

Towards a Postcolonial Pedagogical Approach in ELT 1: Theory of Language in KLTA

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ABSTRACT

In the modern times, there is a proliferation of theories in the field of second language teaching owing to the application of different formal, functional, and interactional theories of language teaching (see Bhuvaneshwar 2013a). However, these theories have not produced the expected results in teaching and learning. In Bhuvaneshwar (2013a), five important negative factors that characterized the ten approaches and eight methods mentioned in Richards and Rodgers (2001) have been identified. They are: 1) Atomicity; 2) Lack of Universality; 3) Improper I-I Networking of Various Levels; 4) Improper Time Management; and 5) Non-experientiality. Therefore, there is a need to re-examine the entire gamut of the teacher-learner-administration-material experience in terms of these five defects mentioned about the 18 most popular approaches and methods.

In this first paper, in a series of papers on Ka:rmik Language Teaching Approach (KLTA), an attempt has been made to resolve the first problem of atomicity by proposing a (w)holistic theory of language as outlined in the KLTA as a solution in the postcolonial pedagogy. KLTA considers language as dispositional (ka:rmik) action which integrates and networks the formal, functional, and dispositional components of language and applies the principle of ka:rmik process (which offers a critical path analysis in administration) in teaching a second language. It exploits the existing disposition and abilities of the learner and integrates them into the learning process through dispositional,