



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of ChadliBendjedid – El Tarf

Faculty of Letters and Languages

Department of Englis

**Investigating the Effects of Schemata Activation Methods on Developing
EFL Students' Speaking Performance**

Dissertation submitted to the Department of English in Partial Fulfillment of the
Requirement of the M.A. Degree in “*Didactiques de L’Anglais*”

SUBMITTED BY

Ms.SoumiaAllaoui

Ms. Nadine Ati

SUPERVISED BY

Ms.Ilhem Debabbi

BOARD OF EXAMINERS

Chairman: Ms.Slama Nadji	MCB	ChadliBendjedid University
Supervisor: Ms.Soumia Alaoui	MAA	ChadliBendjedid University
Examiner: Ms.Hadjer Refai	MAB	ChadliBendjedid University

Academic Year

2019/2020

DEDICATION

This dissertation is dedicated to our dear parents whose love and support guided us all the way to success. To our Brothers and Sisters who always believed in us, pushed us forward and helped us in all possible ways as well as all our friend “Ghozlen” and classmate “Amani” whom we shared the university life with all its lights and shadows To our previous teachers “Mr.Rekeb” and “Mr.Bouanaka” who urged us to admire the English language.

Las but not least ,I wanna thank us for believing in us .I want to thank for doing all this hard work .I want thank us for never quitting I want thank us for always being a giver and trying to give more than we receive .I want thank us for trying to do more right than wrong I want thank me for just being us all the times and special thanks to people who believed they will destroy us with their toxic relation but they were only a station to move carefully in our way

Ilhem and Nadine

ACKNOWLEDGMENTS

First, we express our endless gratefulness to the All-mighty Allah for his countless blessings he bestowed upon us and giving us strength.

Heartfelt thanks and gratitude go to our supervisor, Ms.Soumaya Allaoui

Special thanks to Third year students for their genuine participation and kind response, without their help, our research would not have been possible.

Special thanks go to the teachers who put their efforts and share their time despite the circumstances

Last but not least, we are grateful to everyone who has contributed to our research.

TABLE OF CONTENTS

DEDICATION	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
LIST OF ABBREVIATIONS	ix
ABSTRACT IN ENGLISH.....	x
ABSTRACT IN ARABIC	xi
GENERAL INTRODUCTION.....	1
Introduction.....	1
1. Statement of the problem.....	1
2. Aims of the study.....	2
3. Significance of the study.....	2
4. Research Questions.....	3
5. Research Hypotheses.....	3
6. Research Design.....	3
7. Limitations of the Study.....	4
8. Organization of the study.....	4
CHAPTER ONE: LITERATURE REVIEW.....	6
Introduction.....	6
1.1. Speaking Performance	6
1.1.1. Definition of Speaking Skill.....	6
1.1.2. Speaking Sub Skills	7
1.1.3. The Elements of Speaking	10
1.3.1. Language Features	10
...1.1.3.1.1. Connected Speech.....	11
...1.1.3.1.2. Expressive device.....	11
1.1.3.1.3. Lexis and Grammar	12
1.1.3.1.4. Negotiation Language.....	12
. 1.1.3.2. Mental and social Processing.....	12
1.1.3.2.1. Language Processing.....	12

..1.1.3.2.2. Interaction with Others.....	12
....1.1.3.2.3. Information processing	13
1.2. The Function of Speaking.....	13
1.2.1 Talk as Interaction	14
1.2.2. Talk as Transaction.....	14
1.2.3. Talk as performance.....	14
1.3. Factors Affecting Speaking Performance	14
1.3.1. Performance Conditions.....	15
1.3.2. Affective Factors	15
1.3.3. Listening Ability.....	15
1.3.4. Topical Knowledge.....	15
1.3.5. Feedback during SpeakingActivities.....	15
1.4. Assimilation between Speaking and Listening Skill.....	16
1.5. Activities of Teaching Speaking Performance	16
1.5.1. Discussion Activities.....	16
1.5.2. Communication Games	17
1.5.3. Role Play.....	17
1.5.4. Group Activity	18
1.5.5. Information Gap Activities	18
1.6. The Assessment of SpeakingPerformance.....	19
1.6.1. The Rating Scales.....	19
1.6.2. Speaking Performance Measures.....	19
1.7. Schemata Activation.....	20
1.7.1. Definition.....	20
1.7.2. History of Schema theory	21
1.8. Types of schema activation.....	22
1.8.1. Linguistic.....	22
1.8.2. Content	23
1.8.3. Formal.....	23
1.9. The Four skills and schema.....	23
1.9.1. Reading.....	24
1.9.2Writing.....	24
1.9.3. Listening.....	24
1.9.4. Speaking.....	25

1.10. Methods to Activate Schema	26
1.10.1. Reading texts	26
1.10.2. Pictures.....	27
1.10.3. Vocabulary Word.....	28
1.10.4. Oral Stories.....	29
1.11. The Role of Schema Activation in Speaking Performance	30
1.12. Benefits of Using Schemata Activation	31
Conclusion.....	32
CHAPTER TWO: METHODOLOGY.....	33
Introduction.....	33
2.1. The Research Location.....	33
2.2. The Participants.....	33
2.2.1. Students as Participants.....	33
2.2.2. Teachers as Participants.....	34
2.3. The Research Instruments	34
2.3.1. Students Questionnaire	35
2.3.2. Teachers Questionnaire.....	36
2.4. The Research Design.....	37
2.5. The Research Procedures.....	37
2.6. Data Analysis.....	38
2.6.1. Students' Questionnaire Analysis.....	38
2.6.2. Teachers' Questionnaire Analysis.....	59
2.7. Discussion.....	70
Conclusion.....	73
CHAPTER THREE: IMPLICATIONS AND RECOMMENDATIONS.....	75
Introduction.....	75
3.1. Implications.....	75
3.2. Recommendations.....	75
3.3. Suggestions for further studies.....	78
GENERAL CONCLUSION.....	80
References.....	81
APPENDICES	

LIST OF TABLES

Table	Page
1.1. Teaching Speaking Sub-skills (Lackman, k., 2010,p.3).....	9
1.2. Schema Theory and its Application in Teaching Listening (Zeng, 2007).....	25
2.3. EFL Teachers' Qualification.....	59
2.4. EFL Teachers' Work Experience.....	59
2.5. Participants teaching oral courses.....	60
2.6. The Importance of the Other Skills with Speaking Skill.....	60
2.7. Teachers' Perception toward Students' level in speaking.....	62
2.8. Problems Affect Students' speaking performance.....	62
2.9. Teachers' Perception toward the Appropriate Method to Activate Students' Schemata..	66
2.10. The Relied Materials to Activate the Students' Schemata.....	66
2.11. Teachers' Opinion on the Beneficial Method to Activate Students Schemata.....	67
2.12. Teacher's Perception about the Best Time for students to activate their Schemata	67
2.13. The Students' Reaction via the Performed Topics	68
2.14 The Importance of SA Method for the Development of the Four Skills	68
2.15. Teacher's Perception Concerning the Use of Schemata Activation Methods.....	69
2.16. Teachers' Suggestions or Comments.....	69

LIST OF FIGURES

Figure	Page
1.1. Elements of Speaking (Thordores, 2001, pp. 23-26).....	10
1.2. Process of Schemata Activation through Reading Texts (EmildaOktaviyani, 2017)...	26
1.3. Process of Schemata Activation through Word List (EmildaOktaviyani, 2017).....	28
2.4. Students' Gender.....	37
2.5. Students' Age	38
2.6. Students' Important Language Skill Intend to Develop.....	38
2.7. Students' Assumption toward the Way of Learning Speaking Skill.....	39
2.8. Comparison between Students' Levels in Speaking Skill	42
2.9. Students' Speaking Classroom Involvement.....	43
2.10. Obstacles Affecting Students' SP.....	44
2.11. The Most Useful Activities Used by Teachers 2 during SP.....	45
2.12. Factors Affecting Students' SP	46
2.13. Students' Point of View toward implementing the Listening Skill	47
2.14. Students' Pre-existing Information about Different Topics	49
2.15. Students' Opinion about the Usage of Schemata Activation to Develop their SP	94
2.16. Students' Perception toward Unfamiliar Topics	50
2.17. The Importance of Schemata Activation in Developing SP	51
2.18. Problems Students Face during Activating their Schemata	52
2.19. Schemata Influence Thinking and Behavior.....	53

2.20.	The Most Helpful Schema Method	53
2.21.	The Role of Pictures While Facing Unfamiliar Topics.....	53
2.22.	The Role of Pictures in Activating Students' Schemata.....	54
2.23	Students' Perception toward Using Oral Stories to Activate their Schema	56
2.24	Students Opinion about Including Oral Stories as Teaching Method	57
2.25	Students' Perception toward Reading texts during Oral sessions	58
2.26	Providing Vocabulary Words to develop Speaking Performance.....	58
2.27.	Schema Activation Adapted From Squire (2002).....	78

List of Abbreviations

EFL	English as a Foreign Language
ESL	English as Second Language
CAF	Complexity, Accuracy, Fluency
AS	Activating schemata
NA	Native language
L2	Target language
OHP	Overhead projector
CS	Content schemata
FS	Formal schemata
LS	Linguistic schemata

Abstract

This descriptive research investigates the effect of implementing the schemata activation methods on EFL students' speaking performance in an attempt to enhance ChadliBendjedid students 'speaking performance level. This research tends to contribute to the concept of SA in Algeria, to cover teachers' perceptions and integration of the concept, and to discover the students' schematic knowledge in speaking performance. To attain the current results, data were collected through a questionnaire for 10 teachers chosen randomly from the English Department at ChadliBendjedid University in Algeria and a questionnaire for 38 Third year students from the same department. The findings demonstrated that both students and teachers admit the importance of schemata methods in boosting the students' speaking performance, the students' speaking performance strongly improved which was apparent in the high agreement of the participants on the use of oral stories and pictures as a teaching method. Both questionnaires were posted online due to the worlds' known circumstances and the results were quantitatively analyzed and compared. Implications and recommendations are set following the research findings in the hope of bringing both the students' and teachers' attention on the important role of schemata its methods and benefits in speaking through calling back prior knowledge and integrating SA methods as teaching techniques.

Keywords: Schemata activation, speaking performance, teaching method, EFL student

ملخص

يستقصى هذا البحث الوصفي تأثير تطبيق أساليب التنشيط التخطيطي على أداء تحدث طلاب اللغة الإنجليزية كلغة أجنبية في محاولة لتحسين مستوى أداء التحدث لدى طلاب جامعة الشاذلي بن جديد. يميل هذا البحث إلى المساهمة في مفهوم التنشيط التخطيطي في الجزائر و لتغطية تصورات المعلمين وتكامل المفهوم ، ولاكتشاف المعرفة التخطيطية في أداء التحدث للطلاب. وللتوصل للنتائج الحالية تم جمع البيانات من خلال استبيان لعشرة معلمين تم اختيارهم عشوائياً من قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد بالجزائر واستبيان 38 طالباً في السنة الثالثة من نفس القسم. أظهرت النتائج أن كلاً من الطلاب والمعلمين يعترفون بأهمية الأساليب التخطيطية في تعزيز أداء التحدث لدى الطلاب ، وتحسن أداء الطلاب في التحدث بشكل كبير ، وهو ما ظهر في موافقة المشاركين العالية على الاستعانة بالقصص الشفوية والصور كوسيلة تعليمية. تم نشر كلا الاستبيانين عبر الإنترنت بسبب الظروف المعروفة في العالم وتم تحليل النتائج ومقارنتها من الناحية الكمية. يتم تعيين الآثار والتوصيات بعد نتائج البحث على أمل جذب انتباه كل من الطلاب والمعلمين إلى الدور المهم للمخطط الفكري وأساليبه وفوائده في التحدث من خلال الرجوع للمعرفة السابقة ودمج أساليب التخطيط التنشيطي كتقنيات تدريسية.

الكلمات المفتاحية: تنشيط المخطط الفكري ، أداء التحدث ، طريقة التدريس ، دراسة اللغة الإنجليزية كلغة أجنبية

General Introduction

Introduction

The speaking skill is a productive activity in which the students tend to express their knowledge and ideas orally. Richards (2008) states that the mastery of speaking skill in English is considered as a priority for many second language or foreign language learners, over the years, speaking becomes the parameter of the learners' success. Being one of the central elements of communication, it needs special attention and instruction in an EFL context. However, the lack of content knowledge and schemata may inhibit the learners from trying to speak and will lower the mastery of speaking English. Based on the affirmations of many scholars activating schemata is a winning situation for students as it enables them to personalize the information as it is connected to the real experience.

This study investigates the effect of schema activation methods to develop EFL learners' speaking performance; moreover, tend to afford a set of schema methods that would thrive speaking performance in the English department at ChadliBenDjedid University. The introductory section of the study deals with the statement of the problem, the aim, and significance of the study. It also presents the research questions along with the hypotheses. It provides the methodology used including the research design, as well as providing the organization and limitations of the study

1. Statement of the Problem

Teaching English for EFL students requires the emphasis on all the language skills including both receptive skills (reading and listening) and productive ones (writing and speaking). The main focus of EFL students is to improve their communication skills, especially speaking skill in order to master the language effectively and proficiently.

One of the major problems that students may face at the University of Chadli Ben jedid is to find the easiest and the appropriate method to activate their schemata; in order to produce the language in its linguistic, content and formal forms as well as its components. Moreover, students cannot deny the importance of schema activation in developing their speaking performance for the mere reason that schema activation is practical in all language skills and the role of teachers is checking the flexibility of students' schemata activation in their oral performance through utilizing the suitable method.

2. Aims of the study

This study aims at investigating the Effect of schemata activation of EFL students' to improve their speaking performance. It provides its important role to increase students' Speaking ability; and whether the students' schema is activated before, during or after the classroom discussions and the best method that can help them to increase their way of speaking.

3. Significance of the study

Activating schema can not only be a factor to develop speaking performance in language learning, but it can also be a way to create a funny atmosphere and an enthusiastic activity that pushes the students to be more creative and to show their abilities.

All along the academic field, schema activation has not been given significant importance in the Algerian universities. Thus, it is required to explore the different methods that would enhance the students' schema activation and develop their speaking abilities. This study investigates the effect of schema activation methods to develop EFL students' speaking performance. The research findings support the implementation of schema methods as a tool that will serve to improve the students' speaking performance. The recommendations provided by the research tend to be valuable assets to enhance the schema activation ability at Chadli Ben Djedid University.

4. Research Questions

The main concern of this study is to find out to what extent the schemata activation can be used to increase the students' speaking performance, the questions will be as follows:

Q1: Does schemata activation have an important role to develop the EFL learners speaking performance?

Q2: Do students activate their schemata to build up their Speaking performance?

Q3: If yes which schemata activation method help EFL students to develop the students' speaking performance?

5. Research Hypotheses

From the above questions, we generate the following hypotheses:

H1: The Schemata activation methods do not play an important role to augment EFL student's Speaking performance.

H2: Schemata activation helps the learners to build up EFL students' speaking performance.

H3: The schemata activation improves EFL learners speaking performance by the use of pictures and oral sorties.

6. Research Design

In order to provide answers to the research questions, the descriptive method is used in this study to test the given hypothesis. First, the Questionnaire is administered for third year students of English. Second, another questionnaire is given to the teacher to check if their students' are able to use their schemata to perform their ideas and thoughts and which methods that teachers are using to help them to develop their speaking abilities.

7. Limitations of the Study

This study is restricted regarding the short duration of the treatment due to of the unexpected long holidays because of the infectious Corona virus (COVID19) and the quarantines following situation at the time of conducting the research. To collect the students' perception on the schema activation in speaking performance we opted a questionnaire as it was challenging to get results we have delivered the questionnaires online. An interview was prepared toward the teachers but we were obliged not to proceed with it due to the absence of the suitable place and atmosphere to do the interview. Thus, the biggest obstacle was the awful internet access which hindered the continuity of work and wasted a lot of time.

8. Organization of the Study

This research is divided into five parts. The introductory section introduces the topic, including its background, the statement of the problem, the aim and the significance of the study, the research questions, hypotheses, the research design in addition to the limitations and organization of the study.

The first chapter deals with the review of the literature related to the study. It begins with an overview related to the speaking performance. It comprises its definition, elements, and factors affecting the speaking performance and how to assess speaking. In addition, the literature review defines the second aspect which is schemata activation and gives it an overview about its strategies, types, and the methods to be activated as well as its important role and benefits behind its use.

The second chapter deals with the methodology followed in the research. It determines where the study takes place and provides information about the participants. It also illustrates the research design and methodology implemented and analyses the data gathered through the research tools, providing a detailed discussion of the results.

The third chapter provides the implications of the research findings and offers a set of recommendations for guiding EFL learners to choose the best method to activate their schemata in order to improve their speaking performance.

The concluding chapter discusses the results and their interpretations, sums up the main findings and provides ideas for potential future research.

Chapter One

Literature Review

Introduction

This chapter reviews the literature concerning the main area of interest in the current study, which is speaking performance connected to the schemata activation. The first section provides a general overview of speaking performance, speaking sub-skills, its elements. It also shows the factors affecting speaking performance, integration between listening and speaking, the obstacles of teaching speaking performance, and the assessment of speaking performance. The second section sheds light on the concept of schemata activation in terms of its types, strategies, methods, and the benefits of using it.

1.1. Speaking Performance

1.1.1. Definition of Speaking Skill

Speaking is one of the four language skills (listening, reading, speaking, and writing). It is vital and the most frequently used while learning English language. Cameron (2001) states that speaking is an act of delivering information in order to make others decode the speaker's thoughts, emotions; Moreover people communicate while transmitting information through the use of language in which they deliver different messages they want. Wilson (1983) states that the speaking skill takes place when there is an interaction between the interlocutors. According to Nunan (2003, p.48) Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Harmer (2001) stated that from the communicative point of view, speaking covers numerous aspects containing two main factors which are accuracy that deals with the mastery of grammar and the language mechanics besides to fluency, which is defined as the speaker's capability to

produce the language in smoothly and clear way. Chaney(1998)'states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts'(p. 13).

1.1.2. Speaking Sub-Skills

According to the BBC Learning English (2017) teaching speaking for EFL students requires promoting the student's awareness towards the speaking sub-skill, rather than putting them into practice. The three main speaking sub skills that each student should know and be able to manage in activity that may be useful for each type are:

- Teaching English for EFL students requires the emphasis on all the language skills including both receptive skills (reading and listening) and productive ones (writing and speaking). The main focus of EFL students is to improve their communication skills, especially speaking skill in order master the language effectively and proficiently
- One of the major problems that students may face at the University of Chadli Ben jedid is to find the easiest and the appropriate method to activate their schemata; in order to produce the language in its linguistic, content and formal forms as well as its so the components. Moreover, students cannot deny the importance of schema activation in developing their speaking performance for the mere reason that schema activation is practical in all language skills and the role of teachers is checking the flexibility of students' schemata activation in their oral performance through utilizing the suitable method. Being able to express your opinion and to agree or disagree with others' opinion. This can be done when teachers for instance write a list of topics on the board with corresponding numbers after that each pair gets a

number of cards. First, students take a card, read the topic and give an opinion; secondly, students agree or disagree due to the colour of their card.

- Circumlocution teachers prepare cards with headwords and several related words; at that moment, the students try to describe the headwords to their group without using any words from the cards.

According to Lackman(2010), the speaking sub skills and their suitable application via the utilization of different activities. Table 1.1 affords a detailed description of each.

Table 1.1

Teaching Speaking Sub-skills (Lackman, k., 2010, p.3)

Sub-skills	Application
<p>fluency Students practice speaking with a logical flow without planning or rehearsing.</p>	<p>Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).</p>
<p>Accuracy with Words & Pronunciation Students practice using words, structures and pronunciation accurately.</p>	<p>Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common ways of working on spoken accuracy.</p>
<p>Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc.</p>	<p>Activities which stress that verbal communication are for a reason or function. Role plays and simulations are ideal.</p>
<p>Appropriacy Students practice using language appropriate for a situation and making decisions about formality and choice</p>	<p>Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and</p>

<p>of grammar or vocabulary.</p>	<p>also other aspects of communication like intonation and length of turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant.</p>
<p>Turn-Taking Skills Students practice ways of interjecting, eliciting an interjection or preventing one.</p>	<p>Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.</p>
<p>Relevant Length Students practice speaking at a length appropriate to a situation</p>	<p>Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.</p>
<p>Responding and Initiating Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.</p>	<p>Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management.</p>

1.1.3. The Elements of Speaking

Many scholars have suggested the components of speaking which are important in the language production. On the one hand, Thordores (2001, pp.23-26) summarized them in the following figure:

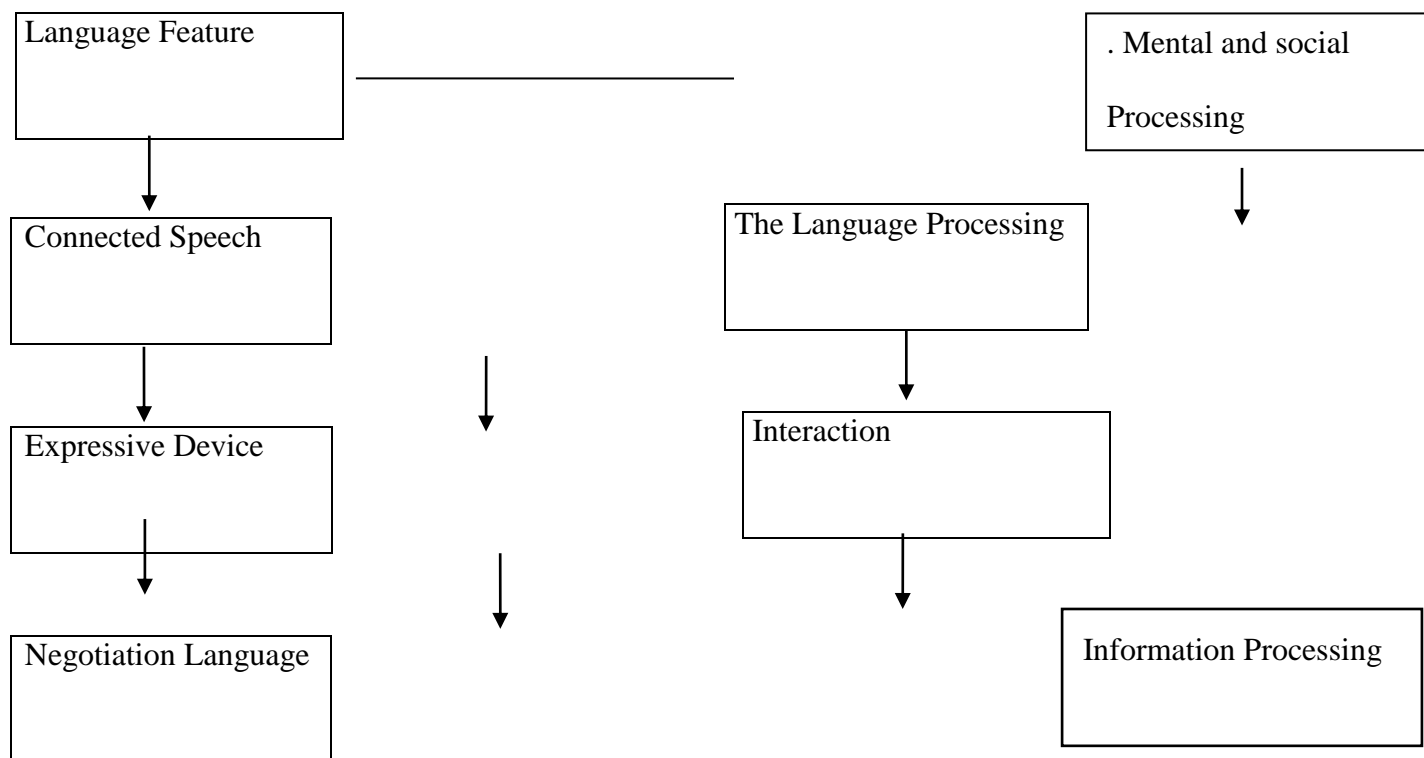


Figure 1.1.Elements of Speaking .Thordores (2001, pp. 23-26)

On the other hand, Harmer (2001) provides the components of language that are needed for the production of the speaking skill. These elements are important in which the students need to master them in order to be more fluent and more accurate .The suggested elements are as follows:

1.1.3.1. Language Features

Speaking effectiveness demands several features. These features serve for connecting speech. Thus, recognizing the phonological rules. The necessary language features are as follows:

1.1.3.1.1. Connected Speech

This feature requires the production of connected sounds rather than only separated phonemes. In connected speech, sounds may be adapted, excluded, joined or weakened. The English speaker is in need to this ability in order to produce accurate speech.

1.1.3.1.2. Expressive Device

The phonological rules that include pitch, speed, stress, volume, are considered as the devices that are needed for the students to transmit the intended message. The students have to master this ability in which they are able to be native-like, fluent and effective.

1.1.3.1.3. Lexis and Grammar

The students often use the same lexical structures when they tend to produce the same language function. So to avoid this, the teacher may provide his students with diverse phrases which handle different functions so that they can use them in the assorted stages of communication.

1.1.3.1.4. Negotiation Language

Harmer (2003) points out, that the negotiation language that is used to provide clarification and to demonstrate the structure of our speech may be beneficial for effective speaking. Hence, during the conversation one of the interlocutors may take advantage when he intends to show the structure of what he is saying. Students will benefit a lot from the use of negotiation language; if they ask clarification when they are listening to the other interlocutors.

1.1.3.2. Mental and social Processing

1.3.2.1. Language Processing

It refers to the process of the language in the speakers' mind in which he may put the language in a consistent order, so that the others can understand the intended meaning. Also, while interacting with others the speakers should have the ability to retrieve words and phrases from their memories to use them.

1.1.3.2.2. Interaction with Others

Oral classes always involve interaction between interlocutors or participants in which the interlocutors interchange the roles; a speaker may be a listener and a listener may be a speaker. Effective interacting includes the mutual listening and understanding of the participants. In this vein, Bygate (1998, p.30) and Cornbleet&Carter (2001, p .27) points out that the conversations' atmosphere usually can be soft, with participants take part of the conversation at the suitable moments, and no excessive gaps or everyone talking over each other.

1.1.3.2.3. Information Processing

It is the ability of processing the information in the mind hastily, in which speakers or interlocutors should be ready to respond to the others' talk once they get the information.

1.2. The Function of Speaking

So, Speaking is very crucial for the daily communication in which a person is supposed to be understood from the way he/she talks. While running a conversation, someone has to know what to speak and understand the ideas of what he/ she is talking about. Moreover, according to Brown and Yule (1983), there are three functions of speaking in which each of those speech activities is quite different in terms of form and function. Richards (2008: 21) says, "In workshops with teachers and in designing my own materials, I use an

expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): talks as an interaction; talk as a transaction; talk as performance”.

1.2.1. Talk as Interaction

Speaking as interaction can be described as the normal talk which is a conversation between several interlocutors; this interaction serves at first as a social function. In a conversation, people exchange greetings, engage in small talk, recount recent experiences, because they want to create a comfortable zone of interaction with others. The interactional speaking focuses more on the speakers and how they aim to present themselves to each other than on the message that means the focus is more on the form rather than speaking.

Interactional talk is very complex and slight task that takes place under the control of unspoken rules, which perhaps make it the most difficult skill to teach.

1.2.2. Talk as Transaction

Speaking as transaction is the situation in which the focus is on what is done or said. The main concern is showing more importance on the message and how to make it accurate and clearly understood, rather than how the interlocutors interact socially with each other. Burns (1998) distinguishes between two different types of talk as a transaction. The first type involves the exchange of information in which the participants' focus mainly on what is said or achieved. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

Talk as transaction can be easily planned since there are many activities involved (information gap, role plays.....). These activities are sources for practicing how to share talk and obtain information.

1.2.3. Talk as performance

The last type of speaking that can be useful for the daily communication is talk as performance. It includes public talk, which transmits information before an audience, like classroom presentations, public announcements, and speeches. The main focus of speaking as performance is on both message and audience, the importance of both form and accuracy. Thus, it holds a predictable organization and sequencing. Speaking is the umbrella that covers talk as interaction, transaction and performance that have been mentioned above. These functions show that speaking is not only about producing the language, but it also serves for some different purposes in daily life conversations.

EFL teachers detect that Speaking Performance can be affected by various features. Tuan and Mai (2015) various circumstances possibly will prevent speaking performance such as performance conditions, affective factors listening ability and feedback while speaking activities

1.3. Factors Affecting Speaking Performance

1.3.1. Performance conditions

Providing the best circumstances affect the quality of speaking performance. As indicated in Nation and Newton (2009) we can distinguish a large number of speaking conditions but the main important one is time, the provided aid and feedback.

1.3.2. Affective factors

“Affects refers to emotions, feelings, beliefs, moods and attitudes which give highly effect on one’s behaviour” (Arnold, 1999, p.145). Verbal language can be affected by cognitive or psychological factors. Students with a higher level of cognitive ability; nevertheless, they face some difficulty in speaking and the most common psychological

factors. As Koosha et al (2011) found in their research that the level of learners' self-esteem indeed has a significant effect on the fluency of learner's speaking. Additionally, Arnold stated anxiety is the most damaging affective in the learning process and it is easily noticed by particular indications such as feelings of tension, state of apprehension, nervousness and worry, as well as physical signs such as "breaking out in a cold sweat" and nausea (as cited in Goh& Silver, 2004, p.190) . According to Harmer (2001) suggested that "motivation is a personal feeling that forces someone to do things in order to achieve something" (p.51).

1.3.3. Listening ability

Shumin (1997) interpreted the listening ability as a student who can receive, decipher the delivered messages can freely utter the language. Without the comprehension of transmitting messages, students are not able to reply; thus, a good speaker is a good listener.

1.3.4. Topical knowledge

Topical knowledge determines the background information that the speaker has about different topics. Bachman and Palmer (1996) emphasise that topical knowledge is one of the main factors that control students' speaking performance.

1.3.5. Feedback during Speaking Activities

EFL students are always attentive as soon as it is their teachers' role to comment and provide feedback on their SP. In agreement with Harmer (1991) the instructor had better be sure that their comments should be in correlation with the delivered lessons, and the amount of mistakes students committed. He also urges the instructors to avoid interrupting students with direct correction of their mistakes; otherwise, the students will lose control over their performance. Baker and Westrup (2003) maintained that the overcorrection of students' mistakes lead to demoralizing them that is why teachers have to correct their students' mistakes by encouraging and helping them to proceed their learning process.

1.4. Assimilation between Speaking and Listening

To make EFL students able to interact with each other easily they should be able to use a variety of language skills among them is the speaking skill that had better be acquired specifically in relation with the listening skill. Anderson and Lynch confirmed this:

For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener. However, this interdependence has not always been appreciated by language teachers and course writers, who have often separated off “listening” and “speaking” as discrete parts of language competence. Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation. (2000, p.15)

Bahns demonstrates that the incorporation of both receptive and productive skills intended to arrange students’ dynamic communication, hence, he asserts that when he declared “it is imperative that developing listening is seen in combination with developing speaking” (As cited in Lynch, 2009, p.110) likewise Harmer (2007) approves that the speaking skill works simultaneously with the listening skill in which the former cannot be done without the latter.

Byrne (1991) clarifies that the progress of the listening skill is essential to enhance the quality of the speaking skill that manages to successful real-life communication. Similarly, Nunan emphasized that “We do not simply take a language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our background knowledge” (1989, p. 23)

1.5. Activities of Teaching Speaking Performance

1.5.1. Discussion Activity

Discussion can be seen as one of the most interesting forms of oral activity in the classroom since it makes the students exchange their feelings, ideas and opinion; also, it

enables them to talk about their experience in order to improve their oral production (Harmer, 2001, p.272). Littlewood (1981) stresses that “it (discussion) provides learners with opportunities to express their own personality and experience through the foreign language” (p.47).

1.5.2 Communication Games

The most pleasant way to knock students' shyness is to get them involved implicitly with Communication games. A game is "an activity in which people agree to abide by a set of conditions in order to achieve a desired state or end" (Shirts, 1972, cited in Sharan&Sharan, 1976, p. 188).Finocchiaro and Brumfit (1983) maintain that games are used as “an enjoyable change of pace while reinforcing language” (p. 182).Teachers should create an enjoyable and funny atmosphere by implementing radio games or TV into the classroom to maintain theirstudents’ SP.

1.5.3. The Role play

The Role-play is one of the common activities used in EFL classrooms to develop students’ speaking ability. According to Harmer (2001), it is“a pedagogical activity in communicative language teaching class which frees students to be creative in their linguistic output” (p.31). Role-play is one of the methods that enable learners to improve a range of real life spoken language in the classroom (Cook, 2001). Therefore, it is a very useful activity because its prime goal is to boost students' interaction in the classroom. In role-plays, students play several roles chance to pretend to be in various social contexts and have various social roles.

1.5.4. Group Activity

Baker and Westrup (2003) add that the teacher role is to occupy students with different roles and duties to cooperate in groups in order to develop their confidence and develop their language skills.. Nunan (1989) argues that:

Group work is essential to any classroom that is based on principles of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom. (p. 84)

1.5.6. Information Gap Activities

The information gap activities are known as the go-to Information gap activities are my go-to, in which student A knows something that student B does not, and it may be the opposite. This is the right path that a natural communication could take if it is needed to know when to perform in the class, or where to pick a friend up from, or what the specials are at my favourite restaurant, here where communication should exist. How To Use Information Gap,2020,para.2).However, Taylor (1983) warns that

If the speaker and hearer are both in possession of the same information prior to beginning their communication, communication cannot, technically, be said to take place. Therefore, a communicative methodology will need to create situations in which students share information not previously known by all participants in the communication (p. 73).

1.6. The Assessment of Speaking Performance

Richards and Schmidt (2010) have acknowledged that assessment is an efficient method to measure the students' performance or the achievements, and the accomplishments of the teaching and learning process. Assessment shapes many forms such as tests, interviews, questionnaire, and observation. It takes place either at the beginning or at the end of course.

There is a difference between the term testing that is more related to standardized tests while assessment is the umbrella term of both testing and assessment.

Assessing students' speaking performance is not an easy task. Students' SP can be done through two different methods Rating Scales and Speaking Performance Measures.

1.6.1. Rating Scales

Davies et al. (1999) declared that the rating scale is the application of a range of controlled levels to describe the language proficiency that students' performance is assessed through. We can distinguish two different sorts of the rating scale. The first type according to Hughes (2003) the analytic rating that entails teachers to assess minimal pair individually; such as the pronunciation, fluency, and accuracy consequently they construct the final score moving to the second type that is the Holistic Scoring as stated by Brown (2004) "the scorers assign a single score based on the general quality of students' oral performance without relying on scoring specific ability" (p.191).

1.6.2. Speaking Performance Measures

Similar to Writing Skill, speaking performance deals with three different methods .Wolfe-Quintero, Inagaki, & Kim(1998)stated that a frequency measure, a ratio measure, and "an index based on a formula that yields a numerical score" (p. 10). Previous researchers of SLA acclaimed that is challenging to use either the frequency measure or does an index measure during the process of assessment of speaking performance as both of them necessitate considerable time, efforts and materials. Since 1990, ratio measure used in two or more empirical L2 speaking studies published and measures that used the category of "Fluency," "Accuracy," or "Complexity".

According to Wartan (2019) 'in the second language (L2) research and in some types of L2 testing, measures of complexity, accuracy and fluency (CAF) are widely applied both to

capture performance of language learners as well as to assess L2 learners' proficiency underlying their performance.

Murray (2018) figures out 'Fluency is essentially how fast a learner can access and use the language in a well-paced smooth manner without awkward pauses'. Fluency is the target of many EFL and ESL students.

Accuracy refers to the student's ability to produce the language freely from different sorts of language errors in real-life communication (Wolfe-Quintero et al, 1998).

Complexity is defined as the amount of discourse that students can utter using wide-ranging academic and language structure during the speaking process (adapted from Wolfe-Quintero et al., 1998)

1.7. Schemata Activation

1.7.1. Definition

According to Yule (2006), a schema is a wide term for a proper knowledge composition that exists in memory. Many scholars as "building blocks of cognition" (Rumelhart, 1980, p.34) define the term schema. In the same layer, Taylor and Crocker (1981, p.91) view schema as "a cognitive structure that consists in part of the representation of some defined stimulus domain, the schema includes universal knowledge about that domain, including a specification of the relationships among its attributes, as well as specific examples or instances of the stimulus domain". Myhill and Hopper (2006, p. 21) also consider schema as 'the mental map' or set of mental connections we had in our minds about a particular idea or topic.

Schemata activation is the notion that includes the access of the students' prior knowledge of the learned information in which students yoke the new information with what

is already known before to recreate new experiences. Moreover, the act of activating schema helps students to comprehend, to interpret, to remember, to reason and solve problems. In addition, as stated by Nishida (1999) schema is the generalized collection of knowledge groups and it is used to guide our behaviour in familiar situations.

1.7.2. History of Schema Theory

The concept of schema was first introduced by the British psychologist Frederic Barlett in *Remembering: A Study in Experimental and Social psychology* (1932) as part of his learning theory. Barlett's theory suggested that our understanding of the world is formed by a system of abstract mental structures. The students build schemata dynamically and revise them with regard to the repeated appearance of new information; it is essential to state that each schema is distinctive and depends on an individual's experiences and cognitive processes.

The American psychologist David Ausubel in his book *Educational Psychology: A Cognitive View* (1968) argued that, the new information could be integrated into the existed hierarchy of knowledge organization. In contrast, the use of schema was popularized and introduced in Jean Piaget's theory of Cognitive Development, in which he claimed there is a set of intellectual growth that the children go through. Piaget in his theory introduced schema as the category of knowledge as well as the process of acquiring that knowledge. He believed that people are continually familiarizing to the environment as they acquire new information and learn new things.

1.8. Types of schemata activation

Teaching English by activating schema motivates students to get more understanding of the subject and decreases their anxiety in speaking. Schema activation is considered as one of the most influential theories affecting speaking. On this bases different schema types have

been introduced by many scholars: content, formal, and linguistic schemata (Huang, 2009; Oller, 1995; Wei-hua, 2007). Content and formal schemata are the most common types, which have been given more attention from researchers.

1.8.1. Linguistic schemata

It is the language proficiency in vocabulary and grammar, which is existed in the students' mind. Landary (2002) defines linguistic schemata as “the hidden factors and thematic considerations” (p.1).In 2009 Huang assumes that linguistic schemata include “the decoding features needed to recognize words and how they fit together in a sentence” (p.139). Linguistic knowledge takes a significant position in both receptive and productive skills .It effects on how students' build sentences and decode meaning in both written and oral conversations. In addition, it has a strong impact on how students comprehend what they are listening and reading. Furthermore, having linguistic schemata facilitates the mastery of the four language skills for the students.

1.8.2. Content Schemata

Content schemata is one of the types that refers to the general information about a given subject, which enables students to predict, choose information, and create new experiences. In addition, it allows students to preclude different interpretations, hasten their reading speed, develop their comprehension, and remedy their language effect. Oller(1995) argues that content schemata are concerned with particular arrangements of things in the material world as known through perception. In addition, the content schematic knowledge is related to the topic familiarity about previous experiences with a field that ends up in better performance in speaking.

1.8.3. Formal Schemata

Landary (2002) defines formal schemata as “distinct connections based on an understanding of generalizations and mind set” (p.1). He maintains that formal schemata are background knowledge of organized outline of different texts has its own divisive structure; in which schema can be activated in a way the speaker comprises all essential information in the given topic.

1.9. The Four Skills and Schema

Although schema is mostly applied in reading, there is no reason-activating schema (AS) cannot be applied in the other three skills. Some studies involved (AS) in each language skill. A study of AS in language listening skill conducted by Hu (2012); AS in language reading skill conducted by Huang (2009); a study of the relation between schemata and listening-speaking input retention conducted by Marzuki, et.al.(2013);and a study of activating schemata in writing conducted by Sun (2014). In addition, all of the studies put AS on the pre-teaching activities. Oral stories are one of the best methods to do AS; it should occur at the beginning of the lesson and the teacher should plan the schema activity before the teaching portion of the lesson.

1.9.1. Reading

Carrell and Eisterhold (1983, p.559) note, “what is understood from a text is a function of the particular schemata that is activated at the time of processing the text”. This includes all levels of reading from children to adults. When the students read they activate their schemata which resolve the understanding of a particular text. Jhonson (1982) conducted an experimental study investigates the effect of building schemata on the reading comprehension of ESL students. She wanted her students to read a passage on Halloween, the results showed that ESL readers tend to rely more on their background knowledge of the topic than the linguistic analysis of the text to comprehend the text.

1.9.2. Writing

Writing is another skill that the activation of the schema is generally applied. Focusing on speaking and writing as productive activities, it has been a controversy on the role of schemata in speaking and writing. Yet, considering that both involve the use of vocabulary words that will build the oral or written products, without schema or background knowledge the student is unable to produce both. Hamed and Benham, et.al (2014) conducted a study to examine the role of formal schemata in the development of writing ability in Iranian EFL context. The result shows that the familiarity with formal schematic knowledge of the texts will result in better performance in writing.

1.9.3. Listening

Schemata facilitate the listening process since listeners are involved in a series of actions to form meaning from the text they listen to, based on their predictions, intentions and prior knowledge. Listening comprehension takes place when listeners can successfully yoke their pre-existing knowledge and experiences with the listening text. Zeng (2007) figures out that teaching listening as an interaction in which the processes of storage and information during which listeners need to apply the available knowledge of. The language. In fact, listening comprehension transpires because of the arrangement of two processes, known as bottom-up and top-down processes. Today, schemata take a strong position in listening comprehension and regarded as one of the most considerable features that affect comprehension.

Zhang (2006) points out that, pre-listening activities are usually planned to reflect, build or activate the learners' previously stored background knowledge. So, the effectiveness of pre-listening activities is the result of schemata theory. Thus students are provided with the background knowledge which is important for their comprehension of the listening text or

activating their already stored schemata. Goh (2002) and as cited in Zeng, (2007, p.35) activating their already stored schemata. Goh (2002) and as cited in Zeng, (2007, p.35) suggests the following activities to activate schemata

table1.2

Schema Theory and its Application in Teaching Listening (Zeng,2007)

Activity	How to do	Purpose
Brainstorming	Call out related words or phrases to be put on the board or OHP	These knowledge-oriented activities aims to prepare students by encouraging them to activate stored schemata or acquire relevant types of world knowledge, which will facilitate
Discussion	Discussion similar or related issues based on prompt questions or pictures	
Games	Simple word or information-gap games	
Guide-questions	Guess answers to questions on the text	
Picture/Diagram	Complete illustrations with simple drawings or words	
Predictions	Predict contents, characters, setting or sequence of events	
Elimination	Identify the odd one out from a group of pictures or words/phrases	
Skimming	Read a related short text for gist	

1.9.4. Speaking

Activating schemata may be a little complicated concept in speaking skill for a certain aspect. Liu (2001) points out that there are weakening factors that may inhibit the mastery of the students' speaking English which are the need of content knowledge or schemata associated with the deficiency of speaking ability which hinders students from trying and lead them to rely on avoidance strategies. Differently from the other skills, activating schemata in

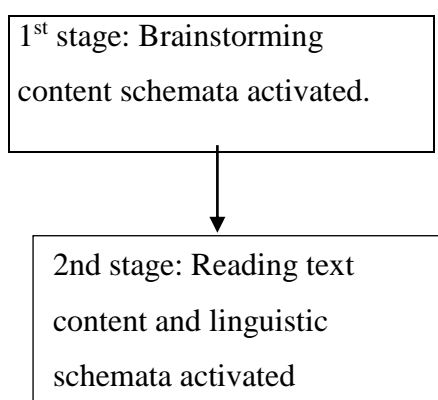
speaking skill involves the three components of schema: formal, content and linguistic in which they help students to build the idea and communicate easily.

1.10. Methods to Activate Schema

According to Emilda Oktaviyani 201, implementing different schema activation methods (Reading texts, providing pictures, listening to records and oral stories) in speaking skill requires more focus on what the students have experienced and what they have not and the teacher must be aware to when constructing a lesson with a schema activity. Thus schema is a winning situation for students which allows them to personalize information and enables them to create new experiences.

1.10.1. Reading Texts

Activating schemata by reading text design may be crucial to grasp the students' understanding. The students may face difficulties to understand the text because of the lack of vocabulary. Yet, the students will activate their schemata once they understand it. The students recall their prior knowledge related to the subject of the text. In this case, the confirmation of prior knowledge with the idea presented in the text makes them activate their content schemata. Hui (2010) argues that the text provides the guides for the students on how they build meaning from their own previously acquired knowledge. Therefore, readers construct their ideas to be communicated later



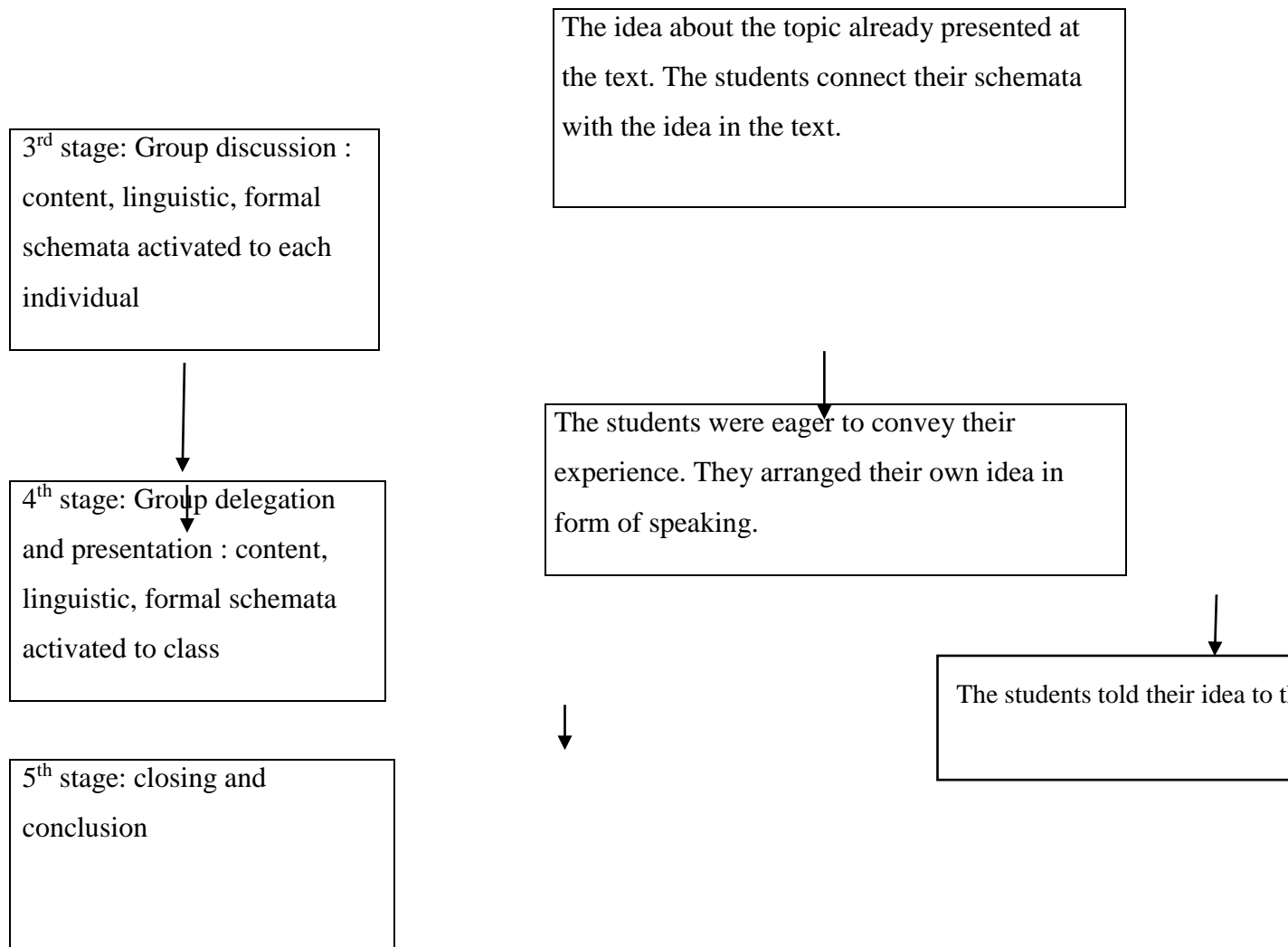


Figure 1.2. Process of Schemata Activation through Reading Texts from Enhancing Schemata based Speaking Task to Promote Speaking Performance (EmildaOktaviyani, 2017)

1.10.2. Providing Pictures

Providing pictures in teaching speaking aids students to recall their previous knowledge visualize their schemata in a soft way and link it to the topic presented. At the beginning of the lesson the teacher shows the picture of a certain place before presenting the topic, the students themselves will bridge the previous knowledge to the coming knowledge.

1.10.3. Vocabulary Words

Providing word lists gives the students a clue that helps them to link their schemata with the topic outline. Alimohadi (2015) stated that vocabulary is the basis of expressing and scaffolding all kinds of schemata. In addition, An (2013) assumed that schema activation by using some words, or groups of words, or the title of the text are suggestive and they can signal a certain schema. The schema can be highly affected by the textual stimuli, while the teacher provides a word list the students build the idea that comes to their mind related to word meaning in the list at the same time; this idea flow in form of a story to be told. Thus, students try to arrange the vocabulary and grammar to convey the idea linguistic aspects such as

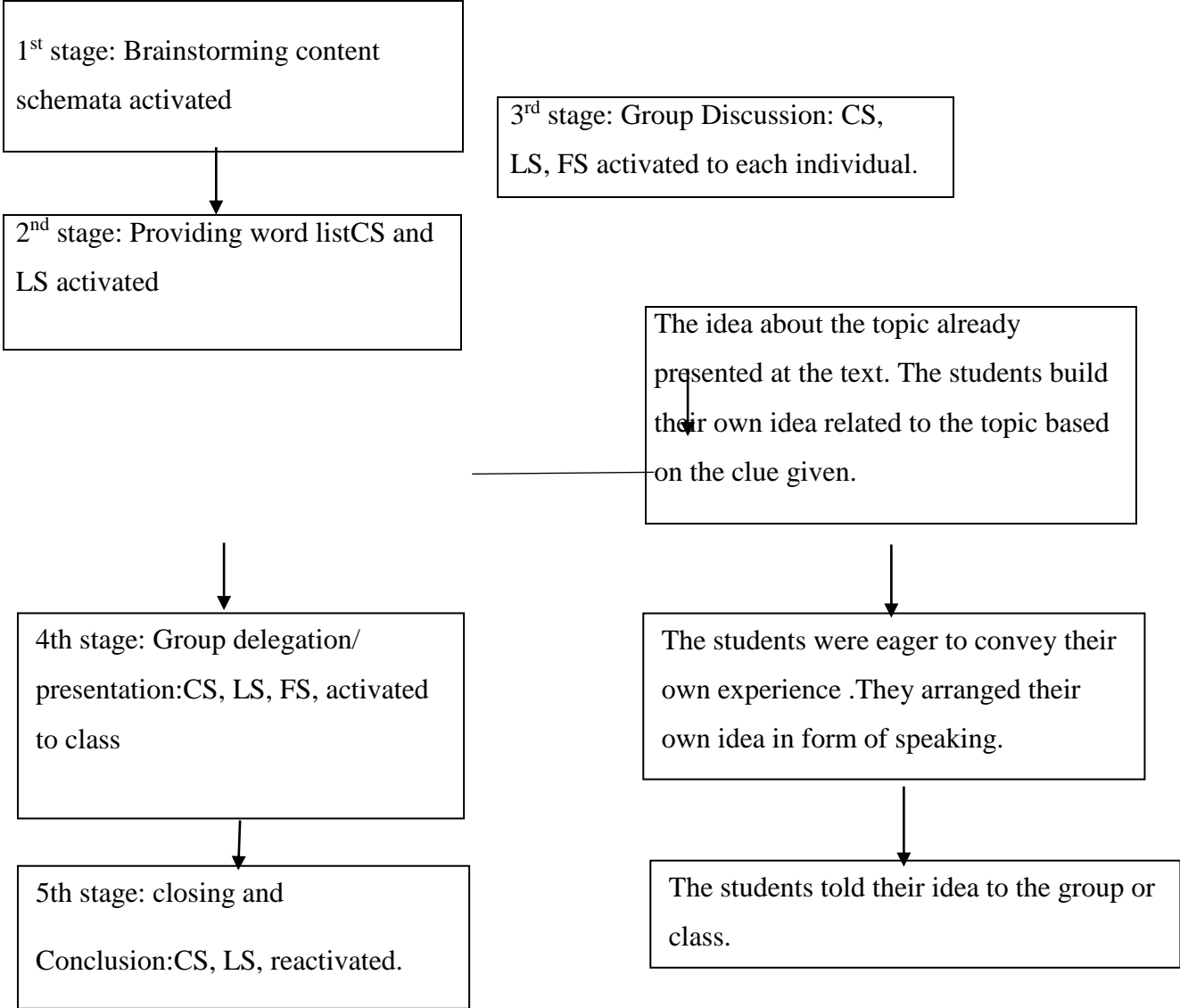


Figure 1.3. Process of Schemata Activation through Word list from Enhancing

Schemata based Speaking Task to Promote Speaking Performance (Emilda Oktaviyani, 2017)

1.10.4. Oral Stories

Using oral stories in L2 classes to activate the students' schemata, creates a good learning atmosphere and provides comprehensible input. Krashen (1981) stated that through stories, the language acquisition device LAD is activated for the children to tempt the language elements from the information provided by the stories. Oral stories have immense importance in enhancing the students' speaking performance and reviving their prior knowledge, as Rossiter (2002, p.1) figures out:

“Stories are effective as educational tools because they are believable, rememberable, And entertaining. The believability stems from the fact that stories deal with human like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters .In so doing, stories invite active meaning making”.

Oral stories can help students to activate their schema which develops their ability to understand the spoken language and engage in thinking stories. According to Gonzales 2010, the benefits of stories are the following:

- It sharpens their memory and develops the ability to predict and infer.

- Provides the opportunities for students to speak the foreign language creatively.
- Integrate information and knowledge they learn from other sources.
- Become more confident in the ability to express themselves spontaneously.
- Learners become aware of cultural values different from theirs.

1.11. The Role of Schema in Learning

According to Kendra Cherry in *The Role of Schema in Psychology*, schema theory has a remarkable influence on the students' comprehension of the nature of speaking performance in a second language. It has emphasized the role of prior knowledge in comprehension, and the importance of schematic methods and speaking activities in preparing students to produce spoken language. Teaching schemas involves helping students develop the interconnected meanings and relationships that make up schemas, and an understanding of the hierarchies of meanings and connections that underlie many concepts. Schemata play a role in the learning process in which:

- Schemata influence what students pay attention to students are more likely to pay attention to things that fit in with their current schemata.
- Schemata also impact how quickly students learn. Students also learn information more rapidly when it fits in with the existing schemas.
- Schemata help to simplify the world; it can often make it easier for students to learn about the environment. New information could be classified and categorized by comparing new experiences to existing schemas.
- Schemata allow students to think quickly. Even under conditions when things are rapidly changing new information are coming in quickly, students do not take too much

time to interpret it. Because of the existing schemas, they are able to assimilate this new information quickly and automatically

1.12. Benefits of Schemata Activation

The implementation of the schema activation methods can be beneficial for foreign language classes. According to Barlett(1932), students' prior knowledge and expectations form their remembrance and understanding, and these expectations are presented in some types of schematic organization. Activating schemata represents a very effective way of building the students' comprehension; make use of the vocabulary and fostering the speaking performance. Furthermore, implementing schema activation methods in a foreign language class offers the following benefits:

- It develops the students' knowledge about different cultures and groups of people,
- It increases students' enthusiasm to speak more actively and freely,
- It offers authentic settings,
- It gives students the opportunity to make use of their previous stored information,
- It improves speaking skill ability,
- It motivates the students to reformulate, remember, recreate new experiences,
- It also enables students to yoke between what is already learnt and what they are learning.
- It serves as a test for the teacher to check the students' knowledge about different topics.

- It presents a motivating way of teaching speaking by getting students excited about the chosen topic.

Conclusion

This chapter was devoted to reviewing the literature on speaking performance; defining its meaning, developing its different elements and presenting its functions. Also, it sheds light on the factors that may affect the students' speaking performance, the implemented activities in the classroom and how the speaking skill could be assessed. The review had further provided an overview on the role of schemata and its integration in the four skills of the language. Specifically, it tackled the schema history and how this term was generalized and divided into several types. Furthermore, the focus of the review was on the effect of schema on the speaking performance and which method should the teacher implement to make use of the students' prior knowledge. Finally, it concludes by highlighting the benefits of schemata when it is used in oral classes.

Chapter Two

Methodology and Data Analysis

Introduction

The present chapter is devoted mainly to show the employed methodology for investigating the research questions. It provides a description of the research location and the participants. It also sheds light on the research data collection means, the research design and the followed procedures. Afterwards, the chapter provides an analysis of the data obtained from designed questionnaires for both teachers and students, in which the results are quantitatively analysed. Finally, it is concluded by a discussion of the research findings with regard to the research questions and the hypothesis.

2.1. The Research Location

Regarding the known circumstances that the world has witnessed, and the long term quarantine due to the pandemic disease Covid-19, the research normally should take place at ChadliBendjedid University in El-Tarf, Eastern Algeria. But, the present experiment was conducted online in an attempt to make connections with both teachers and students to collect data and fill the research gaps.

2.2. The Participants

2.2.1. Students as participants

In this study, the participants have been chosen randomly from the English department at Chadli Ben Djedid University, Algeria. The sample targeted (N= 38) out of 79 third year students. The participants have been studying English as a foreign language EFL for seven years before they sign up their licence career at the university. The sample was chosen to

Discover the students' perception about the schema theory and to make them familiar with its methods since they are about to graduate and mostly considered as future teachers.

2.2.2. Teachers as Participants

In this study, ten teachers (N=10) were selected arbitrarily from the department of English at Chadli Ben Djedid University as participants. The arbitrary selection was up to the teachers' ability of teaching various courses and using several different methods. Therefore, they are all familiar with the schemata theory as an implemented method to enhance the speaking skill. These teachers were targeted to confirm their perception about this theory and to know which schema methods they use along to enhance the speaking skill and boost the students' performance in the classroom.

2.3. The Research Instruments

This research was conducted to certify that is going under proper circumstances and to ensure the validity of the data collected. Two instruments were chosen: a questionnaire for teachers and a questionnaire for students to attain reliable results.

2.3.1. Students' Questionnaire

This questionnaire consists of three sections (1, 2, 3) which are composed of a set of different types of questions: close-ended questions to discover the students' familiarity about the topic and multiple choice questions in which the students are required to choose an option from the provided choices. (See Appendix A)

Section One: Personal Details

This section is built upon three important questions that help to analyse the other two sections' answers. Two questions to discover the students' age and gender, and the last question is to check whether the students lack the speaking skill or not.

Section Two: Speaking Performance

This section is composed of closed-ended questions and multiple-choice questions in order to discover the students' ability in the speaking skill and to know which activities they are involved to ameliorate the level of their oral performance. The multiple-choice questions introduce three or four statements in which the students are asked to choose one choice from A to D.

Section 3: Schemata Activation

The third section includes a set of multiple choice and closed questions for the purpose of discovering the student's perception about the concept of schemata. Also, it aims at collecting data about the different schemata methods that help students to activate their own, and how the schema could influence their thinking when it is activated.

2.3.1. Teachers' Questionnaire

The teachers' questionnaire is composed of three sections including a mixture of various questions: open-ended questions in which teachers are asked to write their own answers, multiple choice questions to choose the suitable option and a scale question to discover which problems may hinder the students' speaking performance. (See Appendix B).

Section One: Personal Details

This section is composed of three questions in order to gather information about the teachers' qualifications and their teaching experience at Chadli Ben Djedid University. The last question was to discover the duration that EFL teachers has devoted in oral classes.

Section Two: Speaking Performance

To gather information from this section a set of different questions were asked: two multiple choice questions in which the teacher is required to choose one answer about the skill

that may be integrated within teaching speaking. The third question is like a scale that introduces several problems that may hinder the students speaking performance where teachers are required to choose from 1 (always) to 4 (never). This section is concluded by two open questions in which the teachers have to provide their own answers.

Section three: Schemata Activation

In this section, open questions are given to the teachers to define the theory from their perspective and to mention the methods that they used to implement in the classroom to make their students activate their schemata. Several multiple-choice questions were asked to know when students activate their schemata, and to discover the importance of schemata for the four skills. Finally, an open-ended question was added for any suggestions or comments from teachers, which the questionnaire did not undertake.

2.4. Research design

This research encompasses a descriptive design which aims at investigating the effect of schemata activation on EFL students' speaking performance. A quantitative method was followed since the data collection means (both teachers' and students' questionnaires) provided quantitative results.

2.5. Research Procedures

This descriptive study includes two questionnaires, initially, a questionnaire for the teachers to gather information about their perceptions of schema theory and which schema methods do they use in EFL oral classrooms. The questionnaire was delivered online, sent via Email, and then collected after a short period of time. The study involved also a questionnaire for EFL third year students (N=38), randomly selected. The participants were asked to answer different set of questions in order to confirm their familiarity with the schema theory and its different methods. In order to uncover the students' perception about the schema method, the

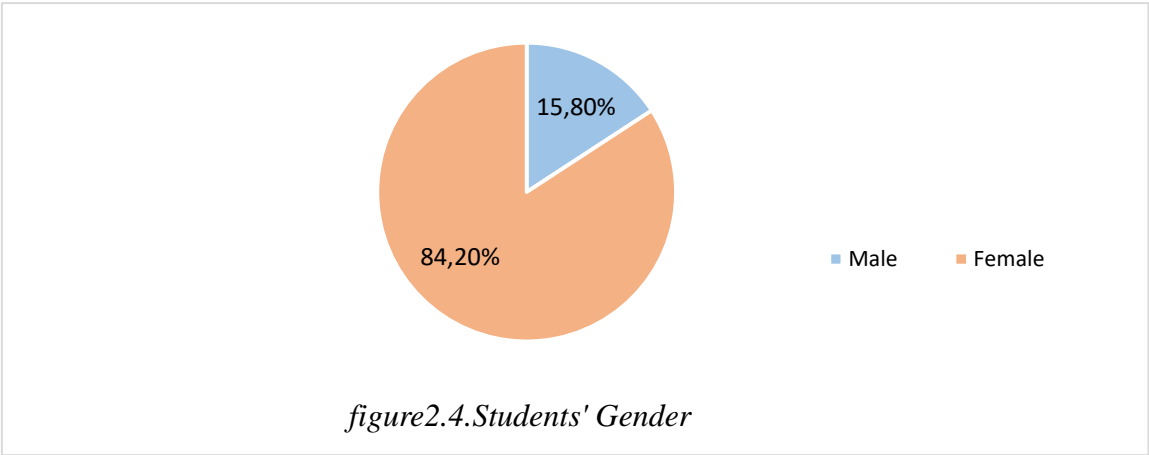
questionnaire was also delivered online because of the known circumstances all over the world and gathered later after a period of time.

2.6. Data Analysis

2.1.3 Analysis and Interpretation of the Results

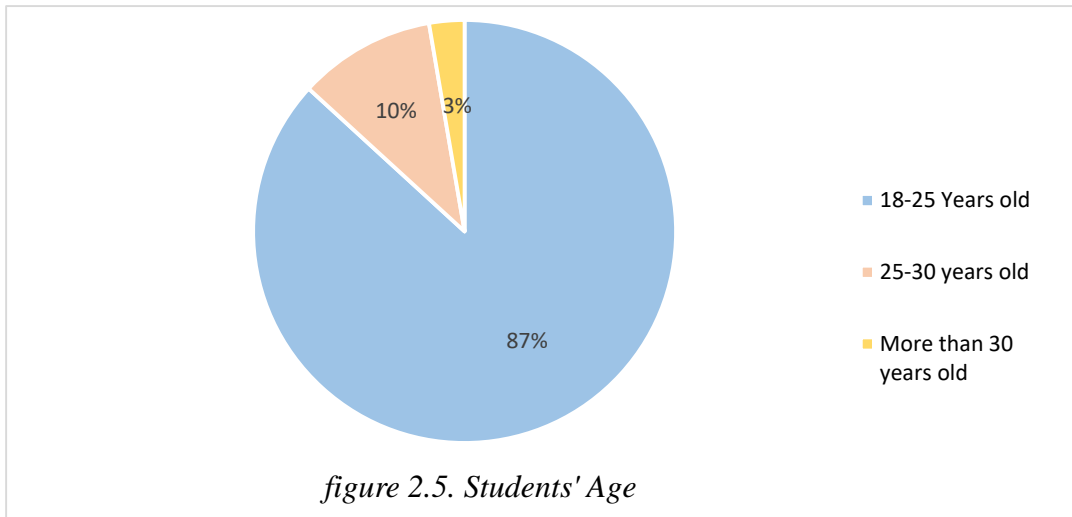
Section One: Background Information

Q1: Students' Gender



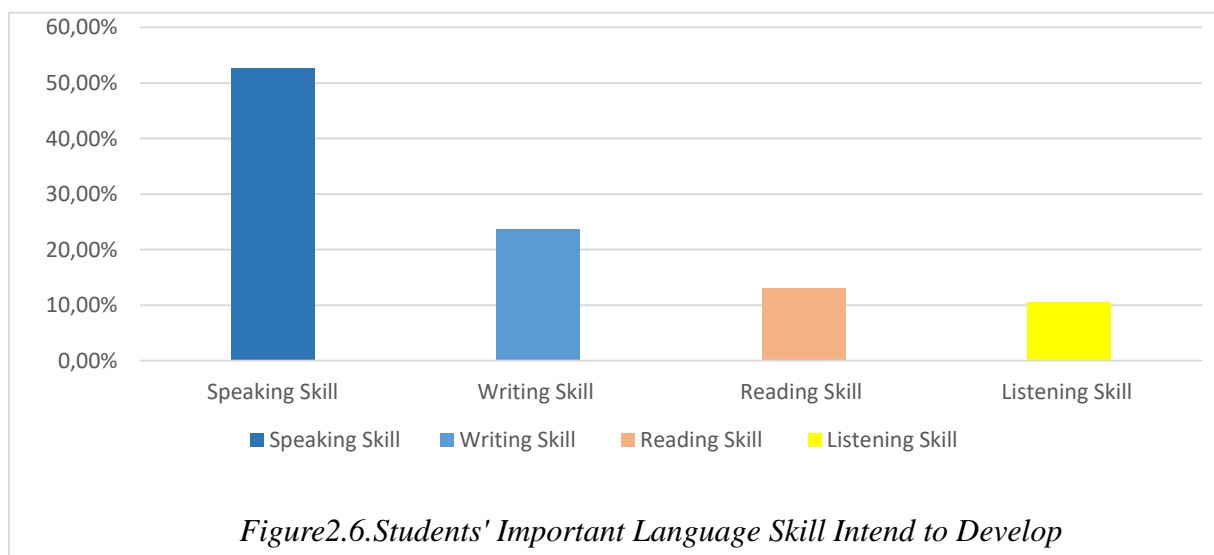
In this question the results indicate that the number of females was outnumbered the male students. Seven male was noted out of 38 making out 15.8% and 32 female making out 84.2%.So, the females are dominating in the English department.

2: Students' Age



The figure 2.5 indicates the students' age at the department of English at Chadli Ben Djedid, in which a number of very young students is dominating with 87% (N=33) who are between 18-25 years old and 10% (N=4) students are aged between 25-30 years old. Thus, the 3% left represent only one student more than 30 years old.

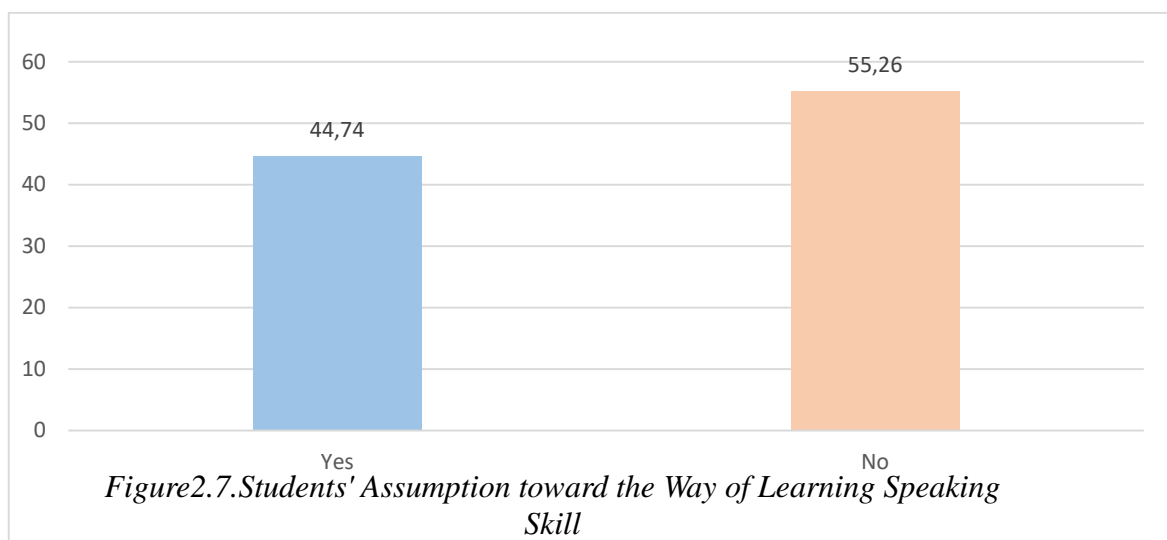
Q3: According to you, what is the most important skill and which one you have some lacks and you need to develop?



According to the data displayed in figure 6 in which students' were asked to choose which skill they lack and they need to develop. The speaking skill is the most important one that they want to develop with 52.63% (N=20). Nine students have focused on the writing skill forming 23.68% and 5 students for the listening skill with 13.16%. Therefore only 4 students have given importance to the reading skill 10.53%.

Section two :Speaking Skill

Q1 :1.Do you think that you are learning the speaking skill in an appropriate way?



The results in figure 7 show that the majority of students find themselves learning the speaking skill in an inappropriate way which make them answer No with a percentage of 55.26%. While 44.74% have answered Yes.

Q2: If No, Why?

A considerable number of participants who said NO have certain problems such as:

“Poor strategies and no sufficient time, no discussions” (Student 1).

“Lacking practice in a regular basis” (Student 8).

“We only do it through presentations, and in my opinion it is not effective”
(Student10).

“Because we're not given many opportunities to speak freely” (Student 20).

“I think that the best way to learn speaking is through discussion and debates, we don't perform students-student discussions or debating. We cannot even speak our minds freely” (Student 15).

“Lack of materials in the university, miscommunication between teachers and students” (Student 22).

“Lack of time, numbered classroom, no eliciting questions” (Student 35).

There are many students who have justified their dissatisfaction about learning the speaking skill in an appropriate way, most of them argued that there is a lack of time and materials and they do not have the opportunity to speak freely because of numbered classrooms. Thus, it is insufficient to practice speaking only through presentations; they assume that they need more time and free atmosphere to perform more and to implement other ways to practice speaking.

“The university teaching system lacks a lot of options” (Student 37).

“Because the syllabus put by the ministry does not really match the students' expectations as to the speaking skill” (Student 6).

Furthermore, only two students have held that the teaching system of the university lacks the suitable options for the students and the syllabus does not fit their needs.

“No experienced teachers” (Student 32).

“Unskilful teachers, lack of motivation, classroom issues and the amount of students” (Student 13).

Another problem that the students have confirmed, they assumed that the university lacks experienced teachers and motivation in the classrooms.

“Because our teachers tend to give less attention to this skill, for them, the main focus is on the writing skill.....and actually our evaluation is basically based on the level of our writing skill” (Student 25).

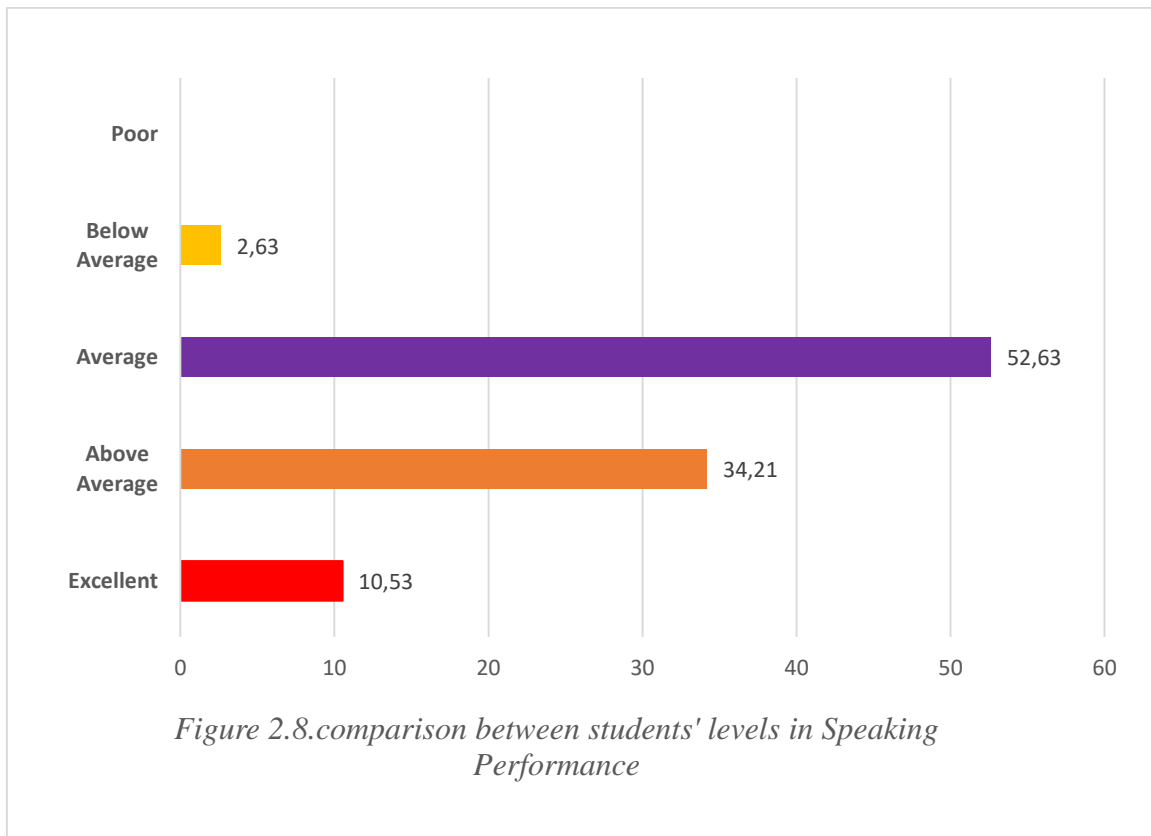
“There is much more focus on the writing skill for academic purposes also the lack of materials, crowded classroom, unqualified teachers” (Student 29).

A small minority of the students think that their teachers are giving the speaking skill a subordinate position, in which they focus more on the writing skill and assess their students on the basis of the written tasks.

“Because of my entourage” (Student 18).

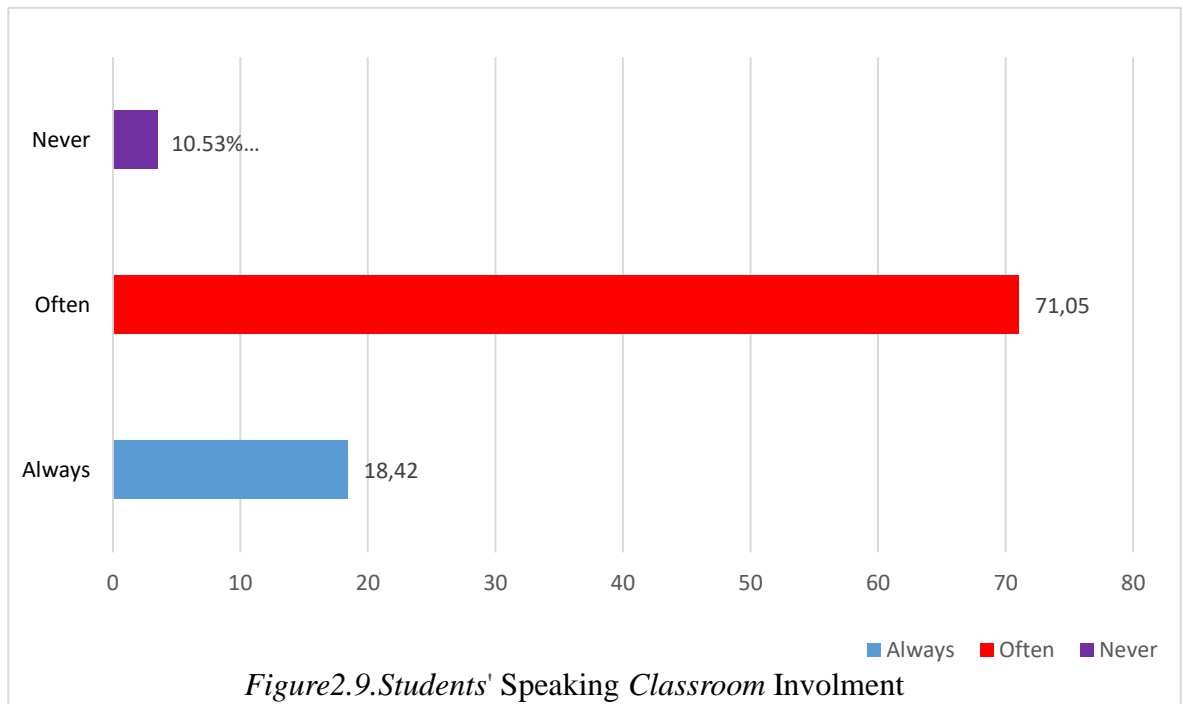
The lack of motivational environments, also hinder the students from speaking and expressing themselves.

Q3: How would you evaluate your proficiency in your speaking performance?



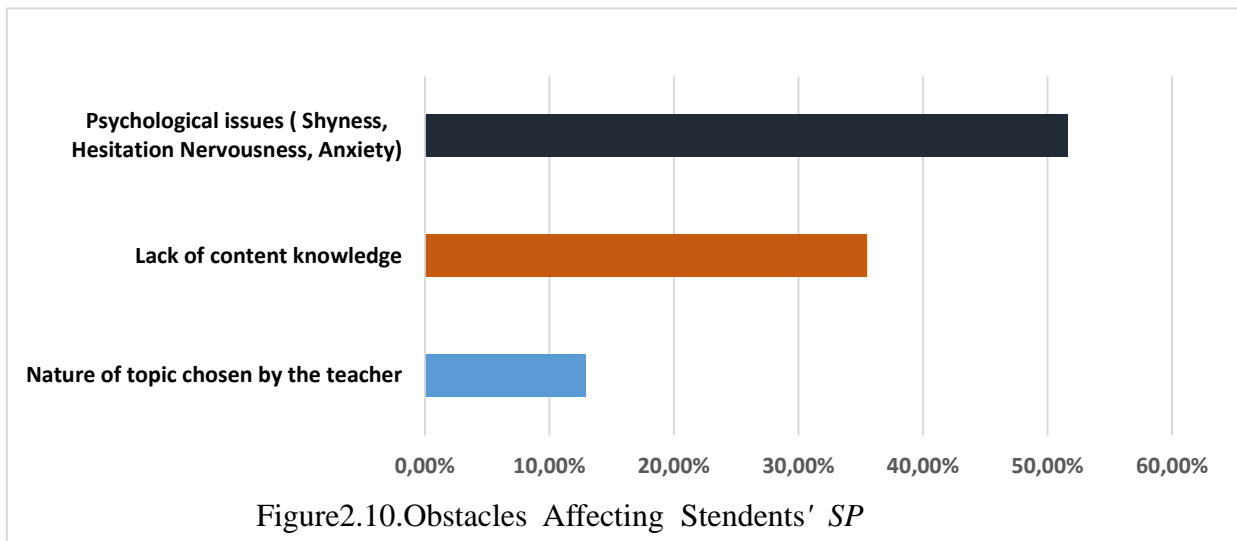
According to the above figure, the participants have proved that the level of the students at the English department is mostly average 53.63% (N=20) and 13 students have indicated that their level is above average with a percentage of 43.21%. Whereas, only 10.53% (N=4) excellent students out of 38 and 2.63% (N=1) below average.

Q4: How would you describe your participation in oral classroom?



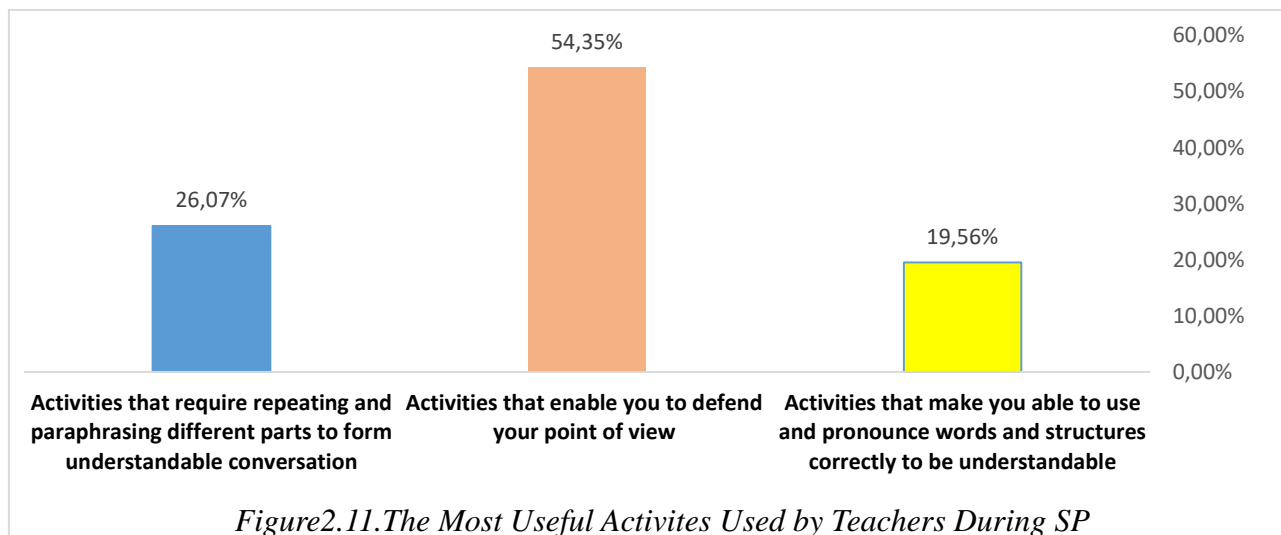
The data in figure 9 show how often EFL students at Chadli Ben Djedid university participate in the classroom and how is their contribution towards the oral classes. The data indicate that 71.05% (N=27) sometimes participate and 7 students always do with a percentage of 18.42%. While only four students 10.53% often take part of the classroom participation.

Q5: If it is often /never what kind of obstacles you may encounter while learning speaking is taking place?



The data in figure 10 which indicate the percentages of obstacles that may encounter EFL students during the oral class, show a variance among participants 51.60% (N=20) of students have different psychological issues such as (shyness, hesitation, anxiety) which may be an obstacle that hinder their speaking ability. The second obstacle which is the lack of content knowledge was a choice of 14 students with a percentage of 35.50%, while only 4 students 12.90% were facing problems when the topic is chosen by the teacher.

Q6: What are the major kinds of activities that your teacher focus on while speaking discussions?



The present data in figure 11 show various answers about this multiple choice question in which the students were required to choose more than one activity.

Statement 1. Activities that require repeating and paraphrasing different parts to form understandable conversation.

According to the data displayed in figure 11 students have chosen this statement with a percentage of 26.07%.

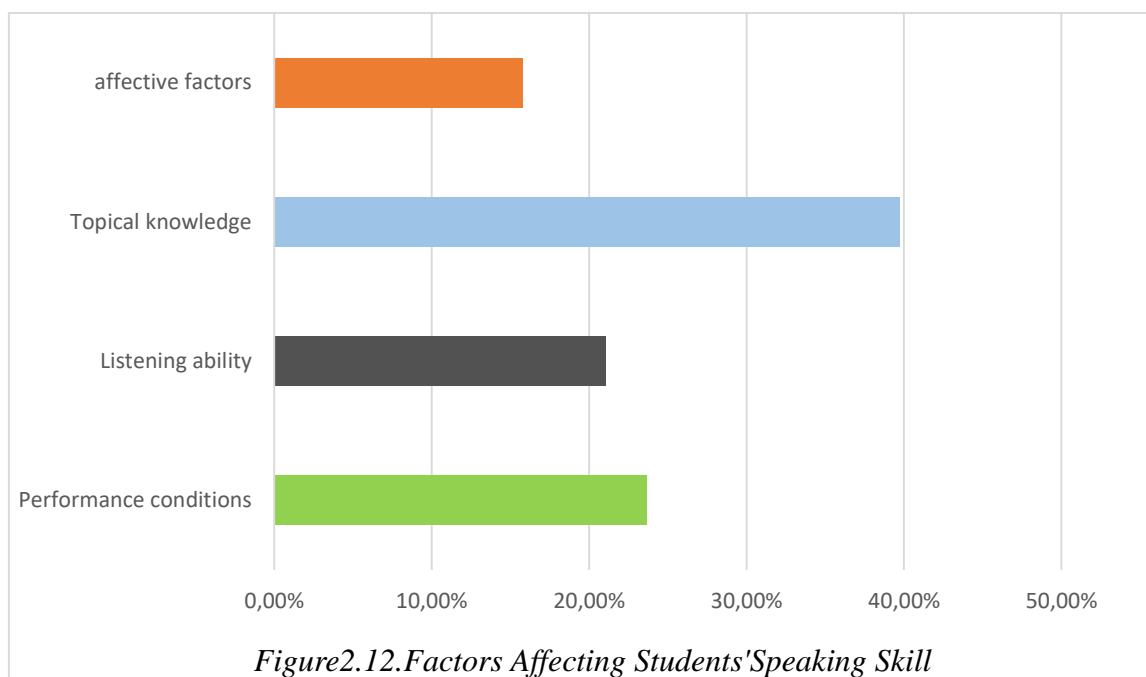
Statement 2. Activities that enable you to defend your point of view.

This statement has been chosen for 25 times with a percentage of 54.35% in which students are more required to express themselves and speak freely to convey their opinions.

Statement 3. Activities that make you able to use and pronounce words and structures correctly to be understandable.

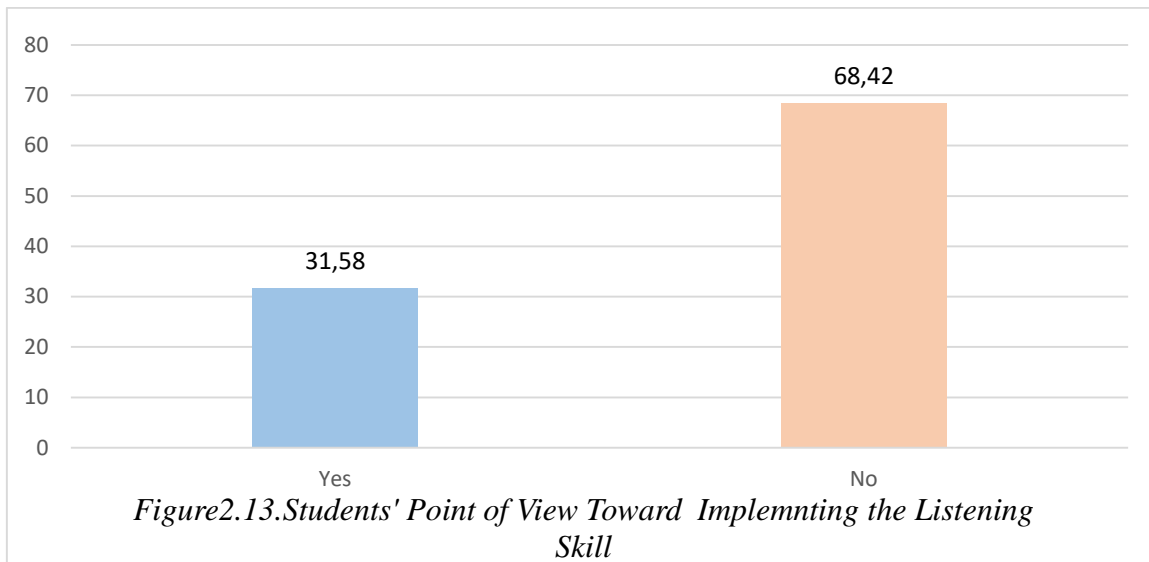
Only 9 choices were given to this statement with a percentage of 19.56%.

Q7: From your perspective, what are the most effective factors that may shape your speaking performance?



This figure shows the results of the data gathered from the participants to discover the most effective factors that shape the students' speaking performance. The majority of students 39.47% (N= 15) agreed that the topical knowledge is the factor that helps them to perform well and 9 students agreed on performance conditions with a percentage of 23.68%. Eight students have selected listening ability as the most affecting factor with a percentage of 21.05% while only 15.80% (N=6) of the students have selected affective factors.

Q8: Does your teacher teach you how to grasp information quickly from the Conversation? (Show you some listening tricks)



The results in figure 13 show that the majority of the students are not learning how to grasp information quickly from the conversation in which 68.42% (N=26) of the students cannot grasp information and they are not familiar with the implicit implementation of the listening skill. Whereas 31.58% (N=12) have confirmed the opposite.

Q9: Which type of speaking evaluation tasks does your teacher use?

This question was designed to discover the students' perception about the evaluation tasks of speaking that the teachers use. The students responded as follows:

“Debates, oral delivery of oral presentations” (Student 10).

“Debates, oral delivery oral presentation” (Student 8).

“Discussions and presentations” (Students 5,6, 20).

“We use to be given an amount of time to conduct a conversation about specific subject and then perform it in front of our classmates” (Student 25).

Several number of students said that discussions and oral presentations are the most common evaluation tasks used by their teachers

“Asking students to prepare a given topic at home then presenting it in the classroom with the provision of arguments for each point of view” (Student 22).

“Homeworks which contain preparing of course then present” (Student 29).

While others assumed that the teachers’ evaluation of speaking is based on homeworks and preparation of the course topic.

“Group project, a semester report and work file” (Student 30).

“Debates through working in pairs or groups” (Student 23).

A minority of the respondents has held group projects and group debates in the classroom.

“Sometimes, we create Dialogues and role-plays” (Student 7).

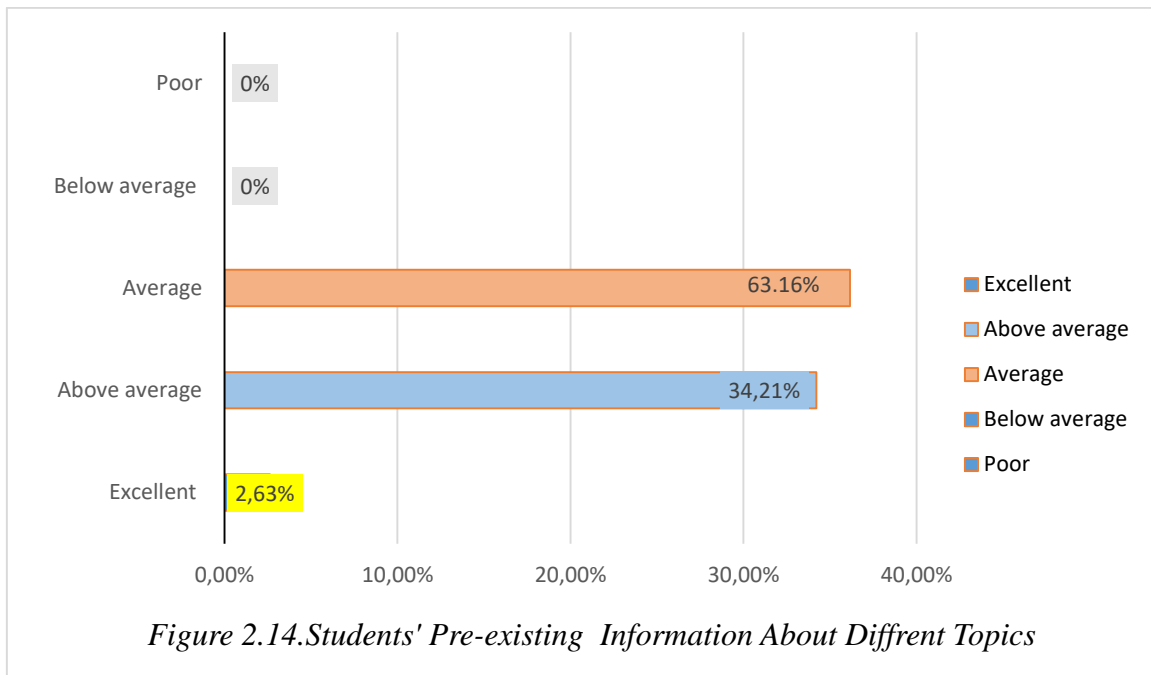
“Dialogue role-play” (Student 15).

Also some of the students have assumed that they sometimes use dialogues and act role-plays.

In conclusion, it is likely to note that depending on the above respondents, the majority of the teachers use the oral presentations and discussions to evaluate their’ students speaking performance.

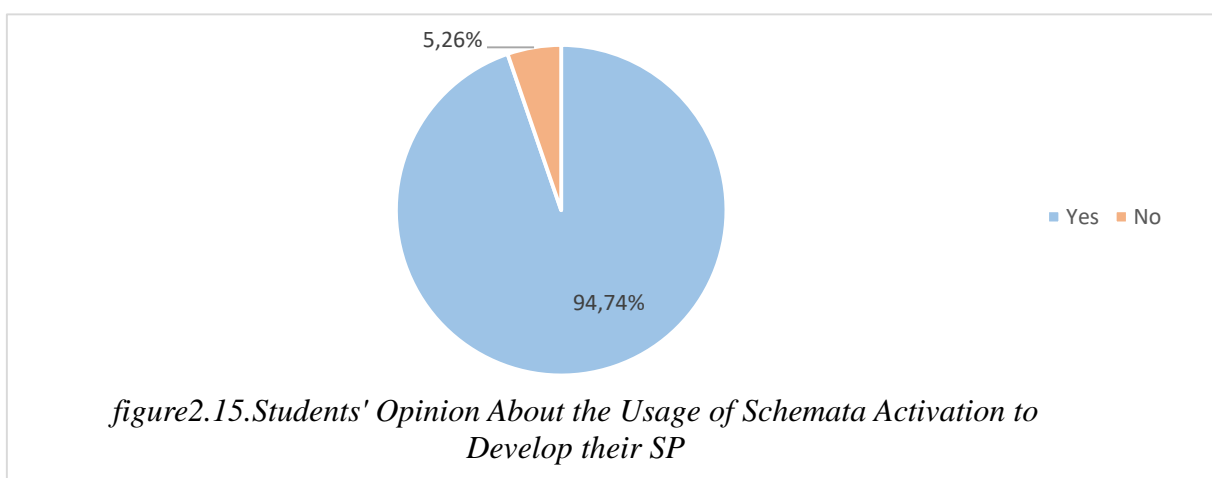
Section Three: Schemata Activation

Q1:1- Is your schema about different topics?



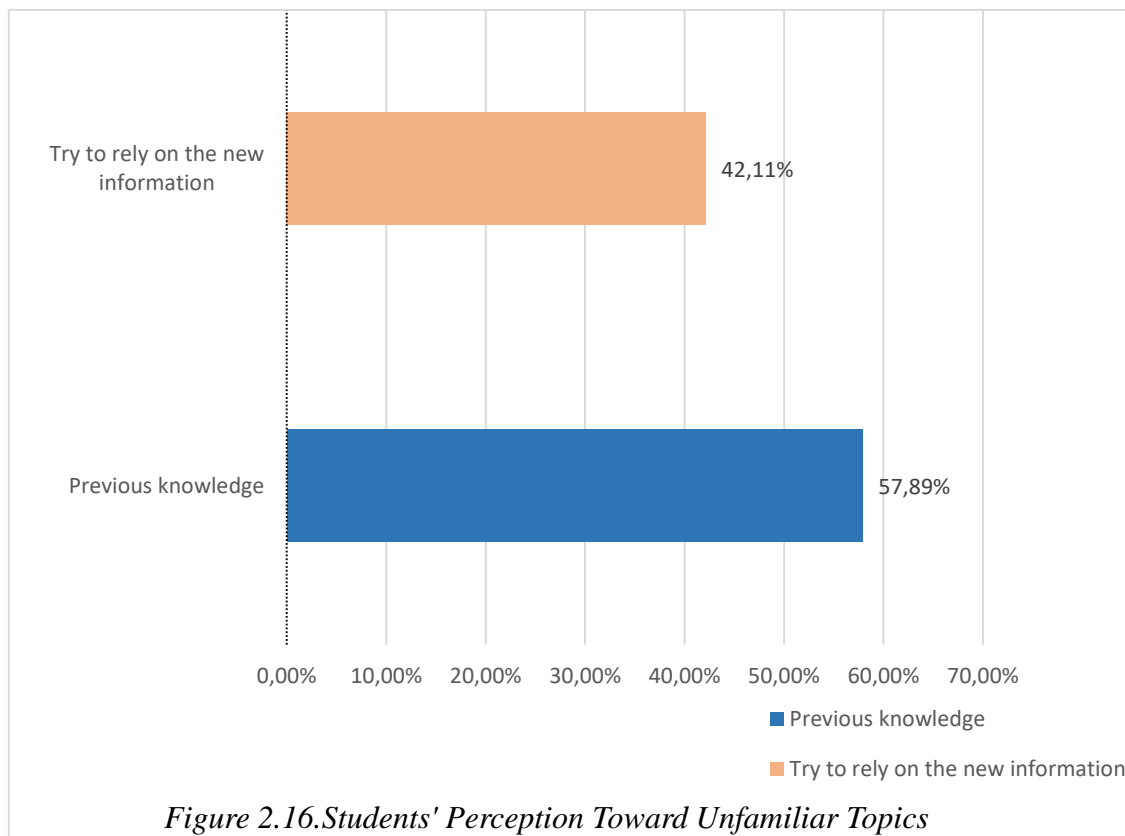
The findings in figure 14 indicate the students' schematic knowledge about different topics. 63.16% (N=24) of the students indicated that their knowledge is average and 34.21% (N=13) above the average. At the same time, a minority 2.63% (N=1) of the participants who have an excellent schematic knowledge.

Q2: Does the schemata activation help you to create new utterances while speaking performance?



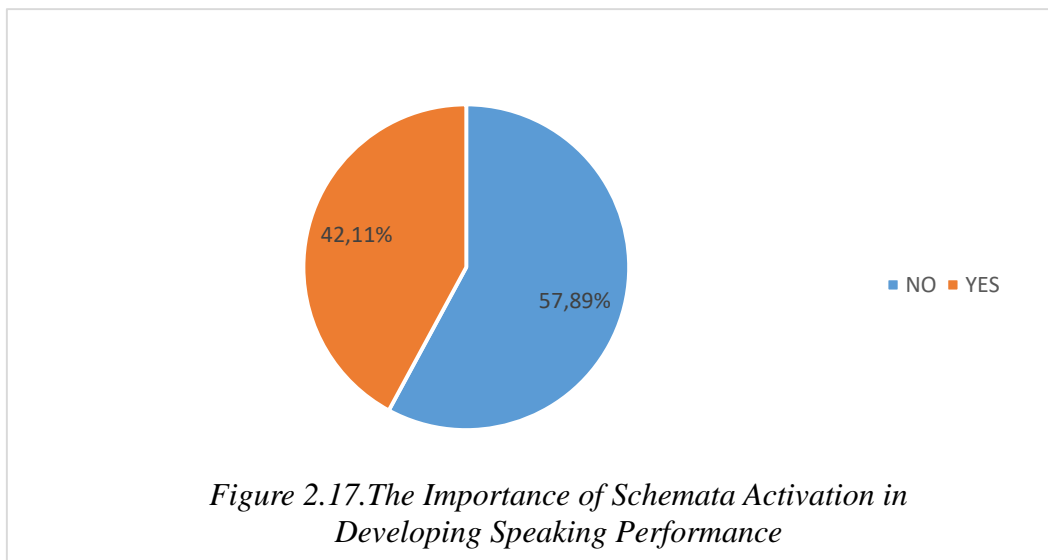
The data in figure 15 display the students' perception toward schemata activation to develop their speaking performance. The majority of the students confirmed that schemata activation aid them to create new utterances while they are speaking with a percentage of 94.74% (N=36), at the same time 5.26% (N=2) do not find it helpful.

Q3: When you listen to an unfamiliar topic do you link it to previous knowledge?



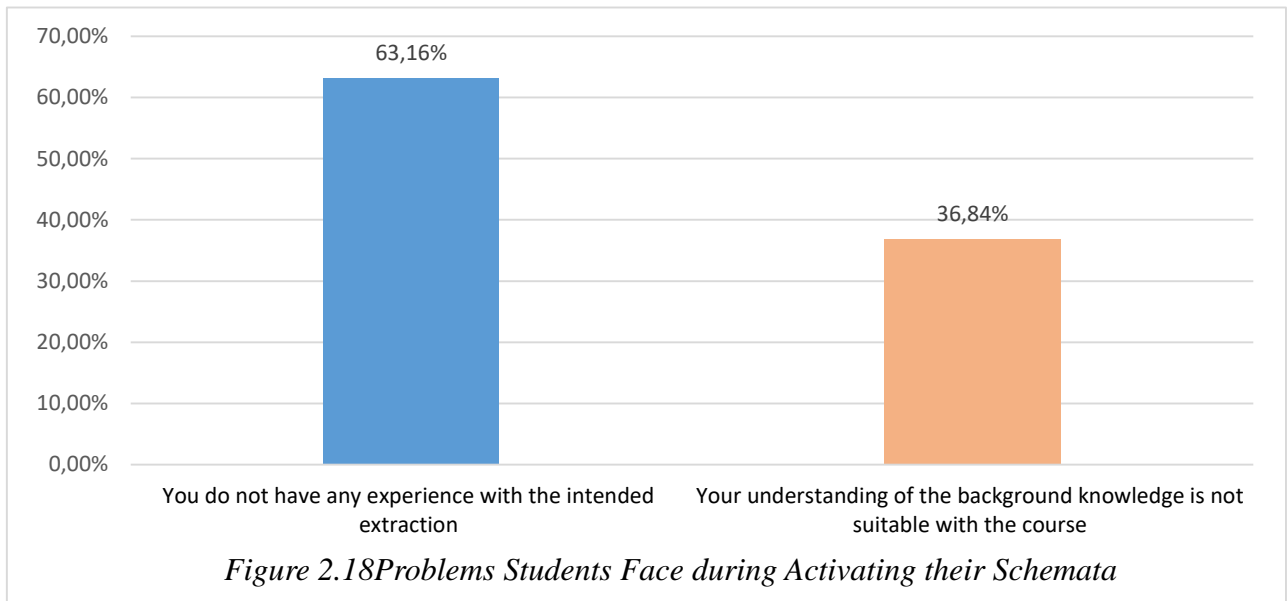
The figure 16 provides that the majority of students 57.89% (N=22) link unfamiliar topics to previous knowledge once they listen to the topic and 42.11% (N=16) try to rely on the new information rather than the previous one.

Q4: Do you think that schema activation is the strongest and only factor that could help you to develop your speaking performance?



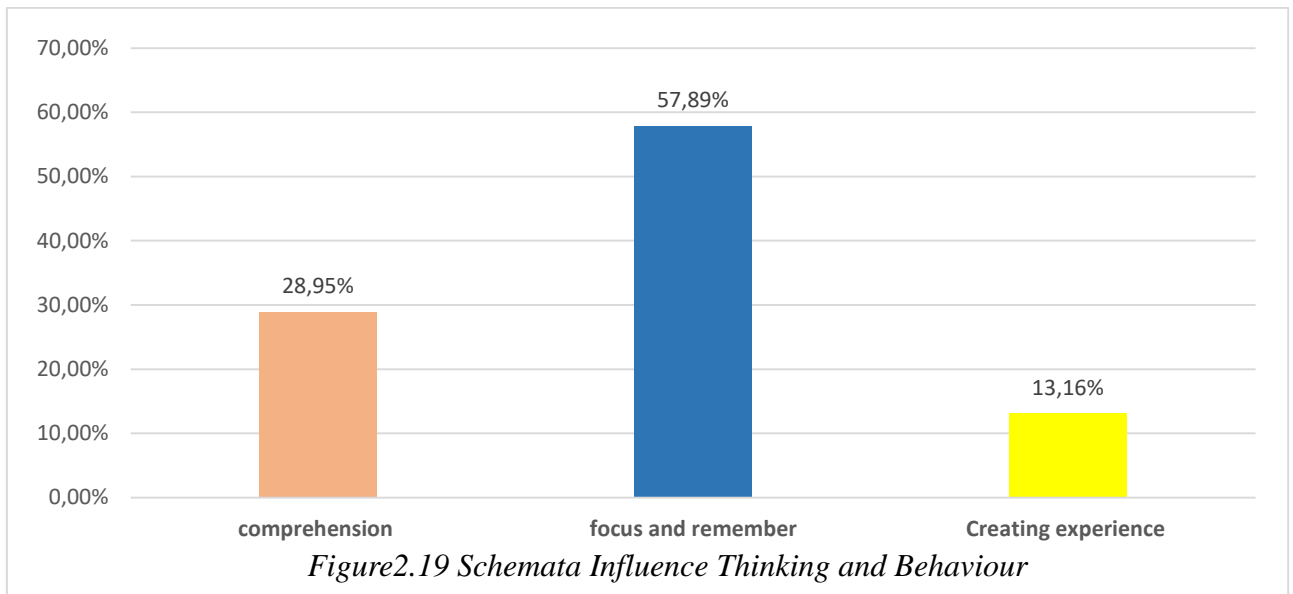
According to the findings in figure 17, which clarifies the students' perception about the importance of schemata activation in developing speaking performance; 42.11% (N=16) of the students agreed on schemata activation as the strongest and the only factor that could give them aid to develop their speaking. While, the majority of the students 57.89% (N=22) did not support the idea assuming that there are other factors that could develop the speaking performance not only the schemata activation.

Q5: When you activate your schemata do you face problems such as



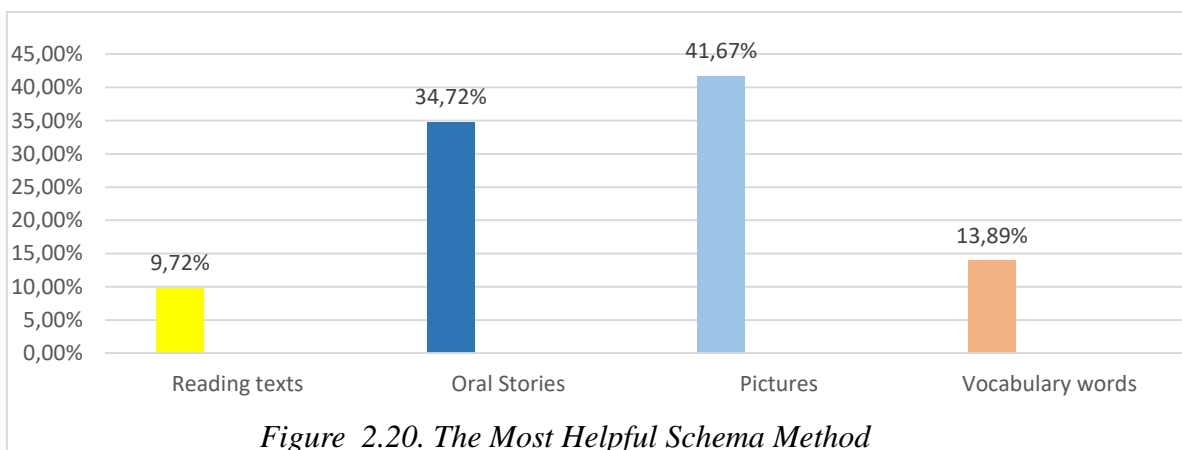
Findings of the above figure show the several problems that could face the EFL Students when they activate their schemata. On the one hand, 63.16% (N=24) of the students do not have experience with the given topic so they find it difficult to make use of their schemata. On the other hand, 36.84% (N=14) of the participants face another problem related to their understanding of background information as unsuitable to the intended topic.

Q6: How can your schemata influence your thinking and behaviour?



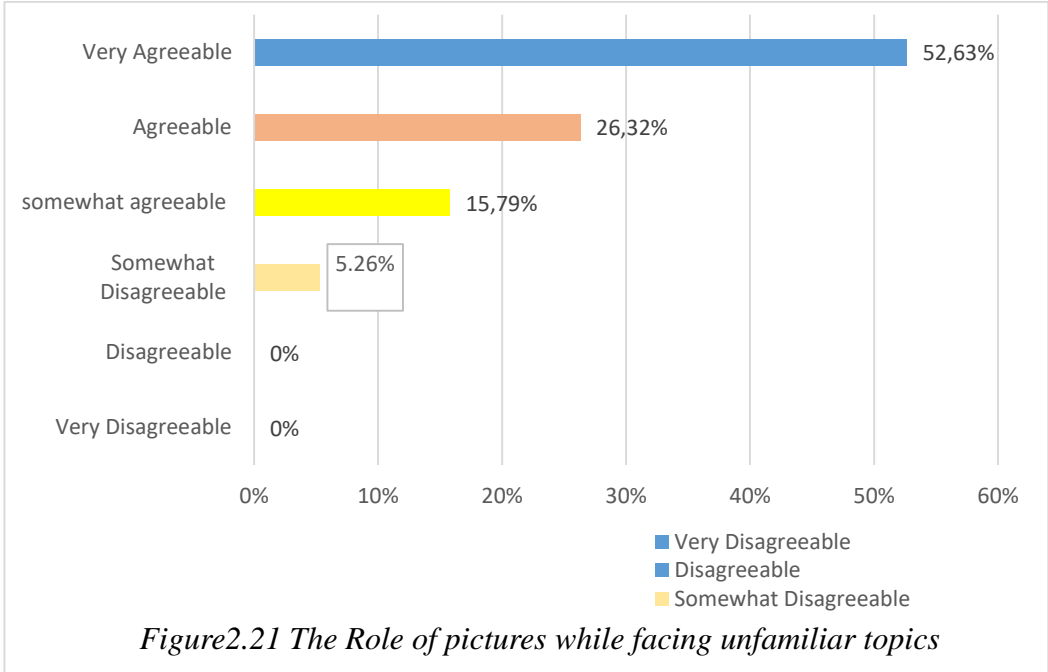
The data express a majority of 22 students in which schema activation influence their focus and remembering with a percentage of 57.89%. Schema also may influence the students' comprehension in which 28.95% (N=11) of students confirmed that and a small majority indicates that 13.16% (N=5) of students are creating experiences.

Q7: Which method do you think can be useful to activate your schema during speaking performance?



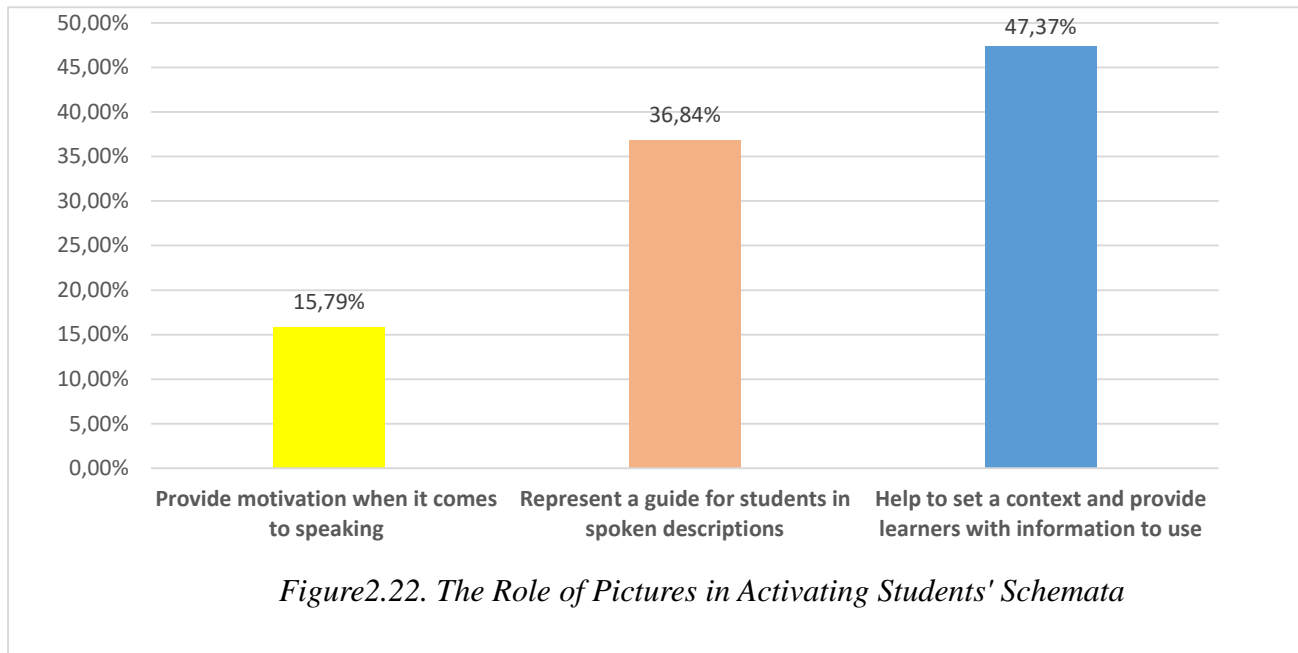
The results of the above question show a variety of responses in which the respondents were required to choose multiple choices for the four methods in order to deduce the most helpful schema method. The majority of the respondents have selected two dominant methods which are pictures with a percentage of 41.67% (N=30) and 34.72% (N=25) for oral stories. While, the small majorities were 13.89% (N=10) for vocabulary words and 9.72% (N=7) for reading texts.

Q8: Do pictures encourage you to activate your schemata while facing an unfamiliar topic?



The data indicated in this figure clear up on the one hand that the majority 52.63% (N=20) of respondents ultimately agreed on the use of pictures while facing unfamiliar topics and 26.32% (N=10) of the respondents have only agreed. On the other hand, 15.79% (N=6) of the participants agreed to some extent and a minority of 5.26% are somewhat disagreeable.

Q9: During speaking performance, do pictures help your schemata activation to



As the data show in the above figure, pictures play an important role in schemata activation in several manners. The major role has been chosen from 18 respondents with a percentage of 47.37% in which pictures help students to set a context and provide them with information to be used. Furthermore, 36.84% (N=14) of the students agreed that pictures represent a guide for them in spoken descriptions and a minority of 15.79% (N=6) among respondents assume that pictures provide motivation to speak.

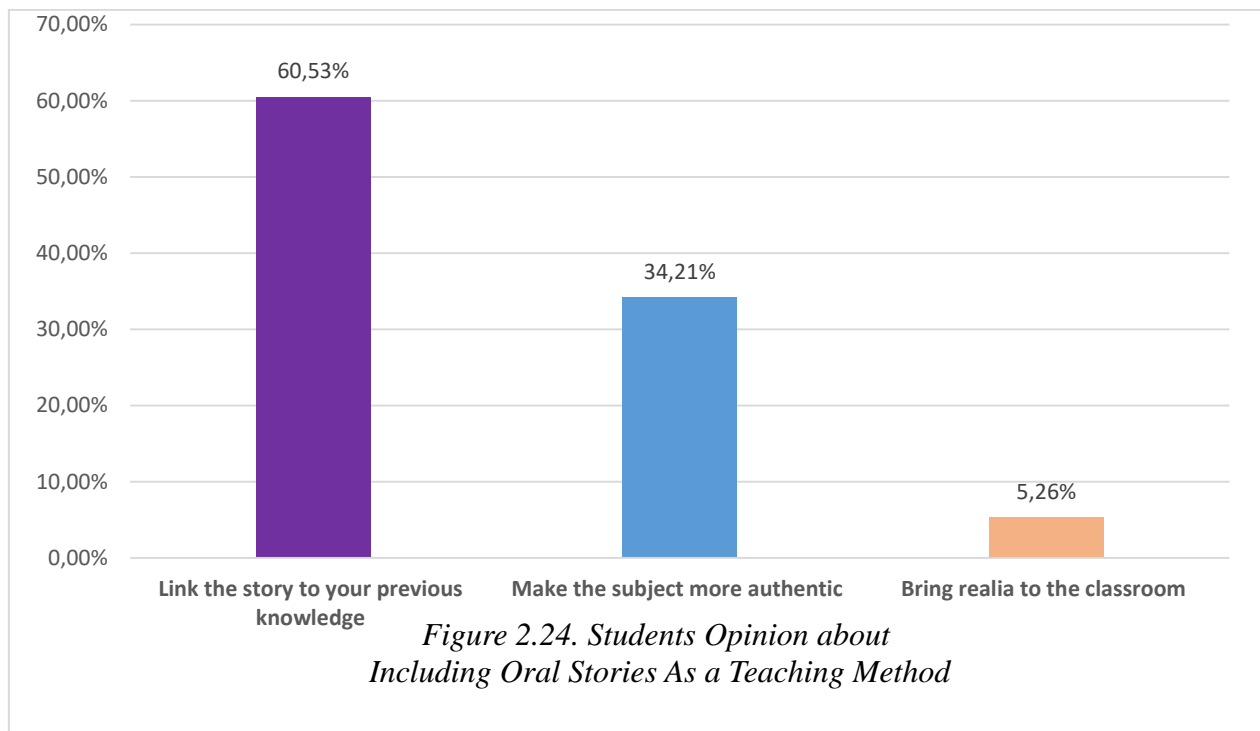
Q10: Do the stories told by the teacher lead you to activate your schema rapidly?



Figure2.23. Students' Perception Towards using Stories to Activate their Schemata

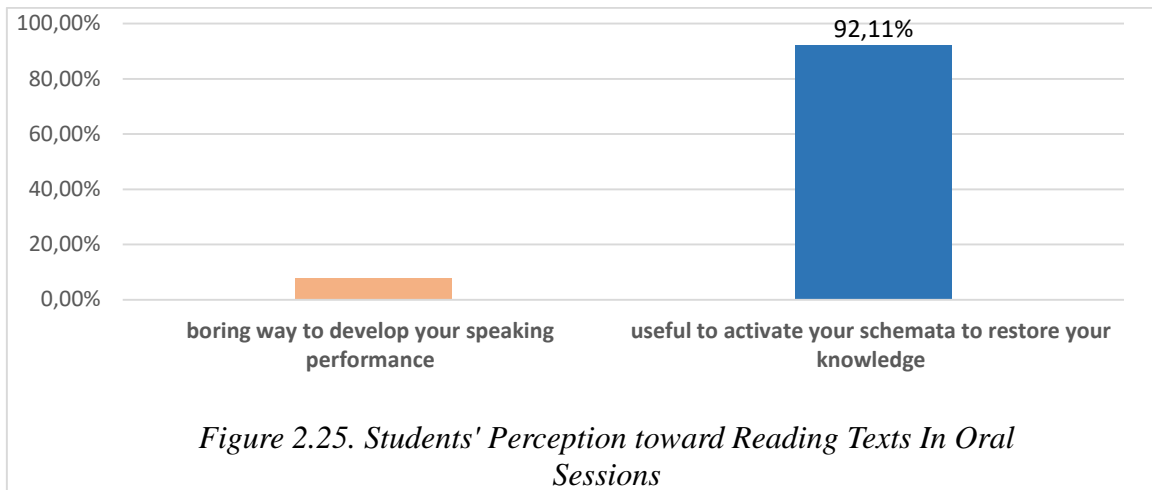
The findings in figure23 point students' opinions about the stories told by the teacher and its role in activating their schemata. The majority of the students confirmed that stories told by teachers help them to recall their background information rapidly with a percentage of 81.58% (N=31) whereas 18.42% (N=7) of the respondents showed the opposite.

Q11: Do you think that including oral stories as a way to activate your schema will help you?



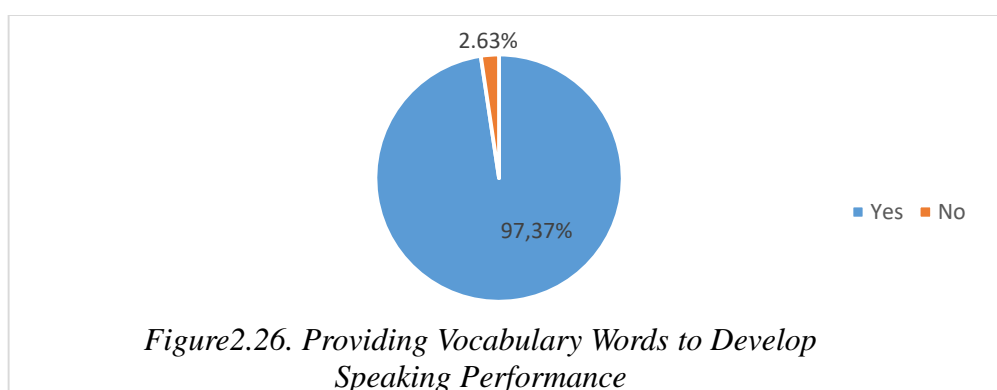
The results of this question demonstrate that a majority of 60.53% of the students tend to link the story to their previous knowledge once the teacher include it in the course as way of teaching, and 34.21% (N=13) proved that including stories make the subject more authentic. Thus, a small minority of 5.26% (N=2) validate that stories bring realia to the classroom.

Q12: How Can Reading Texts Be during Oral Session?



The answer for this question is based on two choices which were set to discover the students' opinions about including reading texts in the classroom as a method to activate their schemata. The results have shown that the majority of the respondents agreed on the method of reading texts as useful to activate schemata and restore knowledge with a percentage of 92.11%. In contrast, 7.89% (N=3) of respondents find it a boring way to develop the speaking performance.

Q13: Brainstorming is the best way to restore your background information; do you think providing learners with vocabulary help them to develop their speaking skill?



The present data in figure 26 indicate the agreement of the majority of the respondents on the vocabulary words as a support to restore information and develop speaking performance in which 97.37% (N=37) answered yes; while only 2.63% (N=1) of the students expressed their disagreement.

2.6.2. Teachers' Questionnaire Analysis

Section One: Personal Details

Q1- What is your qualification?

Table 2.3

EFL Teachers' Qualification

	Licence	Master	Magister	PHD
N	0	3	7	0
P	0%	30%	70%	0%

The data gathered from table 2.3 indicate the teachers' qualification at Chadli Ben Djedid University in which 70% of them (N= 7) have Magister degree and 30% of the teachers have Master (N= 3).

Q2. How long have you been teaching English?

Table 2.4

EFL Teachers' WorkExperience

	Less than 3 years	5-10 years	10-15 years
N	3	6	1
P	30%	60%	10%

Data in table2.4 show that teachers at Chadli Ben Djedid University have at least one year of experience in teaching English modules. 10% of these EFL teachers (N=1) have better teaching experience for 10 years at least than 60% (N=6) of teachers who have been teaching for about 5 to 10 years and 30% (N=3) of teachers who had an experience from 1 year to 3 years.

Q3. Have you taught oral module before?

Table 2.5

Participants teaching oral courses

	YES	NO
N	7	3
P	70%	30%

The above table shows that 70% of teachers (N=7) at Chadli Ben Djedid University have the chance to instruct the oral courses and 30% of them have never had this experience.

Q4. If yes how long have you been teaching oral expression?

70% of teachers who taught the oral expression course have at least experience from one year to 7 years.

Q5. Which skill do you think can be taught with the speaking skill?

Table2.6

The Importance of the Other Skills with the Speaking Skill

	ListeningSkill	WritingSkill	Reading Skill
N	10	0	0
P	100%	0%	0%

The results in this table show that 100% of EFL teachers (N=10) at the university approved ultimate agreement about the listening skill to be taught with the speaking skill more than the other language skills.

The teachers have justified their choice with similar reasons that the listening skill is important to teach speaking because EFL students should be exposed to an environment where they listen and then interact. According to the respondents, the purpose of choosing the listening skill is in the following examples:

“Students should listen to the target language before they can develop the speaking skill. It is a very important step in the process” (Teacher 5).

“It has been well known that speaking and listening complete one another, in order for a student to master a language, they should at least listen to audios regarding that language they will utter correctly and get familiar with the correct pronunciation”(Teacher 7).

“When we train students to listen to native speakers, they could learn good and correct pronunciation” (Teacher 9).

“A good listener would definitely be someone who pays attention to what is being said and grasp it and therefore contribute actively to discussions and perform better in debates” (Teacher 1).

The respondents have proved that listening is taught interchangeably with the speaking skill.

Q6. How do you describe your students’ speaking performance?

Table2.7

Teachers’ Perception toward Students’ level in speaking

	Good	Average	Bad
N	1	9	0
P	10%	90%	0%

This

table indicates the students' level according to EFL teachers at Chadli Ben Djedid University in which 10% of them (N=1) notice that students have a good level while the majority of teachers 90% (N=9) said that the students' level is average.

Q7. According to you, how often do the following problems hinder your students' speaking performance?

Table 2.8

Problems Affecting Students' speaking performance

	Always		Often		Sometimes		Rarely		Never	
	N	P	N	P	N	P	N	P	N	P
A) Difficult grammatical structure	7	70%	3	30%	0	0%	0	0%	0	0%
B) Time and frequency	1	10%	8	80%	1	10%	1	10%	0	0%
C) Unfamiliar topic	5	50%	3	30%	2	20%	1	10%	0	0%
D) Lack of background knowledge	5	50%	4	40%	0	0%	1	10%	0	0%
E) lack of confidence	3	30%	4	40%	2	20%	1	10%	0	0%
F) Anxiety	6	60%	4	40%	0	0%	0	0%	0	0%
G) Listening ability	2	20%	5	50%	3	30%	0	0%	0	0%
H) Negative feedback	2	20%	7	70%	1	10%	0	0%	0	0%

I) Lack of motivation	330%	440%	220%	110%	0	0%
J) Poor equipment teaching materials	2 20%	7 70%	1 10%	000%	0	0%
K)Number of students	9 90%	1 10%	000%	0 00%	0	0%

According to Tuan and Mai (2015) According Tuan and Mai (2015) performance is affected via common factors classified in performance conditions, affective factors, listening ability and feedback during speaking activities.

In the light of these factors, a question was designed to find out how often they can hamper the students' speaking performance according to EFL teachers of Chadli Ben Djedid. As the results show in table 8, difficult grammatical structure shapes a significant problem for the majority of students with 70% replying always and 30% replying often.

As far as time and frequency is concerned, teachers provided that only (10%) of students have always such problems while the majority of respondents (80%) sometimes face time issues. Yet (10%) never have a problem to make their learners feel limited with time. Furthermore, the answers about the Rate of speed as a problem are at medium state with 30% always, 40% often and 20% sometimes.

Moving to the affective factors, starting with the lack of confidence displaying various rates ranging between average (30% always, 40% often) and low rate (20% sometimes). The second factor which is Anxiety forming a major factor (60% always, 40% often). In addition,

listening ability is another problem that students may face during their speaking performance as the rate results indicate (20% always, 50% often and 30% sometimes). Negative feedback is shown as a real problem threatening students' speaking performance with (20% always, 70% often, 10% sometimes). For the Lack of motivation, the score rates show a third of students who have such a problem with 30% always, 40% often and 20% sometimes. Moreover, students may face poor equipments particularly teaching materials as another obstacle to perform well during their speaking with the following rates: 20% always, 70% often and 10% sometimes. Finally, the numbers of students have a huge effect on students SP with 90% always, 10% often.

Q8. According to you, what kind of activities can be more helpful to enhance your students' speaking performance?

This question was asked to discover the EFL teacher's perspective about which activities they implement in order to enhance their students' speaking performance. The results show that the majority of them use *Discussions* and *Oral stories*. Other teachers choose to use *role-plays* and *games as funny activities* to boost the students' motivation to talk more and participate.

Q9. How would you assess your students' speaking performance?

According to statistics, teachers use a wide variety of methods and tools to evaluate and measure students' SP. The majority of them come to an argument that the SP assessment would be on the language competencies by taking into consideration both their accuracy and fluency and giving them multiple abstract topics and testing them through questions and answers, or they ought to select one randomly. Students will be given one minute to scrutinize the topic and organize their ideas that should be relevant to the subject matter where teachers assess students' vocabulary and the use of selective word communicative skills through stand-up talks; the production of grammatical structures, their tone and intonation, the theme being

discussed and the way students perform. Giving and receiving feedback as part of interactive/ communicative skills.

Q10. From your perspective, what is schemata activation?

The results presented a variety of definitions among EFL teachers. According to the respondents, some teachers clarified Schemata activation as a method used to help students link topics to a previously known knowledge to boost their performance as knowing topic in hand, and it is more clarified in the following examples:

“It is to trigger your students mind through a topic they might know or not to bring the background data, to analyse it and to bring it to discussion” (teacher2).

“It refers to the lead in or the warm up phase of the course where we try to direct our students to brainstorm their background information about a specific theme” (teacher8).

“Schemata Activation is a cognitive process used to stimulate learners' perception, understanding and background about an idea or a concept. It implies that a persons' prior knowledge is essential in order for him or her to fully comprehend a concept as it targets learners' thinking and mental abilities” (teacher9).

Q11. According to you, what are the major methods of schemata activation that can be used to boost your students' speaking performance

The results showed a variation of methods used by Teachers to activate their students' schemata .The majority of them agree that the most common methods are related to pre-task activities such as warm-ups through the use of telling stories such as anecdotes, flashbacks, brainstorming, also questioning methods by asking a direct question. Moreover, teachers rely

on visual cues for instance pictures and watching videos to accessibility, priming, and emotion.

Q12. Which scheme can be helpful to you the most when students' activate their schemata?

Table 2.9

Teachers' Perception toward the Appropriate Method to Activate Students' Schemata

	Lesson Design	Choosingteachingmethod	Controlling the classroom
N	5	4	1
P	50%	40%	10%

The data in table 2.9 show that 50% of EFL teachers recognise that lesson design is the reliable method to activate students 'schemata also several teachers (40%) depend on choosing the best method to boost their students' interaction whereas only (10%) see controlling the classroom can be one of the effective methods.

Q13. While teaching, what are the materials that you rely on to help the learners activate their schemata for enhancing their speaking performance?

Table 2.10

The Relied Materials to Activate the Students' Schemata

	Oral stories	Vocabulary words	Using pictures	Reading texts
N	5	2	3	0
P	50%	20%	30%	0%

According to the results exposed in Table 2.10, the majority of Chadli Ben Djedid teachers (50%) depend on oral stories as a method to upgrade students' performance while a

small number of them (30%) depend on using pictures or vocabulary words. In contrast to the previous categories, 20% of teachers basically neglect reading texts.

Q14. As a teacher, what helps you the most to make students activate their schemata?

Table 2.11

Teachers' Opinion on the Beneficial Method to Activate Students' Schemata

	Implementing the same method always	Using several methods each time	Depend on the students' choice
N	0	9	1
P	0%	90%	10%

The findings in Table 2.13, demonstrate none of the teachers who concentrate on using the same technique to expand their students' schemata. The majority of them (90%) seek to be creative and flexible by using multiple methods each time. In the opposite, (10%) of teachers provide complete freedom of choice for the students to determine the suitable method that can help them the most.

Q15. According to your experience, when do you think students activate their schema about the given topic?

Table 2.12

Teachers' Perception about the Best Time for students to activate their Schemata

	At beginning	During discussion	At the end
N	2	8	0
P	20%	80%	0%

The results show that for teachers, the most desirable time for students to activate their schemata is during the discussion (80%) while barely (20%) start generating ideas at the very beginning of the performed topics.

Q16. How can you describe the satisfaction of the students about the chosen topics to be performed?

Table 2.13

The Students' Reaction via the Performed Topics

	Showing their familiarity about the topic	Asking for clarification	Being quiet
N	4	3	3
P	40%	30%	30%

The results point to some of the teachers (40%) report that students start by giving a general overview about the performed topics while (30%) of students asking for clarification and some of them (30%) prefer to be quiet.

Q17. Is Schemata Activation method very important for the development of the four skills?

Table 2.14

The Importance of Schemata Activation Method for the Development of the Four Skills

	Strongly Agree	Agree	disagree	Strongly disagree
N	5	4	1	0
P	50%	40%	10%	0%

Table 2.14 shows on the one hand that the majority of teachers (50%) strongly agree about the importance of the implementation of schemata activation method for the development of the four skills, and (40%) agree as well. On the other hand, (10%) expressed their disagreement about the idea.

Q18. Do you think that using the Schema Activation method helps the students to enrich their speaking performance?

Table 2.15

Teacher's Perception Concerning the Use of Schemata Activation Methods

	Yes	No
N	9	1
P	90%	10%

On the basis of the results displayed in Table 2.14, the majority of the teachers (90%) confirm that Schemata activation method is one of the efficient techniques that aid students to express themselves clearly. Opposite to that, (10%) of teachers considered it as unimportant.

Q19. Would you please add suggestions?

Table 2.16

Teachers' Suggestions or Comments

	Yes	NO
N	8	2
P	80%	20%

From table 2.16, we notice that the majority of the teachers (80%) add particular suggestions and comments concerning the topic (N=8). Just a portion of (20%) of the teachers

did not add any comment or suggestion. Some of them proposed it could be one of the effective ways that aid students to raise their awareness and influence their memory to express the language effortlessly. Others add that,

“Schemata activation is among the useful methods in developing EFL students' learning process if it is implemented properly because it improves the four skills and it helps students to be accountable for their learning process”(Teacher 3).

“It helps to boost EFL learners' speaking skill as it contributes to attain proficiency” (Teacher 5).

“It engages students in classrooms so they feel that they are taking part with their teacher in the lesson” (Teacher6).

“I really recommend that teachers should differentiate in their teaching methods and materials for students to activate their schemata design lessons on the choice of the students” (Teacher 8).

Findings and Discussion

The results of the questionnaire of the EFL students of Chadli Ben Djedid University showed that they have a positive perception about the concept of schemata to improve speaking. It is divided into two parts: The first one comprises selected female students that have an average level in English. The second one deals with a series of questions in which the majority of students displayed a high intention to speak, the majority of them stated that their speaking level is average and they are not learning speaking appropriately. Because of several problems such as:

- Lack of time and materials and they do not have the opportunity to speak freely because of numbered classrooms. Thus, it is insufficient to practice speaking only through presentations.
- Teachers give more focus on the writing skill and assess their students on the basis of the written tasks rather than the spoken ones.
- The lack of motivational environments.
- The university lacks experienced teachers and motivation in classrooms.
- The teaching system of the university lacks the suitable options for the students and the syllabus does not fit their needs.

Results from questions 8 and 9 also revealed that students encounter obstacles such as the psychological issues which prohibit their participation in the classroom to be very often. Thus, the majority of the students stated that they did not learn how to grasp information quickly from the discussion and most teachers depended only on discussions and presentations as evaluation tasks.

Moreover, the results of the EXCEL showed that the students' level of background knowledge is average and limited to some extent since they sometimes face problems to activate their schemata. In spite of the importance of the background knowledge for both teachers and students, the fourth question of the third section denotes that the schemata activation is not the only and the strongest factor that could help students to develop the speaking performance. Schemata activation has a significant role in the development of the speaking performance as the 2nd question shows, and the 3rd question confirmed that previous knowledge is a very helpful factor when students listen to unfamiliar topics.

Furthermore, to discover the students' perception towards the schemata methods; questions 7, 8, 9, 10 denote the majority of the students have chosen pictures in which they encourage them to activate their schemata while they face unfamiliar topics and they help to set a context and provide them with the needed information. The second method that the students have strongly chosen is oral stories, in which the majority of them agreed that the stories told by the teachers may hasten their schemata activation and help them to link the topic with the prior knowledge.

The analysis of EFL teachers' questionnaire of Chadli Ben Djedid University has revealed that they are highly qualified and experienced teachers, and this will be beneficial for the students to learn from their experience. Moreover, as shown in question 5 teachers strongly agree that the most important skill that should be taught interchangeably with the speaking skill is the listening skill. Also in question 6, the teachers' perceptions match with the students' statistics that the majority of them stated that their students speaking level is average.

According to (question 6) teachers have to take into consideration all the problems that may encounter students' performance, and may hinder the progress of student's speaking skill, including performance condition, affective factors, listening ability and the provided feedback from teachers. On the report of the questions 8, 9, the mutual activities that teachers depend on are discussions, oral stories and role-plays, which are the same activities, mentioned by students as an alternative to assess them, yet the practical assessment of students' SP is to test their language competencies.

Concerning the Schemata Activation method, teachers start by defining it. To determine teachers' opinion towards schemata activation methods, questions 11, 12, 13, 14 provide that the majority of them use various methods; moreover, they identify that the lesson design is also considered as a helping factor besides to choosing the best method. Adding to

that, the teachers' choice was obviously different from one to the other depending on which material they will rely on and the most of their responses were illustrated in the use of pictures, vocabulary words and oral stories. Hence, question 14 affirm that students are more affected by using several methods rather than relying on using the same method or letting the students decide which one could be more helpful to them.

Moving to questions 15, 16 which are concerning the best time for EFL students' to activate their Schemata is during the discussions, since there is a huge difference among individual' mental schemata, that they use it as frameworks to organize and interpret the new information. Students respond in various ways to communicate during SP classes

The Question 17, 18 are devoted to the contribution and the importance of schemata activation method reveal that the majority of teachers agree for such a stance of being efficient for the development of the four skills. So, the SA is a major factor that facilitates students' use of pre-existing knowledge.

The results of the questionnaire tend to answer the first research question clarify a decline for the suggested hypothesis which denotes that the concept of Schemata activation at Chadli Ben Djedid University do not play an important role to augment EFL student's Speaking performance. The findings indicate that both teachers and students have given high importance to the schemata and its methods in developing the speaking skill.

To answer the second research question, it has been hypothesized that EFL students at Chadli Ben Djedid University activate their schemata to build up their speaking performance. According to the results of the second and third sections of the questionnaire, students usually tend to rely on the schematic knowledge to speak and create new utterances.

The findings of both teachers' and students' questionnaires indicate that the use of pictures and oral stories as teaching methods to develop the students' speaking performance,

play an important role in which it helps students to activate their schemata and help the teachers to design lessons and choose the teaching method. This would provide an answer to the third question by validating the third hypothesis: “The schemata activation improves EFL learners speaking performance by the use of pictures and oral sorties”.

Conclusion

The present chapter presented the methodology implemented by the researchers while conducting the study. It provided information about the participants, the institution; the descriptive method and nature of the design adopted within the research work. It also introduced the instruments used for the research as well as the procedures followed. Thus, it dealt with the quantitative analysis of data. The findings showed that the investigation was effective in discovering the participants’ perception towards the schemata activation, and the use of pictures and oral stories as schematic methods to develop the students’ speaking performance. Finally, the chapter dealt with discussing the findings, answered the research questions and validated its hypotheses.

Chapter Three

Implications and Recommendations

Introduction

This chapter introduces the academic implications drawn from the research findings which answered the research questions and validated their hypothesis and contributed to previous studies. It also presents a set of recommendations proposed by the researchers with regard to the implementation of Schemata activation methods at ChadliBendjedid University.

3.1. Implications

The findings of this descriptive study showed effective and feasible techniques that allow EFL students at ChadliBendjedid to improve their speaking performance based on the Schema theory. Furthermore, the experiment gives an evident that schemata is an important factor in enhancing the students' speaking performance through the implementation of several methods. Finally, the research results are encouraging for the university to set up oral stories and pictures as teaching methods that would enhance the speaking performance and boost the students' motivation to talk.

3.2. Recommendations

3.2.1. Recommendations for Teachers

3.2.1.1. Implementing different Activities

In a hand, it is of high significance for EFL teachers to have a clear conception of the use of pre-existing knowledge and also to be able to design appropriate speaking tasks and activities by using different teaching materials to their students

The teacher's job is somehow to get the students to engage in activities that will result in the desired learning through designing classroom activities that reflect on three functions of speaking, especially speaking performance.

3.2.1.2. Course Design

The course content and syllabus should be designed by subject matter of the students in collaboration with instructional creators. How efficiently their teachers construct the lesson and how well the student assimilates and accommodates the information and determines meaning may affect their speaking performance Use different teaching materials to get the students' attention and motivate them to improve their oral performance

3.2.2. Recommendations for Students

3.2.2.1. Students' Motivation

Motivation plays a crucial role in a successful and effective teaching system. It should be given a supreme priority and importance. Implementing the schema methods is a good reason for raising the students' motivation to talk. Thus, motivation is what explains the students' behaviours and actions.

Brophy (2004) claims that, motivation was based on the principle of behaviour reinforcement as the most essential process to endorse behaviour. Motivation is considered as the power that leads students to do speak or perform in various domains. However, students are often reluctant to engage in performing something they are required to do because of the lack of motivation; and, thus, the necessity for motivating them emerges. In order to raise the motivational reinforce, individuals behave according to their prior experiences with reward for a particular behaviour and their need to gain new encouraging inducements. Thus, the use of schematic methods such as pictures or videos leads to augment the students' motivation in which they behave according to their background knowledge.

3.2.2.2.the use of Technological Devices

Depending on technological devices such as computers would offer students a professional speaking experience in which they can easily speak and record their voices without hindrance or hesitation. Furthermore, the digital exchange of oral assignments between both teacher and students would create a smooth feedback and assessment process. Students can also strengthen the existence of their prior knowledge through internet access and the information that is available online.

3.2.2.3. Learning the Right Pronunciation

The schema in speaking performance experiment showed that most students' face problems such as hesitation and pronunciation mistakes which would hinder the ability of the speaking performance. Raising students' awareness of using the schematic knowledge and urge them to focus on the English language pronunciation which would embellish their utterances and make their performance of high level.

3.2.3. The Schema Process

The core of a high quality and successful schema activation implementation is an effective process that ensures the recall of the pre-existing knowledge. The following process propose how the schema activation theory should be for productive results:

According to Interdisciplinary Collaboration: Cognitive Behavioral Interventions in Special Education and School Psychology. The automatic thinking has an important role with many cognitive theories which draw the schema (Etscheidt, 1991; Gonzalez et al., 2004; Silverman & DiGiuseppe, 2001). In schema theory, several cognitive processes are reduced to automatic series that, once activated, continue to scuttle to a conclusion without the need for conscious attention; usually, this reduces cognitive load. In the same way, cognitive distortions are associated with dysfunctional schemata and automatic thinking (Kihlstrom,

1987). Pointed out, cognitive distortions are unconscious perceptions and thoughts that are activated through usual practice and reinforcement, based on previous experiences that connect prior information with new information (Robins & Hayes, 1993), and maintain established habits of responding.

The evaluation of the situation happens very quickly and we are often not aware of the contributing thoughts. Such thoughts are referred to as automatic thoughts and lead to the activation of a whole range of responses that make up the schema.

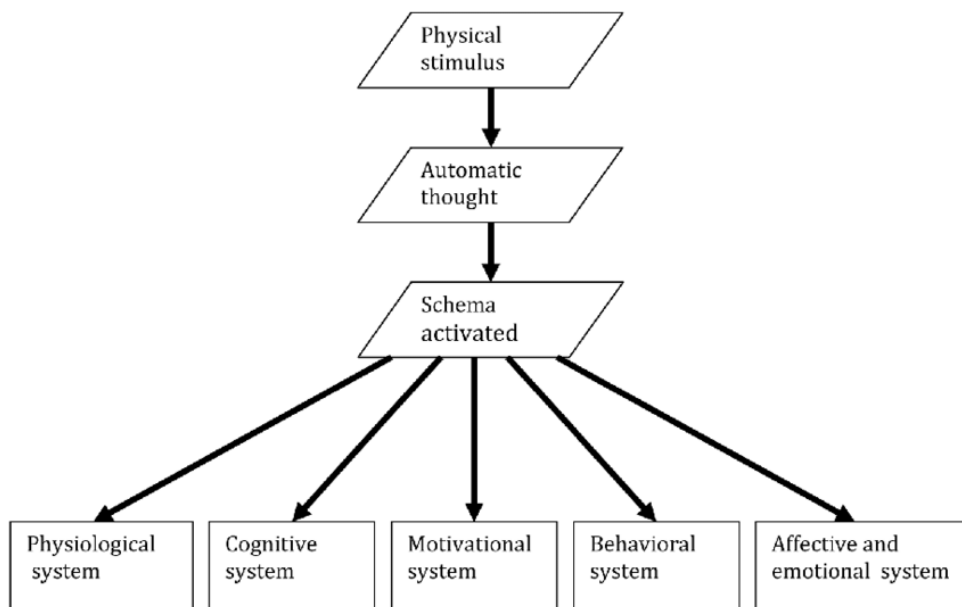


Figure 2.27. Schema Activation Adapted From Squires (2002)

3.3. Suggestions for Further Studies

Since schemata is a crucial process for both teacher-students and students-students interplay, diverse suggestions are recommended for ultimate researchers involved in speaking .Based on research results and To gain more validity ,it is recommended to rely on both qualitative and quantitative research instruments to examine the students' schema.

Regarding the types of schemata, teachers could promote the students' speaking performance through the application of content schemata. It is recommended to lean on formal or linguistic schemata for further researches.

The researchers suggest the following studies which would refine and further elaborate the present findings1. Investigating the factors hindering schemata activation in Speaking Skill. In relation to the subject of the research 2. Developing the schema activation strategy as a suitable method for enhancing speaking in secondary school classes 3. Exploring the effect of the cultural schemata activation on the speaking performance 4. Using schema methods/strategies to foster speaking skills.

Conclusion

This chapter represents the academic implications outlined from the research's findings that contributed to previous studies. Therefore, it focuses on providing both EFL teachers and students with suggestions and recommendations regarding the implementation of the schema methods in teaching speaking skill. Recommendations were proposed for both teachers and students on how to incorporate the schemata techniques in the university. Suggestions for further studies.

General Conclusion

This research was composed to shed light on the concept of schema theory at Chadli Ben Djedid University. It reveals the teachers' perception of schema and explores the incorporation of its methods in oral classes. It also investigates EFL students' schemata activation and to allow them to employ their prior knowledge and make use of it to the fullest by establishing schema theory at Chadli Bendjedid University. This study investigated whether implementing the schema methods improved EFL students' speaking performance or not. Thus, this research opted for a questionnaire for teachers and a questionnaire for students to discover their perception of schema in speaking.

The research data for both questionnaires were quantitatively analyzed, and the findings demonstrated that both students and teachers admit the importance of schemata methods in boosting the students' speaking performance, the students' speaking performance strongly improved which was apparent in the high agreement of the participants on the use of oral stories and pictures as a teaching method. The implementation of the schema method proved that it is a strong technique to improve EFL students' speaking performance.

This research provided useful recommendations and pedagogical suggestions in order to cover the way for a successful schema activation technique at Chadli Bendjedid University. And make the oral classes more dynamic and active and make use of the previous and cultural knowledge that form effective and better speakers. With regard to Chadli Bendjedid EFL teachers and students' perception and attitude towards Schemata activation, further research may be conducted to explore their perceptions towards the schema theory.

Reference List

- Alimohadi, F.(2015). Incorporating schema in the improvement of Iranian EFL learners' L2 speaking ability. *Journal of Applied and Language Research*, 2(8), 100-110.
- An, S. (2013). Schema theory in reading. *Theory and Practice in Language Studies*, 3(1),130-134.
- Anderson, A., & Lynch, T. (2000). *Listening*. Oxford: Oxford University Press.
- Arnold, J. (1999). *Affect in language learning*. United Kingdom: Cambridge University Press.
- Ausubel, D. (1968).*Educational psychology: A cognitive view*. New York: Routedledge.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford: Oxford University Press.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills*. London: Voluntary.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum.
- Barlett, F. (1932). *Remembering:A study in experimental psychology*. Cambridge: CambridgeUniversity Press.
- BBC Learning English. (2017, July 6) .*The Teachers' room: 3 Essential speaking sub-skills*[Video file].Retrieved from <https://www.youtube.com/watch?v=cNdveMydwsc>
- Brophy, J. (2004). *Motivating Students to Learn*. Second Edition. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Brown, H.D. (2004).*Language assessment: Principles and classroom practices*. San Francisco State University: Longman.

- Brown, G., & Yule, G. (1983). *Discourse analysis*. New York: Cambridge University Press.
- Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics*, 18(1), 102-128.
- Bygate, M. (1998). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics*, 18(1), 20-42.
- Byrne, D. (1991). *Teaching writing skills*. London: Macmillan Press.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Carrell, P.L., & Eisterhold, J.C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17(4), 553-573.
- Chaney, A. L., & Burk, T.L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Cherry, K., & Gans, S.M. D. (2019, September 23). *The role of schema in psychology: Understanding a Schema in Psychology*. Retrieved from <https://www.verywellmind.com>.
- Cook, V. (2001). *Second language learning and language teaching* (3rd ed.). Oxford: Oxford University Press.
- Cornbleet, S., & Carter, R. (2001). *The language of speech and writing*. London: Routledge.
- Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). *Studies in language testing 7: Dictionary of language testing*. Cambridge University Press.
- Etscheidt, S. (1991). Reducing Aggressive Behavior and Increasing Self-Control: A Cognitive-Behavioral Training Program for Behaviorally Disordered Adolescents. *Behavioral Disorders*, 16, 107-115.

- Finocchiaro, M., & Brumfit, C. (1983). *The Functional-notional approach: From theory to practice*. Oxford: Oxford University Press.
- Goh, C. (2002). *Teaching listening in the language classroom*. Singapore: SEAMEO Regional Regional Centre.
- Goh, C. C. M., & Silver, R. (2004). *Language acquisition and development: A teacher's guide*. Singapore: Prentice Hall.
- Gonzales, N. I. P. (2010). Teaching English through stories. *Issues in Teachers' Professional Development*, 12(1), 95-106.
- Gonzalez, J. E., Nelson, J. R., Gutkin, T. B., Saunders, A., Galloway, A., & Shwery, C. S. (2004). *Rational Emotive Therapy with Children and Adolescents: A Meta-Analysis*. *Journal of Emotional and Behavioral Disorders*, 12, 222-235.
- Hamed, L. A. A., Behnam, B., & Saiedi, M. (2014). The role of formal schemata in the development of precise writing in an Iranian EFL context. *Procedia-Social and Behavioral Sciences*, 98, 207-211.
- Harmer, J. (1991). *The practice of English language teaching* (3rd ed.). Harlow: Longman.
- Harmer, J. (2001). *The practice of English language teaching*. Harlow: Longman.
- Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Education Limited.
- How to use information gap activities for authentic communication. (2020, may 24). Everyday ESL. Retrieved from <https://banglatimes.info/top-cities-in-california-for-rental-property-roi-2020/>
- Hu, X. (2012). The application of schemata theory in college English listening teaching. *Theory and Practice in Language Studies*, 2(2), 282-516.

Huang, Q. (2009). Background knowledge and reading teaching. *Asian Social Science*, 5(5), 138-142.

Hughes, A. (2003). *Testing for language teachers*. UK: Cambridge University Press.

in Peircean semiotics. *Applied Linguistics*, 16(3), 1-38.

Hui, et al. 2010. Application of Schemata Theory in Teaching College English Reading.

Canada Social Science, 6(1). 59-65.

Johnson, P. (1982). Effects on reading comprehension of building background knowledge.

TESOL Quarterly, 16(4), 503-516.

Jones, P. (1996). Planning an oral language program. In Pauline Jones (ed). *Talking to Learn*.

Melbourne: PETA, 12-26.

Kihlstrom, J. F. (1987). The Cognitive Unconscious. *Science*, 237, 1445-1452.

<http://dx.doi.org/10.1126/science.3629249>.

Koosha, B., Ketabi, S., & Kassaian, Z. (2011). The effects of self-esteem, age and gender on

the speaking skills of intermediate university EFL learners. *Theory & Practice in*

Language Studies, 1(10), 1328-1337.

Krachen, S. D. (1981). *Second language acquisition and second language learning*. Oxford:

Lackman, k. (2010). *Teaching Speaking Sub Skills: Activities for Improving Speaking*.

Retrieved

from

http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf.

Landry, K.L. (2002). Schemata in second language reading. *The Reading Matrix*, 2(3), 1-12.

- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Liu, J. (2001). *Asian students' classroom communication patterns in U.S. Universities*. USA: Ablex Publishing.
- Lynch, T. (2009). *Teaching second language listening*. Cambridge: Cambridge University Press.
- Marzuki, E.(2013). Schema influence on listening and speaking input retention. *Issues in Language Studies*,2(2), 53-69.
- Murray, L. (2018,September30th).*What is meant by accuracy, fluency and complexity in relation to second language learner acquisition?* Retrieved from <https://owlcation.com/social-sciences/What-is-Meant-by-Accuracy-in-Relation-to-Second-Language-Acquisition>
- Myhill, D.,Jones, S., & Hopper, R.(2006). *Talking, listening, learning: Effective talk in the primary classroom*. UK: Bell &Bain.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*..Routledge Taylor&Francis Group. Retrived from [file:///C:/Users/hp/Desktop/the%20final%20draft/Teaching ESL EFL.pdf](file:///C:/Users/hp/Desktop/the%20final%20draft/Teaching_ESL_EFL.pdf)
- Nishida, H. (1999). A cognitive approach to intercultural communication based on schema theory. *International Journal*, 23(5), 753-777.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English language teaching*. Boston: McGraw Hill.

- Oktaviyani, E.(2017).Enhancing schemata- based speaking task to promote students' Speaking performance and motivation (Master dissertation, Lampung University)
- Oller, J.J.W. (1995). Adding abstract to formal and content schemata: Results of recent work
Pergamon Press.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. New York: Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Dictionary of language teaching and applied linguistics* (4th ed.). London: Longman.
- Robins, C. J., & Hayes, A. M. (1993). An Appraisal of Cognitive Therapy. *Journal of Consulting and Clinical Psychology*, 61, 205-214. <http://dx.doi.org/10.1037/0022-006X.61.2.205>.
- Rossiter, M. (2002). *Narrative and stories in adult teaching and learning*. Washington, DC:Education Resources Information Center.
- Rumelhart, D.E. (1980). Schemata: The building blocks of cognition. In R.J.Spiro, et al. (Eds.), *Theoretical issues in reading comprehension*, NJ: Lawrence Elbaum.
- Sharan, Sh., &Sharan, Y. (1976). *Small-Group Teaching*. New Jersey: Educational Technology Publication, Inc.

- Shumin, K. (1997). Factors to consider: Developing adult EFL students speaking abilities. *English Teaching Forum*, 35(3), 8. Retrieved from <http://eca.state.gov/forum/vols/vol35/no3/p8.htm>.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students speaking abilities. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 204-211). Cambridge: Cambridge University Press.
- Silverman, S., & DiGiuseppe, R. (2001). Cognitive-Behavioral Constructs and Children's Behavioral and Emotional Problems. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 19, 119-134. <http://dx.doi.org/10.1023/A:1011183506003>.
- Squires, G. (2002). Changing Thinking and Feeling to Change Behaviour: Cognitive Interventions. *Ainsdale: Positive Behaviour*.
- Squires, G., & Tachelle, B. (2014). Interdisciplinary Collaboration: Cognitive Behavioral Interventions in Special Education and School Psychology Management. *Creative Education*, 5,758-768 . DOI: 10.4236/ce.2014.510089.
- Sun, F. (2014). The application of schema theory in teaching college English writing. *Theory and Practice in Language Studies*,4(7). 1476-1482.
- Taylor,B.P.(1983).*Teaching ESL:Incorporating a Communicative, Students-centered Component.T*
- Taylor,S.E., &Crocker, J. (1981). Schematic bases of social information processing. Harvard University.

- Thordores, S. (2001). *Approach and methods in language teaching*. New York: McGrawHill Higher Education.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le ThanhHien High School. *Asian Journal of Educational Research*, 3(2), 8-23.
- Wartan, N. (2019). *Complexity, accuracy, and fluency in second language acquisition: speaking style or language proficiency?* (Master dissertatio, Leiden University)
- Wei-hua, W. (2007). Analysis of Schema theory and its influence on reading .*US-China Foreign Language*, 5(11), 18-21.
- Wilson, S. (1983). *Living English structure*. London: Longman.
- Wolfe-Quintero, K., Inagaki, S., & Kim, H. Y.(1998). *Second language development in writing: Measures of fluency, accuracy & complexity*. Honolulu, HI: University of Hawai'i Press.
- Yule,G. (2006). *The study of language: Study guide* (4th ed.). Cambridge: Cambridge University Press.
- Zeng, Y. (2007). Schema theory and its application in teaching listening for non-English major undergraduates, *Sino-US English Teaching*, 4(6), 32-36. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?>
- Zhang, D. (2006). Strategy knowledge and perceived strategy use: Singaporean students' awareness of listening and speaking strategies. *Language Awareness*, 15(3), 199-219.

Appendices

Appendix A

Students' Questionnaire

Dear Students

You are kindly required to fill in the following questionnaire as part of our master degree thesis entitled “investigating the effect of Schemata Activation Method to Develop EFL Students' Speaking Performance. For us, your contribution is of great importance to check whether schemata activation method could help the learners to enhance their speaking performance. Thus, to see which method could be suitable for them.

Thank you in Advance

Nadine Ati MA2 Student

Ilhem Debabi MA2 Student

Chadli Ben Djedid University El Taref, Department of English

Section One: Background Information

1. Gender

A

B-F

2. Age

A-18-25

B-25-30

D-more than 35 years old.

3. According to you, what is the most important skill and which one you have some lacks and you need to develop? Reorder them according to their importance to you

A-Speaking skill

B-Writing skill

C-listening skill

D-Reading skill

Section Two: Speaking skill

1. Do you think that you are learning the speaking skill in an appropriate way

2. **Yes** **B-No**

If No, why.....

.....

3-How would you evaluate your proficiency in your speaking performance?

A-Good

B-Average

C-Poor

3How would you describe your participation in oral classroom?.

A-always

B-often

C-Never

3. If it is often /never what kind of obstacles you may encounter while learning speaking is taking place?

A-Nature of topic chosen by the teacher

B-Lack of content knowledge

C-Psychological issues (Shyness, Hesitation ,Nervousness Anxiety)

Others.....
.....
.....
.....

4. What are the major kinds of activities that your teacher focus on while speaking discussions?

A-Activities that require repeating and paraphrasing different parts to form understandable conversation

B-Activities that enable you to defend your point of view

C- Activities that make you able to use and pronounce words and structures correctly to be understandable

5. From your perspective, what are the most effective factors that may shape your speaking performance?

A-Performance conditions

B- Affective factors

C-Listening ability

D-Topical knowledge

6. Does your teacher teach you how to grasp information quickly from the conversation?

(Show you some listening tricks)

Yes

NO

8-Which types of speaking evaluation tasks do you use?

.....

.....

Section Three: Schemata Activation

1. Is your schema about different topics?

A-good

B-average

C-excellent

2. Does the schemata activation help you to create new utterances while speaking performance?

Yes

3. When you listen to an unfamiliar topic do you link it to:

A-Previous knowledge

B-Try to rely on the new information

Other

4. Do you think that schema activation is the strongest and the only factor that could help you to develop your speaking performance?

Yes **No**

Please, mentions other important factors that help develop the speaking performance:

.....
.....
.....

5. When you activate your schemata do you face problems such as:

A-You do not have any experience with the intended extraction

B-Your understanding of the background knowledge is not suitable with the course

Others please mention:

,.....
.....

6. How can your schemata influence your thinking and behavior?

A-comprehension

B-focus and remember

C-Creating experience

7. Which method do you think can be useful to activate your schema during speaking performance?

A-Reading texts

B- Listening to records

C-Pictures

D-Vocabulary words

8. Do pictures encourage you to activate your schemata while facing an unfamiliar topic?

A-strongly agree

B-Agree

C-disagree

9. During speaking performance, do pictures help your schemata activation to:

A-Provide motivation when it comes to speaking

B-Help to set a context and provide learners with information to us

C-Represent a guide for students in spoken descriptions

10. Do you think that stories told by the teacher lead you to activate your schema rapidly?

Yes

No

11. Do you think that including oral stories as a way to activate your schema will help you

A-Link the story to the given topic

B-Make the subject more authentic

C-Bring realia to the classroom

12. How Can reading a text be during oral session:

A-A boring way to develop your speaking performance

B- useful to activate your schemata to restore your knowledge

13. Brainstorming is a best way to restore your background information; do you think providing learners with vocabulary can be helpful to develop their speaking skill?

Yes

No

End of the Questionnaire

Thank you for your Efforts and Contribution

Appendix B

Teachers' Questionnaire

Dear Teachers,

The present questionnaire is constructed for the sake of investigating the effect of Schemata Activation Method on Developing EFL Student's Speaking Performance .We will be very grateful if you fill this questionnaire. We would like to inform you that your answers will be used for our scientific research work anonymously.

Thank you in Advance

Section One: General Information

1. What is your qualification?

A- PhD

B- Magis

C- Maste

D- Licens

2. How long have you been teaching English

A- less than 3 years

B- 5-10years

C- 10-15years

3. Have you taught oral expression module before?

A- Yes

4. If yes , how long have you been teaching Oral expression ?

.....

Section Two: Speaking Performance

5. Which skill do you think can be taught with the speaking skill?

A-Listening Sk

B-Reading Skill

C-Writing Skill

Please justify

.....

.....

.....

6. How do you describe your students' speaking performance ?

A. Good

B. average

C. Bad

7. According to you, how often do the following problems hinder your students' speaking performance?

Problems	Always	Sometimes	Rarely	Never
Difficult grammatical structure				
Time and frequency				
Unfamiliar topics				
Lack of background knowledge				
Speed of speech				

Anxiety				
Long listening texts				
Noise				
Poor equipment (teaching material)				
Negative feedback				
Lack of motivation				
Number of students				

8. According to you, what kind of activities can be more helpful to enhance your students speaking performance?

.....

 ...

9. How would you assess your students' speaking performance ?

.....

Section Three: Schemata Activation

10. From your perspective, what is schemata activation?

.....

11. According to you, what are the major methods of schema that can be used to boost your students' speaking performance?

.....
.....
.....
.....

12. Which method can be helpful to you the most when students activate their schema?

A-Lesson design

B-Choosing teaching methods

C-Controlling the classroom

13. While teaching ,what are the most materials that you rely on to help the learners activate their schemata to enhance speaking performance?

A- listening to recordings

B-watching videos

C-Using pictures

D-Reading texts

Others

.....
.....

14.As a teacher, what helps you the most to make students activate their schema

A- Implementing the same method always

B-Using several methods each time

C- Depend on the students' choice

15. According to your experience, when do you think that students activate their schema about the given topics?

A-At the beginning

B-During the discussions

C-At the end

16.How can you describe the satisfaction of the students about the chosen topics to be performed?

A-Showing their familiarity about the topic

B-Asking for clarification

C-Developing their knowledge by giving an overview about the topic

17. Schemata method is very important for the development of the four skills.

A- Agree

B- Strongly agree

Disagree

D- Strongly disagree

18.Do you think that using the schemata activation method help the learners to enrich their speaking performance?

A-Yes

B-No

Justify your answers please,

.....

19. Would you please add suggestions or comments concerning the effects of schemata activation method on developing EFL students speaking performance?

.....

.....

.....