

IN QUEST OF THE MARGINALIZED ENGLISH LANGUAGE SKILLS: A QUALITATIVE EXPEDITION

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ABSTRACT

In the context of the present research, the “Marginalized English Language Skills” means the English language skills that have been neglected or overlooked in the education system of Bangladesh, namely the listening, speaking and pronunciation skills. This study will particularly focus on the teaching of the marginalized English language skills via informational technology at the tertiary level (i.e. private and public universities). There is sufficient literature from Bangladesh to support that these skills are indirectly or directly overlooked in the education system (see Abedin *et al*, 2009; Alam & Sinha, 2009; Akter, 2005, 2007, 2008; Alam, 2006; Amanullah, 2007; Bhattacharjee, 2008; Hasan, 2000; Jahan, 2008; Mahfuz & Flora, 2009; Maniruzzaman, 2006, 2008, 2010; Mostafa, 2010; Afreen, 2011; Akhter, 2011; Mumeneen, 2011; Ghani, 2011), despite their relevance in the real world—job sector, higher studies, international conferences, etc.

KEYWORDS: Marginalized English Language Skills, Pronunciation Skills.