

Examining the Effect of Foreign Maidens' Language on Sudanese Households' Grammatical Structure

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ABSTRACT

The study aims at examining the effect of foreign maidens' language on Sudanese households' grammatical structure. The study adopted the descriptive method. A questionnaire is used as a primary tool for data collection. The population of the study is the Sudanese house holds' language that employs FM's 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, a vast majority of the respondents (82.50%) agree that SH are influenced by Foreign Maidens by wishing masculine and feminine markers. Further, The SH is always influenced by FMS in changing of subject verb agreement. The study recommended that the family in the Sudanese society should have the obligation of guarding this society against the negative influence of the FM's not only on the native language but also on the habits and the social norms of behavior.

Keywords: *Culture, Receptivity, Communication, Acquisition, Pathological*

INTRODUCTION

People cannot afford to live in solitude like isolated islands. Humans tend to live in social groups, societies, and communities. Human life is characteristically based on interaction and sharing of ideas and experiences by means of communication. According to Richard Nordquist [1], communication is the process of sending and receiving messages through verbal or nonverbal means, including speech, or oral communication; writing and graphical representations (such as info graphics, maps, and charts); signs, signals, and behavior. More simply, communication is said to be the creation and exchange of meaning.

Amazing advancements in all walks of life, new devices of technology, and smart means of communication have made people much closer to each other and made the rhythm of modern life a real eye-opener. Communication substantially contributes in all the developments that humans achieve throughout the successive generations. It plays a huge role in peoples success and progress. When communicating with others, you have responsibilities both as a speaker and as a listener, and the more actively you are able to perform these roles, the more successful you are likely to be – in school and in life.

Media critic and theorist James Carey defined communication as, symbolic process whereby reality is produced, maintained, repaired and transformed, in his 1992 book *Communication as Culture*, positing that we define our reality via sharing our experience with others. All creatures on earth have developed means in which to convey their emotions and thoughts to one another. However, it is the ability of humans to use words and language to transfer specific meanings that sets them apart from the animal kingdom.

Statement of the problem

The researcher noticed that the native speakers' language is influenced by the foreign worker's language indifferent aspects. From syntactic point of view, they do not know how to use proper grammatical sentence structure. Sudanese native speakers are distorted their language by imitating FMS language. For this reason, the researchers has tackled this

issue to address the root of this phenomenon

Objective of the Study

This study sets out to achieve the following objectives:

To reveal whether or not that foreign workers influence the native speakers' language by changing the grammatical sentence structure.

Question of the Study

This study sets out to answer the following question:

How far do they affect the building grammatical structures of the 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, the grammatical sentence structure of native speakers' language has been changed.

Significance of the Study

This study is significant for the following reasons:

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

First Language Acquisition

Child-Directed Speech

According to most linguists and most widely accepted linguistic theories children are born predisposed to acquire language naturally and easily, but in addition to that children's natural acquisition of language depends on the social context within which they are brought up.

According to Yule [2], during the first two years of development, a child requires interaction with other language-users in order to bring this general language capacity with a particular language such as English.

Undoubtedly, children's language acquisition is a process that resembles their physical growth. As they depend on their family's care in feeding to grow up healthy, they also need their parents help and other family members to acquire language and build up their verbal repertoire. If a child's relationship with the people around him is visualized as a pyramid, the parents come at the top of this pyramid. That is, first come the parents as the closest persons to the child then come the rest of the family. Actually the mother plays a major role in helping her child to acquire his first language; this might be the reason for recognizing the first language as the mother tongue. The child-directed speech is also called *motherese* (the characteristically simplified speech style adopted by someone who spends a lot of time interacting with a young child) owing to the mother's role as the major communicator in this type of baby-talk. Motherese is described as a type of speech that is full of repetition, questions, intonation, and a lot of pauses. This indicates that it needs to be governed with an understanding loving mother. Even the other family members who have similar talk with children are expected to do that patiently and lovingly. The question that can be raised concerning this area: What will happen to the child's language, in this early period of language acquisition, if it is left to a person out of his milieu and his culture to look after him? Many families hire live-in nannies for their children with no consideration for the hazards that might hinder the natural development of their children's language.

Sensitive Periods in Child's Development

Children are mostly either positively or negatively affected by the incidents, tools, circumstances, and other environmental factors which they are exposed to during their infancy.

According to Angela [3], In order to understand how children move between stages, it is important to understand how children take in stimuli from the environment and use it to grow. Most theories agree that there are periods in children's lives in which they become biologically mature enough to gain certain skills that they could not have easily picked up prior to that maturation.

For instance, research studies have shown that infants' brains concerning learning, understanding and using language are more flexible than older children's brains. Though children are ready to develop certain abilities, during particular stages, but if that doesn't happen instead they need real environmental stimuli to develop these abilities. For example, babies' ability to grow physically in the first year is very surprising, but if they don't find proper food and nurturance

during this year they will not grow well. So parents and caregivers have to observe how their children grow in all sides, and they have to know what stimulation or stuff these children need to flourish. Children with either cognitive or physical problems at birth may not be able to develop certain milestones during certain stage or time and may stay mostly receptive. There may be certain events a caregiver may neglect or abuse as shortage of food or medical care that may take place and be difficult for a child to understand. Children are in need of basic building blocks and stimulation to gain certain abilities at certain times in life. Deprived children may have a harder time to gain these abilities later on even if they have received special attention and special tools have been designed to compensate them. If children have the right stuff and tools in their environment that make them ready to grow in certain ways, it will be as though they have a window of opportunity. When that window closes, it will never be easy for children to grow in those certain ways again. However, theorists disagree about the importance of the special stimulation for children at the different growing stages to reach their milestones. Some theorists name these times critical periods while others call them sensitive periods. The difference between these two concepts is very slight. Those who believe in critical periods believe that children who have missed special stimuli during their window of receptivity are going to be stuck forever and never gain the abilities they should have gained during that period. Other theorists believe that what happens to children during their sensitive times, as missing the right nurturing; will cause them permanent inability that hinders their development. For example, infancy is the period when children learn to trust parents and other caregivers because they give them safety and love. However, infants who live in short-staffed and few nurses to look after them will go through their first years with hardly any touch of trust, affection, or love towards their caregivers. Such a child's ability to trust and love would have essentially become stuck during his infancy, even though the rest of his body continued to grow.

The idea of whether the critical period or sensitive period is more correct boils down to whether this stuckness can be overcome in full or in part in the child's later life. Though some theorists support sensitive periods, they find it difficult to understand the ability of these children to develop though they have already missed the ability of developing their capacities and skills during the period of window of opportunity. The existence of children who seem to get stuck permanently, give evidence that support the idea of sensitive period. On the other hand there are children who are born in the same understaffed orphanages and later do trust and love their adoptive families and friends. However, these families should have patience and perseverance in nurturing these children because they will not learn to trust and love easily as the rest of the children.

It is important to remember that critical or sensitive periods might affect children in ways other than just neglect or deprivation. For instance, there is a critical or sensitive period for language acquisition that occurs during infancy. It is the time when children begin learning how to understand and create language, since the time they are born. They will comprehend and copy language they hear all around them during this critical period of language acquisition. However, if children or adults have left the original home or moved to a new region with different language, they will need to learn, to understand, and create this new language, even though they were not exposed to it during that early important time of critical period. Though it takes a lot of efforts and time, but adults and children can learn a new language proficiently.

The Development of Language

Unquestionably human language is acquired. However, its acquisition necessitates practice of skills over time. Moreover, it is absolutely agreeable that proper practice of these skills will result in mastery of language. According to Purves D. [4]: *There are, in fact, provocative similarities in the development of human language and birdsong. Most animals vocalizations, like alarm calls in mammals and birds, are innate, and require no experience to be correctly produced.*

Research studies on quails that have been raised in isolation, or deafened at birth so that they haven't heard their species vocalizations; nevertheless they are able to produce the full repertoire of their species-specific sounds. In contrast, humans apparently need extensive postnatal experience to produce and decode speech sounds of their native language.

Critically, the aforesaid linguistic experience to be effective, it must occur in early life. The need for hearing and practicing it during the critical period (a restricted developmental period during which the nervous system is particularly sensitive to the effects of experience) is apparent in studies of language acquisition in congenitally deaf children. While most babies begin to produce speech like sounds about 7 months (babbling), congenitally deaf infants show obvious deficits in their early vocalizations. Such babies fail to develop language unless they are provided with alternative form of symbolic expression (such as sign language). If these deaf children are exposed to sign language at an early age (from approximately six months onward), they begin to babble with their hands just as a hearing infant babbles audibly. This suggests that, regardless of the modality (a category of function. For example, vision, hearing, and touch are different sensory modalities), early experience shapes language behavior. Children who have acquired speech but subsequently lose their hearing before puberty also suffer a substantial decline in spoken language, presumably because they are unable to hear themselves talk and thus lose the opportunity to refine their speech by auditory feedback.

Example of pathological situations in which normal children were never exposed to a significant amount of language make much the same point. In one well-documented case, a girl was raised by deranged parents until the age of 13 under conditions of almost total language deprivation. Despite intense subsequent training, she never learned more than a rudimentary level of communication. This and other examples of so-called feral children starkly define the importance of early experience. In contrast to the devastating effects of deprivation on children, adults retain their ability to speak and comprehend language even if decades pass without exposure or speaking. In short, the normal acquisition of human speech is subject to critical period: The process is sensitive to experience or deprivation during a registered period of life (before puberty) and is refractory to similar experience or deprivation in adulthood.

On a more subtle level, the phonetic structure of the language an individual hears during early life shapes both the perception and production of speech. Many of thousands of human languages and dialects use appreciably different repertoires of speech elements called phonemes to produce spoken words (examples are the phonemes “ba” and “pa” in English). Very young human infants can perceive and discriminate between differences in all human speech sounds, and are not innately biased towards the phonemes characteristic of any particular language. However, this universal appreciation does not persist. For example, adult Japanese speakers cannot reliably distinguish between the /r/ and /l/ sounds in English, presumably because this phonetic distinction is not present in Japanese. Nevertheless, 4-month-old Japanese infants can make this discrimination as reliably as 4-month-olds raised in English speaking households (as indicated by increased suckling frequency or head turning in the presence of a novel stimulus). By six months of age, however, infants show preferences for phonemes in their native language over those in foreign languages and by the end of their first year no longer respond to phonetic elements peculiar to non-native languages. The ability to perceive these phonemic contrasts evidently persists for several more years, as evidenced by the fact that children can learn to speak a second language without accent and with fluent grammar until about age of 7 or 8. After this age, however, performance gradually declines no matter what the extent of practice or exposure.

Method of the Study

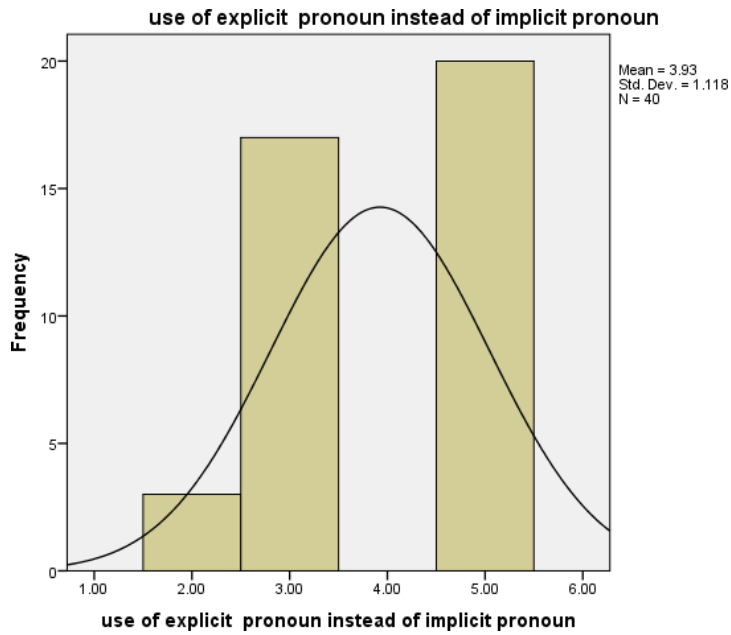
This study used a descriptive method to conduct the study. A questionnaire is used as the primary tool for collecting the information relevant to the study. The data will be analyzed statistically using the SPSS programme. The population of this study is the Sudanese people who employ foreign workers 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 grammatical structure

Table (4.1): Use of explicit pronoun instead of implicit pronoun

Frequency			Percent	Valid Percent	Cumulative Percent
Validity	Seldom	3	7.5	7.5	7.5
	Sometimes	17	42.5	42.5	50.0
	Always	20	50.0	50.0	100.0
	Total	40	100.0	100.0	



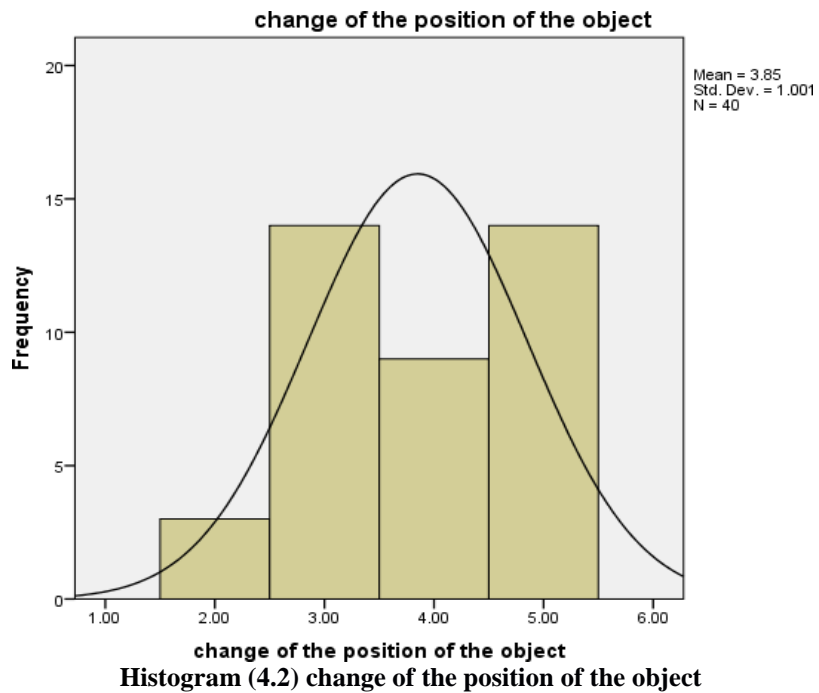
Histogram (4.1): use of explicit pronoun instead of implicit pronoun

As Table(4.1) and Histogram(4.1) reveal

- (a) 50 % of the sample agree that SH are always influenced by the FMS of using explicit pronouns instead of using implicit pronouns
- (b) In addition to this, (42.55%) of the sample agree that this happens sometimes. So, there is a wide range of respondents who believe that always the use of explicit pronouns instead of implicit pronoun by SH is the result of the influence of FMS

Table (4.2) change of the position of the object

Validity	Frequency	Percent	Valid Percent	Cumulative Percent
Seldom	3	7.5	7.5	7.5
Sometimes	14	35.0	35.0	42.5
Usually	9	22.5	22.5	65.0
Always	14	35.0	35.0	100.0
Total	40	100.0	100.0	



According to Table (4.2) and Histogram (4.2), it can be seen that

- (a) 35% of the subjects hold the opinion that SH always change the position of the object as a result of the influence of FMS
- (b) also 22.5% of the sample observed that this change happens usually

So, it can deduce that 57.5% of the respondents observed that SH are influenced by the FMS in changing the position of the object.

Table (4.3) switching masculine and feminine marker

Frequency		Percent	Valid Percent	Cumulative Percent
Validity	Seldom	3	7.5	7.5
	Sometimes	4	10.0	17.5
	Usually	22	55.0	72.5
	Always	11	27.5	100.0
	Total	40	100.0	100.0

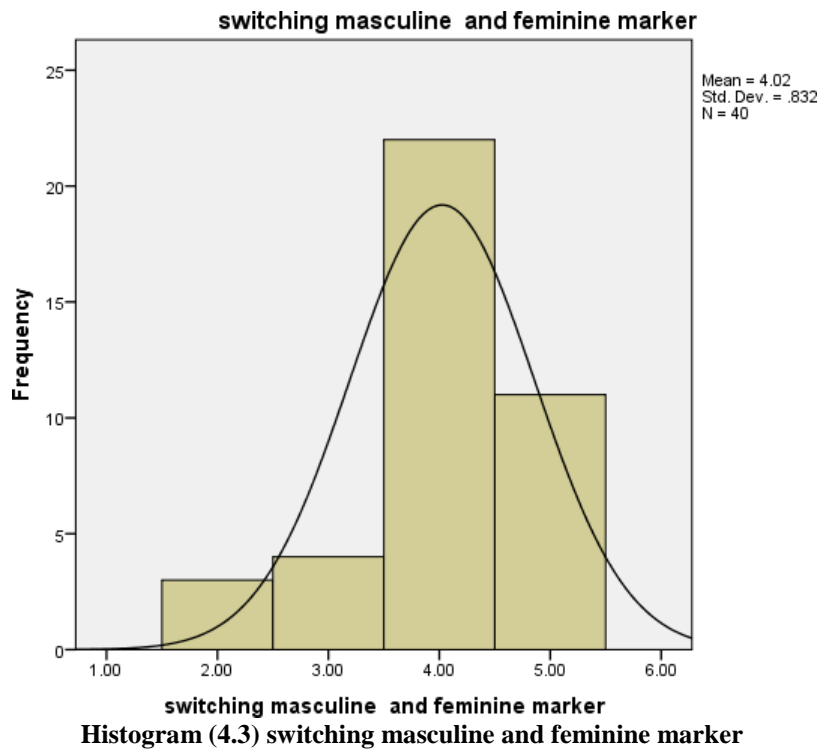


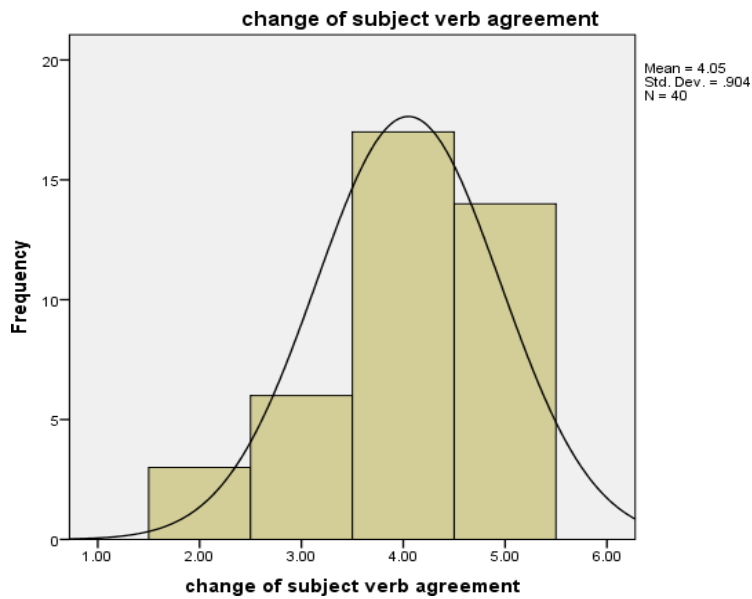
Table (4.3) and Histogram (4.3) above show that:

- (a) 55% of the SH usually switch masculine and feminine marker.
- (b) Also 27 of the SH always switch masculine and feminine markers. h

That means the vast majority of respondents (82.50%) agree that SH are influenced by FMS by swishing masculine and feminine markers.

Table (4.4) change of subject verb agreement

Frequency			Percent	Valid Percent	Cumulative Percent
Validity	Seldom	3	7.5	7.5	7.5
	Sometimes	6	15.0	15.0	22.5
	Usually	17	42.5	42.5	65.0
	Always	14	35.0	35.0	100.0
	Total	40	100.0	100.0	



Histogram (4.4) change of subject verb agreement

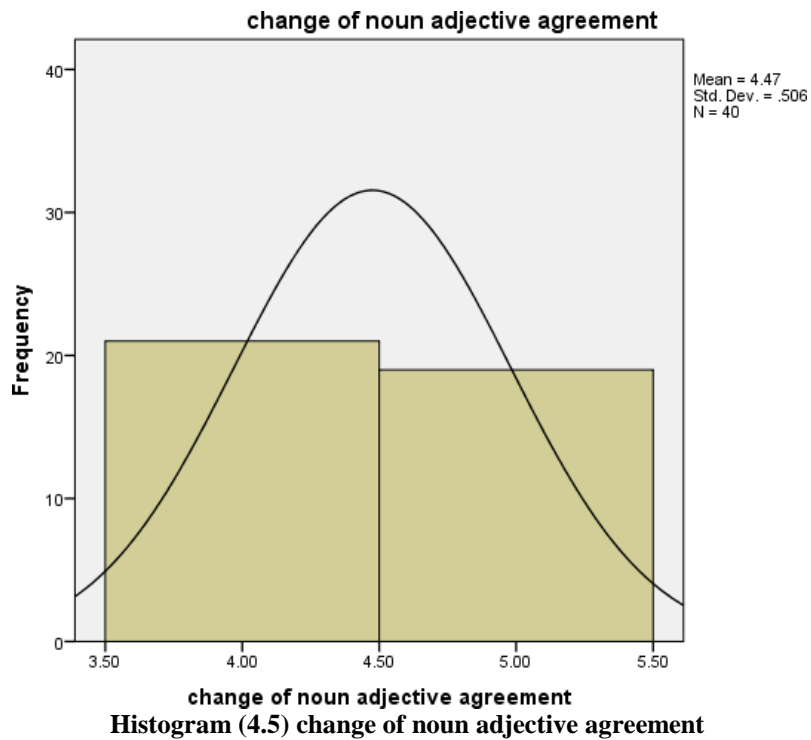
According to Table (4.4) and Histogram (4.4), it can be noticed that:

- (a) 42:5% of the sample agree that the SH are usually influenced by FMS in changing of subject verb agreement.
- (b) In addition to this, 35% of the sample also agree that the SH are always influenced by FMS in changing of subject verb agreement

So, it can be said that the SH are always influenced by FMS in changing of subject verb agreement.

Table (4.5) change of noun adjective agreement

Frequency		Percent	Valid Percent	Cumulative Percent
Validity	Usually	21	52.5	52.5
	Always	19	47.5	100.0
	Total	40	100.0	100.0



As Table (4.5) and Histogram (4.5) show:

- (a) 52.5% of the subjects agree that SH are usually influenced by changing of noun adjective agreement.
- (b) 47.5% of the subjects agree that SH are always influences by changing noun adjective agreement.

This shows the result of the influence of FMS on their SH in changing the noun adjective agreement.

Table (4.6) incorrect use of tense

Frequency		Percent	Valid Percent	Cumulative Percent
Validity	Sometimes	13	32.5	32.5
	Usually	9	22.5	55.0
	Always	18	45.0	100.0
	Total	40	100.0	100.0

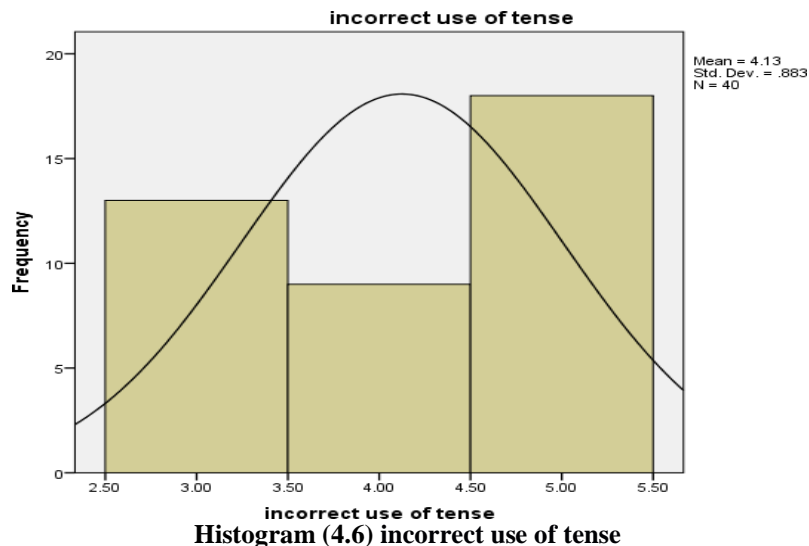


Table (4.6) and Histogram (4.6) reveal:

- (a) 42% of the sample agrees that the FMS always influence their SH by using incorrect use of tense.
- (b) 32.5% of the sample agree that the FMS sometimes influence their SH by using incorrect use of tense

So, there is a wide range of subjects who believe that the FMS influence their SH by using incorrect use of tense.

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

From the analysis and discussion of the data in the previous subsections, the following results are obtained:

1. There is a wide range of respondents who believe that the use of explicit pronouns instead of implicit pronouns by SH is the result of the influence of FMS
2. A vast majority of the respondents (82.50%) agree that SH are influenced by FMS by swishing masculine and feminine markers.
3. The SH are always influenced by FMS in changing of subject verb agreement
4. FMS influence their SH in changing the noun adjective agreement.
5. A wide range of subjects believe that the FMS influence their SH by using incorrect use of tense

Recommendations

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

1. The family in the Sudanese society should have the obligation of guarding this society against the negative influence of the FMs not only on the native language but also on the habits and the social norms of behavior.
2. The family has to capitalize on its potential inherent capabilities in standing in the face of these dangers. Adults should be able to monitor their own language by activating their self-immunity systems to
3. Teachers should keep an open eye and an open ear in order to safeguard the tongues of the school children against the possible influence of the language of the FMs.
4. The summer Quarnic schools that are run in the school vacations should be used to make the children immune against the influence of the FMs language. This should be done through the recitation of Quran and learning it by heart with great care to observe the rules of *Tajweed*.

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