



Society for *t*ext & *d*iscourse

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**Fourteenth Annual Meeting  
Presentation Abstracts**

**The Society for Text and Discourse  
Westin River North  
Chicago, Illinois  
August 1-4, 2004**

Co-sponsored by Lawrence Erlbaum Associates, Inc.



**Sunday, August 1**  
**Poster Session 1**  
Astor, 6:30 – 8:00 P.M.

**P1-1 Hemispheric Processing of Anaphoric Inferences: The Activation of Multiple Antecedents**

*Sandra Virtue (Northwestern University) & Paul van den Broek (University of Minnesota)*

Lexical decision and divided visual field techniques were used to investigate hemispheric differences in the generation of anaphoric inferences when readers activate antecedents that are consistent, inconsistent, or ambiguous with a text. For consistent antecedents, the left and right hemisphere showed positive facilitation. For inconsistent and ambiguous antecedents only the left hemisphere showed negative facilitation. Thus, both hemispheres are involved in activating appropriate antecedents, whereas the left hemisphere may be specialized for suppressing inappropriate antecedents during anaphor resolution.

**P1-2 Sentence Comprehension in a Wider Discourse**

*Jos J.A. van Berkum<sup>1,2,3</sup>, Pienie Zwitserlood<sup>4</sup>, Valesca Kooijman<sup>2,3</sup>, Colin M. Brown<sup>3</sup> & Peter Hagoort<sup>2,3</sup> (1. University of Amsterdam, The Netherlands; 2. FC Donders Centre for Cognitive Neuroimaging, The Netherlands; 3. MPI for Psycholinguistics, The Netherlands; 4. Westfälische Wilhelmsuniversität, Germany)*

Event-related brain potentials can provide valuable information about the nature and time-course of sentence comprehension. However, because using brain measures is difficult, until recently most psycholinguists have limited their use of ERPs to the comprehension of isolated sentences. For several years, we've made extensive use of ERPs to study the comprehension of sentences *in a wider discourse*. The poster reviews the main results of this research.

**P1-3 Facts in Fiction: The Effect of Expository versus Narrative Text on Comprehension**

*Hyun-Jeong Joyce Kim, Lindsay Sears, Sarah Donley, Amanda Hathaway, Laura Hilliard, (Rhodes College) & Keith Millis (Northern Illinois University)*

We compared two versions of texts on students' comprehension: narration and exposition. We took information that would normally be found in a college-level textbook and wove it into four different short narratives. In this study, sixty-four Rhodes college students read either narrative or expository texts and were tested on the texts. The findings showed that narrative text structure yielded significantly higher comprehension than expository text structure.

**P1-4 The Role of Emotion in the Recall of Text**

*Denise Davidson, Melissa Jensen & Daniela Weksler (Loyola University Chicago)*

The role of emotion in the recall of script-based text was examined. At 1-hr and 48-hr delays, emotional information was better recalled than non-emotional script, script-irrelevant, and script-interruptive actions. At 1-week, script-interruptive actions were recalled as well as emotional actions. Although emotional actions were well recalled, the emotional labels were not recalled as often. Using causal inference models, these results are discussed in terms of the role of emotion, distinctiveness and expectancy in text recall.

**P1-5 Comprehension of Refutation Texts: A Simulation Using the Landscape Model**

*Panayiota Kendeou & Paul van den Broek (University of Minnesota)*

Our goal is to understand comprehension of refutation texts, and to gain insight into the reasons that this type of text is more effective than simple expository text in bringing about conceptual change. We used the Landscape Model to describe how the activation patterns of propositional statements will lead to a mental representation of a refutation text. The simulation showed that misconceptions and scientifically correct ideas co-activate during reading, which allows readers to detect the inconsistency between their misconceptions and textual information.

### **P1-6 Knowledge and Text-based Constraints on Thinking Aloud**

*Stacey Todaro, Joseph P. Magliano (Northern Illinois University), Danielle McNamara (University of Memphis), Christopher Kurby & Keith K. Millis (Northern Illinois University)*

The present study examined knowledge and text-based constraints on thinking-aloud. Participants thought aloud while reading scientific texts one sentence at a time. We identified the sources of information for concepts and verbs contained in a given utterance. The findings indicate that there is a functional relationship between verb source and concepts that are generated during thinking-aloud. In particular, the verb that one uses constrains the concepts that could potentially be generated during thinking-aloud.

### **P1-7 The Representation of Knowledge in Expository Texts: Application of the Principal Components**

*Robert Sorrells & Shannon Garroue (Central Washington University)*

Three empirical studies used principal components of expert knowledge structures derived from two expository texts. These components were used to construct two-dimension representations of the expert structures. The representations were then used as study aids for high school biology (Study 1), university psychology (Study 2), and university biology students (Study 3) who read the texts and were tested on them. The principal component study aids resulted in significantly better test scores than traditional aids.

### **P1-8 Knowledge Construction in Vicarious Learning Environments: An Investigation of the Role of Dialogs with Deep Level Questions**

*Scotty D. Craig, Barry Gholson & Jeremiah Sullins (University of Memphis)*

Investigations into vicarious learning environments (VLEs) have suggested that dialogs with deep questions are an effective way of learning. In this study, we investigate the extent to which deep level questions improve VLEs using a pretest/posttest design with 5 treatment conditions (interactive, vicarious interactive, summary, abbreviated deep questions, and full deep question conditions). The deep question condition outperformed all other conditions. However, the interactive results were depressed from observations in previous studies.

### **P1-9 Making Sense of Science Information: Using Self-generated Similes, Metaphors, and Analogies to Understand Scientific Concepts**

*Jason L. Braasch & Susan R. Goldman (University of Illinois at Chicago)*

Forty college students researched a scientific phenomenon using texts presented in a web-based environment. Think aloud methodology was used. Similes, metaphors, and analogies generated during the think aloud were analyzed in conjunction with scientific concepts. Results suggest substantial variation in the degree to which individuals generate similes, metaphors, and analogies. Those concepts for which the simile, metaphors, or analogies were more elaborated tended to be the ones that were included in students' post-research essays.

### **P1-10 Learning to Become a Science Writer in a Second Language**

*Janet Donin, Gloria Berdugo Oviedo & Ernest Bauer (McGill University, Canada)*

Student writers must adapt to the constraints of the language, disciplines and institutions in which they are studying. Studying this adaptation requires documentation of how writing is used within particular academic settings and analyses of the writing produced in those settings. Interview data and analyses of writing samples are presented as part of an exploration of how first and second-language university students adapt to situational and language constraints within and across disciplines.

### **P1-11 Do You Speak Browserese? A Longitudinal Study of Laypersons' Representations and Uses of the Internet**

*Jean-Francois Rouet, Guillaume Jégou, Sabine Metta & Sami Limam (Université de Poitiers and CNRS, France)*

We conducted a 2-year survey to examine laypersons' knowledge and uses of Internet-based services (e.g., E-mail and Web search). A panel of 76 users was interviewed and observed three times over a 22 month periods. We found that a significant amount of learning occurred, but that learning was unevenly distributed across socio-demographic categories. We discuss the relationships between people's level of education, age, amount of use and construction of skills and knowledge about the Internet.

### **P1-12 The Role of Coherence in Hypertext Comprehension**

*Ladislao Salmerón, Walter Kintsch (University of Colorado at Boulder) & José J. Cañas (Universidad de Granada, Spain)*

This experiment tested the hypothesis that when hypertext readers select a reading order they try to maintain text coherence (Goldman & Saul, 1990). Participants read text sections and then chose between the sections with the highest or lowest coherence. Participants who were instructed to select the most coherent text mainly chose the high-coherence section, but only 20% of the participants who were given no instruction chose the high-coherence section.

### **P1-13 Abstract Art: Immediate Visual Stimulus Supercedes Textual Information in Students' Judgments of Creativity**

*Ewa J. Szymanska & Robert C. Sorrells (Central Washington University)*

General education and intermediate level art students were given varying information relating to a lithograph, and their judgments of creativity and appreciation were collected. Contrary to recent evidence, no effects for information or student type were found. Strong emotional response to art seemed to prevent students from constructive use of textual information.

### **P1-14 Putting Conceptual Combination in Context**

*Heather Bortfeld, Randy E. Sappington, Steven M. Smith & Rachel M. Hull (Texas A&M University)*

This study examined how we interpret novel conceptual combinations. Conceptual combinations add to our expressive knowledge base by allowing us to describe things that were previously indescribable. *Cell phone* and *web page* are examples of conceptual combinations that have become lexicalized terms. By studying conceptual combinations, we hope to understand how people characterize and refer to new information. This study examines the role that context plays in how people interpret novel noun-noun combinations.

### **P1-15 Deixis in Face-to-Face and Computer Mediated Conversations**

*Adam D. I. Kramer, Susan R. Fussell & Leslie D. Setlock (Carnegie Mellon University)*

We examine two types of deixis in conversations during a collaborative robot construction task. We contrast *local* deictic terms such as “this” and “here” with *remote* deictic terms in a number of communications conditions. Participants with higher rates of local deixis had faster performance times. We conclude that communications technologies are successful when they allow remote participants to feel co-present with the physical workspace and to talk about it as if they were side-by-side.

### **P1-16 I'm your boss, so you must obey me!: A Case of Institutionalized Harassment at a "Pre-modern" Society**

*Nobuko Koyama-Murakami (Southern Taiwan University of Technology, Taiwan, ROC)*

This critical discourse analysis study presents an analysis of a case of institutionalized harassment at a Taiwanese academic institute. My investigation began with the assumption that Taiwan is still a pre-modern society. This study helps us see the crude nature and quality of power by observing how the exercise of power is at work in institutional settings that are experiencing a pre-modern to modern transition.

### **P1-17 The Metonymic Activation of the Promise Scenario**

*Nuria Alfaro Martínez (Universidad de la Rioja, Spain)*

In the expression, “There’s a new car waiting for you” the speaker presents the promised item as if it had already been bought. This serves as an implicit indication that he is willing to buy it for the hearer. This paper discusses this and other examples of illocutionary metonymy based on implicated information and proposes a refinement to the Cognitive Linguistic account of illocutionary interpretation (Panther & Thornburg, 1998).

**Monday, August 2nd**

Astor, 8:30 – 9:45 A.M.

INVITED PRESENTATION

*Introduction by: Michael F. Schober*

**Ruth Berman  
Tel Aviv University**

**Developing Discourse Across Adolescence:  
(Why) Are Narratives Easier to Construct than Expository Texts?**

The talk considers whether, how, and why narratives are better constructed at an earlier age than expository texts. To this end, personal-experience stories were compared with expository essays produced by the same subjects (aged 9-10, 12-13, and 16-17 years, and university graduate adults) on the shared topic of interpersonal conflict. Two apparently contradictory claims underlie this inter-genre comparison: In terms of overall discourse organization – as measured by textual coherence, autonomy, and informativeness -- well-formed narratives emerge by grade school age; whereas well-constructed expository texts appear mainly from high school up; yet in linguistic expression – as measured by lexical density, register level, and syntactic complexity -- expository texts are generally richer than narratives even in the younger age groups.

## **Linguistic Perspectives on Discourse Analysis Panel I**

Grant/Lincoln, 10:15-11:55 A.M.

*Session Chair: Rosalind Horowitz*

### **Interactional Remembering in Conversational Narrative**

*Neal R. Norrick (Saarland University)*

This paper investigates a range of verbal behaviors surrounding remembering, forgetfulness and uncertainty in the oral performance of personal narratives. My research is corpus-based and focuses on the forms and functions of talk about remembering in interactional contexts, by contrast with research on memory as a cognitive process. To clarify the interactional basis of the present approach, a description of remembering for personal conversational narrative is sketched in terms of cognitive models.

### **Information Structure and Discourse Analysis**

*Betty Birner (Northern Illinois University) and Gregory Ward (Northwestern University)*

We examine the discourse functions of English preposing (which preposes information related to the prior context via a linking relation), postposing (which postposes information new to either discourse or hearer), and argument reversal (which requires that the preposed constituent be at least as familiar as the postposed constituent). Preposing and inversion are further classified as to the presence or absence of a salient open proposition. These results suggest new directions for research into discourse-organizational processes.

### **Commentary Pragmatic Markers as a Claim to Common Ground**

*Bruce Fraser (Boston University)*

Common ground is a shared set of propositions, assumptions, and attitudes that plays a significant role in determining a participant's next move. I will focus on a group of formatives I have labeled commentary pragmatic markers (CPMs) and examine the extent to which certain CPMs raise a challenge to a proposed change in common ground, how the challenge is met, and how it is resolved.

### **Multilingual Corpora and Discourse Analysis**

*Karin Aijmer (Göteborg University)*

The use of translations for discourse studies will be illustrated in my presentation with regard to adverbs. The translation method is based on the assumption that words which are polysemous or vague in one language may have their meanings mirrored in the translations into another language. I will look in more detail at *just* and related adverbs and their translations into several different languages using the Oslo Multilingual Corpus as my data source.

**Images & Gestures**  
Astor, 10:15-11:55 A.M.  
*Session Chair: Joseph P. Magliano*

**The Role of Linguistic Context in the Activation of Perceptual Representations During Language Comprehension**

*Christopher A. Kurby, Joseph P. Magliano & Katja Wiemer-Hastings (Northern Illinois University)*

The role of linguistic context on the activation of perceptual images was investigated. Participants read linguistic units of varying context (e.g., word, denominal verb, or sentence) and saw a picture that matched or mismatched that object's orientation in its standard use. Reaction times were faster when the picture matched standard-use orientation than when it mismatched for strongly oriented objects, but not for weakly oriented objects, independent of degree of contextual support. Results suggest that perceptual-based images are evoked during comprehension.

**The Myth of Seduction: Susceptibility and Individual Differences**

*Christopher A. Sanchez & Jennifer Wiley (University of Illinois at Chicago)*

The potential relationship between working memory capacity (WMC) and the 'seductive details' effect was investigated in this study. Participants read a scientific text that was either illustrated with conceptual or seductive illustrations, or was non-illustrated. Results indicated that WMC was positively related to comprehension in the seductive and non-illustrated conditions, but not in the conceptual condition.

**Explanations in Word, Diagram, and Gesture**

*Barbara Tversky, Julie Heiser, Sandra Lozano (Stanford University) & Marie-Paule Daniel (Laboratoire d'Informatique Pour La Mecanique et Les Sciences d'Ingenieur, France)*

Analysis of effective language, diagrams, and gestures produced in explanations reveals striking parallels in the semantics and syntax of elements and relations. Effective explanations for assembling an object break the action into major steps, describe, illustrate, or demonstrate action and not just structure, and adopt an assembler's perspective. Demonstrations using gesture alone are more effective than diagrams, which are more effective than language alone, a ranking that corresponds to similarity of medium to behavior.

**Communicative Dynamism in Speech and Gesture**

*Fey Parrill (University of Chicago)*

This paper, building on Levy & McNeill's earlier work on *communicative dynamism* (Levy & McNeill, 1992), presents experimental research investigating the role of gesture in information packaging. Results suggest that the same syntactic construction accompanied by different gestures expresses a difference in information structure not apparent when considering the verbal channel alone. Such findings have implications for the proper domain of a theory of information structure.

## **Linguistic Perspectives on Discourse Analysis Panel II**

Grant/Lincoln, 1:20-3:25 P.M.

*Session Chair: Neal R. Norrick*

### **Repetition in Classroom Discourse:**

#### **How Repetition Functions as a Linguistic Strategy in Conversations about Text**

*Rosalind Horowitz (The University of Texas at San Antonio)*

This presentation will examine the role of repetition in classroom discourse. The presentation will provide examples and categories of linguistic repetition, ways of tracing these patterns of repetition, and determining their influence on cognition and affective engagement among Mexican-American children talking about texts they have read. Our research demonstrates how repetition functions as a linguistic strategy that creates and sends a metamessage of “high involvement” and coherence, ultimately resulting in creative expressions.

#### **The Multimodal, Corporeal Turn in Discourse Studies: How Interaction Between Blind and Sighted Interlocutors Underscores the Primacy of Face-to-Face Interaction in Language**

*Elisa Everts (Georgetown University)*

Problems of context in the strictly lexicogrammatical mode point us repeatedly back to the physical, perceptual, face-to-face context within which language originally emerged. Deixis, anaphora, turn-taking, and addressee identification are among the potential interpretive failures that emerge in the absence of visibility (i.e., its availability to some participants and not others) in the special context of face-to-face interaction between blind and sighted interlocutors, bringing into sharp relief the inextricable relationship of visibility and speech.

#### **Narrating as Situated Activity (in the Service of Identity Formation Processes)**

*Michael Bamberg (Clark University)*

Discourse and narrative have become promising tools in the ‘human’ and ‘social sciences’. Both have been appropriated to counter the crises of traditional experimental approaches to identity and self formation processes. However, there are a number of issues/problems that have become more accentuated in recent years. I will focus on these issues/problems, because they require more attention in future appropriations of discourse analysis in social and psychological research.

#### **Metaphor, Coherence, Optimal Innovation, and Pleasure**

*Rachel Giora, Nurit Kotler and Noa Shuval (Tel Aviv University)*

Two experiments support the view that in a given discourse, a message is coherent to the extent that its salient meaning coheres with prior discourse, regardless of literality or metaphoricity. It is less coherent if its less or nonsalient interpretation coheres with prior discourse, regardless of literality or metaphoricity. When, however, it is the less salient meaning that is contextually compatible, the discourse is more pleasing than when it is the more salient meaning that is compatible.

### **Panel Discussion**

*Neal R. Norrick, Saarland University*

## **Expository and Scientific Text**

Astor, 1:20-3:25 P.M.

*Session Chair: Danielle S. McNamara*

### **Influence of Active Processing on Comprehension and Recall of an Expository Text**

*Daniel Martins & Dalia Kigiel (Université Paris X- Nanterre, France)*

The first goal of this study was to measure reading times on target sentences for more and less coherent versions of text. The second goal was to study the influence of the causal connective "This is why" on reading times and the influence of adjunct questions on reading, on text memory and on comprehension. Results demonstrate that experts and novices show improved text comprehension, processing times, and recall in coherent and incoherent conditions when they encounter questions during reading.

### **Taking Causal Relations to the Next Level - But Which One? On the Processing and Representation of Causal Relations in Expository Text**

*Gerben Mulder & Ted Sanders (Utrecht University, The Netherlands)*

At what level of representation are local causal relations represented: text-base or situation model? We did an on-line (reading times) and an off-line (recognition task) experiment, in which expository texts were read. Relations were either left implicit or made explicit by means of a connective ('because'). Results indicate that local causal relations are represented at the level of the situation model. Consequences for theories of discourse processing and coherence are discussed.

### **Self-Explanation Reading Training: Effects for Low Knowledge Readers**

*Rachel Best, Tenaha O'Reilly & Danielle S. McNamara (The University of Memphis)*

This study examined the effects of Self-Explanation Reading Training (SERT) on high school students' comprehension of science texts. Students (n=153) were given either Self-Explanation Reading Training (SERT) or Previewing training, or were assigned to a reading control condition. There was no immediate effect of reading training, but after one week, SERT participants outperformed both preview and control participants on passage comprehension. Improvement in comprehension was particularly enhanced for low-knowledge readers.

### **Using Digital Text in Science Classes: Lessons Learned**

*Sadhana Puntambekar (University of Wisconsin at Madison)*

While the hands-on activities in current design-based and project-based approaches help students experience scientific phenomena, informational text is seldom used to complement the hands-on experience. In this paper, I discuss results from a series of studies that we conducted using the CoMPASS software environment in middle school science classes in which students engaged in design projects. Our studies have helped us understand the cognitive and contextual factors in integrating digital text in design-based science classes.

### **Dialog Sequences and Feedback Patterns that Promote Learning**

*Natalie Person, Art Graesser, Tanner Jackson & David Lin (University of Memphis)*

AutoTutor is a web-enabled computer tutor that helps students learn by having a conversation with them. Past research on overall learning outcomes indicates that students do indeed learn in their conversations with AutoTutor when pre- and posttest measures are compared. Hence, at a macro-level, AutoTutor is an effective tutor. The research described in this presentation addresses AutoTutor's effectiveness at a micro-level. Specifically, dialog moves, dialog move sequences, and feedback patterns that promote learning are presented.

**Corpus-based Analyses**  
Grant/Lincoln, 3:45-5:50 P.M.  
*Session Chair: Peter Wiemer-Hastings*

**Representing Children's Semantic Knowledge from a Multisource Corpus**

*Guy Denhière (Université de Provence, France) & Benoît Lemaire (Université Grenoble II, France)*

A model of children's semantic knowledge was built from a multisource corpus, using Latent Semantic Analysis. A vocabulary test, in which subjects had to select correct definitions of given words, was given to children of various ages. These data were compared to the model's results, showing a nice agreement for the second and third grade children. However, lemmatizing the corpus did not improve the results, especially if nouns are lemmatized.

**Information Provided in Adult-Child Discourse about the Meaning of Adjectives**

*Roberta Corrigan (University of Wisconsin at Milwaukee)*

Adult English-language discourse from the CHILDES corpus was examined for the types of information provided to children about the meaning of "rare" adjectives (those occurring < 5 times in the 2.6 million words). The discourse context in which the word was spoken was examined for the types of information that it provided to the meaning of the adjective. Results support the view that adult discourse to children provides informative data for the lexical acquisition process.

**Readers' Perceptions of Lexical Cohesion and Lexical Semantic Relations in Text**

*Jane Morris & Graeme Hirst (University of Toronto, Canada)*

Research on lexical semantic relations and lexical cohesion has focused on "classical" relations (hyponymy, taxonomy, etc.). These relations are frequently studied out of the context of text and then assumed to be relevant within it. We present an experimental study of readers' perceptions of lexical cohesion and the associated lexical semantic relations in a *Reader's Digest* article that indicates a predominance of "non-classical" relations, within a common core of agreed-upon word groups and relations in the text.

**A Multi-Methodological Approach to Identity Analysis**

*Dorien Van De Mierop (University of Antwerp, Belgium)*

Identity construction is analyzed in a corpus of forty speeches. Although the scope of this type of research is usually limited to a single case, I devised a method to study the entire corpus thoroughly. Hierarchical cluster analysis on frequencies of pronouns, which are relevant to the three main identities present in my corpus, were combined with qualitative research, which revealed the other strategies that were used to construct a specific type of identity.

**A Corpus-based Approach to the FIT (The Fact is That) Construction: Its Synchronic Extension and Historical Evolution**

*Hijeon Kim (Korean Bible College, South Korea)*

This paper explores [The fact is (that)] construction (FIT)) by looking at its synchronic and historical developments. Specifically, the syntactic, semantic, rhetorical and phonological properties of FIT are investigated based on the Usage-based approach (Barlow 2000, Boyland 1996, Bybee 2000, 2002, Langacker 1987) via corpus data, with the aim to propose a unified model integrating synchronic and diachronic variations of FIT.

## **Representations and Comprehension**

Astor, 3:45-5:50 P.M.

*Session Chair: William H. Levine*

### **When Anaphor Resolution Fails: Partial Activation of Antecedent Information**

*Celia M. Klin, Alexandria E. Guzmán, Kristin M. Weingartner & Angela Ralano (SUNY Binghamton)*

Although research on anaphoric inferences has usually included the assumption that these are necessary inferences, Levine, Guzmán, and Klin (2000) and Klin, Weingartner, Guzmán and Levine (in press) identified conditions under which readers fail to resolve anaphors without disrupting comprehension. Despite this evidence of non-resolution, in the current set of experiments we found that readers partially reactivated the antecedent information from memory and used the reactivated traces to integrate the anaphor into the text.

### **Detecting Changes in Discourse: Influences of Focus, and Processing Load on Granularity and Shallow Processing**

*Anthony J. Sanford, Alison Sanford & Patrick Sturt (University of Glasgow, Scotland, UK)*

Texts were presented to participants, and then re-presented shortly afterwards with a small unpredictable change (typically to one word). Theories of shallow processing were examined. Detection is influenced by the (semantic) size of change and by discourse focus, with the two interacting. Detection is also a function of syntactic and referential load, but this is additive with size of change. Sampling and granularity-based explanations are discussed, and further directions indicated.

### **Anticipating Upcoming Words in Discourse**

*Jos J.A. van Berkum<sup>1,2,3</sup>, Colin M. Brown<sup>3</sup>, Peter Hagoort<sup>2,3</sup>, Pienie Zwitserlood<sup>4</sup> & Valesca Kooijman<sup>2,3</sup> (<sup>1</sup>University of Amsterdam, The Netherlands; <sup>2</sup>FC Donders Centre for Cognitive Neuroimaging, The Netherlands; <sup>3</sup>MPI for Psycholinguistics, The Netherlands; <sup>4</sup>Westfälische Wilhelmsuniversität, Germany)*

Can listeners and readers use their discourse model rapidly enough to anticipate specific upcoming words as a sentence is unfolding? Subjects heard or read Dutch mini-stories that at a specific point supported the prediction of a particular noun. To probe for anticipation of this noun, the text first continued with an inflected adjective that did or did not agree with the noun's syntactic gender. Results show that subjects indeed predict specific upcoming words.

### **About Inferences and Representations: Simulating Reading Comprehension in Various Circumstances Using the Landscape Model**

*Paul van den Broek & Panayiota Kendeou (University of Minnesota)*

We investigated reading comprehension in a wide range of situations, using the Landscape model as a unifying framework. We present data and computational simulations on reading of different text genres (narratives, expository texts, refutation texts), in various complex situations (emotions in narratives, reading purpose, inconsistency detection), and as a function of prior knowledge. The behavioral and computational data are remarkably consistent in each of these situations, attesting to the psychological validity of the Landscape model.

### **Reading Comprehension Between History and Psychology**

*Andrew Elfenbein (University of Minnesota)*

This paper brings together two fields that have been kept largely separate: current empirical work in textual comprehension and the history of literacy. A historical approach to reading comprehension can be a valuable supplement to empirical work in cognitive psychology by providing a contextual background to current debates, especially ones involving education; by showing the generalizability of scientific approaches to historical models; and by pointing to under-investigated problems in and approaches to reading.

**Business Meeting**  
Grant/Lincoln, 6:00 – 7:00 P.M.



**Call for Proposals**

**The Sixteenth Annual Winter Conference on Discourse, Text and Cognition**  
**January 21-24, 2005**  
**The Inn at Teton Village, Jackson Hole, Wyoming**

**Submission deadline: September 15, 2004**



The Sixteenth Annual Meeting of the Winter Conference on Discourse, Text & Cognition will be held in the usual location: The Inn at Teton Village, Jackson Hole, Wyoming. The meeting typically attracts cognitive scientists interested in various aspects of language and text and the roles they play in various types of cognitive activities, e.g., reading, conversation, and learning. The meeting will take place from Friday, January 21, through Monday, January 24, 2004. Sessions begin at 4:00pm and end at 8:00pm each night.

Proposals for symposia, individual paper presentations, or posters may be submitted. For more information on submission and the conference, see <http://litd.psych.uic.edu/assoc/wintertext/>



Proposals will undergo review, with notification of acceptance to be provided by mid-October, 2004. (If you would like to review proposals please e-mail Susan Goldman at [sgoldman@uic.edu](mailto:sgoldman@uic.edu)). Posters will be presented in an organized poster session.

**ST&D 2005 Annual Meeting**

**Amsterdam, The Netherlands**  
**Vrije Universiteit Amsterdam, De Boelelaan 1105**  
**July 6 - 9, 2005**

**Organizers**

**Wilbert Spooren, Vrije Universiteit Amsterdam, The Netherlands**  
**Maarten van Steen, Vrije Universiteit Amsterdam, The Netherlands**

**Tuesday, August 3rd**

Astor, 8:30 – 9:30 A.M.

INVITED PRESENTATION

*Introduction by Susan R. Goldman*

**David McNeill**

**University of Chicago**

### **The Convergence Between Gesture and Discourse**

Gestures can depict concrete events as well as abstract concepts metaphorically, but the crucial property for this talk is that they also embody discourse information: cohesion and focus in particular. Synchronized, co-expressive gestures and speech comprise growth points, points of concentrated significance at which newsworthy content is differentiated from the discourse context. Further, families of gestures with shared imagery, called catchments, form extended, not necessarily continuous discourse segments with thematic coherence. The talk will explain these properties of gestures using examples from narratives recorded under semi-controlled conditions, in which one person, from memory, tells another person the story of an animated color cartoon stimulus that she has just watched.

## **Conversation**

Grant/Lincoln, 9:50 - 11:55 A.M.  
*Session Chair: Mija Van Der Wege*

### **What Lies Beneath:**

#### **The Effect of the Communication Medium on the Production of Deception**

*Jeffrey T. Hancock, Jennifer Thom-Santelli & Thompson Ritchie (Cornell University)*

The present study examined how communication settings (face-to-face, phone, instant messaging and email) affect the rate and quality of lies told in daily social interactions. Participants recorded their lies and social interactions for a seven day period. The data revealed that participants lied most on the telephone and least in email, and that different media were used for different types of lies (about actions, feelings, explanations) that were told to different people (family, friends, strangers).

#### **Bilinguals' Interpretations of Spanish and English Conversational Interruptions in Context**

*Silvia D. Leon & Michael F. Schober (New School for Social Research)*

Bilingual Spanish/English speakers' judgments about conversational interruptions in Spanish and English television talk shows were compared to monolingual English speakers' judgments. Listeners rated turn transitions that (by Zimmerman & West's criteria) were either interruptions, overlaps or non-overlapping turn-transitions, either with greater or lesser prior conversational context. Bilingual speakers' ratings of English and Spanish clips differed on some dimensions, and they reflected greater sensitivity to the prior conversational context than monolingual English speakers' ratings.

#### **On the Types and Frequency of Meta-Language in Conversation: A Preliminary Report**

*Michael L. Anderson, Andrew Fister, Bryant Lee, Luwito Tardia & Danny Wang (University of Maryland)*

Human dialog is a highly collaborative and interactive process, which includes the ability to talk about the dialog itself and its linguistic constituents, and to use meta-linguistic interactions to help coordinate the ongoing conversation. However, the frequency and conditions under which people resort to meta-language is not well known. This paper presents the results of a corpus study in which a markup scheme for meta-language was applied to a subset of the British National Corpus.

#### **Are Listeners Mentally Contaminated?**

*Dale Barr, Edmundo Kronmuller, Vanna Vuong & Edgar Frias (University of California, Riverside)*

It has been found that when listeners comprehend referential expressions, they often consider information outside their common ground with the speaker (Keysar, Barr, Balin, & Paek, 2000). This has been assumed to be the result of egocentrism on the part of listeners. However, we suggest an explanation of these results in terms of automatic processing in the comprehension system.

#### **The Process of Speaking While Monitoring Addressees for Understanding**

*Meredyth Krych-Appelbaum (Montclair State University), Herbert H. Clark (Stanford University) & Joan Schultheiss (Montclair State University)*

Speakers monitor their own speech and make repairs when they discover problems. We propose that speakers also monitor addressees for understanding and alter their utterances in progress. Pairs were videotaped as a director instructed a builder to construct Lego models. Pairs were much slower when directors couldn't see the builders' workspace, and made more errors when the instructions were taped. When their workspace was visible, builders communicated with directors by using precisely timed techniques; directors often responded by altering their utterances midcourse.

# **Symposium: The Comprehension of Complex Documents**

Astor, 9:50 -12:05

*Session Chairs: Jean-Francois Rouet & Marc Stadler*

## **Introduction**

*Jean-Francois Rouet, Laboratoire Langage et Cognition, CNRS and University of Poitiers*

## **Doing Research on the Web: Comprehending Complex Science Information**

*Susan R. Goldman, Jason L. Braasch, Rona Gepstein, Kamille Brodowski, Jennifer Wiley (University of Illinois at Chicago) and Art Graesser (University of Memphis)*

Ease of access, surface characteristics (visual appeal), or key words are often the basis of document selection and evaluation. The processes by which learners “sift through” information from multiple documents have not been well articulated. Data are presented from think alouds and navigation logs collected from college undergraduates who were doing research in a multi-document web-based environment. Processing of good and poor learners are compared.

## **Laypersons Searching the World Wide Web for Medical Information: The Role of Metacognition**

*Marc Stadler & Rainer Bromme (Psychologisches Institut III, Germany)*

The Internet has become an important resource of medical information. To find out whether laypersons make use of metacognitive strategies during their web search we carried out a study in which 20 laypersons searched the Internet for information on cholesterol. Metacognitive processes were ascertained using a think-aloud procedure. Results show that laypersons vary tremendously in their metacognitive activity. Metacognitive activity is positively correlated with knowledge acquisition. Laypersons lack appropriate evaluation strategies.

## **Is the Internet a Reliable Source of Information? Laypersons' Credibility Judgments about Information Presented in Different Media**

*Regina Jucks, Rainer Bromme & Jörg Wittwer (Psychologisches Institut III, Germany)*

Two studies are reported that investigate the effects of different media on perceived credibility and comprehensibility. A comparative assessment of the media Internet, book and TV (study 1) did not point to a specific loss of trust in information that are presented on the Internet. Study 2 asked laypersons to judge credibility of concrete scientific information. Information presented as a magazine article were perceived as significantly more credible than the same information presented as an online article.

## **Effects of Documentary Expertise in the Assessment of Information Quality and Source Credibility on the Web**

*Mônica Macedo-Rouet (University of Lyon I, France), Jean-François Rouet (Laboratoire Langage et Cognition, CNRS and University of Poitiers, France), Eric Bouin, Bruno Deshoulières, & Paul Menu*

We investigated library specialists' ability to evaluate a set of Web-based documents dealing with a specific topic, but contrasted on dimensions of information quality and source credibility. Librarians' evaluations were more accurate, and their justifications showed a broader range of criteria. They were also faster at extracting relevant information from the documents. The results are consistent with the notion that expert comprehension requires generalized schemata for evaluating document information.

## **Collecting and Evaluating Information for Writing Complex Argumentative Texts**

*M. Anne Britt (Northern Illinois University), Christopher Wolfe (Miami University), & Jodie Sommer (Northern Illinois University)*

We conducted two experiments to examine students' argument construction skill and factors that influence this skill. Experiment 1 addressed the source of students, bias toward constructing arguments that present only a single side of an argument while ignoring counter-evidence and counter-arguments. Based on these results, an argument construction tutorial was written and tested in Experiment 2. Preliminary results suggest that there is a bias in both the search and production process of argumentative essays.

## **Discussion**

*Art Graesser, University of Memphis*

## **Analyzing Clinical Interviews and Online Discourse**

Grant/Lincoln, 1:20 - 3:00 P.M.

*Session Chair: M. Anne Britt*

### **Investigating Diagnostic Problem Solving in Medicine through Cognitive Analysis of Discourse in Clinical Situations**

*Carl H. Fredriksen, Janet Donin (McGill University), Timothy D. Koschmann & Ann Meyers Kelson (Southern Illinois University School of Medicine)*

Diagnostic problem solving in medicine is investigated through cognitive analysis of discourse in clinical situations: clinical encounters of physicians with a standardized patient (SP), notes summarizing the diagnosis and treatment plan, and debriefing sessions involving review and modification of a diagnosis based on lab results. Analysis reveals how the discourse content and structure reflect competency in: use of a differential diagnosis schema, diagnostic reasoning, construction of causal models to explain case evidence, and interaction with the SP.

### **What do you mean 'what happened'? The Discourse Environment of Narrative Elicitation in the Child Forensic Interview**

*Carol H. Morgan (Child Abuse Research and Education Services, Oregon)*

During forensic interviews the interviewer attempts to elicit narratives from the child from alleged past abuse events, which often proves difficult. This study, examining 52 interviews in an assessment center, tracks discourse developments in three age groups (4-6, 7-10, and 11-14) that correspond with the growing ability to produce narratives when queried. Younger children, initially lacking several key discourse skills, grow to anticipate the wishes and assumptions of interviewers in narrative responses.

### **Using Word Count Analysis to Examine Conversation in Online Support Groups**

*Adam D.I. Kramer, Susan R. Fussell & Leslie D. Setlock (Carnegie Mellon University)*

In this paper we describe a software tool that allows investigators to make comparisons across different online forums and media by analyzing word counts in user-specified categories. Using messages from a bipolar support chatroom, we demonstrate how this tool can be used to characterize the nature of the discourse and compare it to other media, to analyze relationships among different word categories, and to characterize changes in discourse over time. Future plans are also discussed.

### **Assessing Electronic Discourse: A Case Study in Developing Evaluation Rubrics**

*Chia-Huan Ho (University at Albany)*

Transcripts of asynchronous threaded discussions from two online courses were collected to assess students' social interaction. Two instruments were chosen for this assessment: The Cooperative Principle (Grice, 1989) for an analysis of the sustainability of online conversation, and the Instructional Conversation (Rueda et al., 1992) for examining the online discourse between instructor inquiry techniques and student responses. This paper presents some issues related to the development of evaluation rubrics for this study.

## **Individual Differences in Text Processing**

Astor, 1:20 - 3:00 P.M.

*Session Chair: David N. Rapp*

### **Situation Models Construction and Integration: A Working Memory Capacity Study**

*Amelie Teisserenc & Pascale Maury (Université Montpellier III, France)*

Our study focuses on the debate between the memory-based text processing view and the "here and now" assumption of text reading. We propose a view where both top-down processes (e.g. attention to "here and now" relevant information) and bottom-up activation (e.g. automatic resonance processes) are involved in meaning building. Our results highlight the role of working memory and attentional resources within situation model construction and integration.

### **Situation Model Updating in Narrative Comprehension by Younger and Older Adults**

*Pascale Maury & Amelie Teisserenc (Université P. Valéry, France)*

While it is well documented that older adults are less able to ignore irrelevant information or distracting stimuli in memory tasks, it remains undemonstrated in narrative comprehension. This research investigates age differences in the ability to update situation models during narrative comprehension. Younger and older adults read narratives in which a protagonist's characteristic conflicted with information described later in a target sentence. Reading times suggested that on-line updating effects only exist for younger adults.

### **Perspective Effects on Text Comprehension**

*Johanna K. Kaakinen, Jukka Hyönä (University of Turku, Finland) & Janice M. Keenan (University of Denver)*

In four studies, we used recall protocols, eye-tracking, and think-alouds to examine the role of working memory and prior knowledge in perspective effects. The results showed that reading perspective constrains the processing strategies used. Attentional resources are directed to relevant information already during reading. Prior knowledge facilitates the processing of relevant information. Individual differences in WMC are related to the ability to allocate attentional resources and to the efficient use of prior knowledge.

### **Less is More: The Impact of Reading Skill on Elaboration During the Comprehension of Scientific Texts**

*Joseph P. Magliano, Stacey Todaro (Northern Illinois University), Danielle McNamara (University of Memphis), Christopher Kurby & Keith K. Millis (Northern Illinois University)*

When thinking aloud, readers draw upon information from the current sentence, prior text, and world knowledge in order to construct meaning. In the current study, skilled and less skilled readers produced verbal protocols while reading scientific text. The extent to which skilled and less skilled readers drew upon these sources was similar for long protocols. However, skilled readers were more efficient at elaborating upon the situation model with relevant world knowledge in shorter protocols than less skilled readers.

## **Causality and Cohesion**

Grant/Lincoln 3:20-5:00 P.M.

*Session Chair: Rachel Best*

### **Local and Global Cohesion Measures and Their Effects on Text Processing**

*Max Louwerse, Danielle McNamara, Art Graesser & Zhiqiang Cai (University of Memphis)*

The present paper investigates the effects of local and global cohesion on text processing. In an eyetracking experiment participants read a fragment of a novel while their eye movements were recorded. The computational linguistic tool Coh-Metrix analyzed the sentences of the text on a range of cohesion measures, which were then compared with the eyetracking and reading time data. Co-reference, causal cohesion and sentence length predicted most of the variance in fixation times.

### **The Role of Adversative and Causal Connectives in Text Comprehension. An On-line Study**

*Manuel de Vega, Yurena Morera & Mabel Urrutia (Universidad de La Laguna, Spain)*

Participants read two-clause sentences with adversative or causal biases, and with the corresponding connective (*but* or *because*) either present or absent. The presence of a connective sped up reading of the second clause, except for the last segment. Other experiments demonstrated that the effect of a connective only takes place when it matches the sentence bias (e.g., both adversative). The results are discussed in terms of Givón's functionalist theory, and Talmy's notion of force dynamics.

### **Paraphrasing Content and Inferential Conditionals**

*Sara Verbrugge, Kristien Dieussaert, Walter Schaeken & William Van Belle (University of Leuven, Belgium)*

This experiment investigated how people interpret and paraphrase content and inferential conditionals. In a content conditional, the antecedent represents a requirement for the consequent to become true. In an inferential conditional, the antecedent functions as a premise and the consequent as the inferred conclusion from that premise. This linguistic difference is often neglected in reasoning experiments. However, we found that the difference IS psychologically relevant since content and inferential conditionals are differently paraphrased.

### **Causal Likelihood is Monotonous**

*Amal Guha & Jean-Pierre Rossi (LIMSI, France)*

We conducted an experiment to find to what extent causality can be considered an analogical dimension of text representation. We asked participants to estimate likelihood (mental causal distance) of 210 cause-consequence couples taken from causal chains, and estimated "real causal distance" as the distance in the chain. We found that, as for analogical dimensions, mental and real causal distances vary in the same way. The effects of familiarity and reading rank are also considered.

## **Women, Fire and Dangerous Things**

Astor, 3:20-5:00 P.M.

*Session Chair: Katja Wiemer-Hastings*

### **Interpreting Metaphorical Statements**

*Xu Xu & Katja Wiemer-Hastings (Northern Illinois University)*

This study investigated structural mapping during the interpretation of abstract vs. concrete topics of metaphorical statements presented in either a nominal metaphor or a simile form. Results showed that metaphors and abstract topics elicited higher perceived similarity between the topic and the vehicle terms. The examination of structural mapping indicated that introspective commonalities might be the main source of the inflated similarity.

### **Attitudes and Comprehension of Terms in Opinion Questions about Euthanasia**

*Maile O'Hara & Micheal F. Schober (New School University)*

When people answer questions about opinions, how does their understanding of the terms in the questions shape their responses? The current study examines question comprehension for five different wordings of an opinion question about euthanasia. Results show that respondents' attitudes are indeed related to their interpretations of words in survey questions, leaving the interpretation of words in questions up to respondents may, in part, be measuring respondents' semantic interpretations of words in those questions.

### **Representations and Aesthetic Experiences to Art**

*Keith Millis & Kirsten Gerner (Northern Illinois University)*

This study examined the contribution of surface-, textbase-, and situation-levels to aesthetic responses to artwork. As they viewed paintings, participants focused on the colors (surface), objects (textbase), or their interpretation of the depicted scene (situation model). Later, they rated the paintings on aesthetic responses. The pattern of means (surface < textbase < situation model) suggest that aesthetic responses arise more from meaning than from lower-level features, as assumed by some models in experimental aesthetics.

### **An Embodiment Basis for Emotional Language Comprehension**

*David Havas, Arthur M. Glenberg, Raymond Becker (University of Wisconsin at Madison) & Mike Rinck (Dresden University of Technology, Germany)*

Language comprehension clearly involves emotion. How are emotional body states related to language understanding? According to embodied theories, comprehension and bodily experience involve the same neural systems. In two experiments, we unobtrusively manipulated participants' emotion while they read emotionally valenced sentences. An emotion-sentence compatibility effect was found; reading times were shorter when emotional state and sentence valence matched, and longer when they mismatched. Results support an embodied approach to emotional language comprehension.

## Poster Session 2

Grand Ballroom A, 5:00– 6:30 P.M.

### **P2-1 Discourse Context can Immediately Overrule Lexical-Semantic Violations: Evidence from the N400**

*Mante S. Nieuwland (University of Amsterdam, The Netherlands) & Jos J.A. van Berkum (University of Amsterdam, The Netherlands; F.C. Donders Centre for Cognitive Neuroimaging, The Netherlands)*

In an ERP-experiment we examined whether discourse context could overrule a local semantic violation. Subjects listened to stories in which a person was engaged in conversation with either another person or an inanimate object. Inanimate nouns such as in “Once upon a time a psychotherapist was consulted by a *yacht*” elicited an N400 effect upon first encounter. However, the ‘cartoon-like discourse context’ established by several such ‘anomalies’ completely neutralized this local semantic anomaly effect.

### **P2-2 Discourse Based Lexical Anticipation During Language Processing: Prediction or Priming?**

*Marte Otten (University of Amsterdam, The Netherlands) & Jos J.A. van Berkum (University of Amsterdam, The Netherlands; F.C. Donders Centre for Cognitive Neuroimaging, The Netherlands)*

Recent evidence (Van Berkum et al., 2004) suggests that people can use their knowledge of the wider discourse to anticipate specific upcoming words as a sentence is unfolding. In this ERP study, we examine whether this involves predictions derived from a representation of the wider discourse, or instead involves low-level lexical priming. Our results favour an account in which discourse-based lexical anticipation is driven by message-level representations, not by simple word-word priming.

### **P2-3 The Importance of Causal Connections in the Comprehension of Spontaneous Discourse**

*Jazmín Cevasco & Paul W. van den Broek (University of Minnesota)*

We investigated the psychological processes in spontaneous discourse comprehension through the Causal Inference Maker model of narrative comprehension. In two experiments, subjects free recalled and answered questions about spontaneous discourse materials. In experiment 1, participants listened to a section of a radio transmission. In experiment 2, subjects read the transcription of the radio transmission. Results indicate that causal processing plays an important role in spontaneous discourse comprehension.

### **P2-4 Older Adults' Comprehension of Inferences and Negation During Reading**

*Tracy Linderholm, Xiaosi Cong, Lise Abrams & Vanessa Robinson (University of Florida)*

Inferential comprehension in older adults was examined. After reading stories that elicited low and high causal constraint bridging and predictive inferences, participants verified negated and non-negated comprehension statements that summarized target inferences. The results showed that older adults more accurately comprehended high constraint compared to low constraint inferential information. However, older adults were the least accurate at verifying low constraint, bridging inferential information. Older adults’ accuracy was not affected by the presence of negation.

### **P2-5 The Activation and Instantiation of Instrumental Inferences**

*Mary E. Harmon & Edward J. O’Brien (University of New Hampshire)*

Previous research has suggested that instrumental inferences are not activated unless specifically mentioned earlier in the discourse. Consistent with prior work, Experiment 1 failed to detect the activation of instrumental inferences. However, Experiments 2 and 3 showed that when a target sentence contradicts an instrumental inference, reading times were slowed. The combined results of these experiments suggests that instrumental inferences are activated, but represented as a set of features rather than a specific lexical item.

### **P2-6 Availability of Goal Information During Reading: Evidence for Feature Overlap between Discourse Elements**

*Sabine Gueraud & Isabelle Tapiero (Universite de Lyon II, France)*

We investigated how readers manage goal information during reading. We tested the availability of distant goal information by measuring both probe verification times and reading times on sentences inconsistent with the distant goal information. Our results showed that reactivation of previous goal information was determined by overlap between textual elements and not by goal status (satisfied or unsatisfied). Moreover, they showed that the integration of reactivated goal information depended on the degree of overlap.

## **P2-7 Language Comprehension Influences the Speed of Identifying Environmental Sounds**

*Uwe Friese & Franz Schmalhofer (Universität Osnabrück, Germany)*

We present support for the perceptual symbols approach to language comprehension from the auditory modality. In an experiment, 37 participants read sentences that implied a particular sound (e.g. ringing of an old fashioned phone vs. ringing of a modern mobile phone) and subsequently were presented with sounds which they had to name. Naming was faster and more accurate if the sounds matched the implied sounds of the previously presented sentences.

## **P2-8 A Picture may be Worth a Thousand Words, but What Happens when you Put Words with Pictures? Effects of Procedural Multimedia Learning on Memory**

*Tad T. Brunyé, Holly A. Taylor (Tufts University) & David N. Rapp (University of Minnesota)*

This work examined how multimedia presentations (including text and pictures) impact learning and memory for procedural instructions. Participants learned picture-only, text-only, or multimedia instructions. Testing examined recall, serial order, and source knowledge. Multimedia presentations produced superior serial order determinations and greater recall, but higher source monitoring errors. Divided attention tasks failed to show selective interference. These results have implications for the underlying mental representations and potential benefits of multimedia learning from texts and pictures.

## **P2-9 Does Drawing Critical Inferences Improve Memory or Confidence Ratings?**

*Richard J. Harris, Tuan Q. Tran & Bruce E. Braden (Kansas State University)*

Pragmatic Inferences were investigated using a verbal protocol and a recognition task.

Participants were presented with sentences containing critical information that was either directly asserted or pragmatically implied. Following each sentence, participants wrote 2-3 sentences to follow from it. Later, participants took a recognition test and rated their confidence in their judgment. Participants who drew the pragmatic inference from a presented statement, later tended to recognize that pragmatic statement as though it were directly asserted.

## **P2-10 Factors that Affect Metacomprehension: Working-Memory Capacity and Reading Purpose**

*Xiaosi Cong & Tracy Linderholm (University of Florida)*

Factors that affect metacomprehension were examined: Working-memory capacity (WMC) and reading purpose (entertainment versus study). After reading an expository text under one reading purpose condition, readers predicted their performance on a comprehension test. Metacomprehension accuracy was calculated using the difference between predicted and actual test performance. The results show that low WMC readers had greater metacomprehension accuracy than high WMC readers and that reading for study yielded greater metacomprehension accuracy than reading for entertainment.

## **P2-11 Metacognitive Skill Employment During *Summary Street* Use: A LSA Based Literacy Tutor**

*Angela Eckhoff (University of Colorado at Boulder)*

This study documents the relationship between college students' employment of metacognitive strategies and the task of summarizing expository text through the web-based literacy tutor, *Summary Street*. For comparison, a control group summarized identical texts without the aid of the tutor. Examining metacognitive processes utilized during *Summary Street* sessions clarifies individuals' rates of success and failure as measured by the program's thresholds as well as providing an understanding of the processes students engage during text revision.

## **P2-12 Reading Errors Made by Skilled and Unskilled Readers: Evaluating a System that Generates Reports for People with Poor Literacy**

*Sandra Williams & Ehud Reiter (University of Aberdeen, Scotland, UK)*

This study evaluates a natural language generation system that creates literacy assessment reports in order to create more readable documents. Prior research assessed comprehension and reading speed on modified documents. Here, we investigate whether individuals make less reading errors after the system modifies documents to make them more readable. Preliminary results show that poor readers make more errors than good readers. The full paper will describe readers' rates of errors on documents modified for readability.

### **P2-13 Verb Constraints on Indefinite Anaphora in Brazilian Portuguese**

*Maria Luiza Cunha-Lima & Ingedore Koch (University of Campinas, Brazil)*

We investigate cases of anaphorics introduced by indefinite articles. Such cases were not predictable from most theories of anaphora and just recently caught the attention of text linguists. We propose a classification of indefinite anaphorics into two categories: meronymic and type-identifying. We have found a correlation between the verb and the possibility of anaphoric reading on the type-identifying category. We conclude that indefinite expressions do not always introduce new referents.

### **P2-14 The Pragmatic Use of Anaphora in Deaf Students' Written Stories**

*Barbara Arfé (University of Padova, Italy)*

The use of co-referential devices by deaf and hearing students in written narration is investigated. It is hypothesised that an important part of deaf students' difficulty in generating co-referentially coherent written texts is due to their pragmatic use of anaphora. Deaf and hearing high school students wrote stories. Preliminary results showed that deaf students largely used pronouns as anaphoric devices. Differences related to the pragmatic use of anaphora emerged between the two groups.

### **P2-15 Spatial Movement to Make Verbal Meaning Explicit**

*Helga Noice (Elmhurst College) & Tony Noice (Indiana State University)*

Previous work shows that accompanying text with non-literal movements leads to benefits for recall. Using professional actors, this study demonstrates that the correspondence between verbal text and planned movements that are not literal enactments of the verbal material serve to amplify, extend, and make memorable the underlying textual meaning. Comparisons are made between gestures that may be concomitants of the human speech system and movements that are specifically chosen to elucidate particular intentions.

### **P2-16 Metaphor and the Attribution of Intimacy**

*William S. Horton (Georgia Institute of Technology)*

One consequence of how people use non-literal language may be to show intimacy. The present work assessed whether readers are sensitive to this "solidarity" function of metaphor. Participants read stories in which speakers used either metaphorical or literal referring expressions. Readers rated story characters as knowing each other better when metaphors were used. Also, readers' ratings were not influenced by whether addressees explicitly acknowledged the references. These results highlight the interpersonal functions of figurative language.

### **P2-17 Signaling Continuity between Discourse Units**

*Tomoko I. Sakita (Doshisha University, Japan)*

Dialogue-introducers (DI), or reporting clauses, behave as linguistic markers to signal connectivity between discourse units, and their tenses work as devices to mark the flow of consciousness over a series of discourse units. This paper illustrates how a speaker's use of DI is correlated with structures of discourse organization units such as act, move, pair, and exchange, and demonstrates that their tense-shifts follow the speaker's consciousness flow along with the development of the discourse organizations.

### **P2-18 Causality and Verbal Aspect**

*Estelle Fiévé & Jean Pierre Rossi (Université Paris-Sud, France)*

Verbal aspect is an indicator of the temporal organization of events and way in which they take place. Aspect can be either a property of the verb (lexical aspect), or be determined by the tense (grammatical aspect) or by adverbial forms. In two studies, we investigated the effects of the tense and lexical aspect of verbs on the comprehension of causal relations.

### **P2-19 Funding Opportunities at the Institute of Education Sciences**

*Elizabeth Albro, Institute for Education Sciences*

Under the Educational Research program, the Institute of Education Sciences supports research to improve education at all levels. The intent of these grants is to provide national leadership in expanding fundamental knowledge and understanding of education from early childhood through postsecondary study. Information will be available specifically on the the new Reading Comprehension and Cognition and Student Learning (CASL) programs.

## **Native Language and Syntax**

Grant/Lincoln, 8:30-9:45 A.M.

*Session Chair: Gary Raney*

### **Effects of Linguistic Knowledge and Text's Coherence in Native and Nonnative Reading**

*Yukie Horiba (Kanda University of International Studies, Japan)*

L2 and L1 readers processed expository texts and later recalled their content in L1. The texts were presented either in their original high-coherence version or in the low-coherence version in which a portion of the original text was missing which explicitly asserts the integration of prior text. The nature of the interaction between linguistic processing (vocabulary and grammar) and conceptual processing (esp. integration) in text comprehension and memory is examined for readers from different linguistic backgrounds.

### **Automaticity in Text Comprehension: Computational Efficiency or Memory-based Processing?**

*Katherine Rawson (Kent State University)*

Two process accounts of automaticity in text processing were evaluated: computational-efficiency (underlying computational processes become more efficient with practice) and memory-based processing (underlying basis of processing shifts with practice, from computing interpretations to retrieving prior interpretations). Texts containing ambiguous or unambiguous syntax were presented repeatedly. Reading times decreased across trials, indicating automatization. Evidence was found for both memory-based processing (e.g., practice effects were largely item-specific) and computational efficiency (some item-general practice effects were observed).

### **Learning to Comprehend a Construction from a Non-Native Dialect**

*Michael P. Kaschak (Florida State University) & Arthur M. Glenberg (University of Wisconsin at Madison)*

This paper explores the processing involved as speakers encounter (and learn to comprehend) a grammatical construction from a dialect of English with which they are not familiar. Readers were trained on the Needs construction (e.g., "The meal needs cooked") in a sentence processing task. The readers quickly learned to comprehend the novel construction, but the observed pattern of reading times was contrary to virtually all extant theories of sentence processing.

## **Narrative Text Processing**

Astor, 8:30-9:45 A.M.

*Session Chair: Tracy Linderholm*

### **Updating Trait-Based Models of Characters During Reading: A Test of the Continued Influence Effect**

*David N. Rapp & Panayiota Kendeou (University of Minnesota)*

Readers construct dynamic models of texts during their reading experiences. However, evidence has suggested that information encoded into these models may be resistant to change, even after being explicitly described as incorrect. We investigated whether readers' trait-based models of characters are similarly resistant to change. Readers updated their character-based trait models when provided with explanations as to why those models were incorrect. Our results have implications for the construction and updating of situation models.

### **Readers Look to the Narrator to Know What Is Important in Literary Narratives**

*Blaine Mullins & Peter Dixon (University of Alberta, Canada)*

We propose that readers of narrative construct a mental representation of the narrator and that the narrator plays a crucial role in determining what is important in a story. In support of this analysis, readers were more likely to solve crimes in detective story vignettes when critical information was cued as important by the narrator than when it was not cued, even though precisely the same information about the story world was supplied in each case.

### **The Accessibility of Goal During Reading: The Role of Repetition of Subgoal-related Information**

*Catherine Jovet (University of Paris X, France), Sandra Jhean-Larose (IUFM of Paris, France),  
Cédric Bellissens (University of Paris 8, France) & Guy Denhière (University of Provence)*

These studies take place in the resonance model framework (Myers & O'Brien, 1998) which assumes a passive, fast-acting resonance process as the basic mechanism for retrieving prior information. This process is influenced by the degree of overlap between the information currently being processed and the information stored in long term memory. Present studies tested the hypothesis that the repetition of terms (overlap) associated to a subgoal may influence the accessibility of a surordinate goal.

## **Adolescent discourse development from an identity perspective**

Grant/Lincoln, 10:00-12:00 A.M.

*Session Chair: Michael Bamberg*

### **Introduction**

*Michael Bamberg, Clark University*

### **Playing with Power in Youths' Discursive Construction of Selves and Citizens**

*Jocelyn Solis (University of California at Santa Cruz)*

This paper examines the theoretical premise that the discursive practices of youth are a site of development imbued with socio-political ideologies about the kinds of adults and citizens such youth are expected to become. This is illustrated through conversational examples between an undocumented teenager and his sister in which they discursively construct themselves and others using categories of illegality and citizenship. 'Carnivalizing' or using humor to discuss power differentials in illegal immigrant status is highlighted as a critical discursive strategy.

***"If you know me long enough, you'll hear all my stories:"***

### **Identity and Adolescent Narrative Development**

*Kendra Winner (Teachscape)*

This paper examines evidence that differences in the narrative skills of fourteen- and eighteen-year-olds reflect the increasing importance of shaping and expressing identity across adolescence. The paper discusses how greater use of detail in older adolescents' narratives reflects their ability to present themselves to others in ways that confirm how they define themselves and suggests that over the adolescent years narratives become relatively less about "what happened" than about "who I am."

***"Hot, but they're all rude":***

### **Burgeoning Discursive Defenses of Situated Identities by Adolescent Boys**

*Luke Moissinac & Michael Bamberg (Clark University)*

We view identities (and masculinities) as fluid and contextually sensitive, constantly being accommodated to interlocutors through the use of increasingly sophisticated discursive skills especially during adolescence. Based on analysis of the interactions of one cohort group of boys observed at the age of 10 and then at 13. Our data demonstrate that 10-year-olds mount only rudimentary defenses to threatened identities whereas 13-year olds are able to construct more elaborate devices against identity challenges.

### **Discussant**

*Ruth Berman, Tel Aviv University*

## **Symposium: Metacomprehension**

Astor, 10:00-12:00 A.M

*Session Chair: John Dunlosky*

### **Twenty years of Research on Metacomprehension**

*Ruth Maki (Texas Tech University)*

Psychologists have been studying students abilities to predict future test performance over text (metacomprehension) since the early 1980s. The early conclusion by Glenberg and Epstein and colleagues was that students predictions were no better than chance. Today, many investigators have found reliable prediction accuracy, although the correlations are rarely very high. I will discuss the variables that affect metacomprehension accuracy and suggest some future directions for research.

### **Metacomprehension and Ease of Processing**

*John Dunlosky & Julie Baker (UNC Greensboro)*

How do people judge their learning and comprehension of text materials? One possibility is that individuals base their judgments on how easily a text is processed. Using ease of processing itself may undermine the accuracy of the judgments because processing ease is often not predictive of actual levels of learning or comprehension. We describe investigations that are relevant to empirically evaluating this ease-of-processing hypothesis.

### **New Attempts to Improve Monitoring Accuracy**

*Keith Thiede, Thomas Griffin & Jennifer Wiley (University of Illinois at Chicago)*

The modal finding of research on metacomprehension is that people are not adept at monitoring their reading comprehension. We have recently discovered ways of dramatically improving metacomprehension accuracy. We will provide data in accord with the hypothesis that metacomprehension accuracy will improve if readers use their situation model as a basis of their judgments of comprehension.

### **Lapses in Metacognition During Reading**

*Erik D. Reichle & Jonathan Schooler (University of Pittsburgh)*

Every reader has had the experience of having their mind wander while their eyes continue to move through the text. Despite the ubiquity of the mindless-reading phenomenon, little is known about its etiology. We report experimental results that document the frequency of mindless reading and that show its deleterious effects on reading comprehension.

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