

**Mother Tongue Interferences amongst
Nicobarese Students Learning English as a Second Language at
Undergraduate Level in Andaman & Nicobar Islands:**

A Study in Error Analysis

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Abstract

This paper identifies the problems of learning and teaching English as second language in colleges of Andaman and Nicobar Islands primarily by those who are speakers of 'Nicobarese' language in Andaman and Nicobar Islands. The main focus of the study is Great Andamanese language and Nicobarese Mother Tongue interferences in learning English as a second language. This study also focuses on the importance of English language education based on the problems of the present-day language curriculum in Andaman. The research also aims to explore the experience of students learning English as a second language and the problems faced by them in reading and writing skills.

Keywords: Error Analysis, Intra lingual errors, Interlingua errors, Mother Tongue Interferences (MTI), Great Andamanese Interferences, Structure and the complexity of the target language, English as a second language (ESL), interference.

1 Introduction

In the process of English Language Learning and teaching there are many difficulties and challenges faced by the Nicobarese English learners specially to attaining basic language skills (LSRW). Several issues crop up while learning and teaching English as a second language. In this situation, English language teachers are trying various techniques and teaching methods in schools and colleges. The challenges are not completely overcome. So an attempt has been made to study the challenges while learning and teaching English in Andaman and Nicobar Islands.

This work aims to explore the difficulties and challenges faced by Nicobarese students learning English as a second language at under graduation level in Andaman and Nicobar Islands

and the problems faced by them can be found in **Mother Tongue Interference**, reading, and writing skills.

According to Sharma (2013), the term Nicobar has been derived from the word 'nakkavaram' which means hill and 'itam' means place and is used to denote Chola Island.

Nicobarese speak their own language 'Pu', and Grierson (1927, PP. 32f), asserted that there are 5 dialects. The people who speak Nicobarese basically belong to a hunter-gatherer community living along the western coast of the Andaman & Nicobar Islands, a part of the Union Territory of India. However, today they are well integrated into modern lifestyle, and they are found in all walks of life. The term 'Nicobarese' is used for the language/ the people/community and their Island, although Nicobarese call them 'pu'.

The Andaman Islands have been the home for indigenous communities comprising of Great Andamanese, Onge, Jarawa, Sentinelese and Nicobarese. All these communities represent 'the first Palaeolithic colonizers of South-East Asia' (Thangaraj, et al, 2003) and remained in isolation for a longer period than any known population of the world.

2. Language of the Nicobarese People

Nicobarese people's mother tongue is Nicobarese Language. Native people called it **Pu**. It belongs to the eastern group of Austro-Asiatic language family. Nicobarese speaks various dialects in Nicobarese language, like Car dialect, Tarasa, Sawai, Pujjuka, Pu along with Khora etc. **Car** is a standard dialect of Nicobarese language (Whitehead G. 1925). It is mostly spoken in Car Nicobar Island.

This work aims to explore the difficulties and challenges faced by Nicobarese students learning English as a second language at the undergraduate level in colleges in Andaman and Nicobar Islands and the problems faced by them in reading and writing skills.

a. Landscape

An archipelago of 572 islands, rocks and rocky outcrop covering an area of 8249 sq km in the Bay of Bengal constitutes Andaman and Nicobar Islands which is a part of the Union Territory of India. It has two sets of islands, namely Andaman, and Nicobar. The two sets of islands are separated by a 150 km wide channel called the Ten Degree Channel. Andaman is spread over 6408 sq km, and is made up of about 550 islands, rocks, and rocky outcrop out of which only 26 are permanently inhabited. Nicobar covers an area of 1841 sq km stretching over 24 Islands out of which 11 are permanently inhabited.

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The islands of the archipelago lie in a crescent that stretches from Cape Negrais of Myanmar to the Banda Arc of Sumatra of Indonesia. The Andamans are considered to be the extensions of the submerged Arakan Yoma mountain range of Myanmar, while the Mentawai Islands to the south and southwest of Sumatra are presumed to be a southern continuation of the Nicobars. The Andaman Islands lie between latitudes 10°13' and 10°30'N and longitudes 90°15'E and 93°10'E. The entire set of Andaman Islands is divided into two: Great Andaman and Little Andaman. Little Andaman is 120 km south from the town of Port Blair. Great Andaman has three main islands, namely North, Middle and South Andaman, separated by narrow passages. The nearest landmass in the north is Myanmar, roughly 280 km from Landfall Island, the northern most islands in the group. The closest landmass to Great Nicobar in the south is Sumatra, which is located at a distance of 145 km. The capital of Andaman and Nicobar Islands, Port Blair, is a small town in South Andaman, at a distance of 1,225 km from Kolkata and 1,190 km from Chennai. To the east of Middle Andaman is a group of islands known as Ritchie's Archipelago, while the Labyrinth group of islands is situated southwest of South Andaman. Ninety per cent of the total area of the Andaman group comprises reserve forests and protected areas. Thirty six per cent of this land is demarcated as tribal reserves. Narcondam and Barren are two islands of volcanic origin. The former is supposedly extinct, while the latter is still active.

The Nicobar group is spread over an area of 1841 sq km of which 1542 sq km area is covered by forests. This group consists of 24 islands in three distinct clusters. The northern group consists of Car Nicobar and Batti Malv; the central or the Nancowry group includes Tillangchong, Chowra, Teressa, Bompoka, Trinkat, Kamorta, Katchal, and Nancowry. The southern group consists of the two large islands of Little and Great Nicobar together with Pigeon, Megapode, Kondul, Pilo Milo, Menchal, Teris, Trak and Meroe Islands. The entire Nicobars have been declared a tribal reserve. This group of islands is situated in the equatorial belt and has a tropical climate which is warm, moist, and equitable. The temperature here ranges from 18°C to 35°C. They receive rains from both the Northeast and the Southwest monsoons, with average annual rainfall in the range of 3000–3500 mm.

b. Demography

The present day Andaman and Nicobar Islands is home to people belonging to different sects and religions. The arrival of non-autochthons (non-indigenous) started with the establishment of the British colony when the colonizers brought in with them laborers, convicts, and others. Many of them settled in the Islands. Government policies in the Post-Independence era were also marked by inhabiting the Islands with non-autochthons to colonize the Islands. In this era the first settlers on the islands were groups mostly consisting of refugees from

Bangladesh (then East Pakistan) and Sri Lanka. The inflow of non-autochthons continued, and islands were populated by different types of communities. The group of non-autochthons included people who came to the Islands to seek jobs (some as contract laborers) and for trades. This resulted in a varied population which settled in various pockets throughout the Island. Some of these pockets are located on the fringes of Jarawa Reserve Area.

c. Nicobar Island

Nicobar is one of the districts of Andaman Union Territory. ‘Nicobarese’ is the language of the people of the Island of Car Nicobar, which is part of the Malay Peninsula. Car Nicobar is the northern most, most heavily populated, and flourishing Island of the Nicobar group.

Since the middle of the seventeenth century the ‘Nicobarese’ speakers have been in contact with the outer world. Portuguese sailors and French missionaries are the first people recorded to have stepped on the Islands. There are more than three tribal groups (namely, *the Nicobarese*, *Shompen* and *Keran*) living in Nicobar district. The Car Nicobar is one of the most important dialects and is locally called ‘*Pu*’. It is considered the standard dialect. The ‘*Pu*’ language belongs to Austro-Asiatic family. This language community lives in many Islands like Car Nicobar, Camorta, Katchal, Campbell Bay, Tarasa, Rangat, Mayabunder and Port Blair. The medium of instruction in the schools and Colleges of Andaman and Nicobar Islands is Hindi, English, Tamil, Telugu, or Bangla.

3. Related Studies

The term *tribe* is derived from the Latin word ‘tribes’ meaning the ‘poor or the masses’. In English language the word *tribe* appeared in the sixteenth century and denoted a community of persons claiming descent from a common ancestor.

Sakthivel (1976) states that the term ‘tribe’ is derived from a Latin root, the middle English term ‘tribuz’ meaning three divisions into which the early Romans were grouped, which later came to evolve as the modern English word ‘tribe’. With the Romans, the ‘tribe’ was a political division while the Greeks seem to have equated it somewhat with their ‘fraternities’ at some times and with geographical divisions at others.

In Irish history, though, the term meant families or communities of persons having the same family name; nowadays the anthropologists and sociolinguistics of western origin have defined the term as ‘a race of people, now apply especially to a primary collective of people in a prehistoric or barbarous state under a head man or chief’.

3.1. Linguistics Profile of the Region

According to the Census of India 2011, the total population of ‘Nicobarese’ tribes is 36,844 in state population. Their population in Car Nicobar is 17,841 (2014) There are 15 villages with no panchayat but only a Tribal council in the hamlets in Car Nicobar. According to RP Sharma (2013) the term Nicobar has been derived from the word ‘nakkavaram’ *nakkam (boat or ship)+varam (place or base)* which means shipyard or Naval base, hill and ‘itam’ means place and is used to denote Chola island. Nicobarese speak their own dialect *Pu*. These people migrated to many islands. Karunakaran (1971) says, “The dialect of the Nicobar Tribes is a dialect of Nicobarese and is being spoken by 11020 people who live in Nicobar. Car Nicobar is situated in Nicobar district in Andaman and Nicobar Islands. The total area of Nicobar is 1841Sq Km. the number of the islands is 19 in Nicobar group. The total number of villages in car Nicobar is 15. Car Nicobar is divided into 15 Tribal Council Raj which comes under one Tribal council union. The main livelihood of the people of Car Nicobar is fishing and coconut plantations. They belong to the social community called “*Nicobarese*”.

Table 1: NICOBARESE TRIBES

Tribal	Family	Group	State	Population (2001 census)
Nicobarese	Austro-Asiatic	Khmer-Nicobarese	A&N Islands	17,841

The total population is 17,841 (2014)

Car Nicobar sub-division.

1 Sawai

2 Perka

3 Malacca

4 Mus

Das. A.R. (1977).

According to the 2011 census, Nicobar district has a population of 36,844. Approximately equal to the country of Liechtenstein. This gives it a position of 636th in India (out of a total of 640). The district has a population density of 20 residents per square kilometer (52/sq mi).

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4. Error Analysis

In a general sense 'error' means 'a thing done wrongly' (Oxford Dictionary, 2000). Errors in language are identified and affirmed as 'non-standard form' or 'unusual form' of language use. As language inherently possesses grammatical rules and semantic inferences, user is expected to convey it through reproduction or arbitration in an identical manner. *Longman's Dictionary of Linguistics* describes 'Error' as "the use of linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning." So, the concept of error is nothing but society-centered misuse of language. Although languages evolve through the need of communication, individual manipulation of language is accepted till it conveys 'social meaning.'

Error Analysis can be defined as "the study and analysis of the errors made by second and foreign language learner." This analysis is generally conducted through learning process and efficiency tests, and it has provided solutions for language learning. Classification of errors is integral part of the analysis in question. In a broad spectrum of analysis, errors occur in five components: lexical, phonological, syntactic, interpretive, pragmatic errors (Hatch, 1978). Since the evolution of linguistic theories, Linguists focus mostly on 'rule-bounded learning' and 'language proficiency.' In language learning process errors take an important position, as it has been one of the main features since the existence of Grammar Translation Method, which is the first established method of second/foreign language learning. The description of error also leads to the discussion of questioning the cognitive process, not only confining to just errors which occur during the repetition.

Studies considering the emergence of errors in learning target language reveal that some errors result from association of LI and MT into Target Language, which means interference into Target language. Foreign language studies were goal-centered as it aimed directly at FL grammar and as a result did not involve clear methodological and analytical procedure. Until the error analysis developed as a separate field, scientific and systematic study of errors could not be conducted. "The concept of language universals which came with the cognitive paradigm became an indirect cause of error analysis" (Kumar Ramesh M. 2014).

5. Methods of Obtaining the Data

5.1. Selection of Participants

This study was undertaken on a sample size of 150 Nicobarese students from various arts & science and Engineering Colleges in Port Blair. Third-year intake is nearly 30 to 40 students in each college. Total strength may be 500 to 700 in each college. Jawaharlal

Nehru Rajkiyya Mahavidyalaya (JNRM), Port Blair; Andaman College (ANCOL), Port Blair; Ambedkar Polytechnic College (B.E. stream), Port Blair; Andaman Law College, Port Blair are the colleges identified for the present study.

5.2. Preparation of Questionnaire

Questionnaires prepared for students were based on opinion about language teaching and about the importance of English language and its use. The questionnaire included objective type questions based on the importance of English language which was judged on five-point Likert scale. The other section of the questionnaire included essay and paragraph writing to judge their language aptitude. The questions focused on gathering information about English language teaching in their college, its uses, and its importance. It also included additional information about their interest in learning English.

The given topics for Paragraph Reading were general. The topics were selected as such that they would elicit the students' personal experiences, impressions, and feelings, and thus they would have fewer problems expressing themselves.

5.3. Sampling Procedure

The data of the present study was collected through a cross sectional research design. The use of this research design does not necessarily imply that the longitudinal method is not a useful method, but it is just that the cross-sectional method serves the immediate purposes of the study.

There are 601 samples we collected from students of under graduation level. 3rd year students in five different colleges. Four from south Andaman district and one from North and Middle Andaman district all are government go colleges one is polytechnic college and four Arts and Science colleges out of these 601, 150 samples were selected for the analysis. All together there were five groups.

1. Jawaharlal Nehru Rajkeeya Mahavidyalaya (code: JNRM)
2. Andaman College, Port Blair (code: ANCOL)
3. Dr. B.R. Ambedkar Institute of Technology (code: DBRAIT) Port Blair
4. Mahatma Gandhi Government College, Mayabunder (code: MGGC)
5. Tagore Government College of Education (code: T.G.C.E)

6. Significance of the Study

This study will identify Mother Tongue Interferences amongst Nicobarese Students Learning English as a Second Language at Undergraduate Level in Andaman & Nicobar Islands.

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The research aims to explore the experience of students learning English as a second language and the problems faced by them in reading and writing skills.

The present study was empirical in nature and the data inputs were both quantitative as well as qualitative. It was cross sectional and limited to five colleges in Andaman and Nicobar Islands out of the three districts.

7. Data Analysis and Interpretation

The present study was empirical in data nature and the data inputs were both quantitative as well as qualitative. It was cross sectional and limited to five colleges in three district of Andaman and Nicobar Islands. The data was collected by using questionnaires for students.

7.1. Language Ability Test (LAT)

This test has a total 50 marks (1 hour) language ability test (LAT) and it is is meant to ask the participants' linguistic competence in the target language. It had 8 parts.

In part I (LAT) there was 'Read the following paragraph to check the reading ability. 5 marks allotted 10 minutes.

In Part II, read the following passage and answer the question given below. 5 marks were allotted, and time allowed was 10 minutes. There are five questions asked with each question carrying 1 mark.

Part III is devoted to 'Grammar' in these part there are 4 section each section contains 5 marks part III Multiple Choice Questions (MCQ).

Section 1 Choose the correct or more suitable forms of the verbs to fill in the blanks.

Section 2 put the adjectives in brackets in these sentences in the most appropriate order.

Section 3 devoted to Articles fill in the blanks with a /an/or the.

Section 4 related to prepositions 'Complete the sentences with at, in or on.

Part IV is devoted to writing paragraph 'write the paragraph in above 250 words. 10 marks time allotted 15 minutes.

There are two topics both taken from their textbook.

- a. Dimensions of Creativity- Dr. A.P.J. Abdulkalam
- or
- b. The Massage of Visva-Bharati – Indra Gandhi.

Part V is devoted to a short essay writing. 10 marks time allotted 15 minutes. There are three choices. Among the three topics two are directly related to Andamans and Nicobarese own culture.

- a. Andaman is the best Tourist Spot.
or
- b. Nicobarese and **ah-un** Festival.
or
- c. If I were a Prime Minister of India.

8. Intra Lingual Errors

Linguistics Category Taxonomy

The researcher applied the Dulay, Burt, and Krashen's (1982) sample of Linguistics Category Taxonomy in this data analysis.

STUDENTS RESPONSE	LINGUISTIC CATEGORY AND TYPES OF ERROR
A. MORPHOLOGY	
1.Learner's Error A. Learner's Error a. "after Tsunami, a M.P. surveyed the affected Islands"	1. Indefinite article incorrect "a" is used instead of 'an' "an" is used instead of 'a'

b. "an arm" c. "an university"	"an" is used instead of 'a'
B. Learner's Error a. "a umbrella" b. "a m.p."	"a" is used instead of 'an' "a" is used instead of 'an'
2. Learner's Error a. "Brother bat"	2. possessive case incorrect Omission of 's
3. Learner's Error a. "The dog help women". b. "the leaf fall downs"	3. third person singular verb incorrect i. Failure to attach -s ii. Wrong attachments of -s
4. Learner's Error a. "the man save her" b. "she goed to Malacca Jetty" c. "she fall in the well" d. "it been close to her"	4. simple past tense incorrect a. regular past tense i. Omission of -'ed' ii. Regularization by adding -'ed' iii. Substitution of simple non-past iv. Substitution of past participle
5. Learner's Error a. "they were call" b. "she was call"	5. past participle incorrect i. Omission -'ed'
6. Learner's Error a. "Raja get up more higher"	6. comparative adjective adverb incorrect i. Use of more + ed ii. Simple past error

B. SYNTAX	
1. Learner's Error	1. Noun Phrase
a. "they not went in hole" b. "it no go in hole" c. "scoba dyver fall down on the head" d. "she keep it in the her reading room"	a. Determiners i. Omission of Article ii. Omission of Article iii. Substitution of definite article for possessive pronoun. iv. Use of possessive with the article
2. Learner's Error a. "by to drive it" b. "the dog helped her putting life jacket on the sea water"	b. Nominalization i. Simple verb used instead of -ing ii. Preposition by omitted
3. Learner's Error a. "they got some life jacket" b. "she got some letter" c. "pig stab him in the teeth"	c. Number i. Substitution of singulars for plurals ii. Substitution of plural for singulars iii. Simple past require
4. Learner's Error a. "she push the old women" b. "she pinch the child" c. "is good to help poor" d. "is nice to support tribal people" e. "she don't know (it) in our Great	d. Use of pronouns i. Omission of the subject pronoun ii. Omission of the "Dummy" pronoun 'it' iii. Omission of object pronouns

<p>Andamanese language”</p> <p>f. “I don’t know (it) in Pu”</p> <p>g. “our boat it went to capbell Bay”</p> <p>h. “so she can take it” (referring to sea shells)</p> <p>i. “me give it’</p> <p>j. “me did it”</p> <p>k. Me done work”</p> <p>l. “me and he went to chidiyatapu”</p>	<p>iv. Subject pronoun used as a redundant element “went” is used instead of- ‘go’ “capbell Bay” is used instead of – ‘Cambel bay’</p> <p>v. Alternating use of by pronouns number as well as gender</p> <p>vi. Use of ‘me’ as subject</p> <p>‘chidiyatapu” is used instead of – ‘Chidiya Tapu’</p>
<p>5. Learner’s Error</p> <p>a. “they came (to) the Gandhi Park”</p> <p>b. “they go (to) the cellular Jail and watch the light and sound show”.</p> <p>c. “It fell down from the sea water” (for, on, into?)</p>	<p>e. Use of prepositions</p> <p>i. Omission of prepositions</p> <p>ii. Misuse of prepositions</p>

9. Interlingual Errors

Mother tongue interference in English for the Nicobarese speaking students were found in various parts of the speech like Noun - house-hold articles, birds, animals, vegetables and fruits and vehicles and kinship terms. Further, they were also found in other parts of speech like adjective, adverb, and verb.

9.a. Nicobarese (Pu:) Interferences

Noun

Sl.No	Nicobarese (Pu:)	English Meanings	Nicobarese (Pu:)	English Meanings
	Designation		Vehicles	
1	tev/ngam [təɪv]	God	poos [pu:ʃ]	Bus
2	misumai [mɪsumɑɪ]	king	saikool [ʃaɪkœ]	Cycle
3	misumami [mɪsɑsumɑɪ]	queen	aap [ɑ:p]	Nicobari Boat
4	ayom [ɑyɔm]	Head of the family	chong [çɦɔŋ]	Ship
5	da [dɑ]	Male teacher	fennru [fenn:ru]	Aeroplane
	House-hold articles		Birds	
6	piloon [pɪ.lɔn]	Spoon	aanntu [ɑ:nəntʃ]	duck
7	ranat [rənət]	Bohle	kavoo [ˈkavɔ]	duck
8	sook [su:k]	drum made up of bamboo	talooookoo [təlœœxu]	Parrot
9	patti [patɦɪ:]	house	mingeuunnkoo [mɦɪŋdʒuŋxœ]	Owl
10	chaapi [chāpɦɪ]	Key		
	Animals		Vegetables and Fruits	
11	am [am]	Dog	chaf [tʃɦɛf]	Tamarind
12	ha-un [ɦäun]	Pig	kuk [kux]	Coconut
13	kumit [ku:ɦɦɪt]	Rat	mangka [mɑŋɑ]	Mango
14	kumeeaan [kumœɑ:nu]	Cat	fɦrung [fɦruŋ]	Pine Apple
15	nuna [nu:nɑ]	Bull	apöl [apol]	Apple

While analyzing free composition the researcher came through many Nicobarese words interfering the English sentences. For e.g.:

- a. I went by chong
Instead of writing I went by ship.

- b. am is barking when he saw me
Instead of writing dog was barking when he saw me.
- c. Apöl is very tasty
Instead of writing an apple is very tasty fruit

9.1. Mother Tongue Interference and Other Words Errors Revisited. Mother Tongue Interferences (MTI)

a. Noun words

Kinship terms

Sl.No	Nicobarese (Pu:)	English Meanings	Nicobarese (Pu:)	English Meanings
1.	ma [ma:]	mother	feel [fi:]	mother
2.	pa (Car dialect) [pa:]	father	pha [pha:]	father
3.	ayom [ayom]	grandmother	ayya [ayya:]	grandmother
4.	ayom [ayom]	grandfather	tah [tah]	grandfather
5.	roof [ru:f]	sister	roos [rooʃ]	sister
6.	choon [chu:n]	brother	chon [tʃɔn]	brother
7.	yom (Tarasa dialect) [yɔm]	Grandparent, grandchildren	yom [yɔm]	grandparent
8.	pa [pa:]	maternal uncle, paternal uncle	pha [pɦa]	maternal uncle, paternal uncle
9.	po [pɔ:]	Mother, aunt	po-o [po:]	grandmother
10.	pa [pa:]	Male elders	po[pɔ]	female elders, maternal aunt, paternal aunt

In Nicobarese language we found many words in single meaning a word like ma, pa, poo, and yom. Ma means mother, aunt, grandmothers. Pa means father, uncle, grandfathers, and elders. Likewise Po means mother, grandmothers, aunt, and elderly lady. A word like Yom denotes Grandparent, grandchildren like grandmothers, grandfathers both maternal and paternal, grandsons, granddaughters, both daughters' children and sons' children.

b. Verb

Sl.No	Nicobarese 'Pu' words	English words
1.	chaal [chãl]	To hit

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2.	fal [fa:]	cut
3.	oak [əuk]	drink
4.	leuuich [ləuuíç]	planting
5.	khanu-ha-hoo [kʰanu ha hœ]	To celebrate Pig festival
6.	tam [tām]	throw
7.	chu-ö chin [tʃuœtʃʰən]	I am
8.	tö kiröng [tʰɔrɔŋ]	Grand
9.	Manötö [maŋɔtʰö]	Laugh
10.	Minuekō [minuəxö]	Look
11.	rôlrô]	Talk
12.	ayôrah[ayôrəh]	Shout
13.	keuheut ['keu:xəut]	Complete
14.	kirööngöreh [kirœgɔurəh]	Go
15.	ngaich[ŋaitʃ]	Went
16.	lon[ʃən]	Like
17.	celacno[çəlacnɔ]	Plant
18.	inyööken[ɪzɪŋyôŋi]	To relief
19.	lyalretta[lyalrɪtʃa:]	Teach
20.	dekac['dɛxax]	learn

In Nicobarese language verb (V) comes first; its synthetic structure is different from English sentence structure. English has SVO pattern while Nicobarese has VSO.

For e.g.:

- oak we coconut water
Instead of writing we drink coconut water.
- leuuich I banana trees in my garden
Instead of writing I planted banana trees in my garden.
- Joselyne wants to rô with her brother John.
- Instead of writing Joselyne wants to talk with her brother John.

c. **Adjective**

Sl. No	Nicobarese 'Pu' words	English words
1.	rooichoon choon [rœitʃu:ŋ tʃuŋ]	Green Tree
2.	charn vooi [çarŋ vœi fvi]	Flexible Weapon
3.	hooii [fvi]	Thin

4.	leuich mark [[əiçts̄ a:x]	Cold Water
5.	tang [taŋ]	Bright
6.	tö kuchik [tö xut̄ʃik]	Tasty
7.	vaiyö mineukö takô [va:jö miŋəuxo [αχ]	Quite clearly
8.	pi-a [pi:ə]	Probably
9.	harivlon [həriv{u:ŋ]	Sadly
10.	huröich [huröits̄]	Out
11.	nēt [nət]	Twice
12.	Öheuheu ['o·heuihəu]	Often
13.	kaichö [xəiçhō]	Enough
14.	tö-ulö mak[[t̄æ u ö ma:x]	Well
15.	feus [fəus]	quickly
16.	falveut [falvəut]	speedily
17.	aratom [a:ɾətom]	old
18.	leuuich [l̄əiçts̄]	patiently
19.	rabuku [rəbuxu]	Female pig
20.	Imikah re öm la-evren [imixxäh̄ rə öm la əvr̄êŋ]	Act wisely

Many Nicobarese students are using Nicobarese 'Pu' words adjectives while writing free compositions. Nicobarese words hooii instead of writing thin, tang instead of writing bright, pi-a instead of writing probably, net instead of writing twice.

For some examples:

- The fishermen took hooi rope from the boat.
instead of writing the fisherman took thin rope from the boat.
- My po-o (grandmother) told me net (twice) a day
instead of writing my grandmother told me twice a day.
- Her pa (uncle) would pi-a (probably) never see Jarawa again
instead of writing Her uncle would probably never see Jarawa again.

d. Adverb

Sl. No	Nicobarese 'Pu' words	English words
1.	mooii [mooii]	patiently
2.	fal veut [fal veut]	Run fast
3.	oak feus [oak fəus]	Drink quickly
4.	feus minuekō [fəus miŋuəxō]	Quick look

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5.	mooii rô [moiirô]	talk patiently
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While analyzing the free composition the researchers found that the students are using Nicobarese adverbs in their essays especially for when English adverbs are larger than Nicobarese adverbs.

For some examples:

- i. mooii is used instead of patiently
- ii. feus is used instead of quickly

1. my sister falveut (run fast) into the forest
instead of writing my sister run fast into the forest.
2. Her choon (brother) oak feus (quickly) coconut water.
instead of writing Her brother drink coconut water quickly.
 - a. holtö ellon re yik an great Andamanese nö kiyung ik abardeen war.
instead of writing Great Andamanese fought bravely in Aberdeen war.
 - b. holtö ellon re nö la envö nö el pano`o`
instead of writing he hardly works in field.
 - c. tökuchik nö ro`ng cho`~n
instead of writing this is a very tasty apple.

10. Structure and the complexity of the target language

While evaluating the students' answer paper, the researcher found that the structure and the complexity of the target language (English) has an effect on reading and writing skills of Nicobarese speaking English learners as the 'Nicobarese' language grammar pattern or syntactical structure is entirely different, for instance the Nicobarese Word order is Verb + subject+ object whereas English language grammar's syntactic pattern is Subject+ Verb+ Object. The researcher found that many students followed the Nicobarese syntactic pattern while writing English.

1. 'Repairing father boat' is written. Instead of writing, Father repairs the boat.
2. 'Cleaning grandmother's house' is written instead of Grandmother cleans the house.

a. Verb

Student response

1. fal cin (v+s) – fal cin(v+s) -jam running (s+v)
2. foot pa (v+s)- foot pa (v+s)- father hit (s+v)
3. oak cuk cin (v+s+o)- oak cuk cin (v+s+o)- I drink coconut wate (s+v+o).

4. tam cin booll (v+s+v)- tam cin booll (v+s+o)-I throw the ball (s+v+o).
5. fang cin chaf choon (v+s+o)- fang cin chaf choon (v+s+o)- I cut the tamarind tree (s+v+o)

b. Adjectives

Student Response

1. chom brush (adj+s) - chom brush (adj+s) -flexible brush (adj+s)
2. rooichoon ranat (adj+s)- rooichoon ranat (adj+s)- green bottle
3. hooii sook (adj+s)- hooii sook (adj+s)- thin bamboo (adj+s)
4. yang bulb (adj+s)- yung bulb (adj+s)-bright bulb (adj+s)
5. hoyoom can (adj+s)-hoyoom can (adj+s)- coke can (adj+s)
6. siro kap (dj+s)-siro kap (adj+s)- sea tortoise (adj+)
7. aratom aap (adj+s)- aratom aap (adj+s)-old yacht (adj+s)
8. leuich mark (adj+s)- leuich mark (adj+s)- cold water (adj+s)

c. Adverb

1. mooii listening (adv)- mooii (adv)-patiently listening (adv)
2. fal veut (adv)-fal veut (adv)- run fast / speedly (adv)
3. oak feus (adv)-oak feus (adv)-drink quickly
4. leuich mooii (adv)- leuich mooii (adv)- planting patiently (adv)
5. tom feus (adv)-tom feus (adv)-throw quickly (adv)

11. Great Andamanese Languages Interference in English

The researcher found that not only mother tongue (Nicobarese) words, but Great Andamanese words were also used frequently by the participants.

The Great Andamanese is one of the endangered languages. There are ten languages in the language family but except for *Jeru* and *Sare*, all Great Andamanese languages are now extinct.

Nicobarese English learner used some words from Great Andamanese languages mostly in Noun Phrase (NP), for instances:

a. Great Andamanese Interferences

fish	flower	tree	bird
bol [bɔ]	camu ['kami]	bol [bɔ]	balat [ba[ɑt]
bonor [bɔŋpr]	ca:o [ca:o]	bottom [bot[tom]	carap [xarɑp]
bullu [bullu]	cjba [cjba]	phoco [foco]	bala [bɑ[ɑ]

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rain	rainbow	snail	shell
cer [tʃɛ:r]	bilurj:wj [βilrj:wj]	kalatop [kalaʈop]	karasue [χarasuə]
reatcle [rɛɑ:tkl]	bo [bɔ:]	kara:wlu [kara:wlu]	kor [kor]
ijine [ijiŋə]	djanu [djaŋu]	gonge [gɔŋgə]	toa [toɑ]
snake	fruit	leaf	bun
sik [ʃik]	erco [ɛr·tso]	tajiofec [tɛjiofɛc]	calo [cɛlɔ]
toba [tɔbɑ]	sulu [su u]	bana [bɑnɑ]	kjro [kj:ro]

b. Students' Response of Great Andamanese Structural Responses with English Meaning

1. bodo set point in chediya tapu- Sunset point in Chediya Tapu
2. heavey cer in Car Nicobar- Heavy rain in Car Nicobar
3. sailing yacht in open siro is very difficult- The sailing yacht in open sea is very difficult.
4. Tsunami killed her atota- Tsunmai killed her son
5. When amimi admitted in GP panth- When mother admitted in J.P Panth hospital.
6. The neighbour's ra broke our fences- neighbour's male pig broke our fences.
7. When big earthquake came to our Island. The mob went to a fix house- When big earthquake came to our Island the mob went to church.
8. My pa iyalretta me how to shoot arrow- my father teaches me how to shoot arrow
9. dekha cin hindi from beginning- I learn Hindi from the beginning.
10. be loi is his passion- Fishing is his passion

12. Research Findings

Findings of the present research study are summarized as follows.

Mother Tongue (Nicobarese) Interferences

Total number of errors by male participants (75) in mother tongue interference is 650 out of 14646. Their percentage error of mother tongue interference is 4.43% whereas female participants (75) made 540 errors in mother tongue interference out of 10677. Their percentage error of mother tongue interference is 5.05%. Total errors of male and female participants (150) made 1190 errors in mother tongue interference out of 25323. Their percentage error of mother tongue interference is 4.09%.

Great Andamanese Interferences

Total number of errors by male participants (75) in Great Andamanese Interferences is 430 out of 14646. Their percentage error of Great Andamanese Interferences is 2.93% whereas female participants (75) made 304 errors in Great Andamanese Interferences out of 10677. Their

percentage error of Great Andamanese Interferences is 2.84%. Total errors of male and female participants (150) made 734 errors in Great Andamanese Interferences out of 25323. Their percentage error of Great Andamanese interference is 2.89%.

- Students' achievement at word (lexical) level is high (76-82%).
- In essay writing students commit spelling errors and grammatical errors in their writing it could be mother tongue influence.
- The structure and the complexity of the target language (English) have an effect on reading and writing skills of Nicobarese speaking English learners as the 'Nicobarese' language grammar pattern or syntactical structure is entirely different, for instance, Nicobarese- verb + subject+ object.
- Most of the students faced difficulties in writing paragraph. Lexical errors in their writing could be either because of Great Andamanese or other native dialects interferences.
- It was found that a number of students were not good in listening and speaking but good in reading and writing.
- Female participants committed a smaller number of errors than their male counterparts.
- Students committed error in essay writing. In essay writing, errors like spelling errors, sentence errors, Mother tongue and Great Andamanese Interferences or first language influence, word repetition, mirror image, analogical errors, illegibility, semantics, and lack of interest in writing.
- Students committed errors in paragraph reading or reading comprehension. In paragraph reading errors like pronunciation could be mainly because of their mother tongue influences and the very fact that most of the times they uttered nasal sounds could be because of the shape of their nose or nasal cavity.

Conclusion

To conclude, this research work shows that a few tribal students have high level of English proficiency because 'Nicobarese' tribes are to be found in Car Nicobar Islands. They speak 'Nicobarese' language at home also. All the students have gained the better language

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competency with more knowledge and language skills after studying English as a compulsory course. Irrespective of the type of assessment used, it was clear that monitoring the exam within a structured framework and blueprint rendered very significant information regarding the efficiency of their teaching as well as the achievements of their students. This study was undertaken with the aim of finding out the worth fullness of tests to evaluate the effectiveness at the under graduation level.

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