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Schema Theory – Realistic Approach to Language Learning

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Abstract:

This paper drives the views about the Indian Education Scenario, best practices implemented by the MHRD. How far OBE and the students' centric learning chained the learning gap- are discussed in details. Language learning and the importance of listening is being highlighted with emphasizing the schema theory. The role of schema in listening and the learning focused with the views of the eminent educational psychologists. Realistic Approach for learning integrates the different learning theories and how far it is employable and approachable matters.

Introduction

Higher Education in Indian has been taking immense measures to improve the quality of the students who are being awarded with the Degree. The outcomes of the Under-graduation should equip the students to be confidence in his core discipline. The domain knowledge is proved to be most imminent in Career Opportunities. Desired potential could not be achieved in the long run of the process, if the super focus is given in varied arenas than the important one, then the gradual learning graph of the student falls steep to face the real time challenges.

True Learning comes when there is genuine interest in the field of study. Teaching should plan the extensive learning horizons for the student, the process must churn out the competencies, those are expected as they complete the course. If expected outcomes is not attained in the end then the student's knowledge will not be the complete one. It can be referred as the fake one as they have the skills, attributes and values. They are intended to be gained during the course of the study or after the completion of the Programme.

Though MHRD has been introducing policies and the framework which could make the education system to be more relevant and new innovations are being roped-in a parallel way with the advancement of the technology, different limitations in the system forbid the growth of the Learning. Digital era gave chances for the higher education, to shift the policies in the war-footing emergency. Still the choice of evolvment is thrown

on the side of the teacher to crystalize the learning efficacies in an efficient way. But the benefits of these measures are not quantifiable.

Outcome based education is the remedial measure taken by the MHRD in bridging the gap between the teaching and learning. Examination system also changed in terms with the OBE. Abstractness of the learning and the outcomes are visible in some discipline of study and not in other. So the rubrics of measuring the learning is constructed with imminent expected outcomes and implied outcomes. McAvoy (1985:28) traced the documented use of objectives in education back as far as 1860 when Spencer in Britain formulated objectives according to a classification of human activities. In 1924 Herbart in Germany stressed the importance of lesson planning and stating objectives to guide teaching activities. In 1949 Tyler gave further stress on objectives-oriented movement by insisting the importance of objectives in curriculum design and teaching practices. Four questions as the basis for his means -end or product-oriented rationale for curriculum design (Tyler, in Arjun, 1998:24):

What educational objectives should the school aim to achieve?

How does one select learning experiences help in attaining these objectives?

How should learning experiences be organised for effective instruction?

How would the effectiveness of learning experiences be evaluated?

Solutions to get the core competencies

Core Competencies of any field is being structured in the language of the author almost all the important books are being written in English. English is the window to access the world knowledge and now a days students are managing the minimum knowledge and the technical knowledge almost guide them to pass out the in the interview process in all the levels from self-introduction to core competencies testing and the aptitude of the students. Most students fail in the final round. In the Campus interview many rounds and levels of Interview are conducted to distill the right candidates and their stuff to present their skills in an efficient way.

Language and objectives of Higher Education

During the final round of interview, the students have to prove that how good they are-to the position through the answers they provide. They have to understand the twisted questions and also indirect questions. Basically, they need the candidates who are flair in the language. Major work progress of the almost all the company related with the client dealing and they have to work for the client who are in the different parts of world and they have to be proficient in their language, pronunciation and the accent. Some companies train the candidate even the accent training to make the pronunciation sharper and clearer. Hence through this process complete work stands, so making the students realize their skillset and why and how they have to formulate their

knowledge through the curriculum given for and they have to find the other sort of language learning apps to bridge the gap.

Listening compliments, the Language Learning

In Language Acquisition strategy, the crucial skills one should have in Learning Language is Listening. The good listeners are the good speakers. This is known truth and the observing the language usage made the students to learn more and achieve more. The listening skill is the most neglected one in the four skills of communication, Reading, Writing Speaking and Listening.

Learning Theories in Listening and Language Acquisition

Schema theory is one of the theories in Learning and it supports learning through relating the memory saved earlier, this method is more scientific. Fredric Barlett in his Remembering – Reconstruction of Memory, gave a story test to check the stored schema. The functions of the Schema and the how people relate, recollect the memory through the experience and the knowledge they have stored in the particular context, under different labels-which are get connected and started working in the way of connecting the dots during the learning moments.

Schema in improving Listening

Schemas are the storage compartment and it saves the information in an organized a way to retrieve it easily. It can be described as the Advance Organizer – means it is being employed in pre-listening activities. To organize the students thinking and gathering information.

Brain Storming questions are asked to the students to collect the specific details from random information in the mind. We call them as Synonym Concept. Making them think about the parallel incidents in their life experience. Schema theory has compromised with the other model of listening. That is Top-down and Bottom-up model theories. Top-down is about the content of the listening material. Bottom-up is to known Semantics and Lexemes used in the context of listening.

Schemas are stored in the Long- term Memory. A Schema consists of linked memories, concepts, words, picture, sound and the particular access is given to the memory to disclose the memory related mental framework which are displayed in the mind for cross checking. Schemas as grouping of things surprise us with cognitive-shortcut, making storing new things in our long-term memory -still the retrieval is quicker and efficient. Hence the activities to activate the Schema makes the listening easiest.

As the research by Bradsford & Johnson indicates, our memory improves dramatically when we can make connections between new information and what we already know.

Stereotypical knowledge of listeners, sometimes disposes the seven eminent areas to be focused during listening. The seven areas: speaker, listener, place, time, genre, topic and context. Listening is never considered

in enhancing the communication skills, rarely the research study also conducted in this field. Learning theories are never touched to improve the listening. Hardly these researches are being taken in India. Listening modes are clearly analysed through pre-listening, While-listening and pro-listening.

Research process A number of scholars have proposed that topic-related schemata help people's understanding of the world (Anderson, 1977; Carrel & Eisterhold, 1988; Cook, 2000). To be exactly, in listening process, people will understand the topic better if they have some knowledge related to the topic.

In psychology and Cognitive Science, schema is described as pattern of thought and behaviour that organizes the categories of information and relationship. Schemas are derived from the prior experience about the particular subjects. If we are asked to think about a dog, we know how a dog looks like and what a dog will do. We take the knowledge from the experience of the past and feel what we have during the time of encounter with the dog.

Schemas help as behaviour guide – all our responses are interlinked with behaviour and this is directly connected with our schemas – like how things are being represented and replicated in the past and how to respond for the given situation will be blinking in the fractional seconds and thus we respond in a certain way which are expected to behave. For an instance if you are thinking are about the trip, immediately your mind will brain storm the relevant details regarding the trip and how you could make it is a useful way.

Schema bridges the Learning

Associated memories group together are known as Schemata. Words in our mind are saved in a folder for the easy retrieval process. If you imagine about a car, you will get the image of the car, seat, journey and roads etc. You have stored the schema of car in such a way to recollect the information in a fastest mode. This retrieval process is most need in the education sector, children are asked to recollect the information what they have learnt in the classroom for Examination.

Schema supports in remembering through the connected ideas in the long-term memory, we retrieve information for the required details in the learning process. Practical application of knowledge lies in the way how we imply our intelligence through our learning. Relevant information for the specific context emerges to bridge the needs. Thus, through the Schema we can use the knowledge into brilliance

Conclusion

Barlett's work on psychology was rooted in behaviourism and associationism and thus Barlett's Cognitive, Schema Theory wasn't strongly accepted and thus it faded from focus. But later and schema theory directs all other learning theories. In the academics the cognitive ability of the children can be enhanced into multilevel through making them learn in sensory mode of representation. Like Visual, Audio and Kinesthetics, as the child knowledge differs and the unique in its own way.

In the teaching learning, the teacher should have an idea about the how learning happens in the given moment and how the concepts of relation offered through the real time incidents or through stories and other ways, for example in physics the terminology of use has the empowered position in the learning and understanding. The students knowledge about each single word in physics give the ample opportunity to learn easy or tough. Hence the students supplement the knowledge process in each stage and confirm that he / she understood the concept through some theory. Next lesson in the chapter the definition of the theory will not be provided and they have to conceive the concept while reading the word itself. The cognitive load of the students worked in a novel and they have been fighting for the very basic learning and this time the author.

Research studies in using schema strategies proved the beneficial nature of theory. The Schema is the organized structure in the memory and how it is connected with the aspects of the abstractness of the world. Educational Psychologist are working intensely to make the patterned learning design. Teachers should be given training in teaching the methods using the scientific model of learning and ideas chained with the schemata pattern. This proves useful learning and reduce the cognitive load of the children and they can be equipped efficiently with the help of Schema theory.

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