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Title

The Effect of Content Schemata in Making Sense of Management Texts

The case of Third Year BA Students of Management at Kasdi

Merbah University - Ouargla

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Dedication

To my parents, my family and my dear teachers.

Nabiha khemgani

Acknowledgments

It is an honour to be supervised by Dr Malika Kouti whom I would like to express my deepest gratitude for her advice, time, and patience. My profound thanks go, also, to all my teachers of the department of English at KMUO, with a specific thank to Dr Farida Saadoune and Ms Fouzia Bahri who accepted to be members of the jury of this dissertation.

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Abstract

This study attempts to investigate the effect of content schemata in the comprehension of expository Management text adopting discourse analysis approach. This research was administered to 40 students of third year 'licence' students of management at Kasdi Merbah University of Ouargla. To approach this study, a questionnaire and a pre-test /post-test were used. The data obtained from this research tools indicated that content schemata affect the students' text comprehension, which reflected the efficiency of the training sessions.

Key words: Discourse analysis, context, content schema , expository text, Management.

List of Abbreviation

DA: Discourse Analysis

EFL: English Foreign Language

List of Figures

Figure 1. Student's Age	20
Figure 2. Student' s Gender	21
Figure 3. Period of Studying English.....	22
Figure 4. Student Expository texts' Comprehension.....	23
Figure 5. Difficulties in Expository text.....	24
Figure 6. Text Comprehension Requirement	25
Figure 7. Percentage of Language Fluency in Comprehension of Text.....	26
Figure 8. Ways to Understand a Text.....	27
Figure 9. The Importance of Language Fluency in Text Comprehension	28
Figure 10. Content Schemata Definition.....	29
Figure 11. The Importance of Content Schemata.....	30
Figure 12. The Role of Content Schemata	31
Figure 13. Content Schemata in Text Comprehension	32
Figure 14. Ambiguity in Text	33
Figure 15. Removing ambiguity from text	34
Figure 16. The Important Components of Text Comprehension.....	35
Figure 17. Competencies for Text Comprehension	36
Figure 18. Pcentages of the Pre-Test.....	38
Figure 19. Percentages of The Post-Test.....	39
Figure 20. The Comparison of The Pre-Test and The Post-Test.....	40

List of Tables

Table 1. Patterns of Organization in Expository Texts	11
Table 2. Students' Age.....	20
Table 3. Students' Gender.....	21
Table 4. Period of Stydying English	22
Table 5. Language of Comprehension	23
Table 6. Difficulties in Expository Text Comprehension.....	24
Table 7. Text Comprehension Requirement	25
Table 8. Percentage of Language Fluency in Comprehension of Text	26
Table 9. Ways to Understand a Text	27
Table 10. Language Fluency Importance	28
Table 11. Content Schemata Definition	29
Table 12. The importance of Content Schemata.....	30
Table 13. The role of Content Schemata	31
Table 14. Content Schemata in Text Comprehension.....	32
Table 15. Ambiguity in text.....	33
Table 16. Removing Ambiguity in text.....	34
Table 17. The important Components of Text Comprehension	35
Table 18. Competencies forTtext Comprehension.....	36

TABLE OF CONTENT

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Figures.....	V
List of Tables.....	VI
Table of Contents.....	VII

GENERAL INTRODUCTION

1 Background of the Study	01
2-Research Problem	01
3-The Purpose of the Study.....	02
4-Research Questions.....	02
5-Research Hypotheses	02
6-Research Methodology.....	03
7-Structure of the Study.....	03
8- Limitation of the Study	03
9- Key Terms.....	04

THEORETICAL PART

CHAPTER ONE: Discourse Analysis and Text Comprehension

Introduction.....	07
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1. The notion of discourse analysis	07
2. Discourse versus text	07
3. Discourse analysis and text comprehension.....	08
4. Discourse analysis and language teaching	09
Conclusion.....	09

CHAPTER TWO: The Effect of Content Schemata in Making Sense of Expository Text

SECTION ONE

Introduction.....

1. Definition of Expository Text.....

1.1 Grammatical Features of Expository

1.2 Patterns of organization in Expository texts

1.3 Some Difficulties in Expository text

SECTION TWO.....

2. Schema

2.1. Definition of schema theory.....

2.2. Steps of the schema theory

2.3. Type of schema.....

2.3.1. Formal Schemata.....

2.3.2. Content Schemata.....

2.3.3. Cultural Schemata	15
2.3.4. Linguistic Schemata.....	15
2.4. The Importance of Content Schemata.....	15
2.5. Activating Content Schemata	16

Practical Part

Introduction

1. Sample.....	19
2. Method.....	19
3. Tools of Research.....	19
4. The Questionnaire Phase.....	19
4. 1.Description of the Questionnaire.....	20
4.2 .Analysis of the Questionnaire.....	20
4.3. Interpretation of the Questionnaire	37
5. The Experiment Phase	37
5.1The Procedures	38
5.2 The Analysis of the Pre-Test Results	38
5.3 Interpretation	39
5.4 The Analysis of the Post-Test.....	39

5.5 Interpretations.....	38
5.6 Comparisons of the Pre-test and Post-test	41
6. Conclusion	41

GENERAL CONCLUSION

1. Pedagogical Implications	43
References.....	44
Appendix 1: The student's questionnaire	46
Appendix 2: Pre-Test Texts.....	49
Appendix 3: Post-Test Text.....	51

General Introduction

Introduction

1. Background of the Study

Discourse comprehension involves not only linguistic knowledge, but also content knowledge so as to understand the illocutionary meaning of the utterances and sentences. It has been found that some EFL students who do not have language problems including difficulty with vocabulary and grammar of a text are still unable to comprehend what they read in English. In this vein, Widdowson (1978) claims that the acquisition of linguistic skills does not seem to guarantee the consequence of communicative abilities in a language. Moreover, most native speakers have no trouble comprehending the grammatical structures and vocabulary items in a text. Despite this fact, they have a great deal of trouble understanding what the text is all about. Hence, for EFL learners to be communicatively competent, they have to develop their discourse competence along with linguistic competence and other types of competencies. For that reason, it is of paramount importance to take into consideration as well the previous knowledge and information for better understanding of a text; that is, the *content schemata* of a text. In 1932, the term *schema* was coined by the psychologist Bartlett who states clearly that a schema is a process of using both linguistic knowledge as well as content knowledge. Later on, Widdowson (1983) provided a reinterpretation of schema theory. He views that two dimensions are concerned with any given discourse comprehension: systemic level and schematic level.

2. Research Problem

Discourse analysis is defined by Paltridge (2006) as “*the study of language beyond the level of sentence and the relationship between linguistic and non linguistic behaviour*”. Adopting DA approach contributes highly to developing EFL learners communicative competence. Traditionally, the focus in language teaching was on *linguistic competence*. That is to say, it was on how the text is organized and structured rather than on the content knowledge of the text which is referred as *content schema*. Later on, researchers

noticed that one being grammatically proficient does not mean that they are competent at the discourse level. Failure in text comprehension is believed to be due to the inadequate knowledge of background knowledge about the content of text. The more we have background knowledge about the text, the more appropriate interpretation we will draw about the text. Linguistic Awareness about the linguistic knowledge is necessary but not sufficient in making sense of text.

3. Purpose of Study

The ultimate aim of this study is to investigate the EFL learner's awareness about content schemata. Also, it aims to check the effect of content schemata in making sense of Management texts.

4. Research Questions

The following questions are asked to achieve the present study.

1. Are third year Licence students at the department of Management at KMUO aware of the role of content schemata in making sense in texts?
2. To which extent content schemata affect the third year students' comprehension of Management texts?

5. Research Hypotheses

Based on the above research questions, the following hypotheses are drawn:

1. It is assumed that third year students of KMUO at the department of Management are unaware of the effect of content schema in text comprehension.

2. If lectures about content schemata are taught to third year students of KMUO, students will interpret more appropriately texts.

6. Research Methodology

This study is carried out with third Year Licence students at the department of Management at KMUO. We have questioned 40 students through a questionnaire analysis. This work opts for a descriptive and analytical method to describe and analyze students' performance in comprehending Management texts. Moreover, it opts for an experimental method in which the pre-test, the two training sessions and a post-test are designed to evaluate students' awareness about the importance of content schemata in text comprehension. Finally, a conclusion was drawn about the contribution of content knowledge in making sense of Management texts by comparing the pre-test results with the post-test ones of the experimental group.

7. Structure of the Dissertation

The present study contains theoretical and practical. The first section is devoted to the literature review of discourse analysis; the second section with the content schemata whereas in the practical part, the focus is on the experiment to present the effect of content schemata in making sense of Management texts.

8. Limitation of the Study

This study was carried with some limitations. The researcher was limited in time and found difficulties in having more sessions. The experiment was held on a small sample. Consequently, one cannot generalize the findings to the EFL students at KMUO.

9. Definitions of Key Terms

Discourse Analysis

“Discourse analysis is concerned with the study of relationship between language and context in which it is used” (McCart, 1991.p. 05). Discourse analysis has an effect role in the teaching program that aids both teachers and learners (Demo, 2001)

Context

Halliday and Hassan (1976. P, 17) state that “a text always exists in the context, the notion of context is inseparable”. They said that the context can influence the text because the context of situation is feature which is relevant to speech..

Content Schemata

According to Carreli and Eisterhold (1983.p80) “the background knowledge of the area of the text” .That is, Content Schemata refers to information and previous knowledge about topic

Expository Texts

Jennings et al (2006) argues that “Expository text conveys information, explains ideas, or presents a point of view” (p. 294).

Theoretical part

**CHAPTER ONE:
DISCOURSE
ANALYSIS**

Introduction

This section is devoted to discourse analysis, its origin and its applications. After that, the contribution of DA approach in the interpretation of Management texts will be focused on.

1. The Notion of Discourse Analysis

The term *discourse analysis* has been defined as “*the study of language beyond the level of the sentence and the relationship between linguistic and the non linguistic behaviour*” (Paltridge, 2006). That is to say, it goes beyond the linguistic boundaries.

DA is multidisciplinary, i.e. it covers linguistic, sociology, philosophy and anthropology and more. According to Brown and Yule (1983), DA is the analysis of language in use”. It cannot be restricted to the description of linguistic forms without taking into account the purposes or functions which these forms are designed to serve in human affairs. Halliday (1985) claims that DA is “*language that is doing some job in some context*”.

This approach is context based. In other words, every utterance or written sentence has a context, i.e. it is always in some sense referring to something already said and inviting a response and designed to do something to somebody, a reader or a listener.

2. Discourse versus Text

The term 'discourse' taken from the Latin word “*discursus*” means a “conversation” (Cited in Drid, 2010). This term was traced back to the 14th century, and has already existed.

According to Oxford Student’s Dictionary (2007, p. 211), the term discourse is defined as “*a long and serious discussion of a subject in speech or writing*” while text is “*the written form of a speech, a play or article, etc*”. Crystal (1992, p. 25) views discourse as “a continuous stretch of language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative” whereas text is “a piece of naturally occurring spoken, or signed discourse identified for purpose of analysis. It is often a

language unit with a definable communicative function, such as conversation, a poster". Crystal (1992, p. 72).

Under the umbrella of DA, the two terms 'text' and 'discourse', for some linguists, seem to be used interchangeably, for others there is disagreement about the meaning of these two terms. Generally speaking, "text *refers to any written record of a communicative event*" (Nunan, 1993, p. 6); however, "*Discourse refers to the interpretation of the communicative event in context*" (p.7). Nunan (1993) focuses on the importance of context where discourse is embedded, and distinguishes two types of context: the linguistic context, the language that surrounds the discourse under analysis, and the non linguistic or experiential context within which the discourse takes place. The intended meaning of a given text can be realized from context.

3. Discourse Analysis and Text Comprehension

Traditionally, foreign language reading was viewed as nothing more than the recognition of sequential string of linguistic symbols or as a process which includes the decoding of symbols via recognition of the printed letters and words.

The focus was merely on sentence structures and internal relationship between words. That is to say, reading comprehension was decontextualized from real life, for context was neglected. Adopting DA approach in EFL class contributes to the development of learners' performance in both spoken or written texts.

DA approach spots the light on the role of context. MC Carthy (1991) argues that structuring the individual utterance, clause, sentence, or structuring the larger units of discourse and creating textual coherence are ultimately inseparable. In other word language cannot be separated from its context. DA gives birth to schema theory that represents text comprehension process. It is based on Goodman's psycholinguistic model that reading is a guessing game (1967). The main idea of this theory is that human memory consists of high level of structures known as schemata each of which encapsulates our knowledge about everything connected with a particular object or event.

It is of great importance to stress, in reading comprehension, the concept of *content schema* as an important component under the schema theory which refers to previous knowledge that will affect the learners' reading comprehension because of its

characteristics in terms of culture and topic area. Text comprehension is a kind of interaction between the world of text and the world outside the text.

4. Discourse Analysis and Language Teaching

Recently, DA approach to language teaching was adopted as a result of the failure of structural approach that separates language from real life context; that is, to decontextualize items from their real context. This approach focuses on knowledge about language beyond the linguistic features. In classroom, teachers need to present real life situations in order to raise learners' awareness of various meaning of words within different contexts.

Widdowson (2011, p.19) argues that "*we experience language not as something separate but as an intrinsic part of our everyday reality*". In other words, context is inseparable from individual items of language. Teachers need to link language with its authentic situation in order to enable learners to be a communicatively competent.

DA approach in language teaching is very helpful to students because it raises their awareness of the different interpretations in different contextual uses of forms. "*We only produce language when we have the occasion to use it, and the occasions for use occur in the continuous and changing contexts of our daily life*" (ibid)

Conclusion

We have seen that the traditional approaches to language teaching failed because they presented sentences out of context and made EFL learners face difficulties in using language outside classroom. Also, we have tackled DA and its benefits in language teaching in which the context plays an important role in raising students' awareness in using language for making sense of texts.

CHAPTER TWO:

CONTENT SCHEMATA IN EXPOSITORY TEXT

SECTION ONE

Introduction

In the previous chapter, we dealt with discourse analysis and its contribution to making sense in text comprehension.

This chapter is divided into two sections. The first section is devoted to the expository text, its definition and its grammatical features and the difficulties that EFL learners face in expository text. The second section deals with the content schema, its definition, its functions and its activation process.

Also, we will look at some strategies that help learners to make sense of texts.

1. Definition of Expository Text

Jennings et al (2006) argues that “Expository text conveys information, explains ideas, or presents a point of view” (p. 294). In other words, the purpose of the authors is to introduce topics via texts for the sake of providing insights to the readers. In expository text, authors present accurate information on the subjects they write about, also they use focused language, specific structures. The expository texts are not easy to be understood. They are organized according to their patterns of organisation the so called *text structures*. Meyer classified the text structure as follows:

1.1 Patterns of Organisation in Expository Texts

TABLE 1. PATTERNS OF ORGANIZATION IN EXPOSITORY TEXTS

<i>Description</i>	The author describes a topic
<i>Sequence</i>	The author uses numerical or chronological order to list items or events
<i>Compare-contrast</i>	The author The compare and contrast two or more similar events topics or objects.

Cause effect

The author delineates one or more causes and then describes the ensuing effects.

Problem/solution

The author poses a problem or question and then answer.

Grabe (2009) suggests seven patterns as follows: *description, definition, sequence, procedures, problem-solution, cause-effect and compare-contrast*, and the teachers' role is to help students recognize and identify the text structure in order to enhance their ability to comprehend and recall the information. Grabe (2009) states that being aware of how discourse is structured assists readers in comprehending text. Nonetheless drawing the students' attention to the text structures is necessary but not sufficient, teachers should expose them to tasks for the sake of familiarizing them with cues.

1.2 Grammatical Features of Expository Text

Expository text differs from narrative text in many ways:

- Perhaps the most salient way is that the vocabulary tends to be less familiar and the concepts more challenging.
- Expository structure also differs from that of narrative structure in that expository text typically of abstract and logical relations (e.g., division of information into main headings and sub-sections) organized around a variety of discourse structures.
- Many key concepts in informational textbooks are highlighted in boldface or italic text, which means that they are important to understand a particular topic area, the organizational structure and features of expository texts in critical for processing contents (p.481-482).

1.3 Difficulties in Expository Text

Expository texts are important but they are difficult to understand. According to Jennings et al (2006) this difficulty is due to some factors like:

- Organizational patterns is a complex task. Such patterns are not always explicitly signalled.
- Informational text is less personal.
- Informational text usually contains more difficult vocabulary and technical terms than narrative text.
- Informational text tends to be extremely concept dense. Four to five new ideas may be included in a single paragraph.
- Reading informational text often requires extensive background information. If that background is lacking, comprehension becomes more difficult.
- Informational text tends to be longer than narrative text. This length may simply overwhelm students with reading problems.

The reading level of school textbooks is often well above the frustration level of students with reading problems (p. 295).

Consequently, Expository texts need an effort to be comprehended. EFL learners can overcome these difficulties through much practice. Besides, it is very important to begin with the simplest rhetorical patterns of organisation such as *definition* and *description*. Another reason is that many textbooks include many types of texts with *definition* and *descriptive* patterns of organisation, which makes this reference appropriate to EFL learners in general and Algerian students in particular.

SECTION TWO

2.1 Definition of Schematic Theory

The term schema was first used in psychology by Barlett “*as an active organization of past reaction or experience*” (1932.p.201). Therefore the concept *schema* under discourse analysis discipline refers to previous knowledge or background knowledge shared by a particular society.

Schema theory based on Goodman’s psycholinguistic model consider that human memory consist of high levels of structures known as *schemata*, each of which encapsulates our knowledge about everything connected with a particular object or event .we use story schemas to infer to themes and plots; we use schema representations of goals and plans to interpret the speaker’s intention(Green,1988).

Schema theory consists of linguistic schemata and content schemata. Linguistic schemata refer to knowledge of grammatical, syntactic and semantic systems, while content schemata refer to the prior experience and background knowledge.

2.2 Steps of the Schema Theory

Schema theory gives an explanation of how readers and or listeners comprehend a text using their prior knowledge (background knowledge). As Anderson (1977.p369) cites, “every act of comprehending involves one’s knowledge of the world as well”. That is comprehending text involves not only linguistic knowledge but also the prior knowledge stored in brain “long term memory”.

According to Kindey (1998), schema has passed over three steps: the first emphasizes how information is stored or represneted in memeory. The second, how stored information is used to guide comprehension of incoming information (recalling). The third, how new information transforms previous schema (p.269-70).Text is an interactive process between the reader’s background knowledge and the text.

2.3 Types of Schemata

There are different types of schemata which are as following: formal schemata, Content schemata, Cultural schemata and Linguistic schemata.

2.3.1 Formal Schemata

IT refers to background knowledge of the rhetorical organizational structures of different types of text (carreli and Eisterhold 1983,p 79).

2.3.2 Content Schemata

This type of schemata refers to information and previous knowledge about topic “the background knowledge of the area of the text” (carreli andEisterhold,1983.p80).

2.3.3 Cultural Schemata

It refers to beliefs, attitude, custmors , and behaviour. Content based on one’s culture is easier to comprehend than text based on less familial more distant culture. lack of cultural knowledge also contributes to the problems in reading comprehension. cultural schema is usually categorized as content schema.

2.3.4 Linguistic Schemata

This schema refers to knowledge of grammatical and syntactic and semantic systems .A good comprehension of any text needs an effective decoding skills. Esky (1988.p30) says that “good readers are both decoders and interpreters of text their decoding skills becoming more automatic but no less important as their reading skill develops”.

2.4 Importance of Content Schemata

Content schemata contains conceptual knowledge or information about what usually happens within a certain topic, and how these happening relate to each other to form a coherent whole.It is an open-ended set of typical events and entities for a specific occasion. For example, schema for going to a restaurant would include information about services, menus, ordering dishes, paying the bill (giving a tip), and so no.

Content schemata are largely culture-specific. Therefore, cultural schema is usually categorized as content schema.

2.4.1 Content Schemata Activation and Text Comprehension

Fluent EFL students are still unable to comprehend a text. Widdowson (1978.p16) says, *“the acquisition of linguistic skills doesn’t seem to guarantee the consequent acquisition of communicative abilities in language”*.

Traditionally, the foreign language learning and teaching focus o decoding linguistic symbols while context and background knowledge were neglected. Hence the learner’s comprehension and interpretation ability was restricted.

Discourse comprehension is memory process. Schema theory represents this approach. Schema activated whenever the brain needs to make a sense of discourse. The textual stimuli evoke the brain to extract the previous knowledge stored in long term memory into the present text. if the textual stimuli is highly suggestive the whole schema activated for example “ambulance” may activate “patients” schema and if the stimuli is not sufficient it may evoke different schema for instance “chair” and “apron” may suggest “doctor clinic” schema but with whiteboard” and “pupils”. They in fact suggest a school schema. Once these words are added the schema relevant interpretation is activated.

In addition, extra components whether exist in text or not will be recalled like “books” and “copybooks” and so on. More stimulus are provided the less possibilities are suggested and the ideally the appropriate anticipation is grasped.

2.5 Activating Content Schemata in EFL Classroom

The reader use content schemata to comprehend a text as well as to learn from it .this means that teacher within EFL classroom can help learners to activate the relevant schema to assure anticipated comprehension.

2.5.1 Word Comprehension

EFL teachers must raise the learners aware of connotation and denotation meaning of words and response that different cultures have for the same word. The meaning of

word “dog” in westerns cultures symbolise “faithfulness”, “ man’s friends”. However, In Arab culture the word dog is used to mean humiliation and projection

2.5.2 Question of comprehension

EFL teachers use top down activity to activate the prior knowledge relevant to the content of topic.

2.5.3 Pre reading

William (1987) gives a particular importance to the pre reading approach .its aim to activate the learner’s prior knowledge about the topic. The approach insists of presenting the topic of text .once the topic is presented. In groups, the students are asked to draw two lists .one for the things they know about the topic and other for things they are not sure.

Practical part

Introduction

In the theoretical part, background knowledge has been constructed about the effect of content schemata in making sense in reading expository texts. This practical part will be consecrate to answer the previous questions of this dissertation

1. Are the third year student of KMUO aware of the importance of the content schemata?

2. To which extent content schemata affect their reading comprehension of expository text?

This chapter presents the analysis and the interpretation of data collection to confirm or refuse the following proposed hypothesis:

- 1- It is assumed that first year master student are less aware of content schema.
- 2- The content schema contributes highly in reading comprehension of expository text.

1- Sample

This study took place at the Department of Management, KMUO, during the academic year 2018/ 2019 for second semester. A group of forty 40 third year ‘licence’ students participate in this study. They were selected randomly. The reason behind choosing the third-year students is that they are, to some extent, linguistically competent.

2- Method

The present study mixed both quantitative and qualitative method. The part of investigating student’s awareness of content schemata is quantitative, while the experiment conducted to investigate the effect of content schemta on students comprehension is qualitative.

3- Tools of research

These students were exposed, first, to a questionnaire of 20 questions then to experiment focused mainly on the role of content background in making sense in expository text.

The objective of the questionnaire (see appendix 1) is to investigate the first question. The objective of experiment (see appendix 3) is to investigate the second question and check the effect of content background on third year students' comprehension.

4- The Questionnaire Phase

4.1 Description of the Questionnaire

The questionnaire was carried out with the third year licence management at KMUO. It is selected to gain insights from the subjects about their viewpoints on content schemata and its role in reading comprehension of expository text. The questions were selected so as to reflect the present study. They were fifteen questions. The questions varied between “selecting the appropriate options”, ‘yes-no’, ‘agree-disagree’, and “open questions” . The questionnaire lasted thirty minutes and took place in classroom. It is widely used in educational and descriptive research because its findings can usually be quickly and easily quantified.

4.2 Analysis of the Questionnaire

PART ONE: BACKGROUND INFORMATION

TABLE 2. STUDENTS' AGE

Years	21-24	24-27	27-48	Total
Number	21	16	03	40

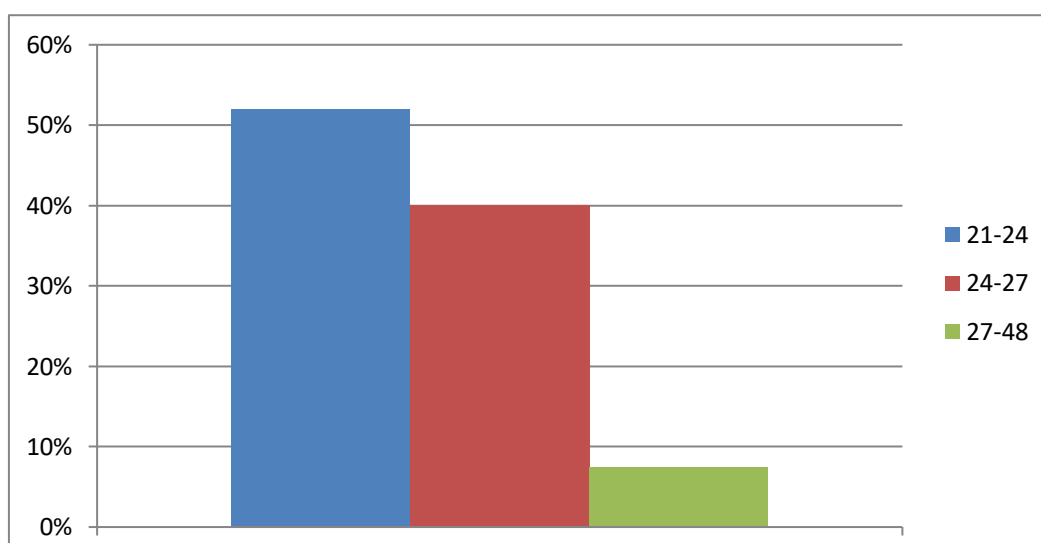


FIGURE 1. STUDENT'S AGE

The most of the participants' age are between 21 and 24 years old, 40% of them are between 24 and 27, while the smallest category is between 27 and 48 years. Overall , I note that the group is heterogeneous since students are different in this property of age from one another.

TABLE 3. STUDENTS' GENDER

Gender	Males	Females	Total
Number	08	32	40

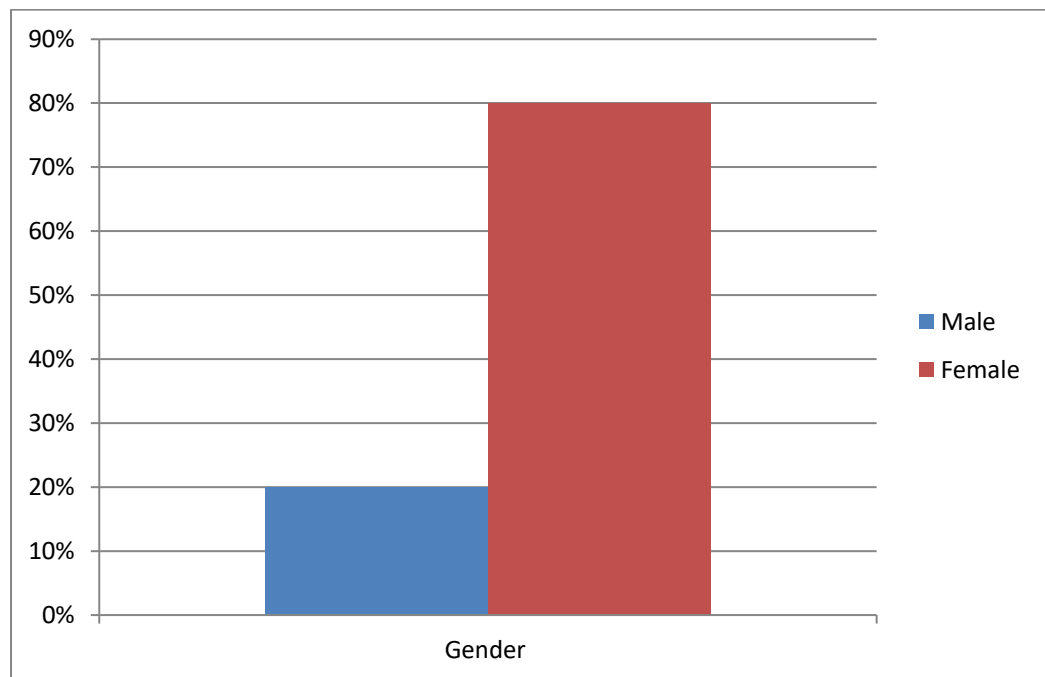


FIGURE 2. STUDENT' S GENDER

I can notice that females' students 'number outraced males number. Students in this study are females making up (80%) of the whole sample (40) students. However, (08) males making up (20%) of the whole sample. These results reveal that the female tend to study also management, maybe because the important female class nowadays.

TABLE 4. PERIOD OF STUDYING ENGLISH

Years	10	11	12	13	15	Total
Number	23	06	5	4	2	40

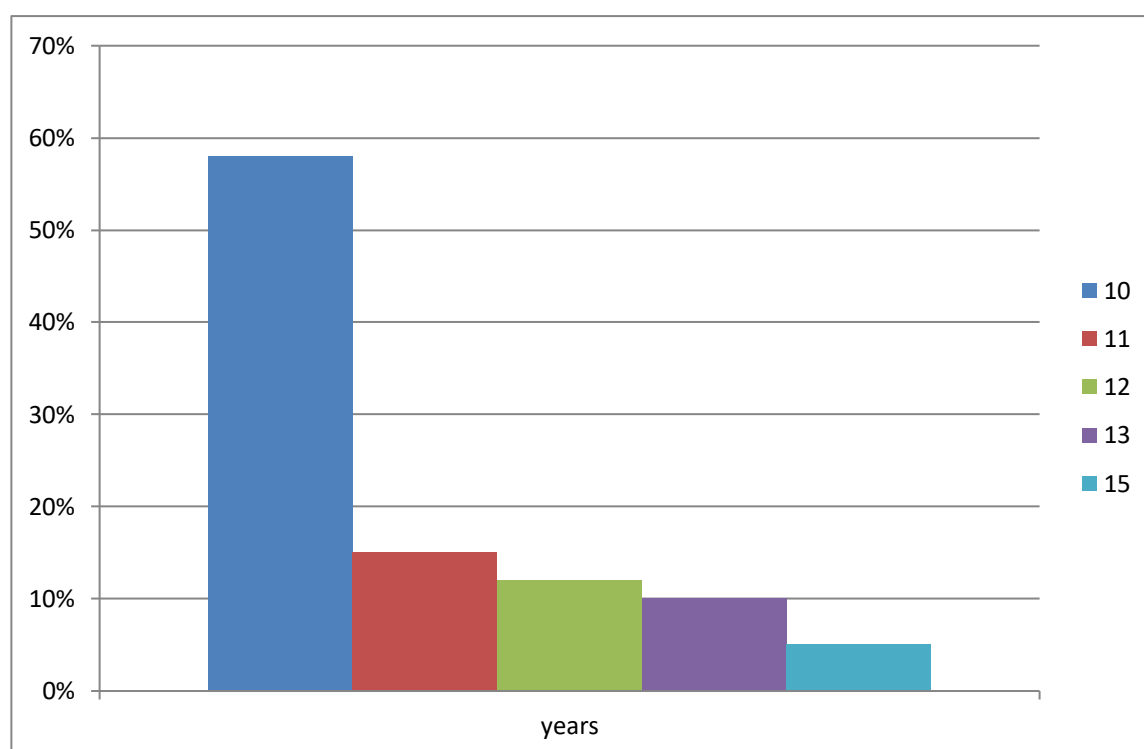


FIGURE 3. PERIOD OF STUDYING ENGLISH

A quick look at the figure above shows that (23) students making up (58%) were studying English for (10) year, which is the normal number to reach their academic level. While; (06), (05), (04) and (02) students making up (15%), (12%), (10%) and (05%) have been studying English for more than (10) years which are believed that they have repeated one or many years at least. In general, the samples' learning experience and learning level is heterogeneous.

PART TWO: Students' Experience and Suggestions

Q1. It is easy for you to understand Expository Text in:

TABLE 5. LANGUAGE OF COMPREHENSION

	Arabic	English	Total
Number	28	12	40

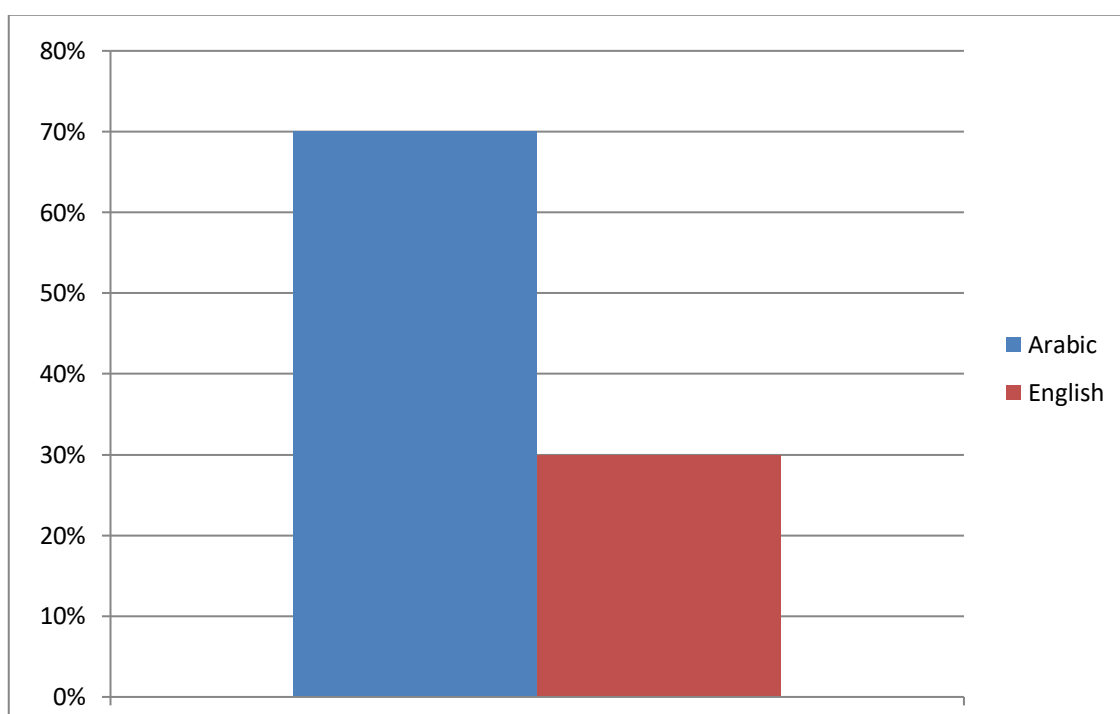


FIGURE 4. STUDENT EXPOSITORY TEXTS' COMPREHENSION

Concerning students' comprehension of expository text, majority of them see it is easy to understand expository text in Arabic. It is quiet normal because they are native speaker of Arabic language.

Q2: What kind of difficulties do you find in expository text?

TABLE 6. DIFFICULTIES IN EXPOSITORY TEXT COMPREHENSION

	General language	Specialized language	Total
Number	15	25	40

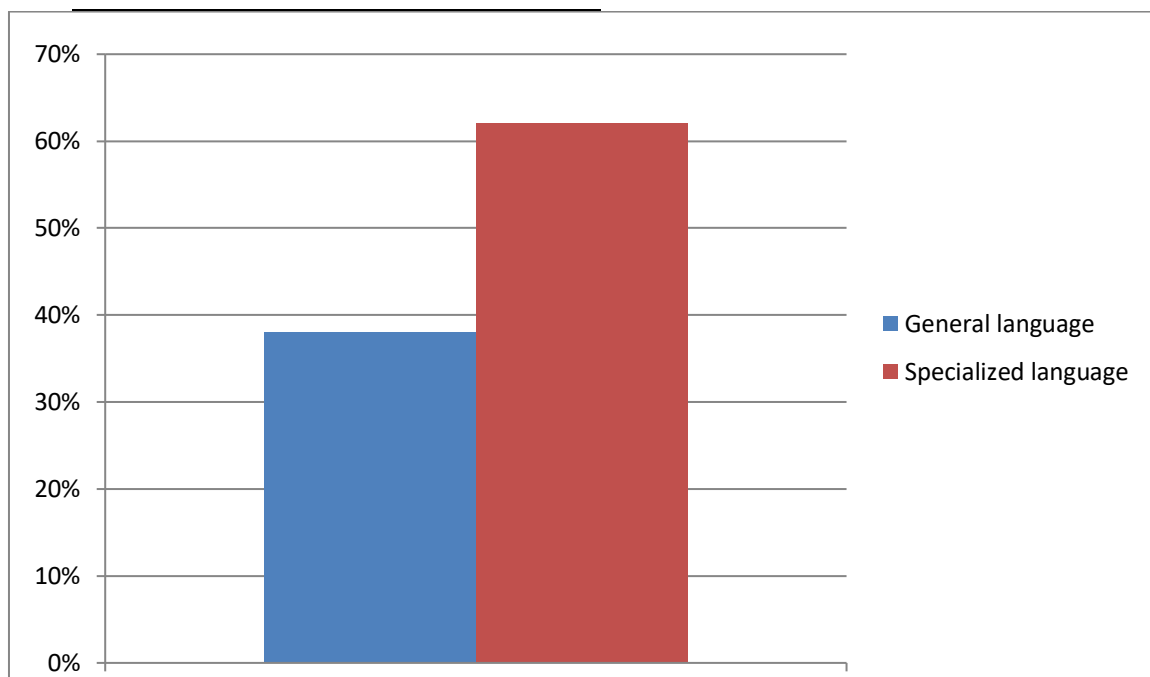


FIGURE 5. DIFFICULTIES IN EXPOSITORY TEXT

Figure 05 shows that students assume that the main difficulties they encounter in comprehending expository text is specialized terms since (62%) agree with finding specialized terms difficult .This may be because specialized terms have particular meaning that is not as easy general English words which one can infer its meanings from context. the second difficulty is general language, where (38%) out of the sample find difficulty in sentence structure or grammar rules .

Q3: According to you, comprehending a text mainly requires:

TABLE 7. TEXT COMPREHENSION REQUIREMENT

	Language fluency	Content knowledge	Total
Number	36	04	40

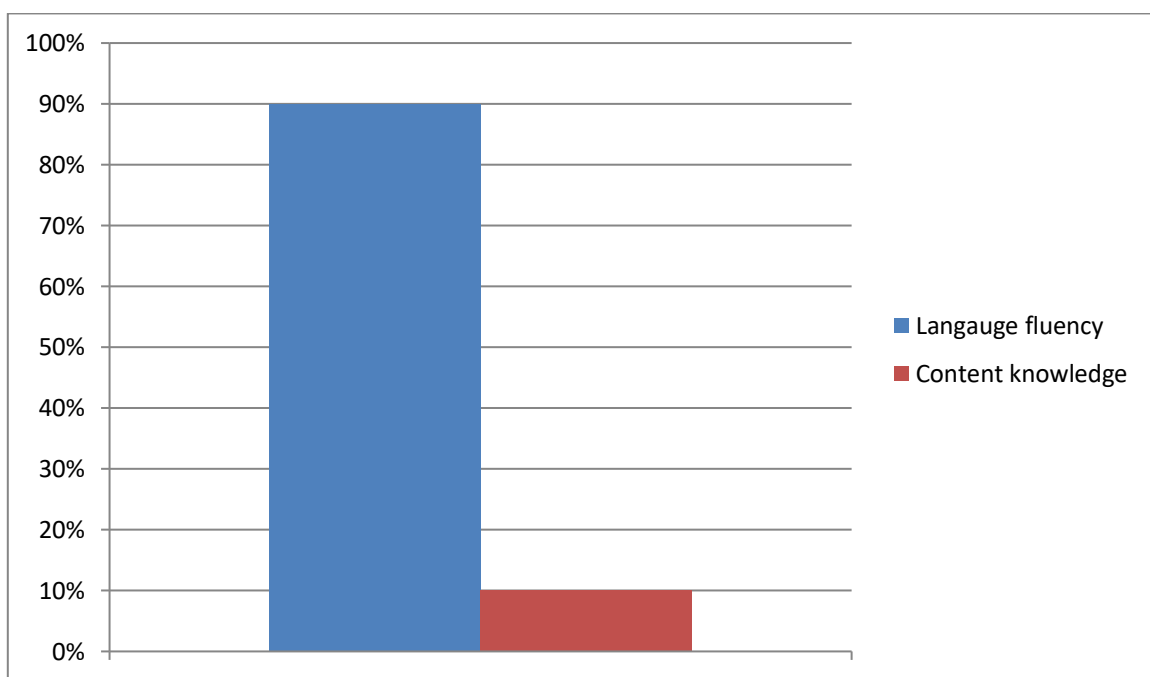


FIGURE 6. TEXT COMPREHENSION REQUIREMENT

Figure 6 shows that (36) students making up (90%) stated that the text comprehension requires language fluency because most of them focus on vocabulary. Whereas the majority don't pay attention to the role of content knowledge in the interpretation of text. Only (10%) consider the importance of background knowledge in making sense of text.

Q4 : Do you think that language fluency is sufficient to understand an expository text ?

TABLE 8. PERCENTAGE OF LANGUAGE FLUENCY IN COMPREHENSION OF TEXT

	Yes	No	Total
Number	32	08	40

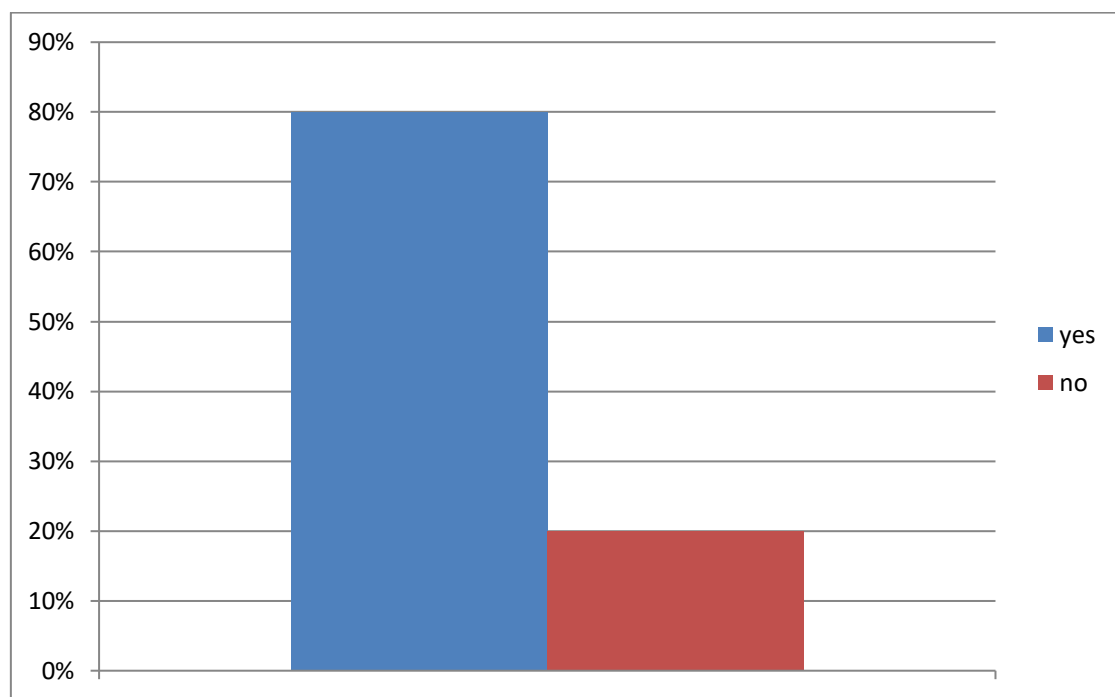


FIGURE 7. PERCENTAGE OF LANGUAGE FLUENCY IN COMPREHENSION OF TEXT

From the result in the table above, I can notice that students making up (80%) believe that mastery of language items is sufficient to understand a text. Whereas (08) students making up (20%) see that even previous knowledge about the topic of the text facilitate the text comprehension. Moreover, it is an aid to better comprehension of the text.

Q5: For understanding a text, I use the following

TABLE 9. WAYS TO UNDERSTAND A TEXT

	Guess the meaning context	Use dictionary	Ask a colleague	Total
Number	11	21	08	40

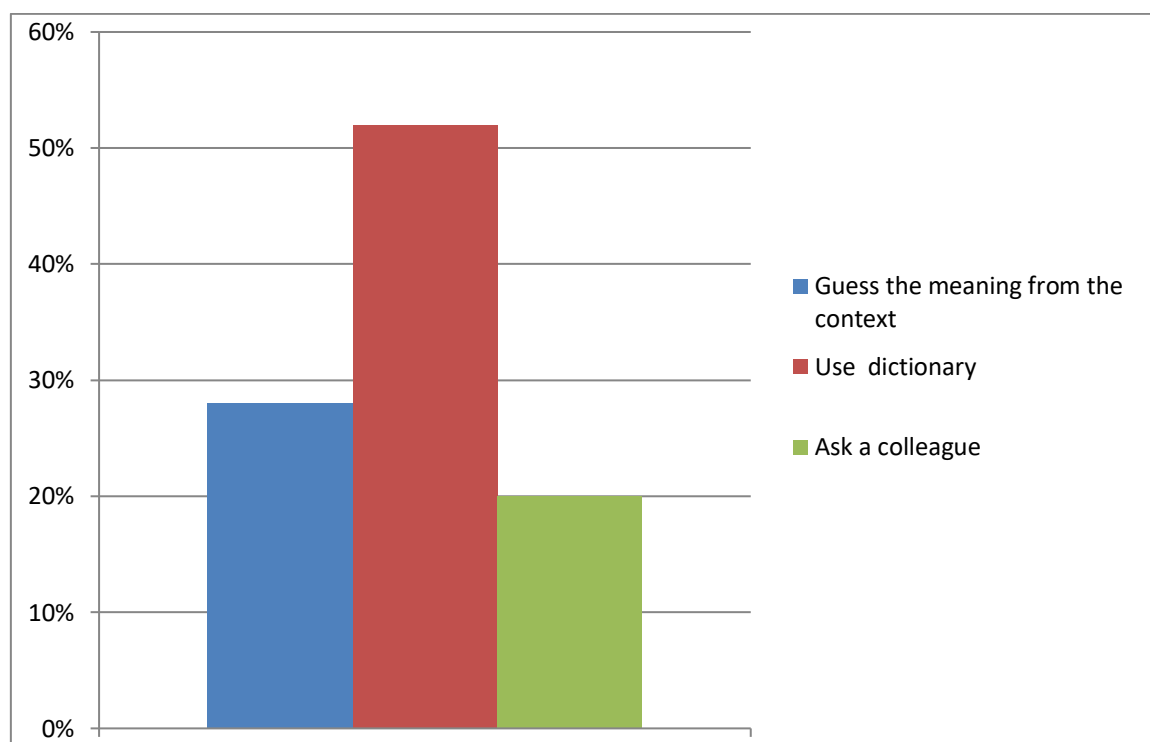


FIGURE 8. WAYS TO UNDERSTAND A TEXT

Overall, figure 8 shows that the percentage of students consulting dictionary to look for meaning of words outraced relying on context to interpret meanings. They believe that mastery of language items is sufficient to understand a text. Whereas students making up (20%) prefer asking aids from colleagues rather than looking for the meaning.

Q6: To what extent, can language fluency help you to understand the text?

TABLE 10. LANGUAGE FLUENCY IMPORTANCE

Percentage	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Number						02			13	20	05

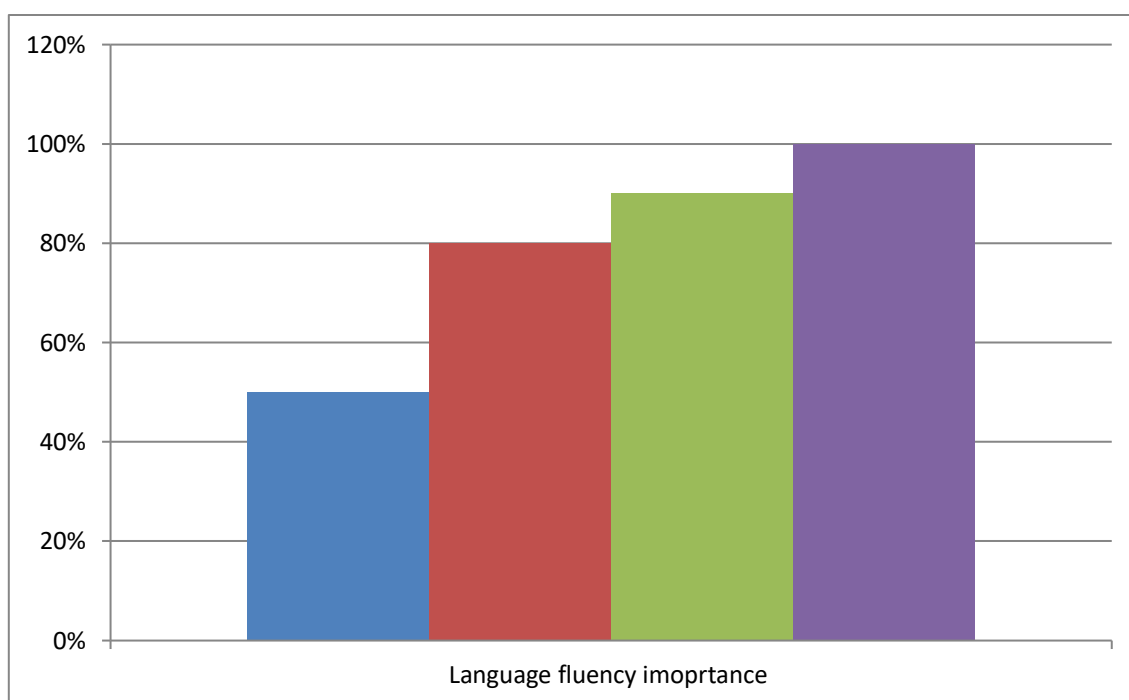


FIGURE 9. THE IMPORTANCE OF LANGUAGE FLUENCY IN TEXT COMPREHENSION

As can be noticed in figure N°9, there are differences in the percentages of language fluency importance in text comprehension. This proves that being fluent is not sufficient to reach the appropriate interpretation of text. This justifies that proficiency in L2/FL and with limited background knowledge may lead student to miscomprehension.

Q7: Content schema is the Background knowledge about the content of a text.

TABLE 11. CONTENT SCHEMATA DEFINITION

	Agree	Disagree	Total
Number	07	33	40

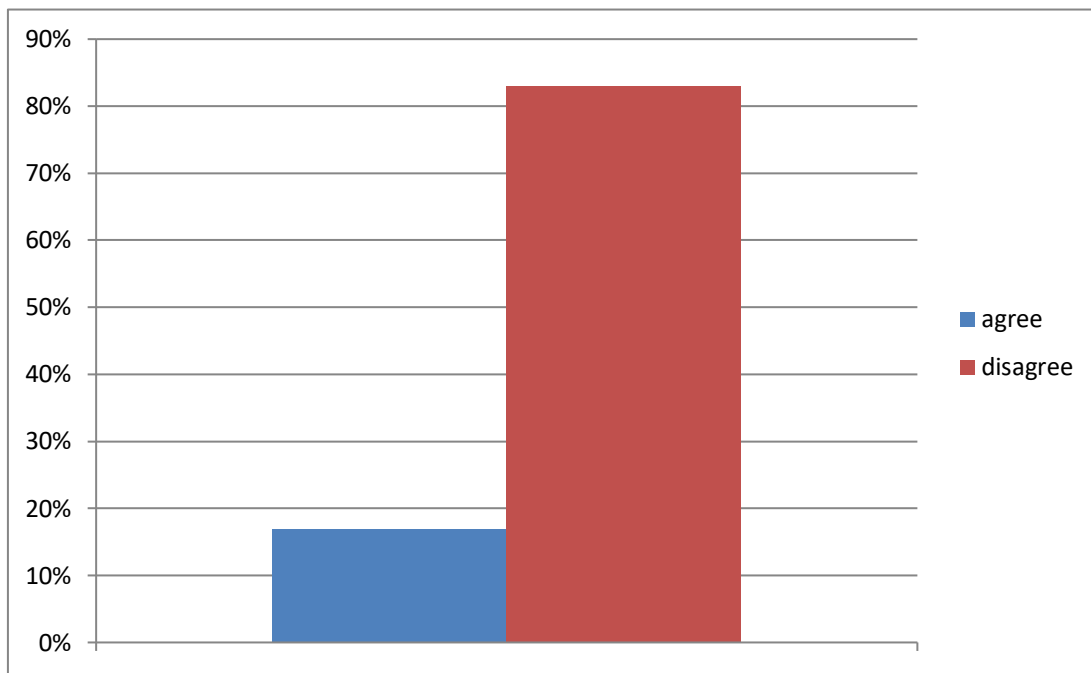


FIGURE 10. CONTENT SCHEMATA DEFINITION

The present item of information is intended to ask students about the concept of *content schemata*. Approximately (83%) of student are not familiar with the concept. Whereas (17%) recognize that *content schemata* is the prior knowledge stored in the brain.

Q8: Do you think that background knowledge about the topic is important to understand a text?

TABLE 12. THE IMPORTANCE OF CONTENT SCHEMATA

	Yes	No	Total
Number	17	23	40

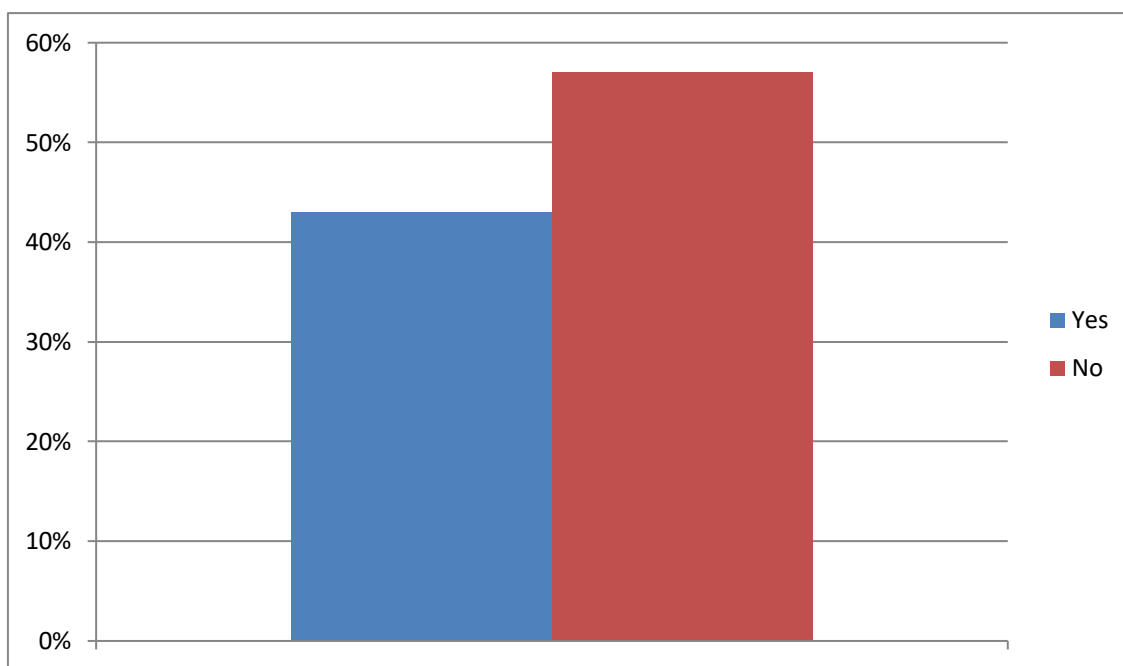


FIGURE 11. THE IMPORTANCE OF CONTENT SCHEMATA

The bar chart shows that (57%) out of the sample are unaware that the background Knowledge facilitates the text comprehension. While (43%) of participants recognize the Importance of prior knowledge because being linguistically competent cannot solve the Comprehension problem.

Q9: My background knowledge about the content helps me to figure out the meaning of text.

TABLE 13. THE ROLE OF CONTENT SCHEMATA

	Agree	Disagree	Total
Number	17	23	40

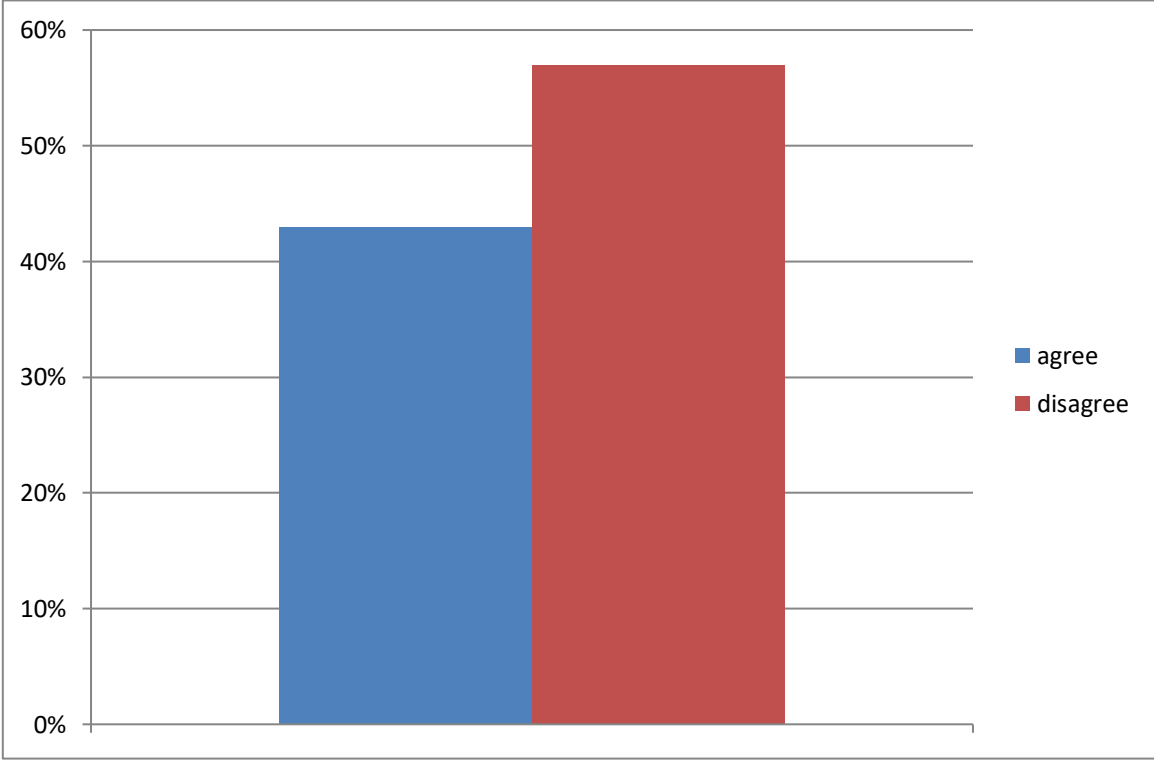


FIGURE 12. THE ROLE OF CONTENT SCHEMATA

Figure 12 reveals students’ attitude towards the role of background knowledge. Only (43%) agree that background knowledge helps to figure out the meaning of text .This demon strates that they are aware that this knowledge is stored in the Brain and activated whenever they interpret new information. While (57%) out of sample don’t recognize the content schemata role.

Q₁₀: To what extent, content schemata helps you to make sense in text?

TABLE 14. CONTENT SCHEMATA IN TEXT COMPREHENSION

Percentage	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Number	0		23		0	0		17	0	0	0

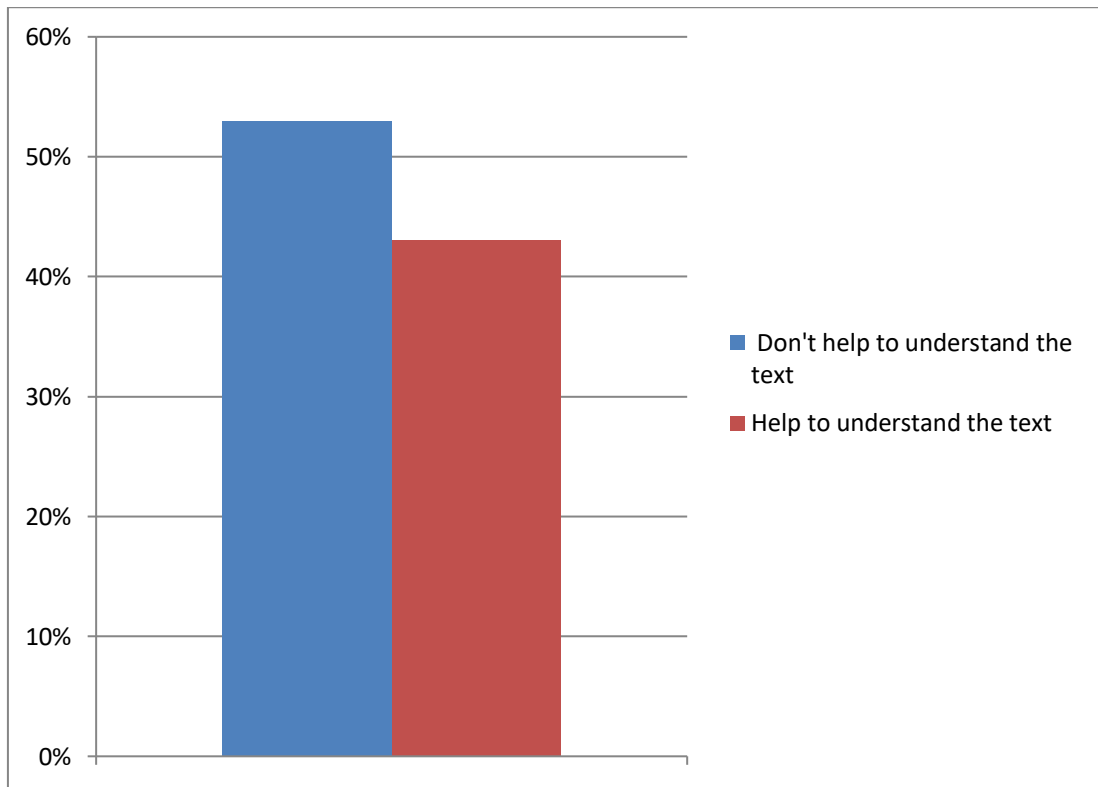


FIGURE 13. CONTENT SCHEMATA IN TEXT COMPREHENSION

Figure 13 shows that (47%) students assume that content schemata help to make sense in text. 23 students making up (53%) see that it don't contribute on the text comprehension.

Q11: According to you, EFL teachers at the university explain ambiguity in a text focusing on:

TABLE 15. AMBIGUITY IN TEXT

	Difficult words	Content of the text	Total
Number	31	09	40

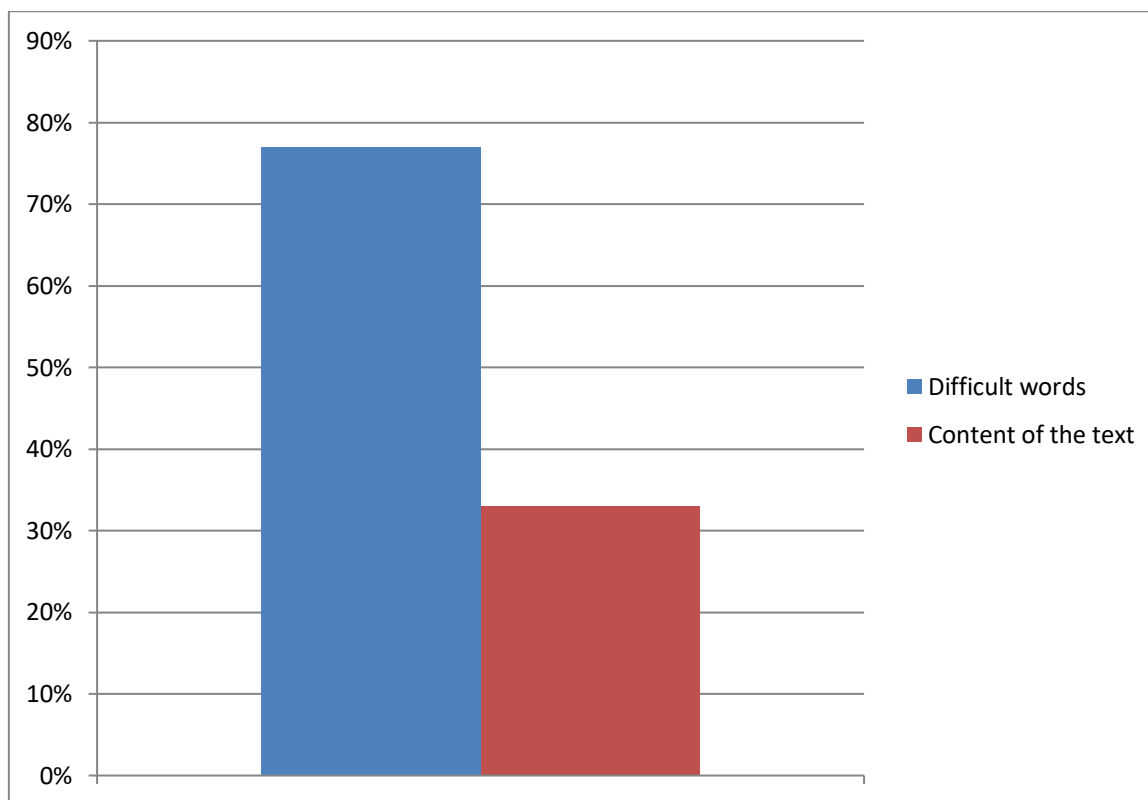


FIGURE 14. AMBIGUITY IN TEXT

Figure 14 shows that students assume that the main difficulties they encounter are: Difficult words since (77%) are strongly agree that this later interrupts their comprehension process. On the other hand, (33%) out of the sample see that they can predict the meaning of words from context while the real ambiguity appears when they get unfamiliar with the topic of the text.

Q12: If the text language is easy and the whole meaning is not clear what did the EFL teacher usually do?

TABLE 16. REMOVING AMBIGUITY IN TEXT

	Translating text	Activating prior knowledge	Total
Number	23	17	40

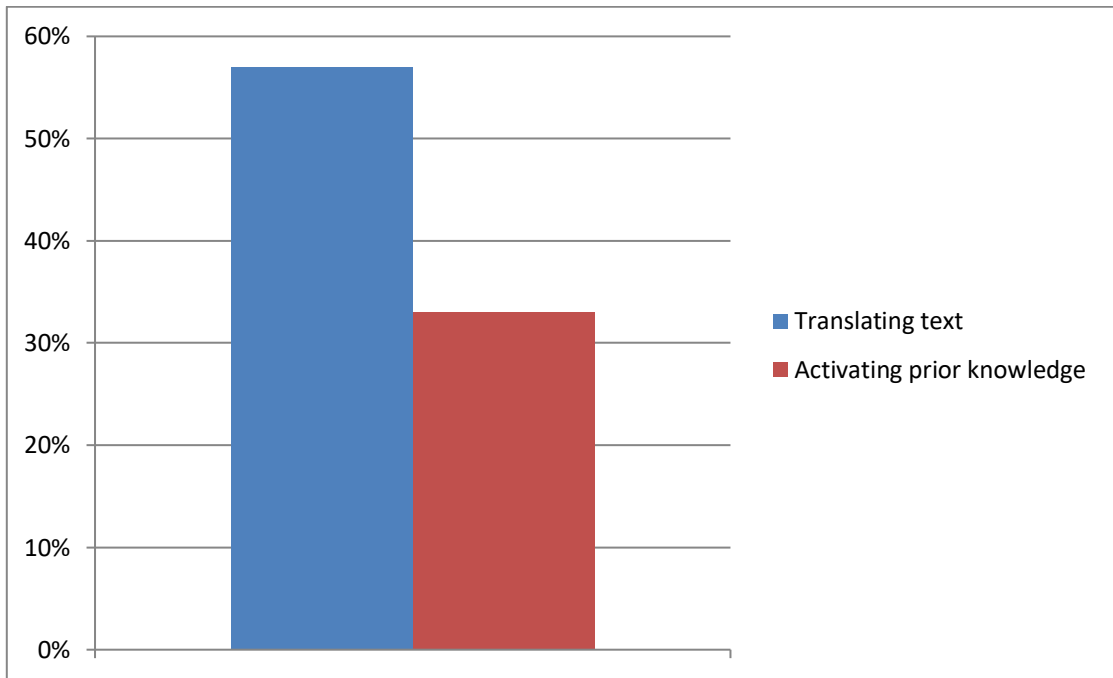


FIGURE 15. REMOVING AMBIGUITY FROM TEXT

The aim of this question is to know whether EFL teachers attract their students' attention to the role of background knowledge or not to predict the text meaning. (57%) from the total sample declared that their teacher focus on translating vocabulary more than asking them questions to activate their prior knowledge.

Q13. FOR COMPREHENDING A TEXT, THE FOLLOWING IS/ARE IMPORTANT.

TABLE 17. THE IMPORTANT COMPONENTS OF TEXT COMPREHENSION

	Grammar	Vocabulary	Cohesion	Coherence	Content of text	Total
Number	04	13	13	06	04	40

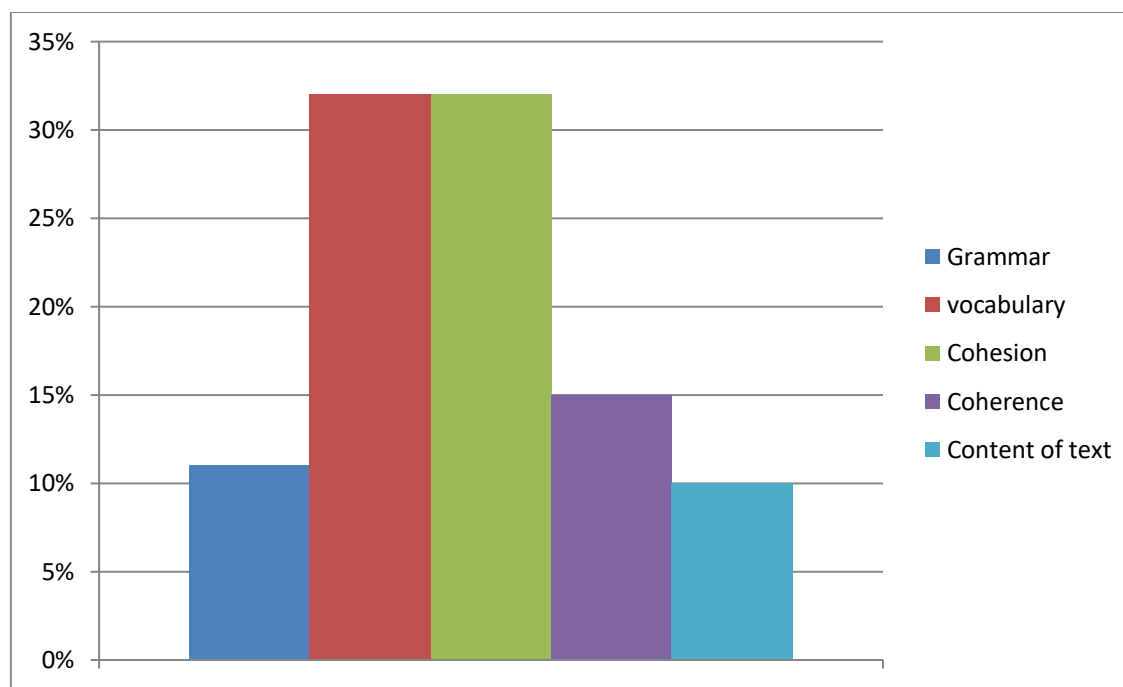


FIGURE 16. THE IMPORTANT COMPONENTS OF TEXT COMPREHENSION

(%32) of the respondents focus on vocabulary and cohesion for comprehension and (15%) rely on coherence, which is logical and important. (11%) of them consider grammar rules, (10%) of them on grammar. Results percentage is classified according to students in terms of priority. Text comprehension entails all these components.

Q14: Text comprehension involves many competencies? Justify?

TABLE 18. COMPETENCIES FOR TEXT COMPREHENSION

	Agree	disagree	Total
Number	19	21	40

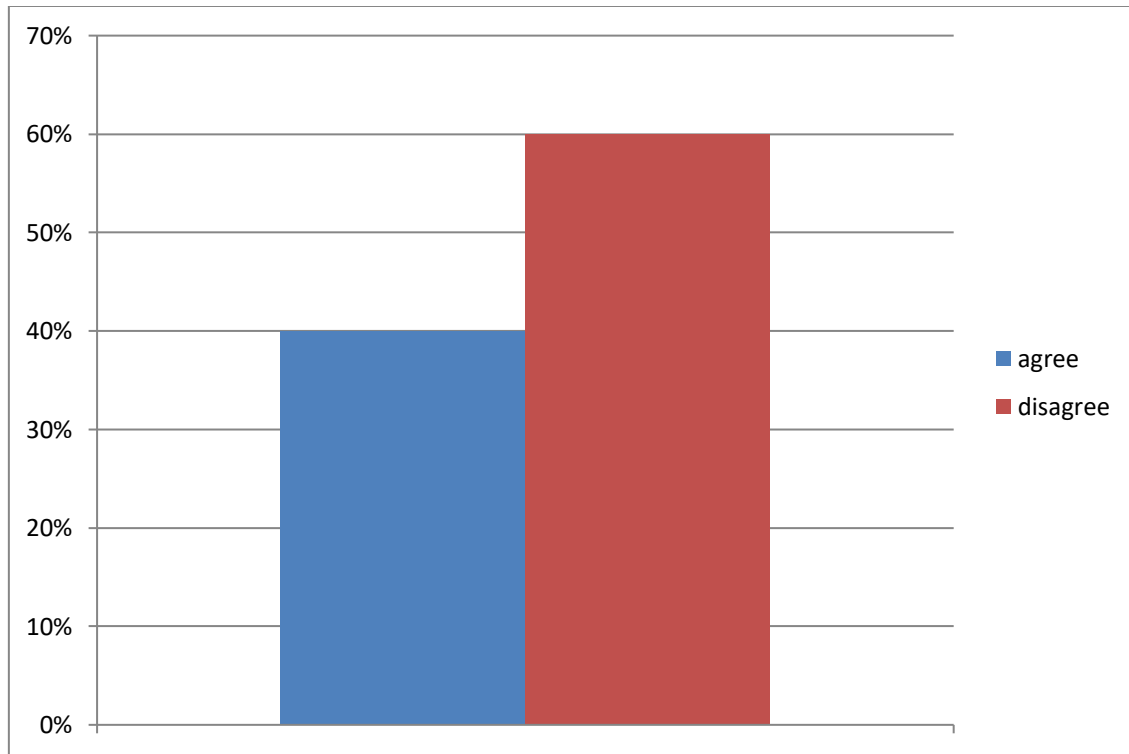


FIGURE 17. COMPETENCIES FOR TEXT COMPREHENSION

The bar chart shows that (40%) out of the sample agree that there are other strategies to Comprehend a text. This group of students recognize that the comprehension process involves many competencies among others discourse, social competencies in addition to linguistic one .While (60%) of students are satisfied with linguistic competence for text comprehension.

4.3 Interpretation of the questionnaire

The questionnaire was conducted to investigate about the effect of content schemata in reading comprehension of expository text. The respondents' answers showed that the majority of students are not aware of the effect of background knowledge in the interpretation of expository text. Only 15.5 % students whose answers showed awareness.

Therefore, I can conclude that majority of participants in the present study do not have a clear idea about the effect of content schemata in text comprehension.

5- The description of experiment

Based on the questionnaire results, the experiment was carried out using tests. The pre-test was about topic interests licence student management .The pre-test aimed at evaluating the students' awareness about the effect of content schemata in reading comprehension of expository text before treatment. This test was given within a limited time 1 hour.

After discussing the results of the pre-test, the first session was planned on the importance of content schemata. Then, the participants are asked to apply the suggested approach. The aim was to raise students' awareness about the context notion and its contribution in the interpretation of discourse.

In the first session, Students were asked to contextualize a short passage. Then, a short passage was distributed to the participants to create context for passage.

The second session was about the importance of context and background information. A short passage was distributed to the participants. Then, the teacher read and explained it to them. After that, students were asked to read and recall. At this time, the teacher started to explain how to activate previous knowledge to facilitate the text interpretation.

After the two sessions, a post-test was administrated to the students. They were asked to figure out the message of text. The test was given in a limited time but the majority of them finished within the time allotted.

5.1 The Procedures

Three steps are followed to analyze the study. Collecting, describing and identifying data. The latter was based on the correction of the pre-test and post-test. Whereas in the description, the analysis of data was done by comparing the students' scores in the two tests: the pre-test and post-test. After integrating discourse analysis in the interpretation of text i.e. focusing on context, it was remarked that the levels of students were different when comparing the two tests.

5.2 The analysis of the pre-tests

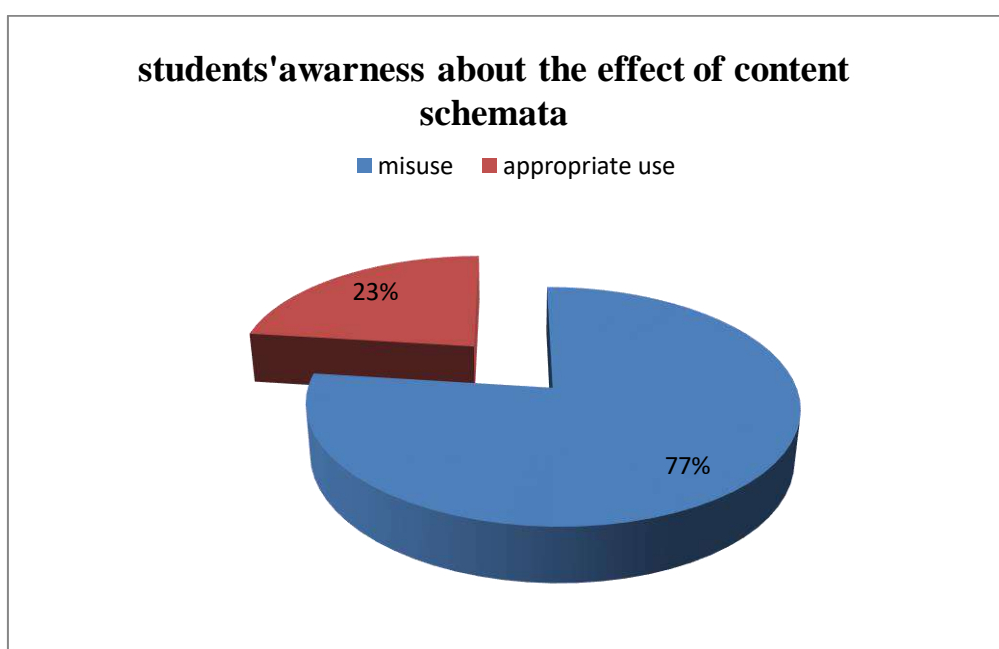


FIGURE 18. STUDENTS'AWARNESS ABOUT CONTENT SCHEMATA

The chart pie revealed that only (23%) of the students were aware of the importance of context. Whereas (77%) of them do not recognize its contribution in the text interpretation .This may be due to focusing to the language fluency “vocabulary and grammar”.

5.3 Interpretation

I conduct a pre- test to evaluate the students' awareness of the effect of content schemata in the comprehension of text .before being trained. It was administrated to 40 students'. They were asked to read and recall text .

The results obtained from this test showed that the majority of students (77%) are not aware of the effect of background knowledge in the text interpretation.

5.4 The analysis of the post-test

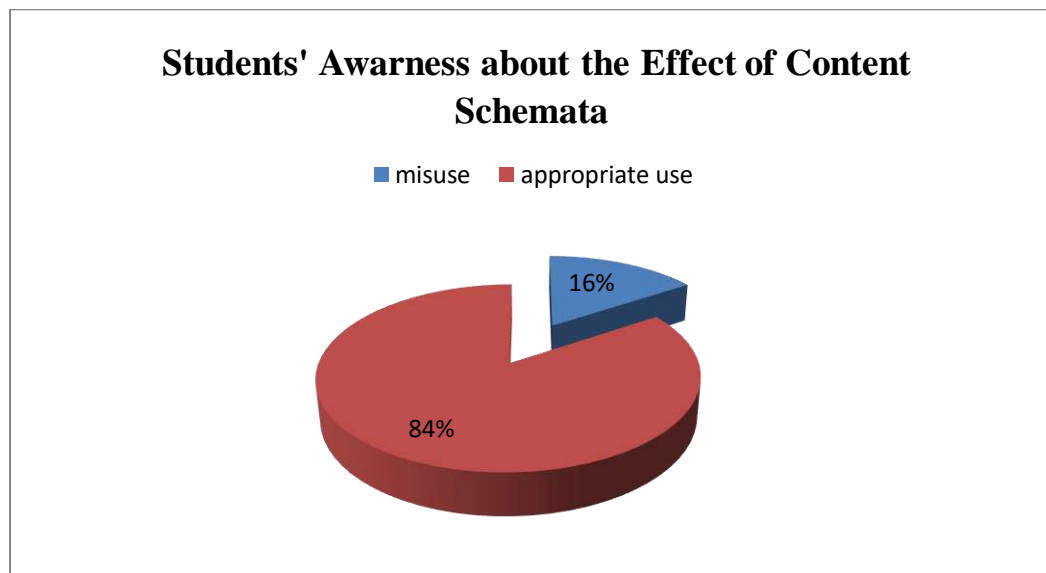


FIGURE 19. PERCENTAGES OF THE POST-TEST

The chart pie shows that (16%) represents the students' misuse of background knowledge in interpretation of text. Whereas (84%) of them recognize its effect in the text comprehension.

5.5 Interpretations

The data gathered showed a great improvement in the use of the students' performance in the post –test. Students' were asked to read the passage and to pick up the message of text. The majority of them 84% recognize the effect of content schema in the

text comprehension, while 16% of the students misuse the context.

5.6 Comparison of The Pre-Test and The Post-Test

The chart below shows that the students' performance has improved in the post-test. That is, when raising students' awareness about content schemata in the interpretation of text, the appropriate use of it has been noticed as it is shown:

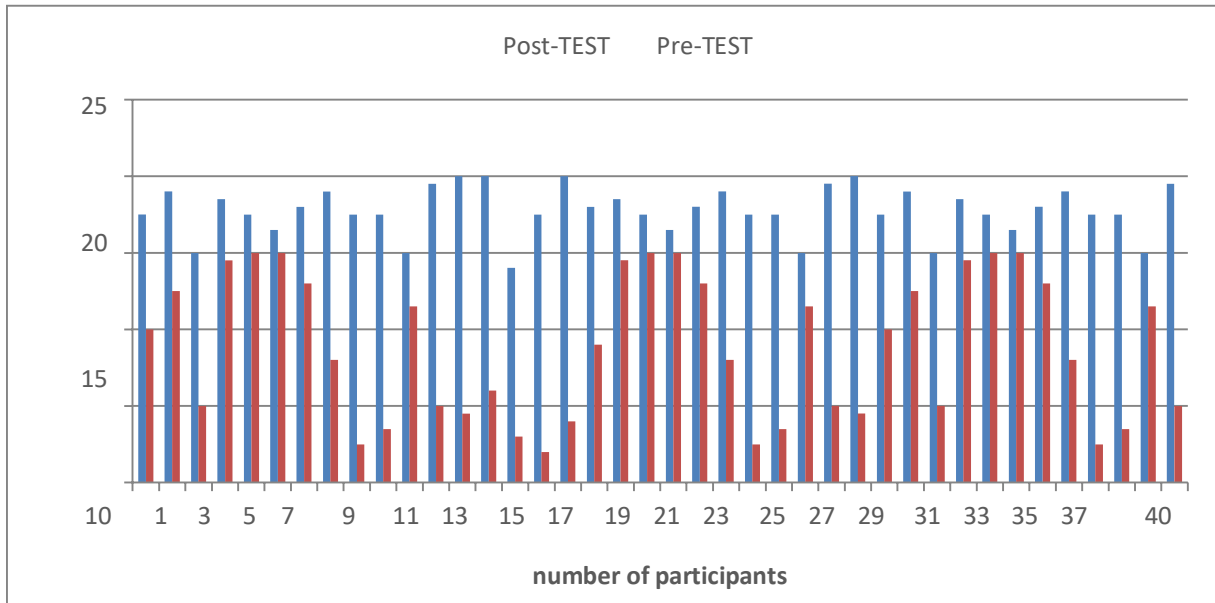


FIGURE 20. THE COMPARISON OF THE PRE-TEST AND THE POST-TEST

6. Conclusion

This part devoted to present the research design, explain the tools used in collecting data and assuring the validity and reliability of this study. Moreover, it presents the analysis and interpretations of data. Such findings and interpretations might be benefit to students.

General Conclusion

Making sense of expository text involves not only language proficiency, that is linguistic knowledge which includes syntax and morphology, but also an awareness of content knowledge which refers the prior experience and background knowledge .

This study revealed that students needed assistance in how to comprehend texts in terms of being aware of interaction between the world of text and world outside the text .It has been noticed that the students were not aware of the effect of content schemata on reading comprehension because of the characteristics of the content schemata in terms of culture and topic area, and puts forward ways to help the students construct new and appropriate content schema .Widdowson (1978) says, the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in language. That is, even fluent students with no language problems failed to comprehend what they read in English.

All in all, as it has been suggested in above for effective reading comprehension linguistic and non linguistic knowledge of the text should be taken into consideration.

Pedagogical Implications

Discourse analysis occupies an important place in the EFL class. It comes to develop the language learner communicative competence hence they will be discursively competent. Under the umbrella of discourse analysis the term content schemata paves the way to make sense of discourse. This study shows that students are unaware of the effect of content schemata. Therefore, teachers should teach effectiveness of discourse analysis. In order to raise students' awareness to the effect of content schemata, which is the aim of this study. Thus, I highly recommend the following:

- 1-** Teachers need to raise EFL learners' awareness of discourse analysis.
- 2-** Teachers need to design syllabus thematic based.
- 3-** Teachers need to use authentic materials to associate EFL learners with real life situations.

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APPENDIX Students' Questionnaire



Kasdi Merbah University- Ouargla
Faculty of Management and Economics
Department of Management
Third year BA

INTRODUCTION

The present questionnaire was elaborated to serve as a basis for Master research in the context of a Content Schemata. It is divided into two parts and consists of three pages and designed to be answered within fifteen minutes.

I invite you to answer it objectively. In addition, I inform you that your answers will retain the status of anonymity. Please, answer all questions as accurately as you can.

Instruction is provided for the way of answering. Thank you in advance for your kind cooperation.

INSTRUCTIONS

1. Put a **tick** (✓) in each
2. **Circle** the selected item in the remaining types of questions.

SECTION ONE: Background information

Students' Age:

Students' Gender: Female Male

Period of studying English: years.

PART TWO: Students' experience and suggestions

Q1. It is easy for you to understand expository text in:

- Arabic
- English

Q2: What kind of difficulties do you find in expository text?

- General language
- Specialized language

Q3: According to you, comprehending a text mainly requires:

- Language fluency
- Content knowledge

Q4: Do you think that language fluency is sufficient to understand an expository text?

- Yes
- No

Q5: For understanding a text, I use the following

- Guess the meaning Context
- Use dictionary
- Ask a colleague

Q6 : To what extent, can language fluency help you to understand the text?

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Q7: Content schema is the Background knowledge about the content of a text.

- Agree
- Disagree

Q8: Q8: Do you think that background knowledge about the topic is important to understand a text?

- Yes
- No

Q9: My background knowledge about the content helps me to figure out the meaning of text.

- Agree
- Disagree

Q10: To what extent, content schemata help you to make sense in text?

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

Q11: According to you, EFL teachers at the university explain ambiguity in a text focusing on:

- Difficult words
- Content of the text

Q12: If the text language is easy and the whole meaning is not clear what did the EFL teacher usually do?

- Translating text
- Activating prior knowledge

Q13: FOR COMPREHENDING A TEXT, THE FOLLOWING IS/ARE IMPORTANT.

- Grammar
- Vocabulary
- Cohesion
- Coherence
- Content of text

Q14 : Text comprehension involves many competencies? Justify?

- Agree
- Disagree

Justification:.....

.....

APPENDIX 02 The PRE-TEST

FIRST SESSION

Read the passage then contextualize it :

A: how much was it?

B: oh, you don't really want to know, do you?

A: Oh, tell me.

B: Wasn't cheap.

A: Was it a pound?

B: Pound fifty.

(Author's data).

Nunan, D.(1993.p36). Introduction Discourse Analysis. London: Penguin Books.

SECOND SESSION

Read the passage and recall :

If the balloons popped, the sound wouldn't be able to carry since everything will be too far away from the correct floor. A closed window would prevent the sound from carrying, since most buildings tend to be insulated. Since the whole operation depends on a steady flow of electricity, a break in the middle of the wire would also cause problems. Of course, the fellow could shout, but the human voice is not loud enough to carry that far. An additional problem is that a wire could break on the instrument. Then there could be no accompaniment to the message. It is clear that the best situation would involve less distance. Then there would be fewer potential problems. With face-to-face contact, the least number of things could go wrong.

Nunan, D.(1993 p.37). Introduction Discourse Analysis. London: Penguin Books.

APPENDIX 03 THE POST TEST

Read the text then pick up its meaning:

*Organizational culture includes an organization's expectations, experiences, philosophy, as well as the values that guide member behavior, and is expressed in member self-image, inner workings, interactions with the outside world, and future expectations. Culture is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid (The Business Dictionary). In business terms, other phrases are often used interchangeably, including "corporate culture," "workplace culture," and "business culture." In this vein, we can talk about task culture and clan culture. How committed employees are towards collective objectives are parts of task cultures and clan cultures. In a task culture, teams are formed with expert members to solve particular problems. A **matrix structure** is common in this type of culture, due to task importance and the number of small teams in play (Boundless, 2015). Clan cultures are family-like, with a focus on mentoring, nurturing, and doing things together (ArtsFWD, 2013).*

[www.cal.org/resourced /diegest/0107 demo.html](http://www.cal.org/resourced/diegest/0107_demo.html)

الملخص

تهدف هذه الدراسة داخل اطار منهج تحليل الخطاب في التحقق من فعالية المحتوى التخطيطي في تسهيل عملية فهم النصوص. تم مشاركة هذا البحث من طرف اربعين طالب من طلاب السنة الثالثة ليسانس تسيير واقتصاد بجامعة قاصدي مرباح ورقلة. تم انجاز هذا البحث باستعمال استبيان وحصص تجريبية وما تم التوصل اليه كنتيجة هو ان المعارف القبلية لمحتوى النص تلعب دورا مهما في فهم العام للنص . وهذا ما يؤكد الدور الفعال لمثل هذه الحصص .

الكلمات المفتاحية: تحليل الخطاب - السياق - المحتوى التخطيطي - النصوص التفسيرية .

Abstract

This study attempts to investigate the effect of content schemata in the comprehension of Management text adopting discourse analysis approach. This research was administered to 40 students of third year BA students of Management at Kasdi Merbah University of Ouargla. To approach this study, a questionnaire and a pre-test /post-test were used. The data obtained from this research tools indicated that content schemata affect the students' text comprehension, which reflected the efficiency of the training sessions.

Key words: Discourse analysis, Context, Content schema, Expository text.

Résumé

Cette étude tente d'examiner l'effet des schémas de contenu sur la compréhension du texte de gestion en adoptant une approche d'analyse du discours. Cette recherche a été distribuée à 40 étudiants de troisième année en gestion de l'Université Kasdi Merbah de Ouargla. Pour aborder cette étude, un questionnaire et un pré-test / post-test ont été utilisés. Les données obtenues à partir de ces outils de recherche indiquent que les schémas de contenu affectent la compréhension du texte par les étudiants, ce qui reflète l'efficacité des sessions de formation.

Mots clés: analyse du discours, contexte, schéma de contenu, texte descriptif.