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5-32. 『 』, 2000, 5, 1, .

I.

가 가

(Augmentative and Alternative Communication: AAC) 가 (, 1996, 1999; , 1999; , 1999; , 1998). 가

가 가 가

(von Tetzchner, 1996).

* 1997

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(, ,

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(Calculator, 1997; Grove et al. 1996;

Romski, Sevick & Adamson, 1997; Smith, 1996b; Soto, 1996; Sutton, 1996).

, AAC

AAC

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AAC

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1.

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(Adamson et al., 1992; Gerber & Kraat, 1992;

Romski, Sevick & Wilkinson, 1994).

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Romski, Sevick & Adamson

(1997)

, Vygotsky

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(Ronski & Sevick, 1996).

(speech comprehension skill)

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(Voice Output Communication Aid: VOCA)

(Bedrosian, 1997).

Kaiser, 1986).

가

(Warren &

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(Goosens & Crain, 1986).

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2.

가.

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(Goldin-Meadow & Mylander, 1990),

가

가

(Kraat, 1990).

(Moeller & Luetke-

Stahlman, 1990; Wilcox, Kouri & Caswell, 1990),

(Kraat, 1990).

von Tetzchner (1990)가

가

(von Tetzchner, 1990; Kraat,

1990; Light, 1988).

가 ,

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(Crystal, 1986)

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가가 가

MLU가

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(representativeness)

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 가 ()
 AAC
 가 AAC
 가 AAC
 AAC (co-construction) 가
 가 (scanning)
 ()가
 AAC 가 가
 가 가
 (Kraat, 1985),
 가
 가

(graphic symbol)¹

가
가 , Sutton (1989) (ritualizing:
(informing: ,),
(controlling:), (feeling:)
. AAC 가

(Basil, 1992; Kraat, 1985; Light, Collier & Parnes, 1985b; Sutton, 1989).

, AAC 가

AAC

(Light Collier &

Parnes, 1985a; O'Keefe & Dattilo, 1992).

AAC

AAC

(phonological
awareness) (, Bishop, Rankin & Mirenda, 1994;
Blischak, 1994, 1999), Bishop
가 (Bishop & Robson, 1989; Bishop, Byers &
Brown, 1990). , (speech) 가

(phonological information)

가

AAC

1. graphic symbol

가

가 AAC

가 AAC

Blischak (1999)

AAC

, AAC “ ” “ ”

가 AAC

가 가

(Beukelman & Mirenda, 1998). AAC

(Beukelman, Jones & Rowan, 1989; Nelson, 1992)

(,)가 (,

(Smith, 1996a; van Balkom & Welle

Donker-Gimbrere, 1996).

, AAC 가 (morphology)

가 , AAC 가

(,)

가 , AAC 가

(Light, 1989). AAC 가

(Sutton & Gallagher, 1993). AAC

(Smith, 1996a).

Smith (1996a) PCS (Picture communication symbol) “ (sit)”

(line-drawing) . Smith

“ 가 (The girl is sitting on the chair)”

PCS Girl, sit, on, chair

“sit” . Smith “sit” PCS가

가

AAC 가

가

. Soto (1996)

. (1)

가 (Basil, 1992;

Basil & Soro-Camats, 1996). (2)

S+V+O AAC S+O+V (, Girl + House + Go), V+S+O (, Go + Girl + House), O+V+S (, House + Go + Girl) AAC

(van Balkom & Welle Donker-Gimbrere, 1996). (3)

가 , 가

(van Balkom & Welle Donker-Gimbrere, 1996). (4)

가 ,

가 (Soto & Toro-Zambrana, 1995). (5)

가 (, + , +), (word overextension)(, dog instead of cow)

(Light, Collier & Parnes, 1985c).

, AAC

, AAC

, AAC 가 ,

AAC

, AAC

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. AAC

1.

(encoding)

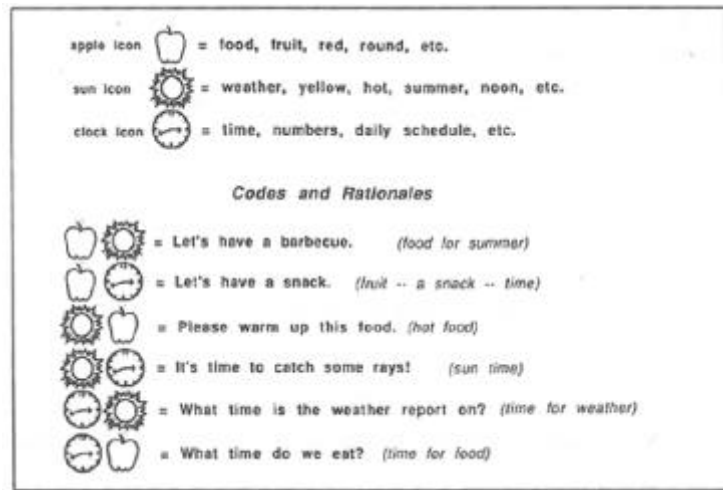
가

가. (Blissymbolics) 가 , , (Soto, 1996). 가 , 가 , 100 (, 1994). (McNaughton, 1995), (, 1994). (Soto & Toro-Zambrana, 1995), 가 (Besio & Chinato, 1996). 가 , VOCA (Minspeak) , 가 (multi-meaningness)

2. semantic compaction system Homepage: kaddath.mt.cs.cmu.edu/scs

가

(AlphaTalker, DeltaTalker, DigiVox, Macaw). < - 1>



< - 1>

(Beukelman & Mirenda, 1998:78)

가

(Minspeak)가

가

가

(Deegan, 1993; Jennische, 1993; McNaughton & Jennische,

1992).

가

(iconic encoding)

가

가

가

PCS

가

가

가

(Erickson & Baker, 1996).

가가

가

가가

(Nysberg, 1993),

(Jennische, 1993).

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가

가

가

가

AAC

가

(Pierce et al., 1993).

2.

가 가

가

가.

AAC

가

가

가

(1)

가

(Fitzgerald Key)

, , , , , ,

. Bruno (1989)

(,), , , (), ,

. Goosens, Crain & Elder (1994)

(, , , ,), , ,

, (dynamic display)³

(Burkhart, 1994),

가 .

(2)

, ,

가 가

가 (Garret, Beukleman &

Low -Morrow, 1989),

(Hamilton & Snell, 1993; Mirenda, Malette & McGregor, 1994). Hamilton & Snell (1993)

, , ,

, Mirenda, Malette & McGregor (1994)

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(3) /

AAC

3.

가

(, 가) (,)
가
(Blockberger, 1995).

(Burkhart, 1994; Goosens & Crain, 1986).

(,)
) 가), 가 (, ,
(eye gazing), (rotary scanner),

, , , 가
/ (multiword)
(Beukelman & Mirenda, 1998). AAC 가

“ ”, “ ”, “ 가 ”
가 .
가
가

(branching)

(Burkhart, 1994).

, , 가
가

() , 가 , 가
(, ,) 가

(1) , ()가

(labeling) 가 가

(Remington, 1994).
가 가 , (intrusive)
(Ronski, Sevcik & Pate, 1988).

Carr & Kologinsky (1983) 가 ,
가 , (incidental teaching)

(Reichle & Brown, 1986). ,
, 가

가 , AAC

가 Iacono, (1993) 가

Mirenda & Beukleman (1993) 가 (, PCS) 가

(), 가 (, girl's napkin), ()+ (, big banana),

+ (, ride horse) , ,

가 , 가

가

(2) (milieu teaching) 가

(, 1995; , 1997; , 1999; Yoder, Kaiser & Alpert, 1991). (Tannock & Girolametto, 1992) “ () (enhanced milieu teaching)”

가 (Kaiser & Hester, 1994). (incidental teaching), (mand-model procedure), (time delay)

가 가

가 , (,

1999; Alwell et al., 1989).

Iacono & Duncum (1995)

가

() , 가 (+Dynovox with DynaSyms)

가

가

가

가

(Hamilton & Snell, 1993).

(3)

(Aided Language Stimulation: ALS)

(System for

Augmenting Language: SAL)

AAC

가

, SAL

VOCA

ASL

가

가

가

(Goosens, Crain & Elder,

1994; Romski & Sevcik, 1992, 1996).

가

가

가

SAL

가

(Romski & Sevcik, 1992; Romski & Sevcik, 1996), ASL

(Basil & Soro-Camats, 1996; Goosens, 1989). SAL , 2

(, want +juice,

hot dog + good)

(4) (transition)
 Paul (1997) (illocutionary stage)
 (locutionary stage) ,
 (metaphonology) AAC

AAC 가
 가 ,
 가 . < -

1> (Paul, 1997)가

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12		
18		
4-6		()

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 AAC
 (, ,)
 가 , AAC
 가
 ,
 (vertical structuring), (giant word)
 . ‘ (Schwartz et al., 1985)
 ,
 가

가 . “ ”, “ ”
 . VOCA
 가
 가

AAC , “ ”, “ ”

가 (literacy socialization), (phonological awareness)
 . VOCA (Blischak, 1994, 1999),

.

. AAC
 Light (1997) , ,
 . < - 2> Light가

4가

< - 2> .

	AAC	AAC
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<p>(:)</p>	<p>· AAC daily care routine 가 AAC AAC AAC 가 AAC</p>	<p>· 가: (1) (2) (3) (4) AAC 가 가 (, care giving demand), 가</p>
<p>(: (1)</p>	<p>· 2 AAC 가</p>	<p>· 가 (: , , 가). (Hunt-Berg, 1995) -</p>
<p>(2) AAC</p>	<p>· AAC AAC: 가 AAC (operational demand)가 가</p>	<p>· AAC Language Stimulation) (, Aided 가 : 가 가 가 (Paul, 1995). AAC</p>
<p>(AAC :)</p>	<p>· AAC 가</p>	<p>· AAC : AAC 가 (Sutton & Dench, 1996). AAC 가 가</p>

* ASHA(1983) , , , , 5가

: Light (1997)

- (1997). : . 4
- : 103- 119.
- (1994). : BLISS . 1
- : . 65- 102.
- (1995). . 2
- , 46- 69.
- (1994). : . 1
- : . 103- 125.
- (1996). . . 1
- , 1, 177- 191.
- (1999). : .
- , 29, 91- 112.
- . (1999). . :
- . (1999). .
- . 4, 119- 138.
- (1999). 가 (Cheat talk)
- (1998). . 33, 169- 190.
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ABSTRACT

Issues in Language Development of Augmentative and Alternative Communication Users

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Increasing number of research articles investigate the language development of augmentative and alternative communication users. Due to the unique nature of AAC, however, there are numerous unsolved issues on this topic. In this paper, discussions are organized around the following issues: conceptual and methodological issues, effect of AAC on language development, and possible AAC instructional strategies to facilitate language development of AAC users. First arguments on the meaning of language development for AAC users and research methodological problems were researched. Second, the effect of AAC were discussed in relation to five domains of language: pragmatics, phonology, semantics, morphology, and syntax. Third, various AAC instructional strategies were reviewed in respect to possible contribution to the language development of AAC users. Symbol organization and teaching methods were discussed. Lastly, the importance and influence of AAC users' language learning environment was explained.

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