# Temporal Eye-Voice Span as a Dynamic Indicator for Cognitive Effort During Speech Processing: A Comparative Study of Reading Aloud and Sight Translation



Hao Zhou, Yu Weng 💿, and Binghan Zheng 💿

Abstract This chapter examines the dynamic latency between human translators' reading input and speaking output during reading aloud and sight translation. It aims to determine whether the temporal eye-voice span (EVS) at sentence level could work as a dynamic indicator of cognitive effort during speech processing. Thirty participants performed both the reading aloud and sight translation tasks with either English or Chinese texts. Their eye movements and speech outputs were recorded by an eye-tracker and an audio recorder, respectively. EVS at sentence-initial and sentence-terminal positions in the reading aloud and sight translation tasks were analyzed. The results show that the lengths of both sentence-initial and sentenceterminal EVS in sight translation tasks are significantly longer than those in reading aloud tasks. This is in line with the total gaze fixation duration and fixation count results, which are closely related to cognitive effort. Further correlation tests show that both initial and terminal EVS yield a positive although weak correlation with the fixation indexes in the sight translation tasks, while discrepant results emerge in the reading aloud tasks. Hence, we suggest that temporal EVS can be used to discriminate different types of reading-speaking tasks and has the potential to serve as a dynamic indicator of cognitive effort during sight translation.

Keywords Eye-voice span · Eye-tracking · Sight translation · Reading aloud · Cognitive effort

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reinterprets Cicero s rhetorical theory in light of recent revisionist scholarship and sketches a temporal model of affective response in reading and writing Annotation copyright by Book News Inc Portland OR

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The Eye-Voice Span Harry Levin, Ann Buckler-Addis, 1979-11-01 The eye voice span is the distance that the eye is ahead of the voice in reading aloud A simple experiment try reading a page out loud Chances are more than likely you will turn to the next page before you have said the final words on the page you are vocalizing Although this phenomenon has been studied for some eighty years researchers have only recently begun using it as an important indication of the nature of the reading process This professional monograph presents one of the most comprehensive and succinct examinations of the topic available

Eye movement tracking in ocular, neurological, and mental diseases Xuemin Li, Joanne Fielding, Rong Zhang, Xiaoyu Liu, 2024-01-31

An Experimental Study of the Eye-voice Span in Reading. A Dissertation Guy Thomas BUSWELL,1920 and Oral Reading Clarence Robert Stone,1922 **Understanding and Teaching Reading** Emerald Dechant, 2013-09-13 In the words of Aldous Huxley Every man who knows how to read has it in his power to magnify himself to multiply the ways in which he exists to make his life full significant and interesting Few people question the value of reading in fact most extol its virtues As our culture becomes more complex reading plays an increasingly greater role in satisfying personal needs and in promoting social awareness and growth In the last 20 years the teaching of this invaluable skill has focused so intensely on comprehension and prediction from context that it has lost sight of the significance of automaticity and fluency in the word identification process Reading is a synthesis of word recognition and comprehension thus this text is about these basic processes and their integration A common plea from teachers today is that research and psychology be translated into teaching behavior Therefore the aim of this book is twofold one to identify report organize and discuss those bits of data research and theory that are most relevant to the teacher's understanding of the reading process and two to help educators to interpret and apply theory and research data to everyday classroom teaching as well as to the problems encountered frequently in developmental and remedial teaching **Silent Reading** Charles E. Germane, Edith Gayton Germane, Mrs Edith Gayton Germane, 1922 **Educational Psychology** Peter Sandiford, 1929 Research in Education ,1968.

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Originally published in 1933 this is a psychological study of the various defects of speech and the suggestion that additional facilities are needed for dealing with the speech handicapped child or adolescent because of the bearing of speech disorders

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#### **Table of Contents Eye Voice Span**

- 1. Understanding the eBook Eye Voice Span
  - o The Rise of Digital Reading Eye Voice Span
  - Advantages of eBooks Over Traditional Books
- 2. Identifying Eye Voice Span
  - Exploring Different Genres
  - o Considering Fiction vs. Non-Fiction
  - $\circ \ \ Determining \ Your \ Reading \ Goals$
- 3. Choosing the Right eBook Platform
  - $\circ \ \ Popular \ eBook \ Platforms$
  - Features to Look for in an Eye Voice Span
  - User-Friendly Interface
- 4. Exploring eBook Recommendations from Eye Voice Span
  - Personalized Recommendations

- Eye Voice Span User Reviews and Ratings
- Eye Voice Span and Bestseller Lists
- 5. Accessing Eye Voice Span Free and Paid eBooks
  - Eye Voice Span Public Domain eBooks
  - Eye Voice Span eBook Subscription Services
  - Eye Voice Span Budget-Friendly Options
- 6. Navigating Eye Voice Span eBook Formats
  - ∘ ePub, PDF, MOBI, and More
  - Eye Voice Span Compatibility with Devices
  - Eye Voice Span Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Eye Voice Span
  - Highlighting and Note-Taking Eye Voice Span
  - Interactive Elements Eye Voice Span
- 8. Staying Engaged with Eye Voice Span
  - o Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Eye Voice Span
- 9. Balancing eBooks and Physical Books Eye Voice Span
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Eye Voice Span
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Eye Voice Span
  - Setting Reading Goals Eye Voice Span
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Eye Voice Span
  - Fact-Checking eBook Content of Eye Voice Span

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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