

PHONOLOGICAL VARIATION OF ENGLISH ON THE BACKSIDES OF CÔTE D'IVOIRE DEVELOPMENT: THE STUDY OF SOME FRICATIVE AND VOWEL SOUNDS

Dr Marie France Aya Koffi
Alassane OUATTARA University
Koffi.mariefrance@yahoo.fr

Abstract: The objective of this paper is to show that the phonological variation in English language may contribute to the development of Côte d'Ivoire through the ease that this variation may favour in its learning. Contrastive theory is needed to reach that aim. This paper requires a survey of the population to collect data for leading qualitative analysis. Thus, the survey consists of a reading passage about words containing the phonemes to be studied. The results of this paper show that the ease of English learning, thanks to its flexibility, may be an asset to a highly qualified English-French bilingual manpower in Côte d'Ivoire. English as the main means of communication of the global world, the bilingual status of the graduates in this country may constitute an open-door on the world market.

Key words: asset, culture, development, English, socio-economic, variation

Résumé : L'objectif de cet article est de montrer que la variation phonologique de l'Anglais pourrait contribuer au développement de la Côte d'Ivoire à travers l'aisance que cette variation pourrait favoriser dans son apprentissage. La théorie contrastive sera utilisée pour mener à bien cette étude. Cet article requiert une enquête pour collecter des données visant une analyse qualitative. Les résultats de cette analyse montrent que l'aisance de l'apprentissage de l'Anglais grâce à sa flexibilité pourrait être un atout pour une main d'œuvre bilingue qualifiée en Côte d'Ivoire. L'Anglais en tant que principal moyen de communication du monde, le statut de bilingue des diplômés pourrait constituer une porte ouverte de ce pays sur le marché mondial.

Mots clés : Anglais, atout, culture, développement, socio-économique, variation

Introduction

The search for solutions to development is more often conceived in the quantitative approach by focusing on the chief indicators of development such as GDP (Gross Domestic Product), GNP (Gross National Product), and income per capita. This consideration neglects the part that language might play in the socio-economic development of a nation. However, the points of views of sociologists and linguists about the notion of development need to be considered. Thus, according to the sociologist M. Haubert (1993), the notion of development should take into account both economic and social elements. Development cannot be conceived without the participation of language. That is why it is important to establish the relation between language and development. From this standpoint, S. Silué, (2000, p.8) defines development as “the body of actions undertaken in a community with the view to improving significantly individual and collective living condition”. Thus, English may be a key element in the economic development of the countries of the expanded circle developed by B. Kachru (1986) (countries where English is used as foreign or business language). English may change the sociolinguistic status by allowing these countries to move from French-speaking countries to a French-English-speaking bilingual one. But how can this be possible?

This paper shows that the phonological variation of some uncommon fricative and vowel sounds in English may contribute to the socio-economic development of Côte d’Ivoire. Thus, this paper is mainly guided by the question to know the way the phonological variation of uncommon fricative and vowel sounds in English favours the socio-economic development of Côte d’Ivoire.

The English language aspect that is affected by variation is phonology through the pronunciation of some fricative sounds (the voiced interdental fricative (**ð**), the voiceless interdental fricative (**θ**) and some vowels namely the lax low central vowel (**ʌ**), and the unrounded low-back tense vowel (**ɑ**). Therefore, these specific questions are:

- How does the phonological variation of some fricative (**ð**, **θ**) and vowel (**ʌ**, **ɑ**) sounds in English favour the ease and the motivation of its learning?
- To what extent could the phonological variation of English enhance the socio-economic development of Côte d’Ivoire?

The pertinence of this study is that it underscores that language variability, namely the phonological variation of some fricative and vowel sounds in English is a socio linguistic phenomenon which favours its learning in a new community where it is used as a foreign language for a specific purpose. As the work is situated in the framework of sociolinguistics, the language theory that will be used to grasp the relationship between the phonological variation of English and the socio-economic development of Côte d'Ivoire, is Robert Lado's contrastive theory. With this theory, emphasis will be on the implication of culture in the learning of a foreign language. For the methodology, an experimental study through a reading passage will be resorted to show how phonological variation may favour the learning of a foreign language.

1. Conceptual Framework

1.1. Defining Terminologies

Defining some key notions, such as varieties of language and culture, is helpful in the understanding of the relationship between variability of language and development. Language has a social function and it is the impact of the society on language that brings about language varieties. Varieties of languages can be referred to as the different manifestations of language. The difference between one variety of language and another is the linguistic items that each other include. Thus, W. Labov (1969) gives an informal definition of variation. He considers variation as the fact that the same thing is said differently. Variation is seen in terms of the different linguistic as well as extra linguistic dimensions. However, these items have similar social distribution. In this way, we can define variety of language with reference to a major language as a set of linguistic units with the same distribution. In that respect, W. Labov (1969) is right to consider variation as the same thing said differently and this phenomenon is somehow the impact of culture on language because language is the culture of people according to L. Vygotsky (1986). In the philosophy of language of L. Vygotsky (1986), language plays a central role in the theory of human cognitive development. In his view, language is the culture of people. This culture shapes the apparent behaviour of people and influences the concealed behaviour such as thinking.

The fact that language is the culture of people can be perceived through interaction. In fact, language can be conceived as the exteriorisation of culture. So, it is in a situation of interaction with body expression that culture is really perceived. As defined by E. Sapir (1970), language is the perfect medium which communicates the culture and the thinking of a

people. The relationship is evident so that language cannot be conceived separately from culture. He asserts in these terms “the content of every culture is expressible in its language” (P6). Language is so to say the very instrument which exposes culture and so reveals people’s identity. This interaction is also developed by S. Chamberlain (2005) for whom culture represents “the values, norms, and tradition that affect how individuals of a particular group perceive, think, interact, behave, and make judgments about their world”. (P 197).

1.2. Culture and Language Variation

Culture plies a power on language that give birth to variation. Thus, a scholar asserts “The use of language of society sometimes gives different variation one another. The variation can be caused by differences dealing with culture, like relationship of social status-role, value system in society” (D. Atmawadi, 2018, p.89). He is right to say so because societies are made of different social status with different gender, culture and education and these factors participate in language variation. Culture as a learnt system of values, beliefs and / norms among a group of people (M. Greey, 1994), affects values and habits but also and specifically for the case of this study changes people’s language and behaviour because language is culturally acquired.

In a learning situation, as language usually have different linguistic aspect (differences of syntax, pronunciation and structure) R. Lado (1957), the culture of the first language affects the second language. If we take into account the standpoint that language is the culture of people L. Vygotsky (1986), the differences of syntax, pronunciation and structure create variation. The linguistic aspect (the syntax, pronunciation and structure) of the first language is assimilated to that of the second language.

Accordingly, to stay connected to the current paper’s case study which is related to phonology, that is the pronunciation of some phonemes of the English language. In fact, some phonemes of the English language do not have their equivalence in the Ivorian second language’s phoneme inventory. Therefore, what Ivorian first language phoneme inventory offers them to use is the nearby phonemes. Those offered by their first language are not totally different, but they rather share some features in common with the English language phonemes. It is what fit the users’ needs and the flexibility of the English language allows the users to do so.

In a nutshell, culture can be considered as one of the causes of variation in language, to the extent that the linguistic aspects of languages differ from one language to another and

those linguistic aspects, as related to language are cultural. So, in a learning situation, the intercultural relationship brings about variation namely in the second language.

1.3. Lado's Contrastive Theory Contribution

A second language acquisition cannot be effective if the cultural context in which the language is acquired is not also mastered. Just to say that a second language acquisition calls for the learning of both cultures; that is the first language culture and that of the second language. M. Kuo and C. Lai (2006) support that cultural perception and intercultural training are relevant in second language acquisition. Culture implication in second language acquisition is important because it helps knowing more about differences and similarities. R. Lado (1957) supports this idea by mentioning that the learning of a second language is facilitated by differences and similarities existing between the language and the learner's first language because languages have differences of syntax, pronunciation and structure. In other words, two languages are compared and contrasted in order to show in what ways the two languages differ. Contrastive linguistics or analysis can also be applied to the description of one or more varieties within a language.

There are two main types of contrastive analysis, that are 'applied and theoretical' contrastive studies proposed respectively by D. Pietro (1971) and J. Fisiak (1985). However, taking into account the purpose of this work, the theoretical contrastive studies as proposed by J. Fisiak (1985, p. 2) better fit the present analysis. To be linked to the current research, this theory is helpful in accounting for the differences and similarities among the varieties of a language. The Theoretical Contrastive studies identify the realisation of a universal category X in varieties A and B; that is, it analyses the realisation A and B of a target language X. Thus, in the case of this paper, the Theoretical Contrastive theory identifies the realisation of the universal category which is the English language in a variety of Ivorian English.

Since the Contrastive Analysis explains the differences and similarities among the varieties of a language, this theory can describe how the phonological variation of the English language can motivate and ease its learning by Ivorian citizens. In fact, it is obvious that some of the phonemes of the English language phoneme inventory (some fricative sounds and some vowel sounds) do not exist in the Ivorians' first language (French) phoneme inventory; hence, the difference in the pronunciation of those phonemes. However, the English language, from its place of origin till, the new places where it spreads, adapts to the new places linguistic

realities and gives birth to new linguistic identities called ‘varieties’. The differences so known, the flexibility of the English language comes and allows the culture of new language to exercise power on it by allowing to choose the nearby phoneme as the language offers to do.

2. Methodology of Data Collection

This research requires a qualitative data collection. Data are oral source from Ivorian users of the English language. Data were obtained from recording a reading passage from Ivorian learners of English about a number of words containing the different phonemes to be studied. Participants are users of the English language; namely students from Master to doctorate levels. Ten (10) participants have been submitted to the reading passage. As the data are many, only some of the repeated cases have been selected for the case of this paper. Therefore, the corpus used to explain how phonological variation of some fricative and vowel sounds can favour socio-economic development is presented in the table below:

Table 1: Corpus (collected data from participants)

words	phonetic transcription	words	phonetic transcription
Everything	[evri:θiŋ]	Another	[ənʌðər]
With	[wiθ]	They	[veɪ]
Something	[sʌmfɪŋ]	Together	[təgevər]
Think	[tɪŋk]	Coffee	[koufi]
With	[wɪv]	Column	[kələm]
Nothing	[nʌfɪŋ]	Cut	[kʊt]
Through	[ðru:]	Hut	[hʌt]
With	[wɪv]	Brother	[brʌðər]
Together	[təgevər]	Mother	[mʌðər]
Mother	[mʌðər]	Strut	[strʊt]
Brother	[brʌðər]	Coffee	[kɒfi]
The	[ve]	Cut	[kʌt]
Thing	[sɪŋ]	Cock	[kɒk]
Gather	[gævər]	Naughty	[nɔti]
Thing	[sɪŋ]	Knotty	[nɔ:ti]
Whether	[hwevər]	Comma	[koumə]
The	[de]	Lot	[lɒt]
This	[dɪs]	Knowledge	[nouɪldʒ]
Nothing	[nʌfɪŋ]	Not	[nɒt]
Them	[vem]	Document	[dɒkjəmənt]
Thousand	[tauzənd]	Without	[wizaʊt]

Source: Marie-France Koffi, 2016

3. English Phonological Variation and socio-economic development of Côte d'Ivoire

3.1. Ivorian Pronunciation of some Fricative (ð, θ) and vowel (ʌ, ɑ) Sounds

The English language varies from one community to another, and adapts to the cultures of those communities; and this variation makes it flexible. The flexibility of the English language is explained by the fact that some non-existent phonemes in Ivorian first language phonemic inventory are uttered in another ways without really changing the meaning of the conveyed message.

The practical case of the English language variation in Ivorian society, is related to the variation of the dental fricative sounds; that are the voiced interdental fricative (ð), the voiceless interdental fricative (θ) for consonants and some vowels namely the lax low central vowel (ʌ), and the unrounded low-back tense vowel (ɑ). These phonemes are chosen to show variability in the English language because they do not exist in the Ivorian phonemic inventory and it is this inexistence that brings about differences in pronunciation.

The collected data show that the sus-mentioned sounds know variation in Côte d'Ivoire. In fact, the pronunciation of the understudied fricative and vowel sounds present differences that are perceived in the following table:

Table 2: Ivorian Citizens' Realisation of Fricative Sounds

PHONEMES	DIFFERENT REALISATIONS
ð	ð, d, v, z
θ	θ, ð, t, f, v, s

Source: Marie-France Koffi, 2016

Table 3: Ivorian Realisation of Vowel Sounds

PHONEMES	DIFFERENT REALISATIONS
ʌ	ʌ, ɔ, ə, ʊ, æ
ɑ	ɑ, ɔ, ɒ

Source : Marie-France Koffi, 2016

The voiced interdental fricative (ð) and the voiceless interdental fricative (θ) are uttered differently in Côte d'Ivoire. The voiced interdental fricative (ð) is realised as [ʌ, ɔ, ə, ʊ, æ]

and the voiceless interdental fricative (θ) are pronounced [ɑ, ɔ, oʊ]. Visibly, these phonemes do not always follow the phonological rule proposed by the Received Pronunciation. Ivorian citizens usually use the phoneme that their natural linguistic disposition allows them to do.

All the languages differ to some extent in their phoneme inventory. However, despite the phoneme differences that can exist among languages, they are identical to some extent. They share together some features like place of articulation or manner of articulation because they belong to the same natural class. The assimilation of some sounds to others when they do not exist in the first language inventory phoneme, is what brings about variation. Variation in English language is important in the world, hence the notion of English varieties. The English language allows variations that makes it flexible.

The flexibility of English facilitates the ease of its learning. It is sure that thanks to the opportunities offered by English in terms of job, people are interested in learning and be graduated. However, the fact that English allows its users to manipulate the language as their linguistic natural disposition permits them to do, is what motivate people to learn English. Now, thanks to the variability of the English language, there is no cultural and linguistic barriers in learning English language.

The ease of English language learning due to its flexibility could explain its introduction in the Ivorian educational system starting at primary schools for some schools. In fact, English is the language of communication par excellence and a tool for development. For these reasons, no country is justified to neglect its learning and its speaking by citizens, hence the introduction of its learning in the educational and socio-professional system. Côte d'Ivoire had opted to reinforce the teaching of English as a foreign language to make of it a language of communication with the non-English speaking countries. With that in mind, it is fully established in the Ivorian educational system with for example the new curriculum of 2008 proposed by the English national coordination.

In Côte d'Ivoire, a former French colonised country where French is the exclusive medium of the economy and the political management, English and other languages such as Germany and Spanish are taught. But English is the language which has been given primary credit beside Germany and Spanish since it is taught beginning from first form and sometimes from primary school for certain schools. Next to the sus-mentioned reasons why English is learnt starting at primary, there is also the simplicity that the language gives to its learners.

Considering the economic value confers to English through its status of language of globalisation, the English language is adopted in Côte d'Ivoire and introduces in Ivorian educational system. Variability of the English language makes its learning simple through the different realisations of some phonemes by Ivorian students. The simplicity that English language offers to its Ivorian learners, through the pronunciation allowed by their cultural linguistic disposition, is what leads to the motivation and the infatuation of the Ivorians to learn English.

The phonological rules (as this study deals with only phonological variations) of the English language do not have restrictions. Thus, the pronunciation of these phonemes is perceived in the speech of Ivorian users. Here are some examples of utterances where English do not make restriction:

❖ The different realisations of the voiced interdental fricative /ð/

- **Another** [ənʌðər], **Mother** [mʌðər], **Brother** [brʌðər], **The** [ðe], **Breathe** [bri:ð] are some cases in which the voiced interdental fricative [ð] is uttered as it is supposed to be.

- **Whether** [hwevər], **The** [ve], **Together** [təgevər], **Other** [ʌvər]. The voiced labiodentals fricative [v] is the other variation of the voiced interdental fricative /ð/.

- **The** [de], **That** [dæt], **This** [dɪs] are the words in which the voiced interdental fricative [ð] is pronounced as the voiced alveolar stop [d].

- **Without** [wizaʊt]. In this word, the voiced interdental fricative [ð] is realised as voiced alveolar fricative [z].

❖ The different realisations of the voiceless interdental fricative /θ/

Some examples such as **North** which is realised [nɔ:rθ], **Bath** is articulated [bæθ], **Cloth** is uttered [klɔ:θ], **Something** is said [sʌmθɪŋ], **Mouth** is pronounced [maʊθ] and **Nothing** is heard [nʌθɪŋ], are some of the words from the interview in which the voiceless interdental fricative [θ] is uttered, respecting the pronunciation of the Received Pronunciation. After this variation, comes the voiced interdental fricative [ð]. As can be perceived, /θ/ is sometimes said [ð] like in **Through** [ðru:], **With** [wɪð].

The following variations of the voiceless interdental fricative /θ/ that will be tackled are also linked to their non-existence in the language of destination. In French language phonetics, the official language of the Ivorians, the voiceless interdental fricative /θ/ does not exist. Therefore, the more alike sound to /θ/ is /v/, the voiced labiodental fricative. Therefore, /θ/ is sometimes said [v] by Ivorians as it is difficult for them to reproduce the same sound.



And /v/ is more alike since as /θ/, it is a dental, a fricative sound. These are some few examples to show the use of /v/ in the speech of Ivorians. Thus, we can quote: **Cloth** [kloʊv] (the insertion of /ʊ/ is explained by the verbatim transcription of what have been heard), **With** [wɪv].

Similarly, the voiceless labiodental fricative [f] is a sound that is alike with the voiceless interdental fricative [θ]. In fact, they share together some features which are state of glottis and manner of articulation. So as /θ/ is not present in the French phonetics, the sound which is closer to it in terms of features is /f/. Then in some cases, Ivorian speakers of the English language change /θ/ into [f] like these patterns: **Nothing** [nʌfɪŋ], **Something** [sʌmfɪŋ]. We have in the same vein, the voiceless alveolar stop /t/ and the voiceless alveolar fricative /s/. There are words such as **Think** expressed [tɪŋk] and **Thousand** [taʊzənd] in Côte d'Ivoire. Also, in the case where /θ/ is [s], just one illustration has been found in the collected data and this later is the word **Thing** [sɪŋ].

❖ The different realisations of the unrounded mid-low central lax vowel /ʌ/

The analysis of the chosen vowels in Côte d'Ivoire allows knowing their different realisations. The first one, which concerns with the unrounded mid-low central lax vowel [ʌ] displays five diverse ways of saying it. These five manners include the sound itself. Therefore, /ʌ/ is said [ʌ] in words like **Cut** realised as [kʌt], **Hut** as [hʌt], **Mother** as [mʌðər] and **Brother** [brʌðər]. After this realisation, comes the mid central vowel /ə/ perceived in the words **Strut** [strət], **But** [bət]. The following variations are about the rounded mid-low back tense vowel [ɔ] and the high back lax vowel [ʊ]. Ivorian speakers of English pronounce **Cut** as [kɔt], **Hut** as [hɔt] and **Strut** as [strɔt], **Hut** as [hɔt], and **Cut** as [kɔt]. Finally, the unrounded mid-low central lax vowel /ʌ/ is said as the the low front lax vowel [æ] in one word which is **Cut** [kæt].

❖ The different realisations of the low back tense vowel /ɑ/.

The low back tense vowel /ɑ/ is the last vowel to be studied and it presents three different realisations that are the low back tense vowel [ɑ], the rounded mid-low back tense vowel [ɔ] and the mid-high to high back diphthong [oʊ].

Some of the words in which the low back tense vowel /ɑ/ is listened according to the pronunciation rule are **Column** [kʌləm], **Power** [paʊər], **Somebody** [sʌmbədi]. The rounded mid-low back tense vowel [ɔ] is perceptible through the words like **Not** [nɔt],



Document [dɔkjəmənt], **Lot** [lɔt], **Coffee** [kɔfi], **Comma** [kɔmə]. The third position is devoted to the mid-high to high back diphthong [oʊ] as the last variation of /a/ in Côte d'Ivoire. Thus, Ivorians articulate the low back tense vowel /a/ for instance in words like **Comma** as [koʊmə], **Column** as [koʊlən].

In a nutshell, the variations of the phonemes chosen for the case of this paper show the phonological variation of the English language in Côte d'Ivoire. It is important to note that the difference in number of example is due to the difference in the variation of each sound. Accordingly, these diverse realisations of a same phoneme of the English language by the Ivorian users shows the strength of variability, that brings about a variety of English called "Ivorian English". Despite the action of Ivorian' first language culture on the English language, it does not change anything in the status of English which remains the same English language to the extent that the same message is conveyed everywhere where English is spoken.

3.2. The Phonological Variation of Fricative (ð, θ) and vowel (ʌ, ɑ) Sounds Impact on the Socio-Economic Development of Côte d'Ivoire

The phonological variation of English is an asset to its learning. In fact, the ease that offers English pronunciation, motivates and facilitates its learning. This motivation in learning English is perceptible through its dynamic position in Côte d'Ivoire. English is learnt since secondary schools before Spanish and Germany. This dynamic role of English is also perceived through its learning out of schools and Universities. That is why, it is learnt in centres such as the American Corners of Abidjan, Yamoussoukro and Bouaké and even in some institutions where it is learnt for translating and interpreting. Even some primary schools offer English classes to provide pupils with English language that will allow them to be more ready when they will need it. It is sure that this is due the opportunity that English gives to its learners but also this motivation is possible thanks to the learning ease that the action of their culture on English pronunciation of some fricative and vowel sounds. In fact, phonological variation makes language flexible in terms of language use. For a foreign language like English, the phonological variation of some of its fricative and vowel sounds makes it adapt in new places by espousing their cultures; that is their languages, spellings and structures. Thus, it adapts to the needs of its users; that is in the way their language linguistic disposition allow them to do. Hence the ease and the motivation of its learning.



The ease in learning the English language would give birth to a French-English bilingual graduates; a highly qualified manpower useful for the country. In fact, having an important background in English in Côte d'Ivoire is an asset when looking for a job. The diploma in English is an added value for the individual when applying for a job in a French-speaking country like Côte d'Ivoire. The competence and performance in English would make distinction among the applicants since local and foreign companies are looking for the best for their business. In addition, international investors being from all over the world, the French-English bilingual applicant is needed for a good interaction as well as for the use of work material notices which are mostly in English. Consequently, having a degree in English in a French-speaking country will, to some extent, reduce the high rate of unemployment in Côte d'Ivoire because they will succeed in benefiting from job opportunities not only in their country, but also in the world.

The phonological variation of English could be contributive to the socio-economic development of Côte d'Ivoire. As the result of the ease of learning English that its flexibility offers, it is a qualified French-English bilingual manpower that comes out, so capable of speaking French the official language and English and needed on the local and international job market. The mastering of English by the Ivorian citizens thanks to its variability is an advantage for the whole country. In fact, the teachers and professors of English, translators, and interpreters that Côte d'Ivoire would have, thanks to this flexibility of English would allow the country to join development. Thus, certification of English proficiency is a great advantage not only for those who get it, but also for the country to which they belong. In the educational system, the mastering of the English language is synonymous to educational and socio-economic success.

A country is said to be developed when it is capable of providing the necessary manpower in order to ensure the education of its citizens, when it is capable of receiving investors from everywhere in the world despite different linguistic characteristics, when it is capable of implementing a project of development, to use scientific books written in English without having recourse to translators coming from external. Thus, English could hold an important place in the development of Côte d'Ivoire and this, thanks to the phonological variation of some of its fricative and vowel sounds that allows an ease and then a motivation in its learning.

Conclusion

In the search of the healing function of language, this paper entitled “Phonological Variation of English on the Backsides of Côte d’Ivoire Development: The Study of Some Ivorians’ Fricative and Vowel Sounds”, shows that the phonological variation in the English language is contributive to the development of Côte d’Ivoire. In order to fulfil that aim, this paper turns around the main question to know if the phonological variation of the uncommon fricative and vowel sounds in the English language may contribute to the socioeconomic development of Côte d’Ivoire. Specifically, it is to know :

- How does the phonological variation of some fricative (**ð, θ**) and vowel (**ʌ, ɑ**) sounds in English favour the ease and the motivation of its learning?
- The extent to which the phonological variation of English could enhance the socioeconomic development of Côte d’Ivoire?

A survey of the population has been realised. A qualitative method has been applied by interviewing users of the English language about the importance of English in order just to have an important conversation needed to select the words containing the phonemes to be studied.

English language has been described as contributive to the socio-economic development of Côte d’Ivoire. The research have shown that the English language varies at phonological level. This variation is due to the non-existence of some phonemes in Ivorians’ first language. The English language adapts to the Ivorians’ culture by allowing their own linguistic characteristics’ influence itself.

The flexibility of the English language leads not only to the motivation but also to the ease of its learning. This motivation and ease of the English language learning would give birth to an important bilingual manpower beneficial to each individual social blossoming and for the whole country as an open-door to the global market.

Bibliography

- CHAMBERLAIN Steven, 2005, *Recognizing and Responding to Cultural Differences in the Education of Culturally and Linguistically Diverse Learners, Intervention in School and Clinic*, 40, p. 195-211.
- DJITÉ Paulin, 2008, *The Sociolinguistics of Development in Africa*. Multilingual Matters: Clevedon.
- DWI Atmawati, 2018, *Influence of Societal Factor on the Emergence of Language Variants: the Study of Indonesia Language Use in Javanese Society*, Published by Atlantis Press, Indonesia.

- FISIAK Jacek, 1985, *Contrastive linguistics and the language teacher*, Oxford, Pergamon Press.
- GREEY Madelaine, 1994, *Honouring diversity: A cross-cultural approach to infant development for babies with special needs*, Toronto, Centennial Infant and Child Centre.
- HAUBERT Maxim, 1993, *Sociologie du développement : quelle sociologie et quel développement?* In États des savoirs sur le développement, trois décennies de sciences sociales en langue française, Paris, Karthala, p. 177-184.
- KACHRU Braj, 1986, *The Alchemy of English: the Spread, Function and Models of Non-native Englishes*, Chicargo, University of Illinois Press. ISBN 0-252-06172-1.
- KOFFI Marie-France Aya, 2022, *Phonological and Morphosyntactic Analysis of the English Varieties in Sierra Leone, Liberia and Côte d'Ivoire*, Unpublished thesis.
- LADO Robert, 1957, *Linguistics Across Culture*, Ann Arbor, University of Michigan Press.
- MING-MU Kuo and Chieh Lai, 2006, Linguistics across cultures: the impact of culture on second language learning, *Journal of foreign Language Instruction*.
- SAPIR Edward, 1970, *Culture, Language, and Personality*, University of California Press, Berkeley and Los Angeles, Selected essays edited by David G Mandelbaum.
- SILUE Sassongo, 2000, *Education, Literacy and Development in Africa*, Cape Town, CASAS, p. 8.
- VYGOTSKY Lev, 1986, *Thought and Language*, Cambridge MS, The Massachusetts Institute of Technology.
- WILLIAM Labov, 1969, Contraction, deletion, and inherent variability of the English copula, *Language*, 45, p. 715–762.