Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating the impact of the Foreign Maidens language on the Sudanese Households' language

تقصي أثر لغة خدم المنازل الأجانب على لغة الأسر السودانية

A Thesis Submitted in Partial Fulfillment of the Requirement

for

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(Applied linguistics)

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بسم الله الرحمن الرحيم

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّلْعَـٰلِمِينَ

صدق الله العظيم

<div dir="rtl">

سورة الروم الآية 22

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And among His Signs is the creation of the heavens

And the earth, and the variations in your languages

And your colours: verily in that are Signs for

Those who know.

DEDICATION

To my family

ACKNOWLEDGEMENT

ADSTRACT

This study aimed to investigate the impact of Foreign maidens language (FMs) on the language of their Sudanese house holds' language. The study is descriptive. The population of the study is the Sudanese house holds' language who employ 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 four main sections (individual sounds ,grammatical structures, code- switching, and stress and intonation) That correspond with the research questions and hypotheses. The data were analyzed statistically using SPSS programme. The analysis was discussed to obtain the results. The results are The FMs influenced Sudanese house holds' language, in The pronunciations of some sounds., building wrong grammatical structure., using code-switching ., and using wrong stress and intonation patterns. The study came up with a number of recommendations the most important of which are, there should be both curative and preventative measures, the social institutions (family,schools, mosques, and media) should play their roles in combating this phenomenon. The study suggested some topic for further research that focus on the most important sociological aspects such as culture, religion, and education.

المستخلص

هدفت هذه الدراسة للتقصي في أثر لغة خدم المنازل الأجانب على لغة مخدميهم من السودانيين. اتبعت الدراسة المنهجية الوصفية. يتمثل مجتمع العينة لهذه الدراسة في السودانيين الذين يخدمون خدم المنازل الأجانب في بيوتهم. تكونت العينة التي سحبت من المجتمع من 17 من الذكور و 33 من الاناث والذين اختيروا بطريقة عشوائية. استخدمت الدراسة استبانة ذات خمس نقاط على مقياس ليكارت أداة لجمع البيانات. تكونت الاستبانة من أربعة اقسام رئيسية (الأصوات المفردة، التراكيب الصرفية للجمل، الجمع بين اللغتين في التعبير، النبر وتنوع التعبير الصوتي) كل قسم منها يطابق نظيره من أسئلة البحث وفرضياته. حللت البيانات احصائياً بأستخدام البرنامج الاحصائي SPSS ومن ثم نوقش التحليل بغرض الوصول للنتائج والتي تمثلت في أن خدم المنازل الأجانب لهم تأثير على لغة مخدميهم من حيث: الأصوات المفردة، التراكيب الصرفية الخاطئة، الجمع بين اللغتين في التعبير والأنماط الخاطئة في النبر والتنوع الصوتي. اوصت الدراسة بجملة من التوصيات أهمها: يجب اتخاذ التدابير العلاجية والوقائية على وجه السرعة، على المؤسسات المجتمعية (الاسرة – المدرسة – المسجد – وسائل الاعلام) ان تضطلع بدورها في التصدي لهذه الظاهرة. اقترحت الدراسة بعض المواضيع التي في حاجة للمزيد من البحث في المجالات الاجتماعية مثل الثقافة والدين والتربية.

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CHAPTER ONE

INTRODUCTION

1.1 Background

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.

1.2 Statement of the Problem

The researcher noticed that the native speakers' language is influenced by the foreign worker's language in different aspects.

- Concerning the phonetic point of view, the change of sound of native speakers language.

- From syntactic point of view, they do not know how to use proper grammatical sentence structure.
- From the semantic point of view, they use hybrid expressions.
- From the phonological point of view, they use wrong stress and intonation patterns.

1.3 Questions of the study

This study will attempt to provide answers to the following questions:

- To what extent do the foreign workers influence the native speakers' language by changing sounds of native speaker' slanguage.
- How far do they affect the building grammatical structures of the native speakers' language?
- What are the negative results of using hybrid expressions by the foreign workers?
- How do the stress and intonation patterns affected by the foreign worker's language?

1.4 Hypotheses of the study

The study has 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.
- As the result of the influence of the foreign speakers'language, the grammatical sentence structure of natives peakers language has been changed.
- The foreign speakers use the hybrid expressions.
- Native speakers use wrong stress and intonation patterns.

1.5 Objectives of the study

The study aims to:

- Show the significant danger on the native speakers language.
- Show that the language of the community and culture will be affected by the foreign worker's language.
- Show that the influence will threaten all the native speakers' community.

1.6 Significance of the study

This study is significant for the following reason:

- It addresses aproblem that relates to the most important asset of the nation, i.e. its language.
- It deals with an issue that has not been dealt with before.
- It directs the attention of the stakeholders to other problems that are causedbyFMs and by other new practices in the Sudanesecommnunity.

1.7 Methodology

This study is Descriptive. Its population is the Sudanese people who employ foreign workers in their households. The sample is drawn for Greater Khartoum area. It uses a questionnaire as a data collection tool. The data will be analysed statistically using the SPSS programme.

1.8 Limitation of the study

This study is limited to investigating the influence of the Foreign maidens language on the Sudanese house holds' language

- Khartoum area
- The period of time between September 2018 and Desember 2018.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

2.1 Introduction

In this chapter the recent researcher will review the theoretical framework of the thesis. Additionally, a relevant literature review will be presented. The chapter consists of four parts: language and culture, first language acquisition, language communication, and foreign workers' impact on children's language.

2.1.1 Language and Culture

2.1.2 Definition of language

According to Sturtevant (1947), "*Language is a system of arbitrary vocalsymbols by which members of a social group co-operate and interact*".This definition shows that (a) language works in aregular 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.

2.1.3 Definition ofCulture?

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 (2006)," *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.

2.1.4 The Relationship between Language and Culture

Culture and language are tightly linked; they are the two crucially related elements that govern a person's ways of living and thinking. Social groups and societies all over the world talk about or reflect their cultural beliefs and values in their everyday life situations: their costumes, the type of food they eat, the way they express their joys and sorrows, the God they worship and the religion they practice. All these things and other tiny cultural aspects are always there in the people's conversations, thoughts and deeds. Moreover, culture is mostly developed, transferred to successive generations and other nations through language. If humans cannot express themselves or convey their thoughts apart from their culture then one could say language and culture are eternally fastened together like the heads and tails of a coin. People name things and classify them on the basis of their cultural beliefs and values. Social groups and societies differ in their linguistic systems according to these beliefs and values. For example, in the Arab world the *camel* plays an important role in people's life, this is why there are a lot of names that have been given to this animal. Thus one finds that this animal clearly affects people's language as it affects their life. For example, in Arabic language the pharyngeal sounds refer to the existence and impact of the *camel* in the Arabic culture, whereas there isn't any existence for these sounds or their impact in English language, for example. Let's take the pharyngeal sound that starts the name 'Ali' ,it is the eighteenth letter in the Arabic alphabet, if it is given the symbol /9/ as a phonetic symbol, then the right pronunciation for this name should be [9lɪ] instead of [ælɪ]. The sound /9/ is not found in English language because of the impact of culture on language, this is why 'Ali' is pronounced as [ælɪ] not [9lɪ] . Another example of cultural impact on language is found in people's treatment of 'dogs' in the English culture in contrast to Arabic culture. The English and Western people in general treat 'dogs' respectfully and view them as lovely nice animals. Thus people there give them nice descriptions and allow them to lie on their chairs and beds and even to approach their drinks and food. Whereas in the Arabic culture 'dogs' are treated quite differently. They are considered filthy animals and people mostly not allow them to approach their

houses let alone to lie on their chairs or beds. This is quite noticeable in the languages of these two different cultures. On the one hand, an interest and attention aregiven to 'dogs' in terms of their classification, names, food and even healthcare. On the other hand an opposite treatment, represented in negligence and reluctance and otherfeatures of dislike, are given to dogs in the Arabic culture.

2.1.5 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 (2018):

> *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 goingto 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 animals' behavior happen as a result of humans' intervention by means of domestication and other types of interference.

Humans' cultures are as different as their languages. Notably, languages are exposedto change with the passage of time owing tothe alterations that take place in humans' 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.

2.2 FirstLanguageAcquisition

2.2.1 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 George Yule (2006):

> *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 reasonfor 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.

2.2.2 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 Oswald(2018):

> *In order to understand how children move between stages, it is important to understand how children take in stimulifrom 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.

2.2.3 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. (2001):

> *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 speechlike 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 losethe 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 repertories 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.

2.3 Language Communication

2.3.1 What's Communication?

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 (2018):

> *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 people's success and progress. According to Patricia A. Porter and Margaret Grant(1992), "*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 likelytobe – in school and in life*".

Media critic and theorist James Carey defined communication as, "*asymbolic 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.

2.3.2 Elements of Communication

The basic elements in any communication process are: sender, receiver, message, and interpretation of meaning. The receiver gives feedback to the sender during the message transference and afterward. Feedback can be verbal or nonverbal, such as nodding in agreement, looking away, sighing, or other numerous types of gesture. In addition, there is the context of the message, the environment it has been given in, and potential for interference during its sending or reception.

If the receiver can see the sender, they can get not only the message content but also nonverbal communication aspect that the sender is including, from confidence to nervousness, professionalism to flippancy. If the receiver can hear the sender, they can also pick up cues from the sender's tone of voice, such as emphasis and emotion.

2.3.3 Rhetorical Communication

Another thing that sets humans apart from their cohabiters is the use of writing as a means of communication, which has been a part of the human experience for more than 5,000 years. In fact, the first essay – coincidentally about speaking effectively – is

estimated to be from around the year 3,000 B.C., originating in Egypt, though it wasn't much later that the general population was considered literate.

James C. McCroskey notes in "*An Introduction to Rhetorical Communication*" that texts like these "*are significant because they establish the historical fact that interest in rhetorical communication is nearly 5,000 years old*". In fact, McCroskey posits that most ancient texts were written as instructions for communicating effectively, further emphasizing early civilizations' value of furthering the practice.

Through time this reliance has only grown, especially in the Internet age. Now, written or rhetorical communication is one of favored and primary means of talking to one another – be it an instant message or text, a Facebook or a Tweeter.

As Daniel Boorstin observed in "Democracy and Its Discontent", "*the most important single 'in human consciousness in the last century, and especially in the American consciousness, has been the multiplying of the means and forms of what we call 'communication*". This is especially true in modern times with the advent of texting, e-mail, and social media as forms of communicating with others around the world. With more means of communication, there are also now more ways to be misunderstood than ever.

If a message contains just the written word (such as a text or e-mail), the sender needs to be confident in its clarity, and that it cannot be misinterpreted. E-mails can often come off cold or clipped without that the intention of the sender, for example, yet it is not considered professional to have emotions in formal communication to help convey the proper meaning and context.

2.3.4 Message Preparation

Before preparing the message, whether it is in person 'one – to – one', in front of an audience, over the phone, or done in writing, as a sender consider the audience who will be receiving the information, the context, and means to convey it. What way will be the most effective? What will the sender have to do to ensure that the message is conveyed properly? If it is important and going to be relayed in a professional

context, maybe the sender need to practice beforehand, prepare slides and graphics, and pick out professional attire so that their appearance or mannerism don't distract them from their message.

2.3.5 Gestures in Communication

2.3.5.1 What are Gestures?

Gestures are nonverbal tools of communication thatare widely used in all cultures. According to Patricia and Margaret (1992), "*Gestures are handand arm movements*", while Georg Yule (2006) states that:

> *Although both Sign and gestures involve the use of hands (with other parts of the body), they are rather different. Signis like speech and is used instead of speaking, whereas gestures are mostly used while speaking.*

Gestures are used for adding meaning while speaking, for example, someone is asking a person *to open thedoor* he might use his palm meaning open it by*pushing*or*pulling* it (according to the situation). Thus a gesture might help the listener get the message and act quickly and correctly.

The interesting cultural differences of gestures give them a distinctive flavor as a strong means of expression. Hand gestures are described as a great way of reinforcing what is being said. But one must be cautious that gestures might be used with conflicting meanings due to the cultural differences between countries and nations. According to Social Mettle Staff (2018), "*Gestures are a way of communicating with othersand conveying your feelings. The meanings of hand gestures in different cultures may translate into different things"*.To explain this point, a very common example of President George W. Bush can be given, where he had to face a major faux pas during a visit to Australia. When he tried to signal a peace sign by waving the two fingers or V-sign at the crowd. One may think of this as a simple gesture, but he committed a major error. Instead of palm facing outwards, it faced inwards. This meant in Australia he was asking the crowd to go screw themselves! Therefore, it is very important to understand the meanings of gesture before one travels to different countries. Before

communicating with different cultures, one needs to understand the meaning of gestures. Those considered as good gestures in one country may be termed as an offensive ones in some other countries. So, if one is a frequent traveller to different counties, they need to improve their communication skills by learning the meaning of certain gestures.

2.3.5.2 Interpretations of Gestures

Some of the common gestures and their meanings are covered below. One will be surprised to know that gestures many people may perform casually have a really different meaning in different cultures.

● **Thumbs-up**

This widely recognized sign of approval or agreement is actually used as an insult in Bangladesh. In certain parts of the Middle East, thumbs-up is definitely a highly offensive. The thumbs-up sign has been confusing people for thousands years!

●**The OKSign**

In most of the English-Speaking world, as well as in several other countries, this hand gesture means that everything is fine, great, okay and/or perfect. In Brazil, however, it is considered a rude gesture. The most famous example of this was in 1950s when Richard Nixon visited Brazil and flashed the "Ok Sign" to a waiting crowd upon arriving in Rio de Janerio, who responded with boos!

● **The "V" Sign**

This sign has two formats: one with the palm faced outwards and another with the palm inwards. In US, both ways refer to "victory" and peace: protesters against the Vietnam War and activities adopted the gesture as assign of peace. Because the hippies of the day often flashed this sign (palm out) while saying "peace", it became popularly known (through association) as the peace sign.

In other places, such as in UK, Australia and South Africa, the same gesture with the back of the hand facing the other person is considered to be an extremely insulting.

● **The Stop Sign**

When one raises the hand up with the palm facing towards the opposite person, it means 'to stop', in America and British countries. It means that an authoritative figure is asking one to 'stop'. If the fingers are pushing down, it indicates that the person to sit down or settle. It is not a defensive gesture and it is a gesture used to take control over the person it is intended for. In Singapore or Malaysia, it means that one is trying to 'hail' someone's attention like a waiter or asking permission.

● **The Dog Call**

The dog call is a gesture where you curl you finger and summon someone towards you. It is mostly seem to be carried out by a tempting woman to her man. However, it should be avoided in Philippines as this one of the worst forms of hand gesture which is used only for dogs. It could get you arrested or maybe even punishable by breaking your finger, so that you never attempt to do this gesture again. In countries like Japan, it is considered a rude gesture. In Singapore, it is an indication of death.

● **Pointing Finger**

In America and European culture it is considered rude to pointa finger at others. This hand gesture is an indication of a dominant-to-subordinate behavior in the professional world. It is considered a gesture to single out an individual from a crowd. This aggressive signal is not liked by many, as no one likes to be singled out.

● **The Corona**

The corona is carried out by pointing the index and pinkie finger upwards and the two middle fingers and thumb curled towards the palm. This considered as the symbol of the devil in many cultures. The two pointing fingers indicate the horns of the devil. It is also widely used by rock stars in as a positive gesture. This is also one of the good gestures in cultures like Buddhism and Hinduism. In the Mediterranean, it is an old symbol that means 'cuckold', that is, someone's wife is cheating on him.

● **The Fig**

The fig is a gesture that is indicated by a fist. The thumb is seen poking out of the index and middle fingers. It is known as mano fico or fig hand in Roman culture. It is

one of the good hand gestures, as it indicates good luck and fertility and a way to ward off the evil eye.

However, the fig is considered a gesture that mimics the female vulva in Italian culture. Thus, this is a very offensive gesture to the Italians and Turks. If it is carried out by a person of an Asian origin, it roughly means 'screw you'.

● **TheFinger Sign**

One of the most offensive and rude gestures around the world is the finger. The middle finger-pointing upwards is considered as an obscene gesture. In some Mediterranean and Arab countries, holding the index finger instead of middle finger implies the same obscene gesture.

● **Finger Snap**

Snapping fingers over and over may mean that one is trying to remember something forgotten. In Latin America, snapping fingers means asking one to hurry up. In Great Britain and America, one snaps fingers when one remember something or gets an idea. However, in many countries, snapping fingers close to someone's face is considered to be an offensive gesture.

2.4 Foreign Workers and their Impact on Children's Language

Undoubtedly, children as the frailest most vulnerable humans entirely depend on their families for setting out their long journey of exploring things, building and having the underlined knowledge and experience to channel their own way and live independently in their future life.

Nannies, housemaids, domestic helpers, and domestic servants are all synonymous words that term those who are hired to take care of children mostly as live-in workers. They are worldwide employees. People in all countries, more or less, employ them, especially the well-to-do families and parents who go out for work and become in need of someone to look after their children in their absence. These workers are either natives or foreigners. Of course, there are positive effects and negative effects in the employment of these workers whether they are natives or foreigners. Most research

studies focus on investigating foreign workers for the hazards and problems they cause in many countries.

Below, the researcher is going to review some example of studies that are conducted for investigating the negative and positive effects of employing the foreign workers on children in some parts of the world.

2.4.1 Impact of Foreign Workers on Children in Qatar

In a study entitled *The Closeness of the Child to the Domestic Servant and its Mediation by Negative Parenting Behavior in an Arab Gulf Country*, by BatoulKhalia (2015),she states that:

> *A number of studies have investigated parental social behavior and found that a positive relationship between a parent and a child reflecting a positive child behavior. The opposite in terms of negative parental approaches in the form of severe punishment lead to inappropriate social behavior. When a child is faced with a number of negative behaviors an contradictions, the child is hindered in psychological, intellectual and social development and in becoming an ineffective agent in society.*

Omar (2004) brings out an impact of the child's upbringing that he calls instrumental parenting; he coined the term to describe the role of the domestic servant in playing the role of the parent; the mother takes the role of "home manager" and authorizes and directs whereas the domestic servant has the of parenting and in doing the things that parents generally do in bathing, playing, reading, feeding and toilet training. The domestic servant acts as the instrumental parent, who magnetizes the child to her when the child feels rejection or is ignored by parent. Thus highlighting social aspects of the child's development indicates the mediating aspect of parenting on the closeness of the child to the domestic servant.

Overall, the family is the place where a child forms his make-up. The child's personality and conduct generally adopt the social norms of his society. The focus on family life world widely goes round the child care. Parents, in general, have to

counterbalance between homecare and childcare. A number of studies have made the links between parental behavior, negative or positive and their strong impact on children's behavior in terms of norms and values.One clear indication is that one form of parenting might tend to leave a long-lasting impact on the child's conduct. On one hand, parents may show acceptance and love, and on the other hand, they could show control, intimidation, and punishment. Parental attitudes and behavior could be reproduced in the child in different forms, not exactly in the image of those behaviors of their parents, do not understand their own behavior in light of their children's especially of those parenting styles that resembles rejection and forcing, alienate children from parents and lead the children to find substitutes for their parents.

The rise of modern life in Qatar has put substantial pressure on the household. There is now huge dependence on domestic helpers for both home and child care. The need for help out of the home has brought a large number of immigrant workforces of domestic servants into the homes of Qataris. Domestic servants have been integrated into the home culture in the Qatari family their roles conflated in child care and home care. The impact of domestic servants on the family and particularly children has brought attention to a number of studies in the Gulf. These studies have underlined the domestic helpers' role in the child's psychological, linguistic, or social world. In addition, these studies have also risen alarmed concerning the mitigating role of the domestic servant in the instrumental mothering of children.

2.4.2 Foreign maidens language on School Children's Educational Achievement in Hong Kong

 Sam Tang (2013), in his study under the title *Maids or Mentors? The Effects of Live-in Foreign maidens language on School Children's EducationalAchievement in Hong Kong*, states that:

In theory, 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 Tseet 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 students' 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 (2005) 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.

2.4.3 Perception of Employers' Children towards Domestic Helpers in Malaysia

In her study *Perception of Employers' children towards Domestic Helpers*, Nurul Nadia AbdAziz (2018) states that:

> *Based on reports from the Malaysian Ministry of Human Resources, foreign domestic helpers in Malaysia came from13 countries around the world. In 2016, there was a total of 143,617 foreign domestic helpers in Malaysia, out of which 96,375 (67%) were from Indonesia, as Indonesian domestic helpers are comfortable working with Malaysian Employers due to similarities in terms of culture, religion and language.*

Domestic helpers often live in the same premises as their employers. There were many cases where both parties have had a high level of compatibility that caused work contracts to be continuously renewed. If this conditioned summed up contentment, employers and domestic helpers could be sharing premises for many years and treating each other like family.

Domestic helpers, who were treated like part of the family, were usually allowed to eat together with their employers during meal times at home or in restaurants. Employers who treated their helpers like family would deliberately avoid the use of direct instructions and would praise them for jobs well done.

In cases where domestic helpers were regarded as paid workers, treatments usually involved formal relationships when the employers did not engage in friendly conversations or meal times together with their domestic helpers.

The efforts of the household help have received much scholarly attention, with three research streams conducted within this category.

One stream of research related to the impact of domestic helpers on working women. Some qualitative studies reported that the presence of domestic helpers may increase women's leisure time, reduce strain among married working women and facilitate the life of the host families. On the contrary, some studies reported that the presence of

domestic helpers may increase the burden of women because of the "less-than-optimal" work quality done by the domestic helpers.

The second stream explored the efforts of domestic helpers on the lives of elderly people. Some studies found that the presence of a domestic helper may moderate the effects of stressors among spousal caregivers. In other words, assistance from a domestic helper may reduce the negative of some stressors on the well-being of frail elders and spousal caregivers. A study done by Shah and his colleagues in 2012, found that due to the changing trends in Kuwait, many women were seen working outside their homes which consequently offered potential work opportunities for domestic helpers to be hired as caregive of elderly parents or parent-in-laws.

The aforementioned studies indicated that domestic helpers may provide coping and social support without neglecting the family as a major role in the care of elderly people.

The third stream of research focused on the effects of the presence of domestic helpers on children. A study conducted on Hong Kong found that the presence of Pilipino maids had an impact on the academic achievement of children, which significantly influenced their high score in English subjects, but not in Chinese and mathematics subjects.

Indonesian maids, however, were found to have slightly significant impact on the children's achievement in these in these subjects. The same study concluded that the English speaking skills of Pilipino maids had contributed significantly to the academic achievement of children in Hong Kong.

2.5 Summary

This chapter deals with the presentation of the theoretical framework of the thesis. It has reported some relevant literature review on: Language and Culture, First Language Acquisition, Language Communication, and Foreign Workers' Impact on Children's Language.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter describes the methodology adopted for the conduction of this study. It provides an overview of the basic elements of the methodology; its nature, the population and the sample, and techniques used for data collection and data analysis.

3.2 Methodology

This study is descriptive in nature. It attempts to give a clear picture about the phenomenon under investigation.

3.3 population and sample

The population of the study is the Sudanese nationals who employ Foreign maidens language (FMS) in their respective households for different purposes. This includes jobs such as housemaids, car drivers or sometimes caretakers. These workers come from different foreign countries and they communicate in a variety of Arabic that is heavily influenced by their own mother tongues. Because of their direct contact with the members of the families which employ them, they have a reversed impact on their employees' language. This is because their Sudanese house holds' (SH) try to find an easier way of getting their messages across to the FMS. As such, SH try to modify their Arabic language in a way that makes the FMS understand them. On the long run, and because of the constant prolonged contact with the FMS, some aspects of the SH native language seem to undergo certain changes. This is particularly clear with the young members of the family especially young children who are nursed by FMS at the tender age of early childhood.

In order to be representative of the target population, the sample was drawn randomly from across the social hierarchy in order to include the most possible types of SH who employ the FMS. The sample consists of 50 subjects; 17 of them are males and 33 are females.

3.4 Data collection tool

A questionnaire has been used to collect the data for this study. The questionnaire has four sections:

(1) Section one focuses on the influence of FMS on the language of their SHat the level of individualsounds.

(2) Section two deals with the impact of FMS language on the grammatical structure of their SHlanguage.

(3) Section threeis about the phenomenon of code-switching.

(4) Section four tries to elicit information about the influence of FMS on their SHemployees in relation to the phonological aspect ofword stress, sentence stress and intonation patterns.

The questionnaire is based on a 5-point Likert scale of (always – usually – sometimes – often – never). The respondent had to tick the option which matched their observation of the statements in the four sections.

The questionnaire has been developed in such a way that ensures its reliability (internal consistency and ability to collect the same data every time it is used) and its validity (ability to collect the data that is relevant only to the present study). It went through the following steps:

- Stepone:designing by the researcher.
- Steptwo:approval by the supervisor.
- Stepthree:judgment by a jury of experts.
- Stepfour:piloting.
- Stepfive:checkingreliability and validitythrough the SPSS programme.

The statistics showed very high rates of reliability and validity:

(1) Cronbah'sAlph = .941

(2) Validity = .97

3.5 Procedures

Following to the piloting of the questionnaire it was distributed to the sample for completion. Then the process went into the following steps:

(1)   Tabulation of raw data.

(2)   Data wascoded and fedinto the SPSS programme.

(3)   Output wasobtained in the form of percentage tables, charts and histogramswithnormalitycurve to show the normal distribution of data.

3.6 Analysis and discussion of data

The data were analyzed and discussed to obtain the results. Each of the subsections of the questionnaire corresponds to one result. Each result is used to answer the relevant research question and to verify the hypothesis.

3.7 Summary

This chapter drew the roadmap for the study. It gave an idea about the methodology and the methods used in carrying out the study. It also described the data analysis and discussion in order to arrive at the desired findings to be used for answering the research questions and checking of the hypotheses.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and discusses of the data collected by the questionnaire. It displays the data analysis in tables, charts and histograms. The chapter is divided in to sections and subsections which match the four aspects of the questionnaire

4.2 Analysis and discussion

4.2.1Reliability and validity of the questionnaire

Table (4.1): Reliability Statistics

Cronbach's Alpha	N of Items
.941	26

Table(4.2): Validity Statistics

Validity	N of Items
.970	26

Tables (4.1) and (4.2) show that the result of Reliability is .940 and Table (4.2) show that the result of validity is .970.

4.2.2 Section one
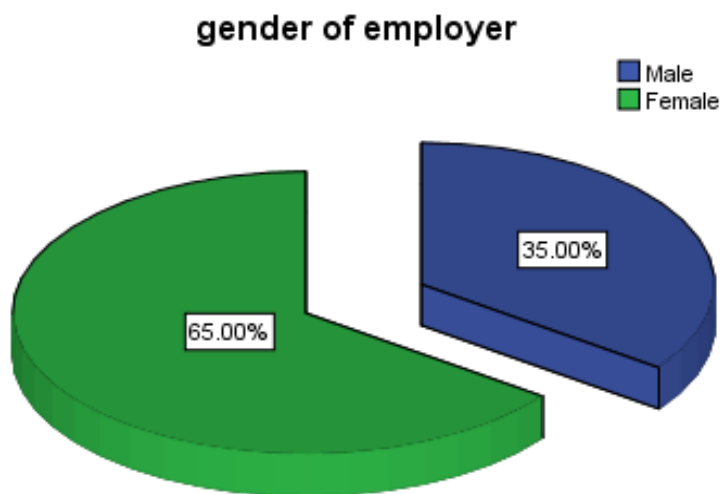
Chart (4.1): Gender of Sudanese employer
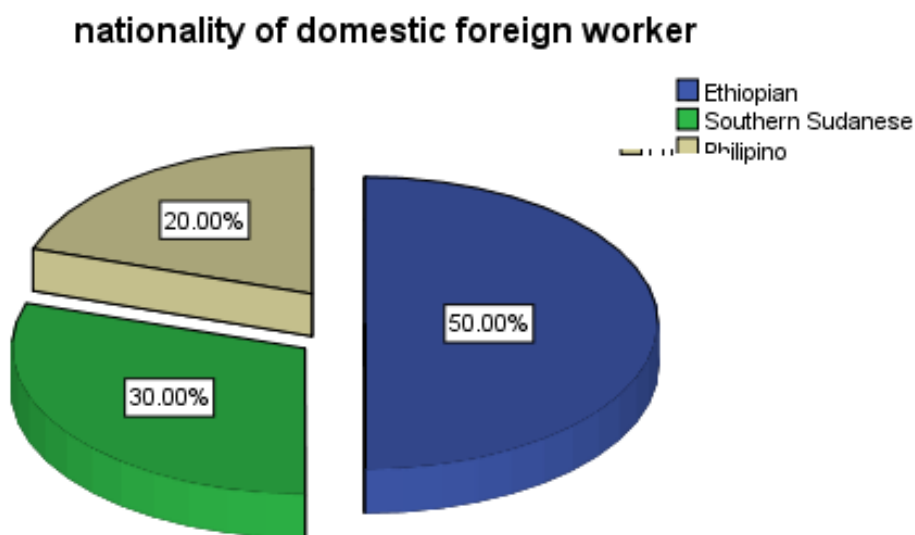
Chart (4.2) :Nationality of domestic foreign worker

As Chart (4.1) and Chart (4.2) show the percentage of gender of the subjects

(Sudanese) is 65% female and 35% male.

Also chart (4-2) show that the nationalities of the Foreign maidens language are (a)

50% Ethiopian, (b) 30% southern Sudanese, and (c) 20% Phillipino.

4.2.3 Section two

4.2.3.1 Aspect one: influence on individual sounds

Table (4.3): change of sound /ص/ to /s/

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	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	
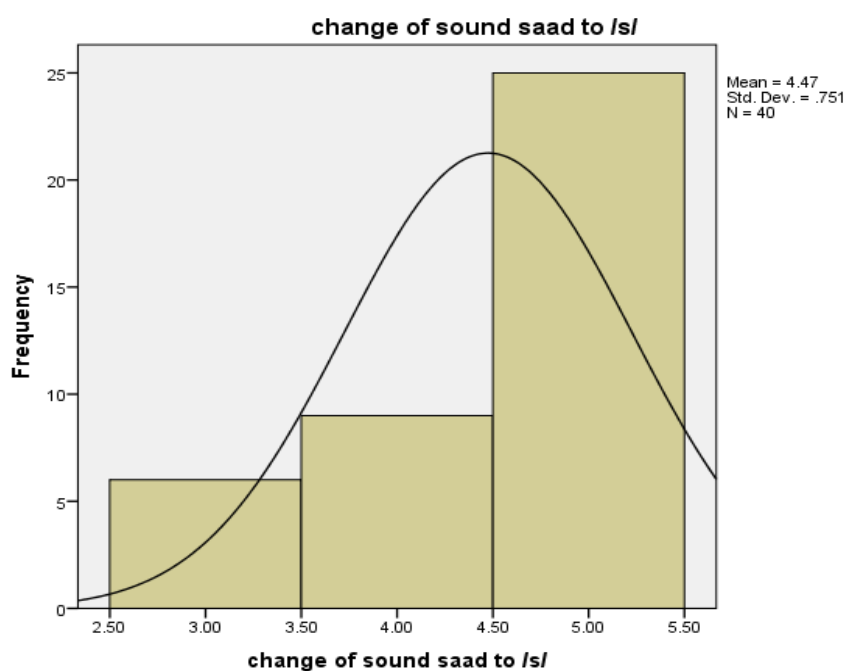
Histogram (4.1): change of sound /ص/ to /s/

As Table (4.3) 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 /غ/ to /g/

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	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	
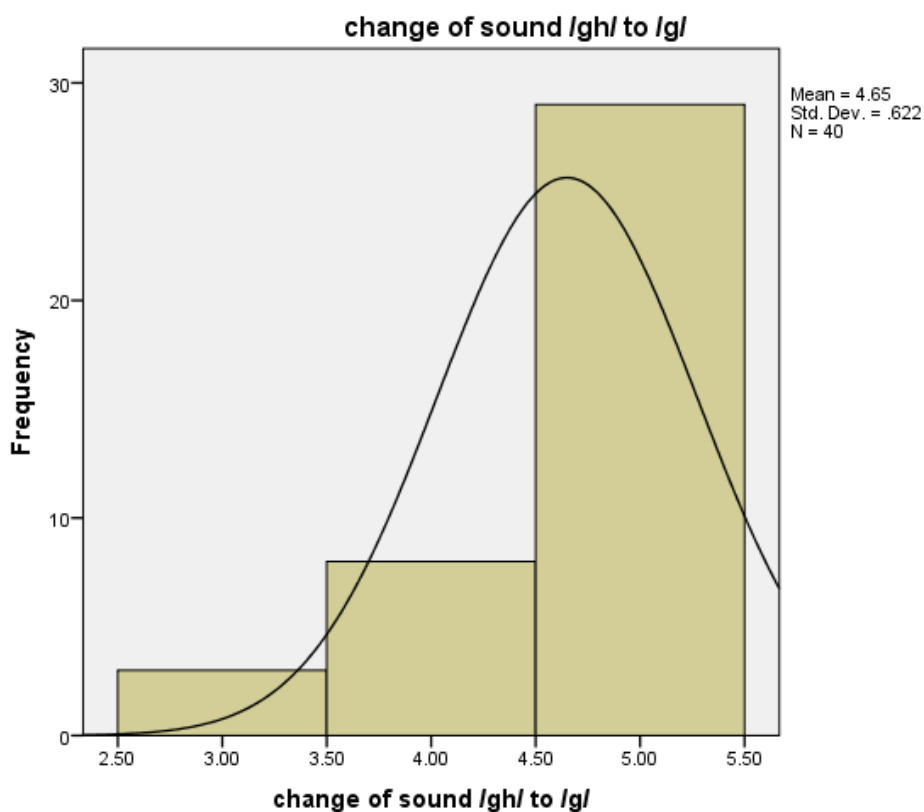
Histogram (4.2): change of sound /غ/ to /g/

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 /غ/ sound by changing it to /g/ sound.

Table (4.5) change of sound /ح/ to /h/

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	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	

change of sound /ح/ to /h/

Mean = 4.58
Std. Dev. = .636
N = 40
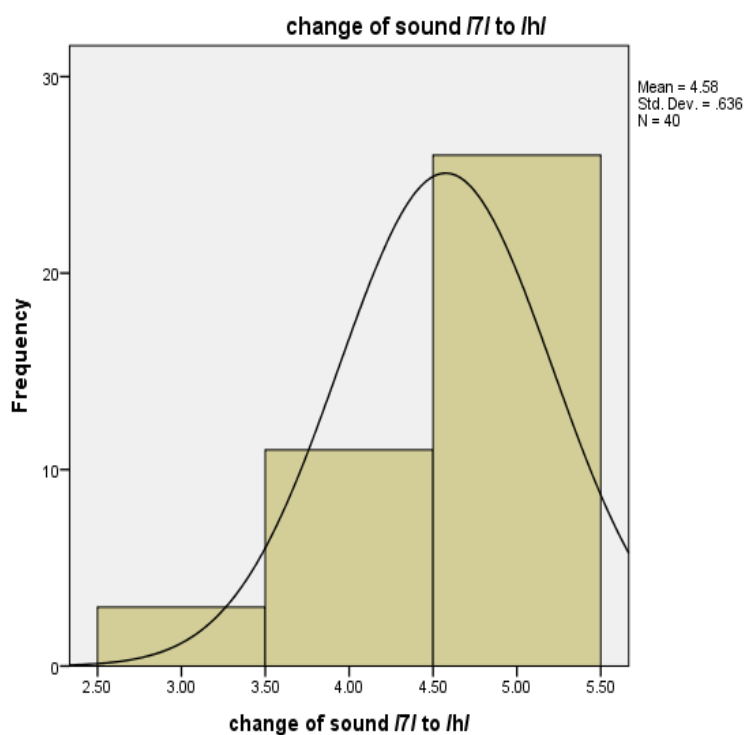
Histogram (4.3) change of sound /ح/ to /h/

It is clear form Table (4-5) and Histogram (4-3) that 65% of the subjects believe that the sound /ح/ 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 /ح/ sound to /h/ sound.

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Table (4.6) change of /خ/ to /k/

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

change of /kh/ to /k/

Mean = 4.55
Std. Dev. = .639
N = 40
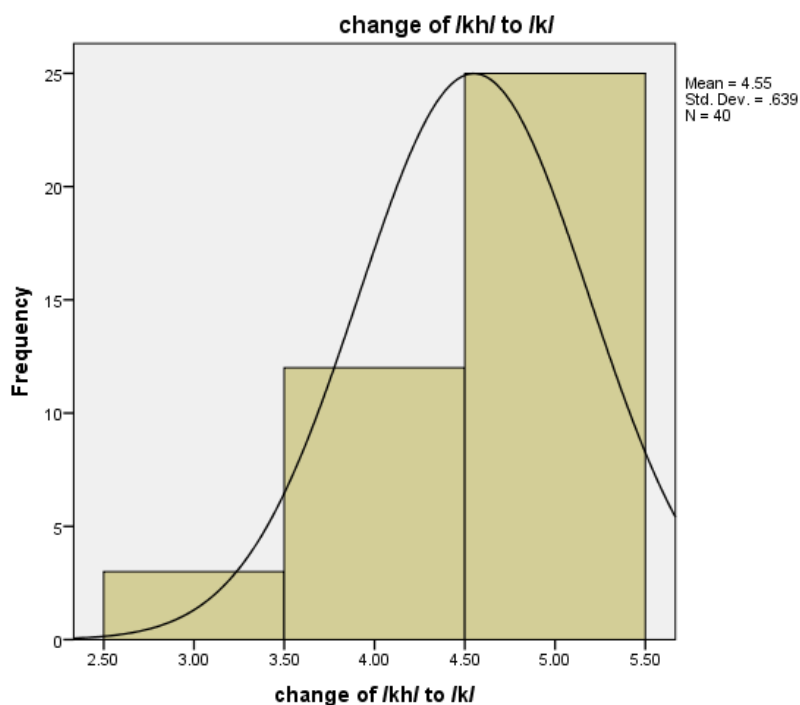
Histogram (4.4) change of /خ/ to /k/

As evident form Table (4-6) read with Histogram (4.4) 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 (4.7) change of sound /ك/ to /ch/

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	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	
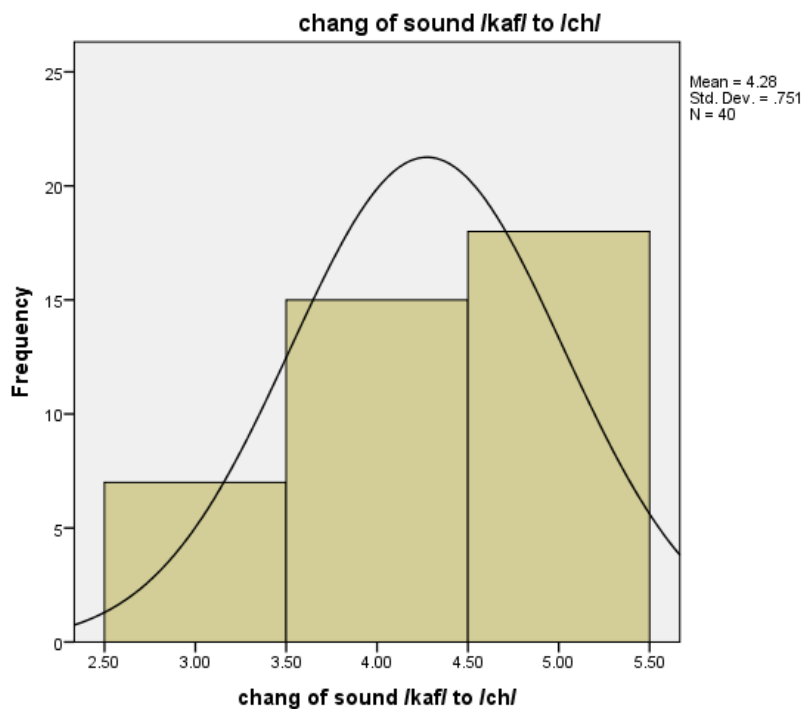
Histogram (4.5) change of sound /ك/ to /ch/

According to Table (4.7) and Histogram (4.5) it is clear that

(a)   Those of the sample who agree that the sound /ك/ always changes to the sound /ch/ a mount 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 (4.8) change of sound /ش/ to /s/

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	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	
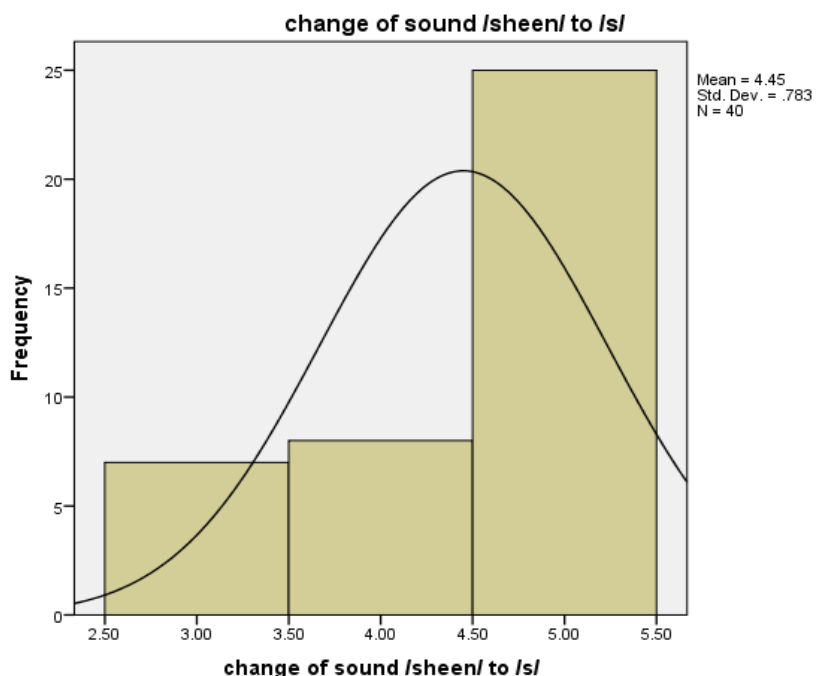
Histogram (4.6) change of sound /ش/ to /s/

With reference to Table (4.8) and Histogram (4.6) 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 agree that this happens always.

(b)   20 % of the sample agree that the change happens usually.

Table (4.9) change of sound /ʕ/ to /a/

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

Histogram (4.7) change of sound /ʕ/ to /a/

Table (4.9) and Histogram (4.7) above show that the majority of respondents (70%) state that the FMS always inference the pronunciation of their SH by changing the /ʕ/ to /a/ sound.

Table (4.10) change of /ظ/ to /z/

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

Histogram (4.8) change of /ظ/ to /z/

Table (4.10) and Histogram (4.8) show that the majority of respondents (50%) agree that the FMS always influence the pronunciation of their SHchange of sound /ظ/ to sound.

Table (4.11) change of /ض/ to /d/

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

change of /dh/ to /d/

Mean = 4.85
Std. Dev. = .362
N = 40
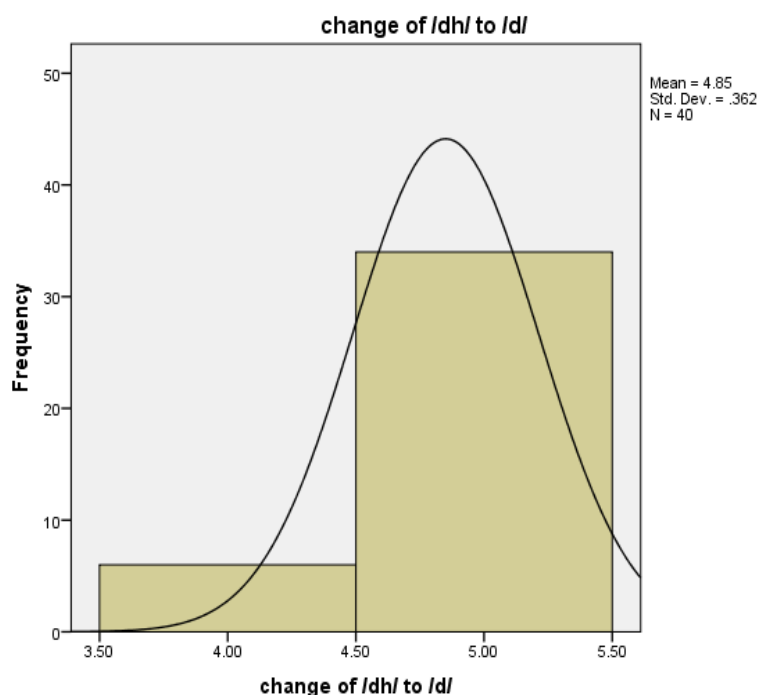
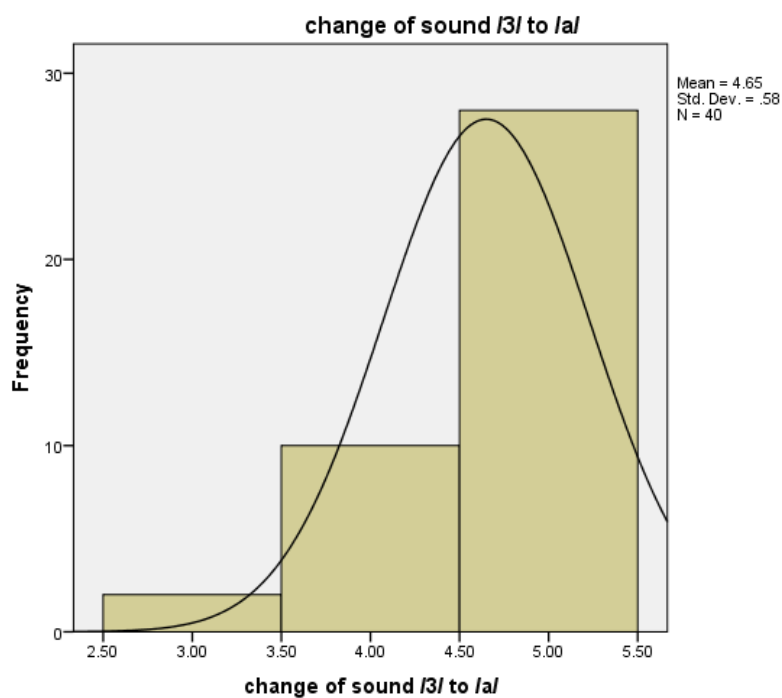**Histogram (4.9) change of /ض/ to /d/**

With reference to Table (4.11) and Histogram (4.9) 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 sampleagreesthatthis change happensusually

Table (4.12) change of sound /ط/ to /t/

		Frequency	Percent	Valid Percent	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	

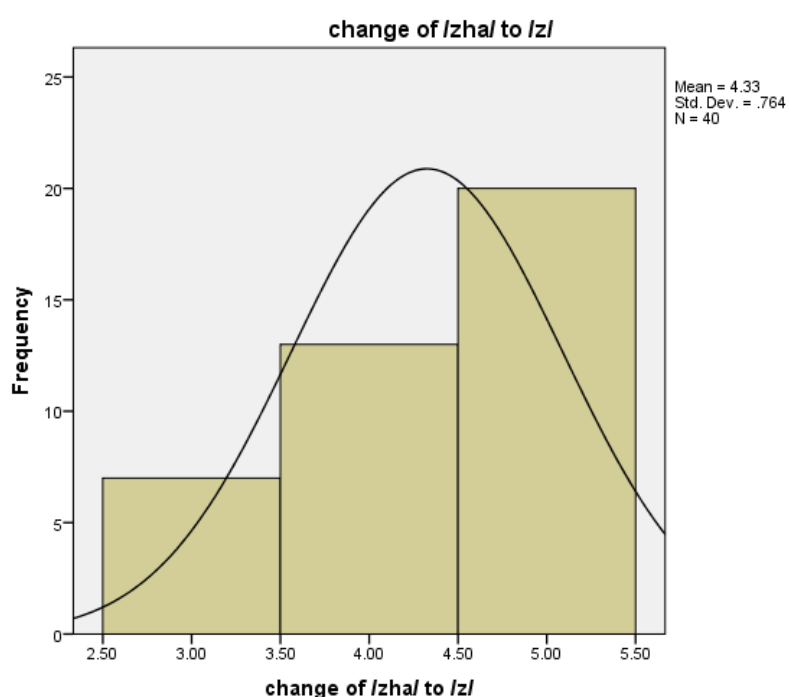**change of sound /ط/ to /t/**

Mean = 4.72
Std. Dev. = .452
N = 40
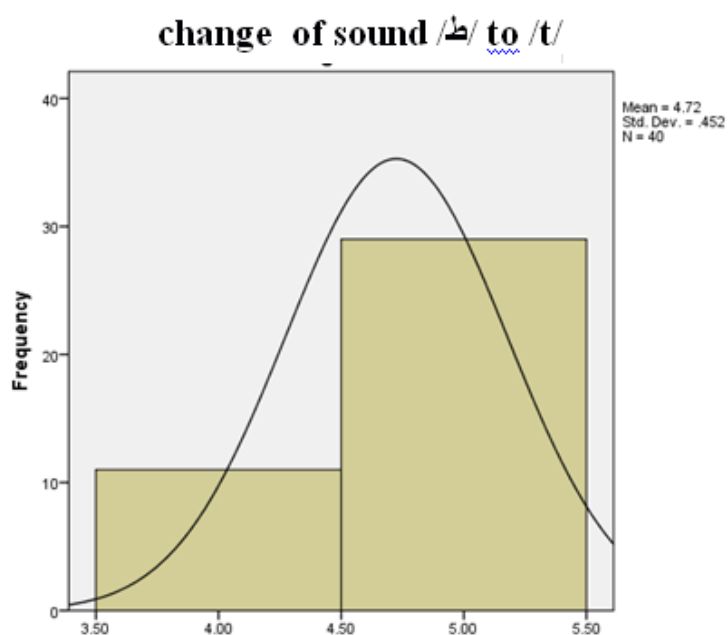
Histogram (4.10) change of sound /ط/ to /t/

Table (4.12)and Histogram (4.10) 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.

4.2.3.2 Result one

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

(a)   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.

(b)   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.

(c)   The great majority of the sample has the opinion FMS pronunciation influences the pronunciation of /ح/ sound to /h/ sound.

(d)   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.

(e)   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.

(f)   The great majority of the sample (82.5 %) agree that BFW influence their SH pronunciation of sound /ش/ to become sound/s /.

(g)   The majority of respondents (70%) state that the FMS always inference the pronunciation of their SH by changing the /ع/ to /a/ sound.

(h)   The majority of respondents (50%) agree that the FMS always influence the pronunciation of their SH change of sound /ظ/ to sound /.

(i)   The sample (100 %) agree that the FMS influence their SH pronunciation of sound **/ض/ to become sound /d/**.

(j)   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
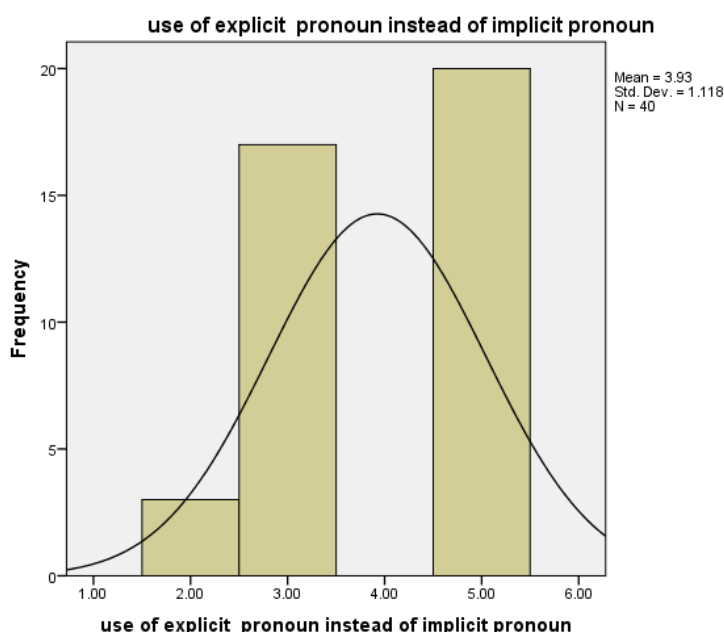
4.2.4.1 Aspect two: influence on grammatical structure

Table (4.13):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 (4.11):use of explicit pronoun instead of implicit pronoun

As Table (4.13) and Histogram (4.11) 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 pronounce by SH is the result of the influence of FMS

40

Table (4.14) change of the position of the object

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	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	

change of the position of the object

Mean = 3.85
Std. Dev. = 1.001
N = 40
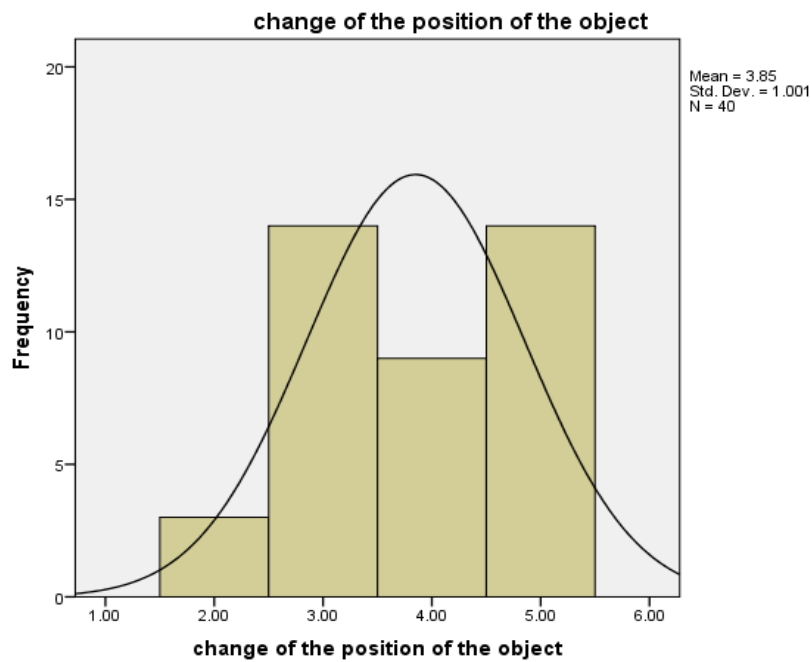
Histogram (4.12) change of the position of the object

According to Table (4.14) and Histogram (4.12), 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 deduces that 57.5% of the respondents observed that SH are influenced by the FMS in changing the position of the object.

Table (4.15) switching masculine and feminine marker

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Seldom	3	7.5	7.5	7.5
	Sometimes	4	10.0	10.0	17.5
	Usually	22	55.0	55.0	72.5
	Always	11	27.5	27.5	100.0
	Total	40	100.0	100.0	
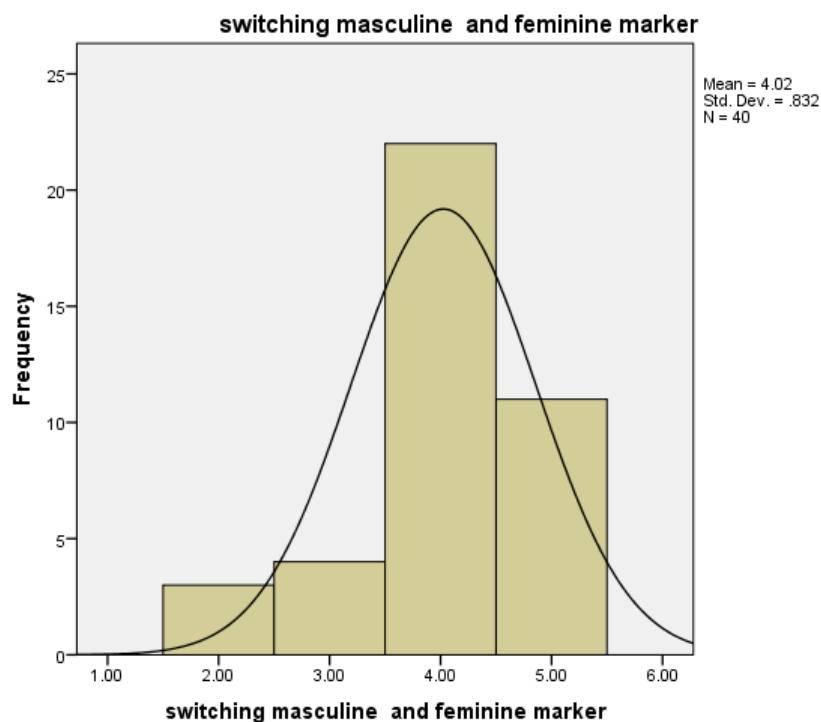
Histogram (4.13) switching masculine and feminine marker

Table (4.15) and Histogram (4.13) 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 (4.16) 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	
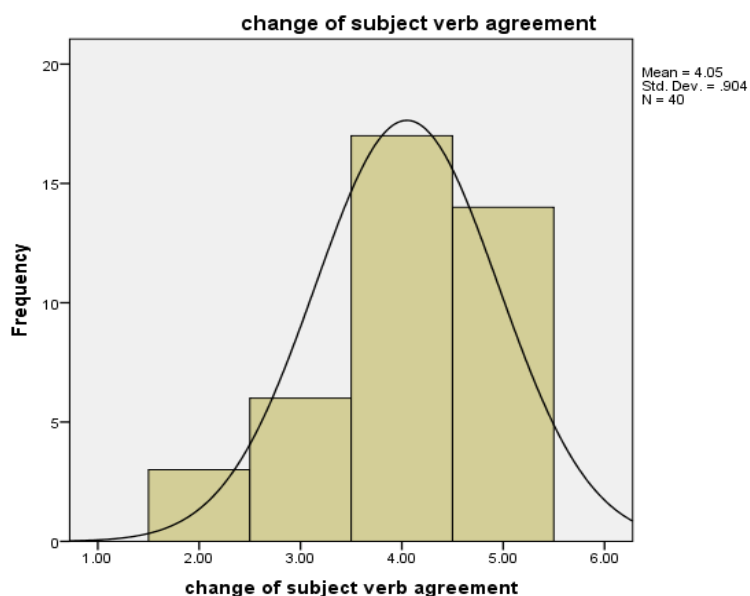
Histogram (4.14) change of subject verb agreement

According to Table (4.16)and Histogram (4.14),   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 (4.17) change of noun adjective agreement

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Usually	21	52.5	52.5	52.5
	Always	19	47.5	47.5	100.0
	Total	40	100.0	100.0	
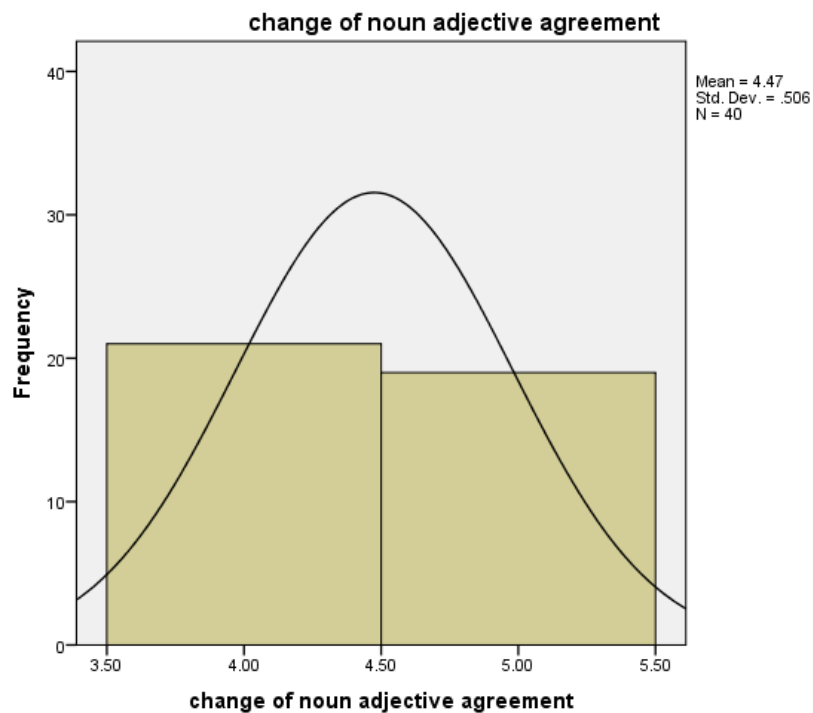
Histogram (4.15) change of noun adjective agreement

As Table (4.17) and Histogram (4.15) show:

(a)   52.5% of the subjects agree that SHare 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 (4.18) incorrect use of tense

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

incorrect use of tense

Mean = 4.13
Std. Dev. = .883
N = 40
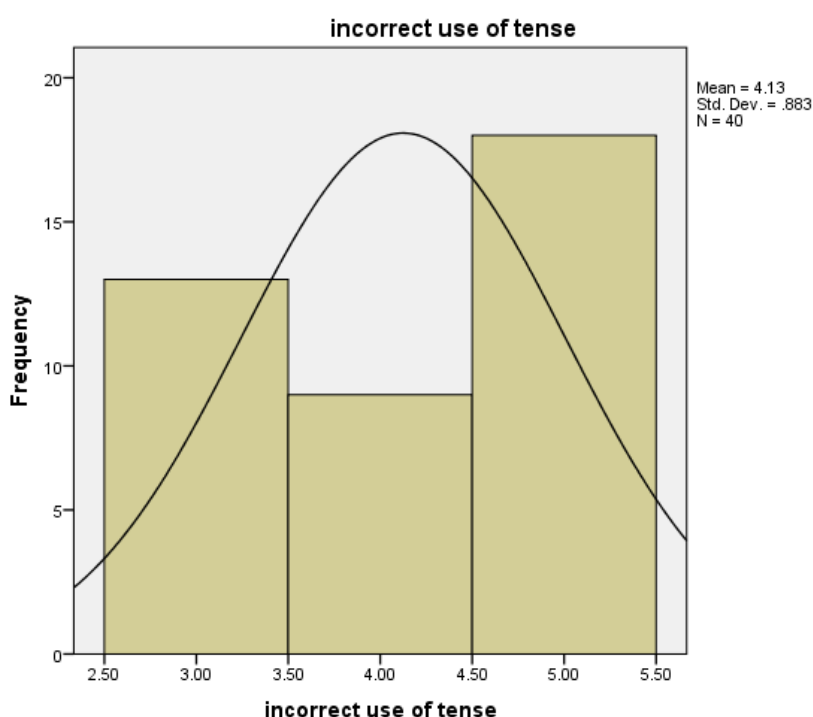
Histogram (4.16) incorrect use of tense

Table (4.18) and Histogram (4.16) 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.

4.2.4.2 Result two

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

(a)   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

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

(c)   The SH are always influenced by FMS in changing of subject verb agreement

(d)   FMS influence their SH in changing the noun adjective agreement.

(e)   A wide range of subjects believe that the FMS influence their SH by using incorrect use of tense.

4.2.5.1 Aspect three code-switching

Table (4.19) code-switching example 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Never	23	57.5	57.5	57.5
	Usually	7	17.5	17.5	75.0
	Always	10	25.0	25.0	100.0
	Total	40	100.0	100.0	
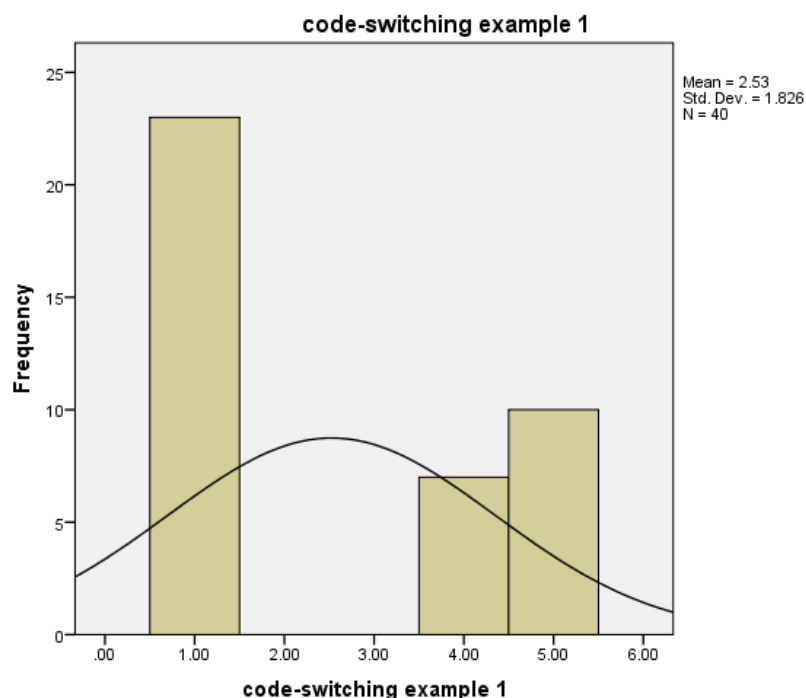
Histogram (4.17) code-switching example 1

Table (4. 19) and Histogram (4.17) show that 25 % of the sample always agrees that SH use code-switch of words such as سبق (beautiful) in their expressions.

Also 17.5% of the sample agrees that the SH use the same type of code-switch.

It can be said that the SH are influenced by FMS in using code-switching at word level.

Table (4.20) code-switching example 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Never	23	57.5	57.5	57.5
	Usually	4	10.0	10.0	67.5
	Always	13	32.5	32.5	100.0
	Total	40	100.0	100.0	
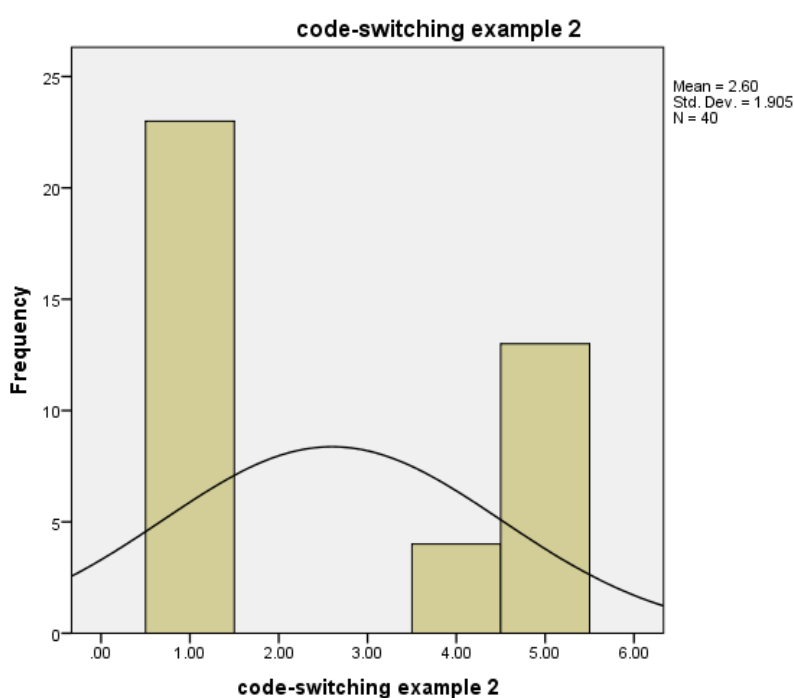
Histogram (4.18) code-switching example 2

With reference to Table (4.20) andhistogram (4.18), it can be noticed that the SH

always use code-switching of words such as يلم (run out of ….).

10% of the sample agree the SH usually use the code-switching of words such as يلم .

It can be noticed the FMS influence their SH in using code-switching at word level.

Table (4.21) code-switching example 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Never	23	57.5	57.5	57.5
	Usually	6	15.0	15.0	72.5
	Always	11	27.5	27.5	100.0
	Total	40	100.0	100.0	
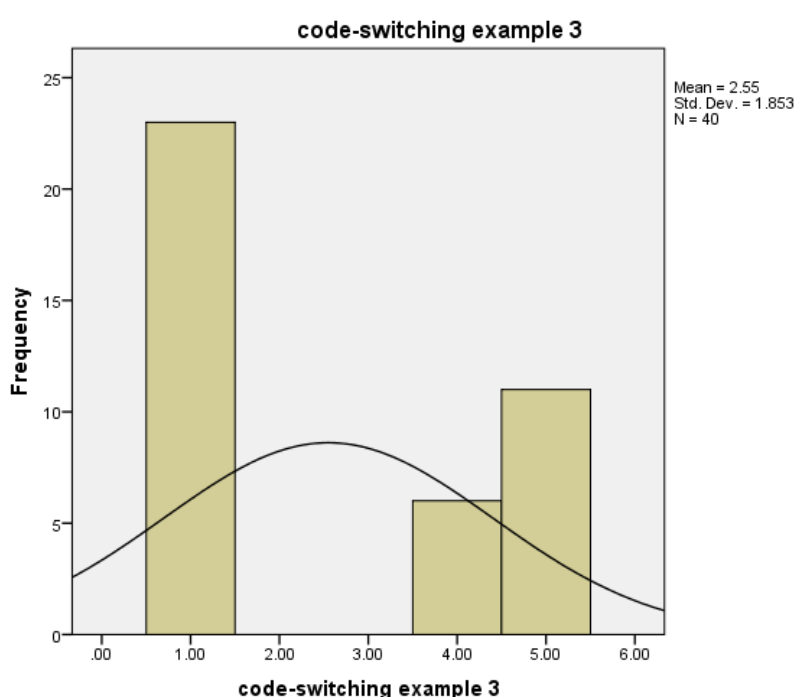
Histogram (4.19) code-switching example 3

According to Table (4.21) and Histogram (4.19),it is clear that:

(a) 27.50% of the subjects agree that the SH use code-switching of the word قنزب (money).

(b) 15% of the sample agree that the SH usually use code-switching of the word قنزب (money).

So, it can be said that 42.50 % of SH are influenced by the FMS in code switch at word level.

Table (4.22) code-switching example 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Never	1	2.5	2.5	2.5
	Seldom	1	2.5	2.5	5.0
	Sometimes	20	50.0	50.0	55.0
	Usually	4	10.0	10.0	65.0
	Always	14	35.0	35.0	100.0
	Total	40	100.0	100.0	
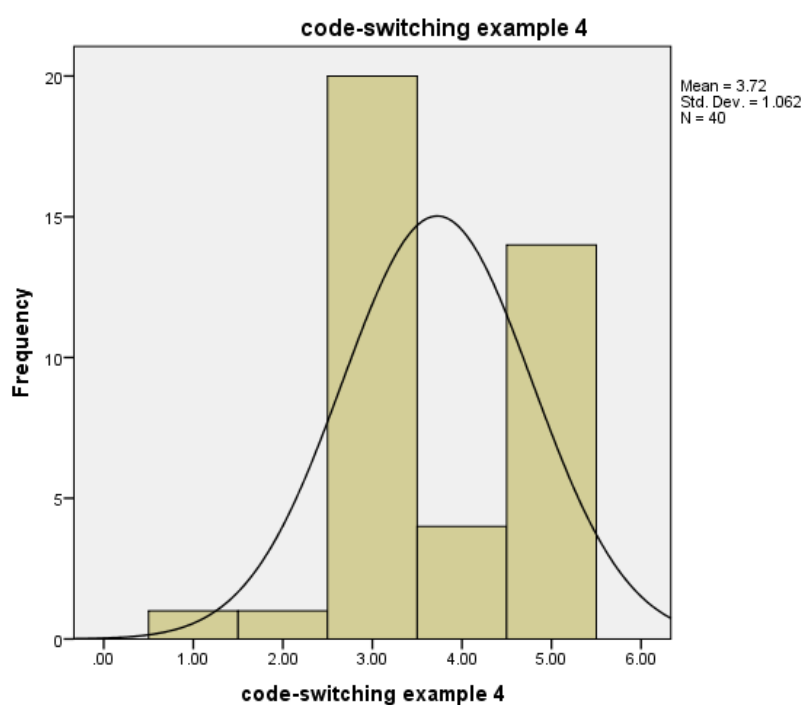
Histogram (4.20) code-switching example 4

Table (4. 22) andHistogram (4.20) show that the respondents state that the 35% of FMS always influence their SH in code-switching of the phrase باي كار (by car).

Also 50% of the respondents agree that the SH are sometimes influenced by the FMS in code-switching of phrases such as باي كار (by car).

So, it can be deduced that a vast majority of the respondents agree that SH are influenced by the by the FMS in code-switching of phrases such as باي كار (by car)..

Table (4.23) code-switching example 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Sometimes	17	42.5	42.5	42.5
	Usually	2	5.0	5.0	47.5
	Always	21	52.5	52.5	100.0
	Total	40	100.0	100.0	
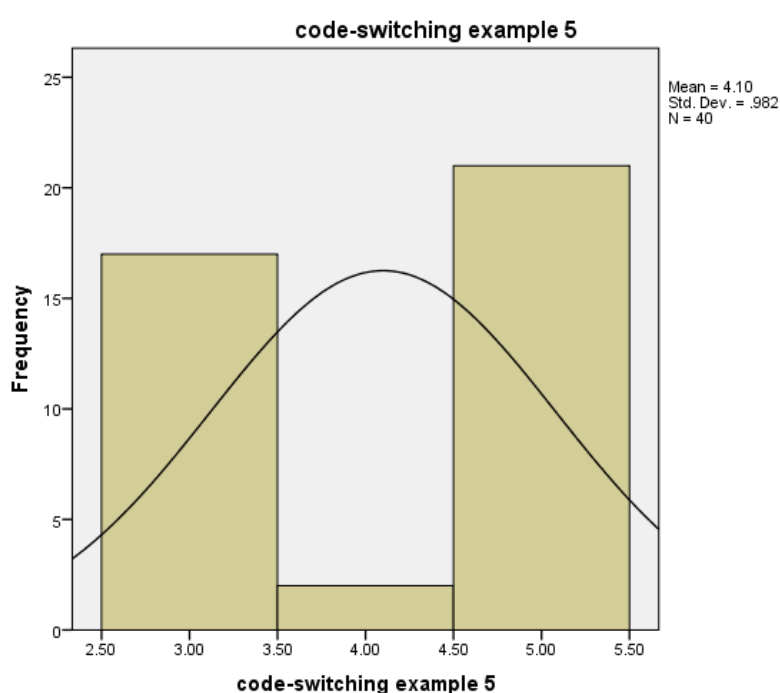
Histogram (4.21) code-switching example 5

Table (4. 23) and Histogram (4.21) show that

(a) 52.50% of the respondents state that the FMS always influence their SH in using code-switching of wordssuch as شورت (short).

(b) 50% of the respondentsagreethat the FMS sometimes influence their SH in using code-switching of wordssuch s شورت (short).

So, a vast majority of the subjects agree that FMS influence their SH in some code-switching of words.

4.2.5.2 Result three

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

(a)   The SH are influenced by FMS in using code-switch at word level.

(b)   The SH are influenced by FMS in using code-switch at phrase level.

4.2.6.1 Aspect fourStress and intonation

Table (4.24) wrong word stress 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Never	18	45.0	45.0	45.0
	Usually	13	32.5	32.5	77.5
	Always	9	22.5	22.5	100.0
	Total	40	100.0	100.0	
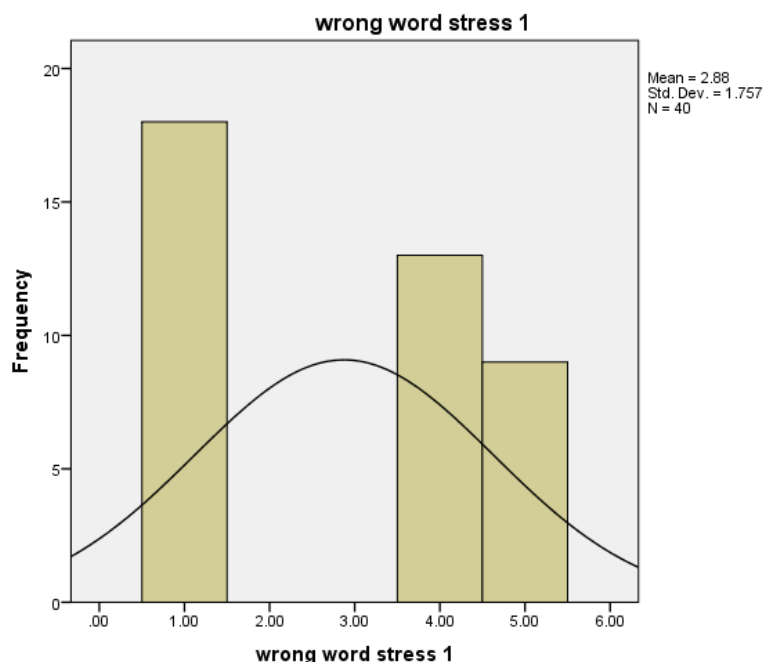
Histogram(4.22) wrong word stress 1

Table (4. 24) and Histogram (4.22) show that

(a) 22.50% % of the subjectsagreethat FMS always influence the word stress pattern at the end of the word of their SH.

(b) 32% of the subjectsagreethat FMS usually influence the word stress pattern at the end of the word of their SH.

So, the majority of the respondents agree that the SH are influenced by the FMS in using wrong word stress at the end of words.

Table (4.25) wrong word stress 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Seldom	13	32.5	32.5	32.5
	Sometimes	10	25.0	25.0	57.5
	Usually	7	17.5	17.5	75.0
	Always	10	25.0	25.0	100.0
	Total	40	100.0	100.0	
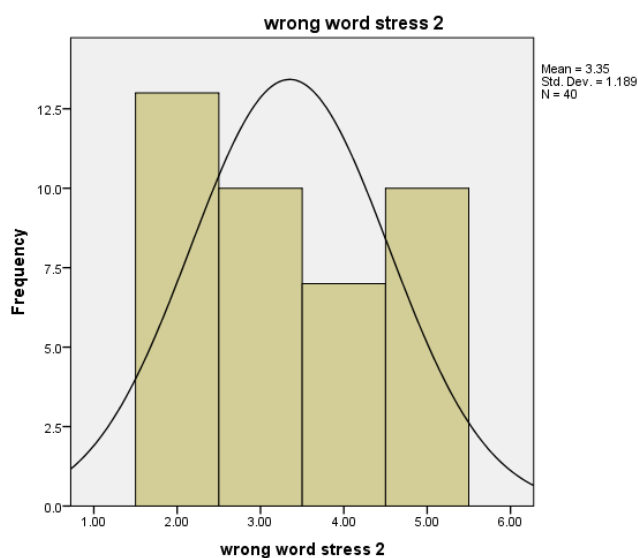
Histogram(4.23) wrong word stress 2

Table (4. 25) and Histogram(4.23) show that

(a) 25% of the subjectsagreethat FMS always influence the word stress pattern at the beginning of the word of their SH.

(b) 17.5% of the respondentsagreethat FMS usually influence the word stress pattern at the beginning of the word of their SH.

(c) 25% of the respondentsagreethat FMS sometimes influence the word stress pattern at the beginning of the word of their SH.

So. There is wide agreement among the subjects that FMS influence their SH in using the wrong word stress at the beginning of the word,

Table (4.26) wrong sentence stress example 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Seldom	13	32.5	32.5	32.5
	Sometimes	10	25.0	25.0	57.5
	Usually	2	5.0	5.0	62.5
	Always	15	37.5	37.5	100.0
	Total	40	100.0	100.0	
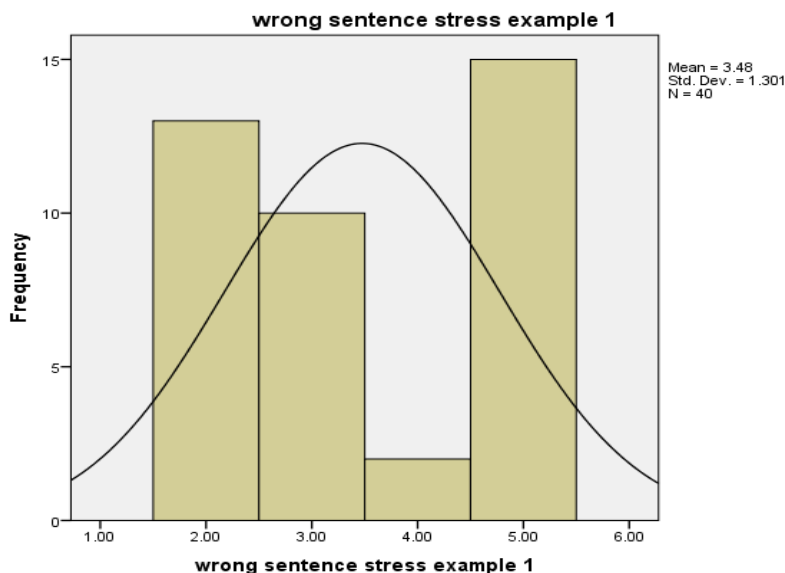
Histogram (4.24) wrong sentence stress example 1

Table (4. 26) andHistogram (4.24) show that

(a) 37.5% of the subjectsagreethat FMS always influence their SH in usingwrong sentence stress pattern at the beginning of the sentence.

(b) Also 25% of the subjectsagreethatFMS sometimes influence their SH in usingwrong sentence stress pattern at the beginningof the sentence.

So, a great majority of the respondents (62.50%) agree that the FMS influence their SH in using wrong sentences stress patterns at the beginning of the sentence.

Table (4.27) wrong sentence stress example 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Seldom	7	17.5	17.5	17.5
	Sometimes	16	40.0	40.0	57.5
	Usually	13	32.5	32.5	90.0
	Always	4	10.0	10.0	100.0
	Total	40	100.0	100.0	
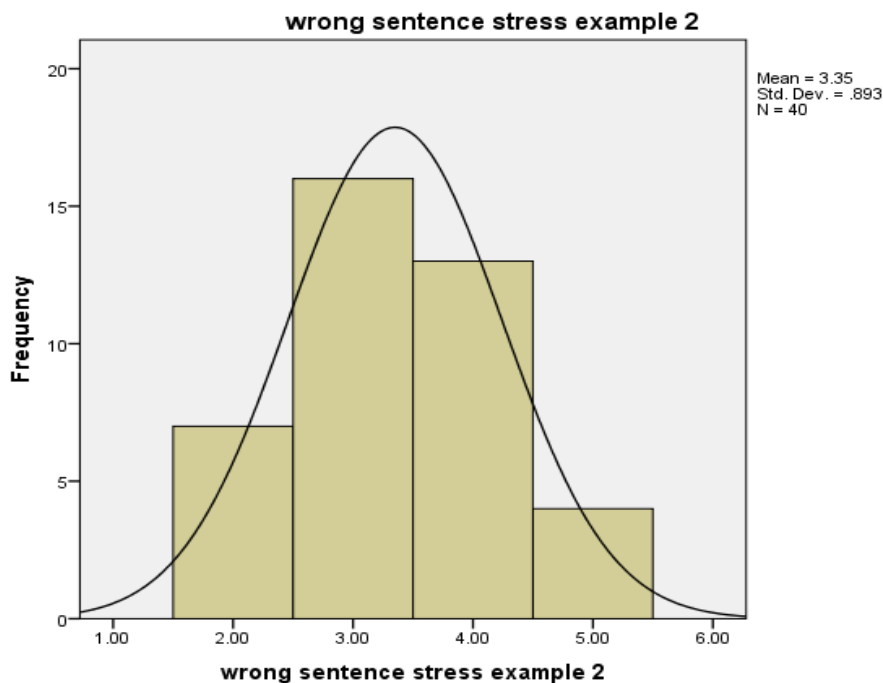
Histogram (4.25) wrong sentence stress example 2

Table (4. 27) and Histogram (4.25) show that

(a) 32.5% of the subjectsagreethat FMS usually influence the sentence stress pattern in the middle of the sentence of their SH.

(b) Also 40% of the subjectsagreethat FMS sometimes influence the sentence stress pattern in the middle of the sentence of their SH.

So, a greatmajority of the respondentsagreethat the SH are influenced by the FMS in usingwrong stress patterns in the middle of the sentence,

Table (4.28) wrong intonation patterns

|		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Seldom	7	17.5	17.5	17.5
	Sometimes	6	15.0	15.0	32.5
	Usually	19	47.5	47.5	80.0
	Always	8	20.0	20.0	100.0
	Total	40	100.0	100.0	
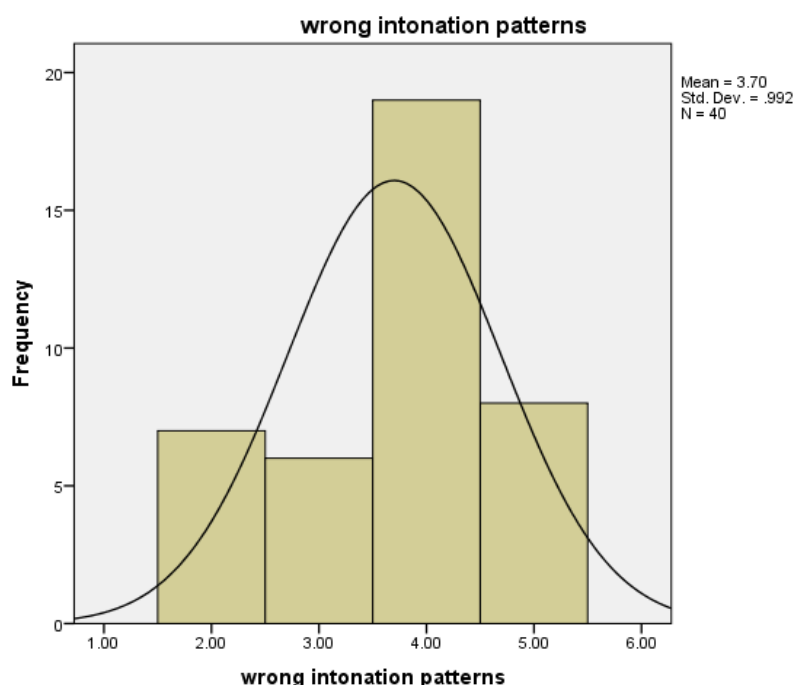
Histogram (4.26) wrong intonation patterns

Table (4. 28) andHistogram(4.26) show that

(a) 20% of the subjectsagreethat FMS always influence their SH by usingwrong intonation pattern.

(b) Also 47.50% of the subjectsagreethat FMS usually influence the sentence stress pattern at the beginning of the sentence of their SH.

So, a great majority of the subjects agree that SH are influenced by FMS in using wrong intonation.

4.2.6.2 Result Four

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

(a)   The subjects agree that FMS influence their SH in using the wrong word stress pattern at the end of the word.

(b)   The subjects agree that FMS influence their SH in using the wrong word stress pattern at the beginning of the word.

(c)   The subjects agree that FMS influence their SH in using the wrong sentence stress pattern at the beginning of the sentence.

(d)   The subjects agree that FMS influence their SH in using the wrong sentence stress pattern in the middle of the sentence

(e)   The subjects agree that FMS influence their SH in using the wrong intonation.

4.3 Summary

This chapter presented the discussion and analysis of the data It provided summaries of the results of the four aspects of the questions and to check5 to answer the research question. These results will be used in chapter five to answer the research questions and to check the hyposeses.

CHAPTER FIVE

MAIN FINDINGS RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1. Introduction

This chapter sums up the results of the data analysis and discussion in chapter four

It links the results obtained with the research questions and the hypotheses of the study in chapter one in order to provide the answers to the questions and to verify the hypotheses.

This chapter also offers some recommendations related to how the problem under investigation can be addressed. In addition, it will give some suggestions for further research in this important area.

5.2. Main Findings

5.2.1. Question One and Hypotheses One

Question One: to what extent do the Foreign maidens language influence the native speakers language by changing sounds of native speakers language?

Hypotheses One: FMS influence sounds of some letters of native speakers language.

With reference to result one in chapter four, it is clear that:

(f) 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.

(g) 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.

(h) The great majority of the sample has the opinion FMS pronunciation influences the pronunciation of /ح/ sound to /h/ sound.

(i) 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.

(j) 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.

(k) The great majority of the sample (82.5 %) agree that BFW influence their SH pronunciation of sound /ش/ to become sound/s /.

(l) The majority of respondents (70%) state that the FMS always inference the pronunciation of their SH by changing the /ع/ to /a/ sound.

(m) The majority of respondents (50%) agree that the FMS always influence the pronunciation of their SH change of sound /ظ/ to sound /.

(n) The sample (100 %) agree that the FMS influence their SH pronunciation of sound/ض/ to become sound /d/.

(o) 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 letters.

5.2.2 QuestionsTwo and Hypotheses Two

Question Two: how far do they affect the building of grammatical structures of the native speakers language?

Hypotheses Two: Foreign maidens language use wrong grammatical sentences structures.

With reference to result two in chapter four, it is clear that:

(p) There is a wide range of respondent who believe that the use of explicit pronouns instead of implicit pronouns by SH is the result of the influence of FMS

(q) A vast majority of the respondents (82.50%) agree that SHare influenced by FMS by swishing masculine and feminine markers.

(r) The SH are always influenced by FMS in changing of subject verb agreement

(s) FMS influence their SH in changing the noun adjective agreement.

(t) A wide range of subjects believe that the FMS influence their SH by using incorrect use of tense.

   Accordingly, it can be said FMS influence the SH grammatical sentence structures.

5.2.3 Questions Three and Hypotheses Three

Question Three: what are the negative results of using code – switching by FMS?

Hypotheses Three: Foreign maidens language influence SH in using code – switching.

With reference to result three in chapter four, it is clear that:

   a) The SH are influenced by FMS in using code-switch at word level.

   b) The SH are influenced by FMS in using code-switch at phrase level.

Accordingly, it can be said FMS influence the SH by using code - switching.

5.2.4 Questions Four and Hypotheses Four

Question four : How are s tress and intonation patterns affected by the Foreign maidens language ?

Hypotheses Four: Foreign maidens language influence their SH by using incorrect word and sentence stress and intonation patterns.

With reference to result four in chapter four, it is clear that:

A. The subjects agree that FMS influence their SH in using the wrong word stress pattern at the end of the word.

B. The subjects agree that FMS influence their SH in using the wrong word stress pattern at the beginning of the word.

C. The subjects agree that FMS influence their SH in using the wrong sentence stress pattern at the beginning of the sentence.

D. The subjects agree that FMS influence their SHin using the wrong sentence stress pattern in the middle of the sentence

E. The subjects agree that FMS influence their SH in using the wrong intonation.

Accordingly, it can be said FMS influence the SH by using wrong stress and intonation patterns.

5.3 Recommendations

Based on the investigation of the problem which the present study attempted to address, the following recommendations are offered in order to seek practical and feasible solutions for this problem which now poses a real threat to the most invaluable of the assets of this nation viz. its language.

In fact, the phenomenon of massive employment of FMs from neighbouring as well as Asian countries by Sudanese families in Sudan as general and in Khartoum in particular has resulted in acute negative consequences in all walks of life. These imminent consequences call for urgent, immediate and comprehensive solutions since they represent a social and cultural problem that has already started to have far-reaching implications nationwide.

It goes without saying that there is no more durable and everlasting solution for this problem other than the proper bringing up of the rising generations and raising the awareness of the young people of the importance of Arabic language. The young people need to be educated on this issue on the basis of the True Islamic Religion and the honouredSunna of the Prophet (Peace and blessings of Allah be upon him); all this within the framework of our ethics, beliefs, customs, and traditions.

Generally speaking, confronting the negative influence of employing FMs is two-faceted; it must adopt both curative measures and preventative measures. The former addresses the negative consequences that have already had their impact on Arabic language spoken by Sudanese nationals. It must seek possible and effective remedies to the damage that has taken place or mitigate its effects. The latter, on the other hand, takes the path of educating people on the serious hazards posed by employing FMs. People need to be equipped with the necessary knowledge, skills, and expertise.

The main effective mechanisms that can be geared towards the implementation of curative and preventative measures to combat the consequential effects of the impact of FMs on the language of SH are no other than the competent social institutions; namely the family the school, the mosque, and the mass media..

The family

The family, within its capacity as the first line of defense, can undertake a decisive and major role against the dangers of the FMs that threaten the language of the SH. The family in the Sudanese society has 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.

- The family has to capitalize on itspotentialinherentcapabilities in standing in the face of these dangers. Adultsshouldbe able to monitor theirownlanguage by activatingtheir self-immunitysystems to detectanydeviationfromtheirlanguagethat has started to becomechronic.

- Parents and grown-ups in the family have to be on the alert not just by setting theirearly warning systems but also by fine-tuningthem in order to be on the lookout for the slightestsymptoms of infection of the youngchildren by the impure linguistic input from the FMs. Children are quick to pick up languagefromtheirsurroundingenvironment and sincethey are the oneswho have the most in contact withFMs, they are the mostwho are prone to quickly catch the infection. Anysign of negative influence on the youngchildren by the language of the FMs has to bedealtwith on the spot letsitgrowsroots, becomesfossilized and accordingly, difficult to eradicate.

- The familyis the social body that has the sole responsibility of inculcating the values, customs and the good morals of the society in the characters of theirchildren; one essential aspect of thesenormsis love for theirmothertongue and takingpride in it.

- The family has to bevery strict in observing the margin of freedom in dealingwith the FMsso as not to expose their national identity, culture and language to anythreats of reversed acculturation by theseFMs. Takingintoconsideration the factthatmost of the femaleFMs come fromreligious and cultural environmentsthat are totallydifferentfrom the SHenvironment (and theyusuallybelong to low social classes in their home environment), parents

should not leavetheir kids to bevictims of or fallprey to foreigncaretakers or baby-sitters of thiscategory.Childrenwho are entrusted to suchFMswillinevitablyacquireunacceptable patterns ofbehaviour and theywill nodoubtgrow up with a deformedlanguage.

The school

As a very influential establishment, the school has to shoulder its educational responsibility in terms of spreading the culture of patriotism. School children have to be brought up in such a way that they have sincere love and loyalty to their own country and they have to nurture deep devotion to their national heritage. In practical terms, this means that they should be proud of their language and they should show no tendency to give way in the face of any form of cultural alienation that would eventually lead them to despise their own culture and seek refuge in other foreign cultures.

- No other aspect of the national heritage of a nation is more important than the native language of that nation. Educatorsateverylevel of schooling must leave no stone unturned in pursuit of makingschools a safehaven for childrenwherethey imbibe the love for their native language.
- Teachersshouldkeep an open eye and an open ear in order to safeguard the tongues of the schoolchildrenagainst the possible influence of the language of the FMs.
- School administrations shouldorganize meetings, forums and lectures for parents in order to help themprotecttheirchildrenagainstthese dangers.

The mosque

The mosque is the most effective platform for the dissemination of knowledge at all levels; religiously, socially, politically, educationally, etc. The effect of the mosque on the behaviour, attitudes and beliefs of all members of the community is very strong and everlasting. When it comes to the impact of FMs on the local community, the role of the mosque is very crucial.

- The mosque leaders and the religiouseducatorsshouldexertevery possible effort to warn the people against the dangers and the negative impact of the FMs on the behavior of the children in general and theirlanguage in particular. Arabiclanguageis the language of the HolyQuran and itis the medium throughwhich the message of Islam isspread. If the tongue of the local people isinfluenced by the impure language of the FMs, then the media)

- The summerQuarnicschoolsthat are run in the school vacations shouldbeused to make the children immune against the influence of the FMslanguage. This shouldbedonethrough the recitation of Quran and learningit by heartwithgreat care to observe the rules of *Tajweed*.

The mass media

The mass media is considered as one of the most influential of the current channels of information and knowledge. All sorts of mass media (radio, TV, journalism, and social media) play central roles in the treatment of the social problems of the society.

- Mass media must transmit and spread the facts about the FMsfocusing on theirnegative impact on Arabiclanguage. Theyshouldpublish reports, interviews, articles, and studiesrelated to thisproblem.

- Radio stations and TV channelsshouldorganizeregular discussions and symposialed by scholars in sociology and the specialist in languages in order to enlighten the public on this issue.

- Drama is an effective method of dealingwithsuchproblems. Mass media must encourage the production of films and serials that deal withthisproblem.

- Children programmes in general and comic films in particular have proven to bevery effective methods of makingchildrenspeakperfectArabiclanguage. Mass media must presentsuchmaterials to children, especially in the holidays and the weekends.

- Social media and smart devicescanbeused by educators, social reformers and scholars to transmit messages and materialsthatattractboth parents and children and drawtheir attention to thisincreasinglyspreadingphenomenon.

5.4 Suggestions for further results

The researcher suggests that the following areas are to be Investigations

(1) The sociological effect of the FMs on the SH.

(2) The education effect of the FMs on the SH.

(3) The psychological effect of the FMs on the SH.

5.5Summary

This chapter deduced the result of data and discussion in chapter four and link the result which obtained with research questions and hypotheses of the study in chapter one .Also represent the recommendation and suggestion for further research.

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Sudan University of science and technology

Collage of graduate studies

Collage of languages

MA program in linguistic and literature

Dear Lady / Gentleman

This questionnaire is a tool for collecting data for my MA research which is about the effect of domestic foreign workers on the language of native speakers (Sudanese native speakers of colloquial Sudanese Arabic).

Please complete this questionnaire according to your experience and observation on this phenomenon.

The data you provide will be confidential and will be used only for the purpose of the study.

Thank you very much for your co-operation.

Section One: Personal Information

- Tick as appropriate

1) Gender

    (1) Male ☐   (2) Female ☐

2) Nationality of social worker , (pleasetick one) .

A. Ethiopian ☐

B. Southern Sudanese ☐

C. Phillipino ☐

Section two:

I noticed that domestic foreign workers influence the language of their Sudanese employers (tick as appropriate).

Aspect	no	statement	always	often	Some times	seldom	never
Effect on individual sound	1	**The /ص/ sound becomes /s/**					
	2	**The /غ/ sound becomes /g/**					
	3	**The /ح/ sound becomes /h/**					
	4	**The /خ/ sound becomes /k/**					
	5	**The /ك/ sound becomes /ch /**					
	6	**The /ش/ sound becomes /s/**					
	7	**The /ع/ sound becomes /A/**					
	8	**The /ظ/ sound becomes /z/**					
	9	**The /ض/ sound becomes /d/**					
	10	**The /ط/ sound becomes /t/**					

Grammatical structure	1	أنت مشيت المدرسة ؟					
	2	غطاية بزة ختيتها وين ؟					
Grammatical structure	3	اللعبة داوديتووين ؟					
	4	الأولاد مشى وين ؟					
	5	الشنطة فاتح					
	6	أنت تمشي الروضة أمبارح					
Code switching	1	العصير دا" سبق "					
	2	الليلة لبن " يلم "					
	3	ماما جيب " قنزب "					
	4	مشى الشغل " باي كار "					
	5	خرطوش هادا " شورت "					

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Stress – intonation	1	لُولا مشت كوبـر					
	2	وتساب<u>بتاعك</u> كم[1]					
	3	شغلمافي[1]					
	4	باب <u>دولاب</u>[1] مقفول					
	5	الساعة كم؟					

Thank you very much.