First Language Interference in Learning the English Language

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Abstract

This research investigated on the first language interference in learning the English language among three cultural groups – the Ilocano, the Ibanag, and the Itawes. The subject of the study were sixty sophomore students from the College of Education and the College of Business Entrepreneurship, and Accountancy who are officially enrolled at Cagayan State University, Andrews Campus, Tuguegarao City for the school year 2010-2011. This research ascertained that the students, regardless of their ethnic affiliation, had similar proficiency levels in the written proficiency test. The students did not do well in the oral test, specifically on intonation and pronunciation. They had several errors in their performance and that their first language, to a great extent, interfered with their English language learning. However, the students' L1 facilitated in the completion of a given task on speaking. The students had to turn to their L1 in some instances. Their first language, therefore, served as a mechanism or strategy to realize an objective in language learning. On the other hand, while the researcher believed that the L1 serves to facilitate in learning the L2 and that the students should be allowed to use their L1 in the English language classroom, she stressed that teachers can strategize to provide students with opportunities to practice their speaking skills in the target language. The researcher also emphasized that this study becomes a basis for constructing a prototype remedial instructional module for learning speaking particularly on intonation and pronunciation focusing on contrast analysis of patterns of intonation and sound production between L1 and L2.

Keywords: first language, language interference, language proficiency)

Introduction

Learning a second language encompasses a wide variety of situations which maybe in the forms of acquisition through direct conversation with native speakers, reading judiciously plenty of published materials, watching regularly some movies and listening intently of characters' dialogues or learning academically in the classroom its communicative structures. For native speakers, as caretakers of their own language, to learn their language structures would be just assumed a finishing touch mental exercise as this may simply be an

enhancing effort of comprehending one's very own culture. But for non-native speakers, to learn a second language necessitates the learner to face the challenges of meaningfully and proficiently appreciating the semantic component and syntactic structures of the second language.

The established set of measure of proficiency of learners to communicate across all macro-skills- listening, speaking, reading, writing, viewing – is founded from adequate or substantial knowledge of the language areas. However, inter-cultural communication competence is essentially necessary in gaining English language proficiency.

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English. Language learners often produce errors on syntax and pronunciation that result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain words incorrectly or with difficulty, and confusing items of vocabulary. This is known as L1 transfer or language interference.

First language interference is seen as a major factor affecting English language proficiency and competence. Thus, an in-depth, rigorous, adequate, substantive and intelligent effort to study the language interferences in learning the English language geared among cultural groups is one judicious course of action on the part of the researcher to come up with authentic and functional language plan for learning, use and mastery of this target language, the English language.

Objectives

This study attempted to find out the level of the second language proficiency of the respondents and the extent of interference of the first language (L1) spoken among Ilocanos, Ibanags, and Itawes in learning the second language (L2) through its syntactic structure and semantic component.

Specifically, it was geared towards realizing the following objectives:

1. Describe the profile of the students in terms of:
   1.1 Age
   1.2 Sex
   1.3 Year/Level when English was first learned
   1.4 Last high school attended
   1.5 Language dominantly used with parents, peers, and community
2. Find out differences on the language background of the students.
3. Determine the level of proficiency of the students in learning L2 on the following grammatical components of the English language.
   3.1 Syntactic Items

3.2 Semantic components
4. Determine the extent of L1 interference in learning L2 when students are grouped according to dialect.
    3.1sentence patterns/word order
    3.2 intonation
    3.3 pronunciation
5. Determine the first language strategies used in learning English as a second language.
    a. code switching
    b. language borrowing
    c. translation
6. Find out the significant difference in the level of proficiency of the respondents in learning L2 when grouped according to dialect.
7. Find out the significant relationship between the level of proficiency and extent of L1 interference of the respondents in learning L2 when grouped according to profile variables.

Methodology

This study utilized the Descriptive Method using Survey and Correlation Techniques to ascertain how much variation is caused by L2 variables in relation to L1 interference as far as L2 learning among native speakers of Ilocano, Ibanag, and Itawes is concerned. It was also used to determine the magnitude and direction of the relationship that exist between the L2 and the L1.

The survey method was used to elicit information about variables necessary and related to knowing the L2 proficiency of the respondents and at the same time to find out the interferences that occur in learning L2.

On the other hand, correlation method was used in this study to ascertain the relationship of language interference with the language proficiency of each of the cultural groups mentioned.

The researcher utilized sixty (60) students from Cagayan State University-Andrews Campus. Thirty (30) of these students come from the College of Business Entrepreneurship, and Accountancy, and the other thirty (30) come from the College of Education. Although some of them can also speak other dialects, the researcher made sure that each was purposely chosen based on the language they dominantly speak. Purposive sampling was utilized in the light of objectively coming up with authentic and legitimate pieces of information and/or baseline data indispensably needed in this research.

This research was conducted in Cagayan State University-Andrews Campus, Caritan, Tuguegarao City where a considerable number of enrollees who

belong to the cultural-groups are enrolled. Specifically, the researcher extensively concentrated her attempts to study the extent of first language interference in learning the English language of the second year students of the College of Business Entrepreneurship, and Accountancy and College of Education in CSU-Andrews Campus, Tuguegarao City for the school year 2010-2011.

The researcher made use of the Survey Questionnaire, constructed by the researcher herself, to gather relevant information and data from the respondents. It consisted of two parts. It was pre-tested to 60 third year students in the College of Education. The first part consisted of a survey on the profile of respondents and their exposure to the English language, and the second part consisted of a test questionnaire intended to elicit the level of proficiency of the respondents in learning the second language. In particular, the questionnaire contained tests on grammar meant to identify the proficiency levels of Ilocano, Ibanag, and Itawes speakers on form classes or content words and function words. In addition, the test contained items geared at determining the proficiency levels of the respondents along vocabulary, comprehension, intonation, morphology, lexicon, syntax, and sentence patterns.

To test the extent of the respondents' first language interference, an oral test was also prepared by the researcher. It consisted of items intended to determine their ability to read sentences with proper intonation, to read a passage with correct English vowel and consonant sounds production, and to tell a story in an organized and logical manner. This part of the test was utilized to determine the strategies used by the students in relating the story in English like language borrowing, code switching or shifting, translating, and asking for information which are significant in learning L2.

The data for this study were gathered by the researcher with the help of some faculty who were in constant meeting with second year students in CBEA and COED. After permission was sought by the researcher from the dean of CBEA and COED, the researcher immediately administered the test to second year classes in both colleges where Ilocano, Ibanag, and Itawes speakers were identified. The tests were given at different sessions to allow the students ample time to answer the questionnaire, and to see to it that reliable data are collected. Besides, the students could not be accommodated at once because they belonged to different sections.

The first session with the students involved a paper-and-pencil test which was also a survey of their profile, and a proficiency test in English. The test included English grammar covering form classes/content words and function words, vocabulary, comprehension, intonation, morphology, lexicon, and syntax.

The second session involved an oral test that ascertained the L1 interference and the extent to which the L1 interfere while they were performing the tasks. The tasks given to them were: read sentences with proper intonation;

read a passage with critical vowel and consonant sounds; and, relate a story out of a set of pictures. There were 10 items of sentences to be read, each representing an intonation pattern for a particular kind of statement. The passage, on the other hand, was anonymously written.

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In story-telling, the respondents were asked to tell a story out of a picture. The pictures were arranged to facilitate the task. The students, like in the previous

tasks, were given the freedom to use every strategy they can utilize to come up with an organized and logical story. The strategies used by the students were in the form of code-switching or shifting, translating, asking for information, etc.

All tasks in the oral test were done individually and were recorded to ensure that data gathered were accurate and concise. This process also facilitated the researcher in coming up with accurate coding and decoding of the oral tasks, which eventually resulted to correct interpretation and analysis as far as interference is concerned. The recorded activities were later decoded by two other English teachers to ensure the reliability and validity of the data being analyzed and interpreted.

This study utilized the simple frequency counts, percentage and weighted mean to determine the average scores of the respondents in their level of proficiency. Likewise, these were used to determine the responses of the three cultural groups in terms of similarities and differences in their proficiency, and difficulties/errors in intonation, pronunciation, word order or sentence pattern with respect to language interference.

The t-test was utilized to find out if there is no significant difference in the level of proficiency of the three cultural group-respondents in learning the English language when grouped according to profile and language interference variables.

The two-way analysis of variance (ANOVA) was utilized to ascertain the relationship between the L2 proficiency of the respondents and extent of L1 interference.

A scale of interpretation for the variables measured was used to reveal the level of L2 proficiency and extent of interference of the first language of the cultural group-respondents in learning the second language.

Another scale was used to describe the level of proficiency of the students in the English Proficiency Test where the highest scores ranging from 69 to 100 is described as Excellent (E), 52 to 68 as Very Satisfactory (VS), 35 to 51 as Satisfactory (S), 18 to 34 as Fair (F), and the lowest scores ranging from 1 to 17 as Poor (P).

The extent of interference of the first language in learning the second language was also described accordingly where 9 to 10 was described as Very Great Extent (VGE), 7 to 8 as Great Extent (GE), 5 to 6 as Moderate Extent (ME), 3 to 4 as Fair Extent (FE), and 1 to 2, which is the least, described as Poor Extent (PE).

Specifically, the simple frequency count was utilized to determine the Mean of the profile of the cultural group-respondents.   This was then differentiated by using the t-test. The same treatment was used by the researcher to determine the difference in L1 interference in learning L2 among the three groups. The Pearson Product-Moment Correlation was used to determine the relationship between the English proficiency of the respondents and extent of L1

interference in learning L2 across word order/pattern, intonation, pronunciation/sound production, and English story-telling strategies.

The oral tests were analyzed based on noted observations from the language behavior of the students during the tests.

Results and Discussion

Profile of Students

There were 60 students involved in this study- 30 from the College of Education and 30 from the College of Business Entrepreneurship, and Accountancy. The students were further classified according to their first language- 20 Ilocano students, 20 Ibanag students, and 20 Itawes students.

As to age, 67 percent of the students fall under ages 17 and above while 33 percent fall under ages 16 and below. In terms of sex, the females outnumber the males at 76.67 percent of the total number of students, which is equal to 46 out of 60. Females dominate all cultural groups.

On the other hand, most of the students started learning English as soon as they were in elementary. They made up 95 percent of the total student-respondents. Five percent expressed that they only started learning English at home.

Further, eighty percent were educated in a Government/Public High School. Those who had their high school in private institutions is 20 percent. It is inferred that most of the respondents may have graduated from high schools found in their own community which are mostly government high schools.

It was also revealed that the language used by the Ilocano students to speak to their parents is Ilocano, the Ibanags students used Ibanag, and the Itawes students used Itawes. The language used by Ilocanos to speak with their peers is Ilocano, while 95 percent of the Itawes used Itawes to communicate with peers. On the other hand, 75 percent of the Ibanags used Ibanag, but 20 percent of them used Ilocano to talk with peers. The Ilocanos and Itawes used their respective dialect to speak with the community, and 95 percent of the Ibanags used Ibanag to speak with the community. A few of them used Itawes to speak with the community.

Language Background of the Students

In L1A category which represents the question, "*What language did you first learn?*" 100 percent of the Ilocanos first learned to speak Ilocano while 95 percent of the Itawes first learned to speak Itawes. However, only 90 percent of

the Ibanags first learned to speak Ibanag. The ten percent first learned to speak Itawes or English.

For the question "*What dialect is frequently used at home*, as represented by L1B, 100 percent of the Itawes frequently used the dialect Itawes at home. Ninety five percent of both the Ilocano and Ibanag frequently used Ilocano and Ibanag dialect, respectively, at home. In L1 C as represented by the question *"What language do you best understand when listening?",* 80 percent of the Ilocanos understood best Ilocano while 20 percent of them understood best the English language when listening. For the Ibanags, 75 percent of them understood best Ibanag while 25 percent understood best the English language. Meanwhile, 95 percent of the Itawes understood best Itawes when listening, while only five percent understood best the English language when listening. Asked what language they speak fluently, 100 percent of the Ilocanos spoke Ilocano fluently, while 80 percent of the Ibanags spoke Ibanag fluently. The other 15 and 5 percent of them spoke Itawes and Ibanag, respectively. In writing, 95 percent of both the Ilocanos and the Ibanags can write best in English, and 80 percent of the Itawes can write best in English. Similarly, 95 percent of all the cultural groups could best understand English than any other language For the Ibanags, 60 percent used Ibanag when thinking, 35 percent used English, and five percent used Ilocano when thinking. On the other hand, 60 percent of the Itawes used English when thinking while 40 percent of them used Itawes when thinking.

On content words, the Ibanag students had a mean of 8.95, followed by the Ilocano students with a mean of 8.85, and Itawes students with a mean of 7.45. Subsequently, the Ibanags had an index of mastery of 74.58, the Ilocanos with 73.75, and the Itawes with 70.17. It is inferred that the Ibanag students who had the highest mean and index of mastery among the three groups performed better in this subtest. Consistently, on function words, the Ibanag students had a better performance than the other two groups. This is manifested by the mean of 5.6 with an index of mastery of 56; the Ilocanos had a mean of 4.9 with an index of mastery of 49; and, the Itawes with a mean of 4.35 and an index of mastery of 43.5.

As to vocabulary, the mean of the groups are similar with 5.4, 6, and 6 for the Ilocano, Ibanag, and Itawes students, respectively. Their indeces of mastery of 54, 60, and 60, respectively, make it possible to assume that their dialects do not make any difference in the performance of the students in this subtest.

As to comprehension, it is inferred from the table that the Ibanag bested the other two groups in this category. The mean of 8.35 makes them very satisfactorily proficient.

The succeeding subtests are all on giving meaning based on intonational patterns, morphology, lexicon, and syntax. Apparently, in the subtest on intonation, the Ibanags, as in the previous subtests, had the highest mean of 5.3,

followed by the Ilocanos with a mean of 4.95, and the Itawes with 4.45. Consequently, the Ibanags had the highest index of mastery of 53 followed English. Similarly, 95 percent of all the cultural groups could best understand English than any other language For the Ibanags, 60 percent used Ibanag when thinking, 35 percent used English, and five percent used Ilocano when thinking. On the other hand, 60 percent of the Itawes used English when thinking while 40 percent of them used Itawes when thinking.

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In morphology, where the students had to group the words according to the meaning dictated by the affixes in the words, this study revealed that the respondents were fairly able to recognize and group words according to their plural –marking affixes, past-time marking affixes, actor-marking affixes, and gender-marking affixes. The Ilocano performed better in this particular subtest with a mean of 16.45 compared to the other two groups of students with 13.45 for the Ibanags and 14.65 for the Itawes students.   The Ilocano students, therefore, gets the highest index of mastery of 83 and the Ibanags and Itawes with only 67.25 and 73.25, respectively. For the subtest on lexicon, the groups had similar mean scores of 10.50, 10.95, and 10.25 for the Ilocano, Ibanag, and Itawes group,

respectively. The Ibanag groups get the highest index of mastery of 54.75, although this is not significant because they almost have the same index of mastery.

Finally, on syntax, the means reflected similar result, although this time the Itawes had the highest mean of 3.55, followed by the Ibanags with 3.45 and Ilocanos with 3.4. Subsequently, the Itawes had an index of mastery of 79. The students, in general, performed similarly in this subtest.

The mean values of 63.0 for Ilocano, 62.05 for Ibanag, and 58.85 for Itawes did not significantly differ. The finding implied that the linguistic competence of the three groups of students was similar.

As far as the level of proficiency of the students are concerned, the Ilocanos were *very satisfactorily proficient* as shown by the index of mastery of 63.05. Similarly, the Ibanag students were very satisfactorily proficient with an index of mastery of 62.05, likewise with the Itawes students who garnered an index of mastery of 58.85. In general, the total index of mastery of the groups falls between 52 to 68 which clearly revealed that they performed *very satisfactorily proficient.*

In the performance of students in word/sentence order, the over-all mean was 2.72 and the over-all standard deviation was 1.439. The individual mean of each group recorded a similar value which means that the three groups performed similarly I this aspect of the test. Dialect, therefore, had nothing to do with the performance of the students in arranging words to form an acceptable or correct sentence.

The students were given oral test on intonation, pronunciation, and story-telling to find out how the first language or dialect interfere and/or facilitate in learning the English language.

In the test on intonation, the students were asked to read sentences whose intonation patterns represent those found in Standard English, the English spoken and written by educated native speakers. It was inferred from the average mean of all groups that many of the sentences were not read with proper intonation.

Generally, all three groups of students performed relatively low in the test on intonation. The mean scores of the groups which are similar with each other proved that their performance in this particular activity needs improvement. This may be due to lack of competence in intonation in L2 that they tend to apply the rules of intonation from their L1 to L2. This is called over-generalization. As described by Richards (1973), over-generalization is the application of a newly-learned target language rule form or context. In this study, it is the application of the L1 rule to a target language. The fossilization of their first language also contributed immensely to their inability to say the sentences with proper intonation.   This particular linguistic skill is indispensable in communication especially in spoken language. Different intonation gives different meaning. If

intonation is not properly applied, the intended meaning may change when it reaches the listener or receiver.

As far as the extent of interference of L1 is concerned, the total mean scores of the Ilocano which is 5.75, the Ibanags which is 5.1,and the Itawes which is 5.2 manifested that the L1 of the students had moderately interfered in their L2 learning in intonation.

The pronunciation test included the sounds hard / th / and soft / th /, / s / and / z /, initial /st / and final / st /, / I / and / i /, half / o /, schwa / a /, open / e /, / U / and / u / to test the students on pronunciation. This test was expected to reveal distinct errors on phonology especially on the consonant and vowel sounds as produced by the students when reading a passage.

Apparently, the sounds involved in the test were sounds not mostly found, if not at all found, in the first language of the students. There is no related research on phonology that has been locally published which mentioned the presence of the sounds soft and hard / th /, initial and final / st /, half / o /, and the schwa sounds, except for / z / which is found in the Itawes language, the / I / and the / i /, which are present in all three dialects, in the dialects/languages mentioned. The absence of the sound made it difficult for them to pronounce words in English. Therefore, where the sound is present, the respondents did not usually commit error; where the sound is absent, the respondents committed the error.

In addition, the substitutions made by the students to particular sounds mentioned earlier such / d / for the hard / th /, / t / for soft / th /, / a / for / ae /, short / u / for long / u / and vice versa, and / s / for / st /, contributed to the commission of the error. In his Speech Learning Model, Flege (1987,1995) mentions about an observation to consider in contrastive analysis of various language groups and their L2 English production. He says that nationalities with a vastly different phonetic inventory to that of English, often find it easier to produce an acceptable phonetic target in the L2 than a nationality whose L1 contains contrasting sounds.

As to the extent of interference of the first language of students in their pronunciation, it was inferred from the total mean of the Ilocano students which is 5.85, the Ibanags which is 6.75, and the Itawes which is 7.8 with an overall total mean of 6.8, that their first language had greatly interfered with learning the L2 on pronunciation.

The story-telling portion of the test was done to find out if the first language has anything to do with how efficiently and effectively the respondents can complete the story based from a set of pictures.

The first to do the task was an Ilocano speaker. Obviously, while the student was relating the story, the student shifted from L2 to a language not his own, the Tagalog or Filipino language, because he/she could not think of the right

way to say it in the English language, and saying it in Tagalog was the easiest way for him/her to express what he/she wanted to say. Besides, for reasons of prestige, using the Tagalog was the most acceptable because it was spoken by most of the students in school and not his/her dialect which is Ilocano. The student then had to code shift and had to borrow another language to able him/her to complete the task though he/she knew he/she could use his/her first language.

One student exemplified code shifting and language borrowing. The student started his/her statement with L2, then, shifted to Ilocano, his/her L1, then towards the end of the statement, he/she shifted again, this time with another language which is Tagalog. This example proves that a bilingual or a multilingual, as in the case of the Ilocano student in this study, will source out any language he/she can to help him finish a language task. In the domain of sociolinguistics, a speaker switches from a language to another because learners of L2 (or another language) would inevitably learned a first language (or another), hence, the role of L1 as a strategy in L2 learning.

Another Ilocano speaker frequently switched from L2 to L1, specifically from Tagalog to English, while telling the story. Usually referred to as Taglish as mentioned by Lesada (2017), this kind of language common among multilinguals in the Philippines makes speaking more efficient and effective because the speaker could put his meaning across easily without having to think of which terms to use. The Taglish is simply another form of code switching. The other Ilocano subjects of this study had very similar way of telling the story from pictures.   The use of code switching and shifting was very frequent that it is assumed by the researcher that this was their way of efficiently completing the task given to them.

The Ibanag student also obviously made use of code switching, translating, and language borrowing through asking information as a strategy to complete the task efficiently.

It is clearly proven in this study that code switching and shifting were the strategies used mostly by the students. It characterized the students' status as L2 learners. It also proved that L2 learners access their L1 while processing L2. This further proved the fact that people with access to two or more languages shift frequently between them.

The study further proved that speaking, especially in the L2 classroom, is not a monolingual event. The respondents in this study relied many times on the L1 when confronted with what terms to use or how to express the ideas in L2. The claim regarding the verbalization of his one's inner speech when faced with problems during the task so as to gain control over the task and to direct problem-solving activities supports the finding of this study. The use of L1 was very prominent in many of the strategies utilized by the students as they struggled with grasping for words and understanding the pictures.

Focusing on just the aspect of L1 use, a few comments can be made on how the students used their L1 to help them. The students usually resorted to L1 in their attempts to figure out what words, phrases, and sentences could be used to express their understanding of the story. The key function of the students' L1 in the task was most relevant in the students' switching, shifting, guessing for terms or ideas or substituting with possible equivalents from the L1.

The L1 provided a common ground whereby the students could verbalize accurately their thoughts, expressed their feelings and opinions and be understood by their listeners.   According to Kern (1994), based on Krashen's Affective Filter Theory of acquisition and learning, "by making the input more familiar, putting it in user-friendly terms, the learner has greater confidence in his or her ability to put her meaning across, understand pictures and eventually use them to tell stories."   The use of L1, therefore, reduces affective barriers among L2 learners.

This study hypothesized that there is no difference in the overall proficiency test scores of the students grouped by first language. The results of the analysis of variance indicated that the F-ratio of 0.29 has an associated probability of 0.461. This means that the performance of the students is similar or does not change regardless of the language they speak which further means that whatever they speak, this does not affect their performance in the proficiency test. For this reason, the null hypothesis is accepted.

In the analysis of variance on the word/sentence order scores of the students grouped by dialect, the F-ratio of 0.291 with associated probability of 0.749 indicated that the first language of the students did not affect their performance in the test on word/sentence order.   This finding leads to the acceptance of the null hypothesis.

The analysis of variance on the intonation scores of the students by dialect where the F-ratio is 2.131 with an associated probability of 0.128 meant that the first language of each group is not significant to their performance in intonation. This further meant that the difference in the language they speak did not have any effect in the performance of the students in giving sentences with proper intonation. Therefore the null hypothesis is also accepted.

This study hypothesized that the first language does not significantly affect their performance in L2 pronunciation when grouped according to dialect. In the analysis of variance on the pronunciation test of the respondents by dialect, the F-ratio of 1.021 with an associated probability of 0.367 revealed that the dialect or first language of each group did not make a difference in the performance   between the   groups of respondents.   This meant further that whatever dialect the students speak, this had no effect to the variation in their performance on the production of some critical sounds in the English language. Therefore, the null hypothesis is accepted.

Conclusion

Based on the results of this study, the conclusions are herein stated.

The cultural groups, in general, are loyal to their own language, that is, the Ilocanos use the Ilocano language in most of their communication activities, the Ibanags use the Ibanag language, and the Itawes use the Itawes language. The students, regardless of the cultural group they belong (Ilocano, Ibanag, or Itawes), were likely to perform similarly when it comes to written English. The Ilocanos, however, had greater tendencies of transferring rules or pattern of intonation from their L1 in learning L2, which is why they committed more errors when asked to read sentences with their proper intonation. They also do not follow a variety of intonation patterns in their language that is why the tendency of sticking to their own set of rules are transferred to L2 when learning. On the other hand, the Ibanags had the tendency of transferring rules on pronunciation from L1 to L2 which is why they committed more errors on pronunciation. They tend to stick to their own way of pronouncing words in their language when reading L2 words.

When speaking, code-shifting and code-switching were tendencies of L2 learners like the Ilocano, the Ibanag, and the Itawes. These learners referred back to their own language when confronted with difficulties in learning the target language. They used these as strategy whenever they find it hard to proceed with a learning task in L2, although they shifted back to English easily.

Recommendations

Based on the conclusions made, there is still a need to further investigate on the other aspects of English language learning. The subjects of this study were students from the College of Education and the College of Business Entrepreneurship, and Accountancy where, generally, students are performing well. Therefore, the result of this study may not be true to all students.

A short-term remedial course in speaking especially designed for proficient or non-proficient students be conducted or given to students in the College of Education and the College of Business Entrepreneurship, and Accountancy. The remedial instruction should be given to first year students after finishing the first semester as soon as their grades are evaluated. The area should focus on SPEAKING since this is where the students usually fall short. To facilitate this, the researcher also proposes for a specialized prototype instructional module for speaking in English intended for students in the different cultural groups like the Ilocano, Ibanag, and the Itawes and other groups who may have difficulty learning the second language particularly in the area of speaking. Second language learners, particularly those of lower proficiency usually lack the

ability to express or verbalize their thoughts confidently, clearly and accurately. Thus, although the teachers should, of course, encourage strongly the use of L2 among students of low proficiency and even to students of high proficiency, the teachers should also expect that a certain level of dependence on the L1 is necessary for the students for the students to carry out the procedure effectively and to gain from it. Concomitantly, as a way to encourage the students to use L2 more, teachers can utilize strategies that provide students opportunity to practice their speaking skills in the target language in the task of discussing meaning from a picture. This is because the students view the procedure as giving them the opportunity to improve their L2 speaking skills although they might still switch to their L1 occasionally.

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