Child-Directed Speech

Cabeltes, Delgado, Tuazon
Definition

➢ “A modified talk by adults that appear designed to assist the child with language learning” (Williamson, 2014).

➢ “It can help the children in your care have an easier time understanding and attending to spoken language” (CELLpractices, n.d.)
Goals

➢ learn the joys of conversation  (CELLpractices, n.d.)

➢ get child’s attention

➢ process words by pausing by syllables
Characteristics

1. Less complex than the normal speech
2. Exaggerated than the usual speech
3. Higher pitch compared to the usual
4. More pauses between words and phrases
5. Limited word bank
Key Terms

1. Expansion: Development of the utterance into a longer, more meaningful form

2. Re-casting: Commenting, extending, and rephrasing
Overview of How it happens (Williamson, 2014)

1. the caregiver
2. monologues
1.5. grammatically simple manner about a restricted number of topics.
2. repeated words and phrases
Features

1. Phonology
   - Slower, clearer pronunciation
   - More pauses
   - Higher pitch
   - Exaggerated intonation

2. Lexis
   - Simpler, restricted vocabulary
   - Diminutive forms
   - Concrete lexis referring to immediate surroundings
3. Grammar and Conversation

➢ Simpler constructions
➢ Frequent use of imperatives
➢ Lots of repetition
➢ Frequent questions
➢ Use of personal names instead of pronouns
Types

1. Motherese (words)
   - Exaggerated tone
   - Wide range and variability of pitch
   - Simplified language
   - Expansion & re-casting

2. Fatherese (grammar)
   - Not much difference from non-CDS
Regulations

➢ Not strictly in English, also effective with other languages
Maintenance

➢ Children pays more attention to infant directed language.

➢ Used regularly for language development
Why should we talk to a child when the child’s not talking to us?
Why should we talk to a child when the child’s not talking to us?

Bakit natin kinakausap ang taong di tayo kinakausap?
Why should we talk to a child when the child’s not talking to us?

Hearing language is how we learn it
Why should we talk to a child when the child’s not talking to us?

Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language children will find it very difficult and hard to think.

-Jerome Bruner (1983)
Is it really necessary?

➢ Language acquisition easier for infants

➢ Other world cultures do not use child-directed speech

➢ Listening to other adults conversing with each other versus Direct interaction with adults: An Underestimation
Sources

http://www.sltinfo.com/child-directed-speech/


http://www.earlyliteracylearning.org/cellpract_pract/infant/PGPrac_I_ChildDirSpch_WM.pdf

https://www.youtube.com/watch?v=Xuovu3Uk3dc


https://babyiq.wordpress.com/2011/05/07/child-directed-speech/


Child-Directed Speech
Cabeltes, Delgado, Tuazon