

SLI

SLI

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(1)	13
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(2)	16
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1.	17
가.	17
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3.	25
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	34
Abstract	38

1. 200 , , 20

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2.		12
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4.		17
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6.	200	19

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11.	24
12.	24
13.	25

SLI

(SLI)

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가 .
5. 가
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SLI

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(specific language impairment) 가

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가

1)

2)

3,4,5,6)

7)

가

가

가

가

가

가

가

가

가 , 가 .¹²⁾

(fine-tuning)

¹⁵⁾ 가 ,
Furrow Nelson¹⁶⁾ Gleitman¹⁷⁾

Newport¹⁹⁾

¹⁵⁾ 18 24
Furrow¹⁹⁾ Seitz Stewart²⁰⁾ 가

Paul Elwood¹⁴⁾

가

Bondurant¹⁸⁾

Snow²¹⁾

(semantic contingency)

²²⁾
Farrar²³⁾

(recast),

(expansion), (topic continuation) 가

Paul¹⁴⁾ 20-34

(imitation), (expansion),

(extension), (reference to child activity)
, (expansion) (extension)
가 가
. Scherer Olswang⁷⁾ (expansion)
. Nelson Denninger²⁴⁾ 22
(complex recast) (topic change) (imitation)
(simple recasts) (continuation)
, ,
. Conti-Ramsden⁸⁾
2:3
(complex recasts)
Conti-Ramsden¹¹⁾ 1:10-3:1
가 (simple recast)
. .
Lasky Klopp⁴⁾
Wulbert¹³⁾
, .
White White²⁷⁾, Kaye Charney²⁸⁾, Furrow¹⁹⁾
가 . McDonald Pein²⁵⁾, Olsen-Fulero²⁶⁾
, .
가

. Cunningham²⁹⁾ , , 가

. Conti-Ramsden Friel-Patti⁸⁾ , , ,

. Lasky Klopp⁴⁾ 27-45 가

. Paul¹⁴⁾ 가

. Siegel¹⁰⁾ 가

. Conti-Ramsden²⁾ 가 ,

. Rescorla³⁰⁾ 가

가 , 가 .

가 .

가 .

가 .

, ‘ ’
가 ,
가
가 .
(fine-tuning)
(fine-tuning),
가

1. 가?
2. 가?
3. 가?
4. 가 가?
5. 가 가?

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1.

2 6 3
 5 10 ,
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Korean Kaufman Assessment Battery for Children (K-ABC)³¹⁾

가
 가
 가

MaCune-Nicolich³²⁾

4-5 .
 33)

6 ,
 가 ,³⁴⁾

가

35) , Ling /a, u, i. , s/

36)

가

50

³⁷⁾

1 4 -2 2

10

Denver

³⁸⁾

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1

Mann-Whitney U

(z=- 0.164, p=0.87)

(z=- 1.286, p=0.199)

가

(z=- 0.877, p=0.381)

.(p> 0.05)

1.		/	1,	2
1	34	32	20	1.11
2	38	35	32	1.28
3	34	29	26	1.38
4	30	26	20	1
5	41	29	23	1.04
6	32	23	20	1
7	30	26	20	1.22
8	38	23	20	1.06
9	30	23	20	1.23
10	30	26	20	1.2
(±) ³	33.7(4.06)	27.2(3.85)	22.1(3.89)	1.15(0.12)
1	18	29	26	1.1
2	21	26	26	1.24
3	18	26	26	1.38
4	18	23	20	1
5	17	23	20	1
6	16	23	20	1
7	21	26	26	1.21
8	18	26	26	1.06
9	26	32	29	1.22
10	24	29	29	1.19
(±)	19.7(3.23)	26.3(2.98)	24.8(3.52)	1.14(0.12)
1	.			
2	±0.25			
3 ()	.			

2.

가.

가

2

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가

가

가

Denver

40

AIWA TP-VS610

SV-H33

가

(2).

2.

1.

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39) 가
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200

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Lund Duchan¹⁵⁾

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200 ,
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가

가 가

가 , , 가

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가 , 가

가 가

(2)

, 50

, 40)

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가 , , 가

3.

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1)

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3)

2.

1)

(1)

30% Sackett⁴¹⁾

88.5%

(2)

30% Sackett⁴¹⁾

(MLU)

87.6%

84.5%, 88.2%

91.7%

5% Mann-Whitney U

가

Mann-Whitney U

가

가 Spearman

SPSS 10.0

•

1.

가.

,

(4).

가

5

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4.

			z	p-value
	3.04 ± 0.47	1.6 ± 0.38	- 1.476	0.140
	2.74 ± 0.38	1.89 ± 0.45	- 1.323	0.186

±

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5.

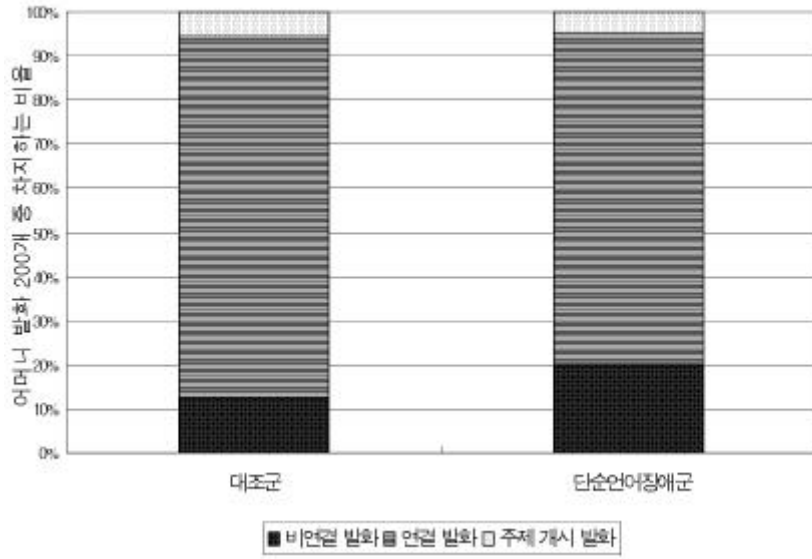
1	1.11	3.46	2.31
2	1.28	2.36	2.46
3	1.38	3.34	2.55
4	1	2.9	2.97
5	1.04	2.75	2.55
6	1	2.92	2.73
7	1.22	3.92	3.51
8	1.06	2.57	2.31
9	1.23	2.83	3.09
10	1.2	3.34	2.9
	1.15	3.04	2.74

1	1.1	1.21	2.35
2	1.24	1.22	1.08
3	1.38	1.17	1.96
4	1	1.97	1.9
5	1	1.55	1.71
6	1	1.73	1.92
7	1.21	2.3	2.7
8	1.06	1.25	1.51
9	1.22	1.87	1.6
10	1.19	1.71	2.14
	1.14	1.6	1.89

가 0.05
 (6). 200
 가 19.95%, 가 75%,
 5.05% 가 12.6%, 가
 81.8%, 가 5.6% (1).

6.	200		z	p-value
	150 ± 22.35	163.6 ± 12.43	-0.870	0.384
	39.9 ± 19.67	25.2 ± 11.17	-1.972	0.049
	10.1 ± 5.30	11.2 ± 3.91	-0.683	0.494

±



1. 200 ,

7 .

가 0.05

(8).

7.

1	2	2	17
2	5	1	75
3	3	16	72
4	1	0	2
5	15	12	51
6	2	0	39
7	3	2	14
8	0	0	4
9	4	4	43
10	4	3	38
	3.9	4	35.5

1	2	0	61
2	0	0	35
3	0	0	6
4	1	0	6
5	2	1	71
6	1	1	26
7	2	0	39
8	1	2	36
9	0	0	16
10	0	0	2
	0.9	0.4	29.8

8.

			z	p-value
	3.9 ± 4.18	0.9 ± 0.88	-2.660	0.008
	4 ± 5.51	0.4 ± 0.70	-2.229	0.026

±

가

가

0.05

가

(9).

9.

			z	p-value
	14.1 ± 10.15	12 ± 9.71	-0.417	0.676
	21.2 ± 11.70	21.1 ± 7.56	-0.076	0.939
	10 ± 6.45	10.7 ± 7.57	-0.076	0.940
	45.3 ± 15.76	43.8 ± 15.45	-0.038	0.970

±

가

(10).

가

0.05

10.

			z	p-value
	9.9 ± 5.71	11.2 ± 5.59	-0.304	0.761
	24 ± 12.97	23.2 ± 11.23	-0.378	0.705

±

2.

가.

200

가

0.05

(11).

11.

		z	p-value
35.5 ± 26.09	29.8 ± 23.40	-0.681	0.496

±

($p < 0.05$)

(12).

12.

		z	p-value
3.8 ± 5.00	0.9 ± 1.45	-1.969	0.049
3.7 ± 5.83	3.3 ± 2.79	-0.774	0.439

±

3.

, , ,
, 가
가
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가 0.910($p < 0.01$) (13).

13.

N=20	
0.331	0.050
0.910**	-0.174
0.624**	-0.092

** $p < 0.01$

•
 ,
 ,
 .
 ,
 (3.04)가 (1.6) 1.44
 ,
 (2,74)가 (1.89) 0.85

가

가

Paul Elwood¹⁴⁾ , Whitehurst⁴²⁾
 MLU 가 가

가

1.44

가

가

가
가

가

Hoffer Bliss⁴³⁾

가

. Siegel⁴⁴⁾

가

가

가 .

Rescorla³⁰⁾ ,

가 20% 가 80% 가

가 . Rescorla³⁰⁾

가 ,

가 ,

가 ,

Rescorla³⁰⁾ 가

가

Conti-Ramsden²⁾ 가

가

가 ‘ ,

‘ ,

‘ , 가 가 가

가 .

가

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가 ,

가

가 .

가 .

. Siegel ⁴⁴⁾

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가

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가

가

가

Bondurant ¹⁸⁾

, Cunningham ²⁹⁾

.

가

Evans Schmidt ⁴⁵⁾

가

가

가

.

가

, Evans Schmidt ⁴⁵⁾

.

가 .

가

가 Bondurant¹⁸⁾

가

. Bondurant¹⁸⁾ Murray Trevarthan⁴⁶⁾

가

가

가

Hoff-ginsberg⁴⁷⁾ Yoder⁴⁸⁾

가

가

가

Siegel⁴⁴⁾

Siegel⁴⁴⁾ 3-5

가

가

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Abstract

Comparison between mothers' styles of conversation with SLI and normal children

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Maternal linguistic input plays an important role in child's language acquisition and development. But SLI (specific language impairment) children's delayed language development can lead to mothers' inappropriate conversation style, which might also influence the language development of the children. From the perspective of this view, it can be assumed that the communicative behaviors of SLI children's mothers may be different from mothers of normal children. The purpose of our study is that SLI children were compared with normally developing children similar in MLU, and it was investigated whether mothers of SLI children differed from mothers of normally developing children in communicative features like MLU, semantic contingency and directive mode. It was also examined whether SLI children differed from MLU-matched normal children in frequency of utterances and semantic contingency. The results were as follows

1. There were no significant group differences on mothers' MLU. Also, there were no statistical significance in the mother-child MLU difference.

2. SLI children's mothers utterances were more noncontingent to children's utterances, behaviors and focus of play. And they produced significantly fewer responses to children's utterances.

3. There was no differences between two mothers' groups in any items of directive mode. And the frequency of total questions and information-seeking questions is not significantly differed between two mothers' groups.

4. When children's communicative features were compared, SLI children showed more noncontingent utterances than normal children.

5. There was a high correlation between mothers' noncontingent utterances and children's noncontingent utterances. And there was a high correlation between mothers' no responses and children's noncontingent utterances.

From these results, SLI children's mothers showed more mother-lead communicative features than normal children's mothers. However, SLI children's utterances also were more noncontingent than normally developing children. Therefore the communication between mothers and children may be in a reciprocity not in one-way.

Major clinical application of this study is in the education for mothers after observing the interactions between mothers and children. Surely it can lead to better prognosis. And a strong point of this study is that SLI children and normally developing children are not age-matched but language-matched, that makes possible to interpret more exactly.

Finally, further studies should control the siblings whose language might affects SLI children's language development. More concrete analysis of contingent utterances is needed, and the mean time of play of the mothers and the children in a day should be further investigated.

key words: SLI(specific language impairment), mothers' inappropriate conversation style, semantic contingency, reciprocity.