PREFACE

The problem of developing English language skills in Indian students of tertiary level is not an easy job for a number of reasons. Firstly, the position of English in India and the southern states is unclear. Even though it is still learnt for more than ten years and it is remaining as an official language, the developing of skills involved is yet to come. Secondly, the global education field has changed the extent to which English is available and the extent to which it is needed and used. Thirdly, the native social, circumstances and economic situation of the students of Aruppukottai in spite of the present position are constant and affluent yet it is loaded with uncertainty, even anxiety.

It is weakness that is prevalent in every student as for as the learning of English skills are concerned. Fourthly, students have been studying and learning English language for the past many years yet there is a pitiable position in learning skills among most of the students, thus naming it as a common existence because of non use and unavailability of English and the four skills related to it.

Attempts to develop English skills are made earlier by many researchers yet the same state of being has been continuing for a long time. The reason for the failure there is because every attempt ends sidetracked or invalidated by the environmental and social factors.
In this thesis, I along with my colleagues concentrated in the beginning on finding the solution for the degrading status of four skills amidst college students even after many years of involvement in learning the language. I have tried with many approaches to satisfy our intention to discover the fundamental and interconnected sources of English language skills development among the students of our college.

We follow many approaches that we come across in humanistic psychology, educational psychology, educational sociology, systems analysis, classroom observation etc. In this thesis an attempt is made to show a clear movement from the common to the definite, from common and accessible data to unique data and from assumption and theory to practical.

We have attempted to find answers to the following questions:

- Why is English language learning and developing of the four skills more burdening than other things for tertiary students?

- What makes the students of college level feel it an unwanted one in spite of it getting global importance?

- What are the solutions that English teachers can provide to develop the skills in English language among the tertiary level students?

- How can the false notions about the skills be wiped out from the minds of students?
We have employed a totally different approach, through which, we believe, our students will certainly develop the four important English language skills such as listening, speaking, reading and writing (LSRW). We believe this thesis provides the necessary items to see the tertiary students achieve all these skills very efficiently.

The thesis concentrates accurately as the data and arguments are presented. After the introductory chapter, the next chapter exposes the available materials for this topic and it is entitled ‘Review of Literature’ in the learning of English, the following chapter is devoted to listening skills and the ways suggested for developing it. The continuing chapter is devoted to speaking skills and the ways suggested for developing it.

The next chapter is devoted to reading skills and the ways suggested for developing it. The next chapter is devoted to writing skills and the ways suggested for developing it. The conclusion gives grounds for the certain development of all the skills among the tertiary level students.