

Appendix A Screening Test 篩選測驗

Name: _____ Date: _____ Total: _____

A. Rhyme Detection: Ask the child if the following word pairs rhyme by marking a “○” or “×.” (audio cues)

練習題：

1. door/four (○)

2. dog/horse (×)

1. bad/dad	6. box/lip
2. cow/bird	7. nice/mice
3. cake/take	8. fox/bus
4. pop/hop	9. pin/win
5. fish/kiss	10. sell/gas

B. Oddity Tasks: Ask the child if the following word pairs begin with the same sound by marking a “○” or “×.” (audio cues)

練習題：

1. five/fish (○)

2. hand/foot (×)

正式題：

1. dear/pear	6. frog/four
2. not/new	7. book/box
3. hi/hot	8. love/like
4. ham/Sam	9. fast/house
5. mop/sun	10. come/turn

Appendix B English Learning Background Survey 基本資料調查表

請依實際情況填寫在中打勾

一、性別：男 女 姓名：_____

二、父母最高學歷：

父：國小程度(含沒畢業) 國中畢業 高中高職畢業

大學專科畢業 研究所畢業

母：國小程度(含沒畢業) 國中畢業 高中高職畢業

大學專科畢業 研究所畢業

三、父母職業： 父：_____ 母：_____

四、除了在學校的英文課以外，你有沒有在校外的補習班、才藝班或安親班補習英文？

沒有 有(補習時間共約半年 一年 二年 三年以上)

(第五題請在校外補習英文的小朋友作答即可，其他小朋友跳到第六題作答。)

五、每星期補習的時間共約多時間？

不到 1 小時 1~2 小時 超過 2 小時

六、這學期你會去補習嗎？

會(每星期_____次，每次_____小時)

可能會

不會

Appendix C Phonics Instruction Syllabus

Content Week	Phonics elements		Training words
1 st	Alphabet	A – Z letter names, letter forms	
	Consonants	p, b, t, d	pig, pen, bat, bag, bed, tiger, tub, top, dog, doll, duck, door
2 nd	Consonants	c, g, m, n	cow, cat, can, cap, goat, girl, glass, map, man, mop, nap, net, nut
3 rd	Consonants	f, v, s, z	fan, fat, fig, van, vet, sun, sit, zig, zag
4 th	Consonants	l, r, y, w, j, h	lid, leg, rat, red, run, yen, yes, web, wet, wig, jet, jam, jug, ham, hen, hit
5 th	Consonants, Short vowels	k, q, x a, e, i, o, u	kettle, king, kitten, quilt, question, box, six, apple, bat, cat, pan, egg, hen, bed, ink, fish, bib, octopus, box, top, fox, pot, umbrella, cup, cub, bug, tub,
6 th	Short vowels, Consonant digraphs	a, e, i, o, u sh, ch, ph, wh, th, ck, ng	shop, shine, chin, chime, fish, dish, bench, lunch, elephant, telephone, whip, white, what, whale, alphabet, thin, thick, this, these, bath, math, mother,

			father, duck, sock, king, ring, kick, pick, sing, wing
7 th	Consonant blends	cl, gl, pl, bl, fl, cr, gr, pr, br, fr, tr, dr, sn, sm, sp, st, sk, sl, sw, tw,	clock, close, glass, globe, plane, play, black, blow, flag, flute, crab, crow, grass, green, prize, pray, brush, bride, frog, fruit, truck, tree, drink, drive, snake, snow, smile, smoke, spin, spring, stop, street, skip, skate, slide, sleep, swim, swing, twins, twist
8 th	Long vowels (magic e)	-a-e, -e-e, -i-e, -o-e, -u-e	cake, bake, game, name, cage, page, Pete, Eve, Steve, he, me, we, bike, like, five, dive, ride, rice, bone, cone, rose, nose, hole, pole, tube, cube, June, cute, mule, use,
9 th	Long vowels, Long vowels (polite vowels)	-a-e, -e-e, -i-e, -o-e, -u-e ai, ay, ea, ee, ey	chain, rain, train, mail, day, May, way, say, tea, sea, peach, feet, tree, sheep, key, monkey, money,
10 th	Long vowels, Vowel digraphs	oa, oe, ow, ui, ue, au, aw, ou, ow,	boat, coat, goat, toe, doe, hoe, snow, window, yellow, suit, fruit, juice, blue, glue,

			Sue, pie, tie, die, August. Sauce, saw, draw, out, house, mouse, cow, how, now, down, brown,
11 th	Vowel digraphs, Review: alphabet	oi, oy, ōō, öö A-Z	oil, boil, boy, toy, moon, spoon, room, book, cook, look, foot, ball,
12 th	Endings (rimes), Review: word recognition and spelling skills	-all, -ight	fall, tall, small, light, night, right,

Appendix D Eight Nursery Rhymes

1. **One, Two, Buckle My Shoes** (key rime: *-en*)

One, two, buckle my shoe;
Three, four, knock at the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.

2. **Are You Sleeping?** (key rime: *-ing*)

Are you sleeping?
Are you sleeping?
Brother John, Brother John?
Morning bells are ringing
Morning bells are ringing
Ding, ding, dong,
Ding, ding, dong.

3. **Georgie Porgie, Pudding and Pie** (key rime: *-ay*)

Georgie Porgie, pudding and pie,
Kissed the girls and made them cry;
When the boys came out to play,
Georgie Porgie ran away.

4. **Hickory, Dickory, Dock** (key rime: *-ock*)

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,

The mouse ran down,
Hickory, dickory, dock.

5. **Row, Row, Row Your Boat** (key rime: *-eam*)

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

6. **Humpty Dumpty Sat on a Wall** (key rime: *-all*)

Humpty Dumpty sat on a wall;
Humpty Dumpty had a big fall.
All the king's horses and all the king's men
Couldn't put Humpty Dumpty together again.

7. **Jack and Jill Went up the Hill** (key rime: *-ill*)

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

8. **Teddy Bear, Teddy Bear, Turn Around** (key rime: *-ight*)

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, shut the door.
Teddy Bear, Teddy Bear, count to four.
Teddy Bear, Teddy Bear, turn out the light.
Teddy Bear, Teddy Bear, say goodnight.

Appendix E Nursery Rhyme Instruction Syllabus

Content Week	Nursery Rhyme	Key Rhymes	Analogous Words
1 st	One, Two, Buckle My Shoes	<u>ten</u> , <u>hen</u>	ben, den, fen, gen, ken, men, pen, sen, wen, yen, zen, Bren,
2 nd	Are You Sleeping?	<u>sleeping</u> , <u>ringing</u> , <u>ding</u> ,	bing, king, ling, Ming, ping, ring, sing, ting, wing, zing, cling, fling, sling, bring, spring, sting, string, swing, thing, wring
3 rd	Review		
4 th	Georgie Porgie, Pudding and Pie	<u>play</u> , <u>away</u>	bay, day, fay, gay, hay jay, kay, lay, may, nay, pay, ray, say, way, shay, clay, flay, slay, bray, dray, fray, gray, pray, tray, spay, sway, spray, stray
5 th	Hickory, Dickory, Dock	<u>dock</u> , <u>clock</u>	hock, jock, knock, lock, mock, nock, pock, rock, sock, tock, yock, chock, shock, block, flock, crock, frock, smock, stock
6 th	Review		
7 th	Row, Row, Row Your Boat	<u>stream</u> , <u>dream</u>	beam, ream, seam, team, bream, cream, fleam, gleam, steam, scream
8 th	Humpty Dumpty Sat on a Wall	<u>wall</u> , <u>fall</u>	all, ball, call, gall, hall, mall, pall, quall, tall, small, spall, stall,
9 th	Review		

10 th	Jack and Jill Went up the Hill	<u>Jill</u> , <u>hill</u>	bill, dill, fill, gill, hill, ill, kill, mill, nill, pill, quill, rill, sill, till, will, chill, shill, thill, drill, frill, grill, skill, spill, still, swill, thrill, trill, twill
11 th	Teddy Bear, Teddy Bear, Turn Around	<u>light</u> , <u>night</u>	bight, dight, fight, hight, knight, might, night, right, sight, tight, blight, flight, plight, slight, bright, fright
12 th	Review: word recognition and spelling skills		

Lesson 6

Humpty Dumpty Sat on a Wall

Humpty Dumpty sat on a wall



Humpty Dumpty had a big fall.



All the king's horses,




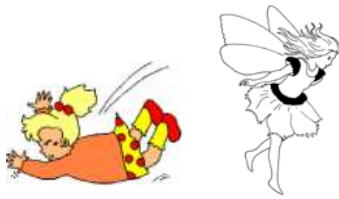

And all the king's men,

Couldn't put Humpty together again.



Activity 6-1







A. 第一個音相同的圈起來○，不同的打×。

 <p>()</p>	 <p>()</p>	 <p>()</p>
--	---	--





B. 拼拼看



C. 誰的音最多?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					
()	()	()	()	()	()

D. 替換遊戲。Humpty Dumpty sat on a wall.

 <p><input type="checkbox"/> all</p>	 <p><input type="checkbox"/> all</p>	 <p><input type="checkbox"/> all</p>	 <p><input type="checkbox"/> all</p>
---	---	--	---

m b w st

Activity 6-2

<p>Yy</p>  <p>yen</p> 	<p>Ww</p>  <p>wall</p>
---	--

Y

y

Yy

yen

W

w

Ww

wall

Activity 6-3

A. 填填看

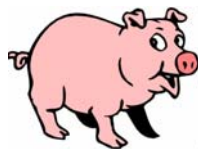
a, e, or i



1. c□t



2. h□n



3. p□g



4. f□t



5. r□ng

B. 填填看

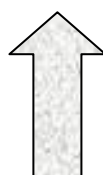
o or u



1. d□ck



2. b□s



3. □p



4. s□ck



5. r□n

C. 其實啊，Humpty Dumpty (蛋頭先生) 只是五兄弟中的小弟，他其他的兄弟也坐在牆上哦！他們的名字都很像，只有中間的母音不一樣(a, e, i, o)。請幫蛋頭先生把其他的兄弟找出來吧！

● H__mpty D__mpty 大哥



● H__mpty D__mpty 二哥



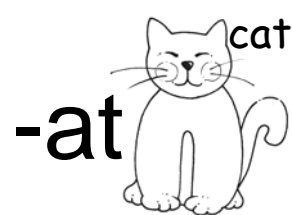
● H__mpty D__mpty 三哥



● H__mpty D__mpty 四哥



Activity 6-4



- A. 請跟老師一起讀出下列的單字。
 B. 請在空格中寫出你聽到的單字。



1. _____

tall



.....
 4. _____



2. _____

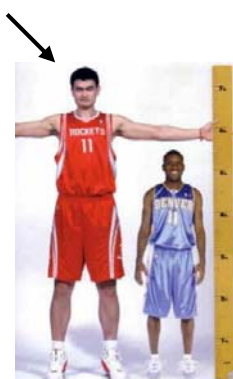
ball

men



5. _____

yen



3. _____

fat

hat



6. _____

Appendix G Phonemic Awareness Pretest and Posttest

Phonemic Awareness Pre-test 音素覺識測驗前測

Name: _____ Date: _____ Total: _____

A. Rhyme Detection: Ask the child if the following word pairs rhyme by marking a “○” or “×.” (audio cues)

練習題：

1. pen/ten (○)

2. dog/fish (×)

正式題：

1. _____ goat/boat	6. _____ sat/pat
2. _____ tall/horse	7. _____ met/hen
3. _____ hook/came	8. _____ clock/lit
4. _____ right/light	9. _____ sing/ring
5. _____ mom/boy	10. _____ pig/dig

B. Oddity Tasks: Ask the child if the following word pairs begin with the same sound by marking a “○” or “×.” (audio cues)

練習題：

1. car/cat (○)

2. dog/book (×)

正式題：

1. die/cry	6. tap/kit
2. mat/mud	7. dog/hen
3. say/sit	8. tom/tan
4. yell/tell	9. hop/fob
5. boat/bag	10. red/ran

C. Phoneme Blending: Say each word sound by sound. Ask the child to say the word as a whole. (audio cues)

練習題：

1. /b/.../ɪ//g/→big

2. /l/.../aɪ/.../t/→light

正式題：

1. M - ay	6. t - e - n
2. s - i - ck	7. f - o - g
3. b - a - ll	8. h - o - p
4. d - a - n	9. n - u - t
5. c - o - t	10. l - i - d

D. Segmentation: Say each word. Have the child say each word sound by sound.

(audio cues)

練習題：

1. say → /s//e/

2. cat → /k//æ//t/

正式題：

1. pie	6. had
2. kit	7. pet
3. nice	8. dock
4. log	9. ran
5. pig	10. but

E. Phonemic Manipulation: Say each word. Have the child say the word without the first sound. (audio cues)

練習題：

1. pick → /ɪk/

2. cat → /æ/

正式題：

1. day	6. rat
2. sick	7. ring
3. pot	8. bag
4. toy	9. right
5. cop	10. ten

Phonemic Awareness Posttest 音素覺識測驗後測

Name: _____ Date: _____ Total: _____

A. Rhyme Detection: Ask the child if the following word pairs rhyme by marking a “○” or “×.” (audio cues)

練習題：

1. hen/ten (○)

2. dog/house (×)

1. _____ boat/coat	6. _____ mat/pat
2. _____ ball/horse	7. _____ let/pen
3. _____ took/came	8. _____ sock/lit
4. _____ light/right	9. _____ king/ring
5. _____ mom/dad	10. _____ dig/rig

B. Oddity Tasks: Ask the child if the following word pairs begin with the same sound by marking a “○” or “×.” (audio cues)

練習題：

1. big/book (○)

2. dog/cat (×)

正式題：

1. pie/girl	6. kit/tug
2. met/man	7. dog/ten
3. say/sit	8. tab/tom
4. yell/tell	9. fig/hop
5. big/boat	10. rat/red

C. Phoneme Blending: Say each word sound by sound. Ask the child to say the word as a whole. (audio cues)

練習題：

1. /p/.../ɪ/.../g/→pig

2. /n/.../aɪ/.../t/→night

正式題：

1. d - ay	6. t - a - n
2. p - i - ck	7. l - o - g
3. c - o - p	8. f - a - ll
4. p - e - n	9. b - oa - t
5. h - o - t	10. s - i - d

D. Segmentation: Say each word. Have the child say each word sound by sound.

(audio cues)

練習題：

1. key→/k/.../i/

2. hat→/h/.../æ/.../t/

正式題：

1. tie	6. let
2. fat	7. mad
3. dig	8. cut
4. dot	9. five
5. hen	10. sock

E. Phonemic Manipulation: Say each word. Have the child say the word without the first sound. (audio cues)

練習題：

1. big→/ig/

2. cat→/æt/

正式題：

1. say	6. rap
2. pick	7. tug
3. got	8. fat
4. boy	9. night
5. hop	10. let

Note. The words in **bold** are untrained words.

Appendix H Word Recognition Pretest and Posttest

Word Recognition Pretest 認字測驗前測

四年()班	()號	姓名：
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A. 認字測驗

指導語：施測者：「小朋友，根據英文發音的方式，試唸出下面的字。例如(指著例題說明)：b-/b/-a/æ/-g/g/，以 bag 唸成/bæg/」。(若學生因不敢嚐試而說不會唸，鼓勵他試試看)

- | | |
|--------|---------|
| 1. fat | 6. lit |
| 2. ten | 7. tie |
| 3. bot | 8. fix |
| 4. dig | 9. hop |
| 5. day | 10. sum |

B. 英文假字認讀測驗

指導語：施測者：「小朋友，我會給你 10 個英文單字。它們不是英文字，而是很像英文字的假字，但是這些字可以被拼唸出來。例如(指著例題說明)：b-/b/-a/æ/-b/b/，以 bab 唸成/bæb/。請試著唸唸看，放輕鬆，你的答案我會用錄音筆錄下來」。(若學生因不敢嚐試而說不會唸，鼓勵他試試看)

- | | |
|--------|----------|
| 1. laf | 6. ven |
| 2. nop | 7. rud |
| 3. jit | 8. jat |
| 4. mun | 9. hox |
| 5. fes | 10. ying |

Word Recognition Posttest 認字測驗後測

四年()班	()號	姓名：
--------	------	-----

A. 認字測驗

指導語：施測者：「小朋友，根據英文發音的方式，試唸出下面的字。例如(指著例題說明)：b-/b/-a/æ/-g/g/，以 bag 唸成/bæg/」。(若學生因不敢嚐試而說不會唸，鼓勵他試試看)

- | | |
|---------------|----------------|
| 1. cat | 6. kit |
| 2. hen | 7. pie |
| 3. lot | 8. six |
| 4. rig | 9. pop |
| 5. say | 10. hum |

B. 英文假字認讀測驗

指導語：施測者：「小朋友，我會給你 10 個英文單字。它們不是英文字，而是很像英文字的假字，但是這些字可以被拼唸出來。例如(指著例題說明)：

b-/b/-a/æ/-b/b/，以 bab 唸成/bæb/。請試著唸唸看，放輕鬆，你的答案我會用錄音筆錄下來」。 (若學生因不敢嚐試而說不會唸，鼓勵他試試看)

- | | |
|--------|----------|
| 1. caf | 6. ren |
| 2. zop | 7. tud |
| 3. kib | 8. lat |
| 4. sut | 9. jox |
| 5. med | 10. ving |

Note. The words in **bold** are untrained words.

Appendix I Spelling Pretest and Posttest

Spelling Pretest 拼字測驗前測

四年()班	()號	姓名：
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A. 寫出英文字第一個子音字母 (audio cues)

例：cat

1. sing 2. rod 3. fog 4. wall 5. may

B. 寫出英文字中間的母音字母 (audio cues)

例：bag

1. siit 2. huut 3. doock 4. meet 5. caab

C. 寫出英文字最後一個子音字母 (audio cues)

例：lion

1. tip 2. fox 3. gymm 4. big 5. nut

D. 請將你聽到的英文字寫下來 (audio cues)

例：dog

1. bit 2. dig 3. rob 4. hen 5. sat

Spelling Posttest 拼字測驗後測

四年()班	()號	姓名：
--------	------	-----

A. 寫出英文字第一個子音字母 (audio cues)

例：cat

1. **g**ot 2. day 3. **h**ip 4. fall 5. king

B. 寫出英文字中間的母音字母 (audio cues)

例：baag

1. cut 2. **d**ig 3. sock 4. hat 5. **T**ed

C. 寫出英文字最後一個子音字母 (audio cues)

例：lionn

1. outt 2. **dam** 3. six 4. **tug** 5. **hop**

D. 請將你聽到的英文字寫下來 (audio cues)

例：dog

1. pen 2. fat 3. **pod** 4. big 5. lit

Note. The words in **bold** are untrained words.

Appendix J Questionnaire of Attitudes toward Learning English 英語學習態度量表

	非常 同意	同 意	不 同 意	很 不 同 意
1 我覺得上英語課很快樂.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 我覺得學好英語是容易的事.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 我覺得英語科的作業很有趣.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 學英語很浪費時間.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 當我想到要考英語時，心情就不好.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 我認為學英語，對將來的生活很有幫助.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 英語成績不好時，我會很灰心.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 我相信我有學好英語的能力.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 我覺得英語考試沒有什麼好怕的.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 如果能不學英語，我就不想學英語.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 我覺得上英語課可以學到許多國外的事情.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 上英語課時，我覺得很無聊.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 英語課本的內容，我大多能了解.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 英語有不懂的地方，我會問老師或長輩.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 我的英語成績還不錯.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 長大以後，很多地方都要用到英語的知識.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 我喜歡學習跟英語有關的任何事情.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 英語是我最討厭的科目.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 考英語時，我很緊張.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 我討厭寫英語科作業.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 我覺得學英語沒什麼用.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 我對英語沒興趣.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 我希望常常上英語課.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 學會英語，可以上網看很多外國的資訊.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 我相信只要用功就可以學好英語.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix K A Letter of Consent 同意函

同意函

茲 同意國立政治大學英語教學碩士在職專班研究生吳雅真君在其碩士論文「英文童謠教學對國小英語補救教學效能之研究」中，使用本人於民國 92 年編製之「英語學習態度量表」，作為進行其碩士論文之研究工具。

同意人 江翠英

中華民國 95 年 9 月 12 日

Appendix L Subjects' PA Scores in the Pretest and Posttest

No.	group	pre-rhyme	post-rhyme	pre-oddity	post-oddity	pre-blending	post-blending	pre-segmentation	post-segmentation	pre-manipulation	post-manipulation	pre-total	post-total
1	1	6	8	8	8	3	9	0	11	0	4	17	40
2	1	5	7	6	8	1	8	9	16	2	0	23	39
3	1	4	6	2	9	3	6	17	16	0	0	26	37
4	1	6	8	5	6	2	6	14	17	1	2	28	39
5	1	9	6	9	5	4	7	7	18	1	4	30	40
6	1	8	4	9	10	2	9	11	24	3	8	33	55
7	1	8	8	9	9	6	7	7	26	4	8	34	58
8	1	10	10	6	10	6	6	9	23	4	9	35	58
9	1	6	8	8	6	2	8	16	19	4	9	36	50
10	1	8	8	4	6	7	7	16	18	3	7	38	46
11	1	10	10	4	9	9	8	12	13	4	5	39	45
12	1	9	9	8	6	7	8	17	25	2	7	43	55
13	1	9	8	7	7	6	8	21	18	0	1	43	42
14	1	9	9	8	9	7	9	15	26	7	10	46	63
15	1	8	8	9	8	4	7	19	22	6	9	46	54
16	1	8	8	9	9	8	8	19	15	5	6	49	46
17	1	9	10	9	9	8	9	16	28	9	10	51	66
18	1	9	7	8	10	7	7	25	19	8	9	57	52
19	2	8	10	6	7	2	8	0	24	1	9	17	58
20	2	7	8	5	8	0	9	10	25	1	7	23	57
21	2	8	9	10	9	5	9	2	28	1	9	26	64
22	2	8	6	8	9	1	7	8	20	1	4	26	46
23	2	10	9	7	7	5	8	5	24	2	7	29	55
24	2	5	10	6	7	8	8	13	25	0	10	32	60
25	2	7	9	8	9	7	8	12	24	0	9	34	59
26	2	8	10	10	10	5	9	11	28	1	9	35	66
27	2	9	9	8	8	5	8	10	24	4	9	36	58
28	2	8	8	4	7	4	9	18	23	2	6	36	53
29	2	8	9	8	10	7	7	15	21	1	9	39	56
30	2	8	10	5	8	7	7	23	21	1	7	44	53
31	2	6	10	5	8	7	9	19	27	7	9	44	63
32	2	9	9	7	9	4	7	22	27	5	10	47	62
33	2	9	9	6	8	9	9	19	27	4	10	47	63
34	2	8	10	8	10	9	10	24	25	0	10	49	65
35	2	9	9	8	7	9	7	23	25	2	10	51	58
36	2	4	9	9	9	8	7	27	26	6	10	54	61

Note. group 1 = control group; group 2 = experimental group

Appendix M Subjects' WR and Spelling Scores in the Pretest and Posttest

No.	group	pre-RWR	post-RWR	pre-PWR	post-PWR	pre-spelling	post-spelling
1	1	2	14	0	20	3	12
2	1	0	7	0	10	0	2
3	1	0	3	0	2	0	2
4	1	9	7	8	13	1	13
5	1	8	9	8	17	1	8
6	1	0	17	0	19	0	12
7	1	0	8	0	14	0	9
8	1	15	20	22	24	15	21
9	1	1	7	0	2	0	3
10	1	2	2	0	4	2	3
11	1	3	8	0	7	1	8
12	1	2	10	1	14	1	15
13	1	3	0	2	7	3	4
14	1	26	27	26	28	13	19
15	1	2	6	2	6	0	1
16	1	2	2	0	2	0	0
17	1	20	20	20	19	17	21
18	1	15	20	9	20	7	8
19	2	0	20	0	21	0	20
20	2	0	10	0	9	0	7
21	2	3	24	4	23	4	27
22	2	0	14	0	14	0	7
23	2	5	26	0	27	9	20
24	2	12	21	7	22	2	14
25	2	1	2	0	1	0	3
26	2	20	27	16	29	7	28
27	2	0	16	0	17	0	9
28	2	0	11	0	6	0	3
29	2	2	12	0	6	0	8
30	2	2	17	4	19	5	11
31	2	0	21	10	26	0	19
32	2	12	25	11	24	8	23
33	2	20	27	11	27	7	22
34	2	8	27	8	28	8	24
35	2	12	22	14	23	6	21
36	2	18	25	11	27	11	25

Note. group 1 = control group; group 2 = experimental group

Appendix N Subjects' Attitude Scores in the Pretest and Posttest

No.	group	pre-usefulness	post-usefulness	pre-fondness	post-fondness	pre-confidence	post-confidence	pre-total	post-total
1	1	21	17	35	23	26	21	82	61
2	1	21	20	42	28	27	25	90	73
3	1	19	19	35	30	20	21	74	70
4	1	22	21	37	43	23	22	82	86
5	1	22	7	14	17	23	23	59	47
6	1	21	22	24	34	16	22	61	78
7	1	17	18	19	27	13	23	49	68
8	1	21	18	28	29	19	22	68	69
9	1	24	15	32	19	14	14	70	48
10	1	19	17	23	29	19	21	61	67
11	1	15	14	29	31	18	18	62	63
12	1	20	16	25	29	22	22	67	67
13	1	19	9	22	12	13	14	54	35
14	1	22	18	19	39	14	32	55	89
15	1	6	8	12	19	8	11	26	38
16	1	13	7	24	14	18	11	55	32
17	1	23	24	31	38	18	22	72	84
18	1	9	6	14	11	9	8	32	25
19	2	24	24	44	43	29	23	97	90
20	2	9	18	31	29	20	20	60	67
21	2	18	18	28	30	11	19	57	67
22	2	6	24	12	44	14	29	32	97
23	2	6	24	17	33	16	19	39	76
24	2	16	21	28	27	18	22	62	70
25	2	12	19	34	32	21	21	67	72
26	2	24	24	33	43	15	26	72	93
27	2	24	23	29	36	12	21	65	80
28	2	15	19	23	26	17	21	55	66
29	2	13	18	17	19	13	16	43	53
30	2	21	21	22	31	18	19	61	71
31	2	18	18	27	30	20	21	65	69
32	2	12	13	13	30	13	18	38	61
33	2	18	21	29	31	15	16	62	68
34	2	8	24	20	44	19	32	47	100
35	2	24	24	25	34	19	22	68	80
36	2	8	21	14	29	11	24	33	74

Note. group 1 = control group; group 2 = experimental group