

가

*

가 가

1. 가 (, 1998). 가 (1990)

가 , 가

가 가

(Bloom, 1964). White(1975)

3 가

가 가 (Bandura, 1977)

Schaefer Bell(1958) 가

가

(critical period) (, 1988), Conger & Kagan(1979)

가

가

2. 가

가 (, 1992).

가

*

1) 가 .

2)

3) 가 (, 1999). Chomsky

가 ,

3.

1) 가 5

(1) 5 5

가 . Montessori 3 6

가 , 4 가

가 가 (, 1999).

(, 1994). (1999) 2 4

(2) 2 가

2 2

가 . 1 3 6

2 13 (Smith ,

2)가 1962). Eric Lennenberg(1967) 6

(1) 1 , 18

24 2 , 4 5 가

가 ,

가 Piaget

가 가

(2) 3 5 53 60% , 5 6

2 가 44 47% , 7 8 20%

가 , , (, 1994). McCord(1961)

140

10%

가 ,

3 4 ,

(Hurlock, 1956).

1. (1996) ()

()

Gessell(1978) 가

가 가 (1978) 가 가

4) , 1994).
Mcnally, Eisenberg & Herris(1991) (1978)

, 가 ,
(, 1992).
(1992) 가 (, 1999).
(1994)

5) 가 가
, Mccoby 가 가
& Jackklin(1974) (1983) 8가

가 (, 1993). (1996) , (, , ,),
() , 가 가
가 (Rosenthal & Berkwits, 1982).

6) Cazden(1972)

. Moerk(1977) 1.
가 가

7) 2.
(trauma) K 2 141

O 2 132 273 3 ,
5 176 . 가 .

3. 5.

3 . 가 Pearson's Correlation
coefficient 가 t-test
ANOVA

1) () , ,
, , .

6.

가
4 . 가
(Likert) 가 2 가 , 가

2) 가
가 가
가 6 ,
() 3 , 4
5 7 5
25

1.

Likert 4 (,)
, ,) < 1> ((r = .745),
Cronbach = .78 .) (r = .809) () (r = .675), (r = .797)

3) () ,
() 가
Likert 4 (, , ,) 가 가 ,
) 가 Cronbach - .82 가 가 ,

4.

1999 4 13 4 27 K O
2 7 가 가 가
2 가 가 가

< 1>		()	()			
				N	SD	r
				79	288	2.88
				79	207	2.62
		()		73	211	2.89
				73	19	2.69
		()		79	228	2.88
				79	199	2.51
		()		73	211	2.89
				73	185	2.53
		()				

**P<.01

2.

()
 < 2> (53)
 (52)

Hyde & Linn (1998)

< 2-1>

()	SD	t
(55) 46	9.84	-4.4110***
(46) 55	10.43	

***P<.001

< 2-1>

가
 가
 < 2-1> ()
 55) (46)

< 2>

()	SD	t
(97) 52	16.38	
(92) 53	10.2	0.5065

3.

가

가
 (10.2)가 (16.38)
 가
 (1991) 7 450
 가
 7 가
 가

< 3>

(90)	(86)
가 -0.253**	-0.2503**
0.2906**	-0.3279**
0.2509**	0.2161**
0.2231**	-0.3257**
0.2401**	0.2804**

**P<.01

correlation coefficient, t-test, ANOVA

() < 3> 1) r = .745, r = .0809 , r = .675, r = .797 (P<.01) 2) Elardo(1977) 가 (t = .5065) 가 (t = -4.411) (P<.001) 3) 가 가 () (r = -.3279) (P<.01) 가 가 1 2 6 8 2. 1) 가 2) 가 1. 가 가 1) () , 1998. 가 (1994). 2) , 487. 3) 가 ((1976). 가 , 7,) 4 13 4 27 가 K O 1999 2 273 5 , (1999). _____, _____ : 469-490. 176 (1990). _____, _____ (1978). _____, _____ , 가 25 , (1973). _____, _____ , 가 SPSS pc Pearson's 35-37.

- (1988). _____, _____ :
- (1994). _____, _____ .
- (1999). _____, _____ .
- (1994). _____ - _____

_____, 16-17.
- (1987). _____
_____, _____,
_____, 15-16
- (1991). _____,
_____, 8 1 , 183-227.
- (1983). “ _____
_____ ”;
_____ .
- (1992). _____ 가
_____, _____ .
- (1981). 가 _____ 4-6
_____, _____, _____ .
- (1978). _____, _____ .
- _____, _____ (1980). _____,
_____: _____ .
- _____, _____, _____, _____,
_____, _____, _____, _____,
(1996), _____, _____, 67-68.
- (1992). _____ 가
_____, _____,
_____, _____, 8-10.
- (1992). _____,
_____, _____ .
- (1993). _____
_____, _____, _____,
_____.
_____ 가
_____, _____, _____,
_____ .
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- Abstract -

Key concept : Linguistic development,
Family fostering environment.

A Study on the Correlation between the Childhood Linguistic Development and Family Fostering Environment

*Lee, Jin Hee **

The meaning of the study is in the following points. The first is to find the linguistic development of children through IQ test. The second is to find the family fostering factor for the linguistic development.

For these meaning this study will have the following aims.

- 1) To judge the similarly agreement between the children lexical ability with the teachers evaluation to the children.

- 2) To compare the gender differences of lexical abilities between the urban with the rural.

- 3) To find the family fostering factors for the children linguistic development.

The collection data has been from April 13, 1999 to April 27.

The subjects for this study were two grade of elementary school, which is located in "K"city and "O"rural a chosen students(273), teachers(5), parents(176).

The instruments used for this study were IQ test by Korea Behavioral Science institute and family fostering environment 25 items. Teachers linguistic evaluation.

The data analysis was done using Pearson's Correlation Coefficient, t-test, ANOVA using SPSS /pc program.

This study found following results.

- 1) The similarly agreement degree between children lexical abilities with teachers comprehending evaluation male $r = .745$, female $r = 0.809$

The similarly agreement degree between children lexical abilities with teachers expressing evaluation, male $r = .657$, female $r = .797(P < .01)$

- 2) In comparing of the gender difference of urban, the female is a little high than male ($t = .5065$), but the especial point is more large difference in male than in female.

In comparing of the gender difference of rural, the female is especial high than the male ($t = -4.411$). ($P < .01$)

- 3) The higher factor of influencing the linguistic development is the breast-feeding ($r = -.3279$) in all the gender ($P < .01$), So that the brast-feeding better than cow's milk, mother better than the other family members in feeding, 6 8months better than one or two years in feeding term.

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