This article presents an overview of schema theory, a learning theory that explains how prior knowledge and purpose-sensitive schema influence language comprehension. He defined the Schema theory within the framework of cognitive linguistics as pervasive organizing structures in human cognition which emerge from our linguistic and semantic knowledge.

Linguistic schema includes the decoding features a person needs in order to understand how words are organized and fit. Constructionist learning is inspired by the constructivist theory that individual development is actively constructed by individuals. More recently it has gained a foothold in applied linguistics in the field of second language acquisition.

First, two areas of research that have contributed to theories of comprehension are described: schema theory and linguistic theory. Second, the three models described by Rose (2007) and cognitive schema theory (Johnson, 1987, Hurtienne & Israel, 2007) model builds on systemic functional linguistics and cognitive schema theory.

Linguistic Schema Theory

To demonstrate the usefulness of the notions of schema, situated learning within applied linguistics has remained static. However, applied linguistics such as schema theory (Carrell & Eisterhold, 1983, Krashen, 2008) have shown the possibility of combining linguistic description and schema theory in the analysis of texts.

Types of Schema
1. Linguistic schema
   - Linguistic schema includes the decoding features a person needs (Davis, 1991). How does a person decode the meaning of a word?
2. Format schema
   - Format schema refers to the structure of the text, such as the paragraph structure and sentence structure.
3. Content schema
   - Content schema refers to the specific content of the text, such as the main idea, supporting details, and the implications of the text.

Keywords
Cognitive linguistics, authentic reading, narrative schemas, text world theory, personal response

Introduction
There is no 'typical' reading experience. Each reader brings their linguistic knowledge to comprehend a text. Schema theory explains this claim theoretically. Based on this theory, prior knowledge gained a significant role.

According to schema theory, besides reader's prior linguistic knowledge (linguistic schema) and their level of proficiency in the second language, content schema also plays a crucial role in comprehension.

From Perception to Meaning: Image Schemas in Cognitive Linguistics. Entry in the new edition of the SAGE Encyclopedia of Theory in Psychology, ed. discusses the cognitive rules of schema theory and applies them to the English language. There are three kinds of schemas: the linguistic schema, the format schema, and the content schema. Distinctive roles served by background knowledge and linguistic knowledge.
Often resorted to schema theory, a conceptualization as to how background. Applied cultural linguistics: Implications for second language learning of Aboriginal English oral discourse: An application of cultural schema theory. Image schema theory which draws on knowledge on the sensorimotor stage of the. These analyses showed that the application of image schema theory.

"Readers/viewers interconnect both systems by creating images when they see/hear words and generate names or descriptions of things when they see images. Pp.literature review on schema-theory based research in ESLEFL reading, and then. Schema been on the bottom-up linguistic processing rather than top.

In doing so, we adopt two cognitive linguistic frameworks, narrative schemas (Mason 2014a), and text world theory (Werth 1999, Gavins 2007) to explain. Schema theory (Khodadady, 2008), they parsed, codified and statistically THE LINGUISTIC SCHEMA DOMAIN TOKENS AND TYPES COMPRISING THE. Semino, Elena (1995) Schema theory and the analysis of text worlds in poetry. of combining linguistic description and schema theory in the analysis of texts.


International Journal of Applied Linguistics & English Literature teacher training on schema theory and its instructional techniques. In light of the findings. ABSTRACT Includes bibliographical references (p. 32-36) Research reported herein was supported in part by the National Institute of Education and in part. tion," first in psychology and linguistics and spreading to other fields including ments in linguistics that led us to schema theory, we were now tracking.