Society for Text and Discourse
21st Annual Meeting
July 11-13, 2011 / Poitiers, France
Université de Poitiers, Hôtel Aubaret, rue Sainte-Opportune - place Notre Dame

Monday, July 11
8:00-9:00am Registration

Workshop

9:00-10:00am

A) David Chesnet, Denis Alamargot, Kathleen O'Brien Ramirez, U. of Poitiers, France. **Analysis of Eye Movements and Writing: The Eye and Pen project** *[amphi 1]*

B) Eduardo Vidal Abarca, Raquel Cerdan, U. of Valencia, Spain. **Read & Answer: a tool to investigate task-oriented reading behavior** *[salle Informatique]*

C) Giovanni Parodi, Pontificia Universidad Católica de Valparaíso, Chile. **Working with Spanish Corpora on-line: El Grial** *[amphi 2]*

10:15-11:15am

A) David Chesnet, Denis Alamargot, Kathleen O'Brien Ramirez, U. of Poitiers, France. **Analysis of Eye Movements and Writing: The Eye and Pen project** *[amphi 1]*

B) Eduardo Vidal Abarca, Raquel Cerdan, U. of Valencia, Spain. **Read & Answer: a tool to investigate task-oriented reading behavior** *[salle Informatique]*

C) Giovanni Parodi, Pontificia Universidad Católica de Valparaíso, Chile. **Working with Spanish Corpora on-line: El Grial** *[amphi 2]*

11:30am-12:30pm

A) David Chesnet, Denis Alamargot, Kathleen O'Brien Ramirez, U. of Poitiers, France. **Analysis of Eye Movements and Writing: The Eye and Pen project** *[amphi 1]*

B) Eduardo Vidal Abarca, Raquel Cerdan, U. of Valencia, Spain. **Read & Answer: a tool to investigate task-oriented reading behavior** *[salle Informatique]*

C) Giovanni Parodi, Pontificia Universidad Católica de Valparaíso, Chile. **Working with Spanish Corpora on-line: El Grial** *[amphi 2]*

12:00-1:30pm - Registration

12:30-1:30pm - Lunch

1:30-3:00pm   Session Chair: Jean-François Rouet
Opening ceremony   *[Grand Amphi]*
2010 Distinguished Scientific Contribution Award Addresses
Anthony Sanford, University of Glasgow **– "**Rhetorical Focussing Theory and depth of processing"
Simon Garrod, University of Glasgow – "Integrating production with comprehension in dialogue**"**

3:00-4:30pm - Paper Session: "Dialog 1"

Session Chair: Arthur Graesser
[amphi 1]

When Increased Audience Feedback Leads to Increased Overall Learning
Nathaniel B. Clark & Jean E. Fox Tree

Do lexical overlaps hamper conceptual understanding? A study of online discourses for learning
Elisabeth Paus & Regina Jucks

Structural Accommodation in Persuasive Instant Messaging Conversations
Monica A. Riordan & Kris M. Markman

Depressed respondents disclose sensitive information to a computer more than to clinical interviewers
Rebecca L. Rosen, Michael F. Schober & Frederick G. Conrad

Measures and correlates of communicative success in medical interaction: A focus on shared understanding
Rose McCabe, Mary Lavelle, David Dodwell, Patrick Healey, Richard Laugharne, Stefan Priebe & A. Snell

3:00-4:30pm – Paper Session: "Text Comprehension"

Session Chair: Jennifer Wiley
[amphi 2]

Updating During Reading: Why Causality Matters
Panayiota Kendeou, Emily Smith & Edward J. O'Brien

Effects of Text-Belief Consistency and Presentation Mode on the Comprehension of Controversial Science Texts
Johanna Maier & Tobias Richter

On-line processing of and memory for attitude-consistent and attitude-inconsistent text information
Johanna Kaakinen, Taina Yli-Hynnilä & Jukka Hyönä

Text easiness affects laypeople's reliance on their own epistemic capabilities when having to decide about scientific claims
Lisa Scharrer , Rainer Bromme, M. Anne Britt & Marc Stadtler

Irresistibly Alluring: The Influence of Prereading Instructions on Attention and Memory for Scientific Seductive Text
Michael C. Mensink & David N. Rapp

4:30-6:30pm - Coffee break
POSTER SESSION 1

7:15pm – Reception – City Hall

Tuesday, July 12

9:00-10:30am – Paper Session: "Inferences"
Session Chair: Manuel de Vega
[amphi 1]

Regulatory Focus Affects the Accessibility of Goals during Reading
Scott R. Hinze, David B. Miele & David N. Rapp

The timing of the refutation text effect: Inferences during and after reading refutation and expository texts.
Irene-Anna N. Diakidoy, Thalia Mouskounti, Argyro Fella & Christos Ioannides

Age, Skill, and Working Memory Effects on Inference Generation
Catherine M. Bohn-Gettler, David N. Rapp, Mary Jane White, Panayiota Kendeou & Paul van den Broek

Gender Representation in Bilinguals: Processing Language and Its Influence Over Information Processing
Sayaka Sato & Pascal M. Gygax

Understanding speaker meaning: Neural correlates of pragmatic inferencing in discourse comprehension
Jana Bašnáková, Kirsten Weber, Karl-Magnus Petersson, Peter Hagoort & Jos van Berkum

9:00-10:30am – Symposium
[amphi 2]

"Web Navigation and Web Search"

Organizer: Herre van Oostendorp

Discussant: Lalo Salmeron

Cognitive Ability Effects on Effort in Web Search and Navigation
Jacek Gwizdka

The role of content in web navigation behaviour
Herre van Oostendorp, Saraschandra Karanam & Bipin Indurkhya

The role of internet-specific epistemic beliefs in non-academic adults' web search for medical information
Yvonne Kammerer, Dorena Amann, & Peter Gerjets

How young pupils read search engines results pages?
Jérôme Dinet, Muneo Kitajima, Christian Bastien & Gautier Drusch

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10:30-11:00am – Coffee Break

11:00am-12:30pm – Paper Session: "Dialog 2"
Session Chair: Michaël Schober
[amphi 1]

What Drives Alignment Across Domains? Motor and Social Influences on the Language of Perspective-Taking
Katharina Lysander & William S. Horton

Multimodal collaboration processes in referential communication: an experimental investigation with children and adults
Sergio Di Sano & Claudia Costella

Tracing the Onset of Structural, Production-Priming in Children's Discourse
Roberta (Bobbi) Corrigan

Making a Contribution: Processing clarification requests in dialogue
Patrick G. T. Healey, Arash Eshghi, Christine Howes & Matthew Purver

Conventionalized "noise": The development of sequential constraints in dialogue
Gregory Mills

11:00am-12:30pm – Symposium
[amphi 2]

"Comprehending complex, conflicting information from multiple documents"
Organizer: M. Anne Britt
Discussant: M. Anne Britt

Working with multiple conflicting documents: Relations between epistemic cognition while reading and argumentation and sourcing in essays
Ivar Bråten, Leila E. Ferguson, Helge I. Strømsø & Øistein Anmarkrud

The role of perspective and trustworthiness on students' use of documents to solve an open-ended task
Raquel Cerdán, Maria Carmen Marín & Eduardo Vidal-Abarca

Comprehending Conflicts between Sources: The Beneficial Effect of Coherence-Oriented Reading Goals and Text Signals
Marc Stadtler, Lisa Scharrer & Rainer Bromme

Learning from Multiple Documents in History
Jennifer Wiley, Brent Steffens & M. Anne Britt

12:30-2:00pm – Lunch

2:00-3:00pm - Invited Conference
Session Chair: Ted Sanders
[Grand Amphi]

Ira Noveck, L2C2, Laboratoire sur le Langage, le Cerveau et la Cognition - CNRS-Lyon
From sentence meaning to speaker meaning: An experimental pragmatic approach

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3:00-4:30pm – Paper Session: "Assessment of Comprehension"
Session Chair: Paul van den Broek
[amphi 1]

What multiple choice tests of reading ability don't tell you: Evidence of reflection and knowledge integration in high quality constructed responses
Tenaha O'Reilly, John Sabatini, Kelly Bruce & Jana Sukkarieh

Differential Effects of Retrieval Practice on the Retention of Coherent and Incoherent Texts
Mario de Jonge, Huib Tabbers & Remy Rikers

Absolute accuracy of JOLs does not reflect metacognitive monitoring processes.
Thomas D. Griffin

Measuring Discourse Representations to Identify Types of Comprehenders
Sarah Carlson, Ben Seipel & Kristen McMaster

Cognitive processes in answering contrastive survey questions
Naomi Kamoen, Bregje Holleman, Pim Mak, Ted Sanders & Huub van den Bergh

3:00-4:30pm – Symposium
[amphi 2]

"Anaphoric Processing"

Organizers: François Rigalleau & Anne Cook

Discussant : François Rigalleau

Explorations of Scenario Mapping as a basis for plural reference
Anthony J. Sanford & Linda M. Moxey

In search of the referent: tracking referents in discourse
Monique J.A. Lamers & Wilbert Spooren

That One and the (Wrong) One: Focus, prominence and anaphoric forms
Wind Cowles, Marion Fossard, & Alan Garnham

The brain basis of processing discourse reference
Amit Almor

4:30-6:30pm - Coffee break - POSTER SESSION 2

Gala dinner

Wednesday, July 13

9:00-10:30am – Paper Session: "Content Analysis"
Session Chair: Johanna Kaakinen
[amphi 1]

EMOSEM :how to identify emotions in texts using LSA
Guy Denhière, Nicolas Leveau, Sandra Jhean-Larose & Ba Linh Nguyen

The role of textual semantic constraints in knowledge-based inference generation, as evaluated by Latent Semantic Analysis
Menahem Yeari & Paul van den Broek

LSA predicts the effect of habitual reading on readers' word associations
Keisuke Inohara & Takashi Kusumi

The projection of quality and reputation in scholarly journal descriptions
Alastair J. Gill, Francisco Iacobelli & Nigel Gilbert

Automated discourse analysis of teams in live and virtual environments
Peter W. Foltz

9:00-10:30am – Symposium
[amphi 2]

"At the crossroad of research on writing and on reading/comprehension"

Organizer: Thierry Olive

Discussant: Thierry Olive

Micro- and macrostructural effects on the time course of spontaneous text production. Evidence from keystrokes and eye movement
Mark Torrance, Gunn Ofstad Oxborough, Per Henning Uppstad & Åsa Wengelin

Components of effective planning for writing
David Galbraith, Thierry Olive & Nathalie Le Bigot

Students' comprehension and cognitive effort when taking notes and composing from a source text: Effects of formatting
Thierry Olive & Annie Piolat

Understanding black humour and emotional writing
Marlène Aillaud & Annie Piolat

10:30-11:00am – Coffee Break

11:00am-12:30pm – Paper Session: "Emotion"
Session Chair: Nicolas Vibert
[amphi 1]

How do emotion components influence emotion inference?
Christelle Gillioz & Pascal M. Gygax

The memory for preventive health advertisements: Evidence for the positive effects of humor
Nathalie Blanc, Emmanuelle Brigaud & Cédric Daudon

Does the 2st- vs. 3rd-Person Perspective Difference Affect Emotion Inferences during Narrative Reading?
Yuki Fukuda, Kohei Tsunemi, Naochika Kajii, Akane Ide, Yasunori Morishima & Keisuke Inohara

The effect of narrative points of view on accessing and representing emotional information
Sarah-Lise Farhat & Isabelle Tapiero

Effect of positive and negative mood on the hemispheric involvement in semantic processing
Imke Franzmeier & Evelyn Ferstl

11:00am-12:30pm – Symposium
[amphi 2]

"Constructing Coherence in spoken, written and multimedia discourse: analysis, acquisition and processing"

Organizer: Ted Sanders

Discussant: Ted Sanders

Discourse markers in peripheral position in speech and writing
Liesbeth Degand

The use of linguistic coherence indicators across media and languages
Martin Groen

The acquisition of epistemic relations and connectives
Sandrine Zufferey

Expectation and Integration in the Processing of Causal Relations.
Pim Mak

12:00-1:00pm – Business meeting
1:00-2:00pm - Lunch

2:00-2:45pm - 2010 Young Investigator Award Address
Session Chair: Panayiota Kendeou
[Grand Amphi]

David Rapp, Northwestern University
Avoiding inaccurate information: Prior knowledge is not enough

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2:45-4:15pm – Paper Session: "Reading and Text Processing"
Session Chair: Robert Lorch
[amphi 1]

Regression Planning during Text Reading: Spatial Coding or Low Level Visual Information?
Antje Zindler, Ralf Rummer & Judith Schweppe

An Exemplar Memory Approach to Anaphor Resolution
Sashank Varma

The Influence of Implicit Causality, End-State Focus and Implicit Consequentiality on the Processing of Pronouns in Causal Relations
Linda de Leeuw, Pim Mak & Ted Sanders

The place where you are is your deictic centre even when you read
Manuel de Vega, Dolores Castillo & Ana Covelo

Prominence on different levels: Reference-tracking and effects of (mis)matches
Elsi Kaiser, David Cheng-Huan Li & Edward Holsinger

2:45-4:15pm – Paper Session: "Context and Task Effects"
Session Chair: Marc Stadtler
[amphi 2]

Item Response Theory Meets Cognitive Psychology: Predicting Difficulties of Text-Picture Integration by Cognitive Task Analysis
Wolfgang Schnotz, Ulrike Hochpöchler, Mark Ullrich, Holger Horz, Nele McElvany, Sascha Schroeder & Jürgen Baumert

Using Explanation to improve Metacomprehension of Illustrated Science Texts
Allison J. Jaeger & Jennifer Wiley

Comprehension of Multiple Documents with Conflicting Information: Pictures as Credibility Cues
Katja Knuth-Herzig, Johanna Maier, Maj-Britt Isberner, Tobias Richter, Wolfgang Schnotz & Holger Horz

When Harder to Read Means Better to Understand! Cognitive Load Theory Meets Disfluency Research when Learning with Multimedia
Alexander Eitel, Tim Kühl, Katharina Scheiter & Peter Gerjets

Effects of Extratextual Information on the Evaluation of Novels
Peter Dixon, Marisa Bortolussi & Blaine Mullins

4:15-5:00pm – Closing Session
[Grand Amphi]

POSTER SESSION 1 – Monday, July 11 – 4:30-6:30pm

Non-verbal Cues to Recipient Roles in Dialogue [117]
Stuart A Battersby., Patrick G.T Healey., Mary Lavelle, Arash Eshghi & Rosemarie McCabe

Imitating and Demonstrating in Reporting Non-Speech Sounds [116]
Natalia Blackwell, Marcus Perlman & Jean E. Fox Tree

Inferences about Protagonists' Emotional States in Films: The case of deaf adolescents [124]
Nathalie Blanc & Pamela Grignon

Chinese automated text analysis system: based on the Chinese Latent Semantic Analysis [109]
Minglei Chen & Hwawei Ko

The effects of a questioning-while-reading intervention on the eye movements of struggling adolescent readers [138]
Virginia Clinton, Catherine Bohn-Gettler, Panayiota Kendeou, Paul van den Broek, Kristen McMaster & David N. Rapp

Topic Effects on Linguistic and Rubric-Based Writing Evaluation [112]
Nia Dowell, Sidney D'Mello, Caitlin Mills & Arthur Graesser

Comprehension of Text Fostered by Short Initial Presentation of Picture
Alexander Eitel, Katharina Scheiter & Anne Schüler [141]

New dictionary categories for the content analysis of privacy [108]
Alastair J. Gill, Asimina Vasalou, Chrysanthi Papoutsi & Adam Joinson

SMS messages: a new way to convey meaning in teenagers [113]
Antonine Goumi, Olga Volckaert-Legrier & Josie Bernicot

Attention Competition and Semantic Integration in Low- and High-Span Readers [127]
Connie Qun Guan

How to improve patient information leaflet comprehension? Effect of information order and direct overlaps [136]
Sabine Guéraud, Corinna Kohler & Edith Salès-Wuillemin

Connectives and coherence: a contrastive connective attracts attention on the consequence of an event [131]
Michèle Guerry & François Rigalleau

The masculine form and its competing interpretations in French: When linking grammatically masculine role names to female referents is difficult [132]
Pascal M. Gygax, Arik Lévy & Ute Gabriel

The Influence of Distracting Content on the Activation of Predictive Inferences [118]
Mary Harmon-Vukic

Is plausibility automatically assessed during language comprehension? Evidence from a Stroop-like paradigm [122]
Maj-Britt Isberner & Tobias Richter

Semantic Roles Underlie the Action-State Distinction Theory of Implicit Causality [129]
Ryuta Iseki & Takashi Kusumi

LSA and the Construction-Integration model in Call Routing: an automatic correction and routing mechanism [111]
Guillermo Jorge-Botana, Ricardo Olmos, Alejandro Barroso & José Antonio León

A comparison of three models in multiple texts comprehension [102]
Jong-Yun Kim

A Sixth Sense: Emotions and Expectations From Stories With a Twist [123]
Hidetsugu Komeda & David N.Rapp

Memory for word location in reading: Implication of temporal and visuospatial dimensions of the text [121]
Nathalie Le Bigot, Jean-Michel Passerault & Thierry Olive

Use of Sources and Learning from Multiple Documents: Does Individuals' Epistemic Competence Influence them? [101]
Margarita Limón & Sebastian Vidal

Effects on outlining of signaling topics in printed and spoken texts [135]
Robert F.Lorch, Hung-Tao Chen, Jonathan Chow, Nathan Carter & Robert Crispen

Linguistic Features in Medical Chart Notes: How Language Features Benefit our Health [107]
Max Louwerse, Lakshmi Baskar, Vivek Varma Datla, King-Ip Lin & Linda Morrison

When protagonist description resonates with the characteristics of the readers: a self-reference effect in older adults'narrative comprehension? [125]
Pascale Maury, Sarah Herbin & Sophie Martin

Task uncertainty predicts flexibility of communication routines in nursing shift handovers [110]
Eric Mayor & Adrian Bangerter

Effects of Multiple Sources and Pre-Reading Instruction on Literary Text Interpretation [103]
Kathryn S. McCarthy & Susan R.Goldman

Can Narratives Decrease Phobia? [126]
Keith Millis & Adrian Janit

The on-line processing of the coreference in written text production: effect of text length and referential chain structure [133]
Victor Millogo

Procedural text comprehension: Viewing task demonstration enhances Situation Model development [139]
Mohammad Iqmal Mohd Ali & Patrice Terrier

Learning from Text in Computer-Supported Collaborative Settings. Effect of Text Cohesion [137]
Gaëlle Molinari & Mireille Bétrancourt

Textual Configuration and Identity Construction on the Niger-Delta Conflict and (Re-) Conciliation in Nigeria [106]
Adedoyin Ogunfeyimi

Use and Interpretation of Nonverbal Cues in Computer Mediated Communication [114]
Monica A.Riordan & Roger J.Kreuz

Automatic Identification of Speakers' Intentions in A Multi-Party Dialogue System [115]
Vasile Rus, Cristian Moldovan, Amy Witherspoon & Arthur Graesser

Undergraduate students' navigation in a Wikipedia document [105]
Ladislao Salmerón, Raquel Cerdán, Pilar García-Carrión & Johannes Naumann

The role of implicit learning in incidental vocabulary acquisition while reading [119]
Ben Seipel & Paul van den Broek

Tracking Spatial Information [120]
Emily R. Smith & Edward J.O'Brien

The influence of prior knowledge on college students' strategic reading in long expository texts: Evidence from eye-movement data [128]
Yi-Fen Su, Ju-Ling Chen & You-Hsuan Chang

The resolution of ambiguous pronoun anaphors in Spanish: Evidence from eye-movement analyses [130]
Gema Tavares, Inmaculada Fajardo & Vicenta Ávila

Listening and reading comprehension of expository and argumentative texts [140]
S Troccaz & Pascale Maury

Taiwanese children's use of causality and anaphoric cue in reading Chinese texts [134]
Chiung-hsien Tsai & Yuhtsuen Tzeng

Relationship between Prior Knowledge and Self-regulation in Comprehension of Multiple Texts [104]
Norma Alicia Vega, Gerardo Bañales, Eva Liesa & Montserrat Castelló

POSTER SESSION 2 - Tuesday, July 12 – 4:30-6:30pm

Synesthetic Sound Iconicity – Detecting Emotional Tone at the Linguistic Surface [207]
Jan Auracher, Yuhui Zhai & Akiko Hirose

"Little Nicholas": A series of stories to explore how children detect humor and generate emotional inferences [217]
Nathalie Blanc & Sara Creissen

The development of visual search for lexical information in adolescence [235]
Jason L. G.Braasch, Christine Ros, Jean-François Rouet & Nicolas Vibert

Understanding Expository Hypertext: Effects of Previous Domain Knowledge, Hypertext Structure, Navigation Experience, and Working Memory Capacity [202]
Débora I. Burin, Gaston Saux, Ezequiel Kahan & Natalia Irrazabal

How the induced retrieval of action schemas durably affects the access to word meanings [233]
Nicolas Campion, François Rigalleau & Mélanie Descout

Examining Skilled and Less-Skilled Comprehenders' Inference Generation when Tested with an Online and Offline Reading Activity [216]
Sarah Carlson, Kristen McMaster & Paul van den Broek

Using textual aids to foster the comprehension of task demands in skilled and less-skilled comprehenders [222]
Raquel Cerdán, Ana Cristina Llorens, Vicenta Ávila, Ramiro Gilabert & Eduardo Vidal-Abarca

Does source-indexing guidance promote multiple-document comprehension? [229]
Géraldine Charles-Dominique, Jason Braasch, M. Ann Britt, Marc Stadtler & Jean-François Rouet

Uncovering online reading comprehension processes of two students reading individually and collaboratively on the Internet [201]
Julie Coiro, Jill Castek & Lizabeth Guzniczak

On the Existence of Verbal Necker Cubes [239]
Erica de Vries

A Linguistic Analysis of Fidel Castro's Speeches Before and After Crisis [211]
Nia Dowell, Ying Duan, Zhiqiang Cai, Xiangen Hu, Max Louwerse & Arthur Graesser

Paraphrase and the Comprehension of Difficult Text [230]
Andrew Elfenbein

Readers in the Malleable Middle of Prior Knowledge benefit Most from Full Texts over Summaries [221]
Carol M.Forsyth, Candice M.Burkett, Keith Millis, Diane Halpern, Arthur C.Graesser & Mae-Lynn Germany

How the Double-Edged Sword Does Its Harm: A Comparative Analysis of Analogical, Refutational, and Traditional Expository Instructional Strategies in Science Texts [226]
Sandra Fulton & Panayiota Kendeou

Perceptual Simulation is Late, Linguistic Processes are Early: A Unified Perspective on Embodied Cognition [232]
Sterling Hutchinson & Max Louwerse

Context focalization in vector words: what could LSA say about some empirical data? [208]
Guillermo Jorge-Botana, Ricardo Olmos, José Antonio León & Inmaculada Escudero

Effects of Generative Tasks on Japanese EFL Readers' Metacomprehension Accuracy [228]
Akari Kai

Production of referring expressions in French: Who is mentioned next and how? [234]
Elsi Kaiser & Boutaina Cherqaoui

Understanding Free Associative Knowledge Structure For Measuring What your Brand Means to You [210]
Hyun-Jeong Joyce Kim & Hyesun Claire Kim

The influence of graphical overview and hypertext structure on children's comprehension and reading time [203]
Sabine S. Klois, Eliane Segers & Ludo Verhoeven

Producing and reusing references during dialogue [213]
Dominique Knutsen & Ludovic Le Bigot

Item characteristics impact on response latencies in phonological comparison and lexical decision task items [237]
Yvonne Kutzner, Johannes Naumann, Maj-Britt Isberner & Tobias Richter

Does TOPIC really extract topics of a text? [205]
Nicolas Leveau, Guy Denhière, & Sandra Jhean-Larose

Overcoming the specific interpretation of the masculine form in French: The challenge of implicit learning and influence of social construct [236]
Arik Lévy, Pascal M. Gygax & Ute Gabriel

Episodic Structure and Situation Model Construction [219]
Mark Rose Lewis & Sashank Varma

"A Hula Hoop Almost Hit Me!": Running a Map Task in the Wild to Study Conversational Alignment [212]
Kris Liu, Natalia Blackwell, Jean E. Fox Tree & Marilyn Walker

Prior knowledge and interest play different roles depending on text availability [220]
Ana Cristina Llorens & Ladislao Salmerón

Does forcing readers to search a text benefit performance and monitoring accuracy? [227]
Amelia Mañá & Eduardo Vidal-Abarca

Lexical entrainment without conceptual pacts: Increased adaptability to new targets [214]
Eric Mayor, Adrian Bangerter & Charlotte Hart

Narratives as Means for Effective Informal Communication [204]
Eva Mayr

Serious Games for Serious Learning [231]
Keith Millis, Gary Timmins, Patricia Wallace & Arthur Graesser

Development of narrative abilities and written language acquisition: a comparison between illiterate adults and Young children matched for reading level [224]
Victor Millogo & Elsa Eme

Using Latent Semantic Analysis to grade brief summaries: a study exploring texts at different academic levels [206]
Ricardo Olmos, José Antonio León, Guillermo Jorge-Botana & Inmaculada Escudero

Lexical quality and reading comprehension in primary school children [238]
Tobias Richter, Maj-Britt Isberner, Yvonne Kutzner & Johannes Naumann

Assessing a cognitively-based, integrated model of reading, writing and thinking [225]
John Sabatini, Paul Deane & Tenaha O'Reilly

Selective use of more valid evidence-based arguments depends on the underlying basis of prior beliefs [223]
Carlos R. Salas & Thomas D. Griffin

What does a reading slowdown mean? Unpacking the inconsistency effect [215]
Jesse R.Sparks, Panayiota Kendeou, Ana Maria Senior & David N.Rapp

The construction of Chinese readability Index Explorer and the Analysis of Text Readability [209]
Yao-Ting Sung, Tao-Hsing Chang, Ju-Ling Chen, Jih-Ho Cha, Chen-Hsiang Huang, Meng-Ke Hu, Fu-Yuan Hsu

Autobiographical memories prompt feelings during story reading [218]
Kohei Tsunemi, Keisuke Inohara & Takashi Kusumi