A Contrastive Study in Sentence Construction between English and Nubian Languages

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Abstract

*This study focuses on analyzing and contrasting sentence construction in both Nubian and English languages. The study intends to find out the potential productivities of these processes for pedagogical purposes, which may prove to be useful for Nubian native and how Nubian English language teachers may benefit from it in teaching English language .The data of this study have been collected from two important sources: The literature which has been written on Nubian language and a sample of Nubian speakers . The literature reviewed covers: the geography of the area where Nubian people live , a description of the Nubian syntax, classification and distribution of the Nubian languages , the contrastive analysis process , and finally some previous studies. The findings reveal that English and Nubian languages have similarities as well as differences. These can be summarized as follows: The points of **similarities** are as follows: The two languages have similar elements to construct a sentence. Both languages use coordination to construct compound and complex sentences and both language have equivalent conjunctions. Both languages have equivalent pronouns to construct (WH) questions. Ellipsis exists in the two languages. Points of **differences** between the two languages: The two languages have different syntactic order of elements in sentence construction .Coordinators in English convey shades of meaning, whereas in the Nubian language they cannot do so. Ellipsis in the Nubian language does not result in an ambiguous sentence. The coordinator appears in the middle of the sentence in English. The presence of more than one coordinator may result in an ambiguous sentence. In Nubian languages the coordinator appears after the nominal in each clause and no ambiguous sentence may result.*

1. Introduction

Language is the mirror that reveals what is going on in human minds. It distinguishes man from many other living creatures. It is the means that achieves communication to serve different purposes among people. Also it is one of the most important resources in transferring the human cultures from one generation to another .

Sudan is one of the countries which is rich with language varieties. Nubian languages, is group of languages spoken in Sudan and southern Egypt, chiefly along the banks of the Nile River (where Nobiin and Kenzi [Kenuzi] are spoken) but also in enclaves in the Nuba Hills of southern Sudan (Hill Nubian) and in Darfur (where Birked [Birgid] and Midob [Midobi] are spoken). These languages are now considered to be a part of the Nilo-Saharan language family..The Nubian language covers many dialects which have originally emerged from it . Linguists and researchers differ with regard to the origin of "Nubian" and the history of Nubian people. The origin of the word is derived from the word "Nob" which means "gold" in old Egyptian language that means " the gold land" this region is famous for mines. The Nubian language is related to the linguistic family which is called Nilo-Saharan phylum . Nubian languages is one of these languages .

The Old Nubian language has its own writing system .It uses the Coptic alphabet to write typical Nubian words .The oldest manuscript in old Nubian returns to the beginning of the Christian period . With the appearance of Islam in Nubia , Arabic became the dominant language (Bader,1955).

However, Nubian language continued to be used until today. From the old Nubian language many dialects have been derived as(Fadija, Kenzi, Sikut, Mahas and Dongolawi). The Nubian languages are spoken along the banks of the River Nile in Southern Egypt and Northern Sudan . Nowadays speakers of Nubian languages live in the following areas:

Near Komombo north of Aswan dam.

1. In New-Halfa state of Sudan, the people of Sudan who live there were immigrated from Wadi-Halfa after the building of high dam.
2. In Northern state of Sudan in Wadi-Halfa .

This research study is concerned with the comparison and contrast of the Nubian language and English language. The comparison and contrast is limited to sentence structure in the two languages. The researcher has noticed that there are not many researchers conducted in this area and that is why the researcher is encouraged to fill in the gap by studying the similarities and differences between the Nubian and English languages in sentence construction.

1.1 Statement of the Problem

It has been noticed that few studies have been published in the area of contrastive analysis on Sudanese local languages especially the Nubian language. Some studies, not all, are carried out comparatively (i.e. to identify similarities between them) not contrastively (i.e. to identify similarities and differences). So the researcher considers this as a gap in Sudanese studies and attempts to fill in that gap and bridge it to other studies.

1.2 Objectives

This study attempts to achieve the following objectives:

1. To identify the points of similarities and dissimilarities between the Nubian language and English language at sentence level.
2. To add to the existing knowledge about Nubian's sentence construction as a contribution to relevant studies.

1.3 Questions

1. How do English and Nubian sentences differ in sentence construction?

2. How do English and Nubian sentences resemble each other?

1.4 Hypotheses

The following hypotheses are formulated:

1. English and Nubian languages differ in sentence construction.
2. English and Nubian language resembles each other in some aspects.

1.5 Significance

It seems that from the previous studies on the Nubian language, studies of comparative linguistics are rare. Most of these studies are attempts in writing the language, and they concentrate more on phonology, and grammar. The researcher has found that these studies have not made use of the area of contrastive analysis, so this study is an attempt to explore this area.

In addition the researcher believes that this study has a theoretical significance to researchers since it deals with one aspect of grammar. It is hoped that the investigation will contribute to the understanding and use of other Sudanese languages. This kind of contrastive study may be helpful in teaching English as a foreign language to Nubian learners by Nubian teachers at both secondary and tertiary levels. It is also helpful to the understanding of different languages and their contributions to the field of linguistics.

1.6 Limits of the Study

The present investigation is restricted to the Nubian people who have settled in New-Halfa, in Sudan and are concerned with the growing demands of learning the Nubian language. The study is limited to the level of sentence construction.

2. Literature Review

This literature review provides data on: Nubian area and people, syntax of the Nubian language, classification and distribution of the Nubian languages, contrastive analysis, and finally some related studies.

2.1 Geography of Nubia

Nubia is defined geographically by Trigger (1976:12) as the portion of the Nile valley that lies between Aswan which was the Sothern border of Egypt in Pharaonic time and Khartoum district, located in one of the hottest and most arid regions of the world . The beginnings from Aswan and Komombo in southern Egypt including a series of cataracts down the Nile which divides it into two parts , the Lower and Upper Nubia.

2.2 The Origins of the Nubian People

Tucker &Bryan (1956) mentioned that the name " Nubia " is an ancient word which is used in the old Egyptian , Coptic and Greek languages to denote inhabitants of the Nile Valley south of Aswan . It refers to various forms ; Nubia(the country) , Nubian (The language) and Nubians (The people) . Arkel (1955) says that the name refers to the people who live in south Kordofan where we find different ethnics and languages most of them are Negro.

Bader (1955) offers three probabilities about the Nubian language origin which are:

a) It is African and originated in its current place in Africa .
b) It is Kushian moved from Asia via the Red sea to Africa and settled in the area called " Kush" between the second and fourth cataract.
c) It is Libyan tribe's languages whose speakers moved towards the North and displaced the Negriod tribes.

2.3 Syntax of Nubian Language

According to Bader (1955:70) the order of word sentence in Nubian language are marked by subject , object and verb. e.g. ay kabaka kabs =I ate the food .

In negative sentence the order change subject verb article e.g. ay kabaka kab mun = I don't eat the food (* I eat the food not).The negative article comes at the end of the sentence.

In interrogative sentence the verb comes at the end of the sentence and the suffix is changed according to the subject used (singular or plural). The order of elements are subject , verb and finally the suffix .

 e.g. *ay fay re* = do I write ?(* I write +re)
ou fay ro = do we write ? (* we write +ro)….etc

In WH questions the sentence is formed as the following :

Wh+N+V+M

e.g. *Isohn ay kab re* ? = when do I eat ?
sikir ir Kir o ? = how do you come ?

Compound sentences in English use coordinators like and, but and or "*to connect words , phrases and clauses of equal grammatical importance* " (Heaton and stocks ,1966:36). The major use of "and" in English is to express addition eg. Ahmed and Ali means Ahmed in addition to Ali .Also it may indicate sequence e.g she washed and ironed the shirt and here means then or following this . Also "and " may indicate a result e.g. I took a pill and fill asleep . (Wardhaugh ,1955: 99).

In Nubian language it might be expected that it could not have had indigenous coordinators. (Haspelmath,2000:7). It must have borrowed it from such a prestige language as Arabic especially colloquial Arabic which has a set of coordinators (Khalil 1999, Al Khuli ,1999) Nubian language has an indigenous coordinators as goon, toon …etc.

e.g. *Id toon ideen goon kajisa*
man co women co come
The man and the woman came

In Nubian language uses the coordinators- goon - to express contrastive coordination .
e.g Ali goon ahmet toon buruga nassa Ali co Ahmed co girl see (past)
Both Ali and Ahmed saw the girl.
In Nubian language the coordinator (wala)used to express "Neither, nor "
E.g. Wala id wala ideen awakka neer kummna .
co man co woman night sleep .
Neither the man , nor the woman slept at night.
The coordinator (ya) used to express " Either – or "

E.g. *Ya id ya ideen Aliig nalo.*

co man co woman Ali see (past).

either the man or the woman saw Ali .

The coordinator (toon) used to express' whereas '

E.g. Ay Aliga nas Ahmed toon Hassan goon ideen ga nassa.
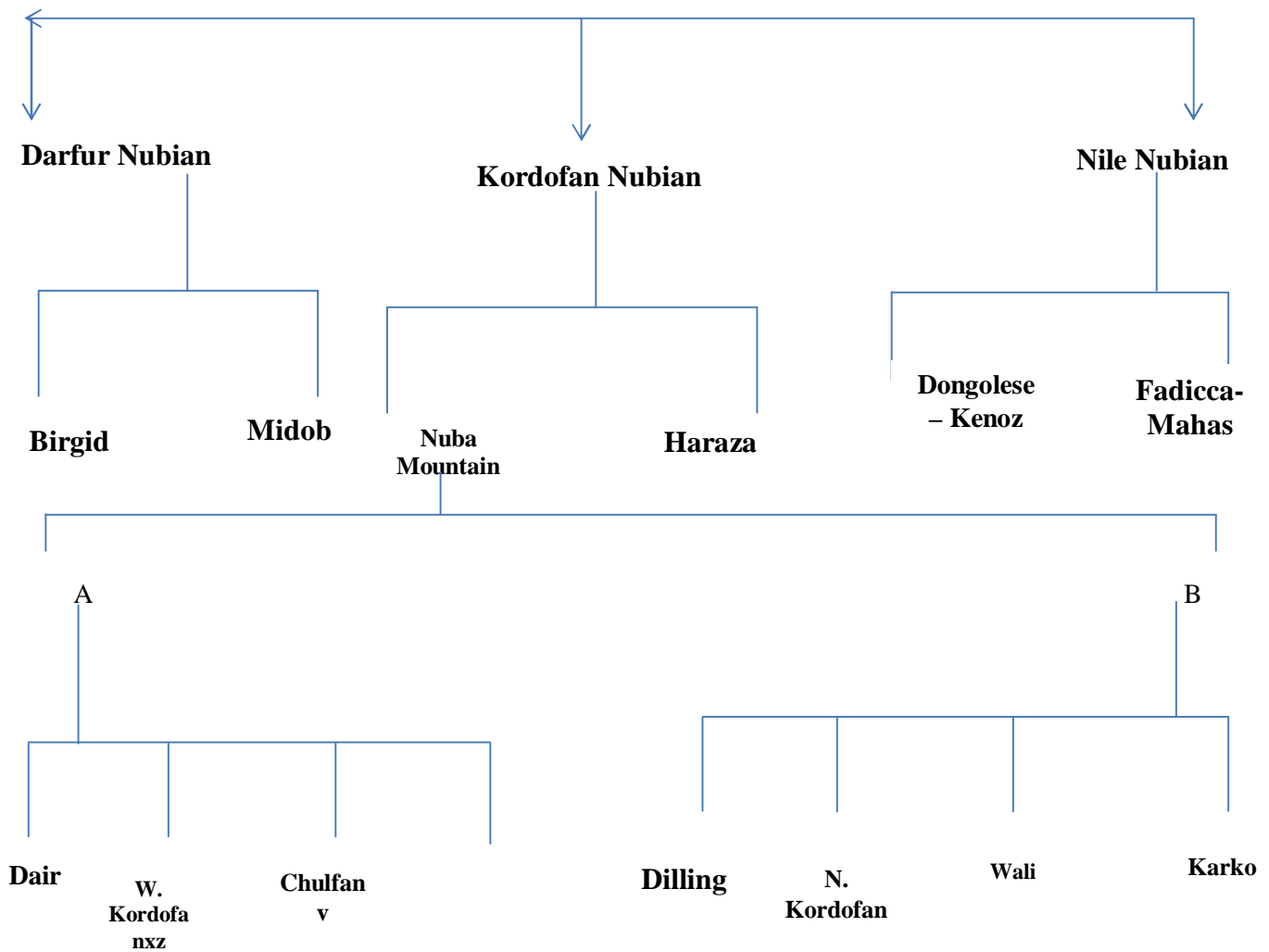
I Ali co met Ahmed co Hassan co woman co met .

I met Ali ,whereas Ahmed and Hassan met the woman .

2.4 Classification and distribution of the Nubian language

The Nubian language is divided into two types . The first type is the old Nubian language, the second stage is the modern one which is characterized by varieties of dialects .The chart below shows the dialects which are included in the modern Nubian language.

Figure (1) : Classification of Modern Nubian Languages (Tucker&Bryan:1956)

Modern Nubian Language

2.5 Contrastive Analysis

Contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing input to applied disciplines such as foreign language teaching and translation . Contrastive studies deal with comparison of language that are socio-culturally linked i.e. language whose speech communities overlap in some way. Language comparison has been used in the description of foreign language at least 19th century in Europe .A contrastive methodology was explicitly formulated after the second world war , when the importance of foreign language learning was recognized in US ,and when research on immigrant bilingualism emerged. (Weinreich 1953, Haugen 1956). Fries in his monograph and learning English as a second language (1945) contended that " the most efficient materials are those that are based upon a scientific description of the language to be learned , carefully compared with a parallel description of the native language of the learner" (Fries 1940:40).After a few years later in 1957 Lado realized a comparison of English and Spanish. Lado claimed that " we can predict and describe the patterns that will cause difficulty ,by comparing systematically the language and culture of the student" (Wardhaugh 1970: 123) . This assumption has come to be known as the " Contrastive Analysis Hypothesis" . " the starting point in the contrast is provided by actual evidence from such phenomena as faulty translation , learning difficulties , residual foreign accents and so on …..."(Wardhaugh 1970: 7-8) . Contrastive analysis in its earlier stages focused on the linguistic system i.e. grammar and lexicon , in 1980 -1990 it focused on matters of language used discourse structure . Since 1996 CA covered new fields such as contrastive socio-linguistics.

2.6 Contrastive Analysis Hypothesis

The contrastive Analysis hypothesis is typically associated with two branches of linguistics . The first branch is psycholinguistics which is concerned with psychological and neurological factors that enable humans to acquire , comprehend and produce language .The second branch of contrastive linguistics is comparative linguistics which seeks to describe the similarities and differences between Pairs of language that are socio-culturally linked. Cast (2008:270).The contrastive hypothesis is based on behaviorist conception of language acquisition , it is based on the assumption that foreign language learners resort to habits they acquire in the process of first language acquisition.

Konig and Gast (2008,1) summarize the main assumption of contrastive hypothesis as follows :

1. " first language acquisition and foreign language learning differ fundamentally , especially in those cases where the foreign language is learnt later than a mother tongue and so on the basis of the full mastery of that mother tongue "
2. " every language has its own specific structure . Similarities between the two languages will cause no difficulties, but differences will, due to negative transfer . The student learning task can therefore roughly be defined as the sum of the differences between the two languages."
3. " A systematic comparison between mother tongue and foreign language to be learnt will reveal both similarities and contrasts ."
4. " On the basis of such a comparison it will be possible to predict or even rank learning difficulties and to develop strategies (teaching materials, teaching technique ,..etc.) for making foreign language teaching more efficient . "

2.7 Previous Studies

In this section the researcher   introduces some researchers works and their contributions to Nubian language.

Fatima Mohamed Zumrawi in her MA thesis entitled "Dynamics of language use change in the Nubian community of New-Halfa (1980)." She used a questionnaire and observation for data collection. The aim of the study is:

1. To find out the frequency of language use in the area.This covers the Nubian language and Arabic.
2. To describe the language situation in New-Halfa .

The findings are:

1. The Arabic language is spreading in the Nubian community and the forces propelling this change are:

    a. Migration from homogeneous society (Wadi-Halfa) into a heterogeneous one (New –Halfa) .

    b. In Wadi-Halfa different economic conditions have induced farmers to leave home and search for different work opportunities inside and outside Sudan. They are exposed to Arabic language and culture and this is surely affects language use.

    c. The difference between the two Nubian communities which is urban and rural .

    d. Religion also has a role for language use . The Nubian community is 100% Muslims and Arabic is the language of Quran .

The language situation in New-Halfa is undergoing a continual change. The Arabic language having invaded all languages domains , will continue to acquire a new ground .

Asma Mohammed Ibrahim in her M.A thesis " A Proposal for Writing Nubian Languages " (2002) , the aims of her study are :

1. Studying the ways of writing Nubian languages by viewing what has been written with reference to:
   - Old Nubian letters
   - Latin letters
   - Arabic letters

2. Studying the possibility of choosing only one system to write the Nubian language.

The findings of this study are:

1. Both Latin and Arabic alphabet are suitable choice to write modern Nubian languages .
2. Latin letters are the best to use in writing modern Nubian languages, However its usage would be limited to a certain class of people .
3. Using Arabic alphabet is not easy, but this difficulty will disappear for both writer and reader over time .
4. The core of the study is that the Arabic letters are the best and the most adequate for the reasons mentioned above .

Wijdan Mohi Eldeen conducted a study titled "A Contrastive study of Nubian and English at the morphological level " in 2007 .The researcher used an interview and meetings to obtain her data . The aims of the study are:
 1. To identify the similarities and dissimilarities between Nubian and English at the level of morphology.
 2. To clarify the confusion of the terms dialect and language , as far as the Nubian language is concerned .
 3. To increase the existing knowledge about the morphology of Nubian as a contribution to relevant studies .

The findings of this study indicates that there are similarities with regard to the morphological structure between Nubian and modern English and there also differences.

3. Data Collection

In this section of the study the researcher explains the way through which the data are collected . The section is divided as follows:

    a. Subjects .
    b. Instrument.
    c. Procedure .
    d. Summary .

3.1 Subjects

The subjects were purposively selected . The researcher has chosen some old women who have resided in the Nubian region since they were born and have never moved to any other place since then . The selection of these informants is based on the fact that they are expected to have a great storage or reportage of native language . Their age ranged between 40-80 years .The researcher believes that old women may forget some linguistic information at this stage . Also young people may not have much and accurate information about the language . Therefore , the researcher attempts to strike a balance in making the range 40- to -80 years. This choice of age range is the most suitable to obtain what may be useful for the study .

The first informants is (A) who lives with her daughter in Khartoum , the capital city of Sudan. She was (80) years old when the researcher started to meet her. She was helpful and funny.

The others came to Khartoum from New-Halfa, in eastern Sudan for different reasons , they were (B) who was (65) years old , and (C) who was (70) years old .These three ladies constituted one half of the sample . There were three younger participants : Mohammed (55)years old , Ahmed (45) years old and Salha (50) years old .

3.2 Instrument

The data for this study were collected from Nubian informants who represent speakers of Nile Nubian. The data were collected from the informants in meetings and interviews. The researcher gave the informants questions to answer and sentences to translate into Nubian language. Furthermore, the researcher tape-recorded some actual Nubian utterances. Published materials on Nubian language such as books, newspaper articles, were also utilized . The researcher arranged further interviews and meetings with Nubian informants in order to further verify the collected data.

3.3 Method

The method of contrastive analysis is used in conducting the study . The model of comparing two grammatical sentences in the two languages. The researcher concentrates on their similarities and differences.

The data required for this research to the specific area of investigation focuses on the sentence construction of the two languages concerned. The starting point should be to identify sentence types of each language. The researcher classified the whole data into two categories:

1. Sentence types according to function which consist of the following types

   a. Declarative sentence.
   b. Exclamatory sentence.
   c. Interrogative sentence.
   d. Imperative sentence.

2. Sentence types according to structure which contain the following types:

a. Simple sentence.
b. Compound sentence.
c. Complex sentences.
d. Compound complex.

3.4 Procedures

The collected data were tabulated and compared to discover the similarities and differences between the two languages in sentence construction . Each type of sentence of both language is described and exemplified , then the similarities and dissimilarities between them are discussed .

4. Data Analysis

In this part of the study the researcher analyzes and discusses how English and Nubian sentences are formed and what are the similarities and dissimilarities between them in sentence construction.

4.1 Analysis and Discussion

Certain samples of sentences are selected for the purpose of analysis in this section:

4.1.1 Sentence classification according to function

   a. Ay Alig nassi
  I Ali saw
  I saw Ali

The sentence type in both languages consist of subject , verb and object . In Nubian language the sentence consists of subject, object and verb . The verb is used differently according to the tense used . Tenses in Nubian are of different forms according to their occurrence. Their usage are the same as English but the forms differ.

Table 1: Tenses in the Two Languages

Tense	Nubian	English
Present Simple	Ay kab r Ir kab na Tar kab Ter kab na U: kab ro	I eat You eat (sing) She, he, it eat They eat we eat
Past Simple	Ay kab s Ir kab onam Tar kab o Ter kab sa U: kab so	I ate You ate She he it ate They ate we ate
Future Simple	Ay fa kab r Ir fa kan name Tar fa kab e Ter fa kab enna U: fa kabro	I will eat You will eat He, she, it will eat They will eat We will eat
Present progressive	Ay a:g kab r Ir a:g kab na Tar a:g kab Ter a:g kab na U: a:g kab ro	I am eating You are eating He,she,it is eating They are eating We are eating

In English the tense is modified by a sequence of tenses using of the verbs (to be) (to have) and (to go) to express present , past and future , while Nubian uses the prefix (fa) to express the future forms and the prefix (a:g) to express the progressive.

Table 2 : Forms of tenses in the two languages

Tense	English	Nubian
Present simple	I + v You +v He ,she ,it +v+(s or es) They + v We + v	Ay+v+r Ir+v+na Tar +v+e Ter+v+na U:+a:g+v+ro
Past simple	I + v (past) You + v he, she ,it +v They + v We + v	Ay + v+ s Ir +v +onam Tar + v +o Ter + v + sa U: + v +so
Future simple	I + will + v You + will +v He, she ,it +will +v They + will + v We + will+ v	Ay + fa +v +r Ir + fa +v +na Tar +fa +v +e Ter + fa + v+ en U: + fa +v +ro
Present progressive	I + am + v+ing You+are+v+ing He , she, it +is+ v +ing They + are + v + ing We +are +v+ing	Ay+a:g+v+r Ir +a:g+v+na Tar +a:g+v Ter +a:g+v+na U: a:g+v+ro

4.1.2 In (WH) Questions

Table (3): (WH)questions in the two languages

(Wh) in English	(Wh) in Nubian
When	Ison
Where	Sido
Why	Minah
How	Sikir
Who	Nay (sing)
	Naygu (pl)
Which	Hika
What	Mina

Both language have the same equivalent pronouns , but in Nubian language the pronoun (Who) has two forms ; "nay" for singular and "naygo" for plural e.g

Nay amanga niyo ? = * Who water drank?= Who drink water?

Questions in English is formed as :

Wh + v + o

While in Nubian language the "Wh" comes at the beginning then the subject and finally the verb .

Wh + o + v

4.1.3 Imperative Sentences

Indo ker = * here come = come here

Mando ju= * there go = go there

Both languages omit the subject of the sentence when constructing imperative sentences. But in Nubian languages the verb comes at the end of the sentences like the examples above. The verb is used alone in some circumstances in both languages as:

Tiig = sit

4.2. Classification of Sentences According To Structure

Sentences in English are classified according to structure into:

    a.   Simple sentences
    b.   Compound sentences
    c.   Complex sentences

4.2.1 Simple Sentences

E.g. Ay sugle ju:s

  * I the market went

I went to the market

Ay ika dollerh

* I you love

  I love you

Both languages have the same elements , but the order of elements is different from each other . In English it is subject , verb and predicate . In Nubian the predicate comes at the end of the sentence .

4.2.2 Compound and Complex Sentences

Compound sentences are the sentences that consist of two independent clauses joined by coordinating conjunctions such as : but, or , and . In Nubian language compound sentences consist of coordinators . Both languages use coordinators to construct compound sentences.

Table 4: Conjunctions in Both Languages

English	Nubian
And	goon
Neither – nor	Walla – walla
Whereas	toon
Either – or	Ya –ya

In Nubian language the coordinator appears after each coordinate.

E.g.

   1. Ya id ya ideen buruga nassa
   Co man co woman the girl saw.

The man or the woman saw the girl.

   2. Walla id walla ideen awakka ju:sa
       Co man co woman at night went
       Neither the man nor the woman went at night

Both languages use coordinators to join two sentence or units. In English the presence of more than one coordinator may result in an ambiguous sentence, while in Nubian language the usage of more than one coordinator does not result in an ambiguous sentence.

e.g.   I met Ali and Ahmed and Hassan met the woman.

There are two interpretations here:

1. I met Ali , whereas Ahmed and Hassan met the woman.
2. I met both Ali and Ahmed , whereas only Hassan met the woman.

- Ay Aliga nass ahmettoon Hassan goon ideenga nassa.

     I Ali co saw Ahmed co Hassan co woman saw.

     I met Ali whereas Ahmed and Hassan met the woman.

- Ay Aligoon Ahmettoon ga nass Hassan goon ideenga nalo.

      I Ali co Ahmed co saw Hassan co the woman saw

     I saw Ali and Ahmed whereas Hassan saw the woman.

Both languages have ellipsis in their sentence constructions, but the different is that ,but the different is that English has two kinds of ellipsis ; ellipsis of Noun phrase (Np) and ellipsis of verb phrase (vp):

   -   E,g. Mary gave David a book and Tom a pen.
       Mary gave David a book and <u>gave</u> Tom a pen(V omission).
   -   E.g. Ali bought a white dog and Sara a black one .

Ali bought a white dog and Sara a black <u>dog.</u> (N omission)

In English the verb is omitted after "but" and " and" , while in Nubian the omission is on verbs only . In Nubian, ellipsis occurs if the verbs are identical in the two clauses. Either the first or the second clause has its verb omitted

   -   E.g. Ay ittoon nass ideen goon nass
    I man co saw woman co saw .
    I saw the man and I saw the woman

Omission Ay ittoon ideen goon nass (the V in the first clause is omitted)

-   E.g. Idi wilitta ushro ideen goon buruga (ushru)

    The man boy hit woman girl (hit)
    The man hit the boy and the woman hit the girl .

The ellipsis of verb in the Nubian language may result in a change of meaning . In the example (*I saw the man and I saw the women*)the sentence has two separate meaning events , that is , I have seen the man and the woman on separate occasions . However, the ellipsis indicates that the man and the woman were seen together not on separate occasions .

4.3 Findings

This study is a contrastive linguistic study. It attempts to contrastively analyze the English sentence and the Nubian sentence. The ultimate objective is to find out the similarities and differences between the two languages at the sentence level.

As a result of the analysis we have come to the following conclusions: the two languages: the Nubian language and the English language has aspects of similarities and aspects of differences between the two languages as far as sentence construction is concerned.

The points of similarities can be summarized as follows:

1. The two languages have the similar elements to construct a sentence.
2. Both languages use coordination to construct compound and complex sentences and both language have equivalent conjunctions.
3. Both languages have equivalent pronouns to construct (WH) questions.
4. Ellipsis exists in the two languages.

Points of differences between the two languages:

1. The two languages have different order of elements in sentence construction.
2. Coordinators in English convey shades of meaning, whereas in the Nubian language they cannot do so .
3. Ellipsis in the Nubian language does not result in an ambiguous sentence.
4. The coordinator appears in the middle of the sentence in English. The presence of more than one sentence may result in an ambiguous sentence. In Nubian language the coordinator appears after the nominal in each clause and there no ambiguous sentence may result.

4.4 Recommendations

As the Nubian language is the mother tongue of most of Nubian people in the Sudan, they usually face a lot of troubles in learning both languages. There are some recommendations which may help those people to acquire both languages simultaneously

1. Nubian people should be motivated to learn both English and Nubian languages.
2. Teachers should encourage students to have self –confidence and when self-confidence has been developed in students, they will be helpful to their teachers and themselves.
3. Teachers should pay attention to the similarities and differences between both languages, and the comparison between the two languages will be helpful in teaching and learning these languages .

4.5 Suggestions for Further Studies

Because it is important to suggest studies which could be conducted in the future, the researcher recommends the following topics to complete the description of the Nubian language:

1. Semantic studies of all Nubian languages.
2. Contrastive studies on all Nubian languages such as phonology, morphology, syntax and semantics system.
3. Folklore studies on Nubian languages and the impact of Arabic language and Arabic people on the customs , traditions and life style of the Nubian people.

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