Abstract

Cognitive processes in Chinese reading comprehension were studied by using a single-character display technique in Experiment 1, a multiple-character display technique in Experiment 2, and an eye-monitoring technique in Experiment 3. Participants were required to read eight passages (four expository passages and four narrative passages) and then answer three corresponding multiple-choice questions after each passage. Reading time for each character was recorded. By analyzing results from the three techniques, it was found that character-level cues, text boundaries and contextual information play important roles in Chinese reading comprehension. Results also demonstrated that different techniques were sensitive to different levels of information processing in reading Chinese. Characteristics of eye movement patterns in Chinese reading comprehension were also discussed.