

2-5

()

2-5
167-185. 가 2-5 160 가
가
가 2;0-3;5 가 가 가
가 4;6 , 3;6-4;5
가

2 3 + 가

(Glean, 1985; Crystal, 1987; Bloom et al., 1980).

and, but, so, then

(, 1995).

Bowerman (1979)(, 1984)

가 3 6 . 2

Bloom et al. (1980), Glean (1985), Crystal (1987)

(1984) 2

2

(,)

(, 1996).

가 < - 1> .
 가 가 .
 8
 가 ($F = 124.62, p < .05$).
 ($F = 25.87, p < .05$).
 ($F = 3.80, p < .05$).

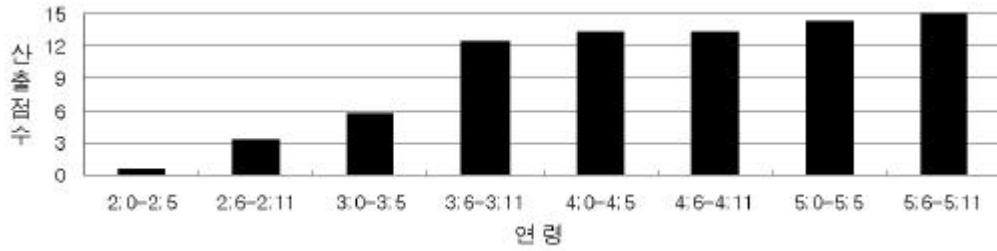
< - 1>

	N										
		M	SD	M	SD	M	SD	M	SD	M	SD
2;0- 2;5	20	0.50	2.24	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.54
2;6- 2;11	20	3.25	5.68	2.00	3.20	0.25	1.19	1.50	2.86	1.25	2.22
3;0- 3;5	20	5.70	5.05	3.24	2.68	1.80	2.82	2.56	4.05	5.10	4.78
3;6- 3;11	20	12.45	2.78	8.10	3.81	8.33	5.79	10.05	4.59	9.60	4.52
4;0- 4;5	20	13.35	2.66	7.20	3.97	8.55	5.04	12.30	4.00	9.60	5.30
4;6- 4;11	20	13.35	3.00	12.15	3.37	13.43	2.77	13.50	3.00	13.35	2.06
5;0- 5;5	20	14.25	1.65	10.73	3.45	13.58	1.72	13.65	2.06	13.95	2.01
5;6- 5;11	20	15.00	0.00	13.43	2.77	15.00	0.00	15.00	0.00	15.00	0.00
	160	9.73	6.25	7.10	5.56	7.62	6.60	8.57	6.52	8.54	6.23

1.

가 < - 1> . 3;0- 3;5
 3;6- 3;11 가 가 3;6- 3;11 .
 8
 가 가 ($F = 57.58,$
 $p < .05$).
 Tukey's Test
 2;0- 2;5 3 , 2;6- 2;11 3;6

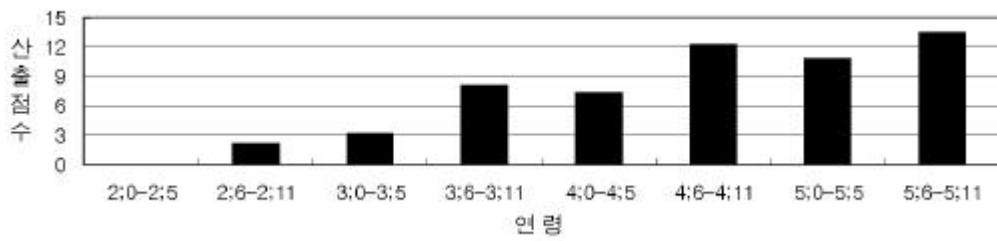
, 3;0-3;5 3;6



< - 1>

< - 2> . 3;0
 -3;5 3;6-3;11 , 4;0-4;5 4;6-4;11 가 .
 가 5;6-5;11 15
 . 8
 가 ($F = 49.70, p < .05$).

2;0-2;5 3;0
 , 2;6-2;11 3;6 , 3;0-3;5 3;6
 , 3;6-3;11 4;6-4;11 5;6-5;11
 4;0-4;5 4;6-4;11 , 5;6-5;11 가 .



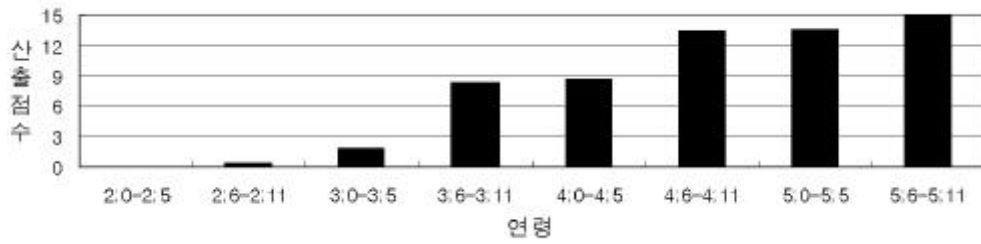
< - 2>

< - 3> . 3;0-
 3;5 3;6-3;11 , 4;0-4;5 4;6-4;11 가 . 8
 가

($F = 78.75, p < .05$).

2;0-2;5 3;6 , 2;6- 2;11 3;6
 , 3;0-3;5 3;6 , 3;6-3;11 4;6-4;11
 , 4;0-4;5 4;6-4;11

가 .



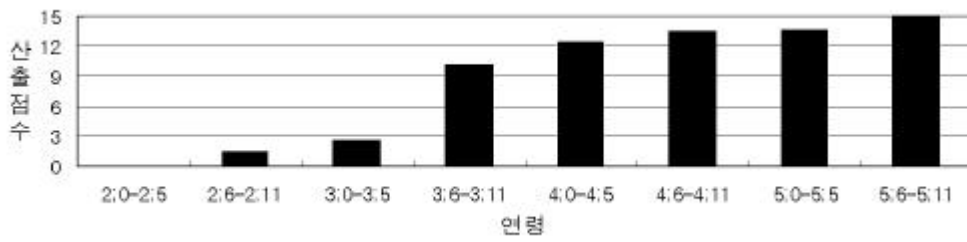
< - 3>

< - 4>

3;6-3;11 가 가 4;0-4;5 . 8

가 ($F = 81.58, p < .05$).

2;0-2;5 3;6
 2;6-2;11 3;6 , 3;0-3;5 3;6
 3;6-3;11 5;6-5;11



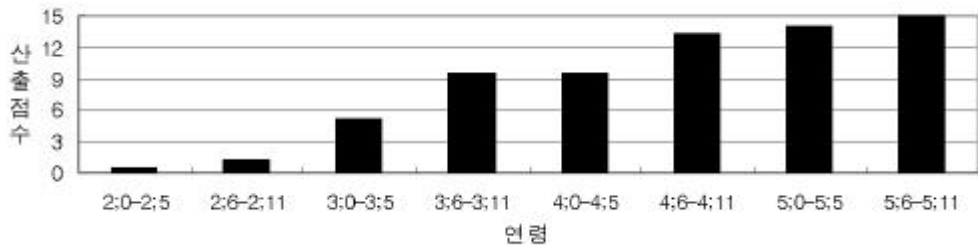
< - 4>

3;5 , 3;6-3;11 , 4;6-4;11 가 . 8 < - 5> . 3;0-

가

($F = 59.425, p < .05$).

2;0-2;5 3, 2;6-2;11 3;6
 , 3;0-3;5 3;6 , 3;6-3;11 5;0-5;5
 5;6-5;11 4;0-4;5 4;6

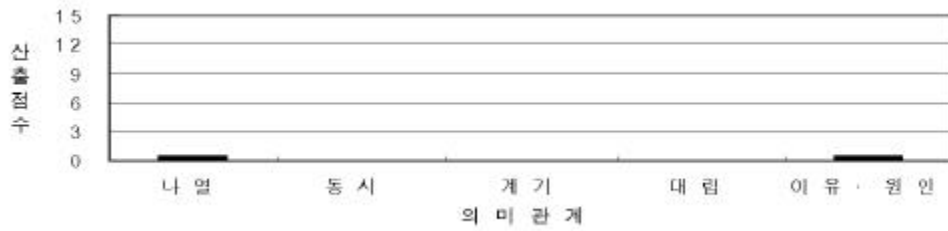


< - 5>

2.

가.

가 < - 6> < -
 13> . 2;0-2;5 .
 . 2;0-2;5 가
 가



< - 6> 2;0-2;5

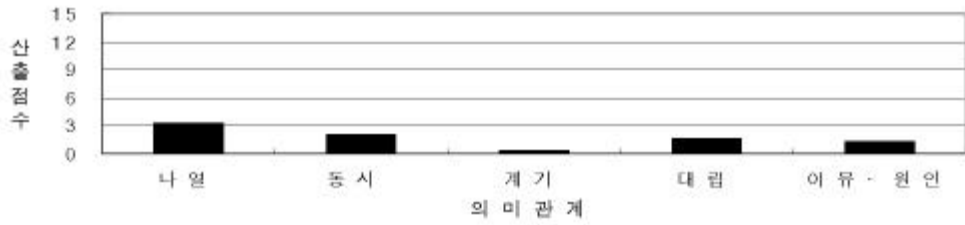
< - 7> 2;6-2;11

가

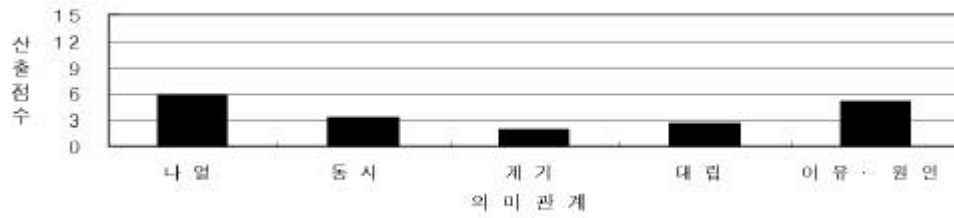
가
 가
 3;0-3;5 < - 8>
 . 2;6-2;11 가가 .
 가 (F = 3.48, p < .05). 가 .
 3;6-3;11 < - 9> 가가 ,
 . , , . 가 ,
 가 (F = 2.37, p < .05). ,
 가 .
 < - 10> 4;0-4;5 , , . , , ,
 가 . 가 ,
 가 (F = 6.65, p < .05). ,
 , 가 .
 < - 11> 4;6-4;11 . , ,
 , , . , 가 . 가
 가 가
 5;0-5;5 < - 12> 가가 .
 . , , , . 가
 가 13 , 10.73 . 가
 가 (F = 7.77, p < .05).
 가 가 .
 < - 13> 5;6-5;11
 가 15 . 가
 가 (F = 7.01, p < .05). 5;0-5;5
 가 가 .

< - 2>
 가 (

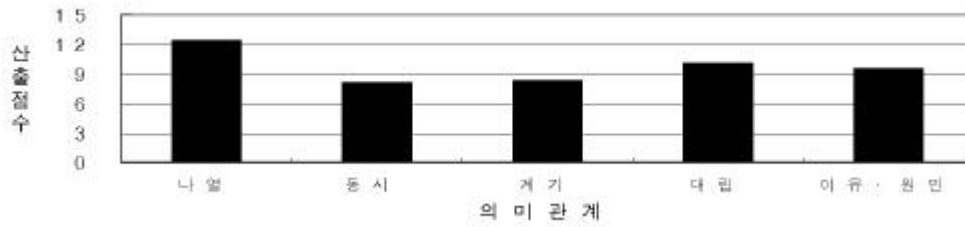
/)



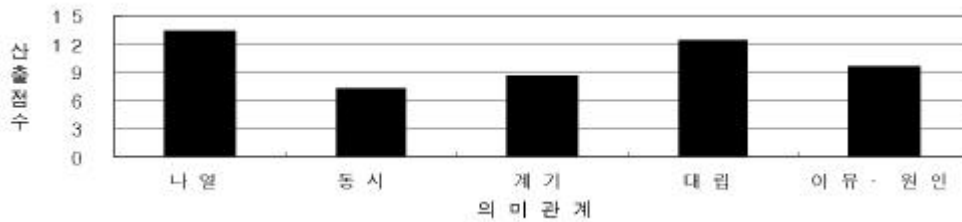
< - 7> 2;6-2;11



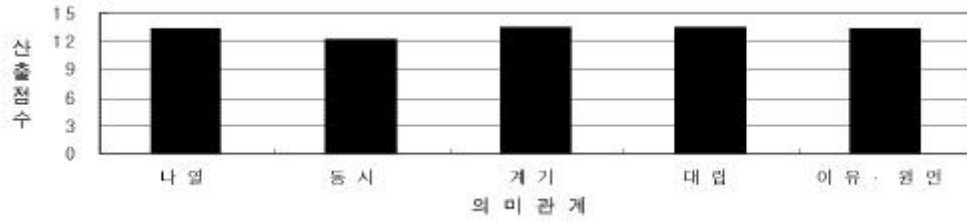
< - 8> 3;0-3;5



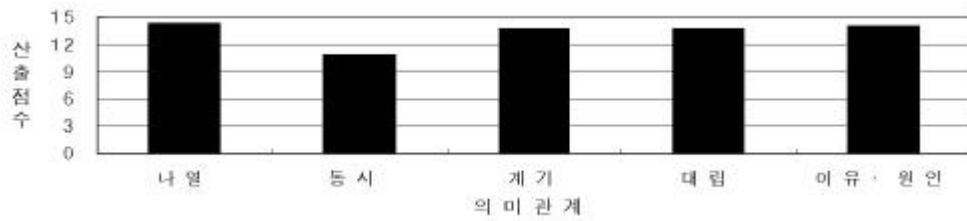
< - 9> 3;6-3;11



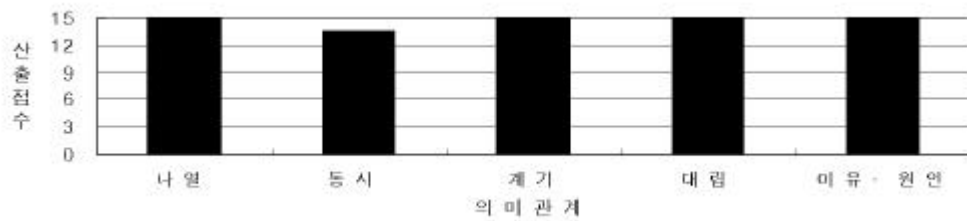
< - 10> 4;0-4;5



< - 11> 4;6-4;11



< - 12> 5;0-5;5



< - 13> 5;6-5;11

8 ‘-’
 ‘-’ ‘-’ 가 4;6-4;11
 5;6-5;11 ‘-’ ‘-’ 2;6-2;11
 ‘-’ 가 3;0-3;5 ‘-(/)’ 4;0-4;5 ‘-가
 ‘-’ ‘-’ ‘-’
 ‘-’ ‘-’ 가 8 5;0-5;5
 5;6-5;11 2;0-2;5
 2;6-2;11 ‘-(/)’가 3;0-3;5 ‘-’, ‘-()’,
 ‘-가’

< - 2 >

2;0- 2;5	- (100%)				- (/) (100%)
2;6- 2;11	- (100%)	- (100%)	- (100%)	- (100%)	- (/) (80%) - (20%)
3;0- 3;5	- (100%)	- (86.2%) - (13.8%)	- (/) (61.5%) - (38.5%)	- (100%)	- (/) (64.7%) - (26.5%) - () (5.9%) - 가 (2.9%)
3;6- 3;11	- (100%)	- (67.1%) - (32.9%)	- (/) (60%) - (40%)	- (94%) - (6%)	- (/) (70.3%) - (17.2%) - 가 (7.8%) - () (4.7%)
4;0- 4;5	- (100%)	- (69%) - (29%) - (2%)	- (/) (64%) - (33%) - 가 (3%)	- (97.6%) - (2.4%)	- (/) (76.6%) - (15.6%) - 가 (6.2%) - () (1.6%)
4;6- 4;11	- (100%)	- (41.8%) - (56%) - (2.2%)	- (/) (61.5%) - (23.1%) - 가 (13.2%) - (1.1%) - 가 (1.1%)	- (95.6%) - (4.6%)	- (/) (74.2%) - (14.6%) - 가 (9%) - () (1.1%) - (1.1%)
5;0- 5;5	- (100%)	- (57%) - (42%) - (1%)	- (/) (38%) - (31%) - 가 (28%) - (1%)	- (86.8%) - (13.2%)	- (/) (50.5%) - 가 (43%) - (4.3%) - () (2.2%)
5;6- 5;11	- (100%)	- (25.3%) - (74.7%)	- (/) (55%) - (27%) - 가 (16%) - 가 (2%)	- (89%) - (11%)	- (/) (80%) - 가 (17%) - (3%)

가 가 . 2 5 가 가

3;5 가 가 3;6
 ‘_ ’
 4;5 가 가 4;6
 ‘_ ’ ‘_ ’ 가 ‘_ ’
 가 ‘_ ’ ‘_ ’
 ‘_ ’ 가 ‘_ ’
 ‘-(/) ’가 ‘_ ’ 3;6 4;5
 가 가 4;6 ‘-(/) ’
 ‘_ ’ 3;6-3;11
 4;0 ‘_ ’ ‘_ ’
 가 ‘_ ’
 ‘_ ’ 가 ‘_ ’
 ‘_ ’ 2
 3;0-3;5 가 3;6-4;5 가 4;6
 가
 2;0 3;5
 가 3;6 4;5
 가 4;6 5;11
 3;6-3;11 4;0-4;5
 가 가
 2;0-2;5 가 가
 가 ‘_ ’ ‘-(/) ’가

. 2;6-2;11
 가 ‘-’
 가 ‘-’가 ‘-’가
 . 3;0-3;5 가
 ‘-’가 . 3;0-3;5 2
 ‘-’ ‘-(/)’, ‘-()’, ‘-가’
 . 3;6-3;11 ,
 가 ‘-’
 . 3;6-3;11 3;0-3;5 ‘-’가
 ‘-레’가 . 4;0-4;5
 , , 가
 3;6-3;11 3;0-3;5
 ‘-가’가 . 4;6-4;11
 가
 4;6-4;11 가
 . 5;0- 5;5 4;6-4;11 5;6-5;11
 가 가 15
 5;0-5;5 5;6-5;11 가 가 가
 . 5;6-5;11 8 가 가
 ‘-’ 가
 (1979) ‘-레 , -’
 5 가 3-4 가 ‘-() , -() , -(/)’
 2-3 가 ‘-레’ ‘-’ ‘-’
 , (1979) ‘-레’
 5 가 가 가
 ‘-’ ‘-(/)’, ‘-레’,
 ‘-() , -(/)’가

가 ‘-’가 .
 ‘-(/) ’가 .
 (1995) 3 ‘-’
 5 가
 . 3;6-3;11 ‘-’ 5
 가
 (1995) .
 (1996) .
 3 가 4 가 가
 5 ‘-(/) , - ’, ‘-’ , ‘-(/) ’
 . (1996)
 3 ‘-’ ,
 . 3 가 ‘-’
 . (1996) 5 가
 ‘-가 ’ 4 8
 5;0-5;5 5;6-5;11 . ‘-가 ’ 가 가
 가 .
 Bloom et al. (1980) and가 가
 가 , , . Bloom et al. (1980)
 (cumulative semantic complexity)
 . 가 , 가
 가 , ,
 . and ‘-’가
 2 3;6-3;11 ,
 4 가 .
 . , , . 4;6 .
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 . 가 가
 , .

. Bloom et al. (1980) 가

, 가 가

‘- ’가

가 ‘- ’

‘- ’

‘- ’

가 ‘- ’가 ‘- , - , -(/

) ’, ‘-가 ’ 가

‘-(/) ’ 가

가

“ ” “ ”

가

가 (: ,)

, MLU

(1984). 『 』, 6, 3-21.

_____(1985).

(1995). 『 』.

(1985).

(1994). 『 』.

- (1995). : 『 : 1995』. :
- _____ (1996). (I). 『 - 』, 1, 34-67.
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- (1987). 2 .
- (1989).
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가.				5	
(1)					
(2)					*
(3)					
(4)					
(5)					*
.				5	
(1)	가				
(2)	가				*
(3)	가	가		*	
(4)	가		가		
(5)	가	가			
.				5	
(1)	가				
(2)	가				
(3)	가	가		*	
(4)	가	가		*	
(5)	가	가			
.				5	
(1)					() *
(2)					
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(4)				*	
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(1)	가				
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(3)	가			가	
(4)	가				*
(5)	가		가		

*: 2

ABSTRACT

The Development of Connective Endings of 2-5 Year Old Normal Children

Hee Sun Seo*(Kim's Speech and Language Clinic)

Seung Hwan Lee (Ewha Womans University)

The present study investigated the development of connective endings of 5 semantic relations ('list, simultaneity, succession, contrast, and reason · causality'). 160 normal children aged 2-5 years old participated in this study. They were divided into 8 age groups by 6 month interval. Each subject was presented 5 picture cards for 'list' connective endings, 5 for 'simultaneity', 5 for 'succession', 5 for 'contrast', and 5 for 'reason · causality' (25 cards in total). 2 year olds were presented only 3 cards for connective endings of each semantic relation. He/she was required to speak connective sentences. All utterances were tape - recorded and transcribed later. Two judges (including the author) scored subjects' connective endings of each semantic relation. ANOVA test was administered to analyze the data. The results were as follows: (1) The ability to speak connective endings of 5 semantic relations developed as age increased. And it was stabilized at about 4;6-4;11. (2) '-ko' of 'list' and 'contrast' was developed first. It was used frequently even for 'succession' and 'simultaneity' at younger ages. (3) '-(a/e)so' was used for 'succession' and 'reason · causality' from early ages (e.g., 2;0-2;5).

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