

Exploring the Influence of Foreign Maidens' Language on Sudanese Households' Sounds Pronunciation

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ABSTRACT

The study aims at exploring the influence of foreign maidens' language on Sudanese households' sounds pronunciation. The study followed the descriptive analytical method. A questionnaire is used as a primary tool for data collection. The population of the study is the Sudanese household's language that employs FMs in their households. The sample drawn from the population consisted of 17 males and 33 females who were selected randomly. The study employed a 5-point Likert scale questionnaire for data collection. The questionnaire consisted of individual sounds that correspond with the research question and hypothesis. This study used the statistical package for social science (SPSS) program to analyze and verify the hypothesis. The results showed that there are statistical significant differences among the respondents. Moreover, The FMs influenced Sudanese household's language in terms of the pronunciations of some sounds. The study recommended that the family should be very strict in observing the margin of freedom in dealing with the FMs so as not to expose their national identity, culture and language to any threats of reversed acculturation by these FMs.

Keywords: *Intervention, Pronunciation, Communities, Techniques, Transmission.*

INTRODUCTION

Most upper and middle class family, especially (families of working mothers) in the Sudan has a maid during years 2014-2016. Maids are recruited from non-Arabic speaking countries such as Ethiopia, Eretria, Philippines. They are recruited for one year term, but once a maid's term is over, another maid, who might be from a different country, and does not speak Arabic takes over.

The maid lives at home for 24 hours and over weekend and holidays. The maid does not only do the house chores, but takes care of the kids since they are babies.

How the house wife imitates the language of the house maid in order to simplify communication with her. What factors contribute to the negative influence of the house maid language over the house wife and the members of the house for incomplete sentence, reverse word order, plural form, and confuse masculine and feminine genders, misuse subjective and objective pronouns forms.

The native speakers language is influenced by foreign workers language in several aspects such as phonetics by changing sounds of some letters, in syntactic by using wrong grammatical sentence structure, in semantic by using hybrid expressions, in morphology they do not know how to use singular and plural, and in facial expressions and body language they use wrong signs and gestures.

Statement of the problem

The researchers noticed that the native speakers' language is influenced by the foreign worker's language in different aspects in terms of the phonetic point of view, the change of sound of native speakers' language. Sudanese native speakers are disfigured their language by emulating FMS language. For this reason, the researchers have tackled this issue to address the root of this problem.

Objective of the Study

This study sets out to achieve the following objectives:

To highlight whether or not that foreign workers influence the native speakers' language by changing sounds of native speakers' language.

Question of the Study

This study sets out to answer the following question:

- To what extent do the foreign workers influence the native speakers' language by changing sounds of native speakers' language?

Hypothesis of the study

This Study sets out to test the following hypothesis:

- As the result of the influence of the foreign speakers' language sounds of some letters of native speakers' language has been changed.

Significance of the Study

This study is significant for the following reasons:

1. It addresses a problem that relates to the most important asset of the nation, i.e. its language.
2. It deals with an issue that has not been dealt with before.
3. It directs the attention of the stakeholders to other problems that are caused by FMs and by other new practices in the Sudanese community.

Language and Culture

Definition of language

According to Sturtevant [1], "*Language is a system of arbitrary vocal symbols by which members of a social group co-operate and interact*". This definition shows that

(a) language works in regular way through its major elements as sound system, writing system (if any), and grammatical system (b) the relationship between the vocal symbols (words) and their meanings is arbitrary and only based on people's experience with no other logical justification (c) language operates in creating social ties between people and thus contributes in society building.

Definition of Culture

In reviewing the numerous definitions of the term culture, one finds that they mostly agree on that culture is the mirror that reflects how a person view life on the basis of his social and environmental make-up. Let's consider the following definitions: according to George Yule [2], "*Culture can be defined as socially acquired knowledge*". Another some scholar has defined it as, "*Culture is the lens through which you view the world*". Tom Wolfe has come up with the definition that, "*Culture is the arts elevated to a set of beliefs*". One could sum up these definitions in that culture is the particular beliefs and values of a society that distinguish its members and determine how they behave, view things, and how they make their decisions and judgments in life.

Transmission of Culture and Language

Language is considered part of culture. For this reason it is hard to draw demarcation lines between them. According to Day Translations[3]: *Language is learned, which means it can be culturally transmitted. Pre-school children take on their first language from exposure to random words they encountered in and out of their houses.*

Usually at school age children are taught reading and writing of their first language. In addition, they are taught correct ways of sentence structure, and the use of formal grammar. Actually, children know about their vocabulary and the basic structures of their native language before going to school.

Conversely, culture is transmitted in a large part, by language, through teaching. Humans have histories that animals don't have because of language. According to research studies, changes in animal's behavior happen as a result of humans; intervention by means of domestication and other types of interference.

Humans culture's are as different as their languages. Notably, languages are exposed to change with the passage of time owing to the alterations that take place in human's life as the rapid changes that language has witnessed in the Western countries after the Industrial Revolution.

Unlike language, culture is not learned by imitation but by oral instruction. Imitation might happen only with young learners. In fact, language explains methods of social control, products, techniques and skills. A large amount of information is offered in spoken language to communities. This helps in speeding up new skills acquisition and techniques required for adapting to new environments or different circumstances. Dissemination of culture has been increased by the advent of writing. Evidently, diffusion of information, world widely, has become easier by the permanent state of writing, increase of literacy, and the invention of printing.

Knowledge has become usable and accessible to people anywhere due to modern techniques for fast communication transmission across the world through broadcasting, and existence of translation services all over the world. In fact, the

world has substantially benefitted from the fast transference, availability and exchange of: social, political, technological, and scientific knowledge.

Sam Tang [4], in his study under the title *Maids or Mentors? The Effects of Live-in Foreign maidens language on School Children's Educational Achievement in Hong Kong*, states that the live-in workers domestic workers (FMS) can have either positive or negative effects on children's educational achievement. On the positive side, FMS directly affect the schooling achievement of children under their care through informal learning via personal contacts and tutoring school works.

One study by Tse et al. (2009) examines the English reading comprehension of a selected group of grade four students in Hong Kong. They found a statistically significant difference between the reading performance of students who had an English-speaking FMS and their peers who did not. They concluded that English-speaking FMS may have a positive influence on how well students acquired English language skills in the primary school. They also added that FMS tend to have a stronger influence on the student's English learning than do the actual parents of the children. Another potentially positive channel is that FMS can help improve children's schooling achievement by giving parents more time to supervise their own children's school homework. Chan [5] finds that parents do not delegate certain tasks to FMS because these tasks symbolize their status as parents. Supervision of children's school homework is one of those important tasks which the parents reserve for themselves and can spend more time on when house chores are performed by the FMS. FMS can also have negative effects on children's schooling achievement. Some studies investigated the social and psychological impacts of FMS on children. FMS may cause behavioral problems because they have responsibility for the children but have no authority and thus are forced to appease the children in order to gain control. Cheuk and Wong (2005) found that children less than five years old and cared for by FMS are associated with an increased risk and severity of specific language impairment. Tam (1999) discusses the role of FMS in providing an affordable childcare service for Hon Kong families with young children. However, heavy reliance on FMS to fill the childcare service gap is said to incur social and psychological costs for the FMS themselves and the local families.

METHOD OF THE STUDY

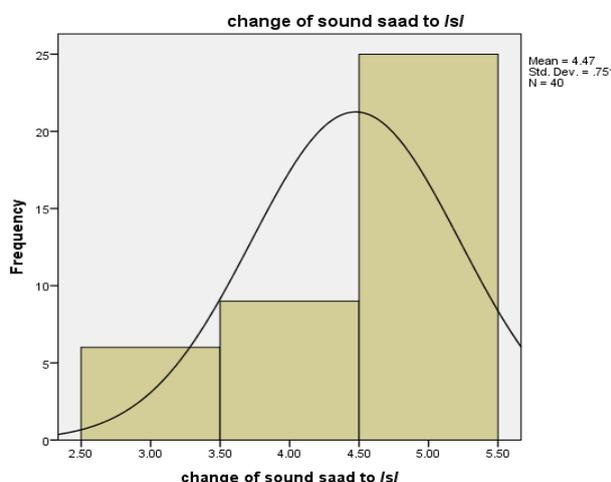
This study used a descriptive method to conduct the study. A questionnaire is used as the primary tool for collecting the information relevant to the study. The data will be analyzed statistically using the SPSS programme. The population of this study is the Sudanese people who employ foreign workers in their households. The sample is drawn from Greater Khartoum area. It consisted of 17 males and 33 females who were selected randomly.

Data Analysis of Questionnaire

Aspect one: influence on individual sounds

Table (4.1): change of sound/ص/ to /s/

Validity	Frequency	Percent	ValidPercent	Cumulative Percent
Sometimes	6	15.0	15.0	15.0
Usually	9	22.5	22.5	37.5
Always	25	62.5	62.5	100.0
Total	40	100.0	100.0	

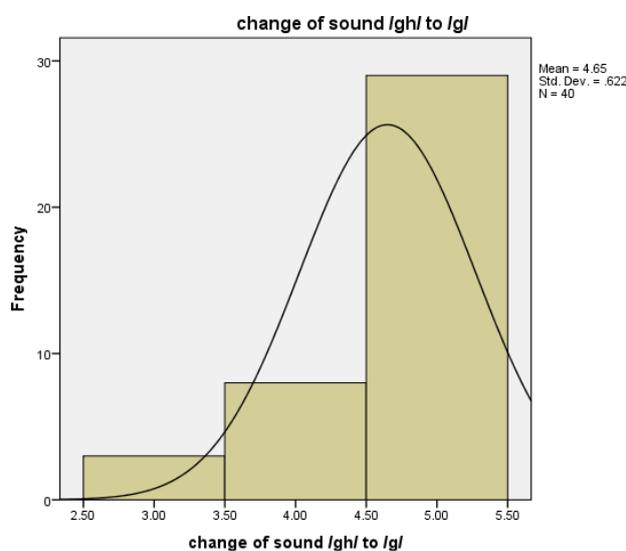


Histogram (4.1): change of sound/ص/ to /s/

As Table (4.1) and Histogram (4.1) show that the majority of the respondents (62.5%) state that the foreign maidens' language(FMS) always influence the pronunciation of their Sudanese house holds' language (SH) by changing the /ص/sound to/s/ sound

Table (4.4) change of sound /ġ/to/g/

Validity	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	3	7.5	7.5	7.5
Usually	8	20.0	20.0	27.5
Always	29	72.5	72.5	100.0
Total	40	100.0	100.0	

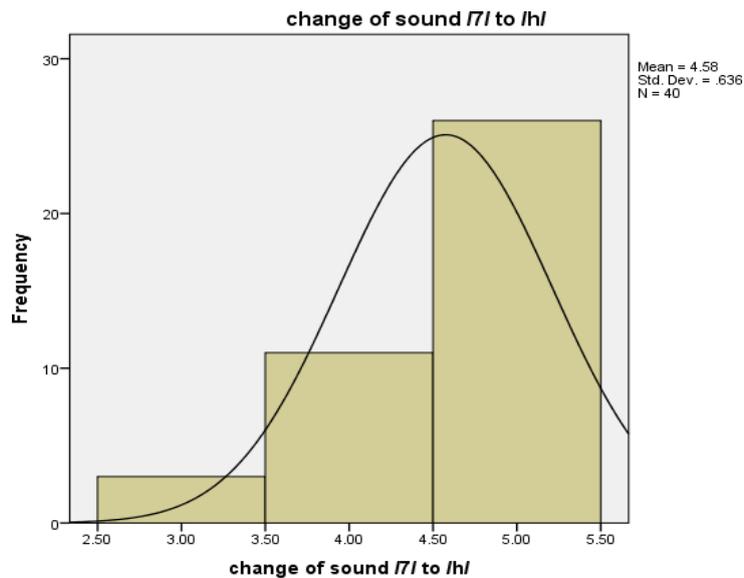


Histogram (4.2): change of sound/ġ/to/g/

Table (4.4) and Histogram (4.2) above show that a vast majority of the respondents (72.5%) agree that FMS influence the pronunciation of their SH /ġ/ sound by changing it to /g/ sound

Table (4.2) change of sound/ح/to /h/

Validity	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	3	7.5	7.5	7.5
Usually	11	27.5	27.5	35.0
Always	26	65.0	65.0	100.0
Total	40	100.0	100.0	



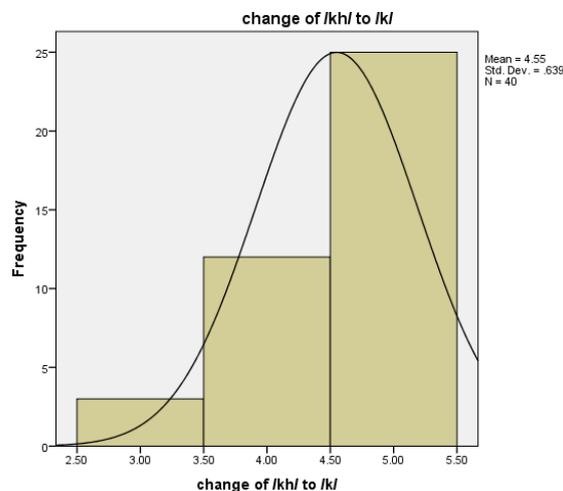
Histogram (4.3) change of sound /ʔ/ to /h/

It is clear from Table (4-2) and Histogram (4-2) that 65% of the subjects believe that the sound /ʔ/ always change to the sound /h/ as a result of the impact of FMS pronunciation to their 27.5%. The respondents also believe that FMS usually have the same influence.

So, it can be said that a great majority of the sample has the opinion FMS pronunciation influences the pronunciation of /ʔ/ sound to /h/ sound.

Table (4.3) change of /ʔ/ to /k/

Frequency		Percent	ValidPercent	Cumulative Percent
Validity	Sometimes	3	7.5	7.5
	Usually	12	30.0	37.5
	Always	25	62.5	100.0
	Total	40	100.0	100.0



Histogram (4.3) change of /ʔ/ to /k/

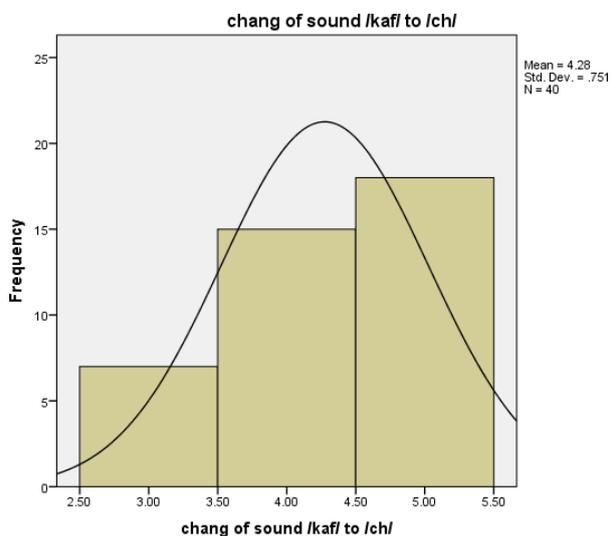
As evident from Table (4-3) read with Histogram (4.3) it can be seen that:

- (a) 62.5% of the sample agree that sound /خ/ always changes to /k/ as the result of the impact of FMS pronunciation
- (b) 30% of the sample believes that the same usually occurs.

Accordingly, a vast majority of 92.5% of the sample has the opinion that FMS pronunciation of /خ/ sound changes the pronunciation of their SH to /k/ sound.

Table (4.4) change of sound /ك/ to /ch/

Validity	Frequency	Percent	ValidPercent	Cumulative Percent
Sometimes	7	17.5	17.5	17.5
Usually	15	37.5	37.5	55.0
Always	18	45.0	45.0	100.0
Total	40	100.0	100.0	



Histogram (4.4) change of sound /ك/ to /ch/

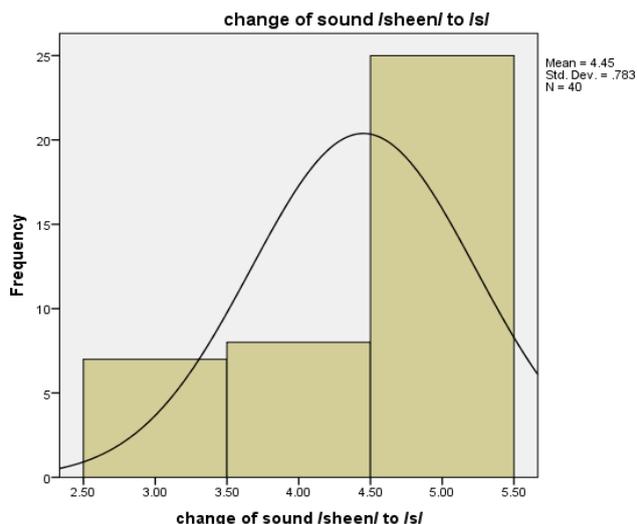
According to Table (4.4) and Histogram (4.4) it is clear that

- (a) Those of the sample who agree that the sound /ك/ always changes to the sound /ch/ amount of 45%.
- (b) Also those who believe in that this change usually happens are 37.5%.

So, it can be said that majority of 82.5% of the sample agree that FMS pronunciation of /ك/ sound as /ch/ sound has it is impact on their SH.

Table (4.5) change of sound /ش/ to /s/

Validity	Frequency	Percent	ValidPercent	Cumulative Percent
Sometimes	7	17.5	17.5	17.5
Usually	8	20.0	20.0	37.5
Always	25	62.5	62.5	100.0
Total	40	100.0	100.0	



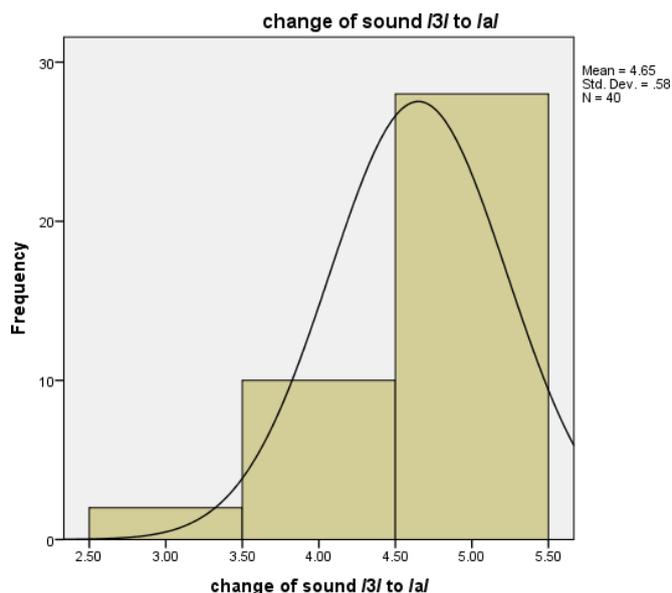
Histogram (4.5) change of sound /ش/ to /s/

With reference to Table (4.5) and Histogram (4.5) it can be noticed that a great majority of the sample (82.5 %) agree that FMS influence their SH pronunciation of sound /ش/ to become sound/s / this percent is as follows

- (a) 62.5 % of the sample agrees that this happens always.
- (b) 20 % of the sample agrees that the change happens usually.

Table (4.6) change of sound /ع/ to /a/

Frequency		Percent	ValidPercent	Cumulative Percent
Validity	Sometimes	2	5.0	5.0
	Usually	10	25.0	30.0
	Always	28	70.0	100.0
	Total	40	100.0	100.0

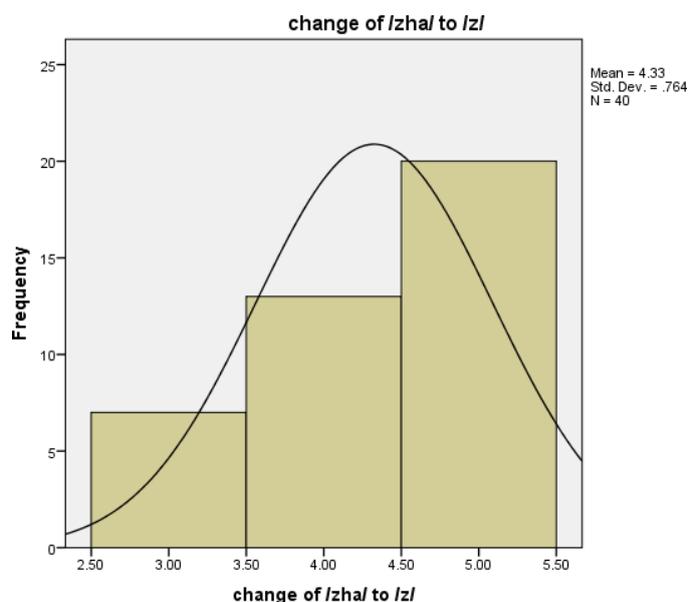


Histogram (4.6) change of sound /ع/ to /a/

Table (4.6) and Histogram (4.6) above show that the majority of respondents (70%) state that the FMS always inference the pronunciation of their SH by changing the /ع/ to /a/ sound.

Table (4.7) change of /ظ/to/z/

Frequency		Percent	Valid Percent	Cumulative Percent
Validity	Sometimes	7	17.5	17.5
	Usually	13	32.5	50.0
	Always	20	50.0	100.0
	Total	40	100.0	100.0

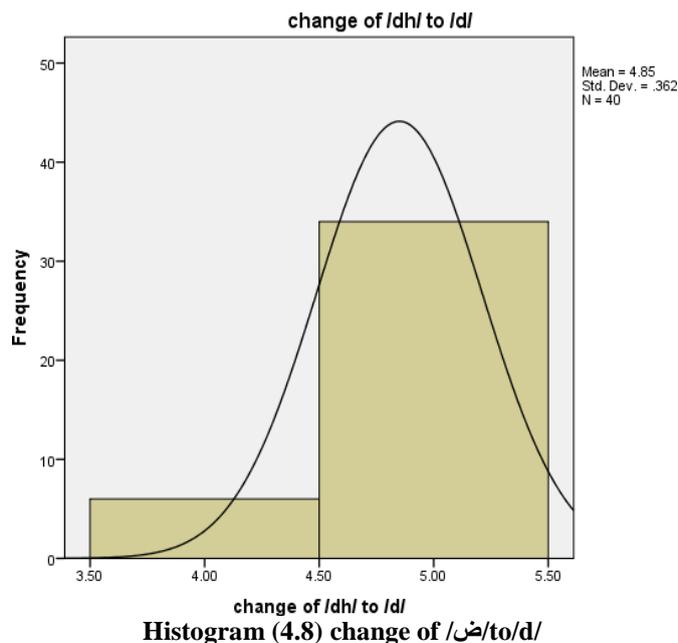


Histogram (4.7) change of /ظ/to/z/

Table (4.7) and Histogram (4.7) show that the majority of respondents (50%) agree that the FMS always influence the pronunciation of their SH change of sound /ظ/ to sound.

Table (4.8) change of /ض/to/d/

Frequency		Percent	Valid Percent	Cumulative Percent
Validity	Usually	6	15.0	15.0
	Always	34	85.0	100.0
	Total	40	100.0	100.0



With reference to Table (4.8) and Histogram (4.8) it can be noticed that all of the sample (100 %) agree that the FMS influence their SH pronunciation of sound /ض/ to become sound /d/. this percent is as follow

- (a) 85% of the sample agrees that this happens always.
- (b) 15 percent of the sample agrees that this change happens usually

Table (4.9) change of sound /ط/ to /t/

Validity		Frequency	Percent	ValidPercent	Cumulative Percent
Validity	Usually	11	27.5	27.5	27.5
	Always	29	72.5	72.5	100.0
Total		40	100.0	100.0	

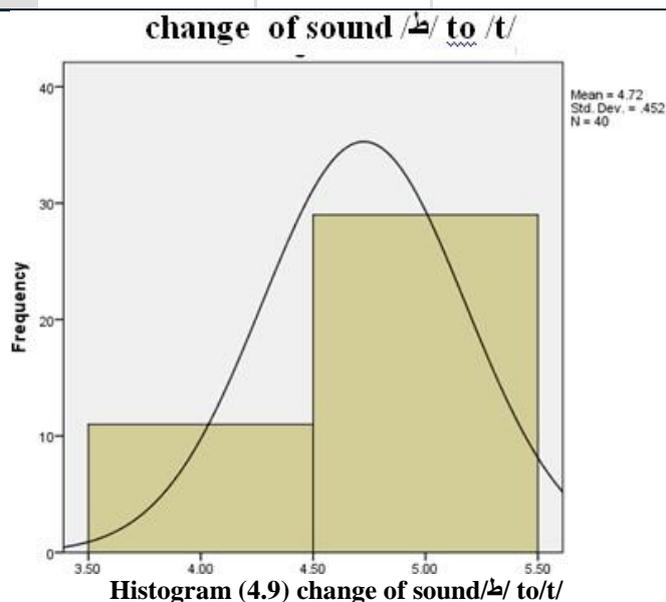


Table (4.9) and Histogram (4.9) show that the majority of respondent (72.5%) state that the FMS influence always the pronunciation of their by changing the SH the /ط/sound to the /t/sound.

DISCUSSION

In this section, the data is analyzed and discussed in terms of the results of the questionnaire. There was one question and one hypothesis to be answered and tested respectively. The respondents, on whom the questionnaire was applied, were 50 respondents. The method used to analyze the data was descriptive statistics (frequency and percentages)

Statistical Package for the social Sciences (SPSS) was used to analyze the data. Chi-Square tests were applied to examine the observed differences in the frequency distribution of responses on all the items of the questionnaire in order to guarantee their statistical significance.

Results of the Study

Researcher has summarized following findings:

1. The majority of the respondents (62.5%) state that the foreign maiden's language (FMS) always influences the pronunciation of their Sudanese house hold's language (SH) by changing the /ص/ sound to /s/ sound.
2. The vast majority of the respondents (72.5%) agree that FMS influence the pronunciation of their SH /غ/ sound by changing it to /g/ sound.
3. The great majority of the sample has the opinion FMS pronunciation influences the pronunciation of /ح/ sound to /h/ sound.
4. The vast majority of 92.5% of the sample has the opinion that FMS pronunciation of /خ/ sound changes the pronunciation of their SH to /k/ sound.
5. The majority of 82.5% of the sample agree that FMS pronunciation of /ك/ sound as /ch/ sound has it is impact on their SH. The great majority of the sample (82.5 %) agree that BFW influence their SH pronunciation of sound /ش/ to become sound/s /.
6. The majority of respondents (70%) state that the FMS always inference the pronunciation of their SH by changing the /ع/ to /a/ sound.
7. The majority of respondents (50%) agree that the FMS always influence the pronunciation of their SH change of sound /ظ/ to sound /.
8. The sample (100 %) agree that the FMS influence their SH pronunciation of sound/ض/ to become sound /d/.
9. That the majority of respondent (72.5%) state that the FMS influence always the pronunciation of their by changing the SH the /ط/ sound to the /t/ sound,

Accordingly, it can be said FMS influence the SH by changing the sounds of some

Recommendations

In the light of the results of the study, the followings are recommended:

The family should be very strict in observing the margin of freedom in dealing with the FMs so as not to expose their national identity, culture and language to any threats of reversed acculturation by these FMs. Taking into consideration the fact that most of the female FMs come from religious and cultural environments that are totally different from the SH environment (and they usually belong to low social classes in their home environment), parents should not leave their kids to be victims of or fall prey to foreign caretakers or baby-sitters of this category. Children who are entrusted to such FMs will inevitably acquire unacceptable patterns of behaviour and they will no doubt grow up with a deformed language.

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