

# Strengthening the Usage of English Language for Grade 7 Students in Linguistic and Socio-Cultural Competencies

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**Abstract:** This study aimed to access the linguistic and socio-cultural competencies of Grade 7 learners with the end view of proposing reinforcement activities to enhance student's languages proficiency in the public secondary schools of Agoncillo and San Nicolas Districts. Proposed reinforcement activities are based on the difficulties met by the learners in the area of linguistic competence relative to morphology, syntax, semantics and orthography; and the in the area of socio-cultural competence in terms of socio-contextual, stylistic appropriateness, cultural and non-verbal communication factor

**Keywords:** Communicative Competence, Cultural Factor, Language Proficiency

## 1. Introduction

Hence, teachers especially the English teachers must ensure English as mean of communication rather than a set of facts to be learned. The present Philippine K to 12 program explicitly promotes to focus on the needs of the learners and ensure that they learn the English language holistically. Teachers are expected to emphasize that English is skill for communication. They should put use effective teaching strategies and technique and allow their student to engage in meaningful classroom activities using English. The Department of Education has been vigorously promoting with strong conviction for functional literacy in its comprehensive learning. Such is most indispensable for lifelong learning in today's highly competitive and chancy world. Filipino learners who acquired functional literacy will possess essential positive values like sufficient self-discipline and adaptability to change.

Learners' knowledge of a sound system of language includes more than knowing the inventory sounds which means that learners must have the knowledge of words and their meaning is also very important as it enables learners to combine sounds to form words, words to form phrases, and phrases to form sentences. In this study of language, learners' communication competence plays a significant rate to indicators the knowledge of syntax, morphology, phonology, including social knowledge in using utterances, appropriate in authentic, social, school, and environment.

## 2. Review literature

Teachers were also called to identify the level of linguistic competence of the student for them to able to adapt their strategies with their level. Herrera and Murray (2005) claimed linguistic for grammatical competence calls for curriculum and instruction that prepares the culturally among linguistically diverse students to incorporate and apply the language code.

Morphology refers to the study of the internal structure of words and the systematic form-meaning correspondence between words (Booij 2007). Morphology mean devising ways of describing the properties of some disparate items such as describe by Crystal (2003). It is divided into two domains lexical or derivational morphology and the inflectional morphology. The way in which new items of vocabulary can be built out of combinations of elements is termed inflectional morphology. The basis for the division of morphology into three domains is provided by the distinction words and morphemes.

Labelled as form of classes they share the ability to change their form by accepting the derivational and inflectional morphemes are the parts of speech which include nouns, verbs, adjective and adverbs, according to (Bearne) (2008) learners can identify the form and function the parts of the speech in the sentence if they can the predictable consequences and patterns of sentence. This means that the learner can predict the position of the subject in the given sentence as guided by clues to identify its location. In the study of English language, the subject is commonly preceded by verb. This feature usually in the sentence included the syntax. As a major instructional aspect of language syntax deals with the phrases and sentence formation out of words. According to Brinton (2010) syntax is the study of principles and rules for constructing phrases and sentences of a language. It is a part of a grammar where the speaker's knowledge sentence and their structure are represented. Combining until the phrases form into sentence is done through the rule of the syntax.

Aside from specifying the grammatical relationship of a sentence patterns the object and the direct object. Grammatical relations among the whole sentences and their orders and hierarchal the sentence organization revealed by syntactic rules.

In addition, speakers and limitless number of sentence never produced adapted by the rules of syntax. According to Hurford (2007) semantics as the study of meaning in language focuses on the relation between signifiers such as words, phrases, signs, and symbols and what they stand for or they denotation. The orientation of their component is more on the examination of the meaning of signs and its relationship on the different linguistic units and compound such as homonymy, synonymy, antonym, hyponymy, meronymy, and metonymy. It is traditionally study of sense and denotation reference, truth conditions, argument structure, thematic roles, discourse analysis and the linkage of all these all included semantics.

There are aspects involved in semantics that they are the literal meaning of words and the literal meaning of the sentence considered outside their contexts. In the literal meaning, unstated meanings that are very closely tied to stated meaning are included. Linguistic meaning of morphemes, words, phrases, and sentence comprises semantic including sub-fields such lexical, which is concerned with the meaning of words and the meaning relationships among words and phrases, semantics which is concerned with the meaning of the semantics layer than the words. (Fromkin, 2007)

As regards with orthography it is referred to as the linguistic of written language to include elements of texts such as letters, punctuation marks, and spelling. Orthography as set on conventions on how to write language includes rules of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation (Donahue, 2007)

Sinder (2013) stated that the term orthography refers to the set of symbols and conventions governing their use that members of the language community employ when they communicate in their language, spelling, and reading. The ways of representing the spoken language have been crafted or adapted are through the writing symbols

In linguistic method of writing language without judgment whether it is right or wrong with scientific understanding that orthographic standardization exists on a spectrum of strength and convention is learned orthography. It implies that the world is still the most often used to refer specially to a thoroughly standardized, prescriptively correct way of writing language.

Socio-cultural Competence involves an awareness and understanding of the rules interaction within a community, across different context, and for different functions (Holmes 2008). Sociolinguistics competence of second language learners must be improved for them to use the language more appropriately in situations. They can make use of playback in interpreting their own communicative behaviour.

Socio-cultural or socio-linguistic competence is pointed out. Vorobjev (2003) pointed out that it involves the interaction of both language and semantic helps generate more understanding of the nature of language and itself manifested and understanding of the nature of the socio-linguistic competence and performance of both the teachers and the learners who are involved in the interaction are balanced if they interact with

teach with and learn from salient knower's and the users of the language.

### 3. Research questioners

What was the level of linguistic competence of Grade 7 students relative to:

1. Morphology;
2. syntax;
3. semantic; and
4. orthography?

To what extent did the grade 7 learners perform the socio-cultural competencies in terms of;

1. socio-contextual;
2. stylistic appropriateness;
3. cultural; and
4. non-verbal communications?

Were there significant relationships between the performances of grade 7 students as reflected in their grades to the following:

1. socio – cultural competence; and
2. linguistic competences?

Was there a significant difference between assessments of the two groups of respondents regarding the socio – cultural competence of grade 7 students?

What reinforcement activities may be proposed to enhance language competencies of the student?

### 4. Methods

The descriptive method of research was employed in this study to gather and interpret data. This was used to determine the levels of language performance of grade seven students in all public high schools of Agoncillo and San Nicolas Districts, Division of Batangas The language performance deals on linguistic competence in terms of morphology, syntax, semantics, and orthography while the socio-cultural competences are along the social contextual, stylistic appropriateness, cultural and non- verbal communicative factors. It used specific data gathering techniques and attempts to produced accurate data that congregate an explicit detail; hence, this is appropriate in the current research to evaluate the linguistic competence. The research design is also suited for the assessment to be made by the teacher – respondents on the linguistic competence of grade 7 students using the questionnaire.

### 5. Results

A. *Linguistic competence of the student – respondents shows*

1. Morphology divulged the data that majority of the grade 7 students had an average level of linguistic competence of 36.36 percent,
2. Syntax indicated the results showed that majority of the grade 7 students or 38 percent had an average level in linguistic performance,

3. Semantics manifested that a greater part of the grade 7 students performed moderately as reflected by 35 percent, and
4. Orthography showed a group of 36 percent were in the moderately satisfactory level of linguistic competence. On the other hand, Socio-contextual Factors reflected in the data that the respondents depicted the socio – contextual factors to be at a good level as evinced by the average weighted mean of 3.38. The Significant Relationships Between the Performance of Grade 7 Students as reflected in their Grades. And also the Socio – Cultural Competence noted that the computed value is .8975. Linguistic Competence computed value is .3297.

### 6. Conclusions

Based from the foregoing findings, the researcher formulated the following conclusions.

1. The linguistic competence of grade 7 students was to a moderate satisfactory.
2. The result suggests that the student – respondents possess an average performance competence level in grade 7 English regarding their grades in the first and second grading periods.
3. The socio-cultural competence of grade 7 learners was to a good level.
4. There is a direct or high correlation between the performance of grade 7 students in English to their socio – cultural competence.
5. There is a slightly significant relationship between the performance of grade 7 students in English to their linguistic competence.
6. There is no significant difference between the assessments of teachers and students on the socio – cultural competence.
7. The reinforcement activities to enhance language competencies of Grade 7 students in public secondary schools in Agoncillo and San Nicolas districts was proposed.

### 7. Recommendations

In the light of the aforementioned findings and conclusions, the researcher forwarded the following recommendations:

1. The linguistic competence of grade 7 students must be levelled – up from moderately satisfactory to satisfactory.
2. The performance of grade 7 students in English must be raised to a very good level.
3. The socio – cultural competence of grade 7 students must be transpired to a very good level.
4. The English teachers should attend trainings and seminars to help them enhanced their instructional tasks.
5. The school administrators should regularly send teachers to trainings and seminars regarding the English instructions in Grade 7.
6. The school administrators must organize and conduct in – service trainings and LAC sessions to capacitate the English teachers regarding the current trends in instruction.
7. The proposed reinforcement activities to enhance language competencies of Grade 7 students in public secondary schools in Agoncillo and San Nicolas districts must be carefully analyzed and studied by school heads and teachers before its implementation.
8. A similar study should be undertaken in the future in order to compare the results from the current research.

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