



THAI NGUYEN UNIVERSITY
Socialist Republic of Vietnam



BATANGAS STATE UNIVERSITY
Republic of the Philippines

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

A Dissertation
Presented to
The Faculty of the Graduate School
Batangas State University
Batangas City, Philippines

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

By:

NGO THI BICH NGOC

April 2015



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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.


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ABSTRACT

Title : **Language Activities for Improving Linguistic Competence of the First Year Students in Thai Nguyen University**

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Degree : Doctor of Philosophy

Major : English

Year : 2015

Adviser : Dr. Matilda H. Dimaano

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



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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



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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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ACKNOWLEDGMENT

The researcher would like to convey her deepest gratitude and sincerest appreciation to the following persons whose valuable contributions have helped much to make this academic work a reality:

To Dr. Matilda H. Dimaano, dissertation adviser, who tirelessly worked on reading version after version of this manuscripts, and for providing valuable inputs and insightful comments that improved this study as well as for the encouragement and assistance that facilitated its completion;

Dr. Nguyen The Hung, director of International Training and Consultancy Center for his encouragement;

To the panel members: Dr. Ma. Luisa Valdez, Dr. Amada Banaag, Dr. Felix Panopio, Dr. Myrna G. Sulit, Dr. Remedios P. Magnaye for their valuable insights which greatly improved this work;

The teachers and the student respondents of the study for their active involvement and cooperation;

To her friends for their encouragement and support; and

To her parents and siblings for their love, concern and understanding and for being an inspiration in pursuing this academic endeavor.



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DEDICATION

This dissertation is dedicated to my loving and ever supportive husband, Mr. Le Huy and my loving son, Le Minh, to my family, and to my dear Thai Nguyen University community

Ngo Thi Bich Ngoc



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