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MASTER OF ARTS IN LANGUAGE AND LITERACY EDUCATION

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LINGUISTIC AND NON-LINGUISTIC FACTORS THAT EXPLAIN DISCREPANCIES
BETWEEN COMPETENCE AND PERFORMANCE OF ONLINE ENGLISH
TEACHERS

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Abstract

The purpose of the study was to understand how linguistic and non-linguistic factors explain and predict the discrepancy between language competence and language performance, as defined by Noam Chomsky. This research used a mixed-methods approach, gathering quantitative and qualitative data on the factors affecting the second language acquisition of the participants, which include Interlanguage, L2 input, Language Aptitude, Age, Motivation, Attitude, Learning Strategies, and Education Culture. The study involved 31 Filipino online English teachers with discrepancies in their competence and performance results using standard language assessment tools. It revealed that L1 interference, poor L2 input in their households, low language aptitude, lack of practice during the Critical Period of Language Acquisition, being instrumentally motivated, use of indirect learning strategies, and limited experience with the Communicative Language Teaching approach all contribute to this gap between competence and performance. Motivation and Learning Strategies were also proven to be predictors of the discrepancy. This has provided us with an approximate learning profile of second language learners who are likely to manifest competence and performance discrepancies, making early intervention possible to rectify this gap.

Keywords: Competence, Performance, Discrepancy