1 ▣ **Language in Social Context**
  Communicative competence in the preschool years

2 ▣ **Communicative contexts**
  - Immediate context: prior conversation, task and setting, relationship between speaker and listener, and listener characteristics.
  - Broader context: culture in which children develop and communicate

3 ▣ **Theoretical approaches to the study of communicative competence**
  - Speech act theory (Austin, 1975)
  1. Locutionary act
  2. Illocutionary act
  3. Perlocutionary act
  - Cognitive developmental theory (Piaget, 1926): egocentrism

4 ▣ **Language in social context**
  - Nonegocentric language
  - Young children have the capacity to take the perspective for the listener in certain circumstances.

5 ▣ **Request**
  - Preschoolers' comprehension of indirect requests
  - Preschoolers' production of requests
  - Children tend to address direct requests with semantic aggravators to listeners to of lower status and indirect request with semantic mitigators to listeners of higher status.

6 ▣ **Conversational skills**
  - Taking turns
  - Maintaining the topic
    cohesive devices: pronoun, ellipsis, connectives
  - Giving and responding to feedback
    back-channel feedback

7 ▣ **Choices among language varieties**
  - Registers
  - dialects

8 ▣ **Language and gender**
  1 - Women and girls
  - Standard
  - Polite
  - Collaborative
  - Supportive
  - Mitigated speech styles
  - Stories describe harmonious relationships
  2 - Men and boys
  - Controlling

- Unmitigated
- Stories involve conflict, action, and disruption

9 ▫ Language and different roles

- Role play
- Children marked the different roles prosodically

10 ▫ The difficulty of acquiring communicative competence

- Lack of hard-and-fast rules
- Many polite forms have no clear referents.
- Conventions for competence communication in one setting are often different from those in other settings

11 ▫ Family influences on the acquisition of communicative competence

- Caregivers use language to help their children become competence members of their societies and cultures.
- Parents use a variety of strategies to comment about a wide variety of communicative behaviors.
- Most of parents' input was indirect.
- Different family members contribute in different and important ways.

12 ▫ Schools' and peers' influence on the acquisition of communicative competence

- Teachers explicitly teach some rules governing communicative behavior specific to the classroom.
- School also affords children the opportunity to interact with peers.
- Teachers can foster communicative competence in preschoolers who have difficulties interacting with peers.

13 ▫ Preschoolers' cognitions and efforts to achieve communicative competence

- Knowledge and cognitive abilities
- Scripts: the way we represent familiar events in our memory
- Hypothesis testing
  They associate communicative behaviors, conventions and meanings with specific situational and contextual conditions and thereby develop a sense of what is preferred and expected.

14 ▫ Significance of communicative competence

- Understanding and functioning in school
- Predicative of later literacy skills
- Popularity and future psychological well-being