

Abstract

Two experiments were designed to determine which of the computer based reading practice conditions is optimal for word identification in Chinese beginning readers. Twenty-four Primary One students participated in Experiment 1. They read texts with 3 different practice conditions: Read-along condition; Read-along with cue condition (resembled conventional read along condition but texts were presented with highlighting technique); Speech-at-will (texts were presented with highlighting technique and word sound was available only when subjects requested so). Subjects were tested on naming difficult words before and after reading. Main effect of practice condition was found. The learning effect of read-along with cue was found to be over that of speech-at-will condition. Experiment 2 was a replication of Experiment 1 but with new texts of various contexts. Main effect of practice condition was found. Read-along with cue not only excelled speech-at-will but also read-along condition. Most subjects preferred the speech-at-will condition. These results indicated that read-along with cue was the best practice condition for word identification and there was a clear dissociation between the subjective measure(preference) and performance.