
Research Article

Decolonizing ELT at the Pre-University Level: Stakeholder Resistance and Systematic Barriers in Bangladesh

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Abstract

This study explores stakeholder resistance and systemic barriers to incorporating Bengali literature into ELT classrooms at the pre-university level in Bangladesh. Drawing on Kumaravadivelu's Post method Pedagogy and García's Translanguaging Theory, the research investigates the perceptions of teachers, administrators, and guardians regarding the feasibility and challenges of this decolonizing approach. A qualitative study was conducted using Focus Group Discussions (FGDs) with three English Department Heads, five ELT teachers, and five guardians from three purposively selected colleges in Dhaka. Data were transcribed, thematically analyzed, and triangulated across stakeholder groups. Findings reveal widespread resistance rooted in exam-oriented pedagogy, teachers' unpreparedness, institutional risk aversion, and socio-cultural anxieties about students' academic performance. While a minority of participants acknowledged potential benefits for cultural relevance and learner engagement, most prioritized prescribed English-only materials and examination success over pedagogical innovation. Key barriers include lack of teacher training, absence of context-appropriate assessment models, and misalignment with national curriculum requirements. The study highlights the tension between theoretical ideals of decolonization and practical realities in Bangladesh's education system. Implications for policy, teacher professional development, and gradual implementation of culturally responsive ELT practices are discussed.

Keywords

Bengali literature, Challenges, ELT Pedagogy, Implementation, Resistance, Stakeholders

Introduction

English Language Teaching (ELT) has long been dominated by imported Western approaches and methods, with a predominantly monocultural orientation in non-native English-speaking countries (Amin, 2025; Islam, 2025; Rafi, 2025; Rahman, 2025; Ulum & Ordem, 2022). Deconstructing these long-established practices has just become the demand of the time, as the gap between educational



policies and the practice of real pedagogical realities is obvious across different non-native countries. In this respect, Bangladesh's ELT pedagogy is not an exception. Experts and scholars support decolonizing the prescribed approaches and methods for a fruitful teaching and learning journey (Kimura & Tsai, 2023; Rahman et al., 2019).

In Bangladesh, intellectuals remain constrained by the hegemony of the English-only idea despite Bengali being the mother tongue (Sultana et al., 2026). This creates significant resistance from stakeholders when attempts are made to decolonize ELT pedagogy. Nevertheless, the use of Bengali along with English is not a new idea. Learners have been found to appreciate this code-switching approach, even though it deviates from the exported ideology of ELT (Datta, 2025). The feasibility of using local literature as ELT materials has already been explored across various socio-cultural contexts in South Asia, and Bangladesh does not lag behind in this regard. Incorporating local literature can reduce cultural and psychological distance between learners and materials (Norton, 2013; Paris, 2012), while pragmatic studies recommend deconstructing Western epistemological principles to maximize teaching and learning outcomes (Ulum & Ordem, 2022).

To support this shift, the present study draws on Kumaravadivelu's (2001, 2003, 2006) Post Method Pedagogy (PMP) and García (2009) Translanguaging Theory. PMP holds that Western methods and approaches often fail to align with local socio-cultural contexts (Islam, 2020; Schissel, 2024). In fact, the dynamics of ELT pedagogical situations worldwide are unlikely to align with the proposition of a single prescription that fits all contexts' pedagogies. According to the PMP, reliance on imported traditional methods underestimates the linguistic dynamics worldwide (Christopher, 2025; Islam Khan et al., 2024). The proposition of PMP in the Bangladesh ELT context has emerged as a consequence of the struggle to cope with the prescribed imported approaches and methods (Islam Khan et al., 2024; Islam, 2025; Islam, 2020). Complementing this, García's Translanguaging Theory posits that bilingual learners possess an integrated linguistic repertoire rather than separate systems, enabling more natural and effective communication. Using the native language in target language learning is beneficial both psychologically and pedagogically (Akther & Siddiqua, 2016; Saha & Rahman, 2022; Ulum & Ordem, 2022; Rafi & Morgan, 2024; Vogel & García, 2017). Together, these frameworks support moving from a monolithic approach to a context-sensitive, situation-demand-based pedagogy that incorporates local Bengali literature.

However, theoretical revival and educational reform initiatives frequently face implementation challenges, not only in Bangladesh but worldwide (Abdullah, 2026; Al-Mahmud, 2020; Efron et al., 2023). Imported methods such as the Grammar-Translation Method, Communicative Language Teaching, and others have historically followed cycles of reaction and counter-reaction, often introduced without sufficient attention to organizational preparedness, stakeholder readiness, or local realities (Richards & Rodgers, 2014; Sharmin, 2021; Akter, 2020). In Bangladesh, the ELT context is often disconnected from learners' social and cultural realities, even though English proficiency is vital for economic progress (Pakir, 2014; Rahman, 2015). Teachers' unpreparedness, backward attitudes, deep-rooted beliefs, and institutional constraints further complicate reform efforts (Sultana, 2019; Akter & Abedin, 2023). Fullan (2007, 2015) emphasizes the need for teacher support, ownership, and mental preparedness when implementing change, while Lamb (1995) highlights how teachers' personal philosophies and practical experiences inevitably shape classroom decisions.

Previous studies have demonstrated the effectiveness and feasibility of incorporating local Bengali literature for developing English skills (Mantara & Kumara, 2018; Mantra & Widiastuti, 2018; Zahra et al., 2024; Sayeef, 2021; Akter & Siddiqua, 2016). In a controlled pilot study, Akter (2025) found that using Bengali literature at the higher secondary level fostered cultural attachment, empowerment, and active participation, while also improving writing skills and confidence. However, challenges emerged, including learners' anxiety stemming from limited English vocabulary when supplementing Bengali in writing tasks.



Grounded in these earlier explorations, the present two-phased study first confirms the feasibility of incorporating local materials (already supported by the pilot) and then investigates the implementation challenges, anticipated barriers, and resistance that practitioners and other stakeholders may face when incorporating Bengali literature into the ELT classroom. In doing so, it aims to bridge the gap between theory and practice, supporting a culturally sensitive paradigm shift in Bangladesh's ELT pedagogy.

Method

This study adopted a qualitative research design to gain an in-depth understanding of stakeholders' perceptions and experiences (Creswell & Poth, 2018; Dörnyei, 2007). The approach was suitable for exploring complex socio-cultural and institutional dynamics surrounding pedagogical innovation in ELT. Data were collected from three purposively selected colleges in Dhaka city. Participants included three English Department Heads, five ELT teachers, and five guardians. Purposive sampling was used to recruit information-rich participants who could provide deep insights into ELT practices, administrative realities, and parental expectations. This small but diverse sample allowed for rich, detailed discussions while maintaining feasibility. Data were gathered through Focus Group Discussions (FGDs). Separate FGDs were conducted for each stakeholder group: one teacher FGD, one guardian FGD, and one Zoom-based FGD for department heads. Each session lasted approximately 30–45 minutes and was audio-recorded with consent. Prior to discussions, participants were given a brief summary of a pilot study (Akter, 2025) on using Bengali literature in ELT. Semi-structured topic guides with probes explored perceptions of current ELT materials, benefits and challenges of incorporating Bengali literature, institutional constraints, examination pressures, and implementation feasibility. Sessions were conducted in a mix of English and Bengali. Recordings were transcribed verbatim and translated where necessary. Codes were generated inductively and refined into themes through constant comparison across groups. Member checking and peer debriefing enhanced trustworthiness. Data triangulation across the three stakeholder groups strengthened credibility.

Results

Regarding the feasibility of implementing the innovative approach, stakeholders offer a wide range of responses. The majority of the participants are in favor of learners' four English skills development, but not at the cost of practicing English using local literature. Their primary demand is to ensure good results for the students. Unpreparedness of the teachers and the administration for adopting such a new approach is also a crucial consideration. A nonmajor group of teachers, and all three English Departmental Heads, could perceive the positive sides of the approach, but they are not ready to integrate it into the mainstream curriculum. Overall, constraints are observed across all levels of stakeholders considered here.

The Teachers' Perspective: Pedagogical Hurdles and Classroom Realities

The participants are divided in their opinion, as the majority opposed the deconstructive approach, whereas an insignificant portion of the teachers appreciated it. The overwhelming majority are disinclined to adopt this paradigm shift for a wide range of implementation challenges. Contrarily, a few teachers are interested in this decolonial approach, but they do not support the inclusion of local literature incorporation into the ELT curriculum officially. A significant number of participants argued that it is challenging for teachers to implement this approach, as the present ELT pedagogy is not in line with this type of deconstructive idea, and teachers are accustomed to teaching English using prescribed materials. Therefore, they will also be confused about the lesson plan and evaluation. Interestingly, participants in this group opined that this deconstructive idea is actually a translation-based study. One of the representatives of teachers who think this approach is not appropriate enough to implement in the present ELT context shared:

“Learning vocabulary is mandatory for this approach, and the learners do have a noticeable lag in this skill. Besides, in some way or other, this local material-based English language development idea promotes the idea of GTM, which is not prescribed at this level.”



Another teacher of this group mentioned that the teachers are usually motivated to teach or use those passages from which students are to be evaluated in the internal and external exams, as the curriculum prescribes the seen comprehension from the NCTB-published book. So, teachers argue that, since learners are to be assessed based on the prescribed text, why should they (teachers) opt for Bengali literature? All the teachers here argued that when students read an English comprehension passage, they can at least write something in English using the text passage.

“We are pretty satisfied with the present ELT materials, that is, English for Today for XI-XII and Madrasa (EFT), and so, why should we adopt this Bengali literature for use. Moreover, the learners are not to be evaluated based on their understanding of the Bengali literature in the examination, both external and internal,” another participant added, expressing her dissatisfaction thus. This group’s other concern is the time constraints in preparing the learners for their examination, and they emphasized that without fail, they have to prepare the students; otherwise, they will face pressure from the authority and the guardians. Another point from this group was that they think it will be a risky venture for the students, because if the students fail the exam, the teachers will eventually be liable.

However, support for the Bengali literature-based English learning is also observed, as some enthusiastic teachers, though few in number, expressed their views in favor. Teachers of this group opined that it is possible to use Bengali literature in learning English, but the class size should be small, and students should have a certain level of expertise in English. In other words, they should have appropriate knowledge and a rich vocabulary stock. But their further opinion is that this will be challenging for the students, as they are not accustomed to learning English in this manner. Regarding its implementation, some teachers hold that this approach can be applied to the reading-for-pleasure sections of the current EFT text. This small group expressed their ambivalence and argued that they can understand the potential of the deconstructive approach, but they do not directly recommend its implementation in the ELT class as a part of the curriculum and syllabus. They mentioned that the learners may become confused using Bengali literature in English class, as they have not done so before.

One teacher argued:

“This approach is appreciable, but this can be practiced at a limited level in the class, and no reflection should be there in the exam.”

A common suggestion is that this approach can be applied in group work activities, as students may struggle with English words for Bengali terms and may also suffer from a syntactic lag. In that case, learners will complement each other’s weaknesses and, through collaboration, ultimately complete the learning tasks. Another, suggestions came like, since the learners are not to face any challenges in comprehending the meaning of the Bengali literature of their own choice, they can be given a home assignment based on their exam-oriented activities like summary writing, dialogue making, theme writing and so on, which will create a scope for dealing with unseen items of the testing and at the same time, in this way, writing practice will be done. In short, these stakeholders approve this approach for reading for pleasure or supplementary home activities.

The Guardians' Perspective: Socio-Cultural Anxieties and Future Aspirations

Guardians’ expectations and insightful comments further help in understanding the constraints in implementing the concerned pedagogical approaches. Surprisingly, all the guardians are found to be against this deconstructive idea just to secure good results for their wards. Guardians’ common assumption is that there are some risks associated with this approach. A representative comment was:

“English must be taught using English language text. So, why should Bengali literature be used in English class?”



“My daughter is not good at translation, so I do not support this idea. I have to ensure her good results. This is a matter of her career, since if she cannot do well in the higher secondary board final, she may not qualify for public exams, and this will create a huge problem in the later part of her life,”

The majority of the participants here highlighted that English and Bangla are two different subjects and therefore, materials should not be identical; instead, they should be distinctly different. To illustrate, for the Bangla exam, they are to take preparation using Bengali literature, and for English, the material should be solely in the English language, preferably board-prescribed text, and also a Western-based English grammar book can be used as supplementary.

Surprisingly, the majority of the guardians believe so. Nevertheless, they expect their wards to acquire expertise in English, but they emphasized EFT to be used as the sole material for English learning. One of them mentioned:

“If this type of experiment-based teaching-learning proves to be useless, then my son will not be able to complete his syllabus for the board exam. In the long run, my son will be in a troublesome situation.”

The data reveals that all the guardians expect their children to perform well in the exam and achieve A+ marks, and the demand for a Golden A+ is also highlighted. The guardians’ demand was for the development of reading and writing skills, mainly, which ultimately will prove to be effective for the learners’ good results in English in the internal and external exams. However, a few of the guardians emphasized the development of four English language skills. A minority also appreciated the approach, but again, they are also worried about the challenges that their children may face if this new approach is implemented.

Table 1. Stakeholder Perspectives on Incorporating Bengali Literature in ELT Context

Stakeholder Group	Approach	Rationale for Position
Most of the teachers	Opposed	The deconstructive approach- not like the CLT approaches, teachers’ comfort with CLT approaches, deviation in testing, difficulties in planning lessons, risk of poor results, confusion about the whole process, time constraints, known vs unknown text
A few of the teachers	Supported with conditions	Suitable for small class size with students having good grammar sense, as group work or home assignment, reading for pleasure activities, and supplementary activities
All the guardians	Opposed mainly, and a non-major supported but disinclined for the experiment	Anxiety about the result issue and career impact, Bangla and English- these two subjects requiring separate materials, a preference for board-exam-oriented text only, British and American books acceptable, and learning difficulties of the children
All the administrators	Opposed mostly and minimally appreciated	Decolonizing approach not being prescribed; concern regarding learners’ good results, liability of institutional stakeholders, required grooming and permission barriers, time constraints, known vs unknown text

The Administrators' Perspective: Institutional Viability and Systemic Barriers

Resourceful stakeholders—the three English departmental Heads of the three selected colleges shared their practical experiences and opinions regarding the implementation challenges of any innovative



approaches, like incorporating Bengali literature as ELT materials. The systematic barriers, practicability of the use of the deconstructive approach in the ELT class and institutional approval, reactions and concerns are reflected in the data elicited from the three Heads. All the personnel minimally appreciated the decolonial approach, but not without mentioning a wide range of hindrances at the implementation level.

Broadly speaking, all three Heads' opinions are aligned. None of them said directly in favor of the approach, and none agreed to implement the decolonial approach in the ELT class, because they are concerned about the results of the learners in both internal and external examinations.

Another department head mentioned:

“The use of Bengali literature is not prescribed, so why should we adopt this idea? The idea is innovative, though,” said one of the participants of this group. Another professional shared, *“We cannot go against the principles of the curriculum. Moreover, this experimental approach, in my opinion, may waste valuable time; besides, if the learners practice English reading and writing activities following their present English text, it will be more fruitful since, at the end of the day, the students will be evaluated based on the prescribed text.”*

“Eventually, we have to worry about their results, and so we do not want to do anything that may jeopardize learners' results. Both the institution and the course teachers will be at stake if learners' results prove to be not up to the mark”

All of them mentioned that this approach is appreciable, but it is only applicable to students who have a thorough knowledge of the basic grammar of English. In other words, they argued that when the students become experts in syntax or sentence structure and have a wide range of context-dependent vocabulary, this Bengali literature-based English learning will be of great use.

All the participants mentioned the training issue of the teaching staff for following these deconstructive ideas, as the teachers here are already groomed for implementing the present syllabus using the prescribed text of NCTB, and accordingly, they are also adjusted to the testing for the students' evaluation. So, any new system will create further issues in the existing ELT context, which is already beset with problems. One of the three shared:

“In the present ELT contexts, many students are found to copy word-for-word from the text passage in the answer to the question activity. So, in such a reality, when the students are given Bengali passages for English learning, they will not be able to write anything in English as they will not get even the scope of lift and place in the answer section.”

Likewise, another Head mentioned that sometimes the teachers are in a dilemma, since in the white paper, they cannot put any marks for the students. All three have a consensus regarding administrative hindrance in getting permission for this innovative approach, being worried about the issue of results, which is a central inhibition at the implementation level.

Table 2. Summary of Implementation Challenges

Category of Challenges	Specific Barriers	Identified by
Academic	Required teacher training, confusion regarding Bengali literature-based English skills development, inclination to prescribed instructions, risk of promoting GTM	Teachers and Administrators
Systematic	Bengali literature not included in the curriculum, exam-oriented pedagogy, and time constraints	Teachers and Administrators



Conceptual	Individualized materials for individual subjects, English-only idea	Teachers and guardians
Intuitional	Anxiety for good results, institutional liability, administrative permission barriers, and accountability to authority	Teachers and Administrators
Concerning Students	Students' lagging in language skills of syntax and vocabulary. Learners' poor vocabulary stock	Teachers

Discussion

Synthesizing the findings, an interlocking of the challenges in the implementation of the deconstructive approaches, as mentioned by the three-layered stakeholders, an overall real picture of the ELT situation is explicitly observed. This helps understand the perception of the decolonial approach of the concerned body and the implementation challenges.

The Teachers' Perspective: Pedagogical Hurdles and Classroom Realities

The majority of teachers are not ready to grasp the idea that it is a matter of meta-cognitive function for the students. But here the learners are familiar with the content of the text, and they can start thinking in English. According to Haq (2007), language acquisition can happen without tutoring, and thus, the understanding of the Bengali text content is done without the interference of teachers. Moreover, this is not about first language skill development; instead, their first language knowledge helps them at the cognitive level. This phenomenon aligns with Gracia's (2009) proposition. From teachers and English departmental Heads' findings, it's become obvious that in English text-based testing, learners get the opportunity to write something in English. However, the question is, do learners really think in English while struggling to understand the English contents, and it remains questionable how many learners truly understand the material? Don't the students simply identify the answers through keywords, lift them, and then paste them from the given passages of the questions?

Teachers assert that this approach goes against the idea of the present ELT pedagogy, and therefore, they are not ready to accept this decolonizing approach. Nevertheless, numerous studies in Bangladesh ELT pedagogy demonstrate ELT without CLT practice; of course, for this resistance, several logical constraints are forwarded by the ELT teachers (Akter, 2020). The basic idea is that teachers here, who are committed to the betterment of learners, do not fully adopt the imported CLT approaches. For learners' exam preparation, they place the highest emphasis on developing English reading and writing skills. In short, in this deconstructive case, they are not ready to adopt innovation in the ELT context, and they consider it challenging and subversive to the CLT approaches. But, without adhering to all the principles of CLT, they adopted the GTM method, which proved to be fruitful (Akter, 2020). Now, the point is where the uneasiness lies: is it with the teachers' mindset: neither to go against the CLT method, nor to adopt innovative or decolonial ideas?

Teachers argue that, since this is a mother-tongue-based English language learning technique, learners have to translate, but not all are competent enough to do so. So, they should possess particular expertise in writing correct English. Now, the argument is that when learners write in English based on a given comprehension passage in English, they are not to lift from the text, but mechanically, they do it, and set the discourse from the given passages in the exam copies. Does this process ensure the development of their writing skills?

The Guardians' Perspective: Socio-Cultural Anxieties and Future Aspirations

Guardians' tensions predominantly center on students' good results. In contrast, competence in the four skills of English is also a concern for some guardians, but they reject the idea of using Bengali literature for English skills development. No one from the guardian group argued about the challenges teachers may encounter at the implementation level in the ELT class, which is not unusual. In fact, guardians are



not to think over the approach and methods of teaching critically. All their arguments focus on the well-being of their wards' academic development. Here, their expectations and wishes are governed by their thorough understanding of paper-based results, preparation for internal and external examination, and risk issues related to the use of Bengali literature in ELT classes. Guardians' contributions mainly represent the expectations of the broader social context regarding the institutional services for their children.

The Administrators' Perspective: Institutional Viability and Systemic Barriers

Alignment in the findings from the Heads clearly portray the implementation challenges of incorporating Bengali literature in the ELT class. However, there are some ideologically conflicting issues regarding their perceptions of learners' development of independent English language skills and the ways the skills are being developed. One of the departmental heads shared that the learners are found to lift information from the reading comprehension passage and place it in the answers section without paraphrasing. However, if this decolonizing process is introduced, they will not have the scope to do so. Initially, they may struggle to represent the content of Bengali literature in English, as they will depend solely on their English writing skills. Nevertheless, this time, there will be no options to earn marks by chance. The department Heads are concerned about learners' results, and this anxiety inhibits them from taking the initiative for learners' development of English writing skills following local materials. It is said so because they are only inclined to go solely with the prescribed text, based on which learners' internal and external testing will be conducted. Their concern about the teachers' training and the evaluation to cope with the present decolonial proposal in the ELT context is a matter of adjustment. Nevertheless, the matter of uniformity is that all the barriers the Heads mentioned are driven by students' good results, authorities' permission, and the educational ecosystem's unpreparedness in adopting the decolonizing approach in the ELT context. So, they are also not emancipated fully to go on based on the pedagogical demands.

Teachers who think this approach is challenging may be concerned about how to make learners aware of transferring their knowledge and instilling reflection on the socio-cultural context, rather than focusing only on linguistic meaning. The administrative heads are also concerned about the teaching and evaluation of learning outcomes, as the teaching staff lack training in this regard. The findings reveal three overall realities regarding the perceptions of the use of Bengali literature as English learning materials. First, a significant number of stakeholders agreed that this decolonizing approach should be considered a Bengali-to-English translation, and therefore, is both challenging and cognitively demanding for the students. They expressed their total dissatisfaction with this approach. Second, a moderate number of stakeholders understand the value of the shift in English language learning. However, they are not inclined to adopt this approach, as they believe it will add extra pressure on both teachers and learners and lead to apprehension about bad grades. Third, a minority of participants are found to be in a highly appreciative mood. Nevertheless, these participants do not directly support the incorporation of the local material into the mainstream of the educational ecosystem at the concerned level. The majority of the participants do not intend to do any experimental work with the students, as this may waste their valuable time, which the learners may use for taking preparation for their internal and external evaluation. Regarding stakeholders' expectations for students' English learning, participants' opinions are divided, with the majority of guardians hoping for good English results, and a very few are found to be concerned about English skill development for real-world communication. As for the course teachers and administrative heads, there was a strong consensus among the teachers that, above all, learners' results in English should be good. However, a minority in this regard was also found to be enthusiastic about learners' English skill development, as they believe that if learners' English skills develop, their results are likely to be satisfactory in the long run. But, in the end, this group also shows their anxiety about implementation challenges.

The existing authority does not support this initiative, which goes against traditional practice. Teachers' discomfort with the pedagogy, time constraints, and, above all, barriers and inhibitions from the



institutions' authorities are among the predominant challenges identified. But the barriers may be manageable if this deconstructive approach is adopted and implemented systematically. Guardians may not understand the usefulness of an unknown reading passage-based comprehensive learning process. But course teachers are to adopt it, as they must have a thorough understanding of ELT approaches and principles; nevertheless, they are the ones who experience the teaching-learning journey both theoretically and practically (Kumaravadivelu, 2001). However, a few teachers highly appreciate the deconstructive idea as essential and recommend its implementation due to its easy comprehensibility and the confidence it provides to engage in learning activities. So, teachers, to some extent understand the metacognitive involvement of the learners, which will ease the English learning journey in the long run. When learners encounter Bengali literature for the first time, they comprehend it according to the knowledge of their mother tongue and socio-cultural background. However, to transfer their understanding in an organized and comprehensive way into the target language, they require metacognitive involvement (Gracia, 2009). Here, the difficulties may primarily be related to comprehension, followed by representation. In this way, in Bengali literature based English learning, learners do not struggle with comprehending the content, but rather, when using their target language repertoire, they attempt to bridge their perceived knowledge into English output, and may face metacognitive demands in the organization of ideas, selecting vocabulary, focusing on cultural context, and so on. Nevertheless, when learners use English text within the periphery of a single linguistic system, they do not need to worry about the cross-linguistic representation in the target language. Gracia's (2009) perspective holds that learners switch between the target and native language systems in this type of situation. A bilingual enjoys a single mental chamber in the brain, and grounded on this proposition, then learning English through Bengali literature may initially pose difficulties, but it will be easier soon to cope with it once they learn English using Bengali texts. But the reality is the opposite, as majority stakeholders do not prefer it. Perhaps the teachers who are not practically ready to go with Bengali literature in the ELT class have a strong mindset about the appropriateness of the traditional approach they follow and are therefore disinclined to take risks, though a few teachers recognize the benefits of this approach and offer their suggestions.

Conclusion

The deconstructive approach of Bengali literature incorporation into the ELT curriculum actually opens a window for further learning about the representational aspects of learners' own language, creating a new version of English that evolves from the tone of Bengali culture. This approach can be considered a challenging learning but it has the potential to make learners cross-linguistically competent systematically. The present study is not merely a translation study that primarily focuses on linguistic accuracy; instead, it draws on native culture, representing Bengali literature. Learning a target language requires a complex metacognitive intervention, and this interference helps learners understand meaning. This process ultimately promotes knowledge transfer reflecting native cultural essence, instead of transferring the linguistic chunks of the target language. Interestingly, the majority of stakeholders are concerned about learners' paper results but not their holistic development of writing skills; however, this innovative approach can enhance their (learners') English skills to compete in tests with both known and unknown reading passages. The reality is that for exam purposes, learners are to practice writing skill-based activities in one way, and for any public exam, in another way. In the long run, the learners' journey becomes even more burdensome, dependent, and less engaging of their creativity. However, by adopting these deconstructive approaches, learners' metacognitive faculties can be channelized in a new dimension, thereby expanding the scope for further development of the schemata. A small quantity of compromise, extra effort, and ensuring preservice and in-service training can further prove the effectiveness of the decolonizing approach.

The feasibility of incorporating decolonizing approaches in ELT context has already been established in various pragmatic studies, and in the present study, some stakeholders appreciate the approach as innovative, practical and valuable. Bangladesh's present ecosystem of education can contemplate on it, first by adopting and then through adapting as a teaching-learning approach which can facilitate their



English skill development. Initially, this decolonizing approach may not be a part of their mainstream curriculum and thus, will not be a part of direct evaluation. In this way, its long-term feasibility at a higher level will be demonstrated. To prove the feasibility of this approach further, an explorative endeavor may be encouraged, incorporating a larger sample size in both urban and rural socio-economic contexts, to get a greater picture of the pedagogical reality in Bangladesh or in any other non-native ELT context.

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