

Northumbria Research Link

Citation: Pagán, Ascensión, Blythe, Hazel and Liversedge, Simon P. (2016) Parafoveal preprocessing of word initial trigrams during reading in adults and children. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 42 (3). pp. 411-432. ISSN 0278-7393

Published by: American Psychological Association

URL: <https://doi.org/10.1037/xlm0000175> <<https://doi.org/10.1037/xlm0000175>>

This version was downloaded from Northumbria Research Link:
<http://nrl.northumbria.ac.uk/id/eprint/40918/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)



UniversityLibrary



Northumbria
University
NEWCASTLE

RUNNING HEAD: Parafoveal processing of initial letters in reading

Parafoveal pre-processing of word initial trigrams during reading in adults and children

Ascensión Pagán, Hazel I. Blythe & Simon P. Liversedge

University of Southampton

Author Note

Ascensión Pagán, Hazel I. Blythe & Simon P. Liversedge, School of Psychology, University of Southampton, Southampton, UK.

Correspondence regarding this article should be addressed to Ascensión Pagán, School of Psychology, Shackleton Building, University of Southampton, Highfield Campus, Southampton SO17 1BJ. E-mail: a.p.pagan-camacho@soton.ac.uk

Although previous research has shown that letter position information for the first letter of a parafoveal word is encoded less flexibly than internal word beginning letters (Johnson, Perea & Rayner, 2007; White et al., 2008), it is not clear how positional encoding operates over the initial trigram in English. This experiment explored the pre-processing of letter identity and position information of a parafoveal word's initial trigram by adults and children using the boundary paradigm during normal sentence reading. Seven previews were generated: Identity (*captain*); transposed letter and substituted letter nonwords in position 1&2 (*acptain-imptain*); 1&3 (*pactain-gartain*) and 2&3 (*cpatain-cgotain*). Results showed a transposed letter effect (TLE) in position 13 for gaze duration in the pre-target word; and TLE in position 12 and 23 but not in position 13 in the target word for both adults and children. These findings suggest that children, similar to adults, extract letter identity and position information flexibly using a spatial coding mechanism; supporting isolated word recognition models such as SOLAR (Davis, 1999, 2010) and SERIOL (Whitney, 2001) models.

Keywords: Letter position encoding, parafoveal preview, eye movements, children

Introduction

The purpose of this study was to examine how letter identity and position information are encoded during lexical identification in sentence reading by children and adults. Specifically, in this study, parafoveal pre-processing of letter identity and position information in a word's initial trigram by children and adults during silent sentence reading was explored.

Parafoveal pre-processing in children and adults

Research in parafoveal pre-processing in adults, using gaze-contingent change paradigms (McConkie & Rayner, 1975; Rayner, 1975), has shown that readers not only process the fixated word but also extract some visual and linguistic information from the next word in the sentence, before it is directly fixated (see Schotter, Angele & Rayner, 2012 for a review). Studies using the moving window paradigm have shown that in skilled readers, the effective visual field in reading (the perceptual span) extends over an asymmetrical area from 3-4 character spaces to the left of the fixated word to 14-15 character spaces to the right of fixation in alphabetic languages (McConkie & Rayner, 1975). Word identification occurs in the area closest to fixation (between 3-4 letters to the left and 6-7 letters to the right of fixation) (Rayner & Bertera, 1979; Rayner, Inhoff, Morrison, Slowiaczek, & Bertera, 1981).

With respect to the size of the effective visual field in reading for children, studies have shown that the perceptual span increases with age. Thus, 7- to 9-year-old children were found to have a perceptual span of 3-4 letter spaces to the left of fixation and 11 letters to the right; while the span was 3-4 letters spaces to the left and 14 letters to the right of fixation in 11-year-old children (Häikiö, Bertram, Hyönä & Niemi, 2009; Rayner, 1986; Sperlich, Schad & Laubrock, 2015; see also Henderson & Ferreira, 1990). These age-related

changes in the size of the perceptual span were primarily attributed to differences in processing difficulty. Rayner (1986) showed that when the difficulty of the text was increased, sixth grade children had a reduced perceptual span. In addition, Häikiö *et al.* (2009) found that the number of letters that could be identified during a fixation (the letter identity span) was smaller for slower readers (within all ages included in their sample) than for faster readers. In summary, these studies show that the perceptual span increases with age as a result of the reader's increasing skill and, hence, decreasing processing difficulty, when reading.

Researchers typically use the boundary paradigm in order to examine the particular nature of information that is extracted from a parafoveal word before it is fixated (McConkie & Rayner, 1975; Rayner, 1975). By comparing fixation times on the target word as a function of the preview condition, it is possible to determine the type of information that is pre-processed in the parafovea. A large body of evidence has showed that skilled adult readers pre-process information regarding word spacing (Epelboim, Booth, Ashkenazy, Taleghani, 1997; Johnson & Eisler, 2012; Johnson, Perea & Rayner, 2007; Malt & Seamon, 1978; McConkie & Rayner, 1975; Morris, Rayner & Pollatsek, 1990; Perea & Acha, 2009a; Pollatsek & Rayner, 1982; Rayner, Fisher & Pollatsek, 1998; Spragins, Lefton & Fisher, 1976; White, Johnson, Liversedge & Rayner, 2008), word length (Inhoff, Starr, Liu & Wang, 1998; Inhoff, Eiter, Radach & Juhasz, 2003), orthography (at least partially; Binder, Pollatsek & Rayner, 1999; Johnson & Dunne, 2012; McConkie & Zola, 1979; Rayner, McConkie & Zola, 1980) and phonology (Ashby & Rayner, 2004; Chace, Rayner & Well, 2005; Henderson, Dixon, Petersen, Twilley & Ferreira, 1995; Pollatsek, Lesch, Morris & Rayner, 1992). To date, however, no research has been conducted to examine developmental changes in parafoveal processing dependent upon the type of information (e.g., orthographic, phonological, semantic) that can be extracted from the word to the right

of fixation. Three studies have used the boundary paradigm with children, all in languages other than English (Häikiö, Bertram & Hyönä, 2010 in Finish; Tiffin-Richards & Schroeder, 2015 and Marx, Hawelka, Schuster & Hutzler, 2015 in German). These studies showed that, despite the fact that children have a reduced perceptual span compared to adults, they do pre-processes information from the word to the right of fixation. In the present study, the boundary paradigm was used to investigate how pre-processing of letter identity and position information within a word's initial trigram affects lexical processing in children compared to adults.

The transposed letter effect

There are a fixed number of letters in an alphabetic orthography (e.g., the alphabet has 26 letters in English and 27 in Spanish), which are combined in different ways to form words. Thus, it is crucial to know both the identity and the position of each letter in a sequence in order to select the appropriate lexical candidate (for example, to discriminate between “*calm*” and “*clam*”; “*pots*” and “*post*”). Recently, interest in the study of how letter position information is represented within lexical representations has increased considerably (see Grainger, 2008 for a review), particularly as a result of empirical evidence from the transposed letter effect.

The transposed letter effect refers to the finding that nonwords which have been created by switching the positions of two letters within a word (e.g. “*jugde*”) can activate the orthographic representation of the original word (“*judge*”) such that the original word's identification time (typically in an isolated word recognition task, such as masked priming with a lexical decision task) is reduced in comparison to when the nonword primes have been created by letter substitutions (“*junpe*”). This effect has been observed both in adults (e.g., Andrews, 1996; Acha & Perea, 2008b; 2010; Bruner & O'Dowd, 1958; Chambers, 1979; Christianson, Johnson & Rayner, 2005; Foster, Davis, Schoknecht & Carter, 1987;

García-Orza, Perea & Muñoz, 2010; Holmes & Ng, 1993; Johnson & Dunne, 2012; Kinoshita & Norris, 2009; Lupker, Perea, & Davis, 2008; O'Connor & Forster, 1981; Perea & Acha, 2009b; Perea & Carreiras, 2006a, 2006b, 2006c, 2008; Perea & Lupker, 2003a, 2003b, 2004, 2007; Perea, Abu Mallouh & Carreiras, 2010; Perea, Duñabeitia & Carreiras, 2008; Perea & Pérez, 2009; Perea, Winkler & Ratitamkul, 2012; Schoonbaert & Grainger, 2004; Taft & Graan, 1998; Velan & Frost, 2011) and in children (Acha & Perea, 2008a; Castles, Davis, Cavalot & Forster, 2007; Kohnen & Castles, 2013; Lété & Fayol, 2013; Paterson, Read, McGowan & Jordan, 2015; Perea & Estévez, 2008; Tiffin-Richards & Schroeder, 2015). Transposed letter effects have also been reported for silent sentence reading (see Acha & Perea, 2008b; Blythe, Johnson, Liversedge & Rayner, 2014; Johnson, 2007, 2009; Johnson & Dunne, 2012; Johnson & Eisler, 2012; Johnson, Perea & Rayner, 2007; Perea, Nakatani & van Leeuwen, 2011; Rayner, White, Johnson & Liversedge, 2006; Tiffin-Richards & Schroeder, 2015; White, Johnson, Liversedge & Rayner, 2008).

In the following section, the means by which the most representative models of isolated word recognition explain letter position encoding in the lexicon will be explained. Note, however, that these models were designed to explain lexical identification only in the case of isolated words presented in the fovea (e.g., data from lexical decision-type tasks), and they are not intended to explain how lexical identification occurs in sentence reading; nor whether the letter identity and position information encoding imply the same visual processes in foveal and parafoveal vision. On the other hand, eye movement models of reading such as E-Z Reader (Reichle, 2011) and SWIFT (Engbert & Kliegl, 2011) do not specify how letter position encoding occurs during lexical processing in sentence reading. They, however, can account for different foveal and parafoveal processing in adults and children. Given the lack of models for letter position encoding within sentence reading, a number of hypotheses will be presented for the present experiment based upon inferences

from these single word recognition models. We will investigate the extent to which these models can also explain letter position encoding during lexical identification in sentence reading, and we will address how eye movement models of reading should take into consideration letter position encoding during lexical processing in sentence reading by both adults and children.

Models of Letter Position Encoding

The transposed letter effect (the greater similarity of a TL nonword than a SL nonword to the base word) has challenged traditional visual word recognition models such as the Interactive Activation model (McClelland & Rumelhart, 1981); the Dual Route Cascaded model (Coltheart et al., 2001); the Multiple Read-Out model (Grainger & Jacobs, 1996); the activation-verification model (Paap, Newsome, McDonald & Schvaneveldt, 1982), and the Parallel Distributed Processing model (Harm & Seidenberg, 1999). These models propose that both letter identity and position information are encoded at the same time (a slot coding schedule; e.g., in “*state*” there are different nodes to represent the same letter, “t”, in different positions: S₁, T₂, A₃, T₄ and E₅). According to these models, a transposition (where two letters change positions) should be just as disruptive as a double substitution. The transposed letter effect shows clearly, however, that transposed letter (TL) nonwords are more similar to their base word than substituted letter (SL) nonwords, even when only one letter is substituted (see Perea & Lupker, 2003).

Newer models of visual word recognition, such as the SOLAR model (Davis, 1999, 2010); the Open Bigram model (Grainger & van Heuven, 2003; Grainger, Granier, Fariolli, van Assche & van Heuven, 2006); the Overlap model (Gómez, Ratcliff & Perea, 2008); and the SERIOL model (Whitney, 2001) incorporate more flexible mechanisms to encode letter position information. In these more recent models, letter identity and position information are encoded independently; the different mechanisms by which each of these models

accounts for the transposed letter effect will be described next. The “Overlap model” (Gómez *et al.*, 2008), which has adapted one assumption from the “Bayesian Reader” (Norris, 2006), assumes that when the string is presented briefly, the position that corresponds to each letter in the sequence is not precisely encoded and as a result, the visual information which corresponds to each letter is distributed over the entire word space (*position uncertainty assumption*). For example, in the word “CALM”, the letter “C” will have a peak of activation in the first position which then decreases monotonically across the other positions to the right. The letter “L” will have its peak of activation in the third position, decreasing over the other letter positions on both sides: the first, second, and fourth will all be slightly activated (but less than the third).

Other models, such as the Open Bigram (Grainger & van Heuven, 2003; see also Grainger *et al.*, 2006) and the SERIOL model (Whitney, 2001) assume that letter position is encoded through contextual information. For example, in the word “CALM” the bigrams (adjacent or non-adjacent pairs of letters) that form the word are CA, AL, LM, CL, CM and AM. In both models, adjacent bigrams are more activated than non-adjacent bigrams (e.g., CA > CL or CM; AL > AM). In addition, the SERIOL model assumes also a spatial coding mechanism whereby, in a four letter word for instance, the bigram that appears in the first position receives the most activation while the bigram which appears in the second position is the second most activated, and so on (e.g., CA > AL > LM). Finally, the SOLAR model (Davis, 1999, 2010) also assumes a spatial coding mechanism as in the SERIOL model but without taking into account contextual information (bigram); it uses single letters. In this case, the word “CALM” would be represented as C > A > L > M. While all these recent models are able to explain the transposed letter effect, the differences between them are mainly based on the level of representation (letters vs. bigrams) and the mechanism used to encode letter identity and position information (slot, contextual or spatial coding).

Internal vs. external letter transpositions

Empirical evidence from isolated word recognition has shown that manipulations involving the first letter of the word do not cause a transposed letter effect: nonwords with transposed letters (demula-MEDULA) were equally effective primes for the base word as were nonwords with two substituted letters in the same positions (berula-MEDULA) (e.g., Perea & Lupker, 2004, 2007; Schoonbaert & Grainger, 2004). In addition, the size of the transposed letter effect has been found to be greater when the manipulated letters are internal (29 ms) than when they are external (9 ms) (Perea & Lupker, 2003a, 2003b). Similarly, evidence from silent sentence reading has shown that the cost associated with reading directly fixated transposed letter strings decreased for internal letter manipulations compared to those involving initial or final letters (Rayner *et al.*, 2006); specifically, the greatest cost to reading times occurred in those sentences where initial letters were transposed in comparison to internal letters (Jonhson, 2007; Johnson & Dunne, 2012; Johnson & Eisler, 2012; White *et al.*, 2008; see also Briihl & Inhoff, 1995; Jordan, Thomas, Patching & Scott-Brown, 2003; Plummer & Rayner, 2012; Rayner *et al.*, 1980; Tiffin-Richards & Schroeder, 2015). Finally, Johnson *et al.* (2007) used the boundary paradigm to manipulate the parafoveal preview of internal versus final letters (Experiment 2) and initial versus final letters (Experiment 3). They found a transposed letter effect for internal letters but not for final letters (Exp. 2). In Experiment 3, they found a transposed letter effect for letters 1 and 2 in gaze duration (reliable only by participants, not by items) and a non-significant, numerical tendency of about 10 ms in both first and single fixation duration. These data also support the argument that very early in lexical processing, during parafoveal preview, the positional information of a word's initial letters is not encoded as flexibly as is the case for a word's internal letters.

In summary, evidence from isolated word recognition and reading shows that internal letter identity and position information is encoded flexibly while initial letter identity and position information is encoded more strictly, presumably, due to its special role as a lexical access unit to facilitate word identification. Consistent with this empirical evidence, models based on flexible letter position encoding assume that initial letters are encoded less flexibly than internal letters and predict a smaller transposed letter effect, or no transposed letter effect at all, for manipulations of the first letter.

The transposed letter effect in children

Only a few studies have examined the transposed letter effect in children and these have all used isolated word recognition tasks such as lexical decision (with and without masked priming techniques) and naming (Acha & Perea, 2008b; Perea & Estévez, 2008). Only one study in German by Tiffin-Richards and Schroeder (2015), using the boundary paradigm, has examined the transposed letter effect in children compared to adults during sentence reading. They found that 8-9 years old children showed a transposed letter effect when the letters manipulated were in position 12 (“*Arnd*” vs. “*Urnd*”- *Rand* (base word)) and 23 (“*Rnad*” vs. “*Rcod*”) in single fixation duration; however, the effect was not found in any other measure and they argue that it should be “interpreted with caution” given that beginning readers make relatively few single fixations when reading. In contrast, adults showed a robust transposed letter effect when the letters manipulated were in position 23, but not in position 12, in single fixation, first fixation and gaze duration. To date, however, no studies have examined the transposed letter effect in children’s silent sentence reading in English. It is clear, however, that children are sensitive to manipulations of the external letters of words during reading. In 1975, Rayner and Kaiser studied whether the cost of altering a word’s letters was dependent upon their position within the word for 6th grade children during a reading aloud task. They found that those texts with visually dissimilar

substituted letters at the beginning of a word (e.g., “*yorld*”) caused a greater cost to reading than texts with dissimilar substituted letters in the middle or at the end of the word (e.g., “*wogld*” or “*worlr*”), indicating the important role of word-initial letters for lexical identification during text reading in children.

A few studies have shown a transposed letter effect for internal letters early in the acquisition of reading, indicating that 7-9 years old children encode letter position information in a flexible manner, similar to adults (Acha & Perea, 2008b; Perea & Estévez, 2008; see also Castles, Davis & Forster, 1999; Castles *et al.*, 2007). More importantly, the only difference found between adults and children in these studies was in the magnitude of the transposed letter effect. The advantage associated with transposed (compared to substituted) letters was found to be greater for 7-9 years old readers than for 10-11 years old children or adult (no differences were found between 10-11 years old children and adults). This suggests that orthographic representations are less precisely encoded in 7-9 years old children than in adults (see also the Lexical Quality Hypothesis by Perfetti & Hart, 2001, 2002; Perfetti, 2007). Furthermore, the difference in the magnitude of the transposed letter effect between adults and children has been interpreted as a change in the tuning of the word recognition system (e.g. Castles *et al.*, 2007). At an early stage of reading, with a relatively small vocabulary stored in the orthographic lexicon, the process of lexical identification is quite flexible due to the reduced requirement for a well-specified representation of the orthographic forms of words. Specifically, because beginning readers only recognise the printed forms of a relatively small number of words, there are fewer inhibitory influences from competitor words during lexical identification, and so it is possible for identification to occur on the basis of a less precise overlap of the orthographic form of the input letter string (e.g. Castles, Holmes & Wong, 1997; Treiman, Goswami & Bruck, 1990). In later stages, as vocabulary size increases, however, the lexical identification system has to be more

precisely tuned in order to accurately distinguish between orthographically similar words and to correctly identify the input letter string (see also Share, 2005). Such a developmental change in the tuning of the lexical identification process would explain why letter position encoding might be more flexible in beginning readers compared to more skilled readers, and would also explain why factors such as vocabulary size, word length and neighbour density also modulate the magnitude of the transposed letter effect (Acha & Perea, 2008b; Castles *et al.*, 1999, 2007).

One of the limitations of the flexible letter position encoding models described above is that they cannot account for differences in the magnitude of the transposed letter effect between adults and children because, for example, they are not able to learn (Acha & Perea, 2008b). Furthermore, flexible letter position encoding models assume that the transposed letter effect reflects the noisy operation of the position-coding mechanism and, thus, is not influenced by reading development (see Gómez *et al.*, 2008; Norris, Kinoshita & van Casteren, 2010).

Grainger and Ziegler's model (2011)

In Grainger and Ziegler's model (2011), two sublexical orthographic codes are postulated which differ in terms of their level of precision of letter position encoding. In addition, these codes vary in their mapping of orthography either (1) directly onto semantic representations or (2) onto sublexical morphological and phonological representations which are already stored in the lexicon, and from there to semantics. These two codes are generated within what are termed the coarse-grained route and the fine-grained route, respectively. This model accounts for lexical identification in skilled readers (specifically, those who are beyond overt, effortful phonological decoding); there are, however, important developmental changes proposed within this model and we return to this point later.

In the coarse-grained route, letter position is encoded through an “Open Bigram” mechanism, in which ordered pairs of letters are encoded independently of their contiguity (as per Grainger & van Heuven, 2003). A relatively fast “guess” at whole word identity is generated on the basis of the identity and order of the most visible letters (in terms of retinotopic position), providing direct access from orthography to semantics. The existence of such a route is supported by all the studies using transposed letter masked priming studies (see Grainger, 2008 for a review). Furthermore, the use of this route could also account for similar effects within parafoveal preview, as reported from sentence reading studies (e.g., Johnson *et al.*, 2007). It is not possible, however, that such a coarse-grained orthographic code could activate pre-existing phonological and morphological sublexical representations because these require the encoding of specific letter position information (note that a number of studies have demonstrated pre-lexical phonological and morphological effects). Such processing is accounted for within the fine-grained route. The fine-grained route transforms the visual input into orthographic representations of contiguous, multi-letter graphemes (e.g., sh, th, ph) and morphemes (e.g., ing, er, re) to access semantics. Thus, orthographic encoding through this fine-grained route provides no flexibility in terms of letter position encoding, but does offer a means of accounting for effects such as the pseudo-homophone advantage (Rastle & Brysbaert, 2006 for a review) and morphological priming (see Rastle & Davis, 2008 for a review). Again, the existence of such a fine-grained route could also account for such effects in parafoveal pre-processing during sentence reading (e.g., Henderson *et al.*, 1995; Lima & Inhoff, 1985; Mielliet & Sparrow, 2004).

With respect to developmental changes, this model proposes three broad stages of lexical identification. First, serial processing of the letters within a word occurs via phonological coding. Note that this stage is not incorporated in the main model as such but is considered a necessary precursor, analogous to the self-teaching mechanism proposed by

Share (1995; see also Ehri, 2005). From this “laborious serial procedure”, parallel orthographic encoding of the letters within a word occurs in Stage 2 through the development of position-specific letter detectors. Finally, in Stage 3, the two routes for orthographic encoding develop that form the basis of skilled silent word reading.

A complementary prediction can be made for developmental changes in the transposed letter effect, on the basis of more traditional theories of children’s literacy development. Such models (e.g., Ehri, 2005), under the assumption of the Lexical Quality Hypothesis (Perfetti & Hart, 2001, 2002; Perfetti, 2007), predict that the size of the transposed letter effect should decrease with greater reading experience and vocabulary sizes because orthographic representations become more precisely encoded (fine-tuning hypothesis) in order to discriminate between words (see Castles *et al.*, 2007; Castles, Davis & Lechter, 1999), resulting in greater inhibitory transposed letter priming effects in skilled readers when the primes are words (Andrews and Lo, 2012).

In summary, there are models of orthographic processing that can account for flexible letter position coding and the transposed letter effect in adults, but not children (Davis, 1999, 2010; Whitney, 2001; Grainger *et al.*, 2006; Gomez *et al.*, 2008). There are models that can account for developmental differences between adults and children more broadly in terms of the phases of literacy acquisition (see Ehri, 2005 for a review), but these theories result in predictions concerning the transposed letter effect that conflict with the experimental literature in this area though, (of course, these models were not intended to account for flexible letter position encoding effects).

Letter position encoding of a word’s initial trigram

The empirical evidence from both isolated word recognition and sentence reading research indicates that position information for the first letter of a word is crucial for lexical identification and is encoded in a strict manner, in children and adults, in order to access the

correct lexical representation. Some studies have examined parafoveal processing of the initial trigram to explore the type of information that can be extracted from the parafovea, and letter position encoding, in adults (e.g., Briihl & Inhoff, 1995; Johnson *et al.*, 2007; Plummer & Rayner, 2012; Tiffin-Richards & Schroeder, 2015; White *et al.*, 2008); to date, however, no study has examined how letter position information for a word's initial trigram is encoded in parafoveal preview for a word's initial trigram by children in English. This is important because letter position encoding over a word's initial trigram provides important information concerning aspects of lexical identification: the nature of the lexical access unit that is used to facilitate word identification (letter or bigram); how position information is encoded (strictly or flexibly); and the mechanism used to encode position information (slot, contextual or spatial coding). Furthermore, investigating the transposed letter effect in children provides a better understanding about the developmental changes in word identification and, more specifically, whether there is a change in the process by which the visual word recognition system encodes letter position information.

In the present experiment, parafoveal pre-processing of letter identity and position information for the initial word's trigram was explored in both adults and children during silent sentence reading. We investigated which of the initial trigram's features (letter identity, or position, or both) are extracted from the parafovea during sentence reading, and the time course over which such processing occurs.

In this experiment, three key theoretical questions were addressed: (1) whether a word's initial letters (for example, letters 1&2) are encoded less flexibly than internal letters (letters 2&3); (2) whether such processing operates over individual letters (1&2 and 1&3 conditions will be similar), or over bigrams (no differences between 1&2 and 2&3 conditions), such that either the first letter or the first bigram of a word is crucial for the identification of that word due to its role as an access unit; and (3) whether such processing occurs differentially

in children compared to skilled adult readers. In order to examine these issues, the boundary paradigm was employed within a silent sentence reading task, and two variables were manipulated: the type of preview (identity vs. transposed letters vs. substituted letters) and the position of the manipulated letters (1&2 vs. 1&3 vs. 2&3).

Three predictions were made with respect to the data from our adult participant group. First, that the identity condition would produce the shortest reading times compared to all other conditions, indicating that both letter identity and position information are extracted from the parafovea (as per Johnson *et al.*, 2007). Second, that a transposed letter preview would result in shorter fixation times on the target word than a substituted letter preview, suggesting that letter identity information is extracted from the parafovea independent of letter position information. Such a pattern would support flexible letter position coding models such as Overlap (Gómez *et al.*, 2008), Open Bigram (Grainger *et al.*, 2006), SOLAR (Davis, 1999, 2010) and SERIOL (Whitney, 2001). Third, there were two likely alternative patterns of effects with respect to the particular letters within a word which were manipulated. In one case, there might be little or no transposed letter effect when the first letter was manipulated, but a robust transposed letter effect when only internal letters were manipulated (as reported in Experiment 3 by Johnson *et al.*, 2007; Perea & Lupker, 2007; White *et al.*, 2008). This pattern of results would support those models which propose that both letter identity and letter position information for the first letter are encoded strictly due to its special role as lexical access unit (Overlap, Gómez *et al.*, 2008, and SOLAR, Davis, 1999, 2010, models). Alternatively, there might be a transposed letter effect for both positions 1&2 and 2&3 but not in 1&3. This latter possibility would indicate that relative letter position information is extracted from the parafovea, e.g., that the letters of the word are encoded as bigram units, and would support contextual coding models (Open Bigram, Grainger *et al.*, 2006, and SERIOL, Whitney, 2001 models). Furthermore, considering this

latter possibility of bigram coding, the SERIOL model would predict that the transposed letter effect for position 1&2 should be of a smaller magnitude than for position 2&3 due to its special role as lexical access unit (Whitney, 2001). The Open Bigram model does not make this distinction (Grainger *et al.*, 2006).

Importantly, we assume that the extraction of letter identity and position information from the parafovea is not a categorical process in which a feature is either extracted or it is not, but is a continuous process where the extent to which different features are extracted will depend on the time course of processing of the word during fixations on the preceding word (e.g. Henderson & Ferreira, 1990; White, Rayner & Liversedge, 2005a). Thus, the time course of letter position encoding will be explored. It may be the case that letter position information is extracted early, even before the word is directly fixated and influences fixation times on the pre-target word depending on the location of the letters manipulated within the word.

We also made six predictions with respect to the data from our child participant group. First, we predicted overall longer reading times on the target words for children compared to adults (Blythe & Joseph, 2011). Second, we predicted that children would have their shortest reading times in the identity condition compared to the transposed and substituted letter conditions, indicating that letter identity and position information are extracted from the parafovea by children as well as by adults (see Rayner, 1986; Häikiö *et al.*, 2010; Tiffin-Richards & Schroeder, 2015). Third, consistent with the literature, we predicted a transposed letter effect such that the transposed letter condition would result in shorter reading times than the substituted letter condition, because children are thought to encode letter position information flexibly as is the case with adult readers (Acha & Perea, 2008b; Castles *et al.*, 1999, 2007; Tiffin-Richards & Schroeder, 2015). The isolated word recognition literature has documented that beginning readers showed a greater transposed

letter effect than adults; fourth, therefore, we predicted an interaction between our manipulation of letter position and participant group such that the TLE would be of greater magnitude in 8-9 years old children than in adults (e.g., Acha & Perea, 2008b; Perea & Estévez, 2008). Fifth, most evidence concerning the TLE effect in children has resulted from experiments making internal letter manipulations (Acha & Perea, 2008b; Perea & Estévez, 2008). On the basis of these experiments, we predicted a transposed letter effect in our child participants for the internal letter manipulation (2&3). Finally, with respect to initial letter manipulations (1&2 and 1&3) in children there were, again, two different possibilities. One possibility was the observation of a similar pattern for both these conditions suggesting that letter identity and position information for the first letter are encoded strictly in children. Alternatively, a transposed letter effect for letters 1&2 but not 1&3 would suggest that children encode relative letter position information (e.g., bigrams), supporting contextual coding models such as the Open Bigram (Grainger *et al.*, 2006) and SERIOL (Whitney, 2001) models. This latter possibility would also support Grainger and Ziegler's model (2011), indicating that children in Year 4 are able to use the coarse-grained orthographic route.

Method

Participants

A total of 84 participants (42 children and 42 adults) took part in this experiment. The children were recruited from Year 4 of primary schools in and near Southampton, and had a mean age of 9 years (range = 8.1 - 9.6; *SD* = 0.5). Year 4 children were recruited to ensure that they could benefit from parafoveal processing. At this age, most children are capable of pre-processing information from the word to the right of fixation (Rayner, 1986; Häikiö *et al.*, 2009, 2010). The adult participants were from the University of Southampton, and had a mean age of 19.6 years (range = 18 - 26; *SD* = 1.6). All participants had normal or

corrected to normal vision, and were native speakers of English with no known reading difficulties. Furthermore, pre-screening with the READING subtest of the Wechsler Individual Achievement Test II (WIAT-II; Wechsler, 2005) confirmed that no participants showed evidence of reading difficulties (composite standardized score for adults: $M = 117$; $SD = 5.8$ (range: 106 - 130); and for children: $M = 111$; $SD = 8.4$ (range: 94 - 127). They were unaware of the purpose of the experiment until afterwards. University students received course credits as a reward for participating.

Apparatus

The sentences were presented on a 21" CRT monitor, set at a refresh rate of 120 Hz with a 1024x768 resolution, interfaced with a PC at a viewing distance of 60 cm. An eye contingent boundary technique was used (Rayner, 1975) where the display changes occurred within 10 ms of the eye crossing the boundary. Sentences were presented in black, Courier New, size 12 font on a grey background; three characters subtended 1° of visual angle. Although reading was binocular, eye movements were recorded only from the right eye, using an EyeLink 1000 tracker (S.R. Research Ltd.), with forehead and chin rests in order to minimize head movements. The spatial resolution of the eye tracker was 0.05° , and the sampling rate was 2000 Hz.

Word reading, pseudoword decoding and reading comprehension for each participant were assessed using the WIAT-II (Wechsler, 2005).

Material and design

Fifty-six experimental sentences containing a 6-7 letter target word were specially constructed. Target words (nouns or adjectives) were bisyllabic with a CVC structure for the initial trigram, which was within the same syllabic unit (e.g., *captain*). These target words had fewer than three orthographic neighbours, and had a mean of Age of Acquisition of 6.78 years ($SD = 1.70$) (Kuperman, Stadthagen-Gonzalez & Brysbaert, 2012). Target word

frequency was in a range between three and 276 per million using child frequency counts ($M = 37$, $SD = 53$) (Children's Printed Word Database; Masterson, Dixon & Stuart, 2003) and in a range between 0.61 and 3483 per million using adult frequency counts ($M = 179$, $SD = 559$) (English Lexicon Project Database; HAL corpus, Balota et al., 2007). Pre-target words were mainly adjectives between 3 and 7 letters long ($M = 5$).

Seven parafoveal preview conditions were generated for each target word (see Appendix 1). In the identity condition, the preview was the same as the target word (*captain*). In the transposed letter (TL) conditions, the positions of two letters were switched; in the substituted letter (SL) conditions, two letters were replaced with similar letters (ascenders with ascenders, descenders with descenders, consonants with consonants and vowels with vowels). The position of the transposition or the substitution was also manipulated, such that it occurred in the following positions: one and two (12; *acptain* vs. *imptain*); one and three (13; *pactain* vs. *gartain*); or two and three (23; *cpatain* vs. *cgotain*) (see Figure 1). Bigram and trigram frequency were calculated using CELEX database (CELEX database; Baayen, Piepenbrock & Gulikers, 1995). We estimated the number of times that specific letters in the critical positions (12, 13 and 23) appeared in the same position in other words. Bigram frequencies (in manipulated positions) and initial trigram frequency for transposed and substituted letter nonwords did not differ significantly across the experimental conditions ($ts < 1$) (see White, 2008 for a similar approach).

Insert Figure 1 about here

To confirm that our target words were known to children in our selected age range as well as to ensure that our sentences were more generally age-appropriate, we undertook a pre-screening procedure. Two sentences were created for each target word to be rated (112 sentences), in order to select a final subset for the eye movement experiment (selecting just one of the two possible sentences per target word). We asked 24 children (Year 4: 8-9 years

old) to rate our sentences on a scale of 1 (easy to understand) to 7 (difficult to understand). The final subset of sentences was rated as easy to understand ($M = 1.14$, range = 1.0-1.6). None of the children in this pre-screening study took part in the main eye tracking experiment.

The final set of 56 experimental sentences was counterbalanced across seven lists using a Latin Square design. Each list was read by 12 participants (six adults and six children). Each list included nine practice sentences, and 56 experimental sentences (eight sentences per condition). The sentences occupied one line on the screen (maximum = 60 characters; $M = 58$ characters) and the target word appeared in the middle of the sentence. The experimental sentences were presented in a random order to each participant.

Procedure

The three reading subtests- word reading, pseudoword reading and comprehension- of the WIAT-II were completed first, to confirm that our participants had no reading difficulties. Then, the eye movement experiment was conducted. Participants were instructed to read each sentence for comprehension. After each sentence, the participant had to press a button on the game controller to continue and, following 50% of the sentences, to answer Yes/No to comprehension questions. Participants were free to take a break whenever they wished, and could withdraw from the experiment at any point. After the experiment, the participants were asked whether or not they had noticed anything strange about the appearance of the text in the experiment because detecting a display change can affect fixation times (Slattery, Angele & Rayner, 2011; White, Rayner & Liversedge, 2005a). Only one participant was replaced because he/she reported noticing more than three changes. The experiment lasted about 40 minutes.

Results

All participants scored at least 75% on the comprehension questions (adults: $M = 98\%$, $SD = 2.51\%$; children: $M = 91\%$, $SD = 7.15\%$). The “clean” function in DataViewer (SR Research) was used to trim the data. Fixations shorter than 80 ms, and which were located within one character space of the next or previous fixation, were merged into that nearby fixation; the rest of the fixations that were shorter than 80 ms and over 1,200 ms were deleted. Trials in which the display change occurred during a fixation on the pre-boundary (pre-target) word, or when the display change was not completed until more than 10 ms after fixation onset on the post-boundary (target) word were excluded from the analyses. Finally, only trials with first pass fixations on the target word were included while those in which the pre-boundary word¹ was skipped were not included in the analyses. These procedures resulted in a final data set of 3619 fixations (81.5% of the data). These data were log transformed for analysis.

Data were analysed by means of linear mixed effects (lme) modelling using the lmer function from the lme4 package (Bates, Maechler & Dai, 2009) within the R environment for Statistical Computing (R Development Core Team, 2012) on first fixation duration, single fixation duration and gaze duration. Single fixation duration is the time that a word is fixated when it receives only one first pass fixation. First fixation duration is the duration of the initial, first-pass fixation on a word, regardless of how many fixations it receives. Gaze duration is the sum of all consecutive first pass fixations on a word before leaving the word. These are early measures of processing time on a word, reflecting lexical processing (Rayner, 1998, 2009); specifically, first fixation duration can be considered a measure of lexical access while gaze duration might also be taken to reflect text integration processes (Inhoff, 1984).

Given that this experiment did not have a perfectly balanced design (e.g., the identity condition did not form a level of either of the two independent variables), data were

analysed with two lme models. We initially specified a full random structure for subjects and items, to avoid being too anti-conservative (Barr, Levy, Scheepers & Tily, 2013); however, these models failed to converge. We then trimmed the random structure of the models down until they converged. In the final models, in all cases, both subjects and items were specified as random factors. In Model 1, Group (Adults vs. Children) and Condition (Identity, TL12, TL13, TL23, SL12, SL13, SL23) were specified as fixed factors, and in the Model 2, Group (Adults vs. Children), Type (TL vs. SL) and Position (12 vs. 13 vs. 23) were specified as fixed factors. The significance values and standard errors that we obtained reflect, therefore, both subject and item variability (Baayen, Davidson & Bates, 2008). Predictor variables were categorical, and were not centred. Following standard conventions, effects were considered significant when $t > 2$. In addition, confidence intervals for the model parameters were calculated using the command *confint*.

First, a lme model (Model 1) was run to examine the overall cost for children and adults associated with substituting or transposing letters in each of the positions (TL12, TL13, TL23, SL12, SL13, SL23) compared to the identity condition. The syntax for the code for this model was as follows: `(lmer (ldepvar ~ Group*Condition + (1|pp) + (1|stim), data = datafile))`. Next, a three-way interaction model was run with the three independent variables: Group (Adults vs. Children), Type (TL vs. SL) and Position (12 vs. 13 vs. 23) as fixed factors. The syntax for the code for this model was as follows: `(lmer(ldepvar ~ Group*Type*Position + (1|pp) + (1|stim), data = datafile))`. We used “*contr.sdif*” (package MASS) to set up our three factors. Finally, planned contrasts were carried out on all dependent measures to examine the Transposed Letter Effect (TLE) in each position within our target words.

Pre-target word

First, in Model 1, for the pre-target word, only the comparison between adults and children was significant in single, first fixation and gaze duration (see Table 1 for coefficients, standard errors and *t*-values), showing that children spent more time looking at the pre-target word than adults when the identity preview was presented in the parafovea (see Table 2 for means and standard deviations). None of the other comparisons reached significance. This finding is consistent with other studies investigating eye movement behaviour during reading, which show that children's fixations are longer on words than adults (see Blythe & Joseph, 2011 for a review).

Insert Table 1 and 2 about here

Similarly, in Model 2, the comparison between adults and children was significant in all dependent measures, showing that children had longer fixation times on the pre-target words than adults (see Table 3 for coefficients, standard errors and *t*-values). There was a main effect of Position for single fixation duration only, such that the pre-target word received longer reading times when 23-previews were presented in the parafovea compared to 13-previews. Extra contrasts compared 12-previews to 23-previews as a main effect, and also as an interaction with type and group. The results showed that in single fixation duration, the pre-target word received also longer reading times when 23-previews were presented in the parafovea compared to 12-previews. In addition, the interaction between Group and Position (13-23) was significant in single fixation duration: this position effect was smaller in adults (13-previews: $M = 209$ ms, $SD = 67$; 23-previews: $M = 214$ ms, $SD = 69$) compared to children (13-previews: $M = 258$ ms, $SD = 99$; 23-previews: $M = 282$, $SD = 131$).

Although this interaction was reliable, we believe that this effect should be interpreted with caution as children only made a single fixation on the pre-target word on 18% of trials, that is, a minority of trials. In addition, the interactions between Type and Position

(12-13) and between Type and Position (13-23) were significant only for gaze duration. No other interactions were significant. Additional contrasts were run examining the TLE through the different positions (TL12 vs. SL12, TL13 vs. SL13 and TL23 vs. SL23) for gaze duration. Results showed a TLE in position 13 ($b = -0.13$, $SE = 0.05$, $t = -2.75$) such that gaze durations on the pre-target word were longer for SL13 previews compared to TL13 previews (see Figure 2). This effect occurred for both adults and children. Thus, at the pre-target word, there was a TLE in position 13 for both adults and children. This finding could suggest that letter position encoding was initiated earlier for TL13 previews due to its greater similarity with its base words than TL12 and TL23 previews. We make this claim based on CVC structure; TL13 previews involve the transposition of two consonants while TL12 and TL23 previews involve the transposition of a vowel and a consonant. Thus, it could be the case that consonant information is processed early when the preview and the target word are highly similar. This would support the Two-Cycles Model (Berent & Perfetti, 1995), which assumes that consonants and vowels are processed independently in two consecutive cycles. Similarly, the fact that children also showed the same TLE is congruent with previous evidence (e.g., Nazzi, 2005; Nazzi & New, 2007). These findings also suggest that both adults and children are sensitive to the orthographic structure of the parafoveal word's initial trigram (at least in relation to consonant-vowel structure) (Lee, Rayner & Pollatsek, 2001, 2002). This point will be considered further in the Discussion.

Insert Table 3 and Figure 2 about here

In summary, on the pre-target word, children had longer fixation times than adults in all dependent measures. Moreover, both adults and children showed a TLE in position 13 for gaze duration, such that there was a cost of 20 ms to reading the pre-target word when SL13 previews were presented in the parafovea, suggesting that both adults and children were sensitive to the initial consonant-vowel structure of the parafoveal word. We note that

the effect held across both participant groups which were independent participant samples, and that there was no reliable interactive effect with group.

Target word

In Model 1, similar to the pre-target word, the comparison between adults and children for the identity condition was significant in all the dependent variables (see Table 4 for coefficients, standard errors and *t*-values), showing that children spent more time looking at the target word than adults (see Table 5 for means and standard deviations).

In addition, TL12 and TL23 conditions had similar viewing times to the identity condition, while all SL conditions as well as the TL13 condition produced longer viewing times than the identity condition, and this occurred for all dependent variables. This pattern strongly indicates that the TL12 and TL23 previews activated their base words as effectively as the identity preview². We also obtained reliable two way interactions between group and type exclusively for single fixation durations, such that the difference in reading times between the identity and the SL12 conditions, and between the identity and SL23 conditions were greater in children (Identity-SL12: $d = 90$ ms; Identity- SL23: $d = 80$ ms) than in adults (Identity-SL12: $d = 29$ ms; Identity- SL23: $d = 24$ ms) (see Table 6).

Insert Tables 4 and 5 about here

In Model 2, and similar to the effects we observed for the pre-target word, the comparison between adults and children was significant in all the dependent variables (see Table 6 for coefficients, standard errors and *t*-values), showing that children spent more time looking at the target word than adults (see Table 5).

Insert Table 6 about here

With respect to letter position, those previews with manipulated letters in positions 13 produced longer viewing times than those with manipulated letters in position 12 (gaze duration) or in position 23 (single fixation and gaze duration) for both adults and children.

This suggests that relative position information within parafoveal orthography (bigrams) facilitated word identification, as the manipulation of adjacent letters within the parafoveal word was less disruptive to lexical identification than was the manipulation of non-adjacent letters. In gaze duration, however, the interaction between group and position (13-23) was significant, indicating that the difference between 13-previews and 23-previews was greater in children than in adults.

In addition, there was a significant main TLE in all the dependent measures, such that fixation times were shorter in the transposed letter conditions than the substituted letter conditions. The presence of this TLE indicated that letter position information was extracted from the parafovea independent of letter identity information, and provides evidence for parafoveal flexible letter position coding. On the assumption that it is reasonable to generalize, and assume that models of isolated word recognition might be used to generate predictions about how word identification might proceed (at least to some degree) during normal reading, then we might argue that these results provide evidence in support of models such as the Open Bigram (Grainger *et al.*, 2006), SOLAR (Davis, 1999, 2010) and SERIOL (Whitney, 2001) models (see also the Overlap model by Gómez *et al.*, 2008). Of course, we note that generalization of these findings to these models requires that they be considered in relation to processing that is distributed (spatially and temporally) across fixations. We note also that the TLE was similar for adults and children in all dependent measures. Finally, the interactions between Type and Position (12-13) and, between Type and Position (13-23) were significant for single fixation and gaze duration, and marginal for first fixation duration. No other interactions were significant.

Using planned contrasts, the TLE was examined across the different letter positions for single, first fixation and gaze durations (see Figure 2). There was a TLE in position 12 for single fixation and gaze durations, and in position 23 for all the dependent variables, but

there was not a TLE in position 13. Again, this indicates that letter position information was extracted flexibly from the parafovea through bigrams. Again, by extension, we might argue that this result supports contextual coding models such as the Open Bigram (Grainger *et al.*, 2006) and SERIOL (Whitney, 2001) models. The 3-way interaction was not significant in Model 2 for any of the dependent measures, indicating that TLEs on the target word were comparable in children and adults. In addition, the magnitude of the TLE in position 12 (28 ms for both single fixation and 22 ms gaze duration) was smaller than that for position 23 (40 ms for single fixation duration and 31 ms for gaze duration). Again, relating our findings to models of isolated word identification, the results provide support for the SERIOL model over the Open Bigram model, suggesting that the first bigram was of greater importance than the second bigram in lexical identification.

Finally, to further evaluate our findings in terms of whether bigrams may form the basis of lexical access units, a simulation was run to examine whether the SOLAR model (Davis, 1999, 2010) might also explain the present data set. Recall that the SERIOL and the SOLAR models both use the same mechanism for the flexible encoding of letters' identities and positions (spatial coding), but differ in terms of the level of representation implemented (individual letters in the SOLAR model vs. bigrams in the SERIOL model). Critically, in the present experiment, we observed a TLE in those conditions that manipulated adjacent letters within the word (e.g., bigrams), but not in those conditions where there was an intervening letter between those that were manipulated. On the one hand, this might be explained as being due to the fact that orthographic encoding was operating at the level of the bigram (and not at the level of individual letters). If this was the case, then a simulation of our experimental manipulations within the SOLAR model should produce a different pattern of results due to that model's use of individual letter representations. Alternatively, our pattern of results might be explained as being due to an underlying spatial coding

mechanism for orthographic encoding. If this latter explanation were correct, then the simulation with the SOLAR model ought to produce a similar pattern of results to that observed in the present eye movement experiment.

We used the target words from the present experiment in a simulation of a masked priming lexical decision task within the SOLAR model, implemented with the Spatial Coding Model (Davis, 2010). T-test comparisons were run to look at the TLE through the positions. Results showed that there was a TLE in position 12, 13 and 23 ($p < 0.000$). Although a TLE effect for all the positions was observed in this simulation, the effect size of the TLE varied as a function of the position: the difference between TL and SL in position 12 was of 24 ms., in position 13 was of 11 ms., and in position 23 was of 31 ms. This pattern of effects was quite similar to the pattern of effects obtained in the present eye movement experiment (see Figure 3), for which we found strong TLEs for conditions in which adjacent letters were manipulated. Our simulation further supports our claims that parafoveal letter position information is encoded flexibly using a spatial coding mechanism.

Insert Figure 3 about here

In summary, a robust TLE was found in positions 12 for single fixations and gaze duration, and in position 23 for all dependent measures. Consistently, the comparison between the identity condition and the TL12 and TL13 conditions showed no significant differences, indicating that these TL letter strings activated the base word as effectively as the identity condition in parafoveal preview, and suggesting bigrams may be units over which orthographic information is encoded in the parafovea. On this basis it might be argued that parafoveal orthographic processing that is distributed across fixations during normal reading operates in a manner consistent with contextual coding models. However, while the TLE in position 23 was slightly greater than the effect in position 12 (supporting the SERIOL model), a simulation of the Spatial Coding Model using our target words

indicated that the SOLAR model could also account for the eye movement data reported here (assuming isolated word presentation conditions). Thus, overall, we do not have conclusive evidence concerning the role of the bigram as a unit of lexical access. What we are able to conclude, however, is that our results show clearly that letter position information is encoded flexibly in the parafovea by a spatial coding mechanism in both adults and children.

Discussion

We conducted an experiment to investigate how letter position encoding occurs during lexical identification in adults and children during sentence reading. First, we discuss basic differences between adults and children in terms of their eye movement behaviour during reading, and how these behavioural changes reflect the underlying cognitive processes associated with lexical identification. Then, we will discuss the effects of our manipulations of transposed and substituted letters, considering how these effects differ between adults and children.

Developmental changes in lexical identification

First, as predicted, we found that children had longer reading times on both the pretarget and target words than adults. This effect was robust, occurring in single fixation durations, first fixation durations, and gaze durations. Furthermore, we found that children made more first pass fixations on these words than the adults did. This finding of more, and longer, fixations is consistent with research showing that lexical processing is, overall, slower in children compared to adults (Blythe, 2014; Blythe, Häikiö, Bertram, Liversedge, & Hyönä, 2011; Mancheva *et al.*, 2015; Reichle *et al.*, 2013; Tiffin-Richards & Schroeder, 2015; Zang, Liang, Bai, Yan & Liversedge, 2012). Such a change in lexical identification, as indexed by eye movement behaviour, may be associated with developmental changes in the quality of cognitive lexical representations as per Perfetti's Lexical Quality Hypothesis

(Perfetti & Hart, 2001, 2002; Perfetti, 2007). Perfetti proposes that “high quality” lexical representations are fully specified with respect to a word’s orthography (spelling), phonology (pronunciation) and semantics (meaning and grammatical class) in a “coherent” (these three constituents are available at the same time for word identification) and “reliable” manner, allowing the reader to retrieve the word very rapidly. Any representation that does not specify the information for one of these constituents is considered to be “low quality”, making lexical identification relatively effortful and slow. Within this theory, it is suggested that there is a continuum on which lexical representations vary in quality as a function of the reader’s knowledge about words, their vocabulary, and their reading experience. Skilled readers (for example, the adults in our sample), with many years of reading and writing experience, will have a greater number of high quality lexical representations than children who have only a few years of practice in reading and writing. Adult readers will, therefore, be more efficient in their lexical processing – the higher quality lexical representations are argued to accelerate lexical identification. This theoretical framework is consistent with our finding that children have longer reading times overall than adults.

Transposed letter effects in parafoveal preview

There were three key findings from the present study: (1) both adults and children were able to pre-process information regarding the identities of letters within the initial trigram of the parafoveal word; (2) there was an early transposed letter effect in positions 13, such that a transposition of these letters resulted in shorter reading times than if they were substituted; (3) a slightly later transposed letter effect in positions 12 and 23. We consider each of these in turn.

Perhaps unsurprisingly, given the published body of literature, the effects showed very clearly that skilled adult readers were able to pre-process orthographic information from the parafoveal word (Binder *et al.*, 1999; Johnson & Dunne, 2012; McConkie & Zola,

1979; Rayner *et al.*, 1980). Four of the six manipulated conditions (including both transpositions and substitutions) resulted in increased reading times compared to the identity condition. This basic finding confirms that, as predicted on the basis of the published literature, skilled adult readers are pre-processing information about the identities and positions of the first three letters of the parafoveal word during silent sentence reading (we will return later to this point examining which conditions in particular increased reading times).

Relatively little is known about children's parafoveal pre-processing during reading, and how such a skill develops with age and reading skill. Importantly, some studies have indicated that the perceptual span is reduced in children compared to adults (Häikiö *et al.*, 2009; Sperlich *et al.*, 2015; Rayner, 1986). Specifically, when using the moving window technique, children aged 7-9 years old are sensitive to information presented up to 11 letter spaces to the right of fixation, in comparison to 14 letter spaces in adults. Recall that our child participants were 8-9 years old, and the pre-target words were 4-5 letters long; thus, the target word's initial trigram should always have fallen within the children's perceptual span during fixations on the pre-target word (given that participants were pre-screened to ensure they had no reading difficulties that might have resulted in a significantly smaller perceptual span). Thus, it was expected that our child participants would pre-process information from the initial trigram, and we examined specifically whether they were able to pre-process orthographic information. As predicted, we found that children were sensitive to changes in letter position information before the target word was directly fixated, demonstrating that they were pre-processing orthographic information from the parafovea as we know that adults do.

The early processing of letters 1&3. A different time course of processing was found for letters in positions 13, such that the transposed letter effect (TLE) emerged earlier

for manipulations in this position compared to manipulations of letters 12 and 23. Specifically, there was a TLE for position 13 during fixations on the pre-target word, such that reading times were longer when the preview was a SL13 nonword compared to a TL13 nonword. This effect occurred for both adults and children. This very early TLE for letters 13 was not maintained during subsequent fixations on the target word.

We consider the most likely explanation to be that 13-preview manipulations involve only consonants while 12 and 23 preview manipulations involve both a consonant and a vowel. As can be seen in Appendix 1, transposing or substituting letters in position 13 created regular trigrams (e.g., *pactain-gastain* from *captain*; note that all initial trigrams had a CVC structure), while the equivalent manipulations in positions 12 and 23 (e.g., *acptain-imptain*; *cpatain-cgotain* respectively) were orthographically illegal (and resulted in a change to the CVC structure from the base word). It might be the case that when a parafoveal preview maintains the initial trigram's CVC structure (the TL13 and SL13 conditions), facilitated pre-processing occurs due to its orthographic and phonological regularity; this would facilitate identification of the target word once it is directly fixated (Chace *et al.*, 2005; Henderson *et al.*, 1995; Pollatsek *et al.*, 1992). In contrast, when the initial trigram is illegal (TL12, TL23, SL12 and SL23 conditions), more processing time is needed in order to extract letter identity and position information from the parafovea. Consequently, the TLEs are delayed until fixations on the target word, instead of affecting fixations on the pre-target word.

The question then remains, why this early transposed letter effect was not maintained during fixations on the target word. The Two-Cycles Model (Berent & Perfetti, 1995) proposes that phonological representations assembled during reading have an internal structure, based on the distinction between consonants and vowels. This consonant-vowel structure is argued to influence the online process of mapping each printed letter to its

phoneme(s) during lexical identification. The final phonological representation of a printed word results from two independent, consecutive stages, which are associated with two distinct cognitive processes that differ in speed and automaticity. In the first stage, consonant information is encoded automatically. Then, in a second cycle, vowel information is added to the representation through a slower, less automated process. Evidence from different research areas and experimental paradigms such as speech perception (e.g., Bonatti, Peña, Nespor & Mehler, 2005), neuropsychology (e.g., Caramazza, Chialant, Capasso & Miceli, 2000) visual word recognition (Carreiras & Price, 2008; Carreiras, Duñabeitia & Molinaro, 2009; Carreiras, Vergara-Martinez & Perea, 2007, 2009; Carreiras, Gillon-Dowens, Vergara-Martinez & Perea, 2009; Grainger, Kiyonaga & Holcomb, 2006; Lee, Rayner & Pollatsek, 2001, 2002; New, Araujo & Nazzi, 2008; Perea & Lupker, 2004; Vergara-Martinez, Perea, Marin & Carreiras, 2011) and reading (Blythe *et al.*, 2014; Lee *et al.*, 2001, 2002), have shown processing differences between vowels and consonants. For example, Carreiras, Duñabeitia *et al.* (2009) showed that primes created from a word's constituent consonants (e.g., "frl" – FAROL) evoked the same ERP waves as an identity prime (e.g., "farol"- FAROL) at early stages of processing (175-250 ms and 350-450 ms), while primes created from a word's constituent vowels (e.g. "aero" – ACERO) evoked similar waves to unrelated primes (e.g. "iui" – ACERO), indicating that letter position assignment is modulated by the nature of the letter during the earliest phases of lexical processing (see also Carreiras, Gillon-Dowens *et al.*, 2009). More specifically, in isolated word studies, it has been shown that consonant manipulations result in a greater TLE (carema/casena- CAMARA) than vowel manipulations (cemara/cimura- CAMARA). This indicates that the identity of consonants is encoded earlier than for vowels (Carreiras *et al.*, 2007, 2009; Grainger *et al.*, 2008; Lupker, Perea & Davis, 2008; Perea & Lupker, 2004; but see also Vergara-Martinez *et al.*, 2011 for only late effects (N400) in Spanish). Similarly,

Lee *et al.* (2001, 2002) showed that consonants were processed earlier and faster than vowels at initial stages of lexical identification using a delayed presentation and fast priming tasks during natural reading.

Consistently, the pattern of effects found in this experiment indicates that letter position encoding for the target word was initiated earlier (in fixations on the pre-target word) for TL13 previews (e.g. “pactain”) because of their high similarity with their base word (“captain”) compared to TL12 (e.g. “acptain”) and TL23 previews (e.g. “cpatain”), suggesting that consonant-vowel structure was encoded very early³. Thus, in the specific conditions where the first letter of the word is transposed with another consonant, as in our TL13 condition, it seems that very early pre-processing letter position encoding occurs during fixations on the previous word in the sentence.

Similar to adults, children also demonstrated a TLE in position 13 during fixations on the pre-target word. This supports previous developmental evidence for a consonant-vowel asymmetry in children’s lexical processing (e.g., Nazzi, 2005; Nazzi & New, 2007). The time course of this effect is striking, however. Whilst we predicted a basic TLE in children’s fixation times on the target word, it is remarkable that 8-9 year old children could encode letter position information so early in lexical processing during parafoveal preview, that it influenced fixation times on the pre-target word. Furthermore, this very early effect in lexical processing also seemed to have been modulated by the word’s CVC structure for children in a comparable manner as was observed for the skilled adult readers.

These effects in the children’s sample, indicating quite adult-like lexical processing, are most likely attributable to the fact that these children were relatively skilled readers for their age. As reported in the Methods section, our pen-and-paper assessment of reading skills confirmed that none of our participants showed any evidence of reading difficulties

(which was the primary objective in conducting these additional assessments). We found, however, that the mean reading age of these children was 11.1 years ($SD = 2.4$) based on the wordreading subtest (it is not possible to generate an estimated reading age from the composite score). Clearly, many of the children in this sample were reading at a level higher than would be expected for their age; note that developmental changes in eye movement behaviour during reading are similar to adult's eye movement behaviour at the age of 11 years (see Blythe & Joseph, 2011 for a review).

Independent parafoveal pre-processing of letter positions and identities. Recall that four of the six manipulated conditions resulted in increased reading times compared to the identity condition, showing that information about the identities and positions of the first three letters were pre-processed in the parafovea. Critically, as predicted, reading times in the TL12 and TL23 conditions were not significantly different to reading times in the identity condition. This finding suggests that letter position information is extracted from the parafovea independently from letter identity information – in these transposed letter conditions, where all the letter identities were correct and only their positions were manipulated, there was no cost to processing. Specifically, this pattern within the data indicates that these two types of previews were activating their base words as effectively as the identity preview. This is consistent with previous evidence from isolated word recognition paradigms (e.g., Perea & Lupker, 2003b, 2004).

To confirm this, we specifically compared reading times for transposed vs. substituted letters and, as predicted, we found a robust TLE in single fixation and gaze duration. Thus, the data very clearly indicate that letter identity information is extracted from the parafovea independently from letter position information. With respect to the means by which such processing occurs, our data are suggestive of flexible letter position encoding – rather than the identified letters being rigidly assigned to a particular position, so

long as the identities of the letters are correct then there is some degree of flexibility in processing where they are located within the word. This finding supports models of letter position encoding such as Overlap (Gómez *et al.*, 2008), Open Bigram (Grainger *et al.*, 2006), SOLAR (Davis, 1999, 2010) and SERIOL (Whitney, 2001). Thus, our data are also consistent with previous evidence from isolated word recognition (Grainger, 2008, for a review) and reading (e.g., Johnson *et al.*, 2007).

With respect to theoretical models of letter position encoding, some researchers have argued for encoding of individual letters whilst others have argued for encoding of pairs of letters, bigrams. Within our data, we examined whether the observed flexible letter position encoding was suggestive of either individual letters or bigrams as the unit of lexical access. Thus, we explored the TLE across the three different positions of the letters involved (12, 13, and 23), to examine whether our data were more consistent with the Open Bigram (Grainger *et al.*, 2006), SOLAR (Davis, 1999, 2010), or SERIOL (Whitney, 2001) model. These three models all assume flexible letter position encoding but, critically, they differ in terms of both (1) the unit of representation (letters vs. bigrams); and (2) the mechanism by which this information is encoded (contextual vs. spatial). Our data showed a robust TLE in position 12 for single fixation and gaze durations, and in position 23 for all dependent variables, but there was no TLE in position 13. First, this pattern of effects seemed consistent with use of bigrams as the unit for lexical access, thus supporting contextual coding models such as the SERIOL (Whitney, 2001) and Open Bigram models (Grainger & van Heuven, 2003; see also Grainger *et al.*, 2006). These models differ, however, in their proposed mechanism - the Open Bigram model implements a contextual mechanism for bigram encoding, while the SERIOL model assumes a spatial coding mechanism. In this latter case, an important feature of the spatial coding mechanism is that the first bigram of a word receives the most activation during lexical activation, and this decreases monotonically across the word's

bigrams from left to right. Consequently, the magnitude of the TLE for position 12 should be smaller than that in position 23, and we observed exactly this pattern within our data. Thus, in addition to indicating that the readers were processing letter information within bigrams during parafoveal pre-processing, our data suggest that this processing occurred through a spatial coding mechanism, consistent with the SERIOL model.

The fact that our data were indicative of a spatial encoding mechanism led us reconsider the possibility that the SOLAR model might also explain our data. Recall that the SERIOL and SOLAR models both use the same spatial coding mechanism, but they differ in the unit of representation (bigrams vs. letters) for lexical access. The results obtained from our simulation of the Spatial Coding Model (SOLAR) were very similar to the pattern that we observed within the eye movement data. Thus, the present data set supports the conclusion that readers were using a spatial coding mechanism but it does not allow us to determine whether individual letters or bigrams are the units over which orthographic information were encoded in the parafovea.

Concerning the children's data, we found a very similar pattern to that observed in the adults' data. Specifically, children showed a benefit to reading times from having the identity preview compared to the other conditions, except for the TL12 and TL23 previews, which did not increase reading times. Thus, our data suggest that children also extracted letter position information independently from letter identity information during parafoveal pre-processing. In addition, consistent with our predictions, there was some evidence within the single fixation duration data that children exhibited proportionally greater disruption from SL12 and SL13 previews than adults. Critically, we observed a TLE for all dependent measures; however, the interaction with group was not significant, indicating that children also encoded letter position information flexibly during parafoveal pre-processing in silent

sentence reading. This result is consistent with the literature from isolated word paradigms (Acha & Perea, 2008b; Castles *et al.*, 1999; 2007; Perea & Estévez, 2008).

With respect to the position of the letters manipulated, in children we observed a similar pattern of effects to adults; specifically, a robust TLE in positions 12 and 23 but not in position 13. This suggests that children, as well as adults, encoded letter position information early, during parafoveal processing, using a spatial coding mechanism. This is consistent with Grainger and Ziegler's model (2011), which takes into account developmental changes in letter position encoding, and assumes that skilled readers use two different sublexical codes for orthographic encoding: the coarse-grained orthographic route and the fine-grained route. Recall that these routes differ in their level of precision for letter position encoding, and in the mapping between orthography and semantics. Of relevance to the present experiment, it is in the coarse-grained route that letter position information is encoded in such a manner as to allow flexibility, and only through this route do readers gain an advantage from letter transpositions over substitutions (see Grainger, 2008 for a review about TLEs). Critically, it is only in the third and final proposed stage of reading development that children develop this coarse-grained route; our data suggest, therefore, that the sample of children in the present experiment must have already progressed past stages 1 and 2 (within Grainger and Ziegler's framework) in order to exhibit TLEs.

In contrast, the fact that children showed a similar TLE to adults in positions 12 and 23 is inconsistent with the study by Tiffin-Richards and Schroeder (2015), where they found minimal evidence of TLEs in their sample of 8-year-old children. There are a number of possible reasons for this discrepancy. First, through differences in the orthographic transparency of the language studied (German is a more orthographically transparent language than English). It is not clear, however, how greater orthographic transparency might result in a reduction in parafoveal pre-processing. Second, through the capitalisation

of the first letter of all nouns in German (all target words were capitalised nouns in Tiffin-Richards & Schroeder's study). It seems feasible that a capitalised first letter might draw attentional resources through its saliency, facilitating lexical processing and parafoveal processing (see Rayner & Schotter, 2014). Indeed, Tiffin-Richards and Schroeder report a significant benefit from maintaining the capitalised letter in preview; however, this again would suggest that orthographic preview benefit should have been greater, not less, in the German study compared to the present data set. Finally and, in our view, most likely, these two studies differed in both the age and the reading skill of the child participants. In the present experiment, children were aged 8- to 9-years old, were in their fifth year of formal education (including Reception class), and were all relatively good readers for their age; mean reading age was 11 years. In Tiffin-Richards and Schroeder's study, children were also aged 8 years but would have only been in their third year of formal education, and their reading skills were found to be appropriate for their age. It seems likely, therefore, that the relatively greater reading skills of child participants in the present study underlies our observation of a TLE in 8-year-olds, where such effects have not previously been found.

Finally, previous evidence from children has shown that the magnitude of the TLE is greater in children than adults (e.g., Acha & Perea, 2008b; Perea & Estévez, 2008). This suggests that orthographic representations are less precisely encoded in children compared to adults (Perfetti & Hart, 2001, 2002; Perfetti, 2007), reflecting a developmental change in the tuning of the word recognition system (e.g., Castles *et al.*, 2007). Our data, however, were not consistent with this; we found no differences between our adult and child samples in terms of the magnitude of the TLE. The inconsistency between the present data set and previous studies is most likely attributable to the fact that, as previously discussed, the children who took part in the present study had a higher reading ability than expected for their age. Perhaps unsurprisingly, it is reading skill, rather than chronological age per se,

which determines a reader's ability to flexibly encode letter positions within words. It is important to note, however, that we did observe group differences on overall fixations times; thus, there is clear evidence that our children were less skilled readers than the adults, but these group differences did not stem from orthographic processing. Specifically, as discussed, letter position encoding is considered a relatively early, orthographic influence on lexical processing. Our data demonstrate compellingly that any differences between the two participant groups in terms of their global eye movement behaviour during reading must reflect ongoing developmental changes in aspects of reading that occur at a higher level than orthographic encoding (Luke, Henderson & Ferreira, under revision). This is consistent with the Lexical Quality Hypothesis by Perfetti (2007; Perfetti & Hart, 2001, 2002).

Conclusions

The present data are informative with respect to how letter identity and position information is encoded during sentence reading by both adults and children. Overall, the findings reveal more fully the time course of letter position encoding as a function of the within-word location of the manipulated letters. Critically, both adults and children exhibited a similar degree and time course of orthographic processing in parafoveal preview, whereby letter position was extracted through a spatial coding mechanism. In addition, these data are also consistent with the Lexical Quality Hypothesis, indicating that age-related differences in reading times on words were a consequence of the extent to which the reader's lexical representation is fully specified (determined by reading experience, vocabulary, etc.). Further studies are needed, however, to explore the cause of these differences between adults and children, which seem related to stages of lexical processing that occur at a higher level than orthographic encoding. Finally, this study also underlies the necessity for an account of how lexical processing occurs during reading and that can be incorporated to models of eye movement control.

Footnotes

¹The pretarget word was always a 4-6 letter word. Orthographic information can be obtained up to 6-7 letters to the right of the fixated word, so only those sentences in which the pre-target word was not skipped were included in the analyses; thus, it is likely that the initial trigram was processed parafoveally when the pre-target word was fixated.

²The fact that TL12 previews showed similar viewing times to the identity condition is slightly discrepant with the results reported by Johnson *et al.* (2007), who found significant differences between the same two conditions across all dependent variables in the order of about 30 ms. There are a number of possible explanations for this discrepancy. First, looking at their set of stimuli, Johnson *et al.* did not control the initial consonant-vowel structure of the word (e.g., “acrobat”, “airplane”, “climate”, etc.), while our stimuli share the same initial target word consonant-vowel structure. The additional variability in the Johnson *et al.* stimuli may have contributed to the lack of significance of their effect. Second, missing data and, therefore, the lack of a fully balanced experimental design alongside the use of ANOVAs may have contributed to the lack of significance (Raaijmakers, Schrijnemakers & Gremmen, 1999). Third, this discrepancy might also be explained by the fact that our fixation duration data were log-transformed while those in Johnson *et al.* were not.

³This finding contrasts with the results from Johnson (2007), who showed that there were no processing differences between consonant and vowels in the parafovea during sentence reading. This could, however, be a consequence of the distance between the point of fixation on the pre-target word and the location of the manipulated letters. Specifically, Johnson’s manipulations were made between letter positions 3 and 5 within the target word whilst here the manipulated letters were in positions between 1 and 3 – reduced proximity to the point of fixation.

Acknowledgements

Ascensión Pagán was supported by a Vice Chancellor's Scholarship from the University of Southampton. Hazel I. Blythe was supported by the Leverhulme Trust (F/00 180/AN). We are extremely grateful to Reinhold Kliegl, Sarah White, and an anonymous reviewer, for their helpful comments on this paper.

References

- Acha, J. & Perea, M. (2008a). The effect of neighborhood frequency in reading: Evidence with transposed-letter neighbors. *Cognition*, 108, 290-300.
doi:10.1016/j.cognition.2008.02.006.
- Acha, J. & Perea, M. (2008b). The effects of length and transposed letter similarity in lexical decision: Evidence with beginning, intermediate, and adult readers. *British Journal of Psychology*, 99(2), 245-264. doi: 10.1348/000712607X224478.
- Acha, J. & Perea, M. (2010). Does kaniso activate CASINO? Input coding schemes and phonology in visual-word recognition. *Experimental Psychology*, 57, 245-251.
doi:10.1027/1618-3169/a000029.
- Andrews, S. (1996). Lexical retrieval and selection processes: Effects of transposed letter confusability. *Journal of Memory and Language*, 35, 775-800. doi:
<http://dx.doi.org/10.1006/jmla.1996.0040>.
- Andrews, S., & Lo, S. (2012). Not all skilled readers have cracked the code: Individual differences in masked form priming. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38(1), 152.
- Ashby, J., & Rayner, K. (2004). Representing syllable information during silent reading: Evidence from eye movements. *Language and Cognitive Processes*, 19(3), 391-426.
- Baayen, R. H., Davidson, D. J. & Bates, D. M. (2008). Mixed-effects modeling with crossed random effects for subjects and items. *Journal of Memory and Language*, 59 (4), 390-412. doi: <http://dx.doi.org/10.1016/j.jml.2007.12.005>.
- Baayen, R.H., Piepenbrock, R. & Gulikers, L. (1995). The CELEX Lexical Database [CD-ROM]. Philadelphia: Linguistic Data Consortium, University of Pennsylvania.
- Balota, D.A., Yap, M.J., Cortese, M.J., Hutchison, K.A., Kessler, B., Loftis, B., Neely, J.H.,

- Nelson, D.L., Simpson, G.B., & Treiman, R. (2007). The English Lexicon Project. *Behavior Research Methods*, 39, 445-459.
- Barr, D. J., Levy, R., Scheepers, C., & Tily, H. J. (2013). Random effects structure for confirmatory hypothesis testing: Keep it maximal. *Journal of memory and language*, 68(3), 255-278.
- Bates, D., Maechler, M., & Dai, B. (2009). lme4: linear mixed-effects models using Eigen and Eigenfaces. 2009. *R Package*, version 0.999375–31.
- Berent, I., & Perfetti, C. A. (1995). A rose is a REEZ: The two-cycles model of phonology assembly in reading English. *Psychological review*, 102(1), 146.
- Binder, K. S., Pollatsek, A. & Rayner, K. (1999). Extraction of information to the left of the fixated word in reading. *Journal of Experimental Psychology: Human Perception and Performance*, 25(4), 1162-1172. doi: 10.1037/0096-87 1523.25.4.1162.
- Bonatti, L. L., Peña, M., Nespor, M., & Mehler, J. (2005). Linguistic constraints on statistical computations the role of consonants and vowels in continuous speech processing. *Psychological Science*, 16(6), 451-459.
- Briihl, D., & Inhoff, A. W. (1995). Integrating information across fixations during reading: The use of orthographic bodies and of exterior letters. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 21(1), 55.
- Bruner, J. S., & O'Dowd, D. (1958). A note on the informativeness of parts of words. *Language and Speech*, 1(2), 98-101.
- Blythe, H. I. (2014). Developmental changes in eye movements and visual information encoding associated with learning to read. *Current Directions in Psychological Science*, 23(3), 201-207.

- Blythe, H. I. & Joseph, H. (2011). Children's eye movements during reading. In S. P. Livingsedge, I. D. Gilchrist, & S. Everling (Eds.). *Oxford Handbook on Eye Movements* (pp. 643-662). Oxford: University Press.
- Blythe, H. I., Johnson, R. L., Livingsedge, S. P., & Rayner, K. (2014). Reading transposed text: effects of transposed letter distance and consonant-vowel status on eye movements. *Attention, Perception, & Psychophysics*, 76(8), 2424-2440.
- Blythe, H. I., Häikiö, T., Bertam, R., Livingsedge, S. P., & Hyönä, J. (2011). Reading disappearing text: Why do children refixate words? *Vision research*, 51(1), 84-92.
- Caramazza, A., Chialant, D., Capasso, R., & Miceli, G. (2000). Separable processing of consonants and vowels. *Nature*, 403(6768), 428-430.
- Carreiras, M., & Price, C. J. (2008). Brain activation for consonants and vowels. *Cerebral Cortex*, 18(7), 1727-1735.
- Carreiras, M., Duñabeitia, J. A., & Molinaro, N. (2009). Consonants and vowels contribute differently to visual word recognition: ERPs of relative position priming. *Cerebral Cortex*, 19(11), 2659-2670.
- Carreiras, M., Vergara, M., & Perea, M. (2007). ERP correlates of transposed-letter similarity effects: Are consonants processed differently from vowels? *Neuroscience Letters*, 419, 219-224.
- Carreiras, M., Vergara, M., & Perea, M. (2009). ERP correlates of transposed-letter priming effects: The role of vowels vs. consonants. *Psychophysiology*, 46, 34-42.
- Carreiras, M., Gillon-Dowens, M., Vergara, M. & Perea, M. (2009). Are vowels and consonants processed differently? ERP evidence with a delayed letter paradigm. *Journal of Cognitive Neuroscience*. 21, 275-288.

- Castles, A., Davis, C. & Forster, K.I. (2003). Word recognition development in children: Insights from masked priming. In Kinoshita, S. & Lupker, S. (Eds.). *Masked priming: State of the Art* (pp. 345-360). London, UK: Psychology Press.
- Castles, A., Davis, C., & Letcher, T. (1999). Neighbourhood effects on masked form-priming in developing readers. *Language and Cognitive processes*, 14, 201-224.
- Castles, A., Davis, C., Cavalot, P., & Forster, K. (2007). Tracking the acquisition of orthographic skills in developing readers: Masked priming effects. *Journal of Experimental Child Psychology*, 97(3), 165-182. doi: <http://dx.doi.org/10.1016/j.jecp.2007.01.006>.
- Castles, A., Holmes, V. M., & Wong, M. (1997). Variations in spelling style among lexical and sublexical readers. *Journal of Experimental Child Psychology*, 64, 98-118. doi: <http://dx.doi.org/10.1006/jecp.1996.2339>.
- Coltheart, M., Rastle, K., Perry, C., Langdon, R. & Ziegler, J. (2001). A dual route cascaded model of visual word recognition and reading aloud. *Psychological Review*, 108, 204-256. doi:10.1037/0033-295X.108.1.204.
- Chace, K. H., Rayner, K., & Well, A. D. (2005). Eye movements and phonological parafoveal preview: effects of reading skill. *Canadian Journal of Experimental Psychology*, 59(3), 209-217. doi: 10.1037/h0087476.
- Chambers, S. M. (1979). Letter and order information in lexical access. *Journal of Verbal Learning and Verbal Behavior*, 18, 225-241.
- Christianson, K., Johnson, R. L., & Rayner, K. (2005). Letter transpositions within and across morphemes. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31(6), 1327.
- Davis, C. J. (1999). The self-organising lexical acquisition and recognition (SOLAR) model of visual word recognition. Dissertation Abstracts International: Section B: The Sciences

- and Engineering 62(1-B). Tesis doctoral no publicada, Universidad de New South Wales.
- Davis, C. J. (2010). SOLAR versus SERIOL revisited. *European Journal of Cognitive Psychology*, 22, 695-724. doi:10.1080/09541440903155682.
- Dehaene, S., Cohen, L., Sigman, M., & Vinckier, F. (2005). The neural code for written words: a proposal. *Trends in cognitive sciences*, 9(7), 335-341.
- Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of reading*, 9(2), 167-188.
- Engbert, R., & Kliegl, R. (2011). Parallel graded attention models of reading. In S. P. Livensedge, I. D. Gilchrist, & S. Everling (Eds.). *Oxford Handbook on Eye Movements*, (pp. 787 – 800). Oxford UK: Oxford University Press.
- Epelboim, J., Booth, J. R., Ashkenazy, R., Taleghani, A., & Steinman, R. M. (1997). Fillers and spaces in text: The importance of word recognition during reading. *Vision Research*, 37(20), 2899-2914.
- Forster, K.I., Davis, C., Schoknecht, C., & Carter, R. (1987). Masked priming with graphemically related forms: Repetition or partial activation? *Quarterly Journal of Experimental Psychology*, 39A, 211–251.
- García-Orza, J., Perea, M., & Muñoz, S. (2010). Are transposition effects specific to letters? *Quarterly Journal of Experimental Psychology*, 63, 1603-1618. doi:10.1080/17470210903474278.
- Gómez, P., Ratcliff, R. & Perea, M. (2008). The overlap model: A model of letter position coding. *Psychological Review*, 115, 577-601. doi:10.1037/a0012667.
- Grainger, J. (2008). Cracking the orthographic code: An introduction. *Language and Cognitive Processes*, 23(1), 1-35. doi:10.1080/01690960701578013.

- Grainger, I. J. & Jacobs, A. M. (1996). Orthographic processing in visual word recognition: A multiple read-out model. *Psychological Review*, 103, 518-565. doi:10.1037/0033-2901.103.4.518
- Grainger, J., Kiyonaga, K., & Holcomb, P. J. (2006). The time course of orthographic and phonological code activation. *Psychological Science*, 17(12), 1021-1026.
- Grainger, I. J. & Van Heuven, W. J. B. (2003). Modeling Letter Position Coding in Printed Word Perception. En P. Bonin (Ed.), *Mental lexicon: "Some words to talk about words"* (pp. 1-23). Hauppauge, NY: Nova Science.
- Grainger, J., & Ziegler, J. C. (2011). A dual-route approach to orthographic processing. *Frontiers in psychology*, 2-54, doi: 10.3389/fpsyg.2011.00054.
- Grainger, I. J., Granier, J. P., Farioli, F., Van Assche, E. & Van Heuven, W. J. B. (2006). Letter position information and printed word perception: The relative-position priming constraint. *Journal of Experimental Psychology: Human Perception and Performance*, 32, 865-884. doi:10.1037/0096-1523.32.4.865.
- Häikiö, T., Bertram, R., & Hyönä, J. (2010). Development of parafoveal processing within and across words in reading: Evidence from the boundary paradigm. *The Quarterly Journal of Experimental Psychology*, 63(10), 1982-1998. doi: 10.1080/17470211003592613
- Häikiö, T., Bertram, R., Hyönä, J., & Niemi, P. (2009). Development of the letter identity span in reading: Evidence from the eye movement moving window paradigm. *Journal of Experimental Child Psychology*, 102, 167-181. doi:10.1016/j.jecp.2008.04.002.
- Harm, M. W., & Seidenberg, M. S. (1999). Phonology, reading acquisition, and dyslexia: insights from connectionist models. *Psychological review*, 106(3), 491.
- Henderson, J. M. & Ferreira, F. (1990). Effects of foveal processing difficulty on the perceptual span in reading: Implications for attention and eye movement control.

- Journal of Experimental Psychology: Learning, Memory, and Cognition*, 16(3), 417-429. doi: 10.1037/0278-7393.16.3.417.
- Henderson, J. M., Dixon, P., Petersen, A., Twilley, L. C. & Ferreira, F. (1995). Evidence for the use of phonological representations during transsaccadic word recognition. *Journal of Experimental Psychology: Human Perception and Performance*, 21(1), 82-97. doi: 10.1037/0096-1523.21.1.82.
- Holmes, V. M., & Ng, E. (1993). Word-specific knowledge, word-recognition strategies, and spelling ability. *Journal of Memory and Language*, 32, 230–257.
- Inhoff, A. W. (1984). Two stages of word processing during eye fixations in the reading of prose. *Journal of Verbal Learning and Verbal Behavior*, 23(5), 612-624. doi: [http://dx.doi.org/10.1016/S0022-5371\(84\)90382-7](http://dx.doi.org/10.1016/S0022-5371(84)90382-7).
- Inhoff, A. W., Eiter, B., Radach, R. & Juhasz, B. J. (2003). Distinct subsystems for the parafoveal processing of spatial and linguistic information during eye fixations in reading. *The Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, 56 (5), 803-827. doi:10.1080/02724980244000639.
- Inhoff, A. W., Starr, M., Liu, W., & Wang, J. (1998). Eye-movement-contingent display changes are not compromised by flicker and phosphor persistence. *Psychonomic Bulletin & Review*, 5, 101–106. doi:10.3758/BF03209463.
- Johnson, R. L. (2007). The flexibility of letter coding: Nonadjacent letter transposition effects in the parafovea. In R. P. G. van Gompel, M. H. Fisher, W. S. Murray, & R. L. Hill (Eds.). *Eye movements: A window on mind and brain* (pp. 425–440). Oxford, United Kingdom: Elsevier.
- Johnson, R. L. (2009). The Quiet Clam Is Quite Calm: Transposed-Letter Neighborhood Effects on Eye Movements During Reading. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 35, 943-969. doi:10.1037/a0015572.

- Johnson, R. L., & Dunne, M. D. (2012). Parafoveal processing of transposed-letter words and nonwords: Evidence against parafoveal lexical activation. *Journal of Experimental Psychology: Human Perception and Performance*, 38(1), 191.
- Johnson, R. L., & Eisler, M. E. (2012). The importance of the first and last letter in words during sentence reading. *Acta psychologica*, 141(3), 336-351.
- Johnson, R. L., Perea, M. & Rayner, K. (2007). Transposed letter effects in Reading: evidence from eye movements and parafoveal preview. *Journal of Experimental Psychology: Human Perception and Performance*, 33, 209-229. doi:10.1037/0096-1523.33.1.209.
- Jordan, T. R., Thomas, S. M., Patching, G. R. & Scott-Brown, K.C. (2003). Assessing the Importance of Letter Pairs in Initial, Exterior and Interior Positions in Reading. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 29 (5), 883-893). doi: 10.1037/0278-7393.29.5.883.
- Kinoshita, S., & Norris, D. (2009). Transposed-letter priming of prelexical orthographic representations. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 35(1), 1.
- Kohnen, S., & Castles, A. (2013). Pirates at parties: Letter position processing in developing readers. *Journal of Experimental Child Psychology*, 115 (1), 91-107. doi: <http://dx.doi.org/10.1016/j.jecp.2012.08.011>.
- Kuperman, V., Stadthagen-Gonzalez, H., & Brysbaert, M. (2012). Age-of-acquisition ratings for 30,000 English words. *Behavior Research Methods*, 44(4), 978-990.
- Lee, H. W., Rayner, K., & Pollatsek, A. (2001). The relative contribution of consonants and vowels to word identification during reading. *Journal of Memory and Language*, 44(2), 189-205.

- Lee, H. W., Rayner, K., & Pollatsek, A. (2002). The processing of consonants and vowels in reading: Evidence from the fast priming paradigm. *Psychonomic Bulletin & Review*, 9(4), 766-772.
- Lété, B., & Fayol, M. (2013). Substituted-letter and transposed-letter effects in a masked priming paradigm with French developing readers and dyslexics. *Journal of Experimental Child Psychology*, 114(1), 47-62.
- Lima, S.D., & Inhoff, A.W. (1985). Lexical access during eye fixations in reading: Effects of word-initial letter sequences. *Journal of Experimental Psychology: Human Perception and Performance*, 11, 272–285 .
- Luke, S. G., Henderson, J. M., & Ferreira, F. (under revision). Children's eye-movements during reading reflect the quality of lexical representations: An individual differences approach. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.
- Lupker, S. J., Perea, M., & Davis, C. J. (2008). Transposed letter priming effects: Consonants, vowels and letter frequency. *Language and Cognitive Processes*, 23, 93-116. doi:10.1080/01690960701579714.
- Malt, B. C., & Seamon, J. G. (1978). Peripheral and cognitive components of eye guidance in filled-space reading. *Perception & Psychophysics*, 23(5), 399-402.
- Mancheva, L., Reichle, E.D., Lemaire, B., Valdois, S., Ecalle, J. & Guérin-Dugué (in press). An analysis of reading skill development using E-Z Reader. *Journal of Cognitive Psychology*.
- Marx, C., Hawelka, S., Schuster, S. & Hutzler, F. (2015). An incremental boundary study on parafoveal preprocessing in children reading aloud: Parafoveal masks overestimate the preview benefit. *Journal of Cognitive Psychology*. Doi: 10.1080/20445911.2015.1008494.

- Masterson, J., Stuart, M., Dixon, M., Lovejoy, D., & Lovejoy, S. (2003). *The children's printed word database*.
- Mielliet, S., & Sparrow, L. (2004). Phonological codes are assembled before word fixation: Evidence from boundary paradigm in sentence reading. *Brain and Language*, 90(1), 299-310. doi: [http://dx.doi.org/10.1016/S0093-934X\(03\)00442-5](http://dx.doi.org/10.1016/S0093-934X(03)00442-5).
- Morris, R. K., Rayner, K., & Pollatsek, A. (1990). Eye movement guidance in reading: the role of parafoveal letter and space information. *Journal of Experimental Psychology: Human Perception and Performance*, 16(2), 268.
- McConkie, G. W., & Rayner, K. (1975). The span of the effective stimulus during a fixation in reading. *Perception & Psychophysics*, 17(6), 578-586.
- McConkie, G. W., & Zola, D. (1979). Is visual information integrated across successive fixations in reading? *Perception & Psychophysics*, 25(3), 221-224.
- McClelland, J. & Rumelhart, D. (1981). An interactive activation model of context effects in letter perception: I. An account of basic findings. *Psychological Review*, 88, 375-407. doi:10.1037/0033-295X.88.5.375.
- Nazzi, T. (2005). Use of phonetic specificity during the acquisition of new words: Differences between consonants and vowels. *Cognition*, 98(1), 13-30.
- Nazzi, T., & New, B. (2007). Beyond stop consonants: Consonantal specificity in early lexical acquisition. *Cognitive Development*, 22(2), 271-279.
- New, B., Araújo, V., & Nazzi, T. (2008). Differential processing of consonants and vowels in lexical access through reading. *Psychological Science*, 19(12), 1223-1227.
- Norris, D. (2006). The Bayesian Reader: Explaining word recognition as an optimal Bayesian decision process. *Psychological Review*, 113(2), 327.
- Norris, D., Kinoshita, S., & van Casteren, M. (2010). A stimulus sampling theory of letter identity and order. *Journal of Memory and Language*, 62(3), 254-271.

- O'Connor, R. E., & Forster, K. I. (1981). Criterion bias and search sequence bias in word recognition. *Memory & Cognition*, 9(1), 78–92.
- Paap, K., Newsome, S. L., McDonald, J. E. & Schvaneveldt, R. W. (1982). An activation-verification model for letter and word recognition: The word superiority effect. *Psychological Review*, 89, 573-594. doi:10.1037/0033-295X.89.5.573.
- Paterson, K.B., Read, J., McGowan, V. A. & Jordan, T. R. (2015). Children and adults both see ‘pirates’ in ‘parties’: letter-position effects for developing readers and skilled adults readers. *Developmental Science*, 18 (2), 335-343. Doi: 10.1111/desc.12222.
- Perea, M., & Acha, J. (2009a). Space information is important for reading. *Vision Research*, 49(15), 1994-2000.
- Perea, M. & Acha, J. (2009b). Does letter position coding depend on consonant/vowel status? Evidence with the masked priming technique. *Acta Psychologica*, 130, 127-137. doi:10.1016/j.actpsy.2008.11.001.
- Perea, M. & Carreiras, M. (2006a). Do transposed-letter similarity effects occur at a syllable level? *Experimental Psychology*, 53, 308-315. doi:10.1027/1618-3169.53.4.308.
- Perea, M. & Carreiras, M. (2006b). Do transposed-letter similarity effects occur at a prelexical phonological level? *Quarterly Journal of Experimental Psychology*, 59, 1600-1613. doi:10.1080/17470210500298880.
- Perea, M. & Carreiras, M. (2006c). Do transposed-letter effects occur across lexeme boundaries? *Psychonomic Bulletin and Review*, 13, 418-422. doi:10.3758/BF03193863.
- Perea, M., & Carreiras, M. (2008). Do orthotactics and phonology constrain the transposed-letter effect? *Language and Cognitive Processes*, 23, 69-92. doi:10.1080/01690960701578146.

- Perea, M., & Estévez, A. (2008). Transposed-letter similarity effects in naming pseudowords: Evidence from children and adults. *European Journal of Cognitive Psychology*, 20(1), 33-46. doi: 10.1080/09541440701306941.
- Perea, M. & Lupker, S. J. (2003a). Transposed-letter confusability effects in masked form priming. In S. Kinoshita & S. J. Lupker (Eds.). *Masked priming: State of the art* (pp. 97-120). Hove, UK: Psychology Press
- Perea, M. & Lupker, S. J. (2003b). Does jugde activate COURT? Transposed-letter similarity effects in masked associative priming. *Memory and Cognition*, 31, 829-841. doi:10.1080/09541440701306941.
- Perea, M. & Lupker, S. J. (2004). Can CANISO activate CASINO? Transposed-letter similarity effects with nonadjacent letter positions. *Journal of Memory and Language*, 51(2), 231-246. doi:10.1016/j.jml.2004.05.005.
- Perea, M., & Lupker, S. J. (2007). La posición de las letras externas en el reconocimiento visual de palabras. *Psicothema*, 19, 559-564.
- Perea, M., & Pérez, E. (2009). Beyond alphabetic orthographies: The role of form and phonology in transposition effects in Katakana. *Language and Cognitive Processes*, 24, 67-88. doi:10.1080/01690960802053924.
- Perea, M., Abu Mallouh, R., & Carreiras, M. (2010). The search of an input coding scheme: Transposed-letter priming in Arabic. *Psychonomic Bulletin and Review*, 17, 375-380. doi:10.3758/PBR.17.3.375.
- Perea, M., Duñabeitia, J. A. & Carreiras, M. (2008). Transposed-letter priming effects for close versus distant transpositions. *Experimental Psychology*, 55, 384-393. doi:10.1027/1618-3169.55.6.384.

- Perea, M., Nakatani, C., & van Leeuwen, C. (2011). Transposition effects in reading Japanese Kana: Are they orthographic in nature? *Memory and Cognition*, 39, 700-707. doi:10.3758/s13421-010-0052-1.
- Perea, M., Winkler, H., & Ratitamkul, T. (2012). On the flexibility of letter position coding during lexical processing: The case of Thai. *Experimental Psychology*, 59, 68-73. doi:10.1027/1618-3169/a000127.
- Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific studies of reading*, 11(4), 357-383.
- Perfetti, C. A., & Hart, L. (2001). The lexical basis of comprehension skill. In Gorfein, David S. (Ed). *On the consequences of meaning selection: Perspectives on resolving lexical ambiguity. Decade of behavior*, (pp. 67-86). Washington, DC, US: American Psychological Association, xv, 291 pp. <http://dx.doi.org/10.1037/10459-004>.
- Perfetti, C. A., & Hart, L. (2002). The lexical quality hypothesis. *Precursors of functional literacy*, 11, 189-214.
- Pollatsek, A., & Rayner, K. (1982). Eye movement control in reading: The role of word boundaries. *Journal of Experimental Psychology: Human Perception and Performance*, 8, 817– 833.
- Pollatsek, A., Lesch, M., Morris, R. K., & Rayner, K. (1992). Phonological codes are used in integrating information across saccades in word identification and reading. *Journal of Experimental Psychology: Human Perception and Performance*, 18, 148–16.
- Plummer, P., & Rayner, K. (2012). Effects of parafoveal word length and orthographic features on initial fixation landing positions in reading. *Attention, Perception, & Psychophysics*, 74(5), 950-963.
- R Core Team. R (2012). A language and environment for statistical computing, R foundation for statistical computing. Vienna, Austria. <http://www.R-project.org/>

- Raaijmakers, J. G., Schrijnemakers, J. M., & Gremmen, F. (1999). How to deal with “the language-as-fixed-effect fallacy”: Common misconceptions and alternative solutions. *Journal of Memory and Language*, *41*(3), 416-426.
- Rastle, K., & Brysbaert, M. (2006). Masked phonological priming effects in English: Are they real? Do they matter? *Cognitive Psychology*, *53*(2), 97-145.
- Rastle, K. & Davis, M.H. (2008). Morphological decomposition based on the analysis of orthography. *Language and Cognitive Processes*, *23* (7-8), 942-971. doi: 10.1080/01690960802069730.
- Rayner, K. (1975). The perceptual span and peripheral cues during reading. *Cognitive Psychology*, *7*, 65–81.
- Rayner, K. (1986). Eye movements and the perceptual span in beginning and skilled readers. *Journal of Experimental Child Psychology*, *41*, 211–236.
- Rayner, K. (1998). Eye movements in reading and information processing: 20 years of research. *Psychological Bulletin*, *124*, 372–422.
- Rayner, K. (2009). The Thirty-Five Sir Frederick Bartlett Lecture: Eye movement and attention during reading, scene perception and visual search. *Quarterly Journal of Experimental Psychology*, *62*, 1457-1506.
- Rayner, K., & Bertera, J. H. (1979). Reading without a fovea. *Science*, *206*, 468–469.
- Rayner, K. & Kaiser, J. S. (1975). Reading mutilated text. *Journal of Educational Psychology*, *67*, 301–306.
- Rayner, K., & Schotter, E. R. (2014). Semantic preview benefit in reading English: The effect of initial letter capitalization. *Journal of Experimental Psychology: Human Perception and Performance*, *40*(4), 1617-1628. <http://dx.doi.org/10.1037/a0036763>.
- Rayner, K., Fischer, M. H., & Pollatsek, A. (1998). Unspaced text interferes with both word identification and eye movement control. *Vision Research*, *38*(8), 1129-1144.

- Rayner, K., McConkie, G. W., & Zola, D. (1980). Integrating information across eye movements. *Cognitive Psychology*, 12(2), 206-226.
- Rayner, K., Inhoff, A. W., Morrison, R. E., Slowiaczek, M. L., & Bertera, J. H. (1981). Masking of foveal and parafoveal vision during eye fixations in reading. *Journal of Experimental Psychology: Human Perception and Performance*, 7, 167–179.
- Rayner, K., White, S. J., Johnson, R. L. & Liversedge, S. P. (2006). Reading words with jumbled letters: There's a cost. *Psychological Science*, 17, 192-193.
- Reichle, E. D. (2011). Serial attention models in reading. In S. P. Liversedge, I. D. Gilchrist, & S. Everling (Eds.), *Oxford Handbook on Eye Movements*, (pp. 767 – 780). Oxford UK: Oxford University Press.
- Reichle, E. D., Liversedge, S. P., Drieghe, D., Blythe, H. I., Joseph, H. S., White, S. J., & Rayner, K. (2013). Using EZ Reader to examine the concurrent development of eye-movement control and reading skill. *Developmental Review*, 33(2), 110-149.
- Schoonbaert, S. & Grainger, J. (2004). Letter position coding in printed word perception: Effects of repeated and transposed letters. *Language and Cognitive Processes*, 19, 333-367. doi:10.1080/01690960344000198.
- Schotter, E. R., Angele, B., & Rayner, K. (2012). Parafoveal processing in reading. *Attention, Perception, & Psychophysics*, 74(1), 5-35. doi: 10.3758/s13414-011-0219-2.
- Share, D. L. (1995). Phonological recoding and self-teaching: *sine qua non* of reading acquisition. *Cognition*, 55(2), 151-218.
- Slattery, T. J., Angele, B., & Rayner, K. (2011). Eye movements and display change detection during reading. *Journal of Experimental Psychology: Human Perception and Performance*, 37(6), 1924-1938. doi: 10.1037/a0024322.

- Sperlich, A., Schad, D. J., & Laubrock, J. (2015). When preview information starts to matter: Development of the perceptual span in German beginning readers. *Journal of Cognitive Psychology*. Doi: 10.1080/20445911.2014.993990.
- Spragins, A. B., Lefton, L. A., & Fisher, D. F. (1976). Eye movements while reading and searching spatially transformed text: A developmental examination. *Memory & Cognition*, 4(1), 36-42.
- Taft, M., & Van Graan, F. (1998). Lack of phonological mediation in a semantic categorization task. *Journal of Memory and Language*, 38(2), 203-224.
- Tiffin-Richards, S.P. & Schroeder, S. (2015). Children's and adults' parafoveal processes in German: Phonological and orthographic effects. *Journal of Cognitive Psychology*. Doi: 10.1080/20445911.2014.999076.
- Treiman, R., Goswami, U., Bruck, M. (1990). Not all nonwords are alike: Implications for reading development and theory. *Memory and Cognition*, 18(6), 559-567.
- Velan, H. & Frost, R. (2011). Words with and without internal structure: What determines the nature of orthographic and morphological processing? *Cognition*, 118, 141-156. doi:10.1016/j.cognition.2010.11.013.
- Vergara-Martínez, M., Perea, M., Marín, A., & Carreiras, M. (2011). The processing of consonants and vowels during letter identity and letter position assignment in visual-word recognition: An ERP study. *Brain and language*, 118(3), 105-117.
- Wechsler (2005). Wechsler Individual Achievement Test (WIAT-II UK). Harcourt Assessment.
- White, S. J. (2008). Eye movement control during reading: Effects of word frequency and orthographic familiarity. *Journal of Experimental Psychology: Human Perception and Performance*, 34, 205-223.

- White, S. J., Johnson, R. L., Liversedge, S. P., & Rayner, K. (2008). Eye movements when reading transposed text: The importance of word beginning letters. *Journal of Experimental Psychology: Human Perception and Performance*, 34, 1261–1276.
- White, S. J., Rayner, K., & Liversedge, S. P. (2005a). Eye movements and the modulation of parafoveal processing by foveal processing difficulty: A reexamination. *Psychonomic Bulletin & Review*, 12, 891–896.
- Whitney, C. (2001). How the brain encodes the order of letters in a printed word: The SERIOL model and selective literature review. *Psychonomic Bulletin and Review*, 8, 221-243. doi:10.3758/BF03196158.
- Zang, C., Liang, F., Bai, X., Yan, G., & Liversedge, S. P. (2013). Interword spacing and landing position effects during Chinese reading in children and adults. *Journal of Experimental Psychology: Human Perception and Performance*, 39(3), 720 -734. doi: 10.1037/a0030097.

Figure 1. Example of an experimental sentence with the seven parafoveal preview conditions that were generated for each target word and where the invisible boundary was set for each sentence in this experiment. (*) refers to a fixation.

Example

- | | | |
|-----------------------------------|---------------|------------------------------------------|
| 1. Kelly always chooses her lucky | number | to play the lottery. (Identity) |
| 2. Kelly always chooses her lucky | unmber | to play the lottery. (TL-12) |
| 3. Kelly always chooses her lucky | acmber | to play the lottery. (SL-12) |
| 4. Kelly always chooses her lucky | munber | to play the lottery. (TL-13) |
| 5. Kelly always chooses her lucky | rusber | to play the lottery. (SL-13) |
| 6. Kelly always chooses her lucky | nmuber | to play the lottery. (TL-23) |
| 7. Kelly always chooses her lucky | nseber | to play the lottery. (SL-23) |

*

Figure 2. Reading time data for the pre-target and target words, showing the effects of Group (adults vs. children), Position (12 vs. 13 vs. 23), and Type (TL vs. SL). Pale grey bars represent data from children, and dark grey bars represent data from adults. Panel (A) shows gaze duration data on the pre-target word. Panel (B) shows single fixation duration data on the target word. Panel (C) shows first fixation duration data on the target word. Panel (D) shows gaze duration data on the target word. Error bars represent the standard error for each condition.

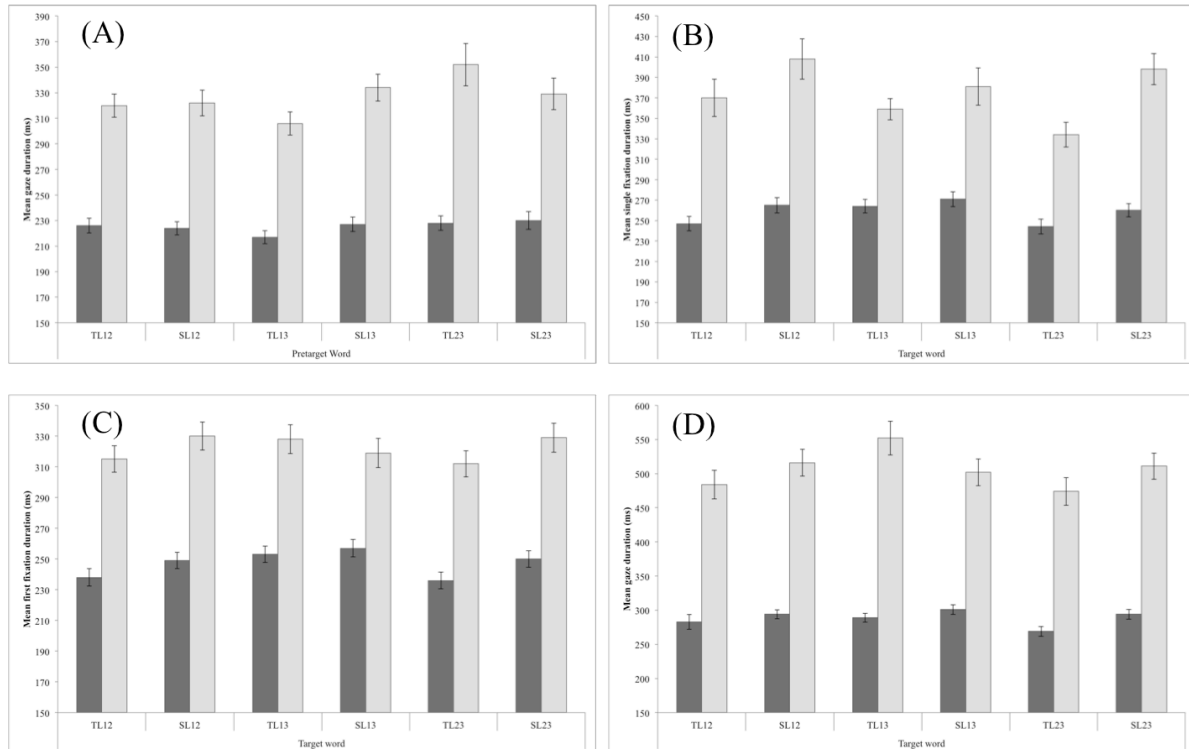


Figure 3. Output for the masked priming lexical decision task simulation run in the SCM (Davis, 2010), across the six experimental conditions.

