

**Hindi and Tamil Language Interferences amongst  
Nicobarese Students Learning English as a Second Language at  
Senior Secondary School Level in Car Nicobar Island (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 Senior Secondary Schools in Car Nicobar Island 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 Hindi and Tamil Language Interferences amongst Nicobarese Students Learning English as a Second Language at Senior Secondary School Level in Car Nicobar Island. 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:** Car Nicobar Island, secondary schools, Error Analysis, Intra lingual errors, Interlingua errors, Hindi Language Interferences (HLI), Tamil Language Interference (TLI), Bangla Language Interference (BLI), Mother Tongue Interferences (MTI).

**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. The challenges are not completely overcome. So an attempt has been made to study the challenges while learning and teaching English in Car Nicobar Islands.

This work aims to explore the difficulties and challenges faced by Nicobarese students learning English as a second language at Senior Secondary School level in Car Nicobar, Andaman and Nicobar Islands and the problems faced by them can be found in The main focus of the study is Hindi and Tamil Language Interferences amongst Nicobarese Students Learning English as a Second Language at Senior Secondary School Level in Car Nicobar Island. 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 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 Paleolithic 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 writing skills.

## 3. 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

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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".

#### 4. Error Analysis

In a general sense 'error' means 'a thing did 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.'

#### 5. Language Skills

In the teaching-learning process of a language, four language skills are developed among the students. They are listening, speaking, reading, and writing (LSRW). So far as the first language is concerned, the first two language skills are acquired by the child to a certain level before it goes to school. But in the case of second language, all the four language skills are developed among them only in the classroom circumstances.

#### 6. English Language Teaching in Nicobar

Teaching of English as a second language in the school is influenced by several factors which in a way can be considered as obstacles for proper language learning. The same language differs from place to place from social group to social group and from time to 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 a new feature in pronunciation and vocabulary. There are several sociolinguistic attitudes which influence the adoption of borrowed features. In English, one can find a number of Hindi and

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other language usage which are found in the basic level and common in the day-to-day language use.

## **7. Error Identification through Testing and Evaluation**

Testing and achievement are used for the measurement of the educational process. The purpose of this study is to test and assess the achievements in English language learning of Senior Secondary School tribal students of the Car Nicobar in Nicobar district, Andaman and Nicobar Islands. Besides, Hindi and Tamil interference in English is also identified.

It is commonly approved that assessment is one of the most significant parts of the educational goals beyond the usual idea of official tests and examinations. Assessment provides essential feedback of each and every step of the teaching process. Students and teachers, the teaching, and learning procedure all are to be assessed. The results of assessment reflect how and what teachers teach, how and what students learn, and what happen during both the teaching and learning process. Usually, tests and examinations are the tools to assess the students' attainment. These days, assessment includes tasks such as projects and presentations when evaluating the performance of students. They provide a more comprehensive and objective view of students' presentation and skills. Such task-based work projects give confidence to the students to integrate their knowledge and skills in order to solve their problems and also to transfer their knowledge to others. It benefits the students themselves and their peers too.

## **8. Methods of Obtaining the Data**

### **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

## **9. Preparation of Questionnaire**

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Questionnaires prepared for students were based on their writing skills in the schools and some questions about the importance of English language and its use. The questionnaire included reading comprehension questions based on reading and understanding of English language which contained 5 questions, 2 marks for each and the duration allowed was 10 minutes. The other section of the questionnaire included free composition like essay writing to judge their language aptitude. The questions sought to evaluate their English language learning ability, vocabulary, writing ability and Hindi and Tamil language interferences. Questions were also included about their interest in learning English. The participants were asked to write 250 to 350 words. This question offered 25 marks and the time period was 20 minutes.

The given topics for Free Composition (Constructed Response) were not concerned with specific and unfamiliar content areas requiring any specialized and technical vocabulary. The topics were chosen on the ground that they would elicit the students' personal experiences, impressions, and feelings, and thus they would have fewer problems expressing themselves.

## **10. Selection of Participants**

The participants in this study are *Nicobarese* speakers learning English as a second language at the Senior Secondary School level in Car Nicobar Island. The researcher conducted a test for students from these schools. 150 out of 275 students were taken from 5 schools out of 9. The schools selected for this study are Govt. Senior Secondary School Lapathy (1), Car Nicobar, and Govt. Senior Secondary School Malacca (2), Car Nicobar, Govt. Senior Secondary School Mus (3), Car Nicobar, Govt. Secondary School Sawai (4), and Govt. Secondary School Tapoiming (5), Car Nicobar Car Nicobar. Data were collected from 150 students randomly from each school (school 1 male (15) and female (15), school 2 male (15) and female (15), school 3 male (15) and female (15), school 4 male (15) and female (15) and school 5 male (15) and female (15) and in 12<sup>th</sup> standard. The total numbers of participants, thus, were 150 students (male 75 + female 75).

### **10.1. The basis for selecting these five Schools**

These five schools are located in Car Nicobar Island which is Native Island of Nicobarese speakers. The majority of Nicobarese speakers are studying here. These are Govt. Senior Secondary Schools. Age group, Level (12<sup>th</sup> standard), Number of students and other following factors are matching. Like they all are indigenous Tribe of A&N Islands. They all are Nicobarese speakers of the same Island. Those participants whose essay have been neatly written and consisted of above 250 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 Mother tongue (Nicobarese), and L1 (Hindi) as well. They all are knows Tamil and Bangla also.

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## 11. Sampling Procedure

All the schools are Government schools in Car Nicobar Island. Schools in Lapathy and Malacca, Mus, Sawai and Tapoiming are senior secondary schools. All the five schools are following CBSE syllabus, CCE pattern and NCERT materials. The level of participants is same; all are 'Nicobarese' speakers. Since all the participants are studying 12<sup>th</sup> standard, their age range is within 16 to 18. Average is 17 and standard deviation is 12.5. There are 150 participants from 5 schools. Number of students from each school not varied: i.e. 30, 30, 30, 30, and 30. Similarly the male and female numbers also equal number: 75+75 (male + female). Since all are Government schools following the same CBSE syllabus and materials, the teachers' qualification, etc. are also the same. We can club the data together as 75M +75F=150 in all.

## 12. Significance of the Study

This study will identify Hindi and Tamil Language interferences and the problems of learning and teaching English as second language in Car Nicobar schools. The method adopted for the present study deals with problems identified in learning and teaching English as a second language at different stages in Car Nicobar schools.

## 13. Data Analysis and Interpretations

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 schools in five villages out of the 21 villages in Car Nicobar. The data was collected by using questionnaires for students. The Questionnaire had a brief demographic profile and a detailed Language Ability Test (LAT) (Selvaganapathy 2017).

### School Wise Participants List

Sl.No	SCHOOLS	MALE	FEMALE	TOTAL
1.	Government Senior Secondary School, Lapathy (1)	15	15	30
2.	Government Senior Secondary School, Malacca (2)	15	15	30
3.	Government Secondary School, Mus (3)	15	15	30
4.	Government Senior Secondary School, Sawai (4)	15	15	30
5.	Government Senior Secondary School Tapoiming (5)	15	15	30

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<b>TOTAL</b>	<b>75</b>	<b>75</b>	<b>150</b>
<i>Source: Computed from primary data</i>			

**Table: 1**

#### **14. Language Ability Test (LAT)**

The Language Ability Test (LAT) used for the present study comprised of both cloze test (Gap fill exercises, MCQs) and Free Composition. The components of LAT were Reading Comprehension Test which required the students to write their answers for five short answer type questions (one or two sentences each) in free composition; an essay (250 words in free composition) and Grammar comprising of cloze test questions on Tense (Verb usage), Adjectives, Articles and Prepositions. The overall total score of LAT was 50 and the time allotted was 45 minutes. Based on the answers that the students wrote in LAT, Errors are identified, classified and analyzed.

The data from both the cloze test (Gap Fill, MCQs) and the Free Composition are compared and analyzed as well. Since the percentage of error for any objective type of cloze test is always calculated in terms of the total score for that particular question or item; and on the other hand percentage error in Free Composition is always with respect to the total number of errors committed. Their comparison cannot be done on a one to one basis. However, it gives an indication to ascertain the weak areas of the learners.

#### **15. Schoolwise Free Composition Errors**

Total number of errors school wise

SL.NO.	SCHOOLS	TOTAL NO. OF STUDENTS	TOTAL NO. OF ERRORS	AVERAGE PER STUDENT	ERROR %
1	GOVT.SR.SEC.SCHOOL.LAPATHY	30	3972	132.4	15.68
2	GOVT.SR.SEC.SCHOOL.MALACCA	30	4194	139.8	16.57
3	GOVT.SR.SEC.SCHOOL.MUS	30	5901	196.7	23.30
4	GOVT.SR.SEC.SCHOOL.SAWAI	30	5600	186.6	22.11
5	GOVT.SR.SEC.SCHOOL.TAPOIMING	30	5656	188.5	22.33
TOTAL		150	25323	168.82	99.99



**Table: 2**

Out of the five schools in Car Nicobar, namely, Government Senior Secondary School, Lapathy (1), Government Senior Secondary School, Malacca (2), Government Secondary School, Mus (3), Government Senior Secondary School, Sawai (4), and Government Senior Secondary School Tapoiming (5) which participated in the present study, Government Senior Secondary School Lapathy, Government Senior Secondary School Malacca, and Government Secondary School, Sawai participants displayed a better performance at 45.36%, 48.45% and 67.67% Errors respectively. Table 3. shows the relative performance of all the five schools in terms of Number of Words, Sentences, Errors, and their percentage along with the number of Error Free Sentences in Free Composition. Mus and Tapoiming participants did not perform well, and their Error Percentage was recorded at 67.57% and 61.85% respectively. One reason for this poor performance is that most of these students come from families with no or very little educational background. Most of the parents are daily wage earners.

**16. Schoolwise Free Composition Errors %**

Schools	1		2		3		4		5	
	Error per person		Error per person		Error per person		Error per person		Error per person	
Total No. of students	30	Avg.	30	Avg.	30	Avg.	30	Avg.	30	Avg.
Total No. of words	8756	29.66	8655	288.5	8733	291.1	8275	275.8	9144	304.8
Total No. of sentences	1580	52.66	1531	51.03	202	51.93	1500	50	1579	52.63
Words per sentence	5.54		5.65		5.6		5.51		5.79	
Total No. of errors	3972	132.4	4194	63.85	460	196.7	739	186.6	5656	188.5
Error %	45.36		48.45		67.57		67.67		61.85	
Total No. of error free sentences	163	5.43	86	2.86	90	3	116	3.86	108	3.6

**Table 3**

Table 3 shows us the evaluation of college wise free composition errors. Responses of 30 students from each of the five schools were taken. The total number of students is thus 150.

**SCHOOL 1**

In the free composition test, the topics given were- The Sky is the Limit/ Andaman is the Best Tourist Place. Analysing the responses of the students, the total number of words they wrote is 8756 and the total number of sentences is 1580. The average number of words per sentence is 5.54. The total number of errors is 3972. Therefore the error average is 132.4 and the error percentage is 45.36%. The total number of error free sentences is 163 and its average is 5.43.

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## **SCHOOL 2**

Analysing the responses of the students in the second college, the total number of words they wrote is 8655 and the total number of sentences is 1531. The average number of words per sentence is 5.65. The total number of errors is 4194. Therefore the error average is 63.85 and the error percentage is 48.45%. The total number of error free sentences is 86 and its average is 2.86.

## **SCHOOL 3**

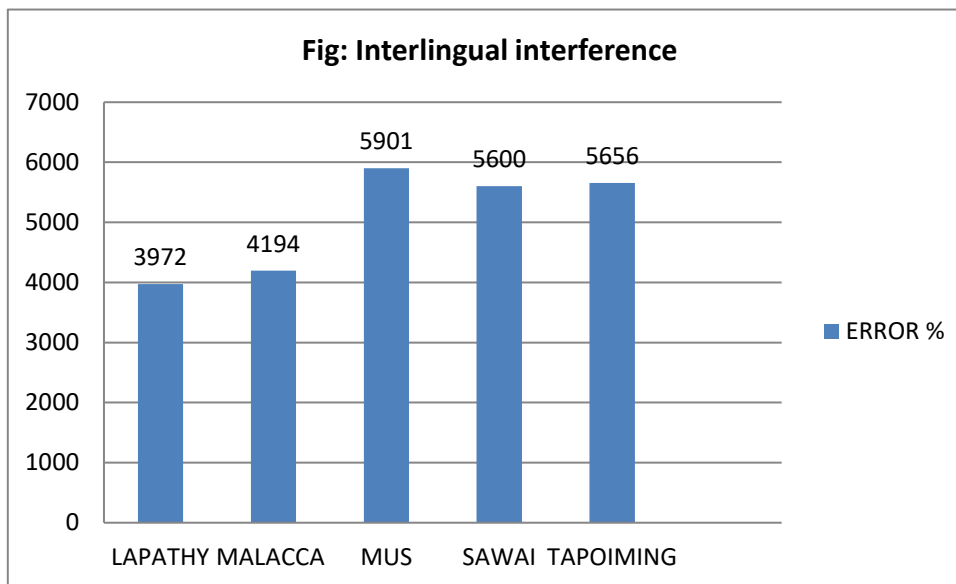
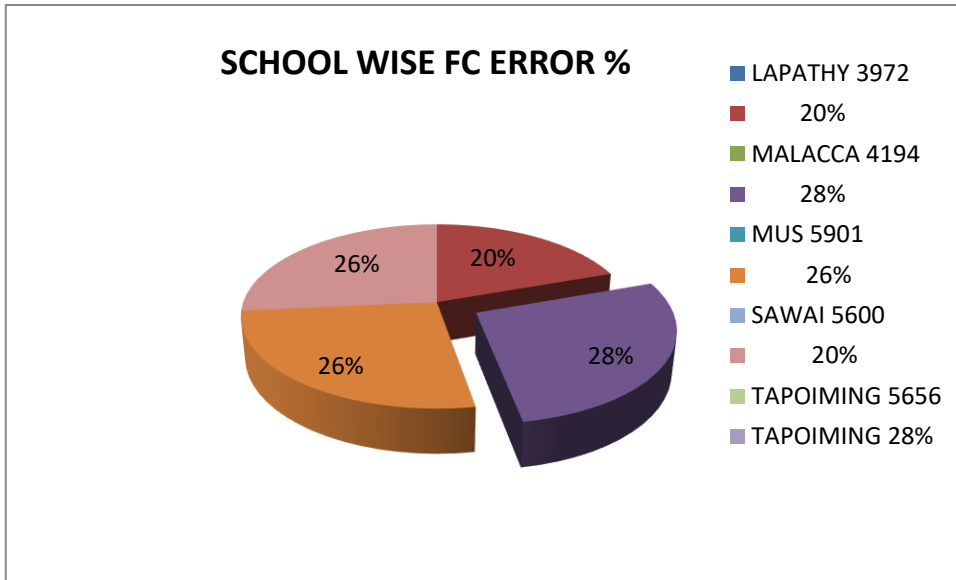
Analysing the responses of the students, the total number of words they wrote is 8733 and the total number of sentences is 202. The average number of words per sentence is 5.6. The total number of errors is 460. Therefore the error average is 196.7 and the error percentage is 67.57%. The total number of error free sentences is 90 and its average is 3.

## **SCHOOL 4**

Analysing the responses of the students in the fourth college, the total number of words they wrote is 8725 and the total number of sentences is 1500. The average number of words per sentence is 5.51. The total number of errors is 739. Therefore the error average is 186.6 and the error percentage is 67.67%. The total number of error free sentences is 116 and its average is 3.86.

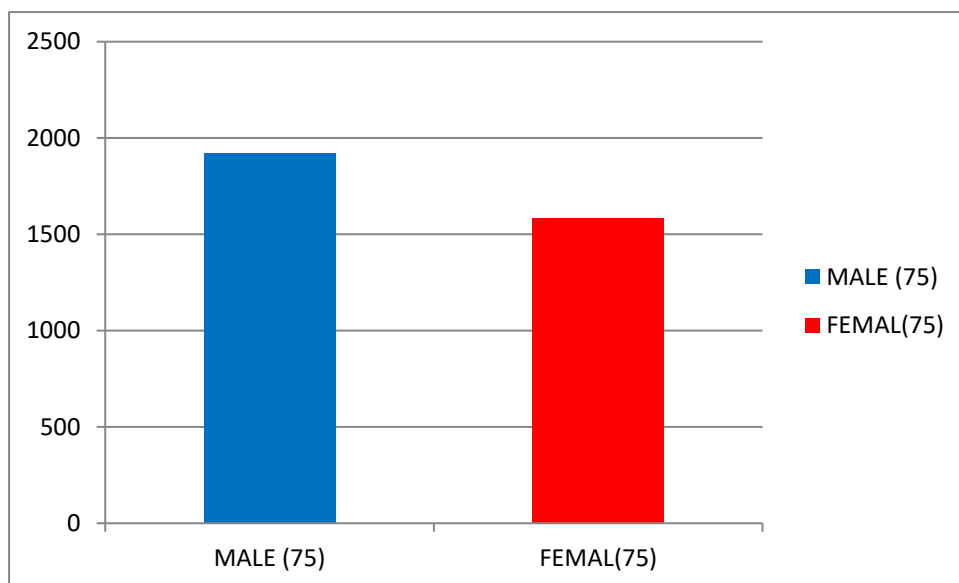
## **SCHOOL 5**

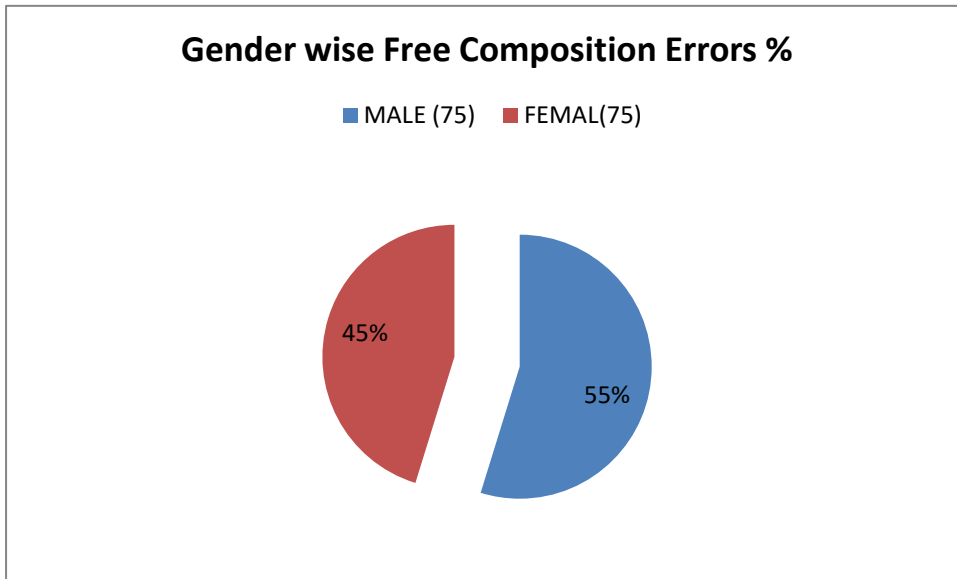
Analysing the responses of the students, the total number of words they wrote is 9144 and the total number of sentences is 1579. The average number of words per sentence is 5.79. The total number of errors is 5656. Therefore the error average is 188.5 and the error percentage is 61.85%. The total number of error free sentences is 108 and its average is 3.6.



### 17. Gender wise Free Composition Error Percentage

	MALE(75)	PERCENTAGE	FEMALE (75)	PERCENTAGE
Total No. of words	21952	50.41	21610	49.63
Total No. of sentence	3802	49.07	3946	50.92
Words per sentence	75/427 = 5.7	51.01	75/410 = 5.41	48.98
Total No. of errors	14651	57.85	10672	42.14
Total No. error free sentence	216	38.50	345	61.49





## 18. Intra lingual errors

### a. 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	1. Indefinite article incorrect

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<p>A. Learner's Error</p> <p>a. "after Tsunami, a M.P. surveyed the affected Islands"</p> <p>b. "an arm"</p> <p>c. "an university"</p>	<p>"a" is used instead of 'an'</p> <p>"an" is used instead of 'a'</p> <p>"an" is used instead of 'a'</p>
<p>B. Learner's Error</p> <p>a. "a umbrella"</p> <p>b. "a m.p."</p>	<p>"a" is used instead of 'an'</p> <p>"a" is used instead of 'an'</p>
<p>2. Learner's Error</p> <p>a. "Brother bat"</p>	<p>2. possessive case incorrect</p> <p>Omission of 's</p>
<p>3. Learner's Error</p> <p>a. "The dog help women".</p> <p>b. "the leaf fall downs"</p>	<p>3. third person singular verb incorrect</p> <p>i. Failure to attach –s</p> <p>ii. Wrong attachments of -s</p>
<p>4. Learner's Error</p> <p>a. "the man save her"</p> <p>b. "she goed to Malacca Jetty"</p> <p>c. "she fall in the well"</p> <p>d. "it been close to her"</p>	<p>4. simple past tense incorrect</p> <p>a. regular past tense</p> <p>i. Omission of -'ed'</p> <p>ii. Regularization by adding -'ed'</p> <p>iii. Substitution of simple non-past</p> <p>iv. Substitution of past participle</p>
<p>5. Learner's Error</p> <p>a. "they were call"</p> <p>b. "she was call"</p>	<p>5. past participle incorrect</p> <p>i. Omission -'ed'</p>
<p>6. Learner's Error</p>	<p>6. comparative adjective adverb incorrect</p>

a. “Raja get up more higher”	i. Use of more + ed ii. Simple past error
<b>B.SYNTAX</b>	
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

**Table: 5**

**For example:**

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## STUDENTS RESPONSE

1. “the boat will end on 10p.m.” is written instead of the ferry services are available till 10.p.m.

2. “our car nicobar was beautifull”. Is written instead of Our Car Nicobar is beautiful.

3. “ANIIDCO is made in 1988” is written instead of ANIIDCO was set up in 1988.

(Wrong selection of word)

4. “After Tsunami our M.P. come and watched”. Is written instead of after the Tsunami, our M.P. surveyed the affected Islands.

(Wrong selection of word)

5. “My grandmother living on diglipure in last year” is written instead of last year my grandmother was living in Diglipur.

6. “my college created in chakkar gone mountain” is written instead of my collage is built on a hill in Chakkar Gaon village.

7. “Neel Island is one day travel from Haddo Jetty.” Neel Island is a day’s travel from Haddo Jetty.

8. “Schooba dyiving is famus in Heavelock” is written instead of Scuba diving is famous in Heavelock.

9. “We looked Jarawa on baratan” is written instead of We saw Jarawa people on Barataan Island.

10. “Ayom goed to tarasa from purchessing dongi” is written instead of My grandfather went to Tarasa Island for purchasing a yacht.

11. “We celebrate ah-hun festevel each year” is written instead of Every year we celebrate hu-un festival.

12. “melan is one of the navel festivel in our Island two years one” is written instead of Melan is one of the Indian Naval festivals celebrated biyearly in our Island.

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13. “he also wented mus jetty” is written instead of He also went to Mus Jetty. (Mus is one of the tribal villages in Car Nicobar as well as one of the vehicle ferry. M.V. Mus)

14. “macruz was ferried to Havelock” is written instead of Macruz or Makruzz ship plies to Havelock Island.

15. “my brother caught larg pig” is written instead of My brother caught a big pig.

## 19. Interlingual Errors

### 19.1. Mother Tongue Interferences (MTI)

This Mother Tongue Interferences (MTI) is taken from while analyzing Free Composition as well as Other Classroom Activities (OCA). Like before starting lesson “The Sky is Limit”-Kalpana Chowla, The researcher motivate the students through Question Answers, Dialogues, and Jokes and in between the lesson the researcher allotted Question Answer Section.

#### a. Nicobarese

Nicobarese	English Meanings	Nicobarese	English Meanings
Tsönmi	Tsunami	Pinlakngen	Disasters
Kuyeunö	Earthquake	Yôhan	John
Racha	King	Pa/Fa	Father
Ma	Mother	Tôhet Lipöre	Holy Bible
Inyöoken	Relief	Töchóich	Bad
Apöl	Apple	An-kuö Kunti	Art
Töreula	Animal	Misumami	Queen

**Table: 6**

### 19.2. Hindi as well as its dialects Interferences

Hindi words are used by the Nicobarese speaking students in abundance as more than 90% Nicobarese are very good used in Hindi as well as its dialects finds its traces in their English.

#### a. Hindi

Hindi Words	Nicobarese Words	English Meanings
Ma	Ma	Mother
Abha	Abah	Father
Macchi	Macche	Fish

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Maami	Maami/mo	Aunty
Chattai	Chattai	Mat
Dhoodh Wala	Dhodh Wala	Milk Man
Sabji	Sabje	Vegetable
<b>Andaman Hindi Dialect</b>	<b>Hindi</b>	<b>English Meanings</b>
Pani Pakkado	Pani baro	Fill the water
Jor se Chalo	Theej chalo	To walk fast
Juttha Kolo	Juuthe uttharo	To remove the shoes
Khappada Dalke aayoh	Kapate pahankar aavoh	To wear clothes
Dhot Ke baaga	dhodo	Run fast
Machhi maarna	Machhi pakkadna	Fishing in lakes /ponds
Kaanta khelo	Machhi pakkado	Fishing with boat/sea shore/jetties

**Table: 7**

**b. Western UP Khadi Boli Hindi**

Western UP Hindi	English Meanings	Western UP Hindi	English Meanings
Key Perhai- Keyapireha	What you drink	Charna	To Eat
Dopkie – Dopke	To Bathing	Ode Chalajah	Go there
Srand	Bad Smell	Khade Jurahai	where are you going?
Chhuri	Girl	Chhura	Boy
Logai	Woman	Tapana	Fishing
Nehar	Reiner Stream	Bartha	Bull
Tabar	Baby/ Child	Parv	Festival
Latt pajan	To fight	Jhod	Lake
Manas	Man	Kena	Sailing Boat
Ode Key Karrahai	What are you doing there?	Kaka	Younger brother of father

**Table: 8**

**20. Various Dialects Interference**

While analyzing the free composition question answer the researcher found not only mother tongue Nicobarese. Interferences (MTI) but traces of other dialects and language like Great Andamanese, Tamil and its various dialects of Hindi, Bangla were also found.

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## Various Dialects Interference

### 20.1. Regional

#### 20.1. Social

- a. Religious
- b. Caste

#### Regional Dialects

Tamil	Telugu / Malayalam	Andamanese/ Nicobarese	Hindi	Bangla
Andaman Tamil	No Interference Found	Car /Pu	Andamani Hindi	Andamani
Chennai Tamil		Tarasa	Western UP Hindi	West Bengal
Tanjavoore Tamil		Bo	Kadi Boli Hindi	Bangladeshi
Madurai Tamil		jeru		

**Table: 9**

#### Caste Dialects (No Caste in Andaman)

In Tamil interference, there are two major kinds of dialects that are found:

#### Social Dialect – Religious Dialect

Caste Dialect and Regional Dialect

#### 2.1. Regional Dialect

In Regional Dialect (RD), there are four main dialects which found, and they are **Andaman Tamil**, **Chennai Tamil**, **Tanjavoore Tamil** and **Madurai Tamil**.

#### 20.2. Tamil as well as its dialects Interferences

Tamil words are used by Nicobarese residents and it shows that many are well versed in Tamil as well

##### a. Tamil Words

Tamil Words	Nicobarese Words	English Meanings
Amma	Ama/ma	Mother
Appa	Pa/ Apa	Father
Ayya	Ayom	Maternal Grandmother

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Aiyah	Yom	Grandfather
Tambi	Thambi	Younger Brother
Anna	Anne	Elder Brother
Poo	Pu:	Flower/Car Nicobarese
Kottakai/Kotta	Kota	Hut
Saapadu	chhaapte	Rice food
Chakku/Sakku	Sakku	Jute Bag

**Table: 10**

**b. Andaman Tamil Dialect**

Andaman Tamil	Nicobarese	English Meaning
Machchi Puti	Machchi Poti	To Catch Fish / Fishing
Madattu Pannu	Mathatta Pannu	Help me
Mana Pannuraan	Manapanuran	We refuses
Pathala Varan	Paythalvaren	To come by feet
Khaliya irrukku	khalirukku	empty
Karapa Ayidichi	Karab Aidichchi	Repaired/ Waste

**Table: 11**

**c. Chennai Tamil Dialect**

Chennai Tamil	Nicobarese	English Meaning
Payam	Palam	Fruit
Kunddu	Kunthu	To Sit
Baadi Eyngē?	Pa?	Where is your father?
Ong Solapanthiya Vendam	Ong Solapand	I refuse your friendship or partner
Maas aiattaan	Masthu	Popular/ Prominent
Niccha Vaada	Niich	Bad smell of dead body
Thuttu	Duddu	Cash
Kaasu	casue	cash
Marasalayitteen	Merrasal	Stunned
Doulath Irukka	Doulath	Do you have gust or brave?
Kaaliya irrukku	khalirukke	empty
Dama Thundu	Thama Tuntu	Very little amount of things
Kolambu	Kolambe	Curry

Kattumaram	Kattumare	Logs bound together Catamaram
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**Table: 12**

**d. Tanjavoore Tamil Dialect**

Tanjavoore Tamil	Nicobarese	English Meaning
Aaaya	Aya	Grandmother
Ettapoo	Ettepuo	Go Away
Karppang Kazhi	Karpangali	Sugar Cane
Kazhi	Kali	Stick
Naina	Naina	Father's Younger Brother
Ciththi	Chithi	Mothers Younger Sister
Sakku	Saccu	Jude Bag
Kavul Adikkithu	Karol	Small of Dead Fish
Angandai	Angande	That Side
Engandai	Engande	This Side

**Table: 13**

**e. Madurai Tamil Dialect**

Madurai Tamil	Nicobares	English Meaning
Angana Kana	Anganekane	There
Aiyaah	Ayum	Grand Father
Vantheyinuvachchico	Vandenovatchiko	If I come there
Avainge	Avainke	They (dishonorable)
Patakkannu	Padakanu	quickly
Vellane	Vellana	Early Morning
Thopakattinu	Thoppakatinu	Suddenly
Venjanum	Venjanum	Curry
Thuppura nanainjatta	Thopure nanaje	Completely wet

**Table: 14**

**20.3. Social Dialect**

In social dialects (SD), there are two main categories are found, which are caste and religious dialects.

1. Caste Dialect (There is no caste dialect in Andaman and Nicobarese)
2. Religious Dialects.

There are more than six religions in Andaman and Nicobarese Islands practiced, such as Hindu, Islam, Christian, Sikhism, Buddhism and Bahaii. There are two religious dialects found

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in Nicobarese speaking students, one is Tamil Christian Dialect, and the other is a Tamil Hindu Dialect.

### 20.3. a. Religious Dialects

#### 20.3. a. Tamil Religious Dialects

##### a. Tamil Christian

Tamil Christian Dialect	Nicobarese	English Meaning
Sootiram	Soohira	Praise the Lord
Oppukkollutal	Oththuko	Confession
Kiriththa	Critthu	Christ
Pavaannippa	Paapukkthi	Forgiveness
Ratuchipput	Ratchak	Saviour
Aaviyanavar	Aatman	Spirit
Aacirvaadam	Ashiravad	Blessing
Yesu	iesu	Jesus
Visuvaasam	Vishvasham	Faith

**Table: 15**

##### b. Tamil Hindu Dialect

Tamil Hindu Dialect	Nicobarese	English Meaning
Pandikai	Pandika	Festival
Puusai	Puja	Prayer
Saamy	Chami	Lord
Alaku Pooduthal	Vel Vel Poocha	A Kind of Tamil Hindu festival
Sakkara Pongal	Pongal Prasad	Blessed food sweet content

**Table: 16**

### 20.4. a. Bangla interferences

Andamani Bangla	English Meaning	Andamani Bangla	English Meaning
Gacha	Tree	Nauka	Boat
Macha	Fish	Macha Dhara	Fishing
Samudra	Sea	Khadya	Food
Jahaja	Ship	Jala	Water
Kumbhira	Crocodile	suambar	sambar
Madarasi bhath	South Indian food	kattajole	rasam
maash	fish	dholbath	daalrice

**Table: 17**

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### b. West Bengal Bangla

West Bengal Bangla	English Meaning	West Bengal Bangla	English Meaning
Baath	cooked rice	Deem	egg
Khete	To Eat	Pana Kara	Drink/drinking
daakse	To call	Omol maati	Precious land /soil
durgamao	Durga goddess	amordhada	My elder brother
bangalavidyalaya	Bangla school	misty	sweet

Table: 18

### c. Bangladeshi Bangla

Bangladeshi Bangla	English Meaning	Bangladeshi Bangla	English Meaning
Khete	To Eat	Pana Kara	Drink
Mo/maa	Mother	Pita	Father
Chete	Boy	Meye	Girl
Dadhi	Paternal Grandmother	Dbeepa	island

Table: 19

## 21. Great Andamanese Interferences (GAI)

The researcher found that not only mother tongue (Nicobarese) words, 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:

### 21.1. Students' response of Great Andamanese while writing in English Sentences

#### Structural Response English Meaning

1. Bodo set point in chediya Tapu- Sunset point in chjan....
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.

### Great Andamanese

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<b>rain</b>	<b>rainbow</b>	<b>snail</b>	<b>shell</b>
cer	Bilurj:wj	kalatop	karasue
reatcle	bo	Kara:wlu	kor
ijine	djanu	gonge	toa
<b>snake</b>	<b>fruit</b>	<b>leaf</b>	<b>bun</b>
toba	sulu	bana	kjro
baralo	ibijol	soetec	barcjm
becjc	iltotco	Bufi[afti	beterbat

**Table: 20**

## 22. Interlingual Errors

### a. Lexical and Morpho-syntactic categories of Nicobarese interferences:

While analyzing the free composition (FC) question answer the researcher found not only mother tongue (Nicobarese) interference but also traces of other dialects and languages like Great Andamanese, Hindi, Tamil, Bangla and Creole were also found.

### a. Lexical and Morpho-syntactic categories of Nicobarese ((PU) interferences:

#### Noun

1. My ma went to Port Blair. Instead of my mother going to Port Blair. Here, *Ma*- Mother is Nicobarese.
2. Ayom- Feeling Cold. Instead of Grandfather feels cold. The word *Ayom* is called as grandmother or grandfather.
3. My neighbor is preparing sabudhan. Instead of saying, My neighbor is preparing fruit cake. Subudhan is a variety of a native cake, especially available in Car Nicobarese.
4. A Kunit is running fast. Instead of saying, a rat is running fast. Kunit means rat in Nicobarese language.
5. A Kaak is very big. Instead of saying, A fish is very big. Kaak means in Nicobarese language Fish.

#### Verb

1. My brother sat by the fire Oak tree. Instead of saying, my brother sat by the fire daring tea. Here, Oak means drink or water and it takes verb form here.
2. An Old an foot the tree. Instead of saying, a old man cut the tree. Here, foot means cut or separate.
3. The river water is fall. Instead of writing, the river water is running. Fal means run or running.

4. A boy tom coconut shells. Instead of writing, boys throw coconut shells. Tom means throw or throwing.
5. A small boy leuuich banana tree. Instead of writing, a small boy is planting or transplanting. Leuuich means planting or transplating.

### 22.1. L1- Language Hindi interference (Andaman Dialect)

While analyzing the free composition (FC), the researcher found Andaman Hindi dialect is used frequently by the participants.

#### For example:

1. I am late because today morning pani pakadke I came.

Instead of writing, I am late because I have to fill in water cane. Here, pani pakad ke (VP) is Andaman Hindi. Actual Hindi verb phrase is Paani barna, not Pakad na.

6. 'William wants to shoe kol ke walk in grass.

Instead of writing, 'William wants to remove his shoes.' Here, Shoe Kol Ke' Juththa kolo is Andamanese dialects. Actual Hindi Verb phrase is 'Juththa Vttar na, not Kolna.

7. 'He wants to jore se chalna because of boat will 'chchud Jayage' on time.

Instead of writing, he wants to go fast because boats will departure on time.

Here, 'jore se chalna' (AD) instead of Theej chalna or sheegra chchalna is actual Hindi phrase.

8. 'My dress is wet Khapada dalke aana late ooiga.'

Instead of writing, 'my dress is not dried yet so it will take time.' Khapada dalke aana' is Andaman dialect, it means to wear the dress. An actual Hindi phrase is 'Khapada pehan kar aana', not daal ke.'

9. When Tsunami came we are dhoud ke baga to mountain.

Instead of writing, when Tsunami case, we run fastly toward the hill. Here, Dhoud ke baaga- Andaman dialect actual verb phrase is Teej se dhoud na. This is frequently used by Nicobarese student's English learners.

### 22.2. Hindi Andaman Dialect

1. Pani Pakado- to fill the water
2. Jor Se Chalo- to walk speedily
3. Juntha Kholo- to remove shoe
4. Dhode ke Chalo- to run fast
5. Kapada dalkke Aayo- To wear the dress and come

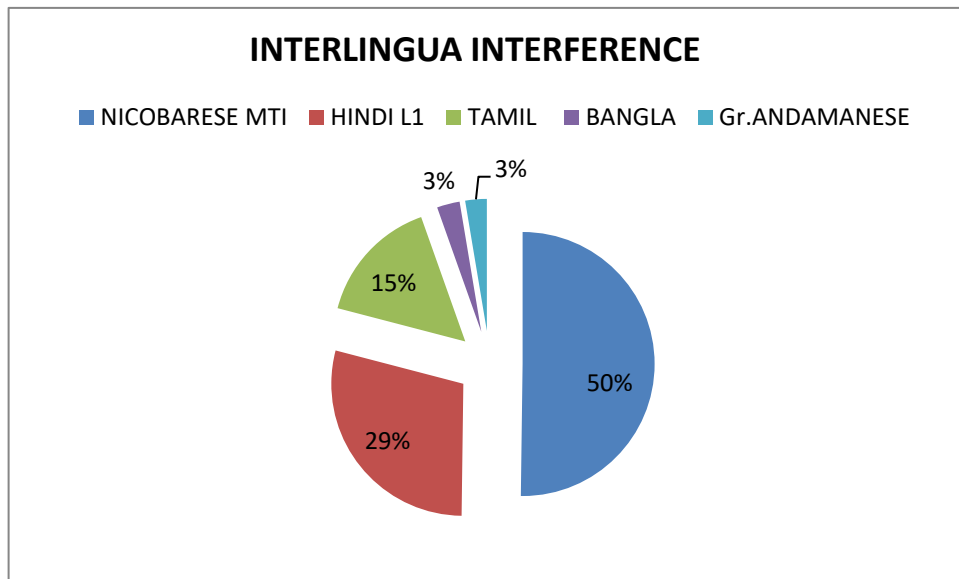
### 22.3. Khadi Boli Hindi

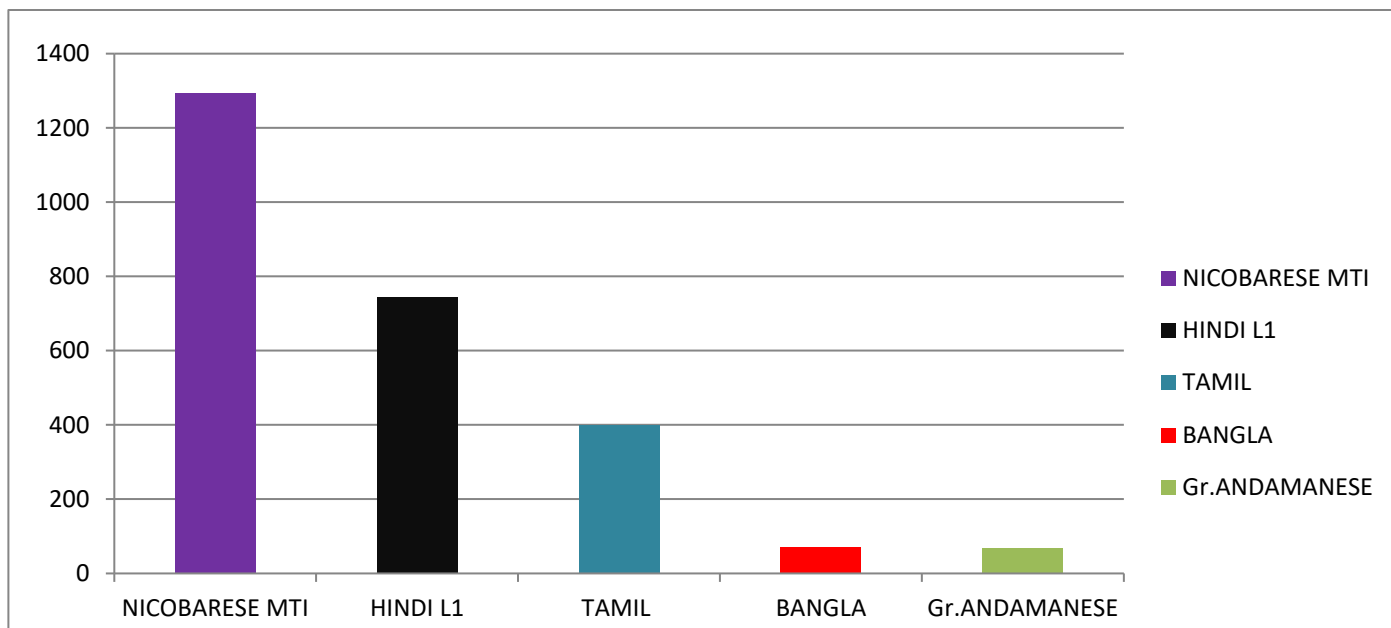
1. Key Piere hai- what are you drinking
2. Charna-To eat
3. Depke- Bathing
4. Lattpajans- To fight
5. Srand- Bad smell

### 23. Interlingua Interference

Languages	Number of errors	Average %
Nicobarese (MTI)	1295	50
Hindi (L1)	744	29
Tamil	400	15
Bangla	72	3
Great Andamanese	68	3
Total number of errors	2418	100

Table: 21





## 24. Error Hierarchy

**Table 22: Error Hierarchy for Free Composition**

Sl.no.	MALE	%	FEMALE	%
1	Misspellings	13.02	Misspellings	11.02
2	Tense	5.37	Prepositions	7.10
3	Prepositions	4.77	Nicobarese (MTI)	6.05
4	Verb forms	4.78	Tense	4.71
5	Capitalization	4.45	Adverb	4.21
6	Adverb	4.44	Word order	4.01
7	Nicobarese (MTI)	4.42	Conjunction	3.71
8	Wrong choice of words	4.31	Incomplete sentences	3.68

9	Word order	3.71	Nouns	3.42
10	Conjunction	3.44	Adjectives	3.39
11	Repetition of words	3.10	Capitalization	3.29
12	Parallel Structures	3.12	Pronoun	2.98
13	Determiner	3.11	Verb forms	2.96
14	Hindi (L1) Interferences	2.94	Wrong choice of words	2.90
15	Mobile phone errors	2.9	Mobile phone errors	2.87
16	Agreements	2.72	Hindi (L1) Interferences	2.82
17	Run on sentences	2.72	Subject and objects	2.73
18	Space errors	2.44	Parallel Structures	2.66
19	Adjectives	2.42	Miscellaneous errors	2.64
20	Overgeneralization	2.41	Space errors	2.63
21	Infinitives and gerunds	2.21	Agreements	2.61
22	Incomplete sentences	2.10	Overgeneralization	2.56
23	Miscellaneous errors	2.08	Determiner	2.50
24	Punctuations	1.98	Infinitives and gerunds	2.27
25	Pronoun	1.73	Possessives	1.93
26	Nouns	1.72	Punctuations	1.92
27	Tamil interference	1.43	Run on sentences	1.80
28	Subject and objects	1.41	Tamil interference	1.77
29	Possessives	0.37	Repetition of words	1.73
30	Bangla	0.27	Bangla	0.29

31	Great Andamanese	0.25	Great Andamanese	0.28
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The maximum number of errors by male participants (75) is in misspellings 13.02% whereas the female participants (75) also make most errors in misspellings 11.02%. Individual category wise it is tens where they make the maximum number of errors followed by tense and prepositions.

The minimum number of errors by male participants (75) is in Great Andamanese 0.9% whereas the female participants (75) make least errors in Great Andamanese 0.14%. Mother tongue interferences by male (75) are 4.42 % whereas the female participants (75) are 6.05%.

### **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 648 out of 14646. Their percentage error of mother tongue interference is 4.42% whereas female participants (75) made 647 errors in mother tongue interference out of 10677. Their percentage error of mother tongue interference is 6.05%. Total errors of male and female participants (150) made 1295 errors in mother tongue interference out of 25323. Their percentage error of mother tongue interference is 5.11%.

#### **Hindi L1 Interferences**

Total number of errors by male participants (75) in mother tongue interference is 442 out of 14646. Their percentage error of Hindi L1 Interferences is 2.94% whereas female participants (75) made 302 errors in Hindi L1 Interferences out of 10677. Their percentage error of Hindi L1 Interferences is 2.82%. Total errors of male and female participants (150) made 744 errors in Hindi L1 Interferences out of 25323. Their percentage error of Hindi L1 Interferences is 2.93%.

#### **Tamil Interferences**

Total number of errors by male participants (75) in mother tongue interference is 210 out of 14646. Their percentage error of Tamil Interferences is 1.43% whereas female participants (75) made 190 errors in Tamil Interferences out of 10677. Their percentage error of Tamil Interferences is 1.77%. Total errors of male and female participants (150) made 400 errors in Tamil Interferences out of 25323. Their percentage error of Tamil Interferences is 1.57 %.

## **Bangla Interferences**

Total number of errors by male participants (75) in Bangla Interferences is 41 out of 14646. Their percentage error of Bangla Interferences is 0.27% whereas female participants (75) made 31 errors in Bangla Interferences out of 10677. Their percentage error of Bangla Interferences is 0.29%. Total errors of male and female participants (150) made 72 errors in Bangla Interferences out of 25323. Their percentage error of Bangla Interferences is 0.28%.

## **Great Andamanese Interferences**

Total number of errors by male participants (75) in Great Andamanese Interferences is 38 out of 14646. Their percentage error of Great Andamanese Interferences is 0.25% whereas female participants (75) made 30 errors in Great Andamanese Interferences out of 10677. Their percentage error of Great Andamanese Interferences is 0.28%. Total errors of male and female participants (150) made 68 errors in Great Andamanese Interferences out of 25323. Their percentage error of Great Andamanese interference is 0.26%.

- Students' achievement at word (lexical) level is high (90-95%).
- In essay writing students commit spelling errors and grammatical errors in their writing it could be mother tongue and Hindi influence.
- the structure and the complexity of the target language (English) has an effect on 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.
- Tamil and Hindi language grammar pattern or syntactical structure is entirely different, for instance, Hindi and Tamil - subject+ object+ verb.
- Most of the students faced difficulties in writing paragraph. Lexical errors in their writing could be either because of Great Andamanese, Bangla language or other native dialects interferences.
- It was found that a number of students were not good in reading and speaking but good in listening and writing.
- Female participants committed less 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 Hindi, Tamil influence, word repetition, mirror image, analogical errors, illegibility, semantics and lack of interest in writing.
- Students committed errors in reading comprehension. In paragraph reading errors like pronunciation could be mainly because of their mother tongue Nicobarese or Hindi 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.

## 15. 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 in Andaman Nicobar Islands. They speak ‘Nicobarese’ along with Hindi and Tamil or Bangla language at home. All the students have gained the better language 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 Senior Secondary School Level.

## Suggestion

Communicative Language Teaching Method gives good results for Nicobarese English Learners.

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