Application of Linguistic Theories in Language Teaching: A Review of Formal, Functional and Ka:Rmik Linguistic Theories

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ABSTRACT

According to Stern (1983: 119), "... it is hardly imaginable that a language could be taught without some underlying conception of the general nature of language... It would be unreasonable for language teaching theory to disregard what linguistics has to say about language." We also observe that language teaching theory in the west has been greatly influenced by the formal and functional linguistic theories and "thrown into confusion by recent developments in linguistics." Recently in India, communicative language teaching approach has become popular and the trend has been continuing. However, these theories have their own problems among which atomicity is a major concern. In view of this, Bhuvaneswar (2009, 2013a, b, c, d, e) has advocated his own theory of language teaching, syllabus design and learning in his Ka:rmik Linguistic Theory which is a holistic theory that integrates form-function-meaning-discourse levels of language as dispositional action. In that paradigm, his own approaches to teaching, syllabus designing, and learning are: 1) KLTA (ka:rmik language teaching approach); 2) KLTS (ka:rmik language teaching syllabus design); and 3) KLLS (ka:rmik language learning strategies). He claims that his model, in view of its holism, is better suited for teaching second languages since SL learners have problems in all aspects of language. Moreover atomic approaches are ill-suited to second language learning and their eclecticism does not work because of inherent contradictions in the approaches (e.g.,