

Liminal Space in English Language Teaching: A Constructivist-Decolonial Approach within the Cultural Context of India

Sivasankaran, A.

Assistant Professor, Jain (Deemed to be) University Bengaluru, India

anagha.sivasankaran@jainuniversity.ac.in

The landscape of English Language Teaching (ELT) has evolved significantly in response to the dynamic and diverse needs of learners today. Recognizing and challenging the colonial roots of English, there is a need to incorporate the innateness of respective local cultures and languages to decolonize the ways in which English is used. Understanding this need, the research explores the imperative of establishing a liminal space, a space of transition and transformation in between the target language and source language, within the context of India to enhance language acquisition and foster a more meaningful and culturally responsive language learning experience through a constructivist approach. Furthermore, the research attempts to understand the practical strategies for creating a liminal space within the ELT classroom. Integrating the concept of a liminal space into the pedagogical framework of constructivism adds a socio-cultural dimension to the learning process, creating an ecosystem where learners can explore, negotiate, and construct meaning within a context that transcends traditional notions of attaining native like proficiency. The analysis aims to provide insights into the effectiveness of the constructivist and liminal space approach in enhancing language acquisition and fostering cultural sensitivity in the Indian context. Using a mixed-methods research design, the study incorporates qualitative data from classroom observations along with quantitative data from language proficiency assessments. The potential of an integrated approach to decolonize the English language to embrace a culturally rooted context is the ideal to which this research attempts to add value.

Keywords: Decolonization, Liminal space, ELT, Indigenous