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In the first-grade group, the ANOVA revealed a significant effect of lexical frequency, F1 (1, 19) = 165.69, p < .001, MSE = 212; F2 (1,118) = 65.35, p < .001, MSE = 1612. More high-frequency words than low-frequency words were identified (76% vs. 50%, respectively). A significant effect of fixation position was also found. There were more correct identifications when the viewing position corresponded to the middle of the word (79% in P2 and P3) than to the beginning (62% in P1) or the end (59% and 39% in P4 and P5, respectively), F1 (4, 76) = 69.25, p < .001, MSE = 158; F2 (4, 472) = 65.45, p < .001, MSE = 503. No interaction was found between the two factors (see Figure 1), F1 (4,76) = 1.89, p = .12, MSE = 165; F2 (4, 472) = 1.86, p = .12, MSE = 503.