

參考文獻

- 洪麗瑜、黃冠穎（2006）。兩種取向的部件識字教學法對國小低年級語文低成就學生之成效比較。《特殊教育研究學刊》，31，43-71。
- [Hung, L.-Y., & Huang, K.-Y. (2006). Two different approaches to radical-based remedial Chinese reading for low-achieving beginning readers in primary school. *Bulletin of Special Education, 31*, 43-71.]
- 國立編譯館（1995）。國民小學國語課本。臺北市：作者。
- [National Institute for Compilation and Translation (1995). *Elementary school Chinese textbooks*. Taipei, Taiwan: Author.]
- 教育部（2002）。國小學童常用字詞調查報告書。臺北市：作者。
- [Ministry of Education (2002). *Survey of the characters and words frequently used by primary school students*. Taipei, Taiwan: Author.]
- 陸莉、劉鴻香（1998）。修訂畢保德圖畫詞彙測驗。臺北市：心理。
- [Lu, L., & Liu, H.-H. (1998). *Peabody picture vocabulary test-revised*. Taipei, Taiwan: Psychology.]
- 舒華、周曉林、武寧寧（2000）。兒童漢字讀音聲旁一致性意識的發展。《心理學報》，32，164-169。
- [Shu, H., Zhou, X.-L., & Wu, N.-N. (2000). Utilizing phonological cues in Chinese characters: A developmental study. *Acta Psychologica Sinica, 32*, 164-169.]
- 黃秀霜（2001）。中文年級識字量表。臺北市：心理。
- [Huang, H.-S. (2001). *Graded Chinese character recognition test*. Taipei, Taiwan: Psychology.]
- 羅明、胡志偉、蔡方之（2007）。Chinese readers' knowledge of how Chinese orthography represents phonology。《中華心理學刊》，49（4），315-334。
- [Lo, M., Hue, C.-W., & Tsai, F.-C. (2007). Chinese readers' knowledge of how Chinese orthography represents phonology. *Chinese Journal of Psychology, 49*(4), 315-334.]
- Backman, J. (1984). Acquisition and use of spelling-sound correspondences in reading. *Journal of Experimental Child Psychology, 38*(1), 114-133.
- Chall, J. S., & Popp, H. M. (1996). *Teaching and assessing phonics: Why, what, when, how: A guide for teachers*. Cambridge, MA: Education Pub. Service.

- Chen, S.-C. (2008). Nature of consistency effect in naming non-phonetic phonograms. *Language and Linguistics*, 9(1), 161-175.
- Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100(4), 589-608.
- Coltheart, V., & Leahy, J. (1992). Children's and adults' reading of nonwords: Effects of regularity and consistency. *J Exp Psychol Learn Mem Cogn*, 18(4), 718-729.
- DeFrancis, J. (1989). *Visible speech: The diverse oneness of writing systems*. Honolulu, HI: University of Hawaii Press.
- Fang, S.-P., Horng, R.-Y., & Tzeng, O. J.-L. (1986). Consistency effects in the Chinese character and pseudo-character naming test. In H. S.-R. Kao & R. Hoosain (Eds.), *Linguistics, psychology, and the Chinese language* (pp. 11-21). Hong Kong, China: University of Hong Kong Press.
- Goswami, U., Ziegler, J. C., & Richardson, U. (2005). The effects of spelling consistency on phonological awareness: A comparison of English and German. *Journal of Experimental Child Psychology*, 92(4), 345-365.
- Hsiao, J. H.-W., & Shillcock, R. (2006). Analysis of a Chinese phonetic compound database: Implications for orthographic processing. *Journal of Psycholinguistic Research*, 35(5), 405-426.
- Hue, C.-W. (1992). Recognition processes in character naming. *Advances in Psychology*, 90, 93-107.
- Lee, C.-Y. (2008). Rethinking of the regularity and consistency effects in reading. *Language and Linguistics*, 9(1), 177-186.
- Lee, C.-Y. (2009). The cognitive and neural basis for learning to read Chinese. *Journal of Basic Education*, 18(2), 63-85.
- Lee, C.-Y., Tsai, J.-L., Su, E. C.-I., Tzeng, O. J.-L., & Hung, D. L. (2005). Consistency, regularity, and frequency effects in naming Chinese characters. *Language and Linguistics*, 6(1), 75-107.
- Liu, I.-M., Chen, S.-C., & Sue, I.-R. (2003). Regularity and consistency effects in Chinese character naming. *Chinese Journal of Psychology*, 45(1), 29-46.
- Lo, M., & Hue, C.-W. (2008). C-CAT: A computer software used to analyze and select

- Chinese characters and character components for psychological research. *Behavior Research Methods*, 40(4), 1098-1105. doi: 10.3758/Brm.40.4.1098
- Metsala, J. L., Stanovich, K. E., & Brown, G. D. A. (1998). Regularity effects and the phonological deficit model of reading disabilities: A meta-analytic review. *Journal of Educational Psychology*, 90, 279-293.
- Seidenberg, M. S., & McClelland, J. L. (1989). *A distributed, developmental model of word recognition and naming*. Fort Belvoir, VA: Defense Technical Information Center.
- Seymour, P. H., Aro, M., & Erskine, J. M. (2003). Foundation literacy acquisition in European orthographies. *British Journal of Psychology*, 94(2), 143-174.
- Shu, H. (2003). Properties of school Chinese: Implications for learning to read. *Child Development*, 74(1), 27-47.
- Shu, H., Anderson, R. C., & Wu, N. (2000). Phonetic awareness: Knowledge of orthography-phonology relationships in the character acquisition of Chinese children. *Journal of Educational Psychology*, 92(1), 56-62.
- Tzeng, O. J.-L., Lin, Z.-H., Hung, D. L., & Lee, W.-L. (1995). Learning to be a conspirator: A tale of becoming a good Chinese reader. In B. de Gelder & J. Morais (Eds.), *Speech and reading: A comparative approach* (pp. 227-246). Hove, UK: Erlbaum (UK) Taylor & Francis.
- Waters, G. S., Seidenberg, M. S., & Bruck, M. (1984). Children's and adults' use of spelling-sound information in three reading tasks. *Mem Cognit*, 12(3), 293-305.
- Weekes, B. S., Castles, A. E., & Davies, R. A. (2006). Effects of consistency and age of acquisition on reading and spelling among developing readers. *Reading and Writing*, 19(2), 133-169.
- Ziegler, J. C., & Goswami, U. (2005). Reading acquisition, developmental dyslexia, and skilled reading across languages: A psycholinguistic grain size theory. *Psychological Bulletin*, 131(1), 3-29. doi: 2004-22408-001 [pii] 10.1037/0033-2909.131.1.3