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Cross-linguistic Influence on Second Language Use of College Students

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ABSTRACT : The study determined the cross-linguistic influence (CLI) on the second language use of college students for the school year 2022-2023. This study included qualitative descriptive research approaches and thematic analysis. The purposely chosen participants in this study were the twenty-five sophomore BSED English students from one higher institution in Sorsogon. The instruments used in this study were researcher-made field notes, survey checklist and interview schedule. When replying to the teachers during recitation English (L2) was used. Most participants used Taglish to interact with teachers, reporting, and in group activities. The majority of participants used the Bicol dialect when chatting with peers and when ordering in the cafeteria. The socio-cultural context, learning environment, teaching strategies, prior linguistic knowledge, and support at home are the elements that influence vocabulary, syntax, and pronunciation in the context of CLI to the speaking abilities of L2 students. The Filipino (L1) may influence the participants' use of L2 by making them use their own dialect in the classroom instead of English. This suggests that everyone who speaks does so with a solid foundation of language knowledge acquired from past exposure to a different language. Furthermore, multiple consonants and vowels are frequently switched or mixed. The findings showed that CLI can be linked to home language, location, socioeconomic status, parental education level, and literal or word-for-word translation from Filipino to English all contributed to these issues. To eradicate cross-linguistic influence, the researcher suggested the institutional policy known as English Language Only Policy.

KEYWORDS : *cross linguistic influence, L1, L2, Sorsogon, Philippines.*

I.   INTRODUCTION

A society's members communicate with one another primarily through language. The use of language is a crucial component of cultural expression. It serves as a vehicle for communicating cultural norms and group identities. Speech and writing are the two most important and initially obvious venues for language.

A variety or varieties do, however, occur in the setting of bilingualism due to several circumstances, such as L1 or the native language interference or CLI, geography, ethnicity, socioeconomic situation, age, and educational background, among others.

According to Rothman, et al., (2019) and Treffers-Daller (2016) on their theoretical and empirical investigations have emphasized the crucial roles that past language knowledge and experience play in explaining how individuals learn and use an extra language, placing CLI in the larger framework of L2 or English language use.

There are factors that influence the decision on how a person use the L2, including the language spoken at home; the number of opportunities to practice the L2 and the learner's internal motivation. Thus, the CLI then affects various variables through procedural communication in a variety of ways such as in vocabulary, syntax, and pronunciation.

The study of Kim (2021) focuses on the barrier provided above. He specifically emphasized the need for determining the hindrance in communication as it is essentially attributable to the higher level of L2 use. Moreover, several linguists such as Lin, & Zhang (2020), assert that the CLI effect of the L1 in the use of English, especially those components that are likely to be the topic of positive transfer.

In the Philippines, the CLI is observed in a varied setting commonly related to the use of students by bridging the gap and connecting individuals by fostering a harmonious connection in which information, ideas, and culture are shared for both negative and positive transfer through communication (Palma, 2021).

There is a rare educational policy at the institution, where the study was conducted, that requires the use of English both inside and outside of the classroom. In addition, the researcher discovered that the test questions used by the school for admission exams are out-of-date, making it impossible to use assessment tools

to evaluate the English language skills of students enrolled in the BSED-English program. Herein lies the potential dilemma.

According to the current study, CLI is a behavioral influence on bilinguals that is invariably linked to their L2 and to the processes involved in a person's development as a monolingual language user. With a focus on identifying the role of linguistic characteristics in CLI prediction, it tries to fulfill two objectives.

It is discovered through the researcher's findings that L1 has significantly impacted students' speaking abilities when utilizing English. Language separation, cross-linguistic interactions like borrowing and code switching, the connection between grammatical proficiency and literacy-related discourse abilities, and the relationship between lexical knowledge in two languages and other areas of linguistic knowledge are some of the influences. These facets of bilingual competence have taken center stage in attempts to describe students' growth in the use of English as their L2.

To comprehend the circumstances and possible solutions to some CLI related issues, the researcher chose the topic of CLI on the use of L2 among second-year college students in one private higher institution in Sorsogon City.

II. OBJECTIVES OF THE STUDY

The study determined the cross-linguistic influence on the second language use of college students for the school year 2022-2023. Specifically, this study identified the type of language that the students use inside and outside the classroom in terms of speaking with their teachers and peers. It also determined the speaking skills of L2 learners in terms of vocabulary, syntax, and pronunciation. This paper proposed an institutional policy brief based on the findings of the study.

III. METHODOLOGY

The study determined CLI on L2 use of sophomore BSED English students in one private higher institution in Sorsogon Cityfor the academic year 2022-2023. The design of this study included qualitative descriptive research approaches and thematic analysis. Thematic analysis is a qualitative research method that researchers use to systematically organize and analyze complex data sets. It is a search for themes that can capture the narratives available in the account of data sets. The purposely chosen participants in this study were the 25 sophomore BSED English students, the sample being decided based on the provided criteria: (1) must be 2nd year college student; and (2) living in Bicol for the last two to four years. There are seventeen participants who live in rural areas and the remaining eight participants live in urban areas.

The instruments used in this study were researcher-made field notes, survey checklist and interview schedule in gathering data. The first part is the researcher-made field notes. Through recording, it is possible to ascertain the languages that the students use both inside and outside of the classroom. The second part is the survey checklist contains languages the students use in terms of speaking with teachers and peers inside and outside the classroom. The languages have L2 learners' speaking skills in terms of vocabulary, syntax, and pronunciation.

The participants individually answered the survey checklist to cover their languages or dialect spoken at home, reading materials at home, educational attainment of parents, estimated monthly income and neighborhood type. Part of the survey checklist contains languages that the students use in various instances such as: during recitation, when explaining to teachers, during presentation of reports or assigned topics, during group activity, chatting with peers, ordering food in the cafeteria, during conversation or in making inquiry with teachers, and conversation with the school librarian and other school personnel.

The third part is the interview schedule contains guide questions on how they use their L2 in various instances in general. The questions are open-ended and so the participants can provide substantial explanation and quality data. The questions are designed to analyze the CLI on L2 use of the participants relative to the focus of the study. Before the researcher gathered the data, the researcher initially prepared a letter requesting the endorsement of the undertaking. Upon approval, the researcher personally visited the participants. The researcher asked the participants for a portion of their time.

A survey checklist was administered to determine the demographic profile of the participants, which is believed to have an influence on the use of the L2. An interview schedule was also conducted to attain highly personalized data. Answers were recorded for better and more objective responses. The interview took place for 3 minutes for each participant. The information gathered from the participants based on their demographic profile was tabulated, analyzed, and interpreted using frequency counts and percentage. The CLI was also tabulated and then thematically analyzed into categories. To evaluate the data, the researcher recorded and transcribed the information she had gathered from the observation, survey checklist, and interview.

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IV.   RESULTS AND DISCUSSIONS
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The presentation and analysis of the data are the following: 1. the languages do the students use inside and outside the classroom in terms of speaking with teachers and peers; 2. the cross-linguistic influences do any of these languages have on L2 learners' speaking skills in terms of vocabulary, syntax, pronunciation; and 3. the proposed Institutional Policy Brief for both teachers and students.

1.   *Languages that the students use interms of speaking with teachers and peers*.
Students use English, Taglish, Tagalog, Bikol and Bisakol inside and outside of the classroom. The researchers identified the language they used when speaking with their teachers and peers.

A. LANGUAGE USED INSIDE THE CLASSROOM
1.A1. Language used during recitation
          Results indicated that the majority of the participants used English during recitation. Nevertheless, the use of Tagalog and English languages in an ESL classroom setting was still evident. Participants who used Taglish during recitation could be the cause of negative transfer. Negative transfer can be seen as making mistakes because of the influence of L1 or any other language learned before the current language. According to Odin cited in Ortega (2008) when there is divergence between the native and the non-native language, CLI can occur in the form of errors, overproduction, underproduction, and miscomprehension.

1.A2 Language used when explaining to teachers
          Results revealed that most of the participants used Taglish when explaining to teachers. This may be the cause of CLI since participants used different patterns and variations of language results in complete interconnectedness and chaotic variations. The study by Cenoz (2001), which also supports earlier research on the typological distance in multilingual use, establishes that linguistic distance is a better predictor of CLI than, for instance, L2 status.
          Another factor that can determine the presence of interlanguage transfer (ILT) is L2 status and the 'foreign language effect' (Hammarberg, 2001). The L2 can be activated to the detriment of the L1 when a desire to suppress the L1 is present. It is believed that suppressing the L1 is inherently 'non-foreign', and therefore using an L2 form is a more favorable strategy in using another 'foreign' language. The speaker might not want to sound like he is using his L1 (Williams &Hammarberg, 1998). These researchers postulate that there are different mechanisms for the L1 and the L2, and therefore, when an additional non-native language is learned, the L2 mechanism is activated.

1.A3 Language used during presentation of reports or assigned topics
          Results revealed that the majority of the participants used English in terms of speaking with teachers during reporting assigned topics in class. Parental highest educational attainment may be the reason for the students to speak English. Parents' education is imperative in L2 use. Children may adopt or imitate a mother or father who speaks English. (Verbatim) "We speak English at home. That's what my family used in our usual conversation." According to Al-Mahrooqi et al., (2016) and Mahmoud (2018) parental involvement in relation with English language education reflected that parent believed their involvement had a significant influence on student's achievement.

1.4 Language used during group activity
          Results revealed that most of the participants used Taglish in terms of speaking with teachers during group activity. This simply means that Tagalog served as their universal medium of communication for them to understand each other since students came from different municipalities who speak distinct dialects. They explained in the following statements:"*Tagalog and English ang ginagamitnaminlalonapag may group activity kami para magkaintindihan kami. Kasi galling kami saiba'tibang municipality ng Sorsogon at may iba'tibang dialect. At hindi naman lahat sa amin nakakapagsalita ng English talaga".* [We use Tagalog and English during group activity so we understand each other. We came from different municipalities with various dialects and not all of us are fluent in English.]
          Kırkgöz (2010) concluded that learners who are at the beginning of their language learning process make more mistakes due to the negative transfer effects of L1 to L2. In this case, using L1 or too much exposure to L1 can impede the learning of students on the use of L2.

B. LANGUAGE USED OUTSIDE THE CLASSROOM.
1.B1 Language used when chatting with peers
          Results revealed that most of the participants used Bikol dialect when chatting with peers. This means that students use various dialects and language that may subsequently lead to CLI. This may also imply that students are obstructed in using the L2 effectively.

Pasainnakita after this class"
[where will we go after class?]
Maulinaako after sanklase.
[I will go home after class]

According to Alonso (2016), in the field of L2 use, research has repeatedly shown that adults regularly construct knowledge about a new language that is different from that built for L1. According to McManus (2021), the main claim is that even though L2 learners appear able to create explicit or declarative and verbalizable knowledge of the L2, such as offline grammatical gender knowledge of nouns, developing L2 knowledge that can be used in more unplanned and spontaneous tasks might be more difficult. CL and L2 use provide a thorough overview of what is currently known regarding prior linguistic knowledge and experience in second language learning.

1.B2 When ordering food in the cafeteria

Results revealed that the participants use Bikol when ordering food in the cafeteria. It can be depicted that students used Bikol dialect in their usual conversation outside the classroom. They use the medium that they can easily convey their thoughts effectively. (Verbatim) "Pabakal man po sadi". However, when asked to speak English, they may not use it effectively because of CLI. According to Delbio, Abilasha, &\and Ilankumaran, M. (2018), an L2 learner has an unconscious preference to convey his customs from his L1 to the target language. The influence of L1 has become a significant region and is generally referred to as 'Language Interference'. Students, sometimes, use words from their parent language while communicating in English.

1.B3 During conversation or in making inquiry with teachers (after class)

Results revealed that the participants used Taglish in terms of speaking with peers during conversation or in making inquiry with teachers. However, it can be concluded that using a different dialect or language may result in CL problems. This may be the reason why they use Taglish instead of plain English. This is how one of them expressed himself in a codeswitched statement.

Amo po sir, I already submitted the assignment yesterday po.
[Yes, sir. I already submitted the assignment yesterday.]

In this view, instances of negative transfer are explained as L2 knowledge that has not yet been fully modified. Students accept this conceptualization of transfer as a process of copying and restructuring. This account suggests that learners manage multiple language systems from the outset. According to Kroll et al. (2012) this refers to the ability to manage multiple languages as "mental juggling". Comparisons of L1 and L2 performance in the same speakers can provide support for claims that L1 and L2 knowledge representations coexist (Isaacs at al.,2012).

1.B4 When having conversation with the school librarian and other school personnel

Results revealed that the majority of the participants used Tagalog in terms of speaking with peers when having conversation with the school librarian and other school personnel. This is a sample of how one of the participants inquired if there is a book available.

Magtatanong po sana ako kung meron po kayo nitonglibro?
[Do you have an available copy of this book?]

This may imply that those students who speak Tagalog may hinder them from speaking plain English. This may also lead to negative transfer where L1 may contradict or exacerbate students in using English. Work in connectionism indicates that new language knowledge becomes integrated and connected with networks of existing language knowledge (Shirai, 2019).

2.Cross-linguistic influence to the speaking skills of L2 learners in terms of vocabulary, syntax, and pronunciation.

Results regarding the type of CLI applied to L2 learners' speaking skills in terms of vocabulary, syntax, and pronunciation are discussed below.   It is also presented that certain factors may affect achieving familiarity with words when using the L2 in the context of vocabulary, syntax, and pronunciation, such as socio-cultural context, learning environment, teaching strategy, prior linguistic knowledge, and support at home.

2.A. Vocabulary

This section discussed the factors or the CLI on vocabulary such as socio-cultural context, learning environment, teaching strategy, prior linguistic knowledge, and support at home.

Socio-cultural context. Socio-cultural context refers to the idea that language, rather than existing in isolation, is closely linked to the culture and society in which it is used. This means when language is learnt, the socio-cultural context in which it is used needs to be taken into consideration as well. Results revealed that most of the participants were influenced by socio-cultural context and maybe the main effect of CLI among them. It is caused by several factors such as home language, geographical area, social-economic status, and parental educational attainment.

Home language is a type of language a child hears in his microsystems. The type of language that home language refers to is the L1. When students use and master their L1 utilized in their immediate environment, this may affect their use of English language. There are risks in impeding their competency in L2, and limiting continued, autonomous development because of their L1. Geographical area pertains to the type of location or where the students live such as rural and urban thus affecting the learning and the language input they receive. The majority of the participants who live in rural areas used Bicol dialect as their native medium of communication. For this reason, their exposure to L1 may affect their L2 use.

Students from Northern Sorsogon used the words "*namon*" and "*ninda*" in their accents. Students from Central Sorsogon used "*namon*" and "*nira*," whereas those from Southern Sorsogon used "*mi*" and "*nira*". Furthermore, each municipality in Sorsogon has a unique variation of dialects. The fundamental cause of this is that Sorsogon is situated right between Central Luzon and the Visayas. Some Bisaya terms are represented in the Bicol dialect and are referred to as Bisakol. Based on the results, it can be deciphered that most of the participants live in rural areas where Bicol dialect is their native medium of communication. For this reason, their exposure to L1 may affect their L2 use.

During classroom observation, the researcher noted that participants often replaced Bicol words instead of English words. Participant 1 said:"*Ma'am, can you repeat the question po?"* [Ma'am, you please repeat the question?] In the verbatim statement, the participant used the word "*po*", a Filipino term that signifies respect, instead of the polite word, "please".

In another instance, participant 2 said:"*I just arrived palang.*" [I have just arrived.]

The word "palang" is frequently used in conversation, although upon closer inspection, it may be redundant. Also, the researcher discovered that several participants spoke Bisakol out of habit. They are unaware that they committed a CLI. Further, L1 is the most powerful engine of a people's culture and an essential cultural inheritance that underpins all human interactions (Kim, 2020). Socio-cultural context has great impacts in L2 use among students. This may result in complete interconnectedness and chaotic variation in language use. Cross-cultural interaction space has a sense of creating an influence on the content and process of perception of new cultural models by students in using the L2 as a mediator. Preconditions for reflection and formation attitudes of a learner, causing a manifestation of social behavior and actions at the personal level, are formed within the cross-cultural context (Ozfidan et al., 2014).

Learning Environment refers to the space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. In the context of CLI, this may mean a school environment where students learn. Results showed that the learning environment is what causes CLI on vocabulary. This implies that this CLI has an impact on students in the use of English language. Also, the school, especially the classroom is the place dominated by Bikol speaking students and subsequently the place where Bicol dialect can be exercised or utilized. During classroom observation, students used Bicol and Tagalog instead of English as their universal medium of communication during group activity. When interviewed and asked why they used Bicol and Tagalog, they answered:

Para magkaintindihan po kami lahat.
*[*So that all of us may understand one another]

Another participant answered: "*Hindi po lahat sa amin nakakapagsalita ng English fluently or in straight English."* [Not all of us are fluent in English or can speak straight English.] This idea finds ally from another participant who said:

Mas   magandanaponagamitin   ang
linggwahenanagkakaintindihan kami lahat para
madali naming matapos ang activity. [It is better to
use the language that everyone understands to
accomplish the task easily.]

The development of cross-cultural perspectives demands a consistent interpretative engagement of language use and meta-pragmatic awareness. According to Linddicoat and Scarino (2013), intercultural language learning includes interacting, noticing, comparing, and reflecting on aspects of the language culture. Learners should have various communication samples and opportunities for discussion and trying out new

expressions, new speech acts, and new tasks. Learning occurs as learners engage with a range of linguistic input. For this reason, learning environment may also contribute to CLI committed by the students. Since school is the best place to eradicate CLI, but it turned out this is the reason why some students committed CL.

The approaches, tactics, procedures, and processes that a teacher use when delivering education are referred to as teaching strategies. It is widely acknowledged that instructional strategies have multiple dimensions and that the context in which they are used affects how effective they are. This might also apply to the language that the teachers use in the classroom. The findings showed that teaching strategies are to blame for CLI. Chamot (2005) proves that instructional strategies facilitate designing cross-cultural collaborative learning (group work, self-introductions, and cultural awareness activity, computer-supported collaborative learning activity).

Prior Linguistic Knowledge refers to the primary language used by the student. This may also pertain to L1. Results showed that prior linguistic knowledge is what causes CLI on vocabulary. Students' primary language is their L1 which affected their use of the L2. This claim can be proven when participants are observed and interviewed. Most of the students used Bicol dialect when answering during class recitation. When asked why they used Bikol as medium of communication, three participants answered:

Participant 1: "*Dae ko ma express an s adiri ko.*" [I cannot express myself.]
Participant 2 said: "*Comfortable akogamiton, pero in try ko man magsimbagnin English ".*
       [I am comfortable with my native language, but I also tried speaking in English].
Participant 3 added: "*Dae ko masisimbagnintama an hapotkundaeako mag gamitninBikol.*
       Perokadalasan English man angamit ko lalonapag an simbagdaekaipuhan mag
       explain ninhalagba".
       [I cannot answer correctly if I do not express my ideas in bicol. I also use
       English when I need to explain further.]

Based on the interview, Bikol is the most utilized dialect in the classroom. The participants admit that they also use English to the best of their knowledge. According to Birdsong (2014), it may postulate that there is a scaffold in every human's head which enables a person to learn a (new) language.

Support at home refers to the assistance provided by parents, family members, relatives in terms of language. Results revealed that CLI on vocabulary is caused by support at home. This influence implies that it can be attributed to the demographic profile of students in terms of family economic status, parents' highest educational attainment, and the language used at home that may affect the students' use of L2.

It has been said that parental involvement in academic aspects of their children has been heralded as an important and positive variable on children's academic and socio-emotional development. Educated parents help their children withschoolwork activities and the use of new knowledge.

Parents' Educational Background is also one of the reasons for CLI. In terms of productive vocabulary, a higher level of maternal education correlates with a higher level of expressive vocabulary at different ages. For example, if a mother is a college graduate, there is a possibility that a mother can teach the knowledge well in using English. Several of the participants said that their mothers had completed high school while their father's highest level of schooling is high school. Most of the students' parents have only completed secondary education.

This can be assumed that those college-educated mothers spend more time providing childcare and age-appropriate activities with their children than mothers who have a high school education (Davis-Kean et al., 2020). High school-educated parents spend time providing childcare but fail to contribute academically. In addition, high-income and highly educated parents are more likely to be involved in their children's education, which is a key factor in adolescents' educational successes (Iwaniec, 2020).

Lastly, regarding the language used at home, most of the participants answered that they use Taglish and Bikol at home. This can be concluded that these dialects have an impact in the school. Generally, factors such as socio-cultural context, learning environment, teaching strategy, prior linguistic knowledge, and support at home may affect the students in achieving familiarity of words or in using L2 in the context of vocabulary. As a result, eradicating the L1-caused CLI depends greatly on classroom interaction.

2.B. Syntax

This section discussed the factors that affect the CLIs on syntax, such as socio-cultural context, learning environment, teaching strategy, prior linguistic knowledge, and support at home. Socio-cultural context. In a socio-cultural context, it is revealed that CLI on syntax is caused by socio-cultural context. This implies that this CLI has a great impact on students. All language acquisition takes place in a social matrix, and so it will be useful to consider some of the social factors relevant to transfer. The participants believed that CLI

syntax is caused by several factors. For instance, during the class observation and survey, most of the students integrated L1 in constructing English sentences. Participants mostly responded with this sentence:

Ikana mag answer[You answer the question].

I'm done na po. [I am already done.]

Factors that may affect syntax are as word-for-word translation or literal translation from Filipino to English, impact, or interference of the first language during the process of speaking in English, limited L2 knowledge, and focus on language rather than content. This primarily implies that CLI may occur in bilingual L1 acquisition in specific contexts in which syntax and pragmatics interact (Serratrice et al., 2004).

Based on the results under learning environment, it is believed that CLI on syntax is caused by learning environment. Learning environment such as school classrooms is predominated by Bikol speaking students. As a result, L1 may affect the students in the use of L2 using their own dialect instead of English in the classroom. Just like in the CLI on vocabulary, students used Bikol and Tagalog instead of English as their universal medium of communication during group activity and recitation. When interviewed and asked why they used Bikol and Tagalog, they answered: *"Para magkaintindihan po kami lahat."* [For all of us to understand one another.]

For this reason, learning environment may also contribute to CLI committed by the students. This suffices to restrict the transfer to being a cover term for several behaviors which intersect with input from the target language and with universal properties of L2. According to McConachy (2017) thinks that classroom talk provides a context in which learner interpretations are clear. This is instrumental in making the learners' ideas available for future reflection, gradually revealing the aspects of interpretative architecture through which interpretations are operating. It helps students to account for pragmatic appropriateness and manifest socio-cultural variables. This process creates an individual learning resource of students and brings it to awareness. Students' interpretations of themselves become a tool for collaborative learning.

Teaching strategies. Teaching strategies refer to the methods, techniques, procedures, and processes that a teacher uses during instruction. The language that teachers use in the classroom may also be a part of this. Results showed that teaching strategies are to blame for CLI on syntax. This implies that teaching strategies as CLI have an impact on students. According to Nölle et al., (2020), a positive academic environment includes good teaching, emphasis on independence, clear goals and standard, appropriate assessment, and appropriate workload. With the incessant problem of low language proficiency of learners, teachers should continuously work on English language development and development of English instruction. It is important to note this factor that contributes to the low proficiency of learners in English (Serquina&Batang, 2018).

Results showed that prior linguistic knowledge is what causes CLI on syntax. This implies that all speakers do this with an established system of language knowledge built up from prior experience using some other language. Even though L1–L2 form-meaning mapping differences can lead to persistent learnability difficulties for L2 speakers, even after considerable exposure to the L2. In this case, there is always an interference of L1 when using the English language. In this context, this claim can be best supported based on observation done inside the classroom. Participants answered when asked by the teacher about her assignment: "Ma'am, I submitted my assignment already". [Ma'am, I already submitted the assignment.]

Saying "already" at the end of the sentence would put it in an awkward position which will be misconstrued as broken English. How speakers attend to, and process new linguistic input is therefore influenced by prior experience. This is one reason why some of the negative effects of CLI can be fleeting in some cases but more persistent in others. It all depends on what experience learners bring to L2 use. Therefore, advancing multifactor accounts of learning that are both sensitive to the input and how prior experience biases processing are critical for understanding CLI and learning more generally (McManus, 2022).

Results revealed that CLI on syntax is caused by support at home. This may mean that demographic profile may play a vital role in cross-linguistics such as language used at home, educational attainment of parents, and socio-economic status. On the language used at home, most of the participants answered that they use Taglish and Bikol at home. Contextual factors such as learners' self-beliefs, family's support may influence the kinds of strategies used by students. The learning environment was assessed to see if it meets the student's needs and manages emotional responses to individualized language learning. According to El-Omari (2016) family support and socio-economic factors have direct impacts on students' achievement in English language learning.

2.C. Pronunciation

This section discussed the factors that affect the CLI on pronunciation, such as socio-cultural context, learning environment, teaching strategies, prior linguistic knowledge, and support at home. When a language is learned, the socio-cultural context in which it is used needs to be taken into consideration as well. Results showed that CLI in pronunciation is caused by socio-cultural context. In this case, the effect of socio-cultural

context in the L2 use is interchanging or mixing up several consonants and vowels. Different dialect variations in every municipality in Sorsogon may be the main reason.

The socio-cultural context is present among participants that this interchanging or mix up several consonants and vowels are prevalent. During observation in one of the Professional Education subjects, students substituted the /p/ in a word for an /f/ such as "froperpraction" instead of "proper fraction" or "ferson" instead of "person", the /v/ and /b/ sounds such as "vecause" instead of "because" and the /i/ and /e/ "Lewis" ('lɛwɛs) instead of "Lewis" (/'lu:IS/), especially if these sounds occur close together.

This can be assumed that CLI of socio-cultural context on pronunciation is most likely to occur between languages, L1 and L2, which are closely related. According to Kellerman (no date cited), transferability is conditioned by two constraints, namely psychotypology and prototypicality, i.e. more prototypical features in the L1 determine a higher degree of CLI into the L2, especially if these languages are perceived to be related or similar.

In addition, the proficiency factor should also be emphasized and acknowledged as conditioning the source and strength of CLI. When the proficiency level in this additionally acquired language is relatively low and learners tend to resort to transfer more frequently as a coping strategy (Kang, X., Matthews, S., Yip, V. et al. 2021).

Furthermore, it can be presumed the transfer characteristic for the low proficiency level in the L2 is usually negative, as opposed to the positive type of transfer which typically occurs at more advanced stages of L2 use when learners take advantage of their previous linguistic knowledge much more. In socio-cultural context, learners are first exposed to L1 and have a minimum exposure to the L2. Generally, it can be said that L2 speakers seem to make mistakes in pronunciation mainly because of L1 transfer. The majority of the participants live in rural areas which have a total number of seventeen participants, where Bicol dialect is their native medium of communication. For this reason, their exposure to L1 may affect their L2 use.

In this case, certain aspects of ability related to borrowing manifest themselves in a completely uniform way as they pronounce the words of L1 and L2 similarly especially in terms of accent. Socio-cultural context is a major source of variation, as the dynamics of parallel activation and inhibition of competing linguistic units, the L1 and L2, can influence pronunciation patterns.

Learning Environment may mean that the phonetic system of one of a bilingual's languages impacts the production and perception of speech sounds in their other language. The CLI on pronunciation is caused by the learning environment which implies that the way a learner perceives his proximal educational environment may shape the learning paths.

The interchanging or mix up of several consonants and vowels as mentioned in socio-cultural context, may be associated with the educational environment, therefore, is a complex system of diverse constituents interplaying dynamically with one another and affecting the efficiency of an L2 learning process. It can also be worth mentioning the factual truth that the school setting, especially the classroom, is predominated by Bikol speaking students. Therefore, it can be concluded that there is a variation in verbal fluency between L1 and L2.

In the context of teaching strategies, they refer to the methods, techniques, procedures, and processes that a teacher uses during instruction. It is generally recognized that teaching strategies are multidimensional, and their effectiveness depends on the context in which they are applied. The language that teachers use in the classroom may also be a part of this. Results revealed that CLI on pronunciation is caused by teaching strategies. In this perspective, teacher factors play an important role in teachers' moderate L2 learning processes. The role of a language teacher in an L2 learner's pronunciation cannot be overlooked, particularly, in the foreign language educational environment where the exposure to the L2 is limited. In these contexts, L2 teachers function as major pronunciation models and sources of input for their students. Their behaviors, including their language and instruction, tap into learners' motivation which may subsequently empower learners' pronunciation and overall language learning processes (Moradi &Sabeti, 2014).

Prior linguistic knowledge is what causes the CLI on pronunciation. In the context of prior linguistic knowledge, there is a prevalence of interchanging and mixing up several consonants and vowels. But in the context of prior linguistic knowledge, for instance, during classroom observation in one of the Professional Education subjects, the /p/ in a word for an /f/, such as "froperpraction" instead of "proper fraction" or "ferson" instead of "person," the /v/ and /b/ sounds, such as "because" instead of "because," and the /i/ and /e/ "Lewis" ('lws) instead of "Lewis" (/'lu:IS/), can also be attributed as an outcome or a result of the linguistic differences and similarities among a speaker's languages in terms of phonetics. Thus, it is termed "negative transfer," which occurs when the learning tasks of the two languages are relative but different and the learner of the foreign language uses the expression and understanding of L1 to replace the way of the foreign language.

The effects of prior linguistic knowledge and experience on L2 use can be positive or facilitative when the patterns of language use are similar across languages, such as when languages share sets of meanings or concepts, but in the case above, it implies the opposite. Therefore, prior experience influences how speakers pay attention to and process new linguistic input. According to McManus (2022) advancing multifactor accounts of

learning that are both sensitive to the input and how prior linguistic experience biases processing are critical for understanding CLI and learning more generally.

Additionally, this paper considered the fact that support at home is what causes CLI on pronunciation. This influence implies that it can be attributed to the demographic profile of students in terms of, parents' highest educational attainment, and the language used at home that may affect the students' L2 use.

It can be assumed that support at home may be attributed to the demographic profile of the participants. Ten participants use *Taglish* and 11 participants use Bicol at home, the influence of CL to L2 learners' speaking skills may be obstructed. The prevalence of interchanging or mixing up several consonants and vowels are caused by the dialects or language used at home. Moreover, the absence of a proper educational background of parents cannot be omitted in the equation of L2. Since most of the participants have an intensive exposure to Bicol dialects and they forgot noticing and rigorously discriminating, subtle contrasts between L1 and L2 sound systems might lead to unsatisfactory results. According to Zhou (2020) on the analysis from various perspectives, including the attitudes of the parents towards the use of L2, it was found out that the family environment indeed affects the foreign language learning of students.

V. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the researcher arrived at the following conclusions: There is a rare policy implemented inside and outside the classroom enforced by teacher and school administrators that will help the students use English language in communication. Also, there is no English language policy that will eradicate cross-linguistic influence on L2 learners' speaking skills in terms of vocabulary, syntax, and pronunciation. It is imperative to implement an English language policy in the institution that will serve as an intervention in eradicating CLI in the second language use of college students.

Based on the findings and conclusions, the following are recommended: It is suggested that teachers may impose an English language policy in the classroom that will help eradicate the CLI among college students that basically affect their vocabulary, syntax, and pronunciation. School administrators and other stakeholders may formulate approaches and frameworks that will help L2 proficiency use among college students. This may allow them to find a way to provide their students with appropriate assistance to improve their language proficiency. The researchers proposed an institutional policy brief entitled "English Language Only Policy: Eradicating Cross-Linguistic Influence" on addressing CLI on L2 use of second year college may be implemented in the school. Future researchers on CLI on L2 use of second year college to determine the reliability, validity, and credibility of this study.

VI. ACKNOWLEDGEMENTS

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