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References; The development of speech acts; 1. Introduction; 2. The origins of Speech Act Theory; 3. The emergence of speech act repertoires

3.1 Speech acts and the transition from the pre-linguistic to linguistic stage
3.2 Longitudinal analysis of speech act emergence; 3.3 Later emerging speech acts and associated features; 4. The relationship between form and function; 4.1 Direct and indirect speech acts; 4.2

The interaction between form and function in early child speech; 5. Future research; 6. Conclusion; References; Turn-taking; Introduction; Conversation with children; Contingency; Asking and answering questions; Question and answer types; Repairs; Timely turn-taking; Summary; References

Conversation Analysis and pragmatic development
Introduction; The essence of CA: Turn-taking and sequence organisation; Method, data and analytic approach; Analysis and discussion; General discussion; References; Appendix; Ontogenetic constraints on Grice's Theory of Communication; 1. What is a theory of communication?; 1.1 What is a communicative intention?; 2. Grice's Theory of Communication and pragmatic development; 3. Representing communicative intentions; 3.1 The problem of higher-order thoughts; 3.2 The problem of belief; 3.3 The problem of inferring goals

4. Potential solutions to the problem of grasping communicative intent
4.1 Modular approaches to communication: Relevance and Pedagogy; 4.1.1 Relevance Theory; 4.1.2 Pedagogy; 4.2 Non-modular approaches to the cognition of communicative intent; 4.3 Expressive Communication; 5. The anti-cognitivist complaint; References; Two pragmatic principles in language use and acquisition; Pragmatic principles; Convention, contrast, and children; Playing the original word game; Conclusion; References; Learning conventions and conventionality through conversation; What is meant by conventionality?

Research on children's understanding of conventional labels, object uses, and behavioral rules

Sommario/riassunto

This chapter highlights the growing need and importance of assessing young children's pragmatic language abilities given such factors as the increasing recognition of disproportionate difficulties in pragmatics among different clinical groups, the rise of more usage-based and functional approaches to language acquisition and competence, and evidence of significant, negative long-term outcomes relating to early pragmatic language impairment. Yet, at the same time, the development of pragmatic measures, and the assessment of pragmatics, is fraught with some quite unique challenges. Some of these

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