



The application of Schema Theory in the cultivation of students' English language sense ability

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Abstract: English language sense ability is considered to be a higher-level language ability beyond the specific speech activities of listening, speaking, reading and writing. This ability involves intuitive understanding and perception of the language, and enables learners to accurately understand and use the language without clear rules. Appropriate and effective schema guidance and skill training play a vital role in improving students' language sense level, which can help students build an overall cognitive framework of language, so that they can better understand and remember language knowledge in the process of learning. In College English teaching, appropriate schema guidance and skill training can help students establish "language sense schema", cultivate their language sense ability, and improve their overall English level.

Key words: schema theory; English language sense ability; instructional design

1. Introduction

The research on the influence of Schema Theory on learners is becoming one of the hot spots in the Western cognitive style research. Bartlett, a psychologist, developed schema theory into an active organization of past reactions and experiences. Language acquisition and general knowledge learning have different physiological and psychological mechanisms. The key of the former is the generation, development and improvement of language sense; Language sense is the intuitive perception of a certain language rule, which is formed by learners' Multi-dimensional contact with a certain language and its related culture. Its essence is a psychological structure organized by the corresponding language knowledge and experience, which is called "language sense schema". At present, one of the disadvantages of "time-consuming and inefficient" College English teaching is that students lack the ability to think and express in English, and the ability to obtain information, process information, analyze and solve problems in English. In short, they lack the sense

of English language^[1]. This situation urges educators to constantly explore effective teaching methods to cultivate students' English language sense ability. As an important cognitive theory, schema theory provides a new perspective and approach for the cultivation of English language sense ability.

With the acceleration of globalization and the increasing frequency of international exchanges, the importance of English as an international common language has become increasingly prominent. However, the current college English Teaching in China generally has the problem that students' English language sense ability is not strong, which directly affects their English learning effect and intercultural communication ability. Therefore, how to effectively cultivate students' English language sense ability has become a key problem to be solved in College English teaching^[2]. As a psychological theory to explain human cognitive process, schema theory provides new ideas and methods for the cultivation of English language sense ability. This study attempts to apply schema theory to college



English teaching, and help students build an overall cognitive framework of English language through specific teaching design strategies, so as to cultivate their English language sense ability^[3]. This study has not only theoretical significance, but also important practical value, which is expected to provide new ideas and methods for College English teaching reform.

2. Classroom teaching design of the new version of College English comprehensive course

The design and compilation of this course fully reflects the principle of taking schema theory as a reference, summarizing the characteristics of language sense and the Cultivation Strategies of College Students' English language sense, and improving students' learning efficiency in a scientific mode.

2.1 Part I listening task is an activity designed to stimulate students' interest in learning, guide students to enter the topic and prepare for the text while improving students' listening ability^[4]. In the second edition of the textbook, some songs that were considered too difficult or students were not interested were deleted, which is worth discussing. Because innovative textbooks that can effectively cultivate the sense of English language must be authentic, natural, vivid and practical; Input is more than output in language acquisition, and input is the key. Knowledge and experience are indispensable for the cultivation of language sense and the construction of schema. The formation of schema structure in the brain can accelerate the formation of language sense, and the structure of language sense is a kind of schema system existing in the human brain. Its development also has constructive characteristics, so it can be called "language sense schema".

Therefore, in the design of listening task, we should pay attention to the authenticity and practicability of corpus, and enrich students' language input by introducing diversified listening materials, such as real scene dialogues, English news, Ted speeches, etc., to help them build a broader language sense schema. At the same time, teachers should guide students to actively participate in listening activities and deepen

their understanding of listening materials through discussion and role play, so as to further improve their English language sense ability^[5].

2.2 Language sense enhancement in part II exercises is often ignored. Some teachers believe that the cultivation of language sense is limited to this, and the above practices should not be allowed. The cultivation of language sense should be carried out throughout classroom learning. Speech comprehension is the assimilation and adaptation of the subject's language sense schema to the speech object. The cultivation of language sense is to inspire, guide and help students to modify their language sense schema through the assimilation and adaptation of text language and sound and painting language, so that students can continuously construct new language sense schema. The teacher's Handbook also explains that step 1: warming up aims to activate and mobilize students' existing knowledge schema, introduce new knowledge points, and pave the way for the next step of learning. When the appropriate schema is confirmed, the learner will carry out scientific reasoning and prediction on the content of the text based on previous experience or mastered background knowledge. Step 2: global analysis of the text aims to deepen students' understanding of various English styles and the text itself through the analysis of the text structure, and further stimulate the original content schema; Learners' schema knowledge has a selective function, which can help learners distinguish important and secondary information, structure the text, form a whole text content, and facilitate students' understanding and memory^[6]. Step 3: language study and practice combined with context learning enables students to be exposed to a large number of vivid language phenomena, mobilize internal content schemata, use the original language schemata, and understand new language knowledge; Teachers should correctly quote the formal schema according to the actual needs of the article, and help them expand the existing knowledge schema^[7]. Step 4 and step 5 provide students with various practice opportunities. In



particular, step 5 theme related language learning tasks provide students with opportunities to practice speaking and writing after accumulating certain language materials, return to life situations and deepen language schemata; This is conducive to finding similar genres, consolidating formal schemata, collecting relevant information, extending content schemata, and improving practical communicative competence in many ways^[8].

2.3The purpose of Part III extracurricular reading is to cultivate students' ability to obtain information, process information, analyze and solve problems in English through extensive and massive reading, and cultivate students' ability to think in English, so as to accumulate language sense. Language sense comes from a large number of language practice, and reading is a very important aspect of language practice. Reading comprehension, in the final analysis, is a process of concretizing the schema by filling in new information with appropriate schema. The content of filling in can be new information obtained by direct understanding or reasoning. The whole understanding process is carried out under the guidance of schema theory. It is a process of activating or constructing appropriate schemas and filling in new information. When all important vacancies have been filled with new information, the article is successfully understood^[9].

Therefore, in the selection of extracurricular reading materials, teachers should pay attention to the diversity and depth of materials, and recommend English original works, journal articles, news reports covering different topics and genres, so as to broaden students' vision and knowledge. At the same time, students are encouraged to carry out critical reading, and guide them to think deeply about the views and information in the reading materials through questions, discussions, etc., so as to cultivate their critical thinking and the ability to solve problems in English. In addition, teachers can also set up reading tasks, such as writing the reading experience, making oral reports, etc., to test the students' reading effect and the improvement of language sense^[10].

2.4Part IV the comprehensive language practice related to the theme is a comprehensive oral and written practice that is further deepened. The supplementary exercises in the teacher's Handbook further provide a variety of exercises related to the theme, such as dictation, translation, writing abstracts, writing short essays, and oral presentation of pictures. These comprehensive language exercises can further create an English atmosphere, experience English and form a sense of language. Because when the subject repeatedly practices and strengthens this psychological trace, various elements of speech are internalized into the psychological structure, forming the language sense schema, and their English application ability, critical thinking ability and cooperative learning ability are also improved. Establishing the language schema, content schema and structure schema of reading through knowledge input is only the first step of language sense teaching. The most important step of language sense teaching is to sublimate knowledge schema into language sense schema through a lot of language practice.

Therefore, in the teaching design of Part IV, teachers should make full use of these comprehensive language practice activities, encourage students to actively participate, and consolidate and improve their English language sense through practice. For example, students can be organized to have a group discussion and debate or make a speech on a certain topic in English, which can not only exercise their oral expression ability, but also cultivate their critical thinking ability and team spirit. At the same time, teachers can also assign some theme related writing tasks, such as writing English essays, case analysis reports, etc., to test students' language use ability and language sense level. Through these diversified teaching activities, students can constantly revise and improve their language sense schema in practice, so as to improve their comprehensive English application ability.

3.Conclusion



In a word, effective schema guidance and skill training play an important role in improving the level of language sense. This mode can produce good results in all aspects of the teaching practice of this course, especially the language sense of learners is enhanced. In foreign language learning, paying attention to the construction and activation of students' complete knowledge schema will help reduce cognitive barriers and increase learning interest, so as to better improve students' cross-cultural awareness and communicative ability, and enhance their ability to identify language errors and non-standard expressions. Through college English Teaching under the guidance of schema theory, students can not only improve their English language sense ability, but also understand the connotation of English culture at a deeper level and enhance their intercultural communication ability. This will help students to be more confident and calm in future academic research and international exchanges. Therefore, the application of Schema Theory in College English teaching has far-reaching significance for cultivating students' English language sense ability, which is worthy of further exploration and practice by educators.

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