

TABLE OF CONTENTS

Acknowledgments.....	iv
Chinese Abstract.....	vii
English Abstract.....	ix
Chapter One: Introduction.....	1
Motivation.....	1
Purpose and Research Questions.....	3
Definition of Terms.....	4
Organization of the Thesis.....	6
Chapter Two: Literature Review.....	7
English Orthography.....	7
Phonics.....	8
Phonics Instructions.....	10
Phonological Awareness.....	12
Syllable Awareness.....	14
Related Studies in Taiwanese Context.....	17
Chapter Three: Methodology.....	22
Research Design.....	22
The Pilot Study.....	22
The Revision.....	25
The Formal Study.....	26
Subjects.....	29
Instruments.....	31
Testing Materials.....	31
a. The Design of Pre-instruction Questionnaire on learning.....	32
b. The Design of Syllable Counting Test.....	34
c. The Design of Mono-syllable Word Spelling Test.....	34
d. The Design of Multi-syllable Word Spelling Pretest.....	36
e. The Design of Multi-syllable Word Spelling Posttest.....	37
f. The Design of Post-instruction Questionnaire on learning.....	37
g. Interview Design.....	39
Teaching Materials and Instruction.....	40
Data Analysis.....	44
Chapter Four: Results and Discussion.....	47
Spelling Multi-syllable Words.....	47

Comparisons between the Two Groups.....	48
Pre- and Post-instruction Questionnaire.....	50
Attitude toward Memorizing Vocabulary.....	50
Attitude toward Learning English.....	54
Post-instruction Questionnaire.....	57
Attitude toward Different Instructions.....	57
Attitude toward Teacher’s Teaching Method.....	59
Difficulties.....	61
Interviews.....	63
Chapter Five: Conclusions.....	66
Main Findings.....	66
Pedagogical Implications.....	68
Limitations of the Study and Suggestions for the Future Research.....	69
References.....	72
Appendixes.....	79

