

Abstract

Association between language and theory of mind (ToM) development has been well-established, however the operating processes of such an association is yet in hot debate. The present study aimed to uncover whether language related to ToM at a *representational* or *communicative* level. Traditional false belief tasks and linguistic tasks were anatomized and classified into different categories with respect to their components. 75 local kindergarten children were tested on the false photo task, change-in-location task, homonym selection task, object pointing control, language expressiveness task, and individual differences on IQ was controlled using Reynell's SPM test. Significant correlation was found between the homonym selection task and change-in location task, which served as a lateral support of the communicative approach. Reasons for the absence of certain expected associations between tasks, limitations of the present study and its future implications were discussed.