DEDICATION

I dedicate this thesis to:
the souls of my parents in their heaven
and the soul of my sister Zobayda
may Allah the Almighty rest their souls

my beloved brother, Neem and his family.

in paradise.

ACKNOWLDGEMENT

All thanks are due to Allah, Almighty who bestowed me health, power and patience to complete this thesis. Then special tribute is paid to my supervisor prof, Dr. Mahmoud Ali Ahamed who kept positive to my work throughout the stages of this thesis. And whose insights and inspirations are always valuable.

Thanks are also extended to my beloved brother, Neem and his wife Hawa, his sincere sons Megdad, Mazin and Mohammed and his daughters Rayan and Rowyda who have hosted me in their house during the period of writing- up to this discussion, for their interest, support and sublime dealing and there are no words of thank that can adequately express the depth of my appreciation and respect to them.

Iam also indebted to Dr. Nasir El deen Mohammed Salih, his wife Gamar, Hafiz Adam El Doma, El Sadig Adam El Doma and uncle Yousif Ismeel, who backed me up from the very beginning of this task with their valuable suggestions, stimulating comments and support.

Special thanks are due to my colleagues at Sudan University of Science and Technology, Dr. Areig Mohammed Osman for her great support, Dr. Hillary, Dr. Abdal kareem Hassan, Dr. Ehissan Sirag El deen, Dr. Tahani Ahamed Kuku and ustaza Bothyna Osman , ustaz Mogahid, ustaz Akaram who support me in a way or another throughout the stages of this study.

Thanks also involve my colleagues, at ministry of education, Omdurman locality, office of technical supervision, English department for their help and support.

Finally lots of thanks go to my sister Sowaad, her husband Sidig and their daughter Manahil who extended to me their help and encouragement.

Abstract

Western Darfur state where Tama language is spoken widely among other linguistic minorities, has witnessed an ongoing transitions in all walks of life. This directly affects the internal cohesion of these languages and exposes their existence and usage to the hazards of disappearance. However, to protect Tama language from these hazards, every branch of its linguistics needs to be explored and this is why the study set out to investigate the morphological rules of noun- formation in Tama language in contrast to English. The study aimed to find out the similarities and differences in the morphological rules of forming nouns between the two languages, intending to determine if there is any sort of transfer from learners' first language that can affect doing their practical analysis of complex words, especially nouns. The intention is also to investigate the possibility of devising a writing system for Tama language, and what is the suitable script to adopt for writing Tama language. Moreover, the study also aimed at examining to what extent its findings are helpful in the field of teaching and learning English. The study used the descriptive and analytical method. To achieve the objectives, the researcher has conducted an interview and discussions with fifty members of Tama native speakers (informants). They are both male and female, who were born in western Dar fur(Dar Tama). Twenty of them hailed from Dar Tama to live in Khartoum, Gazira and White Nile area, they are above fifty years old. The other twenty members are English teachers in secondary schools, the researcher met them during the period of marking Sudan School Certificate, and they are between 35-40 years. They know well both languages and able to provide the researcher with adequate information. Ten members are undergraduates in English colleges, their ages range between 18-22 years, they are aware of where the

areas of difficulties exactly are. A questionnaire is also given to thirty eighth tutors in universities to investigate their attitudes toward introducing a writing system in Tama language. Based on the procedures above, the study arrived at the findings that there are similarities and differences between Tama and English languages; Tama has seven inflectional processes for forming a plural noun from a singular one, while English has only two. Tama language can have its independent writing system and Arabic script is the most suitable script for Tama to adopt. Based on the findings, the study recommended that, indigenous languages should be taken care of; more studies should be carried out on Tama language; The Sudan should acknowledge its pluralism and accepts it as a way of life and source of development and progress.

Abstract (Arabic version)

شهدت ولاية غرب دارفور التي يتحدث فيها المواطنون لغة التاما ضمن غيرها من اللغات العديد من التغيرات في كافة مجالات الحياة مما أثر ذلك مباشرة على التماسك الداخلي لهذه اللغات ، كما تعرض وجودها واستخدامها لمخاطر الضياع. ولحماية لغة التاما من هذه المخاطر يحتاج كل فرع من فروعها أن يتم تناوله بالدراسة ، هذا ما دفع الباحثة لتناول هذه اللغة بالدراسة لتقصى القواعد الصرفية في تكوين الأسماء مقارنة باللغة الانجليزية ، هدفت الدراسة إلى إيجاد أوجه التشابه والاختلاف في القواعد الصرفية لتكوين الأسماء بين لغة التاما واللغة الإنجليزية لتحديد نوع الانتقال من لغة الطلاب الأولى والتي يمكن أن تؤثر على قدرتهم على التحليل الفعلى للكلمات المركبة وخاصة الأسماء. كما هدفت الدراسة إلى اختبار إمكانية إدخال نظام خطى بلغة التاما وماهى أنسب الخطوط التي يمكن تبنيها لكتابتها حيث يعتقد التاما أن لغتهم يمكن ان تستخدم بعد تصميم نظام خطى لها في التدريس في مراحل التعليم الأولية. وأيضاً هدفت الدراسة إلى تحديد مدي الاستفادة من نتائج الدراسة في مجال تدريس وتعليم اللغة الإنجليزية. استخدمت الدراسة المنهج الوصفي التحليلي وقد تم جمع المعلومات من خلال المقابلات الشخصية والمناقشات مع خمسين فرد من متحدثي لغة التاما (رجال ونساء) الذين هاجروا من ديارهم للاستيطان بولاية الخرطوم ، النيل الأبيض والجزيرة. عشرون منهم تزيد أعمار عن الخمسين عام، وعشرون من أساتذة اللغة الإنجليزية بالمرحلة الثانوية حيث تتراوح أعمارهم بين الثلاثين والأربعين عاما وعشرة من طلاب كليات اللغة بالجامعات تتراوح أعمار هم بين الثامنة عشر والعشرين عام، كما تم توزيع ثمانية وثلاثون استبانه لأساتذة اللغة الإنجليزية بالجامعات لتقصى آرائهم حول إدخال نظام خطى في لغة التاما . وقد توصلت الدراسة إلى عدة نتائج منها وجود تشابهات واختلافات بين لغة التاما واللغة الإنجليزية، حيث أن هنالك سبعة قواعد صرفية للأسماء بلغة التاما مقابل قاعدتين فقط في اللغة الإنجليزية، كما توصلت الدراسة إلى إمكانية أن يكون للغة التاما نظام خطي مستقل، ويعتبر نظام في اللغة العربية هو أنسب الخطوط لكتابة لغة التاما. وبناءاً على النتائج توصىي الدراسة بضرورة الاهتمام باللغات المحلية ، يجب القيام بالمزيد من الدراسات التي تتناول المجالات الأخرى في لغة التاما، يجب على الدولة (السودان) الاعتراف بالتعددية اللغوية وتقبلها على أنها طريقة الحياة ومصدر للتطور و التقدم.

List of abbreviation

CA: Contrastive study

MT: Mother Tongue

TL: Target Language

Art: An article.

N: Noun.

V: Verb.

NP: Noun phrase:

VP: Verb phrase.

Ng: Vela consonant

List of Definition of Key Terms

Lexeme: The set of inflected forms taken by a single word.

Morpheme: The smallest meaningful unit or element in a word.

Allomorph: different morph representing the same morpheme.

Free morpheme: morpheme that can stand alone by itself as a single word

Lexical morpheme: morpheme which belong to the major part of speech.

Functional morpheme: morpheme that has grammatical function rather

Than meaning.

Bound morpheme: morpheme that cannot stand alone by itself as a single Word.

Root: The core of the word. It refers to a base that cannot be analyzed Further into morpheme.

Base: It is used to refer to the part of a word to which an affix is attached.

Stem: It is used form bases of inflection and sometimes for bases of serivational suffixes.

Productivity: refers to the property of an affix to be used to coin new complex word.

Inflection: A change in the form of a word that reflects a change in grammatical function.

Derivation: creation of complex word from a base word.

List Of Maps

Map (2-1) Tama Dar.

Map(2-2) Sites of old Darfurian Kingdoms.

Map (2-3) Areas of Dar fur tribes.

Lists of Tables

Table	Page No
Table(2-1) Tama subgroups	11
Table(2-2) English consonants.	27
Table(2-3) Tama consonants.	28
Table(2-4) consonants of Tama with examples.	28
Table(2-5) English vowels and diphthongs with examples	29
Table(2-6) Tama vowels.	30
Table (3-1) groups of informants.	61
Table(3-2) tutors' number and their distribution according to sex.	61
Table(3-3)tutors' years of experience.	62
Table(3-4) summary of teachers' questionnaire.	63
Table (4-1)nouns prefixes in English.	70
Table(4-2) nouns prefixes in Tama.	72
Table(4-3) changes English verb to a noun.	73
Table(4-4) English suffixes added to a noun- still a noun.	74
Table (4-5) English suffixes added to an adjective –becomes a noun.	74
Table(4-6) Tama suffixes.	75
Table(4-7) tutors' academic degrees.	103
Table(4-8) tutors' teaching years.	104
Table (4-9) inclusion of Tama language to be used at lower level of	105
education.	
Table (4-10)adopting the experience of our predecessors(African	107
countries)	
Table(4-11) adoption of Arabic script.	109
Table (4-12) using an indigenous language can lead to cession.	111

Table(4-13)local language can initially be used at lower levels then	112
developed to be used at higher institution.	
Table(4-14)Tama cannot be used at university level.	114
Table(4-15)using a script for writing indigenous languages can raise	115
their status to their written counterparts.	
Table(4-16)devising a writing system can be costly.	117
Table(4-17) Importance of creating a writing system.	118
Table(4-18)devising a writing system can have the effect of	120
strengthening English and Arabic afterward.	
Table(4-19) tutors do not need to be trained as they are native speakers	121
and have good knowledge of writing system.	
Table(4-20)Tama writing system could urge other linguistic groups to	122
develop their own systems.	
Table(4-21) introducing a writing system might open doors for future	123
Students of research.	

List of figures

Figure (2-1) the constituent of a sentence in Tama.

Figure (2-2)categories of morphemes.

Figure (2-3)derivational field of English single word.

Figure (4-1) classes of English nouns.

Figure (4-2) tutors' academic qualification.

Figure (4-3) teaching years.

Figure (4-4) inclusion of Tama language at lower level of general education

Figure (4-5) adopting the experience of the predecessors.

Figure (4-6) adoption of Arabic script.

Figure (4-7) using indigenous language can lead to cession.

Figure (4-8) local language such as Tama can be developed to be used at higher education.

Figure (4-9) Tama language cannot be used at university level.

Figure (4-10)Tama is dangerous to be used at higher institution of learning

Figure (4-11) devising a writing system can be costly.

Figure (4-12) importance of creating a writing system.

Figure (4-13) introducing a writing system can have the effect of Strengthening English and Arabic afterward.

Figure (4-14) tutors do not need to be trained.

Figure (4-15)Tama writing system could urge other linguistic group to develop their own systems.

Figure (4-16) future research on Tama.

Table of Content

Subject	Page No
Dedication	I
Acknowledgement	II
English Abstract	III
Arabic Abstract	V
List of Abbreviation	VII
List of Definition of Key Terms	VIII
List of Maps	IX
List of Tables	X
List of Figures	XII
Chapter One	
Introduction	
1.0 Introduction	1
1.1Context of the study	1
1.2 Statement of the study	2
1.3 Objectives of the study	3
1.4 Significance of the study	3
1.5 Questions of the study	4
1.6 Hypotheses of the study	4
1.7 Methodology of the study	5
1.8 Limits of the study	5
Chapter Two	
Literature Review	
2.0 Introduction	6

2.1 Background	6	
2.2 Tama Minority	8	
2.3 Historical Background About Tama Language	13	
2.4 The geography of Tama	15	
2.5 Tama Language	17	
2.6 linguistic situation in Sudan	18	
2.7. Indigenous languages in education	21	
2.8 Contrastive analysis and linguistic models	24	
2.9 Phonology of Tama language	25	
2.9.1 Classification of Tama Consonant	26	
2.9.2 Classification of Tama Vowels	29	
2.10 Syntax of Tama Language	30	
2.11 Morphology of Tama language	34	
2.11.1 Word- formation in Tama	37	
2.11.2 Words and lexemes in Tama	38	
2.11.3Morphemes	40	
2.11.3.1 Allomorphs	41	
2.11.3.2 Free Morphemes	44	
2.11.3.3 Bound morphemes	45	
2.11.3.4 Roots, Stems, Bases	49	
2.11.3.5Productivity	50	
2.12 Previous Studies	52	
Chapter Three		
Research Methodology		
3.0 Introduction	56	
3.1 Methodology of Contrastive Study.	56	

3.2The study methodology	59	
3.3 Resources for data collection	59	
3.4 The Research Tools For Data Collection	60	
3.4.1 Interview and Discussion Sample	60	
3.4.2 Questionnaire Sample	61	
3.4.3 Validity Of The Tools(Face Validity)	62	
3.4.4 Teachers' questionnaire	62	
3.5. Procédures	64	
Chapter Four		
Data Analysis, Discussion And Results		
4.0 Introduction	65	
4.1 Description And Analysis Of Morphological Rules		
of Forming Nouns In English And Tama Languag	65	
4.1.1Description Of Nouns In English And Tama		
Language	65	
4.1.2Affixation	68	
4.1.2.1 Nouns Prefixes in English and Tama	69	
4.1.2.1.1Noun prefixes in English	69	
4.1.2.1.2 Noun prefixes in Tama	72	
4.1.2.1.3 Contrast	72	
4.1.2.2 Noun Suffixes in English and Tama	73	
4.1.2.2.1 Noun suffixes in English	73	
4.1.2.2.2 Noun suffixes in Tama	75	
4.1.2.2.3 Contrast	76	

4.2. Inflection and Derivation Processes in English and	
Tama	76
4.2.1 Inflection in English and Tama	77
4.2.1.1 Inflection in English	77
4.2.1.2 Inflection in Tama	79
4.2.1.3 Contrast	85
4.2.2.Derivation in English and Tama	86
4.2.2.1 Derivation in English	86
4.2.2.2 Derivation in Tama	87
4.2.2.3 Contrast	89
4.3 Non- Affixation in English and Tama	89
4.3.1Conversion processes in English and Tama	90
4.3.1.1 Conversion in English	90
4.3.1.2 Conversion in Tama	92
4.3.1.3 Contrast	92
4.3.2 Compounding processes in English and Tama	92
4.3.2.1 Compounding in English	93
4.3.2.2 Compounding in Tama	94
4.3.2.1Contrast	96
4.3.3 Reduplication in English and Tama	97
4.3.3,1 Reduplication in English	97
4.3.3.2 Reduplication in Tama	97
4.3.3.3 Contrast	98
4.3.4 Borrowing processes in English and Tama	98
4.3.4.1 Borrowing in English	98
4.3.4.2 Borrowing in Tama	99

4.3.4.3 Contrast	99	
4.4. Other Processes of Non- affixation	100	
4.4.1 Clipping	100	
4.4.2 Coinage	100	
4.4.3 Blending	101	
4.4.4 Acronyms	101	
4.4.5 Backformation	102	
4.4.6 Contrast	102	
Part Two; Questionnaire	102	
4.5. Analysis of the questionnaire	102	
4.6.Test of the study hypotheses	102	
4.7. Discussion	125	
4.8. Results	130	
Chapter five		
Summary, Conclusion, and Recommendation		
5.0 Introduction	132	
5.1Summary and conclusion	132	
5.2 Recommendation	134	
5.3 Suggestions for further study	135	
References	136	
Appendices	144	

64

Sudan University of Science and Technology

College of Graduate Studies College of Language Department of English

A Morphological Contrastive Study on the English Language and the Tama Language

دراسة تقابلية صرفية بين اللغة الإنجليزية ولغة التاما

A Thesis Submitted in Fulfillment of the Requirements

For the Degree of Ph.D. in English Language(Applied Linguistics)

Submitted By:

Mastora Mohammed Ibrahim Dawood

Supervised By:

Prof. Mahamood Ali Ahamed

March 2017