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The Effects of the EFL Learners L1 Schemata on their Speaking Ability: the Case of 2nd Year Licence Students at Ghardaia University

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Dedication

First of all, I would like to express my cordial gratitude to the Almighty Allah for giving me the strength and the ability to finish this research work.

I would like to express my sincere gratitude to my father and mother, who with love and efforts have accompanied me in this process, without hesitating at any moment of seeing my dreams come true. You are the best parents a daughter could ever have.

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Mayar

Dedication

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Abstract

The present study investigates the Effects of the EFL learners L1 schemata on their speaking ability. Schemata, as a concept of the language structures that are stored in the non-native speaker's mind, play an influential role in deciding his/her way of observing, perceiving, and interpreting information., represented in his/her EFL utterances. So, this research raises the problem of the way the EFL learners' L1 schemata affect their speaking ability. It aims at suggesting methods and strategies for reducing the effects of L1 schemata on the learners' speaking ability. The study follows the descriptive type of research via describing sessions of oral expression with 2nd year licence students at the University of Ghardaia. It is based on the quantitative approach through administering a questionnaire to 100 students of the same level. The results indicate that the EFL students' L1 schemata influences their process of speaking so that teachers have to develop various methods of teaching oral expression to enhance their learners' speaking competence.

Keywords: L1 schemata, EFL, speaking skill, speaking competence

List of Abbreviations

EFL: English as a foreign language

FL: foreign language

L1: first language

L2: second language

TL: target language

WTC: Willingness to Communicate

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ملخص

General Introduction

General Introduction

1. Background of the Study

English is considered as one of the most popular languages in the world. Learners of English who have the opportunity to live in an English-speaking environment while studying have a huge advantage because they are surrounded by the language into practice every day. However, the majority of English learners who live in their native countries, where English is not their first language and, as a result, do not have these benefits.

In this regard, EFL learners are required to master speaking English language in order to express their ideas and feelings. Yet, they face various obstacles doing that, such as the lack of vocabulary, translation, grammatical mistakes, low motivation, reading laziness, etc.

One of the major issues faced by EFL learners is their use of their L1 Schemata i.e., their prior knowledge from their L1 in the EFL speaking classrooms. As it is known, the existing knowledge enables people to understand new concepts because they have already images and language structures stored in their mind. On the other hand, it may affect their learning process negatively. In the light of this, teachers are required to offer appropriate methods and strategies to help students to improve their speaking skills, as for students they are required to avoid relying on their L1 prior knowledge while learning and speaking English a second language.

In practice or in real classroom situation, learners find it difficult to communicate or interact using the TL: they think that speaking a FL perfectly, with a good pronunciation and fluency, is a complex task to fulfill.

So, this study examines the impact of EFL learners' L1 background on their speaking ability, choosing 2nd year licence students at the university of Ghardaia as a case study. This topic has been discussed by many researchers because of the significant influence of L1 Schemata on the speaking skill of the learners. It also focuses on the interaction between teachers and students, and the methods used in the speaking classes. This research will help learners to improve their speaking and communication competency through avoiding the activation of their L1 schemata in their speaking performance.

Speaking is one of the four language skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. As the process of learning and applying the skills of oral English are so closely related, the classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed. In other words, *"Many if not most foreign language learners are interested in learning to speak."* (Ur, 1984: 120).

On the other hand, the term "schemata" is a technical term in cognitive psychology, which was firstly put forward by Kant (1781). He thought that it would make sense only if the concept was connected with a person's background knowledge. Cook (1983) defined Schemata as *"a mental representation of a typical instance."* (Cook (1983: 69). Schemata are also described as *"cognitive constructs which allow the organization of information in long-term memory."* (Widdowson, 19893: 34).

Kujawa and Huske (1995) agreed that in the teaching and learning process, approaches of the previous school and the social experience of the students, and ours also affect the course we are planning. Thus, it is essential to consider how these differences

impact classroom dynamics and learning. Therefore, with Schemata, students will be more effective in learning the material which is familiar with them (Ahmed, 2009: 125).

Schemata permit us to structure impressions. They influence how we may observe, perceive, and interpret information. For instance, people who come from different countries or backgrounds may understand a situation in one way, whereas others, based on previous experience, may consider it to be something entirely different (Rober & Rober, 2001: 173).

2. Rationale

Our rationale behind choosing this topic is to investigate the effect of EFL learners' prior knowledge on their speaking skills, as well as the variable reasons and purposes behind using their L1 in EFL classrooms. More importantly, we try to highlight the reasons behind the learners speaking common errors either in the oral expression sessions or in the different English communicative contexts.

3. Statement of the Problem

Since English has become a universal language and a means of communication all around the world, English language teaching/learning field recognizes a noticeable development. The issue to include or exclude the native language in EFL classrooms has been the subject of an on-going debate and research. This research is an attempt to investigate the effect of EFL learners' L1 Schemata on their speaking ability. Hence, this dissertation raises the following main question:

What are the effects of the EFL learners' L1 schemata on their speaking ability?

4. Research Questions

1. What is the meaning of L1 schemata?
2. Does the lack of the cultural knowledge, related to the TL, affect the learners' speaking competence?
3. What are the methods of reducing the impact of L1 schemata on the EFL learners speaking ability?

5. Hypotheses

For the main problem in this study, we hypothesize that EFL learners' L1 schemata may slow their speaking process.

For the sub-questions above, we suggest the following hypotheses:

1. Schemata are related to the L1 structures stored in the learners' mind.
2. To be competent in speaking, the students need the EFL cultural background.
3. Practice and Listening to native speakers can reduce the effects of L1 schemata on the learners speaking ability.

7. Research Objectives

This research aims at exploring the impact of the students' L1 schemata on their speaking ability. In addition, it introduces the various methods and techniques of improving the learners speaking ability. In addition, it highlights the main differences between L1 and EFL listening/speaking contexts. Furthermore, it emphasizes the importance of practice in reducing the effects of L1 schemata on the speaking ability. Moreover, it provides the opportunity to the students, reading this dissertation, to be more

active and conscious in practicing their speaking activity and developing their speaking skills via avoiding the interference of their mother tongue.

8. Methodology

The present study is based on the descriptive type of research where we attended sessions of oral expression with 2nd year licence students at the University of Ghardaia, and provided a full observation and description of the lesson stages and the students response to the teacher's instructions. We focused on recognizing their main common errors, especially the ones related to the inclusion of Arabic thinking and structures in the English sentences.

We chose this level because the learners still have not reached the level of high fluency in English so that the research results would be more reliable.

To collect the data, the researchers used the quantitative approach: a questionnaire was administered to 100 students of the same level (from the whole section of 238 students). The questionnaire contains different questions that focus on the role of L1 schemata in affecting the learners speaking competence. They deal also with common errors repeated by the students in oral expression sessions.

9. Limitation of the Study

Some challenges have been faced throughout the period of conducting this research. Concerning the sessions of oral express, the process of attending them required a continuous and frequent follow of the students, a session after the other, to notice the students repeated and common errors needs. Also, the nature of the question in the

questionnaire have to be varied between their competence of speaking English and the use of their L1 schemata, a task that involves high concentration.

9. Structure of the Dissertation

This dissertation is divided into three chapters. The first chapter suggests a detailed comparison between of L1 acquisition and EFL learning: it defines L1 and EFL contexts and tackles the difficulties faced by students when learning a new language. Also, it highlights the meaning of speaking, its elements, and strategies. In addition, the chapter focuses on The EFL learners common mistakes of speaking.

The second chapter presents the definition of schemata with its types, and how it affects speaking ability among EFL learners. Moreover, the issue of culture relationship with a TL is explained via clarifying the need of this kind of knowledge to ensure fluent and accurate listening/speaking environments.

The Third chapter is devoted to the practical part of this research. It provides a detailed description, analysis, and discussion of the students' replies of the administered questionnaire. Also, the sessions attended with the teacher of oral expression are presented with full description. In addition, suggested recommendations about the techniques of teaching speaking skill are included in this part.

10. Definition of Terms

- **Schemata:** refer to a cognitive framework or concept that helps organize and interpret information. Individuals' background knowledge is organized and stored in some fixed schemata, together with some other, more flexible schematic structures (Brown and Yule, 1983: 249).

- ***Speaking:*** it is collaboration between two or more persons in the shared time and context to communicate opinions, information, or emotions (Thornbury, 2005: 121).
- ***Formal schema:*** refers to speaker's knowledge towards the language, conventions, and rhetorical structures of different types of text. Formal schema involves orthography, syntax, cohesion, and text structure (Carrel and Eisterhold, 1983: 79).
- ***Linguistic schema:*** refers to linguistic knowledge, which is the knowledge of phoneme, vocabulary, phrase, paragraph, sentence structure, grammar, and cohesive structure, etc. It plays a basic role in a comprehensive understanding of a discourse (Frida, 2020: 28).

Chapter One

Chapter One

Speaking Skill in the EFL Classroom: Definitions and Difficulties

1.1 Introduction

Throughout history of language development, there has been a great interest in language acquisition and leaning (L1 acquisition and FL learning). Since the English language has become a global language, many researchers attempted to study the methods and techniques that may serve English language teaching and learning effectively. Among these techniques, we find the use of the learner's mother tongue in EFL classrooms.

Speaking is a crucial process in our life since people can express their ideas, feelings and problems through it. For that, speaking is a very important skill in FL learning to enable learners to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes.

Hence, this chapter provides a brief definition of the mother tongue and its use in EFL classrooms, the four skills of learning a language, and a comparison between L1 and EFL learning. Secondly, it presents different definitions of speaking skill. Its elements and strategies are highlighted as well. Last but not least, it will shed light on the difficulties faced by EFL learners while speaking English.

1.2 L1 Acquisition vs. EFL Learning

L1 is one of the unexplainable mysteries surrounding us in our daily lives. Children learn language naturally, almost miraculously, as their language acquisition is rapidly developed with an apparent speed and accuracy that baffles parents. Maria Montessori, an

Italian physician and educator who was responsible for the Montessori Education, which fundamentally believes in human development using an educational approach, said: “*The only language [people] ever speak perfectly is the one they learn in babyhood, when no one can teach them anything!*” (O’Grady & Cho, 2011: 326).

The mother tongue or the mother language as it is defined “*the first language that you learn when you are a baby, rather than a language learned at school or as an adult*” (Cambridge Dictionary). It is the language that a person is being exposed to from birth within the critical period. The mother tongue is the language of one’s origin, and sometimes indicates one’s identity. The mother language is also called native language or first language (L1).

The mother language is the language the child first acquires when speaking. In Big Indonesian Dictionary (2004, p. 54), it is stated that the mother tongue is the first language controlled by human from birth through interaction with fellow members of the language community, such as family and community members of his family. According to Tarigan (1988), mother tongue is identical with the ancestral language. That is, in a household can occur more than one mother tongue (Tarigan, 1988: 31).

According to Tarigan (1988), mother tongue is identical with the ancestral language. That is, in a household, more than one mother tongue can occur (For example, the husband of the Batak ethnic and wife of the Sundanese). So, khati (2011) argued:

First language, mother tongue and native tongue are common terms for the language which someone acquires first in his childhood because it is spoken in the family and and/or it is the language of the country where he is living (Khati,2011: 210)

Lightbown and Spada (2006) explain L1 acquisition rather humorously by stating that, based on Behaviorist Theory, L1 acquisition is “*Say what I say*”, for Innatist Theory, “*It’s all in your mind,*” and for Interactionist Theory, “*A little help from my friends.* From these phrases, we can conclude that each theory has different explanation as to how we acquire our L1 (Lightbrow and Spada , 2006: 10-19).

According to the Behaviorist Theory, Skinner (1985) equated learning a language to verbal behavior. Therefore, he believes that language acquisition like any other behavior can be observed, rather than trying to explain the mental systems underlying these types of behaviors. To him, children are born with a blank state of mind. Children acquire L1 through stimuli given to them and the responses of children are conditioned through reinforcement. A positive response will be conditioned through positive reinforcement like reward or praise and vice versa for a negative response which is conditioned with punishment (Skinner, 1985: 291-301).

Krashen (1982) claims that there are two ways for an adult to approach a second language:

- *Acquiring*: it is the way children get their first language, subconsciously, through informal, implicit learning. Once you have acquired something you're not always aware you have done it. It just feels natural; it feels as if it has always been there.
- *Conscious learning*: it means knowing about language, explicit, formal linguistic knowledge of the language (Krashen,1982:17)

Another difference is the environment. If the L2 learners are exposed to a nurturing and non-threatening environment, they are most likely successful in learning L2. Rashid (2006) for instance, found that less proficient, young adults in Malaysian secondary schools learned English better when the teacher used children's stories as they did not feel

threatened by the high-level vocabulary and complexities of the sentences. It is because of the concern to expose learners to a non-threatening environment that some native speakers adjust their speech to accommodate L2 learners by using “Foreigner Talk” or ‘Teacher Talk’ (similar to ‘Baby Talk’ used by parents when talking to children acquiring the L1) if the L2 learning occurs in the classroom. These external factors can contribute to the development of L2 learning for older children and adults (Rashid, 2006:1-11)

McLaughlin (1981) claims that linguists attempt to explain the similarities and differences of L1 acquisition and L2 learning by taking into account the linguistic competence, which is the underlying knowledge of that particular language and the linguistic performance, referring to the actual production by the learners at various stages of L1 acquisition or L2 learning. He states that behaviorists explain the success on acquiring L1 and learning L2 through a process of imitation and habit formation. (McLaughlin , 1981: 10-26) .

MacWhinney (2008) argues that in early stages adult L2 learners simply treat a word in their second language, such as “chien,” as another way of saying “dog” in their first language. Thus, it has been argued that the lexicon in early L2 acquisition has no separate conceptual structure. Establishing translation equivalents, of course, can be very useful for languages with many cognates. However, going beyond the names for concrete objects, such as “chair” and “chaise”, can be problematic. For example, the English verb “know” corresponds to two verbs in French, “*savoir*” and “*connaître*.” French “*apprendre*” corresponds to English “teach” and “learn.” It is easier to relabel, or to merge two existing categories, as is the case for exact cognates than to create an L2 category with no L1 equivalent. (Gullberg 2008: 286)

There is an attempt to explain the difference between first and second language acquisition through lateralization in the brain. Steinberg (1997) explains lateralization as follows:

The brain assigns, as it were, certain structures and functions to certain hemispheres of the brain. Language, logical and analytical operations, and higher mathematics, for example, generally occur in the left hemisphere of the brain, while the right hemisphere is superior at recognizing emotions, recognizing faces and taking in the structures of things globally without analysis. This separation of structure and function in the hemispheres is technically referred to as lateralization (Steinberg, 1997: 179).

In this regard, no one solid, linguistic theory can provide the ultimate explanation for the similarities and differences of L1 acquisition and L2 learning as there are many factors that influence the success in language acquisition or language learning.

1.3 Speaking in the EFL Classroom

1.3.1 Definition of Speaking

Speaking is one of the main four skills –listening, speaking, reading, and writing– of learning FL. The concept of “speaking” has many definitions. Thornbury (2005), for example, believes that speaking is an activity in real life carried out by a speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned, and their continuity is based on situations. Speaking is collaboration between two or more persons in the shared time and context to communicate opinions, information, or emotions (Thornbury, 2005: 121). In other words, speaking is an important skill and it is a part of our daily life. It is an interactive process that takes place between individuals. Also, it requires a sender (the person who transmits a message or information) and a receiver (the

person who receives a message) in order to express feelings, emotions, exchange ideas, share information and build relationships.

For Chaney (1998), a speaking skill is *“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.”*(Chaney, 1998:13). Hence, speaking is a process that aims at conveying ideas, expressing meaning, and delivering a message through the use of verbal and non-verbal symbols, such as, body language, gestures and facial expressions, as well as words and sentences in order to communicate in real-life circumstances (ibid).

Luoma (2004) pointed out: *“Speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop.”* (Luoma, 2004:01). In other words, to be competent in foreign language takes a lot of time because you need to know how this language works and to learn its rules and system and how to use them appropriately (ibid).

Similarly, Hedge (2000) defines speaking as *“a skill by which people are judged while first impressions are being formed.”* (Hedge, 2000:261). Therefore, speaking is a crucial skill in people’s life that needs attention since it reflects their ideas and feelings.

In addition to the definitions above, Lewis and Hill (1993) stated that speaking is the process that covers many things in addition to the pronunciation of individual sounds. (Lewis and Hill, 1993: 54). Widdowson (1996) believes that speaking is simply the physical embodiment of abstract system or of the grammatical system of language or both (Widdowson, 1996: 54).

In addition to the definitions above, Johnston (2001), it is with the work of Barlette (1932) that the term came to be used in the modern sense, *“This learning theory views organized knowledge as an elaborate network of abstract mental structure which*

represents one's understanding of the world." (Johnston, 2001: 26). Schemas can affect our world view.

Similar to listening, speaking is a skill which deserves much attention every bit as much as other language skills are concerned. Teaching speaking plays a great role for the learner's good oral achievement (Bygate, 1987) quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (Bygate, 1987:01).

Burkart (1998) said that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation (Burkart, 1998: 11).

1.3.2 Elements of Speaking

To achieve accurate and fluent speaking in English, the learners have to be familiar with the different elements of speaking. These main components of communication are not related only to the spoken language, but they include also the mental and social processing which are controlled by the speaker him/herself and the social contexts or environment that surround the process of listening/speaking. Harmer (2001) classified these elements into the parts below.

1.3.2.1 Features of Language

1.3.2.1.1 Lexis and Grammar: they include a variety of certain words and language functions, such as agreeing or disagreeing, surprise, etc. They are crucial parts since they make speakers able to produce at various stages of interaction.

1.3.2.1.2 Connected Speech: the different aspects of connected speech have to be known by the speakers in order to be able to generate a clear and intelligible language throughout the communication process. These features deal with elision, assimilation, linking, contractions, and stress patterns.

1.3.2.1.3 Expressive Devices: it refers to the change of the speed, volume, pitch and stress of utterances to express different emotions. When speakers incorporate this supra-segmental features and devices, they would express much better their feelings and intentions. In addition, they ensure the interlocutors clear and straightforward meaning.

1.3.2.1.4 Language Negotiation: effective speaking can be realized via the negotiation language we use to seek clarification and to show the structure of what we are saying. That is to say, one may take advantage of his interlocutor's clarifications when the latter intends to show the structure of what he/she is saying (Harmer, 2001:27).

1.3.2.2 Mental/social Processing

1.3.2.2.1 Information Processing: it refers to the speaker's ability to process the information in his mind right in the moment he receives it, and then produces the appropriate responses to his interlocutor.

1.3.2.2.2 Language Processing: it is the speaker's competence to convey his intention by producing syntactically and propositionally appropriate sequences, as well as, processing

and retrieving the words or phrases from memory to communicate with people. This helps the speaker to develop habits of rapid language processing.

1.3.2.2.3 Interacting with Others: effective interacting requires the reciprocal listening and understanding of the participants. In this regard, researchers think that the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (ibid:28).

So, the speaker needs to have enough background about EFL in addition to his/her ability to make his/her mental and social processes work together. In other words, he/she must follow these main steps: using the right words (vocabulary); putting them in the correct order (grammar/syntax); sounding like a native speaker (pronunciation); and producing the right meaning (comprehension) (Zhang, 2009: 34).

1.3.3 Strategies of Speaking

Speaking FL or L2 strategies are specific actions, behavior, steps, or techniques that speakers, especially students, use –often consciously – to improve their progress in apprehending, internalizing, and using the TL (ibid). So, strategies are crucial tools or actions that facilitate the acquisition, storage, and use of a new language. Moreover, strategies help learners to develop their L2 communicative skills.

Along our lives and for learning process, we use different strategies in order to store important elements in our memory; for instance, when we are learning to speak, the way our parents or the people around teach us to say certain words or sounds, communication takes place as a strategy.

When learning a FL, some students use different strategies as long as they work for them. Murrieta and Hernández (2012), for instance, pointed out that those students who

learn easily use a great number of learning strategies. On the other hand, there are some students who see the English language learning as a challenge; even though they have already learned their mother tongue without any problem they see the target language as something hard to achieve especially when they have to speak in English there is when the teacher has to help and motivate the student (Murrieta and Hernández, 2012:15).

Since speaking is one of the main challenges for a basic student, and leads to student's frustration since the beginning of the degree; it was proposed to carry out a study based specifically on the speaking skill strategies at basic level in order to support and enhance student's oral participation. MacIntyre and Gardner found out that using learning strategies reduces the level of anxiety which is very common reaction at these early stages. This would be the beginning for searching new strategies that could be of great help for them in this new learning stage which is "*learning English as a FL*" (ibid).

1.3.3.1 Role play

Role play has a considerable impact on the student's speaking abilities; it is one of the most effective speaking strategies. It is very important in teaching speaking because it gives learners the opportunity to practice communicating in different social contexts and in various social roles. In addition, it allows them to be creative and to put themselves in another person's case for a while. Role play is essential in teaching speaking because it allows learners to experience talking in a variety of social circumstances. Moreover, it helps them to improve their speaking skills, and enhance their creativity and confidence (Murrieta and Hernández, 2012:16).

It is among the very common classroom speaking activities, according to Ur (1984), it is one way to consider when a teacher wants to vary the kinds of the spoken interaction experienced in classroom. Role plays provide the opportunity for students and revise their

understanding and perspective by exploring thoughts and feelings of characters in a given situations. More precisely Ur (1984) comes to define it as follows:

Role plays [...] is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom [...], sometimes playing the role of someone other than themselves, and using the language appropriate to this new context (Ur,1987,p, 131).

This special speaking activity has many positive impacts on learners in the EFL classroom:

- It gives them empathy as they examine others' ideas, feeling and points of views.
- It is a chance to practice their oral skills and interpretations as they use the foreign language to describe perceptions, emotions and reactions.
- It provides them with the opportunity to practice decision –making and problem-solving skills as they gain experience in an independent thinking and cooperative learning.
- It develops both speaking and listening activities.

Doff (1988) presents those advantages saying that role play gives a chance to use language in new contexts and for new topics [...], because they are 'acting out' a situation .Role play encourages students to use natural expressions and intonation, as well as gesture (Doff, 1988: 240).

1.3.3.2 Group Discussion

According to Thornbury (2006), discussion is another effective way to give students the opportunities to speak, especially in the case of large classes. Thus, small group discussion plays a role in enabling the learners of achieve real contexts of oral exchange of

views and ideas. This strategy helps students to gain confidence and encourage them to speak so that it can improve their social skills and interaction (Thombury, 2006: 102).

“Discussion can provide some of enjoyable and productive speaking in language classroom.” (Harmer, 1995: 46).

Discussion in FL classrooms generally helps FL learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, to clarify or modify ideas, resolve differences and find alternative solution because through discussion, learners can bring their personal experiences and outside world into the classroom, where they tackle different topics and subjects which concern every individual (ibid).

Besides this great importance, FL teachers generally claim about what is named “discussion failure” Harmer (2001). The reason of this later as he explains is that FL learners are reluctant to give their opinions in front of the whole class because of a noticed lack of self-confidence (shyness and fear of making mistakes, lack of adequate vocabulary and accurate grammar): *“Many students feel extremely exposed in discussion situation.”* (Harmer, 2001: 272).

He suggests a technique to realize a successful oral discussion and to avoid all the speaking difficulties which might encounter the learners, this will be through “Buzz group” which is based upon the formation of small groups, it gives the learner the chance to talk and interact at the same time. Through this ”Buzz group” application, before being asked to perform orally in front of the whole class, the level of learner’s stress will be reduced. Harmer (2001) has illustrates some examples to show the usefulness of the cited technique for a whole range of discussions. The examples below explain this idea carefully:

- a) Let students to predict the content of a reading text or invite them to talk about their reactions to it after reading.
- b) Discuss what should be included in a news broadcast or have a quick conversation about Types of music for example.
- c) The topic may be fashion and the statements to discuss might include the following:
 - Fashion is universal.
 - Fashion is an art form.
 - People shouldn't be judged by what they wear.
 - Fashion is just a way of making people spend money.
 - Fashion celebrates diversity (Thornbury, 1998:102).

However, all these statements should be reinforced with a view of eliciting a more personal response phrased as questions during the discussion:

- How important is the label on an item of clothing?
 - How often do you shop for clothes?
 - How would you describe your style of dressing?
- d) To train learners to respond directly and spontaneously through instant comments through showing them pictures or introducing any topic at any stage of the lesson then ask them to make their first impressions.
 - e) Another example for EFL classroom oral discussion involves 'formal debate' where students are asked to prepare arguments in favor or against various propositions, e.g. an invigilator during an official exam catches a student sheeting from hidden notes (Harmer, 2001: 273-74).

The class should discuss the topic of sheeting in exams in general and decide about the following statements:

- The invigilator should ignore him.
- She should give the student a sign to show that she has seen him, so that the student will stop.
- She should inform the exam board so that the student will not be able to pass that exam again (ibid).

As a result, the important factor to consider when dealing with oral discussions in FL classrooms is students' engagement with the topic and their interest, provide them with period for thinking, arrangement of ideas and language expressions they will use.

1.3.3.3 Storytelling

Storytelling is a motivating strategy that can be used to improve the students speaking skills. According to Zaro and Salaberri (1995), storytelling can help in the teaching of FL. The use of storytelling technique in teaching speaking activities can provide significant benefit to the students where it allows them to become more creative and active in speaking English. Furthermore, using this strategy can rapidly improve their speaking abilities via building and boosting their self-confidence (Zaro and Salaberri, 1995:3).

This type of activities has always been one of the main means of practicing speaking in classroom. It functions as a clear tool towards autonomy and takes many forms:

- a) *Guess the lie*: in this activity learners tell each other three short personal anecdotes, where two among them are true and the third one is untrue and it depends on the others to guess the lie and to find the untrue anecdote so they argue their guesses.

They can be allowed to ask a limited number of questions after the story has been told by their colleague (Thornbury, 1998: 96).

Example: think about a lucky or unlucky experience you have had. You are going to tell your partners about it, choose from the list below the things you want to talk about .think about what you will say and what language you will need.

- Was it a lucky or unlucky experience?
- When did it happen?
- Where were you?
- Who were you with?
- What happened?
- Why was it lucky or unlucky?
- How did you feel afterwards?

b) *Insert the word:* each student is given a card in which an unusual word or expression is written and has to be kept secret. The student has to tell his colleague an anecdote in which he/she incorporates 'the secret item ' as unobtrusively as possible, by the end, the students have to guess the secret word. Still in the same concern of storytelling-based activities, student is allowed to tell jokes since the repeated practice of jokes in EFL classroom “Fulfils an important function of good speaking tasks” (Thornbury, 1998: 96).

1.3.3.4 Singing English Songs

Singing and lyrics can help the speaker to remember words and to expanding his/her vocabulary. It is also a useful technique for improving grammar and pronunciation. Suwartono (2012) argues that rhythm and authenticity of songs can be used for language learning (Suwartono, 2012: 149).

Songs can be considered as one of the most important sources to acquire new words, and help students to improve their spelling. It considered as an advantageous for learners since it is an enjoyable experience for them so that they can repeat the words of the song from time to time, their confidence level will raise and their pronunciation will be improved. Furthermore, songs are an authentic tool in learning second or FLs (Murphey, 1992:03): *“Anything you can do with a text you can do with a song.”* (Kuattiningsih (2008: 26). So, the individual can learn English using songs.

In addition, songs can be used as tool to teach vocabulary. Moreover, according to Mecir (2009):

Songs are highly memorable. In spite of drilling and memorizing language structures that students may forget as soon as they leave the classroom, songs usually stick in their heads and they may recall even in their free time (Mecir, 2009:13).

Also, it can motivate learners and give them the pleasure to learn with no boredom. According to Bentayeb (date unknown) has suggested different reasons for the use of songs as following:

- Singing and listening to songs are very enjoyable.
- Student’s confidence rises.
- The learners will pay more attention since it is new strategy used in the class.
- Songs contain more authentic and natural language.
- Songs include some repetition words that could help learners to memorize it.
- Songs include supra-segmental: Rhythm, Stress and Intonation manipulate the pronunciation of English language.
- A new vocabulary can be introduced to learners through songs.

- Songs can be selected to suit the interest and the needs of the learners.
- Students become motivated and active (Bentayeb (date unknown: 55)).

1.4.1 Difficulties of Speaking in the EFL Classroom

Speaking skill considered as a very complex process, the majority of foreign language students face various problems with classroom speaking activities. Most of foreign language learners explain their incapacity to speak English effectively to some difficulties such as: anxiety, inhibition, lack of self-confidence, use of the mother tongue, lack of motivation, lack of vocabulary, and grammar.

1.4.2 Factors of Speaking Difficulties among the EFL learners

EFL learners' speaking skill is affected by the linguistic components of language like phonology, syntax, vocabulary, and semantics, and psychological factors as motivation and personality. However, the EFL learners, Regardless of their level, might still experience many difficulties and complexity that interfere in their speaking process. These difficulties can be created by a variety of reasons, including linguistic, psychological, and environmental factors (Mahripah, 2014: 04).

1.4.2.1 Linguistic Factors

The main speaking difficulties that are related to the linguistic factors are related to the lack of vocabulary, grammar knowledge, and pronunciation mistakes. These linguistic factors can make it difficult for EFL learners to communicate effectively in the TL. The lack of vocabulary can limit their ability to express themselves accurately and understand others whereas the lack of grammar knowledge can lead to errors in sentence form and meaning. Pronunciation errors might also make it difficult for learners to be understood by others (ibid).

FL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003), *“barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”* (Baker and Westrup, 2003: 12). Therefore, learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Students use their L1 when performing pedagogical tasks, especially when one student is explaining something to another: *“This is a habit that in most cases will occur without encouragement from the teacher.”* (Harbord, 1992: 354). Another cause for mother tongue use can be teachers themselves. If they frequently use the student’s language (whether or not they themselves are native speakers of that language) , then students will feel comfortable doing it too. Teachers need, therefore, to be aware of the kind of example they themselves are providing (Harmer, 200: 131).

1.4.2.2 Lack of Grammar knowledge

One of the common difficulties encountered by EFL students is the lack of grammatical background: grammar has a significant impact on the speaking skill. A lot of non-native learners experience the lack of grammar knowledge which makes them unable to respond and communicate properly. Also, it makes them feel frustrated and uncomfortable to speak in front of others. So, grammatical mistakes are a major issue that can have a direct impact on the learners’ speaking progress and improvement (Hinkel and Fotos, 2002: 01).

Grammar knowledge is essential for EFL learners for several reasons. Understanding grammar can significantly boost their ability to communicate effectively in the TL. According to Hinkel and Fotos (2002): "*Knowledge of grammar is essential for effective communication.*" (ibid). As a result, learners who have a strong command of grammar can express themselves accurately and effectively, allowing them to form relationships with native speakers and achieve their language learning and goals.

Accuracy has been defined by Ellis and Barkhuizen (2005) as referring to "*how well the target language is produced in relation to the rule system of the target language.*" (Ellis and Barkhuizen 2005: 139). Thus, students need to pay attention to the grammatical structure, vocabulary and pronunciation in order to perform an accurate and comprehensive language.

Thornbury (2005) makes a difference between the spoken grammar and the written one and comes up with the following list of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends) (Thornbury, 2005: 12).

1.4.2.3 Lack of Vocabulary

Vocabulary is a vital part in the process of learning a FL; many students find themselves struggling with limited vocabulary when they try to use the TL. In this regard, Alqahtani (2015) states,

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. While grammar is important, a lack of vocabulary may result in complete failure to convey a message (Alqahtani, 2015: 21).

To be clear, even if learners lack grammatical knowledge, they can still communicate. On the other hand, the lack of vocabulary prevents them from understanding a language, expressing their ideas, communicating and conveying a message.

Learners with enough vocabulary may grasp more complex texts and learn new terms from context. Furthermore, having a broad vocabulary can help learners express themselves more accurately. As a result, it is critical for EFL learners to prioritize vocabulary development as part of their language learning process. Learners can enhance their speaking, reading, and writing skills by expanding their vocabulary, which will help them reach their language learning goals and flourish in their personal and professional lives.

Vocabulary knowledge is very important aspect in teaching and learning process because a learner without learning a new words and expressions he cannot improve in learning English. According to Thornbury (2002): *“Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.”* (Thornbury, 2002: 13). In his opinion, that whatever learners spend more time in learning grammar it is not enough for them, but they need more efforts especially to learn new words and expressions.

Students often find some difficulties when they try to convey a message and they misused the words like in the case of synonyms that do not have the same meaning in all contexts. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances, so students should be able to use words and expressions accurately (Harmer, 2001: 62).

1.4.2.4 Pronunciation Mistakes

Another aspect where many FL learners often make common mistakes in speaking skill is pronunciation. For Hornby (1995), pronunciation is way in which a language or a particular word or sounds is spoken. Pronunciation is a set of sounds and phonological rules that must be learnt as part of the speaking process. Learners who produce words and sounds correctly can be easily understood; Learners who have poor pronunciation and mispronounce words and sounds are likely to be misinterpreted, and extremely difficult to communicate with (Hornby, 1995: 02).

With practice and guidance, EFL students can improve their pronunciation and become more confident and successful communicators in the target language. Listening to authentic materials and practicing with pronunciation exercises are all activities that EFL learners should engage in to help them develop their listening abilities. Additionally, learners must become acquainted with the target language's sounds and intonation patterns, which will help them to produce sounds more precisely. Improving pronunciation is a crucial part of the language learning process, and EFL students should prioritize it as part of their overall language learning plan (ibid: 02).

In addition, to be able to pronounce words accurately, learners should be aware of different sounds with their features, words' stress and intonations (falling /raising ones)

and this may help them in developing their speaking skill. Redmond and Vrchota (2007) argued:

It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood (Vrchota, 2007: 104)

That is to say, if the pronunciation is incorrect, the speakers will not be understood and the message will not be conveyed in an appropriate way and therefore accuracy is not achieved.

1.4.2.2 Psychological Factors

The psychological factors that affect learners' speaking are shyness , lack of confidence and fear of making mistakes.

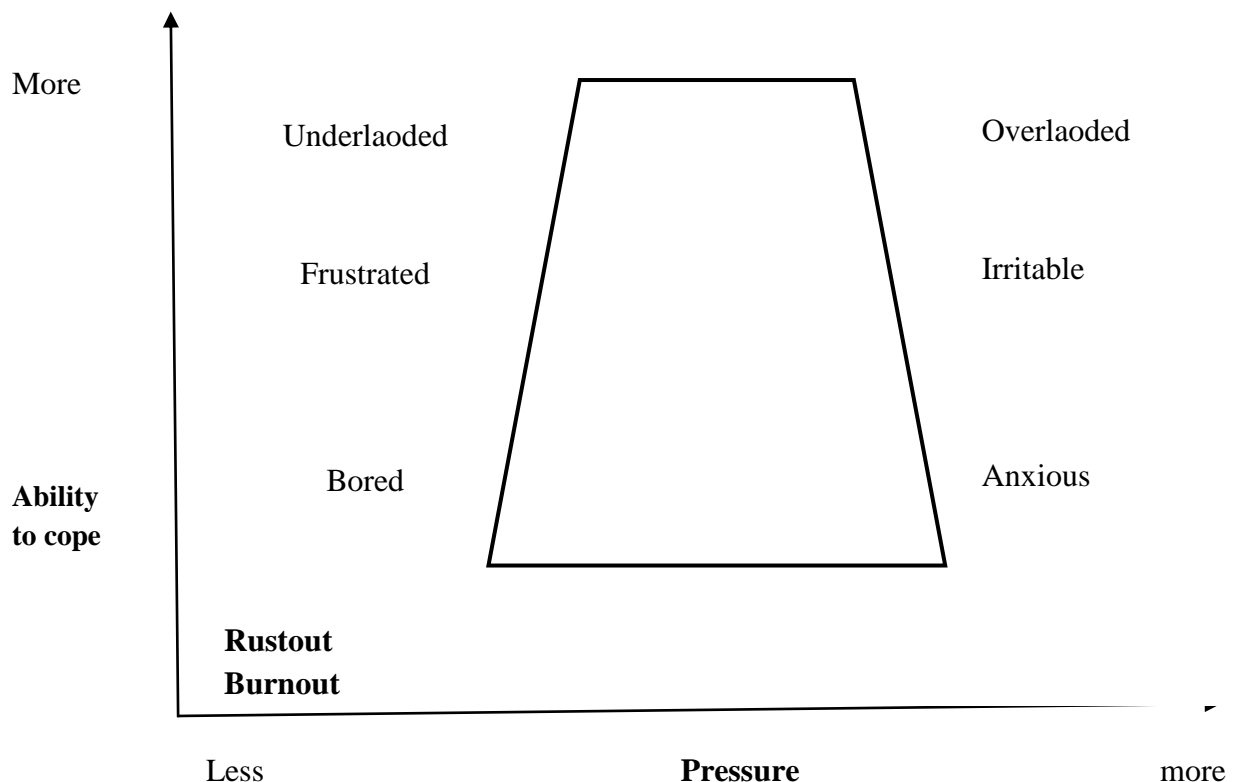
These factors can significantly impact learners' speaking process According to Horwitz and Cope (1986) "*Language anxiety can have a significant impact on learners' ability to communicate effectively and can lead to avoidance behaviors that hinder language learning.*" Horwitz and Cope (1986 p.125). EFL students must develop their skills for raising confidence and decreasing anxiety in order to address these psychological factors. Using authentic materials like as films, videos, and podcasts, practicing with a supportive language partner, receiving feedback from the teacher, and focusing on the content of the message rather than worrying about making mistakes can all be beneficial (ibid).

1.4.2.2.1 Speaking Anxiety

According to Arnold and Brown (1999), this type of difficulty is related to negative feelings such as: uneasiness, frustration, and self-doubt that prevent learning achievement

(Arnold and Brown, 1999: 08-09). In this sense, Heron (1989) has classified existential anxiety into three components that are relevant to the language classroom. The first component is acceptance anxiety which means when the learner's interests are concerned just with what the others think about him/ her using expressions, such as "will I be accepted, liked, wanted?" The second component is related to orientation anxiety that is linked to the student's understanding of what is going on in the classroom. However, the last component is concerned with performance anxiety which is related to the student's ability to practice some language activities in order to achieve his/her learning objectives, thinking of this kind of questions: " Will I be able to do what I have come to learn?" (ibid: 08). In addition, some learners express their anxiety feeling in terms of other's misunderstanding of their speech. For example, when the learner says: "I am shy to speak in public because the others may not understand what I am saying", or "I wait till someone else express what I wanted to say, and then I feel better" (Coleman 1996: 158).

Figure 1.1 The relationship of pressure with the ability to cope (Palmer and Cooper, 2010: 09)



Brown (2007) argued that anxiety is something difficult to define since it affects the process of successful second language learning. For him, anxiety plays an important role in second language acquisition and he suggested two types of anxiety; debilitating anxiety and facilitative anxiety, these two types of anxiety are also called “harmful” and “helpful” anxiety. The former which is debilitating or harmful anxiety is concerned with negative feelings such as: uneasiness, self-doubt and so on and the learners here should avoid this kind of anxiety because it affects the learning process negatively. However, the second type of anxiety that is facilitative or helpful anxiety is considered as one of the keys that lead to success since it affects the learning process positively as when the students feel anxious from the exams, this may motivate them to work harder in order to gain a good marks (Brown, 2007: 162-63).

1.4.2 .2.2 Shyness

Shyness is an unpleasant emotion that many EFL learners suffer from. It is an issue that affects learners’ behavior, and feelings. Melchior, and Carpenter (1986) defined it as “[...] *the tendency to feel tense, worried or awkward during social interactions, especially with unfamiliar people.*” (Melchior, and Carpenter, 1986: 115). Shy people hesitate to ask questions, and feel embarrassed and uneasily expressing their opinions, or talking in front of others or strangers. As a result, they choose not to speak: shyness has a negative impact on learning process and speaking performance.

EFL students must create techniques and ways to boost their confidence and decrease their feeling of fear. This can include practicing in a friendly atmosphere. Furthermore, exposure to positive examples of language use, such as real texts, films, and podcasts, can assist learners acquire a more natural and confident speaking style. By tackling shyness

EFL learners can improve their learning and become more successful and confident speakers of the TL (ibid).

Pilkonis (1977) states that shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations (Pilkonis, 1977: 596). Henderson defined chronic shyness as:

A fear of negative evaluation that was sufficient to inhibit participation in desired activities and that significantly interfered with the pursuit of personal or professional goals (Henderson, 1992: 156).

Shyness is an unpleasant emotion that many EFL learners suffer from. It is an issue that affects learners' behavior, and feelings. Melchior, and Carpenter (1986) defined it as The tendency to feel tense, worried or awkward during social interactions, especially with unfamiliar people (Melchior, and Carpenter, 1986: 115). Shy people hesitate to ask questions, and feel embarrassed and uneasily expressing their opinions, or talking in front of others or strangers. As a result, they choose not to speak: shyness has a negative impact on learning process and speaking performance.

Further to promote this idea, Middleton (2009) thinks that students feel that they are shy of the reflection that their communication demands. They are also much apprehensive about the criticism, disapproval from the classmates and the English language teachers and the result of all this is that they either make a lot of mistakes in spite of securing enough knowledge of the topic, lesson or they totally remain silent. L2 learners should be encouraged and motivated to communicate courageously in order to develop their communicative competence since motivation is undoubtedly the most significant factor that the teachers can make their target in order to improve their students' learning (Middleton, 2009: 107).

1.4.2 .2.3 Lack of Confidence

Although self-confidence has a positive impact on enhancing the students' learning and motivation, many EFL learners feel unconfident when speaking in the different English contexts. Palavan (2017) says that students' lack of self-confidence can cause for students' lack of motivation which in result can cause education become compulsory and make them show negative attitude toward learning (Palavan, 2017: 42). Low self-confidence has a negative impact on the EFL learning process; it can also lead to a lack of motivation and a failure learning progress.

To remedy the lack of confidence, it is important for teachers encourage their students to participate in group activities such as talks or debates to help them acquire confidence and experience speaking in front of others. Furthermore, giving students opportunity to practice speaking in a variety of circumstances, such as role-plays, simulations, or real-world scenarios, can help them develop a more natural and confident speaking style. EFL learners can overcome their fears and become more effective and confident speakers of the target language by addressing their lack of confidence (ibid).

Lack of self- confidence can always influence students' speaking and oral presentations in the classroom because they do not believe in themselves and find difficulties to achieve their goals. Carnegie (1956) said: *The gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine*" (Carnegie, 1956: 04).

Many students do not try to build their self-confidence because they think that it is hard to gain. Chen (2010) traces the reasons for confidence insufficiency and opines that the core cause of learners' confidence inadequacy is their little aptitude and approach in speaking English. In this perspective, as he adds, that there are numerous students who

anticipate that their English-speaking capability is substandard and feel that they cannot speak English in a very well manner. Lack of inspiration from L2 teacher is also closely connected with learners' lack of confidence. (Chen, 2010: 14-15). Adalikwu (2012) defines self-confidence as follow: "*self-confidence can be summed up as the belief that persons have in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past.*" (Adalikwu, 2012: 0.5.06).

Wright (2009) mentions some characteristics of students with low self-confidence:

- *They are fearful of change:* they are worried and fear about what can happen in the future and expect only bad things.
- *They are pessimistic and tend to see the glass as half empty:* it means that they concentrate only on the black side of life and expect that only bad things will happen.
- *They have difficulty communicating what they really want from life:* they have no clear idea about their goals or objectives in life. Everything is difficult and hard to achieve.
- *They want to please others more than be true to themselves:* they have negative attitudes about their abilities and avoid risk taking.
- *They are insecure and are drawn to others who also see themselves as victims:* it means that they engage in "destructive and toxic relationships" which decrease their self-value (Wright, 2009: 24).

1.4.2 .2.4 Fear of Making Mistakes

Fear of making mistakes is a one of the main factors that overwhelm the EFL learners. Students feel insecure and uncomfortable, and have difficulties to speak because they are afraid to be judged by their classmates or teachers. As a result, they choose to remain silent and avoid communicating with others in order to feel safe and sheltered from judgment. The fear of making mistakes prevents students from improving their English speaking level and fluency. To overcome this phenomenon, teachers must create a safe atmosphere in which their students can talk without feeling embarrassed.

Among the four language skills, speaking is one that requires practice in the classroom in order to develop fluency. Unfortunately, students often fear making mistakes in front of their classmates and teachers. More specifically, we can say that the “*Fear of negative evaluation is the apprehension about other people’s evaluations*” (Lucas, Miraflores & Go, 2011: 102)

According to Blanchard, Blanchard, Griebel and Nutt (2008) fear is “*The motivation associated with a number of behaviors that normally occur on exposure to clearly threatening stimuli.*” Blanchard, Griebel and Nutt, (2008: 03). In accordance meaning Macintyre explains that fear of negative evaluation is “*the prospect or presence of interpersonal evaluation in real or imagined social setting*” (1995, p.93). Fear of negative evaluation may occur or exist in any social situation not just testing cases for example singing in public, acting in theatre, job interview also this factor can be observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others (Aydin, 2008: 423).

Thus, those “*who are highly concerned about the impressions that others form of them tend to behave in ways that minimize the possibility of unfavorable evaluations.*”

(Gregersen & Horwitz, 2002: 562). A learner who faces this issue would be always worried about his performance in oral sessions such as answering teachers' questions or talking about personal opinions (Ely, 1986). So, anxiety will increase and his self-confidence will decrease.

In the light of this fear of making mistakes is another cause that hinders learners from speaking in front of their classmates and teacher. A learner who is unsure that what he will say is true will be scare of making mistakes and being laughed at or being criticized and humiliated by the teacher

1.4.2.3 Environmental Factors

1.4.2.3.1 Lack of Motivation

Motivation plays a key role in the process of teaching and learning. It has an effective influence on learners' success. Students motivation is affected by their teachers. That's why it is very important for instructors to make efforts to encourage their learners to be motivated by knowing their goals and interests, and creating a suitable environment for them via providing learning materials and techniques to improve their English performance and to achieve better outcomes (Dörnyei, 2001: 141).

To remedy the lack of confidence, it is important for teachers encourage their students to participate in group activities such as talks or debates to help them acquire confidence and experience speaking in front of others. Furthermore, giving students opportunity to practice speaking in a variety of circumstances, such as role-plays, simulations, or real-world scenarios, can help them develop a more natural and confident speaking style. EFL learners can overcome their fears and become more effective and confident speakers of the target language by addressing their lack of confidence (ibid).

According to Gagne (2003), personal creativity and resourcefulness improve autonomous motivation because such an answerable behavior of the students increases their learning in L2 field. Motivation is as significant factor which produces inclination, willingness and enthusiasm among L2 learners to achieve their goals and objectives (Gagne, 2003, 199-200).

The key to pursuing an activity successfully is motivation. As Ryan & Deci (2000) indicated, motivation is what moves us to do something and is thought to explain, “*Why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.*” (Dörnyei, 2001: 07).

Two types of motivation are defined, intrinsic motivation and extrinsic motivation. If one does something because it is inherently interesting or enjoyable, it is termed as intrinsic motivation. However, if one does something because there is a separable outcome at the end, then it is termed extrinsic motivation (Ryan & Deci, 2000: 25).

We may identify the reasons why students lose their motivation in EFL classrooms as follows:

- Students see little value in the course or its content
- Students do not believe that their efforts will improve their performance.
- Students are demotivated by the structure and allocation of rewards.
- Students do not perceive the classroom climate as supportive.
- Students have other priorities that compete for their time and attention (ibid).

1.4.2.3.2 Learners' Speaking Inhibition

When students want to participate in the classroom, many of them experience inhibition which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur (2000) stated that:

Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts (Ur, 2000: 111)

So, the student has many things to say in the classroom but something prevents them psychologically and effective teachers should never leave a room for inhibition in order to give their students the suitable atmosphere to speak. Therefore, students face many problems when they try to say something in L2. The problem of inhibition appears when the learner tries to say something in the classroom. Littlewood (1981) thought:

It is all too easy for a foreign language classroom to create inhibitions and anxiety [...] the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment (Littlewood, 1981: 94).

Harper (200) further expands the scope and exclaims that it is the obligation of the teacher to prepare and present the object lesson in an attractive way to the pupils as it will help the teachers to improve the level of motivation of their students to learn well. Relating to this subject matter, self-determination theory which is the theory of motivation is constructed regarding the gratification of psychological necessities (Harper (2007, 23-24).

1.5 Conclusion

In this chapter, the main differences between L1 and EFL learning have been highlighted. Also, different important issues of speaking in the EFL classroom have been recognized where we dealt with the main elements of speaking and we explained in details some factors that may influence the EFL students speaking performance process, such as, linguistic barriers (grammar mistakes, pronunciation mistakes, lack of vocabulary), psychological barriers (lack of self-confidence, shyness, fear of making mistakes), and external barriers (lack of motivating environment). Speaking competence can help students to assess their ability of learning a FL. Hence, it is needed to design various methods for helping the students to develop their speaking ability. Furthermore, teachers should be aware of the factors that influence their learners' speaking performance in order to intervene and assist them by providing techniques and strategies to improve their fluency in English.

Chapter Two

Chapter Two

L1 Schemata and in the EFL Classroom: the Speaking Skill

2.1 Introduction

Inspired by Plato's elaboration of the "Greek doctrine of ideal types" as the perfect circle that exists in the mind but which no one has ever seen; Kant (1781) developed the notion further and employed the word schema in his writings (Gardner, 1999: 41).

The term "schema" was first used in psychology by Barlett as "*n active organization of past reactions or experiences.*" (Barlett, 1932: 201). However, according to Johnston (2001), it is with the work of Bartlett (1932) that the term came to be used in the modern sense, "*This learning theory views organized knowledge as an elaborate network of abstract mental structure which represents one's understanding of the world.*" (Johnston, 2001: 26).

Perhaps one of the most influential theories affecting language skills is the "schema theory". Huang (2009) argues that according to schema theory, any text, spoken or written, does not by itself carry meaning. Comprehending words, sentences, and entire texts requires the ability to relate the material to one's own knowledge (Huang , 2009 :139).

Schemata are important not just in interpreting information, but also in decoding how that information is presented. This chapter will shed the light on schema theory in the field of education. It will provide an overview on schemata's different types and characteristics. Finally, it will bring the light to the implication of schemata in oral expression and interpretation.

2.2 Schemata Definition

Schema is a cognitive framework or concept that helps organize and interpret information. Schemata can be useful because they allow us to take shortcuts in interpreting the vast amount of information that is available in our environment.

Bartlett (1932), a British psychologist, was the first person to introduce schema. Brown and Yule (1983) define schema as an organized background knowledge which leads the readers to expect or predict aspects in their interpretation of discourse. They also believe: “*Our background knowledge is organized and stored in some fixed schemata, together with some other, more flexible schematic structures.*”(Brown and Yule, 1983: 249).

According to Barlett , a schema was an abstract textual structure that a reader make use of to understand a given text (Wolf,1987:309). According to Dansereau (date unknown), the central proportion of schema theory is that prior knowledge and text’s characteristics(titles, headings, and other immediately preceding material) interact to influence the interpretation and sequent recall of new information. The prior knowledge of the reader is seen to be organized as a set of schemata, and the characteristics of material are thought to activate or inhibit particular sets of schemata (Segal, *et al*, 1985:231).

In line with this, Van Dijk (date unknown) states that schemata are to be higher-level complex structure which function as “identical scaffolding” in organization and interpretation of experience. Van Dijk identifies two versions of schemata: the strong version and the weak one. According to him, in the strong version, schemata are considered deterministic to predispose the experiencer to interpret his experience in a fixed way. We can think of racial prejudice as the manifestation of some fixed way of thinking about newly encountered individuals who are assigned undesirable attribute and motives

on the basis of existing schemata for members of the race. There may be also deterministic schema which we use when are about to encounter certain types of discourse. According to Van Dijk, the weak version states that schemata can be seen as the organized background knowledge which leads to expect or predict aspects in our interpretation of discourse. (Brown and Yule, 1983: 247).

Grabe (1991) argues: *“The notion of schemata remains a useful metaphoric explanation for many experimental results.”*(Grabe,1991:384). Similarly, Carrell and Eisterhold (1983) note: *“What is understood from a text is a function of the particular schemata that is activated at the time of processing the text.”* (Carrell and Eisterhold, 1983: 559).

In action-oriented perception, current sensory input is itself a function of the subject's active exploration of the world, which is directed by anticipatory schemas, which Neisser (1976) defines to be plans for perceptual action as well as readiness for particular kinds of sensory structure. This view has resonances with that Piaget (1971):

Any piece of knowledge is connected with an action ... To know an object or a happening is to make use of it by assimilation into an action schema ... [namely] whatever there is in common between various repetitions or superposition's of the same action (Piaget, 1971, pp.06-07).

In order to account for these findings, Bartlett proposed that people have schemata, or unconscious mental structures, that represent an individual's generic knowledge about the world. It is through schemata that old knowledge influences new information. For example, one of Bartlett's participants read the phrase “something black came out of his mouth” and later recalled it as “he foamed out of his mouth”. (Barlett, 1932: 342).

This finding could be accounted for by assuming that the input information was not consistent with any schema held by the participant, and so the original information was reconstructed in a form that was consistent with one of the participant's schemata (ibid).

2.3 Characteristics of schemata

According to Rumelhart In Spiro, *et al.*(1980), a schema has variables that can be associated with different aspects of the environment on different instanton of the schema. The schema of "buy", for example, has the following variables: the purchasers, the seller, the merchandise, the money and the bargaining. The purchaser is a person who possesses a medium of exchange money. The seller is a person who possesses the object sold.The bargaining is the interaction between the seller and the purchaser in exchange for quantity of money (Spiro *et al.*, 1980: 35-36).

Some characteristics of schemata have been outlined by Neisser (1967) as follows:

- Schemata are always organized meaningfully.
- Each schema is embedded in other schemata and itself contains subschema.
- Schemata change moment by moment as information is received.
- They may also be reorganized when incoming data reveals a need to restructure the concept. Schemata as the mental representations used during perception and comprehension.
- Schema Theory is useful for reasoning, categorization, story interpretation, evaluation, inferences, and much more.
- Schemata as conceptual structures help us understand, interpret, and remember incoming information (Neisser , 1967: 54).

Another important characteristic of schema is that, a schema is not constructed in isolation of what else is known. Any type of knowledge we already have can affect the building and restructuring of schemata.

2.4 Types of Schemata

Various classifications of schema have been offered in the relevant literature. Johnson (1981) introduces content schema as an important schema that readers bring to the text in order to comprehend it. According to Johnson (1981), this schema contains reader's background knowledge, and knowledge about the culture of the text (Johnson, 1981: 169-81)

Carrell (1985) believes that content schema is not enough to comprehend a text effectively. According to Carrell, schema is divided into two types: content and formal. She defines content schema as a reader's background knowledge relative to the content domain of the text. And formal schema is defined as knowledge relative to formal, rhetorical organizational structures of a text. (Carrell, 1985: 727-48).

Oller (1995) holds that content schemata are concerned with particular arrangements of things in the material world as known through perceptions, whereas formal schemata are the result of inductive connections established across distinct states of affairs that are indexed as being similar in some respect (Oller, 1995: 38).

Landry (2002), defines content schemata as the "*clearly evident relationships obvious from a topic*". According to him, formal schemata "*are distinct connections based on understanding of generalizations and mind set.*" (Landry, 2002: 01).

Huang (2009) adds linguistic or language schemata to the other schemata types. For Huang, linguistic schemata include "the decoding features needed to recognize words and how they fit together in a sentence" (Huang, 2009:139).

Widdowson (1990) categorizes schema into two kinds: ideational and interpersonal. He defines ideational schema as "*our knowledge of conceptual content or topic*", and maintains that interpersonal schema has to do with mode of communication.

The types of schemata for speaking skill is adopted from Carrel Theory in (Zhao and Zhu, 2012) who states that there are three kinds of schemata, namely, content schemata, formal schemata and linguistic schemata (Widdowson, 1990:108).

2.4.1 Content Schemata

Some experts have argued whether the existence of background knowledge affects reading comprehension or hinders comprehension. Reynolds *et.al.*,(1981), proved that cultural schema as well as personal knowledge influence reading comprehension. Further, prior knowledge affects memory performance that it supports short-term memory for reading ability. However, topic-related attitudes influence the long-term memory of a text, but play a minor role to change immediate recall of a text. In addition, Gaskin (1996) noted that a reader's attitudes and affiliations affect the interpretation of the text. Content schema refers to "*background knowledge of the content area of the text.*" (Carreli and Eisterhold, 1983: 80).

It contains conceptual knowledge or information about what usually happens within a certain topic, and how these happenings 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 on. Content schemas are largely

culture-specific. Therefore, cultural schema is usually categorized as content schema (ibid).

Hence, content schemata can be divided into ‘background knowledge’ (knowledge which may or may not be linked to the content of the text in question) and “subject matter knowledge” which is relevant to the topic of the text. Moreover, the author emphasizes the importance of studying the interaction of the two types of schemata especially in cross-linguistic contexts (Yahia, 2020 :1648).

In this regard, educationalists, applied linguists, and psychologists, among them Rumelhart (1980, 1985) and Bransford *et al.*, (1984), have been interested in analyzing content schemata. These scholars agree on the view that readers need knowledge about the content of the text (subject-matter knowledge) to be able to understand it: the more familiar the readers are with the passage content, the better understanding can be achieved. In the same area, Alderson and Urquhart (1985) were able to prove that tests on reading texts in subject disciplines, studied by the students, were sometimes easier to process than those were not (ibid).

2.4.2 Formal Schemata

Formal schema refers to speaker’s knowledge towards the language, conventions, and rhetorical structures of different types of text. Formal schema involves orthography, syntax, cohesion, and text structure. A formal schema refers to "*background knowledge of the formal, rhetorical organizational structures of different types of texts.*" (Carrel and Eisterhold, 1983: 79). In other words, formal schema refers to the knowledge of the ways in which different genres are presented.

With reference to Richards *et al.*, (2000), they point out that schema or macro-structure refers to file underlying structure which accounts for the organization of a text or

discourse. Different kinds of texts and discourse (e.g. stories, description, letters, reports, poems) are distinguished by the ways in which the topic, propositions, and other information are linked together to form a unit. This underlying structure is known as formal schemata (Richards *et al.*, 2000: 405).

Cohesion refers to means available in the surface forms of the text to signal relationships that exist between sentences or clausal units in the text. Halliday and Hasan (1976) mention five types of cohesive relationships: referential (pronoun), substitution of one word with another, ellipsis, conjunction, and lexical cohesion.

Kinstch *et.al.*, (1975) found that reference assists comprehension and helps predict reading time. Graesser (1978) adds that readers remember highly cohesive text better than less cohesive text (Graesser , 1978: 45).

An investigation on the relationship between reader's ability in the language and comprehension was conducted by Horiba (1996). He found that language competence affects comprehension and recall, and only those learners with high language proficiency were sensitive to the degree of causal coherence. Thus, to sum it up, a second reader's formal knowledge of how cohesive markers operate will affect the ease with which the text is processed and thus affects level of text comprehension (Weganofa, 2011: 89).

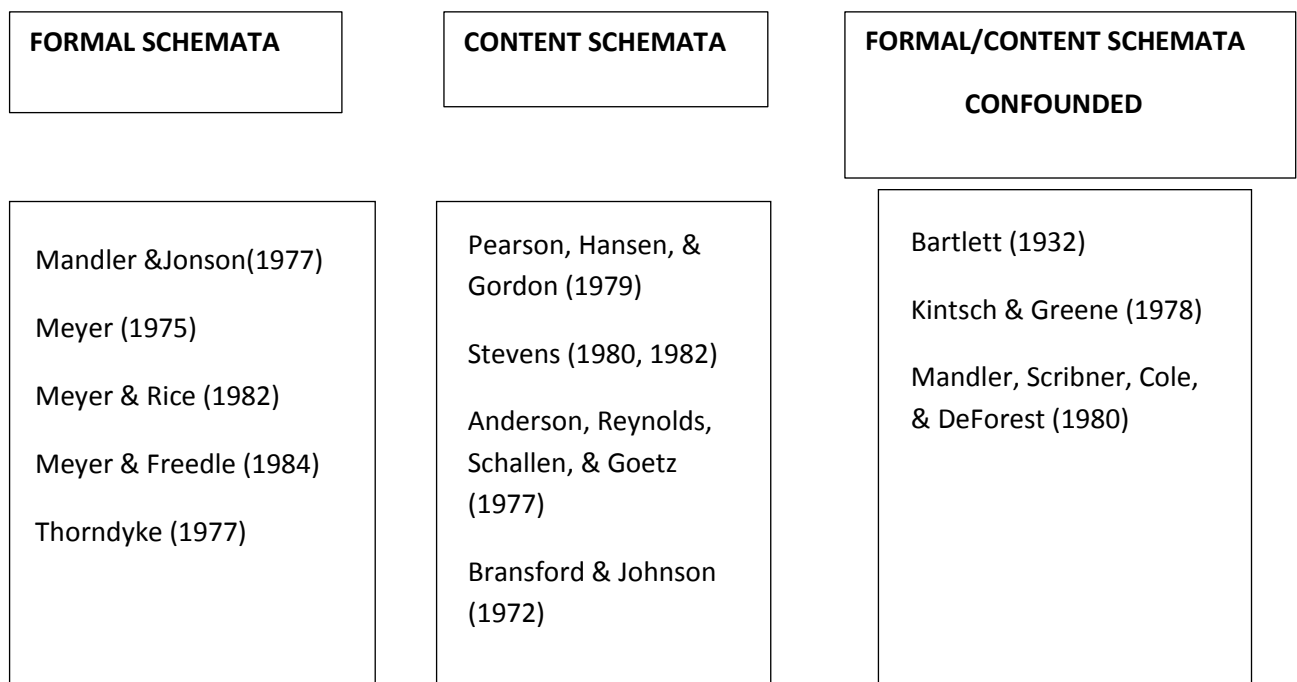
2.4.3 Linguistic schemata

Linguistic schema refers to linguistic knowledge, which is the knowledge of phoneme, vocabulary, phrase, paragraph, sentence structure, grammar, and cohesive structure, etc. It plays a basic role in a comprehensive understanding of the discourse. Linguistic schemata refer to students' existing language proficiency in vocabulary and grammar. Linguistic knowledge plays an essential part in productive skill. It affects

students' fluency in speaking. Students who have a lot of vocabulary will speak without too much effort. Grammar helps students to construct the correct sentences in conversation. (Frida, 2020 :28).

In addition to what is mentioned, Linguistic schema refers to readers' prior linguistic knowledge, including the knowledge about phonetics, grammar and vocabulary as traditionally recognized. Usually for Chinese students, the first problem is their limited vocabulary and syntactic knowledge: good readers know the language (Eskey & Grabe, 1988: 246). They should decode both the lexical units and syntactic structures they encounter in texts. So, the L2 readers should master certain linguistic knowledge to decode the text. Therefore, accumulated linguistic information is a necessity for readers to obtain when they want to decode meaning of a passage (Eskey&Grabe, 1988: 69-123).

Figure 2.1 empirical research studies of formal and content schemata (Carrell,1983: 81-92)



2.5 Culture and Schemata Relationship

2.5.1 Definition and Characteristics of Culture

The concept “culture” has many definitions. For example, Goodenough (1957) thinks that a society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves (Goodenough, 195:167).

Brown (2007), however, defined culture as a way of life, as the context within which people exist, think, feel, and relate to others, as the “glue” that binds groups of people together. Moreover, culture, as he suggested, can also be defined as the ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time (Brown, 2007: 188).

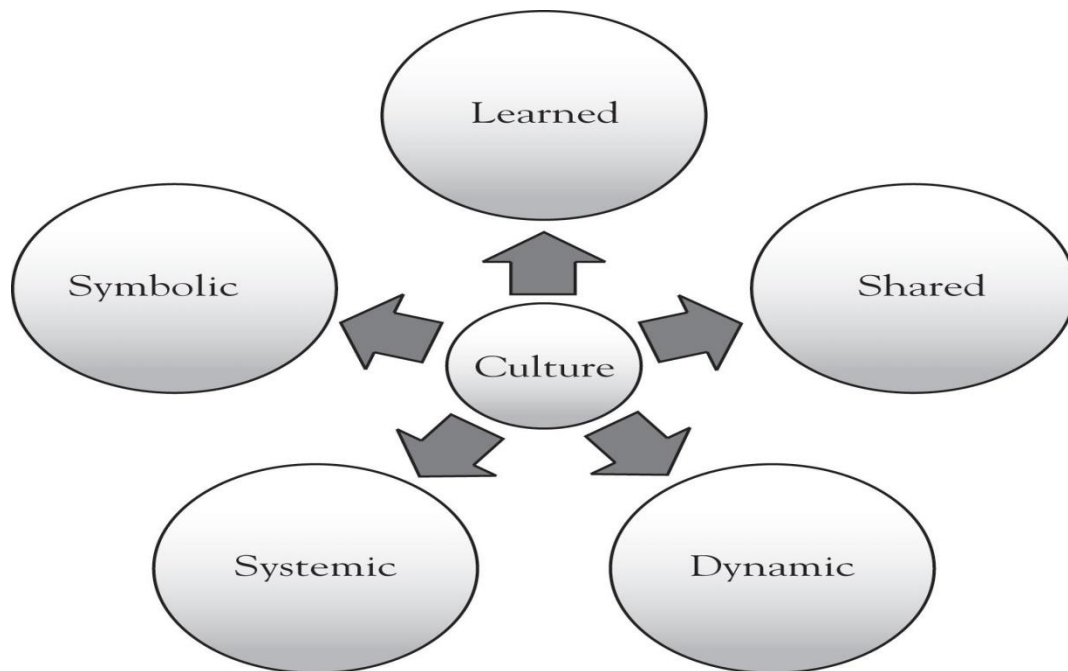
Sowden (2007) indicated: “*Culture tended to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group.*” (Sowden, 2007: 304-305). In addition, Fox (1999) noted: “*Culture is relative and changeable in space and time.*” (Fox, 1999: 90).

Culture has five basic characteristics: it is learned, shared, based on symbols, integrated, and dynamic. All cultures share these basic features.

- *Culture is learned:* It is **not** biological; we do not inherit it. Much of learning culture is unconscious. We learn culture from families, peers, institutions, and media. The process of learning culture is known as enculturation. While all humans have basic biological needs such as food, sleep, and sex, the way we fulfill those needs varies cross-culturally.

- *Culture is shared:* Because we share culture with other members of our group, we are able to act in socially appropriate ways as well as predict how others will act. Despite the shared nature of culture, that doesn't mean that culture is homogenous (the same). The multiple cultural worlds that exist in any society are discussed in detail below.
- *Culture is based on symbols:* A symbol is something that stands for something else. Symbols vary cross-culturally and are arbitrary. They only have meaning when people in a culture agree on their use. Language, money and art are all symbols. Language is the most important symbolic component of culture.
- *Culture is integrated:* This is known as holism, or the various parts of a culture being interconnected. All aspects of a culture are related to one another and to truly understand a culture, one must learn about all of its parts, not only a few.
- *Culture is dynamic:* This simply means that cultures interact and change. Because most cultures are in contact with other cultures, they exchange ideas and symbols. All cultures change, otherwise, they would have problems adapting to changing environments. And because cultures are integrated, if one component in the system changes, it is likely that the entire system must adjust (Brown, 2007: 191). The figure below highlights the characteristics of culture.

Figure 2.2 the characteristics of culture (ibid: 192)



2.5.2 Culture and EFL Learning

Language and culture are closely related and teaching language requires teaching culture also. So, language is the most visible and available expression of people's culture; it is a means of conducting people's social lives where the individuals' common experiences facts and ideas are the stock of knowledge they share. Through language, individuals create experiences and meanings which are understandable to the group they belong to. Moreover, scholars treat language as a system (Yahia, 2022: 914).

Several different factors may have an impact on the success and failure of culture teaching in FL classrooms. Teachers, curricula, and textbooks are among the most important factors to take into consideration. Damen (1987) postulated that there are reasons for the limitations of teachers' efficiency as cultural guides:

- Teachers do not know what “culture” to teach.
- Until recently only a few textbooks of methodologies have been available to assist teachers in the direction of culture learning (Damen, 1987: 05).

Lafayette (1988) pointed out that among the three main components of the language curriculum (language, literature, and culture), the greatest amount of time and energy is still directed to the grammatical and lexical aspects of language; nonetheless, culture remains the weakest component “due to its uneven treatment in textbooks and to the lack of familiarity, among teachers, with the culture itself and with the techniques needed to teach it”. However, it may seem that culture is getting some more attention in the curriculum, as culture has been increasingly advocated as an integral part of the curriculum in foreign language education (Tang, 2006: 47).

Kramsch (1993) warns against a simple transmission of information about the foreign culture and its members’ worldviews. She highlights what she calls new ways of looking at the teaching of language and culture .These include the following principles:

- Setting up a sphere of inter-culturality to relate first culture to foreign culture and to reflect on conceptions of first culture and foreign culture.
- Teaching culture as an interpersonal process to present not only cultural facts in a structural way, but to present understanding processes, values, beliefs or attitudes.
- Teaching culture as difference is not only national traits, but also race, gender, social class, etc.
- Crossing disciplinary boundaries: In order to carry out this approach, teachers need to have wider knowledge on subjects related to culture such as ethnography, psychology, sociology, or sociolinguistics Kramsch(1993: 205).

2.5.3 Culture and Speaking

A language is a part of culture, and a culture is a part of language so that one cannot separate the two without losing the significance of either language or culture (Brown, 2007: 189).

Culture never exists without language and language never exists without culture and we cannot separate each one from the other. We transmit our culture with the use of language, verbally and non-verbally, and we produce a language that reflects our cultural identity. To understand this fact, we shall explain two similar situations. The first situation is stated by Brown (1986), which is: *“Eskimo tribes have as many as seven different words for snow to distinguish among different types of snow ..., while certain African cultures in the equatorial forests of Zaire have no word at all for snow.”* (Merrill, 1986: 45).

The second situation is stated by Yule (2006) and which is: *“In native cultures of the Pacific, there were no horses and, not surprisingly, there were no words for them.”* (Yule, 2006: 216). These two situations show the great relationship between language and culture. If there is something that does not exist in one culture, there will not be a word in its language that expresses this thing and vice versa.

Language and culture are inseparable and since a language is *“a set of signals by which we communicate.”* (Todd, 1987: 06), the three concepts, language, culture, and communication, are extremely interrelated. Bonvillain (2003) says: *“Speakers use language to convey their thoughts, feelings, intentions, and desires to others.”* Bonvillain (2003: 01).

The relationship between language, culture, and communication, here, quietly appears. It is meant by “speakers” and “to others” communication and by “thoughts,

feelings, intentions, and desires” the one’s culture. The quotation means that in communication, language is used to express culture and language is just a tool to convey culture.

If participants share a number of conventional thoughts, communication will be successful, if not, communication will be broken down. Without a shared culture between participants, interaction between them will not be, so there will be no communication. As a general fact, “*Communication, language, and culture cannot be separated*” (Tomalin & Stempleski, 1993: 105).

2.6 Schemata and Teaching/Learning EFL Speaking

2.6.1 Learners Common Mistakes of Speaking

In the process of speaking English as a FL, students may struggle with a range of mistakes that affect their ability to communicate successfully. These mistakes can be caused by variances in the learners’ L1 background and can be influenced by a number of factors. *Mispronunciation* is one of the most prevalent mistakes that EFL students face in the process of learning a language. This could be related to variances in the phonetics of the learners’ L1.

Hewings and Goldstein (2018) discuss the importance of helping EFL learners become aware of the features of English pronunciation that are different from their L1. Another area where EFL learners may make blunders is *vocabulary*. Students may face difficulties in understanding and using words with different meanings or that can be used in multiple contexts since English has a large vocabulary. Idiomatic expressions can also be difficult and challenging for students to understand and apply correctly (Hewings and Goldstein, 2018: 18).

Another issue that EFL students may face is the lack of *grammatical knowledge*, which can be complicated with several rules and exceptions. Since Languages differ in their sentence patterns and sentence structures or word ordering, learners' L1 grammar can also influence their usage of English grammar. Finally, EFL students may struggle with fluency and confidence in the English classroom. Arnold and Brown (1999) discuss the role that affective factors, such as motivation and anxiety, can play in EFL learners' success. Their lack of confidence and nervousness about making mistakes or being criticized by others can impact their performance and impair their capacity to communicate effectively (Arnold and Brown, 1999: 82).

According to Cook (2001), the *L1 background* of EFL learners can have a significant impact on their English speaking ability . Besides. Kellerman and Sharwood Smith (1986), EFL learners' L1 background can have both good and negative consequences on their English speaking abilities. Therefore L1 background of EFL students can have a substantial impact on their English speaking ability. This is due to the fact that learners' L1 influences their English pronunciation, grammar, vocabulary, and discourse patterns (Cook, 2001: 46).

As a productive skill, speaking is regarded to be important process since it helps the teachers in evaluating students' proficiency in the target language because it can be the major criteria towards better academic position and greater educational success. So, EFL teachers can improve learners' speaking skills so that they will be provided by more opportunities to interact and communicate in an effective and successful manner. Many approaches and various methods have been used by EFL teachers to teach this important skill to their learners (Ibid: 47).

2.6.2 The Role of Schemata in the Process of Speaking

Although there are differences in the interpretation of the interpreting process among different schools, the interpreting process is generally considered to include the following factors: listening comprehension, memory, and TL expression. Comprehension, as the first important link in the interpreting process, undertakes the work of decoding speech information, and lays the foundation for subsequent memory and target language expression, so it has received more attention from interpreting researchers:

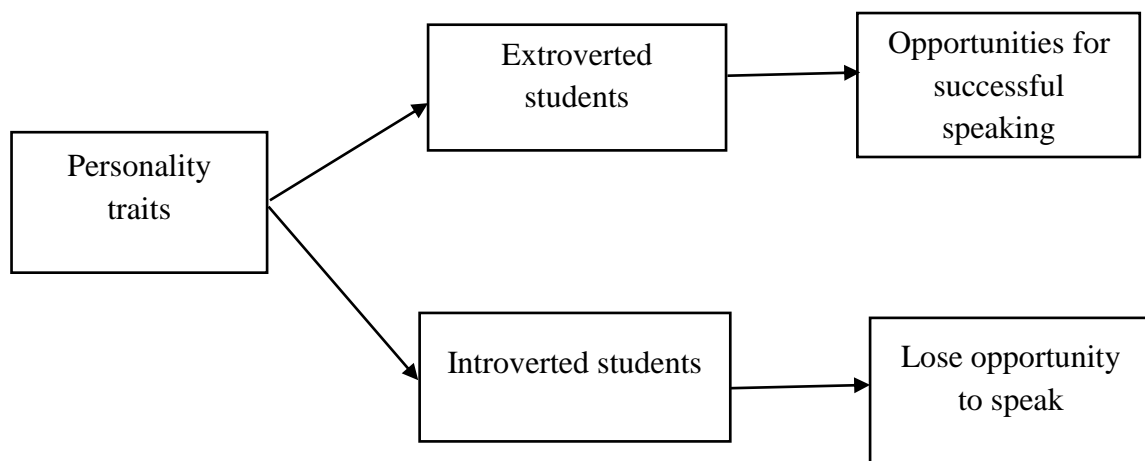
- *Schemas Can Reduce the Pressure of Interpreters:* Due to the immediacy, unpredictability and high information content of interpretation, the interpreter bears a relatively large amount of pressure compared with translation, and the stored graphic system of text structure and style helps interpreters reduce the pressure, thus effectively promoting the reconstruction of information.
- *Reasonably Supplementing and Reconstructing the Information:* Due to the time pressure of interpreting activities, interpreters may miss part of the information, not be able to remember all the information, or only rely on some keywords in the form of acronyms and special symbols to recall some specific content (especially consecutive interpretation). This will affect the fast, complete and accurate conversion and expression of information, and affect the effect of interpretation. If the above situation occurs, the interpreter needs to activate the relevant schemas when converting the expressed information, and reasonably supplement and reconstruct the utterance or recorded information according to the relevant schemas such as the discourse context, communicative environment and theme, and strive to ensure the integrity and cohesion of the information.
- *Schemas Make the Progress of Memory Faster:* The human brain needs the most time for semantic processing, but much less time for image memory. This shows

that interpreters should use their imagination as much as possible to increase the proportion of images in the process of memorization. It is not difficult to understand that the schemas have a high degree of image because of the clear structure, so they can make the progress of memory faster.

- *Schemas Help with Ambiguity Eraser:* During the process of interpretation, interpreters often encounter the semantic ambiguity of words or phrases or the syntactic ambiguity of sentences. Interpreters often eliminate ambiguity through the context established by the schema, and produce the correct understanding (Guo, 2023: 118).

For many years, teaching speaking has been taught by repeating words and sentences or memorizing dialogues. In the same vein of thought Thornbury (2005) says: “*Speaking tasks should have some relation to real-life language use.*” (Thornbury, 2005 :95). That is, the teacher needs to build an environment where students have real-life communicative situations which help to express themselves fluently and effectively in the target language. He needs also to motivate the students to perform in the classroom (see the figure below).

Figure 2.3 the relationship between personal traits and oral performance (ibid)



There are some tips that help EFL teachers to attract their learner's attention during the speaking activities, and so the students can enjoy with these activities and become more active and to speak freely and feel more confident. Harmer (1998) Suggested certain principals for teaching speaking as follow:

- Get your students to have a free discussion by giving them topics and tasks.
- Give them a role play tasks about any satiation allowing them to rehearse such a real-life event in the safety of the classroom.
- The language that students use during the speaking tasks provides feedback for both teacher and students, it is nice for the teacher to know if the class is going well or not and what the language problems they are having and also for the students they will know what they need to improve during these speaking tasks .
- Boredom kills motivation: the teacher should always motivate and encourage his learners.
- Speaking activities (role play, games, singing, etc.) provide students with self-confidence and also satisfaction and with sensitive teacher guidance can encourage them.
- Choose the appropriate speaking activities that can motivate the learners and give useful feedback.
- Many speaking tasks are intrinsically enjoyable like: role play, open discussions, problems solving, etc. (Harmer, 1998: 87).

In the light of this, Yahia (2021) believes that the teachers can use literary texts to teach their students translation and the daily expressions of the English societies. Here, she said:

A literary text is one of the main contexts where the language and the dialogue of the characters represent

the various communities and daily expressions that only native speakers can understand them perfectly and the foreign students must be familiar with their language and culture in order to understand them (Yahia, 2021: 47).

Nunan (2003) Suggested that the teacher should provide his learners practices with both accuracy and fluency. Accuracy means that speaking and writing without making any grammatical, vocabulary, and pronunciation errors. Whereas, fluency is the smoothness of the flow with which sounds, syllabus, word, and phrases are joined to others when speaking (Nunan (2003: 55).

2.6.3 Willingness to Communicate in EFL Classroom

Although schemata reduce the students' competence of speaking, their willingness and desire to learn and to speak English fluently can motivate them to avoid the obstacles of their schemas. Willingness to communicate (WTC) is a concept that has been widely studied in communication and language learning reseach it refers to an individual's willingness to establish and maintain conversation with others in a given environment. is an important component in the EFL classroom that influences students' participation and engagement in language learning activities. Horwitz and Cope (1986) define willingness to communicate as "a willingness to enter into discourse, a readiness to take part in conversation, and a readiness to keep communication channels open with others (Horwitz and Cope, 1986: 172).

Besides MacIntyre, Dörnyei, Clément, and Noels (1998, p.547) defined willingness to communicate as "*a readiness to enter into discourse at a particular time with a specific person or persons, using a L2.*" According to this definition, willingness to communicate is a multifaceted attribute that includes not just the ability to speak, but also the ability to listen, understand, and interact meaningfully with others . WTC is influenced by various

factors including personality traits, motivation , anxiety , self –confidence , and cultural background and that is plays a crucial role in the development of second language proficiency , among others individuals who exhibit high WTC tend to be more outgoing , sociable , and confident in their communication skill while those with low WTC may be more reserved , shy or anxious in social interactions (Horwitz and Cope, 1986: 174) .

In the context of language learning, WTC is an important aspect that influences students' participation and engagement in language learning activities. Students that are willing to communicate are more motivated, confident, and at ease when talking in the target language, which can lead to greater language competency. Students who lack WTC, on the other hand, may feel worried, nervous, or self-conscious about speaking in the target language, which can lead to less involvement and fewer opportunities for language practice (ibid).

In EFL Classrooms Speaking skill and communication willingness are both vital and required for bulding relationships, Learning a new language and culture; additionally, it is a key for efficient communication, particularly in EFL classrooms. In the other side, Students must be willing to take risks and try out new languages in front of others in order to strengthen their speaking skills. This necessitates communication skills as well as a supportive teaching climate that encourages exploration and practice. Teachers can help to create this atmosphere by encouraging students to communicate in pairs or small groups, as well as by providing opportunities to the students to practice speaking outside of the classroom such as through language exchange programs or online language learning platforms (Horwitz and Cope, 1986: 176).

They can also use feedbacks and coaching on pronunciation, grammar, and vocabulary providing constructive feedback on student's language use and encouraging

them to learn from their mistakes can assist students in improving their speaking skills by focusing on both speaking skills and communication willingness. Another important factor that affects students WTC is their motivation and attitude towards language learning , students who perceive English as a useful and relevant language for their personal and professional goals are more likely to be willing to communicate in the classroom (ibid).

Therefore, Teachers can motivate students by showing them the practical benefits of learning English , Such as better opportunities , Cultural exchange and academic success . "Communication requires not only the ability to produce grammatically correct sentences but also the willingness to take risks, to experiment with new language forms, and to engage with others in meaningful conversation." (Thornbury, 2005: 07).

This means that learners need to be willing to step out of their comfort zones and experiments with different language forms and to become more likely to engage in meaningful conversations . Students will be able to express their thoughts and feelings more effectively as they increase speaking skill and confidence. Moreover, form closer relationships with classmates and others from different backgrounds. As they grow speaking confidence and skill. Furthermore, EFL classes can assist students develop their language skills as well as a sense of cultural identification and belonging, As well as the competence required to flourish in a globalized environment (ibid: 17).

As a result, encouraging WTC is an essential goal for language educators who wish to assist their pupils build great speaking skills. This can be accomplished through creating a supportive and communicative classroom environment, offering chances for learners to practice their speaking abilities in authentic and meaningful circumstances, and addressing learners' affective needs and attitudes about language learning. In addition, Yahia (2022) believes that the ESP classroom is essential and effective for teaching the different skills,

as speaking. She stated: “*ESP builds on language and skills of specific disciplines. Also, it is adults-centered and involves homogenous learners. ESP is aimed at all four language skills. In addition, it follows a distinct methodology.*” (Yahia, 2022: 113).

The link between WTC and speaking proficiency is critical because effective communication necessitates both the capacity to use the target language effectively and the ability to adapt one's communication style to different cultural circumstances, as emphasizing the necessity of providing learners with the proper support and tools to help them develop their language abilities. Language instructors play an important role in this process since they are responsible for providing a learning environment conducive to the development of WTC and speaking ability. According to MacIntyre and Legatto, learners who have a high level of WTC are more likely to be motivated to learn the target language and to use it in authentic communicative contexts (2001, p. 547) Learners with a high level of speaking proficiency, on the other hand, are more likely to be able to communicate successfully and appropriately in a range of circumstances, including those that demand intercultural communication (MacIntyre and Legatto, 2001: 547).

Finally, the relationship between WTC and speaking proficiency highlights the importance of assisting learners and focusing on their needs, interests, and goals in language instruction. Language educators are crucial in this process because they are in charge of creating a learning environment that fosters WTC and speaking fluency. Giving learners the assistance and tools they need to improve their language skills, fostering a supportive and inclusive learning environment, and addressing learners' individual needs and interests to help them become effective communicators in the target language and in intercultural contexts are all part of this (Horwitz, and Cope, 1986: 204).

2.7 Conclusion

From the above small sample of schema theory, it does seem that schema is a valid explanation for how learners process and interpret information. However, the Price and Driscoll theory also demonstrates a difficulty that must be overcome: it may well be the case that strongly situated schema make it difficult for learners to develop functional problem solving skills that are appropriate across knowledge domains. In addition, it appears that transfer of knowledge outside of the context in which it was originally acquired is difficult and may require that the learners are exposed to similar knowledge in numerous different contexts in order to eventually be able to construct less situationally constricted schema (Price and Driscoll, 1997: 472-494).

Schema theory, unlike some other learning theories such as behaviorism or cognitive dissonance, does not seek to explain the acquisition of only certain types of knowledge such as behaviors or attitudes. Rather, instructional strategies based on it can be applied to any learning situation. The ability of the theory to explain how numerous different types of knowledge are learned and to suggest instructional strategies appropriate regardless of the type of knowledge also makes Schema Theory an effective theory for educators and instructional designers.

Chapter Three

Chapter Three

Data Analysis and Recommendations

3.1 Introduction

The third chapter deals with the empirical phase of this work. It investigates the effects of EFL learners' L1 schemata on their speaking ability. Furthermore, it aims at providing the readers with the main research instruments and procedures that have been used to collect data in this study. The present work intends to elicit students opinion about L1 schemata and whether it can affect their speaking or not. Their views and opinions are very crucial to test the stated hypothesis. The main research tools to collect the necessary data are questionnaire for second year license students and observation session for both second year and first year students at the department of English, university of Ghardaia.

3.2 Data Collection

3.2.1 A sample Lesson about Speaking

To support our data collection, we attended several sessions of oral expression module with first and second year students at the Department of English, University of Ghardaia. Both classes contained a reasonable number of students. Our first purpose behind attending those classes is to observe the performance of first and second year students and to find out their common difficulties and mistakes while speaking. Besides the role of the teachers in encouraging them to speak throughout different techniques and well-designed materials which make learners feel at ease and motivate them to speak and perform.

In our attendance, we sat in the last corner in the classroom in order to monitor all the movements during the session. Moreover, our observation was without any kind of audio recording or using the camera, we tended to observe any reaction, question, way of performance, interaction between teacher and students and so on. Thus, we attempted to note what we looked for.

The session started with ice breakers to reduce the stress among students and to warm them up for the coming activities. The session then shifted its focus to oral presentations of different idioms given by the teacher in the session before. Students worked in pairs and used those idioms in form of dialogues. Students seemed motivated while presenting their works and the teacher intervened and interacted with them too. They related the idioms with real life situations . It was a mutual discussion. Concerning the techniques used in the session there were no designed materials such as; ICT tools like data show, videos, music, pictures. The teacher used only chalk and board. However, oral expression module required well - designed materials to promote students to speak.

The first part of the class task was warming up. The teacher first shaped the tables of the classroom in form of a circle, and asked students to switch seats in order to create a better atmosphere. Afterwards, students started presenting and using the idioms that they were asked about in form of dialogues. Lastly, students and the teacher had a discussion about the presented idioms and suggested new ones to be explained.

3.2.2 Description and Administration of the Students' Questionnaire

The questionnaire is considered as the most common tool used for gathering information about a specific topic using set of clear questions sent for a specific population.

Among 238 second year LMD students at the department of English, University of Ghardaia, the questionnaire was administered to 100 one. The questionnaire is composed of three types of questions: open, closed and mixed questions. The questionnaire is divided into three sections. The first section's questions are devoted for the gender and age of the respondents. The second section contains six questions. They are designed to learn about the practice of English language outside of the classrooms and the activities that help improve their speaking skill. The third section contains 18 questions.

Questions from 1 to 4 are included to learn about the difficulties faced by EFL learners while speaking English. Moreover, questions from 6 to 10 tend to learn about the mistakes made by EFL students such as; the final "s" and the use of possessive pronouns, etc. In addition, questions from 11 to 13 were designed to learn about translating from Arabic to English while expressing thoughts. This, was to figure out the process of producing the L2 language according to the learners.

Question 14 asks about the use of grammatical rules while speaking. This question was included in order to know about the structure and form of sentences produced. The use of idioms and listening to English songs improves the speaking skill, thus, question 16 and 18 were devoted for this. Last but not least, Question 17 was designed to learn about the relationship between culture and language.

3.2.3 Data Analysis

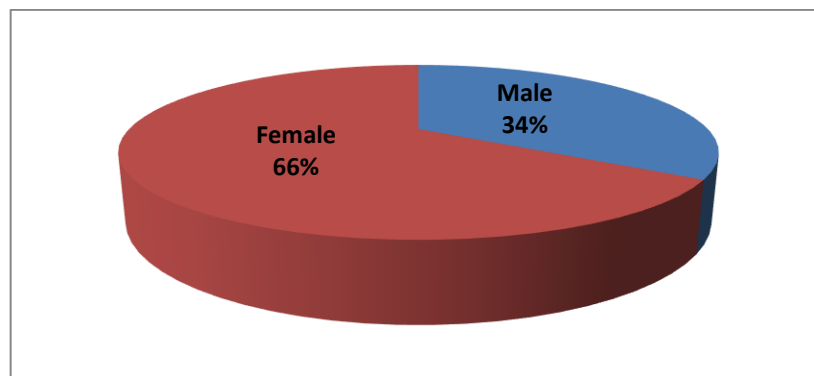
Section One

Item one: Gender

Table 3.1: students gender

Sex	Number	Percentage
Male	34	34,00%
Female	66	66,00%
Total	100	100%

Pie Chart 3.1: student's gender

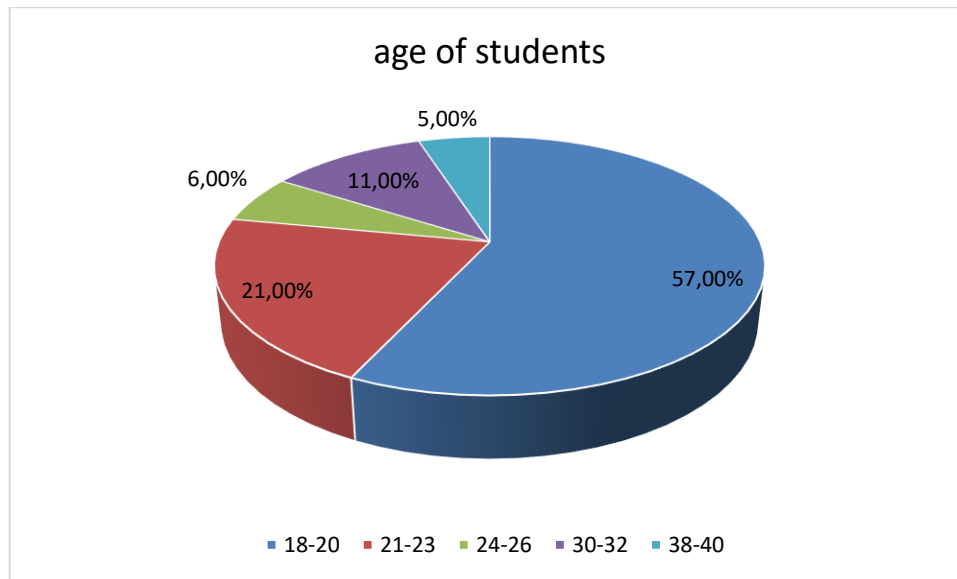


The whole population contains 66 (66,00%) female and 34 (34,00%) male.

Item 02: Age

Table 3.2 : Students' age

Age	number	Percentage
18-20	57	57,00%
21-23	21	21,00%
24-26	6	6,00%
30-32	11	11,00%
38-40	5	5,00%
Total	100	100%

Pie Chart 3.2: Students 'age

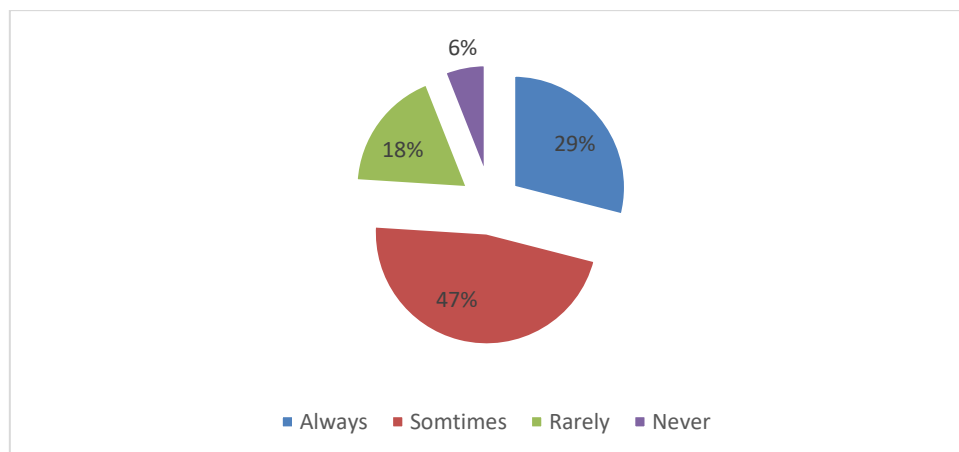
According to the table and the graph above, students age varies from 18 to 40 years, 57,00% represents the students who are between 18-20 years. 21,00% are between 21-23 , 6,00% are between . 24-26 11,00 % are between 30-and finally 5,00 % represents students between 38-40 years We conclude that students between the ages of 18 and 20 are the most dominant category.

Section two

Item one: Do you practice English through speaking with others?

Table 3.3: Practicing English through speaking with others

Possibilities	Number	Percentage
Always	29	29,00%
Sometimes	47	47,00%
Rarely	18	18,00%
Never	6	6,00%
No answer	0	0,00%
Total	100	100%

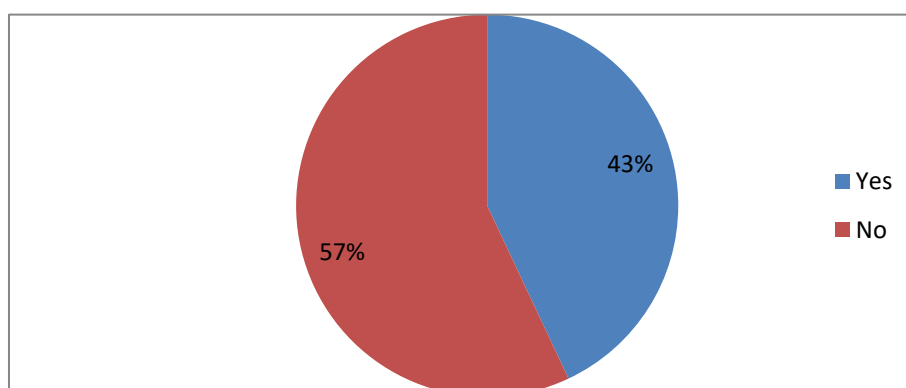
Pie Chart 3.3: Practicing English through speaking with others

The results of the table and graph above show that 29% of the students always practice English through speaking. 47% of them sometimes practice it. 18% of the students rarely do this, and 6% of them actually never do. We may conclude that the practice of English language varies from one to another.

Item 02: Did you attend courses of English before joining university?

Table 3.4: Attending English oral expression courses before joining university

Possibilities	Number	Percentage
Yes	43	43,00%
No	57	57,00%
Total	100	100%

Pie Chart 3.4: Attending English oral expression courses before joining university

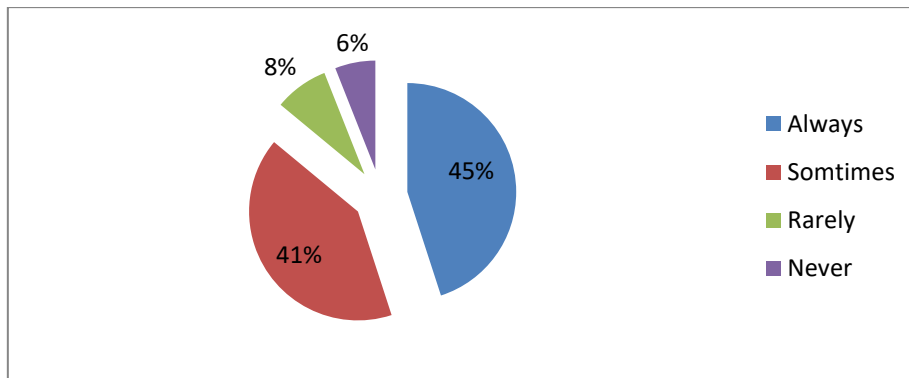
The purpose of this question was to determine whether students had previously attended English expression courses before joining university. According to the table and graph above, the majority of students (57%) had attended English oral expression courses, while the remaining 43% had not.

Item 03: Do you watch Films or English Tv programs to develop your speaking ability?

Table 3.5: Watching films or tv programs to develop speaking ability

Possibilities	Number	Percentage
Always	45	45,00%
Sometimes	41	41,00%
Rarely	8	8,00%
Never	6	6,00%
No answer	0	0,00%
Total	100	100%

Pie Chart 3.5: Watching films or tv programs to develop speaking ability

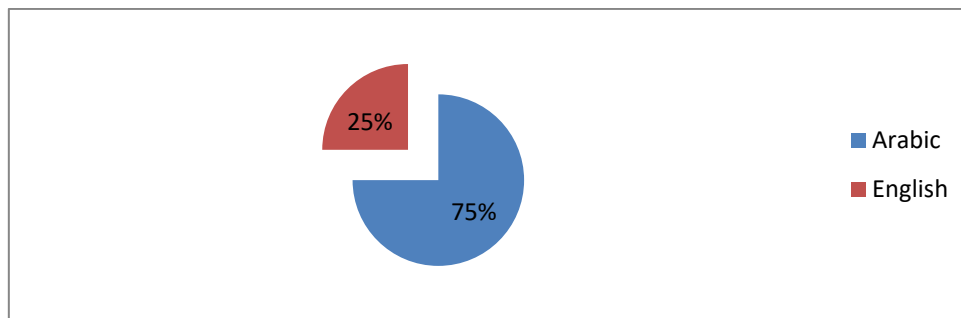


The aim of this question was to know if students develop their speaking skills via watching English films and Tv shows. According to the table and graph above, 45% of the students always do. 41% of them sometimes do this activity. 8% rarely do, and 6% never do. As a conclusion, we may say that those results vary from one student to another according to their preferences in developing their English speaking.

Item 04: When discussing with your colleagues outside the classroom, do you use?

Table 3.6: Discussing with colleagues outside of the classroom

Possibilities	Number	Percentage
Arabic	75	75,00%
English	25	25,00%
Total	100	100%

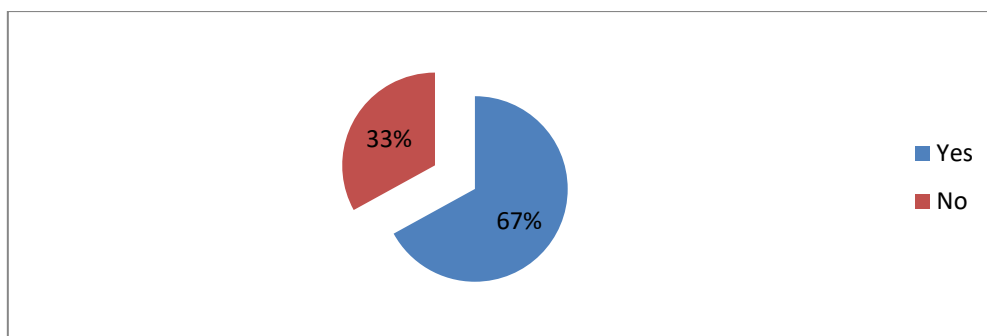
Pie Chart 3.6 : Discussing with colleagues outside of the classroom

This table and graph show that 75% of students of English use Arabic when they communicate with their colleagues, and 25% of them use English. From those results we notice that most EFL students don't have the habit to use English as much as their first language.

Item 05: while speaking, do you practice relaxing when you feel anxious?

Table 3.7: Practicing relaxing when feeling anxious

Possibilities	number	Percentage
Yes	67	67,00%
No	33	33,00%
Total	100	100%

Pie Chart 3.7: Practicing relaxing when feeling anxious

The aim of this question was to know whether students practice relaxation techniques when they feel anxious or not, According to the results 67 (67%) of the respondents answered yes, While 33 (33%) answered no . This may lead us to figure that the majority of students can control their anxiety while speaking, whereas others can't.

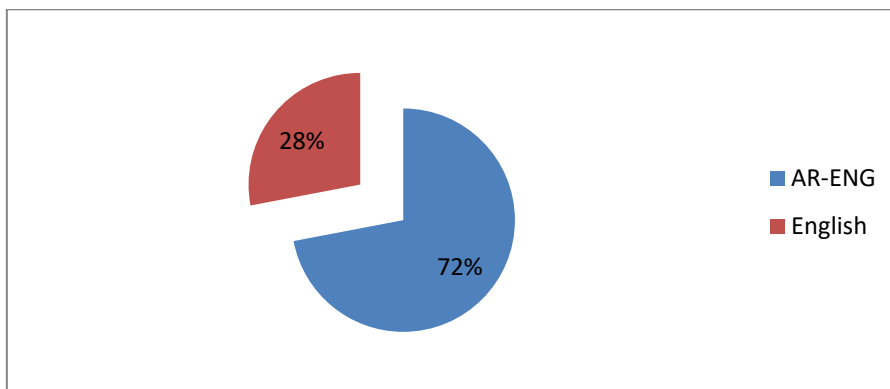
Section three

Item one: when the teacher of oral expression asks you to prepare a topic, do you:

Table 3.8: Preparing oral expression topics

Possibilities	Number	Percentage
Prepare it directly in English	72	72,00%
Prepare it in Arabic and translate it later into English	28	28,00%
Total	100	100%

Pie Chart 3.8 : Preparing oral expression topics



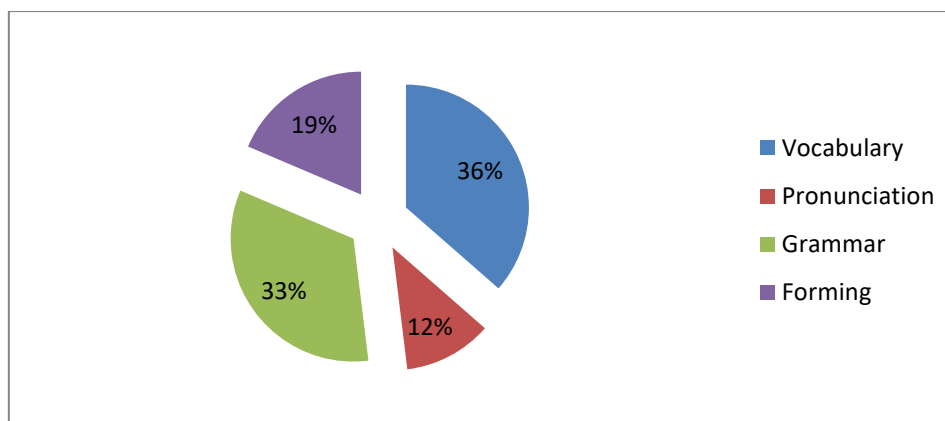
According to the table and graph above, 72% of the students when asked to prepare a topic for oral expression sessions ,they prepare it directly in English. whereas, 28% of them prepare it first in Arabic then translate it into English. We may conclude that some students find it helpful and useful to prepare their oral tasks in Arabic then translate it into English, some others believe it's more helpful to prepare them directly in English.

Item 02: what are the difficulties you face when you speak English?

Table 3.9 : Difficulties faced by students when speaking English

Possibilities	number	Percentage
Vocabulary	47	36,43%
Prononciation	15	11,63%
Grammar	43	33,33%
Forming	24	18,60%
No answer	0	0,00%
Total	129	100%

Pie Chart 3.9 : Difficulties face by students when speaking English



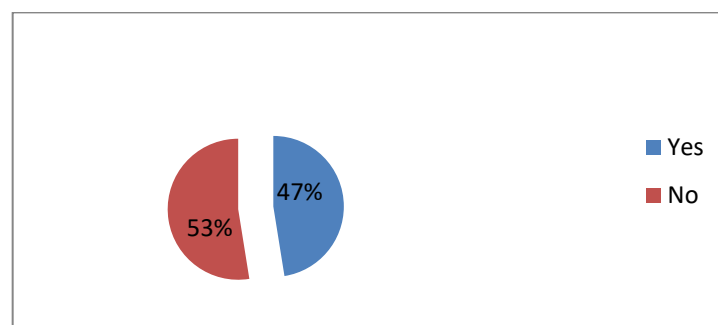
The results of the table and graph above show that 36% of students when it comes to speaking , they face the problem of the lack of vocabulary.33% of them find troubles with grammar when speaking English.19% of the students find it difficult to form sentences ,nd the remaining 19% of the students, have difficulties with pronunciation. We notice that difficulties face by students while speaking vary from one to another.

Item 03: In oral expression, do use the dictionary ?

Table 3.10: using dictionaries in oral expression

Possibilities	number	Percentage
Yes	47	47,00%
No	53	52,00%
Total	100	100%

Pie Chart 3.10 :using dictionaries in oral expression

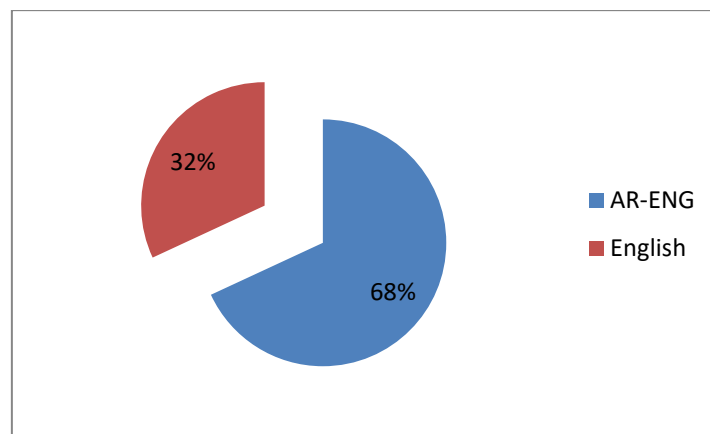


The question was related to the use of dictionaries during oral expression. Out of the total respondents, 47 students answered yes while 53 answered no.

Item 04: If yes, which kind of dictionary do you use?

Table 3.11: the kind of dictionary used in oral expression

Possibilities	number	Percentage
AR-ENG	32	68,09%
English	15	31,91%
Total	47	100%

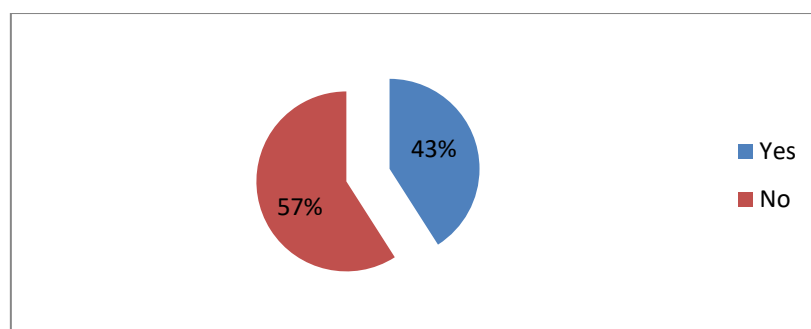
Pie Chart 3.11 : the kind of dictionary used in oral expression

According to the table and graph above, 68% of students tend to use AR-ENG dictionaries, while 32% of them use English dictionaries. The majority of students use the help of AR-ENG dictionaries to understand better the words, whereas some of them find it better to use English dictionaries.

Item 05: Is it difficult to speak English in oral expression session

Table 3.12: Speaking English in oral expression session is difficult

Possibilities	number	Percentage
Yes	43	43,00%
No	57	57,00%
Total	100	100%

Pie Chart 3.12 : Speaking English in oral expression sessions is difficult

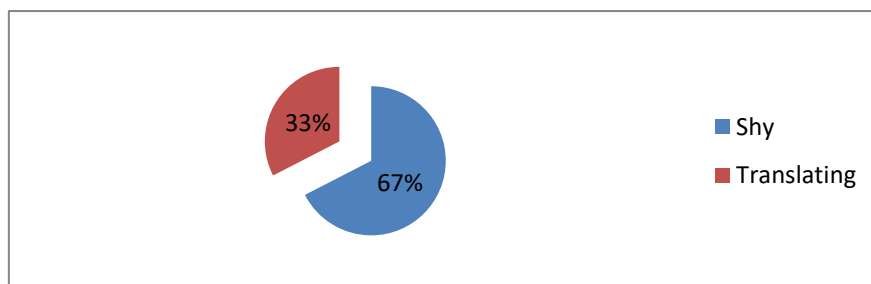
This question was set to evaluate the level of difficulty student experiences when speaking in oral expression sessions. Based on the results , 43% students found it difficult to speak English during oral expression sessions while 57 found it easy.

Item 06 : If yes,why ?

Table 3.13 : The reason why speaking English in oral expression session difficult

Possibilities	number	Percentage
Shy	29	67,44%
Translating	14	32,56%
Total	43	100%

Pie Chart 3.13: The reason why speaking English in oral expression session is difficult



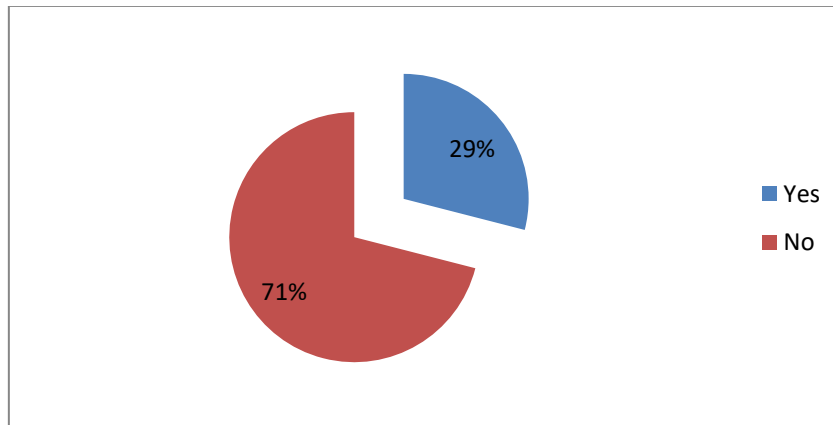
The results of the table and graph above, show that 67% of students find it difficult to speak English in oral expression session because of their shyness. Students believed that they feel shy and embarrassed when they make mistakes in oral sessions. whereas,33% of them believe that they struggle with translation from Arabic to English while speaking. Hence, Speaking English difficulties varies from one student to another according to their insecurities.

Item 07: in oral expression session, have you the habit of confusing the first pronoun “I” with the third one he/she when using the final “s” of the present?

Table 3.14 : Confusing the first pronoun "I" with the third one he/she when using the final "s"

Possibilities	number	Percentage
Yes	29	29,00%
No	71	71,00%
Total	100	100%

Pie Chart 3.14: Confusing the first pronoun "I" with the third one "He/She "when using the final "s"



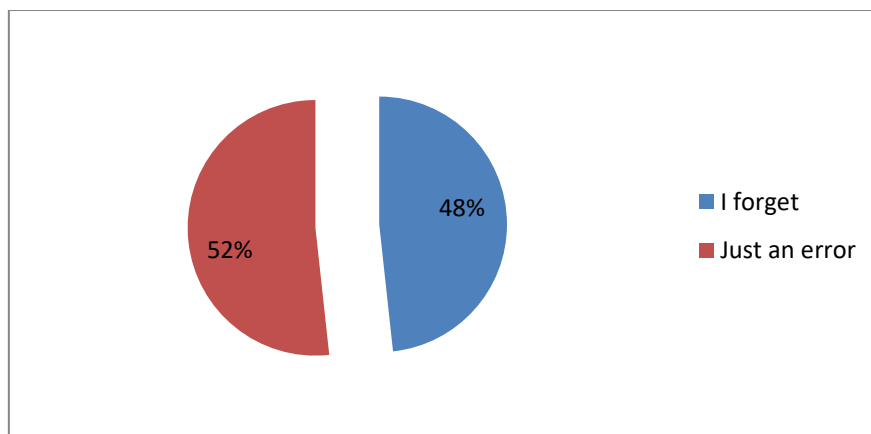
According to the result of this table and graph, 71% of respondents don't get confused when using the final "s" with the first pronoun "I" and the third pronoun "He/She. They find the use of the final "s" clear and easy. Meanwhile , 29% of respondents actually get confused when they do so.

Item 08: If yes, what are the reasons?

Table 3.15: The reason behind confusing between the first pronoun “I” and the third one “He/She” when using the final “s”

Possibilities	Number	Percentage
I forget the rules of conjugation	14	48,28%
I remember the rules, but it is just an error	15	51,72%
Total	29	100%

Pie Chart 3.15: The reason behind confusing between the first pronoun “I” and the third one “He/She” when using the final “s”

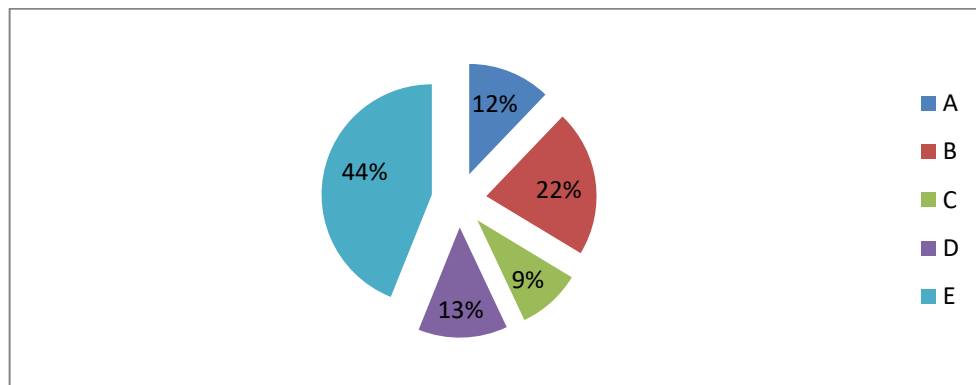


The results above, show that 52% of the students believe that confusing the first pronoun “I” and the third one “He/She” when using the final “s” is just an error. Even though they know the rules of the final “s”, they still make errors when using it. On the other hand, 48% of them claim that they know the use and the rule of the final” s”, yet they forget to apply them.

Item 09: Which kind of mistakes have you the habit of repeating when speaking?

Table 3.16 : the kind of repeated mistakes made by students while speaking

Possibilities	Number	Percentage
A. Inverting the order of the subject and the verb	13	12,15%
B. Forgetting the final “s” of the verb in the present simple with he / she subject	23	21,50%
C. Adding final “s” of the verb in the present simple with I ‘subject	10	9,35%
D. Forgetting or adding when not needed the S of the plural	14	13,08%
E. None of them	47	43,93%
Total	107	100%

Pie Chart 3.16: the kind of repeated mistakes made by students while speaking

The aim of this question was to figure the different repeated mistakes by students while speaking. The results of the table and graph above, show that 21 % of the students tend to forget the final “s” while conjugation the verbs with the third pronouns He/She.while,3% of other students claim that they have some difficulties with the final “s” in plural words (forgetting, adding). On the other hand, 12% of the participants invert the order of the subject and the verb in a sentence. In addition to that, 9% of them tend to add the final “s” with the

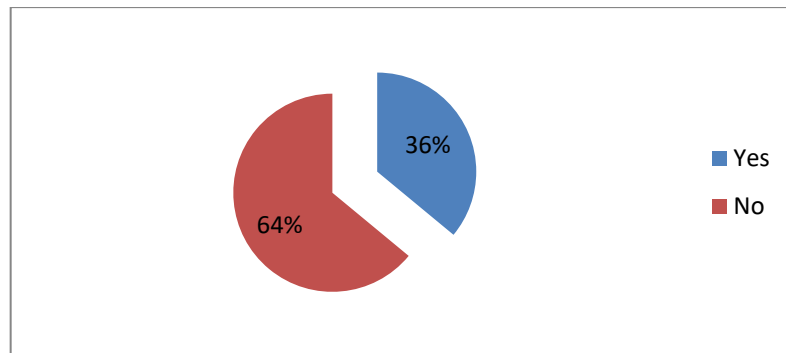
pronoun “I” when conjugating. The category with the highest percentage 44% is the students who don’t commit any of those mistakes above while speaking.

Item 10: while speaking have you the habit of confusing the use of possessive pronouns?

Table 3.17: confusing the use of possessive pronouns

Possibilities	Number	Percentage
Yes	36	36,00%
No	64	64,00%
Total	100	100%

Pie Chart 3.17 : Confusing the possessive pronouns



Item 11: if yes, Why ?

Table 3.18: the reason of confusing possessive pronouns

Possibilities	Number	Percentage
I don't remember the rules of possessive pronouns	22	61,11%
I confuse the French and Arabic rules of possessive pronouns with English	14	38,89%
Total	36	100%

The results of the two tables and graphs above, indicates that 36% of the students had a tendency to confuse the use of possessive pronouns when speaking, While 64% did not have this habit. This, refers to the second table which shows that most of the students (61%) don't

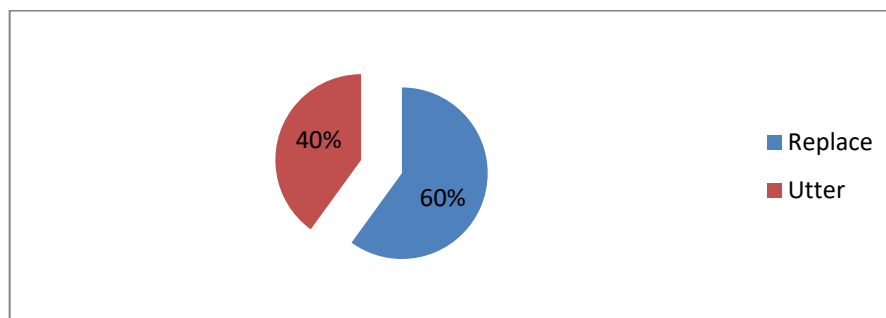
remember the rules of possessive pronouns and how to include them in their speech. On the other hand, the remaining students (39%) confuse the French and Arabic rules of possessive pronouns with English ones.

Item 3.19 : When you can't remember a word , do you ?

Table 3.19 : Not remembering words

Possibilities	Number	Percentage
Replace it by synonym	60	60,00%
Utter it in arabic	40	40,00%
Total	100	100%

Pie Chart 3.19: Not remembering a word

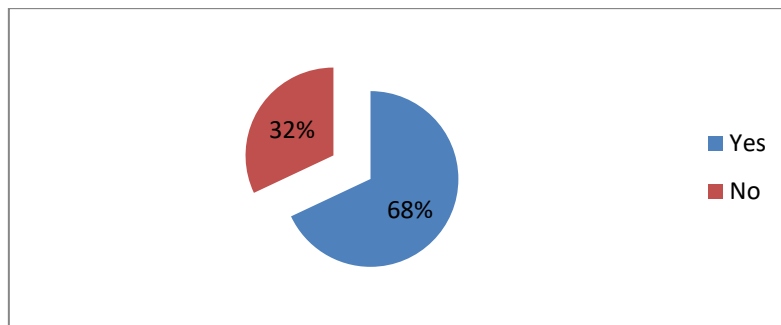


These results indicate that 60% of the students when they can't remember a word in English, they usually replace it with a synonym. whereas,40% of them tend to utter it in Arabic. We may conclude here that the students vary in the way of memorizing words.

Item 12 : While speaking , do you think first of what you want to say in Arabic and then put it in English ?

Table 3.20 : translating when speaking

Possibilities	Number	Percentage
Yes	68	68,00%
No	32	32,00%
Total	100	100%

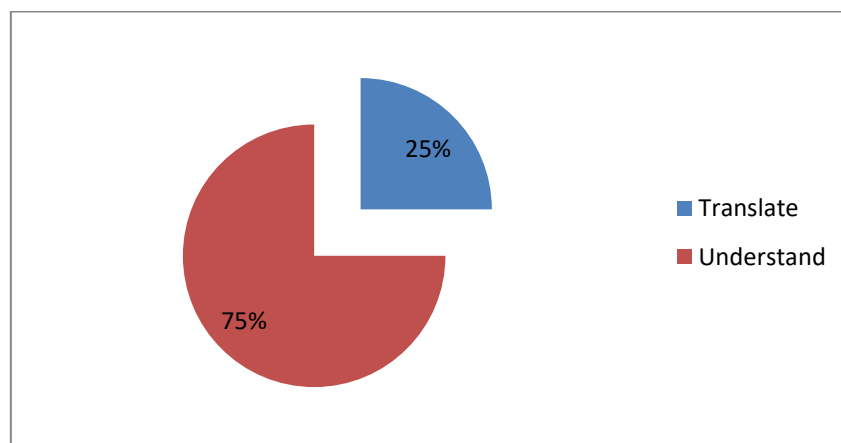
Pie Chart 3.20 : translating when speaking

According to the table and graph above, 68% of the respondents answered yes when asked if they think in Arabic before translating their thoughts into English while speaking, On the other hand, 32 answered no. This led us to figure that the process of speaking among students differs from one to another.

Item13: While communicating in English, Do you try to?

Table 3.21: communication in English

Possibilities	Number	Percentage
Translate each word you hear	25	25,00%
Understand the whole meaning through the context	75	75,00%
Total	100	100%

Pie Chart 3.21: communication in English

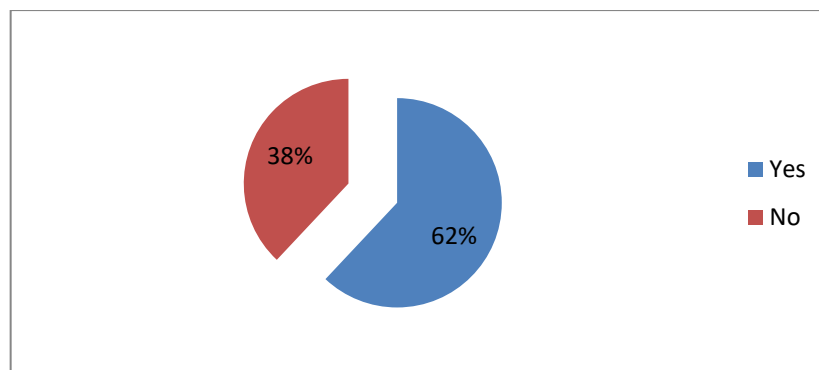
From the results of this question, 75% of the participants when hearing a new word while communicating, they try to understand the whole meaning through the context. In contrast, 25% of them tend to translate each word they hear

Item 14: While speaking, do you think how to apply the grammar rules?

Table 3.22: Applying grammar rules while speaking

Possibilities	Number	Percentage
Yes	62	62,00%
No	38	38,00%
Total	100	100%

Pie Chart 3.22 : Applying grammar rules while speaking

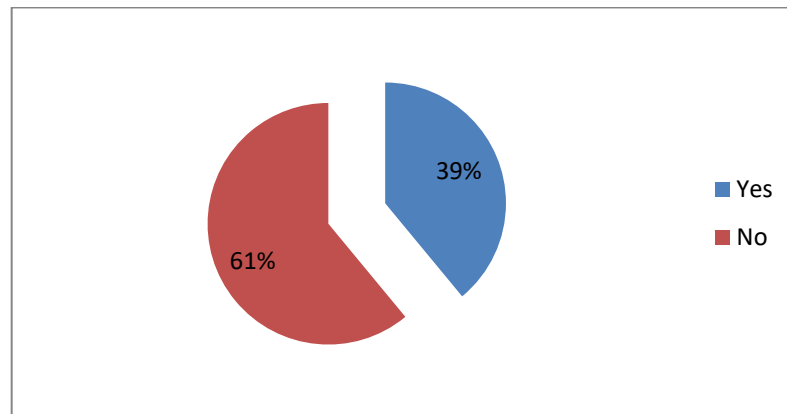


According to the survey, the majority of the respondents 62% consider applying grammar rules while speaking, whereas a significant minority 38% actually do not.

Item 15: Do you use English idioms while speaking?

Table 3.23: using English idioms while speaking

Possibilities	Number	Percentage
Yes	39	39,00%
No	61	61,00%
Total	100	100%

Pie Chart 3.23: using English idioms while speaking

According to the results, the majority of the respondents 61% don't have the habit to use English Idioms while speaking. Whereas, 39% of them do.

Item 17: How culture is related to any language?

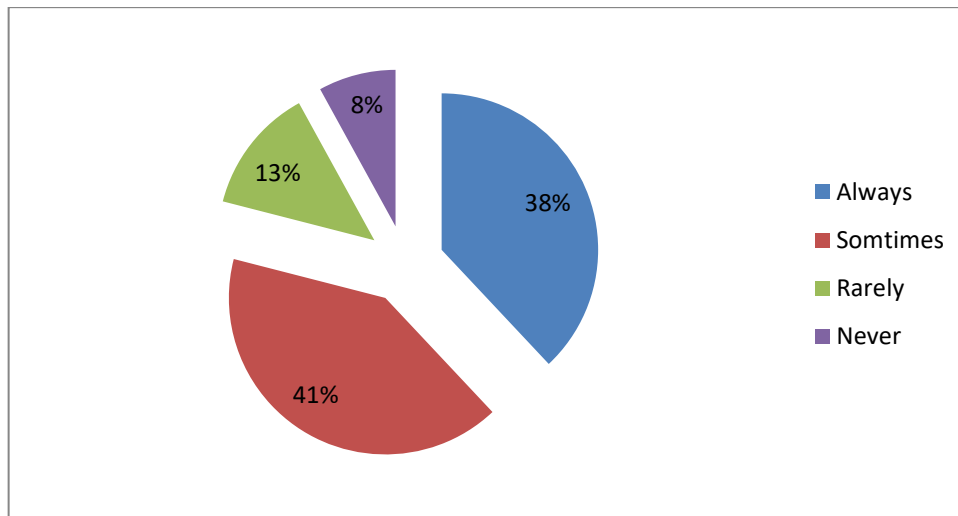
Concerning this question, almost all of the respondents were not familiar with it .80% of the students did not answer it while 20% were aware of it. Here are some of the respondents' answers:

- The relationship between language and culture is very close, as they are mutually dependent on one another.
- Language is a reflection of the culture in which it is used, and language is often expressed through language.
- Language is part of culture, and culture determines people's identity
-

Item 18: Do you listen to English songs to learn English Vocabulary?

Table 3.24 : listening to English songs to learn English Vocabulary

Possibilities	Number	Percentage
Always	38	38,00%
Sometimes	41	41,00%
Rarely	13	13,00%
Never	8	8,00%
No answer	0	0,00%
Total	100	100%

Pie Chart 3.24: listening to English songs to learn English Vocabulary

The results of this final question indicate that, respondents have different habits of listening to English songs. 38% of them claims that they always listen to English songs. Whereas, 41% of them sometimes do. On the other hand, 13% of the respondents rarely do this habit, and the remaining 8% actually never do.

3.3 Discussion

This study has aims at investigating the effect of EFL learners' L1 schemata on their speaking ability with second year license students at the department of English, University of Ghardaia. For this sake, the questionnaire was used as an instrument in order to gather information from EFL students, whereas attending observation sessions was also helpful to dictate the common mistakes made by EFL students. These findings are to attest the hypotheses proposed by the researchers. After the analysis of both research tools, the most significant findings are as follow:

The analysis of the questionnaire reveals that the dominant category of students are between the age of 18 and 20. we have noticed that most of them do not practice English speaking outside of their classrooms. They have the habit to use Arabic

language instead. Under the same light, most of them have not attended oral expression courses before joining University, and are not used to include the English language while communicating with their colleagues. This can be due to the lack of the use of the English language itself outside of the classrooms.

The analysis demonstrates that most of the learners watch English films and TV shows to develop their speaking skills. Moreover, the students find it difficult to speak English freely without feeling shy or scared of making mistakes, as well as the literal translation of their thoughts from their L1 to the L2 leads them to a limited use of the L2 words. The findings show that students have common mistakes in speaking such as pronunciation, grammar and vocabulary. However, some of the learners can manage to widen their knowledge via L2 use ; such as using synonyms and English dictionaries.

The second instrument used in this research is observation. We have attended several oral expression sessions with second year license students. There are some significant mistakes and difficulties faced by this population while they speak English. The major mistake repeated by many students is forgetting the final “s” of the present tense when using the third pronoun “She/ He”. Some of them add the final “s” to the first pronoun “I.”

In the same vein, students tend to add or remove the “s” of plural words. This led us to figure that due to their lack of grammar knowledge and the practice of the final “s” rules, they make the same mistakes repetitively. The base taken from the French and Arabic language teaching for long years caused an obstacle for the students’ mind to use English directly without mixing between the two languages. The most important factor about learning a language is culture. Thus, we have noticed that there’s a weak connection between the learners’ culture and the L2, this led us to ask them about it

(table 17) and confirm our assumption that the culture is the main support to the Language.

3.4 Recommendations

From the findings of our research, we can conclude that speaking skill is extremely important in the process of leaning a language. However, students of second year LMD are still encountering a lot of difficulties while trying to be effective speakers. According to the findings of this research and to improve the speaking ability for EFL learners, some recommendations can be suggested.

- Students should practice more activities out of their classrooms to enhance their level in Speaking.
- EFL learners need to practice the productive skills outside the classroom .
- There should be a diversity in the curriculum so that students will feel motivated to master the language learned.
- Teachers should build a friendly relationship with their students to motivate them participating in speaking.
- All courses of English as FL have to contain the foreign culture. Since culture is a complex and huge subject, EFL teachers should teach culture directly and indirectly. Courses of oral expression, written expression.etc.
- Faculties of English should offer workshops and open clubs to EFL students in order to raise their self- confidence and motivation to use the FL more

3.5 Conclusion

This chapter represents the empirical phase of this study. In addition, it gives a clear idea about the research tools and procedure used by the researcher to collect data about

this topic. Moreover, the chapter deals with the analysis of the students' questionnaire and the oral expression sessions attended, as it provides an interpretation and a discussion of the obtained results. Finally, the researchers proposed some recommendations that can be used by the EFL teachers and their learners to achieve a successful teaching/learning process.

General Conclusion

General Conclusion

Productive skills play a vital role in the learning process since they form an essential part of communication in any language. Through this work, the researchers have investigated the teaching/learning process of speaking skills at the Department of English, University of Ghardaia, and the main problems that may inhibit the EFL learners speaking.

So, the main objective of this research is to investigate the impact of L1 schemata on EFL learners' speaking ability. Throughout this study, we hypothesized that schemata are related to the L1 structures stored in the learner's mind and for students to be competent in speaking; they need also the EFL cultural background. This research emphasizes the importance of practice in reducing the effects of L1 schemata on the speaking ability.

In the first chapter of this dissertation, we have presented and discussed some major issues in the speaking skill in the EFL classrooms. We defined speaking and dealt with its features and functions. We emphasized the main difficulties that learners encounter in the EFL classrooms, like fear of making mistakes, shyness, lack of vocabulary, etc. At the end, we arrived to many points in the speaking skill. The most important is that developing the learners' speaking skill requires efforts from both the teacher and the learner.

Chapter two is devoted to all what concerns L1 Schemata and culture in the EFL classrooms. We have defined schemata and shed the light on its types and its function. We concluded with its role in the process of learning and teaching EFL speaking. Since this research is limited to Arab learners, we studied the effect of cultural interference from the Arabic language into the use of English as a FL.

In field work, the researchers used two instruments for the sake of gathering information, observation via attending EFL oral expression sessions, the Students'

questionnaire. These two ways of gathering data were analyzed and discussed to prove or disapprove the hypotheses suggested by the researchers. As a final step in this chapter, a set of suggestions and recommendations were designed for EFL teachers and their students to facilitate and improve the teaching/learning process of the speaking skill.

In addition, our results show that second year EFL students are aware of the importance of speaking, as a skill, in order to improve their English level. Undoubtedly, besides to self – confidence, students’ linguistic and cultural aspects are very essential to have successful oral performance.

Concerning the first hypothesis, Schemata are related to the L1 structures stored in the learners’ mind. This hypothesis was proved to be true. According to the findings of the questionnaire, students apply their L1 grammatical rules and sentence’s form on the TL.

As Hypothesized, students need the EFL cultural background.to be competent in speaking was also proved. Students don’t have enough knowledge about the EFL culture. Therefore, this leads them to struggle while trying to be effective speakers.

For the third hypothesis, the practice and Listening to native speakers can reduce the effects of L1 schemata on learners’ speaking ability was proved to be true. EFL learners have the habit to listen to songs and watch English films and TV shows in order to improve their speaking skills.

To conclude, in order to make learners use English appropriately, both teachers and students in EFL classrooms have to catch up the actual problems. One of the main problems is thinking in the native language while using the TL, which results in cultural interference from the L1 into the L2. Therefore, it is necessary to investigate this issue by further research.

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Appendices

Appendix A

The Students' Questionnaire

Dear students,

This questionnaire deals with a study about the effects of the EFL learners L1 schemata on their speaking ability. I would appreciate if you could find time to answer all the questions of the present questionnaire. So, please, have the kindness to provide us with the necessary answers either by ticking the appropriate boxes or by making full statements whenever necessary.

Thank you for your collaboration.

Section One

Before you hand in the questionnaire, could you please give us some information about yourself.

1. Gender: Male Female
2. Age:

Section two

1. Do you practice English through speaking with others?

- Always
- Sometimes
- Rarely
- Never

2. Why?

.....

.....

.....

3. Did you attend courses of English oral expression before joining the university?

- Yes No

4. Do you watch Films or English TV programs to develop your speaking ability?

Always
 Sometimes
 Rarely
 Never

5. When discussing with your colleagues outside the classroom, do you use?

Arabic English

6. While speaking, do you practice relaxing when you feel anxious?

Yes No

Section three

1. When the teacher of oral expression asks you to prepare a topic, do you

Prepare it directly in English?

Prepare it in Arabic and translate it later into English?

2. What are the difficulties you face when you speak English? (You can choose more than one answer)

Vocabulary

Pronunciation

Grammar

Forming a correct complete sentence

2. In oral expression session, do you use the dictionary?

Yes No

3. If yes, which kind of dictionary do you use?

English/English dictionary

Arabic/English dictionary

4. Is it difficult to speak in English in oral expression session?

Yes No

5. If yes, why?

I am always shy to express my ideas

Difficulty of translating the words into English

6. In oral expression session, have you the habit of confusing the first pronoun (I) with the Third one (he/she) when using the final 's' of the present simple tense?

Yes

No

7. If yes, what are the reasons?

I forget the rules of conjugation

I remember the rules, but it is just an error

8. Which kind of mistakes have you the habit of repeating when speaking in English? (You can choose more than one answer).

Inverting the order of the subject and the verb

Forgetting the final 's' of the verb in the present simple with 'he/she' subject

Adding a final 's' of the verb in the present simple with the 'I' subject

Forgetting or adding (when not needed) the 's' of the plural nouns

None of them

9. While speaking, have you the habit of confusing the use of possessive pronouns?

Yes

No

10. If yes, why?

I don't remember the rules of possessive pronouns use

I confuse the French and Arabic rules of possessive pronouns with English

11. When you can't remember a word, do you?

Replace it by a synonym

Utter it in Arabic

12. While speaking, do you think first of what you want to say in Arabic and then put it in English?

Yes

No

13. While communicating in English, do you try to?

Translate each word you hear

Understand the whole meaning through the context?

14. While speaking, do you think how to apply the grammar rules?

Yes

No

15. Do you use English idioms while speaking?

Yes

No

16. Why?

.....

.....

.....

17. How is culture related to any language?

.....

.....

.....

.....

18. Do you listen to English songs to learn English vocabulary?

Always

Sometimes

Rarely

Never

Thank you for your time

الملخص

تهدف الدراسة الحالية الى البحث في تأثيرات مخططات اللغة الأم لمتعلمي اللغة الإنجليزية كلغة أجنبية على قدرتهم على التحدث. تلعب المخططات، كمفهوم لتراكيب اللغة المخزنة في عقل المتحدث غير الأصلي، دوراً مؤثراً في تحديد طريقته في مراقبة المعلومات وإدراكها وتفسيرها، ممثلة في أقواله، اللغة الإنجليزية كلغة أجنبية . لذلك، يدرس هذا البحث اشكالية الطريقة التي تؤثر بها مخططات اللغة الأم لمتعلمي اللغة الإنجليزية كلغة أجنبية على قدرتهم على التحدث. ويهدف إلى اقتراح طرق واستراتيجيات للحد من آثار مخططات اللغة الأم على قدرة التحدث لدى المتعلمين. تتبع الدراسة النوع الوصفي للبحوث من خلال وصف جلسات التعبير الشفهي مع طلبة السنة الثانية ليسانس بقسم الانجليزية بجامعة غرداية. تعتمد الدراسة على النهج الكمي من خلال توزيع استبيان إلى 100 طالب من نفس المستوى. تشير النتائج إلى أن مخططات اللغة الأم لطلاب اللغة الإنجليزية كلغة أجنبية تؤثر على عملية التحدث لديهم بحيث يتعين على المدرسين تطوير طرق مختلفة لتدريس التعبير الشفهي لتعزيز كفاءة المتعلمين في التحدث.

الكلمات المفتاحية: مخططات اللغة الأم ، اللغة الإنجليزية كلغة أجنبية ، مهارة التحدث ، الكفاءة في التحدث.