

ELT- Autobiographic memory: a source for communicative competence

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Abstract

Language with all its paraphernalia, opens its wings of expression and communication in to new horizons of aesthetic experience. In addition, there is the inherent nature of language itself, which ultimately represents, symbolises, expresses, and can even shape our experience, but it is not the experience itself .With in communication, there is a lot of translation that must take place to go from the essence of our personal experience to the communication of words. In order to understand autobiographic memories, we use language to bridge the gap between dimensions — between the dimension of subjective experience and the dimension of objective manifestation.

Keywords: Autobiographies, memory, literature, wellness

Discussion

Autobiography is a way to organize the story of a life and reflect on the past in order to better understand the present. Autobiographic memory is a memory system consisting of episodes recollected from an individual's life, based on a combination life events and special people, and reflection to a certain experience. Autobiographies as first person narratives have won the ground as a legitimate and popular subject of research and inquiry in linguistics. The depiction of characters we find, going from outside perspective towards inner states, revealed in the verbal composition of the text. The narrator uses action verbs to describe the behaviour of

the character. Its focus lies on the interaction between single emotional dimensions and states such as trauma, anxiety and samadhi, i.e, a tranquil state and the process of learning through these experiences. This new wave of research is concerned with understanding words and expressions which represent memory, emotions, and relationships in autobiographies, playing lion's share in the field of linguistics in interpersonal and intrapersonal communication. The current research in linguistics is engaged in encompassing a range of narrative approaches including autobiography, biography, personal narrative, life history, and memoir.

The **chief features** being ,

Limiting to a single autobiography taken up for detailed study instead of cross-boundary inquiry at a time.

Finding speaker's lived experiences and emotions tapping and coining as a major concern, the study represents and processes various valuable experiences of the protagonist as a part of linguistic analysis.

Acquisition of communication in individual narrative is achieved through three issues subjectivity, truth claims and representation of memories.

Acquisition of language used there in and research through critical reflectivity as how people understand themselves and their experiences.

Elevate narrative inquiry dealing with teachers' thinking and collaborative research.

Positive attributes and methods of study in autobiographic memory

Detached objectivity

Detached objectivity and positive outlook work as key variables in enhancing problem solving quality through personal memoirs, experiences, and events.

Memory probe

Recent studies allotted memory probe method to use non verbal clues to memory such as visual images or odours-clued memories for specific events, more emotionally loaded and detailed than verbal and visual clues.

Recall in autobiographical memory

Positive and pleasant autobiographical memories tend to contain more contextual details than negative and neutral memories.

Emotion and depression

Emotion naturally affects the way autobiographic memories are encoded. Emotional episodes are remembered better and have more attention drawn to them. Through remembering past, achievements and failures, the autobiographer's memories directly affect how he perceives and feels about himself.

Depression: An individual with depression encounters trouble to remember specific, personal past events and instead, recalls more general events. During frequent negative moods individual remembers negatively charged memories.

The study of traumatic events in first person narratives direct the readers to acquire the quality of problem solving cognitive skills by reducing negative impressions and increasing persistence.

Reconnecting language in autobiography and its active communication, verbal communication interprets knowledge in the text to the reader or listener. It is the task of the student who defines clues to the meaning from the present context, the objects may be visual or verbal.

Objectives: To facilitate the students to achieve language proficiency and communicative competency through participative and performance tasks, they should be able to frame questions likely to put tag questions in conversations.

The students should be specially given tasks to improve communicative skills on autobiographies. Speech on emotions and experiences should be trained through practicing to question variedly and to prepare questionnaires on any inquiries, on any desirable subject, will improve interrogative skills to process arguments and to precede judgments on any issue.

In a nutshell, autobiographies provide better understanding in finding answers to connect events in linguistic analysis and communication. Researchers find better uses and collect a list of words as clues and categorise auto-memories which the protagonist tries to hide or describe in as much detail as possible in autobiographic narrations to bring to a conclusion. These reviews can be sorted out and finally analysed in order to gain a better understanding as to how to work language as platform to study the magic of wording which is relatively clouded under the inner motives of autobiographers. These autobiographical narratives can indeed serve as diagnostic and therapeutic function too, both researchers and clinicians would benefit from developing a more systematic method for identifying categorizing and interpreting them in the courses of assessment and treatment.

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