

The page is decorated with several realistic water droplets of various sizes, scattered across the white background. Some are at the top left, some at the bottom right, and others in the middle. Each droplet has a dark shadow and a bright highlight, giving it a three-dimensional appearance.

# LANGUAGE AND AGE


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# SESSION AGENDA

1. AGE CATEGORIES
  2. HOW **LANGUAGE** IS USED TO TALK **ABOUT** DIFFERENT AGE GROUPS
  3. HOW **DIFFERENT** AGE GROUPS **USE** LANGUAGE
  4. HOW **LANGUAGE** IS USED TO TALK **TO** DIFFERENT AGE GROUPS
- 



# 1A: AGE CATEGORIES

- **CHILDREN** (12 AND UNDER)
  - **TEENAGERS** (13-19)
  - **ADULTS** (20+)
  - **SENIORS** (60+)
- 



# 1B: AGE CATEGORIES

- **WHICH AGE GROUPS CONTROLS WHAT IS STANDARD LANGUAGE USE?**

ADULTS (= THE KEEPERS OF THE LANGUAGE)


- **WHICH AGE GROUP PUSHES LANGUAGE CHANGE?**


TEENAGERS (=THE DRIVERS OF LANGUAGE CHANGE)





# 1C: AGE CATEGORIES

- HOW **LANGUAGE** IS USED TO TALK **ABOUT** DIFFERENT AGE GROUPS
  - HOW **DIFFERENT** AGE GROUPS **USE** LANGUAGE
  - HOW **LANGUAGE** IS USED TO TALK **TO** DIFFERENT AGE GROUPS
- 



# 2A: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: VOCABULARY AND AGE

- 1. WHAT ARE SOME WORDS THAT YOU USE TO TALK ABOUT:

CHILDREN

TEENAGERS

ADULTS

SENIORS

- 2. ARE THESE WORDS POSITIVE OR NEGATIVE?
- 

<b>Words/terms used to talk about CHILDREN</b>	<b>Positive</b> 👍	<b>Negative</b> 👎
<b>Words/terms used to talk about TEENAGERS</b>	<b>Positive</b> 👍	<b>Negative</b> 👎
<b>Words/terms used to talk about ADULTS</b>	<b>Positive</b> 👍	<b>Negative</b> 👎
<b>Words/terms used to talk about SENIORS</b>	<b>Positive</b> 👍	<b>Negative</b> 👎



## 2B: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: VOCABULARY AND AGE

- CHILDREN:

FORMAL/NEUTRAL:

*CHILDREN, INFANT, BABY*

POSITIVE/AFFECTIONATE: *YOUNGSTER, TYKE, LITTLE ONE, CUTIE PIE*

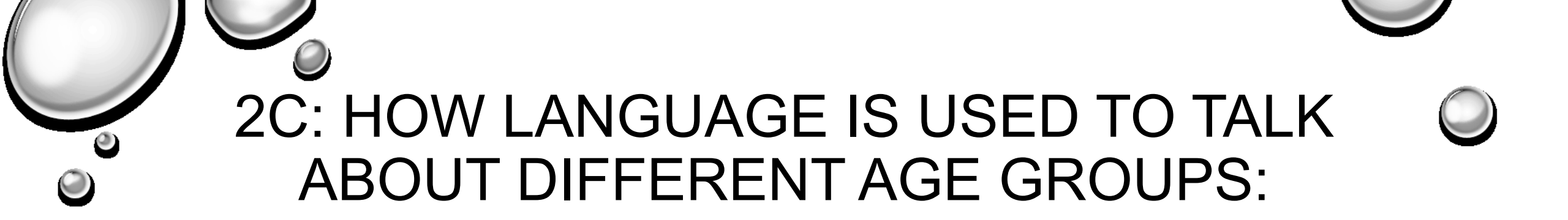
NEGATIVE:

*CRANKY, WHINY*

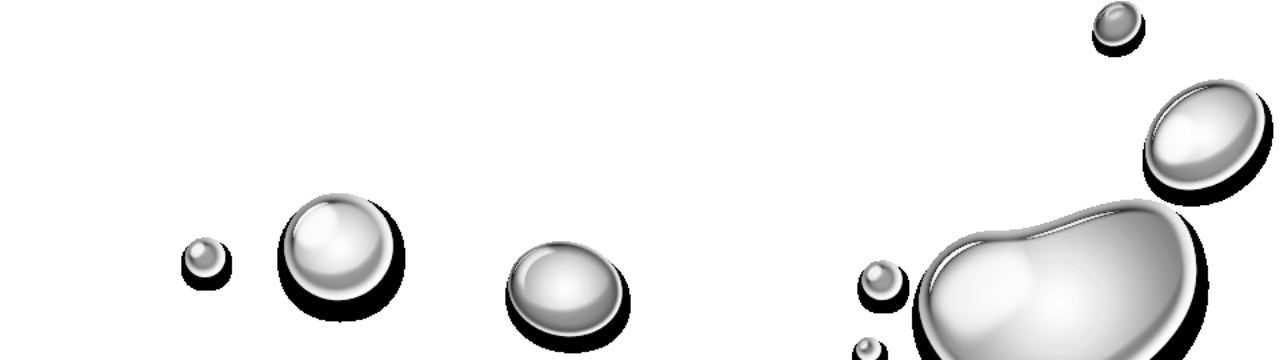


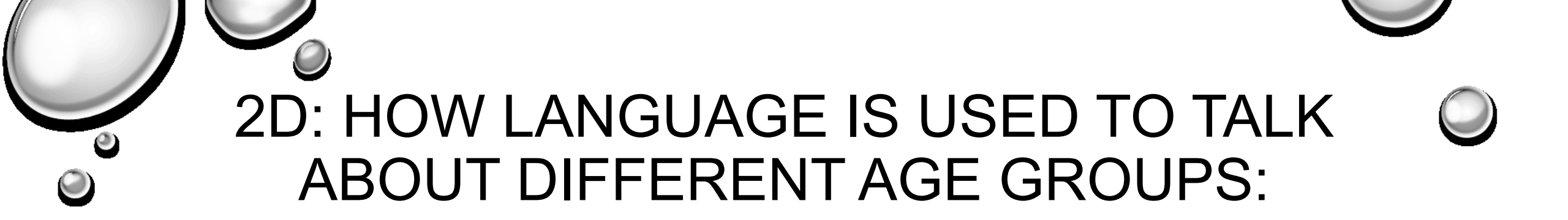


Children	Teenagers	Adults	Seniors
Anklebiter	Adolescent	Grown-up	Elder
Brat	Delinquent	In his/her prime	Geezer
Child	Juvenile	Mature	Old biddy
Cutie pie	Kid	Responsible	Old fart
Infant	Minor		Old folks
Kiddo	Pubescent		Old timer
Little one	Punk		Senior citizen
Munchkin	Teeny bopper		Spring chicken
Rugrat	Young adult		Wrinkly
Tyke	Youth		Young at heart
Young'un			
Youngster			




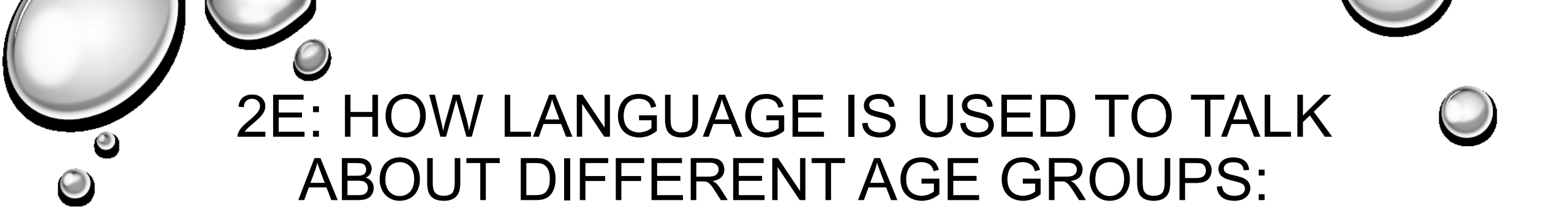
# 2C: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: **DISCOURSE AND AGE**

- THE DISCOURSE THAT WE USE TO TALK ABOUT PEOPLE IN DIFFERENT AGE CATEGORIES OFTEN **REFLECTS THE POWER** THAT WE ASSIGN TO THEM
  - **TEXT ONLY** (SPOKEN AND WRITTEN) DISCOURSE
  - **MULTIMODAL** COMMUNICATION (TEXT + IMAGES)
- 




# 2D: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: **DISCOURSE AND AGE**

- **ADVERTISING FOR CHILDREN:**  
BRIGHT COLOURS  
CARTOON CHARACTERS  
CUTE, UPBEAT MUSIC
  - **ADVERTISING FOR PARENTS OF CHILDREN:**  
TERMINOLOGY ABOUT LEARNING  
EDUCATION  
DEVELOPMENT
- 



# 2E: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: **DISCOURSE AND AGE**

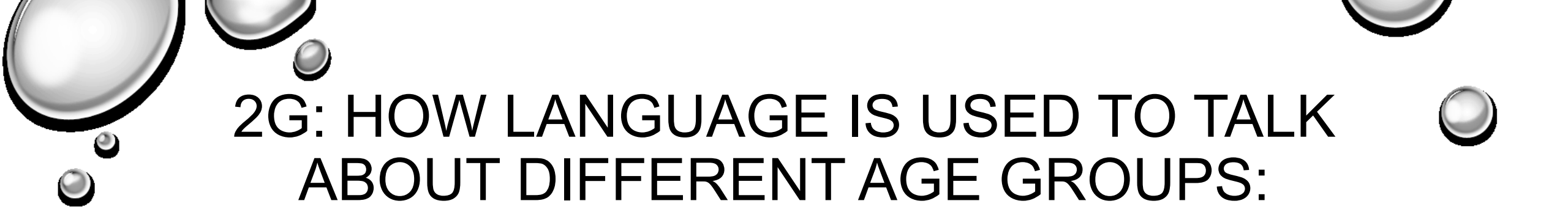
- **DISCOURSE FOR TEENAGERS:**  
BEING CUTTING EDGE  
BEING TRENDY  
BEING FASHIONABLE  
HAVING THE LATEST GADGET  
KEEPING UP WITH EVERYBODY  
BEING IN THE KNOW  
BEING PART OF THE “COOL” GROUP
- 



# 2F: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: **DISCOURSE AND AGE**

- **DISCOURSE FOR ADULTS:**  
ADULT RESPONSIBILITIES  
MORTGAGES  
BUYING CARS  
MAKING SERIOUS PURCHASE DECISIONS





# 2G: HOW LANGUAGE IS USED TO TALK ABOUT DIFFERENT AGE GROUPS: **DISCOURSE AND AGE**

- **DISCOURSE FOR SENIORS:**

STAYING YOUNG

HAVING LOTS OF ENERGY

GETTING OUT AND DOING FUN THINGS

STAYING HEALTHY

STAYING ENGAGED

JOKES





# 3A: HOW DIFFERENT AGE GROUPS USE LANGUAGE

- WHAT **LANGUAGE USE CHOICES** DO WE MAKE THAT ARE INFLUENCED BY OUR AGE CATEGORY?
- RESEARCH: **SYNCHRONIC** AND **DIACHRONIC** RESEARCH

**SYNCHRONIC** RESEARCH: CONDUCTED AT A SINGLE POINT IN TIME

**DIACHRONIC** RESEARCH: LOOKS AT MULTIPLE TIME PERIODS





# 3B: HOW DIFFERENT AGE GROUPS USE LANGUAGE

- HOW **CHILDREN** USE LANGUAGE – THINGS THAT RESEARCHERS FOCUS ON:

THE DIFFERENT AGES AT WHICH CHILDREN MAKE **NOTICEABLE JUMPS** IN LANGUAGE PROFICIENCY

THE RATE AT WHICH CHILDREN ADD **NEW VOCABULARY/WORDS**

**SOUND ACQUISITION** (REFINEMENT OF PRONUNCIATION)







# 3C: HOW DIFFERENT AGE GROUPS USE LANGUAGE

- HOW **TEENAGERS** USE LANGUAGE:

TEENAGERS ARE THE **DRIVING FORCE** BEHIND **LANGUAGE CHANGE**

INFORMAL LANGUAGE

SLANG

EXPERIMENTATION WITH NEW WORDS

WORD FORMATION





# 3D: HOW DIFFERENT AGE GROUPS USE LANGUAGE

- HOW **ADULTS** USE LANGUAGE:

RESEARCHERS LOOK TO ADULTS TO STUDY **STANDARD**:

GRAMMATICAL PATTERNS

PRONUNCIATION PATTERNS

VOCABULARY USAGE

DISCOURSE USAGE





# 3E: HOW DIFFERENT AGE GROUPS USE LANGUAGE

- HOW **SENIORS** USE LANGUAGE:

WHAT HAPPENS TO **LANGUAGE** USE AT THE SENIOR LEVEL, **REFLECTS** WHAT HAPPENS TO THE **BRAIN** AS IT AGES

HESITATION

LESS VOLUME

SLOWER SPEAKING SPEED

MORE SEARCHING FOR WORDS





# 4A: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- DOES THE **LANGUAGE** WE USE **CHANGE** WHEN WE'RE TALKING TO PEOPLE FROM **DIFFERENT AGE GROUPS**?

YES





# 4B: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- HOW WE TALK TO CHILDREN:

## CHILD DIRECTED LANGUAGE (CDL)

**HIGHER PITCH AND SLOWER SPEED**

**SIMPLE GRAMMAR AND VOCABULARY**

**SHORTER SENTENCES**

**REPETITION AND PAUSES**

USE OF **NICKNAMES** AND **PET NAMES**

USE OF **QUESTIONS** AND **QUESTION TAG**

USE OF **EXAGGERATED** INTONATION

USE OF **CLEAR, DISTINCT** PRONUNCIATION

EXPAND UPON AND **EXPLAIN** THINGS





# 4C: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- HOW WE TALK TO **CHILDREN:** **“BABY-TALK”**

**EXAGGERATED** INTONATION AND PRONUNCIATION

USE OF **NONSENSE** WORDS

**MIMICKING** SOUNDS THAT THE BABY MAKES





# 4D: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- **RESEARCH HAS IDENTIFIED THAT:**

A CHILD'S ATTEMPT TO INITIATE A NEW TOPIC IS OFTEN **IGNORED**

CHILDREN ARE **INTERRUPTED** MORE

WE TALK ABOUT CHILDREN IN THEIR **PRESENCE**

WE USE **DIRECTIVE/INSTRUCTIVE** LANGUAGE WHEN TALKING TO CHILDREN





# 4E: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- **WHY DOES CDL (CHILD-DIRECTED LANGUAGE) EXIST? (ASSUMPTIONS)**

CHILDREN ARE “**INCOMPLETE SPEAKERS**”

OUR ROLE, WHEN SPEAKING TO CHILDREN, IS TO HELP THEM **DEVELOP** THEIR LANGUAGE

THERE IS A **POWER** DIFFERENCE BETWEEN ADULTS AND CHILDREN

SOME USE OF CDL IS TO DEMONSTRATE **CARING** TO CHILDREN, AS THEY ARE A VULNERABLE AGE GROUP







# 4F: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- HOW WE TALK TO **TEENAGERS**:

THE LANGUAGE WE USE TO TALK TO TEENAGERS **ALTERNATES** BETWEEN HOW WE TALK TO **CHILDREN** AND HOW WE TALK TO **ADULTS**

THE LANGUAGE WE USE TO TALK TO TEENAGERS REFLECTS THE **POWER OR CONTROL STRUGGLE** THAT GOES ON WITH THIS AGE GROUP





# 4G: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- HOW WE TALK TO **ADULTS**:

HOW WE TALK ABOUT AND TO ADULTS IS CONSIDERED **STANDARD LANGUAGE USAGE**





# 4H: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- HOW WE TALK TO **SENIORS**:

THE RESEARCH ON HOW WE TALK TO SENIORS IS **SIMILAR** TO RESEARCH DONE ON CDL – IT'S CALLED **ELDER DIRECTED LANGUAGE (EDL)**

**SLOWER PACE AND HIGHER VOLUME**

**SIMPLER VOCABULARY AND GRAMMAR**

**SHORTER SENTENCES AND REPETITION**

**NO QUICK TOPIC CHANGES**





# 41: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- HOW WE TALK TO **SENIORS:** **ELDER DIRECTED LANGUAGE (EDL)**

USE OF **PET NAMES AND NICKNAMES** (*SWEETIE, HONEY, DEARIE*)

USE OF **HONORIFICS:** PLACING THEM IN AN HONOURED POSITION DUE TO  
THEIR AGE

USE OF PRONOUN **“WE”** INSTEAD OF **“YOU”**

**ANSWERING QUESTIONS** FOR THEM






# 4J: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS



- HOW WE TALK TO **SENIORS**: **ELDER DIRECTED LANGUAGE (EDL) –**  
CONTINUED

A SENIOR'S ATTEMPT TO INITIATE A NEW TOPIC IS OFTEN **IGNORED**  
SENIORS ARE **INTERRUPTED** MORE  
WE TALK ABOUT SENIORS IN THEIR **PRESENCE**  
WE USE **DIRECTIVE** LANGUAGE WHEN TALKING TO SENIORS





# 4K: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS



- **WHY DOES EDL (ELDERLY-DIRECTED LANGUAGE) EXIST? (ASSUMPTIONS)**

SENIORS ARE **FRAIL**, NOT IN GOOD HEALTH AND **VULNERABLE**

SENIORS HAVE MANY INTERESTING **LIFE EXPERIENCES** AND STORIES

**HEALTH ISSUES** MAKE COMMUNICATION DIFFICULT

A SLIGHTLY YOUNGER AND FITTER ADULT HAS **MORE POWER** THAN A SENIOR

**VERSUS**

WE USE EDL TO DEMONSTRATE THAT WE **CARE** ABOUT AND **RESPECT** SENIORS





# 4L: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS

- **CDL VS. EDL**

ARE CDL AND EDL THE **SAME** THING?

**SLOWER PACING**

**HIGHER VOLUME**

**SIMPLER VOCABULARY AND GRAMMAR**

SIMILAR CONVERSATIONAL **DYNAMICS**

BEING **IGNORED**

BEING **INTERRUPTED**

USE OF **DIRECTIVE** LANGUAGE





# 4M: HOW LANGUAGE IS USED TO TALK TO DIFFERENT AGE GROUPS



- RESEARCHERS: THERE ARE A LOT OF **SIMILARITIES BETWEEN CDL AND EDL**

## **WHY?**

THE **POWER** DIFFERENTIAL

THE **CARING** FACTOR

BOTH GROUPS ARE **VULNERABLE**

- THERE IS **ONE DIFFERENCE** BETWEEN CDL AND EDL

**CDL:** A CHILD IS STILL TRYING TO DEVELOP HIS/HER FIRST LANGUAGE SO  
THERE IS AN **INSTRUCTIVE** ELEMENT







# LANGUAGE AND AGE - SUMMARY

- TAKE A MOMENT TO **REFLECT** ON THE FOLLOWING **QUESTIONS** (IN THE DISCUSSION FORUM):

**DOES OUR LANGUAGE USE REFLECT HOW OUR SOCIETY VIEWS PEOPLE IN THE SPECIFIC AGE GROUPS?**

**DOES OUR LANGUAGE USE REFLECT THE POWER OF THE PEOPLE IN THE SPECIFIC AGE GROUPS?**

