

(PRES)

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( )

(PRES) :  
『 』, 2000, 5, 1, 77-101. 2-6  
(PRES)  
. PRES 511

621 Cronbach 7 2 .95  
.78, .92

가

Bernstein & Tiegerman (1989) - (etiological- categorical) ,  
- (descriptive- developmental) .  
( , ), ( , ), ( , )

가 , 가

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\* ( ) BK21

가 가 가 가

가 , 가가 가 ,

가가  
가

Owens (1998) < - 1>

Snyder (1978) 가 가

Receptive-Expressive Emergent Language Scale (REEL), Sequenced Inventory of Communicative Development (SICD), Initial Communication Process Scale (ICP)

REEL (Bzoch & League, 1971) 3

, SICD (Hedrick, Prather & Tobin, 1975) 4

. ICP (Schery & Glover, 1982) 가

, 가

( , PLS, REEL,

).

, ( , WPPSI,

ITPA, )

가

가

: Utah Test of Language Development-3 (UTLD, 1989) 가

3 9 628 ( , 1994).

, 100

(PRES) :

: Test Of Language Development-2 (TOLD-2, 1988)

406 4 6 ( .

, 1994). ( )

, 36 .

가

가

: Bangs Receptive Checklist (Bangs, 1990) 155

3 5 ( . . , 1992).

( )

, 40 .

( )

가

: Peabody Picture Vocabulary Test-Revised (PPVT-R, 1981)

Dunn & Dunn , , ,

2 8 . , , ,

2 8 6 50 80

가

1636 .

가

가

(PRES)

. PRES

REEL

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REEL

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PRES .

|          | A<br>L<br>C | Bank-<br>son | Ber-<br>ko | C<br>E<br>L<br>I | I<br>T<br>P<br>A | Miller-<br>Yoder | N<br>S<br>S<br>T | O<br>L<br>S<br>I<br>D<br>I | O<br>L<br>S<br>I<br>S<br>T | P<br>L<br>S<br>T | S<br>I<br>C<br>D | T<br>A<br>C<br>L | Sampling<br>tools | D<br>S<br>S | D<br>S<br>T |
|----------|-------------|--------------|------------|------------------|------------------|------------------|------------------|----------------------------|----------------------------|------------------|------------------|------------------|-------------------|-------------|-------------|
| ( )      |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| ( )      |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| ( )      |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| ( )      |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| (modals) |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| be       |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| 3 ( )    |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| 3 ( )    |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| /        |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| : /      |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| /        |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| /        |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
| Do       |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |
|          |             |              |            |                  |                  |                  |                  |                            |                            |                  |                  |                  |                   |             |             |

: Owens et al. (1983). *Language, Speech, and Hearing Services in Schools*, 14, 7-21.

(PRES) :

1.

PRES 가 가

가 (Zimmerman & Steiner, 1979; Wechsler, 1967)

. PRES 가 (1)

, (2) , (3) , (4)

, ( , Bloom, 1970; Nelson, 1974). PRES가 가 < - 2>

< - 2> PRES

|   |  |         |
|---|--|---------|
| 가 |  |         |
|   |  | : ‘ - ’ |
|   |  | :       |
|   |  | :       |
|   |  | :       |
|   |  | /스, 슌/  |
|   |  | :       |
|   |  | :       |
|   |  | : ( )   |
|   |  | :       |
|   |  | :       |
|   |  | :       |

PRES

1 7

48 , 96

3 가 5 , 8

3 가 ,

. 1

< - 1 >

PRES 3 3

, 4 7

6

. 2 3

, 4

가

PRES

(mastered)

(customary)

,

(emergent),

## 2. 1

1 7

21 ( 9 , 12 )

1

(1)

가 “ ”

, (2)

( , 1995)

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4

11

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3

7

(PRES) :

### 3. 2

2 1 . 가  
 . 2 1 가  
 가 48 96 .  
 110 1 7 ,  
 73 ( 29 , 44 ) .  
 2 , 4 23  
 , 3 15 .

### 4. 3

3 2 .  
 . 3 1 2  
 가 45 90 .  
 3 380 ( 186 , 194 ) ,  
 가 4 , 6  
 8  
 가 .

### 1.

621  
 . (1) . , (2) 가 “ ”  
 , (3) ( , 1995) .  
 < - 3> . 0  
 11 .

< - 3 >

|     |  | 2     | 3     | 4     | 5     | 6     |       |
|-----|--|-------|-------|-------|-------|-------|-------|
| ( ) |  | 30.14 | 41.69 | 54.09 | 64.70 | 73.86 | 53.28 |
|     |  | 3.62  | 3.54  | 3.49  | 3.23  | 2.75  | 13.15 |
| ( ) |  | 31    | 58    | 90    | 86    | 27    | 292   |
|     |  | 40    | 76    | 99    | 92    | 22    | 329   |
|     |  | 71    | 134   | 189   | 178   | 49    | 621   |

2.

PRES 45 , 90  
 . 15 ,  
 2 3 3 , 4 6 6 .  
 ,  
 가 . 25  
 가 , 15 , 6 .  
 16 , 22 ,  
 8 . 2 ( , , )  
 , .

3.

.33 ( 27 ,  
 6 ) ,  
 가 ,  
 , .  
 , 2  
 . 1 , 2  
 4 . 2-3 .

(PRES) :

10 가 . 4-7 가 20  
가 .

4.

가 “+”, “±”, “-”  
“+” ( ) , (acquired)  
“±”  
(emerging) “-”

PRES  
가 ( , 20 ) .

가 가

< - 4 >

가 가 가

< - 4 >

|   |  |         |   |
|---|--|---------|---|
| 가 |  | 가       | 가 |
| + |  | (+)     | + |
| ± |  | (+)     | ± |
|   |  | (±)     |   |
|   |  | (-)     |   |
| - |  | (+)     | - |
|   |  | (±) (-) |   |

5.

- (1) :  
가 가  
가
- (2) (chronological age: CA) :  
가
- (3) :  
( )
- (4) (baseline) :  
가  
PRES  
“+”  
“+”
- (5) (ceiling) :  
가 가 “-”  
가 PRES  
“-”가
- (6) (Receptive Language Age: RLA) :  
“-”가  
(Expressive Language Age: ELA) 가
- (7) :  
( , 34 )  
( , <34 -36 >)  
( , <28 -30 > ( , 10 )  
가 , 가

(PRES) :

(8) :  
 (double baseline) 가 ,  
 “+, +, +” 가 .  
 가 ,  
 가 “+, +, +”  
 “-, -, -”  
 (double ceiling) 가 .

6.

가.

(1)

‘-’가 .  
 . 가 .  
 . (Receptive Language Age: RLA): RLA  
 “-”가 ( , 28 -30 ) ( ,  
 29 ) .  
 . (Expressive Language Age: ELA): ELA  
 “-”가 .  
 . (Combined Language Age: CLA): CLA RLA ELA  
 , .

(2)

. 3 1  
 30 1 , 6 31 45 2  
 < - 5>

< - 5>

| ( )            |    |   |    | ( ) | ( )            |    |   |    | ( ) |
|----------------|----|---|----|-----|----------------|----|---|----|-----|
| 1<br>(19- 21)  | 1  | 1 | 1  | 19  | 11<br>(49- 54) | 31 | 2 | 31 | 49  |
|                | 2  | 1 | 2  | 20  |                |    |   |    |     |
|                | 3  | 1 | 3  | 21  |                | 32 | 2 | 33 | 51  |
| 2<br>(22- 24)  | 4  | 1 | 4  | 22  |                |    |   |    |     |
|                | 5  | 1 | 5  | 23  |                | 33 | 2 | 35 | 53  |
|                | 6  | 1 | 6  | 24  |                |    |   |    |     |
| 3<br>(25- 27)  | 7  | 1 | 7  | 25  | 12<br>(55- 60) | 34 | 2 | 37 | 55  |
|                | 8  | 1 | 8  | 26  |                |    |   |    |     |
|                | 9  | 1 | 9  | 27  |                | 35 | 2 | 39 | 57  |
| 4<br>(28- 30)  | 10 | 1 | 10 | 28  |                |    |   |    |     |
|                | 11 | 1 | 11 | 29  |                | 36 | 2 | 41 | 59  |
|                | 12 | 1 | 12 | 30  |                |    |   |    |     |
| 5<br>(31- 33)  | 13 | 1 | 13 | 31  | 13<br>(61- 66) | 37 | 2 | 43 | 61  |
|                | 14 | 1 | 14 | 32  |                |    |   |    |     |
|                | 15 | 1 | 15 | 33  |                | 38 | 2 | 45 | 63  |
| 6<br>(34- 36)  | 16 | 1 | 16 | 34  |                |    |   |    |     |
|                | 17 | 1 | 17 | 35  |                | 39 | 2 | 47 | 65  |
|                | 18 | 1 | 18 | 36  |                |    |   |    |     |
| 7<br>(37- 39)  | 19 | 1 | 19 | 37  | 14<br>(67- 72) | 40 | 2 | 49 | 67  |
|                | 20 | 1 | 20 | 38  |                |    |   |    |     |
|                | 21 | 1 | 21 | 39  |                | 41 | 2 | 51 | 69  |
| 8<br>(40- 42)  | 22 | 1 | 22 | 40  |                |    |   |    |     |
|                | 23 | 1 | 23 | 41  |                | 42 | 2 | 53 | 71  |
|                | 24 | 1 | 24 | 42  |                |    |   |    |     |
| 9<br>(43- 45)  | 25 | 1 | 25 | 43  | 15<br>(73- 78) | 43 | 2 | 55 | 73  |
|                | 26 | 1 | 26 | 44  |                |    |   |    |     |
|                | 27 | 1 | 27 | 45  |                | 44 | 2 | 57 | 75  |
| 10<br>(46- 48) | 28 | 1 | 28 | 46  |                |    |   |    |     |
|                | 29 | 1 | 29 | 47  |                | 45 | 2 | 59 | 77  |
|                | 30 | 1 | 30 | 48  |                |    |   |    |     |

SPSS

(PRES) :

ANOVA

1.

가.

(< - 6>, < - 7> ).

< - 6>

|               | ( )     | 가 | (1%) | ( )  |     |     |     |     |     |     |     |     |     |
|---------------|---------|---|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|               |         |   |      | (1%) |     |     |     |     |     |     |     |     |     |
|               | ( )     |   |      | 2-3  | 2-4 | 2-5 | 2-6 | 3-4 | 3-5 | 3-6 | 4-5 | 4-6 | 5-6 |
| ( ) ( )       | 1 (1)   |   |      |      |     |     |     |     |     |     |     |     |     |
| ( , , , : 가 ) | 2 (2)   |   |      |      |     |     |     |     |     |     |     |     |     |
| ( , , )       | 3 (3)   |   | >    | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| ( , , , )     | 4 (4)   |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| ( , , ( ) , ) | 5 (5)   |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| :             | 6 (6)   |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| , : '-가       | 8 (7)   |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| :             | 9 (8)   |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| : 가           | 10 (9)  |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| : '- / -'     | 7 (10)  |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| ( , , , , )   | 11 (11) |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| ' / '         | 18 (12) |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |
| :             | 15 (13) |   |      | 0    | 0   | 0   | 0   |     |     |     |     |     |     |

( )





|    |         |         |  |   |   |   |   |   |   |   |   |   |   |   |
|----|---------|---------|--|---|---|---|---|---|---|---|---|---|---|---|
| 1  | 7- 10   | 32 (33) |  |   | O | O | O | O | O | O | O | O | O |   |
|    | ) ( ,   | 35 (34) |  |   | O | O | O | O | O | O | O | O | O |   |
| 5  |         | 36 (35) |  |   | O | O | O | O | O | O | O | O | O |   |
|    | ' ,     | 34 (36) |  |   |   | O | O | O | O | O | O | O | O |   |
|    | 2-3     | 39 (37) |  |   |   |   | O | O | O | O | O | O | O |   |
| 4가 | ) ( ,   | 38 (38) |  |   |   | O | O | O | O | O | O | O | O |   |
|    | ' / '   | 41 (39) |  |   |   | O | O | O | O | O | O | O | O | O |
|    | ( , , ) | 37 (40) |  |   |   |   | O | O | O | O | O | O | O | O |
|    | ,       | 42 (41) |  | > |   | O | O | O | O | O | O | O | O | O |
|    |         | 40 (42) |  | > |   | O | O | O | O | O | O |   | O | O |
|    |         | 43 (43) |  | > |   |   | O | O |   | O | O | O | O | O |
|    |         | 44 (44) |  |   |   |   |   | O |   | O | O |   | O | O |
|    |         | 45 (45) |  |   |   |   |   | O |   | O | O |   | O | O |

ANOVA

( )

(1)

가 ANOVA < - 8>

< - 8> 가

< - 6> < - 7>

< - 6> 2 (3 - 18 ) 2

. , 2 - 3 , 2 - 4 , 2 - 5 , 2 - 6 가

. 3 (19 - 27 ) 2 3

. 4 - 6 (33 - 42 ) 3

(PRES) :

, 7 (43 ) 4 .

< - 7> 2 (3 -17 ) 2

, 3 (18 -25 ) 2 3

. 4 (34 -42 ) 2 3 , 3

4 가 2 . 5 (39

) 4 , 5 , 6 가 .

< - 8>

|          | (SD)         |              |               |              |
|----------|--------------|--------------|---------------|--------------|
|          | *            | **           | *             | **           |
| 2        | 31.93 (6.96) | 30.47 (6.68) | 32.89 (5.52)  | 30.96 (5.66) |
| 3        | 46.49 (8.94) | 46.31 (8.24) | 47.42 (9.04)  | 46.15 (7.90) |
| 4        | 60.13 (9.73) | 64.49 (7.36) | 59.51 (10.16) | 56.79 (8.04) |
| 5        | 66.63 (8.87) | 64.49 (7.01) | 66.76 (8.19)  | 63.77 (6.67) |
| 6        | 71.92 (5.73) | 69.49 (5.23) | 72.82 (5.21)  | 68.88 (5.32) |
| <i>F</i> | 286.29***    | 384.10***    | 362.33***     | 283.00***    |

\* , :

\*\* , :

\*\*\*  $p < .001$

(2)

< - 9> 가

. 1 % 가

13 (< - 3>, < - 4> ). 가

12 ( 가, , ), 16 ( - ),

20 ( / ), 43 ( / ) . , 가

3 ( , , ), 35 ( ), 44

( ), 4 ( / / ), 5 ( , ), 9

( ), 40 ( ), 42 ( ),

43 ( ) .

< - 9>

|          |               |               |               |               |
|----------|---------------|---------------|---------------|---------------|
|          |               |               |               |               |
|          | 56.68 (14.82) | 56.02 (13.42) | 56.92 (14.32) | 55.43 (12.97) |
|          | 56.63 (14.89) | 56.08 (13.63) | 56.90 (14.61) | 55.49 (13.32) |
| <i>t</i> | .41           | .56           | .18           | .52           |

2.

가.

Cronbach (internal consistency)  
 .95  
 < - 10> (4 ) 가 (4 )  
 )

< - 10> (Cronbach  $\alpha$ )

|  |       |       |      |
|--|-------|-------|------|
|  | 19-48 | 48-78 |      |
|  | .934  | .809  | .952 |
|  | .935  | .835  | .951 |

4-6 , 가 2 7

.78, .92, .82 < - 11>

(PRES) :

< - 11> PRES

|  |  |      |      |      |
|--|--|------|------|------|
|  |  |      |      |      |
|  |  | .779 | .919 | .817 |

2 -6

PRES

, Spearman-Brown

, 40 .67, 80 .80 가 ( ,  
1995). PRES 2 -3 3 , 4 -6  
6 3 45 ,  
90 가 .  
“ - ”가  
가 가 .  
, 2 2  
, 3 2 3  
. 6 2-3 3  
. 4 , 5 , 6  
7 , 5  
2 3 3 5 , 4



(PRES) :

- (1996). : 5, 6, 7 .
- (1992). 『 : .
- (1994). 『 : .
- (1988). .
- (1981). 『 : 『 : .
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(PRES) :

< - 1 >

| <19-21 > |                    |                    |                                       |                  |
|----------|--------------------|--------------------|---------------------------------------|------------------|
| 1        |                    | REEL               | Thal & Bates (1988)                   | ITL              |
| 2        | Choi(1986), (1987) | PLS, REEL,         | (1998)                                | REEL             |
| 3        | Bates (1988)       | PPVT<br>PLS        | (1981)<br>Owens (1996)<br>Dale (1972) | REEL             |
| <22-24 > |                    |                    |                                       |                  |
| 4        |                    | REEL               | (1996)                                |                  |
| 5        |                    | PLS, SPELT - P     | (1997)                                | PLS              |
| 6        |                    |                    | (1981)<br>(1998)<br>(1981)            | LDS<br>ITL       |
| <25-27 > |                    |                    |                                       |                  |
| 7        |                    | Bangs<br>PLS       | (1998)<br>(1981)                      | ITL              |
| 8        | Dale (1972)        | REEL, Bangs,       | (1987)                                | REEL             |
| 9        | Choi(1986), (1987) | PLS                | (1994)<br>Dale (1972)                 |                  |
| <28-30 > |                    |                    |                                       |                  |
| 10       | (1998)             | REEL<br>PLS, PPVT, | Ginsberg (1997)<br>Ginsberg (1997)    | ITL<br>PLS, CELI |
| 11       | (1987)             | REEL               | (1999)                                | ITL              |
| 12       |                    |                    |                                       |                  |
| <31-33 > |                    |                    |                                       |                  |
| 13       |                    | PPVT, PLS, ITL     |                                       |                  |
| 14       |                    | PLS, Bangs         | Ginsberg (1997)                       | REEL             |
| 15       |                    | PLS                |                                       |                  |
| <34-36 > |                    |                    |                                       |                  |
| 16       | (1999), (1981)     | TOLD               | Owens (1996)                          |                  |
| 17       |                    | REEL               | Brown (1973)                          | REEL             |
| 18       |                    | PLS                | (1999)                                |                  |
| <37-39 > |                    |                    |                                       |                  |
| 19       |                    | SPELT - P          |                                       | PLS              |
| 20       | Braine (1976)      | SPELT - P          |                                       |                  |
| 21       |                    | PLS, Bangs         | (1999)                                | PLS              |

| <40-42 | > |                     |                 |              |                   |
|--------|---|---------------------|-----------------|--------------|-------------------|
| 22     |   |                     | Bangs           | (1988)       | PLS, Bangs        |
| 23     |   |                     | PLS             | (1999)       |                   |
| 24     |   | Markman (1994)      | PLS             |              | PLS, TOLD,<br>TWF |
| <43-45 | > |                     |                 |              |                   |
| 25     |   |                     |                 |              | ITL               |
| 26     |   | (1997)              | TOLD, SPELT - P | Owens (1998) | Bangs             |
| 27     |   |                     |                 |              | PLS               |
| <46-48 | > |                     |                 |              |                   |
| 28     |   | Owens (1996)        | PLS, Bangs      | (1981)       | TOLD              |
| 29     |   | Brown (1973)        | PLS, SPELT - P  |              | TOLD              |
| 30     |   |                     |                 |              | TOLD              |
| <49-54 | > |                     |                 |              |                   |
| 31     |   | (1995)              | PLS             | (1996)       | PLS               |
| 32     |   |                     | TOLD            |              | PLS               |
| 33     |   | (1988)              | PLS, Bangs      |              |                   |
| <55-60 | > |                     |                 |              |                   |
| 34     |   | Owens (1998)        |                 |              | PLS               |
| 35     |   | (1994)              |                 |              | TOLD - P, CELI,   |
| 36     |   |                     |                 |              | PLS               |
| <61-66 | > |                     |                 |              |                   |
| 37     |   |                     | PLS             | (1994)       | TOPS              |
| 38     |   |                     | Bangs           |              |                   |
| 39     |   |                     |                 |              |                   |
| <62-72 | > |                     |                 |              |                   |
| 40     |   | Ginsberg (1997)     |                 | (1996)       |                   |
| 41     |   | Ginsberg (1997)     |                 |              |                   |
| 42     |   | de Villiers (1995a) |                 |              | TOLD              |
| <73-78 | > |                     |                 |              |                   |
| 43     |   |                     |                 | (1981)       | PLS               |
| 44     |   | Ginsberg (1997)     | PPVT            |              | TOLD              |
| 45     |   |                     |                 |              | TOLD              |

ABSTRACT

Content and Reliability Analyses of the Preschool  
Receptive-Expressive Language Scale (PRES)

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This study was designed to analyze the content and reliability of the PRES (Preschool Receptive- Expressive Language Scale). The PRES has been developed to assess 2- to 6-year-old children's receptive and expressive language ability. Items of the PRES were based on language development and disorder literature and 3 pilot studies, using 511 normal children. In addition, 621 (292 males, 329 females) normal children served as participants of this study. Using the baseline and ceiling system, the PRES provides receptive language age (RLA), expressive language age (ELA), and combined language age (CLA). For content analyses, (1) Analyzes of the percentage of correct responses for each item and for each age level; (2) ANOVA by ages (2- to 6-years); and (3) *t*-test by sex were conducted. Results of ANOVA by ages showed (1) that the items for the 2-year-olds were significant to differentiate between the age of 2 years and other ages, (2) that the items for the 3-year-olds were significant to differentiate between the age of 2 years and other ages and between the age of 3 years and other ages, and (3) that the items for the age of 4 year-olds were significant among 4-, 5-, and 6-years of age. Results of the *t*-test by sex showed that only 13 out of 90 items were significantly different between the girls and boys. For reliability analyses, internal reliability and retest reliability were calculated. Cronbach in receptive and expressive language tests were .95. Correlations between the first and the second tests were .78 in the receptive language test and .92 in the expressive language test.

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