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1.1.	.....	11
1.2.	.....	12
1.3.		14
<b>2.</b>		
	.....	<b>17</b>
2.1.	.....	17
2.2.	.....	19
2.3.	.....	21
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3.1.	.....	25
3.2.	.....	28
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3.3.2.	.....	34
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<b>4.</b>		<b>43</b>
<b>5.</b>	- - .....	<b>53</b>
<b>6.</b>	.....	<b>59</b>
6.1.	.....	59
6.2.	.....	60

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<b>7.</b>	.....	<b>67</b>
<b>8.</b>	.....	<b>833</b>
<b>9.</b>	.....	<b>977</b>
<b>10.</b>	.....	<b>1022</b>
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<b>1</b>	.....	<b>129</b>
<b>2</b>	í ..... 131	<b>131</b>

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[t

(42,490)=4,640, p<0,001, . := 0,79, . := 0,20, . := 0,96, . := 0,07]

[t (42,358)=-

5,472, p<0,001, . := 0,78, . := 0,12, . := 0,92, . := 0,60].

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## ABSTRACT

The present study explores morphological awareness in typical and dyslexic readers. While the role of poor phonological awareness has been examined and has been found a strong relation to the difficulty of dyslexic children in handling the alphabetic principle less is known about their morphological awareness. The purpose of this study was to investigate how adequate were typical and dyslexic adulthood readers to the morphemic awareness of derived forms and how easy was for them to deal with derived types of words. Also we were examining one more parameter, if dyslexics skills in derivational morphology follow development process with grade level as occurs with typical readers. Therefore we compared the performances of 15 junior high school typical readers and 15 junior high school dyslexic readers and also 15 senior high school typical readers and 15 senior high school dyslexic students in derivational morphology tasks that comprised firstly a lexical decision by derivationally-related word pairs including derived items and pseudoderived items, secondly sentences completion by appropriate derived words and as well production of the appropriate base of derived forms. All tasks included both transparently-related derivation words and non transparently-related words. From an analysis of the results emerged differentiated performance between dyslexic and non-dyslexic students. More specifically, the difference was statistically significant between both dyslexic and non-dyslexic students regardless of class attendance [ $t(42,490)=4,640, p<0,001$ , dyslexic students  $M: 0,79$ , S.D.:  $0,20$ , non dyslexic students  $M: 0,96$ , S.D.:  $0,07$ ] and among the students of junior high class and senior high class regardless of whether or not dyslexia [ $t(42,358)=-5,472, p<0,001$ , junior high class  $M: 0,78$ , S.D.:  $0,12$ , senior high class  $M: 0,92$ , S.D.:  $0,60$ ]. Therefore, the overall results found that students without dyslexia (junior high class and senior high class) showed the best performance in the projects productive morphological awareness evaluated compared with those of students with dyslexia (junior high class and senior high class), while found and developmental differences in all tests of the criterion as students with and without dyslexia in senior high class showed better performance in all productive morphological awareness projects evaluated in comparison with those of students with and without dyslexia in junior high class respectively.

Key Words: dyslexia, morphological awareness, derivational morphology awareness, derivational morphological development, derivational tasks

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( , 2000).  
(Stolz & Feldman, 1995).  
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» (Bousquet S. et al., 1999).

(Lieberman I. & Shankweiler D., 1985),

Carlisle Nomanbhoy (Colé, et. al., 1997).

( , 2006).

(Berko, 1958; Clark, 1995).

(Carlisle, 2003).

( , 2006).

(Berko, 1958; , 2006),

Ø ,

(Colé et al., 1997).

(Tsesmeli & Seymour 2007; Vogel, 1983)

(Nagy et al., 2006).

(Carlisle & Stone, 2005).

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(Olson, 1994),

(Stanovich, 1988).

(Deacon, Parrila

& Kirby, 2008).

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## 1.1.

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(Casalis et al., 2004).

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(morpheme) ( , 1985; Lyons 1981).

( , 2006).

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(Koda, 2000).

(Carlisle, 2003).

(Carlisle, 2010).

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## 1.2.

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(Casalis et al., 2004).

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 (Carlisle, 2010). ,  
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 (Carlisle, 2003,  
 Kuo & Anderson, 2006).  
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(Carlisle, 2003).

### 1.3.

(Fowler & Liberman, 1995; Singson et al., 2000). , ,

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( , 2005), ,  
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(Carlisle, 2003; Carlisle, 2000; Singson et al, 2000).

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(Carlisle, 2000, 2003), - ,  
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1996, 2004 ; Bauer & Nation, 1993; , 2001),  
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(Carlisle, 2003; Kuo & Anderson, 2006).

( - 1996, 2004 ; Bauer & Nation, 1993;; , 2001; Hatch & Brown, 1995),

(Carlisle, 2003).

(1998) ( & , 2009), 6-10 ,

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(Ben Dror et al., 1995; Casalis & Louis-Alexandre, 2000; McBride et al., 2003, S n chal, 2000)

(Elbro & Arnbak., 1996).

Casalis & Louis-Alexandre (2000)

(Carlisle & Nomanbhoy, 1993).



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2002).

Fowler Liberman (1995),

(Lyster,

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( . . : - - ) ( , 2004).

## 2.

### 2.1.

λέξεις  
κλιτικών μορφημάτων.

(προθήματα)

λεξικών, παραγωγικών μορφημάτων

(επιθήματα).

( , 2007).

( ), - -( ), - -( ), ό -( ), - ( , 2005).

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(www.greek-language.gr).

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(Kuo & Anderson, 2006).

derivational morphology) (awareness of

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(Mahony et al., 2000),

, ( . . , , , ) , (Verhoeven & Perfetti, 2003).

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, - (Tyler et Nagy, 1989).

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- )( , 2005).

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(Carlisle, 1995; Fowler  
et al., 2003). Clark (1982) ( Carlisle, 2003),

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(Berninger et al., 2010; Casalis et al.,  
2000; Green et al., 2003; Nagy et al., 1993; Kirby et al., 2012; Kuo & Anderson,  
2006).

(Anglin, 1993).

(Anglin, 1993; Carlisle, 2000; Tyler & Nagy, 1989),  
(Carlisle 2003; Mahony, 1994;  
Nagy et al., 1993).

Carlisle (Carlisle & Fleming, 2003; Carlisle &  
Nomanbhoy, 1993)

Tyler & Nagy (1989),

( ),

(Mahony et al., 2000).

(Mahony et al., 2000).

(Carlisle, 2000; Mann, 2000; Singson et al., 2000; Carlisle & Fleming, 2003; Carlisle & Nomanbhoy, 1993; Fowler & Liberman, 1995).

(Berninger et al., 2010; Nagy & Anderson, 1984).

(Carlisle et al., 2001; Fowler & Liberman, 1995; Leong, 1989b; Mann, 2000; Reichle & Perfetti 2003).

2.3.

(Kuo & Anderson, 2006)

(Anglin,1993; Selby,1972;).

(Kuo & Anderson, 2006).

(Carlisle & Nomanbhoy,1993; Carlisle, 2003).

(Fowler & Liberman, 1995).

Fowler & Liberman (1995)

Carlisle & Nomanbhoy (1993)

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( . . Drive. My uncle is a goodí í í ).

(61,1%)

(40,9%)

(11,2%).

Fowler et al.

(2003)

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Casalis

& Louis-Alexandre (2000),

63%

47,5%

Carlisle & Fleming (2003)

57%

72%

(Carlisle, 2000; Tyler & Nagy,1989),

(Tyler & Nagy,1989).

(Tyler & Nagy, 1990).

Mahony et al. (2000)

natural)

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Ku & Anderson (2003)

Carlisle (1988)

Carlisle

Leong (2000),

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(Carlisle, 2000),

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Hinshelwood 1917  
(Gayán, 2001).  
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2001). (Gayán,

( - , 2002).

« » - , (Frith, 1999; Nicolson et al., 2001; Ramus, 2006; Riddick, 1995).

( , 1999).

(discrepancy)

2005). ( ,

2003). ( - ,

(APA, 1994)  
(ICD-10, 1993),

Lyon (1995), , ,

(working definitions),

(Reid, 2003).

5 17,5%

(Shaywitz, 1998)

(Snowling, 2000),

(Shaywitz, 1998).

(, 2011)

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(Angelelli et al., 2010;

Romani et al., 2001),

(Pennington et al., 1986)

(Høien & Lundberg, 2000; Maughan et al., 2009).

(Bourassa et al., 2006; Cassar et al., 2005).

( & , 1990).

### 3.2.



«Orton Dyslexia Society» . . . ,

, ( International Dyslexia Association), 1994,

( , 1998; , 1999; Snowling &

Thomson, 1991): õ

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(Lyon, 1995; Shaywitz, 1996)-

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(National Institute of Child Health and Human Development U.S.)

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Vellutino, 1987).

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1990; ( , 1997; Pennington , 1999).

Orton, ( ) ( ) , , , , , ( , 1999).

Orton « »

(Thomson, 1990).

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( , 1997; , 1992; , 1999).

Pennington & Smith (1983).

, ( , 1992; Pennington & Smith, 1983; Pennington, 1990)

1, 2, 3, 6, 7, 11, 15 18 (Cardon et al., 1994; Fischer et al., 1999; Fischer et al., 2002; Grigorenko et al., 1997; Nothen et al., 1999; Smith et al., 1991).

### 3.3.2.

, ( , & , 2006).

(Pennington, 1990).

( - ),

( / , d/b).

( ) ( , 1999, 2003).

( , 1997).

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(Johnson, 1980; , 1999, 2003).

, Tallal (1993, 1997),

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(Ahissar et al., 2000; McAnally & Stein, 1996), (Nagarajan et al., 1999; Tallal, 1980),

(McAnally & Stein, 1996; Nagarajan et al., 1999; Ruff et al., 2002),

(Adlard & Hazan, 1998; Serniclaes et al.,

2001).

( , 1992; , 1999).

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(Livingston et al., 1991; Lovegrove et al., 1980; Stein & Walsh, 1997).

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(Eden et al., 1994; Stein & Fowler, 1993)

(Spinelli et

al., 2002).

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Galaburda

Livingstone (1993)

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(Thomson, 1990).

Vellutino (1979),

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(Mann, 1986).

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Roodenrys (1995),

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(Bauer & Emhert, 1984).

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(Elbro, 1996; Hulme & Snowling, 1992; Snowling, 2000).

(Bruck, 1992; Fawcett & Nicolson, 1995; Frith, 1997; Goswami, 2002; Pratt & Brady, 1988; Snowling, 1991; Stanovich, 1998; Tunmer, Herriman & Nesdale, 1988; Wilson & Lesaux, 2001).

) (Blomert & Mitterer, 2004; Tijms, 2004).

Wolf & Bowers (1999)

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Cutting & Denckla, 2001; Denckla & Cutting, 1999, & , 2008),

(Stanovich, 1980). , Wolf & Bowers (1999, 2000)

, : . , , . , , . / ( & , 2008).

Nicolson Fawcett (1990).

2006).

(Fawcett & Nicolson, 1999; Passelimis, Margarity & Vlachos, 2008)

((Eckert et al., 2003; Fulbright et al., 1999; Moretti et al., 2002a,b).

Nicolson (1995), 20%  
(Nicolson Fawcett (1990).

(Brown et al., 2001; Leonard et al., 2001; Nicolson et al., 1999; Rae et al., 1998).

(Stein, 1994; Stein, 2001; Stein & Talcott, 1999; Stein & Walsh, 1997)

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Galaburda et al. (1994),

Ahissar, et al. (2000)

(2001) Tallal et al. (2001),

1997; Stein, 2001)-

( , 2010; Ramus et al., 2003).

, Frith (1999)

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(Pennington,1990). Zeffiro & Eden (2000)

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(Ramus, 2003; Ramus  
et al., 2003),

(Rack, Snowling & Olson, 1992; Snowling 2000; Stanovich, 1988).

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(Lyon,  
1995; Snowling, 2000).

, Lyon (2003) «  
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(Bruck, 1992),

(McDougall et al., 1994; Windfuhr &  
Snowling, 2001; Wolf, Bowers & Biddle, 2000).

( )  
(Rack, Snowling & Olson,  
1992, , 2007).

( , 2010).

1993), ( , 2000).

(Lloyd & Hallahan, 2005; Love & Webb, 2001; Murdoch, 2001; Rourke, 1987).

( 3-9%) (1,3 -1),

(Habib, 2000; Heim & Keil, 2004)

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( . . Burani et al, 2008; Carlisle, Stone & Katz, 2001; Casalis et al, 2004; Deacon, Parrila & Kirby, 2006, 2008; Egan & Pring, 2004; Joanisse, Mannis, Keating & Seidenberg, 2000; Fowler & Liberman, 1995; Lyytiner & Lyytiner, 2004; Shankweiler et al, 1995; Shu, McBride-Chang, Wu & Liu, 2006; Siegel, 2008; StPierre et al, 2010; Tsesmeli & Seymour, 2006, 2008).

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( / ) ( . . Leong, 1989b  
Leong & Parkinson, 1995),

,  
(Casalis et al., 2004). ,

Ben Dror, Bentin, & Frost (1995)

, , Elbro Arnbak (1996)

(Tsesmeli &

Seymour 2007; Vogel 1983, 1977)  
(Nagy et al., 2006).

· , ,

(Burani et al., 2008; Casalis et al., 2004; Egan & Pring, 2004),

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(Carlisle, 1987; Derwing, Smith, & Wiebe, 1995; Kemp, 2000; Nunes, 1998),

(Carlisle, 1987; Fowler & Liberman, 1995; Leong, 1989a,b; Leong & Parkinson, 1995).

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(Fowler & Liberman, 1995),

(Elbro, 1989).

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(Fowler & Liberman, 1995; Shankweiler et al., 1995). Carlisle (1987)

( 14-15 )

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Leong (1989b)

Leong Parkinson (1995),

Elbro (1989)

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Elbro (1989, 1990)

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Fowler Liberman (1995)

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Shankweiler et al. (1995),

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Shankweiler et al. (1996)

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Bryant, Nunes Bindman (1997)

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Rubin et al. (1991)

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Leong (1999)



Deacon et al. (2006)

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Tsesmeli & Seymour (2006)

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, Casalis et al. (2004)

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Carlisle & Stone (2003)

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Carlisle, Stone & Katz (2001)

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Carlisle et al. (2001)

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Siegel (2008),

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((Bishop, 1997; Joannisse & Seidenberg, 1998; Kamhi & Catts, 1986; Shankweiler et al., 1995; Vogel, 1977; Wiig, Semel, & Crouse, 1973).

Leong Parkinson (1995)

(Carlisle, 1987; Fischer, Shankweiler & Liberman 1985).

(Carlisle 1988; Champion 1997; Windsor & Hwang, 1997),  
(Carlisle, Stone, & Katz, 2001; Champion 1997; Windsor 2000),

(Casalis et al., 2004).

(Burani et al 2008; Carlisle & Fleming, 2003, Carlisle et al, 2001; Laxon, Rickard & Coltheart, 1992).  
Laxon et al., (1992)

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Casalis et al. (2004),

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Tréville & Duquette (1996) ( , , 2000),

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(Harris & Giannouli, 1999).

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(Harris & Giannouli, 1999)  
( & , 2009; 2004)  
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(Bryant, Nunes & Aidinis,  
1999).

(Ku & Anderson, 2003; Singson et al., 2000). ,

(Carlisle, 1987; Derwing, Smith, & Wiebe, 1995; Kemp, 2000; Nunes, 1998),

(Bryant, Nunes, & Bindman, 1998; Carlisle, 1987; Fowler & Liberman, 1995; Leong, 1989 a, b; Leong & Parkinson, 1995).

(Fowler & Liberman, 1995; Carlisle 1987; Casalis et al. 2004; Rubin, Patterson, & Kantor, 1991; Siegel 2008).

(Elbro & ArnbaK, 1996).

(Carlisle, 2003; Deacon & Kirby, 2004; Nunes, Bryant, & Bindman, 1997; Roman et al., 2009)





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6.1.

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Raven Progressive Matrices (RAVEN)

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 ( =60) :

$$. 15 \quad ) \quad 13 \quad 3 \quad . \quad (8$$

$$. 15 \quad ) \quad 16 \quad 6 \quad (9$$

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**6.2.**

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$2 \dots : 1 / 1 / , : 2 /$   
 $2 / , : 3 / 3 / \dots$

**6.3.**

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í (Carlisle & Nomanbhoy, 1993).  
 (2009 ),  
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 ( , ).  
 , Carlisle (2000)

(öProduce. The play was a grand \_\_\_\_\_ö, öRunner. How fast can she \_\_\_\_\_?ö).

Casalis et al. (2004)

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Mahony et al. (2000)

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6.4.

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6.5.

Cronbach  $\alpha = 0.912$

## 6.6.

SPSS (version 21).

SPSS

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t

(Two-Way Anova).

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Eta-squared ( <sup>2</sup> )

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p<0.001, p<0.01    p<0.05.

(                      -grouping variable)

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7.

0 1  
 Cronbach's alpha ( =0,92)  
 p>0,05,  
 z=1,317 p=0,062. ( . . )  
 ( . . ), ,

(>0,50, : . =0,79, . =0,13, :  
 . =0,91, . =0,64).

[t (42,490)=4,640, p<0,001,  
 . = 0,79, . = 0,20, . = 0,96, . = 0,07]

[t (42,358)=-5,472, p<0,001, . = 0,78,  
 . = 0,12, . = 0,92, . = 0,60].

,  
 ( - ),  
 ( - ),  
 ( )  
 ),

(Two-way ANOVA).

( . . ).

eta-squared ( <sup>2</sup> ).

[F<sub>(1,59)</sub>=11,153, p=0,001, <sup>2</sup> =0,166]. 1,

( . :=0,89, . :=0,02),

( . :=0,69, . :=0,02),

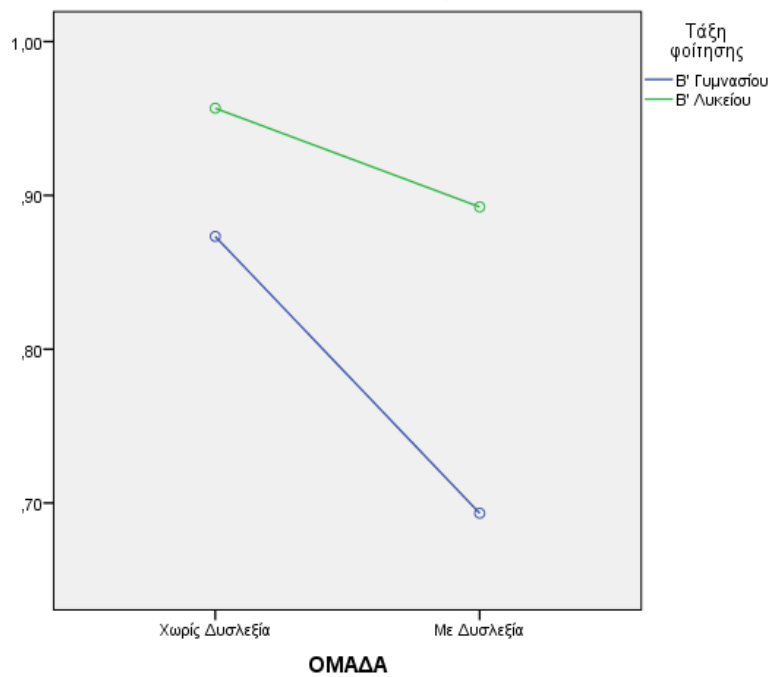
[ . :=0,87, . :=0,02,

: . :=0,96, . :=0,02).

( . :=0,69, . :=0,02 . :=0,87, . :=0,02

) ( . :=0,89, . :=0,02

. :=0,96, . :=0,02).



1.

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( . :=0,92,

. :=0,12)

( . :=0,78, . :=0,12)

[ $F_{(1,59)}=66,341$ ,  $p<0,001$ ,  $\eta^2=0,542$ ],

,

( . :=0,91, . :=0,12)

( . :=0,79, . :=0,12) [ $F_{(1,59)}=49,558$ ,

$p<0,001$ ,  $\eta^2=0,469$ ].

1,

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	<0,001**	0,002*	<0,001**	0,007*	<0,001**	<0,001**
	0,036*	0,006*	0,001*	0,002*	0,002*	<0,001**
*	. .	0,020*	. .	0,014*	0,035*	0,029*

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\*p<0,05, \*\*p<0,001, . . :=

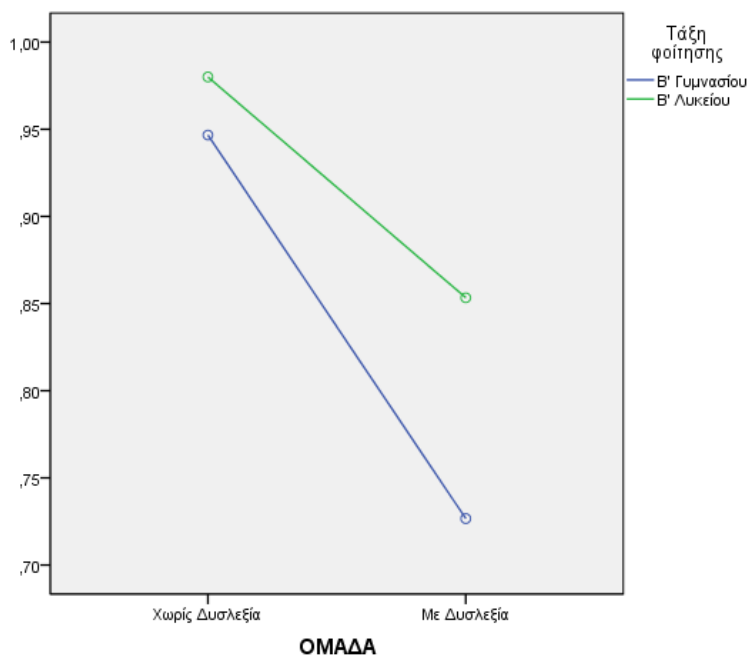
( 1 & 2).

( . .=0,91, . .=0,03) ( . .=0,84, . .=0,03) [F<sub>(1,59)</sub>=4,603, p<0,05, <sup>2</sup>=0,076], ,

( . .=0,96, . .=0,03)

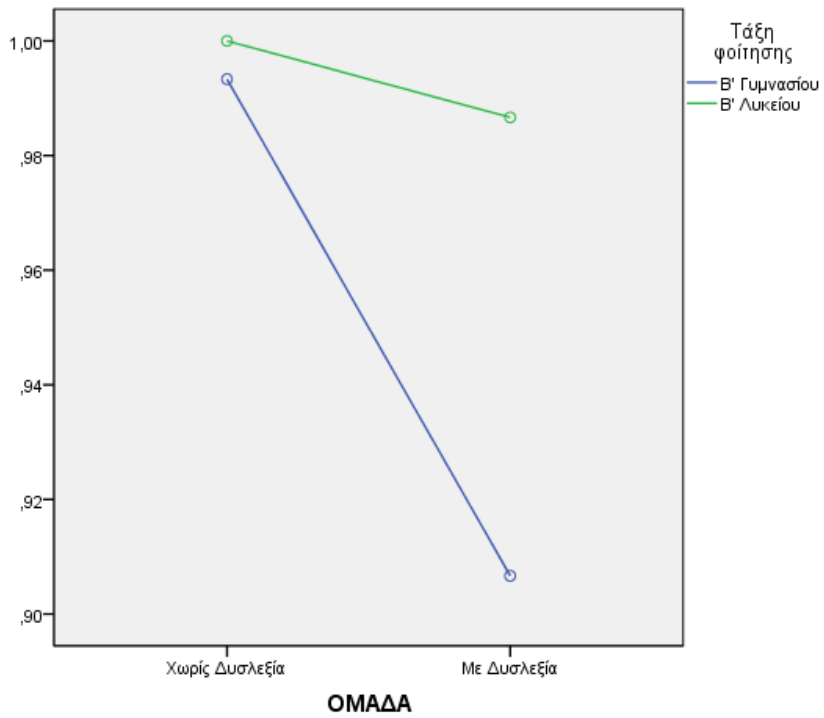
( . .=0,79, . .=0,03) [F<sub>(1,59)</sub>=21,607,

p<0,001, <sup>2</sup>=0,278].



2.

,  $[F_{(1,59)}=5,762, p<0,05, \eta^2=0,093]$ ,  
 $[F_{(1,59)}=10,714, p<0,05, \eta^2=0,161]$   
 $[F_{(1,59)}=8,048, p<0,05, \eta^2=0,126]$  (1).  
 3,  
 (  $\eta^2=0,99, p=0,02$ ),  
 (  $\eta^2=0,91, p=0,02$ ),  
 [  $\eta^2=0,99, p=0,02$ ,  
 :  $\eta^2=1,00, p=0,02$  ],  
 (  $\eta^2=0,91, p=0,02$   $\eta^2=0,99, p=0,02$   
 ) (  $\eta^2=0,99, p=0,02$   
 $\eta^2=1,00, p=0,02$ ).

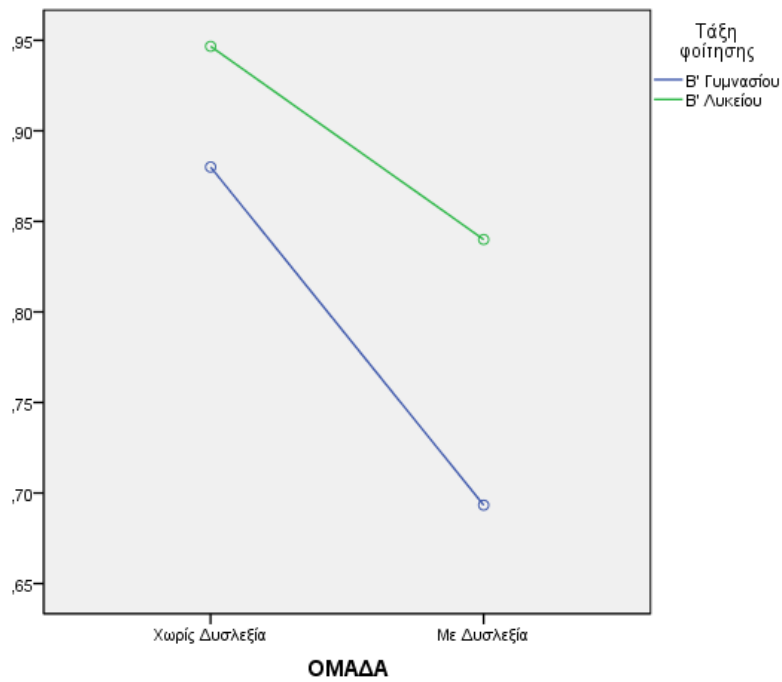


3.

,  
 ( . . =0,99,  
 . . =0,01) ( . . =0,95, . . =0,01)  
 ,  
 ( . . =0,997, . . =0,01)  
 ( . . =0,94, . . =0,01).

& 4). ,  
 ( . . =0,89, . . =0,02)  
 ( . . =0,79, . . =0,02)  
 [F<sub>(1,59)</sub>=11,848, p<0,05,  $\eta^2$  =0,175], ,  
 ( . . =0,91, . . =0,02)  
 ( . . =0,77, . . =0,03) [F<sub>(1,59)</sub>=22,400,  
 p<0,001,  $\eta^2$  =0,286].





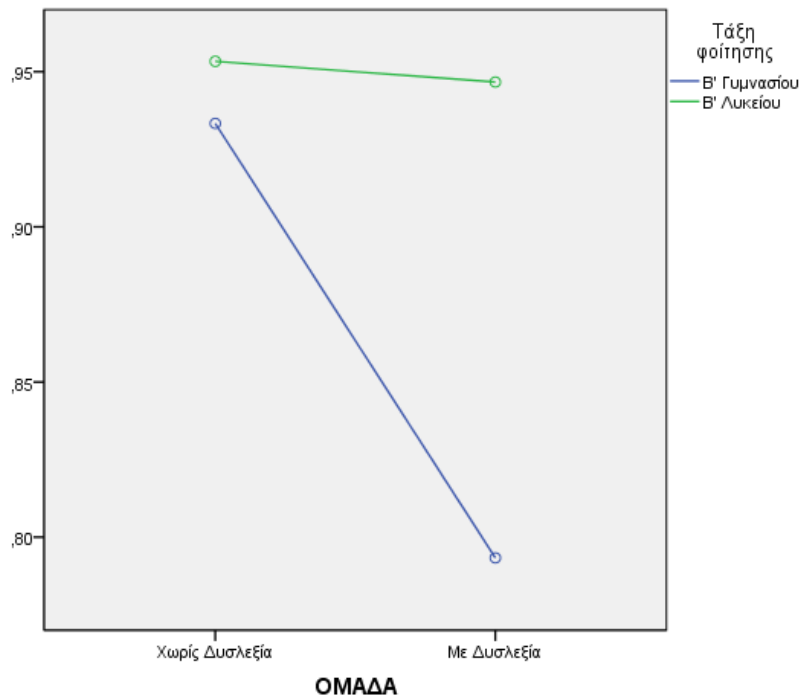
4

[F<sub>(1,59)</sub>=6,467, p<0,05,  $\eta^2$ =0,104],  
 [F<sub>(1,59)</sub>=7,824, p<0,05,  $\eta^2$ =0,123]  
 [F<sub>(1,59)</sub>=10,928, p<0,05,  $\eta^2$ =0,163] ( 1). 5,

( . :=0,94, . :=0,03),  
 ( . :=0,79, . :=0,03),

[ : . :=0,93,  
 . :=0,03, : . :=0,95, . :=0,03). ,

( . :=0,79, . :=0,03 . :=0,93, . :=0,03  
 ) ( . :=0,94, . :=0,03  
 . :=0,95, . :=0,03).



5.

( . .=0,95, . .=0,02) ( . .=0,86, . .=0,02)

( . .=0,94, . .=0,02)

( . .=0,87, . .=0,02).

[F<sub>(1,59)</sub>=4,669, p<0,05, <sup>2</sup>=0,077],

[F<sub>(1,59)</sub>=33,536, p<0,001, <sup>2</sup>=0,375]

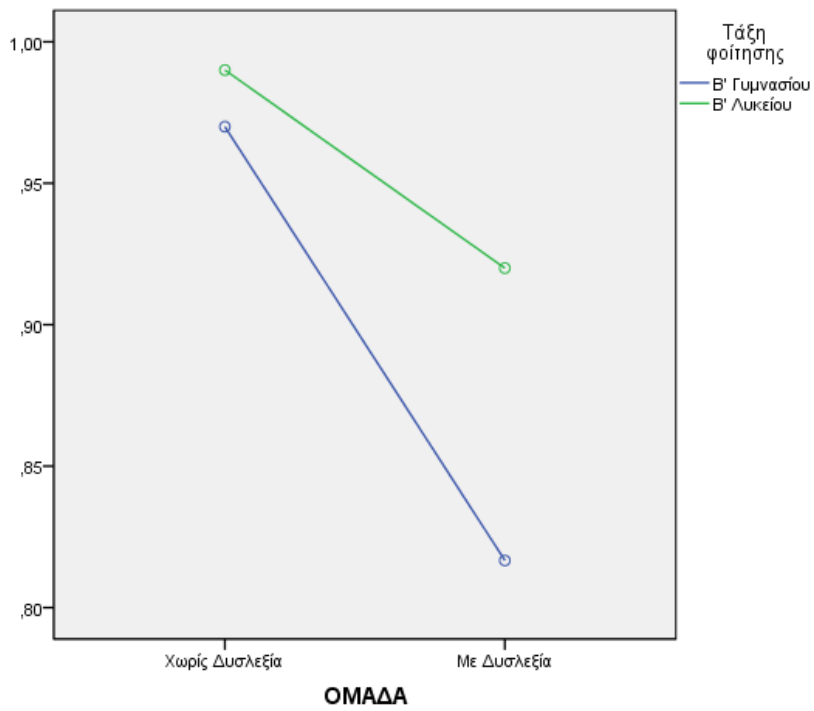
[F<sub>(1,59)</sub>=10,227, p<0,05, <sup>2</sup>=0,154] ( 1). 6,

( . .=0,92, . .=0,02),

( . .=0,82, . .=0,02),

( : . .=0,97,

. =0,02, : . =0,99, . =0,02). ,  
 ( . =0,82, . =0,02 . =0,97, . =0,02  
 ) ( . =0,92, . =0,02  
 . =0,99, . =0,02).  
 ,  
 ( . =0,95,  
 . =0,01) ( . =0,89, . =0,01)  
 ,  
 ( . =0,98, . =0,01)  
 ( . =0,87, . =0,01).



6.

[ $F_{(1,59)}=5,051$ ,  $p<0,05$ ,  $\eta^2=0,083$ ],

[ $F_{(1,59)}=21,488$ ,  $p<0,001$ ,  $\eta^2=0,277$ ]

[ $F_{(1,59)}=16,595$ ,  $p<0,001$ ,  $\eta^2=0,229$ ] ( 1). 7,

( . .=0,89, . .=0,02),

( . .=0,74, . .=0,02),

( : . .=0,91,

. .=0,02, : . .=0,95, . .=0,02). ,

( . .=0,74, . .=0,02 . .=0,91, . .=0,02

) ( . .=0,89, . .=0,02

. .=0,95, . .=0,02).

,

( . .=0,92,

. .=0,02)

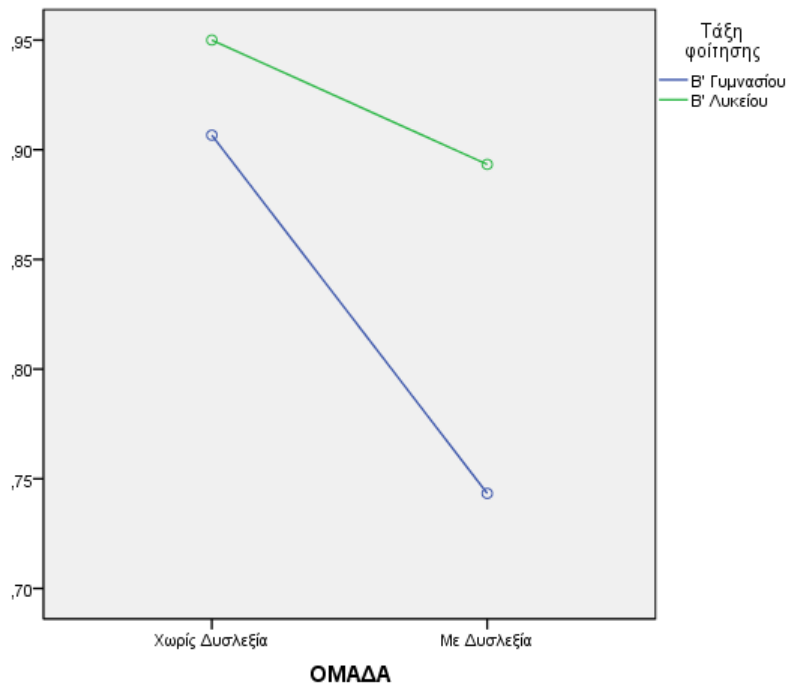
( . .=0,82, . .=0,02)

,

,

( . .=0,93, . .=0,02)

( . .=0,82, . .=0,03).



7.

,  $\emptyset$  ,  
 . ,  
 (effect size)

, , ,

2,

2.

	-	-	-	-	-	-
	<0,001**	0,008*	<0,001**	. .	<0,001**	<0,001**
	<0,001**	<0,001**	<0,001**	0,001*	<0,001**	<0,001**
*	. .	0,017*	. .	0,013*	. .	0,015*

\*p<0,05, \*\*p<0,001, . . =

,  
 ( 2 & 8).

( . . =0,83, . . =0,03)

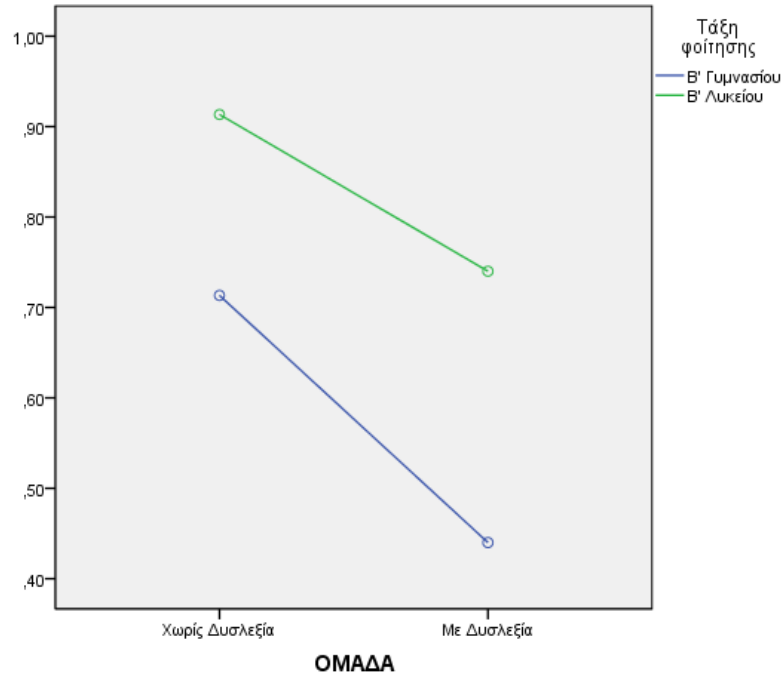
( . . =0,58, . . =0,03) [F<sub>(1,59)</sub>=37,322, p<0,001, <sup>2</sup>=0,400], ,

,

(  $\eta^2=0,81$ ,  $p=0,03$ )

(  $\eta^2=0,59$ ,

$p=0,03$ ) [ $F_{(1,59)}=29,785$ ,  $p<0,001$ ,  $\eta^2=0,347$ ].



### 8.

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[ $F_{(1,59)}=6,021$ ,  $p<0,05$ ,  $\eta^2=0,097$ ],

[ $F_{(1,59)}=7,521$ ,  $p<0,05$ ,  $\eta^2$

$=0,118$ ] [ $F_{(1,59)}=35,021$ ,  $p<0,001$ ,  $\eta^2=0,385$ ] ( 2).

9,

(  $\eta^2=0,98$ ,  $p=0,02$ ),

(  $\eta^2=0,79$ ,  $p=0,02$ ),

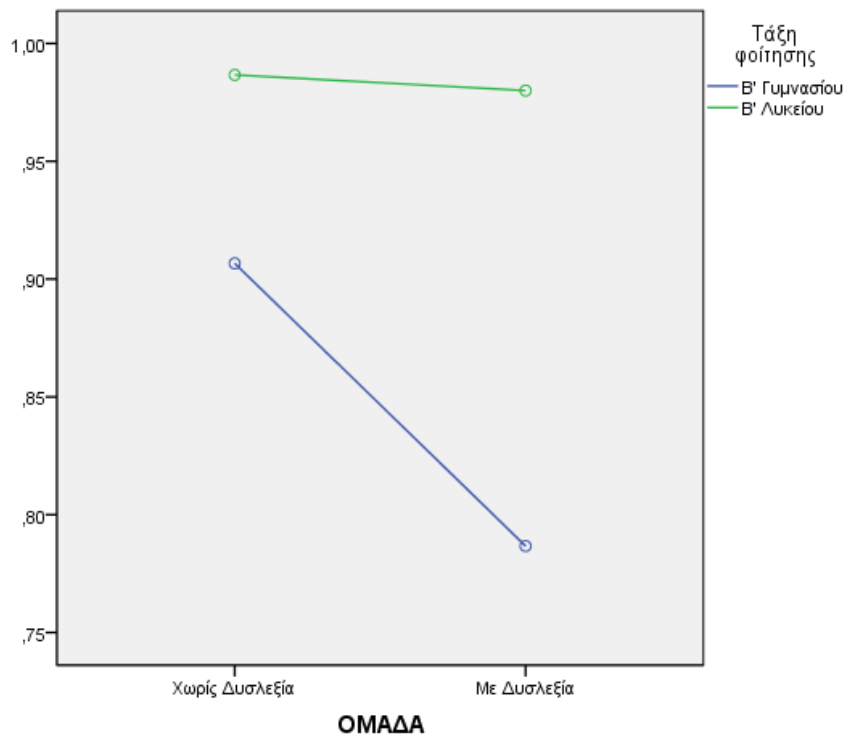
[  $\eta^2=0,91$ ,

$p=0,02$ ,  $\eta^2=0,99$ ,  $p=0,02$ ].

(  $\eta^2=0,79$ ,  $p=0,02$   $\eta^2=0,91$ ,  $p=0,02$

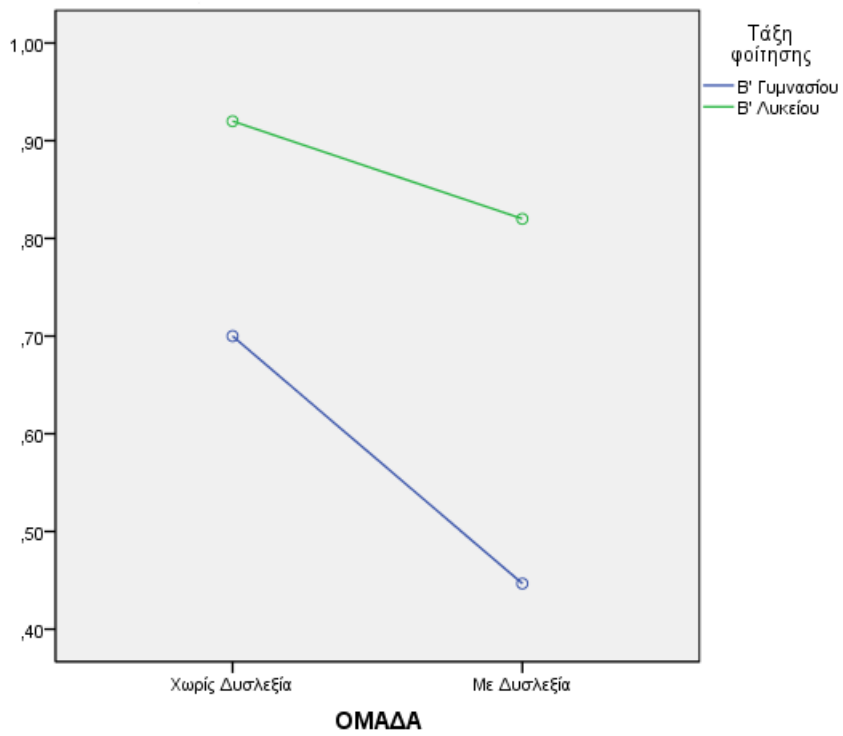
) (  $\eta^2=0,98$ ,  $p=0,02$

$\eta^2=0,99$ ,  $p=0,02$ ).



9.

(  $\eta^2 = 0,87$ ,  $p = 0,03$ ) (  $\eta^2 = 0,57$ ,  $p = 0,03$ ) [ $F_{(1,59)} = 46,633$ ,  $p < 0,001$ ,  $\eta^2 = 0,454$ ], (  $\eta^2 = 0,81$ ,  $p = 0,03$ ) (  $\eta^2 = 0,63$ ,  $p = 0,03$ ) [ $F_{(1,59)} = 16,537$ ,  $p < 0,001$ ,  $\eta^2 = 0,228$ ].



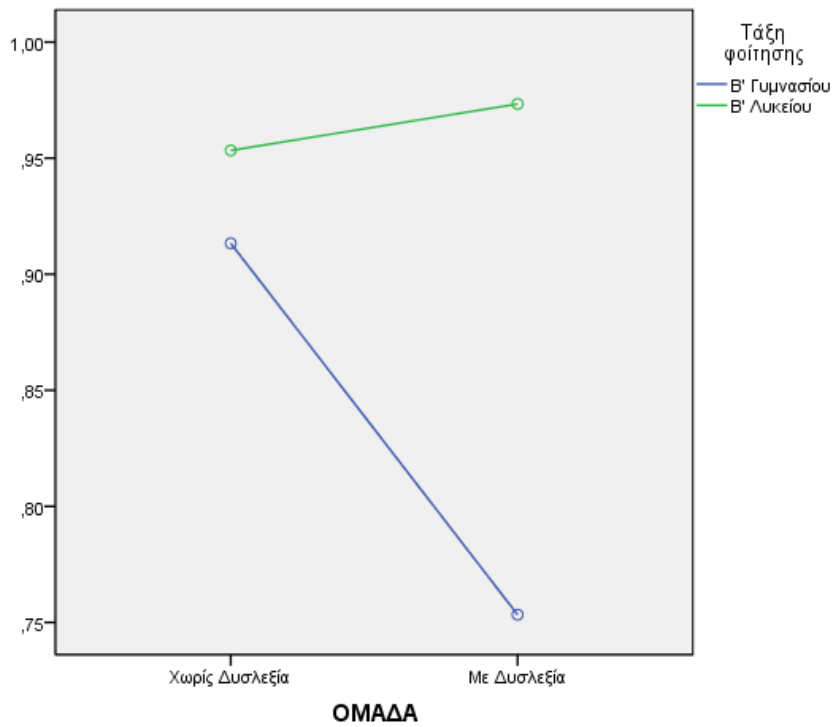
10.

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, [F<sub>(1,59)</sub>=6,534, p<0,05, <sup>2</sup>  
=0,104], [F<sub>(1,59)</sub>=13,663, p<0,05, <sup>2</sup>  
=0,196] ( 2). 11,  
( . .=0,97, . .=0,03),  
( . .=0,75, . .=0,03),  
[ : . .=0,91, . .=0,03, : . .=0,95, . .=0,03).  
, ( . .=0,96, . .=0,02)  
( . .=0,83, . .=0,02).

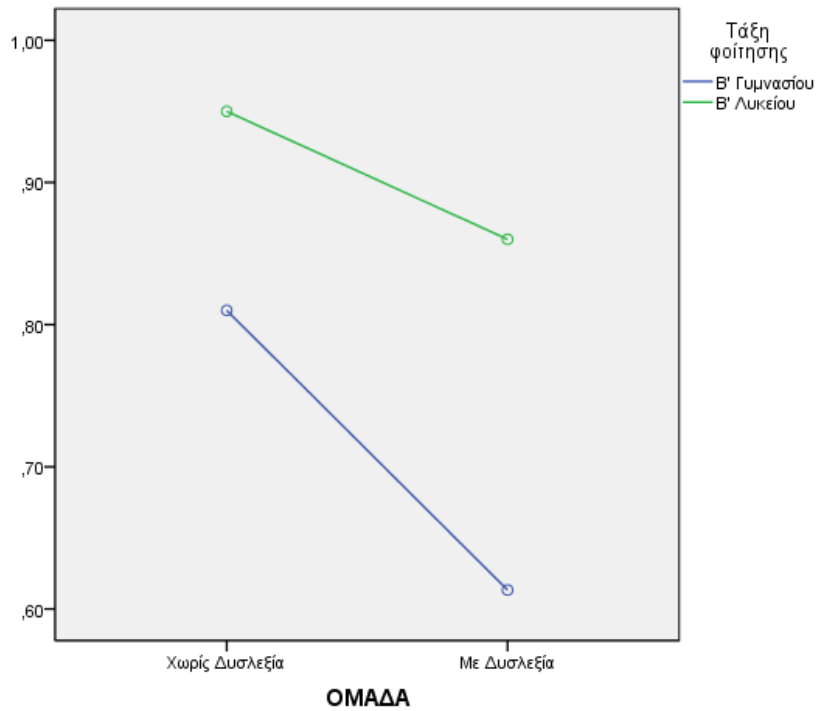




11.

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( 2 & 12).  
 ,  
 , ( . :=0,90, . :=0,02)  
 ( . :=0,71, . :=0,02) [ $F_{(1,59)}=49,109$ ,  $p<0,001$ ,  $\eta^2=0,467$ ],  
 ,  
 ( . :=0,88, . :=0,02)  
 ( . :=0,74, . :=0,02) [ $F_{(1,59)}=26,993$ ,  $p<0,001$ ,  $\eta^2=0,325$ ].



12.

-

[F<sub>(1,59)</sub>=6,279, p<0,05,  $\eta^2$  =0,101],

[F<sub>(1,59)</sub>=13,754, p<0,001,  $\eta^2$  =0,197]  
 =0,424] ( 2).

13,

[F<sub>(1,59)</sub>=41,151, p<0,001,  $\eta^2$

( . =0,90, . =0,03),

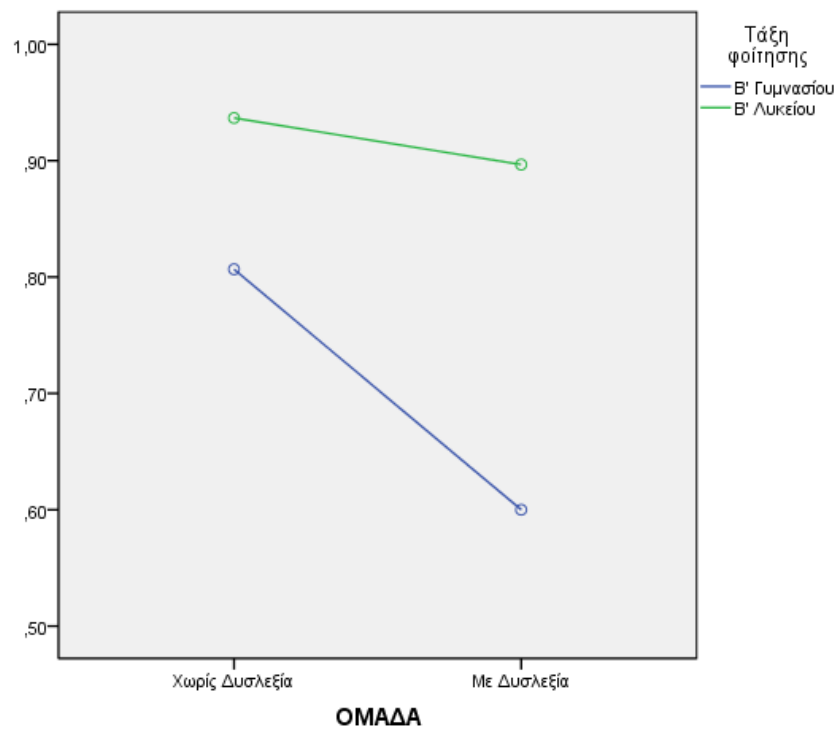
( . =0,60 . =0,03),

( . =0,60, . =0,03, . =0,81, . =0,03)

( . =0,90, . =0,03, . =0,94, . =0,03).

( . =0,87, . =0,02 . =0,75, . =0,02 ),

( . =0,92, . =0,02 . =0,70, . =0,02 ).



13.

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Carlisle et al. (2001)  
(11 16 ),

Elbro Arnbak (1996)

(Carlisle, 2000, 2003).

(Carlisle, 2000; Carlisle & Nomanbhoy, 1993; Fowler & Liberman, 1995; Fowler et al., 2003).

Elbro (1989),

( )

(Carlisle, 1987).

Carlisle & Nomanbhoy (1993),

(Derwing &

Baker, 1979 ( Mahony, Singson & Mann, 2000); Carlisle, 1988, 2003).

(Carlisle 1988; Champion 1997; Windsor & Hwang,



1997)  
Katz, 2001; Champion 1997; Windsor, 2000)

(Carlisle, Stone, &

(Carlisle, 1987; Fowler & Liberman, 1995; Leong, 1989 a,b;  
Leong & Parkinson, 1995). Carlisle  
(1987)

Shankweiler

(1996)

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(16 )

(14 )

Tsesmeli Seymour (2006)

( 13+)

Siegel

(2008),

(Elbro, 1989; Fowler &

Liberman, 1995; Shankweiler et al., 1995).

Colé & Fayol (2000),  
(Casalis & Louis-Alexandre, 2000; Leong, 2000; Mahony et al., 2000; Carlisle & Fleming, 2003; , 2009 ).

Derwing Bakerø 1979 ( Mahony, Singson & Mann, 2000)

( . . bug/buggy),

(1988)

Tyler Nagy (1989)

Singson et al. (2000).

Leong (2000),

(2009 )

(2007)

(7-12 )

(8-14 )

( ),

Giraudó (2001) ( Deacon, Parrila & Kirby, 2006)

( . . pottery ó pot

potato ó pot)

Deacon et al. (2006),

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(Carlisle, 2000; Carlisle

& Nomanbhoy, 1993; Fowler & Liberman, 1995; Fowler et al., 2003).

Fowler & Liberman (1995)

(7-9 )

( . . heal-health),

Champion,

1997, Windsor, 2000, Casalis et al., 2004,

(Derwing & Baker, 1979; Mahony, Singson & Mann, 2000); Carlisle, 1988, 2003).  
Leong (1989b)

Casalis et al. (2004)

8,3 12,8 . . 10,1)

(Carlisle, 1988; Leong, 1989a; Tyler & Nagy, 1989),

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(<0,50),

(  
Fowler Liberman (1995)

Carlisle (1988)

2000

, Carlisle

Casalis et al. (2004)

Carlisle (2000)

(Carlisle 2003).



(Berninger et al., 2010; Carlisle, 2003; Casalis & Louis-Alexandre, 2000; Green et al., 2003; Kirby et al., 2012; Kuo & Anderson, 2006; Leong, 2000; Mahony, 1994; Nagy et al., 1993).

9.

$\emptyset$   
(effect size)

(Casalis et al., 2004; Elbro, 1989).

(Leong 1989b; Shankweiler et al., 1995).

(Carlisle, 1988; Leong 1989a; Tyler & Nagy, 1989),

(Ben-Dror et al., 1995,  
Carlisle 1988; Fowler and Liberman 1995; Shankweiler et al. 1995).

Leong (1999)

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1994 Mahony et al. 2000 Mahony

(Carlisle, 2000; Mann, 2000; Singson et al., 2000).

Carlisle & Nomanbhoy (1993)

Shankweiler et al. (1995),

(Anglin, 1993; Carlisle, 1988; Leong, 2000; Mahony, Singson, & Mann, 2000; Tyler and Nagy, 1989).

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