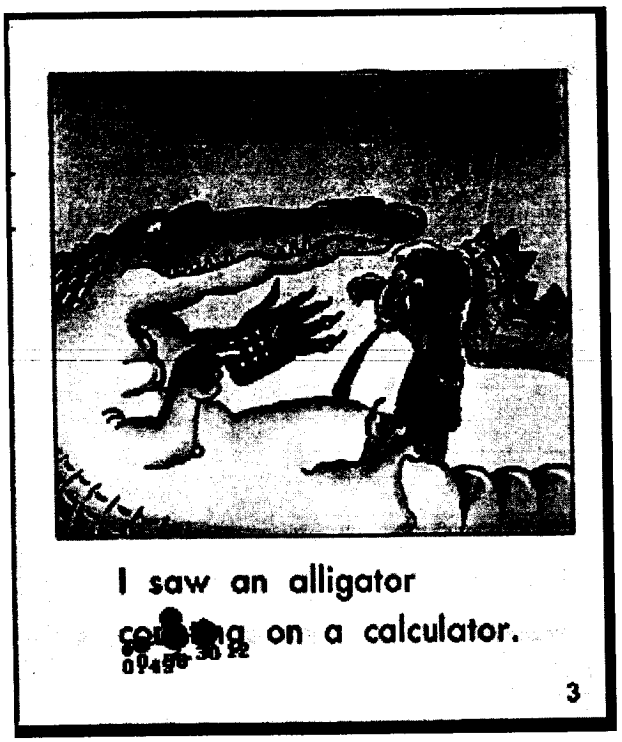

3001 I saw an alligator
UC *holding*
48 sec
3002 counting on a calculator.

Figure 5. Javier's fixation durations before saying *holding* for *counting*.

I examined the fixation duration times on miscued words for all 53 instances produced by readers. Only on three occasions did readers not fixate the miscued word at all or fixate it for less than their average time.

A word identification model of reading suggests that if readers are reading effectively they will accurately identify words and orally produce them with equal accuracy. My readers helped me understand that all readers make decisions about what they are seeing in the context of their knowledge of the world, their knowledge of English semantics and syntax, their knowledge of similar texts, and their knowledge of the text thus far produced. Frequently this knowledge is so strong that it leads them to produce words without looking at them, usually producing the words that appear in print (or words with comparable semantic or syntactic value). On other occasions, they reject what appears in the printed text for something that makes better sense within the above parameters.

A Word Identification Model or a Socio-psycholinguistic/Transactional Model?

In the face of this study's findings, the word identification model does little to explain the complexity of what appears to be going on as readers read. The definition of reading as a fast-acting, automatic, and modular process that does not depend on context for execution implies that skilled readers fixate all words for approximately equal amounts of time and produce oral renderings accurately and automatically. By this definition, if readers are to identify words, then there is a basic assumption that they will either fixate them before identifying them or will omit any word they do not fixate. The data in this study do not support this notion of reading. For example, in the examination of the word *a* with multiple occurrences, readers frequently produced the word orally without ever fixating it. Moreover, in different contexts, readers engaged in extended fixations on the same word prior to producing it orally. It was not because the reader did not recognize the word *a* that she or he fixated it for extended periods of time. It was because the reader was making a decision regarding the oral text being constructed. In some cases the reader made a decision to replace the word *a* with some other word such as *the* because of syntactic influences within the published or the orally constructed text.

Additionally, a model that defines reading as automatic accurate word recognition implies that readers must fixate every word in print in a serial fashion from left to right in a forward motion only. This model does not account for regressive eye fixations, oral omissions of words that readers fixated, or oral production of words that readers never fixated.

	Cory	Esmeralda*	Javier	Kimberly	Mac*	Rashaun	Average for All Readers
Less than Average Duration	0 / 0%	2 / 29%	0 / 0%	1 / 6%	0 / 0%	0 / 0%	0.5 / 6%
Greater than Average Duration	4 / 100%	5 / 71%	8 / 100%	16 / 94%	10 / 100%	7 / 100%	8 / 94%
Total Number of Miscues	4	7	8	17	10	7	53

*bilingual reader

Table 4. Miscues Fixated for Durations Greater or Less than Readers' Average (Number/Percentage)