

Cebuano-Visayan influence in English Language acquisition: Turning challenges into opportunities

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ABSTRACT

Learning a new language is a challenging journey filled with obstacles, but these difficulties can transform into powerful tools, turning you into a highly effective and fluent communicator. In lieu of proposing a learning packet to make this possible, this research investigated the Cebuano-Visayan linguistic interference on the students' school publication corpora at one of the secondary schools in the Division of Danao City, Academic Year 2023 - 2024. Qualitative content analysis was utilized in this research, which involved comparing the primary language, Cebuano-Visayan, and the second language, English, and analyzing the linguistic interference of the primary language on the 28 written outputs of students. Based on the findings, there is Cebuano-Visayan linguistic interference in the outputs of students in subject-verb agreement, verb tenses, and the use of prepositions, pronouns, and articles. This can be seen through the errors in their sentences. Thus, it is recommended to utilize the learning packet crafted through this study to acknowledge, address, and utilize these linguistic interferences to produce more accurate and coherent English writing, ultimately facilitating clearer communication and academic success.

1. Introduction

In this day of globalization, knowing English is not only a need but also an essential for the survival of many. One of these abilities is the capacity for efficient writing, which is crucial in a variety of industries and professions. In the desirable requirements section of nearly all job advertisements, it is common to find statements like "strong command of writing skills" or "excellent written communication skills" (Messum et al., 2016). Writing is a common kind of activity and communication in the workplace across all professions; it supports activities ranging from routine internal staff communication to delicate client negotiations.

On that point, a poorly written email could have unintended consequences, including making a colleague miss a crucial meeting or, in more severe situations, endangering a developing relationship with a potential client (Manning, 2016). Writing is frequently a difficult task in the professional setting since it has a communication goal that must be catered to an audience (Machili, 2014), which highlights the importance of a writer's language and material being comprehensible.

In the context of international business, where English is frequently employed as the language of communication, the importance of writing in the workplace has increased (Louhiala-Salminen, 2009). As business becomes more global (Tenzer et al., 2017), entrepreneurs now must coordinate their efforts not only with local colleagues but also with colleagues from other countries. Professionals in this setting, especially those who use English as their primary language, encounter a wide range of business contacts as well as differences in the kinds, purposes, and structures of the papers they must create (Hyland, 2013). It is important for corporate decision-makers and candidates to recognize the importance of written English skills in today's business environment, as both the continuing growth in workplace language skills and the complexity of workplace writing are emphasized.

According to Chen (2016), advancements in communicative technology have made written communication more complex, necessitating effective communication among members of international institutions for collaboration in education and industry. This has heightened the demand for proficient English writing, particularly for students in fields like economics in the Philippines, who must learn to craft effective sentences for engaging with international clients. Despite the long-standing presence of English in the Philippine education system, there is limited support for its use as the primary language among students, leading many to rely on their native language (L1). This reliance often results in "linguistic interference," where elements of L1 negatively impact the learning and use of English as a second language (L2).

Research on L1 interference has shown that it can lead to significant writing errors and hinder L2 writing productivity. Studies by Bhela (1999) and Jenwitheesuk (2009) have identified common errors related to syntax, such as issues with determiners, verb agreement, and tenses, stemming from students' reliance on their first language. These persistent errors highlight the challenges faced by learners in achieving grammatical and lexical competence in English. Motivated by these findings, further research is needed to explore the extent of L1 interference in students' writing outputs, as understanding this phenomenon is crucial for improving second language acquisition and ensuring that students can effectively communicate in English.

Hence, this study aims to analyze the school publication outputs from one of the schools in the Division of Danao City to perform a more thorough analysis of the L1 (Cebuano-Visayan) interference in the English syntactic structure of students. A comparison of the two languages will serve as an aid in determining the interferences to generate findings that will guide the proposal of the recommendations.

2. Theoretical basis

The study is grounded on Kellerman's Language Transfer Theory, a crucial concept in understanding the relationship between a learner's first language (L1) and their second language acquisition (L2). This theory posits that learners often draw upon their existing linguistic knowledge from L1 when attempting to understand and produce L2 (Karim & Nassaji, 2013). This transfer can manifest in two ways: positive transfer, where similarities between L1 and L2 facilitate learning, and negative transfer, where differences lead to errors (Al-khreshah, 2016).

For instance, if a grammatical structure in L1 closely resembles that in L2, the learner may find it easier to grasp the new language concept, thereby enhancing their learning experience. Conversely, when L1 structures differ significantly from those in L2, learners may inadvertently apply L1 rules to L2, resulting in mistakes and misunderstandings.

Research has shown that language transfer can significantly impact learners' proficiency in L2 (Huang, 2017). Studies indicate that learners often rely on their L1 to fill gaps in their understanding of L2, which can lead to both beneficial and detrimental outcomes. For example, learners might successfully transfer vocabulary or certain syntactic structures from L1 to L2, aiding in their communication. However, they may also encounter challenges, such as incorrect verb conjugations or preposition usage, stemming from their reliance on L1 rules (Karim & Nassaji, 2013).

Some studies investigate how the first language of students influences learning a second language because of their differences. One of these was conducted by Camilleri (2004), who looked at the native transfer of English writing in Maltese learners to look for faults in 100 well-chosen participants who composed essays with L1 interference. It is based on an examination that has five stages: misidentification, data gathering, misdescription, attribution of miscategorization, and reflection on findings. The results showed that students made errors in thirteen different areas: word order, which was found to be the most error-prone; interference from L1 due to direct translation; differentiation between L1 and L2 grammatical features; and verbs, adjectives, verb forms, prepositions, articles, spelling, harmony, idioms, pronouns, and passive pronunciation.

Another study investigated linguistic borrowing among Generation Z speakers of Cebuano-Visayan. The findings indicated that code-mixing and code-switching were prevalent, with English words frequently integrated into Cebuano utterances. This blending involved using Cebuano affixes with English verbs, demonstrating how Cebuano-Visayan structures influence English language use (Sales, 2022). The study emphasized the importance of allowing students to engage in code-switching to enhance their language skills.

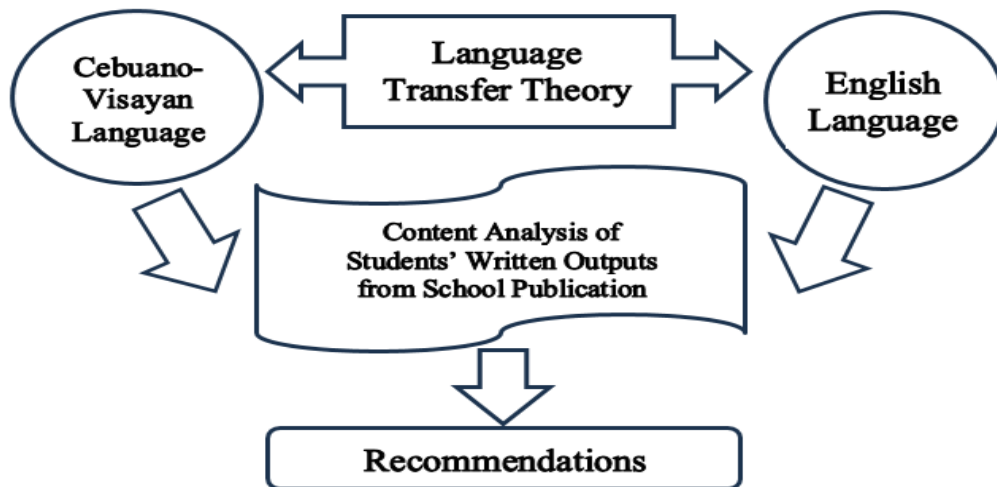
Moreover, research on prosodic interference among Cebuano-Visayan speakers highlighted that the distinct suprasegmental features of Cebuano influenced English communication. The study indicated that the phonological characteristics of Cebuano often led to misunderstandings in English pronunciation and intonation, affecting overall communication effectiveness (Abastillas, 2015). This interference underscores the need for targeted teaching strategies that address these specific challenges.

These studies collectively highlight the complex interplay between Cebuano-Visayan and English in the context of language acquisition. They illustrate how positive and negative transfer from L1 can significantly influence various aspects of English language learning, including pronunciation, grammatical structure, and overall proficiency. Educators are encouraged to consider these influences when developing instructional strategies to support English learners in the Philippines. Understanding the dynamics of language transfer is essential for educators, as it allows them to identify potential areas of difficulty for learners and develop targeted instructional strategies that leverage positive transfer while addressing the pitfalls of negative transfer. By acknowledging the role of L1 in L2 acquisition, educators can create a more supportive learning environment that enhances learners' overall communicative competence (Shirkhani & Parisa, 2011).

In examining Cebuano-Visayan linguistic interference on English syntax in school publications, Language Transfer Theory provides a structured framework. By contrasting the two languages, potential areas of interference can be identified, guiding the development of instructional strategies that address these challenges. Additionally, understanding the predicted challenges based on the theory allows educators to tailor teaching approaches to mitigate interference effects, thereby enhancing English language proficiency among Cebuano-Visayan speakers.

Figure 1

Theoretical-Conceptual Framework of the Study



Note. The Authors

3. Methodology

This research explored Cebuano-Visayan linguistic interference in the English syntactic structure of Junior High School students in one of the schools in Danao City using qualitative content analysis. As defined by Patton (2002), this approach involves systematic data reduction and sense-making to identify core consistencies and meanings. The study analyzed student-written outputs from a school publication, using contrastive analysis to compare Cebuano-Visayan and English syntactic structures and identify interference points in areas like subject-verb agreement, word order, and tense usage. The data selection process focused on texts representative of typical student writing across various genres. To ensure methodological rigor, linguistic experts were consulted for triangulation, and inter-coder reliability was assessed by comparing analyses from multiple coders. Member checking was also conducted with students to validate the interpretations of their writing, strengthening the trustworthiness of the findings.

Participants in this study included 35 students involved in the publication process from the selected school. They come from across grade levels of junior high school. The selection criteria focused on students who were proficient in both Cebuano-Visayan and English, as their written outputs would reflect the linguistic interference experienced during English acquisition. Data collection involved gathering student-written outputs from the school publication. The research utilized qualitative content analysis to systematically examine these texts, including contrastive analysis to compare the syntactic structures of English and Cebuano-Visayan and content analysis to identify instances of interference in the written paragraphs.

The analysis was conducted through qualitative content analysis, which involved coding the written outputs to identify themes and patterns related to linguistic interference. This included identifying specific errors in syntax and grammar that could be attributed to the influence of Cebuano-Visayan, recognizing recurring themes of interference, and interpreting the findings in the context of existing literature on language transfer and interference. The study aimed to provide insights that could be used to develop targeted instructional strategies to help students master English as their second language, leveraging their knowledge of Cebuano-Visayan as a bridge rather than a barrier.

4. Result and discussion

4.1. English and Cebuano Visayan language syntax differences

4.1.1. Word order

When building declarative sentences in English, the Subject-Verb-Object (SVO) word order is an essential structure (Luzares, 1979). The arrangement of subjects, verbs, and objects to convey meaning is defined by this pattern. The subject, or the thing doing the action, is placed first in the SVO structure. The verb, or the action itself, is placed next, and the object, or the person being affected by the action, is placed last.

Example:

“She eats fruits”.

“She” is the subject - that is, the one carrying out the activity. The verb “eats” denotes the act of consuming food. Ultimately, what is being consumed is the “fruits” - the item. This English sentence is grammatically sound and makes sense when the subject, verb, and object are placed in that order.

On the other hand, the normal declarative word order in Cebuano Visayan is different from that of English; it frequently follows the Verb-Subject-Object (VSO) structure or the predicate-initial language. This indicates that the verb comes first in sentences, then the subject, and last the object (Pesirla, 2010).

Example:

Cebuano Visayan	English
Maglakaw siya sa kabukiran.	He walks in the field.

The word “Maglakaw” (walks) indicates the action in the sentence. The subject, or the thing doing the action, is “siya” (he), while the object, or the place where the action is taking place, is “sa kabukiran” (in the field).

Like all Philippine languages, Cebuano-Visayan adopts different sentence structures for the predicate. This predicate can have a variety of complements and be a noun, adjective, adverb, prepositional phrase, transitive verb, or intransitive verb. Therefore, Cebuano-Visayan sentences always begin with the *predicate* and end with the *subject* as their natural sentence pattern. The following are patterns of the Cebuano-Visayan sentences according to Pesirla 2019.

Sentence pattern 1: Noun Predicate: Noun (N) + Noun (N)

Cebuano Visayan		English			
N (Predicate)	+	N (Subject)	Subject	+	Predicate
Magtutudlu		si Ramon.	Ramon		(is) a teacher.
Puthaw		ang haligi.	(The) pillar		(is) iron.
Ang tabanug		papel.	(The) kite		(is) paper.

Notice that the Cebuano Visayan sentence pattern N + N is verbless: merely N complement + N subject.

Sentence pattern 2: Adjective Predicate: Adjective (ADJ) + Noun (N)

Cebuano Visayan		English			
ADJ (Predicate)	+	N (Subject)	Subject	+	Predicate
Ma-anyag		si Emma.	Emma		(is) lovely.
Humut		ang bulak.	The flower		(is) fragrant.

Notice again that the Cebuano Visayan sentence pattern ADJ + N is verbless: merely ADJ complement/modifier + N subject.

Sentence pattern 3: Adverb Predicate: Adverb (ADV) + Noun (N)

Cebuano Visayan		English			
ADV (Predicate)	+	N (Subject)	Subject	+	Predicate
Sunud adlaw		ang bunyag.	The baptism		(is) next day.
Unya na lang		ang bayad.	The payment		(is) just later on.

Again, this Cebuano Visayan sentence pattern ADV + N has no verb: merely ADV modifier + N subject.

Sentence pattern 4: Prepositional phrase predicate: Prepositional Phrase (PP) + Noun (N)

Cebuano Visayan		English			
PP (Predicate)	+	N (Subject)	Subject	+	Predicate
Mahitungud sa gugma		ang saysay.	The story		(is) about love.
Bahin kang Pepe		ang tigmu.	The riddle		(is) on Pepe.
Ilawum sa Kahuy		ang bugnù.	The fight		(is) under the tree.

Notice again that PP + N sentences are verbless: merely preposition phrase predicates + noun subjects.

Sentence pattern 5: Intransitive Verb Predicate: Intransitive Verb (Vin) + Subject (S) + Complement (Comp)

Cebuano Visayan			English	
Vin (Predicate) + P (Subject) + PP(Complement)			Subject	+ Predicate
Nagsabut	mi	bahin sa panaghi-usa.	We	agreed about the union.

Predicate is an intransitive verb + the subject (pronoun) + prepositional phrase modifier.

Cebuano Visayan			English	
Vin (Predicate) + P (Subject) + ADVP (Complement)			Subject	+ Predicate
Nihilak	siya	tungud nimu.	He/she	cried because of you.

Predicate is an intransitive verb + the subject(pronoun) + adverbial phrase modifier.

Cebuano Visayan		English	
Vin (Predicate) + N(Subject)		Subject	+ Predicate
Nikatawa	ang bata.	The child	laughed.

Predicate is an intransitive verb + the subject.

Sentence pattern 6: Transitive verb predicate: Transitive Verb (Vt) + Complement (Comp) + Subject (S)

Cebuano Visayan			English	
Vt (Predicate) + DO (Complement) + N (Subject)			Subject	+ Predicate
Nika-un	ug pan	ang bata.	The child	ate bread.

The Transitive verb predicate is followed by the direct object + the subject.

Cebuano Visayan				English	
Vt (Predicate)+ P (Subject) + DO (Complement) + IO (Complement)				Subject	+ Predicate
Nihatag	siya	ug kwarta	sa anak.	He/she	gave money to the child.

The transitive verb predicate is followed by the subject (pronoun), ending with the Direct Object (DO) and Indirect Object (IO).

Cebuano Visayan				English	
Vt (Predicate)+ OC (Complement) + DO (Complement) + N (Subject)				Subject	+ Predicate
Nanghulam	kanaku	ug kwarta	si Sandra.	Sandra	borrowed money from me.

The transitive verb predicate is followed by the Objective Complement (OC) and the direct object, ending with the subject (noun).

Cebuano Visayan				English	
Vt (Predicate)+ P (Subject) + DO (Complement) + OC (Complement)				Subject	+ Predicate
Nipalit	ku	ug singsing	alang nimu.	I	bought a ring for you.

The transitive verb predicate is followed by the subject (pronoun) and the direct object, ending with the objective complement.

Cebuano Visayan				English	
Vt (Predicate)+ P (Subject) + DO (Complement) + PP (Complement)				Subject	+ Predicate
Muka-un	ku	ug pansit	pina-agi sa mga tsapstik.	I	will eat noodles through chopsticks.

4.1.2. Modifiers and determiners

Determiners and modifiers in English and Cebuano Visayan exhibit differences in forms, usage, and the range of elements they encompass (Bell, 1976). In English, determiners play a vital role in modifying nouns and include articles (definite and indefinite), quantifiers, demonstratives, numbers, distributives, possessives, different words, and defining words. Cebuano Visayan, on the other hand, has its unique set of determiners, differing in forms and functions from English. These include elements indicating ownership, quantity, specificity, or proximity, adjusting nouns based on context or grammatical requirements. For instance, English determiners like “the,” “a/an,” and “this” indicate definiteness, indefiniteness, or proximity, respectively, while Cebuano Visayan uses “ang,” “sa,” and “kining” with similar functions. Cebuano Visayan determiners such as “niini” (this) and “niana” (that) provide finer distinctions in distance compared to English. Modifiers, including adjectives, adverbs, and phrases, also show differences. English adjectives typically precede nouns, while Cebuano Visayan adjectives often follow the nouns they modify. Additionally, Cebuano Visayan employs reduplication and affixation to modify nouns, a feature less common in English, such as in “gamay-gamay nga iring” (small cat), emphasizing smallness through reduplication. These differences highlight the distinct grammatical structures and linguistic characteristics of each language.

4.1.3. Verb tenses

English boasts a sophisticated verb tense system, spanning simple tenses (present, past, future), perfect tenses (present perfect, past perfect, future perfect), continuous tenses (present continuous, past continuous, future continuous), and perfect continuous tenses (present perfect continuous, past perfect continuous, future perfect continuous), each employing auxiliary verbs and verb modifications to delineate different temporal nuances. Conversely, Cebuano Visayan adopts a simpler approach to verb tenses, relying on affixation and contextual indicators to convey time, aspect, and mood. Although it possesses markers for past, present, and future tenses, Cebuano Visayan predominantly utilizes affixes like “nag-” for present tense actions, “nagka-” for past tense actions, and “mag-” for future tense actions, eschewing the complexity found in English verb conjugation (Pesirla, 2010).

It can be illustrated in the diagram taken from the study of Flores (1964) entitled “A Comparison of Selected Grammatical Categories in Cebuano and English”.

Figure 2

Tense and Aspect in English Versus Mood and Aspect in Cebuano

		TENSE AND ASPECT IN ENGLISH VERSUS MOOD AND ASPECT IN CEBUANO	
		English	Cebuano
			Goal-Focus Actor-Focus
Unmarked:	eat (inf.-imp.)	----- /	ká?un / / pagká?un /
Non-3rd Sing:	eat	----- /	
3rd Sing.:	eats	----- /	
Past:	ate	----- /	miká?un /
Pres. Perf.:	has eaten	----- /	giká?un / / nagká-un /
Past Perf.:	had eaten	----- /	(factive)
Pres. Prog.:	is eating	----- /	
Past Prog.:	was eating	----- /	
Future:	will eat	----- /	muká?un /
Future Perf.:	will have eaten	----- /	kán?un / / magká?un /
Pres Prog. Perf.:	have been eating	----- /	(nonfactive)
Past Prog. Perf.:	had been eating	----- /	
Future Prog.:	will be eating	----- /	
Future Prog. Perf.:	will have been eating	----- /	

Note. The data are from “A comparison of selected grammatical categories in Cebuano and English” by F. G. Flores, 1964, *Philippine Sociological Review*, 12(1/2), pp. 77-88

The difference lies in the complexity of their systems: English employs a more intricate set of auxiliary verbs and modifications to denote various nuances of time and continuity, while Cebuano Visayan primarily uses affixes and contextual cues to convey verb tense.

4.1.4. Pronouns

In English, pronouns follow a structured and consistent set of rules, including personal pronouns (I, you, he, she, it, we, they), possessive pronouns (mine, yours, his, hers, its, ours, theirs), and reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, themselves). These pronouns remain the same regardless of gender or formality and distinguish between subjective (nominative) and objective (accusative) forms, which affects their usage as subjects or objects. In contrast, Cebuano Visayan has a more complex pronoun system that reflects inclusivity, hierarchy, and social dynamics, adapting to context-specific nuances like social status, age, and relationships. For example, Cebuano Visayan differentiates between formal and informal second-person pronouns, such as “ikaw” and “kamo” for informal singular and plural “you,” and “ka” and “kamo” for formal equivalents. Additionally, inclusive pronouns like “kita” for “we” include both the speaker and the listener, fostering a communal sense. According to Hsieh and Tanangkingsing (2021), Cebuano Visayan pronouns

also vary based on relationships, addressing siblings and relatives with specific terms like *ate*, *kuya*, *inday*, and *dodong*, which acknowledge social hierarchies and connections. In summary, while English maintains a straightforward pronoun system, Cebuano Visayan's pronoun usage is more intricate, socially nuanced, and context-driven, reflecting the cultural and social values of its speakers (Bell, 1976).

4.1.5. Prepositions

Prepositions in English serve to indicate spatial, temporal, and abstract relationships between words, with common examples including "in," "on," "at," "under," "between," "from," and "to." These prepositions follow specific rules and usage patterns that guide the placement of nouns, pronouns, or phrases within a sentence to convey relationships between elements. In contrast, Cebuano Visayan has its own unique set of prepositions with distinct forms and usage. While some Cebuano Visayan prepositions might share similarities with their English counterparts, the language incorporates specific words and structures, such as "sa," "sulod," "ubos," "taas," and "pinaagi sa," to denote spatial and directional relationships, though they may differ in usage or nuanced meanings compared to English prepositions. Additionally, Cebuano Visayan prepositions often adapt to reflect cultural and contextual nuances, expressing relationships or concepts specific to Visayan culture and social interactions, highlighting the intrinsic link between language and culture within the prepositional structures of the language (Flores, 1964).

4.2. Cebuano-Visayan linguistic interference

Table 1 contains 04 sample sentences out of the identified 32 sentences exhibiting Cebuano-Visayan linguistic interference found in the school publication outputs of students. These errors include subject-verb agreement, verb tenses, quantifier-noun agreement, and modifier-noun agreement, indicating the influence of Cebuano Visayan as a first language on English syntax. According to Rahma (2016), such interference at phonological, morphological, or syntactic levels threatens 'language purity' by altering language structures. The errors analyzed highlight the impact of Cebuano Visayan syntax on English constructions due to significant differences between the languages. For example, Cebuano Visayan subject-verb agreement uses consistent verb forms regardless of the subject's number, leading to errors in English, which requires subject-verb number agreement. Sentences like "It always happens in school" and "Those always happen in school" illustrate this discrepancy. Moreover, verb tense consistency is affected, as Cebuano Visayan often has less distinct verb tense differentiation compared to English. For instance, "We use/used technology for media and playing games" translates into Cebuano Visayan with the same verb form, highlighting the challenge. The findings align with Hijjo (2013), who noted similar errors among Malaysian students due to differences in grammar rules between languages. This underscores the necessity for specialized language training to address these gaps and improve multilingual speakers' proficiency. Understanding these distinctions can enhance communication practices across various settings (Al-Saggaf et al., 2022).

Table 1*Cebuano-Visayan Linguistic Interference on Subject-Verb Agreement and Verb Tenses*

Sentences with errors	Cebuano-Visayan translation	Corrected sentences	Error category	Grammarly-based explanation of the error
1. You saw a job offer and applied for it, but you're not qualified for it, so you use the money and you got the job.	Nakakita ka og nagoffer nga trabaho ug niaplay ka pero dili ka qualified maong gigamit nimo ang kwarta ug nadawat ka sa trabaho.	You saw a job offer and applied for it, but you're not qualified for it, so you used the money and you got the job.	There is an inconsistency of the verb usage in this sentence influenced by how the Cebuano-Visayan language varies its verb forms through the use of affixation "naka-(nakakita)", "ni-(niaplay)" ug "gi-(gigamit)" in forming past verb tenses as compared to the English language which has a consistent rule of adding "-d(applied & used) or ed" in its past form except for irregular verbs like "saw".	The verb "used" replaces the verb "use" to provide consistency in the verb usage.
2. They get bully because of their appearance.	Gibugal-bugalan sila tungud sa ilang panagway.	They are bullied because of their appearance.	The sentence uses an inaccurate verb . This may stem from how the Cebuano-Visayan language forms its verbs through affixations like "gi- and -an (gibugal-bugalan)" in which there is no such thing as an appropriate choice of verb form because there is no other form than this(gibugal-bugalan) that will convey the same meaning. It is different from the English language, which has verb forms in formal and informal ways.	The verb "are bullied" replaces the verb "get bully" to convey the passive voice in the sentence. "Get bullied" can also be an option, but it is not that appropriate to use in a formal written output.

Sentences with errors	Cebuano-Visayan translation	Corrected sentences	Error category	Grammarly-based explanation of the error
3. School uniforms ensures students safety and security.	Nagsiguro sa kaluwasan ug seguridad sa mga estudyante ang uniporme sa skwelahan.	School uniforms ensure students' safety and security.	There is incorrect verb usage in this sentence because the Cebuano-Visayan and English languages differ in verb forms if the subject they agree with is singular or plural. Cebuano-Visayan language uses affixations like "nag- (nagsiguro)" from the translation to form the verb regardless of the number of the subject, unlike English language which has different forms of verbs in a singular and plural number of subjects.	The plural verb "ensure" replaces the singular verb "ensures" in the sentence to agree to its plural subject "school uniforms."
4. Which very agreeable to, since you love someone and are in a relationship with them, you would obviously want to maintain that relationship.	Katuohan kaayu nga kung maghigugma ka ug tawo ug naa muy relasyon, imu gyud gustuhun nga magpadayun inyung relasyon.	This is very agreeable since when you love someone and are in a relationship with them, you would obviously want to maintain that relationship.	This sentence has an incorrect usage of pronoun and lack of verb. As we can observe from the translation, Cebuano-Visayan language uses one word which is "katuohan" to convey a clear message but in English language, it will need a pronoun and a verb. This difference really affects learning of students second language	To convey a clear and complete meaning of the sentence, the pronoun "which" is replaced by the pronoun "this" and added by a singular verb "is".

Note. The Authors

On the other hand, the errors observed in Table 2, regarding the construction of clauses and phrases, specifically involve incorrect construction of noun phrases, lack of punctuation, and incomplete sentence construction, potentially influenced by Cebuano-Visayan as the primary language. Al-Saggaf et al. (2022) found that L1 interference primarily impacts grammar, word choice, spelling, punctuation, and content, while Gayo and Widodo (2018)

identified various types of morphological errors. These errors, stemming from structural differences between languages, illustrate the challenges of direct translation. For instance, Cebuano-Visayan's tendency to generate noun phrases with single words can lead to incomplete constructions in English, such as "a loved is in hospital." Additionally, Cebuano-Visayan syntax, lacking clear subject-verb formulations, affects the coherence and intelligibility of English sentences, highlighting the importance of negotiating differences in sentence construction between languages for clear communication. Students' conscious effort in language structures and word choice in the target language can help alleviate interference from the first language (Murillo & Talili, 2016). These findings underscore the need for specialized language training to address these challenges and improve Cebuano-Visayan speakers' English competence, as students' perceptions of L1 interference may contribute to the occurrence of such errors (Al-Saggaf et al., 2022).

Table 2*Cebuano-Visayan Linguistic Interference on the Construction of Phrases and Clauses*

Sentences with errors	Cebuano-Visayan translation	Corrected sentences	Error category	Grammarly-based explanation of the syntax error
1. Once a person has been bullied they may hesitate to participate such as sports or public speaking.	Magduha-duha siya nga muapil ug sa mga duwa ug sa pagsulti sa publiko kung ang tawo nakasinati na ug pagbugal-bugal.	Once a person has been bullied, he may hesitate to participate in sports or public speaking.	This sentence lacks a punctuation which is "comma" because in Cebuano-Visayan language, it usually uses words like "kung" from the translation instead of a comma, which is applied in the standard rules of English sentence construction.	"Comma" is added after the word "bullied" to emphasize that the clause "Once a person has been bullied" is a conditional statement of the second clause.
			Incorrect pronoun	The pronoun "he" replaces the pronoun "they" to agree its number to its referent which is "person".
2. Ensuring that only authorized personnel are present.	Ginasiguro nako nga ang mga tawo ra nga naay pagtugot maoy naa.	We are/I am ensuring that only authorized personnel are present.	This sentence has an incomplete sentence construction which makes it incomplete in meaning. This is because the sentence construction is patterned on the Cebuano-Visayan	The sentence does not contain a clear subject making it look like a dependent clause. To complete the sentence, "we are" and "I am" are added.

Sentences with errors	Cebuano-Visayan translation	Corrected sentences	Error category	Grammarly-based explanation of the syntax error
			sentence form which starts with a verb followed by a subject, but it is forgotten in the sentence.	
3. Easier to choose what to wear.	Mas sayun ang pagpili kung unsay isul-ob.	It is easier to choose what to wear.	This sentence has an incomplete sentence construction which makes it incomplete in meaning. This is because the sentence construction is patterned on the Cebuano -Visayan sentence form which starts with a predicate like the adjective “easier” in this sentence followed by a subject, but it is forgotten in the sentence.	The sentence is added with “it is” to provide a complete thought.

Note. The Authors

Padilla and Padilla (2021) conducted a study on morpho-syntactic errors in written compositions of MTB-MLE policy students, identifying faulty verb tense, preposition misuse, linking verb absence, preposition omission, unnecessary article usage, and other errors like spelling mistakes, code-switching, and punctuation errors. This study also illustrates Cebuano-Visayan linguistic interference, particularly in preposition and article usage, evident in Table 3. Discrepancies between English and Cebuano-Visayan syntax and article usage significantly impact sentence formation, leading to errors in English writing. Examples in the table highlight instances where prepositions or articles are omitted in English due to their absence in Cebuano-Visayan translations, resulting in incomplete or awkward sentences. Correcting these errors involves adjusting prepositions and article usage to align with English norms, highlighting the importance of recognizing and addressing language differences in language instruction for Cebuano-Visayan speakers studying English.

Table 3*Cebuano-Visayan Linguistic Interference on the Use of Preposition and Article*

Sentences with errors	Cebuano-Visayan translation	Corrected sentences	Error category	Grammarly-based explanation of the syntax error
1. The past few years, I learned how to write better.	Nakat-unan nako unsaun pagsuwat ug mas maayu sa mga miaging tuig.	In the past few years, I learned how to write better.	This sentence lacks preposition “in” because Cebuano-Visayan construction just like in the translation do not contain preposition.	The preposition “in” is added at the beginning of the sentence to illustrate a complete thought of the sentence.
2. Last month October 20, 2023, the Sabang National High School celebrated the United Nations.	Nagsaulog ang Sabang National High School ug United Nations sa miaging buwan pag October 20, 2023.	Last month, on October 20, 2023, Sabang National High School celebrated the United Nations.	Lacking preposition. This sentence uses unnecessary article “the” because as we can observe from the Cebuano-Visayan translation, it uses an article, “ang” which is adopted in the English sentence construction.	The preposition “on” is added before the date to emphasize the particular day of last month. The definite article “the” is omitted because the sentence refers directly to the specific name of the school and not its department or building.
3. Celebrating this event is very important and has big important role because it promotes unity, peace, and freedom of each countries .	Importante kaayu ug naay dakung importante nga papel ang pagsaulog ani nga kalihukan kay mao ni nagdala ug kahiusa, kalinaw ug kagawasan sa kada lungsod .	Celebrating this event is very important and has a big important role because it promotes unity, peace, and freedom of each country .	This sentence lacks an article “a” because Cebuano-Visayan construction just like in the translation do not contain article. Incorrect agreement of quantifier and its noun.	The article “a” is added before the noun phrase “big important role” because a single countable noun usually requires a determiner. The plural noun “countries” is replaced by the singular noun “country” to agree with its singular quantifier “each”.
4. The technology is a great help for us to easily be informed, whenever there are bad things that will occur in some places, but do you think that all of those are reliable?	Usa ka dakung tabang ang teknolohiya nga dali kitang mahibawo kung naay mga bat inga panghitabu sa pila ka mga lugar peru sa paminaw nimo kini bang tanan kasaligan?	Technology is a great help for us to easily be informed, whenever there are bad things that will occur in some places, but do you think that all of those are reliable?	This sentence uses unnecessary article “the” because as we can observe from the Cebuano-Visayan translation, it uses an article, “ang” which is adopted in the English sentence construction.	The article “the” in the sentence is deleted because it does not serve a grammatical function.

Note. The Authors

Lastly, Table 4 illustrates Cebuano-Visayan linguistic interference in the use of pronouns, specifically demonstrating errors in pronoun usage found in school publication outputs. The discrepancies in pronoun usage between English and Cebuano-Visayan pose a significant challenge for individuals transitioning between these languages. Errors in English sentences, such as ambiguous pronoun references or inconsistent usage, often stem from differences in how pronouns are selected, applied, and referenced in both languages. For instance, the error of using “their self” instead of “themselves” likely arises from the influence of Cebuano-Visayan, where self-reference is indicated by the reflexive pronoun “kaugalingun.” However, in English, the reflexive pronoun “themselves” is appropriate in this context. Hsieh and Tanangkingsing (2021) suggest that pronouns vary in form and function based on context, contributing to their role in language change and learners’ difficulties navigating languages with disparate pronoun patterns due to linguistic interference. This interference can lead to unclear pronoun usage, resulting in grammatical errors and potential miscommunication. To address this, learners must familiarize themselves with proper pronoun usage in each language and practice distinguishing between reflexive and non-reflexive pronouns. Canoy’s (2023) research in the Bisaya language highlights that pronouns can refer to individuals of any gender, unlike in English, suggesting the need for further investigation into linguistic features to better understand the differences and similarities between these languages.

Table 4

Cebuano-Visayan Linguistic Interference on the Use of Pronouns

Sentence with error	Cebuano-Visayan Translation	Corrected sentence	Error Category	Grammarly-based explanation of the syntax error
1. By wearing a school uniform, students don't have to struggle to find something to wear and they don't have to stress their self about, weather it looks good or not.	Dili anglinglang maglisud ang mga estudyante sa pagpangita ug ikasul-ob ug dili nila kinahanglan estress ilang kaugalingun kung nindut ba sila tan awn o dili pinaagi sa pagsul-ob ug uniporme.	By wearing a school uniform, students don't have to struggle to find something to wear and they don't have to stress themselves about whether it looks good or not.	This sentence uses an incorrect pronoun, “their self” because this is patterned on the pronoun usage of Cebuano-Visayan language which we can observe from the translation “ilang kaugalingun”.	The pronoun “themselves” replaces “their self” in the sentence to provide clarity of content.
			Incorrect word spelling.	“Whether” replaces “weather” in the sentence as an appropriate conjunction to present the options “looks good or not”.

Note. The Authors

5. Conclusion

The influence of Cebuano-Visayan on constructing English sentences across various grammatical aspects significantly affects the quality and accuracy of school publications. Errors in subject-verb agreement, verb tenses, phrase and clause construction, determiners, prepositions, and pronouns can diminish the clarity and coherence of content. The structural differences between Cebuano-Visayan and English can disrupt the formation and comprehension of English

sentences. Subject-verb agreement and verb tense errors may introduce inconsistencies, while issues in constructing phrases and clauses can lead to fragmented expressions. Inaccuracies in determiners, prepositions, conjunctions, and pronoun usage may create ambiguity, reducing the publication's readability and effectiveness in conveying information.

To address these linguistic interferences and improve the quality of school publications, language learning support or editorial guidance tailored to specific challenges stemming from Cebuano-Visayan interference should be provided. This includes targeting errors in subject-verb agreement, verb tenses, phrase and clause construction, determiners, prepositions, and pronouns. Promoting a deeper understanding of English grammar rules and structures, particularly in areas where Cebuano-Visayan influences are prominent, can empower writers and editors to produce clearer, more polished publications. Specialized education for individuals transitioning between Cebuano-Visayan and English is essential to close language gaps, enhance English competence, and facilitate efficient communication in diverse settings.

The implications of this study extend beyond the realm of school publications. Addressing the challenges posed by Cebuano-Visayan interference in English writing is crucial for ensuring effective communication within school communities. By providing targeted support and education, students and educators can develop a stronger command of English, enabling them to engage in more meaningful and successful interactions. Furthermore, the findings of this study can inform language education policies and curriculum development, ensuring that the unique linguistic needs of Cebuano-Visayan speakers are adequately addressed in the pursuit of English proficiency.

SCIENTIFIC CONTRIBUTION

The manuscript clearly identifies a research gap; the manuscript provides new datasets or empirical evidence; the manuscript presents statistically and practically significant findings; the manuscript offers policy/managerial/technological implications; the manuscript opens new directions for further research.

AUTHOR CONTRIBUTIONS

CRedit: **Jinky Manto Monterola**: Conceptualization, Methodology, Writing - Original Draft, Writing - Review & Editing, Software, Investigation, Resources, Formal Analysis, and Project Administration; **Julieta Hermosilla**: Formal Analysis, Supervision, Validation, Visualization, and Data Curation.

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