

2001 6

김유정의 석사 학위논문을 인준함

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연세대학교 대학원

2001년 6월 일

가

80

가

가

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1.	9
2.	10
.	18
1.	18
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1.	36
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(naming)

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(language use)

1).

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가

가 ²⁾. Nelson ³⁾

10

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50

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. Berry ⁴⁾ 3 8

3;0 3;6

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2,562 -

2,818

가

가

0.5

⁵⁾

(word finding),

(lexical look-up),

(lexical retrieval),

(word recall)

¹⁾

가

(pause),

(naming error)

⁶⁾

가

가

⁷⁾

(language

processing)

^{8,9)}

Leonard ¹⁰⁾

. Kail¹¹⁾

가

‘ ’ ‘ ’

. Kail

Leonard¹²⁾

가 가

(lexicon)

(index)

가¹³⁾

Kail¹⁴⁾ Lahey Edwards¹⁵⁾

가

(linguistic processing)

(nonlinguistic processing)

가

가

(information processing)

가

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(confrontation naming),

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1960

가 Boston Naming Test, Clinical Evaluation of Language Fundamentals-Revised, Test of Word Finding, Test of Word Finding in Discourse, Expressive Vocabulary Test

가 가 ⁶⁾.

가

¹⁶⁾ 9

3가

(, ,) .

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¹⁷⁾ 2 6

(K-BNT)

가

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가

processing)

가

(information

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2, 3, 4, 5 20, 80

1:1 .

(1)

¹⁸⁾

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¹⁹⁾

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가

가 가 (1).

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2 (20)	13.90 ± 6.48
3 (20)	28.10 ± 6.30
4 (20)	44.90 ± 6.14
5 (20)	61.70 ± 10.62

2.

가.

가 가

49

49

가 가

가²⁰⁾

, 39

3, 4, 5

²¹⁾

²²⁾

10

(ceiling effect)

²³⁾

가

가

(2).

60

6

11

(K-BNT)²⁴⁾,

²⁵⁾,

²⁶⁾

2.

가 가

2000 12 5 2001 2 28 5
가 80

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(1)

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27)

가 Lahey Edwards²⁸⁾

(3).

3.

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(2)

가 . A4 4
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(
50%), (
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4 (line drawing)
,
4 가
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SPSS 9.0 .
(ANOVA) 가
Scheffe .
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0.05
Pearson .

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1.

49 가 < 4>
가 ,
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(5).

4.

	(n=10) (±)	(n=10) (±)	(±)
2	4.30 ± 3.80	7.50 ± 4.33	5.90 ± 4.29
3	14.90 ± 4.58	12.20 ± 3.19	13.55 ± 4.08
4	23.40 ± 6.04	21.00 ± 4.76	22.20 ± 5.43
5	29.80 ± 5.67	31.00 ± 4.83	30.40 ± 5.16
	18.10 ± 10.85	17.93 ± 9.99	18.01 ± 10.36

5.

		F	
	1	.027	.869
	3	100.586	.000
*	3	1.833	.149

2.

5 (,
, , ,) ()
6).

6.

¹

2 (20)	3 (20)	4 (20)	5 (20)	
6.45 ± 3.68	11.00 ± 2.81	7.45 ± 5.21	6.90 ± 3.85	7.95 ± 4.30
8.25 ± 3.88	9.05 ± 2.44	5.10 ± 2.53	4.10 ± 2.59	6.63 ± 3.54
1.15 ± 1.66	1.15 ± 0.99	1.80 ± 1.94	1.25 ± 1.25	1.34 ± 1.50
5.40 ± 4.11	5.70 ± 3.59	1.90 ± 1.71	1.25 ± 1.21	3.56 ± 3.50
21.85 ± 11.56	8.55 ± 5.10	10.55 ± 5.75	5.05 ± 3.47	11.50 ± 9.45

¹ ±

가 가

(8).

8.

F			
	3	101.301	.000
	1	.009	.925
*	3	1.791	.157

가

, , 가 ,
(9).

9.

F			
	3	5.432	.002
	3	13.460	.000
	3	.860	.466
	3	12.544	.000
	3	20.615	.000

가

Scheffe

10.

	3	4	5
2	*	*	*
	*	*	*
3		*	*
		*	*

* $p < 0.05$

2 3 , 3 5 ,
 2 4, 5 , 3 4, 5
 . 2 4, 5 , 3 4, 5
 . 2 3, 4, 5
 가 4 5
 가 (10).

3.

가.

(%)

(11).

11.

	F	
	2.155	.146
	26.307	.000
*	2.119	.105

가

가

(12).

12.

	1	2
2	43.10(87.96%)	24.11(55.94%)
3	35.45(72.35%)	17.82(50.27%)
4	26.80(54.69%)	8.8(32.85%)
5	18.60(37.96%)	5.22(28.11%)

1,2

0.919

가
가

0.05

가

•

2 , 3 , 4 5

,

가

²¹⁾,

²³⁾

K-BNT

¹⁷⁾

(Boston Naming Test)

Katz²⁹⁾

가

, K-BNT

Wiegel-Crump

Dennis³¹⁾, Lahey

Edwards²⁸⁾

가

1

가

0.919

가

가

가 , 49
2 12.04% , 5
62.04% 가 가
0.05
가
3 5
21) , 22)
2 4
60 가
Ratner Myers³⁰⁾
Wiegel-Crump Dennis³¹⁾ 6 14
10 가
가
가 Nippold⁷⁾가
(storage) (retrieval)
가 ,
(.
) 가
가 2
가 1.5 가 가
28 30
가 1.15 가 Fenson³²⁾
2 5
가

Wiegel-Crump Dennis³¹⁾, Lahey Edwards²⁸⁾
가 .
Wiegel-Crump Dennis(1986)
, () ,
Wiegel-Crump Dennis(1986) 6 14
가 .
(continuous task)
가 가 .
Lahey Edwards(1996)
, .
4 9
가 .
Lahey
Edwards(1996)
, .
가 .
¹⁶⁾ 9
가 .
, (

), (), ()
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, 0% .

가 .
가
가 가
가 .
가 가
가 -

49
2 49.20%, 5
10.65% 가 가 가

0.05 0.919
가 가
0.40 - 0.76

¹⁷⁾ . ²⁷⁾
0.820 , ¹⁷⁾
0.903

가

가

2, 3, 4, 5

20

가

가

가

가

가

가

가

가 가 . 가
가 가 . 가
가 . 가
가 가 .

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1.

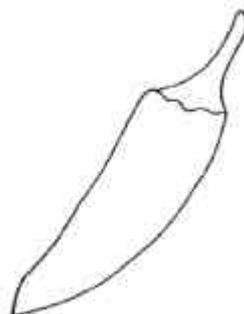
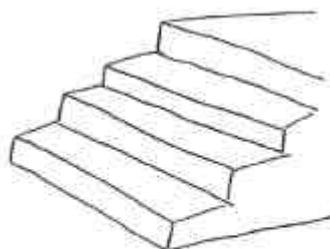
	2		3		4		5			
	¹	% ²		%		%		%		
	129	14.97	220	30.98	149	27.85	138	37.20	636	25.67
	5	0.58	17	2.39	16	2.99	18	4.85	56	2.26
	61	7.07	79	11.13	53	9.90	54	14.56	247	9.97
	0	0	1	0.14	2	0.37	1	0.27	4	0.16
	37	4.29	68	9.58	40	7.48	34	9.16	179	7.22
	4	0.46	0	0	2	0.37	2	0.54	8	0.32
	3	0.35	15	2.11	8	1.49	10	2.69	36	1.45
	19	2.20	40	5.63	28	5.23	19	5.12	106	4.28
	165	18.79	181	25.49	101	18.88	82	22.10	529	21.35
/	115	13.34	131	18.45	81	15.14	64	17.25	391	15.69
	1	0.11	4	0.56	1	0.19	0	0	6	0.24
	49	5.68	46	6.48	16	2.99	18	4.85	129	5.21
	0	0	0	0	3	0.56	0	0	3	0.21
	17	1.97	23	3.23	35	6.54	24	6.47	99	3.99
	5	0.58	10	1.41	12	2.24	4	1.08	31	1.25
	12	1.39	13	1.83	23	4.30	20	5.39	68	2.74

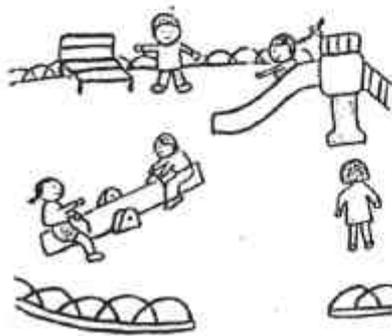
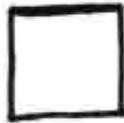
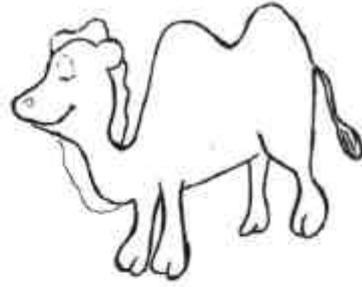
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	108	12.53	114	16.06	38	7.10	25	6.74	285	11.50
	88	10.21	66	9.30	23	4.30	23	6.20	200	8.07
	9	1.04	33	4.65	9	1.68	2	0.54	53	2.14
	6	0.70	9	1.27	5	0.93	0	0	20	0.81
	1	0.12	2	0.28	1	0.19	0	0	4	0.16
	4	0.46	4	0.56	0	0	0	0	8	0.32
	443	51.39	172	24.23	212	39.63	102	27.49	929	37.49
	214	24.83	75	10.56	168	31.40	86	23.18	543	21.91
	23	2.67	21	2.96	21	3.93	2	0.53	67	2.70
	22	2.55	11	1.55	9	1.68	2	0.53	44	1.78
	72	8.35	33	4.65	6	1.12	3	0.81	114	4.60
	112	12.99	32	4.51	8	1.49	9	2.43	161	6.50
	862	34.79	710	28.65	535	21.59	371	14.97	2478	100

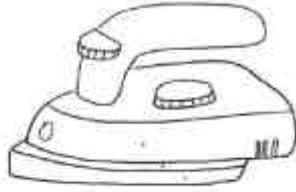
¹: 20

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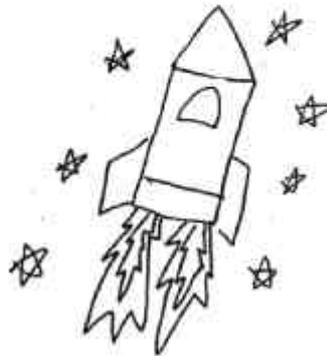
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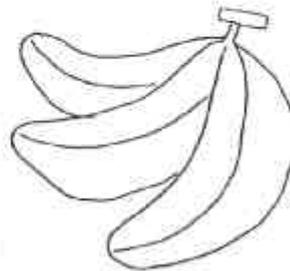
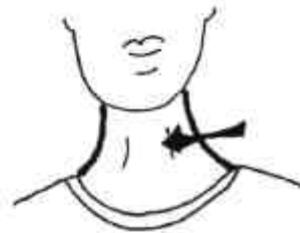
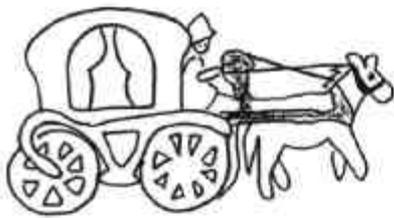


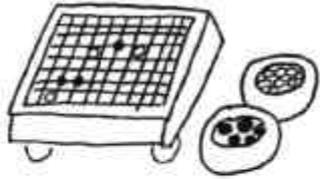


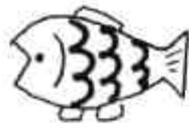


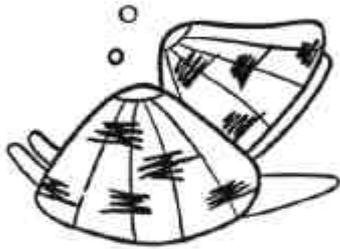
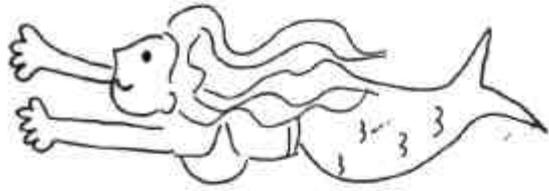
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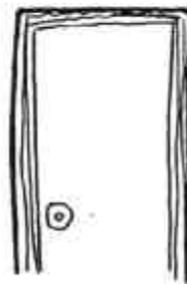
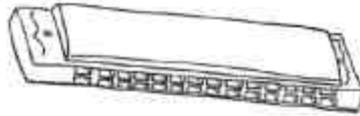












Abstract

The Development of Naming Ability in Normal Preschool Children

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(Directed by Professor Park, Eun Sook)

Naming objects are something we learn early and do everyday and so basic to language use. Naming is carried out rapidly and without conscious attention, except when we can not think of the name of something.

A naming deficit has been defined as a problem in generating the specific word that any given situation. Children and adults with oral and written language impairment are often inaccurate when naming objects.

Therefore, naming ability has been examined repeatedly in an effort to understand normal and disordered language behavior. However, there are few naming studies available in Korea.

The purpose of this study is to examine the development of naming ability of 80 normal Korean children aged 2, 3, 4, 5 years and to investigate the error types of naming. The last one is to see receptive

word comprehension influence naming skill.

The results are as follows.

1. The more increased age, the more increased accuracy in naming; 62.04% in 5-year-old, 45.31% in 4-year-old, 26.65% in 3-year-old, 12.04% in 2-year-old.

2. The error types of naming were significant different according to ages. All errors except phonological errors were changed depending on age.

3. The correlation score between receptive word comprehension and naming accuracy was 0.919($p < 0.05$). Therefore the more increased word comprehension, the more increased naming accuracy.

In conclusion, naming accuracy in Korean preschooler is influenced by age. Error analysis is meaningful to understand qualitative aspect about naming errors. Also, the correlation analysis shows that naming accuracy is highly correlated with word comprehension. Through this analysis, naming ability is significant predictor of language disability in Korean preschool children.

Key Words : preschool children, naming, error type,
word comprehension