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*