

THE EFFECTIVENESS OF USING SCHEMA THEORY IN  
DEVELOPING SECONDARY-STAGE STUDENTS'  
LISTENING COMPREHENSION AT JERESSAR  
HIGH SCHOOL IN SOROTI DISTRICT.

BY:

APIO WINFRED FREDA.

BU/UP/2018/3248.

SIGN.....

SUBMITTED TO THE DEPARTMENT OF LANGUAGES OF BUSITEMA  
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE BACHELORS IN EDUCATION LANGUAGES.

SUPERVISOR: MADAM NAKAZINGA RACHEAL.

SIGNATURE.....

APPROVAL.....

## Contents

1. Introduction .....	
1.1 Statement of the Problem.....	
1.2 Purpose of the Study.....	
1.3 Questions of the Study.....	
2 Literature Review.....	
a. Listening Processes for Comprehension.....	
3 Method.....	
a. Design of the Study.....	
b. Sample of the Study.....	
3.2 Instruments of the Study.....	
3.3 Procedures the Study.....	
4 References.....	
Appendices.....	

## **ABSTRACT**

The study investigates the effects of the schema theory on teaching listening comprehension and how this theory can help language teachers teach listening effectively in Jeressar high school. The schema theory is effective in the way that it guides the teacher on how to prepare for the lessons on listening which enhances the learner's listening comprehension through helping them build up background knowledge which will be useful to their understanding. Most learners face troubles in listening to a foreign language and often complain to their teachers that they could not understand, and plead them to speak in their native language. On the other hand, some teachers try to help their students to become effective listeners but they report that they don't know what goes inside learners' heads during listening.

## Chapter I

### Introduction

Due to the importance of listening comprehension in language acquisition, it is vital for a second or foreign language teaching curriculum to have in its core listening activities. "Research suggests that listening is prerequisite to other language skills", Cheung (2010). Acquiring good listening skills in second language facilitates the developments of the other three skills: speaking, reading and writing since comprehension should precede reproduction. In addition, listening is a highly integrative skill which can integrate easily with other skills. For example, it can integrate with speaking when making role play, or with writing, when writing a paragraph or an opinion about the listening topic.

Besides its importance, listening comprehension is challenging for both teachers and learners. Most learners face troubles in listening to a foreign language and often complain to their teachers that they could not understand, and plead them to speak in their native language. On the other hand, some teachers try to help their students to become effective listeners but they report that they don't know what goes inside learners' heads during listening. In fact, listening is a complex skill that involves many processes. According to Rubin (1995), "for second/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand information". When listening, learners try to recall their background knowledge (schemata) along with their linguistic knowledge in order to comprehend what is being said. This is the field of schema theory.

Schema theory is one of the important theories of learning that affects perception and learners' memory. "According to schema-theorists, we comprehend something only when we can relate it to something we already know", Carrell (1983). However, throughout the researcher's nine years' experience as an English supervisor, she has noticed that many teachers ignore the impact of their learners' background and its role in comprehension. They have their students begin listening immediately to recordings or listening materials without preparing them with suitable pre-listening activities. Others do the worst by changing listening activity to reading one,

## References

- Ausubel, D. P. (1968). Educational psychology: A cognitive view. New York: Holt, Rinehart & Winston.
- Beck, Isabel L. et al. (August 1982) "Effects of long-term vocabulary Instruction on lexical, access and reading comprehension." Journal of Educational Psychology Vol. 74 No.4, Pp: 506-21. [EJ 267 794]
- Brown, G. (1990). Listening to Spoken English. Second Edition. London: Longman.
- Bryan, J. (1998). K-W-W-L: Questioning the known. The Reading Teacher, Vol.51, Pp 618–620.
- Buck, G. (1994) The appropriacy of psychometric measurement models for testing second language listening comprehension. Language Testing, Vol. 11, Pp 145-170
- Carrell, P. L. (1984). Schema Theory and ESL Reading: Classroom Implications and Applications. The Modern Language Journal, Vol. 68, No.4, Pp 332-343.
- Chung, J. M. (2002). The effects of using two advance organizers with video texts for the teaching of Listening in English. Foreign Language Annals Vol.35, No.2, Pp: 231—241.
- Chung, J. (Fall 1999). "The Effects of Using Video Texts Supported with Advance Organizers and Captions on Chinese College Students' Listening Comprehension: An Empirical Study." Foreign Language Annals, Vol. 32, No.3, Pp: 295-308.
- Chung, J. (March/ April 2002). "The Effects of Using Two Advance Organizers with Video Texts for the Teaching of Listening in English." Foreign Language Annals, Vol. 35, No. 2, Pp: 231- 241.
- Espeseth, M. (1999). Academic Listening Encounters: Listening, Note- Taking and