

## Editorial

Linguistics provides systematic and objective principles to study human languages. In the twentieth century many linguistic theories endeavoured to provide explanation to the riddles of human languages. Structuralism, transformational generative grammar and functionalism are some of the important paradigms which contributed significantly not only to the study of human languages but also facilitated the acquisition of human languages. Linguistics aids to the study of human languages, ELT aids to the acquisition of human languages. However, the duo Linguistics and Language learning cannot be seen as separate disciplines rather they complement each other. Man, Method and Material – the three M's of language learning are moulded and strengthened by using the concepts of linguistics. The different language learning approaches which influenced ELT can be broadly categorized into formal, functional, semantic and cognitive. All the aforesaid paradigms are atomic in nature. They emphasize on only one aspect of human language and as a result miserably failed to address the other aspects of human languages. Similarly the language learning theories evolved out of the womb of the above mentioned theories are restricted to the behavioural, cognitive and functional or pragmatic aspect of human languages. However, as a consequence of the failures of the aforesaid theories to respond to the overall personality of human language, a multi-dimensional approach to study human languages and their learning to study form, function, meaning, context as a whole or to regard language learning a sum total of behaviours, cognition and function has become the dire need of the time.

The formal approach especially structuralism and transformational generative motivated scholars to evolve grammar translation method, direct method, the oral and structural language teaching, audio-lingual method whereas

functional approach gave birth to communicative language teaching, community language learning and task based learning. The above approaches and teaching methods also give birth to different types of syllabuses like structural which is a result of the study of language as a structural relationship between different systems, the functional syllabus which is the result of the study of the functions of lexical items, the situational syllabus which is the product of the use of language in different socio-cultural situations. However, all these linguistic as well as language learning theories have not yielded the desired results when it comes to the learning of English not only in India but also in other countries of the world. Therefore, linguist and ELT practitioners have started realizing the necessity of a holistic and composite approach that shall incorporate in its weaponry the formal, functional, lexical, situational and other perspectives. To respond to this challenge and to overcome the constraints of the aforesaid atomic approaches Bhuvaneshwar Chilkuri realized the interconnectedness – interrelatedness – interdependence of the formal, functional and contextual approaches and regard them as a whole. He felt that after acquiring proficiency in all of them a learner should go beyond them in order to interconnect–interrelate – interdepend them with his disposition that constitute his entire personality. The result is the birth of Ka:rmic Linguistic Approach.

The special volume of the issue of *Indian Journal of Applied Linguistics* is dedicated to “Ka:rmic Linguistics.” *Indian Journal of Applied Linguistics* has always encouraged original contributions. All the papers included in this volume explore the application of the ka:rmic linguistic approach. Karmic linguistics is now no longer confined to theoretical nuances but as is evident from a larger number of papers contributed in this issue, it has the potential to respond to challenges faced by the language teachers, syllabus designers, text book writers, material makers etc. Its holistic approach differentiates it from the earlier approaches which addressed only one aspect either formal or functional or situational etc. The ka:rmic approach is derived from the Indian philosophical tradition of “karma” meaning action. However, k:armic is different from the speech act

approach that regards each and every utterance as a performance of verbal action. The speech act approach is motivated by the aim to acquire pragmatic competence by learning to use language properly as per the existing socio-cultural situations. The karmic Linguistic approach regards the performance of lingual action as motivated by disposition. Rather than verbal action as assumed by the speech act proponents, karmic Linguistics regards the use of language as a dispositional action not motivated by pragmatic considerations or means but by one's disposition. Bhuvaneshwar in his karmic linguistic approach provides the concept of language as a dispositional action. According to him language is dispositional or experiential action.

The special issue of *Indian Journal of Applied Linguistics* on karmic linguistic approach incorporates papers on different applications of the theory. Papers on a wide range of the applications of karmic linguistics for English language teaching, syllabus framing, grammar, vocabulary, phonetics etc. have been included in the special volume. These papers provide testimony to the application and viability of the karmic linguistic approach. The wide range of papers have been contributed by scholars across the globe and explore the applicability of karmic approach on many languages. This proves the universal nature of karmic linguistic approach. As is evident from the successful studies carried out in different countries and the application of the approach on a wide range of disciplines, it is obvious that karmic linguistics has passed in the tests of universality and applicability which are the two most important yardsticks which judge the viability of an approach. A new paradigm in its infancy is always looked up with awe due to its confinement to only theoretical principles. But as a paradigm advances with its applications on different aspects of human phenomenon, it motivates scholars to undertake experimental studies on it. This is also true of karmic linguistics approach. Now it has started gaining popularity among the scholars as its applications on different disciplines like proverbology, ELT and translation studies etc. have been successfully explored.

The present issue of *Indian Journal of Applied Linguistics* is a continuation of the earlier issues of *The Indo-Libyan Linguist*

and *The Indo-Kyrgyz Linguist* the journals which published scholarly papers on ka:rmic linguistics. The issue will set the ball rolling and more and more scholars shall come forward and contribute on ka:rmic linguistics to respond to the language issues which remained unaddressed due to the atomic nature of earlier paradigms. Hope the teaching fraternity and the scholars shall welcome the special issue of the journal on ka:rmic linguistic approach and appreciate the effort to bring out an issue of *Indian Journal of Applied Linguistics* on an indigenous approach that we hope shall address the typical complexities emerging out of the native situations.

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