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Ka:rmik Language Learning Strategy 2
Ka:rmik Language Learning Strategies: A Brief Outline

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Abstract

According to KLTA, language is learnt holistically by I-I-Iing 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 (Bhuvaneswar 2013 a, b) 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 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 the first article (Bhuvaneswar 2013 c), 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 a new definition in the Ka:rmik Linguistic Paradigm as a plan is offered. In this second article, three basic KLLSs are proposed along with two mixed KLLSs for each basic strategy – in all they are 9 strategies. In addition, they are described along with an example to illustrate how these strategies are applied in learning-teaching-syllabus designing.

Keywords: disposition, LL (language learning), atomic, holistic, LLS, KLLS

I. Introduction

Research on language learning strategies is increasingly gaining prominence in English Language Teaching and Learning nowadays. However, the very term *strategy* is loosely used without a standard definition and both tactic and strategy are interchangeably used by many ELT practitioners. Setting aside this anomaly, strategies are not analyzed systematically and comprehensively by such writers as Rebecca Oxford (2001). For example, she classified strategies into direct and indirect and then further classified the direct strategies into memory, cognitive, and compensation strategies and indirect strategies into metacognitive, affective, and social strategies under the communicative language teaching approach model. However, in her analysis, strategies are understood as actions or operations but her inclusion of metacognitive strategies (which deal with planning) into the same group is confusing since they are taxonomically above the level of action. *Second*, the treatment of strategies is not comprehensive since it does not deal with different types of learners and their *learning styles*: *what* strategies in what *combinations* should be used by what *type* of learners with different learning styles of their

own are not dealt with. *Third*, there is no specific categorization of the types of learners as well as the learning strategies in the sense of plans. *Fourth*, her approach is communicative which is atomic since it does not integrate form-function-meaning-discourse-choice in a holistic framework. In view of such a scenario, there is a need to revisit the analysis of strategies from the perspectives of: the *learners' status* and rethink *strategy planning* from such a focal point; the *nature of the content* and its selection-gradation-presentation-repetition-evaluation; the *qualification of the teacher* and the resources available for teaching; and the *administrative capacity* of the management to I-I-I the learning-teaching-materials network in an efficient way.

Keeping in view all these problems, in Bhuvaneswar (2013 c), a new definition of language learning strategy as a specific plan with a specific set of procedures is offered and a new set of three basic strategies: Ta:masik-Ra:jasik-Sa:ttvik are proposed. In this article, an attempt has been made to briefly outline those strategies with an example of teaching the Names of the Parts of the Human Body in English.

The terms *tamas, rajas, and sattva* as they are applied in Ka:rmik Language Teaching Approach (KLTA) are briefly explained for those who are not familiar with these terms, especially, westerners and Africans and Arabs.

1. Nature of the Phenomenal World

According to KLTA, the phenomenal world that we live in can be broadly divided into three categories: 1. Physical; 2. Mental (Ideational and Emotional); and 3. Dispositional. The noumenal world is not empirical but experiential and it deals with the spiritual, or the Consciousness. This phenomenal world is created on the basic principles of Objectification (giving natural *objects* such as rocks, trees, etc., and artificial objects such as toys, pots, etc.), State (giving *state of beings* as solid, liquid, gas, anger, happiness, motion, decay, death, etc.), and Action (giving *action* such running, thinking, talking, etc.) seated in *Space*, and existing in *Time* as *Matter***.** In addition, all objects, states of being, and action are inherently *qualified* and *adjuncted* to bring variety-range-depth in them. Furthermore, this material world is bifurcated into living and non-living systems with human beings possessing the highest sensory organs. What is more, human beings are endowed with another unique quality of *complex disposition* that gives rise to *complex desires* leading to complex thoughts (e.g., rule the world), actions (e.g., flying in space) and states of being (e.g., exalted states of luxury and comfort) and *complex efforts* to fulfil their desires. In the process, they will get *complex results* and they *experience* them in *complex ways* for getting *pleasure* which they may or not depending on their fulfilment.

Very significantly and obviously, they needed a means to coordinate the coordination of their activity to fulfil their desires (lying in their unmanifest state of speech) and succeeded in creating speech as the most appropriate means. Once speech is created, the rest of their evolution from *homo sapiens* to *homo loquens* changed so radically that the primitive man looking for fruits from trees is now looking for planets and rule the sky! As speech (as language) became so critical and complex, he needs to learn it and master it for effectively coordinating the coordination of his complex activities for complex living. It is in this context, language learning became a subject of study and language learning strategies as a sub-field of study gained attention.

Any object, state of being, and action (OSBA), as we observe in Nature and our daily life, is qualified in three important ways: *conceptually, pattern and structure wise, and materially*. These are the three states in which each and every OSBA is constituted; furthermore, every OSBA has a *form-function-meaning* in the overall network of creation. If we observe them, we find that they are qualified primarily in three ways again: in terms of *matter (form)*, *action*, and

knowledge (luminosity). The primordial essences (guNa:s) that cause this kind of comprehensive qualification are known by the three terms: Tamas, Rajas, and Sattva in a bottom-up process in Indian philosophy. These Samskrit terms are retained in the discussion owing to their variety-range-depth and not replaced by English equivalents of *inertia, activity, and luminosity* which fail to capture these different shades of meaning.

1.1. Tamas

Tamas means *darkness* (in Samskrit) *or inertia.* It is the *gross* constituent of Nature - along with the other two guNa:s *rajas (activity)* and *sattva (luminosity)* which are *subtle* and *causal* - which is distributed both in the sentient and insentient creation. It is an essence which brings about inertia or immobility. When matter becomes immobile, it leads to its solidification or materialization, e.g., gas becoming a solid. Without this essence, there will not be any matter or material object, or potential state. What is more, when this guNa (quality) dominates, the dominated OSBA is affected by this GuNa (quality). As a result, it possesses and exhibits this guNa of inertia in an appropriate manner in the object, state of being, and action (OSBA).

When it affects a human being, that human being's physical, mental, and vocal behaviours are accordingly influenced and so he exhibits the effected qualities. For example, if it affects a person as a whole, then, he will be lazy and slow in his action since inertia retards activity; if he is a language learner, his learning activity will also be similarly affected. Thus he will be lazy in learning and slow in listening and reading comprehension as well as speaking and writing production. In terms of thinking, he will also be slow in processing; in addition, he will think narrowly – short sighted, incomplete (not comprehensive), compressed (shortened and not elaborate), bald (plain), superficial, looking for short-cuts, etc.; he will be form-oriented in his approach (more interested in the gross material form, the outer side, the *what*, but not in the pattern and structure, the subtle form or the inside, the *how*, as in the case of a ra:jasik learner; or concept, the causal form, the core, the *why,* as in the case of a sa:ttvik learner). In terms of his emotions, he is raw, elemental, disjointed, deluded, indifferent, callous, headstrong, cold, vulgar, unresponsive, passive, etc. *As a man thinks and feels, so he acts.* Therefore, when he learns, he learns ta:masikally. How tamas affects his learning is discussed in Section III and how a ta:masik learning strategy should be is also outlined accordingly.

1. 2. Rajas

Rajas is a constituent of Nature as the essence of *activity.* Its adjective is *ra:jasik.* It is the opposite of tamas and breaks inertia and immobility and imparts motion. When matter gets ra:jasik, it gets activated and changes its state, say, from solid into liquid. It is not only associated with activity but also expansion, patterning, function, and complexity. A ra:jasik person is active and fast in his action since rajas imparts motion and breaks inertia. A ra:jasik learner will be active in work, dashing in initiative, fast in speed, complex in thinking and planning, ornate and complex in processing, restless and volatile in emotions, etc. in the learning activities.

1.3. Sattva

Sattva is a constitutent of Nature as the essence of *luminosity.* Its adjective is *sa:ttvik.* It is the illuminating essence, that is, cognition, thinking, intelligence, analysis, purity, etc. are its properties. Creativity springs through sattva since it is causal and is the basis for pattern and structure and material form. A sa:ttvik person is steady, intelligent, effective, gentle, kind, cheerful, tranquil and unruffled in his emotions and optimistic. Sattva is the hallmark of pious people. A sa:ttvik learner is primarily analytical and grasps knowledge precisely objectively without distortions and biases. He gains quick memory since he is tranquil and practices

effortlessly since he is clear about what he wants to do and skilled in what he does. He takes initiative in a befitting manner and accomplishes his learning by a critical path.

II. Literature Review

In the literature available on the understanding and use of the term *strategy,* there are two ways. One is in the field of military, business, and games and the other is in language learning and teaching. These two views have been elaborately discussed in Bhuvaneswar (2013 c) taking into consideration the definitions and explanations offered by various specialists in language learning strategy such as Rubin (1975, 1982), Stern (1975), Bialystok's (1978), Rigney (1978), Naiman (1978), Brown (1980: 87), Tarone (1980: 419), Brown and Palinscar (1982), O'Malley et al (1985), Ellis (1986), Wenden (1987), McLoughlin et al (1983), Spolsky (1985), Willing (1988), Oxford (1990), Nunan (1991), MacIntyre (1994), De Corte et al (2001) and Chamot (2004). In view of their inadequacies, a new definition has been offered. This new definition is offered by looking at language learning as *dispositional* lingual action that takes place according to the *likes and dislikes and abilities* of the learner in acquiring lingual knowledge. In that sense, it is *learner-oriented* and learning takes place *strategically and not randomly* since even in random action there is an inherent procedure that embodies random action as a specific plan. In that perspective, a language learning strategy is redefined elaborately in KLTA as follows:

A strategy is *an overall specific plan that is dispositionally designed to achieve a specific effect/goal(s) (of learning LSRW skills) through specific means (of dispositional modulation, knowledge acquisition, and va:sana (internalized habit) formation)) from a specific cause (of a process of LSRW). It is the whole, dispositionally designed plan of execution of action (with implied parts) to achieve a specific goal in a specific manner through specific means*.

Or

succinctly as

"an overall plan dispositionally designed to achieve a specific goal through specific means from a specific cause". It is the whole, dispositionally designed plan of execution of action (with implied parts) to achieve a specific goal in a specific manner through specific means.

III. Planning LLS for ESL Learners: A Ka:rmik Language Learning Strategy (KLLS) Design

Language Learning Strategy is defined as mentioned earlier by taking into consideration the important factors of *learning*, *learner*, and *knowledge* in the teacher-learner-materials-administration network to impart the LSRW skills. Their nature and characteristics are briefly explained below for arriving at a definition of the term strategy and LLS.

3. 1. Types of Learning

Learning can take place from a number of *directions* but what is required is a critical path approach that saves time, effort, and cost; sustains interest according to the context; and gives maximum results. In the LLS literature available, the strategies that are mentioned except the meta-cognitive strategies do not focus on these directions and the way in which they have to be I-I-Ied as a *plan* to constitute the strategy. In KLLS design, there is a focus on these directions and the learner's aptitude, the nature of learning, and the desired outcomes are I-I-Ied in a systematic procedure. In addition, the terms *plan, strategy, sub-strategy, procedure, technique,* and *tactic* are more clearly distinguished and identified than in other models.

Generally, there are two basic types of language learning: 1. Atomic; and 2. Holistic. Atomic learning can be visualized from three basic perspectives and the fourth one is obtained by a mixture of these three in varying degrees according to the choice of the learner: *1. Form-oriented; 2. Action-oriented; 3. Meaning-oriented; and 4. Mixed* with any two of these three types. In *form-oriented learning*, more emphasis is put on the *form* of language through

participants (in an activity) and learning is achieved by mere *memorization* and less reasoning, logic and intellection and practice than in action-oriented and meaning-oriented learning; it is characterized by ta:masik learning (*rote-learning* with low activity, less thinking, and least interpretation and integration). In *action-oriented learning*, more emphasis is laid on the *function* of language through *action* (in an activity), and learning is achieved by more *practice* (and less analysis) through which memory is gained. Obviously, action-oriented learning implies an understanding of the form-aspect but its emphasis is not on form. In *meaning-oriented learning*, semantic or cognitive oriented learning can be proposed. More emphasis is laid on the propositional content of language *(meaning)* through the *relationships* (in an activity) in semantic-oriented learning, and learning is achieved by *analysis* of the form and function of language through meaning. In this cognitive-oriented learning, language learning is conceptual-oriented. In mixed-type of learning, any two of these three types are mixed and learning is achieved by a combination of the two types of activities. Fundamentally, either analysis or practice or memory is dispositionally chosen as the means for learning and so *choice* becomes the basis of these three types of learning.

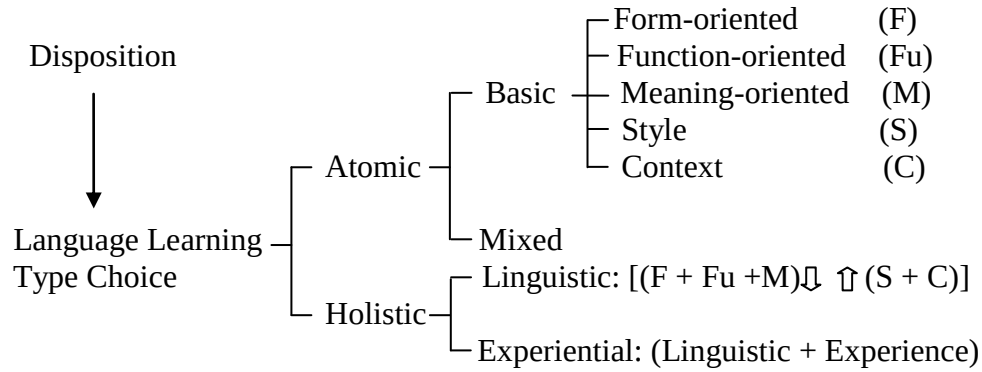
In addition to these three types of form-function-meaning oriented learning, learning can also take place from the perspective of *style* and *context*. In such a stylistic approach of language learning, language is learnt from its *formal, functional,* and *semantic appeals* on the one hand and *socioculturalspiritual, contextual* and *aesthetic appeals* on the other hand in the context of its use and experience. For example, it is very much used in language for specific purposes learning. At the level of context, language is learnt from such levels as *formal, informal, and intimate* as well as *genre and register*. Since style is superimposed on the basic grid of form-function-meaning in the context of its use, both *style and context* are *implied* in the form-function-meaning grid. Consequently, in mixed type of learning, they are also implied. However, it is useful to do apava:dam (sublation) while teaching style and context, especially, in ESP.

In holistic learning, at the linguistic level, form-function-meaning are I-I-Ied to create *linguistic holism*; whereas in *ka:rmik (cause-effect experiential) holism, form-function-meaning-style-context are unified* - through *choice - as a whole in speech and used for realizing a goal or purpose and its results are experienced* from that *choice.* To elaborate further, likes and dislikes to do this and that to be so and so in such and such manner create *choice* and established choices as (learner) preferences become the *traits* in the svabha:vam (disposition) of an individual and the *practice* of action (i.e., participants + action + relation between them) driven by these choices leads to their *memory* and *va:sana* formation. Thus, memory and practice can be clubbed together to correspond with *va:sana:s*, analysis which leads to knowledge corresponds with knowledge, and choice which leads to traits corresponds with traits. As a result, there is a systematic correspondence between learning and the disposition of the learner. Since all action, that includes learning as learning action, is dispositional and constructs dispositional reality, it becomes ka:rmik (because dispositional reality which is produced from disposition is realized as ka:rmik reality and hence ka:rmik). This kind of ka:rmik learning is the learning obtained in real life and so it should be the ultimate goal in teaching, learning, preparing educational materials and administration.

What is significant is that ka:rmik learning is *goal-oriented* and *means specified* – whatever be they, however they are attained and used, and wherever they are based. It is also *collectively derived* but *individually centred*. To elaborate on this point, the knowledge base of language is collectively established and at the same time individually acquired, used, and transmitted. Accordingly, teaching should also be planned in that way; and syllabus design should reflect both the teaching and learning characteristics. In other words, teaching-learning-syllabus

networking should be goal-oriented, means-specified, individually-centred, and collectively-derived.

This is with reference to learning the language from *within* or *the lower level (level-below)* and this basic language learning taxonomy is captured in a network as follows.

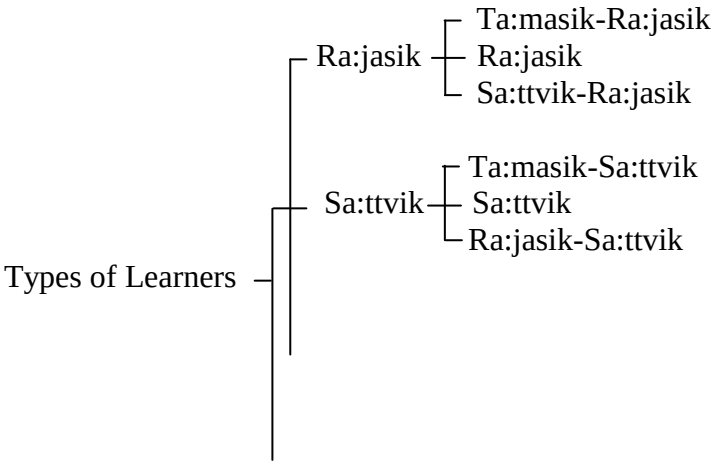


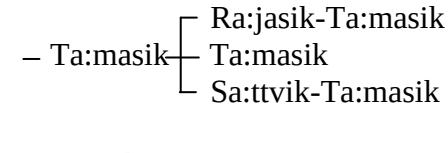
Network 1: Basic Language Learning Type Choice Network

Legend:⇩ *superimposed on the following components*⇧ *superimposed on the preceding components;* ⇩⇧ *mutual superimposition (i.e., one component is superimposed on the other and vice versa)*

3. 2. Types of Learners

At the level-around (middle level), the character of the learner comes into play in learning the language. Applying disposition as the basis, three basic types of learners can be identified according to their personality: *1. Ta:masik (inert, object or form-oriented); 2. Ra:jasik (dynamic, action or function-oriented); and 3. Sa:ttvik (luminous or meaning-oriented).* In addition, we can posit a fourth type of learner called a *ka:rmik (cause-effect oriented experiential) learner,* who dispositionally and contextually I-I-Is all these levels by contextual action-reaction into a dispositionally unified experience. In other words, he uses language ***ka:rmatically*** instead of semantically or pragmatically. However, these learners may not be so neatly cut out and generally we get more mixed types of learners who share features from other types in addition to their own. As a result, we also get: *Ra:jasik-Ta:masik; Sa:ttvik-Ta:masik; Ta:masik-Ra:jasik; Sa:ttvik-Ra:jasik; Ta:masik-Sa:ttvik; and Ra:jasik-Sa:ttvik.* There is a systematic correspondence between the type of the learner and the learning-strategy. To elaborate further, ta:masik learners are more inclined towards form-oriented learning; ra:jasik learners towards action-oriented learning; and sa:ttvik learners towards meaning-oriented learning; and finally the ka:rmik learner towards contextually *I-I-Ied experiential learning* by dispositionally networking form-function-meaning-style-context in a critical path. The network 2 given below captures the choice of LLS by various types of learners.





Network 2: Types of Learners

At an emotional level, ta:masik learners are introverts and influenced by inertia; ra:jasik learners are extroverts and influenced by activity; and sa:ttvik are *equiverts* and influenced by analysis at all the levels of language learning.

3. 2. 1. Ta:masik Learner and His Learning Characteristics

Tamas is that essence in Nature that imparts any object, action, and state of being, in fact any phenomenon, with the quality of ***inertia*** as an attribute (viseshaNam) like redness in a red lotus. This quality by its attribution to the concerned phenomenon changes that phenomenon's character or properties with inertia. For example, water becomes ice, a moving train stops to a halt or runs slowly, a person becomes heavy, dull, etc. It is the opposite of *Rajas* which imparts activity to any phenomenon. As a bye-product of inertia, simplification or shortening of learning activity; and defective or muddled or unappealing or incomplete execution of learning activity takes place. On the other hand, form-orientation is strong and mechanical execution of learning takes place easily.

Human beings are endowed with this quality in varying degrees of its variety-range-depth and it affects all their physical, mental, and vocal states of objectification, being, action, and experience. As such, according to this KLTA view, it also affects a learner and his learning characteristics. There is a systematic correspondence between a learner and his learning behaviour. Language Learning is a lingual action which is *interdependent* on the learner and the linguistic knowledge to be learnt – if the learner is not good, he cannot learn the knowledge successfully; similarly, it is also *interconnected* because learning cannot take place independently of either the learner or the knowledge; likewise, it is also *interrelated* because learning is a product of the learner and knowledge: there cannot be learning without a learner or knowledge. Hence, the nature of the learner, knowledge, and learning determine the final outcome of learning. Therefore, it is crucial to know a learner's character before imparting him the knowledge. If we know the learner's *abilities* and his *likes and dislikes*, we can devise a learning strategy with a specific plan consisting of a set of procedures according to the abilities and likes and dislikes of the learner. Of course, the nature of knowledge should also be taken into consideration in devising a learning strategy to provide optimum learning conditions.

3. 2. 2. Activities of Learning (AOL)

Learning a language involves *comprehension* of the language by listening and reading when it is spoken and written and *production* of the language by speaking and writing. Again both these activities can be general and specific. *Speed and clarity* in comprehension and production are general. The five levels of language: *form (phonetics/phonology, morphology (lexis), and syntax and discourse organization), content (semantics), function (speech acts), style, and context* (see Bhuvaneswar 2013 b, c for details) are the specific areas which a learner should master both atomically and holistically in order to learn a language. In addition to comprehension and production, there is the learning process of comprehension and production which comes into play in learning the language. It consists of *analysis (and synthesis)* of the various levels in the linguistic system, (*application and) practice* of the linguistic system for contextual coordination of the coordination of activity and the experience of its results, and its *memory (fixation and recall)* for its appropriate use in a context.

3. 2. 3. AOL and Their Performance by a Ta:masik Learner

Basically, a Ta:masik Learner is form-oriented in performing AOL with less analysis and practice but more rote-memorization. As he is dominated by Tamas, he will be: lazy to perform any action and slow in *speed*; clouded in *understanding (clarity);* timid in *initiative;* incomplete or defective in *planning*; inclined towards mechanical learning and rote-memorization: and low in learning all other specific areas except those areas that deal with *form* (sounds, words, and sentence patterns) only. This is in contrast with a Ra:jasik Learner who is function-oriented, fast in activity, and dashing in initiative and inclined towards practice and a Sa:ttvik Learner who is steady in activity, balanced in initiative and meaning-oriented in learning.

How a Ta:masik Learner behaves in learning a language is shown below in a table for quick reference.

Table 1: Characteristics of Ta:masik Learners

S. No.	Type of Learner			LSRW Skills (Atomic)				LSRW Skills (Wholistic)
	Type	Activity		Listening *(Comprehension)*	Speaking *(Production)*	Reading *(Comprehension)*	Writing *(Production)*	Integrated and Unified Mastery of Language
		Type	Class					
1	Ta:m-asik	1. Comprehension/ Production						
		a. General	1. Speed	Slow	Slow	Slow	Slow	Slow
			2. Clarity	Low	Low	Low	Low	Low
		b. Specific						
			1. Form	High	High	High	High	Form-oriented
			2. Content	Low	Little	Low	Little	
			3.Function	Low	Little	Little	Little	
			4.Style	Least Sensitive	Plain, Simple, Form-oriented	Least Sensitive	Plain, Simple, Form-oriented	
			5.Context	Least Receptive	Little Relevant	Least receptive	Little relevance	
		2. Learning Process						
		0. Choice		Atomic, Vague & Form-oriented	Atomic, Vague & Form-oriented	Atomic, Vague & Form-oriented	Atomic, Vague & Form-oriented	
		a. Memory	1.Form-oriented	High	High	High	High	
			2.Other	Low	Low	Low	Low	
		b. Analysis	1. Reason	Little	Little	Little	Little	Slow, Little & Form-oriented
			2.Interpret-ation	Little	Little	Little	Little	
			3.Identific-ation	Little	Little	Little	Little	
		c. Practice	1.Applica-tion	Little	Little	Little	Little	
			2. Practice	Little	Little	Little	Little	

		d. Initiative: Timid e. Mood: Pessimistic or Indifferent throughout		— —			— —	

3. 2. 4. AOL and Their Performance by a Ra:jasik Learner

Basically, a Ra:jasik Learner is function-oriented in performing AOL with less analysis and rote-memorization but with more practice in a functional approach. As he is dominated by Rajas, he will be: dynamic to perform any action and fast in *speed*; functionally *understanding (clarity);* dashing in *initiative;* complex in *planning*; inclined towards practical learning and memorization by exercise: and medium in learning all other specific areas except those areas that deal with *function* (speech acts and the corresponding syntactic patterns) only. This is in contrast with a Ta:masik Learner who is form-oriented, slow in activity, and timid in initiative and inclined towards memory and a Sa:ttvik Learner who is steady in activity, balanced in initiative and meaning-oriented in learning.

How a Ra:jasik Learner behaves in learning a language is shown below in a table for quick reference.

Table 2: Characteristics of a Ra:jasik Learner

S. No.	Type of Learner			LSRW Skills (Atomic)				LSRW Skills (Wholistic)
	Type	Activity		Listening *(Comprehension)*	Speaking *(Production)*	Reading *(Comprehension)*	Writing *(Production)*	Integrated and Unified Mastery of Language
		Type	Class					
2	Ra:ja-sik	1. Comprehension/ Production						
		a. General	1. Speed	High	High	High	High	Medium
			2. Clarity	Medium	Medium	Medium	Medium	
		b. Specific	1. Form	Medium	Medium	Medium	Medium	Medium
			2. Content	Medium	Medium	Medium	Medium	Function-oriented
			3.Function	High	High	High	High	
			4.Style	Most Sensitive	Ornate & Complex	Most Sensitive	Complex; Function-oriented	
			5.Context	More Receptive	More Receptive	More receptive	More relevance	
		2. Learning Process						
		0. Choice		Atomic & Function-oriented	Atomic & Function-oriented	Atomic & Function-oriented	Atomic & Function-oriented	Medium & Function-oriented
		a. Memory	1.Short Term	Medium	Medium	Medium	Medium	
			2.Long Term	Medium	Medium	Medium	Medium	
		b. Analysis	2. Reason	Medium	Medium	Medium	Medium	
			3.Interpret-ation	Medium	Medium	Medium	Medium	
			3.Identific-ation	Medium	Medium	Medium	Medium	
		c. Practice	1.Applica-tion	High	High	High	High	
			2. Practice	High	High	High	High	
		d. Initiative: Dash		—	—	—	—	—	—

		- ing Throughout e. Mood: High or Restless Throughout						

3. 2. 5. AOL and Their Performance by a Sa:ttvik Learner

Basically, a Sa:ttvik Learner is meaning-oriented in performing AOL with more analysis of form and function to derive the meaning but little rote-memorization and practice in a semantic approach. As he is dominated by Sattva, he will be: steady in performing any action and appropriate in *speed*; *understanding well* through analysis *(clarity);* perfect in *initiative;* thorough in *planning*; inclined towards meaningful learning through which he gains memory and exercise effortlessly: and medium in learning all other specific areas except those areas that deal with *function* (speech acts and the corresponding syntactic patterns) only. This is in contrast with a Ta:masik Learner who is form-oriented, slow in activity, and timid in initiative and inclined towards memory and a Sa:ttvik Learner who is steady in activity, balanced in initiative and meaning-oriented in learning.

How a Sa:ttvik Learner behaves in learning a language is shown below in a table for quick reference.

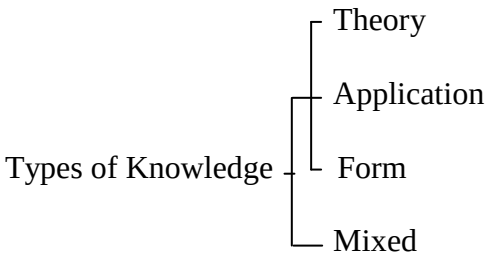
Table 3: Characteristics of Sa:ttvik Learners

S. No.	Type of Learner			LSRW Skills (Atomic)				LSRW Skills (Wholistic)
	Type	Activity		Listening *(Comprehension)*	Speaking *(Production)*	Reading *(Comprehension)*	Writing *(Production)*	Integrated and Unified Mastery of Language
		Type	Class					
4	Sa:ttvik	1. Comprehension/ Production						
		a. General	1. Speed	Steady	Steady	Steady	Steady	High
			2. Clarity	High	High	High	High	High
		b. Specific	1. Form	High	High	High	High	Meaning-oriented
			2. Content	High	High	High	High	
			3.Function	High	High	High	High	
			4.Style	Most Sensitive	Perfect and Suitable	Most Sensitive	Perfect & Meaning-oriented	
			5.Context	Most Receptive	Most Communicative	Most receptive	Most relevant	
		2.Learning Process						
		0. Choice		Atomic & meaning-oriented	Atomic meaning-oriented	Atomic & meaning-oriented	Atomic & meaning-oriented	
		a. Memory	1.Short Term	High	High	High	High	
			2.Long Term	High	High	High	High	
		b. Analysis	2. Reason	High	High	High	High	
			3.Interpret-ation	High	High	High	High	
			3.Identific-ation	High	High	High	High	Medium & Function-oriented
		c. Practice	1.Applica-tion	Low	Low	Low	Low	
			2. Practice	Low	Low	Low	Low	

		d. Initiative: Dash - ing Throughout e. Mood: High or Restless Throughout	— —	— —	— —	— —	— —	

3. 3. Types of Knowledge (Learned Phenomena)

Just as there are three types of learners and learning, the learned phenomenon is also tristratal: 1. Theoretical (Conceptual); 2. Applied (Productive or Practical); 3. Formal (Descriptive) with an additional fourth one, which is Mixed. In knowledge which is theoretical, the content of language deals with the theory of action: *why* (the Causality) an action takes place, its nature, and its principles and concepts. For example, in physics, theoretical physics deals with the nature of matter and its concepts, principles, and laws; in applied physics, in knowledge of physics which is applied, the content of language deals with its application: how (the process in terms of manner (how), where (place), and time (when); and its procedures (how a theory is implemented). For example, applied (practical) physics deals with *how* these laws and principles can be applied in real life for our use; and 'formal' physics – even though it is not given as a separate branch - deals with *what* the form of matter is; and it is mainly descriptive in its content. The *theory* behind the working of a fan leads to the *application* of that theory in the innovation of a fan; the application leads to how the pattern and structure of the fan is constituted in terms of (*what) matter* and gives us the *formal* knowledge of the fan. Language is capable of expressing *the theory, the application, and description of objects, states of being, and action in their entire variety-range-depth in addition to expressing ideas.* The point is that *theoretical* content is different in its linguistic conceptualization, structure and pattern, and form from the *application* content as well as *formal* content but at the same time application implies theory and form implies both the application and the theory successively and I-I-Ily. In addition to these three basic types, we also have the fourth type which is *Mixed Knowledge*. In this type, the language contains *theory, practice, and formal description* not as isolated but as a mixture of more than one type of knowledge. This is more complex and varied in its variety, range and depth.



Network 3: Types of Knowledge

In Literary Knowledge, we can make a similar analysis: knowledge that deals with the formal description, and narration of events as formal knowledge; exposition can be both descriptive and applied; and debating about an issue as theoretical.

3. 3. Theory of Action

Language learning is one type of lingual action that is derived from the Universal Science of Living in which desires are generated-specified-directed-materialized by *Svabha:vam* (disposition). *To learn a language* is one such desire that is impelled as a sub-desire to fulfil the major desire to use that language for *observation-interpretation-identification-representation-creation-initiation-communication-coordination-experience (OI*^{3}*C*^{3}*RE)* of action. As a result, efforts are made to *learn a language* through another sub-desire *to teach the language* and two minor desires to *teach and learn the language through strategies*. As an offshoot of these

desires, the field of LLS is created and developed. In this ongoing process, KLLS emerges as one product among others. All these activities follow the simple foundational Principle of Action and the Principle of Choice of Action in the Ka:rmik Linguistic Theory as given in the following equations (1) – (3).

(1) Principle of Action:

Disposition → Desire (for Learning a Language) → Effort (to Learn a Language) → [Language Learning Strategy] → Learning Action → Result → Experience

(2) Principle of Choice of Action:

Disposition → Dispositional Bias (for LL) → Response Bias (for LL) → Choice (of LLS) → Variation (in LLS) → L. Action → Result → Experience

(3) Principle of Creation of Strategy:

Disposition → Desire (for the Goal) → CEM → Choice of PTT → Critical Path Mapping → Plan of the Strategy → Creation of the Strategy

[L (Language); LL (language learning); LLS (LL Strategy); CEM (Contextual Exploration of Means); PTT (procedure-technique-tactic)]

3. 3. 1. Components of Action

Any activity consists of a set of actions ranging from a single act to many. A single act consists of a single action. An *action* consists of *participants* to perform the *action* by getting into a specific *relationship* with one another. Hence, *participants, action,* and *relation* (between the participants in forming the action) are the three *internal components* of action. An action is performed in *a context* by a specific *choice* of its internal components by the *Traits* component of Svabha:vam (Disposition). Hence, context and svabha:vam are the two *external components* of action. In addition, choice creates another component *style* by a specific choice of performing an action in a particular manner. In the case of lingual action, all these components can be grouped together under five categories: *Form, Function, Content, Style, and Context with their sub-categories. Form* gives rise to phonetics/phonology-lexis-syntax; *Function* gives rise to the five speech acts (assertives or representatives, directives, commissives, expressives, and declarations)); *Content* gives rise to subject, topic, etc., *Style* to its formal, functional, semantic, and contextual features, and *Context* to its [Inclinational-Informational-Habitual], Socioculturalspiritual, and Spatiotemporalmaterial features in which lingual action takes place (see Bhuvaneswar 2013 e, f).

In the case of LLSs, the *action* is the *strategic planning*, i.e., planning how to perform the action of language learning which gives a *strategy* for LL; the *participant* is the *learner* in self-directed learning, or the *participants* in teacher-directed learning are the *teacher and the learner(s)* as well as the *administrators* – they are the *direct participants* and *indirect participants* respectively; and the relationship between the learner and the content (of learning) constitutes the *direct action* of learning and *how* (manner, time, and place) it is done constitutes the *indirect action*. This HOW to carry out the *learning action* is influenced by WHY (*cause*) to carry out the learning action - *learning action* is the WHAT and also the *goal*. Since our focus is on *how*, this how becomes the goal (WHAT) instead of the learning action and the cause (WHY) will be the *desire to learn the content in the best possible way* (HOW) for the learner, where the best possible way is decided by a dispositional, contextual and experiential process. Whether a learner likes it or not, he has to make conscious or unconscious choices about *how* to learn the language and hence he involves himself in strategic planning of learning. To ignore this obligatory planning and call *techniques* and *procedures* strategies is nothing short of violating a natural process in learning and making an unnatural and incorrect classification.

3. 3. 2. Taxonomy of Performance of Action by Planning

Once a desire to perform an action arises and a language learning action is chosen, the selected language learning action is performed through certain *tasks* in a particular *manner* by adopting a particular *strategy, sub-strategies, procedures, techniques, and tactics* according to the learner's disposition.

(4 a) *Desire* to Perform an Action → *Choice* of an Action → Selected Action

(4 b) Manner of Performing the Action:

Strategy→ Sub-Strategy→ Procedure→ Technique→ Tactic→ Task

These terms are defined in Bhuvaneswar (2013 c) to distinguish a strategy from a sub-strategy, a procedure, a technique and a tactic. After clarifying the concepts, Ka:rmik Language Learning Strategies are divided into a *General KLLS* for preparing a syllabus content as well as teaching it and *Specific KLLSs* for use by learners for learning the syllabus content.

3. 4. Acquisition of English Vocabulary through KLLSs: A Case Study of Names of the Parts of Human Body

Let us take the case of the names of the parts of the human body as an example to illustrate the acquisition of English vocabulary through KLLSs.

3. 4. 1. Type and Nature of Knowledge to be Acquired

The parts of the human body are *parts* of the *whole* body which is a *biological form*. These parts are spatio-materially located in different places in the body and have their size, shape, and matter which is also temporally affected. In addition, they perform certain functions as parts of the body, as individual objects with their own distinct meaning - seated collectively in a bigger object in an I-I-I network. As such, their naming belongs to the domain of *description* of form and its parts. Therefore, it is *formal* (*descriptive)* knowledge.

This formal knowledge requires the following: 1. At the level of Universal Science of (Biological) Action, awareness of them as small physical objects - on which qualification and adjunction can be superimposed - within a bigger biological object in a part-whole relation; in addition, they can be *participants* in the conduct of *physical action* and enter into relationship with other participants; 2. At the level of Universal Science of Living, awareness of them as objects suitable to perform certain functions for a bigger function of performing triple action for the individual body and conducting living for the human being at the microcosmic level of creation. At the level of *Universal Science of Lingual Action*, *objects* and *qualified objects or objects with adjunction* are typically represented by *nouns and noun phrases* in English. Therefore, the acquisition of this type of knowledge requires knowledge of nouns and noun phrases at the syntactic level, corresponding words at the lexical level together with their meanings at the semantic level and their *corresponding (semiotic)* awareness as objects in the real world used for performing action. In addition, how these words function in sentences to convey different meanings as different parts of speech, for example, *eye* can function as a noun and a verb and how these words are collocated, for example, *eye up.*

3. 4. 2. Types of Learning the Chosen Language Content

As explained in *3. 1. Types of Learning,* the names of the parts of the body can be learnt basically in four different ways by memorization or analysis or practice or mixing these processes in their permutations and combinations. For effective learning to take place, what is to be learnt should be perceived and observed as this and that; analyzed to be so and so in such and such manner (by analysis); applied and practiced *as* such in an appropriate context (practice); and finally remembered and retained in memory (by memorization) for further *contextual experiential* (karmaphalabho:ga(m)) application. All the three processes of *memory-analysis-*

practice are critical in learning a language. Any uneven emphasis or neglect will affect the learning process. Analysis-oriented learning includes knowledge of practice and analytical memory producing learning; practice-oriented learning may be analytical practice-oriented and practical memory-oriented learning; and memory-oriented learning anticipates the other two. However, each one has its own dominant focus and the other two are relegated to a subordinate status and carried out - in mixed learning, these three types are mixed in their variety-range-depth according to the likes and dislikes of the learner. As a result, the learner has to exploit his own (dispositional) orientation and integrate the other two to I-I-I all the three orientations to the required levels by *gradual evolution* for effective learning, i.e., the learner has to internalize the language and attain *automaticity* in its memory-analysis-application-experience. The existing learning theories do not envisage such an integrated view and hence this new view is offered by Ka:rmik Language Teaching Approach through Ka:rmik Language Learning Strategy.

3. 4. 3. Types of Learners and Their Learning Strategies

According to KLTA, there are three basic types of learners: Sa:ttvik; Ra:jasik; and Ta:masik and each basic type has two mixed types at the second order of delicacy: Sa:ttvik [Ra:jasik – Ta:masik]; Ra:jasik [Sa:ttvik –Ta:masik]; and Ta:masik [Sa:ttvik – Ra:jasik]. In all, we get 9 types of learners. In other words, we can identify 9 types of learning for these 9 types of learners and consequently 9 types of strategies for them. We can further extend the order of delicacy up to third, fourth and so on but for practical purposes, only up to the second order is taken into consideration.

3. 4. 3. 1. Ta:masik Learners and Ta:masik Learning Strategy

Tamas is inertia, materiality, form, structure, effect. This basic quality permeates all kinds of objects, states of being and action which are ta:masik. Thus this inertia impacts at the level of learning and planning learning also. As a result, a ta:masik learner tends to learn language by putting more emphasis on form and rote memorization and less emphasis on analyticity and practice according to his svabha:vam (disposition). Therefore, his learning is hampered by less reasoning, logic, and interpretation as well as by less language learning activity.

In view of this svabha:vam of a ta:masik learner, a *Ta:masik Learning Strategy (TLS)* should be: ***memorize [***to ***practice*** and ***understand] or m[p&u].*** In other words, he should exploit the natural tendency for rote-memorization and supplement it by simple-to-complex practical and analytical exercises and explanation to overcome *laziness, indiscrimination and superficial learning*. This TLS should lead to the acquisition of other learning strategies in a *bottom-up* process; and it should enable the TLS learner to I-I-I memory-analysis-practice to bring the maximum results with minimum effort in an enjoyable, cost-effective and time-saving plan.

In the following three sections, how the TLS is applied in teaching, learning, and syllabus designing is briefly outlined to show how a strategy is distinct from what Oxford (1990) and others understood it and used it. The same type of analysis can be extended to all other 8 types of Ka:rmik Learning Strategies by suitably modifying the details.

3. 4. 3. 1. 1. Teaching Vocabulary through TLS

Teaching the *Names of the Parts of the Body* by TLS is briefly outlined below.

1. *Ta:masik Learning Strategy*: memorize [to practice and understand]
2. *TL Sub-strategies*: i. memorize to practice; ii. memorize and practice to understand
3. *Procedure I : Memorization for Practice Procedure*

   Step1: Selection of the Names of the Parts of the Body

Step 2: Gradation of the Names of the Parts of the Body according to Their
1. Spatial Physical Location; 2. Function; 3. Ease of Understanding
Step 3: Presentation of the Names of the Parts of the Body according to Their
1. Area Classification: a. External; and b. Internal
2. Functional Classification
Step 4: Memorization of the Names of the Parts of the Body
1. TLS Techniques: Rote-Memorization through a. Physical Association;
b. Wall Picture with Names of the Parts of the Body:
Whole Body Picture; Area-wise Picture with Parts
2. TLS Tactics: a. Repetition: see and repeat; hear and repeat; feel and repeat
b. Serial Repetition by Progressive Chunking
c. Chanting and Singing the Names in Clusters
3. Processing: a. algorithmic; b. heuristic; and c. automatic
Step 5: Practice of the Names of the Parts of the Body
a. Classroom Tasks: Naming by Question and Answer and Pointing Out;
Giving Commands to Elicit Names and Their Actions; etc.
b. Games: Tokkudu BiLLa (Nageza in Arabic; Stamping Tablet in English)
for girls and kids; Cards for teenagers and adults; etc.
[Select any local folk games and adapt them.]
Procedure II: Memorize and Practice to Understand
(Follow Steps 1-3 as outlined above and jump to Step 6.)
Step 6: Understanding the Names of the Parts of the Body
Classroom tasks and games can be slightly modified to include questions on the qualities and functions of the names of the parts of the body to learn the meaning of these words and understand what they are by their description.
Step 7: Contextual Experiential Application
Step 8: Evaluation and Remediation

In a similar fashion, the teacher will can teach all other 8 types of learners by suitably modifying the procedure, steps, techniques, tactics and tasks. These will be described in the syllabus in Part II (Practice).

3. 4. 3. 1. 2. Learning Vocabulary through TLS

In the case of learning, a similar strategy is to be followed since the learner is ta:masik and he is naturally inclined to less analysis and activity and is more inclined towards rote-memorization. Such learners may not be in a position to easily execute *Steps 1-3 as outlined* in Procedure 1 as self-learners and therefore it is the job of the teacher and the syllabus designer to do it and take him to Step 4. Furthermore, many of these learners lack intrinsic motivation and so need to be extrinsically motivated. Consequently, his learning activity is initiated by the teacher in the classroom and is persuasively extended to games for making him more active and analytical. In executing Steps 5 and 6, the teacher should be sensitive and not overload them in the beginning itself with activities. They should be gradually enticed in a friendly manner. Finally, a copy of the body chart and any audio-visual aids, if available, should be made available at home and the parents should in casual conversation (gossiping) engage him in naming the parts of the body. If he is extrinsically motivated by praise or rewards, he will slowly become active and acquire the vocabulary. If he successfully plays the games, he will become a ra:jasik-ta:masik and eventually a sa:ttvik-ta:masik learner also. Ultimately, he will be able to I-I-I the three levels and learn the vocabulary successfully. As time goes by, they change their behaviour from ta:masik to sattvik learners and become experiential learners.

As can be seen from above, the TLS is networked by making the teacher learner-centred and carry out his teaching to suit the svabha:vam of the ta:masik learner. In a similar way, the syllabus will also be designed in a ta:masik learner friendly manner as explained below.

In a similar fashion, all other 8 types of learners can strategically learn by suitably modifying the procedure, steps, techniques, tactics and tasks according to their svabha:vam and needs. These will be described in the syllabus in Part II (Practice).

3. 4. 3. 1. 3. Syllabus Designing of Vocabulary through TLS

Syllabus Designing is a very complex process in the Ka:rmik Language Teaching Approach. It takes the entire curriculum into consideration and designs the syllabus by I-I-Iing all the five levels of phonetics and phonology, lexis, syntax, semantics, and discourse of the content. Therefore, two considerations arise in designing the syllabus for names of the parts of the body: 1. Names as a Part of a Whole; 2. Names as the Whole. To simplify the issue, let us take the second option for our purpose and design the syllabus for teaching it by TLS.

1. Title of the Booklet: Human Body: Learn the Names of Its Parts in English
2. 1. Aims: To name and describe the various parts in the human body
2. 2. Objectives: To divide the human body into its major and minor areas, identify the important names of the external and internal organs in the body and describe them to understand what they are.
3. Materials and Method: An Anatomy and Physiology Textbook of Medicine; KLTA
4. Strategy: Design a Ka:rmik Language Teaching Syllabus Using KLLSs
5. Sub-Strategies:
   1. Do Register Analysis; 2. Select and Grade the Data (Content)
   3. Present the Selected and Graded Content in Two Parts in:
      i. Analysis: Form-Function-Meaning-Discourse-Experience Analysis in a Linear Order;
      ii. Practice: Strategic Ta:masik-Ra:jasik-Sa:ttvik Order Planning with Appropriate Directions, Exercises and Games.
      iii. Attach a General Chart for Pronunciation, Lexis, and Grammar
   4. I-I-I the Content and Strategy in a Ka:rmik Network
   5. Repeat the Names in New Functions and Context in Presentation
   6. Use Ta:masik-Ra:jasik-Sattvik-Experiential Learning Strategies A:nushangikally in an I-I-I Network
   7. Superimpose Sub-Strategies for Economy and Efficiency
   8. Do a Needs Analysis to Suggest Appropriate Learning Strategies
6. Procedure:

Procedure 1. Register Analysis

Step 1. Identify all the major and minor *areas* of the human body as classified in the prescribed Indian medical college textbooks and list them.

Step 2. Identify all the names of the *parts* of human body under each major and minor area of the human body both internally and externally as listed in these textbooks.

Step 3. Gather all the details of the description of the areas and parts of the human body regarding their size, shape, colour, matter, location, and function.

Step 4. Arrange the areas and parts of the body together with their names in graphics and pictures area-wise and as a whole in the body.

Procedure 2.1. Content Selection

Step 5. Make a selection of the names of the parts by:

1. Alphabetical Arrangement

2. Classification of the External and Internal Organs Area-wise and Location-wise Spatially;
3. Grammatical and Morphological Analysis

Procedure 2.2. Content Gradation

Step 6. Grade the Content into:

1. Elementary Vocabulary
2. Intermediate Vocabulary
3. Advanced Vocabulary

Procedure 3. Presentation of the Content

Step 7. Present the Content by *Gradual Evolution*:

1. in a Linear Order in Part I (Analysis): i. Form; ii. Function; iii. Meaning; iv. Discourse; and v. Contextual Experience;
2. in a Strategic Order in Part II (Practice): i. Ta:masik; ii. Ra:jasik; iii. Sa:ttvik; and iv. Experiential Strategies with Appropriate Directions, Exercises and Games for Each Type of a Strategic Learner.
3. Prepare a general chart for pronunciation, lexis, and grammar of the parts of the human body and attach it in a double sheet at the beginning of the lessons.

Procedure 4. I-I-I Networking of the Content

Step 8. Integrate Form into Function into Meaning into Discourse into Contextual Experience 1. Serially and ii. by Superimposition.

Procedure 5. Repetition of Names in New Functions, Collocations and Meanings

Step 9. Repeat the Same Words in:

1. Word Classes such as Noun functioning as Verb, etc.;
2. New Meanings; and 3. Collocations

Procedure 6. Integration of Strategic Learning into the Content

Step 9. Merge it into Procedure 3, Step 7.2 by Superimposition.

Procedure 7. Superimposition of Sub-Strategies for Economy and Efficiency

Step 10. Superimpose: 1. Form-to-Experience; & 2. Ta:masik-Ra:jasik-Sa:ttvik Strategies on One Another Wherever Possible

Procedure 8. Needs Analysis to Suggest Appropriate Learning Strategies

Step 11. Do Needs Analysis and Merge it into Procedure 3, Step 7.2.

After the syllabus is prepared and the booklet is given to the TLS Learner, direct him to go through Part I along with other types of strategic learners and then go through Part 2 (Practice) individually for practicing the exercises and games as a TLS Learner by following the appropriate instructions given there for him separately.

3. 4. 3. 1. 3. 1. Part I: Analysis of Content (Linear Order) by General KLLS

In Part I, an overall analysis of the content of the lesson is presented in a linear order in 5 sections as follows: i. Form; ii. Function; iii. Meaning; iv. Discourse; v. Style; and vi. Contextual Experience. Here, the content is presented in a linear order by gradual evolution of action from form into function into meaning into discourse and ta:masik into ra:jasik into sa:ttvik into ka:rmik strategic learning. [*Gradual evolution of action* is the evolution of action from disposition into desire into effort into action; evolution of concept into pattern and structure into form; evolution of function into meaning into form; evolution of form into theory into application; and sattvik into rajasik into tamasik states of all activity. In KLT syllabus design, a *bottom up process* devolves up to *a top down* and *radial* processes (Bhuvaneswar 2013 d)].

i. Form (LEXIS): In this section, the important lexical items are listed in a spatio-material order by classification of the body into its major and minor areas both internally and externally.

Appropriate graphics including pictures, charts, and diagrams are made use of to make the analysis clear, simple, and comprehensive. Important divisions and keywords are made prominent by the technique of visual perception through contrastive highlighting and achieved by the tactics of using opposite and adjacent colours or diagrams; and big-small letters. In addition, meaning is presented through the form of isolated and group pictures in natural colours along with the corresponding names of the parts of the form. In both teaching and learning, pointing out one's own body parts first and then pointing them out in graphics will give stronger impression. Noun phrases containing the key words as nouns and their qualifying adjectives, etc. can also be listed at intermediate and advanced levels. For example, for the word *eye*, the following words can be given: Elementary Level – eye, eyelid, eyeball, eyebrow; Intermediate Level – eyes, eyelids, eyeballs, eyebrows; small eyes, big eyes, blind eyes, black eyes, blue eyes, green eyes; Advanced Level – eye (v), eyeing, eyed, eye up; lotus eyes, almond eyes, jaundice-eyed,

ii. Function (Syntax): In this section, the same vocabulary is re-presented in phrases and sentences denoting the functions of these parts. For example, the word *eye* will be given as a word in the sentence: ***Eyes*** *see objects,* ***Eye balls*** *move sideways,* ***Eye lids*** *close and open the eyes,* ***Eyes*** *can be* ***black***, ***blue***, *and* ***green*** *in colour, Big eyed girls look beautiful, He* ***eyed up*** *the big man etc.*

iii. Meaning of Content (Semantics): In this section, meaning is presented in three ways by: 1. Superimposition; 2. Functional Use and Description and 3. Individual Explanation using Bilingual Translation. For example, the meaning of the word *eye* is indicated by a graphic picture of the eye in Lexis by superimposition of the meaning on the word eye through the picture; in a similar way, the meaning of *small and big, blue and green, almond and lotus eyes* can equally be conveyed by superimposition through graphic pictures. Sometimes, functional descriptions may convey the meaning, e.g., eyeballs move sideways. Sometimes, it may not be possible to do so. In such cases explanation of the word or phrase is needed. For example, the phrase *eyed up* requires explanation in equivalent words such as *looked at, gazed at, etc*. in English or the concerned native language.
Bilingual translation should be judiciously used and *not* to be highlighted. At the level of form, the English word should precede the translation; at the level of function, the translation should be after the English equivalent and should be optional; and at the level of meaning, it should be avoided and if there is a necessity, the learner should be encouraged to refer to the bilingual translation of it at the level of form.

iv. Discourse: In this section, the words that have to be learned are presented in naturally occurring discourse. To design this type of discourse, observe how people elicit information about body parts and bring such conversation, documentaries, and composition from standard printed books. The learner should be familiarized with question and answer sentence patterns prior to the teaching of this section.

v. Style: In this section, stylistic variants of the names of the body parts are introduced. Generally, informal and formal varieties can be introduced but depending on the objectives, literary or highly technical terms can be introduced. For example, for *short sight* its medical term *myopia;* for *eyesight, vision*; for *touch, sensation*, etc. can be introduced. Style should be superimposed on discourse and so it is merged in discourse. As a result, samples of different genres and registers should be included in the Discourse section.

vi. Contextual Experience: Provide culturally relevant and real life examples of discourse in this section and superimpose it on Discourse. Therefore, this section is also merged with the fourth section on Discourse.

3. 4. 3. 1. 3. 1. Part II: 1. Practice (Strategic Order) by Gradual Evolution

Here, the content is presented in a linear order by *gradual devolution* of form into function into meaning and then *spontaneous creation* into discourse; and at the same time ta:masik into ra:jasik into sa:ttvik into ka:rmik strategic learning. This part is divided into two main sections: *Atomic Practice and Wholistic Practice.* Furthermore, atomic practice is divided into three sub-sections of Form-Function-Meaning Practices and Wholistic practice into two sub-sections of Discourse and Contextual Experiential Discourse Practices. Finally, the four types of Ta:masik-Ra:jasik-Sa:ttvik-Ka:rmik (Experiential) learning strategies are superimposed on these two sections to suit the abilities and likes and dislikes of the learners. By doing so, economy of presentation is achieved and choice of strategy is also provided to the learner with the same content without repetition. What is more, such an arrangement challenges the learner and goads him to go up in the use of strategies.

In the atomic section practice, different types of graded exercises (from simple to complex) that include games also are given in each sub-section. These exercises and games are designed by clubbing the language level with an appropriate learning strategy from *form (ta:masik strategy) -to- function (ra:jasik strategy) -to- meaning (sa:ttvik strategy).* Each sub-section is independent on its own but it is I-I-Ied with the other language levels and strategies. This technique provides the facility to switch between the levels and strategies according to the likes and dislikes and abilities of the learner. In addition, it I-I-Is the corresponding sections of Part I with those of Part II and generates *loops of reference*.

2. 2. Practice of Strategic Learning

2. 2. 1. Atomic Practice

2. 2. 1. 1. Practice by Ta:masik (Language) Learning Strategy (TLS)

The basic TLS is memory-oriented: ***memorize [***to ***practice*** and ***understand]*** and therefore a TLS learner should be provided an opportunity to memorize the names of the parts of the body through different exercises. The easiest way to memorize is to repeat the words in different combinations and remember the words. In rote-memorization, the words are memorized by frequent repetition in *chunks and sets by classification*: e.g., face: forehead, eyes, ears, cheeks, jaws, mouth, and chin; eyes: eyebrows, eyelids, eyeballs. This chunking can be *truncated chunking* by progressively joining two, three, four words together: e.g., forehead and eyes; fore-head, eyes and ears; etc. or *regressively chunking* by joining the words in reverse direction in chunks: e.g., chin, mouth and jaws; chin, mouth, jaws and cheeks; etc.

Since rote-memorization is boring, it can be done through games by organizing the learners into groups to memorize the words through *Serial Shouting of the Word game*: e.g., A will say *face;* B follows A by saying *forehead;* C follows B by saying *eyes;* etc. If the following learner fails to say the appropriate word in two to three seconds, he will be out. Eventually, the last person(s) will be the winners.

This repetition can be played in Kho-Kho and Stamping Tablet (Tokkudu BiLLa in Telugu or Nageza in Arabic) games also. These are liked by kids and teens.

When two elders want to memorize the words, they can play the card game *Predict the Names.* In this game, all the names are written (printed) on cards and arranged serially one over another according to the classification of the areas of the body. In another set, all the pictures of the body part names are printed. After choosing the player to start the game, he will choose pictures. He will show a card and the opponent has to recall the name until the last picture. If he fails, he will lose a point for each mistake. Alternatively, he will play a name and the opponent should show the picture and say the name.

In another variation, first, the chosen player will shuffle both the sets and distribute 10 cards to each player containing 10 names and their pictures. When the first player plays a name, the opponent should play its picture and say the name to score a point; if he does it wrongly, he will lose the card to the opponent. If he wins, he will play whatever he likes to play from his set. The opponent will play either a picture or word to match the card and say the name.

Ta:masik learning is incomplete in the sense that a TLS learner will not master the functional use of the names of the parts of the body as well as their meaning which gives a proper understanding of the names of the parts of the body. Therefore, he should use RLS and SLS and gradually evolve into a KLS user.

2. 2. 1. 2. Practice by Ra:jasik (Language) Learning Strategy (RLS)

The basic RLS is function-oriented and is based on practice: **practice [**to **memorize** and **understand]**. Therefore, an RLS learner should be provided with an opportunity to learn the names of the parts of the body through their use in performing their functions and practicing their use. Through practice, the names of the parts of the body will be *practically* memorized and remembered. Consequently, if the practice is inadequate, the names of the parts will not be remembered. Two types of exercises can be given for this type of learners: 1. Practice of the use of these words in sentences, cloze exercises, and question and answer type exercises; 2. Games that will make these functions highlighted can be played. For kids and teens, the same *Stamping Tablet* can be played by mixing both the names and functions in the thick tablets: it can be done by using the obverse for the name and reverse for the function and arranging them erratically or name and function can be separately written on the tablets. *Catch the Function* game can also be interesting for kids and teens. To play this game, the names of the parts and their functions should be printed on bands in big letters. A team will wear *names* and B team will wear *functions*. A team will be outside a big circle and all the B team players will be within the circle. The mission of the A team member is to get into the circle and catch the player on whom the appropriate function is displayed. For example, if A team member is EAR, he should chase the B team member HEAR and touch him. 'HEAR' will evade him by all means; others will distract EAR by teasing him. When EAR catches HEAR, he should say EAR Hears. At an advanced level, both EAR and EARS can be used as display names and HEAR and HEARS are also displayed. Even sentence patterns can be used: EAR/ hears a sound, hears a sound in the house, etc. This type of writing can be used to teach not only number and sentence patterns but also other grammatical items. Card games can also be improvised in a similar fashion. Natural Discourse can also be superimposed on these exercises.

2. 2. 1. 3. Practice by Sa:ttvik (Learning) Learning Strategy (SLS)

The basic SLS is meaning-oriented and is based on analysis: ***understand [***to ***practice*** and ***memorize].*** Therefore, an SLS learner should be provided with an opportunity to learn the names of the parts of the body through the *analysis* of their description, and use in performing their functions. There is a twist in this strategy: analysis requires *understanding* of *form* through description and *function* through use. Hence, what is required is practice of description, function, and analysis. To achieve this, we need two types of exercises with three classes for each type: 1. Classroom Exercises: i. Description; ii. Function; and iii. Analysis; 2. Games: Games dealing with Form, Function, and Analysis collectively. The classroom exercises contain question-answer type in all their variety-range-depth. Role-play is essential to make the learners understand description and use of the parts of the body. For example, two teams can be formed and made to question and answer each other. Questions such as: What is the colour of your eyes?; What is the shape of your eyes?; Are your eyes big or small?; etc. on description and What do eyes/ears/legs do?; What does tongue/nose/skin/hair do?; on function

can be practiced. Prior to role-play, the same questions should be given as homework for answering. Short presentations on body parts should be organized with follow up questions by the other learners.

Search the Object Game can be well exploited to make the learners understand the meaning of the names of the parts of the body. The classroom or any open space (hall, etc.) can be very well used as the place for conducting such a game. The names of the parts written on cards will be put in a box. Each team captain (say 2 or 3 utmost) will pick up a name of the body part from the box. One after the other, each team consisting of 4-6 players will search the qualities and functions of the part of the body quickly, collect them and submit them to the referee. He will note them down on a paper. At the end, he will call each team and present their analysis to the other teams. There will be a further analysis by the class with the help of the teacher and scores will be made. Each mistake will cost a mark. Finally, the highest scorers will be the winners.

The same type of a procedure can be applied to all other 6 types of mixed learners: RTLS & STLS; TRLS & SRLS; TSLS & RSLS by mixing the additional features to the basic features. For example, a ra:jasik-ta:masik strategy learner will follow a TLS qualified by an RLS. For example, in memorization by chunking, the function can also be added: eyes, eyes see, etc.. In a similar way, in *Serial Shouting of the Word* game, functional sentences can also be added or used to replace names: i. Eyes – Eyes see; ii. Eyes see; iii. Eyes see and Ears hear; etc. of by following the appropriate instructions given there to each type of a learner separately. Thus, for self-directed learners, the syllabus plays a critical role in supporting and facilitating their learning process in an I-I-I network.

2. 2. 3. Wholistic Practice: Ka:rmik (Language) Learning Strategy (KLS)

In KLS, the strategy is: *understand, practice and memorize as a whole.* Therefore, equal importance should be given to all the three processes as a whole in practice. This can be superimposed on Part I and reinforced by more emphasis on discourse and contextual experience in the General KLLS. Reading Comprehension passages are selected and graded and given for I-I-Iing understanding-practising-memorizing through discourse after going through form-function-meaning quickly but attentively. Generally, KLS learners are excellent students who have sharp over-viewing skills and who can quickly grasp the features adroitly. Alternatively, SLS can be used and supplemented by contextual experience through discourse.

3. 4. 3. 2. Ra:jasik - Ta:masik Learners and Ra:jasik -Ta:masik Learning Strategy (RTLS)

Ra:jasik-Tamas is tamas qualified by rajas. Rajas is activity, and is the source of practice, function, pattern and structure, and means. Therefore, a ra:jasik-ta:masik learner will add practice to his ta:masik learning. In other words, he is one step ahead of a ta:masik learner owing to the natural tendency for practice and less laziness. So, a RTLS should be: ***memorize and practice [to understand].***

3. 4. 3. 3. Sa:ttvik - Ta:masik Learners and Sa:ttvik -Ta:masik Learning Strategy (STLS)

Sa:ttvik-Tamas is tamas qualified by Sattva. Sattva is luminosity, analyticity, meaning, concept, and cause. Therefore, a sa:ttvik-ta:masik learner will add analyticity instead of practice to his ta:masik learning. In other words, he is one step ahead of a ta:masik learner owing to the natural tendency for analyticity and less indiscrimination. So, a STLS should be: ***memorize and understand [to practice].***

3. 4. 3. 2. Ra:jasik Learners and Ra:jasik Learning Strategy (RLS)

In the case of a Ra:jasik Learner, he is the opposite of a ta:masik learner by being active, practical and function-oriented. His emphasis will be more on how language functions in an *around-the-object* process instead of its form and therefore tends more towards its functions and applications in learning. Instead of rote-memorization, he is more inclined towards its practice. Therefore, an RLS should be: ***practice [****to* ***memorize*** *and* ***understand]*****.** In other words, he is one step ahead of a ra:jasik learner owing to the natural tendency for not only practice but also memorization. In the case of such strategy, practice with memorization should be highlighted and not memorization as in the case of TLS.

3. 4. 3. 2. 1. Ta:masik - Ra:jasik Learners and Ta:masik - Ra:jasik Learning Strategy
When tamas qualifies a ra:jasik learner, he becomes a ta:masik-rajasik learner. In this case, he is less active and practical and function-oriented than an RL. However, he is also inclined towards memory and form. Therefore, a TRLS should be: **practice** and **memorize [**to **understand].** In the case of such learners, practice with memorization should be highlighted and not mere memorization as in the case of TLS.

3. 4. 3. 2. 2. Sa:ttvik - Ra:jasik Learners and Sa:ttvik - Ra:jasik Learning Strategy (SRTLS)
Sa:ttvik-Rajas is Rajas qualified by Sattva. Therefore, a sa:ttvik-ra:jasik learner will add analyticity instead of memorization to his sa:ttvik - ra:jasik learning. In other words, he is one step ahead of a ra:jasik learner owing to the natural tendency for analyticity and less indiscrimination. So, a SRTLS should be: ***practice*** *and* ***understand [****to* ***memorize].***

3. 4. 3. 3. Sa:ttvik Learners and Sa:ttvik Learning Strategy (SLS)
In the case of a sa:ttvik learner, he is intelligent, analytical, meaning-oriented, conceptual, and causal in his learning and strategy. Therefore, he is more interested in learning through analysis and understanding from a cause to means and effect process; he conceptualizes more and practices and memorizes less. He approaches language as meaningful and derives its function and form through it. So an SLS should be: ***understand [***to ***practice*** and ***memorize].***

3. 4. 3. 3. 1. Ta:masik - Sa:ttvik Learners and Ta:masik - Sa:ttvik Learning Strategy (TSLS)
In the case of a Ta:masik-Sa:ttvik Learner, his sa:ttvik nature is coloured by tamas. Therefore, he not only understands but also memorizes to learn language. Hence, his TSLS should be: ***understand and memorize [***to ***practice].***

3. 4. 3. 3. 2. Ra:jasik - Sa:ttvik Learners and Ra:jasik - Sa:ttvik Learning Strategy (RSLS)
In the case of a Ra:jasik-Sa:ttvik Learner, his sa:ttvik nature is coloured by rajas. Therefore, he not only understands but also practices to learn language; he not only understands language but also knows its functions. Hence, his RSLS should be: ***understand and practice [****to* ***memorize***]**.**

3. 4. 4. A Ka:rmik Learner & Ka:rmik Language Learning Strategy (KLLS)
A ka:rmik (experiential) learner is a (w)holistic learner and therefore he gives equal importance to analysis, memory and practice. As such, he not only analyzes, not only practices, but also memorizes. However, in his case he starts from *a radial (ka:rmik) process* and I-I-Is all the three levels. His KLLS should, therefore, be: ***understand, practice, and memorize as a whole.***

So far we have analyzed how different types of learners learn the linguistic system and suggested how their strategies should be thought out. Once the strategy is decided, the next step is to prepare a specific set of sub-strategies, procedures, techniques, tactics, and tasks.

IV. Conclusion

It has been shown in the Introduction and Literature Review how the term *strategy* is understood as *action or operation* by the ELT practitioners which is different from its general sense as a *plan.* It has been further shown why such a view is defective. Consequently, the term *strategy* has been re-examined and redefined as a *specific plan* and three basic strategies (and 6 mixed strategies) have been proposed from the perspective of the learners. Furthermore, these strategies have been illustrated with an example to show the distinction between the understanding and use of the term by traditional ELT practitioners and the Ka:rmik ELT practitioner. It is hoped that this new understanding will serve as a spring board for further research and development in language strategy studies.

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Notes 1

Ta:masik Learners are:
sort of *introverts* and influenced by **inertia** at all the levels of language learning in terms of: *activity* - lazy and slow; *initiative* - timid; *clarity* - confused; *memory* – sluggish and error prone; *practice* - little*; analysis* - muddled and incomplete; *planning* - little; *hope* - pessimistic; *approach* – form-oriented; *execution of action* – slow, stubborn and heedless, etc.

Ra:jasik Learners are:
extroverts and influenced by **activity** at all the levels of language learning in terms of : *activity* - energetic and fast; *initiative* - dashing; biased; *clarity* - agitated, ambitious, hasty, *memory* – active but coloured*; practice* - more *planning* - more; *analysis* - elaborate but not perfect; *hope* fluctuating between positive and negative feelings, stressed up ; *approach* - function-oriented; *execution of action* – fast, selfish and pragmatic; etc.

Sa:ttvik Learners are *moderates* and influenced by **luminosity** at all the levels of language learning in terms of: *activity* - balanced and appropriately active; *initiative* – calm and pointed; *clarity* – clear; *memory* – correct; *practice* – required; *planning* – efficient and analytical; *analysis* – detailed and perfect; *hope* optimistic; cheerful; *approach* - knowledge-oriented; *execution of action* – steady and precise; etc.
Ta:masik learners are emotionally raw, gloomy, slavish, lack initiative and so require a lot of prompting and pushing to practice, socialize and analyze; ra:jasik learners are emotionally volatile, aggressive, dashing, proud, individualistic, dominating and sometimes listless and so require stress-management; sa:ttvik learners need to be provided with comprehensive information for effective results. This is with reference to learning the language from *within* or *the lower level (level-below).*