

한국아동의 음운인식 발달

연세대학교 대학원

홍성인

한국아동의 음운인식 발달

지도 전세일 교수

이 논문을 석사 학위논문으로 제출함

2000년 12월 일

연세대학교 대학원

홍 성 인

홍성인의 석사학위논문을 인준함

심사위원 _____ 인

심사위원 _____ 인

심사위원 _____ 인

연세대학교 대학원

2000년 12월 일

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	1
•	3
1.	3
2.	5
3.	8
4.	9
•	15
1.	15
2.	16
가.	16
•	()	23
3.	26
4.	27
•	28
1.	4, 5, 6 ..	28
2.	4, 5, 6 ,	
	41

3.

,

.....	44
•	48
•	55
.....	57
.....	61
.....	69

1.	17
2.	18
3.	.....	19
4.	.....	19
5.	.....	20
6.	.....	21
7.	.....	21
8.	.....	22
9.	.....	23
10.	.....	25
11.	.....	25
12.	.....	28
13.	..... , ,	30,31
14.	.....	33
15.	..... ,	35
16.	.....	36

17.		,	
			..... 38
18.	4, 5, 6		..... 39
19.			..... 40
20.		,	,
			..... 42
21.			..... 42
22.			..... 43
23.			,
			..... 43
24.			..... 45
25.		,	,
			... 45
26.		,	,
			..... 46
26.		,	,
			..... 47

1.		.....	29
2.	,	,	.. 31
3.	,	,	.. 32
4.	,	,	.. 32
5.		.....	36
6.		.....	39
7.		.....	41
8.	,	,	. 44

1.	,	,	.....	61
2.	,	,	.....	63
3.	,	,	.....	65
4.			.....	67
5.			.....	68

가

가

가

가

가

1

4, 5, 6

72

1.

가

가

. 4

50%

34%

8%

. 5

75%

67%

13%

. 6

95%

51%

2.

4, 5

가

6

가

가

4, 5, 6 가

가

4, 5

가

. 4, 5
 가 .
 3.
 가 . (59.5%) (40%)
 .
 4.
 .907 , .447 가,
 .393 가 가 가
 .
 5.
 .892 가, .866 가, .783
 가 가 가
 .
 가 가 ,
 , ,
 .
 가
 .
 가 .
 ,
 .
 : , , , , , , ,
 , ,

< >

1.

가

가

가

가

10 - 15

가 (, Catts , 1989).

가 (,Waggnner & Torgesen, 1987).

가 (, Ball & Blachman, 1991).

가

가 (, Hakes, 1982)(, Catts, 1989).

가

가 . (, , 1995c)

(Swank, 1994) (speech

sound play) (rhyming alliteration)

가

(Liberman, Shankweiler, Fischer, & Carger, 1974) 4, 5, 6

4

가 5 17%

가 50% . 6 70%

90%

(Liberman , 1974) 가 가

(Fox & Routh, 1975, Wagner & Torgesen, 1987) 3 6

가 5 50%
 가
 .
 ,
 4, 5 가 ,
 가 .
 가
 6 가 가
 .
 (Swank,1998)
 가 .

2.

(Swank,1993)
 가가 .
 가 1 -
 - 가가 .
 (Swank & Larrivee, 1994)
 , , , , , 가 .
 가 .

가 Test of Awareness of Language Segment(Sawyer, 1987), Screening
 Test for Phonological Awareness(Torgesen & Bryant, 1993), Phonological
 Awareness Literacy Screening(PALS)(Swank et al., 1997) .

, , , , , (

, Swank & Catts, 1994).

가.

(, Swank, L. K., 1993)가 .

가

가

cat, hat

가

sat

me, knee

가,

(, Swank, L. K., 1993)가 .

4

4

bag, nine, tag, bike

가

가

bag tag

man, car,

marble, can

(, Swank, L. K., 1993)가

가

swim, hop, top

. , , (, Catts, 1993)
 , , 가 .
 , , , .
 .
 “cowboy” “cow” 가
 . “baby” “ba” 가
 “sit”
 “s” 가 .
 , , 가 . 가
 , .
 . “bed”
 “room” 가
 . “mo” “ther”
 가
 . “f” “un”
 가 .
 , 가 (,
 , Bradely & Bryant, 1983, Swank & Catts, 1994).
 가 3 4
 가 .
 가 “not, sun, no, nice”
 가 .

3.

가 . 가
 (,
 Perfetti, 1986).
 가
 ,
 가
 가
 가
 가
 가
 (Ehri, 1991)(, 1999)
 가 (lographic phase)
 (alphabetic phase)
 (, Bradely & Bryant, 1985)(, Kamhi & Catts, 1989).
 (1999)

(grapheme)

(Chall,1983)(, Catts , 1989) 6

가

가

가

4.

가

1960

가 1970

가 70

가

가

가

가

가

가.
(Catts, 1986) 가
(Bradly &
Bryant, 1978) 가
4 가
(Firth, 1972)(, 1987) 8
(Margie ,1998)
91 , ,
1 가 가
가
(Swank & Catts, 1994)
(Katz, 1986).
(1986) 3
(,) ()
) 가
(1997) 3
6

(1999) 5:11 21

가 가
가

가

(Bradely & Bryant, 1983, 1985; Ball & Blachman, 1988; Lundburg, Frost, & Peterson, 1988; Alexander, Anderson, Heilman, Voeller, & Torgeson, 1991)(, Swank, 1994)
(Rosner, 1974)(1987)

가, ,

14

(Treiman & Baron, 1983) 20 3 가

(: hem, lig, hig)

(Swank & Larrive, 1998)

가

1994)

(supra phonemic awareness)

(Swank,

(Morais, 1991)

(phoneme size unit)

4, 5, 6

1. 4, 5, 6 가?
- 가. , , 4, 5, 6
- 가.
- . 가?
- . (, ,) (, ,)
-) 가 가?
- (1). , , 4, 5, 6
- 가,
- 가?
- (2). , , 4, 5, 6
- 가,
- 가?
- (3). 가?
2. 4, 5, 6 ,
- 가?
- 가.
- 4, 5, 6 가?
- . () 가
- 가?
- . 4, 5, 6
- 가?
3. , 가 가?

가.

,

가 가?

· , ,

가?

· , ,

가 가

가?

· , ,

가?

1.

(Swank, 1998)

42

78

4, 5, 6

24

1:1

6

24 13

1

, 11

(, 1995),
,1987)

(, 1994), KEDI-WISC

(

6

KEDI-WISC

- 1SD

(, 1994)

가

2.

가.

(Swank,1998) (1999)

가

(1999)

(Catts, 1993), (Margie , 1998),

(Swank, 1998)

“3, 4, 5

”(, , , 1972) “

”(, , , 1980)

19

5:11

“표,口,○,비,배,ㅌ,ㅍ,ㄴ,ㄱ,ㄷ,ㄱ,ㅋ,ㅈ,

ㅈ”14

5:11

“ㅎ,ㅌ,ㅈ,ㅈ,ㅈ,ㄴ”

(, 1996)

가

7 (ㄱ, ㄴ, ㄷ, ㄹ, ㅁ, ㅂ, ㅅ, ㅇ) . 뒤, 뒤
 (, 1981).

가

(1).

(가).

2 6 .
 3 , 3

“ ” 가 “ ” 가 ?

가

)“ ” “ ” 가 ?」

1.

() .

2 6 . 2,
3 3 .

. Γ)“ ” “ ”
가 ? 』

2.

() .

1 , 2 6
. 1
CV 2
CVC 1 . 1
CVC 3
. Γ)“ ” “ㄹ”()
가 ? 』 “ㄹ” “ ” “ㄹ” 가(phoneme sound)
“ ” .

3.

	ㅁ ㅅ ()	
	ㄱ ()	
	ㅅ ㅅ ()	
	ㅋ ㅅ ()	
	ㅁ ㅅ ()	
	ㅅ ()	
	ㅅ ()	
	ㅁ ()	

(2).

(가).

2

6

6

. 「) - ‘ , ‘

,

가 ?」

4.

().

2 5 . 2-3
 2 3 3 3
 . 「)“ ” 가
 “ ” 가 ?」

5.

2		
3		

().

2 6 . 1
 CV 3 CVC 3 .
 . 「) “ㄱ”() 가 “ ” 가 ?
 」 “ㄱ” “ ” 가(phoneme sound) “ ”

6.

		ㄱ ㅅ ()
		ㅅ ㅅ ㅅ ()
CV	1	ㅅ ㅅ ()
		ㅅ ㅅ ()
		ㄴ ㅅ ()
CVC	1	ㅅ ㅅ ㅅ ()
		ㅅ ㅅ ㅅ ()
		ㅅ ㅅ ㅅ ()

(3).

(가).

1, 2 가
 . 1 1 3
 가 , 2 2
 3 가
 . 2 1 2 , 2 4
 , 6 . 2
 . 「) “ , , ”
 가 」 ?

7.

		, ,
		, ,
		, ,
		, ,
		, ,
		, ,
		, ,
		, ,

().

2

3

가

2

3

가

?」

「)“가 ,가 , ”

8.

	가 ,가 ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	

().

1

3

가

2

6

「)“ , , ”

가

가

?

」
(phoneme sound)

가

가 (-‘ㄱ’, -‘ㅋ’, -‘ㅌ’)

9.

	, ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	
	, ,	

. ()

()

(Swank & Catts, 1994)

6가 (, , 1989)

가

가 (1995)

“3, 4, 5”(, ,

, , 1972) (, 1998)

가

(, , 1994)

5:11

“중, ㅈ, ㅊ, ㅅ, ㅆ, ㄱ”

(1999)

()

가 가

()

2, 3

(Mauer & Kamhi, 1996) (,

1999)

2, 3

가

가

3

(, 1999).

“중,

ㅈ, ㅊ, ㅅ, ㅆ, ㄱ”

(1998)

2

3.

2000 6 1 2000 8 30 3
1 1 , 1 .
- 1SD
24 , 24 , 24
가

4.

SPSS 9.0

1

가

Scheffe

2

Scheffe

3 Pearson

0.5

가

1 가

2 가

2 가

1 가

가

20%

가

98%

1. 4, 5, 6 가

가. , , 4, 5, 6

6 9 , 54 1
 . 54 . 4
 16.41(30.39%, 54 30.39%
) , 5 27.83(51.54%), 6 44.12(81.70%)
 4 54 16.4
 , 5 54 27.8 , 6
 54 44.1
 가

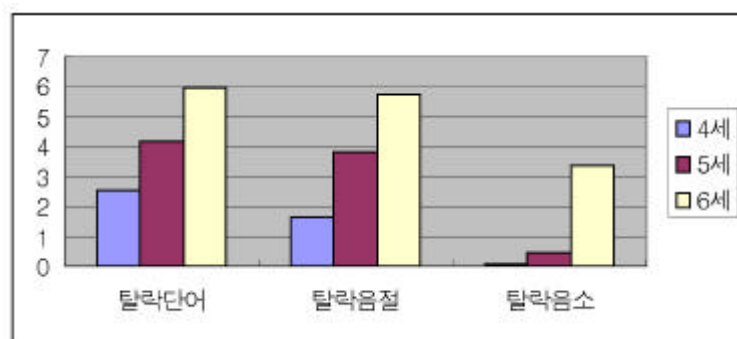
12

	(54)		
4	16.41(30.39%)	8.97	24
5	27.83(51.54%)	9.77	24
6	44.12(81.70%)	5.59	24

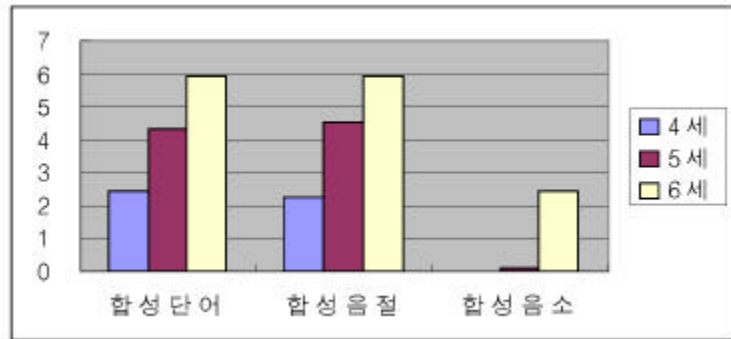
		6	6	6	6	6	6
4		2.50	1.63	0.04	2.42	2.25	0.00
	SD	2.09	2.04	0.20	2.38	2.25	0.00
5		4.17	3.83	0.42	4.33	4.54	0.08
	SD	1.86	2.33	0.83	1.86	1.93	0.40
6		5.96	5.70	3.33	5.92	5.92	2.42
	SD	0.20	0.55	1.46	0.28	0.41	1.95
		4.21	3.72	1.26	4.22	4.23	0.83
	SD	2.14	2.46	1.77	2.25	2.29	1.60

		6	6	6
4		4.04	2.21	1.33
	SD	1.85	0.98	1.05
5		4.96	3.75	1.75
	SD	1.76	1.62	1.07
6		5.92	5.50	3.46
	SD	0.28	0.93	1.77
		4.97	3.82	2.18
	SD	1.65	1.81	1.61

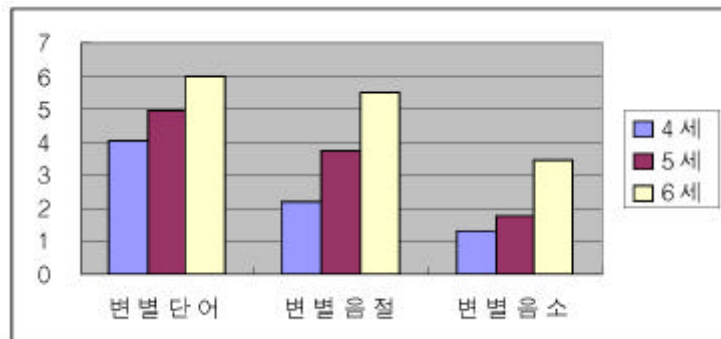
2 , ,



3. , ,



4. , ,



· (, ,) (, ,)
 ,)

· ,
 , 가
 , 가
 가 ,

14

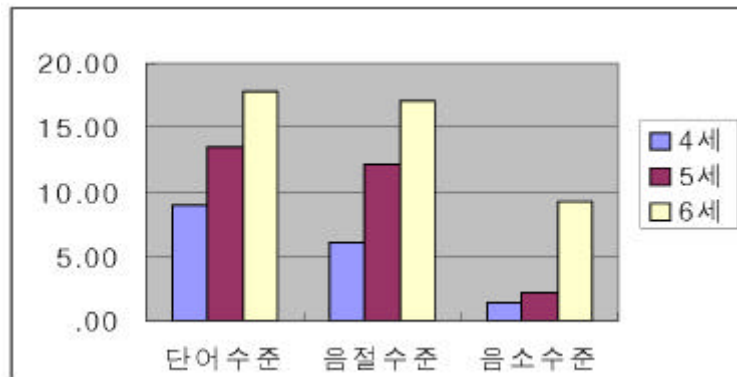
	F	p- value
×	4.853	.001*
×	6.440	.000*
×	12.284	.000*
× ×	1.239	.281

(1). , , 4, 5, 6

one-way anova . one way anova ,
 , p-value가 .000
가 .
Scheffe . , 4, 5, 6
4-6 , 5-6
4-5 .
4, 5 . 5
4, 5 가
4, 5 가 .

			(18)		F	p - v alu e
	4	24	8.96 (50%)	4.98	32.87	.000*
	5	24	13.46 (75%)	4.21		
	6	24	17.79 (99%)	0.41		
	4	24	6.08 (34%)	4.15	49.48	.000*
	5	24	12.12 (67%)	5.04		
	6	24	17.12 (96%)	1.36		
	4	24	1.38 (8%)	1.10	53.33	.000*
	5	24	2.25 (13%)	1.60		
	6	24	9.21 (51%)	4.60		

		(I)- (J)	(I)- (J)	p- value
	Scheffe	4 5	-4.50*	.000*
		5 6	-4.33*	.000*
	Scheffe	4 5	-6.04*	.000*
		5 6	-5.0*	.000*
	Scheffe	4 5	-0.88	.577
		5 6	-6.96*	.000*



(2). , , 4, 5, 6

,

, ,

, , ,

one-way anova . one way anova ,

, p-value가 .000

가 .

Scheffe . , ,

4, 5, 6 가 . 4, 5, 6

paired sample t test

. 4 - ,

- 가 , 5

- 가 , 6

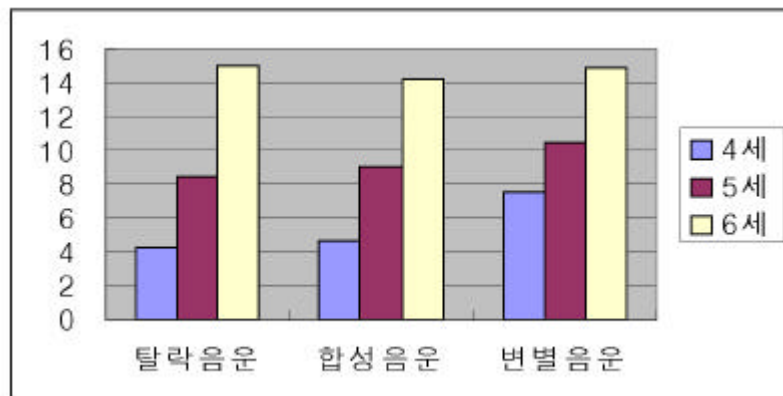
- 가 .

.

			(18)		F	p- value
	4	24	4.17 (23.17%)	3.92	60.378	.000*
	5	24	8.42 (46.78%)	4.19		
	6	24	15.0 (83.3%)	1.62		
	4	24	4.67 (25.94%)	4.39	43.423	.000*
	5	24	8.96 (49.78%)	3.76		
	6	24	14.25 (79.17%)	2.19		
	4	24	7.58 (42.11%)	2.41	43.092	.000*
	5	24	10.46 (58.11%)	3.27		
	6	24	14.88 (82.67%)	2.46		

		(I) - (J)	p - value
4	-	-0.50	.528
	-	-3.42	.000*
	-	-2.92	.002*
5	-	-0.54	.393
	-	-2.04	.002*
	-	-1.50	.062
6	-	0.75	.023*
	-	0.13	.737
	-	-0.63	.118

6



(3).

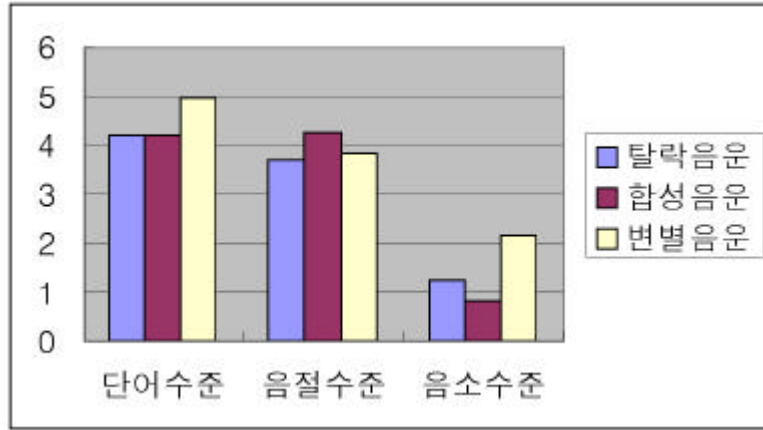
paired sample t test

. , - , - 가
 , - 가
 , - , - , -
 가 .
 가

19

			p- value
	-	-0.01	.943
	-	-0.76	.000*
	-	0.75	.004*
	-	-0.51	.011*
	-	-0.097	.610
	-	-0.42	.050
	-	0.43	.000*
	-	-0.92	.000*
	-	1.35	.000*

7



2. 4,5,6 ,

가. () ()

() 4, 5, 6

(), (

) ()

20

1

1

가

.4

4.25

4.25

, 5

12.33

6

19.13

4

1.79

5

7.42

6

14.79

가

가

20

			()	()	()
			20	20	40
4	24		4.25	1.79	6.04
			6.69	3.61	10.04
5	24		12.33	7.42	19.75
			7.24	5.57	12.39
6	24		19.13	14.79	33.92
			2.03	5.73	7.28
	72		11.9	8.0	19.9

. (,)

가

가

21

	F	p-value
×	2.408	.098

4, 5, 6

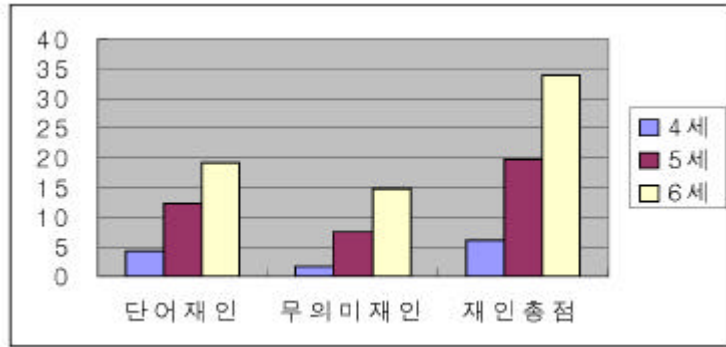
one - way anova
 p-value가 .000 가
 Scheffe
 4-5 , 5-6

22

	F	p-value
	45.509	.000

23

	(J)	(I)	(I) - (J)	p-value
Scheffe	4	5	- 13.7083*	.000*
	5	6	- 14.1667*	.000*



3.

가.

,

.888

.907

가

.866

24

		.888**	.866**	.907**
	sig.(2-tailed)	.000	.000	.000

· , ,
 , ,
 . , ,
 가
 가 .

25

		.907**	.447**	.393*
	sig.(2-tailed)	.000	.000	.001

. , ,
 .
 , ,
 . , ,
 가 .892
 가 .866,
 .783

26 , , .

		.892**	.866**	.783**
	sig.(2-tailed)	.000	.000	.000

. , ,
 , ,
 . - .853, - .856, -
 .756 가 .

27 , ,

		sig.(2-tailed)
-	.853*	.000
-	.856**	.000
-	.756**	.000

5 18 75% , 6
18 99% . 6
. 4- 5 , 5-6
(15, 16, 5).
4 18 34%
5 18 67% 6
18 96% . (Lieberman, 1974) 4, 5, 6
4
5 50%
6 90% 가 . (Lieberman,
1974)
4, 5 6
. 6
4, 5
가 . 4- 5
, 5-6 (15, 16, 5).
4 18 8%
5 13% 6 51%
(15, 16, 5). (Lieberman, 1974) 4
5 17% 가 6
70% 가 .
4, 5 6
. 가 4, 5
. 4- 5
5-6
6

51% . 5
 75% , 67% 13%
 .4 , 50% ,
 34% , 8% 4
 .
 , ,
 .
 4, 5, 6 (17, 6),
 , ,
 .
 가 (14).
 4, 5, 6 가
 4, 5 가 .
 4, 5 가
 (16, 5).
 가 .
 4 - , -
 가 5 - 가
 6 - 가
 (18, 6). 4 가
 5 가
 . 6 가
 . 4, 5, 6
 .
 가 .
 - , - 가

가
가
가

가

(Swank & Catts, 1994)

1 54 (80.2)

70% , 58%

32% , 37%

1 (Swank & Catts, 1994)

(Margie , 1997) 91 1

84%

73% 63%

(Margie , 1997)

(Swank & Catts, 1994)

4 5

가 가 6 가

가 가 가 가

가 가 가 가

가 가 가

가 가

1 4, 5, 6

가

3가

2. 4, 5, 6 , 가 (20).

가

11.9/20	20	59.5%
8/20	20	40%

(, 1999).

3. ,

가 .907

가 (24).

- .907, - .447,

- .393 가 가

(25). (Swank & Catts, 1994) & (Margie, 1998)

가

(Swank & Catts, 1994)

가

가

가

가

가

(Catts, 1993)

(Specific

Language Impairment)

가

(Jorm & Share, 1983)

가

가

(.892),

(.866),

(.783)

(.26).

(Swank & Catts, 1994)

.58

.48

가

.48

가

.37

가

가

(Mrgie, 1998)

가 .53

.51

가,

.45

가

(Mrgie, 1998)

가

가 . (1999) 5:11
가 .64
가 .54 가 .43 가 가 .45,
가 가 가 가
가 ,
(Rosner, 1974)(1987)
가
가 가 가 가 가
가 가 가 가
가 가 가
- .853, - .856, - .756
(27).

4, 5, 6 72

가 가 . 4
 (50%), (34%), (8%) , 5
 (75%), (67%), (13%) , 6 (95%) ,
 (51%) (, , 가
) (, ,) 가
 . 4, 5 가 6
 가 가 .
 4, 5, 6 가 가
 4, 5 가 .
 .393 가 .907, .447,
 가 가 가
 .866, .783 .892, 가
 가 가 가 ,
 , ,
 가
 가
 가

- 1) 1989
; *No. 1*, 25 - 75.
- 2)
.; 1998.
- 3) . SPSS/PC+ ; 1996.
- 4) ; 1994.
- 5)
, 1996; 1 : 7-33.
- 6) , , , : ; 1995.
- 7) , , ; 1999.
- 8)
. ; 1987.
- 9) , ,
1995; 14 : 111 - 128.
- 10) , 가
. 1994; 7 1 : 151 - 163.
- 11) ,
. , ; 1995a: 223-231
- 12) ,
. , 1995c; 233-240.
- 13) -
1998; 60-72.
- 14) , , ; 1980.
- 15) , , , 3, 4, 5
1972; 19: 337-426.

- 16) 1999;
37: 1 ,389-406.
- 17)
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Abstract

The Development of Phonological Awareness in Korean Children

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Phonological awareness refers to recognizing the speech-sound units and its form in a word in spoken language. For example, recognizing that a speech sound is composed of individual words, that they have rhymes, that they can be split into segments of different words.

As well as, recognizing that words are divisible into syllabic and phonemic units. This explicit knowledge about the sound structure of a language is referred to as phonological awareness. Phonological awareness progresses into word awareness, syllable awareness and phonemic awareness by step and is highly correlated with word reading which is the first step of reading. Especially phonological awareness has been identified as the primary predictor for reading rather than language ability or intelligent ability.

The purpose of this study is to examine the development of phonological awareness of 72 normal Korean children between 4-6 years old, and to see whether this phonological awareness influences word reading and nonsense syllable reading ability. The results are as follows.

1. The more increased age, the more increased score in phonological awareness were shown. Four-year-old children showed correct response of 50% in word awareness, of 34% in syllable awareness, and of 8% in phonemic awareness. Five-year-old children showed correct response of 75% in word awareness, of 67% in syllable awareness, and of 13% in phonemic awareness. Six-year-old children showed correct response of 95% or more in word, and syllable

awareness, and of 51% in phonemic awareness

2. The score of phonological awareness changed depending on age, type of phonological awareness tasks (deletion, blending, categorization), and level of phonological awareness tasks (word, syllable, phonemic). In the second case above four and five-year-old children showed higher score in categorization and six-year-old children showed lower score in blending task. In the third case above, four and five-year-old children showed similar score in phonemic levels, meaning that phonemic awareness in four and five-year-old children is rarely developed.

3. The more increased age, the more increased score in word reading ability and nonsense syllable reading ability was shown. The score in word reading (59.5%) were higher than the score of nonsense syllable reading (40%).

4. Reading and phonological awareness correlation score was .907, reading and PPVT-K correlation score was .447, and reading and KEDI-WISC correlation score was .393. The highest score obtained was the correlation between reading achievement and phonological awareness.

5. The correlation score between deletion task and reading task was .892, that between blending score and reading task was .866, and that between categorization score and reading task was .783. The score between deletion task and reading score was the highest.

This result may indicate that the phonological awareness in Korean children is developed in order of word level, syllable level, and phonemic level with the age. The Correlation analysis shows that phonological awareness is highly correlated with early reading rather than PPVT-K or KEDI-WISC. Phonological awareness may be primary predictor for early reading development rather than language ability or intelligent ability in Korean children. Through this analysis in phonological awareness, it was possible to predict a preschool children with a low score in phonological awareness as a children with reading disability. And thanks to this process, an early identification and remediation in reading disability was possible.

Key words : phonological awareness, word awareness, syllable awareness, phonemic awareness, deletion, blending, categorization, reading, reading disability