

# NICOBARESE STUDENTS LEARNING ENGLISH AS A SECOND LANGUAGE AT HIGHER EDUCATION LEVEL IN SOUTH ANDAMAN DISTRICT: A STUDY IN ERROR ANALYSIS

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**Abstract:** *In the process of English Language Learning and teaching there are many difficulties and challenges faced by the Nicobarese English learners especially to attaining basic language skills (LSRW). Even though several issues crop up while learning and teaching English as a second language. In this situation English language teachers are trying various technic 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 paper identifies the problems of learning 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 Nicobarese Mother Tongue interferences in learning English as a second language. The research also aims to explore the experience of students learning English as a second language and the problems faced by them in reading skill.*

**Key Words:** *Error Analysis, Types of errors in reading, Mispronunciations, Interlingua errors, Mother Tongue Interferences (MTI), Poor Phrasing, Repetition, English as a second language (ESL).*

## 1. Introduction:

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 skill.

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 Cholas Island. In Tamil Nakka means open or wooden boat and 'varam' means village or place specially coastal (villages) region of Cholas like Mayavaram, Pichchavaram, Cholavaram now called Sozhatharam in Cudalore district these regions are ruled by Cholas. So 'Nakkavaram' means Cholas 'naval base' or open Island.

Nicobarese speaks their own language 'Pu', and Grierson (1927, PP. 32f), asserted that these 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 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 both the language/ the people/community and their Island, although Nicobarese calls themselves 'pu'.

## 2. Language of the Nicobarese people :

Nicobarese people's mother tongue is Nicobarese Language in 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 under graduation level in colleges in Andaman and Nicobar Islands and the problems faced by them can be found in reading and writing skills.

## 3. Linguistic Profile of the Region :

Nicobary (*Pu*) belongs to the eastern group of Austro-Asiatic language family. It is majorly spoken in Car Nicobar and some neighbor Islands, as well as Port Blair. It is also spoken in Tarasa Island and in the District of North

and Middle Andaman. Shompen has also found its way down Great Nicobar of the District of Car Nicobar and appears in the deep forest of the Islands, and the Natives Islands of Catchall and Camorta, where it is spoken along with Hindi.

**Table 1: NICOBARESE TRIBES**

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

The total population of 'Pu' speakers of Car Nicobar was 17,841 (2014). It comes under Nicobar Islands group. Sub-division of Car Nicobar:

Car Nicobar sub-division.

- 1 Sawai
- 2 Perka
- 3 Malacca
- 4 Mus

#### **4. Teaching of English in Colleges in Andaman and Nicobar Islands :**

There are three arts and science colleges in Andaman and Nicobar islands they are Jawaharlal Nehru Rajkeeya Mahavidyalaya (JNRM), Port Blair, Andaman College (ANCOL), Port Blair, and Mahatma Gandhi Govt. College (MGGC) Mayabandar. Two teacher training colleges, they are Tagore Govt. College of Education (TGCE) Port Blair and Govt. Teachers Training Institute (GTTI) Garacharama, Port Blair. There is one Polytechnic college Dr.B.R.Ambedkar Institute of Technology (DBRAIT), Dolly Gunj, Port Blair. There is one Law College Andaman Law College, Phoenix Bay, Port Blair. There are two ITI Institutes in this Islands One is Govt. Industrial Training Institute (ITI) Dolly Gunj, Port Blair, another one is Govt. ITI, Arong, Car Nicobar. There are no private colleges and Education Institutions in Andaman and Nicobar Islands.

The medium of instruction Arts and Science Colleges is English, Hindi, Tamil, Telugu and Bangla remaining colleges and institutes are though in English and Hindi.

In these institutions teachers are recruited by central and state Government. They are native speakers of Nicobarese as well as Non-native speakers.

In this study will be conducted only five colleges namely Jawaharlal Nehru Rajkeeya Mahavidyalaya (JNRM), Port Blair, Andaman College (ANCOL), Port Blair, and Mahatma Gandhi Govt. College (MGGC) Mayabandar. Tagore Govt. College of Education (TGCE) Port Blair, Dr.B.R.Ambedkar Institute of Technology (DBRAIT), Dolly Gunj, Port Blair.

#### **5. English Language Teaching in Port Blair :**

The teaching of English as a second language in the school is influenced by several factors which can be considered as obstacles for proper language learning. The same language differs from one place to another, from one social group to another social group and from one time to another time. Teachers, who hail from different parts of Andamans, are influenced by their own dialects. Such influence is usual. Borrowing is another important factor through which a language innovates new features in pronunciation and vocabulary. There are several socio-linguistic attitudes which influence the adaptation of borrowed features. In English, one can find a number of Hindi and other language usage which are found at the basic level and are very common in the day-to-day language use.

In colleges, English teaching and learning take recourse to both methods Grammar Translation and Direct method. Mostly Grammar Translation method is used widely. However, only literature students follow the Direct Method and Andaman Law College has been observed practicing the Communicative Method.

##### **5.1. Importance of the study**

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

## **6. Descriptive Research Methods:**

Descriptive research methodology has been adopted for this study. The main goal of this type of research is to describe the data and characteristics about what is being studied. The idea behind this type is to study frequencies, averages and other statistical calculations. Descriptive research is used to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variables in condition in a situation. Descriptive research methodology has the following features with it.

- 1 Preparation of questionnaire
- 2 Selection of informants
- 3 Data collection
- 4 Analysis of data
- 5 Evaluation of data

## **7. Selection of participants:**

Under methodological approach, the first and foremost task is mental preparedness for the selection of sample. This study was done with 150 out of 601 Tribal students of the Nicobarese in various Islands. The selection of the colleges was done by applying the random sample method. There are 7 colleges in Andaman & Nicobar Islands. Among these colleges, only five colleges were selected for this field study. These five colleges are from different fields/domains/disciplines i.e. one is a polytechnic college, four Government Arts and Science colleges. From among the five colleges, one fifty students were selected from every III years students ( 15 boys and 15 girls), from every college. Thus, 150 students were selected from all III years in all the five colleges.

### **7.1. The basis for selecting these five colleges**

The majority of Nicobarese speakers are studying here. Age group, Level, Number of students and other following factors are matching. Like they all are indigenous Tribe of A&N Islands. They all are Nicobarese speakers. Those participants whose essay have been neatly written and consisted of above 200 words are selected for corpus. They all have started learning English between ages of 5<sup>th</sup> to 6<sup>th</sup>. They all are fluent their Mather tongue (Nicobarese) and L1 (Hindi) as well.

## **8. Data collection:**

The researcher collected the data from 150 informants. The researcher explained the aim and objective of the questionnaire. The informants were requested to give the actual data. The researcher answered the questions raised by the informants and cleared their doubts. The informants took 2 hours, to answer the questionnaire. The Question papers were prepared based on the syllabus and the content of the English text books. Questions were formulated with a purpose to test and evaluate English language learning achievements among the tribal students.

### **8.1. Analysis of Data**

The collected data from the informants were analyzed. The informants' errors were classified and error analysis was done using SPSS as the Statistical tool. The nature of errors and the rate of occurrence were analyzed. Quantitative and qualitative analysis was done based on the data. SPSS 16th version was used for the statistical analysis. The analysis explored through tables, diagrams and interpretation. Individual and group of informants' language achievements were analyzed and marks were awarded based on the language skills achievement by the students.

### **8.2. Evaluation of Data**

The data were analyzed and evaluated. The findings and results were carryout an order. Like tables, Pi-charts, graphs and bar-Diagrames. Standard evaluation method was used to assess the informants' reading skill and writing skills through their performance at each level. Formative and summative assessment was made on the language achievement of the informants.

## **DATA ANALYSIS READING SKILL**

## **9. Introduction:**

Reading is essential for a student success. All too often, the barriers faced by students with difficulty reading outweigh their desire to read and without proper guidance, they never overcome them. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. Early on, for example, students learn to break

down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and, ultimately, entire passages of the text.

This section, analysis the reading problems encountered by the tribal students while learning English. The present work deals with the achievement and errors in oral reading of the second language students at the completion of their higher education level. Oral reading includes word level, sentence level and paragraph level reading. Further an attempt is made to define and discusses the rules governing the performance of the tribal students.

SL. No.	Student Code	Total No. of Words Read Per Minute	Total No. of sentence Read Per Minute	Error per sentence	Total No. of Errors	Total No. Error free sentence Read
JNRM						
1	CH19MJNRM	102	13	2	22	2
2	RO19MJNRM	86	11	2	18	2
3	JO19MJNRM	84	10	3	20	5
4	RI19MJNRM	107	13	3	31	3
5	JOH19MJNRM	104	13	2	21	2
6	DI19MJNRM	118	14	3	31	3
7	KR20MJNRM	76	11	3	24	3
8	JN20MJNRM	74	10	2	12	4
9	PE19MJNRM	106	12	2	9	7
10	AR21MJNRM	96	11	2	15	3
11	SI20MJNRM	64	10	2	12	4
12	TH19MJNRM	63	9	3	13	5
13	Ch19MJNRM	97	11	3	21	4
14	DW21MJNRM	66	10	2	12	4
15	AN19MJNRM	106	13	3	18	7
16	FE19FJNRM	75	9	3	20	2
17	MA19FJNRM	76	11	2	17	2
18	PU20FJNRM	105	12	2	15	6
19	TI21FJNRM	108	13	2	19	3
20	RA19FJNRM	85	11	2	11	5
21	Ch19FJNRM	76	9	3	14	7
22	VE20FJNRM	69	10	2	13	3
23	Ca21FJNRM	105	12	2	12	6
24	FI19FJNRM	75	11	2	10	6
25	Ha19FJNRM	85	10	2	13	4
26	RO19FJNRM	76	12	2	16	4
27	AJ20FJNRM	67	11	2	11	5
28	RE21FJNRM	76	10	3	20	3
29	MA19FJNRM	115	13	2	14	4
30	VI19FJNRM	74	12	2	12	6
ANCOL						
31	Ar19MANCOL	105	13	2	14	6
32	WI19MANCOL	75	8	2	12	2
33	PO19MANCOL	77	9	2	12	3
34	TW20MANCOL	111	13	4	30	11
35	FI19MANCOL	97	12	3	27	3
36	JO20MANCOL	127	15	3	40	2
37	EO19MANCOL	106	13	3	38	1
38	LA19MANCOL	117	14	3	32	3
39	VA19MANCOL	76	12	4	39	3
40	RO020MANCOL	66	11	3	24	3

41	NA19MANCOL	106	13	2	12	7
42	NI19MANCOL	97	11	2	15	3
43	PO20MANCOL	76	10	3	21	3
44	HE21MANCOL	67	14	3	32	3
45	DE19MANCOL	67	9	3	18	3
46	SH19FANCOL	111	13	2	20	3
47	BO19FANCOL	76	8	3	17	2
48	SO19FANCOL	67	11	4	25	5
49	LI19FANCOL	67	14	3	31	4
50	VI20FANCOL	67	11	2	16	4
51	LA19FANCOL	107	13	2	11	7
52	SU19FANCOL	66	11	2	14	4
53	AR20FANCOL	77	12	2	13	5
54	KA19FANCOL	96	13	2	10	8
55	SA19FANCOL	76	10	2	12	4
56	PR19FANCOL	76	11	3	19	5
57	LA19FANCOL	67	10	2	20	-
58	PA19FANCOL	116	13	2	21	2
59	DE20FANCOL	64	10	3	19	3
60	AN19FANCOL	77	11	2	15	3
DBRAIT						
61	CO19MDBRIT	75	10	2	10	5
62	TA19MDBRIT	118	14	4	31	7
63	PU19MDBRIT	73	12	3	32	2
64	BI19MDBRIT	101	13	4	42	-
65	AS19MDBRIT	65	11	3	28	2
66	RA19MDBRIT	68	14	4	40	4
67	MA19MDBRIT	75	13	3	39	-
68	KU20MDBRIT	67	8	3	21	1
69	WI19MDBRIT	77	11	2	10	5
70	AR19MDBRIT	66	9	3	26	1
71	SA19MDBRIT	87	11	2	13	5
72	BR19MDBRIT	105	12	2	12	6
73	RI19MDBRIT	77	10	2	14	3
74	JO19MDBRIT	75	9	3	21	2
75	WL19MDBRIT	103	13	2	20	3
76	LI19FDBRIT	116	14	2	18	5
77	JA19FDBRIT	67	11	2	16	4
78	RE19FDBRIT	108	13	2	24	1
79	JA19FDBRIT	128	14	3	36	2
80	JE19FDBRIT	59	9	2	18	-
81	SU20FDBRIT	75	8	2	10	3
82	MA19FDBRIT	57	7	2	8	3
83	JN19FDBRIT	107	10	2	12	4
84	MN20FDBRIT	65	9	3	21	2
85	KR19FDBRIT	75	10	3	19	3
86	SA20FDBRIT	57	12	2	20	2
87	JO19FDBRIT	75	11	3	31	1
88	NI21FDBRIT	78	10	3	29	1
89	VA19FDBRIT	78	12	3	30	2
90	SO19FDBRIT	75	13	2	17	4
MGGC						
91	RI19MMGGC	115	14	3	34	3

92	JE19MMGGC	97	12	4	35	3
93	RA19MMGGC	108	13	4	32	4
94	JO19MMGGC	73	14	4	48	2
95	SI19MMGGC	68	13	3	38	1
96	CA19MMGGC	128	15	4	48	3
97	TH19MMGGC	106	13	4	45	2
98	SY19MMGGC	67	14	4	48	2
99	LW21MMGGC	86	12	2	22	1
100	MO19MMGGC	127	14	3	41	1
101	RO19MMGGC	67	12	2	23	1
102	VE20MMGGC	76	10	3	25	2
103	SI19MMGGC	117	14	3	31	5
104	SE19MMGGC	76	12	3	32	1
105	RA19MMGGC	75	10	2	18	1
106	EL19FMMGGC	67	11	3	31	1
107	HA19FMMGGC	76	12	4	37	3
108	RO19FMMGGC	122	14	2	25	2
109	VO20FMMGGC	67	12	3	34	2
110	PR19FMMGGC	69	11	3	23	3
111	CH19FMMGGC	118	13	2	25	1
112	SI19FMMGGC	86	14	2	24	2
113	VI20FMMGGC	106	13	2	23	1
114	MN19FMMGGC	118	13	3	37	1
115	KR19FMMGGC	101	10	2	16	2
116	SA21FMMGGC	66	11	3	25	3
117	JO19FMMGGC	118	13	3	33	2
118	NI20FMMGGC	109	12	3	34	1
119	CH19FMMGGC	111	13	2	26	-
120	AN19FMMGGC	102	12	3	37	2
TGCE						
121	AP19MTGCE	125	14	2	9	9
122	SH19MTGCE	106	12	2	21	1
123	GA19MTGCE	97	10	2	14	3
124	RI19MTGCE	116	14	2	23	2
125	KU19MTGCE	97	12	2	18	3
126	TH21MTGCE	107	13	2	20	3
127	WM19MTGCE	77	8	2	12	2
128	JK19MTGCE	76	10	2	16	2
129	PE19MTGCE	104	11	2	21	-
130	PR21MTGCE	88	9	2	12	3
131	RU21MTGCE	121	14	2	26	1
132	TO19MTGCE	76	11	2	14	4
133	VI20MTGCE	66	10	2	12	4
134	ZE19MTGCE	68	10	3	21	3
135	SN20MTGCE	106	13	2	22	2
136	FA19FTGCE	97	12	2	16	4
137	SE19FTGCE	117	13	2	15	5
138	TS19FTGCE	100	11	2	9	6
139	SH19FTGCE	98	10	2	15	2
140	BR20FTGCE	76	8	2	11	2
141	LM19FTGCE	124	14	2	10	9
142	TA19FTGCE	105	12	2	9	7
143	JO21FTGCE	98	11	2	11	5



144	RU19FTGCE	113	13	2	9	8
145	SN20FTGCE	126	14	2	9	9
146	PV19FTGCE	104	11	2	10	6
147	RI21FTGCE	112	13	2	11	7
148	SO20FTGCE	107	10	2	11	4
149	SN19FTGCE	98	11	2	8	7
150	CH19FTGCE	85	9	2	12	3
TOTAL			1476		3205	394

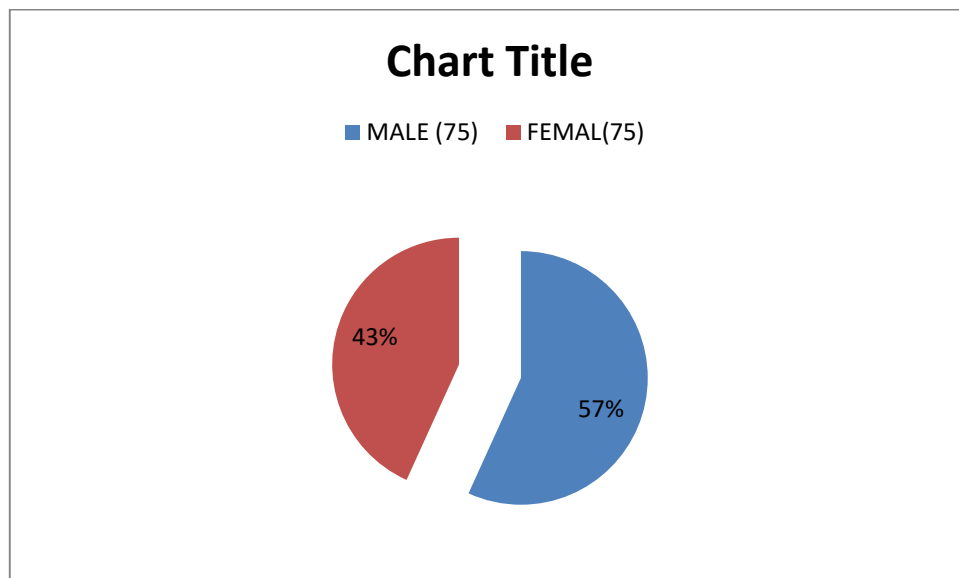
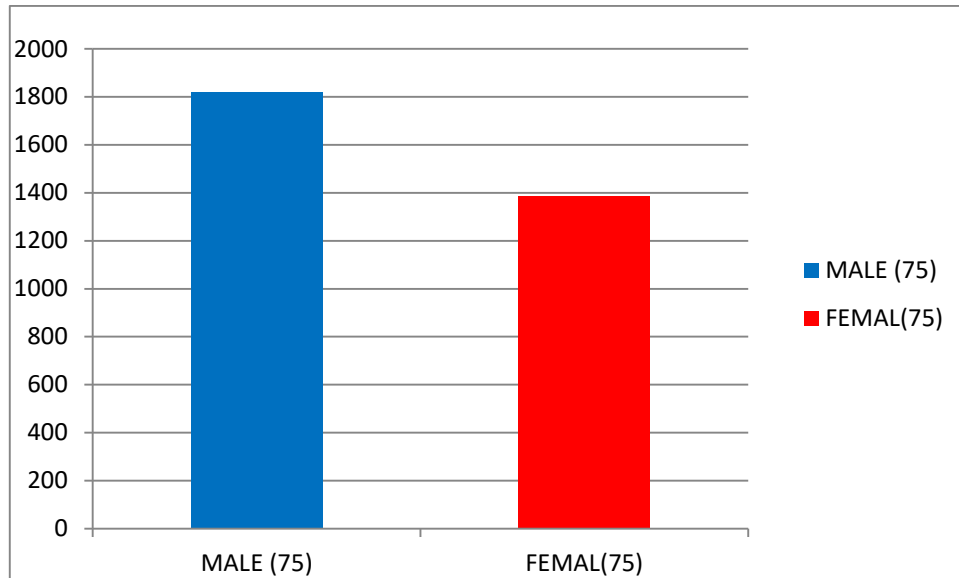
**Reading Skill Error Analysis  
 Individual Participants List for Reading Errors Analysis**

Reading Paragraph Error Analysis: “The Sky is th7e Limit!-Kalpana Chawla”

**READING SKILL ERROR ANALYSIS**

**10. Male and Female Error % Hierarchy for reading paragraph**

CATAGORIES	MALE (75)	%	FEMAL(75)	%	TOTAL	%
Poor word recognition	71	3.901099	46	3.3213	117	3.650546
Beginning sounds	82	4.505495	53	3.826715	135	4.212168
Word-by-word reading	101	5.549451	64	4.620939	165	5.148206
Ending sounds	90	4.945055	78	5.631769	168	5.24181
Mispronunciations MTI	204	11.20879	114	8.231047	318	9.921997
Over Nasalization MTI	120	6.593407	108	7.797834	228	7.113885
Words similar in spelling MTI	78	4.285714	71	5.126354	149	4.648986
Poor phrasing MTI	78	4.285714	55	3.971119	133	4.149766
Wrong choice Stress & Int.MTI	52	2.857143	31	2.238267	83	2.589704
Lip movements silent reading	140	7.692308	132	9.530686	272	8.486739
Short vowels	115	6.318681	95	6.859206	210	6.552262
Long vowel	99	5.43956	68	4.909747	167	5.210608
Finger pointing	61	3.351648	24	1.732852	85	2.652106
Ignoring key words	54	2.967033	34	2.454874	88	2.74571
Substitution	104	5.714286	92	6.642599	196	6.115445
Repetition	86	4.725275	81	5.848375	167	5.210608
Fillers	101	5.549451	62	4.476534	163	5.085803
Reversals	58	3.186813	34	2.454874	92	2.870515
Consonant	102	5.604396	111	8.01444	213	6.645866
Others	24	1.318681	32	2.310469	56	1.74727
Total	1820		1385		3205	



### 10.1 College wise Error % for reading paragraph

CATAGOR IES	JNR M	%	ANC OL	%	DBR IT	%	MG GC	%	TG CE	%	TOT AL	%
Poor word recognition	34	7.024793	34	5.379747	44	6.179775	54	5.684211	9	2.107728	175	5.460218
Beginning sound	31	6.404959	32	5.063291	31	4.353933	35	3.684211	21	4.918033	150	4.680187
Mispronunciation	78	16.1157	112	17.72152	132	18.53933	152	16	54	12.64637	528	16.47426
Over Nasalization	71	14.66942	70	11.07595	92	12.92135	98	10.31579	44	10.30445	375	11.70047
Identifying words similar in spelling	28	5.785124	27	4.272152	28	3.932584	38	4	18	4.215457	139	4.336973

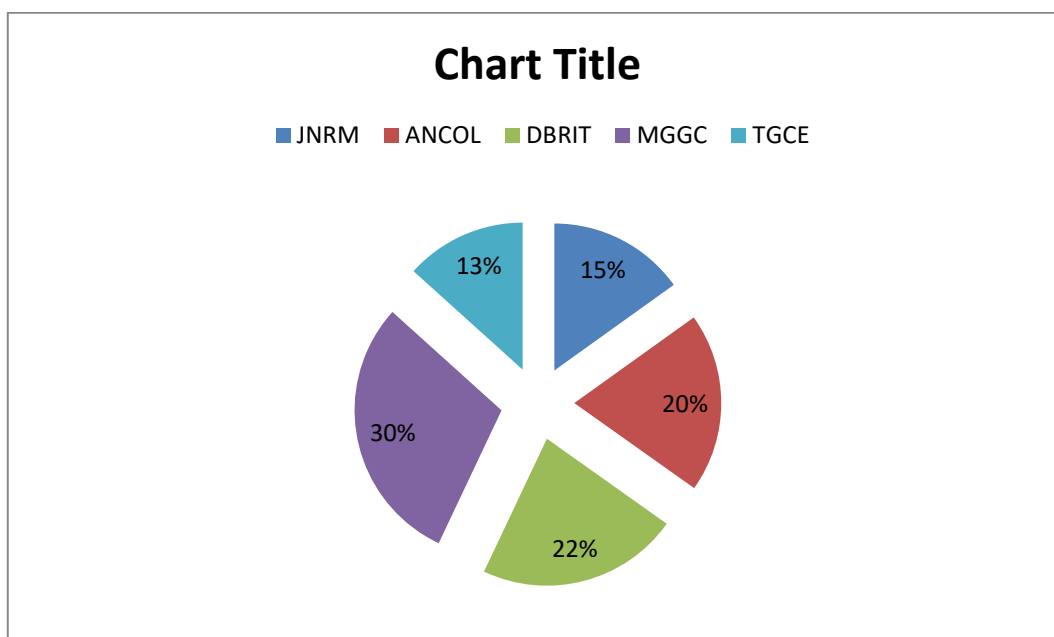
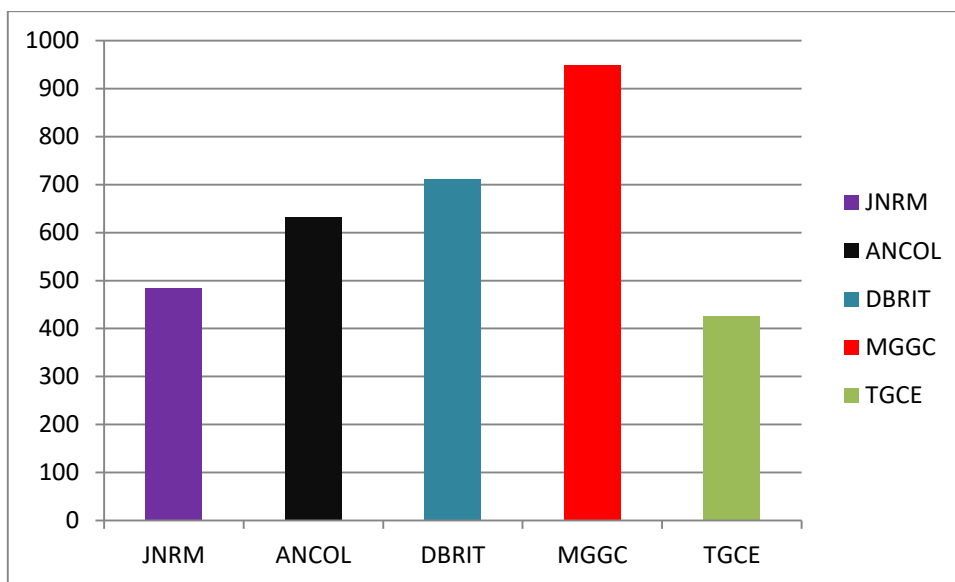


Poor phrasing		31	6.404 959	89	14.08 228	87	12.21 91	108	11.36 842	20	4.683 841	335	10.45 242
Wrong Choice of Stress and Intonation		24	4.958 678	38	6.012 658	59	8.286 517	45	4.736 842	32	7.494 145	198	6.177 847
Word-by-Word Reading		12	2.479 339	12	1.898 734	11	1.544 944	68	7.157 895	16	3.747 073	119	3.712 949
Ending sounds		9	1.859 504	9	1.424 051	10	1.404 494	22	2.315 789	21	4.918 033	71	2.215 289
Vocalization and Lips movements		8	1.652 893	24	3.797 468	26	3.651 685	61	6.421 053	32	7.494 145	151	4.711 388
Short vowels		12	2.479 339	12	1.898 734	13	1.825 843	23	2.421 053	16	3.747 073	76	2.371 295
Long vowels		13	2.685 95	21	3.322 785	12	1.685 393	25	2.631 579	14	3.278 689	77	2.402 496
Finger pointing		21	4.338 843	13	2.056 962	14	1.966 292	31	3.263 158	12	2.810 304	99	3.088 924
Ignoring small words or Key words		12	2.479 339	12	1.898 734	21	2.949 438	22	2.315 789	11	2.576 112	78	2.433 697
Substitution		18	3.719 008	18	2.848 101	20	2.808 989	18	1.894 737	22	5.152 225	96	2.995 32
Repetition		20	4.132 231	19	3.006 329	18	2.528 09	31	3.263 158	16	3.747 073	105	3.276 131
Fillers		17	3.512 397	18	2.848 101	16	2.247 191	17	1.789 474	15	3.512 881	82	2.558 502
Reversals		15	3.099 174	25	3.955 696	24	3.370 787	25	2.631 579	19	4.449 649	108	3.369 735
Consonant Blends		19	3.925 62	31	4.905 063	36	5.056 18	54	5.684 211	25	5.854 801	165	5.148 206
Others		11	2.272 727	16	2.531 646	18	2.528 09	23	2.421 053	10	2.341 92	78	2.433 697
TOTAL		484		632		712		950		427		3205	

## 10.2. Hierarchy College wise Error % for reading paragraph

SL.NO.	CATAGORIES	JNRM %	ANCOL %	DBRIT %	MGGC %	TGCE %	Total %
1	Poor word recognition	7.024793	5.379747	6.179775	5.684211	2.107728	5.460218
2	Beginning sound	6.404959	5.063291	4.353933	3.684211	4.918033	4.680187
3	Mispronunciations	16.1157	17.72152	18.53933	16	12.64637	16.47426
4	Over Nasalization	14.66942	11.07595	12.92135	10.31579	10.30445	11.70047
5	Identifying words similar in spelling	5.785124	4.272152	3.932584	4	4.215457	4.336973
6	Poor phrasing	6.404959	14.08228	12.2191	11.36842	4.683841	10.45242
7	Wrong Choice of Stress and Intonation	4.958678	6.012658	8.286517	4.736842	7.494145	6.177847
8	Word-by-Word Reading	2.479339	1.898734	1.544944	7.157895	3.747073	3.712949
9	Ending sounds	1.859504	1.424051	1.404494	2.315789	4.918033	2.215289
10	Vocalization and Lips movements	1.652893	3.797468	3.651685	6.421053	7.494145	4.711388

11	Short vowels	2.479339	1.898734	1.825843	2.421053	3.747073	2.371295
12	Long vowels	2.68595	3.322785	1.685393	2.631579	3.278689	2.402496
13	Finger pointing	4.338843	2.056962	1.966292	3.263158	2.810304	3.088924
14	Ignoring small words or Key words	2.479339	1.898734	2.949438	2.315789	2.576112	2.433697
15	Substitution	3.719008	2.848101	2.808989	1.894737	5.152225	2.99532
16	Repetition	4.132231	3.006329	2.52809	3.263158	3.747073	3.276131
17	Fillers	3.512397	2.848101	2.247191	1.789474	3.512881	2.558502
18	Reversals	3.099174	3.955696	3.370787	2.631579	4.449649	3.369735
19	Consonant Blends	3.92562	4.905063	5.05618	5.684211	5.854801	5.148206
20	Others	2.272727	2.531646	2.52809	2.421053	2.34192	2.433697



## 11. Types of errors in reading

### 11.1. Fail to Word Recognition

Many Nicobarese Readers are struggling to read paragraphs unable to recognize or identify morpheme or words. They give long gap or pause between words and phrases or hesitate when they facing an unfamiliar words or phrases. Some of Nicobarese adopt Word Attacking Strategies and others need for some aids or assistance at that particular point in situation or time. When they meet derivatives form like total-totally, wise-wisely, economy-economic-economically etc. they unable to recognize word. To point out this the researcher or reading coach must target individualized guide or instruction that knows for the use of easy, attractive Reading Methods and Materials that help to motivate Nicobarese readers. A right place to begin to teach simple or short word families along with familiar sight words as well as focus on Word Attack Skills.

For example:

Actual Word	Students Response
Astronaut	astronuts
Crew members	grew members
Believe	belief

### 11.2. Error pronunciations or Mispronunciations

Many times Nicobar native speakers are mispronounce words when they asked to read aloud. It shows that their Mother Tongue Interferences (MTI) might be interfere for them or it could be Teaching Learning Materials (TLM), and it could be a simple case of inattentive or carelessness of reading. Whatever the possible reason it is always needful to dig deeper to carry out the reason behind the errors. In cases where exercise or training was faulty or lacking the teachers can starts to exercise Tongue Twisters and teach word analysis, phonetic analysis and context clues. The teacher may also select to target the child's store of sight vocabulary and work on common English vocabulary words. . The researcher tried using the difficult words in simple reading and learning materials and even out of syllabus or subject areas so that the Nicobarese readers get maximum exposure to seeing the words and phrases.

#### Mispronunciations

For example:

Actual Word	Students Response
Pronunciation	prunuonciation
Hotel	hotale
Robotic	rubatik
Operator	aprater

### 11.3. Reading Word-by-Word

Many tribal students are not able to read more than one word at a time. This may occur because 1. Their Mother Tongue Interferences (MTI) might be interfering for them. 2. Teaching Learning Materials (TLM) is too difficult. 3. The reader does not have the basic skills to be able to recognition words or phrases automatically. In such situations the Target Language complexity solved through a well balance of instruction or guides between phonics and reading fluency can support. The teacher should have knowledge about readers Mother Tongue MT. Syntactical Structure. The researcher tried using flash cards for difficult words as well as increasing chances for Nicobarese students to read both vocally and silently. This permits our struggling students to improve their reading repertoire.

For example:

Actual Word	Students Response
Meanwhile	mean while
Research Scientist	Re-search .....,Scientist
An astronaut candidate	an..., astronaut candy...,date
Her academic accomplishments	hir acadamik ..., accomplish..., ments
'Milky Way'	milk..key waay

### 9.4. Finger pointing on words or sentences

Finger pointing supports readers to track reading from left to right and to read word by word but this should be stopped as they become improved or increase their reading rate. The researcher emphasize that the teachers lead their readers to see that this strategy retards their speed when they contingent on it too much. The researcher suggests that the

teachers always encourage them to use it in the start but loose it when they feel that they are contented with their own development or progress.

### **11.5. Lip Movements or Vocalization during Silent Reading**

Lips movements and Vocalization is the term used to define when students mouth words when readers are reading silently. It make reading slow, incoherence and comprehension take away from content. In some cases vocalization occurs due to much oral reading or faulty silent reading teaching. To correct this in our reading class the researcher fixed standards for silent reading before begin to read and the students are asked to keep close their mouth during the silent reading movement. This has useful for Nicobarese students immensely as they focus on the reading material and the readers remember to keep their index finger over lips during the silent reading.

### **11.6. Ignoring Key Words or Small Words**

Readers who careless to note key words or small words they seems to have difficulties with comprehension. Many times they are hast in reading so they swiftly glance over the sentence and not completely understanding the meaning due to the missing facts. The researcher come across this when the Teaching Learning Material is very difficult or looked like uninteresting or. Many also depend on context to get a sense of meaning. To rectify this the researcher often give readers learning material that needs exact answers which are only resulting or derived from close reading of the textbook. . In addition, the teacher also give instructions which compels them to follow each bit of details to comprehensive. Another tactic is to exercise with idioms and phrases composed of small words to get them to pay close attention to small words and key words.

For example:

In Prose: The Sky is the Limit-Kalpna Chawla

Space, Icon, feat, mission, domain, arduous, lapse, chasm, and yonder etc.

### **11.7. Identifying Words Similar in Spelling**

Many indigenous students fail to identify words that differ in spelling. In some cases readers devote so many periods on quickness that they pay less attention to meaning or content. The researcher come across instances when students casually reach the conclusion of the text then quickly have to go back to it to make meaning of what they just read. To spot-on this problem researcher places a lot of emphasis on explanations and clarifications of what was they read. Other teaching activities such as Tongue Twisters exercise, homophones, homograph, phonic drills and modules do well to improve this difficult for struggling Islanders.

### **11.8. Insertions/Substitutions**

Many Nicobarese readers either insert or substitute information which modifies the meaning of text expressively. It may be as Mother Tongue Interferences or outcome of inattentiveness or because readers are going too fast. A noble way to rectify this is by examining more their Textbooks or curriculum related questions that mandate the exact or accurate word for a response. In this activity more courtesy is made to the better-quality details in the "text". The teacher also tried playing around with words to make important sentences which boost or left them to "internalize" the contented and to point out the peculiarity in the reading sentences.

### **11.9. Poor Phrasing**

The Nicobarese readers are incompetent to break up sentences into meaningful or expressive phrases. This can be as due to Mother Tongue Interferences (MTI) and L2. Or poor syntactic structural skills, English have SVO pattern but their mother tongue Nicobarese has VSO and second language Hindi or Tamil has SOV. The poor recognize thought text or a Short Eye-Voice Span (EVS). To spot-on this one way is to permit readers to essentially study the reading TLM, before reading silently. The teachers also supervise speed and become your reader to pay "close attention" to the reading material particularly to its content.

### **11.10. Repetition**

Many endanger language readers are reading aloud they may 'repeat words and phrases' in an exertion to make understand what they are reading. Many time it happen when they an encounter new words or terms. This can for the reason behind that the reading materials are hard to read, their reading words are insufficient or poor understanding of what leads the "word repetitions". In such situation is expected that affected teaching in word "recognition" and other skills or aids to shape their sigh vocabulary.

**For example:**

Crew members  
Horizons  
Exploration

**11.11. Poor Inferences/Judgments**

Many struggling Nicobarese students have difficulties with making implications and forming decision. There are many reasons behind that but occasionally our teaching methods and materials can be misleading. If teachers demand lower order questions or quires that only require a bringing up of facts then our readers will show an incapability to make 'inferences and form judgments'. To rectify these errors is to ask advanced questions which inspire them to contemplate critically about the response or answer. By stimulating their capability and skills to think students become more serious or critical and are enhance to find solutions.

**11.12. Reversals**

Reversals in reading occur when the reader confuses letters and words. For example, a reader might confuse "b" and "p" and "p" and "q", "r" and "l" and "l" and "r", "rate and late", "late and rate", bread and butter", "butter and bread", "saw" for "was" and "god and dog" and "dog and cat" for dog "dog for cat" ply-fly, pilot-polite, now-won. Evaluation-evolution, pulse-pulls, shuttle-subtle, born-burn, men-man, feat-feet, bumbling-tumbling, flight-fight, vein-wine, Nile-nail, in reading. This may happen because of an incapability to attack words, faulty teaching or in the case of Dyslexia. To avoid the Errors the teachers might instruct medium fast reading and tracing the letters in the words written in large print can carry out readers to make differences between forms.

**11.13. Vowels graphemes errors**

**Substitution**

Problems in reading vowel graphemes

**i. Short for Long vowels**

/a/ > /a:/

For example:

astronaut  
Disaster

**ii. Vowel for vowel**

/i/ > /a/

Horizons  
Sky

/a/ > /i/

Distined  
Operater  
Feat  
Dream

**11.14. Consonant graphemes errors**

2. Problems in reading consonant graphemes.

One consonant for another consonant

/k/ > /c/

California  
Achieve

/N/ > /M/

Tumbling  
Meanwhile

/n/ > /t/

Fitness  
Joined

3. Problems in reading vowel-consonant graphemes.

**i. Long for short vowel consonant**

/k/ > /ka/

Capture

Kalpana

Columbia

/ca/ > /cha/

Cross

Crew

Chasm

/pa/ > /pa:/

Path

Space

Probably

/m/ > /ma:/ woman, majestic, method

/ce/ > /ce:/ citizensheep, satellite, achiever

/tu/ > /tu:/ tour, terrific, curvature

/pu/ > /pu:/ pull, pulse

### ii. Short for long vowel consonants

/a:/ > /a/ rate, made, started, NASA, path, march

/i:/ > /i/ feat, jean

/e/ > /e/ being, between

/ra:/ > /ra/ inspiration, exploration, mal hotra, cross

### iii. Vowel-Consonant > Vowel- consonant

/na/ > /la/ lupte, vein

/ta/ > /tu/ intense, tumbling

/pa/ > /po/ path, paved, pulse

/na:/ > /ni/ Nile, November

/ya/ > /yi/ fraining, milkyway, joined

/yi/ > /vi/ meanwhile, flying

Vowel-Consonant –Consonant

/ra/ > /r/ capture, control

/li/ > /y/ snecially, probably

### ADDITION

1. Problems in reading consonant graphemes.

/f/ > /k/ flying, flight, level (leval)

/d/ > /t/ dream > tream

Fitness > fitnaz

Easy > ezeey

### DELETION

1. Problems in reading Consonant graphemes

/m/ immense > immense

/ua/ evaluation > evaltion

/Ci/ fascination > fasnation

/uo/ arduous > ardu

/ro/ astronauts > astnats

2. Problems in reading vowel – consonant graphemes.

Vowel – Consonant

/va/ > valley, absolved > absulwed

/la/ lapse > lops , constellations > consellitions

/na/ Nile > Nale

/ku/ accomplishment > ackumblishments.

/in/ inspiration > inspraton

/a:i/ domain > doman, paid > pade

### REDUPLICATION

Vowel – Consonant

/ki/ academic > academieck

/li/ > early > early, satellite > satellite, valley > valiley, California > Calliforniya

/kal/ physical > phisikkal

/y/ > /i/ physical > fecikal

### TOTAL CHANGE

Evaluation > evolution

Flight > fight

Desert > dessert

Shuttle > subtle

Year's > ears

Made > mad

Made > maid

Natural > neutral

There > where

### Two words joined

Mind-boggling

Space flight

Spacewalk to capture

His story

First Indian

Within > with in

Research > re- search

Overset > over – set

Vice president > vice president

### Spoken forms

Brother > bro

Sister > sis

Go > gona

Want > wona

### 13. RESEARCH FINDINGS:

This research was conducted to the students who are belonging to tribal students in under graduation level of Andaman and Nicobar Islands. The mother tongue interferences of 'Nicobarese' speakers learning English as a second language and the view of the students on the reading skills are also sought and analysis. Findings of the present research study were summarized as follows.

- Students' achievement at word (lexical) level is high (65-78%).
- Students obtained highest scores at sentence level.
- In paragraph reading students commit spelling errors and grammatical errors in their reading it could be dialect influence.
- Most of the students obtained the highest scores in reading simple sentences.
- Many of the students obtained the lowest scores in complex sentences in paragraph reading.
- Most of the students faced difficulties in reading paragraph.
- Most of the students faced difficulties like **Poor phrasing, Mispronunciations, Word by word reading, Nasalization, Identifying word similar in spelling and Fillers** in reading paragraph.
- It was found that a number of students were not good in listening and speaking but not bad in reading and writing. Student's particular some exercises are given for reading. Some students were not reading properly. They require more exercise for their development.
- They confuse the secondary symbols for the short and long vowels in reading. In replacement process more number of errors dedicated by the students when evaluate to other process.
- Female participants committed less number of errors than the male.
- Comparatively the errors less in semantics than in the lexical.



- All the errors gradually go down from under graduation level.
- In all the processes like addition, deletion and substitution they confuse the sounds of /n/, /m/, /p/, /ph/, /t/, /d/, /ñ/, /ñ/ etc. In their graphemic representation. Like, name -mame, father-pather or Pa, football-foodball, etc.
- Students are committed error in reading paragraph. In reading paragraph, errors like spelling errors, sentence errors, mother tongue or first language influence, word repetition, mirror image, analogical errors, illegibility, semantics and lack of interest in reading.
- Students are committed errors in paragraph reading or reading comprehension. In paragraph reading errors like pronunciation. It could be their mother tongue influences and most of times they utter nasal sound it could be their shape of nose or nasal cavity.
- The researcher find mother tongue words are used frequently by participants.

<b>‘Nicobarese’ words</b>	<b>English words</b>
Fa or Pather	father
Ma	mother
Kar	car
Oak	drink
Ayom	grand parent
Khanu-ha-hoo	Pig festival
Kevidy	one kind of tree or native fruit
Sabudhan	native cake (prepared by Kevidy fruit)

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 Andaman and Nicobar Islands. They speak ‘Nicobarese’ language at home also. All the students have gained the better language competency with more knowledge and language skills after studying English as a compulsory course. Whatever the type of assessment was used, it was clear that monitoring the exam within a structured framework and blueprint was 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 of the under graduation level education.

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