CHAPTER -I
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INTRODUCTION

“Language is the most distinctive of human activities”, says Bennett (1969). The development of language is possible only through the natural genius of thinkers, poets and playwrights. Language development involves development in the basic competence in the use of language. Those who are interested to develop language are expected to master integrated language skills, that is, skills in understanding or producing language both spoken or written. Developing these integrated language skills require not only the possession of a wide range of basic competence but also the ability to mobilize students to meet the communicative demands of a particular situation. Integrated language skills are thought of as general perform them with a certain level of effectiveness in a very wide variety of situations.

The primary purpose of using language is to communicate ones thoughts, feelings and opinions to someone else. It is the displacement property of language that distinguishes humans from animals and that has allowed humans to be with such an incredible storehouse of knowledge.

An additional knowledge from a second language can help a man in his overall development. As far as India is concerned
importance is given to English as a second language due to its wide acceptance in all walks of our life (Educational institutions, Government organizations, Private sector etc.). Second language learning is a study area dealing with how learners learn an additional language after the learners have acquired their first language i.e., mother tongue.

**LANGUAGE LEARNING**

Second language is defined by Lado (1964) as acquiring the ability to use its structure with a general vocabulary under essentially the condition of normal communication among native speakers at a conversational speed. More specifically it means the acquisition of the ability to use in speaking the units and patterns of content that together constitute the language. Language learning also involves acquiring the ability, to grasp the unit and pattern of content when listening to the second language. It means the learning of expression, the content and the association of expression and content for rapid use in proper positions within the system of the target language.

Linguistic forms, structure, patterns and uses obviously vary from language. However there are certain universal linguistic characteristics of language that linguists have identified. The concern of linguistics as well as of language teaching is grammar,
vocabulary and pronunciation. As both are concerned with different objectives with material they have a give and take relationship.

A language consists of meaningful sounds. All languages consist of consonant and vowel sounds. The combination of them allows native speakers to form syllables and to combine syllables to words. All languages have a system that allows the learners to use the different grammatical aspects in the correct form.

According to Ellis (1980) argued that the second language learners will develop by producing the target language more frequently and more correctly, follows the rather traditional nation that acquisition of a skill results from production practice of the skill, and the idea has received its most recent expression in the 'Comprehensible output objectives' discussed by Swain (1985) provides the opportunity for meaningful use of linguistic resources. Smith has argued that one learns to read by reading, and to write by writing similarly, it can be argued that one learns to speak by speaking.

Hendrickson (1978) cites a ULLA M.A. thesis by Margaret Robbins which experimented with weekly error explanations for a group of ESL learners for one trimester. He suggested that this group did not reduce their verb errors over the period of the study.
Krashen 1982, 1985 states that conscious rates do not facilitate acquisition, especially for complex phenomena. Accordingly, certain explicitly taught grammatical features can remain resistant to acquisition, while other features outside of the teaching sequence can often be subconsciously acquired.

Van Pattern 1984 and 1985 (b) has suggested that when two forms (grammatical structures and lexical items) are of the same communicative value, frequency of occurrence in determine which item will be acquired first.

According to Hatch (1983), Scarcella and Higa (1982), and Krashen (1982); has suggested that meaningful, communicatively centered input directed to the learner that is appropriate for his level of comprehension and language development.

TEACHING AND LEARNING ENGLISH

Teaching and learning may be considered as two mutually defining aspects of the same process, for the teacher is not just a giver but also a receiver and learner is not just a passive recipient of 'made to measure' package of knowledge but also an international active participant. Teaching and learning take place all the time everywhere, for human beings interact with objects, animate and inanimate around them everywhere, all the time. What we find going on in an educational set-up is an attempt to
capture, formalize, and recycle in capsule form the ongoing natural educational process.

The process of learning creates an atmosphere. This atmosphere helps the learners' to learn' and to externalize their built-in language learning ability. The ability to use languages to talk and understand language is inherited genetically, but the particular language those students speak is culturally and environmentally transmitted to them. To acquire fluency in English language, a student has to be exposed to people who speak English language. On the other hand, look upon this as universal language learning process-applicable to the first language, second language, and foreign language with different degrees of complexity. Using a language means two things: One, making a choice or a network of choice of language item and putting them together and second, activating the learners ability to produce texts.

Learning a second language involves the process of developing is appropriate skills of using second language, i.e., the ability to use the language skills according second language learned is one of the crucial conditions for success in handling a second language.
READING SKILL

MEANING OF READING

Reading skill is the skill of comprehending printed or written symbols and sequences of symbols reading also involves given oral representation to written symbol requires. That representation may be rather full and detailed, as in the act of reading a written message aloud with proper intonation, emphasis, etc and it may be extremely incomplete as it is rapid scanning with apprehension of only certain fragments.

Reading is a symbolic behavior where in we transfer the visual symbol in to the auditory symbol leading to higher order mental activity. In other words, it is essentially decoding of written symbols on a page and attaching meaning to them. Some consider it to be a creative activity closely allied to thinking. Still others consider it as a tool for learning all the subject matter. Reading is not a general ability, but a complex activity with many specific abilities, and many factors have been listed to be conductive to the growth of reading ability. Factors such as physical and mental health, sight, hearing intelligence, home and background experiences, desire to read, interest in reading, purpose for reading, reading skills etc., contribute to the development of reading ability.
LEARNING PROCESS IN READING

Reading is also considered as a phase in the learning process that involves extracting of information from written materials. Based the materials in sequence of sentences having a particular meaning to be delivered to the readers the way "a truck conveys a cargo, complete and packed" Wino grad (1988).

In many parts of the world a reading knowledge of a second language is often important to academic studies, professional success, and personal development. Reading in a language which is not the learner's first languages is a source of considerable difficulty.

Goodman (1973), who suggested that the reading process will be much the same for all languages. According to Clarke (1979) states, if the reading process is basically the same in all languages we would logically expect good native language readers to be good second language readers. But Yorio (1971) states the Contrary views that the reading problems of foreign language learners are due largely to imperfect knowledge of the language, and to native language interference in the reading process.

Widdowson (1979) suggests that text does not have meaning, but potential for meaning, which will vary from reader to reader. It concludes that it is created by the reader in his
interaction with the text and also reading both as product and as a
process, because knowing the product does not tell us what
actually happens when a reader interacts with a text.

Klare (1974, 1975) and Gilliland (1972) takes a range of
passages, determines difficulty for a passages, determines difficulty
for a range of readers by means either of multiple choice questions
or the passages are usually analysed in terms of linguistic units: 
structures, words. Clause, sentence relationship or whatever. He
states that word difficulty may relate to in frequency of occurrence,
longer words tend to be less frequent and it might be expected to
cause processing problems.

DEFINITION OF READING

Reading is a complex activity, which involves comprehension
and interpretation of ideas, symbolized in written text and hence it
is a kind of decoding process.

Experts on reading have defined reading in different ways.
Deboer and Dollman (1967) are of the view that the printed pages
and reading have the capacity to shape reader's attitude. Gibson
(1965) also characterizes reading behavior in terms of graphic
symbols, decoding graphic symbols to speech and obtaining
meaning from the printed page.
Tinker (1952) has summed up the definition of reading as follows: “Reading involves the reconstruction of printed or written symbols which serve as stimuli, for the recall of meaning built up through past experience and the reconstruction of new meanings through manipulation of concepts already possessed by the reader. Such an organisation leads to modified behaviour or else to new behaviour which takes its place, either in personal or in social development”.

Betts (1966) defined reading as a thinking process. No doubt thinking is an important aspect of reading process but not the whole of it. According to Goodman (1970) “The purpose of reading is the reconstruction of meaning. Meaning is not in print but it is the meaning that the author beings with. When he writes. Some how reader strive to reconstruct this meaning as he reads”.

Grey (1956) elaborates on this theme further. “ A Good reader understands not only the meaning of the passage but its related meaning as well which includes all those a reader knows that enriches or illuminates the literal meaning and a other intellectual and effective process that take place in a reader in response to a written text.

While processing reading of a text, the reader has a number of options open to him at the most general to the most specific level. The reader often dismantles or constructs the reading
material and the knowledge of the subject discipline and the target language, his socio-cultural background, and the kind of reading skills and strategies which he employs while processing the written text.

Some existing second language reading materials include token amounts of prereading exercises, usually in the form of prefacing passages with prereading, information-seeking, or prediction questions reading (Grellet 1981). Some texts that have Comprehension questions following the passages suggest that they may be used as prereading questions. (Baudoin et. al. 1977)

Error analysis plays an important role in detecting the deficiency in reading skills. The learning process helps the researcher to find out and assess the problems faced by the students learning a second language. From the errors committed by the students which the researcher has observed from the data collected and by devising certain remedial measures the researcher could help the students to rectify their errors at least to a certain extent in future. In order to develop reading skill, training in reading may be given. Then only the students can increase their reading speed and reading speed improved through training.
SECOND LANGUAGE READING

The study of English as a second language around the world – the situation in which most English learners find themselves – reading is the main reason why students learn the language. Reading is not a passive, but rather an active, and in fact an interactive, process has been recognized for some time in first or native language reading (goodman 1967, 1971: Kolers 1969: Ward haugh 1969: Smith 1971; Rum elhart 1977. Adams and Codins (1979). Second language reading, specifically in reading English as a decoding process of reconstructing and recognizing the printed letters and words. According to Rivers (1964, 1968) Plaister (1968) Yorio (1971) Problems of English language reading and reading comprehension were viewed as being essentially decoding problems, deriving meaning from print.

According to Es Key (1973), the decoding model was inadequate as a model of the reading process because it underestimated the contribution of the reader: it failed to recognize that students utilize their expectations about the text based on their knowledge of language and how it works.

Second language reading specialists such as clarke and silberstein (1977), clarke (1974), Mackay and Mountford (1979) and Widdowson (1978, 1983) began to view second language reading as an active process in which the second language reader
is an active information processor who predicts while sampling only parts of the actual text. Second language (English) is not only an active participant in the reading process, making predictions and processing information, but everything in the reader's prior experience or background knowledge plays a significant role in the process.

THE SKILL OF WRITING

MEANING OF WRITING

Writing is the ability to write down on a paper what can be formulated in speech, but even this ability requires an integration of skills in hand writing, or typing, spelling, Punctuation, and other mechanisms of writing. Writing ability comprises an enormous spectrum of skills.

DEFINITION OF WRITING

Writing is considered as a basic communication skill and unique asset in the process of learning a second language and also it if often regarded as the visual representation of speech. Writing in the practical and communicative sense, entails unique features that result in distinct contributions to overall language learning. It is one of productive skills that a learner is expected to achieve in order to ensure his communicative competence.
Writing and speaking are the two activities where the learner is engaged in a similar process of communicating ideas. But unlike in the case of speaking, in writing there is no immediate give and take activity. In the case of writing the message conveyed is stronger and it has higher degree of expression. So it is natural that writing skill needs more proficiency in a particular language for effective communication.

THE PROCESS OF WRITING

The skill of writing is considered to be one of the two active skills. The process of writing is divided into three stages, viz., Manipulation, 'structuring' and 'communication'. They are quite similar to recognition, structuring and Interpretation respectively. The 'Manipulation' consists of the psycho motor ability to form the letter of the alphabet. It is the most rudimentary stage of writing.

In the stage of structuring the learner is required to organise the letters into words, and words into phrases and sentences. 'communication' is the ultimate goal like 'interpretation' in reading. The writer is able to select the appropriate structures and vocabulary at this stage for the overall content of the passage keeping in mind the subject matter.

Chafe (1982) noted that idea units may also be present in written language, where they are usually longer, presumably because writers have more time to pack more information into
them and because readers are able to scan more information in a
given time period. He then showed how idea units are loosely
chained together in spoken language to form sentences, the
boundaries of which are often ambiguous and unclear, and how
writers have more time to integrate the idea units within sentences
into more complex constructions.

Languages are usually expressed through writing or
speaking. Writings are based on phonological system which is
learnt through the mastery of orthographic conventions of the
target language. A learner has to acquire a pronunciation which
is accurate enough for the significant sound to be distinctive from
one another. Kerek (1976) suggests that spelling pronunciation
are relatively conservative force in the English language as they
tend to reverse or at least slow the historical divergence between
orthography and phonology.

SOUND PATTERNS IN ENGLISH

According to Chomsky and Halle (1968) states that the
parallel ends do not have any exhaustive, systematic and
methodologically reliable account of the sound structure will bring
out equally useful in rights. As Bansal (1983) points out, the
major problems in the phonological analysis of English concerns
the collection of representative samples and resolution of the
diversity seen from one speaker to another and in the speech of the same speaker. It appears that in second language varieties, Phonological Phenomena are learnt by leaving out the various conditioning factors which go along with them in native dialects. The reasons are to be facility in learning the phenomenon. Pandey (1981).

Some researchers (e.g. Larsen freeman 1976) have discussed the perceptual saliency of certain morphemes as a way of explaining relative accuracy rates. The phonological shape – that is an extra – syllable or a particular sound – may lend a morpheme prominence. The study of the acquisition in English as a second language (Zobol 1980) reports the systematic use of “did” in verb Phrases to express past events.

According to Ketch (1985) has suggested that the second language (English) students had significantly greater success in dictation when the rate of speech of lecture listening passages was slowed down.

**LEARNING ENGLISH FOR PARAMEDICAL STUDENTS**

Learning English is a key factor in the development of knowledge and language. The nursing students have to interact with teacher, doctors, and sometimes with the patients in English. So nursing student should have language proficiency to
communicate with others. In all the Hospitals and Pharmacies Prescription of the drugs are in English all over the world. Hence the Nursing students should be trained to those drugs Names to comprehend, to read and to write in English. Using English language means making a choice or network of choices and putting themselves together and also activating the language learners ability to produce texts in the regarding to their subject, and help them to write the reports of the patients grammatically. English language plays a major role among nursing students. They should be forced to learn all the subjects in English right from the first year onwards. The present study tries to identify the various problems faced by nursing students in reading and writing skills and to suggest some remedial measures to overcome the problems faced by them.