

The Application of Image Schema in the Teaching of English Listening and Speaking ---Take English Song Appreciation

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Abstract: This paper adopts a cognitive perspective in the analysis of various image schema in the English songs. In order to stimulate students' interest. We use image schema in the teaching of English listening and speaking. Two songs from the teaching are interpreted from the perspective of link schema, container schema, up-down schema, part-whole schema, and source-path-goal schema. The analysis illustrates that image schemas, which involves bodily experience and metaphorical projection from concrete to abstract domains, can surpass language boundaries, reveal emotions and themes, and shed light on cross-cultural studies of literature, cultivate a sense of English, improve English listening and speaking skills.

Keywords: image schema, cognitive, English songs, English teaching

I. Introduction

Cognitive linguistics studies language based on our experience of the world and the way we perceive and conceptualize it (Ungerer & Schmid, 1996). With the development of cognitive linguistics, more and more scholars attempted to study English from cognitive. Studies combining songs and cognition are concerned with aspects including figure and ground, image, cognitive, grammar mental space, etc. with these theories, we can learn English songs and artistic conception vivid.

English songs have various ways in expressing themes and emotions. Exploring the image schemas will facilitate a better understanding not only of the songs, but also the songs, culture and emotion.

Therefore, this paper will analyze two songs to exhibit how to use English songs to teaching English listening and speaking. Trough image schema.

II. A Brief Review of Image Schema

2.1 Definition

Image schema, also called image schemata, is one of the most important issues in cognitive. It was introduced by Lakoff and Johnson (1980) as the basis of metaphorical mapping form source domain to target domain. Johnson (1987: xiv) further defined it as "a recurring, dynamic pattern of our perceptual interaction and motor programs that gives coherence and structure to our experience". He argues that image schemata are

gestalt structures, consisting of parts standing in relations and organized into unified wholes, and that they make it possible for us to “experience, understand and reason” about our world.

2.2 Characteristics

According to Lakoff (1987), the significance of image schemas is that they provide particularly important evidence for the claim that abstract reason is a matter of two things: (a) reason based on bodily experience, and (b) metaphorical projections from concrete to abstract domains. This indicates that image schemas are recurring structures within our cognitive process, which emerge from our everyday interaction with the world.

Moreover, image schemata are not concrete image but abstract and inherent cognitive structures. They function as “identifying patterns in an indefinitely large numbers of experience, perceptions, and image formations for objects or events that are similarly structural in the relevant ways” (Johnson,1987). Holmqvist (1993) gave a more detailed and vivid description: image schema “could be said to be that part of a picture which remains when all the structure is removed from the picture, except for that which belongs to a single morpheme, a sentence or a piece of text in a linguistic description of a picture ...that which remains is a highly fluid image, specified in some aspects...but completely unspecified in other”. From this perspective, image schema is an important conceptual structure in cognitive semantics as it provides a connection between bodily experience and higher cognitive domains such as language (Mark&Johnson,1987).

2.3 Major Types

Image schemas can be metaphorically extended from the physical to the nonphysical experience in abstract domains. They firstly emerged as a structure of bodily interactions, and then figuratively developed as more abstract cognitive structures. Lakoff (1987) discussed the possibility that many areas of experience are metaphorically structured by means of a small number of image schemas. The major types of mapping are as follows:

1) Container Schema

The physical foundation is that the human body is a container. The structural include interior, boundary and exterior. Emotional states or language expressions are often understood as objects on containers.

2) Part-Whole Schema

The physical foundation is that human bodies are whole beings consisting of various parts. The components include part, whole and structure. Social organizations or unities are understood as wholes with parts.

3) Link Schema

The embodied experience is that the primary link of human being is the umbilical cord. The structural elements include two entities and a link.

4) Source-Path-Goal Schema

The physical foundation is the movement of an object from one point to another. The structural elements include a starting point, a destination, a path connecting the two and the direction toward the destination.

There are many other schemas, such as front-back schema, force schema etc, and so on.

III. Listening and Speaking Teaching

Listening and speaking teaching we called audiolingual. The theory of language underlying Audiolingual was derived from a view propose by American linguists in 1950s a view that came to be known as structural linguistics. Another important of tenet of structural linguistics was that the primary medium of language is oral: Speech is language. The theoretical basis is Behavioral Psychology by B.F Skinner. Stimulus, response, reinforcement. So here as for the audiolingual we adjust “stimulus, organism, response behavior” we design the model as “speech-based instruction with the primary objective of oral proficiency” the language skills

are taught in the order of listening, speaking, reading and writing.

IV. Analysis and Discussion

Here we choose two songs; one is from china and the other is English. We will reduction the teaching.

The chinse songs “take me to you heart”, the English one is : “Five Hundred Miles”. Firstly, we will show some image schema in the song pictures:

4.1 The song of Take Me to You Heart

This song is the most popular in china we can here it in everywhere and also it is the first songs our English teacher teaching us. in this song we can see the rich imagination, gloomy images, and strong sentiment for love and life.

1) Link Schema

The Link Schema often represents the relationship between people and the society. We see the “rain, snow, crowded street, guiding star” this all contact “you and me” we all live in the world and I fall love with you want to find the soul companion.

2) Container Schema

The Container Schema often represents emotional states or characteristics with a person.in this song, the Container Schema can be found from three perspectives. Firstly, the people’s hart was immersed in such profound melancholy that he releases in the rain and snow also they use songs to express his fleeing. Secondly, express loneliness through the imagery in the rain. Thirdly it can show the sincere heart and unforgettable love.

3) Source -Path-Goal Schema

The Source-Path-Goal Schema often represents the process of approaching a destination, such as a purpose or the end of life .in this song, it is clear that all the people in the world are looking for love and open-minded. They believe faith and love.

4.2 the song of Five Hundred Miles

Five Hundred Miles expressed dissatisfaction with hometown and helplessness in life. The image schema we can see: the train, gone, whistle blow, no a penny. Here we will rouse the sympathetic response.

1) Link Schema

We can see “if you miss the train I am on , you will know that I am gone ” here we are in the same town but because of not a short on my back, not a penny to my name , I can come home . just express I love my country, but I have no face to come home.

2) Part-Whole Schema

Here “a hundred miles, lord I am one, lord I am two, lord I am three, lord I am four, lord I am five hundred miles” I am the number if our country but now I will be gone.

All those situations just like pictures and movies in my mind, we can follow the song to build our own thinking systems

V. the Teaching Design:

This is the listening and speaking teaching, so we will focus on listening and speaking.

We choose the two songs as the teaching material.it is all show their heart for love and life. Through this song we will let students to listening the pronunciation, words, sentence, continuous reading, weak reading, rereading and so on. students will follow the music to feeling the emotion, this will help them to improve language sense.

After that teacher will let students draw out the imagery picture, and use English to share the ideas with each other, and also, they can share the English songs. sometimes students can make up a story about the songs, all draw a picture about the songs, also they can make a drama play for this song, they can act and show out. Here I will show you my teaching plan.

1.Firstly I will show students one song “Five Hundred Miles”, just listening, no words for them. Then I will ask

them to listen carefully for the first time and when you finished please use one word to express your feeling. then I will play the second time, here you can pick out the picture in your mind, also you can write down on your papers. then after that please share it with your classmate and discuss what you heard from the song. At last, I will find someone to sing this song and others listening. after that they will have a group cooperation time for discuss the linking skills and emotional rendering.

2. Secondly, I will ask them to Dictation, after that they can singing or reading the partner writing. Through this we can check their listening effect.

3. Thirdly, I will ask them to draw the image pictures and also tell the story, or retell the story, even you can continue to write the story.

lyrics	Composition Image	Teaching method	Studying method	Evaluate feedback
Hiding from the rain and snow	Rain and snow (nature)	Listen, understanding	Observation, Listen	Teacher Students
Looking at a crowded street	Crowded street (social)	Listen understanding	Listen, sing Speaking	Teacher Students
Heartbeat	psychophysiological	Read and understanding	Read, listen Feeling	Teacher Students
Take me to your heart Take me to your soul	Emotional sublimation	Read and listen understanding	Read, listen Feeling	Teacher Students
They say nothing lasts forever We are only here today	Emotional rendering	Understanding Thinking Listening	Understanding Thinking Listening rejoinder	Teacher Students
Give me your hand and hold me. show me what love is be my guiding star	Theme sublimation	Read and listen Listening	Restoration Expansion	Teacher Students

In this part, we can take image icon as the central, then there are four parts to express one is for syntactic structure, second is mental space, the third is interactive experience, back to prototype. Then we can return to analysis the vocabulary, syntax, language, emotion and training listening and speaking skills.

After that students have the ideas for the listening and speaking skills, teachers will take the flipped classroom, to share other song. then teacher completely let go and let the students figure it out for themselves.

Here teacher as observer, find the questions and flash point, to improve the classroom.

VI. Conclusion

Based on a brief overview of image schema by its definition, characteristics, and major types, we choose two songs from a cognitive perspective, and also show how to be teaching listening and speaking. it can help us try to find more way to improve our teaching.

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