
M.E.S., Numéro 134, Vol. 1, mai – juin 2024

<https://www.mesrids.org>

Dépôt légal : MR 3.02103.57117

N°ISSN (en ligne) : 2790-3109

N°ISSN (impr.) : 2790-3095

Mis en ligne : le 31 mai 2024



Revue Internationale des Dynamiques Sociales
Mouvements et Enjeux Sociaux
Kinshasa, mai - juin 2024

THE ASSESSMENT OF AWARENESS AND USE OF MOTHERESE IN THE BILINGUAL SCHOOLS AND IN HOMES IN KINSHASA: CASE OF MOTHERESE AS USED BY THE EFL TEACHERS WITH LEARNERS OF 5 YEARS OLD AND WITH THEIR BABIES AND YOUNG CHILDREN IN TWO MUNICIPALITIES OF KINSHASA : LIMETE AND GOMBE

by

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Abstract

The aim of this article is to evaluate the Knowledge and use of 'Motherese' by the aforementioned teachers, first, as parents and, second, as EFL teachers, respectively, in the home and professional settings. The results show that the majority of Respondents, mostly men, did not know about Motherese or and its importance, so far, while the minority made, mainly, of ladies recognised knowing and using it. During the sensitisation session, the ladies gave even their personal experience of how and when they usually started speaking motherese with their baby before they were born. However, it was clear that at home they use the mother-tongue and French to communicate with their baby, while at school they teach English as a foreign language, which is part of their contract with the school. Therefore, they also use French at school. A talk with the surveyed population, at the end of the inquiry, attested positive face of the first biased responses from men, essentially, and comforted the women in their knowledge and personal experience. Motherese starts in the maternal womb with mother using mother-tongue, it continues at birth and vanishes as the child develops. However, there is still room to fill in this "linguistic subfield" (Saxton 1964) and longitudinal surveys are still needed to include more detailed questions.

Keywords: Motherese, Exploratory survey, Bilingual school, TEFL, Respondent

Résumé

Le but de cet article est d'évaluer le niveau de connaissance, de l'importance et de l'utilisation appropriée du « Mamanais » par les enseignants susmentionnés, d'une part, en tant que parents dans le cadre familial, et d'autre part, en tant qu'enseignants, dans le cadre professionnel. Les résultats ont montré que la majorité des répondants, constitués d'hommes, ne connaissaient pas le 'Motherese' et son importance, et qu'ils ne pensaient pas l'avoir jamais utilisé ni en famille ni à l'école. La minorité, constituée essentiellement des femmes, a reconnu connaître et utiliser le Motherese et elles ont donné leur expérience personnelle. Cependant, lors de la séance de sensibilisation, après l'enquête, il est clairement apparu que tous les répondants, femmes et hommes, utilisent le Mamanais à la maison avec la langue maternelle ou le Français. Mais à l'école, ils sont tenus d'enseigner l'Anglais, même s'ils utilisent aussi un peu le français, car l'Anglais fait partie de leur contrat signé avec ces écoles. D'autres enseignants sont là pour les autres matières qu'ils enseignent en Français, deuxième langue en RDC. Le motherese commence dans le ventre maternel avec la langue maternelle, continue à la naissance et disparaît au fur et à mesure que l'enfant se développe.

Mots-clés : Mamanais, Enquête exploratoire, Ecole bilingue, TEFL, Répondant (e)

INTRODUCTION

Problem setting. Motherese is such a highly fascinating concept in Psycholinguistics that it had spread much ink. Both experts and investigators in Social Sciences and Humanities have been, recently, confronted to it, and they are still continuing the right battle. This is because there is still room to fill in this mysterious subfield of linguistics. Coined by Catherine Snow in 1972, Motherese refers to the spontaneous way in which parents, particularly, mothers of all times and countries speak with their infants and toddlers by altering their speech (particular words and simplified syntax, high pitch, rhythm, pauses, etc.). Language acquisition occurs as a result of mother-infant interaction (Snow 1972). This confirms the idea that Motherese came before language acquisition (Lion 2012). Motherese is a real discourse of love and life, a dyadic mother-infant interaction of mutual sharing of affects, emotions, knowledge, and language acquisition. It starts in the maternal womb (Parlato et al. 2021) and disappears as the baby grows up. Would Motherese lack or does not occur in appropriate conditions either in the prenatal, neonatal, postnatal or in the school-age stages, this would, reflect on the child's social life and identity in his/her adulthood. For that reason, parents, siblings, grandparents, baby-sitters, teachers and other child-caregivers need to be aware of Motherese importance and its efficient use. Amongst those who recognised using Motherese, the majority were ladies. They even referred to their personal experience of when and how they started speaking Motherese with their baby.

Regarding the study objectives, The main objective of this article is to see whether the EFL teachers of the Bilingual Schools in Kinshasa, especially, those of the municipalities of Limete and Gombe, are aware of Motherese and whether they use it with their infants and toddlers at home, as well as with their young learners of English as a foreign language, at school. As for the specific objectives, three of them are stated: (1) to find out whether the aforementioned EFL teachers know and use Motherese at home as parents; (2) to

make sure that the EFL teachers use motherese simple vocabulary and simplified syntax when teaching classroom activities, lessons and coursework including reading, writing, drawings, singing, and storytelling to facilitate their learners' foreign language acquisition; and (3) To investigate whether they are aware that the psychological conditions may hamper the production of Motherese prosody characteristics as well as language production, comprehension and acquisition, in all languages. The current study falls in the field of Psycholinguistics, focusing on Motherese influence on Teaching English as a Foreign Language (TEFL).

Psycholinguistics involves two disciplines, i.e. Psychology and Linguistics. While Linguistics entails the scientific study of language, Psycholinguistics is concerned with the psychological conditions that can affect the production and comprehension of a language. There are three major topics discussed in Psycholinguistics: (1) speech production, (2) speech comprehension, and (3) language acquisition. The first concerns the way humans can produce speech, articulate sounds to produce utterances. The second sees how humans can perceive and comprehend utterances addressed to them, as well as how the language is processed in the brain. The last one focuses on how children acquire language and communicate through it. Most of the time, the term acquisition is used only for first language to mean 'first language acquisition' whilst the term learning is designed for second and foreign language learning (Titik Sudartinah 2008). We are, herein, concerned with the third branch, Language Acquisition/Learning but in the sense of its interrelation with Motherese to evaluate the impact of Motherese on Language Acquisition.

Now, how far do teachers of ESL of Limete and Gombe bilingual schools use Motherese to facilitate language leaning to their young learners aged 5-6 years and to their own young children (0-36 months) at home? Do they tackle the issue with their 5-years old learners the same way they do it with their babies and toddlers aged 0 month to 24-36 months? This is certainly different given the difference of age and languages used in each of the cases. For babies and toddlers, at home, they use the native language or French (in some cases). For the learners of the foreign language, at school, they mostly use English, but also French. Here, it behoves to discriminate those languages.

Native language vs. second language vs. foreign language. A native language is the first language acquired from birth or childhood. In most cases in Kinshasa, it may be, for instance, one of the four national languages (Lingala, Kikongo, Swahili and Chiluba or other local languages) or French for some families (families of intellectuals). (2) A second language is an additional language learned later in life for education or administrative purposes, for instance, French in the DRC or English in Tanzania. (3) Foreign language is a language that is not commonly used in one's native community or country as is English in the DRC, or French in Kenya and Tanzania.

As a researcher in Psycholinguistics focused on Motherese. The first time the current researcher heard of the term "Motherese" was during a seminar/lesson of Psycholinguistics in 2022. She, then, understood very quickly that she was one of the important users, and decided to seek for, and understand the scientific explanation of Motherese and its origin. Since then, she got eagerly involved in the study of this mysterious language with the purpose of discovering more about it and spreading it out to other child-caregivers, especially, those who use it instinctively.

Motherese appellations. There have been many names attributed to Motherese by different psycholinguists. Some of them called it Infant-Directed Speech (IDS) and Child-Directed Speech (CDS). Some others call it babytalk, fatherese, parentese, etc. In a review of the various terms used to denote young children's language environments, Saxon suggested that the preferential use of Infant-Directed Speech (IDS) or Child-Directed Speech (CDS) as a linguistic subsystem was regarded by a speech community as being the primarily appropriate way of interacting with young children (Saxon1964). Princeton University proved that IDS was a universal speech, irrespective of language and culture. They reported that 'baby-talk' was well-known as a special form of speech that occurred in a number of languages and that included the following three characteristics: (1) intonational and paralinguistic phenomena (e.g. a high overall pitch), (2) words and constructions derived from the nominal language (e.g., the use of the third person construction to replace the first and second person constructions), and (3) a set of lexical items that are specific for baby talk (e.g. tata =give me, boo boo = wound). He provided a precise, documented study of IDS across several different languages. Those multiple appellations drew Snow's attention to suggest that "Motherese" be used for the interaction mother-child, "Fatherese" when fathers use it, and "Otherese" when other child-caregivers use it (Snow 1972).

Since then, Infant Directed Speech (IDS) has been studied extensively across a number of interactive situations and contexts, especially by researchers interested in language acquisition (Klein 1989). A recent review of 'baby-talk' literature focused on phonological, lexical and syntactic aspects of the input provided to infants from the perspective of language acquisition. Most linguists say that Motherese results from a process of interaction between mother and child, which begins early in infancy, and to which both the child

and the mother bring an important contribution. For that reason, the present researcher has always fought against the verb phrases «talk to» and «speak to» when referring to Motherese and suggest they be replaced by 'talk with', 'speak with'. This is because, as aforementioned, Motherese is a dyadic interaction engaging two partners, mother and infant, and who participate equally in this mutual sharing interaction to communicate intentions or express feelings. This demands a mutual listening, mutual understanding, and a mutual acting either by simply smiling, talking, breastfeeding, body movement or eye contact, observing a marked silence and so forth, for better interaction results. Most of the time, the baby feels contradicted and frustrated because he/she has not been listened to before he/she was offered a response to his/her screams. For instance, he/she may have been crying because he/she felt uncomfortable and needs to be changed but the caregiver offers him/her another solution such as giving him/her water. Child-caregivers and researchers should consider both partner's needs: the child's particularities and needs, as well as the mother's. This is key in matters of Motherese practice. Indeed, IDS is crucial given that it can mark a child's whole life. Recent progresses in cognitive science and interactional perspective suggest that infant cognitive development is linked with social interaction (e.g. Kuhl et al., 2003). Though the present researcher agrees with most of the above shared ideas by Kuhl et al. and the other above mentioned authors, she still notices that, like most of the experts in Motherese are accustomed to do, Kuhl and his companions assert that Motherese starts early in the child's childhood, omitting thus the prenatal period is the starting point of Motherese. She brings about the idea that this dyadic interaction mother-infant begins in the maternal womb and the mother utilises the mother-tongue to talk to the unborn baby. When she speaks in a different language, the foetus does not recognise it, it does not respond. Some studies have already proven the fact that pregnant women talk to their unborn baby (Parlato-Oliveira E., Saint-Georges, C., Cohen D., et al. 2021). Likewise, mothers have undeniable proofs of the fact that they start to speak with their baby earlier than believed by many people (ex: 3-5 months of gestational period). Motherese prosody characteristics commence in in-utero and foetal movement is a response of the unborn baby to its mother, which marks a strong attachment of a child to his/her mother (Idem). Thus, some questions arouse the researcher's interest.

The study questions. The main study question in this study is: are teachers of EFL from Limete and Gombe Bilingual Elementary Schools aware of Motherese, and of its real impact on the child's life since the maternal womb up to the neonatal, postnatal and schoolage stages? This main question has drawn the researcher's attention to the following three particular questions: (1) Are the EFL teachers in the Bilingual Schools of Limete and Gombe aware of Motherese and its importance? (2) Do they use motherese simple vocabulary and simplified syntax both at home and at school? (3) Do they know that the psychological condition can affect Motherese production as well as Language production, comprehension and a foreign language acquisition? These three issues seek answers as to the validation or rejection of hypotheses.

The study hypotheses. The researcher has made the following relevant **hypotheses** with regard to the aforementioned questions. (1) Possibly, most of the EFL teachers of the Bilingual Elementary Schools had never been in acquaintance with the term Motherese, either as EFL teachers, or as parents before this study was carried out. (2) If those teachers are not aware of Motherese, then they would not use it either at school with learners nor at home with young children. (3) Thus, the current exploratory survey would serve as a sensitisation on 'Motherese', to the child-caregivers, herein, in consideration, such that they would also be aware that psychological conditions can affect Motherese production as well as language production, comprehension and acquisition.

In fact, sensitisation occurred with the EFL teachers at the end of the survey. This is because the survey respondents, especially those who had failed to the inquiry, in Gombe, were curious to know about this mysterious concept 'Motherese'. Therefore, the present researcher took the opportunity to explain what Motherese was, its importance, its advantages and appropriate way of use. She explained that motherese did not concern only language acquisition but that, most and foremost, it was first a sharing of affective, emotional, and cognitive properties in a dyadic mother-infant interaction. Children who have appropriately interacted with their parents, siblings, and grandparents, are more able to learn the second and foreign languages. They are also more flexible to other cultures, have more access to harmonious development and to a better social integration in social life than those who have not.

Before, this sensitisation was part of the hidden objectives of the present researcher, she could not proceed with it before the respondents had finished answering the survey questionnaire because this would have biased their responses. Furthermore, it was also important that the respondents themselves express their need to know more about Motherese just after they had failed to the inquiry. This justifies their responsiveness during the explanations. It is worth noting that much more has been discussed in this important meeting than earlier planned. Still longitudinal surveys are needed.

I. MOTHERESE GENERALITIES

1.1. Its characteristics. Among the many characteristics of Motherese, it behoves to mention the following three (3) ones; (1) intonational and paralinguistic phenomena (e.g. a high overall pitch); (2) words and constructions derived from the nominal language (e.g., the use of third person constructions to replace first and second person constructions); and (3) a set of lexical items that are specific to baby-talk

1.2. Language Learning/Acquisition. Regarding how languages are learned or acquired in early 4 childhood, Patsy Lightborn and Nona Spada, in *How languages are learned* argue (2019: 5-6) language acquisition is one of the most fascinating areas of human development which has attracted many linguists and psycholinguists. Early language is developed by children in a similar way all over the world. The earliest vocalisations reflect the involuntary crying that babies do to show that they are hungry or uncomfortable. Babies can distinguish the voices of their mother from those of other people. Moreover, they seem to recognise the language that was spoken around their mothers before their birth. According to these authors, "tinny babies are capable of very fine auditory discriminations at 12 months, the majority of babies have started producing a word or two that everyone recognises. They often produce telegraphic sentences as the latter leave out articles, prepositions and modals. Even if function words and grammatical morphemes are missing, the word order shows the word order of the language they are hearing and the combined words have a meaningful relationship.

1.3. Further Development (Kopp and Krakow 1982) in the child's social life. These experts give a brief description of the children's growth stages. They state that children at the age of 2 start to play with peers, feel empathy, pride, and embarrassment. They start to enjoy games that entertain them. As for their cognitive development, they can represent ideas with symbols, recall the past, and understand the future. They begin to concentrate doing something they are interested in. They sometimes watch television even though they do not know what is actually being shown. The language, cognitive, and social development change as the age changes. Further, Kopp and Krakow (1982: 285) state that language is composed of units that are nested into each other and combined in certain ways. The largest of these units, labelled connected discourse, contain a series of utterances that are related to each other and are produced in a conversation. Conrad in Walton, et al (1972:274) state that before the age of five, children do not use covert speech to memorise, reason, or plan. Instead, they seem to use speech in socially communicative ways to respond impulsively to specific situations, including the naming of objects to other people. It means that children under five do not consider what is meant by words and how to apply them correctly. They enjoy the sounds or the way they can produce the words. Children everywhere learn to speak at about the same age and make progress at a rate that is roughly much the same. The way children talk would give the hearer a small description about who they are. There are two important terms in children's language development: egocentric and sociocentric modes of speech. Egocentrism refers to the children's isolation within themselves. They sometimes talk without knowing to whom they are speaking or whether they are being listened to (Idem). The egocentric speech may be expressed through repetition or talking for the sake of talking, monologue or talking to oneself as thinking aloud, and collective or dual monologue. This is in contrast with socialised speech in which the speaker addresses the listener, considers his point of view, at least to some extent, and tries to communicate with him. It is only at about the age of seven or eight that true social maturity appears simultaneously with the disappearance of egocentric speech. In this lens, it is worth to recall that Motherese disappears progressively as the child grows up as was mentioned in the summary and résumé. Then the language acquisition may go on growing.

1.4. Factors Affecting Second Language Acquisition. Nature and nurture are said to be very important factors in the process of acquiring first language. The concept of nurture was proposed by Chomsky in his *Universal Grammar*, stating that children all over the world are born with a hard-wired language acquisition device (LAD) in their brains. The LAD enables human infants to have innate ability for language, without which they would be incapable of learning such complete speech patterns in a natural human environment. The concept of nurture refers to the way in which children are treated as they are growing, compared with the characteristics they are born with. In relation to this concept, it is believed that children development is partly possible because of the treatment from the people surrounding them. The way parents and others treat a child will determine the development level, including the language of the child. First language is picked up at home in the most natural situations, and then at schools and in society, in general. This shows also clearly the importance and evolution of Motherese that starts in in-utero and continues in the family, at school and then reflects in the child's social life.

Therefore, as explained in the preceding paragraphs, all those children's speeches, whether they are called monologue or dialogue, it does not matter. What matters is that there is a real discourse between mother-infant. It takes place at the gestational age of about 3 months and goes on up to the birth, small

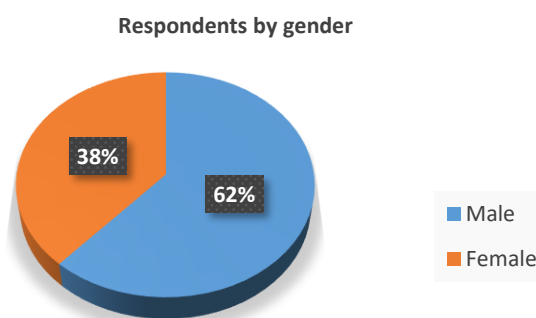
infancy and infancy, and school age. It impacts the adulthood of the child and his/her social life and identity. That is, the child starts interacting with his/her mother earlier than expected and she goes on up till he/she grows up. Further longitudinal studies are needed in that field.

Real speech learning takes place along with other aspects of biological growth such as walking, speaking, and they are governed by the principles of proximity, usefulness, concreteness, and interest. Besides nature and nurture, there are some minor factors influencing the success of first language acquisition. They are proposed by Mukalel in *Psychology of Language Learning* (Mukalel 2003:13) as follows: (a) the physical environment and the materials surrounding of a child have a lot to do with what and how he picks up a language. Children get involved in the materials surrounding them much more than adults. Therefore, trees, cats, dogs, etc. have a lot to do with the way children learn their first language. (b) The social environment: a child growing up with parents, and an orphan one will make a world of difference in language learning. A mother who goes out daily to work and the one who is always by her child will bring different influence toward the child's language learning. The mother, family, and neighbourhood are important social elements for the natural language growth of a child. (c) The physical and economic resources: Physical and Economic resources influence a child's contact with things and events and possibly limit the range of the child's overall experience. They also determine, to a great extent, the feasibility of the parents to care for the language development of the child (Mukalel 2003: 6).

II. Methodology. As far as the methodology is concerned, the current researcher gathered and treated the data of this article, both quantitatively and qualitatively. A survey questionnaire and interview were obviously applied as techniques. Regarding Sampling design, the researcher uses quota non-probability sampling, a selection method that relies on the non-random selection of a predetermined number or portion of unit techniques to gather the raw data (quota sampling). The questionnaire is made of three parts. The first one deals with the preamble that states the problem and gives an explanatory introduction. The second deals with the respondents' identification, the third contains the close ended and open ended questions. The survey participants will have to provide their identification and then answer spontaneously the questions of the survey questionnaire. Then came the data collection and analysis, followed by the results discussion prior to concluding the survey.

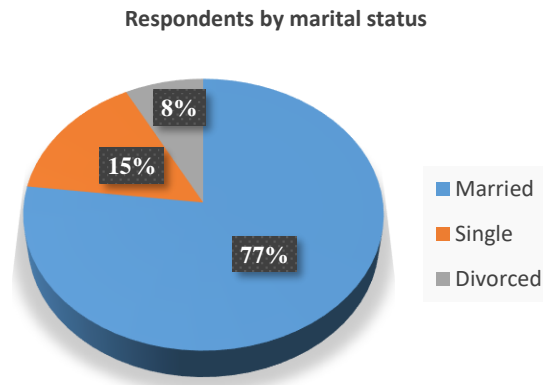
Population and sampling design : out of a total population of 46 eligible teachers of Limete and Gombe bilingual schools, a sample of 26 teachers of EFL were selected, by quota sampling, for a Motherese inquiry. They voluntarily spontaneously accepted to answer the questions in English. The session took two hours, and an additional hour for sensitisation after the session. That is, after the survey, they all asked to know more about Motherese. A meeting occurred between them and the researcher, thereof. This served as a sensitisation session, which they enjoyed a lot.

Identification questions



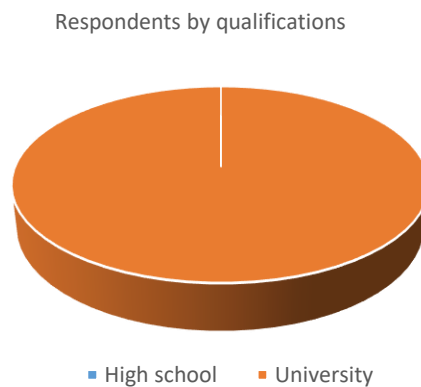
Pie chart 1. The graphic above indicates that the majority of respondents were male, representing 62%. The remaining, 38%, were women. This difference may be attributed to the fact that women prefer to teach in kindergartens.

Tab 2: Marital status of respondents



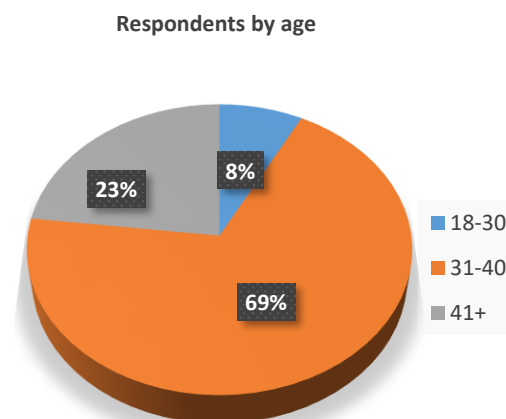
Pie chart 2. This marital status chart shows that 77% of the respondents are married, 15% are single, and 8% are divorced. The higher percentage of married individuals can be attributed to the fact that the majority of respondents are adults aged between 30 and 40, an age when many people start families and have children. It is important to note that this information is based solely on the collected data and does not reflect any subjective evaluations.

Pie chart 3: Respondents by qualifications



All the respondents held a university degree, indicating no significant difference in their level of education. This is certainly due to the rigorous recruitment criteria for teachers in bilingual schools.

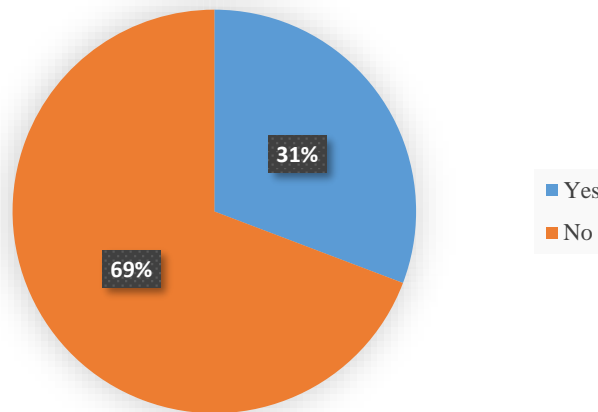
Tab 4: Respondents by age range



69% of the respondents' age fall within 31-40 age bracket, while 23% are over 41, and 8% are 18-30 years old.

Pie chart 5: Respondents' background about Motherese

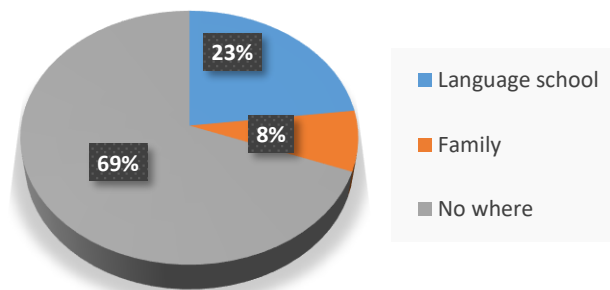
Have you ever heard of the Motherese?



Question in chart 5 aimed at determining the respondents' awareness of the term 'Motherese'. The results showed that the majority (69%) were not familiar with the term, while a minority (31%) were familiar with it.

Pie chart 6: Respondents' knowledge about Motherese

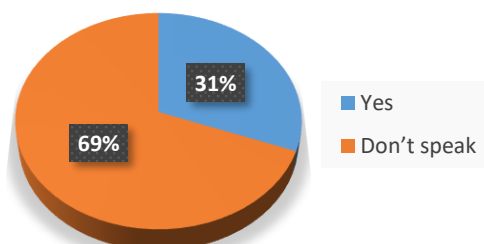
Chart 6: Where did you hear about Motherese?



Using the same logic, we aimed to determine the source of the respondents' knowledge. The majority of them (69%) were men and answered that they had not heard of it before this survey and, thus, they answered negatively. 23%, composed of women, essentially, had heard of it in a Language school or at the University, and 8% had heard of it within their family. This disparity is noteworthy because most respondents lacked this information, but given their final response during a sensitisation meeting, that was claimed by the respondents themselves at the end of the survey, one can infer that the respondents were instinctive user of motherese. This is because they recognised they were accustomed to use it inside and outside their families and even at schools without knowing the term nor its real impact on children, except the bond between parents and their child.

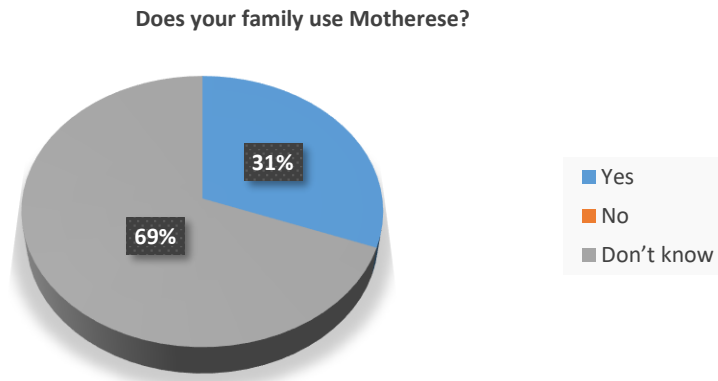
Pie chart 7: Respondents' use of Motherese

Do you speak Motherese?



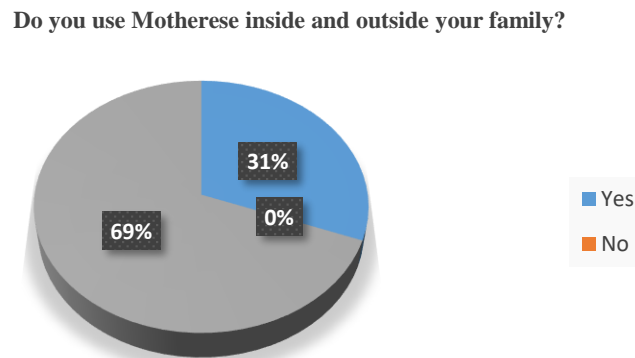
The research question investigated the use of 'Motherese' per respondent. (69%) of the subjects reported not using it, while 31%, essentially women, claimed to use it within their family or in various circumstances. This disparity is attributed to the lack of information and personal experience on the subject, mostly, on the part of the men though this is not repeated in the present chart. After a short talk with them, at the end of their inquiry, they recognised using Motherese instinctively.

Pie chart 8: Respondents' use of Motherese in their family



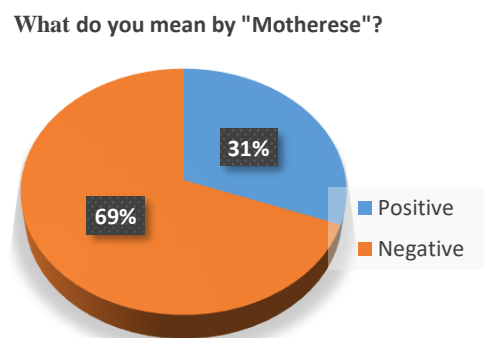
This chart indicates the use of 'Motherese' within the respondents' families. It would be contradictory if the findings were dissimilar. (69%) of the participants declared not knowing whether their families use Motherese or not while 31% of them responded affirmatively. This answer also shows the respondents' unawareness of the term 'Motherese'

Pie chart 9: Respondents' use of Motherese in family or elsewhere



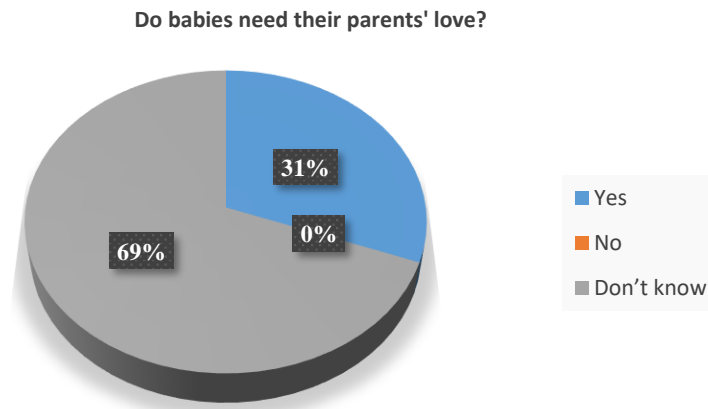
To confirm the understanding of the previous question, 69% of respondents are unsure whether their families use 'Motherese' inside or outside the family. The remaining 31% (women) declare their family using 'Motherese' in both settings.

Pie chart 10: Respondents' understanding of Motherese.



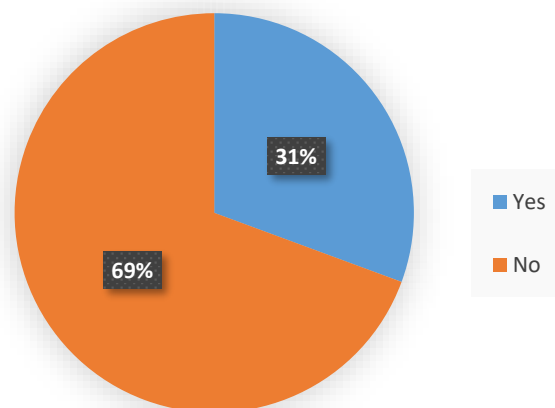
Of those surveyed subjects, 69% were not familiar with the term 'Motherese', which refers to a consistent style of language used in a particular environment. The remaining 31% were able to provide examples and demonstrate their understanding of the term.

Pie chart 11: Respondents' knowledge about parents' love towards their babies



This chart shows that the majority (69%) of the respondents' answers were negative while a consistent minority (31%) responded positively and they were ladies. This may be attributed to a lack of general knowledge of Motherese among the male participants.

Summary of Y/N answers concluding the survey



CONCLUSION

This paper concludes in confirming the analysed data and the research results findings that the majority of the surveyed population (69%), the majority who were men, did not know or had very little knowledge of Motherese before this investigation. A minority (31%) of the respondents, who were essentially ladies, had a basic understanding, having heard of it in language schools or other environments. Relating to the use of Motherese inside and outside their families, the minority (31%) confirmed its effectiveness while the majority (69%) did not. The same majority reported Parents' love as unnecessary for their babies, which should be taken as a biased response. In brief, motherese is not widely known in Kinshasa, especially, in the municipalities of Limete and Gombe. It needs to be promoted. In fact, the present survey has served as sensitisation on Motherese concept, meaning and importance, and that was a hidden part of our main objective. As a matter of fact, the three hypotheses have been validated.

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Annexe

Corpus : Survey Questionnaire

I. Preamble

Dear Lady, Sir,

It is a pleasure to share with you the corpus of our investigation on Motherese as practised in your Bilingual Schools where you teach English as a Foreign Language (EFL) to children aged 5 years, and in your family using the mother-tongue or first language. First of all, we thank you for having voluntarily accepted to participate to this effort of spreading out Motherese for the children’s development sake.

Grateful if you could feel free to respond, spontaneously, to each of the questions. There is no good and bad answer. Just answer as you can, please. We just aim to contribute to the development of the Science.

Thank you for your appreciated contribution

Suzanne KATAJUNGA

Investigator

II. Participant Identification questions

2.1. Put a cross in the right answer square:

- a. Sex: Male? Yes No ; Female ? Yes No
- b. Age: 25-30 ; 31-40 ; 41-50; 50+
- c. Level of education: Secondary school? Yes No University?: Yes No
- d. Marital status: Married Yes No ; Single Yes No ; Divorced Yes No

III. Questions on Motherese

3.1. Closed ended question : Please, circle the right answer or fill in with the correct answer

- (1) Have you ever heard of Motherese? Yes; No
- (2) Where did you hear about it?; (write the place)
- (3) Do you use motherese to speak with your youngest children at home? Yes ; No
- (4) Does your family use motherese? Yes ; No
- (5) Do you use Motherese inside and outside your family? : Yes ; No
- (6) Do you use motherese prosody characteristics to teach English classroom activities? Yes; No

3.2. 3.2 Open ended questions

- (7) What do you mean by motherese?
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- (8) Do babies need their parents’ love?
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