

## Intercultural Approach in English Language Materials Provided by the Shadow Educational Institutes in Bangladesh

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An investigation into how English Language Teaching (ELT) can be re-conceptualized as a participatory process highlights the role of intercultural approaches in fostering learners' understanding of new ways of thinking belonging to an L2 community. This study examines how teachers perceive intercultural components in English language teaching-learning materials and how students are exposed to diverse cultures in English language classrooms within shadow educational institutes in Bangladesh. To achieve this objective, the study follows a qualitative research method involving in-depth interviews with teachers, students, and experts, classroom observations and document analysis. It looks forward to providing insights that inform future ELT practices. Byram's Model of Intercultural Competence is the theoretical framework for interpreting the data. The detailed thematic analysis of the data reveals that ELT practitioners often harbour misconceptions about cultural assimilation and acculturation when selecting teaching materials. This study contributes to the ongoing discourse on decolonizing English language education by encouraging educators to critically assess and incorporate culturally appropriate materials in their teaching practices. The study aims to support ELT practitioners in enhancing students' intercultural competence by offering insights into effective intercultural integration. Future research may explore how intercultural content influences learners' language acquisition and cultural adaptability.

**Keywords:** Intercultural approach, ELT materials, Qualitative research, Shadow educational institutes, L2 community