

Study on the Teaching Mode of Schema Theory Against Language Attrition Under the Informationization Background

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Abstract—In this paper, the phenomenon of language attrition can be resisted by combining schema theory with informationization background. Then it introduces two basic concepts related to this article: schema theory and language abrasion. In the following part, the paper explores how to integrate schema theory with the informationization background, so as to help the language acquirers resist or slow down the language attrition and improve their language acquisition abilities. Schema theory is an important theory that has been proved by many researchers to be effective in the study of language acquisition. Language attrition is an inevitable influencing factor in language acquisition, so the combination of the three is expected to provide new ideas for the teaching model of language acquisition.

Keywords—informatization background; schema theory; language abrasion; teaching mode

I. INTRODUCTION

With the rapid pace of globalization, English has been more and more widely used, especially for China, with its rapid rise in comprehensive national strength. No matter in politics, economy, trade or information exchange, it is necessary to use this foreign language. Therefore, learning English well is particularly important. It is well known that China spends a lot of time and energy in English learning and teaching, but the results obtained are not satisfactory. The reason is that the knowledge level has not been maintained after learning. During the period of university, as the public foundation course, college foreign language is set up only in the first and second school years, so there is no other power and opportunity for students to continue to learn a foreign language, except to deal with relevant foreign language proficiency test. And this eventually leads to the students' foreign language level abrasion caused by mother tongue and rapid step backwards. Language abrasion is an important factor that hinders language acquisition. If we can start from this point and find a good way to resist language abrasion, the effect of language learning will be greatly improved. Schema theory is a widely applied theory in the research field of language acquisition, including the first involved reading comprehension, and the later emerging areas of listening, vocabulary and translation. Therefore, this

paper tries to start with schema theory and study how to resist language attrition in the context of rapid development of informatization. It is hoped that this research can better combine the three to form an effective teaching model, which will be helpful for English learning and teaching.

II. RELATED CONCEPT INTERPRETATIONS

A. Schema Theory

It was German philosopher Kant who first gave the concept of schema, but the study on memory conducted by British psychologist Barritt is the main basis of the schema theory established by later generations. Barritt believes that schema is a way for people to understand the world. People's previous knowledge is stored in long-term memory in the form of schema. Scholars classify schema from different angles. Some people think schema is mainly divided into two categories: form and content. It has been divided into three types: world, text and language. Some people think that schema theory includes language schema, content schema and form schema. Among them, language schema is the basis, which refers to the language knowledge mastered by learners, namely the knowledge of vocabulary, grammar, and idiomatic usage. Content schema is the core, which refers to the background knowledge related to the content of the article, i.e. providing knowledge schema related to the content of things and events. Formal schema refers to the knowledge about text structure, that is, the arrangement and structure arrangement of text format. This paper is to analyze and explore the framework of the third classification.

B. Language Abrasion

Everyone has their own language system. The language system will be affected by many factors, so it is a dynamic system constantly changing and developing. Therefore, there will be certain changes in the process of language learning, from the simple at the beginning to gradually complex and difficult, and finally language level will be improved with the passage of time. In the process of language learning, the two language systems of the learners' mother tongue and the second foreign language will interact with each other and gradually produce abrasions. Weltens found in her research

that if the structure and pragmatics between the mother tongue and the idioms are similar, the degree of abrasion will be reduced. If the difference between them is large, the abrasion phenomenon will be stronger. Because of the large difference between English and Chinese, language abrasion is easy to occur.

Language attrition is the reverse process of language acquisition, which refers to the process that people who are bilingual or multilingual gradually lose their ability to use a language because they reduce or stop using it. It originated from a conference held in the United States in 1980, and it has been regarded as a new field of language study. On the surface, language abrasion cannot be avoided, but it can be slowed down if effective methods are used in teaching.

III. INFLUENCE OF LANGUAGE ATTRITION ON COLLEGE ENGLISH

Language attrition refers to the gradual weakening of the ability of bilingual or multilingual users to use a language as a result of its reduction or cessation. Language acquisition is the ultimate goal of language learning. Language attrition is a common phenomenon in the process of language learning, which cannot be separated. If you do not know this, you will not truly understand the whole of language learning. Therefore, both language acquisition and language abrasion should be paid attention to, and how to maintain the language ability after the input should be focused on at the same time. As a compulsory basic course, college English mainly aims at cultivating students' comprehensive English application ability. However, the final teaching effect is not satisfactory. Many college students begin to decline in their English level after sophomore year, not to mention after graduation, even for those who have passed cet-4 and cet-6. At present, this problem has been widely concerned by colleges and students. In fact, the real problem is the erosion of language. Therefore, this paper probes into the phenomenon of anti-language attrition in college English teaching in order to improve students' learning efficiency and teachers' teaching effect.

IV. FACTORS AFFECTING LANGUAGE ABRASION OF COLLEGE ENGLISH LEARNERS

A. Learning Environment

At present, with the high demand of talent required by society, various universities' school-running ideas have also been changed into application-oriented, which means they just focus on building several professions in view of the social needs, but the education of college English is less important than before. English is just a discipline in our country, so after graduation there is only a few chances for university students to use English, even for those who passed college English test band 4 and band 6 students. There are no other activities related to English. How can students learn English well in such an environment? In such cases, the students' English level will be low or even poor due to the influence of time and their mother tongue. In this way, the degree of English abrasion is directly affected by the

learner's English learning time and the learning environment and atmosphere.

B. Learning Mode

Learning style will directly affect college students' learning effect of English. In fact, it also has a certain influence on the degree of language abrasion. The learning mode is divided into two types: explicit learning and implicit learning. The former is controlled by learners' brain awareness. In other words, the way students choose to learn is conscious and purposeful. Therefore, this kind of learning mode is a kind that almost every student has, and it is the most fundamental way they use to learn knowledge. However, there is a drawback to this method. It is a forced learning mode formed by repeated practice, which does not exert strong stimulation on learners' brains. Therefore, the knowledge acquired by learners, such as vocabulary, grammar and application, will not be retained in the brain for long time. On the other hand, the latter has no consciousness, no purpose, no rules and no selectivity. However, it can enable learners to acquire new knowledge through the constant stimulation of the external environment, especially many complex knowledge points. This kind of learning method is proved by research to deepen learners' memory of knowledge, so it can be kept for a long time and not easy to be forgotten. From this, it can be concluded that the language knowledge acquired by using the explicit method can easily be corroded by language. And this is the learning mode of college English learning in China. It can be seen from this that once students stop learning English in the second half of college, the language knowledge acquired before will be quickly forgotten, resulting in language attrition, which will have a serious impact on the English ability of college English learners.

C. Test Method

For a long time, exam-oriented education is the main melody of education in our country, thus students, teachers and parents will be influenced by such an idea. When learning English knowledge only focuses on the continuous input, and practice and application of knowledge has been ignored for a long time, whether teachers or parents can only focus on their students' test scores and rankings, but don't care about their knowledge of English level. In the examination paper, listening, speaking, reading and writing, as the main content of English, take up an unreasonable share in the test. Listening only takes up a small part of the test, and speaking even takes up nothing. Reading takes up most of the scores. When students leave school, they will find what they need in social practice is not the same as the English skills they learned on campus. Therefore, they will no longer have the opportunity to continue to use the English knowledge they have acquired. Finally, the erosion of English will be intensified.

D. Learning Interest

Last but not least, students' interest in English is also an important factor. First of all, in the process of learning English in college, students will go through a long process of

single, boring and repeated practice questions. Students gradually lose their passion and enthusiasm for English learning and finally give up because they lose interest. Secondly, with the increasing difficulty of learning content, including more and more requirements on vocabulary, the speed of listening part is faster and faster. Reading vocabulary becomes more and more difficult, which will cause great difficulties to learners, make them frustrated, be difficult to continue to learn English, and lose their confidence. Finally, many learners do not have the right motivation to learn English in the first place. They think that learning English well is only for their teachers and parents, but not for themselves. How can such motivation last too long? It's easy to give up on learning once you get frustrated. The final result of these situations is that the language abrasion of English learning is accelerated.

V. ANTI-LANGUAGE ATTRITION STRATEGIES IN COLLEGE ENGLISH TEACHING

From the above analysis, it can be concluded that there are mainly four factors that can cause the phenomenon of language abrasion in the process of English learning: learning environment, learning mode, testing mode and learning interest. Next, this paper mainly starts from these four aspects to explore the strategies of combating or alleviating the phenomenon of language abrasion in college English teaching, in the hope of providing new ideas for improving college English teaching effect.

A. *Changing the Language Learning Environment and Keeping English Learning in College*

First of all, in China, most English learners are in the language environment of Chinese, surrounded by Chinese speakers, while English output opportunities are fewer and fewer. As a result, the acquired English language skills cannot be practiced frequently and gradually deteriorate. Therefore, the most effective way to maintain college students' acquired English skills is to apply what they have learned to practice. Moreover, the English courses in the first two academic years of college cannot provide sufficient language application skills and appropriate input, so students' English level will be slowly declined in the second two academic years of college, and language attrition will become more and more serious. In order to solve this problem, universities need to provide students the necessary follow-up opportunities to learn English, such as some follow-up courses about English, such courses and college English basic course are different, for example, courses which non-English major students like and more focus on the practical application courses. In this way, students will be provided with an environment to continue learning English and strengthen the practice of English knowledge and skills, so as to resist or slow down the degree of language attrition.

B. *Adjusting the Learning Mode and Retaining Students' Language Knowledge for a Long Time*

Some researchers believe that implicit learning is to put learners into a pure target language environment to live; explicit learning is to teach the complex knowledge and rules.

In college English teaching, it is impossible to achieve pure implicit learning, but two learning modes can be combined, and they complement each other. Implicit learning emphasizes the automatic and unconscious discovery of the rules of language structure, and then uses them accurately. In English learning, we can call it the sense of language. In class, explicit learning can be used to acquire language points while implicit learning can be used to acquire language sense. This concept can be implemented in small classes, so when new students enroll, universities should make them take an English language test, and then according to the result they could be divided into A, B and C three levels. After that, they will be taught on small-class, and according to different levels of classes, teachers will use appropriate English to communicate with students in class and build English learning environment. This will to some extent resist or slow down the phenomenon of language abrasion.

C. *Breaking the Traditional Evaluation Mode and Scientifically Evaluating Students' Language Ability*

In view of the disadvantages of exam-oriented education, first of all, teachers should set aside the concept of focusing on students' performance and pay attention to the progress and improvement of students in various aspects. Especially for college students, teachers should pay more attention to their independent learning ability and comprehensive application ability. Every student is different, and has his or her own advantages, so teachers should be good at finding their advantages. For example, some students have a larger vocabulary, some master good grammar points, and some students have fluent oral English and so on. Teachers should pay attention to these details in order to give each student encouragement. Therefore, teachers should not only have one evaluation standard, but adopt a diversified one. While paying attention to the overall development of students, teachers should focus on the progress of each individual.

D. *Motivating Students' Learning Interest and Motivation*

Interest is the best teacher. In the process of learning college English, if you have a strong interest in it, you will be able to persist in the face of difficulties and obstacles. Studies have shown that attitudes and motivations affect language attrition indirectly by influencing learners' level of language acquisition. However, many students' motivation to learn English is incorrect and blind. Although some students have good motives, they do not have a good grasp of the practical application of English in the learning process due to the influence of the traditional teaching mode, which will also lead to language attrition. Therefore, from this perspective, teachers should change the original teaching mode and establish a new teaching mode that can consider students from a long-term perspective. The classroom should be student-centered. Teachers should pay attention to cultivating students' independent learning ability in the class, be good at discovering the potential of each student and give appropriate encouragement. In addition, diversified extracurricular activities, such as speech contest, English song contest, drama performance, etc. are carried out for students' different interests and advantages. Through the

exercise in these activities, students' practical application of English will be improved, so that they will continue to keep interested in English learning.

VI. STUDY ON THE TEACHING MODE OF SCHEMA THEORY AGAINST LANGUAGE ATTRITION UNDER THE INFORMATION-BASED BACKGROUND

There are individual differences in language abrasion. The degree of attrition of each language learner varies with its environment, foundation and effort, and the specific content of attrition varies, including vocabulary, grammar and pronunciation. Therefore, the way to resist abrasion also needs to be specific and long-term. Of course, the traditional teaching model cannot realize such a conception. However, in today's rapid informatization, not only the teaching links in class will be more vivid, but also many links can be completed in the class, which can be achieved by recording video, micro class, Mooc and other online micro classes. Teachers can create different contents of online courses for students to learn. In this new situation, the teaching method makes up for the defect of traditional teaching. Students can still strengthen the learning content after class and slow down the speed of language attrition, so as to improve the effect of language acquisition.

Combining the above analysis, the expected teaching mode is as follows: before the start of the course, teachers can give some advance questions related to the background knowledge of teaching content for students to think and answer, at the same time teachers and students can discuss these questions together with the media of mobile phone, so as to set up some corresponding content schema shown in students' minds. In the classroom, the resources and means available to teachers are also enriched, which makes the content and form of teaching more colorful and attractive and enables students to acquire sufficient language and form schema in their brains. In the input period of knowledge, in order to activate the relevant schemata and consolidate students' mind, the teacher gives topic task to students, and set up some targeted classroom activities. As long as the students can master the language schemata, content schemata and form schemata abundantly, they can complete the teaching mission more quickly, more accurately, more deeply. In the output stage, after the completion of the task, the teacher can carry out assessment according to the difficulty level, so as to consolidate the role of relevant schema again. After class, teachers can continue to guide through the network multimedia platform, answer questions, and strengthen the knowledge input in class. In the later evaluation stage, functions such as teachers' feedback and students' mutual evaluation, network sharing review and so on can assist teaching to complete the evaluation, so as to improve teaching efficiency.

VII. CONCLUSION

Based on the above elaborations and explorations, it can be concluded that under the information-based background, schema theory, language attrition and language acquisition have the relationships of mutual promotion, mutual help and

mutual benefit. With the help of such relationships, this paper attempts to explore a teaching model that can effectively resist or slow down language attrition. Language attrition is an obstacle for language learning. Schema theory is an important guiding theory which can be widely used in the process of language acquisition. Coupled with the deep integration of information-based multimedia environment, schema theory makes even better. In the end, a teaching model guided by schema theory with multimedia and Internet technology is formed to resist the language attrition and acquire language.

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