

가

(* **)

『 』, 2002, 7, 2, 134-151.

가

5 3

6가

30% 가
가

가

(phonological awareness)

(Major & Bernhardt, 1998). Howell & Dean (1991, 1994)

(metapho-

nological skills)

. Pratt & Grieve (1983)

, Reid et al. (1993)

(metalinguistic area)

(McFadden, 1998).

(Bird & Bishop, 1992; Howell, 1989; Magnusson, 1983, 1991). , 가 가 가 가 . (phonological segmentation) (Gillon, 2000). 가 (Bird & Bishop, 1992; Bird, Bishop & Freeman, 1995; Major & Bernhardt, 1998; Webster & Plante, 1992).

1980 Howell & Dean (1994) 가 (sound) 가가 가 가 가 Hesketh et al. (2000) 3 6 5 61

, 가 가? , 가 가?

가

1.

가 3 , 가 15 % 가 4 5 (, 1991) 가 (1995) 15 % (, 1991), (Korean- Wechsler Primary Preschool Scale of Intelligence: K-WPPSI, 1995), (, 1995), (, 2001), (Preschool Language Scale; PLS, , 1994) < - 1>

< - 1>

				IQ				
1	5:1		79.07 %	127	5:6 - 5:11	42	5:8	5:7
2	5:0		54.80 %	115	5:0 - 5:5	36	5:3½	5:4
3	5:6		53.20 %	83	4:6 - 4:11	30	4:5	4:1½

2.

Bird & Bishop (1992) Major & Bernhardt (1998)

가
 6가 (,
 ,)
 , , ,
 < - 1>
 < - 2>

3.

2 40
 , , ,
 2

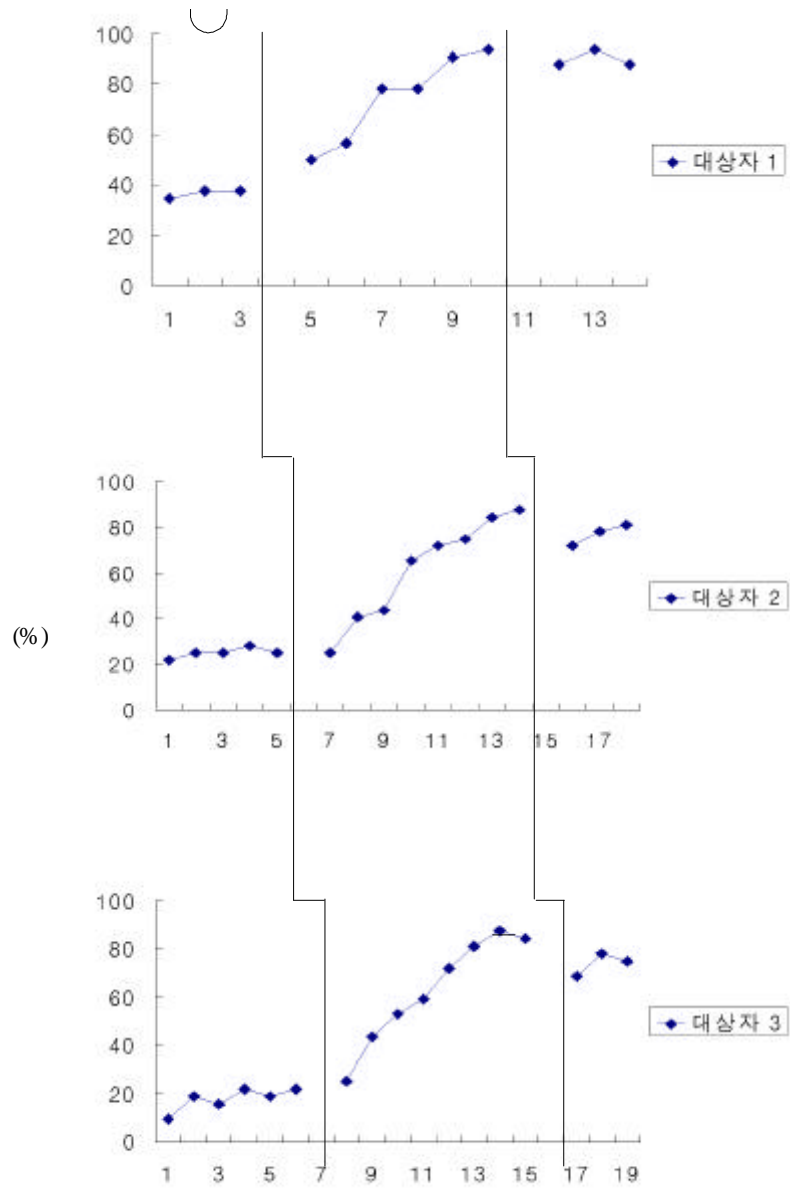
4.

가 32 ,
 50 가
 (%)

1.

6가

가



< - 1 >

< - 1> , , 가 가 . , < - 2> .

< - 2> (: %)

1	35.94	74.48	90.62
2	25.00	61.72	77.09
3	17.71	63.28	73.96

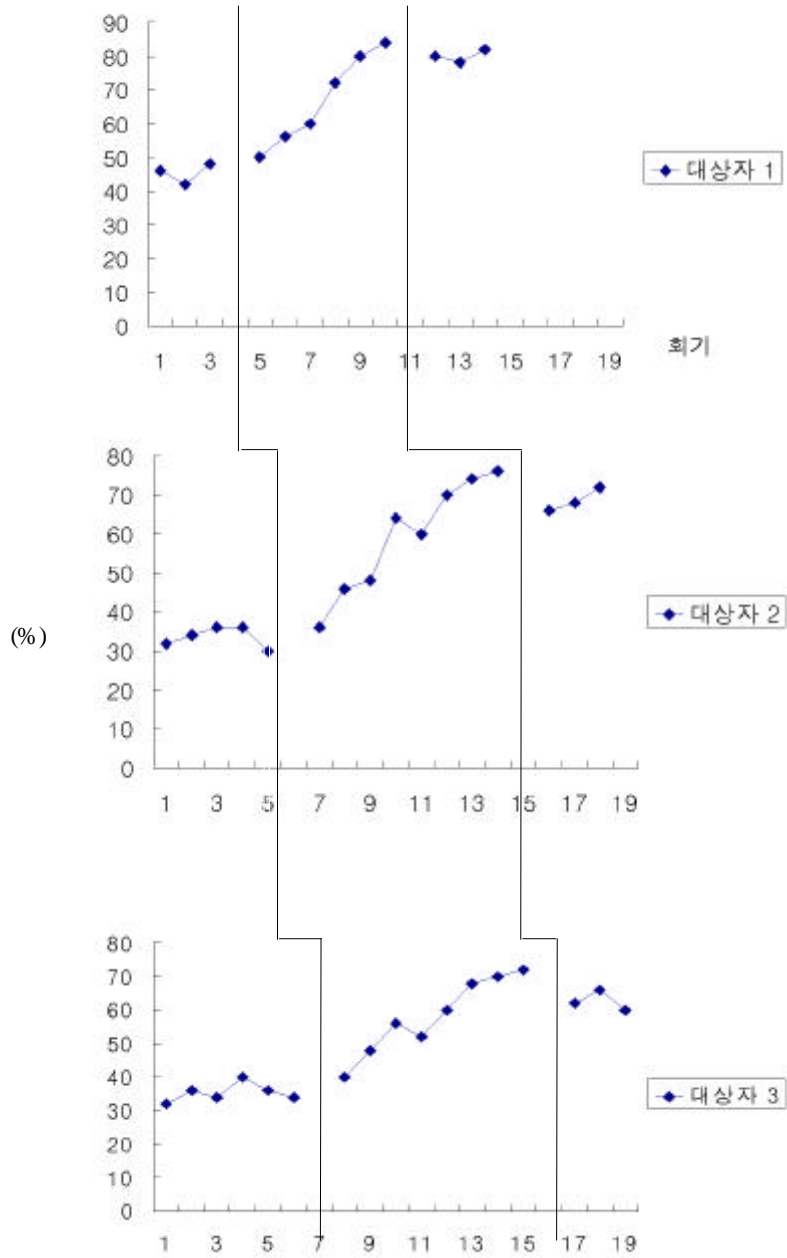
3 - 6 , 가 6가 가 . 가 . (2001)

2.

6가

< - 2> . < - 2> 3 가 . < - 3> . 30 % 가 52 % . 30 %

가



< - 2 >

< - 3>

(: %)

1	45.33	67.00	80.00
2	33.60	59.25	68.66
3	35.33	58.25	62.66

3. .

가 .

< - 4> .

< - 4> .

(: %)

		79.07	93.00
1		28.57	14.29
		16.67	5.56
		16.67	5.56
		26.32	5.26
		10.00	5.00
		53.20	83.00
2		50.00	25.00
		38.90	16.70
		29.17	12.50
		32.00	12.00
		20.00	10.00
		16.00	8.00
		12.50	6.25
		6.25	6.25
		5.56	5.56
		15.80	5.30
	15.00	5.00	

()

가

< - 4>

			53.20	88.37
3			43.38	21.74
			27.28	18.18
			27.78	16.67
			38.90	16.67
			17.40	13.04
			18.75	12.50
			24.00	12.00
			28.00	12.00
			33.33	11.11
			15.80	10.53
			15.00	10.00
			10.00	10.00
			12.00	8.00
			6.25	6.25
			5.56	5.56
		5.00	5.00	

가

13.39 %

가

35.17 %

가

가

가가

3

6가

- (1991). . . . :
- (1994). :
- (1995). 『 』, 12, 1-25.
- (1995). :
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< - 1 >

1.

:
 () “ ‘ ’ 가 ‘ ’ ?”
 ‘ ’ “ ’ 가
 ? ‘ ’ ‘가’
 ? ‘ ’ ‘가’
 ” 가
 “ ”

1) / /

2) / /

				가
가				

2.

:
 (1) : “ ‘ ’ ‘ ’ ?”
 (2) : “ , ... ”

가

: “ . /ts/ . ”

(3) 가 .

1) /s/

2) /n/

			가	

3.

:

(1) .

: “ , ‘ , ’ ? ”

(2) .

: “ , ... ”

: “ . /ŋ/ . ”

(3) 가 .

1) /n/

2) /ŋ/

	가			

4.

:

: “

3

“ , , ”

4

1) /s/

2) /n/

3) /m/

가

5. :

- (1) : ,
: “ 가 . ‘ ’ .
‘ -ㅁ’()
().”
- (2) : “ . ‘ ’, ‘ ’, ‘ ’ 가
(,) :”
- (3) : “ 가 . ‘ ’ ‘ ’ .(-ㅇ, -ㅇ ,) :”
- (4) 가 .

1) /ŋ/

-	-
-	-
-	-
-	-

2) /m/

-	-
-	-
-	-
-	-

3) /n/

-	-
-	-
-	-
-	-

6.

- (1) : 가, ,
- : “ ’ (‘ㅇ, ㅊ, ㅅ’ ‘ ’) .”
- (2) : “ ’ ‘ ’ ”
- : /m/ ‘ㅁㅊㅅ’ ‘ ’
- (3) 가

/ɲ/										
/n/										
/m/										

가

< - 2 >

1	/ /		1					
			2					
			3					
			4					
	/ /		5					
			6					
			7					
			8					
2	/s/		9					
			10					
			11					
			12					
	/n/		13					
			14					
			15					
			16					
3	/n/		17					
			18					
			19					
			20					
	/ɲ/		21					
			22					
		가	23					
			24					
4	/s/		25					
			26					
			27					
			28					
	/n/		29					
			30					
		/m/		31				
				32				
	33							
5	/ɲ/			34				
			35					
	/m/		36					
			37					
	/n/		38					
			39					
6	/ɲ/, /n/, /m/		40					
			41					
			42					
			43					
			44					
			45					
			46					
			47					
			48					
			49					
			50					
				/32	/50			

ABSTRACT

The Effect of the Phonological Awareness Intervention on
the Phonological Awareness and Production Ability in the
Phonologically Disordered Children

Bomyung Hwang (The Graduate School of Speech Pathology,
Daegu University)

Sookyoon Kang (Dept. of Speech Pathology,
Daegu University)

The purpose of this study was to investigate the effect of the phonological awareness intervention on the phonological awareness and the phonological production accuracy. Three of 5-year-old children participated in this study. The intervention was consisted of 6 types of tasks: ending-syllable-matching bingo game, word initial segmentation and matching, word final segmentation and matching, word initial discrimination, phoneme segmentation, and letter matching. A multiple baseline design across subjects was used. The results were as follows: first, phonological awareness intervention was effective on improving phonological awareness for all subjects. Secondly, phonological awareness intervention was effective on improving the phonological production accuracy for all subjects.

▶ : 2002 5 30
▶ : 2002 7 16

▶ (1):
▶ ():

, e-mail: bmswang30@hanmail.net
, e-mail: skkang@biho.taegu.ac.kr