



6 , (Wong-Fillmore, 1991),  
 ( , 2003. 1. 22)  
 . ( , 2003. 1. 23) .  
 Wong-Fillmore  
 ,  
 2  
 ,  
 가 .  
 (Johnson & Newport, 1989; Weber-Fox & Neville, 1996) . Johnson Newport  
 (1989) 3 39 가  
 ,  
 가 3~6  
 , Vygotsky(1962) 가  
 가  
 가  
 , Newport(1988) 'Less is  
 More'가  
 . ' ,  
 ' ,  
 가 ,  
 가  
 . Clark(1973)  
 가

Bialystok(1988) 2

Vygotsky Clark가 가 , 2

Edwards Christophersen  
(1988)

2  
Yelland, Pollard

(Cazden, 1974).  
가 Mercuri (1993)

(Hakes, 1980), (Gombert, 1992), 2  
2 (Edwards & Christophersen, 1988; Yelland,  
(Yaden & Templeton, 1986; Bialystok, Shenfield & Codd, 2000; Edwards & Christophersen, 1988), Pollard, & Mercuri, 1993)  
2 (Birdsong, 1989), (James  
& Garrett, 1992), (Wellman, 1990) (Bialystok, 1988)

2

가  
(Cummins, Cummins(1979)  
1978; Benzeev, 1977), 가 2  
& Christophersen, 1988)

(Rosenblum &  
Pinker, 1983, Edwards가 Diaz Klinger  
(1991) 가 2 가  
2  
가 가 가 2

Bialystok(1988, 2001)  
(control)  
(analysis)

:

2  
· Bialystok , , ,  
· Piaget(1929) /  
· Kamiloff-Smith(1992)가  
· Bialystok  
(representational redescription)  
· 가 Cummins (1979)가 2  
· 가 ,  
· Diaz Klinger(1991)가  
· 2  
· Bialystok  
(1988)  
· 2  
· 2  
· 2  
· 2  
· 가  
(EFL English as a Foreign Language)  
· 가



:

2, 2, 가, 가

가 (word size task) Bialystok(1997)

15, 20, 가

3, 2, 가

가 “

2, 3, 18, “ , “ , ?”

(M=65.0, SD=4.3), 15 (M=66.9, SD=4.4) 가 가

가 가

12, 가

Piaget(1929)

(Ricciardelli(1993)가

, 1995)

( )

K-ABC ( ) ( )

, 1997) ( )

2~4 가 , ,

“ ” (

)

“ ” , ,

’가 ( ).



2.

	M	SD
1	7.31	6.33
2	76.44	16.67
3	99.93	13.57

3.

( )	M(SD)	(%)	F
(12)	1 9.6(2.0)	80.4	8.65**
	2 11.1(.75)	92.6	
	3 11.5(.74)	95.6	
(6)	10.7(1.53)	89.3	1.47
	1 4.7(1.69)	78.4	
	2 5.4(.85)	90.7	
(12)	3 5.2(1.20)	86.7	.91
	5.1(1.30)	85.3	
	1 3.9(3.70)	32.4	
(12)	2 4.6(2.74)	38.4	.35
	3 5.5(3.46)	45.6	
	4.6(3.31)	38.5	
(12)	1 6.58(2.29)	54.8	.35
	2 6.94(3.40)	57.8	
	3 6.60(2.95)	55.0	
	6.7(2.87)	56.0	

3  
 (%)  
 89.3%  
 80%  
 85.3%  
 38.5% 가  
 56%  
 84.6% 52.1% ,  
 49%

20

가 (F(2,47)=8.65,  
 p<.001). (LSD)  
 1 (M=9.64, SD=2.0)가  
 2(M=11.1, SD=.7),  
 3(M=11.5, SD=.7)  
 가  
 가  
 가

가

가

, 20

가

가

가

가



가 , 가 2 ,  
가 2 ,  
가 (1998), 2  
(2000) 가  
가 , EFL 15  
가 20 ,  
4  
가 ,  
가 2 ,  
가 2 가 가  
가 , 2 ,  
가 2 가  
가 , 가  
가 2 가  
가 2 가

:

가 . 가 . 가

가 . 가

1 . ,

가 .

가 .

1 . ,

2, 3 . 가

1 . 가

가 . , . 가

(<http://www.gongdong.or.kr>).

가 . . . . .

5 . , . , . 가

5 .

5 .

가 .

2001) 2 , Bialystok(1988, ,

2



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# The effects of limited English experience on metalinguistic awareness of Korean kindergarten children

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Many of the research findings claimed the advantages of bilinguals over monolinguals in the metalinguistic awareness. But it was shown that the advantages ranged from great to none based on the levels of second language proficiency. However, according to Bialystock, both second language proficiency and different levels of metalinguistic tasks are responsible. Metalinguistic tasks can be divided into two categories depending on what it measures: one for measuring control process of metalinguistic awareness and the other for the analysis knowledge of metalinguistic awareness. She found the metalinguistic advantages of biligual on the control tasks. That is, the bilinguals did better than monolinguals on the control task regardless of their primitive second language level. On the other hand, the levels of the second language proficiency was related to the performance on the analysis tasks. This empirical study was designed to examine whether the reported metalinguistic advantages of bilinguals extend to the foreign language learners with limited language proficiency. We assessed the relationship between the levels of the English proficiency and the varied metalinguistic abilities among Korean kindergarteners. Five-year-old Korean kindergarten children were divided into three groups based on their English level. Group 1 has no English learning experience. Group 2 has 20 hrs experience and Group 3 has 20 hrs. experience and additional learning experiences. The findings showed that the levels of English proficiency had no effects on the analysis task, but Group 2 and 3 were better than Group 1 on one control task(word size task). The results supported Bialystock's hypothesis and further, suggested that task demands of each task in the same control or analysis tasks are also important. The findings were interpreted that the often reported metalinguistic advantages of bilinguals extend to the foreign language learners with limited language proficiency on a basic level metalinguistic control task.

*Keywords : English, kindergartener, metalinguistic awareness, control process, analysis process*