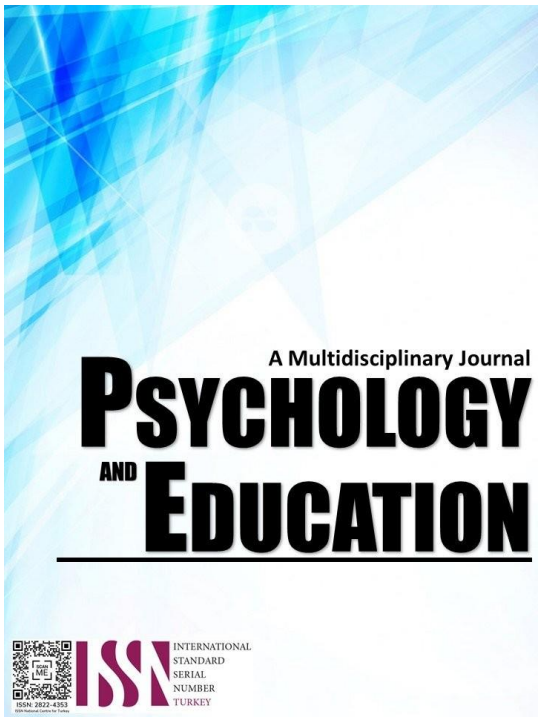
SECOND LANGUAGE ACQUISITION AND COMMUNICATIVE COMPETENCE AMONG GRADE 7 LEARNERS



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Research Article

Second Language Acquisition and Communicative Competence Among Grade 7 Learners

Rosalie M. Ursolino*
For affiliations and correspondence, see the last page.

Abstract

This study deals with the use of teacher-made questionnaire for second language acquisition and communicative competence. It suggests to determine the learners' perception in second language acquisition and communicative competence. In this quantitative research, the researchers utilized descriptive correlational method to know the students' perception in second language acquisition and communicative competence. The researchers utilized teacher-made questionnaires that can be effective means of measuring variables, the respondents will answer the checklist into two parts (first, for second language acquisition, second, for communicative competence), both questionnaires consist of 10 indicators per variable, this is to determine if it has to do in both of the variables. In second language acquisition in terms of their motivation, attitude, aptitude, learning style and personality. the respondents are not yet fully developed when it comes to their capability in learning the language The perception of the respondents in terms of motivation and aptitude can be both an essential factors in developing their learning because when learners are motivated enough it will be easier for them to develop their capability. On the other hand, the self-perceived communicative competence of the respondents are able to apply strategies to learn the language over to create awareness about social rules. Each competence falls under moderation level.

Keywords: *second language acquisition and communicative competence*

Introduction

This paper discusses the definition of second language acquisition and factors that affect second language acquisition and the main point of this writing is discussing contributing factors in second language acquisition such as motivation, attitude, age, intelligence, aptitude, cognitive style, and personality. Some factors are said to be dominant and some others are being equal but each of them gives a different contribution to the success or the failure of second language acquisition. It is believed that every normal child, given a normal upbringing, are successful in the acquisition of their first language. However, experience shows that some of them success variedly in acquiring their second language due to the factors influencing the process of second language acquisition.

However, communicative competence has always been the goal of every language classroom wherein instructions are geared toward the components on organizational, pragmatic, systematic and psychomotor (Brown, 1994). Brown (1994) stresses that authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals by introducing natural texts rather than artificial ones where students will more readily dive into the activity and that these communicative goals are best attained if enough attention is given to language use and not just usage, to fluency and not just accuracy, to realistic language and contexts and to how these students apply the learning in real life situations. Further, he said that the learner capitalizes on his 'strategic investment' in mastering the target language. He thinks of ways and means to improve his competence of the language and is directly involved in his own learning process. Yet one must understand that strategies used differ in each situation

Premised on the above context, this study draws its research problems from the learners' perception in factors influencing SLA in relation to the dependent variables, communicative competence: grammatical, discourse, socio- linguistic and strategic competence.Identifying the predictors and the degree to what extent these predictors affect the SLA of the respondents point out certain issues in learning English as a second language. These predictors raised some of the implications of such views on the current educational system in terms of teaching English as a discipline.More importantly, this study proposed to identify the significant relationship of learners' perception in SLA and self-perceived communicative competence, to give thorough analyses of specific predictors in learning the English language, and to apply the English language in daily activities. Its implications could be used in order to integrate lessons in teaching non-native speakers that will enhance their knowledge and be competent in English subject.

Research Questions

This study's primary purpose is to determine the impact second language acquisition on the communicative competence of grade 7 students. Specifically, this study sought to answer the following questions:

1. What is the perception of the respondents on second language acquisition in terms of:
   1.1 Motivation;
   1.2 Attitude;
   1.3 Aptitude;
   1.4 Learning style; and
   1.5 Personality?
2. What are the respondents' self-perceived levels of communicative competence in terms of:
   2.1 Grammatical;
   2.2 Discourse;
   2.3 Sociolinguistic; and
   2.4 Strategic?
3. Is there a significant relationship between perceived second language acquisition and the communicative competence of the learners?

Literature Review

According to the study of Second Language Acquisition Theories as a Framework for Creating Distance Learning Course, according to current theories on distance learning, programs should be created in a constructivist manner, where students actively participate in the learning process and use computers as a tool for problem-solving (Dixon-Krauss, 1996; Gavelek and Raphael, 1996; Lapp, 2000; Passerini and Granger, 2000; Willis, Stephens, and Matthew, 1996). With lots of engagement throughout the learning process, this kind of learning enables students to overcome cognitive conundrums through hands-on learning, group discussion, and reflection (Brooks and Brooks, 1993). In connection to the study, this relates to the students factors influencing second language, when learners are exposed to language with the help of the teacher using resources and learning strategies, the students' acquisition in language will be more developed.

According to Moore and Kearsley (1996), distance educators need to offer three different kinds of interaction: learner-content, learner-instructor, and learner-learner. Two-way interaction is essential for acquiring a second language, according to interactionist second language acquisition (SLA) theories (Pica, 1996). Both "output" (Swain, 1995) and "comprehensible input" (Krashen, 1985, 1994), which offer chances for expression and meaning negotiation, are necessary components of interaction. In this mentioned study, it relates to the research dependent variable, the socio-linguistic competence, when learners exposed to different kinds of interaction as mentioned above, learners would also develop their sociolinguistics skills.

The design and implementation of distance second language courses that are informed by SLA theories and research can give learners the chance to learn foreign languages in settings that are more adaptable and accessible than traditional classrooms and language labs. In this article, we explore the efficacy of employing Moore and Kearsley's distance learning interaction model to develop lessons for second language learners by discussing SLA interactionist and innatist ideas and studies. We include literature that highlights computer-assisted language learning in traditional classroom and language laboratory settings for English as a second language (ESL) and foreign languages due to the dearth of research on interaction and distance language courses. Due to the potential for practice in distance learning and the potential impact it could have on establishing a second language distance learning research agenda, we have adopted this approach to the literature.

According to Stephen Krashen's Theory of Second Language Acquisition, revised paper last October 2019, he said that language development does not necessitate rigorous drill or significant application of conscious grammar rules. Acquisition involves meaningful interaction in the target language, or "natural communication," in which speakers are more concerned with the messages they are sending and understanding than with the structure of their utterances. He also added that the essential and fundamental component for language learning is "comprehensible input." Therefore, the most effective techniques are those that provide "comprehensible input" in low-anxiety settings with messages that kids genuinely desire to hear. These approaches recognize that progress is made by providing communicative and comprehensible input rather than by pressuring and correcting production, and instead enable students to produce when they are "ready" to do so.

Also, according to Krashen, the study of language structure can have general educational benefits and values, making it something that high schools and colleges could choose to incorporate into their language curricula. However, any advantages would mostly depend on how well-versed in the language the student already is. Additionally, it should be made clear that language education is not "language

appreciation" or linguistics, which does not result in communicative skill, but rather the analysis of the language, the creation of rules, the differentiation of irregularities, and the teaching of complex facts about the target language. With this study, learners should have a target language in order for them to develop the weakest competence.

Only when the students are engaged in the subject and the target language is employed as a medium of instruction can the teaching of grammar lead to language acquisition (and competency). When this happens, it frequently happens that both the teachers and the students are convinced that learning formal grammar is crucial for learning a second language, and the teacher is proficient enough to explain things to the students in the target language. In other words, the teacher's speech satisfies the criteria for understandable input, and perhaps with the help of the students, the classroom will turn into a conducive learning atmosphere. Also, the students' conscious efforts are typically on the topic, on what is being discussed, and not the medium, hence the filter is low in regards to the language of explanation. It's a slight point, though. In reality, both educators and learners are deluding themselves. They assume that the study of grammar as a subject is what drives the students' growth, but in actuality, the medium, not the message, is what drives learning. Any topic that captured their attention would suit.

Methodology

The descriptive-correlation method was employed in this study. This design was simply the way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

Participants

The participants were all the grade 7 learners whose ages are typically ranging from 12-16 years old. They are minimum of 27 and maximum of 34 learners.

To find out how the students in grade 7 saw learning a second language in terms of motivation, attitude, aptitude, learning style, and personality, as well as communicative competence in terms of grammar, discourse, sociolinguistic, and strategic competence, the students were chosen as the respondents.

Therefore, it implies that it is quite necessary to gauge the communicative competence in learning the language which may help them to easy understand the language, and to address factors that influences them most in second language acquisition.

Instruments of the Study

The researcher utilized a teacher-made survey questionnaire. As the phrase "questionnaire" is used to describe the list of inquiries you are making of a person. A survey involves gathering, analyzing, and interpreting data from a large number of people. In terms of motivation, attitude, aptitude, learning style, personality, and communicative competence in terms of grammar, discourse, sociolinguistic, and strategic competency, it seeks to ascertain how grade 7 students perceive learning a second language.Questionnaire can be effective means of measuring variables. In this study, the researcher conducts teacher- made survey questionnaire, the respondents will answer the checklist into two parts (first, for second language acquisition, second, for communicative competence), both questionnaires consist of 10 indicators per variable, this is to determine if it has to do in both of the variables.

Procedure

The researcher made two sets of survey questionnaire for acquiring second language and communicative competence. Upon the approval of the research adviser to conduct, the researcher applies the suggestions of five validators to furnish the said instruments. Before conduct, letters of approval from the office of School Head and PSDS. As permitted, the researcher started by giving the students the teacher-made survey questionnaire about second language acquisition (Part 1) and communicative competence (Part 2).After conducting the instruments, results of second language acquisition in terms of: age, academic performance, motivation, attitude, aptitude, learning style and personality, and the competence communicative such as grammatical competence, discourse competence, sociolinguistic competence and strategic competence, results were gathered accordingly. As the data were gathered, interpretation follows if the results meet the goal of the study.

Ethical Considerations

This study certifies that this study’s purpose is to determine the perception of students in second language acquisition and communicative competence. The researchers managed to ask permission through written communication to the school head to conduct the research, as permitted, the researchers also ask for a validation check of the teacher-made questionnaire

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to the head teachers, and other higher position teachers for the validity and effectivity of the instrument before it was used by the students. The person involved signed the letter as proof of permission and involvement in the study.

Results

First, the average scores of the learners performed very satisfactory. Second, the respondents' opinions on motivation, attitude, aptitude, learning style, and personality were used in moderation when discussing second language acquisition. Third, the perception of the respondents' communicative competence in terms of moderated discourse, sociolinguistic, and strategic performance. Last, there is a significant relationship between second language acquisition and communicative competence, if the factors utilized in moderation, the impact to communicative competence were both performed moderately.

Table 1. *Summary table of the respondents' perception in second language acquisition in terms of:*

	Ave	*Std Deviation*	*Verbal Interpretation*
1 Motivation	2.96	0.49	Moderately utilized
2 Attitude	2.88	0.46	Moderately utilized
3 Aptitude	2.74	0.48	Moderately utilized
4 Learning style	2.80	0.47	Moderately utilized
5 Personality	2.82	0.49	Moderately utilized

In general, the table above presents the overall average, standard deviation and verbal interpretation in second language acquisition. It shows that the lowest average of 2.74 of the respondents are based from their aptitude. On this level, the respondents are not yet fully developed when it comes to their capability in learning the language while the highest average of 2.96 of the respondents are based from their motivation, it suggests that the respondents are motivated in learning the language. It has an interpretation of moderately utilized. The perception of the respondents in terms of motivation and aptitude can be both an essential factors in developing their learning because when learners are motivated enough it will be easier for them to develop their capability.

Tables should follow the LSPU format and keep it simple and minimum in number. In tables font size 11 must be used and vertical lines must not be drawn. When the contents of the table cannot fit into the table, font size 10 might be used. Number of the table and the title should be written above the table. Tables (eg, Table 1) are also numbered consecutively, 1, 2, etc., from start to finish of the paper, ignoring sections and subsections, and independently from figures.

Table 2. *Summary table of the respondents' perception in communicative competence in terms of:*

Communicative Competence	*Ave*	*Std. Deviation*	*Verbal Interpretation*
1 Grammatical	2.69	0.87	Moderately Competent
2 Discourse	2.69	0.57	Moderately Competent
3 Socio-linguistic	2.65	0.50	Moderately Competent
4 Strategic	2.76	0.53	Moderately Competent

In general, the table above presents the overall average, standard deviation and verbal interpretation in communicative competence. It shows that the lowest average of 2.65 of the respondents are based from their socio- linguistic competence while the highest average of 2.76 of the respondents are based from their strategic competence. The figure says that most of the respondents are able to apply strategies to learn the language over to create awareness about social rules. Each competence falls under moderately competent.

Table 3. *Relationship between second language acquisition and communicative competence:*

	Communicative Competence			
Correlation: Second Language Acquisition	*Grammar r-value*	*Discourse r-value*	*Socio- Ling r-value*	*Strategic r-value*
1 Motivation	.631**	.553**	.537**	.589**
2 Attitude	.619**	.638**	.600**	.641**
3 Aptitude	.660**	.664**	.678**	.690**
4 Learning style	.637**	.673**	.644**	.664**
5 Personality	.691**	.692**	.704**	.709**

The correlation between communicative proficiency and second language acquisition is shown in Table 13. The findings indicate a substantial association between the respondents' communicative ability in terms of grammar, discourse, sociolinguistic, and strategic aspects and their second language acquisition in terms of motivation, attitude, aptitude, learning style, and personality.

The significant relationship of second language acquisition in motivation to grammatical competence is 0.631, discourse competence is 0.553, socio-linguistic is 0.537, and strategic competence is 0.589, attitude to grammatical competence is 0.619, discourse competence is 0.638, socio-linguistic is 0.600 and strategic competence is 0.641, aptitude to grammatical competence is 0.660, discourse competence is 0.664, socio-linguistic is 0.678, and strategic competence is 0.690, learning style to grammatical competence is 0.637, discourse competence is 0.673, socio-linguistic is 0.644 and strategic competence is 0.664, personality to grammatical competence is 0.691, discourse competence is 0.692, socio-linguistic is 0.704 and strategic competence is 0.709.

With the statistics shown, result has moderate correlation in general, although among the significant relationship in second language acquisition in terms of motivation between communicative competence has its lowest correlation while second language acquisition in terms of personality between communicative competence has its highest correlation. This finding translates the fact that respondents' perception in learning the language reflects to their personality and being motivated is just an additional factor for some students to learn the language.

Discussion

The goal of the study was to assess the communicative competence and second language acquisition of Grade 7 students. It specifically aimed to respond to the following questions: What is the perception of the respondents on second language acquisition in terms of: academic performance during 1st and 2nd quarter, motivation, attitude, aptitude, learning style and personality?, What are the respondents' self-perceived levels of communicative competence in terms of: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence and Is there a significant relationship between the perception of the respondents in second language acquisition and self-perceived communicative competence of the respondents?

Two hundred and forty-five (245) Grade 7 students participated in this study, which used a teacher-made survey questionnaire to determine about the learners' perceptions of second language acquisition and communicative competence. There are five aspects involved in learning a second language: motivation, attitude, aptitude, learning style, and personality. Each of these factors is evaluated using ten indicators. Grammatical, discourse, sociolinguistic, and strategic competence were further evaluated using ten statements per competency in a second set of survey questions for communicative competence.

Conclusion

The hypothesis that there is no significant difference between the second language terms of: motivation, attitude, aptitude, learning style and personality utilized in moderation and communicative competence in terms of: grammatical, discourse, socio-linguistic and strategic is not accepted since the results imply that there is significant relationship in the perception of the respondents. Since the study presented evidence that students' perception in second language acquisition and students' perception in communicative competence were both performed moderately, it is therefore recommended that teachers may engage learning strategies to improve the factors influencing second language acquisition and communicative competence of the learners. Teachers may conduct these materials as diagnostic assessment for the students as early as possible to address the students' needs in learning the language. Other researchers, teachers and schools may use this experimental research for future reference.

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Grammatical Competence of Grade 11 Learners ARIEL C. ROSALES
rosalesariel266@gmail.comhttps://orcid.org/0000-0003-0210-9029
MA EUGENIA M. ILAGANmemilagan@universityofbohol.edu.ph
https://orcid.org/0000-0001-5366-543

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Affiliations and Corresponding Information

Rosalie M. Ursolino
Manuel S. Enverga Memorial School
of Arts and Trades - Philippines