

Students' ability to produce variety of sentence structures using non audio visual clips

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A series of studies by Gildea et al. (1990) provide both support and methodology for video use in a language lab setting. A scene from a movie and a series of narrative paragraphs describing the scene or action were created. The narratives included familiar and unfamiliar vocabulary items. The learners who saw video pictures were able to produce a higher percentage of acceptable sentences using the most difficult target words than were the learners who read only the narratives or those who read both the narratives and definitions. Researchers proved that video improve sentence production.

Kent (2001) conducted oral tests on a group of Korean students. Students were expected to exhibit their pre-planned conversation. The researcher used the exam evaluation sheet which uses the Likert-type scale from 1 being poor to 5 being excellent. One of the criteria looked into was the complexity of the sentences. The more complex the sentence the higher the grading is. Masson and Waldron (1994) believe that the complexity of sentence structures generally has a greater impact on readability. It is easy to understand how the words of a sentence relate to each other and readers are often able to figure out the meaning of particular words that are unfamiliar.

Tasneem (2008) states that bilingual learners often experience cross-linguistic influence. The learning of one language can often affect the development of a second language. This can either assist language acquisition for example once a concept is understood in one language, it is simpler to grasp in another or delay this acquisition for example this may cause word order confusion due to conflicting sentence structure patterns. It can also produce a transfer effect. Hulk and Muller (2000) state that bilingual learners are likely to use syntactic structures that are present in both known languages, regardless of whether an alternative structure is more appropriate in a given situational context.

Chan (2004) also found the same result from the Chinese students. He expounded that many L2 learners had a tendency to think in their native language (Chinese) first before they produce any utterance in L2 (English). Therefore, the word order or syntactic structures in English were identical or similar to the sentences of the learners' first language (L1). Chan

added that learners made syntactic transfer when they found it difficult to use the language. Syntactic transfers from L1 were particularly common in the use of complex structures of L2. This problem is not only common among low proficiency learners but also among the high proficiency learners.