



## **Investigating the role of schema theory in speech Acts Interpretation selected stories of Alice Munro**

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### **Abstract:**

The aim of this paper is to investigate the effectiveness of applying the Schema theory in interpreting speech acts as featured in the selected short stories by Alice Munro. This paper starts with a description of reading process and the theoretical constructs surrounding it in relation to schemata. This study aims at exposing the effectiveness of previous knowledge structure (cultural, formal, gender, cultural, and linguistic) in interpretation of selected Stories by Alice Munro. The research is applied on Egyptian students (Girls and boys), who are enrolled in Egyptian schools, and Data used in analysis has been collected during schooldays. A presented questionnaire along with observation notes are analyzed in tables and graphs to identify clearly the investigated phenomenon and its



effect in reading comprehension of speech acts. The research uses both qualitative and quantitative approaches in collecting and analyzing data, and concluding results. It is concluded that schema theory affects EFL students reading comprehension and speech act interpretation. Cultural and content schema affects reading comprehension higher than linguistic and formal schema, however, the integration of different schema types leads to a higher level of comprehension and recognition. Moreover, gender schema plays a great role in distinguishing the reading comprehension level among girls and boys.

**Keywords:** English as a Foreign Language, Schema theory, Speech acts theory.



## Introduction

Reading is an interactive complex process between the reader and the text; it is the process of obtaining information from a written text as defined by Zhang (2018). One more element to be meaningful is comprehension; the ability to understand the text and to acquire information as noted by Fernandez (2021) who identified it as a basic requirement for EFL students to join universities. The writer transfers his own ideas and feelings to the reader using linguistic symbols; then, the reader constructs meaning from these clues taking place in the text and combines them with his previous knowledge. On the same line, Bensalah and Gueroudy (2020) emphasize the significance of reading skill to EFL learners, saying that students need to interplay various factors to achieve a higher level of comprehension. Thus, the absence of any of these factors can lead to failure of the process. In other words, students may not fully understand the text.

Rayane (2001) defines reading as the level of understanding, in which the reader combines both words in text and knowledge outside the text, while Nunan (2011) agrees that reading comprehension is a process of interpreting words with a prior composed image in the reader's mind, and Harmer (2001) highlights the importance of using variety of clues to



understand what is implied by the text. Overcoming reading difficulties, Fernandez (2021) notes that progress in comprehension can be achieved by improving vocabulary, grammar, interference and outer experience influence.

Bensalah and Gueroudy (2020) argue that some learners can master English language, but they can't grasp the intended meaning of a text. Although vocabulary and grammar are the basic units of any language, a reader may not comprehend the writer's message... they assert the importance of cultural experience influence to help the reader fully understand the text. Reading comprehension is operated in two directions *Bottom-up* or *Top-down*. A *Bottom-up* process of reading is activated by specific clues from the text; the reader tends to know the vocabulary and grammar items text. According to Issa (2006), a reader focuses on smaller units and does not get the whole meaning of the passage. A *Bottom-up* rearranges visual data to help the reader understanding the test.

Top-down process, on the other hand, is activated with general prediction of what the text is about; the reader links his/her prior knowledge to the text and try to overall point the text and predict its message. So, it is inferred that reading understanding embodies other skills that could be acquiring the proper meaning, analyzing the writer's point of view and



grasping the intended message as well as applying what is learnt from text to real life situation. Such skills constitute the comprehension level of a reader, so reading alone is not sufficient and interpretation of its deeper meaning is essential. Both directions occur simultaneously and interact effectively to achieve a higher level of comprehension as noted by Carrell and Fiserhold (1984). Seymour (2017) clarifies that reading comprehension has to be achieved on three levels of comprehension; literal level, inferential level and critical level.

The inferential level is an important level of reading, in which the reader determines the meaning of the text. In the sense, a reader thinks about the text and draws conclusion, and can shift between reading between lines and seeking to what is implied by the writer. This level requires a combination between the words in text and making inferences about the intended message. If a student masters this level, he would understand the text easily. The critical level cannot also be denied as an essential level of reading comprehension level. In this sense, a reader analyzes information, then applies it to another information. In this level, a reader can draw insights, develop fresh ideas and express opinion to the text. A student should be guided through these levels to acquire a higher level of reading comprehension. S/he needs to read between lines,



synthesize information and develop a deeper understanding of the raised topics and implications presented in a text.

Nicholson and Garro (2014), in their study, mark the importance of teaching students fiction to help their master reading comprehension. But in teaching fiction, comprehension may be a challenge for students from different cultural backgrounds, not only because lack of vocabulary or grammar knowledge, but also because of their schema that don't match the text culture as noted by Vogt and Short (2008). As Kim (2010,p.36) argues that a text doesn't carry meaning, but guides readers to grasp the meaning using his prior knowledge, so, prior knowledge affects reading comprehension level as asserted by Patrick (2019), in this paper, who also adds that prior knowledge facilitates the process of interpreting the text.

Fernandz (2021) defines prior knowledge as the readers previous knowledge about a topic before meeting new information. On the same line, Elbro and Buchlverson (2013) link it to reading comprehension level. Tarchi (2010) marks that if a student lacks a proper prior knowledge about a topic, his reading comprehension is impacted. Prior knowledge, to which a reader cognitive ability is associated, is structured by reading, listening and hearing about topic. Seymour (2017) states that schema theory is an interpretation of how readers interplay their prior knowledge to learn from



text and to comprehend it. Carrel (1981), Hudson(1982) discuss the significant role of previous knowledge in increasing the level of reading comprehension, and the fundamental aspect of schema theory pinpoints that a text doesn't carry meaning by itself, but it provides clues to direct the reader.

A good reader retrieves these clues and combines them with his/her previous knowledge to construct the intended meaning and acquire the new information. Bensalah and Gueroudy (2020) view schema as the background knowledge that enable prediction. Schema theory views reading comprehension as an interactive process between the readers' background and the text. It relates the text to the readers' previous knowledge. Bensalah and Gueroudj(2020) mark the significant role of *schema theory* to EFL learners, as it enables the reader to grasp the meaning out of the text, simply because schemata fill the assumptions that fill gaps of information that are processed while reading. In the process of reading, some questions may be raised by the reader about the plot or setting for example, if a reader has an appropriate schema, his/her inquires may be filled and manages to continue reading smoothly.

Effective reading depends on the more shared assumptions and knowledge. In the light of these previous scholars views, Bensalah (2020)



claims that EFL readers interpretation may vary, based on their previous knowledge about the topic. The reader associates more information to previous ones to comprehend, so it is inferred that *schema theory* has a major role in increasing the degree of comprehension, therefore, teaching using *schema theory* is essential. Fernandez (2021) describes *schema theory* as the process of acquiring, processing and organizing knowledge. The term "schema" has been introduced by Barlett (1932, p201), who views it as "*an active organization of past reactions or experiences*". Later, it has been developed by Rumelhart (1980).

Carrell (1981) and Hudson (1982) have discussed the important role background knowledge and schema in reading comprehension, on the same line, An (2013) highlights that *schema theory* is essential for reading comprehension. Schema theory is classified into three types; Language schema, Formal schema and Cultural schema. Zhang (2018) reviews linguistic schema as the general knowledge of a language; it includes the prior knowledge of vocabulary, grammar and phonetic rules of a particular knowledge without a proper linguistic knowledge a reader can hardly read a text or understand the text, this leads to failure in reading comprehension level. A proper amount of vocabulary and grammar knowledge of a





particular language is required for a reader to overcome reading difficulties, so it is inferred that linguistic schema is the base of reader schema.

Formal schema is the second type of schema theory and refers to the structure of a text. There are different genres. It may be difficult for a reader to grasp the text type if it is expressed in different form. Fisher and Frey (2009) view it as syntax, semantics and phonology knowledge. Fiction genre includes novels, short stories, play and poems, while non-fiction genre includes description, narration, exposition and argumentation. Narration is basically found in novels and stories, and description is basically found in Platy and interaction as well. In writing a novel or a story, same elements are interplayed to produce it. These elements, supposed to be identified by the reader to understand the text, are characters, plot, theme and setting. A poem depends on meditation, and Persuasion is essentially presented, it consists of theme, image and rhyme, and the reader has to figure out the poets feeling and ideas. Knowing these genres' form and structure facilitate reading and are important in understanding the text .So, formal schema is considered essential for reading comprehension.

Gender schema theory is a social cognitive theory, introduced by Sandra Ben in 1981, focusing on how people are gendered in society and how their gender role is affected by experience culture and gender



perceptions. It presents the process of an initial schema, and directs the individuals' habits as male or female. As children grow, they normally choose their activities according to their culture and perceptions, so, their behaviors and actions are directed by gender schema. For instance, girls play with dolls and wear pink shirts, while boys play with guns and cars, and wear blue shirts. Gender schema affects people's perception and recognition. This study presents how gender schema affects students interpretations of speech acts in Alice Munro selected stories and reading comprehension. Gender schema highlights the differences between girls and boys reading comprehension.

Content schema is the third type of schema theory which refers to the background knowledge of the text content; a reader holds a particular knowledge about a topic and is familiar with text scope and theme, such as the knowledge of society. Fisher and Frey (2009) define it as general knowledge of culture, history and society. If there is a shortage in information related to the text, a reader comprehension level is incomplete, simply because, he cannot grasp the intended meaning of a text. Therefore, content schema is considered a measure for the level of comprehension. Being familiar with content can overcome vocabulary and structure limitation. Ozakya (2001) defines cultural schema as "*cultural*



*space world knowledge*". In the same line, Bensalah (2020) views cultural schema as schematic representation of cultural concepts, he adds that cultural knowledge is fundamental in text comprehension among EFL learners due to the cultural difference between target and the native language. He gives example of such statement *"I found coal in my stacking cocked the tree over which started a fired and my grandfather were a red suit"*.

Alyousef (2006) has investigated the effects of content familiarity and language ability on comprehension degree on Saudi's students of English language. The study is conducted on one hundred and thirty-two male and female university students. The result has a significant effect in reading comprehension; the content familiarity has facilitated reading obstructers. Ashraf Zadeh& Dam& Meshkat (2015) have also investigated the effect of familiarity with content knowledge on Iranian medical students' reading comprehension text. The results raised the significance of content knowledge in affecting the comprehension performance. In Bensalah's view, a reader who is not familiar with American culture may encounter problems in grasping the intended meaning even if s/he knows these vocabularies, while being familiar with American cultural and knowing Christmas morning, a reader may overcome reading obstacles. Being



familiar with the culture content helps the reader more than unfamiliarity about the topic. Alptekin (2008) has explored the role of cultural familiar background knowledge and literal comprehension. In this study, students participants have been explored to two versions of an American short story and nativized version to reflect learners own cultures then participants were asked to take a questionnaire which was designed to check the inferential and literal comprehension level, separately across the two investigated versions. The results have showed students' inferential comprehension level increased through navitization version than the original.

Jaklifar and Assi (2008) have examined the role of cultural nativization in short stories comprehension level among Iranian EFL learners. The results manifest that cultural nativization facilitates comprehension. On the same track, warsnak (2006) examined the significant role of cultural content schema in reading comprehension, he added that activating schema facilities reading comprehension, there are different ways to activate schema. The study is conducted among students who read two passages; one passage is read after their schema is activated while the other with no previous knowledge about the topic. The results indicate that student's comprehension degree and speed are higher when schema is activated. Davidson, palnaik (2018) investigated the



significance of activating schema to improve reading comprehension level. They highlight the importance of activating schema in improving reading performance. Li and Cheng (1997, p.295-296) have defined schema activation as *“a generally recognized as the process, in which some textual stimuli signal the direction or area for the reader to look for, and evoke the relevant schema from memory into the present reading task”*. So it is inferred that schema activation is useful for reading comprehension and it is performed via reading tasks in classroom or thought text clues.

Prediction, pre-reading, visualizing, mind mapping or brain storming, previewing recalling are reading activities that are highlighted by Davidson and Patnaik (2014). Prediction is the ability to guess what the topic is about, and Pre-reading tasks are activities done by teachers to help learners to activate their linguistic schema; listening phrases and sentences patters are examples of pre-reading activities. A skimming can be regarded as a pre-reading activity in which a reader can note an overall idea about the text. Ajideh (2003) views pre-reading activities a clarification of meaning and complex structure visualization. A student can create a mental picture based upon the words in text, so their background knowledge can be activated. In this way, students become engaged deeply with the text. A student connects with the authors writing with his/her imagination.



Brain storming (Mind mapping) is considered an effective strategy which brings students schema to the surface. Students can predict what the text is about, so brain storming and prediction are interplayed together. Pre-viewing is a reading strategy which aims at formality goals then reading to meet these goals student decides what the text is about and plans how to grasp the writers intended goals of a text. Recalling is a reading strategy which aims at previewing what students have read, focusing on important and connecting other experience to understand the text deeper. Al-Jahwari (2015) and Humadi (2015) stress the significance of activating students' schema through reading tasks, and Zarei and Mahmedi (2012) have examined the effect of schema activation among Iranians' learners reading and listening skills. The participants where engaged in pre-listening and reading schema building tasks; their content formal and linguistic schema are activated in the experimental group.

On the other hand, the controlled group didn't receive any kind of schema building task. The results have shown that the experimental group participants three schema's outcomes are higher than those of the control group. In the light of the previous introduction of schema theory, it is inferred that schema theory plays a major role in reading comprehension



as activating, it is also critical for improving reading comprehension. Teaching literature helps students reading performance to be improved.

Khanam , Zahid and Mondol (2014, p.85) state that readers "make connections to their reading by keying into associations , feelings , altitudes and ideas providing the deepest interaction between reader and text, so social, cultural and historical schema are integrated with the text. Bayat (2012) highlights the importance of teaching speech act to EFL learners as it reflects language usage and present different cultures. In teaching literature, dialogue is considered an essential part of text books, simply because it is a natural type of everyday language.

Native speakers can practice it easily daily, and non-native speakers try to acquire such native like dialogue, so speech act analysis is essential to understand such dialogues speech acts are speaker's intentions which is presented via utterances. Therefore, this study aims to investigate the influence of schema theory in speech act of Alice Munro's short story (Hateship, loveship,courtship,marriage). On the same line, Aitchisan (2003, p.106) defines speech act as *a number of utterance which are presented like actions*. He clarifies that a speaker aims at achieving some effects when uttering words. It is concluded that speech act is an utterance which replaces an action in certain situation and to achieve a particular goal.



Speech act is a theory of communication which is introduced by Austin (1962) then developed by Searle (1969). Austin purposes that the minimal unit of communication is the performance of different kinds of acts such as making statements, asking questions, giving orders, apologizing, thanking....etc. These acts are presented below.

Locutionay act is the act of presenting a meaningful act.

i.e: A speaker utters sentences with a particular meaning.

Ex. 1: "I'm hungry"

In this utterance, a speaker expresses his state of being hungry.

Ex. 2: "It is very fine wool"

In this utterance, the shop keeper notes that the dress is made of fine wool; she states the type of the material. (extracted from Hateship, loveship, courtship, marriage).

Illocutionary act: is the performance of an action by uttering something.

The action can be a promise, a prediction, a threat and warning.

Ex. 3: "it's cold inside here"





By uttering the phrase inside here, the listener has visualized the speech situation in a room. S/He expects that the speaker asks to shut the window, or turn off the air condition.

Ex. 4: "I was thirsty for water"

In the above speech act, Sabithia uttered these words to Edith. By hearing this speech act, a reader may predict that Edith may go and get some water for Sabithia or any think to drink. (Extracted from Hateship, loveship, courtship, marriage)

Perlocutionary act is an act performed by saying something, but not in saying something. Persuading, angering, comforting are often perlocutionary acts. For example, if someone shouts "tsunami". People will run for their lives. So it is inferred that perlocutionary act produces effects, and these effects are produced according to the uttered sentence; the response is in action and word.

Ex. 5: "I feel dizzy".

In the above example, if a speaker says that he feels dizzy, so the hearer may offer medicine or any kind of help.

Ex. 6: "I brought you furniture"



In the above speech act, Jouhana says these words to Kin; so the reader can predict that kin is going to ask where or how did she bring the furniture.

Searle (1969) has developed and modified Austin's work and has focused on a psychological aspect of utterance, he has divided illocutionary act into five categories according to their functions; representative, directives, commissives, expressive and declaratives. Representatives are type of illocutionary speech act which state the truth, as defined by Yule 1996.

Ex. 7: "The earth is round". Yule (1996, p.53).

In this example, a speaker presents a fact about earth.

Ex. 8: "It's a mixed train Friday, two-eighteen, p.m"

In the above speech act, the station agent states the type of the train and its departure time, so it is a fact. (Extracted from Hateship, loveship, courtship, marriage)

Directives are the second type of Searle's classification, he defines it as speech acts that reflect the speakers' intention. Yule (1996, p.54) has given an example to clarify the type of directives speech acts



Ex 9: "Give me a cup of coffee, Make it Black" Yule (1996, p.54)

The above utterance shows the speaker's intention of such utterance. It can be viewed as a command or request.

Ex 10: "pay when you ship"

In the above speech act, the station agent tells Jouhana to pay when she ships the furniture. This is considered a directive speech act in which the station agent advises guides jouhana about the payment time.

Commissive are illocutionary act which aims at committing a future action as defined by Searle (1999, p.29). Yule (1996, p.54) agrees that speaker express their future intention. They can be promise, threats, and refusals.

Ex. 11: "I will be back".

The previous example presents a future promise which is expressed in the word "will", so it is considered as a commissive speech act function

Ex 12: "see you Friday"

In the above speech act, Jouhana says these words to the station agent, she expresses that she will come and see him on Friday to ship her



furniture. So it is considered a commissive speech act as it will be performed in the future. (Extracted from Hateship, loveship, courtship, marriage)

Expressive are type of illocutionary act which express the psychological state in a certain condition. It can presents different feelings as pleasure, pain, joy or sorry, as defined by Yule (1996, p.53). He gives the following example.

Ex. 13: "I'm really sorry"

In the above example, the speaker makes an apology to the listener. This statement shows feelings of Sorrow.

Ex. 14: "Excuse me, I'd love to chat, but I got people waiting on their breakfast"

In the above speech act, the waitress excuses that she has to leave due to her work. Other people are waiting for her, but she expresses her excuses and the reason to leave. (Extracted from Hateship, loveship, courtship, marriage)



Declaratives are type of illocutionary speech act, in which the speaker changes the situation via uttered words. Yule (1996, p.53) gives the following example.

Ex. 15: "I now pronounce you a husband and a wife"

In the above example, a speaker has a special role and by his utterance, the situation has changed.

In this study, the researcher has observed speech acts and classified them according to Searles' classification, this is presented in data analysis and discussion chapter. Graphs and tables are provided for further explanation. Searle then classified illocutionary speech act to direct and in direct speech acts according to the communicative function and sentence structure. Direct speech act presents a direct relationship between the sentence structure and the communicative function as defined by (Yule 1996).

Ex. 16: a) You wear a seat belt. (Declarative)

b) Do you wear a seat belt? (Interrogative)

c) Wear a seat belt (imperative) (Yule 1996, p.54-55)

Ex.17: "I bought Furniture"

(Extracted from Hateship, loveship, courtship, marriage)



In the above speech act, the sentence matches the communicative function, in which Jouhana states that she has bought furniture, so it is considered direct speech act. In such speech act, the reader needs to know the main vocabulary of the sentence; he does not need to look for further clarification for deeper interpretations.

Indirect speech act occurs when an indirect relationship between sentence structure and function. In other words, the speaker utters something, but the true meaning is difficult from what is uttered.

Ex. 18: "It's cold outside" (Yule 1996)

Situation: The door is open when the weather is cold.

The sentence above is a declarative sentence from structure perspective, it can be regarded as a declarative sentence, and considered as direct speech act, but regarding the situation, it can be viewed as a request to close the door. So it can be considered as indirect speech act.

Ex. 19: "Drive the car" (Yule 1996).

It is an imperative sentence because it starts with a verb and the function of this sentence is directive. There is a direct speech act structurally as the speaker addresses the hearer, but regarding the



situation, it can be regarded as an indirect speech act because the speaker asks the hearer to wear a seat belt.

Ex. 20: "Honor thy father and thy mother"

In the above speech act, Mr. Mccaurthy says these words to Edith, it is considered an imperative sentence because it starts with a verb and the sentence function is directive. So it is structurally directive speech act, but in reading short story, a reader needs to relate words to actions and look for deeper interpretation. If a reader views the situation, he can know that it is not an order, it is an advice for the girl to help her parents and not to bother them or let them suffer as his daughter did by her marriage. So the communicative function doesn't match the sentence structure, it is considered an indirect speech act. (An indirect speech act extracted from Hateship, loveship, courtship, marriage).

1.2 problem statement:

This study aims to explain the reason behind readers' failure in understanding the unblended connotation of a text. The problem would mostly affect educators who develop curricula for EFL. Thus, the study aims to address the effectiveness of schema theory types in interpreting the speech acts presented in selected stories by Alice Munro. Solving the



problem would help better target the understanding and perception of EFL. This study results add to existing literature and can be a step in EFL teaching strategies.

### 1.3 objectives of the study:

The primary objective of this study is to find out the effectiveness of content –cultural, formal and linguistic and gender schema in interpretation speech acts presented in selected stories by Alice Munro. The research examines the impact of cultural familiarity in reading and the influence of previous knowledge on reading comprehension; to figure out widely the significance of cultural schema framework for reviewing speech in inter cultural communication. This study also helps students to increase their knowledge about schema types and speech acts. According to teachers, it helps them to know the significance of schema activation in reading comprehension. The result of this study can be used as a guide for other researches in relevant field.

### 1.4 Research questions:

This study addresses the following questions:

- 1- What type of schema can help in reading the speech acts of a story?





- 2- Does cultural and gender schema of a reader affect their comprehension of a short story?
- 3- What type of speech act function exists in Alice Munro's "love ship, hate ship, marriage"?
- 4- What speech act category is the most common in Alice Munro's "love ship, hate ship, marriage"?

#### 1.5 Significance and purpose of the study:

The connection between what knowledge a learner possesses and its subsequent influence is the most influential and consistent findings in recent years in cognitive psychological research. Schema theory is central or the importance of the reader's background in reading comprehension. The existing literature has already shown that many problems encounter cultural problems due to discrepancies in reader's background and text.

It has become evident that more researches in the field of second language learning is essential due to the fact that most principals applied in this domain originate from first language studies. The research on cultural schema and formal schema in reading short stories is rare, thus, this study will pave the road to understanding the impact of schema theory in reading and interpreting speech act in short stories. EFL readers encounter cultural clues in reading text, which may lead to



understanding issues since their own culture may differ from the target culture. In addition, a gap prevails among the EFL learners in term of attitude to nativization. Therefore, understanding the attitudes portrayed by these students in the light of adaptation of cultural elements would be a vital component while developing EFL text books as culture is responsible for considerable role in language and pedagogy.

### 1.6 Methodology:

#### Research Design:

The participants of this study will be 100 Egyptian EFL learners enrolled in senior department (50 girls and 50 boys ). As the researcher looks for a homogenous sample, so learners would be chosen from all intact classes with age ranging from 16 to 18. A highly represented and homogenous sample to the population will be selected. This research adapts both qualitative and quantitative approaches in collecting and analyzing data for the purpose of the study, a number of instruments are applied: EST test (reading comprehension test), (after experiment) attitude questionnaire is utilized like the score on reading comprehension test, the score obtained from the questionnaire administered to the treatment subject groups will be statistically analyzed to determine percentage and differences between subject



groups. The values obtained will be interpreted for the satisfaction level.

The study will be divided into two main sections: The theoretical background section which deals with two main aspects speech acts and schema theory. The first part outlines conative theory: schema theory.

The second part discusses the speech acts in the short story. Then in data analysis and finding sections, the researcher presents how schema theory types affect speech acts interpretation of a short story.



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اختبار دور نظرية المعلومات السابقة في تفسير أفعال الكلام المستخدمة قصص مختارة لأليس مونرو

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**المستخلص:**

إن هذا البحث يهدف إلى اختبار دور نظرية المعلومات السابقة / المعروفة بنظرية الاطار النقلى المعرفى Schema theory فى تفسير افعال الكلام المستخدمة فى مجموعة القصص الصغيرة لاليس منرو وتبدأ الباحثة بتقديم الجزء النظرى ثم الجزء العملى مستخدماً الرسم البيانى والجداول للشرح.

أن البحث تم تطبيقه على طلاب المرحلة الثانوية من البنين والبنات وقد تم اعداد البحث خلال السنة الدراسية وقدم الباحث استبيان للطلاب لجمع ارائهم وتم تحليل هذه الاراء باستخدام الجداول والرسم البيانى وقد استخدم النظريات الكمية والنوعية فى البحث للحصول على افضل النتائج. وقد وصل استنتاج الباحث ان لنظرية المعلومات السابقة دور فعال فى مستوى فهم وتفسير الطلاب فى افعال الكلام.

يساعد الاطار العلقى المعرفى السابق ودور المعلومات السابقة للقارى تساعد بنسبة عالية فى فهم القارى للنص وتحليله وكذلك من العوامل المؤثرة نوع القارىء سواء كان ذكر ام انثى .

ولقد اوجدت النتائج أن هذه الدراسة سوف تسهم فى تحديث مستقبل نظرية المعلومات السابقة وتفعيلها فى تعليم القراءة وفهم النص وتحليله لطلاب المصريين.

**الكلمات الإفتتاحية:** نظرية أفعال الكلام – نظرية الادراك المعرفى والمعلومات السابقة الإنجليزية كلغة اجنبية