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(, 1998). , 0-1 , 1-1.5
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3000 (, 1995).

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· (, 1978; , 1998). Beck & Mckeown (1991)

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(Teal & Martinez, 1988).

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(Durkin, 1966). ,

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	16	32	41	40	35	29	18	211
	20	24	34	26	33	34	13	184
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1-2	.711						
3-4	.880	1.000					
5-6	.949	.999	1.000				
7-8	1.000	.676	.870	.950			
9-11	.917	1.000	1.000	1.000	.918		
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* $p < .05$, ** $p < .01$

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- (1997). 『 가 : 』.
- (1998). 가 『 』, 18(2), 215-237.
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ABSTRACT

A Correlation Study between Expressive Vocabulary Ability and Their Sociolinguistic Factors of the Normal Children

Kyung Ha Lee* (Dept. of Korean Language and Literature, Seoul Women's University)

Hyang Hee Kim (Dept. of Neurology, Samsung Medical Center, Sungkyunkwan Univ. College of Medicine)

An investigation of sociolinguistic factors related with the expressive vocabulary ability of normal children may contribute to the intervention program of language improvement. In this study, we conducted Korean-Version Boston Naming Test (K-BNT) on 395 normal children to measure their expressive vocabulary ability. Their sociolinguistic factors are also explored using parent survey sheets. The 17 sociolinguistic factors included were the father's age, the father's education level, the father's vocation, the mother's age, the mother's education level, the mother's vocation, the number of siblings, parents' perceptions of the children's linguistic development and the degree of articulation development, the children's literacy, the main caretaker, the number of books read to a child, and handedness. The results showed that the parents' age, education levels, and vocations were significantly related with the children's expressive vocabulary ability. In addition, such factors as the parents' perceptions toward their child's linguistic development and the degree of articulation development, children's literacy, and number of books read to the children were also found to be important. The aforementioned significant factors may be categorized into two groups, that is, parents-related factors (parents' age, education levels, and vocations) and language-related factors (parents' perceptions of the children's linguistic development and the degree of articulation development, children's literacy, and the number of books read to a child). The findings of the present study may be meaningful in that we can utilize these language-related factors in language intervention programs.

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