URN etd-0407109-183712-928
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Statistics This thesis had been viewed 45 times. Download 28 times.
Department
Year 2003
Semester 2
Degree Master
Type of Document Master's Thesis
Language English
Title An Investigation of DAFL Students" Cognition of English Noun Clauses
Date of Defense 0000-00-00
Page Count 104

Keyword
Bloom"s Taxonomy
Department of Applied Foreign Language (DAFL)
Two-Year and Four-Year Institute of Technology
Educational Goals
Achievement
Noun Clause
Articulation
Motivations

Abstract
Because of the fact that English is becoming more and more important, institutes and universities of science and technology have been found to establish DAFLs one after another. Whether students of DAFLs with their tech-vocational background can perform well on the knowledge level can be measured in terms of Bloom's Cognitive Domains. Clauses, which are frequently used by writers in writing, serve as an indicator of students' English grammar ability. That clauses are used to a great extent is evidenced by ten articles selected from internationally known magazines such as TIME, NEWSWEEK and The Economist. The sampled population was 175 would-be graduates of DAFLs from Southern Taiwan University of Technology and Taichung Healthcare and Management University. They participated in the survey which aimed at testing to what extent they understood noun clauses at each level of the Bloom's Cognitive Taxonomy. Though 94% of the respondents knew there is a distinction between sentences and clauses (Level 1: Knowledge), only 39.4% of the respondents could clearly and correctly describe how different kinds of clauses function (Level 2: Comprehension). So far as Level 3: Application is concerned, only 41.9% of the respondents could make simple sentences containing subjective, objective or appositive noun clauses. So far as Level 4: Analysis is concerned, only 35% of the respondents could analyze when given a test consisting of different kinds of clauses with different grammatical functions. But they performed better (51.5%) on a test containing only noun clauses of different functions. When respondents analyzed functions of noun clauses, only 26.3% of respondents could identify appositive noun clauses and 16.6% of respondents could identify complement noun clauses. Overall, students of DAFL still have much to learn to enhance their English proficiency.
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Date of Submission 2004-06-21