

# Schema Theory-Based Situated Teaching Approach: Enhancing English Listening Comprehension Abilities among Chinese English Major Undergraduates

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i4/19561>

DOI:10.6007/IJARPED/v12-i4/19561

*Published Online:* 19 November 2023

## Abstract

English listening comprehension remains a challenging skill for Chinese English major undergraduates. To enhance their English listening proficiency, this paper proposes a schema theory-based situated teaching approach by integrating schema theory and situated learning theory in English listening teaching. Schema theory emphasizes the importance of background knowledge or mental frameworks, known as schemata, in understanding listening materials. Activating students' relevant schemata before engaging with listening tasks can lead to better listening comprehension. Situated learning theory posits that learning is most effective in authentic contexts and involves active participation in communities of practice. The schema theory-based situated teaching approach exposes students to authentic contexts, where they can apply their knowledge and skills in real-life situations and helps to activate their schemata in their minds, motivating them to engage with the learning process. Fostering communities of practice, in which students collaborate and learn from peers and teachers, enhances their understanding and application of the listening materials. This also consolidates their newly established schemata in the post-listening stage and helps expand their schemata after listening classes. This approach facilitates comprehensive and lasting comprehension of the listening materials, providing opportunities for active learning and collaborative activities, ultimately improving their listening comprehension abilities and fostering their interest in English listening classes. Based on systematic literature review, the paper first identifies the research gaps and then puts forward the conceptual framework of Schema Theory-Based Situated Teaching Approach, aiming to improve listening comprehension abilities and increase interest in listening classes among Chinese English major undergraduates.

**Keywords:** Schema Theory, Situated Learning Theory, Schema Theory-Based Situated Teaching Approach, Chinese English Major Undergraduates, English Listening Teaching

## **Introduction**

Listening is a crucial skill for effective communication, accounting for 45% of language use in daily life, followed by speaking (30%), reading (16%), and writing (9%) (Yang, 2020; Li, 2011). However, Chinese undergraduates, including English majors, face challenges in developing strong listening comprehension abilities. Traditional teaching methods that treat students as passive recipients hinder their progress and engagement. To address this, this paper incorporates schema theory and situated learning theory into English listening classes. By combining these two theories, an effective listening teaching approach can be developed to enhance Chinese English majors' interest in listening classes, improve their listening comprehension abilities, and finally enhance their overall cross-cultural communicative capabilities.

## **Problem Statement**

In recent years, there has been an increasing emphasis on English language education due to the growing importance of English as a global language. However, despite this emphasis, many Chinese undergraduates, including English majors, continue to struggle with English listening comprehension. Studies have indicated that English listening skill tends to be a relatively weaker one for Chinese English major undergraduates compared to other English skills (Wang, 2015; Wei et al., 2021). Issues such as poor listening comprehension and subpar listening skills persist among these students (Wei et al., 2021). The question arises: why does this situation occur, and why is the listening proficiency of Chinese English major undergraduates still low after years of learning English?

Several factors contribute to this situation. Firstly, the lack of an English language environment and limited opportunities to communicate with native English speakers negatively impact students' English speaking and listening abilities (Yang, 2020). Without regular exposure to authentic spoken English, students find it challenging to develop their listening skills effectively. Additionally, the long-standing influence of exam-oriented education in China leads students to prioritize reading and writing, often neglecting their listening and speaking skills. The limited class time allocated to English listening courses further hinders the improvement of Chinese English major undergraduates' listening levels and skills (Zhao, 2019).

One of the major reasons for the low listening proficiency is the traditional listening teaching mode prevalent in Chinese universities. This approach treats listening as a passive process of receiving information, influenced by behaviorist theory. In these classes, teachers explain new words, play recordings, and have students complete exercises and check answers. However, this approach fails to actively engage students in the listening process, making them passive learners. Consequently, students often lose interest, develop psychological resistance, and lack confidence in their listening learning (Jian, 2015).

The traditional listening teaching mode has several limitations that must be addressed. Firstly, it lacks interactive and communicative opportunities for students to practice their listening and speaking skills. This hinders their ability to engage actively and develop proficiency in these areas. Secondly, the traditional mode heavily relies on limited resources, resulting in a monotonous learning experience that can lead to decreased motivation among students. Incorporating a wider range of resources and materials can make the learning process more engaging and dynamic. Thirdly, cultural context is often overlooked in the traditional teaching mode. Understanding expressions, idiomatic phrases, and cultural references is crucial for effective communication. By integrating cultural elements into the

curriculum, students can better grasp the subtleties and nuances of the language. Lastly, the traditional teaching mode fails to provide students with exposure to authentic contexts, which are essential for preparing them to navigate real-life communication challenges. By incorporating authentic materials, scenarios, and role-playing activities, students can develop their listening skills in practical settings.

In conclusion, the traditional listening teaching mode for Chinese English majors has limitations that hinder students' progress. To address these shortcomings, it is crucial for educators and researchers to explore more engaging and effective teaching approaches. This study proposes integrating schema theory and situated learning theory to develop an innovative teaching approach for English listening instruction. The approach will be implemented in English listening course for English majors, aiming to enhance their listening comprehension abilities and cross-cultural communication skills. By employing interactive and efficient teaching approach, educators can foster students' interest and enthusiasm for English listening classes, ultimately improving their language proficiency.

## **Literature Review**

### **Introduction to Schema Theory**

Schema theory is a cognitive theory that explains how our prior knowledge and experiences influence the way we perceive, interpret, and remember new information. It was first proposed by cognitive psychologists Bartlett (1932) and later developed by (Rumelhart, 1980). According to schema theory, individuals construct mental frameworks or schemata to organize and interpret incoming information. A schema is a cognitive structure that represents knowledge about a concept, event, or situation (Rui, 2020). It consists of a network of interconnected concepts, attributes, and relationships that form our understanding of a particular domain. Schemata are developed through experiences and learning, and they serve as mental frameworks that guide our attention, perception, memory, and comprehension. Schema theory suggests that when we encounter new information, we search for relevant schemata in our memory. These schemata help us make sense of the new information by providing a framework for interpretation (Li, 2021). The decoding of new information relies on the preexisting schemata in our brains (Shao, 2012). We use our existing schemata to fill in gaps, make inferences, and make predictions about the information based on our prior knowledge. This process of schema activation and integration allows us to comprehend and remember new information more effectively.

### **The Application of Schema Theory in English Listening Instruction**

Schema theory has been extensively applied in the field of language learning. According to this theory, comprehension occurs when new information is connected to relevant pre-existing knowledge or schema. In the context of listening, learners activate their relevant schemata to understand and interpret spoken language (Rumelhart, 1980). Carrell (1983) argued that successful listening comprehension depends on the listener's ability to activate relevant schemata, which facilitate the decoding and interpretation of spoken language. Research has demonstrated that the activation of background knowledge or prior experience can significantly enhance listening comprehension (Carrell et al., 1988).

In recent years, an increasing number of empirical studies have explored the impact of schema activation on listening comprehension across diverse populations. Several notable studies, such as those conducted by Sadighi and Zare (2006); Bakhtiarvand and Adinevand (2011); Yang (2018); Keshmirshakan (2019) and others, have underscored the significance of

activating background knowledge to improve listening comprehension among language learners. These findings emphasize the importance of incorporating strategies that activate relevant schemata in teaching English listening classes.

However, it is important to note that these studies primarily focus on pre-listening schema activation, while research on schema consolidation during the post-listening stage and schema expansion in the after-class stage is limited. It is crucial to recognize that schema activation alone may not be sufficient for optimal language learning. In addition to activating pre-existing schemata, it is essential to provide learners with opportunities to consolidate and expand their schemata through post-listening and after-class activities, reflection and further practice. Further research is needed to investigate effective methods for schema consolidation and expansion in English listening instruction.

### **Introduction to Situated Learning Theory**

Situated Learning Theory (SLT), proposed by Jean Lave and Etienne Wenger, is an instructional approach that emphasizes learning within authentic activities, contexts, and cultures. According to SLT, learning is not solely an individual psychological process of constructing meaning, but also a social, practical, and participative process (Lave & Wenger, 1991). The theory highlights the benefits of collaboration and cooperation of learners and learning activities grounded in real-life experiences. The learners need to actively engage in specific contexts to construct meaningful knowledge (Qu, Zeng, & Shang, 2019). SLT posits that learning occurs naturally when individuals have the opportunity to engage in a community of practice. Within this community, new learners gradually transition from the periphery to the center as they gain expertise and actively participate in the sociocultural practices of the community. This process, known as Legitimate Peripheral Participation (LPP), characterizes the unintentional nature of learning within a community of practice. As learners engage in authentic activities and interact with more experienced members, they acquire knowledge and skills that enable them to become proficient practitioners.

Overall, SLT underscores the importance of learning in authentic contexts and learning through social activity and collaboration within the community of practice (Liu & Cai, 2021). It emphasizes the social and situated nature of learning, highlighting the role of authentic activities, collaboration, and gradual integration into the practices of a community in fostering effective learning experiences.

### **The Application of Situated Learning Theory in English Listening Instruction**

Situated learning theory suggests that learning is most effective when it takes place in authentic contexts and involves social interaction. This perspective highlights the significance of context and collaboration in the learning process, as learners acquire knowledge and skills through active participation in relevant activities (Brown, Collins & Duguid, 1989). However, the application of situated learning theory in English listening instruction has received limited attention. Only a few studies have demonstrated the benefits of incorporating authentic contexts, such as authentic materials and tasks, in English listening classes, leading to improved comprehension and motivation. Examples of research in this area include studies by (Miller, 2005; Otte, 2006; Zhang, 2020; 2020). These studies emphasize the importance of integrating authentic materials and tasks into English listening instruction to enhance students' comprehension, motivation, and overall language learning experience.

While existing research has primarily focused on the positive effects of authentic contexts, there has been limited exploration of the role of communities of practice in English

listening instruction. Further investigation is necessary to understand the impact of community-based learning experiences within the framework of situated learning theory. Such research would provide valuable insights into effective strategies for fostering English listening skill development and promoting a more comprehensive understanding of language learning.

### Research Gaps

Upon reviewing the existing literature, the author of this paper has identified several gaps in the research on schema theory and situated learning theory applied to English listening instruction. These research gaps can be summarized as follows:

a. There is a lack of investigation into the combined application of schema theory and situated learning theory in English listening instruction.

b. Previous studies predominantly focus on activating and constructing schemata in the pre-listening stage, neglecting the consolidation of schemata in the post-listening stage and the expansion of schemata in the after-class stage (Sadighi & Zare, 2006; Bakhtiarvand & Adinevand, 2011; Yang, 2018; Keshmirshekan, 2019).

c. While the role of authentic context has been examined in relation to situated learning theory in listening instruction (Miller, 2005; Otte, 2006; Zhang, 2020; Li, 2020), there is limited exploration of the involvement of communities of practice in English listening instruction.

*To address these gaps, this paper aims to propose a teaching approach that combines schema theory and situated learning theory in English listening instruction for Chinese English major undergraduates. This approach not only emphasizes schema activation before listening but also focuses on often-neglected stages such as post-listening and after-class activities for schema consolidation and expansion. Furthermore, this approach not only highlights the role of authentic contexts but also emphasizes the construction of communities of practice, emphasizing the collaboration and interaction among learners within these communities. The research intends to contribute to the field of English listening instruction by filling the gaps in existing literature and providing valuable insights into effective teaching strategies.*

### Conceptual Framework

The conceptual framework of this study revolves around the integration of schema theory and situated learning theory in English listening instruction for Chinese English major undergraduates. Schema theory proposes that individuals organize their knowledge into mental structures known as schemata, which aid in processing and interpreting new information. When it comes to listening comprehension, activating relevant background knowledge (schemata) can facilitate the understanding and retention of the listening materials. The more diverse and abundant an individual's schemata, the stronger their ability to comprehend listening materials and improve their overall language proficiency. In English listening teaching, it is important for teachers to not only activate students' existing schemata before playing the recording but also focus on enriching and expanding their schemata, particularly linguistic, content, and formal schemata. Linguistic schemata involve understanding vocabulary, grammar, and phonetics, while content schemata encompass background knowledge and cultural understanding of the topic, and formal schemata relate to the knowledge of discourse structure and organization of the listening material. Addressing these three types of schemata can effectively enhance students' listening comprehension skills and overall language proficiency.

Therefore, in addition to focusing on activating students' existing schemata before listening, teachers should also pay attention to preparing students for the relevant schemata they need to construct, particularly the related cultural schemata and linguistic schemata of the listening material before holding the classes. The students should be able to initially establish related linguistic and content schemata related to the listening materials in their minds before having listening classes. In this way, students can effectively activate the relevant schemata during the pre-listening stage, adopt interactive information processing modes of listening comprehension, and fully understand the listening materials in the while-listening stage. Furthermore, after completing the listening task, teachers should guide students in consolidating the relevant schemata from the listening materials to prevent forgetting. It is crucial to recognize that linguistic and content schemata constructed in listening classes may not be sufficient for English major undergraduates. Therefore, students need to actively expand their relevant schemata and increase language input in their after-class time to enhance their overall language proficiency and listening comprehension abilities.

Situated learning theory emphasizes the significance of learning in authentic contexts, where knowledge is acquired through participation in relevant activities and social interaction. This theory underscores the role of context, collaboration, and communities of practice in the learning process. Applying situated learning theory in listening instruction offers several advantages. Firstly, learning in authentic and real-life contexts helps students better understand and relate to the listening materials, enabling them to develop their listening skills in situations commonly encountered outside the classroom and enhancing their ability to comprehend the listening materials in various scenarios. Secondly, social interaction and collaboration play a vital role in the learning process. Engaging in group discussions, debates, and role-playing activities enables students to develop their listening skills while refining their speaking and communication abilities. Lastly, community of practice fosters a collaborative environment where learners work together to achieve shared goals and share knowledge. This collaborative setting facilitates peer learning and enables students to gain valuable insights from each other, ultimately improving their listening comprehension abilities.

By combining schema theory and situated learning theory, this study introduces a comprehensive teaching approach known as the schema theory-based situated teaching approach. This approach encompasses establishing community of practice, encouraging cooperation and interaction among group members, and creating authentic learning contexts. The objective is to build, stimulate, reinforce, and expand the three types of schemata in students' minds, particularly linguistic and content schemata. The overarching aim is to enhance students' listening comprehension skills, increase their interest in listening classes, and ultimately enhance their English communication capabilities. The Schema Theory-Based Situated Teaching Approach comprises the following key elements:

### **Emphasizing Authentic Learning Contexts**

First, the Schema Theory-Based Situated Teaching Approach places a strong emphasis on creating authentic learning contexts in English listening instruction.

This approach incorporates various strategies as shown in Table 1 to enhance the relevance and practicality of learning experiences. Firstly, it involves utilizing authentic materials such as TV shows, songs and videos that expose learners to real-world language. These materials provide contextualized examples and deepen students' understanding of the listening material. Secondly, the approach includes designing authentic or real-world tasks

that reflect situations learners may encounter in their everyday lives. Engaging in these activities allows students to apply their knowledge and skills in realistic scenarios, facilitating the transfer of learning to real-life situations. Thirdly, role-playing and simulation activities are employed, where students assume specific roles or navigate true-to-life situations. This enables them to practice their listening and speaking skills in authentic contexts, such as restaurant conversations, bus stop interactions, or job interviews. Lastly, the approach leverages technology to enhance authenticity, such as incorporating multimedia resources and language learning apps.

By implementing these strategies, the Schema Theory-Based Situated Teaching Approach aims to create genuine learning environments that fully engage students. The ultimate objective is to improve students' listening comprehension, cultivate their interest in listening classes, and ultimately enhance their English communication abilities.

Table 1

*Strategies for Creating Authentic Contexts*

Strategies for constructing authentic contexts	Use more authentic materials, such as TV shows, songs and videos
	Design authentic or real-world tasks
	Employ role-playing and simulation
	Utilize technology, such as multimedia, language learning apps

**Promoting Collaborative Activities and Social Interactions**

Second, the Schema Theory-Based Situated Teaching Approach strongly advocates for students to engage in collaborative activities and social interactions. These interactions serve as opportunities for learners to negotiate meaning, clarify misunderstandings, and collectively construct mental frameworks, thereby promoting a deeper understanding of the listening material. The collaboration and cooperation among learners within communities of practice play a crucial role in the learning process. By participating in various activities, students can effectively develop their skills and enhance their understanding of the subject. Table 2 showcases the collaborative and cooperative activities of the Schema Theory-Based Situated Teaching Approach at different stages of English listening instruction.

*Pre-class Cooperation*

Prior to listening classes, group members can collaborate online or offline to prepare for the forthcoming listening classes. The teacher distributes preparatory resources before having classes, these may include new vocabulary, complex sentences, and questions related to the theme and content of the listening material. During their preparation, students are encouraged to work together and assist each other. For instance:

- a. Vocabulary Memorization and Understanding: Students can work together to comprehend and memorize the new vocabulary.
- b. Complex Sentence Analysis: Students can collaborate to deconstruct and understand the complex sentences provided in the preparatory materials.
- c. Question Discussion: Students can collectively discuss and ponder the questions related to the listening material's theme and content.

Through this collaborative and cooperative effort in the pre-class stage, students are better equipped to construct the necessary schemata ahead of the upcoming listening classes, laying a solid foundation for enhanced understanding and retention of the forthcoming listening materials.

**Pre-listening Cooperation:**

a. **Group Discussion:** Group members gather to discuss the questions provided by the teacher before the classes. After thorough discussion, they select a representative to share their collective responses.

b. **Group Brainstorming:** Group members collaboratively engage in predicting the content of the upcoming listening material. This activity helps activate prior knowledge, encourages creative thinking and fosters a sense of anticipation for the listening materials.

These types of pre-listening group collaboration can further construct relevant schemata and thoroughly activate their prior schemata in students' minds.

**Post-listening Cooperation:**

a. *Role-playing: Encourage learners to reenact scenarios or dialogues from the listening material. This cooperative activity allows students to practice their language skills, and enhance their understanding of the content of listening material*

b. *Group discussion: Facilitate discussions where learners can share their interpretations, opinions, and insights about the listening material. This collaborative exchange enables learners to refine their understanding and consider alternative viewpoints.*

c. *Problem-solving: Have learners work together to address any challenges or questions arising from the listening material. This cooperative problem-solving process promotes critical thinking, creativity, and deeper comprehension of the listening material.*

d. *Summary and Note Sharing: Group members can summarize the main points of the listening material and share their notes. This reinforces the information learned and helps students identify any areas they may have missed or misunderstood.*

e. *Reflection and Feedback: Students can reflect on their performance during the listening activity and provide feedback to each other. They can discuss any difficulties they encountered, the strategies they used, and suggest improvements for future listening tasks.*

These post-listening cooperative activities are designed to solidify students' newly established schemata, reinforce their understanding, and facilitate the transfer of knowledge. By engaging in these interactive exercises, students are able to concretely apply their newly acquired knowledge, effectively reinforcing the schemata developed during the listening task. Moreover, these activities also promote a learning culture that values collaboration, critical thinking, and reflective practice, which are essential for the continuous improvement of listening skills and overall language competence.

**After-class Cooperation**

a. **Follow-up Activities:** Assign related tasks to the listening material after class. These could include writing a summary, creating a presentation, or preparing for a debate. These activities encourage students to revisit the material, reinforcing their understanding and further developing their schemata.

b. **Online Discussions and Resource Sharing:** Establish an online platform where students can continue discussions, pose questions, and share additional resources tied to the listening material. This encourages continued interaction and learning beyond classroom hours.

c. **Peer Review and Evaluation:** Emphasizing in-class time alone is insufficient. Students should also actively construct and expand their schemata after class. Many students face difficulties with English listening due to incorrect pronunciation or mispronunciation of words. Therefore, it's crucial for students to actively build accurate pronunciation schemata after having classes. Utilizing language learning apps can be an effective strategy for vocabulary memorization. Students can establish individual goals and collectively monitor their progress



through a peer review system. This system enables students to provide feedback and evaluate each other's performance, fostering a supportive and collaborative learning environment. By engaging in peer review and evaluation, students can refine their listening skills, address pronunciation errors, and enhance their overall language proficiency.

These after-class cooperative activities offer continuous and sustained learning experiences that assist in the expansion and development of students' schemata. They promote long-term retention and a deeper understanding of the listening material. Additionally, these activities can cultivate a sense of community among learners, fostering interaction and shared learning even outside the formal classroom environment.

In summary, the Schema Theory-Based Situated Teaching Approach emphasizes continuous collaboration among group members throughout the entire learning process, from pre-class to post-class stages. By incorporating these cooperative activities into the curriculum, teachers can create an engaging and dynamic learning environment within communities of practice. This approach not only fosters a deeper understanding and enhances skill development, but it also nurtures meaningful connections among learners. Ultimately, this contributes significantly to their improvement in listening comprehension abilities.

Table 2

*Cooperative Activities at Different Stages*

Pre-class Cooperation	Vocabulary Memorization and Understanding Complex Sentence Analysis Question Discussion
Pre-listening Cooperation	Group Discussion Group Brainstorming
Post-listening Cooperation	Role-Playing Group Discussion Problem-Solving Summary and Note Sharing Reflection and Feedback
Post-class Cooperation	Follow-up Activities Online Discussions and Resource Sharing Peer Review and Evaluation

**Structured into Three Main Stages with Specific Objectives in Each Stage**

*Third, the Schema Theory-Based Situated Teaching Approach is structured into three main stages: before class, in class, and after class, each with its specific objectives, as shown in Table 3.*

*Before Class: Preliminary Schema Construction*

Before class, the teacher assigns preparatory tasks to students via an online platform. Students, through self-study and collaborative efforts, begin to construct relevant schemata. This process fosters a foundational understanding and effectively equips them for the forthcoming class activities.

**During Class**

This stage can be divided into three phases: pre-listening, while-listening, and post-

listening.

#### Pre-listening: Fully Constructing and Activating Relevant Schemata

In the pre-listening phase, the teacher assesses students' grasp of words and phrases related to the listening material, paying particular attention to their pronunciation and offering assistance as needed. The teacher then asks students to have group discussions regarding the questions that were provided to them in the past few days, with each group selecting a representative to share their collective responses. The teacher provides scaffolding and additional information for areas where students' responses are incomplete or unclear. Subsequently, group members make predictions about the forthcoming listening material. Through a combination of questioning, discussion, and pre-listening prediction, students' relevant schemata are fully activated and constructed, setting a solid foundation for the listening stage.

#### While-listening: Make students adopt interactive listening mode when listening

The while-listening stage can be challenging to manage, largely because students rely solely on themselves to receive and interpret the information throughout this process. Before initiating the listening activity, the teacher should encourage students to adopt an interactive listening mode, skillfully blending bottom-up and top-down processing modes. Bottom-up processing refers to the method where listeners utilize their linguistic knowledge (linguistic schemata) to comprehend the meaning of the listening material. On the other hand, top-down processing involves listeners employing their background knowledge (including content and formal schemata) to understand the information heard. During the listening comprehension activity, these two processing modes should interact and complement each other, facilitating an active engagement between the listener and the listening material.

#### Post-listening: Consolidation of Relevant Schemata

In the post-listening phase, a range of activities is carried out to consolidate students' understanding of the listening material and further strengthen their schemata. Activities such as group discussions, role-playing, problem-solving, and summarizing the main points are organized, all aimed at reinforcing and deepening students' understanding of the listening material. Through these activities, students get the opportunity to apply what they've learned and to reinforce and consolidate their newly constructed schemata, fostering a more comprehensive and robust understanding of the content.

#### After Class: Schema Expansion

The richness of an individual's schemata directly influences their listening comprehension abilities. Beyond classroom activities, teachers can assign follow-up tasks and activities for students to actively expand their schemata. Additionally, teachers should encourage students to use language learning apps for vocabulary memorization. Many of these apps offer excellent features such as word forms, pronunciation guides, related sentences, and images, helping to create an authentic learning context. This immersive learning environment allows students to absorb new words more effectively. Furthermore, teachers should foster a daily habit of listening practice among students, and encourage them to keep a listening diary. Group members can monitor each other, and the teacher can conduct periodic checks. Through these after-class activities, students actively expand their schemata, further solidifying and enhancing their listening comprehension abilities.

Table 3

*Different Objectives at Each Stage*

Before Class		<i>Preliminary Schema Construction</i>
During Class	Pre-listening	Fully Constructing and Activating Relevant Schemata
	While-listening	Adopting Interactive Listening Mode (Schema Activation and Construction)
	Post-listening	Consolidation of Relevant Schemata
After Class		Schema Expansion

**Emphasizing the Role of Communities of Practice**

Fourth, the Schema Theory-Based Situated Teaching Approach emphasizes the role of communities of practice. According to situated learning theory, learning is inherently a social process that involves interaction, collaboration, and engagement with others. Communities of practice provide a context where learners can share, reflect on, and construct knowledge together, creating a vibrant, dynamic learning environment. This communal interaction facilitates the construction and activation of schemata, fostering a more in-depth understanding of the listening material and enriching the learning experience. Here are the key elements of constructing communities of practice, as shown in Table 4.

**Group Formation:** Students should be divided into small groups or learning communities based on their proficiency levels, interests, or goals. Promote interaction and collaboration within these groups to facilitate knowledge sharing and mutual learning.

**Defining Clear Learning Goals:** It's important to outline the objectives of English listening instruction clearly and communicate these goals to the students. They should understand the significance of developing listening skills and the role that communities of practice play in enhancing their learning experience.

**Online Platforms:** The use of technology can significantly enhance communication and collaboration. Online platforms such as forums and discussion boards can extend learning beyond the physical classroom and allow students to interact, share resources, and collaboratively work on tasks.

**Collaborative Learning Activities:** Implementing cooperative activities such as group discussions, role-playing, and problem-solving exercises can foster a sense of community. These activities encourage students to exchange ideas and learn from one another.

**Instructor Facilitation:** Teachers play a crucial role in nurturing communities of practice. Their responsibilities include facilitating discussions, providing guidance, and scaffolding learning when necessary. They should also promote respectful and constructive interaction among students.

**Peer Feedback and Reflection:** Students should be encouraged to provide feedback to their peers and reflect on their learning experiences. This practice can promote critical thinking, deepen understanding, and foster a sense of shared responsibility for learning.

**Monitoring Progress and Assessing Performance:** Regular assessments of students' listening skills are necessary to measure their progress and the effectiveness of the community of practice. A combination of formative and summative assessment methods, including self-assessments, peer assessments, and teacher evaluations, should be used.

Table 4  
*Strategies for Constructing Communities of Practice*

Constructing the Communities of Practice	Group Formation
	Defining Clear Learning Goals
	Online Platform
	Collaborative Learning Activities
	Peer Feedback and Reflection
	Monitoring Progress and Assessing Performance

The Schema Theory-Based Situated Teaching Approach is a comprehensive method of instruction that blends Schema Theory and Situated Learning Theory. The goal is to enhance students' English communication skills, specifically focusing on improving their listening comprehension abilities and interest in listening classes. This approach operates in authentic learning contexts, advocating for collaborative activities and social interactions among students to construct, stimulate, reinforce and expand their mental frameworks, or schemata, particularly linguistic and content schemata. There are three main stages to this approach: before class, in class and after class, each having specific objectives and activities. A significant component of this approach is the establishment of communities of practice, promoting continuous interaction and cooperation among learners. The specific details of this approach are illustrated in the following diagram1.

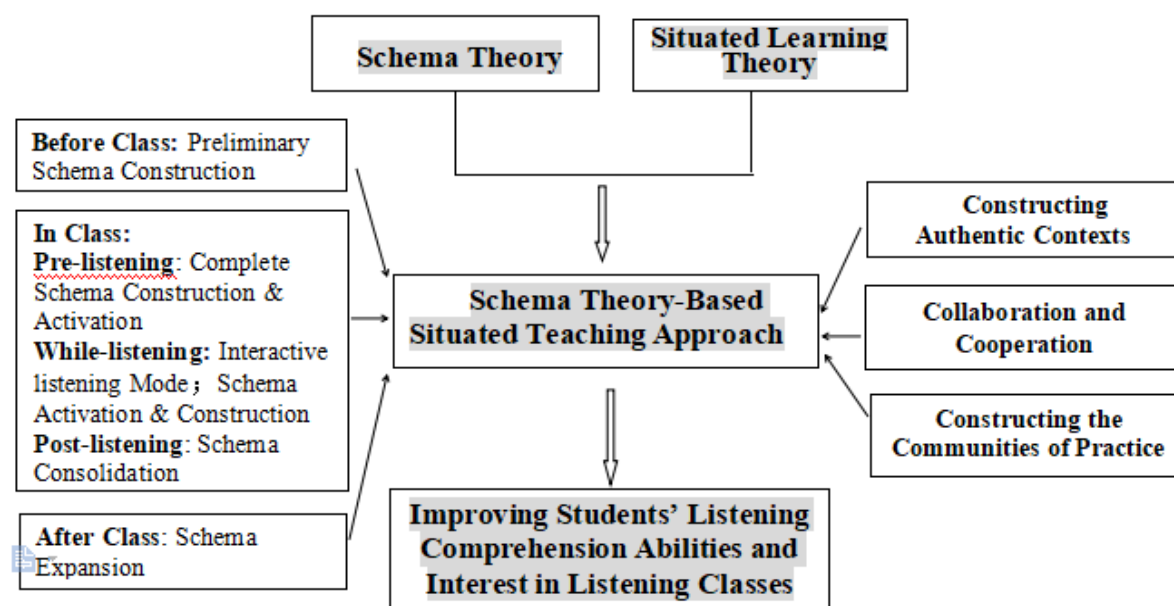


Figure 1: Conceptual Framework of Schema Theory-Based Situated Teaching Approach

**Conclusion**

Based on the systematic literature review, this paper identifies several research gaps in previous studies, which necessitate the development of a new conceptual framework: the Schema Theory-Based Situated Teaching Approach. This approach aims to address these gaps by integrating schema theory and situated learning theory in English listening instruction for Chinese English major undergraduates. By emphasizing the importance of communities of practice, authentic contexts, and collaborative learning, this approach strives to construct,

stimulate, reinforce, and expand students' mental frameworks, known as schemata. The primary objective of this study is to contribute to the field of English listening instruction by filling the existing gaps in the literature and offering valuable insights into effective listening teaching strategies for Chinese English major undergraduates.

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