

Ka:rmik Language Learning Strategy 1 Definitions of Language Learning Strategy: A Ka:rmik (Linguistic) Language Teaching Approach (KLTA) Review

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ABSTRACT

According to KLTA, derived from the ka:rmik linguistic theory, language is learnt holistically by I-I-ling all the LSRW skills by gradual evolution through the construction of ka:rmik learning reality. Most of the teaching approaches and methods are atomic in their learning approach (Bhuvaneshwar 2013a, b) as they are derived from atomic linguistic theories highlighting functionalism as in the communicative language teaching approach and cognitivism in the cognitive language teaching framework and hence the learning strategies are also atomically described; they are not packaged into a holistic plan with a specific set of procedures, techniques, and tactics in a rigorous linguistic framework to achieve specific goals in the spatiotemporalmaterial (STM), socioculturalspiritual (SCS), inclinational-informational-habitual (IIH) context of learning the language by the learner. Such a holistic integration is necessary because without such integration, it is unlikely that LLS will function effectively as indicated by Griffiths (2004).

In this first article, in the Ka:rmik Language Learning Strategy (KLLS) Series, an attempt has been made to review the definitions given by the major ELT practitioners who look at strategies as techniques and suggest a new definition in the Ka:rmik Linguistic Paradigm as a plan: