

(가)

101. 가 『 』, 2002, 7, 1, 81-

(communicative competence)

가

가

(Hymes, 1974).

(grammaticality)

(appropriateness)

가

(accept-

ability)

Hymes (1974)가

Chomsky (1965)

(linguistic competence)

(linguistic performance)

Chomsky (1965)

. Chomsky (1965)

, Hymes (1979)
Hymes (1979)

가

. Hymes (1974)

가

가

. Hymes (1979)

(Black, 1979).

가
가

가

disciplinary perspective)

(multi-

가 가

가 ,

(Cazden, 1972).

,
가 .

Chomsky (1965)

가

Chomsky (1965)

. Chomsky (1965)

, -
(Piaget, 1954; Bruner, 1974).

,
1970

가

, , ,
(Cazden, 1972).

, 가 가

가

가

, 가

(Snow, 1979).

,
(Snow & Goldfield, 1982).

가

, 가,
가 . - ,

(descriptive) 가 가
가 (Searle, 1969).
(locutionary) (speech act) (reference) 가
(illocutionary) (perlocutionary)

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가

(Cook-Gumperz, 1981).

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가 , 가 ,

가 , 가 가 .
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가 .

가

. Cicourel (1974)

가

(Corsaro, 1985).

(Corsaro, 1985).

Cicourel (1974)

. Cicourel (1974)

4

가

가

가

가

가

4가

(1)

가

ㄱ.
ㄴ.
ㄷ.

(2) (nonverbal appropriateness)

ㄱ.
ㄴ.
ㄷ.
ㄹ.
ㅁ.

(3) : 가 , , , , ,
가 , , , , , .

ㄱ.
ㄴ.
ㄷ.
ㄹ.
ㅁ. ()
ㅂ.

(4) - , , 가
가 , , , 가

ㄱ.
ㄴ.

Sacks (1972)

, .
 , Sacks (1972)

가 . 가
2 6 가 . “ 가 . 가
(The baby cried. The mother picked it up)”. Sacks (1972)
가 , ,
(membership category devices) , ,
. “ 가 ” , 가
가 . 가
. 가
Sacks (1972) . Sacks
(1972) , 가 (turn-taking), ,
. Corsaro (1985)
, 가 .
, 가 .
. Corsaro (1985) 가
가 .
Corsaro (1985) ,
Cook-Gumperz (1979) . Cook-Gumperz (1979) 가
가 가
. 가
가 가
, (Cook-Gumperz,

1981).

가

가

factors)

(frame

가

phology),

(syntax)

(phonology),

(lexicon),

(semantics),

(mor-

가

가

(pragmatics)

가

가

가

가?

가?

1990). 가 (Foster, 1990).

Halliday (1975)가 3가

(ideational) , , (inter-
personal) , ,

(system)

(textual)

가

(cohesive) 가

가 가

가

(cohesion)

(Halliday & Hasan, 1976).

(coherence)

가 (Foster, 1990). (aboutness)

(relevance) 가

가 ,

가 ,

(acknowledge) (two-part units) (comment)

(Sinclair & Coulthard, 1975). (initiation)가

(self-correct) (other-correct) ,

가 가 , ,

Rice (1984) 3

가 , 가

가 , 가 , ,

가 ,

Rice (1984)
Anderson, Dunlea & Kekelis (1984) (perspective-taking),
가

가

가 (event knowledge)

(routines)

(script)

3

(cohesion)

가 가 가
가

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ABSTRACT

A Study on Multidisciplinary Approaches to the
Communicative Competence

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Communicative competence research requires a multidisciplinary perspective. The purpose of this paper is to illustrate what can be learned from multiple-perspective analysis of communicative competence (ethnography of communication, child language and psycholinguistics, social psychology, sociology, and pragmatics) in studying play. From ethnography of communication, a better understanding of communicative competence can be derived: children are aware of the variety of rules associated with producing, predicting, and interpreting; children are capable of integrating language with other components involved in its use. From child language and psycholinguistics, we see that children are capable of formulating a theory of the structure of language which results in the infinite sentences they can produce and understand; children are capable of creative generalizing about language. From social psychology, we see that children are capable of communicating intentions through variations in features of communicative style; children are capable of using a range of persuasion strategies to present oneself in relation to others. From sociology, we see that children have the capacity for applying acceptable strategies of sequential ordering; children acquire resources for converting information from the setting into guides on how to generate socially accepted behaviors and accounts. From pragmatics, we see that children have the competence of performing the ideational function, interpersonal function, and textual function of language. These findings contribute to the understanding of the complex aspects of children's communicative competence.

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▶ : 2002 3 16

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