Chapter - 4

Reading Skill - A Qualitative Analysis

Various materials for reading related to sound, word, sentence, paragraph and essay levels were given their due place in the questionnaire. The reading materials like words, definitions, paragraphs and essays were taken from the nursing textbooks. The texts given to the respondents for reading were in different forms like set of words, set of sentences for producing a meaning, set of words for using in a sentence, paragraphs for answering the questions, and essays for choosing the best option given in their questionnaire.

Broadly five types of questions were asked. They were text based questions and knowledge – based questions for which answers were expected from the respondents. Answers of different types were given under each level.

4.1 Sound Level TASK: 1

Questions related to sound level were asked in order to identify whether the respondents have difficulty in pronunciation.
they were asked to read aloud ten pairs of words which were given in the questionnaire. Their pronunciation of those words were recorded simultaneously.

The errors in pronunciation committed by the students under the sound level, were identified from the recording, and they were classified on the basis of the change in vowels, change in consonants, clusters, omission of consonants, and the respective reasons were given taking the respondents’ data.

**Instruction:**

Read the following 10 Pair of words carefully.

The researcher has observed from the data collected that the respondents have committed errors by changing some of the vowels. The examples are given below:

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change in Vowels</strong></td>
</tr>
<tr>
<td><strong>Right</strong></td>
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<tr>
<td>/fa:rməsist/</td>
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<td>/*/</td>
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</tbody>
</table>

2. /sʌikka:lo:gikkal/ | /sʌikka:lo:gikkal/ - psychological |
<p>| /æ/ | /æ/ |</p>
<table>
<thead>
<tr>
<th></th>
<th>Sound Change</th>
<th>New Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>/fisiya:logikkal/</td>
<td>/fisiya:logikkal/</td>
<td>Physiological</td>
</tr>
<tr>
<td></td>
<td>/a/</td>
<td>/æ/</td>
<td></td>
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<td>4.</td>
<td>/fisiya:logical/</td>
<td>/ficiyo:logikkal/</td>
<td>'Physiological'</td>
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<td></td>
<td>/si/</td>
<td>/cio/</td>
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<td>5.</td>
<td>/rigar/</td>
<td>/regar/</td>
<td>'Rigour'</td>
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<td></td>
<td>/i/</td>
<td>/e/</td>
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<td>6.</td>
<td>/vigar/</td>
<td>/vegar/</td>
<td>'Vigour'</td>
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<td></td>
<td>/i/</td>
<td>/e/</td>
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<tr>
<td>7.</td>
<td>/daikno:sis/</td>
<td>/daikna:sis/</td>
<td>'Diagnosis'</td>
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<tr>
<td></td>
<td>/o/</td>
<td>/æ/</td>
<td></td>
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<tr>
<td>8.</td>
<td>/abdaksan/</td>
<td>/abdaksan/</td>
<td>'abduction'</td>
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<td></td>
<td>/^/</td>
<td>/æ/</td>
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<tr>
<td>9.</td>
<td>/par:lisis/</td>
<td>/par:lisis/</td>
<td>'Paralysis'</td>
</tr>
<tr>
<td></td>
<td>/æ/</td>
<td>/æ/</td>
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<tr>
<td>10.</td>
<td>/anælisis/</td>
<td>/anæleiis/</td>
<td>'Analysis'</td>
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<td>/s/</td>
<td>/e/</td>
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<tr>
<td>11.</td>
<td>/par:ptan/</td>
<td>/par:ptan/</td>
<td>'Perception'</td>
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\[
\begin{align*}
/c/ & \quad \quad \rightarrow \quad \quad /a/ \\
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\]

**Change in Consonants:**

<table>
<thead>
<tr>
<th>Right</th>
<th>Wrong</th>
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<tbody>
<tr>
<td>1. /Vigar/</td>
<td>/v : kær/ - 'vigour'</td>
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<tr>
<td>/g/</td>
<td>/k/</td>
</tr>
<tr>
<td>2. /fa:rmAsi/</td>
<td>/ba:rmAsi/ - 'Pharmacy'</td>
</tr>
<tr>
<td>/p/</td>
<td>/b/</td>
</tr>
<tr>
<td>3. /adiks&amp;n/</td>
<td>/aţiks&amp;n/ - 'addiction'</td>
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<tr>
<td>/d/</td>
<td>/t/</td>
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</table>

**Clusters**

<table>
<thead>
<tr>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /fa:rmAsi/</td>
<td>/fa:rmAsi/ - 'Pharmacy'</td>
</tr>
<tr>
<td>/s/</td>
<td>/ss/</td>
</tr>
<tr>
<td>2. /abdAksan/</td>
<td>/abdAksan/ - 'Abduction'</td>
</tr>
<tr>
<td>/d/</td>
<td>/dd/</td>
</tr>
<tr>
<td>3. /ratikal/</td>
<td>/ratikal/ - 'radical'</td>
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<tr>
<td>/t/</td>
<td>/tt/</td>
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</tbody>
</table>
Omission of Consonants

<table>
<thead>
<tr>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>/daiknaːsis/</td>
<td>/daiknaːs/ 'Diagnosis'</td>
</tr>
<tr>
<td>/s/</td>
<td></td>
</tr>
<tr>
<td>/faːrməsɪst/</td>
<td>/faːmɪsɪst/ 'pharmacist'</td>
</tr>
<tr>
<td>/r/</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

The respondents were asked to read the pair of words aloud and their reading was recorded and analysed. For all the words, they had problems in pronouncing certain consonants and vowels like

- |p| → |b|
- |t| → |d|, |s| → |cio|
- |k| → |c|
- |o| → |a|
- |d| → |dd|, |t| → |t|
- |ɛ| → |w|
- |s| → |e|

|t| → |tt|, |e| → |a| and dropping of consonants |s| and |r|.

With regards to the use of the nursing terms during their conversational and practical hours it was found that some of the words are very easy to them to understand and some of them were not familiar with the nursing terms, they committed the pronunciation errors while reading, because of lack of sufficient knowledge in differentiation's of pronunciation of the letters appearing in technical terms.
4.2 Word Level: TASK: II

Instruction:

Read the following 5 sentences carefully and write an appropriate word which gives the meaning conveyed by the sentence.

Sentence: 1 Question No: 1

The patient is placed at a specified distance from the external source, which may be X-ray unit.

Expected Response:

Teletherapy.

Students' Wrong response Samples:

1. Waiting room
2. Isolation
3. Positioning of the patient
4. Radiation

Sentence: 2 Question No: 2

It is an organism which enters the body by the side of the wound and is likely to become established if there is any dead tissue present or if local pyogenic infection develops.

Expected Response:

Tetanus.

Students' Wrong Response Samples:

1. Pathogenic Microbes
2. Contamination
3. Pathogen
4. Streptococcus
5. Infection
6. Clostridium
7. Inflammation

Sentence: 3 Question No: 3
It is a term used to describe an infectious disease which occurs and runs its course without any increase in the patient's body temperature.
Expected Response:
Typhoid Fever

Students' Wrong Response Samples:
1. Non-Pyogenic Infection
2. Fever
3. Tuberculosis
4. Pathogen
5. Diarrhea
6. Incubation
7. Chicken pox
8. Malaria Fever
9. Aids
10. Tetanus

Sentence: 4 Question No: 4
It is the study of the mode of action of drugs.

Expected Response:
Pharmacology.
Students' Wrong Response Samples:

1. Pharmacist
2. Pharmacy
3. Pharmakamins
4. Pharmacotherapy

Sentence: 5  Question No: 5

It is the science and art of preparing, standardising and formulating drugs into preparations suitable for use in the treatment or prevention of disease.

Expected Response:
Pharmacy.

Students' Wrong Response Samples:

1. Pharmacology
2. Pharmacokinetics
3. Chemists
4. Pharmacist
5. Pharmakaknacy
6. pharmacoscience

Comments:

The questions expect a single word as the answer. The students have written just some assumed answers from the text. From the above responses, it is clear that the respondents have answered only to the questions, which directly elicit the information (word form). Some of them confused the terms while they were reading a construction. The poor performance of nursing students may be due to their lack of understanding the complexity of the
words like "disease", "mode of drugs" "tissue" etc. The other reason may be their poor vocabulary control and their inability to infer the definition of the technical nursing terms.

3.3 Sentence Level: TASK: III

Instruction:

Read the following 5 words carefully and make use of each word in a sentence.

Question No: 1    Hypertension.

Student Response Samples which are appropriate

1. Elevated blood pressure is hypertension.

2. Hypertension is a disease that can occur more often after the age of 40.

3. Hypertension is a condition in which the blood pressure is more than 140/90mm of Hg.

4. Hypertension is an increased blood pressure i.e. above 140/90mm of Hg.

5. Hypertension is an increase in both diastolic and systolic blood pressure.

6. People suffering from Hypertension should be very careful in controlling their emotions.

7. Hypertension means the blood pressure increases more than 150mm in systole and more than 90mm in diastole.

8. Increased amount of cholesterol in blood may lead to Hypertension.
9. Hypertension is defined as a condition where the systolic pressure is above 140mm and diastolic pressure is above 90mm of Hg.

10. Hypertension is a rich factor for myocardial infraction.

11. Hypertension is increase in blood pressure.

12. Hypertension is increased blood pressure beyond normal.

13. Hypertension is increase in systolic blood pressure by more than 140mm of Hg.

Irrelevant Student Responses:

1. Hypertension is defined as a condition.

2. Hypertension means blood clot.

3. Decreased amount of cholesterol in blood.

Question No: 2 Pancreas.

Student Response Samples which are appropriate:

1. Pancreas is a leaf like organ situated in the stomach.

2. Pancreas is situated below the liver.

3. Pancreas is the master gland of the body.

4. Pancreas is both an exocrine and an endocrine gland.

5. Pancreas is one of the organs which produces pancreatic enzymes.

6. Pancreas is an organ in the gastrointestinal tract.

7. Pancreas contains scattered group of cells called islets of Langerhans.

8. Pancreas is a leaf like structure.

9. Pancreas has two groups of cells – “Alpha” and “Beta” cells which produce glycogen and insulin.
10. Pancreas has the hormones to maintain the body blood sugar level constant.
11. Pancreas contains islets of Langerhans secreting insulin.
12. Pancreas is an endocrine gland which produces insulin.
13. Pancreas is an organ which acts both as an exocrine and an endocrine gland.
14. It is both the endocrine and exocrine gland in the body.

Irrelevant Student Responses:
1. Pancreas means blood flow.
2. Pancreas is a function of digestion.
3. Pancreas is a glycogen.

Question No: 3 Drug Addiction.

Student Response Samples which are appropriate:
1. Drug addiction is a problem in India.
2. Drug addiction is a state in which a person cannot escape from it.
3. Drug addiction is a common problem in the present world.
4. Drug addiction is more common among youth.
5. Long term intake of medicine will cause drug addiction.
6. Drug addiction means the addiction for certain types of drugs. They cannot live without those drugs.
7. Use of adequate quantity of drugs like narcotics may lead to drug addiction.
8. Dioxin is a drug, which should be stopped after seven days as it leads to drug addiction.
9. Affinity towards certain drugs like heroin, charann, etc. called drug addiction
10. Drug addiction is a social problem in India.

11. Drug addiction is a state in which a person cannot escape from it. He will become a slave to this.

12. Drug addiction is an extreme condition where one takes more alcohol.

13. Drug addiction is a sociological problem among the students.

14. Drug addiction is a major problem in the society.

Irrelevant Student Responses:

1. Drug addiction is a craving for drugs.

2. Drug addiction is one of the causes of AIDS.

Partially Correct Responses:

1. Drug addiction is taking of medicine and is also a social problem.

Question No: 4 Cardiac Arrest.

Student Response Samples which are appropriate:

1. Cardiac arrest is the cessation of blood supply.

2. Cardiac arrest is a life threatening condition in which the heart does not pump blood to other parts of the body.

3. After sustaining burns the patient will immediately give in to cardiac arrest.

4. Cardiac arrest means the arrest of heart and blood supply due to thrombosis formation.

5. Smoking leads to cardiac arrest.

6. Failure of heart function due to MI, etc., is called cardiac arrest.

7. Cardiac arrest is a term indicating the complete stoppage of the function of the heart.

8. cardiac arrest is a heart problem.
9. Arresting of the blood through veins is called cardiac arrest.

Irrelevant Student Response Samples:
1. Cardiac arrest is the main cause of death in the present world.
2. Cardiac arrest is the main problem.
3. Cardiac arrest is seen in-patients with cardiac disorders.

Question No:5 Diabetes.

Student Response Samples which are appropriate:
1. Diabetes is a metabolic disorder.
2. Diabetes is a hereditary disease.
3. Diabetes is caused by the insufficiency of Insulin.
4. My mother suffers from diabetes for the past two years.
5. Diabetes is one of the major diseases due to deficiency of Insulin.
6. Use of drugs like narcotics adequately may lead to diabetes.
7. Diabetes mellitus is a hereditary disease.
8. Diabetes is a hereditary condition.
9. Diabetes is rise in blood sugar above 80 – 120 Mg / 100 Mg of blood.
10. Diabetes is disease of the pancreas where there is an inadequate secretion of Insulin to control the blood glucose level.
11. Diabetes is an increase in blood glucose level where the pancreas is unable to produce Insulin.
12. Diabetes is altered metabolism with insufficiency of Insulin.
13. Diabetes is caused by the insufficiency of Insulin. Mainly it is because of the altered metabolism.
14. Diabetes is a metabolic disorder.
Comments:

Production of sentence is also one of the sub skills coming under reading. If the respondents read the meaningful words and comprehend them meaningfully, they can organize meaningful sentences. Here a set of five words were given from their nursing textbook. When response samples were analysed most of them had responded to make use of the words in a sentence relevantly. Only a few responded irrelevantly because of their inability to understand the meaning of a word and also because of lack of knowledge in their nursing subjects. The conclusion we draw is that, terms of diseases, drugs, functions of drugs should be remembered, and the recalling capacity of the nursing student is not up to the mark.

3.4 Paragraph Level: TASK IV:

Instruction:

Read the following passage and answer the questions that follow:

Passage:

In case of an emergency, a very useful way of giving fluid to a dehydrated patient is to give a rectal infusion of tap water or saline solution.

Question No: 1

1. What are the requirements, which you need when you treat a dehydrated patient?

Expected Student Response Samples:

1. Saline solution.
1. IV fluid.
2. Needle.
3. IV connections.
4. Adapter.

Wrong Student Response Samples:
1. Check the level of dehydration.
2. Rectal infusion set.
3. Nutritious food.
4. Check the signs and symptoms.

Partially correct Response Samples:
2. Tap water.
3. Dry mouth adapter and oral dehydration.

Question NO.: 2

What type of treatment will you adopt for a dehydrated patient?

Expected Student Response Samples:
1. Fluid and electrolytic balance.
2. Oral dehydration therapy.

Wrong Student Response Samples:
1. Apparatus.
2. Infusion.
3. Oral water.
4. I.V. fluids.
5. Sunken eyes.
7. URS preparation.

Partially Correct Responses:
1. By providing more fluids to the patient and to find out what is the cause of dehydration.
2. Rectal infusion.
3. Blood transfusion from one person to another person.

Question No: 3
What is the drip connection range?

Expected Response Sample:
Drip connection Range is 45 – 60.

Wrong Response Samples:
1. Micro trip.
2. Macro trip.
3. It may vary according to the number of bottles to be infused.
4. Tap water.
5. Saline solution.
6. Three

Partially Correct Responses:
1. Drip connection range is 30 – 35.
2. 40 – 45.
3. 51 – 58.
4. 39 – 49.
5. 45 – 55.
Question No: 4

What is the average rate of drop of the saline solution per minute?

Correct Response Sample:

1. The average rate of drop of the saline solution is 30 drops per minute.

Wrong Response Samples:

1. 16 drops.
2. 48 drops.
3. 26 drops.

Partially Correct Responses:

1. As per Doctor’s order.
2. According to the patient’s condition.
3. 25 – 30 drops per minute.

Question No. : 5

Do you use the tap water for emergency?

Correct Response:

1. yes, we use the tap water for emergency.

Wrong Response Samples:

1. For oral fluids.
2. For all the fluids.
3. I.V fluids.
4. No, they do not use the tap water for emergency.

Partially correct Responses:

1. Fluids and tap water.
2. Some times they will use the tap water for emergency.
Comments:

In paragraph level it is very easy to identify the answers if the respondents have creative reading and comprehending ability to produce the answers. The passages was taken from nursing textbooks. It is clear that the responses for the fifth question (Yes or No) are rated as the highest percentage. The response for the rest of the questions responses (descriptive) were not clearly stated because, as nursing students they have practical knowledge and were unable to produce their subject terms effectively in second language. They wrote partially correct responses (more or less) for some questions, which used similar words that were used during the practical hours. Even though the given passage was a part of their nursing subject, they could not recall the terms of drugs, terms of instruments, and terms of relevant vocabulary items due to lack of conceptualization of producing information. It was really a problem to the respondents whether the passage was related to their nursing subject or any other subject.

Essay Level: TASK V:

Instruction:

Read the following essay carefully and mark out the correct answer out of the alternatives given below for each question.

Question No.: 1

Morning headaches may be disappearing when the blood pressure is lowered with drugs --------
Right Response:
Disappearing when the blood pressure is lowered with drugs.

Wrong Responses:
Appearing when the blood pressure is lowered with drugs.
Blood pressure with drugs.

Question No.: 2
The accelerated diastolic pressure usually exceeds ---------

Right Response Sample:
130 when papilloedma is present.

Wrong response Samples:
160 when Papilloedma is present.
130 and Papilloedma is absent.

Question No.: 3
Glomerulo Lephritis or adrenal tumour is known as ---------

Right Response Sample:
Pathological process giving rise to secondary hypertension.

Wrong Response Samples:
Cerebral arteries
Primary hypertension.

Question No.: 4
Renal damage is progressing and death occurs ---------

Right Response Sample:
Within 6 months if the hypertension is not treated.

Wrong Response Sample:
Nil.
Question No.: 5

Primary hypertension constitutes about ............

Right Response Sample:

90 percent of all cases.

Wrong Response Samples:

1. 30% of all cases.

2. 60% in any one of the cases.

Comments:

The essay given to the respondents was related to their nursing subject. Hypertension for essay level will undoubtedly require more careful reading than the reading of words, a sentence and a paragraph. For essay level test, the students were directed to complete a sentence by pick out the correct part from the options given. For the Fourth question, 100% of the respondents chose the correct response. For remaining four questions the responses were not bad, because the respondents have an adequate knowledge in the specific area of diseases and also they have the ability to read and comprehend the essay. The wrong responses reflect deficiency in reading and inferencing skills of the respondents and also their failure in attending and listening to their doctors description during the practical hours in the ward.

Reading skill – A Quantitative Analysis:

Reading skill consists of five tasks related to the reading of sounds, words, sentences, paragraphs, and essays found in written form. Once the respondents mastered the reading, understanding,
and producing units of language, they became good at the production of language materials. Production becomes so mechanical in one's mother tongue but with regard to English, may make students to have better reading abilities more exposure to English language. The respondents' failure to learn and the manifest deficiency in their nursing subject was due to the lack sufficient knowledge in technical terminology related to nursing. As a means of communication, reading is more versatile than telecommunication, television or film. Students need not keep any equipment for making them involved in their day to day readings.

Printing technology is one through which printed pages reach millions of people in this world. Hence, reading meets the needs which fewer media can satisfy.

The data collected to test the reading ability of the nursing students were subjected to five levels of analysis. One of the levels is the analysis at sound level. In this analysis the percentage of correct pronunciation of pair of words was identified and the nursing students' responses were measured and compared with the terms which were given in their questionnaire. From this analysis, the reading and comprehending ability of students who are proficient in nursing terms were identified and the change in vowels and consonants, clusters and omission of consonants, were measured and analysed taking the record material.

The ability of respondents to use the nursing terms was tested by giving explicit word pairs taken from different locations of the nursing text. Tasks coming under this are reading the word carefully
and pronouncing the pair of words correctly. The word pairs are available in the nursing textbook and the respondents were expected to know and pronounce the words.

The questionnaire that was administered to test the phonological level included ten pairs of nursing terms, which were in word form.

Different terms were purposefully given to the respondents in order to find out whether the nursing terms pose any problem for reading.

List of questions – Recognition of Sounds

Table – Sound Level

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Question No.</th>
<th>Type of Selection</th>
<th>Mode of Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1 to 10</td>
<td>Pair of Words</td>
<td>Read the words Carefully.</td>
</tr>
</tbody>
</table>

Results of the Analysis:

The nursing students' responses in this level were duly analysed. They were asked to read the pair of words aloud and their reading was recorded. All the words selected were related to their nursing subjects. Though the respondents were nursing students being not acquainted thoroughly with nursing terms, they found it difficult to pronounce some sounds, and consequently 5% of the respondents changed the vowels from the correct position.

For the first pair of word, Pharmacy 96% of the respondents responded well. Only 4% had problems in pronouncing certain consonants \( p \rightarrow b \) and \( ^\wedge \rightarrow \) \( z \). For the word Pramacist 99% of
them pronounced correctly and 1% dropped the consonant |r|.

with regards to the use of the nursing terms during their conversational and practical hours it was found that these words very easy to them to understand and they produced them correctly. Hence, the nursing students background knowledge and their familiarity with these terms are some of the reasons for the high percentage in reading.

For the second pair of word psychological, 100% responded well. For the physiological words, 80% responded correctly and 20% pronounced the terms wrongly,

|si| → |cio|.

For the question No.3 in related to the word rigour, 50 percent of the respondents pronounced them correctly and another 50 percent changed the pronunciation of the vowels /ı/ → /e/. For the word Vigour 96% of them pronounced correctly and 4% not pronounced correctly. Even though they were familiar with the nursing terms, they committed the pronunciation errors while reading, because of lack of sufficient knowledge in differentiation's the pronunciation of the letters appearing in technical terms.

For question No. four, for the word Diagnosis, 90 percent of the respondents pronounced the word correctly and only 10 percent pronounced the vowel /o/ into /a/ and 2 Percent omitted the consonant /s/. For the word prognosis 100 percent of the respondents responded correctly and when a comparison was made between these two words, the slight difference was observed.
For question No. five, for the word abduction, 75 percent of the respondents responded correctly and only 20 percent modified the vowel /ʌ/ → /ə/ and 5% pronounced the consonants [d] [dd]. For the word addiction, 95 percent of the respondents responded correctly and 5 percent pronounced the consonants

[d] → [t].

For the question No. six, for the word protein/routine 100 percent of the respondents pronounced correctly.

For the question No. seven, for the word paralysis, 75 percent of the respondents pronounced correctly 25 percent of the respondents changed the vowel [æ] → [ə:]. For the word analysis 90% of the respondents responded well, 10% changed the pronunciation of the vowel [s] → [e].

For the question No. eight, for the word Hyperactive / Hypoactive 100 percent of the respondents pronounced correctly.

For the question No. Nine, for the word racial 100 percent of the respondent pronounced correctly. For the word radical 96% of them responded correctly, 4% pronounced the consonants

[t] → [tt].

For the question No. ten, the word perception, 69 percent of the respondent pronounced these words correctly. 31 Percent were pronounced wrongly. For the word reception 92% pronounced correctly and 8% of them pronounced wrongly [e] → [ə].
Sound level – Table 13

<table>
<thead>
<tr>
<th>S.No</th>
<th>Q.No</th>
<th>Mode of questions</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Pair of words</td>
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<tr>
<td>1.</td>
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<td>Pharmacist</td>
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<td>3.</td>
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<td>8.</td>
<td>Hyperactive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hypoactive</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
<td>Racial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radical</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>Perception</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reception</td>
</tr>
</tbody>
</table>

Task – II - Word level

This task requires recognising and producing the appropriate words. Recognising and recalling the terms or words demand the respondents to produce from memory explicit statements comprehended through the given sentences and to recognise the terms or appropriate words, which are stored in their memory.

In the present study five questions were administered to the respondents in order to make them to identify and produce the appropriate words for the description given. The nursing students
were expected to recall the correct terms, which are used in their subjects.

For the first question, 38 percent of the respondents were able to write the correct technical terms or words and 62 percent were not able to recognise and produce the appropriate words.

For the second question, 50 percent of the respondents produced the appropriate terms the other 50 percent were not able to produce the disease name, because as nursing students they were not aware of this term.

For the third question, 52 percent of the respondents responded correctly and 48 percent responded wrongly.

### TABLE - 14 : WORD LEVEL

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question No</th>
<th>Right</th>
<th>%</th>
<th>Wrong</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>76</td>
<td>38</td>
<td>124</td>
<td>62</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>104</td>
<td>52</td>
<td>96</td>
<td>48</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>176</td>
<td>88</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>150</td>
<td>75</td>
<td>50</td>
<td>25</td>
</tr>
</tbody>
</table>

For the fourth question, 88 percent of the respondents responded correctly, and 12 percent were not able to produce the appropriate word. For the fifth question, 75 percent of the respondents responded correctly, and 25 percent responded wrongly.
Result of the Analysis.

With reference to the word level analysis, among the five questions, the response for the fourth question receives the highest percentage, because most of them made appropriate inferential responses. The term that was given to the respondents were easy to identify and, also they have familiarity over these nursing terms. The responses to the fifth question shows better performance level of nursing students.

The first question reflects a very poor performance, because the words they selected and response to the question were all wrong. The reason for the low performance of the respondents may be due to the following.

(1) Term – definition equivalence relations is not known for certain terms.

(2) Timely use of inferring ability may be poor among the students.

(3) Lack of clear cut notion about definition.

(4) Difficulty in comprehending the words expressed in a given sentence.

(5) Lack of comprehending ability.

(6) Textual information may be a problem.

(7) Lack of knowledge and exposure to all technical terms.

(8) Lack of knowledge in identifying the correct terms.
SENTENCE LEVEL – TASK III:

A test was given to assess the students’ ability to make use of words which was related to their subjects in a construction. Five words were given to the students to test their organizing ability in using those words as a part of a sentence.

For the first question, 83.5 percent of the respondents produced the relevant sentence. 16.5 percent produced the irrelevant sentences.

For the second question 91.5 percent of the respondents responded correctly, and 8.5 percent of them produced irrelevant responses. This shows their ability to make use of the words in construction, and reveals their recognition and comprehension of the meaning of a word, and also their ability to produce the appropriate sentence. For the third question, 86 percent of the respondents were able to write the relevant sentences, two percent were not able to produce the sentence and another two percent were wrote partially correct responses. For the fourth question 82.5 percent respondents responded relevantly, and 12 percent responded irrelevantly, and 5.5 percent of them not attempted the question. For the fifth question hundred percent of the respondents responded well.

### Table 15 SENTENCE LEVEL TASK-III

<table>
<thead>
<tr>
<th>S.No</th>
<th>Q.No</th>
<th>Relevant Responses</th>
<th>%</th>
<th>Irrelevant Responses</th>
<th>%</th>
<th>Partially Correct</th>
<th>%</th>
<th>Not attempted</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>167</td>
<td>83.5</td>
<td>33</td>
<td>16.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>183</td>
<td>91.5</td>
<td>17</td>
<td>8.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>192</td>
<td>86</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>165</td>
<td>82.5</td>
<td>24</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>200</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
PARAGRAPH LEVEL - (TASK - IV)

The respondents were asked to read a given passage carefully, and then to answer the five questions raised based on the information content of the given passage. The passage was chosen on a topic related to treatment and hence it is their professional context related to the nursing subjects.

TASK - IV -- PARAGRAPH LEVEL - TABLE - 16

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question Nos.</th>
<th>Expected Response</th>
<th>Right Response</th>
<th>Wrong Response</th>
<th>Partially Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td></td>
<td>116</td>
<td>58</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td></td>
<td>96</td>
<td>43</td>
<td>69</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td></td>
<td>25</td>
<td>12.5</td>
<td>155</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td></td>
<td>63</td>
<td>31.5</td>
<td>125</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td></td>
<td>182</td>
<td>91</td>
<td>18</td>
</tr>
</tbody>
</table>

The first question was about the requirements needed while treating a dehydrated patient. For this question 58 percent of the respondents' responses were based on the real experiences they had during the ward hours. The second question was about the treatment to be given for dehydrated patients. 43 percent responded correctly, 34.5 percent responded wrongly. 17.5 percent responded with partially correct answers. Some of the students written about the mode of treatment was not relevant to the question asked.
The third question is about to drip connection which is administered to restless patients or used when the patients body parts are unable to function. 12.5 percent of the respondents responded wrongly, because, they did not know the exact range of drip connection. 10 percent responded with partially correct responses.

The fourth question was about the average number of drops of saline solution that drips in to the patients body when the patient is treated for dehydration.

But 31.5 percent of the respondents wrote the exactly correct response, 62.5 percent wrote the wrong response. 6 percent wrote partially correct responses.

The fifth question was with regard to the use of tap water during emergency. 91 percent of the respondents responded with correct answers. 9 percent did not respond with correct answers.

**Result of the Analysis**

The result of the analysis shows that most of the nursing students have given correct responses. The questions were pertaining to the requirements for dehydrated patients, type of treatment given to the patients, drip connection range, average number of drops of saline solution per minute and the type of solution used for emergency. The answers for these questions are displayed in some form in the given passage. The highest percent of correct response to the questions may be due to their exposure to practical situation of treatment.
**Essay - level (TASK - V).**

In this task a descriptive passage was given for reading to read it carefully and then they were asked to the correct answer out of the alternatives given answers to the questions. Five questions were given to the respondents to test their skill of comprehending and picking up the correct answer options. The nursing students were expected to pick out that part of a sentence, which was given under the questions that were related to their nursing subject. This method is considered as a good device to test the reading comprehension of the students.

For the first question which is related to morning headache, 92 percent of the respondents responded correctly, and 8 percent were not able to pick out the correct option. The second question is related to diastolic pressure. 83.5 percent of the respondents were able to give the correct response, and 16.5 percent wrote wrong response. The third question was about the term for adrenal tumor. For this, 41.5 percent of the respondents responded well. 55.5 percent were not able to pick out the correct answer. 3 percent did not attempt the question. For the fourth question 100 percent of the students responded well, because they were familiar with the disease or ‘renal damage’. For the fifth question 56 percent of the respondents were able to pick out the correct answer. 44 percent were not able to pick out the correct response.
### TABLE - 17 ESSAY LEVEL

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question No.</th>
<th>Right Response</th>
<th>%</th>
<th>Wrong response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>184</td>
<td>92</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>167</td>
<td>83.5</td>
<td>33</td>
<td>16.5</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>83</td>
<td>41.5</td>
<td>117</td>
<td>55.5</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>200</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>112</td>
<td>56</td>
<td>88</td>
<td>44</td>
</tr>
</tbody>
</table>

#### Result of the analysis.

On analysing the student responses, it is found that the nursing students responded properly to the questions to which the answer was easily available in the given option, or the answer could be detected through a given part of the sentence. It is to be noted that if the given information is scattered throughout the nursing text books, that demanded the students to refer to their subject to answer the questions easily.

Some of the respondents failed to choose the right option in this task, because of the following – 1.lack in the ability of comprehending the point of a sentence, 2.confused the disease with what type of treatment to be given. 3.Less exposure to the reading habit, and experience in the ability of reading language perhaps and essays.

With regards to the task of identifying the information from the given passage, it was found to be easy for the respondents and this is due to their knowledge in the subject, English and practical experience in nursing field.