AN AMALGAMATION OF THE ETYMOLOGICAL SKILLS FOR ACQUIRING COMPETENCE AND ENHANCING PERFORMANCE IN ENGLISH

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ABSTRACT

In place of an origin for creating pedagogical results among the learner-oriented context, teachers focus on information with the practical and perceiving ability where learners aware in the classroom. The present study concentrates on practice of English language, accuracy, expertise, and students' ability in the etymological skills. This reveals the students who enter tertiary level education without prerequisite knowledge of the language which reflects how they are unaware of active participation at school and who had inadequate practice in language skills. Scantiness in practice repeatedly drives them in low self-confidence in their language skills, and the way of nervousness they experience, specifically when they are engaged in phatic communication. However, the preferences the students express strongly for energetic speaking within the school. In the language class, opportunities for students can be concentrated accordingly to stimulate their skills in language and experience they get during impulsive communication. In the time, altogether courses, they are intended to experience the lively approaches for learning, therefore they approve the dynamicin questioning which appropriately designed for tertiary-level learning and essential for achievement at present. The inferences here recommend that teachers should be novel in constructing interactive learning experiences for the students and teach confronting strategies as part of students' depository of language skills. It's quite natural the utilization of any skill may cause the utilization of other skills in language acquisition.

KEYWORDS: Learner-Based Framework, Language Skills, Tertiary-Level Learning, Active Speaking Roles, Vocabulary Knowledge, Conventional Performance

INTRODUCTION

The English language skills of students are progressively more under the spotlight thanks to the monumental impact of globalization at the tertiary level and better education. Folks that are almost entering tertiary education should achieve proficiency in English language skills (reading, speaking, listening, and writing). There is a question with information literate among first-year students and how the language skills do they inculcate at college or university? Within the college environment, literacy with information and language are other essential competences that enhance learning and need to have prerequisite knowledge before entering in to the college. The literacy with information is entangled with learning. Students need to grasp and imbibe to understand information literacy: both the lower order skills and thus the higher-order thinking helps to hunt out and access resources with involvement to use for the well-defined communication.

Communication by people is utilized as an expansion of language skills. To have a talk with individuals who speak the identical language, when they learn a remote language, typically they are intended to create the employment in

that specific language. The requirement for understanding and talking with others is found in themselves. Communication defined as language users in communicative competence is also a term in linguistics that indicates knowledge of morphology, phonology, syntax, and thus sort, also as social skills of method and minute to utter (Hymes, 1971)."The flawless does not control the individual's linguistics seems evident in the language. Both native and non-native speakers of a language occasionally scuffle to specify the suitable reaction or construction on grammatical when trying to transfer the gist of the information" (Yang and Gai, 2010).

The teaching talents integrates to encourage the individuals communicatively competent. The term "communicative competence" was proposed indifference to Chomsky's concept of competence towards linguistic (Hymes, 1972). Linguistic competence and socio-cultural scopes were included to produce accurate grammatical sentences to competein a real-life situation(Savignon, 1983).

"The mind that detains these skills would naturally cohesive in the real-life, (Byrne, 1991)."Often, the reinforcement takes place in an integrated skill. While information is created from prior knowledge, a new understanding tends to form with the research inclined by experience gained helps to find in the practice. In reality, students grasp the communication in an exceedingly from second language where the possession of huge vocabulary size, articulation, a decent intonation and in-depth knowledge of etymological skills. "The necessity is to get prepared with the ability to teach natural sciences in English. Once the possibility is choice-based for a problem to be solved is an initial step for English teachers to prepare for the natural sciences. Regarding their inclinations, students will be able to independently choose their future specialization" (Akhmetova et al., 2019).

The term "meta-linguistics", popularat1950s, which signify the research field with relevant to "metalanguage", where the language people use while denoting the language itself constructed on a linguistic terminology, via., syntax, morpheme, object, verb and other grammatical terms (Tsang Wai Lan, 2011).McArthur (1992) opines metalanguage remains as the "language used to speak about the language itself." "Second Language Acquisition rely on insufficient and weak proof where the instruction causes learning positively in three of the above four stages, and that the prescriptions for language teaching, therefore, are certainly premature and probably wrong" (Mishra and Velmurugan, 2018).

BOUNDED SORT OF TEACHING AND LEARNING

Teaching and learning work by operating within limited, cultural oriented scripts, teachers with the prior experience of service would take pleasure in the knowledge from the multinational settlers who have access to language acquisition. "Learners have diverse instructional needs, varying motivations for acquiring greater literacy, and diverse educational, economic, linguistic, and cultural backgrounds" (Mishra and Velmurugan, 2017). "The knowledge of the basic elements characterizing the information-seeking process is rather limited" (Mittermeyer, 2005).

Teachers from different country look beyond the experience from such country that are crucial for recognizing the occupied as a right assumption that drives it (Blömeke and Paine 2008). Orientations among them through cosmopolitan dimension expose investigations into different conceptualizations of methods of teaching and learning. The understanding of existing knowledge has the shift in perspective potentiality of first-year students are limited to skills to the students who enter for a degree where varied skills will be connected and prolonged for literacy. The implications suggest and are expected that teachers should be more creative in constructing interactive learning experiences and teach coping strategies as a part of students' repertoires of skills. "Involving activity game which is not only for teachers to relax but to make the

students' performance by their own. But it lies in the responsibility of the teachers to be a part of the learners and guide the students throughout the learning gaming process" (Mishra et al., 2021).

LANGUAGE SKILLS OF LEARNING

Listening

One must hear properly to be a full listener in life. When a conversation goes on, make them feel that it's interesting only through active listening. For example, it is to be demonstrated as active listening by restating what is said in own words to indicate understanding. The process of listening results in appreciating others. This could be able to treat identifying a positive attribute about the teammates and appreciating it. Here it provides a thank note when assistance is received with anything and makes them feel welcome after they seek assistance. Potential misunderstandings with others or team members are often avoided with clear and efficient listening.

Speaking

This skill is betting on capable of conversing our thoughts, or speech by employing a mode of language. "Speaking may be a productive aural/oral skill and it consists of manufacturing systematic verbal utterances to convey meaning (Nunan, 2003)."Speaking skill deals with aspects that include two different categories – precision and fluency where previous regulated by concerning the right use of pronunciation of a vocabulary and by practice noted down that from the communication point. (Harmer, 2001). "The people who have less than predictable pronunciation yet also has the efficient and significantly fluency in the second language, that sometimes regulate to exceed from several native speakers" (Brown, 2000).

- **Associated Language**

  English learners are effective with not only to provide phonemes of English individually. For example, "I would have gone", but to customize fluency also associated as in "I'd have gone" and also as with "It doesn't suggest a thing" ("It don't mean a thing"). The connected speech modified accordingly with the sounds, added, weakened or sometimes omitted for reason.

- **Expressive Strategies**

  Utterances may vary volume and speed thanks to pitch and stress of particular parts during a sentence, and also shown by different gestures and non-verbal communication by what means it's felt by the native speakers.

- **Lexis and Grammar**

  The quantity of common lexical phrases practiced particularly within the practice of certain functions in language by spontaneous speech marked spontaneous flow of communication.

- **Negotiation and Language**

  We use the language of negotiation to hunt elucidation besides to indicate the construction of what we say for the benefit of effective speaking.

Reading

The effective way of language acquisition is through reading. Reading is simply considered because of the interpretation of a written message. It is defined that the reading is as to the reader prepares to stimulate the outcome of a text that one requires from contextual sources (Hill, 1979). The pedagogy used reading lessons at the university level will certainly determine the way students' representations on reading will modify accordingly. Widodo (2009) claims that the teachers choose an appropriate and thought-provoking texts where it plays crucial role in it. The selection and coordination of reading tasks to make the students advanced in their reading skills that make the students order the meaning they infer. The provision of direction for and simplify the activities in pre-reading and post-reading which would make the students enhance their understanding. The encouragement of students to induce involvement in group activities prefers them to act in their interest reading and scaffolding reading activities for students would stimulate them to be energetic in reading.

The reading ability requires that the reader infer the data from the print and correlates with knowledge and prospects that reader acquires earlier (Grabe and Stoller, 2001). "It is readers' options to select what to kept from the approaches that represented or to enhance the similarity which is acceptable to them for their determinations" (Alderson, 2000).Word recognition and comprehending the text in reading may be a influence the process of coordinating the information from a text with the prior knowledge they have acquired to comprehend the text (Nunan, 2003). "Reading act and comprehending is a complex, perilous, and interactive process of the text. One's brain has to function in several layers of context and meaning to comprehend the printed form" (Velmurugan and Mishra, 2021).
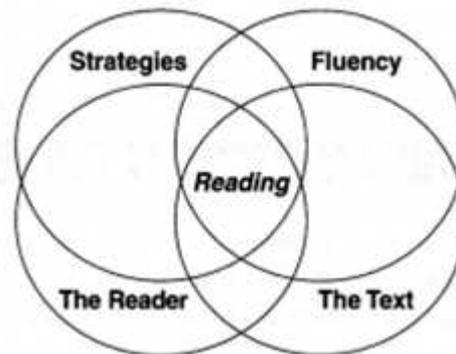

Figure 1: Definition of Reading (David Nunan. Practical English Teaching. 2003. p. 72).

Hedge (2003) opines that the aims and purpose of the learners' during reading. The ability to comprehend in read a large content in a text by the readers in an extensive manner is a crucial part in the process of reading. The knowledge building in a language may facilitate reading ability and also build schematic knowledge among the students while reading with their prior acquaintance. The familiarity in reading ability is in pipeline with reading determination (skimming and scanning). The awareness of the structure for writing texts in English is encouraged among the students. The contents in the texts are strongly captivated.

Reading resolve learners' conversational performance by instigating certain inputs to comprehend the text in progressive manner. The necessity for conversations is fulfilled through reading by the learners once they learn new words. Language learners acquire vocabulary knowledge by reading that facilitates the performance in speaking and the usage in the construction of structure which is developed within the target language."Reading habit has been an issue of investigation in office journalism" (Velmurugan and Mishra, 2021). On the other hand, quantities of input can expose,

nonetheless the counting in the linguistic that assemble for via conscious and subconscious with strategies of cognitive ideas on feedback and interaction(Brown, 1994). "We aim to improve teaching practice in the area of information literacy and this includes (but is not limited to) the teaching of information skills" (Ellis and Salisbury, 2004). A text that promotes an approach with comprehensive ideas in language teaching that assists fresh teachers. Those fresh teachers are keenly interested to explore new concepts, whereas they are less interested to practice them (Scarcella and Oxford, 1992).

Writing

Some additional terms have got to be defined before providing a more detailed explanation about the method of writing competencies. The competencies that function with the inclusion of a label, job tasks, and also the information, skills, aptitudes, and appearances required for effective performance during the career.

Writing Task

A task may be a unit of labor or a set of activities needed to supply some result. For sample, an announcement consisting of the verb in action for instance what the person does, the article of the verb described on whom or what it's done and that they are described during a task and a phrase explains why and the way the work is finished.

Functions

The core words in an acceptable manner and coordinated patterns are used. The decisive grammatical systems and cohesive strategies are used in the discourse to enhance the strategic viewpoint in reading. The discourse is in conventional forms, to begin with, the basic structure. The accomplishment helps to form the purpose to achieve the communicative function in written texts. The connectivity of events and communication concerning ideas from the context, supplementary details, the information is given and also to differentiate the meanings implied.

CONCLUSION

All isn't once it involves language, it is marked with the differing with the indicators on language competence. From the textbook reading it is incurred that the readers tend to practice with the assignments, and seminars in language teaching for English in colleges and universities whereas the reality what happens among students in real-life situations? Language teaching in classroom settings must be focused highly on 'acquiring' linguistic skills instead of 'learning' the linguistic skills. "The performance was quickly scrutinised and students were then asked to outline how they interpreted these skills and whether or not they were something that could be learned. The previous is to materialize, the language must be heard rather than using it" (Hartmann, 2001). A language class can't be a quiet but noisy classroom which may be good as you've got to exercise what you acquire. It is called as controlled chaos- as it would be chaotic- where there is a lot of learning process takes place for the development of language acquisition. Moreover, well-trained teachers tend to have firm aspects, in general, to be keen on their teaching for the need of learners, not only to complete the syllabus (Davies and Pearse, 2002).

The integration of reading and other language skills depends on the students' comprehending the text which exposes problems which they need to understanding, and, significantly, lets the application of data that are required for reading to have an authentic practice over which helps to improvise their eloquence (Zhang, 2009). Content modules required for both learners and teachers are of killing two birds with one stone. This makes the students to attain the language competency and also aware of the language in globalization. From asking students to conduct interviews and

accumulating well-known speech marks while listening, speaking, reading, and writing skills are advanced together with creative assessment, critical thinking and team-building skills. Therefore, competence refers to the knowledge of grammar and also with other features of the language although actual use is in the performance (Canale and Swain, 1980).

The inferences here recommend that teachers should be novel in constructing interactive learning experiences for their students and teach confronting strategies as a part of students' depository of communication skills. By learning and practicing the exercise of skills which is strengthened and further the integrated language skills that involve processing tie-up with altogether during a way where the tasks which bring various skills into use are quite extendable.Though, there is a possibility of developing modified segments for specified target setsof groups with inimitable needs(Guise et al., 2008). It's quite natural that the employment of any skill may cause the employment of other skills in language acquisition.

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