilingualism on children's educational and intellectual growth depend very much on the type of bilingualism that is developed. Where children develop low levels of proficiency in both languages, educational and intellectual progress will be slowed down. However, where children's abilities in both languages are relatively well developed, but not necessarily equal, then there is evidence that bilingualism can

enhance intellectual functioning. Where children do not develop a high, age-appropriate level of proficiency in one of their languages and a relatively low level of proficiency in the other language, neither positive nor negative effects would be expected. Results of studies that examined classroom performance of children also indicate that proficient bilinguals are superior to their monolingual counterparts in the areas of cognitive development and academic achievement (Gonzalez & Maez, 1995; Lewelling, 1991). This is another important motivational factor for parents to introduce a second language to their children.

Many parents believe that their children and families will benefit from the experience of being bilingual. Researchers have provided data on why parents want their children to learn a second language, as well as parents' motivation, attitudes, support, and commitment for raising a bilingual child. Parents in many communities recognize that their children will have social, academic, and economic advantages if they are bilingual (Lambert & Taylor, 1990). In a *Los Angeles Times* poll (October 15, 1997), both proponents and opponents of bilingualism, regardless of their cultural backgrounds, wanted their own children to develop competency in two languages (cited in Lee, 1999). In her comprehensive study of dual language education, Lindholm-Leary (2001) reported that all parents wanted their children to become bilingual, and would recommend it to others. A survey finding by Una (1997) found that parents, who understood the purpose of bilingualism, believed that it was important to learn a second language. When parents were asked if their children were learning both languages well, the following percentage of parents responded positively: English parents – 72%; Spanish parents – 91.2%; and Spanish-English bilingual parents – 89.5%. The following numbers of parents in these groups thought it was “very important” for their children to learn a second language: English parents – 64%; Spanish

parents – 95%; and Spanish-English bilingual parents – 82.6% (Shannon & Milian, 2002). These findings clearly suggest that parents recognize the advantages of being bilingual. This claim is clearly supported in Craig's (1996) study of parents in one public school district in a major metropolitan area, where the results showed that most parents believed that bilingualism should be promoted rather than discouraged.

In exploring the role of parents in early childhood language development, DeHouwer (1999) highlighted, among other things, that there is a “general lack of studies systematically investigating the links between bilingual children's early language development and the environments they grow up in” (p.80). Although this article was not based on a study, it provided important groundwork on the possible role of parents in the process of shaping their children's linguistic behaviour. In particular, she discussed what she calls ‘impact belief’: “the parental belief that parents can exercise some sort of control over their children's linguistic functioning” (p.83), a notion that is at the base of this study in which arguably, the decision to raise children with a second language is one that is based on their beliefs and perceptions of their own ability.

Furthermore, King and Fogle (2006) argued that “parents have a good deal of ammunition in terms of what motivates them to raise their children bilingual from both the popular press and their own experiences” (p. 707). These motivators tend to fall into two categories: bilingualism as an advantage for social and economic reasons, and personal experience related to language learning, especially the importance of starting young. These aspects of motivation will be included in this study to identify the various motivators for parents to raise their children bilingual despite their own lack of English language proficiency.

2.4 THEORETICAL FRAMEWORK

The study adopts three theoretical frameworks to uncover the motivational factors that push parents to raise their children bilingual and the support strategies adopted by parents in this regard. To determine the factors that motivate the parents to raise their children bilingual, the researcher refers to Dagenais's (2003) major language constructs as well as one of the components in theoretical model of parental involvement constructed by Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey (2005). Bronfenbrenner's ecological theory (1979) is referred to in order to explain the support strategies used by the participants in this study in raising their children.

2.4.1 Value of bilingualism

Dagenais' (2003) investigated the reasons why immigrant families in France would want to encourage their children to learn the second language of the country in which they reside in. Her conceptual framework, which influenced part of this study, discussed five major views that parents may adopt when explaining their reasons for investing in bilingualism for their children. The notion of "value" is the basis upon which Dagenais' (2003) framework of linguistic capital, social capital, transnationalism, investment and membership can explain the reasons for learning and using a second language.

These views are explained as follows:

1. Language as capital: the knowledge of languages that are valued in particular markets may increase a person's economic status within a community or society. Dagenais found that parents feel that by introducing a second language early, children will be more marketable.

2. Language and social value: For some parents who value bilingualism and multilingualism, economic gain is not sufficient; some parents may believe that knowledge of more than one language will lead to increased social status and will allow their children to have access to important language communities.
3. Transnationalism: According to Dagenais,

“People rely on resources as they move from place to place. (...) Transnationalism may lead parents to invest in immersion education and multilingualism as a means of facilitating their children’s mobility and increasing their assets wherever they might reside in the future” (p.273).
4. Investment: A topic also covered in Piller (2001), investment is “a construct that articulates the socially and historically mediated relationship of learners to language, education, identity and community” (Norton, 2000, in Dagenais, 2003, p.273). Norton’s (2000) definition of investment states that the motivation for people to invest in a language is based on the idea that “they will acquire a wider range of symbolic and material resources, which will increase their value in the social world” (p.166).
5. Membership: Finally, Dagenais, drawing on Wenger (1998), discusses the notion of imagined communities, in which parents, often using their past and present experiences, imagine how bilingualism will serve their children in the future, both for local and international communities.

Dagenais' five views provide grounds for which parents may choose to raise their children with a second language. Dagenais pointed out that parents draw on their own experiences and imagined communities in which their children can integrate and move through, and will look for ways to help their children. However, contrary to Dagenais's research, the subjects of this study are not members of a minority group but they too seek to introduce a second language to their children. Because of this reason, the framework used in this study selected only three views from Dagenais's construct which are, 1) Language as capital, 2) Language as a social value, and 3) Investment. Dagenais's views on "Transnationalism" and "Membership" were not taken into account in this study as these two views apply particularly to immigrants.

Language as Capital

The belief that the English language has value, in that by learning English one's life can improve such as by finding employment, is used in explaining the notion of language as capital in this study. Dagenais relates her classification of language as capital to Bordieu (1986) where the language is used to increase one's own value in a particular field or market or be employed. Having more economic capital (by having more cash, investments, or property) increases one's economic position as compared to others. Parents with LEP believe that the lack of language ability may restrict their children from being able to gain certain types of employment and greater economic success. Bilinguals generally have an advantage in that they have greater linguistic, social, and cultural capital and are able to exchange their capital for economic success in ways that monolinguals cannot.

Social Value

Social value in this matter refers to the productive value of relationships between people. It consists of the networks of relationship available to individuals and groups, such as families, friendships, work, clubs, religion, neighbourhood, political affiliations, and ethnicity. The understanding of 'social value' in Dagenais (2003) relates to elites: privileged individuals maintain and strengthen their position by using their connections with other privileged people. It also consists of the environmental and cultural conditions in which those networks operate, such as the strength of identification between a network and its members. These definitions of social value used by Dagenais have tended to follow Bourdieu's (1986) theory where the use of the social concept is expressly an attempt to contemplate the value of socialisation. Next to the Malay language, English language emerges as an important mode of communication in Malaysia. As a developing multicultural community, the public can communicate either in Malay or in simple English or in other languages depending on the situation. Nevertheless, Mohd Faisal Hanapiah (2004), found that English contributes toward increasing social standard in Malaysia. This is mainly because it is known as the formal medium of in the corporate world. This may be a factor that influence parents with LEP to believe that the knowledge of English can help their children to gain ability in cross-cultural communication as well as self-respect in the society in which they live or work with.

Investment

Investment may seem similar to the first view on language as capital. On the surface, it may appear that a person's desire to obtain entry into an imagined community is merely a reformulation of motivation, but there are a few

differences. Instrumental motivation, as Gardner and MacIntyre (1995) note, is motivation derived from the desire to acquire a tangible reward (e.g., money) for performing in a desired manner. This quality, as Norton (2000) notes, does not account for the learner's complex identity or shifting desires. The desire for parents to invest in early bilingualism for their children is not as simple as the desire to obtain a tangible reward. Norton (2000) posits that capital is "investment with certain expected returns" (p. 54). He argues that "people invest in the educational process and internalize the dominant class culture" (p. 73). As cited in Dagenais, Piller (2001) states that most parents who reflect upon their motivations and reasons for educating their children to become bilingual seem to do so as an investment in their children's future. It is further explained that childhood bilingualism is seen as a small investment (because language acquisition in childhood is easy) which is expected to yield a high return. In contrast, second language learning later in life, particularly language learning in school, is seen as requiring much more of an effort, and thus a higher investment, which yields lower returns (because only limited proficiency can be expected).

This study focuses particularly on parents' motivation towards language investment in education as described in Norton (2000). Early investment in language can provide access, for people who are able to speak more than one language, to both the educated mass and the educational institution. To achieve high English performance, requires a person to invest time and effort to improve his or her knowledge, while expecting certain types of rewards (a high English Test score, communicative competence), an added value (academic credentials

or qualification). As noted, English performance is used to screen students for entry into tertiary level of education in Malaysia.

Thus, the three views of language mentioned above, as identified by Dagenais are useful to help understand the motivational factors that cause the participants in this study to choose to raise their children to become bilinguals.

However, the aforementioned values alone cannot explain the motivation that develops from the resources available to parents with limited English proficiency such as their skills and knowledge to promote Malay/English bilingualism among their children. Therefore, to achieve further understanding of this matter, this study refers to one component in Walker et al. (2005)'s model of parental involvement which is "perceived life context" to conceptualise and explain another factor of motivation for these parents in supporting early child bilingualism.

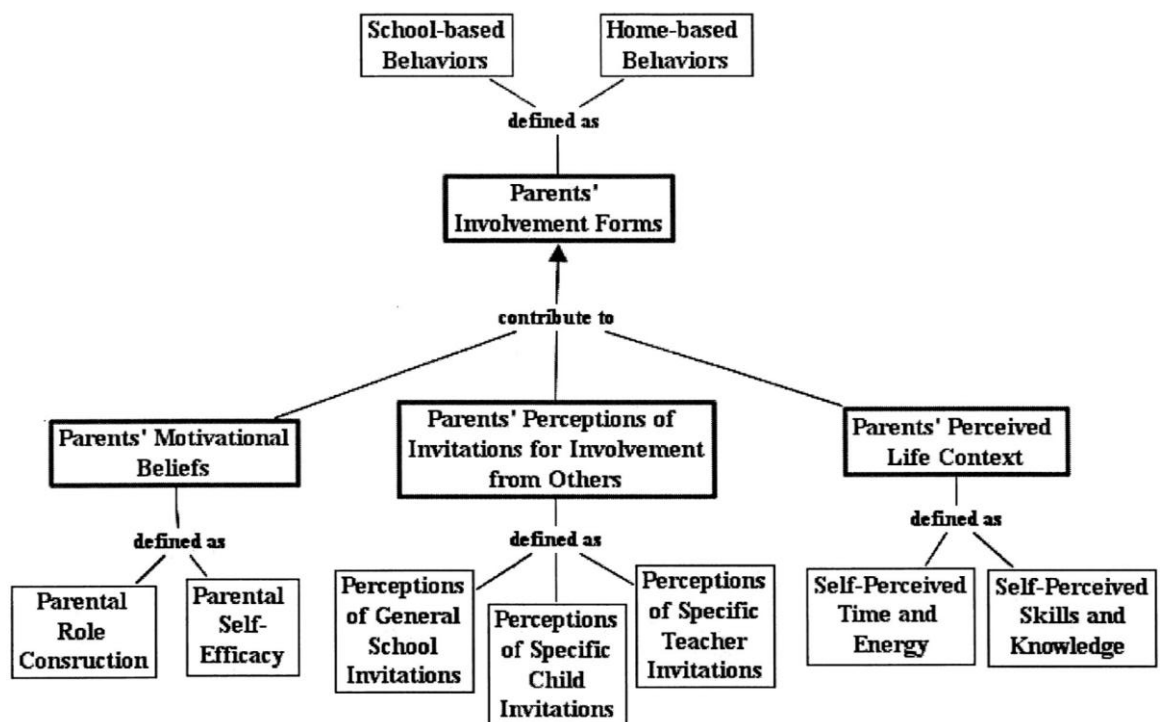
2.4.2 Model of Parental Involvement

Parental support is recognized as a dynamic process that can be influenced by the interaction of various factors. An additional theoretical framework adopted in this study to explain the motivational factors that push parents to support early bilingualism among their children is the model of parental involvement developed by Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey (2005). They revised Hoover-Dempsey and Sandler's (1995) theoretical model of parental involvement and identified three major sources that can impact parents' choices for involvement in providing supportive behaviours: parents' motivational beliefs, parents' perceptions of invitations for involvement from others, and parents' perceived life context. These psychological processes are socially constructed.

Grounded primarily in psychological literature, the Hoover-Dempsey and Sandler's Model of the Parental Involvement Process proposes three major sources of motivation for involvement. The first is parents' motivational beliefs relevant to involvement including parental role construction and parental self-efficacy for helping the child succeed in school. The second is parents' perceptions of invitations to involvement including general invitations from the school (e.g. pre-school, language centers), and specific invitations from other parents and children. The third source is perceived life context variables that influence parents' perception of the forms and timing of involvement that seem realistic, including parents' skill and knowledge for involvement, and time and energy for involvement.

The model construction is described in more detail below:

Figure 2.1: Theoretical model of the parental involvement process



Parents' Motivational Beliefs

Parental role construction. The role activity for involvement incorporates parents' beliefs about what they should do in relation to their children's education (Hoover-Dempsey & Sandler, 1995; Hoover-Dempsey et al., 2005). Parents' beliefs about child rearing, child development, and about appropriate home support roles in children's education influence role construction. Parental role construction also grows from parents' experiences with individuals and groups, and is subject to social influence over time (Biddle, 1986; Hoover-Dempsey & Sandler, 1997). Studies of diverse groups of primary and secondary school students provide empirical support for the power of role construction to influence and shape parental motivation in supporting their children in school. In general, parents who hold an active role construction become more involved in their children's education compared to parents who hold less active role beliefs.

Parental self-efficacy for helping the child succeed. Self-efficacy is defined as a person's belief that he or she can act in ways that will produce desired outcomes; it is a significant factor shaping the goals an individual chooses to pursue and his or her levels of persistence in working toward those goals (Bandura, 1997). Applied to motivation, self-efficacy suggests that parents make their involvement decisions based in part on their thinking about the outcomes likely to follow their involvement activities (Hoover-Dempsey & Sandler, 1997; Walker et al, 2005). Positive personal beliefs about self-efficacy for helping their children succeed in school refers to parents' beliefs about whether or not their involvement is likely to have a positive influence on their children's education. Just as children's self-efficacy influences their

academically related behaviours, parents' sense of self-efficacy shapes what parents do.

Parents' Perceptions of Invitations for Involvement

Invitations for involvement have been divided into three subcomponents: (a) general invitations from the child's school, (b) specific invitations from the child's teacher, and (c) specific invitations from the child.

School invitations. Hoover-Dempsey and Sandler (1997) defined school invitations as parent perceptions of the overall school climate present within the child's school. General school invitations include broad school attributes or activities that convey to the parent that his or her involvement is welcome and useful in supporting student learning and success (Hoover-Dempsey&Sandler, 1997). An overtly welcoming school climate and clear, manageable suggestions for parents' homebased support of the child's learning are examples of general school invitations.

Specific teacher invitations. In addition to the overall environment of the school, Hoover-Dempsey and her colleagues include specific invitations from the child's teacher as playing a role in parents' decisions to become involved (Hoover-Dempsey & Sandler, 1997). Teacher invitations have been positively associated with parental involvement in the child's education (Walker et al., 2005). These invitations may take on a variety of forms, from requesting that parents attend a parent-teacher conference to encouraging the parent to assist the child in homework activities or even asking parents to take part in a parent workshop.

Specific child invitations. Acknowledging the needs of a child can be powerful in prompting parental support, in part because parents generally want their children to succeed and are motivated to respond to their children's needs (e.g., Grusec, 2002; Hoover-Dempsey et al, 1995). Implicit invitations to involvement may emerge as students experience difficulties in school or with aspects of schoolwork. Explicit requests or invitations from children also often result in increased parental involvement (Bandura, 1997). As true of all types of invitations to involvement, invitations from the child may be reinforced by school actions to enhance family engagement in children's schooling.

Parents' Perceived Life Context

Skills and knowledge for involvement. Parents' perceptions of personal skills and knowledge shape their ideas about the kinds of involvement activities they might undertake (Walker et al., 2005). Skills and knowledge are combined in the model because they form a "set" of personal resources that theoretically impact a parent's decisions about varied involvement opportunities in a similar manner. For example, a parent who feels more knowledgeable in Mathematics than in History may be more willing to assist with Mathematics homework rather than History; while a parent who is good in Geography is more comfortable to home tutor his or her children on the subject due to understanding his or her own knowledge and ability. (Hoover-Dempsey & Sandler, 1995).

Although skills and knowledge are related to self-efficacy for involvement, they constitute a theoretically and pragmatically distinct construct. According to Bandura (1993), "individuals with the same level of skills and

knowledge may perform differently given variations in personal beliefs about what one can do with that set of skills and knowledge”(p. 119). Consistent with related empirical work, inclusion of skills and knowledge in the model suggests that parents are motivated to engage in language development activities if they believe they have the skills and knowledge that will be helpful in specific domains of involvement activity.

Time and energy for involvement. Parents’ thinking about involvement is also influenced by their perceptions of other demands on their time and energy, particularly in relation to other family responsibilities and varied work responsibilities or constraints (Hoover-Dempsey et al., 1995; Lareau, 1989). For example, parents whose employment is relatively demanding and inflexible tend to be less involved than parents whose jobs or life circumstances are more flexible (Garcia Coll et al., 2002; Weiss et al., 2003), and parents with multiple child-care or extended family responsibilities may also be less involved (Hoover-Dempsey et al., 2005).

Parental perceived life context is the third overarching influence proposed to predict parents’ decision to become involved in their child’s education (Walker et al., 2005). The researchers hypothesized that parents’ perceived time and energy and parents’ perceived skills and knowledge may become a motivational barrier for parental involvement. They believe that any distance between what parents think they can and should do and what they actually do is influenced by their perceptions of available resources. Being parents with limited English proficiency, this study will take into account how the parents’ perceived life contexts can become motivational factors instead of being seen as a barrier.

Since this study focuses on parents with children who have not started formal school instruction, the two earlier components of the model are not referred to as those components are more appropriate for children who are already in school.

2.4.3 Ecological Theory

Bronfenbrenner's (1979) ecological theory is another theory used as a framework in this study. It was chosen because this model specifically connects the components of support for children into a holistic, relational support network design. Bronfenbrenner (1979) suggests that an individual develops within a context or ecology. As a child develops, the interaction between systems becomes more complex and this can impact children's development in different and interrelated ways. He later then suggested that it was not only a child's family that influenced a child's learning, but also that the immediate surroundings, community networks, and cultural systems influenced both the child's and the family's development. His theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape steers his development. Changes or conflict in any one layer will ripple throughout other layers (Paquette & Ryan 2001). According to Paquette and Ryan, in order to study a child's development then, "we must look not only at the child and his immediate environment, but also at the interaction of the larger environment as well"(p.1). Each layer of the environment has a powerful impact on the child, being in the centre of the system (Berk 2005). In the ecological theory, the five layers of surrounding environment are the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem. The key to this theory is the interaction of

structures within a layer and the interaction of structures between layers. The theory points out that while relationships close to the child have a direct impact, other outside factors also have a powerful impact on their development.

The ecological theory has been used recently in second language studies (e.g., Padrón, Waxman, & Rivera, 2002) to help define and address the issues concerning student development and academic success in the context of the family and surrounding ecological areas. These areas examine how the student is affected by each component. According to the ecological theory, the social and academic development of the child occurs in relation to the surrounding contexts of support. These contexts are seen as separate, yet related, aspects of the child's environment and are defined by the closeness of the relationship to the child. This distinction is used in this investigation to define the support strategy components provided by the parents to create this relationship.

Parents, caregivers, and teachers need to ensure that young children are exposed to rich language environments and receive developmentally appropriate language instruction. Such environments and experiences have a profound effect on children's language development by providing opportunities and encouragement for children to become successful readers and writers. The literacy development of young learners therefore needs to be understood in terms of the practices engaged in different domains in the life of the learner.

For the purpose and scope of this research, only two main areas from Bronfenbrenner's theory are used to explain the types of surrounding support that can

be provided by the parents to promote their children to become bilingual. These components of Bronfenbrenner's ecological theory include:

Microsystem. The microsystem includes anyone in direct relationship with the child on a regular basis. This would include parents, siblings, relatives, peers, teachers, and other school personnel.

Mesosystem. The mesosystem consists of the connections between the child's daily settings and surroundings and encompasses the connections between the components of the Microsystem listed above. These settings include the home, kindergarten, and community.

Home and family are the child's immediate context which he or she has interaction with. This immediate environment has enormous influences on a child's growth and development. Furthermore, the interaction between this microsystem and other layers of systems can change over time and the effect can be bidirectional. These key ideas of the ecological systems theory correspond to the belief underlying the study that parents and the home environment are the first and immediate source of influence on children's developmental and language learning process. Also, the interaction between parent and child does not exist in isolation but in constant interaction with not only personal attributes but also the larger contexts around them. For the purpose of this research, the two main areas from Bronfenbrenner's theory will be referred to. These include the microsystem which includes anyone having direct interaction with the child, and mesosystem which consists of the daily settings and surroundings of the child including home and community.

2.5 The Role of the Parent

It is highly unlikely to find anyone who will argue against the principle that “parents are the first teachers” for their children (Morrow, 1995). Parents and/or other caregivers are potentially the most important people in the education of their children. Children learn the skills their parents pass to them. In most homes, skills and literacy interactions are initiated mainly by mothers who “assume the leadership roles in the family” (Leichter in Taylor, 1997, p.21).

2.5.1 Language in the Home

Based on Bronfennbrenner’s theory, parents have an immediate impact on children’s language development. By using support strategies parents can influence their children to expand the amount of language production (Girolametto, Oearce & Weitzman, 1997). It is invaluable that parents know what strategies to use when it comes to aiding and supporting their children’s development (Roberts & Kaiser, 2011). Traditionally, the success or failure of bilingual first language acquisition is related to sociolinguistic factors such as the amount of exposure to the non-native language, the need to speak in the non-native language and the status of the language in the society at large (Dopke, 1992). Both Clyne (1982) and Bee Zeev (1977) agree that a child must perceive both languages as being useful outside the home, and have a variety of contacts. Saunders (1982) suggests ways in which parents can increase their children’s contact with the non-native language thereby raising its status in the eyes of the children. He records books, records, tapes, radio and TV as advantageous supports, and urges parents to take their kids to bilingual schools and playgroups.

The child’s immediate family especially the parents play an important role in his/her acquisition of the two languages. A research focusing on monolingual families

has shown that home activities such as book reading can positively impact the children's language (Fletcher & Reese, 2005). This finding is supported by Hammer, Miccio, & Wagstaff, (2003) indicating that the parents' actions can facilitate the development of the child's language skills. For example, from a questionnaire used in a research with Spanish/English bilingual preschool children who were simultaneous learners, Hammer et. al discovered that the mothers engaged the children in language-related activities to improve their language ability. Moreover, it is identified by Uchikoshi (2006) that many home based activities seem to assist successfully in raising bilingual children. This may be the same in Malaysia as well. However, different types of materials and activities may be used in the case of Malay parents.

According to Bronfenbrenner's (1979) ecological theory, one area of support that is critical for a child's development is the support and influence from parents and family. Consistent with the literature on monolingual families, parental support and home practices are generally positively related to bilingual and second language learners' development and outcomes (August & Shanahan, 2006). For example, Goldenberg and Gallimore (1991) reported significant gains in the English reading achievement of a group of first- and second-grade Spanish bilingual children after systematic attempts had been made to involve parents in the learning process such as by having materials at home. Similarly, Koskinen et al. (2000) studied 162 first-grade second language learners to explore the impact of home reading on children's reading motivation, comprehension, and fluency. Results show that providing reading materials in the home environment not only promotes parental support but also benefits children's reading achievement and motivations.

However, some studies have presented conflicting results regarding parental support in second language learners' development and outcomes. Hammer, Miccio and Wagstaff (2003) discovered that there are no differences between the overall receptive language abilities and early reading abilities of children who were exposed to Spanish and English at home from birth and those who were not exposed to English until age 3. The researchers argue that the results might reflect the inadequate information available on home experiences and second language acquisition. They suggest that second language learners might benefit more from direct instruction provided by parents compared to monolinguals. Furthermore, it is speculated that in order for home activities to have an impact on children's language development, it has to reach a certain level of frequency which was not present in the study. The inconsistent results presented in the research field also demonstrate some methodological concerns. Most research on second language learners that provides information on parental involvement includes parental support as a small part of their design or has different definitions of parental support. Thus, it is difficult to particularly examine the impact of parental support on second language learning (August & Shanahan, 2006).

Based on the model of parental involvement, parents' behaviors and their choices of language practices with their children reflect their personal beliefs, values, and attitudes. For example, in the case of bilingual and second language learners, parental beliefs, values and, attitudes towards a particular language affect greatly their children's beliefs, values, and attitudes towards the learning of that language and indirectly influence the learning outcomes. Li (1999) addresses the familial context in children's overall bilingual development in a case study of the interaction between the researcher and her own daughter who immigrated to the United States from China when she was twelve years old. The study particularly looked at parental attitudes towards the

native and second languages and the parent-child interaction. Furthermore, how these aspects can contribute to bilingual children's language and language development and identity formation were examined too. Results show that as the parents' attitudes towards the native and new languages and cultures change over time this would transfer and be reflected in the children's attitudes toward the learning of their native and second language and culture.

A unique topic concerning the issue of parental involvement in children's second language literacy development is the choice of language used at home. Although diverse results are also presented in this area of research (August & Shanahan, 2006), a series of studies have demonstrated that the language that parents use to communicate with their children is connected to the children's language development in the corresponding language. The amount of exposure to each language is positively correlated with children's literacy and growth of vocabulary in that language (Chang, 1994; Patterson, 2002). However, August and Shanahan (2006) claim that the relationship cannot be interpreted as a negative relationship between language use and the development in the other language. They state that since most studies measured language use in a relative sense instead of two independent measures for the two languages, it is difficult to demonstrate the actual existence of a negative relationship between first language use and second language development and vice versa. Moreover, Snow and Tabors (1993) argue that parents of bilingual and second language learners have to be careful when they switch from their native language to English to communicate with their children if their English proficiency is low or when children have not developed their language and literacy skills sufficiently in the first language. They explain that inappropriate switching might hinder bilingual children's skills in English later on (Chang, 1999). This finding is particularly important in the

Malaysian setting where the majority of parents do not have a high level of proficiency in English.

A few studies suggest that immediate family members play an important role in early child bilingualism. Harrison, Bellin, and Piette, (1977) conducted an interview with 311 mothers and found that the mothers exclusively carry the main role in their children's choice of language. The researchers discovered that children choose a language for social and psychological reasons rather than for linguistic reasons. The mothers' language behavior was found to create an impact on the children's language development.

Over thirty years of research confirms the importance of parent involvement as a fundamental area of support. Studies of individual families show that what the family does is more important to a child's success than family income or education (Barton & Coley, 1992). This is true whether the child is in preschool or in the upper grades, whether the parents are well-educated or not, or whether the family is rich or poor (Henderson & Berla, 1994). Parental support has proven to increase a child's chance of success in the future.

Extending to the mesosystem of Bronfenbrenner's theory, Bee-Zeev also suggests a correlation between the home environment and a child's achievement. Mushi (2001) conducted a study of parental support among immigrant parents concerning the efforts of their children to learn English. The participants of the study consisted of 42 children, ranging in age from 18 months to 5 years, who came from 32 different families. The majority of parents spoke little or no English, thus the children operated in an English-speaking environment while away from home, but at home they were

dependent upon the family's mother tongue. Participants in this study spoke 12 languages other than English in their home environments. The data analysed in the study were collected through the use of five instruments created by the researcher. A questionnaire was used to gather information concerning parental attitudes with regard to English and the mother tongue of the family. Parent-child oral communications were recorded on audiotape. The researcher also developed a checklist to record information from direct observations of the language used at home by the participating families. In addition, Mushi (2001) used a chart to record information on the learning and use of new words in English by the children. In order to refine the researcher's observations and perceptions, Mushi conducted interviews with the parents.

Mushi's study identified a number of themes concerning the acquisition of English and parental support for that effort. The themes were parental attitudes toward their mother tongue and English, verbal interactions between parents and children, connections between language acquisition and use in school and home, school support and, finally, parental perceptions of school support (Mushi, 2001). Participants indicated their opinions, using the researcher's scale, ranging from a low of one to a high of four. English received a 3.7 rating, while the mother tongue was 3.2. While parents identified English as a key to success, they found it difficult to abandon their mother tongue and culture. As a result, their children were destined for a life of two languages and two cultures (Mushi, 2001).

Verbal interactions between mothers and children were significantly more frequent than those between fathers and children. The study done by Mushi (2001) revealed that mothers possessed less education than fathers, and by extension, had less knowledge of English. Accordingly, verbal interactions between the participating

children and their parents were more likely to be in the mother language rather than English. Frequently fathers used both languages in their verbal interactions between themselves and their children. In a number of instances, children used English exclusively with their fathers and used their mother language for interactions with their mothers, even when the mother sought to use English with their children (Mushi, 2001).

2.5.2 Language Outside the Home

Living in a Malay community, the chances for Malay children to practise English outside the home and school may be low when there is no specific purpose for them to use the language. Therefore, Malay parents may employ various strategies to allow their children to use English outside the home environment. Providing the child with a particular surrounding to enhance language learning falls under the mesosystem concept in Bronfenbrenner's theory. Most studies investigating the strategies parents employ to expose their children to a second language outside the home pertain to minority languages. Nevertheless, similar strategies may be applicable in the context of this study.

Hoffmann (1985) suggests that around the age of five, when children are beginning primary school and looking more toward their peers for models of behaviour, a visit to the minority language country may be an important reinforcement of that language. Kamada (1997) reports of one English-speaking family living in Japan whose children spoke Japanese with each other until a one-year stay in New Zealand at ages 5 and 7, after which time the children spoke English to each other. Similarly, a visit to the minority language country during the earlier period of minority language resistance can also prove a significant boost to minority language production. Kamada (1997) reports on another couple in Japan (both bilingual, one dominant in

Japanese, one in English) whose son by age 6 was producing Japanese almost exclusively. A visit to New Zealand around age three for three and a half weeks initiated a marked improvement in his English. During his stay, he spent two to three mornings a week in a playgroup, as well as time with relatives. By age three and a half his output in Japanese and English was about equal. Arnberg (1987) cites an example of a bilingual child whose use of English went from 12% to 73% during her observations after a visit to an Anglophone country where he attended a summer day camp. Kamada (1997), based on multiple case studies that she has conducted concludes that either frequent or less frequent but longer trips overseas are important in becoming bilingual.

Three other methods of reinforcing the child's mesosystem environment opportunities in the second language are second language babysitters, day care/preschool, and playgroups. In one case study, a child whose minority language production was minimal until age three began to improve after her parents enrolled her in a bilingual preschool (Barron-Hauwaert, 2004). Arnberg (1987) studied the effectiveness of English-language and Serbo-Croatian language playgroups in Sweden. Despite several problems and obstacles with the groups, including a wide range of ages (2-6), a wide range of home language use patterns, and the children using Swedish as soon as the adults were not present, the playgroup seemed to have helped with minority language output at home. One third of the parents reported that there was much more English used at home following group meetings, and for the rest, slightly more. The parents in the English-language playgroup decided that it was best to have a nonparent that the children were led to believe was a monolingual English speaker lead the group, as otherwise the children were tempted to use Swedish with them. Sometimes the primary benefit of these playgroups is to inspire the parents to persist in using the

minority language at home, when they see other parents addressing their children in the minority language (Barron-Hauwaert, 2004).

Bilingual and minority language day care or preschool/kindergarten is also a good supplement to in-home language use that, like minority language playgroups, has the additional positive effect of exposing children to other children who speak the minority language. This exposure can help with children's self-confidence, as bilingual children may be sensitive to being different from other children or embarrassed about their minority language parent (Barron-Hauwaert, 2004; Saunders, 1988). The parents in Arnberg's (1984) playgroup study reported positive results in their children's willingness to use the language and pride in their abilities.

Christian (1977) theorises that there are several ways to bring interest to a minority language in the eyes of a child. He emphasises the importance of developing literacy in the second language, with abundant exposure to written materials in that language. Different resources and materials also help children to expand to the mesosystem environment. Also, he regards that the exposure to television in the second language, if available, to be important in increasing the interest of a child in learning the language.

Saunders (1988) also emphasised literacy skills and exposure to books as important in raising the value of the second language in the eyes of his children, as a language that is only spoken will seem less important to children than a language that is both written and spoken. All Saunders' children ultimately learned to read and write in German, their minority language, at the same time they learned to read in English, starting at the age of 2. Past (1976, cited by Saunders, 1988) also used literacy skills to

aid in his child's language development. Past and his wife, who were both non-native speakers of Spanish, taught their daughter Spanish with only 60-90 minutes exposure per day. However, they taught her to read in Spanish from age 1;11 and gave her opportunities to watch Spanish TV and play with Spanish-speaking children. By the time she started kindergarten, she was rated as a balanced bilingual on an Oral Language Dominance Measure. While literacy and exposure to books may help with language prestige, it also is without question useful in the areas of vocabulary development, the introduction of formal register, and poetic uses of language (Saunders, 1988). Saunders also points out the utility of other audio-visual materials, such as videotapes and cassettes of songs and stories, for acquainting children with various accents and varieties of language.

2.6 Barriers to Support due to Parents' Limited Language Ability

Researchers have identified several barriers to parental involvement, including feelings of inadequacy and failure, a poor sense of self-worth, negative attitudes, bad experiences, economic, emotional, or time constraints, parents' inflexible work schedules, and also logistical problems (Floyd, 1998). Based on the sociolinguistics theory of language acquisition, providing sufficient language input and a conducive social environment for their children may be difficult for parents who are not proficient in the second language. Nonetheless, an example of a simple, explicit strategy for improving language skills in children and for increasing the involvement of LEP parents in their child's education can be seen in a study by Lopez and Cole (1999), who examined the effect of parent tutoring using an academic drill procedure on Hispanic children's academic readiness skills. Participants in the study had limited English proficiency, yet successfully taught letter names to their children through the use of a scripted procedure involving repeated exposure to letters. Using a multiple-baseline

across participants design, the researchers demonstrated a functional relationship between parent tutoring in letter names and participants' letter naming accuracy and fluency.

There are two additional issues of interest with regard to the language ability of the parents. The first is whether it is possible to teach your child a language when you are not a native speaker of that language. Saunders (1988) is one of the best examples that this is possible, as he was not a native speaker of German but successfully raised three German-English bilingual children. However, he is proficient in German with only a very slight accent and a wide vocabulary. Nevertheless, he admitted to looking words up in the dictionary when necessary, and encouraging his children to do so as well. The children ultimately took on his accent and assumed it as proper, and found other German speakers' pronunciation quaint or amusing.

Past (1976, cited in Saunders, 1988) is another non-native minority language speaker, who along with his wife successfully brought up their child (at least to age five) as a Spanish- English bilingual with only 60-90 minutes of Spanish exposure per day. Past and his wife, who lived in the U.S., took a Foreign Service Institute type Spanish language exam in which 5 indicates a native speaker and received scores of 2+ and 3+. However, because of additional language input from TV and Spanish-speaking playmates, it is hard to determine how much of their success can be attributed to the community versus the parents.

It is clear from the literature that in most of the case studies in which a child becomes an active bilingual, both parents understood (at a minimum) the minority language. Harding-Esch and Riley (2003) offer the general rule that when "one parent

does not understand one of the languages, attempts to maintain bilingualism in the family are most likely to fail” (p. 39). However, one would imagine that it would be possible to compensate for such a situation through other means, such as exposure to other minority language speaking adults or children, or visits to the minority language country. Taeschner (1983) is one good example of this. Her Italian husband only understood minimal German, yet she succeeded in raising two bilingual daughters with the aid of German-speaking relatives, visits to Germany, and much persistence. Many parents with limited English proficiency are reluctant to become involved in teaching their children a second language due to the barrier of their limited proficiency in the language.

On the contrary, according to Nakajima (2002), if the parents’ ability in English is not high, parents can learn the language positively together with their children. Ihara (2003), who has never lived abroad, has been raising her son in the English and Japanese languages since he was born. Her English is far from perfect but her son produces complicated English sentences with some mistakes like most toddlers learning English as their first language too (Childs, 2003). She reads English books to her son, lets him watch English videos and interacts with families and children who speak English. Furthermore, even if one of the parents has a high English ability, if that parent has no time to communicate with his/her children, their English level will be limited to the parent with lower English ability. For these reasons, it is important to discover different strategies to help children use English extensively with a variety of people.

2.7 Conclusion

Since the families participating in this study seek to raise bilingual children, then language practice in the native language is required together with practice in the

second language. Such language practice may be embedded in everyday activities that are a part of family life. Language ability itself is not usually the primary focus of such activities; rather, the goal is the accomplishment of the task (Uttech, in Taylor, 1997).

Within this perspective, language ability functions as a multipurpose tool to fulfil the diversified needs of the daily life of a human being. By the same token, it is important to find out how parents with LEP support their children to achieve language success in two languages. This may include a range of practices or activities that may contribute to enhancing the child's language abilities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This study firstly seeks to investigate the possible factors that provide motivation for monolingual parents to raise their children into becoming bilinguals. Secondly, it also aims to uncover the appropriate support strategies adopted by these parents in achieving their goal to raise Malay/English bilingual children. Thirdly, this research also attempts to reveal the parents' perception on the most beneficial support they had provided.

A mixed methods approach was used in this study to gather both quantitative and qualitative data. Quantitative data was obtained through close-ended survey questions. One of the reasons this research approach was used was to ascertain where responses are similar among respondents. Qualitative research methods on the other hand have been found to be instrumental in researching beliefs and cultural issues because it allows an in-depth investigation of a phenomenon, grounded in world-view, vocabulary and content specific experiences of those being studied.

This mixed methodology allows the strengths of one method to compensate for the weaknesses of another method and can provide stronger evidence that can assist in the development of a conclusion based on convergence and corroborative findings (Creswell, 2003).

Both quantitative and qualitative data collection were considered best for this study as it permits the researcher to explore selected issues in depth (Fetterman, 1988,

and Patton, 1990). This method is especially relevant for this study, which deals with the deeper perceptions of the participants. This multi-method procedure for data collection provides triangulation which is described by Van Maanen (1993:136) as “a vehicle for cross validation when two or more distinct methods are found to be congruent and yield comparable data.” The approach involves using questionnaires and interviews, specifically, close-ended questionnaires followed by semi-structured interviews. The questionnaire comprises 83 close-ended questions which provides respondents options, requires minimum amount of time and does not pressure the respondents. Both the questionnaire and interview were utilized to gain an accurate and in-depth understanding of the motivational factors and parental support strategies involved in raising Malay/English-bilingual children in the Malaysian context.

Only mothers were asked to participate in the survey on their motivation for raising bilingual children, as well as in identifying the support strategies taken to ensure their children’s second language development. This is based on the reason that in most homes, skills and literacy interactions are initiated mainly by mothers who “assume the leadership roles in the family” (Leichter, in Taylor, 1997, p.164). These mothers were selected through a pilot interview to ensure that they fulfil the criterion of having limited English proficiency as previously determined for the study.

This chapter is organized into four main sections. The first section describes the research participants and setting. The second section discusses the instruments used in gathering the data. The third section delineates the data collection procedures employed in this study while the fourth section describes the systematic procedures used in data analysis.

3.1 Participants

The research participants for this study comprise twenty-five Malay parents, specifically mothers, with children between the ages of 2 and 7. These parents are currently raising Malay/English bilingual children. The participants were not randomly selected. Instead, the sample was selected based on a set criterion as decided by the researcher, namely, that the respondents should have a certain level of English language proficiency in order not to be considered bilingual themselves. All of the mothers involved in this study are considered to have limited English proficiency based on the result of an interview that was carried out. The scoring guide for this interview (see Appendix C) was used to select the participants. The study focuses only on mothers and does not explore actions taken by fathers. This is due to the reason that the mothers are the ones with LEP while some of the fathers are not. To be sure that the feedback received is only from parents with LEP, the researcher decided to focus on the mothers. Another reason that supports this selection is that mothers are usually actively involved in their children's language development.

In order to select the respondents who have LEP, a TOEFL based speaking test was carried out in the form of oral interviews. The TOEFL test provides accurate scores at the individual level and is appropriate for rank ordering and determining whether the respondents match the criterion set for the research. The participants' level of English should not exceed the score range of a low and limited ability speaker which is from 0 to 17. The researcher rates the participants' responses and evaluates how well they develop the topic and deliver their message in English. A second evaluator was brought in to ensure reliability. The second evaluator is a trained TOEFL instructor with 5 years experience in preparing students for TOEFL tests in INTEC Education College.

The average age of the participants is 34, with an age range from 24 to 44 years (Table 4.1 pg. 65). Prior to administering the questionnaire, all participants were assured of anonymity. Participants were informed in advance about the research purpose of the survey questions. Letters requesting permission to record and use whatever is found relevant in the interview sessions were provided to all participants. Participants were then assured that this study was voluntary and that their identity would remain protected and that their responses would be strictly used only for the research purpose. The aim in carrying out the main study is to determine the parents' motivational factors and support strategies towards their child's bilingualism. A total of 12 participants volunteered to participate in a follow-up interview in order to triangulate the findings.

3.2 Research Instruments

Two data collection instruments were used in the study, namely, a survey and open-ended group interviews. The survey questionnaire is provided in Appendix A and the interview questionnaire in Appendix B. The survey questionnaire was developed by the researcher by creating questions based on information from the literature and using key items from the theoretical framework in order to answer all research questions. The survey was developed to obtain quantitative data through Likert scaled questions with a 5-point range, fill-in questions, and categorical selection questions. Qualitative data was obtained through 10 open-ended questions used during the interviews. Due to the participants' limited English proficiency, they were provided with a Malay version of the questionnaire. The interviews were also conducted in Malay to allow the respondents to better express themselves.

Instrument 1: Survey Questionnaire on Motivation and Parental Support Strategies in Raising Bilingual Children

- A survey in the form of a questionnaire that comprises four main sections:

Section A) Demographic Background

- This section contains 6 questions to elicit data on the participants' personal background, experience and demographic details: age, language(s) spoken, highest level of education, as well as the number of children they have. The format of the questions requires the participants to tick the appropriate response or category and fill-in the blank provided. This data was used to gain a better understanding of the participants' background, specifically their work experience and specialized skills and knowledge in the field of education.

Section B) Language Use in the Home Domain

- This section contains 5 questions concerning the children's use of the Malay language and English in communicating with immediate family members. This section aims to uncover the language strategies used by the parents in promoting dual-language acquisition focusing on the language used in the home environment. The feedback received helps the researcher in answering the second research question : *“What are the different strategies adopted by these parents to support their children's linguistic development in the English language?”*

Section C) Motivational Factors

- This section seeks to determine the factors that motivate the respondents to raise bilingual children by requiring them to mark 31 survey items with the appropriate response. These questions were Likert scaled with a 5-point range: “Strongly Disagree”, “Disagree”, “Undecided”, “Agree”, or “Strongly Agree”. This section aims to answer the first research question: *“What are the factors that motivate Malay parents with limited English proficiency to raise their children to be bilinguals?”*

Section D) Support Strategies

- This section seeks to identify the support strategies employed by the respondents to help their children learn a second language. 7 subsections cover various support strategies where the participants need to respond by marking the appropriate response based on the 5-point range Likert scale. This section of the questionnaire also helps in finding the answer for the second research question.

The goal of the questionnaire survey is to determine the parents’ demographic background, the use of language in the home domain, the aspects of motivation behind the parents’ decision to raise bilingual children, as well as the support strategies employed to encourage their children to become bilingual speakers.

Survey items 1 through 5 in Section B ask about the languages that are used in the home, focusing on different situations to determine the dominant home language. In section C, items 1 to 6 uncover the motivational factors based on the parents’ views of

the value of language as capital, items 7 to 12 identify the social value of language that lead to this motivation, items 13 to 20 examine the parents motivation that arises from language as investment in education while in items 21 to 31, parents were asked to identify the influences that are based on their perceived life context. Section D investigates the parents' strategies in supporting their children's language development. The final question asks the parents to provide contact information if they wish to participate in a follow-up interview. The survey data was analyzed and reported using descriptive statistics.

Instrument 2: Semi Structured Interview

A second instrument was used to gather more in-depth data through group interviews in order to answer the third research question : *“Which are the support strategies that have proven to be the most beneficial according to the parents? Why?”*. The interview question consisted of 10 open-ended questions. Each participant in the group was provided a copy of the 10 open-ended questions. A semi-structured interview protocol was formulated for this study. Some interview questions derive from the responses given by the parents from the survey questionnaire and they were ask to give further explanation on the responses. The interview was taped with permission from the interviewees. The interviews were conducted in Malay to allow the parents to feel more confident in answering the interview questions.

All 25 survey respondents provided contact information and volunteered to be interviewed. However, only 12 participants were randomly selected and 3 small group interview sessions were organized. Invitations were sent to volunteers; follow-up phone calls reminded the parents of the interview

sessions. Parents were interviewed in their dominant language which is Malay. Interviews were scheduled in the afternoon and evening to accommodate the parents' work schedules.

All interviews resulted in responses to all questions. Some answers were provided naturally in the context of the discussions, as a result of which the questions were not asked in the same order for all sessions. The parents were encouraged to describe their own experiences and to respond to the answers of other interviewees. To facilitate analysis, the interviews were recorded and transcribed. Data was analyzed using descriptive statistics for quantifiable information. The data collected in the interview is analyzed to answer the third research question: . *“Which are the support strategies that have proven to be the most beneficial according to the parents? Why?”*

3.3 Data Collection Procedure

Phase 1

Phase 1 of the data collection began with a brief overview of the study. After the presentation willing parents were provided with time to complete the survey. Parents were told that participation was voluntary and that their identity would remain confidential. Phase 1 of the data collection process sought quantitative data related to the research questions. The parents were then asked to indicate if they would like to volunteer to participate in a group or individual interview. The questionnaires were then collected.

Phase 2

Phase 2 was an interview session with three separate focus groups from the Phase 1 sample group. Willing participants were contacted and a meeting was arranged within 2 weeks after the survey at their place of preference. A protocol for participation was provided and confidentiality forms were completed and signed. The group interviews were semi-structured. Participants took turns answering the questions and each person was given the opportunity to respond. The participants discussed and gave out their own opinion on different types of strategies. Although the interview questions formulated were not based on the information obtained from phase 1 (the questionnaire), throughout the interview the parents also provided their feedback based on the responses they had given in the survey questionnaire. This helped in supporting and strengthening the answers they had given in the survey.

3.4 Data Analysis

In this part of the study, the analysis of the data obtained from the survey will be presented by frequency-variance analysis using tables and graphs. Qualitative data from interviews will be transcribed, translated and analyzed.

3.5 Limitations

The sample may not be representative of the population found in other areas of Malaysia.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

The goal of this study is to identify (a) the motivational factors pushing parents with LEP to raise their children to be bilingual, (b) the strategies adopted by parents to support their child's linguistic development in the English language, and (c) the most beneficial support strategies based on the parents' perspective. The two main objectives are to examine two particular domains: motivation and support strategies. The goal of this chapter is to analyze responses from the survey and the interview data in order to address the following research questions:

3. What are the factors that motivate Malay parents with limited English proficiency to raise their children to be bilinguals?
4. What are the different strategies adopted by these parents to support their children's linguistic development in the English language?
3. Which are the support strategies that have proven to be the most beneficial according to the parents? Why?

In this chapter, the discussion will be based on the results of the analysis of the data gathered from a sample of 25 respondents. The data obtained from the given questionnaire is presented in tables, graphs, and pie charts in the form of frequency counts and percentages.

The questionnaire is divided into 4 sections. Section A: background information, Section B: Language use in the home domain, Section C: Motivational factors, and Section D: Parents' support strategies.

Section A consists of 6 questions regarding the parents' demographic background and child's background. The questions in this section seek to determine factors that may affect the results. Section B consists of 5 questions designed to elicit information on the child's usage of both languages, Malay and English. Section C consists of 31 questions to determine motivational factors prompting parents to raise their child bilingual while 41 items in section D examine the support strategies used based on a 5-point Likert – Scale.

4.1 Background Information

This section provides the basic background information on the participants.

Table 4.1 displays the age range of mothers who participated in the study. The majority of the participants are between the ages of 30 to 39 years old.

Table 4.1: Participant's Age

Age Range	No.	%
20-29	6	24.0
30-39	17	68.0
40-49	2	8.0
Total	25	100.0

This study involves only parents with limited English proficiency as defined previously. This is determined through an interview prior to selecting the appropriate participants. The participants' performance in the interview was evaluated according to the TOEFL scoring standards (see Appendix C). 12 out of 25 parents are considered as beginners while 13 parents have a lower intermediate level of English.

Table 4.2: Participants' Level of English

Level of English	No.	%
Beginner	12	48.0
Lower Intermediate	13	52.0
Total	25	100.0

As shown in Table 4.3 below, the majority of mothers involved in this study are fairly well educated with 76% of them having undergone tertiary level education. This suggests that the parents would have experienced the need for proficiency in the English language in higher education.

Table 4.3: Mother's Highest Level of Education

Level of Education	No.	%
SPM	5	20.0
STPM	0	0
A-Level	1	4.0
Diploma	10	40.0
Bachelor Degree	9	36.0
Total	25	100.0

The table below indicates that the fathers are fairly well educated as well with 22 out of 25 (88%) of them having undergone tertiary level education. This factor may reflect their ability to communicate in English and suggest the ability on their part to help raise their children to be bilinguals.

Table 4.4: Father's Highest Level of Education

Level of Education	No	%
SPM	3	12.0
STPM	0	0
Diploma	10	40.0
Bachelor Degree	10	40.0
Master Degree	2	8.0
Total	25	100.0

None of the participants have more than 3 children. In fact, the majority have only 1 or 2. These parents presumably are able to focus on their children's needs and participate in their development as they are few in number.

Table 4.5: Number of Children

No. of Children	No.	%
1	12	48.0
2	11	44.0
3	2	8.0
Total	25	100.0

Table 4.6 below shows that two participants have lived outside Malaysia at some point. One was in Egypt for 6 years and the other in Germany for 9 months. However, none of the respondents have lived abroad in an English – speaking country.

Table 4.6: Residence Abroad

	No.	%
Yes	2	8.0
No	23	92.0
Total	25	100.0

All of the participants have their children living with them. Therefore, it can be assumed that the children have daily interaction with the parents.

Table 4.7: Living with Child

Living With Child	No.	%
Yes	25	100.0
No	0	0.0

4.2 Language Use in the Home

This section focuses on the use of language in the home domain by both the parents and the children.

Figure 4.1 represents the respondents' primary home language. 92% (n=23) of the respondents said they use Malay as their primary home language. This shows that although the parents are raising their children to be bilingual, the Malay language remains as the primary or dominant language in the home environment. The remaining 8% of the respondents use English as their primary language when communicating at

home. However, these respondents were not omitted from the study as factors other than the mothers' language ability may be the reason for using English as the primary home language.

4.2.1 Primary Home Language

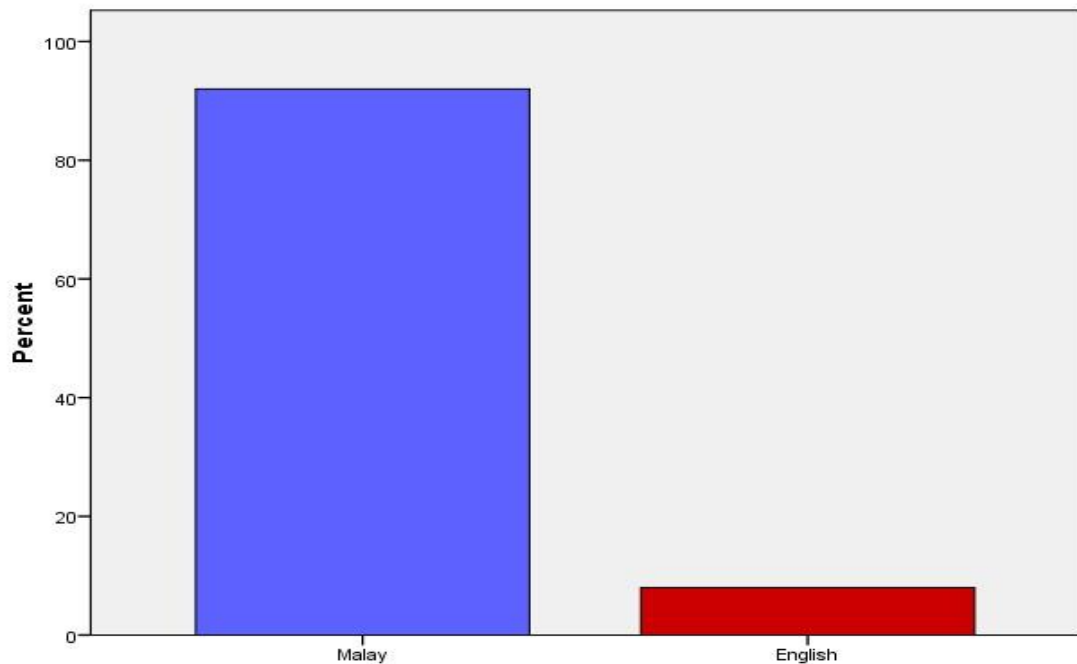


Figure 4.1: Primary Home Language

The following section of the study aims to determine the language used by the children particularly in the home where most of the child's interaction takes place.

Table 4.8 presents the respondents' perception of their children's language use in the home. This comprises their use of Malay and English with family members including the language spoken with the mother, father, grandparents and siblings, respectively.

Table 4.8: Language Used by Children in the Home

	All the time	Most of the time	Sometimes	Rarely	Not at all
Speaks Malay with Mother	12% (3)	48% (12)	40% (10)	0%	0%
Speaks English with Mother	12% (3)	32% (8)	36% (9)	20% (5)	0%
Speaks Malay with Father	12% (3)	32% (8)	44% (11)	12% (3)	0%
Speaks English with Father	12% (3)	44% (11)	28% (7)	16% (4)	0%
Speaks Malay with Siblings	8% (2)	20% (5)	12% (3)	12% (3)	0%
Speaks English with Siblings	12% (3)	12% (3)	12% (3)	16% (4)	0%
Speaks Malay with Grandparents	44% (11)	40% (10)	8% (2)	0%	0%
Speaks English with Grandparents	0%	12 % (3)	16% (4)	20% (5)	44% (11)

There are endless variations of language use with family members. The most common involves one person who always speaks to the child in the second language, in this case, English. Anyone who spends a significant amount of time with the child can function as the primary speaker. The highest percentage that is 48% of the children speak to their mother in the native language, which is Malay, most of the time while 44% of the children use English when communicating with their fathers most of the time. This may be influenced by the slight differences in the parents' educational level

where most fathers were found to have higher academic qualifications compared to the mothers.

Another 44% speaks in the Malay language all the time when communicating with their grandparents. The same 44% of children do not communicate in English at all with their grandparents. This is most probably due to the grandparents' ability to only speak in their native language. Therefore, these children are encouraged to use the Malay language instead of English when speaking to their grandparents.

4.3 Motivational Factors

The following section answers research question 1: *What are the factors that motivate Malay parents with LEP to raise their children to be bilinguals?* In determining the motivational factors that underlie the parents' decision to raise bilingual children, the items in the questionnaire are divided into 4 categories which pertain to the value of language as capital, social value of language, an investment in education and the influences that are based on the parents' perceived life context. The parents indicate their responses over the following range: strongly agree, agree, are undecided, disagree or strongly disagree

4.3.1 Language as Capital

In this section, the items seek to determine the motivational factors that are derived from the view that knowing more than one language, specifically Malay and English, is a necessity to survive in the globalized world today. Language as capital is seen as a phenomenon where language becomes a tool for economic gains. Parents had to respond to statements based on their perceptions about the value of language as capital for their children's future.

Table 4.9: Language as Capital

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I believe both languages, Malay and English, are equally important in Malaysia.	0%	0%	0%	36%	64%
2. Being bilingual will help my child to function in a competitive world.	0%	0%	12%	40%	48%
3. I believe that bilingualism can provide better career opportunities for my child.	0%	0%	0%	40%	60%
4. Being bilingual will increase salary potential for my child.	0%	0%	0%	36%	64%
5. I believe English holds a high level in the Malaysian professional market.	0%	0%	0%	24%	76%
6. I believe that being bilingual is a modern way of life.	0%	12%	28%	44%	16%

Table 4.9 above shows the parents' views on the value of language as capital that motivate them to raise bilingual children. The result shows that 64% of the parents strongly agreed that both Malay and English are equally important. Undoubtedly, the Malay language is a language all Malaysians should master well. It is, after all, Malaysia's national language. The main reason that these parents value Malay as much as English is due to the importance of maintaining the Malay language for purposes such as national identity, unity and loyalty. However, the reality is that English also serves many different purposes in the country. Therefore,

both languages are considered to be equally important in Malaysia although the functions of the languages may differ.

The career future of the child is an important factor that invites parents to encourage their children to acquire a second language, particularly English. The main factor that leads to parental involvement is due to the reason that these parents believe that being bilingual increases job opportunity and salary potential for their children's future. 100% of the parents stated that they agree with these two statements. The result also supports the positive view of language as capital with a high percentage of 76% of the parents strongly agreeing that English holds a high level in the Malaysian professional market.

The parents seem to realize that there are many benefits of knowing an additional language like English when it comes to working in a world that is slowly transitioning into a place where language plays a big part in marketing, business and networking. Most of the motivational factors with high frequency counts are related to the parents' belief about the impact of language on their children's future job achievement. The results suggest the importance of the English language in various career fields in the future as one of the significant factors for parents' motivation in raising their children to be bilingual.

4.3.2 Social Value of Language

In this part of the survey, the researcher examined the parents' perceptions on the social value of both languages to understand some of the reasons why these parents are motivated to become involved in their children's early bilingualism development. Kramsch (2003 : 3) states that "language is the principle means

whereby we conduct our social lives”. Language is considered as the main tool for communication. With intense globalization taking place in Malaysia as well as in other countries, an appreciation of multiple languages and cultures and an ability to communicate effectively with people across languages, cultures and communities are crucial.

Table 4.10 shows the parents’ views on social value of language affecting the motivation of parents in giving their support to raise bilingual children.

Table 4.10: Social Value of Language

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. English will help my child gain social power (prestige) in society.	0%	12%	28%	24%	16%
2. I think that being bilingual will enhance positive exposure to cultural diversity.	0%	0%	0%	48%	52%
3. Being bilingual allows my child to communicate in different social groups.	0%	0%	12%	60%	28%
4. English will help my child to understand the western culture when they travel	0%	0%	4%	32%	64%

5. I want my child to be able to go to various countries.	0%	4%	10%	54%	32%
6. I want to expose my child to a wide variety of customs and ways of thinking.	0%	20%	20%	40%	20%

One of the social values of language that 64% of parents agreed on is the belief that English will help their children to understand the western culture when they travel. The parents foresee that their children will not face difficulties especially when they travel to western countries if they are able to communicate in the language well. The results also show that 100% of the parents think that being bilingual will enhance positive exposure to cultural diversity. These parents believe that English can be used effectively in cross-cultural communication.

The ability of bilinguals to communicate with different social groups also attracts the parents to raise their children to become bilingual. 60% of the parents hold the view that language ability influences one's social skills to communicate and interact with people from different groups. Most researchers believe that communication is the medium through which individuals form a group because communication creates and sustains interdependency among group members. These social groups cease to exist when interdependency and group identity are threatened by a lack of communication.

Regardless of the common belief that language can become an instrument of power and prestige, 12% disagreed while 28% of the parents are not convinced that

the ability to speak English will help their children gain social power in the society. This may arise from the fact that the Malay language still holds the status of the official language and even though the English language can provide an advantage, it does not form the language of the elites and the powerful, particularly in the Malaysian society where the Malays form the majority group. Hence, the result suggests that these parents are more motivated by the communicative benefits of language in society and not influenced by the prestige associated with the English language.

4.3.3 Investment in Education

The LEP parents' choice to raise their children to become bilingual is affected by the increasing demands for accountability and high academic achievement in the educational field. Language ability is an important factor in the field of education. Therefore, these parents are seen to promote a second language to their children as an act of investment for their children's future academic success. This section of the study reveals language proficiency as an investment in education that motivates parents to expose English and bilingualism from an early age.

Table 4.11: Motivational Factors to Invest in Education

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Being bilingual helps prepare my child to understand English lessons at school.	0%	0%	0%	52%	48%
2. Proficiency in English helps my child to earn good grades at school.	0%	12%	28%	40%	20%

3. English helps my child's academic needs.	0%	0%	0%	52%	48%
4. Ability in both languages will help to improve the likelihood of acceptance into university.	0%	0%	8%	38%	54%
5. I think that children should start to learn a second language as early as possible	0%	0%	0%	44%	56%
6. English will help my child with technology.(Eg. ICT).	0%	8%	12%	36%	44%
7. I believe that being bilingual will help in enhancing my child's cognitive ability.	0%	0%	40%	44%	16%
8. Knowing more than one language will help my child to study abroad .	0%	0%	4%	48%	48%

The majority of the parents indicated that they believe parents should be involved closely in their children's language development. The reasons for this belief include a desire to provide their children with academic and cognitive advantages for the future.

A total of 100% of the parents are motivated to invest in bilingualism due to the belief that being bilingual helps prepare their child to understand English lessons at school. This factor is encouraged by the fear that their children will be disadvantaged by the amount of instructional time spent learning a second language. The children's knowledge of English will provide a head start in understanding lessons that are taught in English. Research done by Cummins

(2000) suggests that children's first language skills must become well developed to ensure that their academic and linguistic performance in the second language is maximized. This links to the reason why 56% of the parents strongly agree and another 44% agree that that their children should start to learn a second language as early as possible. Early child bilingualism helps in preparing the child with basic language skills before they enter school.

English language skills is a key to increasing access to higher education at home and abroad. A total percentage of 92% of the parents believe that the ability in both languages will help to improve the likelihood of acceptance into university. The English language is used as the main medium of instruction at the tertiary level not only in Malaysia, but in universities abroad as well.

Additionally, English is considered as a language that will contribute to fulfilling students' academic needs. 100% of the parents agree to this statement. English offers access not only to information across the world but also to technology. Technology is vital and significant in this day and age in which we live. This can be seen in the result of 80% of the parents agreeing that English will help their children with technology.

4.3.4 Perceived Life Context

This section uncovers the parents' life context that motivates them to raise their children to become bilingual. Parents' perceptions of their own personal skills and knowledge influence their ideas about the types of activities they may execute to become involved in their children's learning. This includes the available time,

energy, knowledge, and skills that parents perceive themselves as having that make the support possible.

Table 4.12: Motivational Factors Arising from Perceived Life Context

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. It is my responsibility to help my child to acquire more than one language.	0%	0%	0%	36%	64%
2. I am capable of providing the appropriate input for my child's language development	0%	0%	4%	68%	28%
3. I am willing to spend extra time to be involved in my child's language learning.	0%	0%	0%	36%	64%
4. I am never tired of helping my child develop his/her second language.	0%	0%	8%	36%	56%
5. I will always be around when my child needs me to help with his/her language problems.	0%	0%	4%	40%	56%
6. I know I can find ways to help my child learn English.	0%	0%	12%	40%	48%

7. I have enough knowledge to help my child learn a second language.	0%	24%	16%	32%	28%
8. I know how to teach my child two languages.	0%	0%	12%	60%	28%
9. I have many resources to provide my child with his/her second language learning.	0%	0%	4%	60%	36%

Table 4.12 indicates that the majority of parents perceive ability and availability as a factor that allows them to be involved in supporting their children to learn English. The respondents in this study are aware of

their own capability to provide their children with a strong basis for learning the second language.

A high percentage of parents believe they have both the knowledge and skills that will help their child acquire a second language. A total 100% of the parents agreed that they are willing to spend extra time to be involved in their children's language learning. Willingness to spend time with the children shows the parents' commitment in raising their children to become bilinguals. This leads to 96% of the parents to feel confident that they will always be around when their children need help with any language problem followed by another 92% of the parents who feel that they are never tired of helping their children to develop a second language.

Furthermore, more than half of the parents believe that they have time and energy to be involved in their children's language development. Based on the findings, a total of 96% of parents agree that they have many resources to support their children in learning a second language. With the current status of English in Malaysia, this is definitely possible. Parents with LEP are able to find a variety of resources, other than just parent-child interaction such as videos, DVDs, talking flash cards, etc., available for their children to acquire another language.

However, even though these parents are committed and determined to spend time and energy for their children's language learning, responses to item number 7 shows that 24% of the parents disagree while another 16% are undecided whether they have enough knowledge to help their children to learn a second language. This is consistent with the parents' belief of their own limited language ability. This shows that even with their lack of knowledge of the language, they are encouraged to support their children by spending time and putting conscious effort in providing the appropriate help the children need.

4.4 Support Strategies

This section focuses on the different support strategies employed by parents with LEP in raising their children to become bilingual. This section will analyse data to answer research question 2: *What are the different strategies adopted by these parents to support their children's linguistic development in the English language?* These support strategies are distributed into 7 which include, i) setting goals and objectives, ii) home language strategy, iii) second language input, iv) resources and materials, v) providing a rich language environment, vi) community support and vii) handling difficulties.

4.4.1 Setting Goals and Objectives

Setting goals and objectives would help parents to identify the actions that should be taken. Setting objectives is the process of establishing a direction to guide learning. When parents understand their objectives for their children to become bilingual, they can easily see the connections between what they are doing to improve their children's language learning. This part of the questionnaire looked into the respondents' early planning that provides the foundation for them to raise their children to become bilingual.

Table 4.13: Setting Goals and Objectives

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I am sure that I want my child to become bilingual.	0%	0%	0%	24%	76%
2. I want my child to have a light and fun language learning experience.	0%	0%	0%	40%	60%
2. I am ready for any linguistic consequences of what might happen during the process of my child's language development. (Eg. Speech delay/confusion)	0%	14%	36%	44%	6%

3. I am willing to take risks in raising my child to become bilingual.	0%	0%	8%	52%	40%
4. I am certain of what I want my child to achieve in his/her language development.	0%	0%	8%	48%	44%
5. I always plan ahead of any action I take in improving my child's second language ability.	0%	20%	24%	24%	32%
6. I have predicted the outcome of exposing my child to two languages.	0%	4%	24%	24%	36%
7. I am prepared to face any difficulties during the language learning process.	0%	0%	8%	52%	40%

76% of the respondents strongly agree that the basis of setting goals and objectives is to be sure that their children become bilingual. According to Gray (1993), if parents plan thoroughly before the first child is born, it helps them to choose a method that is easy to implement, easy to sustain and effective. By knowing what they want for their children, parents will be able to plan their support strategies. 100% of the parents also indicated that they want their children to have a fun experience in learning the languages and not pressure them. This shows that they want their children to engage in a fun learning experience so that they value

and enjoy the process of learning as a whole and do not feel pressured by the language learning process. However, the positivity that was shown by the parents do not reflect their readiness for any linguistic consequences that might happen during the process of the children's language development such as speech delay or confusion. Only 50% of the parents state their readiness while 36% are unsure. Also, 14% of the parents disagree with the statement which may arise from the reason that they do not agree that bilingualism has a negative effect on a child's language development.

Knowing two or more languages truly gives children so many advantages in life. Bilingual kids have the advantage of knowing two cultures, of being able to communicate with a wider variety of people, and of possible economic advantages in their future. Research has even shown advantages in thinking skills among bilingual individuals. But deciding to raise bilingual children is a decision that should be carefully considered as it affects children for the rest of their lives. Parents need to consider the child's self identity, self-esteem, schooling options, as well as social factors when planning for bilingualism. Becoming bilingual is a special gift parents can offer their children, but the gift must be planned and presented with care for it to be well used and appreciated.

4.4.2 Home Language Strategies

Supporting the children's home language development is an important part in enabling them to be able to converse effectively in both languages. Parents with LEP identify their home language strategies in this section.

Table 4.14: Home Language Strategies

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I use the One-Parent-One-Language approach when speaking to my child. (Each parent speaks a different language)	16%	28%	0%	36%	20%
2. I use different languages in different parts of the house. (Example: English only to be used in the living room/playroom.)	24%	48%	8%	16%	4%
3. I use different languages at different times.	0%	16%	12%	56%	16%
4. I create a space in the home that is devoted exclusively to the second language.	24%	48%	8%	16%	4%
5. I allow my child to speak any language he/she chooses	0%	20%	4%	40%	36%
6. My children have to communicate in English with each other.	0%	16%	20%	24%	8%

As shown in Table 4.14, a total of 76% parents agree and strongly agree that they allow their children to speak any language that they choose. This allows flexibility for the children to use any of the languages they prefer. However, this is followed by a total of 72% respondents who in total agree and strongly agree to using different languages at different times as one of the strategies employed. 56% of parents applied the One-Parent-One-Language approach where each parent speaks a different language to the children.

The feedback from the respondents shows that 72% of them do not allocate a particular place for their children to use any particular language. There is no conscious effort made by these parents for such specific allocation of space for the use of the English language.

No two language learners are the same, and no two parents are equipped in the same way. But well-prepared early childhood parents will have plenty of strategies from which to choose from that can be effective with a given child. It appears that the children do have the chance of using English in their homes even though it is not the primary language. These home language strategies can be adopted by parents who are not proficient enough in the second language, English.

4.4.3 Second Language Input

This section of the questionnaire explores the sources of input and interaction in the second language intended for the children for the purpose of dual-language development. The input has been narrowed down to the most common language activities conducted by the parents to encourage language development in English.

Table 4.15: Activities in the Second Language

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Using language games	0%	12%	16%	48%	24%
2. Singing songs	0%	0%	0%	32%	68%

3. Reciting poems	16%	28%	24%	24%	8%
4. Singing lullabies	8%	16%	8%	32%	36%
5. Telling simple stories	0%	4%	8%	36%	52%
6. Reading out loud	0%	0%	0%	40%	60%
7. Showing flash cards	16%	28%	8%	28%	20%
8. Reading rhymes	0%	12%	12%	40%	36%
9. Watching television	0%	0%	0%	32%	68%

The parents in this research provide their children with English language input through various activities. 100% of the parents preferred using activities such as singing songs as well as watching television. This may be due to the fun and light learning associated with the activity. These are followed by another 100% of parents who chose the activity of “reading out loud” in promoting an extension of language input for the children. Studies have found that, for older children, being read aloud to in the second language increases second language vocabulary much more than watching television in that language (Patterson, 2002). Read-alouds that include explanations of targeted vocabulary was found able to support word learning (Brabham & Lynch-Brown, 2002; Coyne, Simmons, Kame'enui, &

Stoolmiller, 2004), as can dramatic play organized around a carefully chosen theme (Barone & Xu, 2008; Tabors, 2008).

Simple story telling, language games, singing lullabies and reading rhymes are also among the preferred activities that the parents use with their children. These parents believe that language learning activities should be fun and interesting so that the children are motivated to learn the language as well. In addition, being less proficient in the language, using these activities can assist the parents in providing language input to their children despite their lack of language ability. It is evident that the least preferred activity is poem recitation. This may be influenced by the children's age and difficulties in finding suitable poems for children below the age of 7.

In all societies, family events include language practices in which family members take part in their interaction with the environment. Language practices are not limited just to reading books but extend to include other practices like watching TV, reading the newspaper, reading and/or writing letters, drawing pictures, reading street signs, playing, checking mail, filling coupons, filling application forms, and other practices that a child consciously or unconsciously engages in. Based on this argument, language becomes something bigger and wider than reading and talking about a book and becomes a multilayered and multifaceted construct that contains every learning action and event that occurs in the life of an individual while proceeding in his continuous learning about the surroundings (Taylor, 1985). Language is embedded in the routine of our daily lives.

4.4.4 Resources and Materials

In this section, respondents were asked to choose the resources and materials that aid them in supporting their children's bilingual development. They were allowed to choose more than one in order to determine the frequency of use of the given materials. The popularity of each resource and material is presented in the table below.

Table 4.16: Resources and Materials

Material	Frequency
a. Streaming Video (eg. Youtube)	23
b. Television Shows	21
c. Picture Books	18
d. Educational Toys	18
e. Internet fun games	12
f. Audio/ Talking Books	11
g. Picture Cards	9
h. DVDs	6
i. Dual-Language Books	5
j. Flashcards	4
k. Bilingual Websites	2

Table 4.16 presents the information obtained regarding the materials used by parents to aid their children's language learning. The most utilized resources include streaming videos such as YouTube as well as the use of television shows. Most parents rely heavily on television to expose their children to the second language; this may be considered an entertaining source of secondary support for language learning. Parents seem to prefer these visual and audio

materials in helping their children acquire the second language effectively. Picture books and educational toys in the second language are also favourite tools used to increase a child's exposure towards the language. However, only 2 out of the 25 respondents used bilingual websites as materials. This could probably be due to the small number of English-Malay educational websites available.

4.4.5 Providing a Rich Language Environment

Table 4.17 presents the respondents' chosen strategies in providing their children with a rich language environment. This includes activities to provide language input for the children outside the home environment.

Table 4.17: Providing a Rich Language Environment

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Take my child to playgroups	8%	32%	12%	28%	20%
2. Regularly take child to the library/bookstore	16%	36%	0%	24%	24%
3. Invite English-speaking family members or friends to join family activities	36%	48%	0%	12%	4%
4. Take child to visit English-speaking friends	8%	32%	0%	24%	36%

5. Send child to an English learning programme/class	0%	24%	0%	40%	36%
6. Send child to a bilingual kindergarten	20%	28%	0%	24%	28%
7. Take child on trips to places where child can use the second language.	8%	24%	12%	16%	40%

Providing a rich language environment outside the home is considered as one of the strategies in raising bilingual children as it entails exposing them further to the second language. 76% of the parents agreed that they send their children to an English learning programme or classes in order to enrich their children's language environment. It also ensures future play dates that will provide the child with the ultimate language teachers - other children. This shows the parents' awareness that depending on their own language ability alone is not enough to provide their children with sufficient language input. Sending them to English language classes can help ensure higher success in their children's language learning with the help of proficient English speakers.

A contrasting result shows that 84% of the parents do not invite their English speaking friends to join in their family activities but 60% of them do take their children to visit and meet their friends who speak English relatively well. This may be due to the reason that in family activities, the primary language commonly used is the Malay language. Inviting an English speaking friend may be an uncomfortable situation where most family members talk in the native language.

However, taking a child to visit an English speaking friend will allow more chance for a one-on-one conversation between the child and the speaker. This strategy also allows the child to experience the use of the language outside the home environment and can promote more natural use of the language.

Following that, 56% of the parents can afford to take their children on trips to places where they can use the language. In the case of acquiring English, parents may take their children to an English speaking country to enhance not only their language ability, but also their cultural awareness.

The near equal percentages on both sides of the agree and disagree spectrum shows that the parents choose different methods in providing a rich language environment for their children. As shown, while 52% of the parents send their children to a bilingual kindergarten, the other 48% do not. They may use a different approach such as taking their children to the library or an English learning programme.

4.4.6 Support from the Community

Table 4.18 displays the kinds of support received by these parents from the community which involves sharing ideas, experiences, and advice in raising their children to become bilingual.

Table 4.18: Community Support

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Communicate with other parents to share experiences	0%	0%	0%	40%	60%

2. Ask people if they have an interest in a playgroup, know of any in town, or know of anyone who might know	0%	20%	16%	36%	28%
3. Seek advice from support groups on raising bilingual children	8%	12%	12%	40%	28%
4. Attend courses/seminars to help improve strategies in raising child to be bilingual	12%	28%	0%	32%	28%
5. Get ideas of language learning activities from other playgroup websites	0%	8%	16%	36%	40%

Seeking support from the community constitutes an additional strategy employed by the parents to promote second language development. The support from the community helps the parents when they are not able to contribute to their children's learning of English all on their own. To build a support network between these parents, they arrange many different ways to find others who are raising their children to be bilingual to share ideas with. The parents benefit from their knowledge and are able to share both their doubts and triumphs.

The table shows that all the parents look to other parents to share experiences on raising bilingual children. This is a greatly needed support strategy for parents to adopt to raise bilingual children on their own. Other than that, 76% of the parents agreed that support from the community also comes from playgroup websites as well as actual playgroups. The results show that these parents agree that in Malaysia, support from the community exists and helps them in raising their children to become bilingual. It is also interesting to find that 60% of the parents

take an uncommon approach by attending courses and seminars to improve their strategies in raising bilingual children. The existence of these courses or seminars in Malaysia shows that there is definitely an increasing awareness to raise children to become bilinguals.

4.4.7 Parents' Strategies in Handling Difficulties

Table 4.19 presents the strategies used by parents with LEP in handling difficulties relating to teaching English to their children. These difficulties relate to their own lack of English language proficiency which may make it difficult for them to successfully provide their children with appropriate second language knowledge and input. They opted for these strategies as a way to enhance their ability to raise their children to be bilingual speakers.

Table 4.19: Handling Difficulties

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Speak the language even when in doubt	8%	20%	20%	32%	20%
2. Have dictionaries handy	24%	32%	0%	28%	16%
3. Look up words with child and show excitement and surprise when parents find the word they don't know	0%	12%	12%	40%	36%
4. Read books and tips to teach child English	0%	0%	0%	48%	52%

5. Improving English by attending language classes	28%	36%	0%	24%	12%
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The table indicates that the majority of parents handle their shortcomings in English by reading books and tips on how to teach their children English. This is evidenced by the fact that 52% of the parents strongly agreed and 48% agreed with the statement concerned compared to the other strategies listed. A huge number of language teaching books and resources that are available in the market makes it possible for parents to resort to books for help. Not only that, the internet is also able to provide guidelines and tips for these parents in helping them to successfully incorporate bilingualism in their children's life. Meanwhile, knowing that they are not proficient in English, 76% of these parents use another strategy which is looking up words with their child and showing excitement and surprise when they find words they are not familiar with. This does not only help their children's language development but theirs. The parents' commitment in wanting their children to be able to speak two languages encourages them to improve their own ability to use English as well. This shows a highly positive attitude among the parents in trying to achieve their goal.

However, 64% of the parents do not try to improve their English language ability by attending language classes. Lack of time and money may be probable causes that this method seems the least favoured by the parents. Most adult language classes require learners to come at night and on the weekend. This may not be suitable for the parents as most of them are working parents.

4.5 Analyses of Interview Data

The 12 parents interviewed expressed a strong willingness and desire to support their children's English language learning. Based on the analysis of the interviews, the results were linked to the three major views on the value of language that leads to motivation as laid out in Dagenais (2003) and the model of parental involvement developed by Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey (2005). The motivational factors that impact the parents' decisions to be involved in and to support their children's English learning process were identified and categorized into the three categories of motivation based on the value of language: parental beliefs on the value of language as capital, the social value of language, language investment for the purpose of education, as well as their perceived life context on their ability to raise their children to acquire both Malay and English. The interview allows the researcher to answer all three research questions by seeking in depth explanation on the most beneficial strategies used by the parents.

4.5.1 Motivational Factors

4.5.1.1 Motivational Factors Based on Language as Capital

One major reason why parents want to encourage English learning even though they themselves are not proficient in the language is the perceived status of English as a medium of global communication. Terms like "international", "global", "world" and "common" were used frequently as a form of recognition of the ubiquity of the English language and its necessity as a linguistic tool in a globalized world.

One primary benefit that nearly all parents mentioned is that more job opportunities are available for people with advanced English skills. In their

opinion, candidates who are fluent in English can secure a job more easily than their counterparts who are less proficient. Moreover, they predicted that the market demand for employees with high proficiency in English will continue to increase. One parent discussed the changes in the job market across different generations and explained why not knowing another language (English, in this case) will become an obstacle in gaining easy access to employment.

“Suatu hari nanti, Malaysia masih perlu bergerak ke arah globalisasi. Dan hidup di sebuah negara yang maju, keupayaan bahasa memang sangat penting. Kalau mencari pekerjaan pada masa akan datang, tapi tidak tahu Bahasa Inggeris atau hanya tahu sikit-sikit, anda tidak dapat meluahkan diri anda. Kemudian, orang akan rasa anda tak layak. Zaman berbeza sekarang. Dalam generasi saya, jika anda tidak tahu Bahasa Inggeris dengan baik, ia masih mudah untuk mencari pekerjaan yang sesuai. Dalam generasi awak, jika anda tidak mempunyai keupayaan bahasa yang baik, anda adalah di pihak yang rugi. Apabila sampai kepada generasi anak saya, ia akan jadi lebih satu kekurangan.”

“Someday, Malaysia will still need to move towards globalization. And living in a developed country, your language ability is very important. If you are looking for a job in the future, but you don't know English or you only know a little bit of it, you won't be able to express yourself. Then, people will think you are not qualified enough. Times are different now. In our generation, if you don't know English well, it is still easy to find a suitable job. In your (the researcher) generation, if you don't have good language ability, you are at a disadvantage. When it gets to my child's generation, it's going to be even more of a disadvantage.”

This idea is in line with that of several other parents. For example, another parent mentioned the following:

“Macam adik saya, apabila dia nak masuk ke dalam satu syarikat besar, sebelum dia dapat, dia perlu mengambil peperiksaan Bahasa Inggeris, sekurang-kurangnya satu muka surat. Adik saya memang belajar Bahasa Inggeris dan Jepun. Syarikat memerlukan kedua-dua kebolehan Bahasa Inggeris dan Jepun. Tiada cara lain, anda boleh dapatkan jawatan tu. Biasanya terdapat beribu-ribu pemohon dan mereka hanya mengambil beberapa, sepuluh. Jadi nampak tak, macammana daya saing sekarang ni. Jadi first of all, kena mempunyai keupayaan bahasa yang baik.”

“Like my brother, when he wanted to get into this big company, before getting in he needed to take an English exam, at least a page of it. My brother has learnt English and Japanese. The company requires both English and Japanese abilities. There's no other way to get the position. There are usually thousands of applicants and they only take a few, ten. So you see, how competitive it is now. So first and foremost, you need to have good language ability.”

In other words, as these parents have indicated, English ability is a very marketable skill when applying for jobs in Malaysia. For positions that do not require English proficiency, parents consider it an additional skill that can make their children stand out from others. Five parents from different educational backgrounds further discussed the possibility of pursuing a career abroad, provided one had stronger English language proficiency.

In discussing the advantages of having English language fluency, 8 out of 12 parents believed that it influences remuneration. They all associated better English with "higher incomes" or "higher-paying jobs". It is also worthwhile to note that these parents were from less affluent families and they perceived English as an important tool for providing their children with better financial security in the future.

Overall, the majority of the parents interviewed see definite job market rewards in acquiring both English and Malay. This awareness provided them with a strong incentive in promoting their children's English learning from an early age.

4.5.1.2 Motivational Factors Based on the Social Value of Language

In the context of social communication, most parents focused on the convenience of knowing English when travelling to foreign countries. For example, a mother of two children, explained as follows,

“Saya selalu beritahu dia orang yang untuk melancong, selalunya mesti kena ada kemahiran bahasa Inggeris yang lebih baik bila melawat negara-negara lain. Atau bila jumpa dengan seseorang dari negara-negara lain dalam masa depan, nanti lebih senang nak berkomunikasi dengan mereka. Bahasa Inggeris adalah global language. (Ketika anda berjalan), anda mahu untuk melawat tempat-tempat yang berbeza, so jika nampak tanda-tanda Bahasa Inggeris, akan tahu macammana nak ke sana. Kita boleh semak maklumat, minta sendiri, semuanya lagi senang.”

“I often tell them that for travelling, you'll often need better English skills when you visit other countries. Or when you meet

someone from other countries in the future, it is easier to communicate with them. English is the world language after all. (When you travel), you want to visit different places, if you see English signs, you'll know how to get there. You can check for information, ask for yourself, everything is much more convenient.”

Nearly all parents interviewed shared these ideas. They consider English an important tool to obtain travel information and to hold conversations with people from other countries. It is important to note that for many parents, the perceived value of English for tourism seemed to be a reflection of their own travel experience. Another parent, who had been to many countries, recalled her conversations with her son about the inconveniences resulting from her limited English proficiency. She said,

“Saya selalu beritahu dia, apabila syarikat sebelum ini saya membawa kami ke Singapura atau China, mereka bercakap dalam Bahasa Inggeris juga, apabila lulus kastam, kita tidak boleh faham apa yang mereka minta. Macam membandingkan epal dengan oren, nak kena berlakon, memang amat sukar. Bila kita pergi membeli-belah, saya selalu kata saya tak tahu. Saya hanya boleh cakap how much, how are you, dan tiada lain. Dan kemudian saya guna kalkulator untuk minta diskaun, (mereka berkata) 500, (Saya kata) no. Saya hanya tahu yes dan no, memangla mengerikan. Saya tak tahu macammana untuk mengatakan mahal sangat.”

“I often told him, when my previous company took us to Singapore or China, they speak English there as well, when passing the customs, we could not understand what they were asking. It's like comparing apples to oranges, acting out, it was very difficult. When we went shopping, I always said I don't know. I could only say how much, how are you, and nothing else. And then I used a calculator to ask for discounts, (they said) five hundred, (I said) no. I only know yes and no, it was horrible. I don't even know how to say too expensive.”

Although these parents presented very different travel experiences, they both depicted real situations where the knowledge of English could have a positive impact. Unpleasant travel experience in fact further increased interest in having their children learn English. While most parents focused on the instrumental aspects of English in the context of tourism, several parents also recognized its value at the interpersonal level. English for tourism plays an important role in these parents' motivation to support their children's English learning.

4.5.1.3 Investment in Education

With the increasing emphasis on English in Malaysia, all parents interviewed considered English an asset that can benefit their children's academic experience. English is a compulsory subject taught in Malaysian schools as part of the curriculum at both primary and secondary levels. This is an important reason for parents to promote English learning. Active participation in the English classes in schools will impact children's academic performance at school especially in their Sijil Pelajaran Malaysia examination. Universities in Malaysia today require students to at least achieve a Band 3 level in the Malaysian University English Test (MUET) in order to graduate. This new requirement has influenced many parents' attitudes towards their children's English learning. As one parent explained,

“Kerajaan Malaysia pernah melaksanakan Bahasa Inggeris untuk Sains dan Teknologi dalam kurikulum sekolah. Saya rasa sebelum ini, bahasa Inggeris adalah satu trend, ia macam, ok, ia adalah kepentingan. Tetapi bila saya mendengar mengenai pelaksanaan tu, saya rasa sekarang, ia adalah satu kemestian. Walaupun mereka kini dah kembali gunakan Bahasa Malaysia, saya mempunyai fikiran saya

bahawa bahasa Inggeris adalah bahasa penting untuk anak-anak saya kuasai.”

“The Malaysian government had once implemented English for Science and Technology in the school curriculum. I think before, English language was a trend, it's like, ok, it is important. But once I heard about the implementation, I think now, it's a must. Eventhough they have now reverted to using Bahasa Malaysia, I have the opinion that English is definitely an important language for my children to master.”

When discussing the academic value of English, two-thirds of the parents believed that establishing a good foundation of English knowledge at the primary school level is advantageous for children's secondary school experience in many ways. They gave three reasons in particular. First, they stated that successful English learning at the primary school level can facilitate later English learning. Second, parents suggested that more time can be allocated to other core subjects once English is taken care of. Finally, a high level of English language attainment can lead to better educational opportunities for tertiary level and beyond.

For many parents, English development from an early age is considered a crucial preparation for school. They believe that knowledge of English at the primary level can have a great impact on their children's performance. Therefore, many of the parents interviewed are willing to put in much effort in encouraging and supporting their children's English learning at a very young age despite their own lack of English proficiency. They believe that a good English foundation early on could result in their children not only spending less time studying for English but also achieving a high level of English language proficiency and literacy later on in their academic life.

English is considered a necessary subject for children to master. Many parents felt that their children can have a better chance not only of advancing to college and university but also of getting into a higher-ranking university with a higher score in English. A truly engaged mother stated,

“Sudah tentu, kita berharap bahawa dia boleh masuk ke sekolah yang baik. Bahasa Inggeris penting. Awak tengok, sekarang dalam sistem matrikulasi, mereka mempunyai skor pemberat bagi mata pelajaran yang berbeza dan Bahasa Inggeris adalah subjek yang mempunyai nilai-nilai yang paling tinggi. Bagi mata pelajaran seperti Matematik atau Fizik, jika anda tidak perlu untuk masuk ke dalam bidang tu, mungkin mata pelajaran itu tidak dikira dalam markah anda pada semua. Tetapi untuk Bahasa Inggeris, ia adalah berbeza. Jadi kalau awak mendapat gred yang lebih baik dalam bahasa Inggeris, awak mempunyai peluang yang lebih baik daripada orang lain untuk masuk ke program akademik yang awak mahu atau untuk mendapatkan ke sekolah yang lebih baik.”

“Of course we hope that he can get into a good school. English is particularly important. You see, now in the matriculation system, they have score weightings for different subjects and English is the subject that has the highest value. For subjects like Mathematics or Physics, if you don't need to get into those fields, probably those subjects are not counted in your scores at all. But for English, it's different. So if you get better grades in English, you have a better chance compared to others to get into the academic programme that you want or to get into a better school.”

The Internet has also influenced parents into seeing great benefits of knowing English alongside Malay. The children had access to the internet as all families subscribed to the internet service at home. Half of the parents interviewed indicated that the status of English in the world of technology is a

primary reason that they would encourage English learning. They recognized the increasing inseparability between the English language and information technology given the realities of globalization and recent worldwide advancements in technology. This idea is best described by one of the parents when explaining the relationship between technology and the increasing status of English.

“(Pembelajaran) Bahasa Inggris, utamanya, adalah untuk mempunyai satu alat tambahan. English bukanlah bahasa yang sangat penting di dunia. Maksud saya, orang yang bercakap Bahasa Inggris tak lah yang paling banyak di dunia. Hanya England, Ireland dan Scotland negara-negara berbahasa Inggris di Eropah dan maka US dan Kanada dan beberapa negara Asia yang merupakan tanah jajahan England. Jadi sebenarnya, orang yang bertutur dalam bahasa Inggris adalah sangat kecil. Tapi sekarang, English menjadi seperti yang berkuasa, saya fikir sebab Internet. Dan untuk internet, bahasa utama tu bahasa yang sama, Bahasa Inggris.”

“(Learning) English, mainly, is to have an additional tool. It's not a very important language in the world. I mean, the number of native English speakers is not the most in the world. Only England, Ireland and Scotland are the English speaking countries in Europe and then there are US and Canada and a few Asian countries that were colonies of England. So in fact, the native English speaking population is very small. Now, it has become such a powerful language, I think it is because of the Internet. And for the internet, your main language, the common language, is English.”

As the internet becomes more accessible and people come to depend more on it, parents increasingly see English as a necessary and important vehicle for the consumption and dissemination of information. Consequently, parents become more interested in having their children learn English. "English has

become an important gatekeeper to a broader pool of information and knowledge online" (Bahasa Inggeris telah menjadi satu penentu yang penting kepada kumpulan informasi dan ilmu online), stated a mother. Eight parents reported using daily opportunities to demonstrate this instrumental value of English to their children. As an example, a mother mentioned,

“Saya nak anak-anak saya tahu yang macam-macam maklumat boleh kita dapat dalam internet. Tapi ye lah kebanyakannya memang dalam bahasa Inggeris. Contohnya bila anak-anak saya tanya saya sesuatu, saya suka ajak mereka cari jawapan dalam internet. Mereka pun sedar jawapan-jawapan yang mereka cari banyak terdapat dalam bahasa inggeris. Kalau video-video yang bentuk pendidikan dalam You Tube pun yang selalu anak-anak saya suka yang dalam bahasa Inggeris. Mungkin sebab Malaysia ni kurang kartun-kartun bahasa Inggeris yang menarik.”

“I want my children to know that there are all kinds of information we can get on the internet. But yes, most of it is in English. For example, when my kids ask me something, I like to get them to look for the answers on the internet. They realize that a lot of the answers they are looking for are in English. Even educational videos on You Tube that my kids love are in English. Perhaps the reason for this is that Malaysia lacks interesting English cartoons.”

A few parents also considered English the gatekeeper of information and knowledge in the context of publications. They were aware of the dominance of English in the publishing industry and that English, in many instances, makes obtaining first-hand information possible. A couple of parents shared that during their college years, their struggle with English books and articles limited their understanding of the subjects of study. Although translations might be available,

these parents believed that only through the original language can one fully comprehend the meaning that authors try to convey. One parent explained,

“Kita tahu dari pengalaman kita membaca buku-buku Inggeris sebelum ni, kami terpaksa mencari setiap perkataan dalam kamus setiap masa. Kemudian apabila letak terjemahan Melayu bersama-sama, still tak faham. (Walaupun) ada sedikit buku yang diterjemahkan, pada hakikatnya, kualiti beberapa buku atau artikel-artikel teknologi yang diterjemahkan tak konsisten. Lebih baik tak percaya dalam semua. Lagi selamat untuk membaca dalam bahasa asalnya sendiri.”

“We know from our experience of reading English books before, we had to look every word up in the dictionary every time. Then when putting those Malay translations together, we still didn't understand. (Although) there were some translated books available, in fact, the quality of some of the translated books or articles on technology was not consistent. It's better not to believe in all that. It's safer to read it in its original language.”

The excerpts above show that many of the parents believe that having the linguistic ability to obtain instant and first-hand information can give their children a competitive edge in today's globalized society. It is this belief that motivates them to encourage their children to acquire English from an early age. They do not want their children to face the same learning difficulties they faced just because of a language constraint.

4.5.1.4 Perceived Life Context in Ability to Raise Children to Become Bilingual

Nearly all the parents utilize what they view as important elements from their own experience to support their children's English learning. The common

perspective that these parents shared was learning from their less successful experiences, and assisting their children to achieve what they could not achieve. As one parent shared, she wants a different English learning experience for her children.

“Sebelum ini, bila guru-guru Bahasa Inggeris mengajar bahasa Inggeris, cara mereka adalah berbeza. Perkara itu adalah jika anda tidak tahu sesuatu, dia akan meminta anda untuk menyalin sebanyak sepuluh kali. Jadi saya sentiasa menentang pembelajaran Bahasa Inggeris. Jadi saya tidak mahu anak-anak saya untuk menjadi seperti saya untuk menolak pembelajaran bahasa Inggeris. Itulah sebabnya saya yakin saya boleh menyediakan mereka dengan input bahasa yang lebih baik kalau dimulakan sejak kecil.”

“Before, when English teachers taught English, their ways were different. It's like if you don't know something, he or she would ask you to copy it ten times. So I always resisted learning English. So I don't want my children to be like me to reject learning English. That is why I am confident I can provide them with better language input if I start teaching them from young.”

Having identified areas that they had struggled with, the parents said they would usually pay much more attention to those aspects of difficulty—such as oral language and listening comprehension—when engaging their children in learning English. At the same time, these parents were also able to draw on their knowledge of English as a positive resource. As a parent explained, parents exploit what they know and feel most confident about, and seek other resources to support their children's learning in the areas they have little knowledge about. Thus, both what parents know and do not know play a role in supporting their children's English learning. Most parents believe that children's starting date for learning is not a one-size-fits-all formula. While seeing the advantages of early

exposure to English, they also cautioned against an over emphasis on early English learning, which might lead to a negative impact on the children's English and Malay development as well as overall academic achievement.

The importance of interest and motivation

The importance of interest and motivation in their children's English learning process is one of the recurring themes in the interviews. All parents agree that developing an interest and having strong motivation are crucial for successful bilingual upbringing. All parents believe that the more you are interested in teaching your children another language (English), the more effective and successful the process will be. One of the mothers described this situation as follows:

“Tak ada guna ajar anak kita buat benda yang dia tak suka. Tapi tanggungjawab ibu bapa juga la untuk buat anak-anak minat dengan bahasa Inggeris. Kalau kita tunjuk yang kita minat, kita suka, dengan cara yang betul, anak pun akan berminat. Saya tak pandai sangat bahasa Inggeris, tapi saya seronok bila menyanyi nursery rhymes dengan anak saya. Dia suka menyanyi. Jadi dia pun seronok. Jadi dari situ kita galakkan lah dia untuk minat bahasa Inggeris. Macam-macam lagu dia boleh nyanyi dalam bahasa Inggeris. Dia jadi berminat nak belajar bahasa Inggeris sebab dia nak menyanyi.”

"There is no use of teaching our children to do things they do not like. But it is also the responsibility of parents to make their children interested in the English language. If we show that we are interested, we like it, in the right way, children will also become interested. I'm not very good in English, but I am excited to sing nursery rhymes with my son. He loves to sing. So he also enjoys it. So starting from there we encourage him to be interested in English. There are many songs he can sing in English. He is so keen to learn English because he wants to sing. "

Limited English Proficiency

A salient theme across the interviews was the parents' concerns over their own limited English language proficiency. All but two parents discussed the role of their English proficiency in their children's English learning process. Among these parents, only two parents perceived themselves as having sufficient English proficiency to assist their children's learning. The majority of the parents interviewed perceived themselves as having limited English proficiency, a fact that they believed greatly constrained their ability to support their children's English learning. They explained that having limited English proficiency affected their support in two ways. First, they were not able to provide rich English input at home, especially oral English. The second constraint was finding a way to create authentic English language use with their children.

As two parents explained,

“Saya benar-benar berharap saya mempunyai kemahiran yang lebih baik Bahasa Inggeris, jadi saya secara semulajadi boleh membawa masuk bahasa Inggeris dalam kehidupan seharian dan mengembangkan minat. Tetapi saya fikir saya tidak mahir dalam aspek itu, jadi satu-satunya cara dia boleh mempunyai pengalaman dengan Bahasa Inggeris adalah semasa pergi ke playgroup bahasa Inggeris. Tetapi itu bukanlah harian kehidupan Bahasa Inggeris, jadi sayangnya. Jika Bahasa Inggeris boleh dimasukkan ke dalam kehidupan seharian, saya rasa seperti bahasa Melayu, ia boleh dipelajari dengan lebih cepat.”

“I really wish I had better English proficiency so that I could naturally bring English learning into her everyday life and develop interest. But I think I am not proficient in that respect, so the only way she can have experience with English is when she attends her English playgroup. But that's not everyday life English, so that's a pity. If English can be incorporated into daily life, I think, just like Malay, it can be learned more quickly.”

“Jika ibu bapa telah mempunyai beberapa latar belakang pendidikan di US, anak-anak mereka akan mempunyai kelebihan untuk persekitaran yang mereka dapat. Kerana bila kanak-kanak pulang ke rumah, anda boleh bercakap dengan mereka dalam bahasa Inggeris. Berbeza dengan kita, kita cara pemikiran Melayu. Jadi jika anda ingin membuat perbualan dengan dia dalam bahasa Inggeris, ia tidak akan menjadi fasih macam orang-orang ibu bapa yang telah belajar luar negara.”

“If parents have had some education background in the US, their children will have an advantage due to the surroundings that they are in. Because when children come home, you can talk to them in English. Unlike us, we have a Malay way of thinking. So if you want to have a conversation with him in English, it won't be as fluent as those parents who have studied abroad.”

These extracts demonstrate the parents' desire to create a rich language environment that can provide opportunities for their children to not only receive input but also use the language. Having such an environment at home is crucial to many parents as they consider the opportunities to practice English learning and use in the context of the Malaysian setting is limited. While low English proficiency constrained the parents' involvement in their children's English learning, these parents did not negate the possibility of helping their children with what they knew.

4.5.2 Parental Support Strategies

It is clear that all parents interviewed want their children to learn English and they expressed a desire and willingness to support the learning process. It was also demonstrated in the previous section that most parents share similar aspirations for their children's English learning. However, when it comes to actualizing their visions, the parents seem to differ in the support systems that they provide for their children and the degree of support given. There are some parents who have clear plans to support their children and are able to implement most of their plans and engage their children in

various English learning activities. However, other parents are only able to provide limited support for their children's English learning. Some of them have ideas and plans for involvement, but they are unable to carry out those plans. Others simply have little idea about how to assist their children to succeed in their English learning.

The contextual constraints discussed earlier do not however affect the parents' willingness to support their children's learning of English and they certainly do not reject the possibilities of parental involvement in this regard. However, the combination and dynamics of these constraints present a learning environment and support system that was unique to each family. Based on the interview data collected, the parents expressed varied views with regard to their perceived roles in their children's English learning and the strategies and activities that they use to support their learning.

4.5.2.1 Parents' Role

In the interviews, the parents provided three types of responses that showed differences in their means of support and their perceived responsibilities for themselves. The majority of parents described their role as helpers in their children's learning of English. They saw themselves assisting their children by cultivating their children's interest in learning English, searching for language learning resources, and collaborating with the community.

An example of each of these roles is expressed in the excerpts below.

“Saya harus menyatakan mengusahakan dan menggalakkan. Saya fikir anda tidak boleh menjadi satu yang membuat mereka tak minat dalam mempelajari Bahasa Inggeris. Perkara yang ibu bapa perlu

lakukan adalah untuk memastikan bahawa mereka tidak menolak pembelajaran Bahasa Inggeris.”

“I should say cultivating and encouraging. I think you should never be the one who takes away their interest in learning English. The thing that parents need to do is to make sure that they are not resistant towards learning English.”

“Saya tak terlibat dalam pembelajaran anak saya secara langsung. Ia bukanlah seperti mata pelajaran lain. Kita tidak tahu Bahasa Inggeris, jadi kami hanya boleh tolong dia. Saya akan melihat apa yang dia perlu, atau suka buku bahasa Inggeris. Saya akan membeli sumber tambahan untuk dia. Apa yang saya boleh beri, saya akan lakukan.”

“I’m not involved in my child’s learning directly. It’s not like other subjects. We don’t know English so we can only assist her. I would see what she needs, or if she likes an English book. I would buy her supplementary resources. Whatever I can give her, I’ll do it.”

“Saya terus berhubung dengan ibu bapa lain, saya bertemu dengan dari playgroups. Saya akan meminta ibu bapa dari playgroups tentang pendapat pembelajaran anak perempuan saya dan apa yang boleh saya lakukan untuk membantu anak saya. Saya tidak pasti jika apa yang kita belajar sebelum adalah sama seperti apa yang dipelajari sekarang. Jadi saya tidak mahu meneruskan dan mengajarnya. Jadi saya akan meminta pendapat ibu bapa yang berpengalaman lain.”

“I keep in contact with other parents I have met at playgroups. I would ask the parents from playgroups their opinion about my daughter’s learning and what I can do to help her. I am not sure if what we learned before is the same as what they are learning now. So I don’t want to just go ahead and teach her. So I would ask the opinion of other experienced parents.”

The excerpts presented above reflect that all these parents were in one way or another involved in their children's language development process in that they provided all possible assistance. For example, in the form of motivation, in providing learning resources or by gaining consultation from others in order to guide their children in the learning of English. Moreover, these parents consider themselves active participants in their children's English advancement.

4.5.2.2 Creating a Rich Language Environment

Most parents wanted to focus on creating a language environment that is engaging enough to trigger and sustain their children's interest and motivation for learning English. For some parents, their vision to provide an engaging environment was realized in their everyday interactions with their children. Below, two parents discussed different strategies employed to stimulate their children's interest in learning English.

“Kami mula bermain permainan dengan Flashcards sejak dia kecil lagi. Mereka suka bermain permainan. Jadi, bermula dari permainan, mereka tidak akan menentang pembelajaran Bahasa Inggeris dan saya beli buku-buku kanak-kanak dalam bahasa Inggeris supaya mereka boleh membaca dan mereka akan menjadi minat dalam pembelajaran Inggeris yang secara beransur-ansur.”

“We started to play games with flashcards since she was young. They like to play games. So starting from games, they will not resist learning English. And I buy them children's books in English so that they would read them and become interested in learning English gradually.”

“Saya rasa ia hanya untuk memulakan minat mereka. Maka mungkin, kadang-kadang kami akan sewa kartun seperti Shrek atau

filem yang mereka suka. Menggunakan kartun untuk membangunkan kepentingan dalam pembelajaran Bahasa Inggeris. Kemudian terdapat sedikit perbualan sederhana atau vocab dalam filem, maka kami pasti akan melakukan sedikit perbincangan tentang itu.”

“I think it's just to trigger their interest. Then maybe, sometimes we'd rent cartoons like Shrek or movies that they like. Using cartoons to highlight the importance of learning English. Then there are some simple conversations or vocabulary in the movies, we will surely have a little discussion about that.”

As the extracts above show, these parents seem to focus on making learning English fun and interesting for their children. Moreover, they tend to build on what their children were already interested in to create learning opportunities and to encourage further learning. This shows that parents with limited English skills are still able to draw on other resources to enhance their efforts in fostering their children's interest and motivation for learning English.

4.5.2.3 Materials and Activities

Most parents mentioned that using interesting materials and activities would motivate their children to learn English. Thus, the key was that their children would also be able to learn from these activities and materials besides having fun. One parent mentioned,

“bermain game adalah seronok, itu ok. Tapi yang penting adalah apa yang anak-anak telah belajar melalui permainan ini. Ia tidak boleh menjadi seperti ia hanya permainan. Nanti macam tak bermakna ”.

“Playing games is fun, that's ok. But the important point is what the children have learned through these games. It should not be like it's just about playing games. That would be meaningless”.

Another strategy that almost all, except one of the families share is the use of multi-media materials. However, there are also variations in both the quantity and types of materials used. The number of multi-media materials provided at home range from having one piece of instructional CD, multiple sets of audio English books, songs, and DVDs, to having access to various on-line learning programmes. Moreover, parents differ in the ways that they utilize the available multi-media materials at home.

Two parents pointed out that it is their children's choice whether or not to use these materials and most of the time, their children seldom engage with these materials. Other parents expressed that they are more active in using the multi-media materials available at home. Some simply play CDs or DVDs to provide input while other parents incorporate extended activities based on the multi-media materials. Below are accounts of parents' experiences in using multimedia materials, showing how they utilize them differently.

“Hanya lagu. Saya selalu memainkan lagu. Saya akan bermain muzik seperti Jason Mraz dan apa-apa. Apabila saya di rumah, atau di dalam kereta, CD sentiasa pasang. Saya hanya mahu mendedahkan ke Bahasa Inggeris. Saya juga bermain lagu kanak-kanak yang mudah. Saya juga akan memainkan buku audio Bahasa Inggeris untuk mereka sebelum mereka tidur.”

“Just songs. I always play songs. I would play music like Jason Mraz and others. When I'm at home, or in the car, the CD is always on.

I just want to expose her to English. I also play simple children's songs. I would also play English audio books for them before they go to sleep.”

“Kadang-kadang lepas dengar CD, saya akan menggalakkan mereka untuk berlakon watak dengan dialog. Kemudian kedua-dua mereka akan meniru dialog dalam CD. Satu masa, saya dah lupa cerita tu sekarang, tetapi itu adalah satu cerita lucu. Ia adalah perbualan antara gajah dan tikus. Jadi mereka selalu practice bersama-sama, dan kemudian lama-lama jadi hafal.”

“Sometimes after listening to the CD, I would encourage them to do a role play with the dialogue. Then both of them would imitate the dialogue in the CD. One time, I can’t remember the story now, but it was a funny one. It was a conversation between an elephant and a mouse. So they always practiced together, and then after a while they memorized it.”

In addition to multi-media materials, the majority of the parents disclosed that they also make available written English materials and resources in their homes. These parents reported providing a range of materials and resources. Some families had about twenty English or Malay-English bilingual picture books. Others owned several collections of specific Malaysian or western illustrations, and other types of materials including vocabulary flashcards, big books, dictionaries, and workbooks. Most parents who provided English written resources and materials at home also indicated that they would sometimes take their children to the bookstore and library to get materials that their children found interesting. The frequency of their visits ranged from once or twice a month to once a week.

Another strategy that several parents use to support their children's learning of English is shared reading of English books. Seven parents indicated that they read

English or Malay-English bilingual books with their children. Although these parents have some basic knowledge of the English language, they still think that reading in English to their children is a challenging task. Therefore, instead of doing most of the text reading themselves, they choose books that their children can read, and they listen to their children's reading. They said that they usually provide feedback or scaffold the reading process only when their children encountered difficulties. A parent's reading experience with her child is illustrated in the following excerpt.

“Apabila dia mula-mula belajar bahasa Inggeris, saya mula membeli sedikit buku-buku Bahasa Inggeris yang mudah untuk biarlah dia membaca kepada kami. Selepas membaca, saya akan melihat bahagian bahawa dia mempunyai masalah dan akan cuba untuk membaca kepadanya. Kerana bagi orang dewasa, jika kita tidak benar-benar tahu, kita sekurang-kurangnya boleh melihat ia di dalam kamus dan membantu dia.”

“When he first began to learn English, I started to buy some simple English books for him to read to us. After his reading, I would see which parts he had trouble with and would try to read it to him. Because for adults, if we don't really know something, we can at least look it up in the dictionary and help him.”

The extract demonstrates that the interaction between the parent and her children during shared reading of English books was mainly text focused. Although these parents do not have sufficient English ability to read English books fluently to their children, they emphasize on the importance and value of reading with their children as they believe it contributes to their success in learning English.

In addition to the strategies discussed above, a small number of parents have also enrolled their children in English programmes, have travelled with their children to

English-speaking countries, and seek help from their social network including relatives or neighbors or English-speaking friends who have more knowledge of the English language to support their children's English learning. The parents interviewed in this study engage their children in a variety of activities related to English learning. Their use of different strategies and activities demonstrate that the parents are active in their efforts to support their children's English language learning process.

4.6 Conclusion

On the whole, all parents mentioned the word "interest" or "motivation" during the interviews and agreed on the importance of these two elements in their children's learning of a second language. Data analyzed from both the questionnaire and interview shows that every parent clearly seems to believe that there is a strong link between interest or motivation and their children's English learning outcomes. Thus, while recognizing the value of English, the parents indicated that they also try not to steer their children into what they personally find interesting or important but rather what their children in fact enjoy. They believe that effective and successful learning outcomes are usually manifested when the children themselves are willing to explore and learn. In their opinion, forcing children to learn usually resulted in passive learning and negative outcomes.

CHAPTER FIVE

CONCLUSION

5.0 Summary of Findings

While the issue of parental motivation and support in children's language development has been explored with monolingual and bilingual families in ESL contexts, there has been a dearth of research focusing on parental support on raising children with two languages from parents with limited language proficiency in the second language, i.e English. This study recognizes the unique context of parents with limited English proficiency and the findings contribute towards relatively in-depth quantitative and qualitative understanding of factors that motivate parents to promote English language learning amongst their children as well as the support strategies parents employ to achieve their goals.

Findings from this study support previous research documenting parental involvement as a dynamic process that can be influenced by various individual and contextual factors (Brisk, 2006; Jeynes, 2005; Walker et al. 2005). It further identifies specific motivational factors that are important in the Malay parents' experiences in supporting their children's learning of English. In this chapter, the major findings will be discussed in relation to the three research questions that have guided this study and previous research on motivation towards bilingualism.

5.1 Connection to Bronfenbrenner's Ecological and Sociocultural Theory

Bronfenbrenner's (1979) ecological system stresses on the significance of the quality and the context of the child's surrounding environments in learning. The results of this study support the theory as it highlights the important role that the family context plays in the Malay children's English language development. It shows that parents and family resources greatly influence the amount, level, and types of support and resources that a child can have access to when learning English. Moreover, the complex interaction between the contexts that surround a child including family, and the society is also demonstrated in the parental support experiences shared by the Malay parents who participated in this study. These parents' motivation for involvement and choice of support system for their children's English learning were largely influenced by their perceived value of English in the larger societal and global context.

As shown in the study, parental involvement does not take place in a vacuum; rather, it is a social and cultural activity in which various societal and personal factors interact with each other within every layer. In examining the parents' motivation and support for their children's learning of English, the study found that parents' beliefs were influenced by societal values and their own personal experience as to how they were advantaged by knowing English or disadvantaged by not knowing English. As demonstrated in previous studies on parental involvement in language and literacy development (e.g. Baker et al., 1997; Snow & Tabors, 1996), both the parents' visions for their children's English language learning and their practices were found to be central ingredients in the parental involvement process and in constructing the environment for English language learning.

5.2 Parental Motivation towards Supporting Early Child Bilingualism

Although evidence generally suggests that parents being involved with early child bilingualism is beneficial for children's academic success, little is known about parental motivations for involvement and how these motivations influence specific decisions. This study examined the relative contributions of the selected three major views laid out in Dagenais (2003) that includes language as capital, social value of the language, as well as investment in education. Following the three major views, the study also examined the parents' perceived life contexts that contribute to their motivation to promote bilingualism to their children.

Parents' high expectations of education in general and their willingness to provide their children with a good education have been documented in a few studies (Law 2002; Peng, 1993). This general positive attitude towards their children's education was also found in the findings of this study on LEP parents' involvement in their children's learning of English. The group of parents interviewed greatly valued their children's learning of English and expressed strong willingness to be involved in their children's English learning process. They emphasized both the instrumental and interpersonal functions of English and believed that good English proficiency could give their children a competitive edge in both the global context and in the context of Malaysia. For these parents, the English language is a necessary linguistic tool for communication and access to knowledge in a global world, particularly in the contexts of tourism, the Internet, and publishing.

The parents also expressed that in the context of Malaysia, English can be an asset that can give their children an advantage to get ahead and be successful both

academically and in any future career. For a few parents, it is also considered as a vehicle for upward social mobility, although this aspect was only mentioned by two parents. In addition to societal values, the parents' own English learning experiences, regardless of the learning outcome, were found to be a motivational factor and influential in the support of their children's English learning. The parents are in favor of early English learning as they believe that it can lay a positive foundation for later success in the learning of English. This perspective is aligned with various studies that demonstrate the positive relationship between early language literacy skills and later success in language learning (August & Shanahan, 2006; National Research Council, 1998).

The findings support the observation made in this study where the parents with LEP are highly motivated to promote their children's English learning. However, supporting their children's English learning is evidently a difficult task for these parents, as compared to being involved in their children's education in general. The parents feel more challenged in assisting their children's English learning because of their own lack of English proficiency and the lack of opportunities to use and be exposed to the English language in the larger community and society. To overcome the parents' own shortcomings in English, many believe it is necessary to provide additional resources and support for their children's English learning, which requires a bigger financial and time investment.

These findings are aligned with the model of parental involvement proposed by Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey (2005). They suggest that parents' perceived life context can impact their choice of support practices. The study supports this framework and further presents the unique context in which these LEP

parents were situated and shows the existence of a close relationship between the actual individual and the contextual factors in the process of supporting their children's English learning. Furthermore, the findings also suggest that parents' perceived life context influenced these parents' role in supporting their children's learning of English.

The parents have encountered different experiences in supporting their children's English language development. In this study, parents with LEP were found to be able to work through various constraints to provide the best English learning environment possible for their children.

5.3 Parents' support strategies

The parents reported various strategies and practices that they use at home to encourage English learning. A few common practices adopted by these parents in creating an appropriate language environment for the children resourcing from many different kinds of activities and materials such as television programmes and books. The examination of the support system and learning opportunities that parents provide their children has revealed four characteristics. Firstly, these children usually have certain language routines outlined by their parents. In order for these LEP parents to help their children to become fluent in the language, they provide their children with continuous exposure to the language. Parents create language routines for the children to follow. However, they are not extremely strict as they allow the children to flexibly use the language depending on the situation. Parents become highly involved in their children's development by finding enough language opportunities for their children to enjoy, by planning trips to other countries, and trying to learn the language themselves.

Secondly, these parents are actively involved in their children's language development and seek resources to work on problems that their children face. Thirdly, was the strong and effective partnerships formed between parents from playgroups. Joining a support group also encouraged them to make progress. These support networks come from playgroups with other families in the same situation. Teaming up with others in the same situation helps these LEP parents. The last important characteristic was provision of rich language input at home. In particular, a strategy shared by all parents is to have extensive English learning materials and resources such as the access to YouTube, children television shows, singing songs and doing shared book reading activities. Moreover, having their own materials helps these parents a lot in creating extra exposure towards the second language.

The findings of this study support a previous survey (King, K., & Fogle, L. 2007) showing that most parents provide multimedia and written language resources at home. However, some qualitative differences were found in the amount and types of materials and how parents or families utilize these materials. While some parents actively engage their children with these materials for English learning activities, some parents provide the materials as resources for their children to use if they want to.

The research has identified that providing rich language materials to the children constitutes the most beneficial strategy they adopted. From the survey responses and interviews, it was clear that many parents rely heavily on commercial language materials such as books, videos, television programmes, and music CDs to help their children learn a second language. In fact, much of the popular press and advice literature stresses the value of books and videos, often providing long lists of language learning television and video programmes (Eisenberg et al., 1989; Langley, 1999.). Yet

research clearly indicates that some activities are more effective than others in promoting second language acquisition and bilingualism. In particular, there are limits to television and video as instructional aides with young children. Researchers have found that live interaction (e.g., reading or talking to a child) is more effective than exposure to recorded sounds (e.g., television) (Kuhl, Feng-Ming, & Huei-Mei, 2003). Other studies have found that, for older children, being read aloud to in the second language increases second language vocabulary much more than watching television in that language (Patterson, 2002).

Regardless of their English language proficiency, these parents are able to engage their children in reading English books. Some of them listen to their children's reading while others are more participatory in reading to their children. Research conducted with both monolingual and bilingual families in ESL contexts has demonstrated that having a rich literary environment and practising shared book readings play a significant and positive role in children's language and literacy development (e.g. August & Shanahan, 2006; Dickinson & Tabors, 2001; Snow & Tabors, 1996). The findings of this study support this perspective and further document that, shared book reading can also be important in children's English language learning. In previous studies, it has been suggested that extended conversation during shared book reading can be advantageous in children's language development (Dickinson & Tabors, 2001). It was revealed in this study that shared book reading activities described by these parents focused on the word level components of reading, such as letter-sound relationship and decoding skills, without much conversation on the content. For some parents, the lack of extended conversation on content might be due to their lack of English proficiency.

However, this study has insufficient information to relate the parents' level of language proficiency and the degree of success in a child's second language development. It would be interesting for future research to explore the relationship between support strategies provided by the parents and their children's language development to further examine the effectiveness. The research did not address the impact or effectiveness of parental involvement practices on the outcome of children's English learning. However, the findings of this study can be used as a basis for future research on exploring the links between specific home practices and children's English language development.

5.4 Implications of the Present Study and Recommendations for Future Research

In the light of the present findings, the major implications for bilingualism in Malaysia and future research will be discussed here. First, information on support strategies and home practices that parents can apply to support their children's English learning may also be beneficial for all parents. Furthermore, programmes and meetings can be held to demonstrate how parents with different English proficiencies can implement English learning activities with their children at home. Creating programmes to help parents to share their concerns, answer their questions, and provide them with materials they can use to help their children's language learning can be very meaningful to parents with LEP. This can be done by establishing a bilingual children's club or association that provides support for both, parents and children. The parents in this study want their children to be fully bilingual as adults. They are saddened to think that, without support, their children could lose the chance to become bilingual. These families need the support of excellent bilingual group programmes. For parents who are not able to speak English fluently, it is critical that they have access to excellent bilingual programmes.

Although more research is still needed involving a bigger group of respondents, the strategies and activities that were utilized by the parents in this study can be considered and adapted in planning specific language learning programmes for parents and children. More funding is needed to create language enhancement clubs and programmes to develop parents' support in early child bilingualism. Research on the quality and effectiveness of these existing family programmes can provide more insights into how schools can be more effective in working with parents to support children's English learning.

The specific strategies and activities that LEP parents use to support their children's English learning at home were identified in this study. Some of the home practices of the parents were also revealed. Future research should explore how different types of strategies relate to children's English language development in families with LEP. Other related questions worth exploring include how parents with different language proficiencies interact with their children during different learning activities, what are the factors that influence parents' interactions with their children during activities such as book readings, how the interaction patterns in English learning activities differ from Malay literacy practices, and what areas of language and literacy development can benefit from specific home practices.

Further research on this topic would be beneficial in informing parents' decisions for their children's English learning. Also, this type of research can inform educational authorities concerning plans for language education in Malaysia. The government should also consider promoting a Malay-English bilingual curriculum at the kindergarten level. Research has shown that young bilingual learners usually develop better phonological awareness and metalinguistic skills than monolingual

children (Bialystok, 1997; Garcia, 2000). Therefore, it is possible that early learning of both Malay and English in a bilingual kindergarten programme can contribute to the language and literacy development later on in both languages.

5.5 Conclusion

As the knowledge base of parents' motivation and support for their children's English learning, particularly for parents with LEP is still miniscule, more in depth and extensive research on this topic is necessary. More information on the home environment and parental support for English learning from parents with LEP can provide both educators and parents with knowledge of the learning process, the role of the sociocultural background and home environment, and ways to support and foster the English learning development of children. In the context of Malaysia, the issue of LEP parental involvement in children's English learning deserves urgent attention given recent and foreseeable changes in educational and language policies. The study has demonstrated the complexity of the parental involvement process in supporting children's learning of English. While parents are willing to support their children's English learning, they will need more support from schools and the community.

APPENDIX A:
RESEARCH QUESTIONNAIRE
(ENGLISH AND MALAY)

RESEARCH QUESTIONNAIRE (ENGLISH VERSION)

SURVEY QUESTIONNAIRE ON MOTIVATION AND PARENTAL SUPPORT STRATEGIES IN RAISING BILINGUAL CHILDREN

This questionnaire has been designed to assess parents' effort in providing support to their children's second language learning. The survey will uncover the source of parents' motivation to raise their children to be able to use Malay-English simultaneously as well as finding out the support strategies given by parents to ensure their children's success. This survey is to gather your response to some questions related to the study.

*Please do not write your name on this questionnaire.

* Thank you for your cooperation. ☺

Section A. *Please tick on related item(s).

i) Background information

1. Age : ☐ 20- 29 ☐ 30 – 39 ☐ 40 – 49 ☐ 50 and older

2. Mother's highest level of education:
☐ SPM ☐ A-Level ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate

3. Father's highest level of education:
☐ SPM ☐ A-Level ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate

4. How many children do you have?
☐ one ☐ two ☐ three ☐ four ☐ five ☐ more than five

5. Have you ever lived in another country besides Malaysia?
☐ Yes ☐ No
If yes, where?: _____

6. Do your children live with you?
☐ Yes ☐ No
If no, with whom?: _____

ii) **Language use in the home domain**

Please tick the most appropriate answer.

1. What is your primary home language?

☐ **Malay** ☐ **English**

2. What language(s) does your child use to speak to the mother?

Malay ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

English ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

3. What language(s) does your child use to speak to the father?

Malay ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

English ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

4. What language(s) does your child use to speak to his/her siblings?

Malay ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

English ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

5. What language(s) does your child use to speak to his/her grandparents?

Malay ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

English ☐ *all the time* ☐ *most of the time* ☐ *sometimes* ☐ *rarely* ☐ *not at all*

iii) **Parents' Motivation in Raising Bilingual Child**

Tick [V] the alternative next to the statement which best indicates your feeling whether you **strongly disagree, disagree, undecided, agree or strongly agree with the statement below.**

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

	SD	D	U	A	SA
LANGUAGE AS CAPITAL					
1. I believe both languages Malay and English are equally important in Malaysia.					
2. Being bilingual will help my child to function in a competitive world.					
3. I believe that bilingualism can provide better career opportunities for my child.					
4. Being bilingual will increase salary potential for my child.					
5. I believe English holds a high level in the Malaysian professional market.					
6. I believe that being bilingual is a modern way of life.					
SOCIAL VALUE OF LANGUAGE					
7. English will help my child gain social power (prestige) in society.					
8. Being bilingual allows my child to communicate in different social groups.					
9. I think that a being bilingual will enhance positive exposure to cultural diversity.					
10. English will help my child to understand the western culture when they travel.					

11. I want my child to be able to go to various countries.					
12. I want to expose my child to a wide variety of customs and ways of thinking.					
INVESTMENT IN EDUCATION					
13. Being bilingual helps prepare my child to understand English lessons at school.					
14. Proficiency in English helps my child to earn good grades at school.					
15. English helps my child's academic needs.					
16. Ability in both languages will help to improve the likelihood of acceptance into university.					
17. I think that children should start to learn a second language as early as possible.					
18. English will help my child with technology. (For example: computer).					
19. I believe bilingualism will allow my child to have high critical and creative thinking skills.					
20. Knowing more than one language will help my child to study abroad.					
PERCEIVED LIFE CONTEXT					
21. It is my responsibility to help my child to acquire more than one language.					
22. I want to provide my child with a longer duration of time to learn English.					
23. I will do my best to ensure my child's success in acquiring two languages.					
24. I am capable of providing the appropriate input for my child's					

language development					
25. I am willing to spend extra time to be involved in my child's language learning.					
26. I am never tired of helping my child develop his/her second language.					
27. I will always be around when my child needs me to help with his/her language problems.					
28. I know I can find ways to help my child learn English.					
29. I have enough knowledge to help my child learn a second language.					
30. I know how to teach my child two languages.					
31. I have many resources to provide my child with his/her second language learning.					

Section B: Parents Support Strategies

Tick [✓] the alternative next to the statement which best indicates your feeling whether you **strongly disagree, disagree, undecided, agree or strongly agree with the statement below.**

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

2) Setting Goals and Objectives

	SD	D	U	A	SA
8. I am sure that I want my child to become bilingual.					
9. I want my child to have a light and fun language learning experience.					
10. I am ready for any linguistic consequences of what might happen during the process of my child's language development. (Eg. Speech delay/confusion)					

11. I understand my own capabilities in helping my child learn a second language.					
12. I am willing to take risks in raising my child to become bilingual.					
13. I am certain of what I want my child to achieve in his/her language development.					
14. I always plan ahead of any action I take in improving my child's second language ability.					
15. I have predicted the outcome of exposing my child to two languages.					
16. I am prepared to face any difficulties during the language learning process.					
17. I spend the same amount of time on both Malay and English					
18. I get involved in my child's language learning activities.					
19. I encourage my child by using reward and reinforcement for using each language appropriately.					
20. I encourage my child to interact using both languages at all times.					

3) At home,

	SD	D	U	A	SA
7. I use the One-Parent-One-Language approach when speaking to my child. (Each parent speaks a different language)					
8. I use different languages in different parts of the house. (Example: English only to be used in the living room/playroom.)					
9. I use different languages at different times.					
vi. I create a space in the home that is devoted exclusively to the second language.					
vii. I allow my children to speak any language they choose.					
viii. My children have to communicate in English with each other.					

4) I provide my child with the second language (English) input by,

	SD	D	U	A	SA
i. Using language games					
ii. Singing songs together					
iii. Reciting poems					
iv. Singing lullabies					
v. Telling simple stories					
vi. Reading out loud					
vii. Showing Flash Cards					
viii. Reading Rhymes					
ix. Watching Television					

Others:

(please state)

5) Resources and Materials

(You can tick more than one)

I use these materials to aid me in teaching my child English

a. Picture Books	
b. Dual-Language Books	
c. Audio/ Talking Books	
d. Television Shows	
e. Educational Toys	
f. Picture Cards	
g. DVDs	
h. Streaming audio (eg. Youtube)	
i. Video	
j. Flashcards	
k. Internet fun games	
l. Bilingual Websites	

6) I use these strategies to provide my child with a rich language environment:

	SD	D	U	A	SA
a. I take my child to playgroups so he/she can communicate with children of the same age.					
b. I regularly take my child to the library/bookstore.					
c. I invite my English-speaking family members or friends to join my family activities.					
d. I take my child to visit my English-speaking friends.					
e. I send my child to an English learning programme/class.					
f. I send my child to a bilingual kindergarten.					
g. I take my child on trips to places where my child can use the second language.					

Others: _____
(please state)

7) Community Support

	SD	D	U	A	SA
i. I communicate with other parents to share their experiences on raising bilingual children.					
ii. I ask new people I meet if they have an interest in a playgroup, know of any in town, or know of anyone who might know					
iii. I seek advice from support groups on raising bilingual children.					
iv. I attend courses/seminars to help me improve my strategies in raising my child to be bilingual.					
v. I get ideas of language learning activities from other playgroup websites.					

Others: _____
(please state)

8) I handle the difficulties in helping my child learn a second language through these strategies,

	SD	D	U	A	SA
i. I speak the language even when in doubt – I don't switch to my native language just because I don't know the word in the second language.					
ii. I have dictionaries handy (in my briefcase/purse, car, kitchen, office, and playroom).					
iii. I look up words with my child and show excitement and surprise when I find the word I don't know.					
iv. I read books and tips to teach my child English.					
v. I am improving my English by attending language classes.					

Others:

(please state)

RESEARCH QUESTIONNAIRE (MALAY VERSION)

BORANG SOAL SELIDIK MOTIVASI DAN STRATEGI SOKONGAN IBU BAPA DALAM MEMBESARKAN ANAK BILINGUAL

Soal selidik ini telah direka untuk menilai usaha ibu bapa dalam menyediakan sokongan terhadap pembelajaran bahasa kedua anak-anak mereka. Kaji selidik ini akan mendedahkan sumber motivasi ibu bapa untuk membesarkan anak-anak mereka supaya mampu menggunakan Melayu-Inggeris pada masa yang sama serta mengenalpasti strategi sokongan yang diberikan oleh ibu bapa untuk memastikan kejayaan anak-anak mereka. Borang kajian ini bertujuan untuk mengumpul maklum balas anda kepada soalan-soalan yang berkaitan dengan kajian ini.

* Sila jangan tulis nama anda pada borang soal selidik ini.

* Terima kasih atas kerjasama anda.. ☺

iv) Bahagian A. * Sila tandakan pada item yang berkaitan.

Maklumat latar belakang

7. Umur : ☐ 20- 29 ☐ 30 – 39 ☐ 40 – 49 ☐ 50 ke atas

8. Tahap pendidikan tertinggi ibu:

☐ SPM ☐ A-Level ☐ Diploma ☐ Sarjana Muda ☐ Sarjana ☐ PHD

9. Tahap pendidikan tertinggi bapa:

☐ SPM ☐ A-Level ☐ Diploma ☐ Sarjana Muda ☐ Sarjana ☐ PHD

10. Anda mempunyai berapa ramai anak?

☐ satu ☐ dua ☐ tiga ☐ empat ☐ lima ☐ lebih dari lima

11. Pernahkan anda bermastautin di negara luar selain Malaysia?

☐ Ya ☐ Tidak

Jika Ya, dimana?: _____

12. Adakah anak-anak tinggal bersama anda?

☐ Ya ☐ Tidak

Jika Tidak, dengan siapa? _____

v) **Penggunaan bahasa di kawasan rumah**

Please tick the most appropriate answer.

6. Apakah bahasa utama anda?

☐ Bahasa Melayu

☐ Bahasa Inggeris

7. Bahasa apakah yang anak anda gunakan apabila bercakap dengan ibu?

B.Melayu

☐ sepanjang masa

☐ kebanyakan masa

☐ kadang-kadang

☐ jarang-

jarang

☐ tidak langsung

B. Inggeris

☐ sepanjang masa

☐ kebanyakan masa

☐ kadang-kadang

☐ jarang-

jarang

☐ tidak langsung

8. Bahasa apakah yang anak anda gunakan apabila bercakap dengan bapa?

B. Melayu

☐ sepanjang masa

☐ kebanyakan masa

☐ kadang-kadang

☐ jarang-

jarang

☐ tidak langsung

B. Inggeris

☐ sepanjang masa

☐ kebanyakan masa

☐ kadang-kadang

☐ jarang-

jarang

☐ tidak langsung

9. Bahasa apakah yang anak anda gunakan apabila bercakap dengan adik-beradik?

10. **B. Melayu**

☐ sepanjang masa

☐ kebanyakan masa

☐ kadang-kadang

☐ jarang-

jarang

☐ tidak langsung

11. **B. Inggeris**

☐ sepanjang masa

☐ kebanyakan masa

☐ kadang-kadang

☐ jarang-

jarang

☐ tidak langsung

12. Bahasa apakah yang anak anda gunakan apabila bercakap dengan datuk dan nenek?

13. **B. Melayu** ☐ *sepanjang masa* ☐ *kebanyakan masa* ☐ *kadang-kadang* ☐ *jarang-jarang* ☐ *tidak langsung*

14. **B. Inggeris** ☐ *sepanjang masa* ☐ *kebanyakan masa* ☐ *kadang-kadang* ☐ *jarang-jarang* ☐ *tidak langsung*

vi) Motivasi ibu bapa dalam membesarkan anak bilingual

Tandakan [v] berikut pada kenyataan yang terbaik menunjukkan perasaan anda sama ada anda **sangat tidak setuju, tidak setuju, tidak pasti, setuju atau sangat setuju** dengan pernyataan di bawah.

1	2	3	4	5
Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
STS	TS	TP	S	SS

	STS	TS	TP	S	SS
LANGUAGE AS CAPITAL					
32. Saya percaya kedua-dua bahasa Melayu dan Bahasa Inggeris adalah sama penting di Malaysia.					
33. Menjadi bilingual akan membantu anak saya untuk berfungsi dengan baik dalam dunia yang kompetitif.					
34. Saya percaya bahawa bilingualisme boleh memberikan peluang kerjaya yang lebih baik untuk anak saya.					
35. Menjadi bilingual akan meningkatkan potensi pendapatan untuk anak saya.					
36. Saya percaya Bahasa Inggeris memiliki tahap yang tinggi di pasaran profesional Malaysia.					
37. Saya percaya bahawa menjadi bilingual adalah cara hidup yang					

moden.					
SOCIAL VALUE OF LANGUAGE					
38. Bahasa Inggeris akan membantu anak saya meraih kuasa sosial (prestij) dalam masyarakat.					
39. Menjadi bilingual membolehkan anak saya untuk berkomunikasi dalam kumpulan sosial yang berbeza.					
40. Saya berpendapat bahawa menjadi seorang bilingual akan meningkatkan pendedahan positif kepada kepelbagaian budaya..					
41. Bahasa Inggeris akan membantu anak saya untuk memahami budaya barat apabila mereka merantau.					
42. Saya mahu anak saya melawat pelbagai negara.					
43. Saya mahu mendedahkan anak saya kepada pelbagai adat dan cara berfikir.					
INVESTMENT IN EDUCATION					
44. Menjadi bilingual membantu mempersiapkan anak saya untuk memahami pelajaran Bahasa Inggeris di sekolah.					
45. Kemahiran dalam Bahasa Inggeris membantu anak saya untuk mendapatkan gred yang baik di sekolah.					
46. Bahasa Inggeris membantu keperluan akademik anak saya.					
47. Kebolehan menggunakan kedua-dua bahasa akan membantu meningkatkan kemungkinan kemasukan ke universiti.					
48. Saya berfikir bahawa kanak-kanak harus mula belajar bahasa kedua seawal yang mungkin.					

49. Bahasa Inggeris akan membantu anak saya dalam penggunaan teknologi. (Sebagai contoh: komputer)					
50. Saya percaya bilingualisme akan membolehkan anak saya mempunyai kemahiran berfikir kritis dan kreatif yang tinggi.					
51. Mengetahui lebih daripada satu bahasa akan membantu anak saya belajar di luar negara.					
PERCEIVED LIFE CONTEXT					
52. Ia adalah tanggungjawab saya untuk membantu anak saya untuk mempelajari lebih daripada satu bahasa.					
53. Saya mahumemberikan anak saya tempoh yang lebih lama untuk belajar Bahasa Inggeris.					
54. Saya akan melakukan yang terbaik untuk memastikan kejayaan anak saya dalam mempelajari dua bahasa.					
55. Saya mampu menyediakan input yang sesuai untuk perkembangan bahasa anak saya.					
56. Saya sanggup menggunakan lebih masa untuk terlibat dalam pembelajaran bahasa anak saya.					
57. Saya tidak pernah bosan membantu anak saya meningkatkan bahasa keduanya.					
58. Saya akan sentiasa ada apabila anak saya memerlukan saya untuk membantu dengan masalah bahasa beliau.					
59. Saya tahu saya boleh mencari jalan untuk membantu anak saya belajar Bahasa Inggeris.					
60. Saya mempunyai pengetahuan yang cukup untuk membantu anak saya					

belajar bahasa kedua.					
61. Saya tahu bagaimana cara untuk mengajar anak saya dua bahasa.					
62. Saya mempunyai banyak sumber bahan untuk membantu anak saya dengan pembelajaran bahasa kedua beliau.					

Bahagian B: Strategi Sokongan Ibu Bapa

Tandakan [v] berikut pada kenyataan yang terbaik menunjukkan perasaan anda sama ada anda **sangat tidak setuju, tidak setuju, tidak pasti, setuju atau sangat setuju** dengan pernyataan di bawah.

1	2	3	4	5
Sangat Tidak Setuju	Tidak Setuju	Tidak Pasti	Setuju	Sangat Setuju
STS	TS	TP	S	SS

9) Menetapkan Matlamat dan Objektif

	STS	TS	TP	S	SS
21. Saya pasti bahawa saya mahu anak saya untuk menjadi bilingual.					
22. Saya mahu anak saya mempunyai pengalaman mempelajari bahasa kedua dengan mudah dan menyeronokkan.					
23. Saya bersedia untuk apa-apa kesan linguistik yang mungkin berlaku semasa proses perkembangan bahasa anak saya. (Cth: Kelewatan bertutur / kekeliruan)					
24. Saya faham kemampuan diri sendiri dalam membantu anak saya belajar bahasa kedua.					
25. Saya sanggup mengambil risiko dalam membesarkan anak saya untuk menjadi dwibahasa.					
26. Saya pasti apa yang saya mahu anak saya capai dalam perkembangan bahasa beliau.					
27. Saya sentiasa merancang lebih awal tentang sebarang tindakan saya ambil dalam meningkatkan keupayaan bahasa kedua anak					

saya.					
28. Saya telah meramalkan hasil mendedahkan anak saya kepada dua bahasa.					
29. Saya bersedia untuk menghadapi sebarang kesulitan semasa proses pembelajaran bahasa.					
30. Saya menghabiskan jumlah masa yang sama rata dalam membantu perkembangan kedua-dua Bahasa Melayu dan Inggeris anak saya.					
31. Saya melibatkan diri dalam aktiviti pembelajaran bahasa anak saya.					
32. Saya menggalakkan anak saya dengan menggunakan ganjaran dan pengukuhan bagi menggunakan setiap bahasa sewajarnya.					
33. Saya menggalakkan anak saya untuk berinteraksi dengan menggunakan kedua-dua bahasa pada setiap masa.					

10) Di rumah,

	STS	TS	TP	S	SS
10. Saya menggunakan pendekatan One-Parent-One-Language ketika bercakap kepada anak saya. (Setiap ibu bapa bercakap bahasa yang berbeza)					
11. Saya menggunakan bahasa yang berbeza di bahagian yang berlainan di rumah. (Contoh: Hanya Bahasa Inggeris akan digunakan di ruang tamu / bilik permainan.)					
12. Saya menggunakan bahasa berbeza pada waktu yang berbeza.					
ix. Saya mencipta tempat di dalam kawasan rumah khas untuk menggunakan bahasa kedua.					
x. Saya benarkan anak-anak saya untuk menggunakan apa jua bahasa yang mereka pilih.					
xi. Anak-anak saya harus berkomunikasi					

menggunakan bahasa Inggeris sesama sendiri.					
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11) Saya membekalkan anak saya dengan input bahasa Inggeris dengan cara,

	STS	TS	TP	S	SS
x. Menggunakan permainan bahasa					
xi. Menyanyi lagu bersama-sama					
xii. Membaca puisi Bahasa Inggeris					
xiii. Menyanyikan lagu-lagu untuk tidur dalam Bahasa Inggeris. (lullaby)					
xiv. Bercerita cerita pendek					
xv. Membaca dengan kuat					
xvi. Menunjukkan Kad Flash					
xvii. Membacakan Pantun Bahasa Inggeris (Rhymes)					
xviii. Menonton televisyen					

Lain-lain:

(sila nyatakan)

4) Sumber dan Bahan (*Anda boleh pilih lebih dari satu*)

Saya menggunakan bahan-bahan ini untuk membantu saya dalam mengajar anak saya Bahasa Inggeris

a. Buku bergambar	
b. Buku bacaan dwi-bahasa	
c. Buku dengan bunyi/suara	
d. Rancangan Televisyen	
e. Mainan berunsur pendidikan	
f. Kad Bergambar	
g. DVDs	
h. Streaming audio (eg. Youtube)	
i. Video	
j. Kad Flash	
k. Permainan menarik di Internet	
l. Laman web dwi-bahasa	

5) Saya menggunakan strategi ini untuk menyediakan persekitaran yang kaya dengan bahasa untuk anak saya dengan:

	STS	TS	TP	S	SS
a. Saya membawa anak saya ke “playgroup”(aktiviti berkumpul) supaya dia boleh berkomunikasi dengan kanak-kanak seusianya.					
b. Saya kerap membawa anak saya ke perpustakaan / kedai buku.					
c. Saya menjemput ahli keluarga atau rakan-rakan yang berbahasa Inggeris untuk menyertai aktiviti-aktiviti keluarga saya.					
d. Saya membawa anak saya untuk melawat rakan-rakan saya yang berbahasa Inggeris.					
e. Saya menghantar anak saya ke program atau kelas pembelajaran Bahasa Inggeris.					
f. Saya menghantar anak saya ke tadika dwibahasa.					
g. Saya membawa anak saya melancong ke tempat-tempat di mana anak saya boleh menggunakan bahasa kedua.					

Lain-lain: _____
(sila nyatakan)

12) Sokongan Komuniti

	STS	TS	TP	S	SS
vi. Saya berkomunikasi dengan ibu bapa lain untuk berkongsi pengalaman mereka membesarkan anak-anak bilingual.					
vii. Saya bertanya kepada orang yang baru saya temui jika mereka mempunyai minat dalam “playgroup”, dan tahu mengenai mana-mana “playgroup”.					
viii. Saya mendapatkan nasihat daripada kumpulan sokongan dalam membesarkan anak-anak					

	bilingual.					
ix.	Saya menghadiri kursus / seminar untuk membantu saya memperbaiki strategi-strategi saya dalam membesarkan anak saya untuk menjadi bilingual.					
x.	Saya mendapat idea-idea aktiviti pembelajaran bahasa dari laman web “playgroup” yang lain.					

Lain-lain:

(sila nyatakan)

6) Saya menangani kesukaran dalam membantu anak saya belajar bahasa kedua melalui strategi-strategi berikut,

	STS	TS	TP	S	SS
i. Saya menggunakan Bahasa Inggeris walaupun ragu-ragu - Saya tidak menukar kepada bahasa ibunda saya hanya kerana saya tidak tahu perkataan dalam bahasa itu.					
ii. Saya mempunyai kamus berdekatan dengan saya (dalam saya beg bimbit / beg tangan, kereta, dapur, pejabat, dan bilik permainan kanak).					
iii. Saya mencari perkataan dengan anak saya dan menunjukkan kegembiraan apabila saya menjumpa perkataan yang saya tidak tahu.					
iv. Saya membaca buku dan tips untuk mengajar anak saya Bahasa Inggeris.					
v. Saya memperbaiki bahasa Inggeris saya dengan menghadiri kelas bahasa.					

Lain-lain:

(sila nyatakan)

APPENDIX B:

Open-Ended Interview Questions

(ENGLISH AND MALAY)

Open-Ended Interview Questions (ENGLISH)

1. Why do you want your child to know English?
2. How would you define success in English language learning?
3. What are some factors that you consider can contribute to your child's English language learning?
4. What role do you see parents play in children's English learning?
5. What kinds of English-related activities/practices do you usually do with your child?
6. From your point of view, which strategy have been the most beneficial?
Why?
7. Do you do anything to motivate and foster (child's name)'s English learning?
8. What kinds of English materials are there available at your home?
9. Can you describe your experiences of communicating with parents regarding their children's English learning?
10. What are the challenges and difficulties you encountered in raising your child to become bilingual?

Open-Ended Interview Questions (MALAY)

1. Mengapakah anda mahu anak anda mempelajari Bahasa Inggeris?
2. Bagaimanakah anda jelaskan tentang kejayaan dalam pembelajaran Bahasa Inggeris?
3. Apakah factor-faktor yang anda rasakan dapat membantu perkembangan Bahasa Inggeris anak anda?
4. Pada pendapat anda, apakah peranan ibu bapa dalam pembelajaran Bahasa Inggeris anak-anak?
5. Apakah aktiviti-aktiviti berkaitan bahasa Inggeris yang anda selalu jalankan bersama anak-anak anda?
6. Pada pendapat anda, strategi manakah yang memberikan kesan yang terbaik? Mengapa?
7. Adakah anda melakukan apa-apa untuk memotivasi dan menggalakkan anak anda mempelajari Bahasa Inggeris?
8. Apakah jenis bahan-bahan Bahasa Inggeris yang terdapat di rumah anda?
9. Bolehkan anda jelaskan pengalaman anda berkomunikasi dengan ibu bapa mengenai pembelajaran Bahasa Inggeris anak-anak?
10. Apakah cabaran dan kesukaran yang anda hadapi dalam membesarkan anak anda menjadi bilingual?

APPENDIX C

TOEFL SPEAKING RUBRICS

(SCORING STANDARDS)

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