



LANGUAGE ACTIVITIES FOR IMPROVING THE LINGUISTIC COMPETENCE OF FIRST YEAR STUDENTS IN THAI NGUYEN UNIVERSITY

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In Partial Fulfillment
Of the Requirements for the Degree
Of Doctor of Philosophy
Major in English

By:

NGO THI BICH NGOC

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APPROVAL SHEET

This dissertation entitled "LANGUAGE ACTIVITIES FOR IMPROVING THE LINGUISTIC COMPETENCE OF FIRST YEAR STUDENTS IN THAI NGUYEN UNIVERSITY" prepared and submitted by NGO THI BICH NGOC in partial fulfillment of the requirements for the degree of Doctor of Philosophy major in English has been examined and is recommended for Oral Examination.

MATILDA H. DIMAANO, Ph.D. Adviser

PANEL OF EXAMINERS

Approved by the committee on Oral Examination with a grade of

DR. AMADA G. BANAAG. Chairman

DR. MARIA LUISA A. VALDEZ

Member

DR. FELLX M. PANOPIO Member

DR. MYRNA G. SULIT External Representative

Accepted and approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy major in English.

Comprehensive Examination: _

PASSED

March 20, 2015

MATILDA H. DIMAANO, Ph.D.

Dean, Graduate Studies

College of Arts and Sciences





ABSTRACT

Title : Language Activities for Improving Linguistic

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Summary

Language is essential in interaction in everyday lives. It is used to give information to people around us, expressing feelings, desires and questions as well as understanding the world. Through the use of language, people are able to communicate with one another, form bonds and teamwork. Without language a person would not be able to communicate verbally or written, not be able to read, write or communicate with each other thoroughly orally, written and electronically. At present, the importance of language is recognized by many institutions. In learning the complexities of language, creation of a warm and comfortable environment for the learner is a must.

The purpose of the study is to determine the linguistic competence of First Year Students of Thai Nguyen University. The study used descriptive





research. The respondents of the study comprised of 382 freshman students and 66 college teachers. The data gathering instruments utilized includesurvey questionnaires for the teacher respondents and the teacher made test for the student respondents. Statistical tools used were frequency, percentage and rank, linear regression, coefficient of correlation, weighted mean, standard deviation, and t-test.

The following were the findings of the study: students got an average level or above 50 percent performance in their linguistic competence along the areas of connotation, denotation, antonyms, synonyms, ambiguities and vocabulary as well as in word-formation in the areas of acronym, clipping, blending and compounding. Relative to the items in the different clusters which students find most difficult, it was observed that for connotation, the most difficult item is item 8, for denotation is item 20.

The most difficult item in the test area of antonyms is item 28; for synonyms, is item 34; in the case of ambiguities, it is item 44; and for the vocabulary test, it is item 55. In word formation, it can be observed that for acronym, the most difficult item is item 69, for clipping is item 74 while for blending, it is item 87. For compounding, the most difficult item is item 93.

In the teachers' assessments of the linguistic and word- formation





competencies, six skills which included four skills in linguistic area and two skills in the word- formation area showed rank differences of 10 or less, indicating that these were the skills where the perception of the teachers were relatively congruent which revealed that they had unclear understanding of the abstract concepts of linguistic and word formation areas and their test application.

In the relationship between the teachers' assessment and the level of students' linguistic and word formation competencies it was observed that among the 11 mean combinations being compared, all showed significant p-values at 0.05 significant level. This tend to the rejection of the null hypothesis of no significant relationships.

Language activities were designed based on the four indicated skill areas and belong to linguistic skills and none from word formation skills. It was only in the four areas of linguistic skills that the students need language activities for them to cope with their skills requirement. Recommendations of the study include providing students with exposures on varied learning activities to enhance further their linguistic competencies; presenting the developed language activities to language teachers for further suggestions; and conducting further study on other components of communicative competence maybe done.





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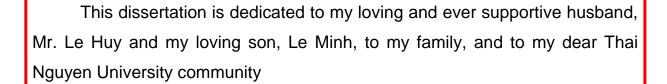
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DEDICATION



Ngo Thi Bich Ngoc





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