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**MORPHOLOGICAL AND SYNTACTIC COMPETENCIES OF FIRST YEAR  
COLLEGE STUDENTS OF THAI NGUYEN UNIVERSITY SYSTEM:  
BASES FOR INTEGRATIVE LEARNING EXERCISES**

A Dissertation Proposal  
Presented to  
The Faculty of 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:

**DUONG THI HOA LU**

June 2015



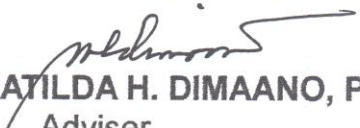
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### APPROVAL SHEET

This dissertation entitled “**MORPHOLOGICAL AND SYNTACTIC COMPETENCIES OF FIRST YEAR COLLEGE STUDENTS OF THAI NGUYEN UNIVERSITY SYSTEM: BASES FOR INTEGRATIVE LEARNING EXERCISES**” prepared and submitted by **DUONG THI HOA LU** 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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Adviser

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Approved by the committee on Oral Examination with a grade of Passed.

  
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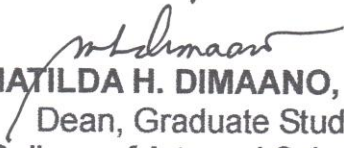
  
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Comprehensive Examination: **PASSED**

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## ABSTRACT

Title : **Morphological and Syntactic Competencies of First Year College Students of Thai Nguyen University System: Bases for Integrative Learning Exercises**

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Degree : Doctor of Philosophy

Major : English

Adviser : Dr. Matilda H. Dimaano

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### Summary

This study aimed to determine the morphological and syntactic competencies of first year college students in English Language at Thai Nguyen University System, Vietnam. The study covered the level of morphological competency of student respondents in terms of meaning of root words, affixes, pre-fixes, suffixes, word derivation, word formation and compounding of words. Part also of this study is the level of syntactic competency of student respondents relative to phrases, clauses, sentences and functions. This also covered the assessment of teachers on the students' morphological and syntactic competencies, the significant difference on the level of this competency with the integrative language exercise as the output to enhance the students' English language competencies.



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The study included the 400 first year college students and 70 teachers in Basic English Course in the Academic Year 2014-2015. This study tested the following hypothesis that there are no significant differences on the levels of morpho-syntactic competency of students and the assessment of the English language teachers. It made use of the descriptive method of research with survey questionnaire and teacher-made test as the main data gathering instruments. The data gathered were statistically treated with the use of percentage, weighted mean, standard deviation, independent t-test.

Findings of the study revealed that as regards levels of understanding of students in morphology particularly in meaning of root words result indicates that the students' levels of competencies in this area of morphology is average with a fair number of students' demonstrating a reasonable degree of competence. In prefixes, affixes and suffixes results showed that the total rating obtained by the students on this area is 59.12 percent which indicates that the students' competency in this area is average and is at par with the competency in the meaning of the root words. As for word derivation the total rating obtained by the students on this area 63.25 percent which falls under the average level of classification which indicates that the freshman students' have developed a certain level of adeptness in word derivation.



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~~In word formation, the total rating obtained by students in this morphology skill component which is 52.85 percent with the verbal equivalent rating of average indicates that the students are finding some difficulties along this area. In relation to compounding of words, findings revealed that the students' obtained a total rating of 61.15 percent with a verbal equivalent rating of average in this morphology skill component which indicates that the freshman students has developed skills in compounding.~~

Relative to the levels of students' competencies in the use of syntax particularly in phrases, the total rating obtained for this component area is 51.95 percent or verbally equivalent to average which means that the students demonstrate a certain degree of proficiency in this syntax skill. As for clauses, results showed that the total rating obtained by students is 47.30 percent or its equivalent of average which implies that the student competency on clauses are average but below the 50 percent cut-off value. For sentences, the total rating students obtained is 60.50 percent or average which implies that the students find the test easier and have demonstrated more advanced skill and competency in sentences. As regards functions the total rating of the students' competency is 49.95 percent or average which implies that the students demonstrated some degree of proficiency on syntactic functions.



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~~In relation to comparison of the levels of competencies in morphology~~

and syntax, results show that in 22 out of 28 mean comparisons, the p-values are less than 0.05 which means that the morphology and syntax competencies corresponding to this means are significantly different and are therefore not related. In six out of 28 mean comparisons, the p-values were greater than 0.05 which means that the morphology and syntax competencies corresponding to this means are not significantly different and so they are related to each other which means that in general, no relationship exist among these linguistic skills.

With regards to teachers assessment of the morphological and syntactic competencies of students all the items obtained an agree score of 100 percent which means that the teacher respondents unanimously agree that the items raised can be used for the assessment of the students' morphological and syntactic competencies. According to the frequency of use of students' skills, 11 out of 12 items had mean scores close to 3.0 or equivalent to sometimes and only one had mean scores close to 4.0 or equivalent to often which means that the teachers observed the students do not practice and use these skills as often in the class. For the assessment according to their degree of importance, result of assessment showed that all the 12 items had mean scores close to



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~~4.0 or equivalent to moderately important which means that the teachers~~  
regarded the 12 items as only moderately important skills to be developed by the students.

In terms of the difference on the levels of morpho-syntactic competencies of the students and their performance as assessed by English teachers, results showed that eight out of 11 component items had a p-value that is below 0.05 which means that the teacher's assessment and students' morpho-syntactic competencies along these areas are significantly different which suggests that no relationship exist between the treatment means being compared. Moreover, the integrative learning exercises on morpho-syntactic competencies designed are based on some criteria that are considered and used as concrete basis for the exercises to be included to address the needs of the students.

The study recommended that teachers may be encouraged to attend more trainings, seminars and workshops along the areas of morphology and syntax to further enhance their teaching techniques; that output must be reviewed and evaluated, and similar studies be conducted by future researchers.

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~~Her parents and family, who serves as inspiration in this academic~~  
endeavor.

Duong Thi Hoa Lu

**DEDICATION**



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This work is dedicated to my parents, family, and friends.

Duong Thi Hoa Lu

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