CHAPTER - V
Chapter-5

Writing skill – A qualitative analysis

Various tasks administered for writing, sound, word, sentence, paragraph and essay level units were given their due place in the questionnaire. The respondents were asked to write the answers to the questions given in the questionnaire.

The researcher has observed that the respondents have committed errors in the five levels, most of the respondents were not able to select the appropriate meaning, produce a sentence for the given word, comprehend paragraphs and write essays related to the subjects found in their nursing text book.

Task-I - sound level

Ten known words from the nursing text book were selected to test the respondent’s production of a word through sounds. The selected words are given in the appendix.

Instruction

Write down the words to be dictated.

Question No.1

Pharmacist.

Students’ response samples

1. Pharmocyst.
2. Pharmacist

**Question No: 2**

Physiological.

**Expected response**

Physiological.

**Students' wrong response**

Physiological.

Physiologicalal

**Question No: 3**

Vigour.

**Expected response**

Vigour

**Students' wrong response**

Vigor

Viegour.

**Question No: 4**

Prognosis.

**Expected response**

Prognosis

**Students' response sample.**

1. prognoses

**Question No: 5**

Addiction.
**Expected response**

Addiction.

**Students' response samples:**

Addicsion.
Addicson.
Addtiction
Addttiction.

**Question No : 6**

Protein.

**Expected response**

Protein.

**Students' response samples.**

Proten

**Question No : 7**

Analysis.

**Expected response**

Analysis

**Students' response samples :**

Analysis

**Question No : 8**

Hypoactive.
Expected response
Hypoactive

Students' response samples.
Hipoactive.
Hyporactive.

Question No : 9
Radical

Expected response
Radical

Students' response samples.
Radikal
Ratikal.

Question No: 10
Reception

Expected response
Reception.

Students' response samples.
Recepsion.
Reception.

Comments
When response samples were analysed it was found that most of the students answered correctly. The wrong responses
reveal the students' inability to hear and produce the given word. Since most of them had Malayalam as their Mother tongue, and also due to lack of subject knowledge. They might have found it difficult to hear and to spell English words correctly. Some of the respondents did not give the right response to this task. This reflects the deficiency in the skill in the comprehension and production of language among the respondents.

While hearing and comprehending the text word they failed to drop the consonant "r" (e.g.) Pharmacist → Pharmacist and to substitute the consonant "S" instead of "T". (e.g.) Reception → Reception.

While dictating vowels they had difficulty producing them correctly due to their Mother tongue Pronunciation.

**Task - II - Word level**

Word - Comprehension - production of meaning.

In this task, the students were asked to write the meaning of certain nursing vocabulary items. The meanings given to the words by the respondents were analysed. It was found that the respondent gave both relevant and irrelevant meanings to the given words.
Instruction

Write the meaning of the following words.

Question No : 1

1. Pharmacy

Relevant responses

1. Area where drugs may be supplied.
2. Place where drugs are being sold.
3. Area where drugs are sold.
4. The place where drugs are stored and distributed.
5. A store in which medicines are stored and sold to public.

Irrelevant meaning

NIL

Question No : 2.

Rigour.

Relevant responses.

1. Severe shivering.
2. Shivering.
3. Determination of the nature of disease.

Irrelevant responses

1. Sweating
2. Chills.
Question No : 3

Diagnosis

Relevant responses.
1. To find the disease related to signs and symptoms.
2. Determining a disease condition.
3. Determination of the nature of disease.

Irrelevant responses
1. Reacting with disease
2. Conclusion.

Question No : 4

Abduction.

Relevant responses
1. Extension of the joints.
2. The movements away from the body.
3. Keeping away from the body.

Irrelevant response
1. To bring close.

Question No : 5

Addiction

Relevant responses.
2. Being dependent on something completely.
3. A tendency to increase its use.

**Irrelevant responses**

1. Flexion of the joints.
2. Always spending one's particular
3. Affinity towards certain drugs like harmonic etc.

**Question No: 6**

Paralysis.

**Relevant responses**

1. Neurological defect.
2. Less sensation of the area.
3. Impatience of motor organs.
5. State where the person is unable to move a part of body due to nerve damage.
6. Loss of sensation and movements in the body.
7. Inability to move the limbs due to other reasons.

**Irrelevant responses**

1. Lack of blood supply
2. Not able to carryout the duties.
3. Weakness of the body.

**Question No: 7**

Hyperactive
Relevant responses

1. Very active.
3. The person who is more active.
4. Overactive.
5. Extreme movements of the body.

Irrelevant response.

The people who are having average acting capacity.

Question No : 8

Perception.

Relevant responses.

1. Receiving an internal stimuli.
2. Idea which we have about something.

Irrelevant responses.

1. Idea.
2. Imagination of unknown things.
3. Unconscious mind.

Question No . 9

Vigour.
Relevant responses

1. The level of action where the person is actively involved to do something.
2. Strength.
3. Capability.

Irrelevant responses

1. Violent.
2. Active.
3. Aggressive.
4. Involuntary movements.

Question No: 10

Hypoactive.

Relevant responses.

1. Less active.
2. Below active level.
3. Low active.
4. Decreased level of activity.

Irrelevant response.

- Nil -

Comments

From the above responses it is clear that some of the students had problems in identifying and producing the appropriate meaning for the given words. Most of the students
responded correctly because of the proper training given to them in the nursing subject. Some of them could give the right response in English following text book definitions and some tried to give their response in their own words. Manipulation of language was easy for them if they are more exposed in their subject.

Through this task the respondent’s ability of comprehending and producing the meaning of a word is tested.

**Word Association Test (Task – II)**

**Instruction:** Write all the words that come to your mind when you see the following words.

**Question No.1 : SURGERY**

**Students’ Response Samples**

1. Operation theatre.
2. Nurses.
3. Doctors.
4. Instruments.
5. Oxygen.
6. Drugs.
7. Anaesthesia.
8. Pateint.
10. Sterilization
11. Recovery room.
13. Fear of length.
15. Head lights.
16. Cardiac monitor.
17. Saline solution.
18. Gloves.

**Question No.2: BLOOD PRESSURE**

**Students' Response Samples:**

1. Systaltic BP.
2. Diastolic BP.
3. Hypertension.
4. Hypotension.
5. Frequent check up.
7. Mercury.
8. Stethoscope.
10. Anxiety.
11. Fear.
12. Vomiting.
Question No.3: DIARRHOEA

Students' Response Samples:

1. Dehydration.
2. ORS solution.
3. Hot water.
4. IV fluids.
5. Liquidity of stools.
6. Rehydration therapy.
7. Hygienic measures.
8. Less of fluid.

Question No.4: ANAESTHESIA

Students' Response Samples:

1. Age.
2. Sex.
3. Grade.
4. Disease.
5. Loss of sensation.
6. Anesthetists.
7. Loss of activity.
8. Pulse oximeter.
10. Endotracheal tube.
11. Mouth gag.
12. Loss of consciousness.

**Question No. 5: HYPER TENSION**

**Students' Response Samples:**
1. Increased BP.
2. Complications.
3. Left ventricular failure.
4. Smoking.
5. Morning headache.

**Comments:**

The five words that were given to the respondents for word association test are surgery, blood pressure, diarrhoea, anesthesia and hypertension. Most of the respondents wrote related words for the given words and some of them could not produce many related and relevant words.

**TASK – III - Sentence level**

For testing the comprehension ability of nursing students, five questions were given and they were asked to produce the appropriate part of the sentence. The responses to this test were used to judge the awareness of students to information found in their nursing text. Generally information
can be produced by comparing ideas presented in the question, and by making use of information available in the nursing text or by making use of their own experience and knowledge in the subject matter.

The following questions were asked

**Instruction**

Read the following questions carefully and select the appropriate part of the sentence.

**Question No : 1**

---------- in terms of recipes and comradeship of common problems.

**Expected response :**

1. The cocliac society provides practical help

**Wrong response.**

1. It provides practical helps

**Question No : 2**

----- narrowing, scarring and fistula formation of any part of the gastro intestinal tract.

**Expected response**

This is a disease of a wide range of severity involving inflammation

**Wrong response.**

It is a disease of a wide range
Question No: 3

------- due to blood loss accompanied by loss of weight, depression and fever.

Expected response.

The patient may be anemic

Wrong response

Anaemic patient is.

Question No: 4

The symptoms suggest that 

Expected response.

there is a stress factor.

Wrong response.

Nil

Question No: 5

Coma may ensure -------

Expected response:

if the drug is not broken down.

Wrong response.

Broken down drug is.

Comments:

The respondents were asked to select and produce the part of a sentence to make it appropriate in meaning. This test
is useful to analyse the level of understanding and production of sentences with appropriate subject information. The results show that the ability in the understanding and production of sentences differs from one person to another person. But most of the respondents selected the appropriate part of a sentence.

**Task - IV Paragraph level**

Writing is often regarded as the visual representation of speech. The skill of writing is based on the respondents' knowledge in their subject and their comprehending ability to produce a paragraph or an essay. Here the learner is required to organise the letters into words, and words into phrases and sentences with the help of hints.

In general the writing mechanisms of the respondents, both structural and content, were analysed based on the given data. The respondents were asked to produce a paragraph with the help of hints given about a pregnant woman.

**Instruction**

Answer the following question in a paragraph.

**Question**

Write a paragraph on advice to the pregnant woman

**Hints:**

Diet - rest - exercise - hygiene - medication - booklet advice.

**example:** 1
Pregnant woman should taken all type of vegetables especially green leaf vegetables. Minerals and vitamins, proteins these all are also necessary. Rest also given to the pregnant woman. In case of pregnant woman hygiene is very important. Monthly check up and metication are taken.

Example: 2

Iron containing food should take like green leafy vegetables, liver, milk, egg - adequate nutritious food. Pregnant woman should take rest. She should not strain more. She should not take heavy things from floor. Exercise is very much important. Evening walking is very good, don’t strain too much, during sitting should not cross the legs, mild exercise can do.

Example: 3

Pregnancy is the time when one should be very careful during the first and second trimester. The pregnant woman should taken appropriate diet, rich in vitamin, iron etc., She should take appropriate rest and sleep for not less than 8 - 10 hours. Antenatal exercise should be taught.

Example: 4

For a pregnant woman a high calorie and high protein food is necessary to meet the metabolic needs both mother of
the foetus. Exercise is also necessary for the easy contraction relaxation of muscles. Frequent rest periods also should be provided for a pregnant woman hygein also is very important. She should have a daily both and should change the dresses. It gives a fresh feeling. It pravents excess swealing. She should take iron tablets if she is anemic.

Example : 5

A pregnant woman is considered as two people, not one, because she carries a small life in her wont. So she should take good diet. Her diet plan should contain more protein, vitamins iron containing foods, green leafy vegetables etc., Less frequent diet is must. She should take both twice in day and she change their clothes daily. She should take medicine according to doctor order.

Comments :

The respondents were asked to produce a paragraph regarding pregnant woman. When the response paragraphs were analysed, that it reveals grammatical errors, which the respondents have committed, are presented, and spelling mistakes were taken into account. The paragraph contains three, five, six, seven and eight sentences. The grammatical errors were identified based on the responses.
Diet: With reference to diet, the respondent failed to write correct tense and also repeated the same words 'Vegetables', and 'high' and failed to write the connectors 'and'.

(examples)

1. Pregnant woman should taken all type of Vegetables especially green leaf Vegetables.

2. For a pregnant woman a high calorie and high protein food is necessary to meet the metabolic needs of both mother the facts.

3. Iron Containing food should take like green leafy Vegetables, liver, milk, egg, adequate nutritious food.

4. The Pregnant woman should taken appropriate diet, rich in Vitamin, iron etc.

Rest:

With reference to rest most of the respondents were able to write appropriate words in paragraph. Some of them were not able to write the auxiliary verbs in appropriate places.

(e.g.) 1. Rest also given to the pregnant woman.

Hygiene
With reference to hygiene some of the respondent failed to write the auxiliary verb ‘is’ and ‘should’ in a correct places and also they failed to write the article ‘a’.

Examples

1. **Hygiene** also is very important.

2. She should take both twice in day and she change their clothes daily.

**Medication** :

While writing about medication the respondent committed spelling mistakes.

(examples)

1. She should take medicine according to doctor order.

2. Monthly check up and metication are taken.

**Exercise** :

With reference to exercise, some of the respondents failed to write the connectors ‘and’, and they have committed the spelling mistakes.

(examples)

1. Exercise is also necessary for the easy contraction relaxation of muscles.

2. Antenatal exercise should be tought
3. Evening walking is very good, don't strain too much, during sitting should not cross the legs. Mild exercise can do.

**Booklet advice.**

The respondents have insufficient knowledge to recall the information about the booklet regarding pregnant woman.

**Spelling Mistakes:**

1. Strain
2. Tought
3. Pravents
4. Hygein
5. Metication
6. Analgestics
7. Protein
8. Minarals
9. T.T. Injeection
Essay level – Task V

Instruction and Question.

Write an essay about Nursing care on the operating room.

Ungrammatical Sentences:

1. Nurses in operating room should be efficient and skillful at first. She should received the patient with his care sheet, i.e., the paper which record all his past and present history.

2. She should have to check the function of organs of the patient check for sensation pulse etc.

3. It is the nurse’s duty to word away the tension.

4. If the patient is seems to be normal, shift him to the ICU for observation.

5. After recovery phase shift the patient to observation room.

6. After surgery check the vital signs, bleeding check the consciousness of the patient.

7. After surgery, make the patient to awake send him to recovery room.

8. Give Oxygen supply, check vital signs, connect pulse oxymeter.

9. Replace the articles send the articles for sterilisation.

10. All the mediations that you have administered for the patient.
11. the nursing care the doctor cannot do all the care for the patient.
12. After the surgery monitor vital signs for implications.
13. Prior the surgery anesthesia given.
14. If any complication occur means prepare an emergency trolley.
15. What position need for the surgery the patient lie in mat position.
16. Give analysis to patient if the pain is not reduced.

Incomplete Sentences:
1. After the surgery, drainage tubes etc.
2. Assemble all the articles.
3. The operating room ready for the time.
4. During surgery nurse should give articles.
5. The nurse should get a written consent.
6. A nurse should stand at the pride of the patient to check.
7. During operation, the nurse should assist instruments.
8. Before starting the operation we should enplaned.
9. Patient should be in Cardiac.
10. All the articles mat are used for the operation should be sterile, patient should be cardiac.
11. The nurse should make source that all the emergency articles know......

12. The nurse should maintain techniques......

**Comments :**

In the present study, nursing students are tested for comprehending and production of language by way of giving title to them and getting responses from their Nursing subject. The given data are analysed, making use of two methods of analysis. One method called qualitative analysis tries to show the production of language ability and proficiency of language in English. In this analysis, the responses are to be extracted as ungrammatical sentences, incomplete sentences, spelling mistakes, were analysed on the basis of given responses by the respondent. In quantitative analysis percentage of corrections were analysed. On analysing the nursing students responses, it was found that they failed to write the gender (her/his), case maker "in" and "to", connectors "and", "tense" used in appropriate place. Singular forms used and spelling mistakes. When analysing, incomplete sentences, nursing students are not much proficient to producing and completing the meaningful sentences in the essay, because insufficient knowledge in English and it reflects their deficiency in
comprehending and producing meaningful sentences in English. For the respondent title is easy to comprehend clearly with their practical experience, they find it easy to produce an essay grammatically, otherwise they find it difficult.

**Writing Skill – A Quantitative Analysis.**

The data that have been collected to test the writing ability of nursing subjects are divided into five levels of analysis like sound, word, sentence, paragraph and essay levels. In the quantitative analysis, the percentage of correct responses of the respondents was measured to test their comprehending and production ability. From this analysis one could identify the proficiency and deficiency of nursing students in writing skill.

Five tasks were administered in order to identify the writing ability of nursing students.

**TASK – I Sound level.**

Ten words were selected from nursing textbooks for the nursing students to produce the words accurately when dictated by the researcher.
For the first word ‘pharmacist’ 93.5 percent of the respondents gave the correct response and 6.5 percent were not able to produce the above word correctly.

For the second word ‘Psychological’ , 87.5 percent of the respondents gave the correct response and 12.5 percent failed to write the word correctly.

For the third word ‘Vigour’, 76 percent of the respondents wrote the correct response whereas 24 percent wrote the wrong response.

For the fourth word ‘prognosis’, 69 percent of the respondents gave the correct response and 31 percent of them failed to write the correct spelling.

For the fifth word ‘addiction’, 84.5 percent of the respondents wrote the correct spelling whereas 15.5 percent of them were unable to produce the correct spelling.

For the sixth word ‘protein’, 97.5 percent of the respondents wrote the correct spelling for the word and 2.5 percent of them were not able to produce the correct spelling.

For the seventh word ‘analysis’, 90 percent of the respondents wrote the correct spelling and only 10 percent of them produced wrong spelling.
For the eighth word ‘hypoactive’, 99 percent of the respondents produced correct spelling and only one percent were unable to produce the correct spelling.

For ‘Radical’ – the ninth word in dictation, 86.5 percent of the respondents wrote correctly and 13.5 percent of them produced wrongly.

92 percent of the respondents gave the responses correctly for the tenth word, ‘Reception’, and 8 percent of them failed to produce the correct spelling. (TABLE-18)

TABLE – 18 Sound level

<table>
<thead>
<tr>
<th>S .NO</th>
<th>Question No.</th>
<th>Right response</th>
<th>%</th>
<th>Wrong response</th>
<th>%</th>
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<td>184</td>
<td>92</td>
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</table>
Comments

For nine out of ten words the right response was above 75 percent and for only one word, 'prognosis' the right response was below 75 percent. This is because of lack in subject knowledge of nursing students and their inability to produce nursing terms of textual information. For sound level analysis, knowledge of words frequently used during the practicals (in the word) as well as during the course conversation with teachers, doctors, patients, and classmates is essential. Producing a word correctly is a higher order comprehending and production ability. This reveals that the better performance of respondents in producing a word could be raised easily to go for higher education and to converse with doctors, their teachers etc.

TASK – II Word Level

In the present study ten words were given to the respondents and they were expected to produce a relevant meaning which is used in their course of study.

For the first question, 97.5 percent of the respondents wrote the relevant response and 2.5 percent of them gave irrelevant meaning.
For the second question, 30 percent of the respondents produced an appropriate meaning of the given word and 70 percent of them were unable to produce a relevant meaning.

For the third question, 88 percent of the respondents produced the relevant meaning whereas 12 percent of them lacked the knowledge to produce an appropriate meaning.

For the fourth question, 44.5 percent of the respondents gave the relevant meaning whereas 55.5 percent of them were not able to produce the relevant meaning.

For the fifth word 'addiction', 82 percent of the respondents were able to write the relevant meaning and 18 percent responded irrelevantly.

For the sixth question, 95 percent of the respondents responded correctly and 4 percent of them responded irrelevantly. 1 percent of them did not attempt the questions.

For the seventh question, 95 percent of the respondents wrote the relevant meaning and 5 percent of them were not able to write the appropriate meaning.

52.5 percent of the respondents gave the relevant meaning and 43 percent of them did not give the relevant meaning for the eighth question. 4.5 percent of them did not attempt the question.
43 percent of the respondents gave the appropriate meaning for the ninth word, 'vigour', and 57 percent of them did not give the relevant meaning.

A highest correct performance by 98.5 percent of the respondents was for the tenth word, 'Hypoactive' which was very familiar to the nursing students whereas 1.5 percent of them were not able to produce an appropriate meaning. (TABLE - 19)

**Comments:**

Writing ability test was administered in order to test the writing skill of the respondents in producing an appropriate meaning. The materials given for comprehending were different words related to their nursing subjects. The responses to these words were analysed to identify the ability of the respondents in comprehending, and producing appropriate meanings.

The correct response was above 75% for the words, Hypoactive, Diagnosis, Addiction, Paralysis, Hyperactive, and Pharmacy.
### TASK-II TABLE -19 - Word level

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question No.</th>
<th>Relevant response in Nos.</th>
<th>%</th>
<th>Irrelevant response in Nos.</th>
<th>%</th>
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<th>%</th>
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</table>

The respondents did not give the relevant (appropriate) meaning for the remaining words (correct response below 75%). This shows the lack of writing ability in the respondents in producing a relevant meaning, and this also reflects their deficiency in writing skill. The nursing students were capable of identifying the meaning which were readily available in the text itself. Most of them found it easy to comprehend, to identify, and to produce the answers.
**Word Association test**

This test was administered to the respondents to identify their ability in producing associated words to the given words in the questionnaire.

75 percent of the respondents wrote the associated word whereas 25 percent of them did not give the associated words that came to their mind on seeing the given words, because they found it difficult to produce the words due to insufficient knowledge and poor vocabulary. Hence, their ability to produce words is to be activated.

**Task – III: Sentence level**

In the present study five fill ups were administered to the respondents and they were expected to comprehend and produce the relevant part of the sentence which was below the question.

For the first question 83.5 percent of the respondents produced relevant part of the sentence whereas 16.5 percent of them were not able to decide and produce the relevant part of the sentence.

On analysing the responses of the respondents it was found that 100 percent of the respondents responded correctly by selecting the correct part of the sentence for question nos.
two and five and no one responded wrongly. 94.5 percent of the respondents were able to comprehend and produce the correct part of the sentence whereas 5.5 percent of them were not able to comprehend and produce the correct part of the sentence for question no. three.

For the fourth question 96 percent of the respondents correctly and 4 percent of them did not respond correctly to this question (TABLE - 20)

Comments: -

In this analysis it was found that most of the respondents produced the part of a sentence correctly because they were skilled in writing and they could comprehend the meaning of the part of a sentence.

**Table - 20 sentence level**

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Question No.</th>
<th>Relevant response in Nos.</th>
<th>%</th>
<th>Irrelevant response in Nos.</th>
<th>%</th>
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<td>3</td>
<td>3</td>
<td>189</td>
<td>94.5</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>192</td>
<td>96</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>200</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Performance of the respondents in this sentence completion test, administered to identify their writing ability, was very good.

**Task IV Paragraph level**

For testing the writing ability of the respondents, they were asked to write a paragraph in the form of an advice to the pregnant woman. The respondents were expected to write appropriate meaningful sentences in the paragraph.

The researcher has entered some of the responses of the respondents to analyse whether they had the talent to write a paragraph on a topic in which the information is available in their textbook, or from the practical exposure to their subject, knowledge of English is essential to write, and each word in the sentence contributed to the total thought encapsulated to produce a whole sentence meaningfully. Another reason for the better response in writing was more exposure to the writing habit of producing the sentences correctly. Only when sentences are understood as thought units, the respondents can organize the sentences meaningfully.

**Table –21 Paragraph level**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Right Content in %</th>
<th>Wrong Content in %</th>
<th>Spelling mistakes In %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>35</td>
<td>60</td>
<td>5</td>
</tr>
</tbody>
</table>
On analysing the responses it was found that 35 percent of the respondents wrote grammatically correct sentences in a paragraph and 60 percent of them were not able to write grammatically correct sentences and 5% of them failed to write the correct spellings in a paragraph.

Comments:

These findings clearly show that the nursing students could not write a paragraph meaningfully in English, and due to the insufficient knowledge in English language they could not give a better degree of performance in writing a paragraph. This plays an important role in comprehending and producing. As far as English language is concerned the nursing students could not manipulate the language effectively.

Task – V – Essay level

For analysing the writing ability in English, the respondents were asked to write an essay on nursing care in the operating room. Most of the nursing students wrote 3 and more paragraphs for the essay.

The responses have been classified in terms of wrong content and right content. Most of the respondents wrote the content wrongly. Only 25 percent of them produced the grammatical sentences. 60 percent of them could not produce
the grammatical sentences, 15 percent of them produce the
incomplete sentences in the essay.

Table 22 – Essay level

<table>
<thead>
<tr>
<th>S.No</th>
<th>Grammatical sentences in %</th>
<th>Ungrammatical sentences in %</th>
<th>Incomplete sentences in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>25</td>
<td>60</td>
<td>15</td>
</tr>
</tbody>
</table>

Comments:
The above findings indicate that writing an essay was
difficult for the respondents even though the information was
explicitly stated in the nursing textbook.

Most of the respondents wrote ungrammatical
sentences. Though they were aware of nursing terminology they
did not know how to use the terms appropriately in a sentence.
This reveals their poor writing ability due to which they found it
difficult when asked to write an essay. Comparatively the
respondents were good in producing the correct answers to the
questions following a passage provided from their nursing text..