Impact of Premodified Input on Iranian EFL learners’ Sentence Processing

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This study is intended to scrutinize the impact of premodified input on Iranian EFL learners’ sentence processing. To answer the research questions, a group of 60 intermediate learners were selected and then placed in four different groups: Group A, the control group, received baseline (unmodified) input. Group B received sentences with simplified target word. Group C received elaborated input, which is a sentence including both unmodified word and its frequent synonyms in appositive. Finally, Group D was given unmodified sentence in written form without using the software, Psycho scope which was used in order to collect the data and reaction times. Furthermore, participants were asked to negotiate the meaning in pairs and answer the yes/no questions which followed. After the data were collected, analysis of variances was used in order to analyze the data. The results indicated that there was no significant difference between the performance of Groups B and C, whereas both significantly outperformed Groups A and D. The results clearly show that premodified input, in any form, substantially affects EFL learners’ sentence processing.