

\*

( , )

』, 2000, 5, 2, 20-37.

(1) , (2)

가

(3)

5

( , , , , ,

17, 34, 7  
가 ) 21

3

t

가

, (2)

, (1)

, , ,

(3)

1 가

가 가

가

\*

BK21

가 (Bierwisch & Kiefer, 1970).

가 가 가

가 가 (Wehren, de Lisi & Arnold, 1980; Watson, 1985).

(Johnson & Anglin, 1995). 가

(Snow, 1990; Wehren, de Lisi & Arnold, 1980)  
(Chall, 1987). Wolman & Barker (1965)

가

가 가 , 가 가 가

(Litowitz, 1977; Snow, 1990; Johnson & Anglin, 1995).

가 , 가

(Markowitz & Franz, 1988). 가

가 가 (Norlin, 1980; Wehren, de Lisi & Arnold, 1981; Benelli, Arcuri & Marchesini, 1988; McGhee-Bidlack, 1991).

Benelli, Arcuri & Marchesini (1988) 가

가 ( , ), 7

( , ), 10 가

가 가

가 ( , ).

Markowitz & Franz (1988) 가 ,

가 가 , Anglin (1985)

2;8 6;7 가 가

( , 가 ) ,  
( , 가 ) ,  
( , ) ,  
( , 가 ) .

(instance-oriented)

( , “ ”

‘ ’ ).

가 . Lund &

Duchan (1993)

가

가

가

가

(1) , (2)

, (3)

가

### 1.

17 17  
, 34 (1) ( , 1995)  
(K-BNT: , 1997) 5 , (2)  
1-3 , (3) , 가  
(1) (chronological age)

5 , (2) 가 - 1  
 5 , (3) , 가  
 .  
 t , 가  
 3 (Anglin, 1985), 4  
 , 5  
 (Berry, 1969), 7 가 (Anglin, 1985; Benelli,  
 Arcuri & Marchesini, 1988) ,  
 5 .

2.

21 (line drawing)  
 21 , , , , , 가 7  
 21 3 . 16  
 ( , 1980) , 5 (ceiling  
 effect) ( , 1989) .  
 3-5 8 4 4  
 . (1) , , (2)  
 , , (3) , , (4) , 가  
 , , (5) , , (6) , , (7) 가  
 , , .  
 (Johnson &  
 Anglin, 1995) 가 (McGhee-  
 Bidlack, 1991).

3.

가.

가 1

가 가  
21  
4 가 1  
100%가 3  
100%

“가 ?” “  
?” (Norlin, 1980; Johnson & Anglin, 1995),

3  
(1997)

가  
(1)

Test of Language Development-Primary (Newcomer & Ham-  
mill, 1988) 14

< > (categorical) 1

1 2  
1 1 1 2  
1 “ ”

1: \_\_\_\_\_ / 가 / .....1

2: \_\_\_\_\_ / 가\_\_\_\_\_ / 가 .....1

(2)

Norlin (1980) Wehren, de Lisi & Arnold (1980)

( , 1998)

Wehren, de Lisi & Arnold (1980)

가 ,

Norlin

(1980)

(1)

, (2)

, (3)

(4)

< - 1 >

(1)

( , )

, (2)

( ,

), (3)

( ,

), (4)

( ,

가

), (5)

( , 가 가

).

가

가

. 가

가

가

가

100

(Wolery, Bailey & Sugai, 1988).

25 %

가 , 가

94 % ,

97 %



1.

... ,  $t < -2 >$   
 $t$   
 $(t = 2.89, p < .01).$

< - 2 >

$t$

				$t$
17	12.35	3.18		
17	15.29	2.73		2.89**

\*\* $p < .01$

2.

4 ( , , )  
 ) ( , )  
 ) . < - 3 >  
 ,  
 가 , , ,  
 , , ,  
 ,  $t < -4 >$  . 4  
 가 .  $t$   
 ( $p < .01$ ). < - 1 >



< - 3>

		6.5	8.1
		24.2	29.0
		30.7	37.1
	/	2.2	3.2
		3.8	4.8
		0.6	0.1
		0.3	0.9
		8.2	8.5
		0.2	0.4
		14.7	18.0
		2.3	3.4
		0.1	0.2
		3.8	4.3
		9.2	7.9
		1.0	0.8
		1.1	1.4
		2.1	2.1
		56.7	65.1

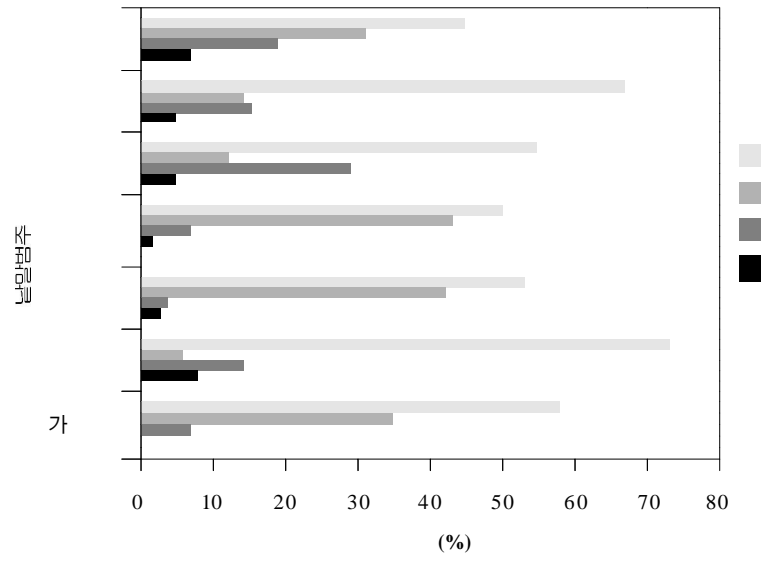
< - 4>

*t*

				<i>t</i>
	17	30.71	7.34	2.58*
	17	37.12	7.15	
	17	14.71	4.44	1.58
	17	18.00	7.36	
	17	6.18	3.36	1.34
	17	7.94	4.25	
	17	2.06	2.90	0.06
	17	2.12	2.50	

\* $p < .05$





< - 3 >

·

5

,

· ,

4

, , 가 가

, , , , ,

가 가

가 가

가

,

,

가

Lund & Duchan (1993)

가

가

(semantic therapy)

Bowerman (1976) ,

(1)

(2) 가 가

, (3)

, (4)

, (5)

가

5

가

가

( , , )

- (1997). 2-4 . 『 - 』, 2, 5-26.
- \_\_\_\_\_ (1998). 2-3 : , , . 『 』, 3, 20-34.
- • • (1995). 『 』 : .
- (1997). 『 』 : .
- • (1980). 『 (I)』 : .
- (1989). 『 』 : .
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< >

		1.	2.
	1	/ ( )	
	2 1	, 가 가 , ,	( ) ( )  가 가
	1	, ,	, ,
	0	, , ,	,

		3.	4.
	1		( )
	2 1	/ , , , 가  가	( ) , ( ) , /  ( ) , 가 가  가  ,
	1	, , ,	, , , ,
	0	, , , , 가 2 , ,	

		5.	6.
	1	( )	( )
	2 1	( ) , / 가 4 / , , 가 , ( ) ,	( ) , ( ) , 가 2,3, 4 / , ( ), , , , 가
	1	, , , , , ,	, , , , , , ,
	0		

		7.	8.
	1		( )
	2 1	/ , ( ) ( ) / 가 , , ,	,  ( ) ( )  가
	1	, , , , , ,	,
	0	, 가	

		9.	10.
	1		,
	2 1	, , , , , , 가 , , , ,	가 , , , , , , , , , , , /  가 ,
	1	,	, ,
	0	,	,



		11. 가	12.
	1	,	( , )
	2 1	1 (2 ) 가	( ) , , / , 가
	1	, ,	, , , ,

		13.	14.
	1		
	2 1	( , ) ( ) ( ) , , , / , , , , , , 가 , , , , ,	, , , , / , ,
	1	, ,	, ,
	0		,

		15.	16.
	1		
	2 1	( ) , / / 가 /	, ( )가 가 ( , , ) ,
	1	, ,	, , ,

		17.	18.
	1		(1-6)가
	2 1	, , , ( ) , , 가 ,	, , (1, 2, 3 , )가 / 가 , ( )가
	1	, ,	, , ,
0		, , ,	

		19.	20.
	1	가 가	
	2 1	/ , / , , ( ) 가 , , ,	( , , ) , , / ,
	1	,가 , ,	,가 , , , ,

		21.	
	1	( : ) ( ) ( : ) ( ) ( : ) / ( : )	
	2 1		
	1	( , ) ,가 , , , ,	

ABSTRACT

A Comparative Study of Verbal Definitions of Concrete Nouns  
between Normal Children and Language-Delayed Children

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The purpose of the present study was to investigate the differences in the Korean verbal definitions of concrete nouns between normal children and the language-delayed children who were vocabulary-age matched. The experimental groups were 17 language-delayed children and 17 normal children. Twenty-one concrete nouns, 3 for each of the 7 classes of words-- animals, transportation, means, foods, tools, clothes, toys, and electrical appliances-- were used to elicit the children's verbal definitions. Four definitional categories were studied: functional, relational, perceptual, and categorical. The results were analyzed with *t*-tests. The following conclusions were obtained: (1) significant differences were found between the group of language-delayed children and the normal children, (2) the frequencies of definition were found to be in the order of functional definition, relational definition, perceptual definition, and categorical definition, and (3) the same order of the frequencies ratios of definition for the classes of words was found in the group of language-delayed children as that of the normal children.

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