CHAPTER II
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METHODOLOGY

Research is a systematic observation conducted to test various skills such as reading and writing skills, and to find out solutions based on the collected evidence. So any research should have systematic approach and framework within which the proceedings of the research should be conducted.

Language teaching is an important part of applied linguistics. Applied linguistics can be defined as a discipline which seeks to explain how language can be acquired and used in the practice of social life. It explores the role of language in understanding practical problems of human communication and language learning. The present research is on the learning process of English as a second language for which a scientific method of study is the best suitable one to get a better result.

The researcher designs the methods and applies them in this study. They are:

1. Research problem
2. Framing the questionnaire to collect data
3. The size of the sample to which the test has been administered.
4. Method of administering and collecting the data.
5. The process of analysis and presentation.
RESEARCH PROBLEM:

Any investigation starts with the identification of the errors (or) problem and aims to give proper solution to it. The problems undertaken in the study are as follows.

FRAMING THE QUESTIONNAIRE TO TEST THE OBJECTIVES.

The questionnaire was one of the major sources of data collection. The questionnaire was prepared with the help of a pilot study conducted earlier on the basis of textbook of English meant for nursing course.

The Parameters used to design the questionnaire were sex, social satus, Medium of instruction, Communication in English at different situation, general reading and interests and a set of statements to test their language attitude towards learning English.

Problem 1: To understand the learning process of English on the basis of socio-economic background and attitudes of student's different tests were conducted. The study has been based on the analysis related to social back ground, attitude, general reading, writing and comprehension ability of the students.
This is because it's quite obvious and natural that the socio-economic problem of the students has much to do with his learning process. The researcher had given a set of questionnaires to test the general views of the learning process (analyses) of paramedical students towards English learning, proficiency of various skills of language learning are clearly summarised on the basis of scores.

**PROBLEM 2: LEARNING PROCESS OF ENGLISH IN READING SKILL.**

The mode of testing in reading skill was administered for five levels such as the level of sound (The process of sound) TASK I: Word (The process of producing approximate word) TASK II: Sentence (The process of producing constructions), and TASK III: Paragraph (The process of understanding and answering for the given hints), TASK IV: Essay (The process of understanding) TASK V: etc. All these tasks are measured on the basis of answers given by the students.

**PROBLEM 3: LEARNING PROCESS OF ENGLISH IN WRITING SKILL:**

The method of testing in writing skill was administered in five levels such as the level of sound (The process of writing
sounds) TASK - I: Word (The process of comprehending meaning and associating words), TASK II: Sentence (The process of selecting sentences), TASK III: Paragraph (The process of Production of paragraph), TASK IV: ESSAY (The Process of description), TASK V: etc. The above tasks were administered to the informants in the form of questions and the responses were measured on the basis of scores.

The investigator prepared a questionnaire for identifying various errors in reading and writing skills and the questionnaires were administered to the informants. The items included in the questionnaire were as follows:

1. **Questions related to the informant's social background:**
   1. Name
   2. Sex
   3. Age
   4. Educational status
   5. Mother tongue

II. Questions related to the informant's language proficiency.

III. Questions related to the informant's classroom interaction.

IV. 1. Informant's classroom interaction.
2. Informant’s language attitude towards English.

3. Informant’s speaking skill.

4. Informant’s classroom background.

5. Sociological behavior.

6. A Pair of words was also given to the students to measure their comprehension skill.

Test materials were prepared for reading, writing and comprehension skills. Tests are constructed in order to test the ability of students in various levels such as sound, word, sentence, paragraph and essay. Five tasks were designed with respect to reading taking their textbook into concern.

To test the skill of reading, the researcher selected words, definition, paragraphs and essay from their Nursing textbooks.

The writing materials related to the five levels of language were drawn from the cited text books as follows:

Tests are constructed in order to test the ability of students in various levels such as sound, word, sentences, paragraph and essay. The materials related to the five levels are designed with respect to reading based on the consultation of Nursing textbook.
**Sound Level**

Sound level is taken into account in order to identify whether the students have difficulty in pronouncing a set of words given in written form. The paramedical students were asked to read it aloud. 10 words were given and the pronunciation of the students were recorded in a tape.

**Word Level**

Word level is taken into account in order to identify whether the students have difficulty in producing an appropriate meaningful word. Some words were given and the students were asked to combine words into sentences.

**Sentence Level**

Sentence level is taken in order to identify whether the paramedical students have ability to make use of words appropriately in sentences.

**Paragraph Level**

Paragraph level is taken up in order to identify whether the respondents have ability to understand a given passage and to test whether they are able to produce the answers drawn from the paragraph for the given questions.
**Essay Level**

Essay level is used in order to identify whether the students have understood the given passage, and create or modify the contents and form of the essay.

**Analysis of writing skill.**

Tests related to writing skill have been constructed to identify the students have the ability to write units belonging to various levels such as, sound, word, sentence, paragraph and essay. These five writing tasks are designed taking Nursing course English text books.

**Sound Level:**

For testing the writing skill at this level 10 words were given as dictation drawn form paramedical textbooks and they were asked to write them. (TASK-I).

**Word Level**

The respondents were asked to write the meanings of the words which were given in their questionnaire (TASK – II a) The respondents were asked to produce the associated words to the cue words which were given in their questionnaire (TASK – II (b)).
**Sentence Level**

The respondents were asked to write the parts of the sentence, which contribute to the understanding of the given optional sentences on the whole (TASK - III).

**Paragraph Level**

The respondents were asked to write a paragraph taking the hints given in their questionnaires (TASK-IV).

**Essay level**

The respondents were asked to write a paragraph taking the hints given in their questionnaires (TASK - V)

**Size of the Sample**

A Sample of 200 respondents was selected randomly for the present study from Coimbatore and Periyar Districts of Tamil Nadu. Ten colleges offer the Nursing Degree Course under Dr. M.G.R. Medical University, in Coimbatore and Periyar districts of Tamilnadu, of which 20 Paramedical final year Nursing students were selected from each college of both the districts for the present study. Both boys and girls were taken for the present research. The
detailed information about the paramedical Colleges is presented below.

**Table – 1 Name of the Paramedical Colleges**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Coimbatore</th>
<th>Periyar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K.G. College of Nursing</td>
<td>1. Sara College of Nursing</td>
</tr>
<tr>
<td>2</td>
<td>J.K. College of Nursing</td>
<td>2. Bishop College of Nursing</td>
</tr>
<tr>
<td>3</td>
<td>P.S.G. College of Nursing</td>
<td>3. Annai Meenakshi College of Nursing</td>
</tr>
<tr>
<td>4</td>
<td>Sri. Ramakrishna College of Nursing</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cheran College of Nursing</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>KMCH College of Nursing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>R.V.S. COLLEGE OF NURSING</td>
<td></td>
</tr>
</tbody>
</table>

**Method of Administration of Questionnaire and collection of data.**

The respondents were taken from Coimbatore and Periyar district. Various tasks of reading and writing were assigned to the student through a questionnaire prepared for this purpose. Before getting the responses from the respondents, the given tasks were explained.

Any doubt that was raised when the questionnaire was administered was cleared and only after this process the students were permitted to write their responses to the question items. It took hardly two or three hours for administering the questionnaire.
to the respondents and for eliciting the required data from them. Finally the filled in questionnaires were collected and analysed.

**Processing and Analysis of the data**

In the process of analysing the collected data, the main aim was to focus on the errors that were made by the students at various levels in each skill.

Various skills (Reading and writing) and comprehension tasks in different levels namely sound level, word level, sentence level, paragraph level and essay level were given their due place in the questionnaire. The abilities of students in using English at these levels were analysed by way of adopting qualitative and quantitative methods.

**Reading Skill**

The researcher prepared some questions for carrying out direct interview. (The respondents were asked to read aloud the pair of words). Also the students were asked to make use of words in a sentences, produce appropriate words, respond to question and answer, pick out the correct answer from the option, etc. The errors committed by the informants were identified and classified making use of qualitative and quantitative analytical methodology.
The errors which were made by the respondents at various level in reading skill are classified as given below:

**Sound Level - Task - I.**

The errors in the sound level were detected on the basis of the recording of the errors committed by the respondents in phonological level which involves change of vowels, change in consonants, errors based on transposition of sounds, based on incomplete knowledge and as errors due to other reasons. It is observed and identified from the data that the respondents have committed errors due to confusion and lack of attention in the second language (Task - I).

**Word Level - Task-II**

Word level test is meant for testing the process of understanding combination of words and reproduction the appropriate words. The errors are identified based on the responses. The pattern used in this analysis is as follows.
Sentence level (TASK -III)

The errors committed in the sentence level analysis was made on the basis of understanding a word which is given by in the questionnaires.
**Paragraph level (TASK – IV)**

The errors committed in the paragraph level were analysed giving attention to the understanding of the passage and answering to the given set of questions which are expected from the students.
**Essay level (TASK-V)**

The errors committed by the respondents in the essay level are analysed and presented.
The researcher prepared some words meant for dictation, meaning test, association test, sentence completion test, for the paragraph test, and essay test. The errors that were by the respondents in the various levels of writing are as follows.

**Sound level (TASK - I).**

In this level ten words were selected from their Nursing text and given as dictation to the respondents to test the ability to identify the vowels and consonants (Phonological level).
Word level (TASK - II) 1

In word level, ten words were selected from Nursing text book and the informants have asked to write the meaning for each word. The given responses were analyzed.
**Word Association Test - II**

The respondents were asked to write all the words that come to their mind when seeing the given set of words.

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**Sentence level (TASK - III)**

In this level, the respondents were asked to respond only to the questions which directly elicit the information present in their Nursing text. They were asked to choose the parts of the sentences which fit in correctly. The mode of analysing the question as follows.
Paragraph level (TASK - IV)

In this level, a known title was given to the respondents and they were asked to write a paragraph (Hints given). The errors committed by the respondents were analysed taking into focus comprehension and writing above. This test reveals how text materials have influence over the development of writing ability in students.
**Essay level (TASK - V)**

In this level, a known title was selected from their Nursing text and the students were asked to produce an essay. The errors committed by the respondent's were analyzed.
Aim and Objective of the study

The present study is undertaken in order to find out the following in relation to the skill of production and comprehension of second language items.
**Reading skill**

1. How for the second language English is understood by students (based on their sociological background)?
2. How English words are comprehended and produced (Phonological level).
3. How the appropriate words are produced which safe guard the reading of the given sentences. (Word level).
4. How the words are used by students in a sentence (sentence level).
5. How does every respondent understand the essay and mark out the correct response (essay level).
6. How does every respondent understand the passage and express the views. (Paragraph level).

**Writing skill**

1. How do the respondents understand the accent of words (sound level)?
2. How the Particular and Correct meaning of a word is produced (word level).
3. How do the respondents choose the part of a sentence from the given options? (Sentence level).
4. How do the respondents understand the hints and develop their views in a paragraph form (paragraph level).
5. Whether the respondents have the ability to distinguish grammatical sentences from ungrammatical sentences (Essay level).

The Main Components of the Research Frame.

The Proceedings and the results of the present research are reported under the following chapters.

Chapter I: Introduction.

This chapter is introductory in nature. It gives a brief note on language learning process, meaning of reading and writing and the learning process involved while reading. The skill of writing, definition of writing, various approaches to reading and writing skills, etc., are discussed in this chapter.

Chapter - II: Research Methodology.

This chapter explains briefly, the research problems, framing of the questionnaire, the size of the sample, the method of administration, the process of analysis, and the statistical methods used for analyzing the sample etc.
Chapter - III: Socio Economic Background of the Respondents.

The third chapter explains the socio-linguistic profile about the informants and the various skills such as the proficiency of the informants in their mother tongue, proficiency in other languages, their language attitude their skill in reading, speaking and understanding etc.

Chapter - IV: Reading skill

This chapter deals with language production themes and its relation to comprehension. It also exposes the qualitative analysis of the responses obtained from the respondents with regard to the reading comprehension related to sound, word, sentence, paragraph and essay etc. Responses related to the task which were given in correct form were dealt with in detail.

In this chapter the result of the analysis of the data collected from the students with regard to reading comprehension test, (sound, word, sentence, paragraph and essay) is exposed from a quantitative perspective. A brief description about the errors committed by the students and the reasons behind such errors etc., are also dealt with.
Chapter V: Writing skill

This chapter deals with language production, particularly producing language through writing. A qualitative analysis of the responses obtained from the respondents with regard to writing is presented. The writing test was given to the respondents in relation to sound, word, paragraph and essay levels.

The result of the analysis of the data received from the students with regard to writing skill is also presented from a quantitative perspective. The errors committed by the respondents in writing and the reasons behind such errors are dealt with in detail.

Chapter VI: Conclusion

The chapter contains the conclusion and the findings based on the tests given for testing the degree of the ability paramedical students have in reading and writing. This enables the verification of the objectives framed with regard to reading and writing. This chapter summarizes the finding of the thesis and concludes with some suggestion for improving the skills of reading and writing English among paramedical students.