

Introduction: Towards De-colonisation of ELT Theory: A Critique

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ABSTRACT

Modern English Language Teaching in Asia and Africa is in general severely constrained by the after effects of colonialism. In spite of independence from the colonialists, ELT in India and other parts of Asia and Africa has not evolved as an independent system with its own theories, strategies, and practices to suit the indigenous spatiotemporal materiality, sociocultural spirituality and inclinational informational habituality in its diverse contexts. All the time, the ELT practitioners in these two continents have become blind sheep following this theory and that theory which are atomic, theoretically defective, and sociocultural spiritually colonialist; finally, they have not produced promising results. That it is so can be seen from the overall standards of the students in real life situations. Therefore, de-colonisation of English language teaching is necessary to produce a learner-friendly and holistic teaching in the non-native English environment.

In this introduction, a critical review of the major western theories of English language teaching has been made to show their atomicity, lack of universality of the principles of ELT; inadequate networking of the networks-within-networks in an atomic-(w)holistic functional framework; improper time-management; and non-experientiality in learning in order to show why our ELT methodology should be decolonized and rejuvenated with an indigenous model, the Ka:rmik Language Teaching Approach (Bhuvaneshwar 2009), as an alternative to