
The Seventh Annual Meeting of the Society for Text and Discourse

Utrecht, The Netherlands, July 10-11, 1997

The meeting was hosted by the Utrecht Institute for Linguistics OTS (formerly Centre for Language and Communication) and the Department of Psychonomics, both at Utrecht University, and was co-organized by the University of Amsterdam and Tilburg University.

Organizers

Herre van Oostendorp and Ted Sanders on behalf of the Society for Text and Discourse.

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Student Awards 1997

The Jason Albrecht Outstanding Young Scientist Award

This award is named in honor of Jason Albrecht, a bright, young text researcher who passed away unexpectedly, April, 1997. This award is one way to honor Jason and other young scientists. The Jason Albrecht Outstanding Young Scientist Award will be presented to the best submission based on a doctoral dissertation at the Society for Text and Discourse's annual summer conference.

The Governing Board of the Society for Text and Discourse has selected Marie-Pilar Quintana to receive the 1997 Jason Albrecht Outstanding Young Scientist Award for her paper, *Causal Strength Criteria and Network Mental Representation of Narrative Texts: The Influence of the Text Surface Structure in the Detection of Causal Relations*.

The Outstanding Student Paper Award

For each year's conference, the Governing Board of the Society for Text and Discourse holds a competition for the Outstanding Paper submitted and presented by a graduate student. Entries for the Outstanding Student Paper Award are reviewed blind.

This year's recipient of the Outstanding Student Paper Award is Andreas Schramm, for his paper, *Aspect and Causal Inferences: Towards the Linguistic Component in a Process Model of Inference Generation in Text Comprehension*.

The 1997 Awards Selection Committee consisted of Richard Alterman, Arthur Graesser and Susan Goldman (Chair).

Invited speakers

Bruce K. Britton
Malcolm Coulthard
Charles R. Fletcher
Morton Ann Gernsbacher
Susan R. Goldman
Arthur C. Graesser
Anthony J. Sanford
Karen Schriver
Paul van den Broek
Teun A. van Dijk
Patricia Wright

Program Abstracts

Types of presentations

Three types of conference presentations are listed:

1. Plenary papers by invited speakers
2. Paper presentations, in parallel sessions
3. Poster presentations

Presentations are arranged by the last name of the first author.

Poster session, Thursday 20.00

Inferences, nr. 1

Predictive Inferences: Lexical Association Effects

Nathalie Aguilar
Equipe TEXTIMA- CNRS
Universite Montpellier

In order to test the hypothesis of an effect of the degree of association between the sentence and the target word used in a lexical decision task, first, we did an a posteriori analysis of the results of two first experiments including the factor degree of association (strongly, moderately, and weakly) between the prime and the target words. Secondly, we made a scaling experiment in which the subjects were asked to judge the strength of association between each content word, prime and target of the experimental sentences. Based on the results from this scaling experiment we realized a third experiment, in which the degree of association between the prime and the target words were manipulated as a within-subject variable. In these analyses we show an effect of this factor on lexical decision times. Thus, according to the degree of semantic association between the prime and the target words the strength of encoding an inference can vary. Using the CI model of Kintsch we have made simulations to know activation level of the inference not only introducing the association between the prime and the target words but also the association between the content words, the prime and the target.

Poster Session, Thursday 20.00

Text production, nr. 21

Principles for Selecting Argumentative Sentences

Jerry Andriessen

Department of educational sciences

Utrecht University

Pierre Coirier

Universite de Poitiers - LACO

The purpose of this contribution is to examine principles for planning in argumentative text production. More specifically, we try to examine the criteria that children between 11 and 14 years old use for selecting sentences in order to produce short argumentative texts that contain a conflict between the first and the last sentence. The basic situation is one in which a subject has to select sentences in order to produce an argumentative text whose first and last sentences are provided. One of the variables that appeared to be very important for selection was the format of instruction, that is, differences in the format of the assignment affect the coherence of the resulting texts.

Thursday, 11.20-11.45, room 0.04
Social aspects of discourse

Question Asking to Support Critical Argumentation

Jerry Andriessen & Arja Veerman
Department of educational sciences
Utrecht University

The goal of this research project is to study the relationship between question asking and critical argumentation. In this paper two studies will be discussed: an exploratory study on argumentation in tutoring sessions and a study on argumentation between students discussing statements on studied literature. The expected outcome is a category scheme in which types of questions will be connected to the more or less effective types of argumentation with respect to learning.

Thursday, 10.55-11.20, room 0.04
Social aspects of discourse

How Interviewers Manage Reports of Achievements and Troubles in Clinical Assessments

Charles Antaki
Discourse and Rhetoric Group
Department of Social Sciences
Loughborough University

Hanneke Houtkoop-Steenstra
Department of Dutch
Utrecht University

Previous work on survey interviewing has shown that interviewers attend to respondents' face. We look to see if, and how, this happens in a set of clinical psychology assessments. We do indeed find questions designed in an optimistic way, and positive answers met with praise assessments. But we also find questions designed in a pessimistic way, and we find that putatively 'troubled' material is dealt with variously. The psychologists do not offer to share their respondents' trouble, or seek to minimise or normalise it. Instead, the data show putative troubles being turned into positive states of affairs, ignored, trivialised or received by bare

acknowledgement or non-committal commiseration. What this less affiliative pattern might be seen to do is (a) to manifest the particular institutional differential between interviewer and respondent; and (b) to mark the sheer otherness of the troubles the respondents report.

Poster Session, Thursday 20.00

Discourse Analysis, nr. 16

The Double Meaning of Segmentation Markers

Yves Bestgen Department of experimental psychology
Catholic University of Louvain

Oral and written discourses contain numerous linguistic and paralinguistic devices that specifically highlight thematic continuity and discontinuity. What are the discourse roles of these segmentation markers? It is proposed that they can be signals to improve comprehension, but also traces of discourse production difficulties met when a new topic has to be introduced in the discourse. Data are presented to support this double meaning of the segmentation markers by focusing on the connective AND.

Friday, 14.05-14.30, room 0.06

Situation models

The Differential Effect of the Readers' Cognitive Focalization on the Semantic and Situational Representation

Nathalie Blanc & Isabelle Tapiero
Universite Lyon 2 - Institut de Psychologie
Laboratoire de Psychologie Cognitive

In this study, we investigate whether the readers' cognitive focalization on some textual elements has a differential effect on the semantic and situational representation constructed. As we expected, our results showed on one hand, that the characters of a story are not always put forward in the situation model, and on the other hand, that the importance allocated to a topic vary according to the level of the representation studied and to the task demands.

Friday, 10.40-11.05, room 0.04

Conversational interaction

Involvement in Narrative Discourse: Audience Response and Audience Design in Oral and Written Narratives

Shoshana Blum-Kulka

Hebrew University, Jerusalem,

Visiting fellow, Institute of Education, London

The study traces the notion of involvement in narrative discourse through a case study of audience design and audience participation in written, oral and written/visual versions of one story, and through the analysis of responsive behavior in family conversational story telling at dinner. Involvement is conceptualized as constituted of two related but different constructs: the loci of involvement in terms of dimensions of narrativity (tales/telling/tellers) and its affective metamessage as supportive or challenging. The application of this model to several versions of one story and to responsive utterances during conversational story telling in Jewish American and Israeli families dinner table talk reveals the effects of the medium (oral/written/visual] on audience design and response, the role of intergenerational talk in facilitating childrens' acquisition of pragmatic skills and the degree of cultural diversity between Israelis and Jewish Americans in styles of narrative involvement. On a theoretical level, I argue for the need to deconstruct the notion of involvement in ways that allow for linking traditions in discourse studies of text design with sociolinguistic studies of conversational story telling.

Thursday, 11.45-12.10, room 0.04

Social aspects of discourse

Narrative Perspective and Narrators' Credibility

Vincent Boeschoten & Will van Peer

Department of Literary Studies

Utrecht University

The present study tries to experimentally determine the influence of narrative perspective on the credibility of a narrator. Participants read manipulated versions of

texts, and rated the narrator's credibility on a number of scales. The results show significant changes in perceived credibility through manipulations of value schemata and modal utterances; no changes were registered when attitudinal comments were added. Similarly, no effect resulted from manipulating first/third person narration, while internal/external changes and the presence/absence of expert knowledge did significantly alter readers' trust in the narrator.

Thursday, 9.00-9.30, room 0.06

Invited speaker

The Dynamics of Reading: On-line Comprehension Processes and the Construction of a Coherent Memory Representation

Paul van den Broek
University of Minnesota

A central component of reading comprehension is the construction of a memory representation of the text. As the successful reader proceeds through a text, he or she connects the various events, facts, persons, and objects that he or she encounters so that the text appears to be a coherent whole, and manages to do so with very limited attentional resources. In the past 25 years, much psychological research has focused on the properties of the memory representation and of the on-line processes, respectively, but only recently have these two strands of inquiry started to come together in what may be called the third generation of reading research. In this presentation a theoretical model of reading comprehension, the Landscape model, is presented that describes both the inferential processes that take place during reading and the way in which these processes form the basis for an increasingly stable episodic memory representation. In this model, reading is conceptualized as a dynamic landscape of fluctuating activations of textual information. The pattern of activations at each reading cycle is the result of textual input, inferential processes, background knowledge and attentional limitations. With each new pattern of activations connections between text elements are built and updated, causing the gradual emergence of a memory representation for the text. The presentation consists of three parts. In the first part, an overview of the Landscape model is given, together with empirical evidence of the model's validity. In the second part, the Landscape model is implemented in a computational framework, the Competitive Cohort model. In the final part, the Competitive Cohort model is used to test various accounts of inference generation, including minimalist and constructionist ones.

Thursday, 15.55-16.25, room 0.06

Invited speaker

Principal Components of Knowledge and Understanding

Bruce K. Britton & Robert Sorrells

Department of Psychology and Institute for Behavioral Research

University of Georgia, Athens

The ideal understanding of a domain can be represented as a semantic associative network, where the nodes in the network correspond to specific concepts in the domain. Such a network can in turn be represented as a matrix of numbers whose elements specify the degree to which each concept is semantically related to each other. Any such associative matrix can be broken down into its components (i.e., eigenvectors). Some components have larger loadings (i.e., eigenvalues) than others. The components with larger loadings can be used to reconstitute more of the matrix because they account for more of the variation in the matrix.

Our hypothesis is that people represent their knowledge of a domain in terms of the components with large loadings of the associative matrix of concepts in that domain. We tested the hypothesis by looking in the responses of subjects (N=676) for such components. Each subject read a text that communicated an associative matrix in one of six domains: nuclear strategy, air force history, biology, chemistry, freeway traffic, or cocaine sales; and then were tested on their association matrix for the domain. Results showed that domain novices learned the largest (i.e., first) principal component of subject-matter-experts' associative matrices for the texts the novices had read, consistent with our hypothesis. For domains that subjects already knew about, their associative matrices were found to "amplify" the information from texts that we had constructed from the first and the second largest components, but "squench" the information from texts based on the last (i.e., smallest) component, consistent with our hypothesis. Implications for memory, learning, teaching and mass communications were discussed.

Poster Session, Thursday 20.00

Learning from text: processes and abilities, nr. 9

Representation of Goal, Result and Subordinate Actions as a Function of Expertise: Evidence from Primed Recognition

Stephanie Caillies
Equipe Textima, E.P. 12 au C.N.R.S.
Universite Paul Valery

This research investigates the effect of two types of semantic coherence, causal or teleological, on the organization of the mental representation elaborated after reading by learners with different levels of knowledge--Beginners, Intermediates and Advanced-- in the domain to be acquired. Our assumption was that these three groups differed in the organization of prior knowledge they possessed, causal or hierarchical, and that these organizations were homologous to that of the type of semantic coherence.

Friday, 13.40-14.05, room 0.04
Language production

Revising Written Texts: How Could We Help Children to Revise?

Lucile Chanquoy
Laboratoire C.D.M./E.A. 1972
Universite Paul Valery

The objective of this experiment was to show that children were able to revise their texts, with an appropriate training. Subjects were 3rd- and 5th- graders, divided in 3 groups (control, " on-line revising ", " after revising "). Four successive steps were run. Results showed that older children made more revisions than the youngest; experimental groups revised more than control groups; revisions were tendentially more numerous during experimental stages than during control steps.

Poster Session, Thursday 20.00
Processing of words, concepts and metaphors, nr. 30

The Lexical Access by Pictures and by Words: A Study of Pictural and Verbal Associative Networks

Martine Cornuejols & Jean-Pierre Rossi
LIMSI-CNRS

Batiment 508, Paris-Sud University
Human Cognition Group

This research, on the semantic memory, examines the form in which semantic units are stored and also the modalities of access to the semantic memory. The goal is to determine if it exists a semantic network for pictures, as it exists one for words. So are the semantic networks activated by words similar to those activated by pictures ?
Two experiments examine the effect of cross-modal semantic priming by pictures and by words with lexical decision task. The first data show that access to the semantic repertory by pictures or by words is not equivalent. The semantic priming effect by pictures could occur under certain conditions of prime-target associations different from the one which conduct to semantic priming with written-words. The second experiment shows that the associative network of pictures is not exactly the same as the associative network of words.

Two types of models are in opposition on the crucial question of the nature of the semantic code : the first one considers that the semantic structure is amodal, independent from the modalities of access ; the second supposes that the semantic storage is multimodal. Our experiments bring us few elements in favor of amodal independent from the modalities of access ; the second supposes that the semantic storage is multimodal. Our experiments bring us few elements in favor of amodal conception.

Thursday, 15.15-15.55, room 0.06

Invited speaker

Re-stating Statements

Malcolm Coulthard
School of English
The University of Birmingham

This paper will focus on a confession attributed to one Patrick Molloy on the basis of which he and three others were convicted of murder. Molloy always claimed that the statement was in fact dictated by the interviewing police officers but only now, in May 1997, many years after he himself died in prison, has the Court of Appeal in London accepted Molloy's version and quashed the convictions of all four. The lawyers in the case consulted several linguistic experts over the years each of whom wrote reports, but in the end the compelling evidence came from an ESDA test, in which indentations, which were previously hidden become readable. I want to use this

case, the confession and a related interview record in order to discuss both the advances in and the limitations of forensic linguistic evidence in cases of disputed authorship. In so doing, I will draw examples from other cases. I will also spend some time discussing the problems linguists face when first asked to give evidence in Court as this is a strange speech situation with its own idiosyncratic rules which have to be acquired and which at times involve the breaking of Gricean Maxims.

Thursday, 13.30-13.55, room 0.04

Linguistic surface characteristics

Discursive Constraints on Forward and Backward Causation in Dutch

Liesbeth Degand

University Of Louvain

In this paper we present some results of a quantitative corpus analysis in which we investigated the possibility to identify some specific constraints on the selection of either forward or backward causative constructions in Dutch. Two basic types of constraints were investigated: semantic constraints of temporality and pragmatic constraints of discourse prominence and information flow. It appeared that in general the selection of forward constructions is more sensitive to discursive constraints. Backward constructions do not demonstrate this kind of information sensitive behavior. They seem to appear rather independently from the surrounding discourse.

Friday, 11.30-11.55, room 0.04

Conversational interaction

Keeping in Step: Discourse Structure and the Pragmatics of Interpretation in Step Aerobics Workouts

Judy Delin

Department of English Studies

University of Stirling

This paper presents an analysis of taped and transcribed monologues produced during Step Aerobics workouts. First, I look briefly at the social aspects of participation in a workout class, and the 'Step' product in general. Second, I describe fully the cues

exploited by participants to interpret the workout monologue, both at the macro-level (speech acts) and the micro-level (ellipsis, anaphora). The paper shows how discourse structure and the workout task plan condition both production and interpretation.

Friday, 9.40-10.20, room 0.06

Invited speaker

Mental Models of Context

Teun A. van Dijk

University of Amsterdam

Within the broader framework of a theory of text and context, this paper further explores the role of mental models of context in the processing of discourse. It is argued that besides classical 'situation' (or 'event') models that represent subjective interpretations of events the discourse is 'about', discourse production and comprehension also needs context models that regulate the variable aspects of the processing semantic and especially surface structures. For instance, such models specify which of the knowledge represented in situation (event) models is **relevant** for inclusion in semantic representation, and how surface structures express aims, and social roles and relationships of language users. It is further argued that context models are themselves a special case of a more general type of models in episodic memory, viz. experience models, which represent subjective interpretations of everyday life experiences. After some earlier work on this topic, this paper will especially focus on the contextual regulation of semantic structures of discourse production and comprehension, and thus offers a more explicit account of Herbert Clark's notion of 'common ground'.

Poster Session, Thursday 20.00

Discourse analysis, nr. 17

Frame analysis of television news items

Titus Ensink

Dept. Speech & Communication

University of Groningen

One 2 1/2 minutes item (BBC news) about the Diana Lover Hoax will be analyzed, employing tools of Erving Goffman's frame analysis. Although short, the news item is very complex as to different dimensions. The complexity appears elegantly describable by employing the notions of keying and fabrication as developed by Goffman. Frame analysis thus appears to be a useful tool in the analysis of media messages.

Friday, 11.05-11.30, room 0.04

Conversational interaction

Indexical Rejections

Anita Fetzer

Universitaet Stuttgart

Institut fuer Linguistik: Anglistik

Rejections can, in principle, be represented in a direct or an indexical mode. Yet their mode of actual representation is mainly indexical which may be due to the participants' face-needs/wants.

The goal of this paper is to define the communication act 'no', which is anchored to a tripartite system of objective, subjective and social world, and to discuss preferred and dispreferred variants of its indexical representation. Indexical rejections cannot reject/deny the presuppositions of the objective and subjective world, as they are per definition restricted to the social world and its textual, interpersonal and interactional presuppositions.

Friday, 16.30-17.00, room 0.06

Invited speaker

Comprehension of Mathematical Proofs

Charles R. Fletcher

University of Minnesota

Mathematical proofs are an unusual, but important, genre of discourse whose comprehension has received relatively little attention. One goal of this talk is to demonstrate that models of narrative comprehension offer insights into the

psychological processes involved in understanding and remembering proofs. To accomplish this goal I will describe a recent experiment which shows that: (a) the perceived importance of each step in a proof is a function of the number of other steps which either enable it or are enabled by it, and (b) the memorability of each step in a proof is also influenced by the number of enabling relations it has to other steps. These results suggest that the mental representation of a proof can be thought of as a richly interconnected network of steps tied together by enabling relations. This strongly parallels contemporary models which claim that the mental representation of a narrative can be thought of as a richly interconnected network of states and events tied together by causal and enabling relations.

Given a common cognitive architecture, and this strong underlying similarity in the ultimate mental representation, the law of parsimony suggests that many of the cognitive processes involved in understanding and remembering narratives are also involved in understanding and remembering mathematical proofs. A second goal of this talk is to convince comprehension researchers that proofs are a genre worthy of greater attention. To accomplish this goal I will describe some important differences between narratives and proofs which make the latter easier to study in the laboratory and much easier to model computationally. I will also discuss the practical significance mathematical proofs.

Friday, 11.55-12.20, room 0.04

Conversational interaction

Voices in Narrative as Constructions of Identity: a Case Study of Greek Storytelling

Alexandra Georgakopoulou
Department of Byzantine & Modern Greek Studies
King's College London

Voice presentation (construction) in narrative is increasingly becoming a focus of enquiry in research on acts of displays of self and identity in everyday communication. This paper draws on interactional sociolinguistic approaches to discourse to explore the ways in which voice animation bears on processes of (personal and sociocultural) identity construction in Greek conversational storytelling. Using as its point of departure the author's study (1994, 1995, 1996) of the cultural style of performance in Greek stories and the place of narrative voices in it, the discussion brings to the fore the unmarked patterns of interaction between i. this performed mode and the discursive construction of identities; ii. sociocultural

attitudes to modes of evidence, agency and responsibility and the manipulations of speaker lamination for doing identity and participant alignments; iii. "given" identities and their local contextualization. The study's findings are aimed at contributing to the growing line of research on the cultural patterns of narrative enactments of social roles, stances and relationships.

Friday, 17.00-17.30, room 0.06

Invited speaker

The Role of Suppression in Language Comprehension

Morton Ann Gernsbacher
University of Wisconsin-Madison

The goal of my research is to identify the cognitive processes and mechanisms that underlie language comprehension and comprehension in general. I have identified a few of those processes and mechanisms in a framework I call the Structure Building Framework (Gernsbacher, 1990; 1991; 1995). According to the Structure Building Framework, the goal of comprehension is to build coherent mental representations or structures. These structures represent clauses, sentences, paragraphs, passages, and other meaningful units. To build these structures, first, comprehenders lay foundations for their mental structures. Then comprehenders develop their mental structures by mapping on information, when that incoming information coheres or relates to the previous information. However, if the incoming information is less coherent, comprehenders employ a different process: They shift and initiate a new substructure. So, most mental representations comprise several branching substructures.

The building blocks of mental structures are what I refer to as memory nodes. According to the Structure Building Framework, memory nodes are activated by incoming stimuli. Once activated, the information they represent can be used by cognitive processes. Furthermore, according to the Structure Building Framework, activated memory nodes transmit processing signals. These processing signals either suppress or enhance the activation of other memory nodes. In other words, once memory nodes are activated, two mechanisms modulate their level of activation. The two mechanisms are suppression and enhancement.

In this talk, I shall review numerous experiments that demonstrate the crucial role that the mechanism of suppression plays in many aspects of language comprehension. Suppression attenuates interference during lexical access (how word meanings are "accessed"), anaphoric reference (how referents for anaphors, like pronouns, are computed), cataphoric reference (how concepts that are marked by devices, such as

spoken stress, gain a privileged status), syntactic parsing (how grammatical forms of sentences are decoded), metaphor interpretation (how figurative expressions, such as "lawyers are sharks," are interpreted), inferencing (how information that is only implied by a text or discourse is inferred), and individual differences in (adult) language comprehension skill.

Thursday, 16.25-16.55, room 0.06

Invited speaker

Reading to Learn: Evidence from Think-alouds and Small Group Interactions

Susan R. Goldman
Learning Technology Center
Vanderbilt University

Many of the thinking and learning processes of children are revealed through think-aloud techniques and small group interactions. Findings from research using these methods are presented. The presentation focuses on the impact of prior knowledge and beliefs on the interpretation of informational text, and the reasoning processes involved in the construction of coherent mental representations of this information.

Wednesday 19.15-19.45, AG Senaatszaal

Invited speaker

Reconstructing who said what and who knows what in literary short stories: Is a 200-word summary worth 10,000 words?

Arthur C. Graesser and Katherine White
Department of Psychology
The University of Memphis

Our previous research has already demonstrated the readers have an impressive ability to reconstruct who said what (source memory) and who knows what (knowledge dissemination) after they comprehend literary short stories. Our recent research has explored how well this information can be reconstructed on the basis of a short summary and a character key (i.e., a brief description of the character roles and relationships). College students were given tests of source memory and knowledge

dissemination after reading either an entire short story or a summary + character key; they were tested either immediately after reading the story or after a one-week delay. In the tests of knowledge dissemination, the readers were quite discriminating in judging whether a proposition that had been expressed in a story was known by characters in different categories: speaker, addressee, side participant, friend, and stranger. Rather surprisingly, there were small differences between the readers who read the entire story and those who read only the summary + character key. There were also small differences between immediate and delayed testing. The results support the claim that a compact summary (i.e., including the major plot and character casting) has enough constraints for the reader to reconstruct 85% of the knowledge dissemination judgments that would have been made if the entire story had been known. The summary has a very slow decay from long-term memory. When knowledge dissemination judgments are made, the subject is guided by the summary to a much greater extent than an episodic retrieval of the propositions in the text. Memory for who said what (source memory) is also substantially guided by the summary representations.

Thursday, 10.55-11.20, room 0.06

Inferences and coherence

Need for Cognition, Prior Knowledge and Text Coherence Affect Information Recall

Sami Gulgoz
Koc University
Turkey

This study investigated the relationships between need for cognition, prior knowledge, text coherence and learning from texts. A low-coherence text and its high-coherence revision were given to readers. The results showed that prior knowledge affected performance in multiple-choice test whereas need for cognition, prior knowledge, and text coherence independently affected free-recall. The cognitive structure test measuring the situation model, showed a marginally significant interaction of prior knowledge and text coherence, supporting the Kintsch model.

Poster Session, Thursday 20.00

Learning from text: strategies, nr. 12

Teaching Active Text Processing Strategies: A Second Look

F. Gutierrez Martinez, J.A. Garcia Madruga & M.R. Elosua,
Universidad Nacional de Educacion a Distancia, Madrid

J.L. Luque,
Universidad de Malaga

M. Garate, M.
Universidad de Cantabria

Current theories about text comprehension have stressed the importance of an active processing during reading. In this study we try to develop an instructional program designed just to promote that active processing by the use of active text processing strategies (main idea identification and summarization). The results (from two developmental levels and pre-post measures) show that student performance in reading comprehension can be improved and developmental differences can be reduced following a direct instructional approach.

Friday, 14.30-14.55, room 0.04

Social context

The Influence of Literary Texts on Perceived Social Distance and Empathy

Jemeljan Hakemulder & Will van Peer
Department of Literary Studies
Utrecht University

This study investigates attitudinal shifts in social distance toward an outgroup as a result of reading literary texts portraying members of this outgroup in a non-stereotypical way. We hypothesized that exposure to such information, when presented in well-written literary texts, would diminish social distance. Readers read one or two text(s) in which German protagonists behaved in non-stereotypical ways, and rated their attitudes toward various nationalities on a number of scales. The results show a weak, though consistent, change in attitudes in the predicted direction.

Poster Session, Thursday 20.00

Inferences, nr. 4

Knowledge-based Inferences Generation by Children and Adults

Fanny de la Haye (graduate student)

Denis Brouillet (professor)

Arielle Syssau (ATER)

Laboratoire de psychologie expérimentale et cognitive

Université de Montpellier III

The goal of this research is to establish a typology of knowledge-based inferences generated by children and adults and to determine what class of inferences is generated on-line (during the comprehension) or off-line (during a retrieval task). We have used the question-answering task to collect verbal protocols and expose potential knowledge-based inferences. The inferences appear early but the more the subjects have knowledge the more they might perform better and generate more inferences.

Poster Session, Thursday 20.00

Affect, attitudes and quality of argumentation, nr. 23

Designing Persuasive Texts: What Constitutes a Convincing Argument?

Hans Hoeken

Discourse Studies

Tilburg University

Persuasive texts depend for their success, at least partly, on the quality of the arguments presented. Argument theory predicts that arguments supported by statistical evidence should be more persuasive than those supported by anecdotal evidence. However, empirical studies have shown that a single example is usually more convincing than a host of figures. In an experiment, it was shown that this persuasive edge of anecdotal evidence is restricted to desirability claims, and only when the anecdotal evidence is more vivid than the statistical evidence.

Poster Session, Thursday 20.00

Affect, attitudes and quality of argumentation, nr. 24

Asking Survey Questions: Should It Be Forbidden, or Not Be Allowed?

Bregje C. Holleman
Utrecht Institute of Linguistics / OTS
Utrecht University

Survey questions worded with the verb 'forbid' turn out not to elicit opposite answers to equivalent answers worded with the verb 'allow'. Although forbid and allow are generally considered each others counterparts, respondents rather answer 'no, not forbid' than 'yes, allow'. In order to find out which question is more valid in what cases, the asymmetry has to be explained. First of all we need to know whether the asymmetry reflects that (partly) different attitudes are being measured, or whether similar attitudes are being mapped differently onto the answering options. Where in the question/answer process can the origin of the asymmetry be located? Results of two correlational experiments indicate that the mapping stage differs. Implications for theory and practice will be discussed.

Poster Session, Thursday 20.00

Text production, nr. 20

How Developing Writers Form their Own Ideas and Rhetorical Stance when Writing from Multiple Sources

Dr. Rosalind Horowitz
College of Social and Behavioral Sciences
Division of Education
The University of Texas--San Antonio

Fifth graders, undergraduates, and graduate students (N=80) read or listened to multiple sources and wrote an essay expressing their opinion or point of view regarding an environmental change. The research traces how a) students primarily copy from sources (and why), b) later, disembed, credit source ideas, c) separate original discourse stance from personal rhetorical stance. A rhetorical stance is formulated based on the problem presentation, the perceived relevance of task to classroom context, and expected outcome of writing.

Thursday, 10.30-10.55, room 0.04

Social aspects of discourse

Standardized Research Interviewing as Document Based Interaction

Hanneke Houtkoop-Steenstra
Department of Dutch
Utrecht University

The focus of my presentation is on interaction in standardized survey interviews. When survey interviewers interact with respondents, they do so on the basis of a written document (the questionnaire). Interviewers are supposed to read out the scripted questions and the precoded answer categories as worded. And the respondents' answers, that form the output of the interaction are to be recorded on a (usually computerized) answer form. This activity by the interviewer takes some time, and means that he or she steps out of the interaction for a short time.

All this means that a survey interview is more than an interaction between interviewer and respondent. And the talk that we can hear on the audio tape, can not only be analyzed in terms of talk-in-interaction. We have to take into account that the survey interview is based on and meant for a written document. As I will show, this has an impact on what happens in the interview, and on how the talk is to be analyzed.

Poster Session, Thursday 20.00

Inferences, nr. 5

Age Effects upon Inferential Processes

Pilar Vieiro Iglesias, M. Luisa Gomez Taibo and Isabel Gomez Veiga
University of La Coruna, Spain
Departamento de Psicologia Evolutiva y de la Educacion
Facultad de Ciencias de la Educacion

This study was designed to examine the age effects upon the amount and kind of explicit information in oral summary tasks of preschool and third grade children. Findings show an important development change in the use and type of inferential operations. Preschool children used less connectors and were worst able to preserve the original order of propositions in the text. Third grade children showed the tendency to include most of the explicit information and they generated more textual inferred information. They were able to find the textual necessary cues for the retrieval of the elaborative information for long-term memory. We also find that both groups may infer causal links between events and actions of the story in response to general tasks demands, they are able to know that these relations are important for

understanding the story. Both groups had problems to search for bridging knowledge and to make logical inferences.

Poster Session, Thursday 20.00

Discourse analysis, nr. 19

Chronology in Old and Modern Recipes

Frank Jansen & Leo Lentz

Utrecht Institute of Linguistics OTS

Utrecht University

Chronology (or: order of mention) is a fundamental principle for the structuring of instructive texts, especially recipes. In this paper we will analyze antichronologies in Dutch recipes. We will focus on the diachronic development of the rather strict obedience of the chronology principle, on the basis of a corpus analysis of 547 recipes in cook books since the 15th century.

Poster Session, Thursday 20.00

Learning from text: processes and abilities, nr. 6

Some Cognitive Skills and Story Structure Comprehension by 3rd Grade Children

Maria J. Kli_

Pedagogical University of Cracow

Department of Psychology

The aim of the study was to find some relations between story structure comprehension and such cognitive skills as: crystallized intelligence (Cattell,1971), predictive reasoning , and reasoning by analogy of 3rd grade children. Sixty 3rd grade school-children were tested. A short story was read by the children and then followed by 15 questions concerning the content and the structure of the story.

The result of the study showed the main effect of the reasoning by analogy skills on the story structure comprehension, and then the crystallized intelligence (Cattell, 1971) and the predictive reasoning skills. Interactive influence of the last two variables on story structure comprehension could be also observed.

Poster Session, Thursday 20.00

Processing of words, concepts and metaphors, nr. 28

A Formal Model to Derive Discourse Structure Using Structural Indication and Relevance

Igor de Kort

University of Amsterdam/IFOTT

In this paper I explain a functional discourse model that dynamically generates a hierarchical structure of the discourse. This structure reflects the formal and semantic dependencies of the different units of the discourse. The model makes use of two principles introduced by Van Donzel & De Kort (1996): the Principle of Structural Indication and the Principle of Relevance. The Principle of Structural Indication exploits formal cues such as word order, form of referential expression, cue words and other specific formal language marking devices to indicate the specific place of an utterance in the discourse. The Principle of Relevance exploits semantic relations between associated sets of items in a discourse independent knowledge base. New utterances are attached to the discourse structure at the most relevant place.

The advantage of this approach is that formal as well as semantic dependency are exploited in order to derive the discourse structure and that it formalizes the way in which world knowledge can be exploited to work out relevance. This creates the opportunity to make a computational implementation of the model, in which the use of world knowledge is operationalized.

Poster Session, Thursday 20.00

Discourse analysis, nr. 15

An Integrative Model of Discourse Analysis

Elisabeth Le

Universite de Montreal

The construction of an integrative model of discourse analysis allows for the study of textuality at different hierarchical levels. The search for the types of relation between units of analysis uncovers the cohesive links used while reading in building coherence between sentences or macrostructures and shows the tree-like discursive structure of

texts. A statistical link was revealed at the sentential level between analyses of distribution of information and of coherence and functional organization.

Poster Session, Thursday 20.00

Learning from text: strategies, nr. 13

On Reading Contradictory Statements: Meta-comprehension Judgments and Reading Times

N. Lefevre & G. Lories
Universite Catholique de Louvain
Belgium

When a text contains contradictory statements, the subjects may resolve the contradiction in various ways (Otero & Kintsch 1992). The present experiment uses a self paced presentation paradigm to show that the subjects faced with a contradiction show an increase in reading times compared to a control group even when they report no contradiction. The increase is associated with a successful resolution of the contradiction while meta-comprehension ratings are unaffected provided the contradiction is successfully resolved.

Friday, 10.40-11.05, room 0.06

Inference processes

Influence of Previous Knowledge on Predictive Inferences Drawing

Jose A. Leon, Angel Martin & Olga Perez
Facultad de Psicologia
Universidad Autonoma de Madrid

The main objective in this paper was to analyse the influence of domain-related knowledge on predictive inferences generation during text comprehension. Lexical decision and reading times techniques were used to investigate the time-course of predictive inferences in experts/novices in clinical psychological diagnosis. In experiment 1, readers answered in a lexical decision task, which appeared in 500 ms SOA. We found significant differences in reaction times, being the experts faster. In experiment 2, reading times were measured. Only in the case of experts we detected

significant differences in reading times between pre and postcritical sentences. These results suggest that the predictive inferences could occur during reading in the expert case.

Poster Session, Thursday 20.00

Inferences, nr. 3

Do Readers Use Global Personality Information for Making Inferences about Fictional Characters' Emotions?

Tracy Linderholm
University of Minnesota

Tammy Bourg
California State University
Sacramento

Knowing what kinds of information readers use to make elaborative inferences, such as emotional inferences, might help to further understand how situation models are constructed. This study investigated to what extent readers use narrative story characters' personalities (via information about goals) to assess emotions. Participants read short passages that described a character having an external or internal locus of control prior to reading a short narrative. The results suggest that readers use local text, rather than knowledge about personality traits, to assess characters' emotions, particularly when the emotional situation is unambiguous.

Poster Session, Thursday 20.00

Learning from text: strategies, nr. 11

A Longitudinal Study of Student Learning: First Year Findings

Jan Lister and Rosemary J. Stevenson
Department of Psychology
University of Durham

This study reports the first-year findings of a longitudinal study of student learning. Samples of good and poor learners completed a reading strategy questionnaire, and took part in a reading study in which they reported their thoughts aloud while reading

familiar and unfamiliar psychology texts, after which they summarised the texts. We found that good learners reported using more reproduction, construction, and evaluation strategies compared to poor learners. Analysis of the verbal protocols found that good learners, compared to poor learners, used a greater range of strategies, monitored comprehension of unfamiliar texts more frequently, and made more global, local and topic ideas when writing summaries.

We suggest it is the metacognitive skills of flexibility and monitoring that distinguish good from poor learners; and that good learners form locally and globally well-structured representations while reading.

Poster Session, Thursday 20.00

Discourse analysis, nr. 18

Keeping an Eye on the Text. Some Aspects on Eye Movements and Discourse Processes

Max Louwarse
Department of Linguistics
University of Edinburgh

Differences in processing syntactical and lexical information and evidence that the former is important for comprehension of the text, are related to a theory of discourse processing. An eyemovement experiment shows that word classes important for the construction of propositions of the text tend to be fixated longer by readers than words not included in propositions. Different independent variables on fixation time are related to the different stages of a human information processing model.

Poster Session, Thursday 20.00

Learning from text: strategies, nr. 14

Improving Conscious Monitoring of Text Integration Processes in University Students' Reading Comprehension

Lucia Lumbelli & Gisella Paoletti
Department of Psychology
University of Trieste

Conscious control of inferences in text processing was pursued by designing two experimental treatments consisting of (1) transforming the task of filling in text "natural" gaps into a problem solving situation, (2) applying Schriver's reader model method with expert readers' comprehension processes presented as Think-Aloud protocols.

Two groups of University students individually participated to five sessions of about one hour. Their scores on a reading comprehension standardized test increased significantly more than control group's ones.

Friday, 11.30-11.55, room 0.06

Inference processes

Strategic Inference Processes During Narrative Understanding

Joseph Magliano

Department of Psychology

Northern Illinois University

The extent to which on-line inference generation can be mediated by strategic processing was investigated. Participants read short narratives and thought aloud with the strategy to either understand, explain, predict, or associate. Explanations predominated when reading to understand. When reading with a strategy, the inference that corresponds to that strategy predominates. The think-aloud protocols were used to predict reading times for a second group of participants. The reading times suggest that readers generated text-based explanations regardless of strategy.

Friday, 13.40-14.05, room 0.06

Situation models

The Construction Of Mental Representation of a Text by Situation-close and Situation-distant Readers: Report on a Crosscultural Research

Anca Manoliu-Dabija, PhD

Dutch Institute of Psychologists

This study focuses on the process of making sense of a text, presented as a cloze task, dependent on the type of prior knowledge available and activated by the reader:

general world knowledge vs. specific situational model. A text, describing a typical Dutch situation, in two versions: one with explicit Dutch coordinates and one with fictitious coordinates was completed by 28 Dutch and 28 Romanian students. The results support the idea of two dominant processing strategies: situation-driven vs. text-driven for situation-close respectively situation-distant subjects.

Poster Session, Thursday 20.00

Processing of words, concepts and metaphors, nr. 27

Lexical Preferences in the Assessment of Written Texts

Bruce Maylath
English Department
The University of Memphis

Two studies examined the role word etymology plays in writing assessment. Texts were varied to create highly Greco-Latinate, highly Anglo-Saxon, and blended versions, which were ranked by 90 instructors. All instructors favoring AS texts were veterans, averaging 23.4 yearsU experience. All instructors favoring GL texts were novices, averaging just 9 months' experience. Interviews revealed that word choice rests on five principles: 1) precision, 2) economy, 3) familiarity, 4) poetics, 5) prestige (most favored by novices).

Poster Session, Thursday 20.00

Text production, nr. 22

EX-PLAIN. Computer Assisted Planning of Explanatory Texts

Patrick Meuris
Departement Linguistiek
K.U. Leuven

EX-PLAIN is an experimental system (not yet implemented) for computer assisted planning and realisation of ordinary explanatory texts, i.e. multiple written utterances that answer a why- or how-question and are aimed at a non-expert reader. The system is a practical application of my recently finished Ph.D, in which I describe the global structure of ordinary explanatory texts, by means of an analysis of a collection of

some 700 authentic sample texts, both in Dutch and English. Although the system can plan explanatory texts only, the approach can easily be transplanted to the problem of planning other types of expository texts.

In the talk we demonstrate the architecture of the system and the possibilities of the planning procedure by planning a typical explanatory text.

Poster Session, Thursday 20.00

Inferences, nr. 2

Anaphoric Inference or Anaphoric Resolution? On-line Study of the Antecedent Availability during Reading

Stephanie Montoya & Guy Denhiere
Equipe Textima, E.P.12 au C.N.R.S
Universite Paul Valery

The purpose of this research was to contrast hypotheses derived from two approaches of pronominal anaphor processing: anaphoric resolution opposed to anaphoric inference. Anaphoric inference conception is related to minimalist theoretical framework. Under this view, the ease with which a pronoun is understood is a function of referent availability in memory. This conception distinguishes from the traditional linguistic approach which emphasizes on syntactic constraints and on textual distance on pronoun interpretation.

Thursday, 14.20-14.45, room 0.06

Learning from text

Reading-to-assess Styles in Political Contexts

Rob Neutelings
Applied Linguistics Unit
School of Technology, Policy and Management
Delft University of Technology

This study investigated the reading of policy documents by 35 Dutch representatives and councilmen. The most important aim of this study was to describe the reading-to-assess processes of politicians. Three aspects of their reading processes were

analyzed: their reading goals, their information selection and their information processing. For every aspect were styles defined, which indicate the type of reading behavior which is performed. These styles are very independent of each other. For example: selections styles did not give any clues for information styles.

Friday, 11.05-11.30, room 0.06

Inference processes

Inference Processes and Integration Processes in Understanding Causal Conjunctions

Leo Noordman

Department of Linguistics; Discourse Studies Group
Tilburg University

Wietske Vonk

Max Planck Institut for Psycholinguistics and Nijmegen University

Rein Cozijn

Department of Linguistics; Discourse Studies Group
Tilburg University

Experiments will be reported that deal with the occurrence of integration processes and inference processes in understanding causal sentences. The claim is that these processes correspond to different kinds of representation that are constructed during reading and that they occur at different moments in time. The first experiments that are reported deal with the issue of the control of inferences. It will be demonstrated that the inferences depend on the reader's knowledge. The second part deals with the relation between integration processes and inference processes in real time. Eye movement registration experiments show that these processes occur at different moments in time.

Thursday, 11.20-11.45, room 0.06

Inferences and coherence

Causal Strength Criteria and Network Mental Representation of Narrative Texts: The Influence of the Text Surface Structure in the Detection of Causal Relations

Marie-Pilar Quintana & Isabelle Tapiero
Universite Lyon 2 - Institut de Psychologie
Laboratoire de Psychologie Cognitive (e.A. 1997).

This study investigates the connection strength of different types of causal relations in a network mental representation of narratives. We evidenced, using a rating task on pairs extracted from narratives, that the connection strength doesn't only depend on the causal criteria of necessity and sufficiency of a cause for its consequence, but also on the distance of the relation in the text surface structure. Moreover, sufficiency appeared as being a better causal criterion than necessity.

Friday, 14.55-15.20, room 0.04

Social context

The power of the media: An experimental research into the influence of negative publicity

Jan Renkema & Hans Hoeken
Discourse Studies Group
Tilburg University

In an experimental study, three questions were answered: 1. What are the effects of negative publicity on corporate image? 2. Does the manner of news reporting have an effect? 3. How long do any such effects last?
Results show that corporate image is damaged by negative publicity. In addition, readers turn out to be sensitive to the tone of certainty with which accusations are expressed. More than two weeks after the reading of the accusation, the damage is still present.

Friday, 14.30-14.55, room 0.06

Situation models

Turtles, Logs, and Fish Revisited: The Construction of Spatial and Temporal Situation Models

Mike Rinck & Guido Becker
Technical University of Dresden, FR Germany

In a replication and extension of the study by Bransford, Barclay, and Franks (1972), we found that readers form spatial as well as temporal situation models of single sentences. Subjects first studied sentences describing the spatial arrangement of three objects or the temporal arrangement of three events. In a later recognition task, it was more difficult to discriminate between learned sentences and slightly changed sentences if they described the same arrangement.

Thursday, 13.55-14.20, room 0.06
Learning from text

In Search for Comprehension: Effects of Information Search on the Comprehension of Instructional Text

Jean-Francois Rouet & Alain Bert Erbou
University of Poitiers
France

Eduardo Vidal-Abarca
University of Valencia
Spain

Two experiments investigated the effects of different search tasks on university students' comprehension of a 2000 word text on atomic models. The text was presented electronically so as to record subjects' search patterns. Experiment 1 showed that higher-level search tasks (HLT) focused students' attention on critical paragraphs. HLT also resulted in more complete summaries. Experiment 2 investigated the effects of a structured table of contents on students' search strategies. The table of contents allowed shorter and more straightforward search patterns. Again higher level questions resulted in better memory for text. The results suggest that situation models vary as a function of task design and text presentation formats.

Thursday, 14.20-14.45, room 0.04
Linguistic surface characteristics

Linguistic Markers of Text Structure: their Effect on Text Processing

Ted J.M. Sanders
Utrecht Institute of Linguistics OTS
Utrecht University

When people read a text they try to make a coherent representation of the information presented in it. It seems logical to expect that certain markers of text structure will guide readers in building such a representation. Still, the empirical research on the influence of markers such as signalling phrases (The problem is, This is caused by) and connectives (because, however) is inconclusive, both in terms of on and off-line data. I will show why this is the case and argue that crucial evidence exists which points at an important role of markers during text processing.

Friday, 9.00-9.40, room 0.06
Invited speaker

An Interpretation-Driven View of Text Comprehension

Anthony J. Sanford
Department of Psychology
University of Glasgow

The Interpretation-driven view is a processing account in which it is assumed that situationally-centered knowledge representations are retrieved by discourse as a preliminary to much later processing. I shall argue that situation-specific knowledge utilisation is not preceded by deriving propositions or higher-order semantic representations, nor is it necessarily preceded by deriving a structure which connects propositions. The account naturally integrates several phenomena including semantic underspecification, failure to fully process semantic and syntactic information, and the establishment of local coherence. I shall discuss its relation to minimalism and to mental models.

Friday, 14.05-14.30, room 0.04

Language production

The Time-dependent Nature of Conceptual and Linguistic Planning in Discourse Production

Joost Schilperoord

Utrecht Institute of Linguistics OTS

Utrecht University

This presentation will focus on the time-dependent nature of conceptual and linguistic planning in the production of coherent, simple written discourse. The main question is how these processes are influenced by the variable "time during writing". This question will be examined by analyzing pause patterns in discourse production, and model these patterns as functions of writing time. The results indicate (1) that especially conceptual planning is highly responsive to the time course of discourse production, but not linguistic planning processes, and (2) that the grammatical clauses as produced by writers, seem to represent an intermediate level, where the two kinds of cognitive processes interact with each other.

Friday, 11.55-12.20, room 0.06

Inference processes

Aspect and Causal Inferences: Towards the Linguistic Component in a Process Model of Inference Generation in Text Comprehension

Andreas Schramm

Linguistics, University of Minnesota

Amy Briggs

Psychology, University of Minnesota

Yuh-tsuen Tzeng

Educational Psychology, University of Minnesota

Charles R. Fletcher

Psychology, University of Minnesota

The study of inferential processes into text comprehension suggests that both local and distant causal antecedents are available for consequent events but that this availability is dynamic over time and depends on the experimental task given. In 3 experiments the role of grammatical aspect is demonstrated: a distant antecedent was more accessible in the imperfective than the perfective aspect. Accessibility of the grammatical information was dependent on how soon activation was measured and with what criterial task.

Thursday, 9.30-10.10, room 0.06

Invited speaker

The Impact of Text Design in Shaping Online Literate Practices

Karen A. Schriver

KSA, Document Design and Research

Pittsburgh, Pennsylvania

Research in document design has shown that literate practices can be influenced by text design, that is, what people 'do with texts' may depend crucially on the writing and on the visual display of the prose and graphics. Up to this point, however, most of the attention has focused on ways in which text design may influence readers' engagements with texts in hardcopy formats. This talk will examine some ways that people's literate practices may be shaped by the design of prose and graphics when they are reading online, pointing to some of the unique challenges posed by online document design. In particular, the talk integrates several studies of people reading, interpreting, and talking online (e.g., in their use of instructional documentation, online help, e-mail list serves, and World Wide Web sites). It will focus on how the design of the text and graphics invites people to construct representations not only of the message but of the messenger. It will point to the clues that people may rely on during their interpretation of online text and graphics, with analyses guided by cognitive and gestalt psychology. It will also characterize the text features that may lead people to infer persona or voice in text, making use of theories of rhetoric and writing. Together, the studies suggest that building a model of online literate practices must account for people's cognitive and affective engagements with the text. Moreover, the studies remind us that any theory of online information design must account for the ways in which the visual display of the text provides critical clues about salience, priority, and tone. The studies also have practical relevance for document designers who write and visualize online for particular audiences.

Poster Session, Thursday 20.00

Learning from text: processes and abilities, nr. 7

The Role of Interest and Text Structure in the Processing of Instructional Texts

Wilbert Spooren
Discourse Studies Group
Tilburg University

Reading research has shown robust effects for the influence of text structure. Hidi and Baird (1986) suggest that such effects of structure are artefacts, because of the dullness of texts used in such experiments. In this contribution three related experiments using Dutch instructional texts are reported. The outcomes show no support for the hypothesis of Hidi and Baird: students learn better from texts that are well structured, regardless of the interest level of the text or of its topic.

Poster Session, Thursday 20.00

Processing of words, concepts and metaphors, nr. 26

The Propositional Structure of Metaphor

Gerard J. Steen
Department of Discourse Studies
Faculty of Arts
Tilburg University

The paper aims to show that a propositional analysis of metaphor can produce a sophisticated structural taxonomy of metaphor. Various conceptual metaphor properties can be grouped together under the factors of metaphor class, form, function, level, extension, and complexity. Clustering of these properties can lead to the differentiation between a number of distinct metaphor types. The approach generates a system of classification for corpus research and formulates questions and predictions for processing research.

Thursday, 13.30-13.55, room 0.06

Learning from text

The Effects of Goals on Learning from Texts

Rosemary J. Stevenson, Elisabeth L. Bradley & Victoria L. Parnell

Human Communication Research Centre

Department of Psychology

University of Durham

Two reading goals that produce effective learning are compared with four goals that produce effective comprehension and memory, two that induce deep comprehension and two that induce shallow comprehension. We predicted that learning would be best with learning goals, next best with deep comprehension goals and poorest with shallow comprehension goals. The results supported our prediction both immediately after reading and after a week's delay. The results are related to models of learning and memory.

Poster Session, Thursday 20.00

Learning from text: processes and abilities, nr. 8

Distinctions Between Ability Models and Process Models: A New Look at Individual Differences in Text Learning

Mark Stimson & Bruce K. Britton

The University of Georgia

At the last meeting of the ST&D we (Britton & Stimson, 1996) presented and tested a process model (consisting of the variables metacognition, inference-making, working-memory and domain-knowledge) of learning from text. This presentation discusses problems and misconceptions with using non-experimental data to test a process model. A text learning model based on "abilities" was developed and compared to a model based on "processes." It was found, using LISREL, that the "ability" model fit the empirical data better than the "process model."

Poster Session, Thursday 20.00

Affect, attitudes and quality of argumentation, nr. 25

Towards the Dynamic Representation of Television Programme Content

Ed S. Tan
Vrije Universiteit Amsterdam

Marten J. den Uyl
Sentient Machine Research Amsterdam

The poster aims at opening a discussion about the feasibility of representing dynamic video content, for the sake of automated recognition and indexing of television programmes. Current manual indexing systems are semantically rich, but cover static aspects of content. Existing systems for automatic recognition of programme genre capture semantically poor surface characteristics of video sequences. We advance the hypothesis that adding information from television viewers' affective response yields a rich and dynamic representation.

Poster Session, Thursday 20.00
Learning from text: processes and abilities, nr. 10

Learning the Structure and the Functioning of a Specific Domain :The Role of Knowledge and of Textual Organization

Isabelle Tapiero & Gaelle Molinari
University Lyon 2 - Institut de Psychologie
Laboratoire de Psychologie Cognitive (e.A. 1997)

The goal of this study was to investigate with knowledgeable subjects the learning from two biology texts with the same content (i.e., the synapse) but differing by their structure (causal versus non causal). This study is composed by three phases, the evaluation of subjects' background knowledge, the text reading plus the inference task and the evaluation of subjects' knowledge. Our results showed the importance of the way information are structured to learn a domain.

Poster Session, Thursday 20.00
Processing of words, concepts and metaphors, nr. 29

Contextual Effects in Ambiguous Utterances

Laszlo Tarnay
Tamas Polya
Janus Pannonius University
Pecs, Hungary

Ambiguous utterances are commonly regarded as disambiguated by context. What is context? What is its exact role in processing utterances? We answer these questions by applying concepts such as basic and implicated meaning, inference, lexical entry, encyclopaedic knowledge, etc. We assume context cannot be defined but represented by the effects it exerts on processing. We examined spatial prefixes in Hungarian and found the proper modelling of disambiguation requires connectionist network learning rather than innate processes.

Thursday, 11.45-12.10, room 0.06
Inferences and coherence

Mental Perspective-taking in Reading Comprehension

Manuel de Vega, Inmaculada Leon, & Jose M. Diaz
Facultad de Psicologia
Universidad de La Laguna

Several experiments explored how readers take the protagonist's mental perspective when the narrative provides conflicting information to the reader (privileged knowledge) and the protagonist. The experiments using self-paced reading or lexical decision task inserted during reading, demonstrated that readers with privileged information build emotion inferences corresponding to the protagonist's (wrong) beliefs. Mental perspective effects were obtained both when the protagonist's ignorance was explicitly mentioned by means of negative markers (e.g., Peter didn't know that...) or implicitly mentioned by an affirmative locution (e.g., Meanwhile, it was the case...). The results are discussed in terms of the mental perspective and the egocentric perspective hypothesis, and new avenues of research are proposed.

Thursday, 10.30-10.55, room 0.06
Inferences and coherence

The Improvement of Two Sources of Coherence: Effects on Memory and Learning

Eduardo Vidal-Abarca, Gabriel Martinez, Ramiro Gilabert
University of Valencia
Department of Educational Psychology

Our goal was to test if the improvement of either the text-based or the reader-based sources of coherence (Lorch & O'Brien, 1995) has specific effects on either the textbase or the situation model formation, respectively. Alternative versions of a passage were elaborated either by increasing the argument overlap among propositions or by inserting new information to improve the causal connection among events. Students read one of the versions and were tested on recall and inferences. Results support our main hypothesis.

Thursday, 13.55-14.20, room 0.04
Linguistic surface characteristics

Understanding Demonstrative Noun Phrases and Class-Membership Inferences

Wietske Vonk Max Planck Institute for Psycholinguistics and Nijmegen University

Lettica Hustinx
University of Nijmegen

Referential expressions have the function to identify the intended referent, but they may serve other functions as well, that have to do with discourse structuring. Demonstrative noun phrases have, beyond their identificatory function, a function in the relational coherence of the text. This paper deals with these different functions of demonstrative noun phrases. It will be shown that when the demonstrative NP is a superordinate of the referent, the discourse referent is classified within its natural class, and other members of the class than only the intended referent are activated as well. This will be demonstrated in several off-line and on-line experiments in which demonstrative noun phrases are compared to definite noun phrases.

Friday, 15.50-16.30, room 0.06
Invited speaker

Cognitive dynamics of task-embedded reading

Patricia Wright
MRC Applied Psychology Unit
Cambridge, UK

Task-embedded reading occurs in daily life when we follow written instructions, check warnings on packaging or seek advice from leaflets and handbooks. It differs from other kinds of discourse processing in being comprised of three dynamically integrated phases, two of which (finding information and acting on the knowledge gained) have no counterpart in reading done for leisure and pleasure. Even the comprehension phase includes additional concurrent processes not found in other discourse contexts. Readers not only grasp the meaning of the content, they also modulate their interpretation by inferences about the communicative intent of the author. Their response to the information content is influenced by the emotional tone of the message (friendly / imperious). Both the inferred intent of the message and its perceived tone can influence reading strategies and subsequent actions - e.g. whether people comply with healthcare advice. The relative dominance of these three phases of task-embedded reading varies across tasks, but there remains much we need to know about how the dynamic interaction across these phases influences the selection of particular reading strategies. Fortunately electronic documents afford a valuable research tool for this purpose.

Friday, 14.55-15.20, room 0.06

Situation models

The Temporal Component of Situation Models

Rolf A. Zwaan
Department of Psychology
Florida State University

G. A. Radvansky
Department of Psychology
University of Notre Dame

This paper will discuss the role of temporal markers such as tense, aspect, and time adverbials in the construction of situation models during language comprehension. The results of two sets of experiments--using a text comprehension and a memory retrieval paradigm, respectively--show very convincingly that temporal markers affect

the way in which situation models are constructed. These findings will be discussed in the context of the authors' current version of the Event-Indexing model.
