A study of eye movements in reading texts with or without illustrations for junior high school students

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An ASL (Applied Science Lab) Model 4200R Eye View Monitoring Systems was used in the experiment. With a 2^2 factor design, the reading comprehension index and eye movement index of 30 junior high school students of grade 2 were investigated in reading texts with or without illustrations as well as in different degrees of difficulty. The results showed: First, the indexes of grades, duration and speed in reading texts with illustrations were found to be better and the difference was significant, which showed that illustrations could promote the comprehension. Second, the indexes of grades, duration and speed for reading texts with illustrations were far fewer than texts without illustrations. In terms of the indexes of fixation times, saccades distance and regressive eye movement times, there also existed significant differences.

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