

-

:

(,)

. 『 』, 2000, 5 , 2 , 53-73.

2-6

, 54 (LD 41, MR 13), 30 (184 16, 100 14)

: (1)

가 , 2-3 3-4

. (2) LD 2

가 가가 . (3)

3-4

가 , 4 가가 .

(4) , LD ,

(.78-90) MR .555 .

가

가 .

가

가 .

가 .

가 . Sternberg & Powell (1983)

. 10- 15
 5 가 18- 24
 200 4 . 3-4 가
 900 6 25,000
 (Rice, Buhr & Nemeth, 1992). Templin (1957) 9
 Anglin (1993) 6 10,000
 (Menyuk, 1997). Cheung, Lee & Lee (1997) 3 가
 , (1988) 2-4 가
 가 가 2000- 3000 .

가 .

가 . (1998) 가

, Peabody Picture Vocabulary Test-Revised (PPVT -R; Dunn & Dunn, 1981)
 가 .

Wechsler (1959)

(Smith, 1997). Huttenlocher et al. (1991)

Marcoby & Jacklin (1974) 2

가 , (1995), Cheung, Lee & Lee (1997), Kim & Na (1999),

Williams & Wang (1997)

가 .

.40- .76

(Williams & Wang, 1997). Cull & Hardy (1980)

15- 20

PPVT

.46

. Mundy et al. (1995)

(.83)

(.61)

(
, 1998), (Dunn & Dunn, 1981; Smith, 1997; Williams & Wang, 1997),
(, 1998; Beck, 1996)
, Menyuk (1997)
가 SLI (Rice,
Buhr & Nemeth, 1992) mapping
, (Dollaghan, 1987; Menyuk, 1997; Lahey & Edwards, 1996)
가 가
가
(Cardoso-Martins,
Mervis & Mervis, 1985).
가 (Smit &
Bernthal, 1983).
가
(Creaghead, Newman & Secord, 1989).
Johnson (1991) 4
가 가
. Peters & Guitar (1991)
가가
가 가
. Shriberg & Austin (1998)
가

(1995)가 PPVT-R (1981) 2-8
 , 1997 ,
 15 Korean Version-Boston Naming
 Test (K-BNT) , 3 14 (, 1997;
 , 1998; Kim & Na, 1999) K-BNT
 (children with
 language disorders; LD) 2-6 1 ,
 (MR), , 3-6 .
 () 4가 (: MR LD , :) .

1.

- 2-6 - ,
 K-BNT .
 MR , , 3 가 가 3 ,
 , < - 1> .
 (1) : 가
 (2) LD : 가 , PLS (Preschool
 Language Scale; , 1994) 1
 (3) MR : 가 PLS 1
 (4) : ,
 (5) : ,

(6) : K-BNT

< - 1 >

			LD				MR			
2	16	9	3	0						
3	12	16	7	2	5	1	0	1	6 0	
4	12	10	7	2	2	0	4	6	2 0	
5	6	8	7	6	3	0	4	1	4 0	
6	6	5	5	2	1	1	0	0	2 0	
	52	48	29	12	11	2	8	8	14 0	
	100		54				30			

2.

K-BNT

. K-BNT

K-BNT

15-50

3.

1998 3 2000 2

5

Pearson

t , Welch-Aspin, One-Way ANOVA Scheffé
 가 가
 Kruskal-Wallis (, 1995). SPSS 8.0

1. LD

가. LD

(1)

2-6 1 100 (52, 48)

K-BNT < - 2>

< - 2>

K-BNT

			K-BNT				K-BNT
2 (25)		21.04	8.40	5 (14)		67.71	28.50
		7.61	4.35			17.88	5.57
		8-39	0-15			24-91	19-39
3 (28)		34.14	14.82	6 (11)		87.64	34.36
		13.59	5.04			11.95	7.02
		12-69	7-26			68-106	26-43
4 (22)		51.41	23.95	(100)		8-106	0-43
		13.85	4.85				
		25-79	10-31				

(2) LD

LD 2-6 1 41 (29, 12)

. LD K-BNT < - 3>

< - 3> LD

K-BNT

			K-BNT				K-BNT	
2 (3)		6.67	3.67	5 (13)		37.00	17.62	
		3.51	2.08				17.30	8.46
		3- 10	2- 6				5- 61	3- 32
3 (9)		17.00	7.11	6 (7)		47.00	22.00	
		9.71	5.53				13.90	3.27
		8- 39	2- 20				20- 66	18- 27
4 (9)		22.89	10.56	(41)		3- 66	2- 32	
		15.78	7.81					
		8- 49	2- 22					

. **LD**

Pearson

.01 .90

. LD

.01 .78

. **LD**

(1)

K-BNT 가

.05 $F = 67.97, \eta^2 = .000$ 가

가 . K-BNT .05 $F = 72.15, \eta^2 = .000$

가 K-BNT

가 .

< - 4>

K-BNT 2-3 3-4

< - 4>

K- BNT

	2	3	4	5	6
2					
3	13.10* 6.42**				
4	30.37* 15.55**	17.27* 9.13**			
5	46.67* 20.10**	33.57* 13.68**	16.31* 4.55		
6	66.60* 25.96**	53.49* 19.54**	36.23* 10.41**	19.92* 5.86	

* , $p < .05$
 ** K-BNT, $p < .05$

(2) LD

LD .05 $F = 6.55, \eta^2 = .000$ 가
 가 , K-BNT .05 F
 $= 6.35, \eta^2 = .000$ 가 K-BNT 가 .
 < - 5> . LD

K-BNT

< - 5> LD

K- BNT

	2	3	4	5	6
2					
3	15.70 6.65				
4	29.55 11.64	13.85 4.99			
5	37.85 15.49	22.16* 8.84**	16.31* 4.55		
6	43.52* 17.24**	27.82* 10.59**	36.23* 10.41**	19.92* 5.86	

* , $p < .05$
 ** K-BNT, $p < .05$

. , LD
 LD (p < .01).
 LD 가 3-6
 LD (p < .01).
 < - 6> < - 7> LD
 , < - 1> < - 2>

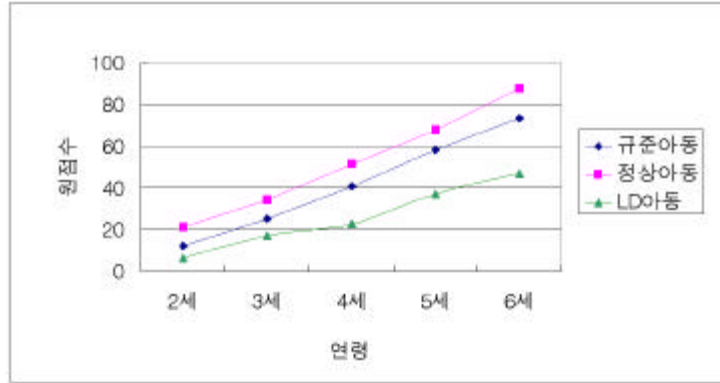
< - 6> , LD

	2	3	4	5	6
	12.25	25.25	40.88	58.17	73.50
	21.04	34.14	51.41	67.71	87.64
LD	6.67	17.00	22.89	37.00	47.00
:	1.7	1.4	1.3	1.2	1.2
LD :	0.5	0.7	0.6	0.6	0.6

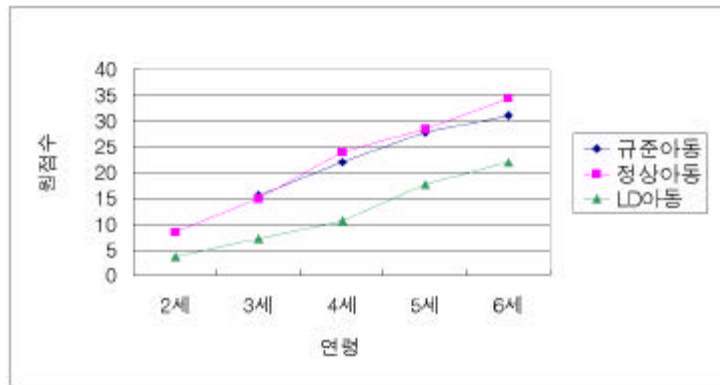
< - 7> , LD K-BNT

	2	3	4	5	6
		15.61	22.00	27.70	31.04
		14.82	23.95	28.50	34.36
LD	8.40	7.11	10.56	17.62	22.00
:	3.67	0.9	1.1	1.0	1.1
LD :		0.5	0.5	0.6	0.7

1.2 1.7 . K-BNT
 0.9 1.1 . LD
 K-BNT 0.5 0.7 .



< - 1> , LD ,



< - 2> , LD , K-BNT

2. 4가

가. MR , ,

< - 8> , MR 13 (11, 2)
.56

. 16 (8, 8) 가 .85

. K-BNT 3 SD

3 1 (outlier) 13 ()
) .89 .

가 K-BNT
4가

< - 8> , LD, MR,

K- BNT

	LD	MR		
	0.90*	0.78*	0.56*	0.85* 0.89*

* $p < .01$

· , ,

, LD MR

가 < - 9>

< - 3>

< - 4>

가

가

가

5-6

가

가

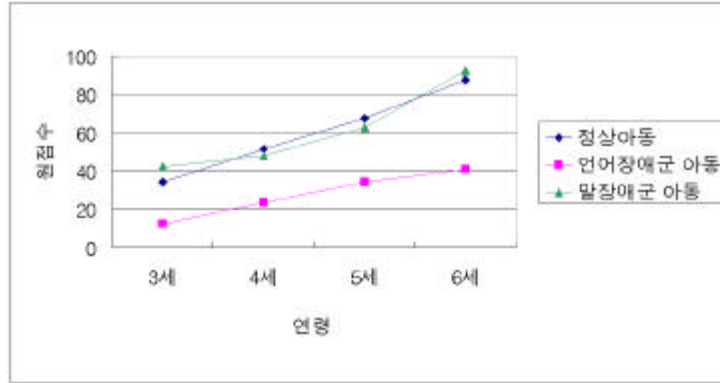
3

가 4

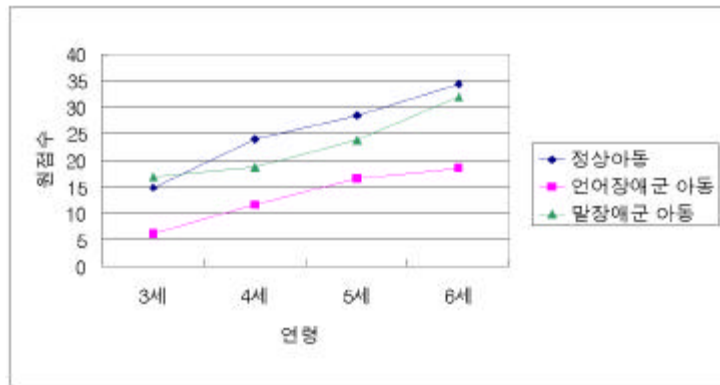
< - 9> , ,

K- BNT

()	K- BNT					
3 (28/ 15/ 6)	34.14 (13.59)	12.40 (9.63)	42.17 (6.31)	14.82 (5.04)	6.06 (4.74)	16.83 (3.93)
4 (22/ 11/ 12)	51.41 (13.85)	23.36 (15.06)	48.00 (8.88)	23.95 (4.85)	11.64 (8.12)	18.67 (6.29)
5 (14/ 16/ 9)	67.71 (17.88)	34.38 (17.15)	62.56 (17.96)	28.50 (5.57)	16.56 (8.21)	23.78 (5.47)
6 (11/ 9/ 2)	87.64 (11.95)	40.78 (19.69)	92.50 (17.68)	34.36 (7.02)	18.44 (7.60)	32.00 (1.41)



< - 3> , ,



< - 4> , , K-BNT

가 , 3 6 3-6
 가 4 ($p = .010$) 5 ($p = .059$)
 ($p = .000-.039$) ($p =$
 .000-.008)

(1)

Kruskal-Wallis, 3, 4, 3, 5, 3, 6
 가 .
 K-BNT .05 $F = 7.20, \eta^2 = .000$ 가
 3, 5, 3, 6 가
 . < - 10> .

< - 10>

K-BNT

	3	4	5	6
3				
4	4.430* 5.570			
5	12.932* 10.500**	2.497 4.930		
6	16.952* 12.380**	5.221 6.810	1.098 1.880	

* , $p < .05$
 ** K-BNT, $p < .05$

(2)

Kruskal-Wallis, 3, 5, 3, 6, 4, 5, 4
 6 . K-BNT .05
 $F = 5.56, \eta^2 = .005$ 가 3
 6, 4, 6 가 . < - 11> .

< - 11>

K- BNT

	3	4	5	6
3				
4	2.260 1.830			
5	7.608* 6.940	3.829* 5.110		
6	11.775* 15.170**	8.109* 13.330**	3.572 8.220	

* , $p < .05$
 ** K-BNT , $p < .05$

K-BNT

2-6 ,
 . 184 , 100 , 54 (LD 41 , MR 13) ,
 30 (16 , 14) , K-BNT
 . 1

(, 1995; Cheung, Lee & Lee, 1997; Dunn & Dunn, 1981; Huttenlocher et al., 1991; Kim & Na, 1999; Marccoby & Jacklin, 1974; Shriberg & Austin, 1998; Williams & Wang, 1997).

1.

가.

가

가

6

(

, 1994). 2-6

Cheung, Lee & Lee (1997)

, 가 3-4

가 5

가 . 3

가 5 가

가가

1981

PPVT - R 1997

PPVT - III

. , 3-4 18- 19 (PPVT - R)

20- 23 (PPVT - III)

가

가 5-6

12- 14 (PPVT - R)

14- 16 (PPVT - III)

가

가

5

가

가

(Cheung, Lee & Lee, 1997). 5

가

K-BNT

, 가

가

K-BNT 3-4

4-5 , 5-6

가가

가 1.2 1.7

, K-BNT

0.9- 1.1

가

가

K-BNT

가 , 5

가

. K-BNT 가

가

LD

K-BNT

LD

MR

가

3-4

5-6 가

가
3-4
가
. 4-5 5-6
가
. K-BNT
4
가가
.
,
가
.
.
1989 Halperin et al. PPVT-R BNT , 59
, 1985 Expressive One-Word Picture Vocabulary Test
Teuber & Furlong PPVT-R .72 (Wil-
liams & Wang, 1997).
.90
1998 . K-BNT
(.82)
, LD .78, MR .56, .85,
.89 MR 가
. MR 가
, Cull & Hardy (1980) PPVT .46
Mundy et al. (1995) .83
.61
. Cull & Hardy (1980)
.
. Mundy et al. (1995)
,
가

2.

가.

6 가 K-BNT 3 4 , 3 5 , 3
 3 5 , 3 6
 (Dollaghan, 1987) , 5-6
 가 Eisele & Aram (1993)
 PPVT 가
 PPVT (Menyuk, 1997).
 LD K-BNT 가
 가가 LD
 0.5-0.7 , 2
 . 2 K-BNT 8.40 , LD 3.67 3
 14.82 , LD 7.11 3 가
 K-BNT 2

가 (Smit & Ber-nthal, 1983),

6 가 4 5 가 3
 가

4 가

(Creaghead, Newman & Secord,

1989). 6 가 6
가 2

3-4

3-4

K-BNT 3 6 , 4 6

가

가가

가

가

가

가

3

가 4

3 -6

Shriberg & Austin (1998)

가

6-20 %

가

38-62 %

가

2-3

PPVT

가

(Williams & Wang,

1997),

가

- (1995). 『 』. : .
- () (1994). Preschool Language Scale. 『 』. : .
- (1997). 『 』. : .
- (1998). 『 』. 1 workshop .
- : .
- (1995). 『 』. 『 』. : .
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ABSTRACT

Performance in the Receptive and Expressive Vocabulary
Tests of Children with Speech-Language Disorders
and Normally Developing Children

Son-A Chang* (Dongsan Hearing and Speech Center)
Hyanghee Kim (Dept. of Neurology, Samsung Medical Center,
Sungkyunkwan University College of Medicine)

This study attempted to examine and compare receptive and expressive vocabulary abilities of children with speech and/or language disorders to normally developing children using the Korean Version of Peabody Picture Vocabulary Test-Revised (PPVT-R) and the Korean Version of Boston Naming Test (K-BNT). The ages of the subject group of this study ranged from two to six years. They were divided into 3 groups which included the normal group (100 cases), the language disorder group (54 cases), and the speech disorder group (30 cases). The speech and language disorder groups contained 2 subgroups, respectively: LD and MR for the language group, and articulation and stuttering for the speech group. The collected data were analyzed by a quantitative statistical method using SPSS 8.0. The results revealed the following: (1) receptive and expressive vocabulary increased very rapidly in normally developing children in all ages while expressive vocabulary spurt was observed at two-to-three- as well as three-to-four-year-olds; (2) LD children's receptive and expressive vocabulary scores did not show any meaningful differences between adjacent age groups, which means slow growth. Compared to the normal and the speech groups their scores were about half except for expressive vocabulary; (3) the speech disorder group showed a few differences in receptive vocabulary compared to the normal group. No statistical difference between three and four-year-olds was observed, whereas expressive vocabulary lag was noted among the four-year-old children and above; and, (4) the correlation between receptive and expressive vocabulary was high (.78-.90) for the normal, LD, articulation, and stuttering children. But, it was but relatively low among MR children. This study may contribute in explaining the vocabulary development of normal and speech-language impaired children. It was also found that single-word vocabulary tests could be used as effective screening tests for speech-language disorders. Furthermore, error analysis of vocabulary test results is expected for efficient therapy and intervention.

* e-mail: parfum@channeli.net