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Republic of the Philippines

**SOCIOLINGUISTIC COMPETENCIES OF FIRST YEAR COLLEGE  
STUDENTS OF THAI NGUYEN UNIVERSITY SYSTEM: BASIS FOR  
CREATIVITY ENHANCEMENT ACTIVITIES**

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The Faculty of Graduate School

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In Partial Fulfillment

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**Doctor of Philosophy**

Major in English

By:

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### APPROVAL SHEET

This dissertation entitled **SOCIOLINGUISTIC COMPETENCIES OF FIRST YEAR COLLEGE STUDENTS OF THAI NGUYEN UNIVERSITY SYSTEM: BASIS FOR CREATIVITY ENHANCEMENT ACTIVITIES** prepared and submitted by **NGUYEN LAN HUONG** 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 : Sociolinguistics Competencies of First Year College Students of Thai Nguyen University System: Basic for Creativity Enhancement Activities

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## SUMMARY

This study was undertaken to determine the sociolinguistic competencies of first-year college students of Thai Nguyen University to propose creativity enhancement activities.

A descriptive method was employed in this study which includes a total of 400 students and 57 English teachers who serve as the respondents. In this study, a survey questionnaire and researcher -- made test were used.

The data were analyzed using frequency distribution, weighted mean, regression analysis, One Way Analysis of Variance (ANOVA)



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and Pearson-product Moment Correlation using 0.05 level of significance.

The study seeks to answers to the following questions:

1. What is the profile of the students in terms of:

1.1. Age

1.2. Gender

1.3. Educational attainment of parents

1.4. Exposure to the English language

1.5. Family income

1.6. Type of high school graduated from?

2. What is the level of students' sociolinguistic performance?

3. How do teachers assess the level of students' sociolinguistic competencies with reference to?

3.1. Respect

3.2. Friendliness

3.3. Confidence

3.4. Resourcefulness

3.5. Emotional maturity?

4. Are there significant differences on the students' level of sociolinguistic competencies as assessed by the teachers when grouped according to their profile variables?



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5. Are there significant relationships between the students' performance and teachers' assessments on sociolinguistic competencies?

6. Which among the parameters of sociolinguistic competencies as assessed by the teachers' respondents are strongly manifested by students?

7. What creativity enhancement activities may be prepared towards improved sociolinguistic competencies?

The study found out that most of the respondents belong to age bracket of 16 to 20 years old, females who graduated from public schools and exposed to English language on university level. They mostly come from low to average income earners with both parents are only high school diploma holders.

The level of sociolinguistics performance of the respondents' was on the normal range, not so fluent but not pitiable. The respondents' were able to obtain this level of performance since they have the ability to know how to speak to different people in different situations Teachers positively assessed that students' possessed a good competence in terms of sociolinguistic aspect. There is no significant difference on the students' level of sociolinguistic competencies as assessed by the teachers when grouped according to profile variables. There is no



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statistically significant relationship between the students' performance and the teachers' assessment on sociolinguistic competencies. The five independent variables (respect, friendliness, confidence, resourcefulness and emotional maturity) was not considered the best predictor of the students sociolinguistic competencies. Creativity enhancement activity is planned for implementation and evaluation to improve the students' sociolinguistic competence.

It is therefore recommended that language students' may need to understand pragmatic aspects of the target culture better in order not only to speak grammatically but also to interpret appropriately what they hear and to interact effectively in the class. Students' may learn how to use and interpret the sociolinguistic rules of English in various contexts by developing awareness on areas in which sociolinguistic system of his/her own culture from those of other cultures. Students may develop common speech pattern to bond quickly and establish friendship to other students with different cultures. Teachers may need to incorporate many cross-cultural analyses in their teaching in order to address learners' possible communicative problems. Teachers may use the creativity enhancement exercises to improve the sociolinguistics performance. Follow-up study may be conducted to focus on the effectiveness of the proposed creativity enhancement activity.



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**N.L.H**





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## DEDICATION

**With pride and honor,  
This piece of work is lovingly dedicated  
To her beloved parents, her loving husband  
and to her children**

**N. L. H**



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