

MODERN HERMENEUTICAL APPROACH IN DEVELOPING LANGUAGE ACQUISITION SKILLS WITH RESPECT TO PRIVATE SPEECH

Deepali Seth

Research Scholar, Dayalbagh Educational Institute, Agra

Guest Lecturer, Technical College, Dayalbagh Educational Institute, Agra

E-Mail : deepaliseth1000@gmail.com

Abstract

Modern hermeneutics is not merely a contemporary theory that incorporates only understanding and comprehending pieces of texts rather it's an extended family of questions about understanding and inter-relating multiple parameters to enhance our language acquisition skills. Leading to this approach, the concept of private speech can also be in tuned so that the learners can achieve self guidance & self motivation to come up with effective communication skills. This paper tries to show a positive correlation between learner's private speech and self task of using their language acquisition skills to enrich their innate abilities for an effective communication in the present scenario. This paper also takes into account all the four language acquisition skills i.e. Listening, Speaking, Reading & Writing and their hand-in-hand relation with the private speech- a cognitive tool to enhance communication of the learners. LSRW are the main skills of language inputs in English as Second Language (ESL) learning situations in India. It is felt that students' thinking, reasoning, speaking, reading and writing abilities have been degraded in the present enriched realm of technology and conscious studies. What can be tapped in them to arouse their skills and reinforce them to be better listeners, speakers, readers and writers? Hence this paper is an initiative to help learners at secondary level in improving their language acquisition skills. This study will fuse together with conscious studies in learning English as Second Language in Indian Classrooms.

Keywords: language acquisition skills, private speech, modern hermeneutic, pedagogical, ESL, conscious studies.

Hermeneutics is a theory and methodology of interpretation that specifically deals with understanding and interpretation of biblical texts, literature and philosophical texts, while modern hermeneutics shifts the attention to interpretation of verbal and non-verbal communication as well as semiotics, presuppositions and pre-understanding. The present study lays emphasis on the idea of coupling modern hermeneutical approach with four language acquisition skills i.e. Listening, Speaking, Reading & Writing to enhance the interpretative and comprehensive perspectives of the learner. Using this approach & incorporating private speech with the above mentioned modern hermeneutical

methodology, learners will develop an enhanced version of communication i.e., integrating their previous knowledge, cognitive skills and linguistic skills altogether.

The concept of private speech is derived from the works of Russian Psychologists Lev Vygotsky, Luria and Sokolov. These theorists point out that whenever we listen, speak, read or write, we do so through a medium called as private speech. The concept of private speech can be juxtaposed with intrapersonal communication where the learners communicate within their own minds to develop conceptual thoughts, interpret meanings and comprehend the texts by transforming words. Private Speech, also known as covert speech or verbal thinking, has been implicated in theories of cognitive development, speech monitoring, moral development, psychopathology and psycho analysis. Some parameters of private speech relate to the development of verbal mediation of cognition and behaviour, and some relate to rehearsal and working memory. Thus it is an outcome of developmental process that helps a learner to enhance his comprehensive knowledge and ameliorate his language skills resulting in an effective communication.

Language acquisition is the process by which learners acquire the ability to perceive and comprehend language to produce meaningful communication. This complex yet basic skill demonstrates how well language has been adapted to human nature. Basic human language involves both receptive and productive use of language, where receptive language is being used during the understanding and comprehension of a text and productive language skills are used in the generation of ideas and the articulation of words in a speech. So, both reception and production skills in language utilize the four basic structural components of language acquisition.

Learners can be seen as 'mini-linguists,' who attempt to grasp abstract knowledge of language from exposure to their native language. Keeping in mind this perspective, the challenge of acquisition seems so formidable that meeting it would appear to require that much of this knowledge as required developing a language instinct or universal grammar. Language has adapted human learning and processing biases. It has developed through cultural environment rather than biological evolution. A recent alternative view point has been taken into account which highlights 'language-as-skill' framework, according to which the child's challenge is practical, not theoretical: the learner learns to understand and produce the language from practicing conversational interactions in his day-to-day life.

Active Listening Process: A modern hermeneutical reflection

An active listening process is a method of interpreting the views of a speaker that can unclog a philosophical based perspective in the process of listening. The process of listening becomes an active method when merges with modern hermeneutics. It helps in building interactive ability in learners and assists them in expressing meanings of the words. The process of active listening is co-operative in nature, as it determines a better

understanding between the speaker and the listener. Simultaneously, it facilitates a constructive conversation between them.

An active listening process in collaboration with private speech helps in generating deeper insights which assists the learners in better understanding of the text. This process can generate better communication when listeners' background knowledge, pre-suppositions and pre-understandings are taken into consideration. This kind of approach reflects merging of modern hermeneutics with private speech and ameliorates the reading process.

The purpose of modern hermeneutics in listening is to reduce the complicated and elaborated language that one hears and helps to convert it into a more compressed and lucid one. Therefore, the covert speech particularly helps a listener to comprehend a speech by applying his prior knowledge into it. Inner speech as compared to the extra personal speech helps a listener to connect with connotative meaning that lie inside him, with the ones that he perceives from the speakers.

The process of listening is connected with the process of speaking and thinking as they both are directly related to communication that moves from intrapersonal to extra personal one. The modern hermeneutical approach focuses on establishing accurate listening skills by merging learners pre-existing knowledge with their active minds to make a clearly articulated theoretical foundation for further communication.

Enhanced speaking ladder- A hermeneutical step

Speaking is an act of understanding and comprehending the text by vocal means. This enhanced speaking skill takes into consideration the demonstration of language by using enhanced vocal methods. This approach encourages the learners to involve themselves in a fluent communication process. Speaking is an active process which involves an equally active listener to enrich the conversation. Therefore, the modern hermeneutical approach helps to nurture speaking as an improved language acquisition skill that assists students in developing better speaking skills.

The purpose of modern hermeneutics in enhanced speaking skills is to enrich the elocution and recitation areas of the learners. This approach incorporates a philosophically based perspective that improves the communicational patterns of the learners within the society. It shifts one's attention from understanding para-linguistic attributes such as voice-quality, pitch & tone, voice modulation and articulation to a more consciously intuitive flow that arises from the prior knowledge of the learners.

The art of speaking with private speech leads to a more knowledgeable interpretation of the matter in a more natural manner. It involves a more in-depth understanding of the text which gives rise to a fluent and comprehensive manner of

speaking. This helps the listeners to involve themselves in a more interactive manner to maintain the flexibility of communication.

Speaking is a conscious language process because it involves one's mind completely to understand text. Modern hermeneutics provide a ground in enhancing speaking skills with private speech that specifically reconstructs learners' ideas and are conveyed in a more comprehensive manner.

Schematized Reading Approach in Modern Hermeneutics

The schematized reading approach in modern hermeneutics is the process of comprehending the text with a different angle and presenting a "schematized view" of it. This offers a new permeability in the mindset of the learners as they unravel the hidden and unwritten parts present within the text. The purpose of schematized reading approach is to open up, generate a new envision and schematic ideas about the phenomenon under consideration. It helps in nurturing the private speech that encounters the mindset of the learners when they read any piece of text.

This modern hermeneutical realization of the text clearly depends on the pre-understanding or prior knowledge of the learner as it helps to build up schemas in the mind, which enrich the private speech of the learner and contributes in effective and productive reading outputs. This approach of reading engages the learners in the balanced act of interpreting the text and reading with flexibility which helps in touching the original voices of the texts. The aim of this study is to generate a schematized private speech which propels the learners to read, linger on and carefully uncover the deeper meaning of the text hermeneutically. This approach lays its stress on slow reading where the learner generates hermeneutical reflection in conceptualizing the rooted meanings of the piece.

Reading is an integral element in developing a holistic dimension of language acquisition skill in the learner; so that they come up with the better understanding and comprehension of the text material provided to them at various levels of curriculum. Learners often get confused while reading and generating a combined thought process of any topic. These issues can be resolved by the schematized reading method.

This initiative will bridge private speech along with hermeneutical reading to reshape the inherent prejudices, pre-conceived notions and earlier experiences of the learners and assist them to generate a new dimension in reading. This step will lead to simultaneous coupling of the textual words so as to generate schematized view of the text read by the learners. This will surely guide and enrich one's perspective in gaining new insights of the text.

Comprehensive Writing Skills: A hermeneutical approach The comprehensive writing skills can be assessed hermeneutically by incorporating the elements of private speech in it. This modern hermeneutical approach assists the learners in clearly expressing their ideas

vividly. As these writing skills are coupled with private speech of the learners therefore, they incline themselves towards the in-depth meaning of the texts so that it can be deciphered well.

It helps in generating reading sequences that uses the primary texts. It also helps in assessing cognitive complex interpretation which assists the learners in writing exclusively. If we check upon the purpose of writing to be enhanced then it would be the last aspect of language acquisition skill which a learner will surely approach after going through listening, speaking and reading progressively. The principles of modern hermeneutics, bridged with private speech when applied to writing proficiency of learners, will definitely illuminate the pervasive presence of inner voice and scientism in their writing methods. This kind of approach will obviate the complex schematic processes of reading, understanding cognition and interpretation that will constitute a near balanced writing piece.

Conclusion

In this proposed study, a fusion of horizons have been developed between the modern hermeneutical approaches merging with private speech as a cognitive tool in using the language acquisition skills for an effective communication. This fusion is reflected under various aspects involving modern hermeneutical approaches in developing extra-personal speech that helps a learner to connect directly with the connotative meaning which stirs inside a learner and tries to extrapolate that with what one perceives from the speakers. It also ameliorates ones vocal coordination consciously to upgrade the thinking processes while speaking more interactively and appealing. This approach also aggrandizes the reading and writing competences for a clearer depiction of ideas, thoughts and shifts in altitude. This study is a thought based effort to help our Indian learners in interpreting, contextualizing and comprehending text accurately. This study is decentralized on an idea to intermingle the concept of private speech in order to shift the thinking and attitudes of the learners to meet the challenging educational scenario in which death senescence (basically in Indian classroom) is taking place at an obvious rate. It's an initiative for personal transformation engagement to correctly listen, speak, read and write.

References:

- Bloom, L., & Lahey, M. (1978). *Language development and language disorders*. New York, NY: John Wiley.
- Erwin, M. (2001). Specific language impairments: What we know and why it matters. *ASHA Leader*, 6,4.
- Gandara, P., & Rumberger, R. (2009). Immigration, language, and education: How does language policy structure opportunity? *Teachers College Record*, 111, 750-782.

- Golinkoff, R., & Pask, K. (1999). *How babies talk: The magic and mystery of language in the first three years of life*. New York: Dutton.
- Owens Jr., R. (1988). *Language Development: An Introduction* (2nd ed., Vol. 1, 199-387). Geneseo: Merrill Publishing Company.
- Rao, P. (2014). Language, literacy and cognition issues for research in bilingual-biliterate context. *Journal of Child Language Acquisition and Development* (4th ed., Vol. 2, pp. 25-41). John Benjamin's Publishing.
- Reed, VA. (2005). *An introduction to children with language disorders*, 3rd Ed. Boston: Pearson Allyn&Bacon.
- Ruffolo, C. (2014). The Pseudo-Reading Stage: The Timothy Experiment. Retrieved April 27, 2015, from <http://www.voicesofyouth.org/en/posts/the-pseudo-reading-stage--2>
- Saxton, M. (2010) *Child Language: Acquisition and Development*. Thousand Oaks, CA: SAGE.