Society for Text & Discourse
Old Montréal · July 2012

22nd Annual Meeting

Program and Abstracts

Bienvenue!

The organizing committee bids you welcome to the twenty-second annual meeting of the Society for Text & Discourse. We are delighted to be holding our meeting in the beautiful and lively city of Montréal, at Le Westin, in the heart of "Old Montréal." Many of us will feel a sense of continuity as our meeting moves from Poitiers, France, last year to Montréal this year, the third largest French-speaking city in the world. We are especially excited that this year's meeting will be held in conjunction with the meeting of the International Society for the Empirical Study of Literature and Media (IGEL), as well as the Society for the Scientific Study of Reading (SSSR). There will be several joint sessions that will create unique opportunities for interaction and the sharing of ideas. On Tuesday, there will be a joint symposium and poster session with IGEL; on Wednesday, there will be a joint keynote address and reception with SSSR; and on Thursday, there will be a joint symposium, keynote address, and poster session with SSSR.

We have several exceptional researchers who will give plenary addresses: Marcel Just (Carnegie Mellon University), who will also receive the 2012 Distinguished Scientific Contribution Award; Chantel Prat (University of Washington), who received the 2011 Tom Trabasso Young Investigator's Award; Charles Perfetti (University of Pittsburgh) who will address a joint session of ST&D and SSSR; and Usha Goswami (University of Cambridge) who will also give an invited keynote address.

In addition, ST&D's program will feature a rich and diverse set of topics, both in spoken and poster presentations. These topics reflect and span the many interests of our members. To mention just a few, there will be sessions on anaphora, multiple documents, emotion, lexical processing, child language, narratives, and comprehension. There will also be a pre-conference workshop on brain imaging that promises to be valuable and informative.

The organizing committee wishes to thank the National Science Foundation for its generous support of graduate student travel. We also want to thank the many reviewers who provided invaluable reviews of the more than 130 submissions; without these reviews, the program committee could not have done its job. We would also like to thank the organizing committees of the IGEL and SSSR meetings; their cooperation and goodwill provided the basis for this joint undertaking. (The chair of the organizing committee would also like to thank the other members of the committee for their hard work and good judgement that has been critical for the success of the conference!)
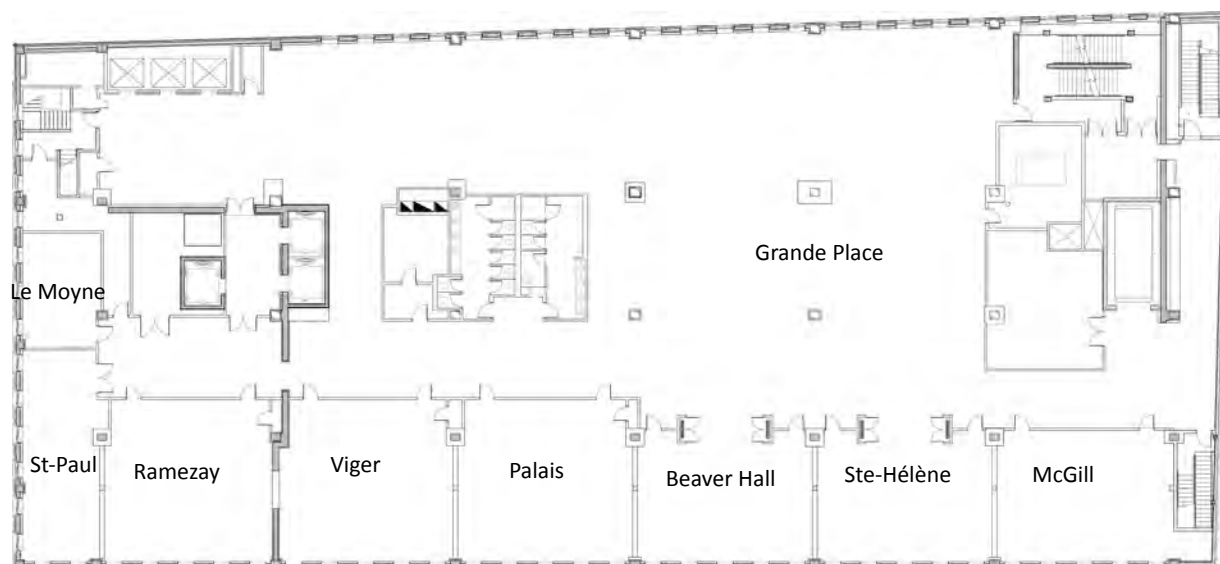
Bienvenue à Montréal.

ST&D 2012 Organizing Committee: Peter Dixon (Chair), Edward O'Brien, Panayiota Kendeou, Jane Oakhill, Debra Titone

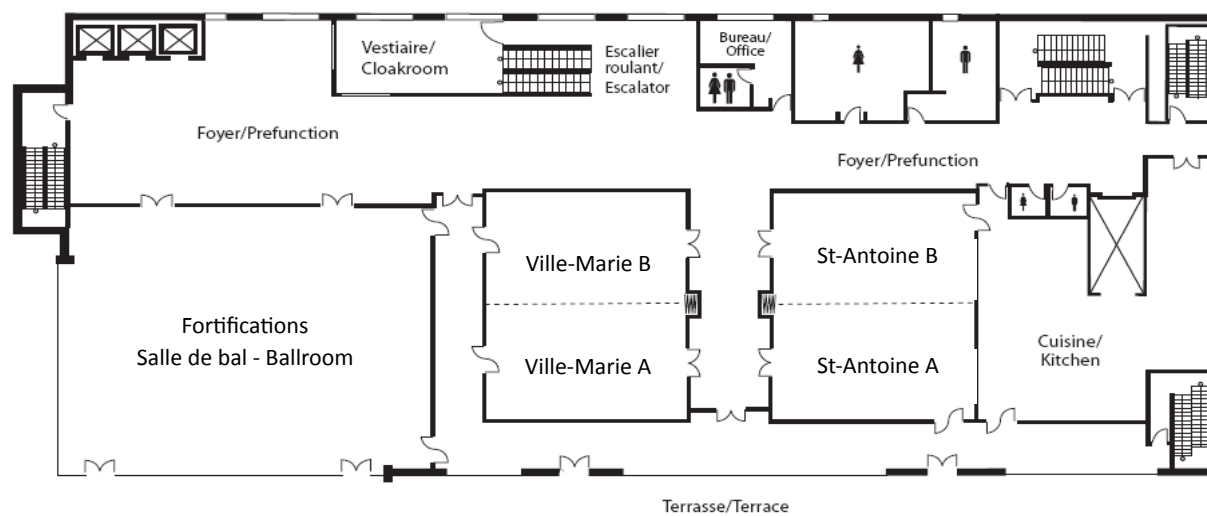Cover photo: http://www.the-travels.com/2011/11/old-montreal

Hotel Information

All of the conference events are situated in Le Westin hotel. Most plenary sessions will be in the Fortifications ballroom on the 9th floor, and paper sessions will be in the Palais, the Ste-Hélène, and Viger rooms on the 8th floor. Refreshment breaks will generally be in the foyer adjoining the Ste-Hélène or, prior to plenary presentations, the foyer of the Fortifications. On July 12, the joint events with SSSR will be held in the Montréal ballroom on the 11th floor. The program also lists the SSSR events that occur concurrently on July 12; ST&D registrants are welcome to attend. These events are held in the Montréal ballrooms (on the 11th floor), and the Ville-Marie and St-Antoine rooms on the 9th floor. Conference registration includes a continental breakfast and a light lunch; these will be served in the Grande Place hall on the 8th floor. On July 12, these meals will include registrants from both ST&D and SSSR. Poster sessions and receptions will be held in the Grande Place as well.
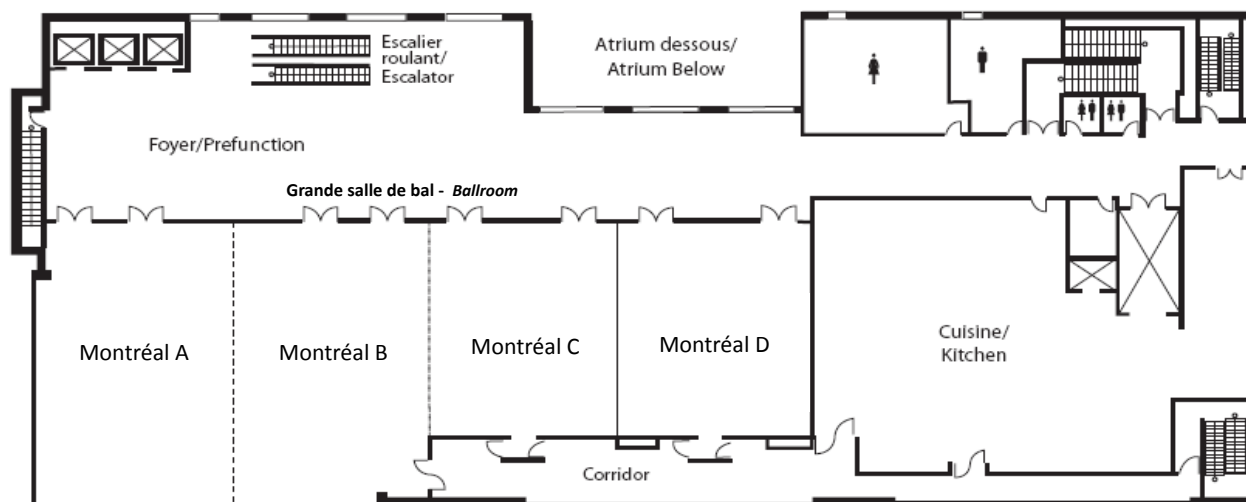
8th Floor

2

9th Floor

Vestiaire/
Cloakroom

Escalier
roulant/
Escalator

Bureau/
Office

Foyer/Prefunction

Foyer/Prefunction

Fortifications
Salle de bal - Ballroom

Ville-Marie B

St-Antoine B

Ville-Marie A

St-Antoine A

Cuisine/
Kitchen

Terrasse/Terrace

11th Floor

Escalier
roulant/
Escalator

Atrium dessous/
Atrium Below

Foyer/Prefunction

Grande salle de bal - *Ballroom*

Montréal A

Montréal B

Montréal C

Montréal D

Cuisine/
Kitchen

Corridor

Information for Presenters

Each meeting room is equipped with a data projector and screen. However, if presenters are using computer slideshows, they will need to bring their own computer. (Please contact the organizers if this is not convenient, and other arrangements will be made.) Please come at least 15 minutes prior to your session to ensure that the setup and connection to your computer is functioning correctly.

Each poster may use an entire side of the poster board, 45" x 91". Posters may be attached to the board with either pushpins or velcro. (Poster presenters are responsible for supplying their own attachment.) Posters should be available for viewing by 3:30 pm on the day of the poster session, and the presenter should be available during the poster session from 6:00 to 7:30 pm. Poster boards will be numbered corresponding to the poster numbers in the program.

Distinguished Scientific Contribution Award

Marcel Adam Just is the 2012 winner of the Society for Text and Discourse Distinguished Scientific Contribution Award. Marcel holds the D. O. Hebb Professorship at Carnegie Mellon University and is the director for the Center for Cognitive Brain Imaging. Marcel has been a pioneer in psycholinguistic research for four decades, employing cutting-edge technologies for understanding on-line reading comprehension in healthy individuals, as well as individuals with autism, dyslexia, and brain damage. He pioneered the use of eye-tracking in reading research and was one of the first to use fMRI to investigate the neural bases of reading comprehension. Marcel's seminal 1992 paper on working memory constraints on comprehension has influenced a generation of discourse researchers. His CAPS family of cognitive architectures has served as a foundation on which models of language comprehension as well as models of mental imagery, fluid intelligence, problem solving, and dual-tasking have been built. His body of work as a whole highlights the continuity between language comprehension and other complex forms of cognition. In addition to hundreds of published articles and books, his research has generated a considerable amount of attention in the general public, including appearances on the television news magazine *60 Minutes*, Oprah's *O* magazine, and multiple mentions in *The New York Times*.

Tom Trabasso Young Investigator Award

The Tom Trabasso Young Investigator Award commemorates Professor Tom Trabasso and his dedication to fostering young scholars in the field of text and discourse. The award recognizes outstanding early career contributions to text and discourse research. Recipients have demonstrated exceptional and innovative contributions to discourse research and show superior promise as leaders in the field.

This year's recipient is Dr. Panayiota Kendeou. Dr. Kendeou received her Ph.D. in Educational Psychology from the University of Minnesota in 2005 and is now an Assistant Professor at Neapolis University in Pafos, Cyprus. Dr. Kendeou's impact on the field is evident through two related lines of inquiry. In the first, Dr Kendeou has focused on the development of reading comprehension skills in young children. Her research has been highly influential in increasing our understanding of the nature of the skills that are critical to reading comprehension, as well as their developmental trajectories. In the second, Dr Kendeou has examined the interaction between text processing and background knowledge and, in particular, misconceptions. This research has shed light on how texts that explicitly acknowledge, refute, and explain potential learner misconceptions facilitate learning. This work has direct implications for the design of texts as learning tools.

Dr. Kendeou also has been highly visible in serving the field. She is an active member of several professional associations and is on the editorial boards of Learning & Instruction, Contemporary Educational Psychology, Scientific Studies of Reading, and Reading Psychology. Dr. Kendeou is Associate Editor for the Journal of Research in Reading.

Jason Albrecht Outstanding Young Scientist Award

The Jason Albrecht Outstanding Young Scientist Award honors the memory of Jason Albrecht, a promising young text and discourse researcher who passed away in 1997. The award recognizes an outstanding paper based on a doctoral dissertation. The winner of this year's award is Jesse R. Sparks (Northwestern University), for her paper with David N. Rapp, "Improving multiple-text comprehension by evaluating source information." The paper will be presented at 8:30 am in the "Multiple Sources" session on July 17. The abstract is presented below:

Relying on source information when reading multiple texts on a particular topic can support readers' comprehension of text content. However, readers often overlook source information when reading. To date, efforts to improve sourcing behavior have yielded mixed results, perhaps partially due to their short-term duration. The current project examined whether long-term practice with evaluating text sources improved readers' comprehension of multiple texts. A diary-based training task fostered readers' integration of information across different text sources, but did not improve memory or comprehension of individual texts. Thus, long-term evaluation training efforts might usefully encourage readers' reliance on source information.

Outstanding Student Paper Award

The Outstanding Student Paper Award recognizes quality in work that is predominantly that of a graduate student prior to his or her dissertation. The winner of this year's award is Alexander List (University of Maryland) for her paper with Emily M. Grossnickle, and Patricia A. Alexander, "'I was looking for the answer': A critical examination of multiple source use." The paper will be presented at 9:10 in the "Multiple Sources" session on July 17. The abstract is presented below:

This study examined students' essay responses to an open-ended academic question using a library of sources. A text-analysis program and phrase-based coding scheme were used to compare the extent to which students' responses paraphrased, elaborated on, or added to information found in the texts. A subsample of participants was interviewed to better understand students' response formulation. Even when accessing multiple texts, students were found to draw on few sources in composing their responses and to integrate information only to a limited extent. Further, students' answers were found to contain exact wording from texts. Implications for instruction and research are discussed.

Society for Text and Discourse 2013

VALENCIA (SPAIN), 16-18th JULY, 2013

The next Society for Text and Discourse meeting will take place in Valencia (Spain). Valencia is a city on the Mediterranean coast, which brings together an extensive array of historic and artistic heritage, with the most modern leisure attractions and avant-garde settings.

Local organizers:

Psicotext Research Group: https://sites.google.com/site/psicotext/intro

Research Unit on Reading: http://www.uv.es/lectura/index.wiki

University of Valencia: http://www.uv.es/

About Valencia:

http://en.comunitatvalenciana.com/home/home-english/493

Photos: A. Mañá

Program in Brief

Tuesday, July 10

10:00-12:00	Workshop on Neuroimaging (Viger)	*1.01a*
10:00-19:00	Registration (Grande Place)	*1.01b*
15:50-16:10	Coffee & Refreshments (Foyer Fortifications)	*1.02*
16:10-16:30	Opening Ceremony (Fortifications)	*1.03*
16:30-18:00	IGEL / ST&D Invited Symposium (Fortifications)	*1.04*
18:00-19:30	IGEL / ST&D Poster Session & Reception (Grande Place)	*1.05*

Wednesday, July 11

7:00-8:30	Continental Breakfast (Grande Place)	*2.01a*
7:00-10:40	Registration (Grande Place)	*2.01b*
8:30-10:10	Anaphor / Gender (Palais)	*2.02a*
8:30-10:10	Multiple Sources (Ste-Hélène)	*2.02b*
8:30-10:10	Dialog (Viger)	*2.02c*
10:10-10:40	Coffee (Foyer Fortifications)	*2.03*
10:40-11:50	Distinguished Scientific Contribution Award Address (Fortifications)	*2.04*
11:50-13:20	Lunch (Grande Place)	*2.05a*
11:50-13:20	Governing Board Lunch (McGill)	*2.05b*
13:20-15:00	Emotion (Palais)	*2.06a*
13:20-15:00	Working Memory (Ste-Hélène)	*2.06b*
13:20-15:00	Argumentation (Viger)	*2.06c*
15:00-15:30	Break (Foyer Fortifications)	*2.07*
15:30-16:40	Young Investigator Award Address (Fortifications)	*2.08*
16:40-17:10	Coffee & Refreshments (Foyer Fortifications)	*2.09*
17:10-18:20	ST&D / SSSR Invited Keynote Address (Fortifications)	*2.10*
18:20-19:30	ST&D / SSSR Reception (Grande Place)	*2.11*

Thursday, July 12

7:00-8:30	ST&D / SSSR Continental Breakfast (Grande Place)	*3.01*
8:30-10:10	Assessment (Palais)	*3.02a*
8:30-10:10	Lexical Processing (Ste-Hélène)	*3.02b*

8:30-10:10	Child Language (Viger)	*3.02c*
8:30-10:10	SSSR Symposium: Writing in early childhood: Development, variation, and contextual supports (Montréal A)	*3.02d*
8:30-10:10	SSSR Symposium: Higher order literacy skills (Montréal B)	*3.02e*
8:30-10:10	SSSR Symposium: Early literacy and literacy development (Montréal C)	*3.02f*
8:30-10:10	SSSR Symposium: Struggling adolescent readers and writers: A tale of three cities (Ville-Marie)	*3.02g*
8:30-10:10	SSSR Symposium: Reading motivation of at-risk students (St.-Antoine)	*3.02h*
10:10-10:40	Coffee (Foyer Beaver Hall)	*3.03*
10:40-12:20	ST&D / SSSR Invited Symposium (Montréal)	*3.04*
12:20-13:50	ST&D / SSSR Lunch (Grande Place)	*3.05a*
12:20-13:50	*Discourse Processes* Editorial Board Lunch (McGill)	*3.05b*
13:50-15:30	Narratives (Palais)	*3.06a*
13:50-15:30	Comprehension (Ste-Hélène)	*3.06b*
13:50-15:30	Symposium: Text Structure in Discourse Processing: Past, Present, and Future Directions (Viger)	*3.06c*
13:50-15:30	SSSR Symposium: Second language reading acquisition in diverse contexts: Canadian perspectives (Montréal A)	*3.06d*
13:50-15:30	SSSR Symposium: Writing composition (Montréal B)	*3.06e*
13:50-15:30	SSSR Symposium: Current issues in reading comprehension (Montréal C)	*3.06f*
13:50-15:30	SSSR Symposium: 'Origins' of reading difficulties? (Ville-Marie)	*3.06g*
13:50-15:30	SSSR Symposium: Quantitative measures of text complexity (St.-Antoine)	*3.06h*
15:30-16:00	Break (Foyer Fortifications)	*3.07*
16:00-17:10	Invited Keynote Address (Fortifications)	*3.08a*
16:00-17:40	SSSR Symposium: Literacy preventions, interventions, and assessments through multimedia (Montréal A)	*3.08b*
16:00-17:40	SSSR Symposium: What does it take to write well? Examination of writing in various languages (Montréal B)	*3.08c*
16:00-17:40	SSSR Symposium: Behavior-genetic latent growth curve modeling of reading development in twins from Ohio, Colorado, Florida, and the United Kingdom (Montréal C)	*3.08d*
16:00-17:40	SSSR Symposium: Reading skills in special populations (Ville-Marie)	*3.08e*

16:00-17:40	SSSR Symposium: The Reading for Understanding Network: Early results (St.-Antoine)	*3.08f*
17:10-18:00	Business Meeting (Fortifications)	*3.09*
18:00-19:30	ST&D / SSSR Poster Session & Reception (Grande Place)	*3.10*

Detailed Program

Tuesday, July 10

10:00-12:00 Workshop on Neuroimaging (Viger)   *1.01a*

> Research on discourse processes could benefit from methods in neuroimaging. Yet, the number of studies that has applied neuroimaging to discourse processing is limited. This workshop will give an introduction into Magnetic Resonance Imaging (MRI) and Electroencephalography (EEG) and how these techniques can benefit research in cognition and discourse processing. Moreover, the workshop will emphasize the importance of interactions between researchers in text and discourse and neuroscientists to develop new paradigms. Questions that will be addressed concern the requirements needed for this type of research, what results from these methods look like, and which research questions can (and cannot) be answered with neuroimaging techniques.

10:00-19:00 Registration (Grande Place)   *1.01b*

15:50-16:10 Coffee & Refreshments (Foyer Fortifications)   *1.02*

16:10-16:30 Opening Ceremony (Fortifications)   *1.03*

16:30-18:00 IGEL / ST&D Invited Symposium (Fortifications)   *1.04*

Perspective: Its construction, representation, and function in narrative discourse

On the overlapping day of the two adjacent conferences of IGEL and STD, a bridge building workshop is organized, that explores and connects insights from literary theory, cognitive linguistics, and (discourse) psychology. The focus of the workshop is on the phenomenon of perspective in narrative discourse. By which literary and linguistic means is it constructed? How is it mentally represented? Which meanings does it establish in readers? What is its function and in which effects does it result? Chair: Peter Dixon

16:30   Barbara Dancygier (University of British Columbia), *Narrative viewpoint: Blending and compression*

17:00   José Sanders (Radboud University Nijmegen), Ted Sanders (Utrecht University), Eve Sweetser (University of California Berkeley), *Responsibility in narrative discourse: How mental spaces and perspective help identifying subjectivity in causal coherence*

17:30   Frank Hakemulder, Ed Tan, Moniek Kuijpers, Miruna Doicaru (Utrecht University), *Narrative appeal: How stories get readers involved*

18:00-19:30 IGEL / ST&D Poster Session & Reception (Grande Place)   *1.05*

1   Ben Zalkind (University of Alberta), *Writing the self through an other* [IGEL]

2   Andrea Simioni, Roxine Yong, Peter Dixon, Marisa Bortolussi (University of Alberta), *The memorial implications of being immersed in the story world* [IGEL]

3   James Clinton (Northern Illinois University), Stephen Briner (University of Illinois-Chicago), Andrew Sherrill, Joseph P. Magliano (Northern Illinois University), *Understanding how characters feel about one another in narrative film* [IGEL]

4   Roeland Harms (Utrecht University), *The influence of the medium on the adaptations of popular Dutch stories (1700-1900)* [IGEL]

8   Badriah Khalid Al-Gublan (Riyadh Princess Nora University), *A relevance theoretic account of impoliteness in Arabic and English*

9   Raymond F. Person, Jr. (Ohio Northern University), *Restarts in conversation, Serbo-Croatian epic, and One Thousand and One Nights*

10   Maryam Mokayyef (Islamic Azad University), *The representation of Tsui model in language interactions in Iran Persian female high schools*

11   Andrew R. Taylor, Jennifer Wiley (University of Illinois at Chicago), Jason L. G. Braasch (University of Oslo), *Learning science through analogy: The role of individual differences in spatial ability*

12   Haiying Li, Arthur C. Graesser, Max M. Louwerse, Zhiqiang Cai (University of Memphis), *Linguistic and psychological features of political discourse in diverse genres*

13   Moniek M. Kuijpers (Utrecht University), *Narrative determinants of transportation: Suspense and curiosity*

14   Amanda C. Miller (Vanderbilt University), Kathryn King, Cameron Liggett, Rebecca S. Betjemann (Regis University), *To grasp an idea: The influence of embodied metaphors on cognitive processing*

15   Stephen W. Briner (University of Illinois at Chicago), Sarah Levine (Northwestern University), Kathryn S. McCarthy, Candice Burkett (University of Illinois at Chicago), Carol D. Lee (Northwestern University), Joseph P. Magliano (Northern Illinois University), Susan R. Goldman (University of Illinois at Chicago), *Toward an assessment of literary reasoning in high school students*

16   Laura K. Halderman, Paul Deane, Rene Lawless, John Sabatini, Anita Sands, Gary Feng, Srinivasa Pillarisetti, Tenaha O'Reilly (ETS), *Using corpus statistics to*

generate topic vocabulary: A validation study

17   Yao-Ting Sung, Ju-Ling Chen, Yao-Tun Lee, Yi-Shian Lee, Chun-Yi Peng, Hou-Chiang Tseng (National Taiwan Normal University), Tao-Hsing Chang (National Kaohsiung University of Applied Sciences), *Constructing and validating a readability model with LSA : A case study of chinese and social science textbooks*

18   Yi-Fen Su, You-Hsuan Chang, Ju-Ling Chen, Shiang-Ling He (National Taiwan Normal University), *The influence of prior knowledge on college students' strategic reading: Evidence from think-aloud protocol*

19   Lucy Kyoungsook Kim, Elsi Kaiser (University of Southern California), *Factors affecting discourse prominence and memory retrieval: An investigation of morphological case markers*

20   Shahram Ghiasinejad (University of Central Florida), *A taxonomy for shallow computational models of sentence comprehension*

21   Jazmín Cevasco (National Research Council-Argentina), *The role of filled pauses in the generation of inferences and the recognition of spoken words*

22   Kevin S. Autry, William H. Levine (University of Arkansas Fayetteville), *Activation of antecedents and multiple non-antecedents following anaphor resolution*

23   Meghan M Solomon (University of Notre Dame), Joe Magliano (Northern Illinois University), Gabrial Radvansky (University of Notre Dame), *Verb aspect and problem solving*

24   Hidekazu Osanai, Takashi Kusumi (Kyoto University), *The effects of individual differences of absorption on narrative comprehension*

25   Andreas Schramm (Hamline University), *Awareness during narrative comprehension and potential acquisition of aspectual meanings by non-native English speakers*

26   Ilic Nathalie (University of Geneva), *Written mediation in clinical research: A pragma-discursive account*

27   Pauline Sirois, Isabelle Savage, Émilie Hébert, Alice Vanlint (Université Laval), *Support in writing and reading through a developmental perspective*

29   Shufeng Ma, Richard C. Anderson,Tzu-Jung Lin, Yu-Li Hsu (University of Illinois at Urbana-Champaign), Jie Zhang (West Kentucky University), Weiwei Ouyang (University of Illinois at Urbana-Champaign), *Influence of collaborative group work on English language learners' oral narrative*

30   Yuki Fukuda (Hosei University), Kohei Tsunemi (Iwaki Junior College), Kazuki Uchiyama (Hosei University), Yasunori Morishima (International Christian University), Naochika Kajii (Hosei University), *The effect of 2nd- vs. 3rd-person*

perspective difference on emotion inferences during narrative reading: An experiment with time-controlled reading

31   Wind Cowles, Maria Fionda, Michelle Perdomo (University of Florida), *Noticing it was that and not the other: Change detection, focus status, and alternatives during reading*

32   Rolf A. Zwaan, Jan A.A. Engelen, Jacqueline A. de Nooijer (Erasmus University Rotterdam), *When repeating something does not make it clearer: A dissociation between vividness and accessibility of discourse entities in memory*

33   Kenji Ikeda (Nagoya University), Shinji Kitagami (Nagoya University), *The relationship between the process of comprehension rating and metacomprehension accuracy*

34   Thomas D. Griffin, Allison J. Jaeger, Andrew F. Jarosz, Keith W. Thiede, Jennifer Wiley (University of Illinois at Chicago), *Improving metacomprehension in an undergraduate course in research methods*

35   K. Beker, S. Wassenburg (Leiden University), M. van der Schoot, M. H. de Vries (Vrije Universiteit Amsterdam), P. van den Broek (Leiden University), *The detection of inconsistencies along different dimensions by elementary school children*

36   William S. Horton (Northwestern University), *Words between strangers: The influence of character relationship and conventionality on the processing of metaphor during self-paced reading*

37   April M. Drumm-Hewitt, Celia M. Klin (Binghamton University), *Conceptual pacts: The social rules of characters' conversations*

38   Sumeyra Tosun, Jyotsna Vaid (Texas A&M University), *"Gillian reportedly ran a red light": Interpretations of non first hand assertions of source of information*

39   Romina Cartoceti (Universidad de Buenos Aires - CONICET), *Intrusion errors in reading comprehension*

40   Joseph Tyler (University of Michigan), *Prosody and listeners' interpretation of ambiguous discourse*

Wednesday, July 11

7:00-8:30 Continental Breakfast (Grande Place)   *2.01a*

7:00-10:40 Registration (Grande Place)   *2.01b*

8:30-10:10 Anaphor / Gender (Palais)

8:30 Yulia Esaulova, Chiara Reali, Lisa von Stockhausen (University of Duisburg-Essen), *Tracking gender influences in German: Eye-movement studies on grammatical and stereotypical gender cues in anaphor resolution*

8:50 Elsi Kaiser, Jackie Sihyun Kim (University of Southern California), *Pronoun use in a second language: An investigation of Chinese and Arabic speakers' sensitivity to gender differences when producing English narratives*

9:10 Jessica Love (University of Illinois at Urbana-Champaign), Gail McKoon (Ohio State University), *Was it you or was it me? Reading (and confusing) indexical pronouns*

9:30 Chiara Reali, Yulia Esaulova, Lisa von Stockhausen (University of Duisburg-Essen), *Isolating effects of gender stereotypes in a grammatical gender language: Evidence from eye movements*

9:50 Sayaka Sato, Pascal Gygax (University of Fribourg), *Languages influence thought: Effects of gender marked determiners in comprehending gender stereotypical role names*

8:30-10:10 Multiple Sources (Ste-Hélène)

8:30 Jason L. G. Braasch, Ivar Bråten, Øistein Anmarkrud, Helge I. Strømsø (University of Oslo), *Promoting high school students' evaluation of source features of multiple documents*

8:50 Jesse R. Sparks, David N. Rapp (Northwestern University), *Improving multiple-text comprehension by evaluating source information* [Winner of the Jason Albrecht Outstanding Young Scientist Award]

9:10 Alexandra List, Emily M. Grossnickle, Patricia A. Alexander (University of Maryland), *"I was looking for the answer": A critical examination of multiple source use* [Winner of the Outstanding Student Paper Award]

9:30 Yvonne Kammerer, Peter Gerjets (Knowledge Media Research Center), *When web sources contradict each other: Discrepant web information triggers high-school students' source evaluations*

9:50 Guillaume de Pereyra, Jean-François Rouet, Jason L. Braasch, Ludovic Le Bigot (CNRS / University of Poitiers), M. Anne Britt (Northern Illinois University), *Readers' memory for information sources in simple news stories: Effects of text and task features*

8:30-10:10 Dialog (Viger) *2.02c*

8:30 Kris Liu, Jean Fox Tree (University of California, Santa Cruz), *When friends are politer than strangers*

8:50 Jie Zhang, Shahbaz Munawar, Chunling Niu (Western Kentucky University), Richard C. Anderson, Kim Nguyen-Jahiel (University of Illinois), *Peer-led small group discussions accelerate language development for English learners*

9:10 Julie S. Lynch, Lauren Meck, Jodi Harwood, Melissa Persinger, Kylee Paine (Saginaw Valley State University), *Beginning and advanced college writers' comprehension of writing tasks*

9:30 Natalie K. Person (Rhodes College), Whitney L. Cade, Andrew M. Olney (University of Memphis), Sidney K. D'Mello (University of Notre Dame), *Using student summaries to predict learning gains*

9:50 Duyen T. Nguyen, Susan Fussell (Cornell University), *The effects of message content on communication processes in intercultural and intracultural interactions*

10:10-10:40 Coffee (Foyer Fortifications) *2.03*

10:40-11:50 Distinguished Scientific Contribution Award Address (Fortifications) *2.04*

Marcel Just (Carnegie Mellon University), *Changing brains for changing times*

11:50-13:20 Lunch (Grande Place) *2.05a*

11:50-13:20 Governing Board Lunch (McGill) *2.05b*

13:20-15:00 Emotion (Palais)   *2.06a*

13:20 Heather H. Mitchell, Katherine Dickerson (Webster University), *Wait… humor takes time: An empirical investigation of punch line productions*

13:40 Charlotte Zeamer, Jean E. Fox Tree (University of California, Santa Cruz), *Laughter as a linguistic signal*

14:00 Catherine M. Bohn-Gettler (Wichita State University), Melinda K. Mueller (Wichita State University), *The interplay between mood and working memory on inference generation*

14:20 Christelle Gillioz, Pascal M. Gygax (University of Fribourg), *Going beyond the simple match-mismatch effect might be complex, but more insightful: A study on emotional inferences*

14:40 Nick Benesh (South Dakota State University), *Linguistic features of transportation*

13:20-15:00 Working Memory (Ste-Hélène)   *2.06b*

13:20 George K. Georgiou, J. P. Das (University of Alberta), *Specific reading comprehension deficits in university students: How important is working memory?*

13:40 Joe Magliano (Northern Illinois University), Lester C. Loschky, Adam Larson (Kansas State University), Karyn Higgs (Northern Illinois University), *Generating inferences in picture stories: The role of verbal and visuospatial working memory systems*

14:00 Chris Schmader, Gregory Ward (Northwestern University), *The effects of information structural constraints on the processing of full passives*

14:20 Srikanth Dandotkar, M. Anne Britt, Joseph P. Magliano (Northern Illinois University), *The effect of readers' sensitivity to deep and shallow semantic relationships on argument evaluation*

14:40 Wind Cowles, Laura Dawidziuk (University of Florida), *The repeated name advantage: Effects of alternative antecedents on category and repeated noun-phrase anaphora*

13:20-15:00 Argumentation (Viger)   *2.06c*

13:20   Irene-Anna N. Diakidoy, Stelios A. Christodoulou, George Floros (University of Cyprus), *The contribution of comprehension to the evaluation and persuasive impact of argumentative text*

13:40   Carlos R. Salas, Thomas D. Griffin (University of Illinois at Chicago), *Selective use of emotion-based versus evidence-based arguments in a multiple documents environment*

14:00   Ying Duan, Arthur C. Graesser, Haiying Li, Zhiqiang Cai (The University of Memphis), *Relationships between the cohesion of Mao Tse-Tung's speeches and the social historical context of China*

14:20   Joshua Morris, Richard Anderson, Xin Zhang (University of Illinois at Urbana-Champaign), *The other side: Spontaneous counterargumentation*

14:40   Silvia Del Longo, Lerida Cisotto (University of Padova), *Writing to argue: Writing as a tool for written argumentation*

15:00-15:30 Break (Foyer Fortifications)   *2.07*

15:30-16:40 Young Investigator Award Address (Fortifications)   *2.08*

Chantel S. Prat (University of Washington), *The role of the right hemisphere in language comprehension processes*

16:40-17:10 Coffee & Refreshments (Foyer Fortifications)   *2.09*

17:10-18:20 ST&D / SSSR Invited Keynote Address (Fortifications)   *2.10*

Charles Perfetti (University of Pittsburgh), *Comprehending texts as part of comprehending words*

18:20-19:30 ST&D / SSSR Reception (Grande Place)   *2.11*

Thursday, July 12

7:00-8:30 ST&D / SSSR Continental Breakfast (Grande Place)   *3.01*

8:30-10:10 Assessment (Palais)   *3.02a*

8:30   John Sabatini, Tenaha O'Reilly, Kelly Bruce, Laura Halderman (ETS), *Assessing reading for understanding: A theory-based reading comprehension test*

8:50   Tenaha O'Reilly, John Sabatini, Kelly Bruce, Laura Halderman (ETS), *Integrating background knowledge measures into high school reading assessment: Opportunities and challenges*

9:10   David Boveri, Keith Millis, Katja Wiemer (Northern Illinois University), John Sabatini, Tenaha O'Reilly (ETS), *Assessing comprehension: The effects of multiple documents and scenarios*

9:30   Gary Feng, John Sabatini, Tenaha O'Reilly (ETS), Joanna Gorin, Carla Walls (Arizona State University), Kelly Bruce, Srinivasa Pillarisetti, Laura Halderman (ETS), *Getting students to process texts more deeply in assessments: Tasks type and sequence matter*

9:50   Laura K. Halderman, Tenaha O'Reilly, John Sabatini, Kelly Bruce (ETS), *Measuring motivation within a reading comprehension assessment*

8:30-10:10 Lexical Processing (Ste-Hélène)   *3.02b*

8:30   Stephen Hamilton, Erin Freed, Debra Long (University of California, Davis), *Modeling reader- and text- interactions during narrative comprehension: A test of the lexical quality hypothesis*

8:50   Paul Deane, René Lawless, Chen Li, John Sabatini, Tenaha O'Reilly (ETS), *Modeling depth of vocabulary knowledge using item types targeted at specific depth levels*

9:10   Gary Feng, Paul Deane, Rene Lawless , John Sabatini, Anita Sands, Laura Halderman, Tenaha O'Reilly, Isaac Bejar (ETS), *Familiarity and topical knowledge drive vocabulary development*

9:30   Paola Uccelli (Harvard University), Alejandra Meneses (Pontificia Universidad Católica de Chile), Emily Phillips Galloway (Harvard University), Christopher Barr (University of Houston), *To define nouns: An academic challenge that reveals later-language development in adolescent students*

9:50   Tania F. Coiner, Michael F. Schober (New School for Social Research), Frederick G. Conrad (University of Michigan), *Which web survey respondents are most likely to click for clarification?*

8:30-10:10 Child Language (Viger)   *3.02c*

8:30 Macarena Silva (Universidad de Chile / Lancaster University), Kate Cain (Lancaster University), *The use of questions to scaffold narrative cohesion and coherence*

8:50 Jacqueline Evers-Vermeul, Rosie van Veen, Pim Mak, Ted Sanders (Utrecht University), *The acquisition of causality: Converging evidence from corpus-based and experimental methods*

9:10 Robert A. Mason (Carnegie Mellon University), Diane L. Williams (Duquesne University / Carnegie Mellon University), Marcel Adam Just (Carnegie Mellon University), *The contrast of expository and narrative comprehension in neurotypicals and individuals with autism*

9:30 Jakob Åsberg (University of Gothenburg), *Comprehension for narrative discourse in school-aged children with autism spectrum disorders*

9:50 Hidetsugu Komeda (Carnegie Mellon University), Hirotaka Kosaka, Daisuke, N. Saito (University of Fukui), Keisuke Inohara (Kyoto University), Toshio Munesue (Kanazawa University), Hidehiko Okazawa (University of Fukui), *Is it easy for autistic people to think about an autistic character's behavior in a story? The effect of similarity between readers and characters in recognition*

8:30-10:10 SSSR Symposium: Writing in early childhood: Development,   *3.02d*
               variation, and contextual supports (Montréal A)

8:30 Cynthia Puranik, Feifei Ye, Christopher Lonigan, *The contribution of emergent literacy skills in predicting word and sentence level writing in emergent writers*

8:50 Annemarie H. Hindman, Jennifer G. Cromley, *Writing development among American children in poverty: Lessons from the FACES Head Start data*

9:10 Dorit Aram, Shimrit Abiri, Lili Elad, *How does parental writing mediation, and children's alphabetic knowledge, self-regulation and private speech while writing, predict kindergartners' early writing?*

9:30 Iris Levin, Dorit Aram, Liliana Tolchinsky, Catherine McBride-Chang, *Orthographic depth and maternal mediation of writing: Children's emergent reading and spelling*

9:50 Hope K. Gerde, Gary E. Bingham, *Examining materials and interaction supports for children's writing in preschool classrooms*

8:30-10:10 SSSR Symposium: Higher order literacy skills (Montréal B)   *3.02e*

8:30   Gloria Waters, David Caplan, Julie Bertram, Jennifer Michaud, Adam Ostrowski, Karole Howland, *Component reading and listening skills as predictors of performance on high stakes exams in middle and high school*

8:50   Jarkko Hautala, Otto Loberg, Asko Tolvanen, Jukka Hyönä, *Number of letters in a word, but not its spatial width is responsible for temporal word length effect in fluent and dysfluent reading in a transparent orthography*

9:10   Gary Feng, Joanna Gorin, John Sabatini, Tenaha O'Reilly, Carla Wall, Kelly Bruce, *Reading for Understanding: How Comprehension Facilitates Answering Questions, and What Questions Enhance Understanding*

9:30   James Kim, Thomas White, Helen Kingston, Lisa Foster, *Improving Project READS: Content vs. Strategy- and Fluency-Oriented Comprehension Scaffolding*

9:50   Eliane Segers, Xijia Luo, Ludo Verhoeven, *Modality-specific testing and feedback effects in learning from text*

8:30-10:10 SSSR Symposium: Early literacy and literacy development   *3.02f*
(Montréal C)

8:30   Athanassios Protopapas, Panagiotis Simos, *In search of Matthew effects*

8:50   Mads Poulsen, Nielsen, Anne-Mette Veber, *Classification of reading difficulties: Cheap screening can be accurate*

9:10   Karen Banai, Rachel Yifat, *Statistical learning, phonological awareness and letter knowledge in the preschool years*

9:30   Li Yin, Rebecca Treiman [presented by Rebecca Treiman], *How Chinese Children Learn to Write Their Names*

9:50   Anna Samara, Markéta Caravolas, *Learning novel graphotactic constraints in children and adults*

8:30-10:10 SSSR Symposium: Struggling adolescent readers and writers: A tale *3.02g*
    of three cities (Ville-Marie)

8:30   Mirjam Trapman, Amos van Gelderen, Jan Hulstijn, Erik van Schooten, *Reading comprehension development in monolingual and bilingual adolescent low achievers: the roles of language knowledge and fluency*

8:50   Claudia van Kruistum, Paul P.M. Leseman, Mariëtte de Haan, *Youth media lifestyles and the relationship with literacy skills*

9:10   Anne Soussi , Jacqueline Lurin, Pascal Zesiger, *The roles of teachers and students' attitudes in the literacy development of low-achieving students in a multilingual context*

9:30   Gloria Ramirez, Esther Geva, Alister Cumming, *Bridging lexical knowledge and literacy*

9:50   Catherine Snow, *Discussant*

8:30-10:10 SSSR Symposium: Reading motivation of at-risk students (St.- *3.02h*
    Antoine)

8:30   Martin Goy, Rolf Strietholt, Wilfried Bos, Nele McElvany, *Reading engagement at Grade 4 in international comparison: analyses of the dimensionality of the construct and its relation to reading achievement*

8:50   Roel Van Steensel, Ron Oostdam, Amos Van Gelderen, *Affirming and undermining motivations of adolescent struggling readers and their relationships with reading achievement*

9:10   Caroline Villiger Hugo, Christian Wandeler, Alois Niggli, *Effects of a family literacy program on different aspects of reading motivation of L2 learners*

9:30   Ilona De Milliano, Amos Van Gelderen, Erik Van Schooten, Peter Sleegers, *Motivation and behavioral engagement in the classroom as predictors of reading comprehension development of adolescent struggling readers*

9:50   Linda Baker, *Discussion*

10:10-10:40 Coffee (Foyer Beaver Hall) *3.03*

10:40-12:20 ST&D / SSSR Invited Symposium (Montréal) *3.04*

Recent progress in reading comprehension Organizer: Jane Oakhill

10:40 Jennifer Cromley (Temple University), *Differential effects of various predictors of comprehension when reading to study and reading to explain*

11:00 Kate Cain, Nicola Pooley (Lancaster University), Hannah Nash (University of York), *Young readers' online inference generation of causal consequence inferences*

11:20 Jane Oakhill, Susan Sullivan (University of Sussex), Barbara Arfé (Università di Padova), Magali Boureux, Margherita Pasini (Università degli studi di Verona), Barbara Carretti (Università di Padova), *Understanding of connectives in hearing and deaf children*

11:40 Panayiota Kendeou (Neapolis University Pafos), Timothy Papadopoulos, George Spanoudis (University of Cypress), *Processing demands of reading comprehension tests*

12:00 Danielle S. McNamara (Arizona State University), *Translating what we know about comprehension to educational technologies*

12:20-13:50 ST&D / SSSR Lunch (Grande Place) *3.05a*

12:20-13:50 *Discourse Processes* Editorial Board Lunch (McGill) *3.05b*

13:50-15:30 Narratives (Palais) *3.06a*

13:50 Sashank Varma, Danielle Halvorson, Rachel Voit, Ker Thao (University of Minnesota), *Scripts as concepts: Memory representation, sequential structure, and incremental application*

14:10 Jeffrey E. Foy, Richard J. Gerrig (Stony Brook University), *Comprehending events in realistic and fantastic stories: The interplay between real-world and narrative-specific knowledge*

14:30 Celia M. Klin, Danielle N. Gunraj, April M. Drumm-Hewitt (Binghamton University), *The match between a reader and a story character's behavior*

14:50 Matthew E. Jacovina, Scott R. Hinze, David N. Rapp (Northwestern University), *Suspense persists even during rereading*

15:10 L. Van Leijenhorst, A. Helder, P. van den Broek (Leiden University), *Neural correlates of coherence monitoring in reading comprehension*

13:50-15:30 Comprehension (Ste-Hélène)   *3.06b*

13:50   Robert F. Lorch, Jr. (University of Kentucky), Julie Lemarie (Universite de Toulouse – Le Mirail) [presented by Julie Lemaire], *An analysis of signaling devices and their effects on processing of expository text*

14:10   Michael C. Mensink (Northern Illinois University), David N. Rapp (Northwestern University), *The effects of topic interleaving on recall of seductive scientific texts*

14:30   Nia M. Dowell, Mae-Lynn Germany, John Myers, Arthur Graesser (University of Memphis), *Enduring leaders and their persuasive strategies*

14:50   Yahua Cheng, Fengjiao Ding, Hong Li (Beijing Normal University), Jie Zhang (Western Kentucky University), Kim Nguyen-Jahiel (University of Illinois at Urbana-Champaign), Hua Shu (Beijing Normal University), Richard Anderson (University of Illinois at Urbana-Champaign), Xinchun Wu, Minglu Zheng, Zhiqi Cui (Beijing Normal University), *Influence of collaborative reasoning discussions on reading comprehension and written argument of Chinese children*

15:10   Mark Rose Lewis, Sashank Varma (University of Minnesota), *Using testing to enhance comprehension and potentiate learning from expository texts*

13:50-15:30 Symposium: Text Structure in Discourse Processing: Past, Present, and Future Directions (Viger)   *3.06c*

This symposium examines the study of text structure and includes scholars who have conducted research on structure in discourse processing with some common interests but also working from different fields and with different goals. Organizer: Rosalind Horowitz (University of Texas – San Antonio)

13:50   Rosalind Horowitz (University of Texas – San Antonio), *A historical overview of text structure studies in spoken and written discourse*

14:10   Bonnie J. F. Meyer (Pennsylvania State University), *Memory and use of text structure in scientific articles*

14:30   Carl H. Frederiksen (McGill University), *Structure in discourse processing and cognition*

14:50   Ted Sanders (University of Utrecht), *The cognition of coherence relations*

15:10   Joanna Williams (Teachers College Columbia University), *An intervention to teach text structure to primary grade children*

13:50-15:30 SSSR Symposium: Second language reading acquisition in diverse contexts: Canadian perspectives (Montréal A) *3.06d*

13:50   Corinne A. Haigh, Caroline Erdos, Fred Genesee, Robert Savage, *Predicting Risk for Oral and Written Language Learning Difficulties in English-speaking Students in French Immersion Programs*

14:10   Stefka H. Marinova-Todd, Daniel Bérubé, *comparison of language and reading skills in French Immersion students from Anglophone and multilingual homes*

14:30   Christie Fraser, Mahshid Azimi, Esther Geva, *Longitudinal predictors of reading comprehension in ELLs who are typically developing, poor comprehenders, or poor decoders.*

14:50   Becky Xi Chen, Yang Cathy Luo, Esther Geva, Alexandra Gottardo, *Learning to Read Chinese in China and in Canada: A Cross-cultural Comparison*

15:10   Alexandra Gottardo, Fanli Jia, Adrian Pasquarella, Xi Chen, *Reading comprehension in adolescent second language learners: Models of risk and resilience*

13:50-15:30 SSSR Symposium: Writing composition (Montréal B) *3.06e*

13:50   Pui-sze Yeung, Connie Suk-han Ho, David Wai-ock Chan, Kevin Kien-hoa Chung, *What cognitive-linguistic skills are important to text writing in Chinese?*

14:10   Gina Harrison ,Kristin Sinclair, Rachel Jalbert, Caitlin Heayn, Lauren Goegan, Jessica Spurling, *Cognitive, linguistic, and literacy influences on writing in first and second language learners*

14:30   Shalom, Tsila, Dorit Ravid, *Top-down measures in 7th grade writing: the effects of genre and SES*

14:50   Wim Tops, Maaike Callens, Marc Brysbaert, *Beyond spelling: the writing skills of higher education students with dyslexia*

15:10   Tenaha O'Reilly, John Sabatini, Kelly Bruce, Laura Halderman, *Does length matter? The relative contribution of local and global understanding on students' ability to write summaries.*

13:50-15:30 SSR Symposium: Current issues in reading comprehension *3.06f*
    (Montréal C)

13:50   Janice M. Keenan, Chelsea Meenan, Anh Hua, *Defining poor comprehenders*

14:10   Kate Nation, Elizabeth Wonnacott, Holly Joseph, *Is children's reading comprehension "good enough": using eye movements to investigate on-line processing in developing readers*

14:30   John Sabatini, Tenaha O'Reilly, Kelly Bruce, *Summarization as a measure of reading comprehension*

14:50   Macarena Silva, Kate Cain, *The prediction of reading comprehension in beginner readers: the role of lower- and higher-level oral language skills.*

15:10   Selma Babayigit, *The reading comprehension and narrative writing skills of children who speak English as an additional language: A multi-group structural analysis*

13:50-15:30 SSR Symposium: 'Origins' of reading difficulties? (Ville-Marie) *3.06g*

13:50   Leonard Katz, *Adult poor readers do not have poor phonological lexical quality*

14:10   Rauno K. Parrila, Krystle-Lee Turgeon, *Intact orthographic learning in dyslexia: More evidence from an eye movement study with continuous text*

14:30   Wim Van den Broeck , Eva Staels, *Is impaired Hebb-learning a viable explanation of developmental dyslexia?*

14:50   Eva Marinus, Saskia Kohnen, Xenia Schmalz, Anne Castles, *Who are the noisiest neighbors in the hood?*

15:10   Elisabet Service, Marja Laasonen, Veijo Virsu, *Evidence for impaired working memory for sequences in dyslexia*

13:50-15:30 SSSR Symposium: Quantitative measures of text complexity (St.-Antoine) *3.06h*

13:50 Jackson Stenner, Don Burdick, Jill Fitzgerald, *Text complexity: toward construct definition and measurement*

14:10 Kathleen Sheehan, *A comparison of two fundamentally different approaches for measuring cohesion*

14:30 Peter Foltz, *Improving text complexity measurement through the Word Maturity metric*

14:50 Danielle McNamara, Art Graesser, *Coh-Metrix, Text Easability Assessor and assessments of Common Core Standards*

15:10 Jessica Nelson, Charles Perfetti, David Liben, Meredith Liben, *An empirical examination of text complexity metrics*

15:30-16:00 Break (Foyer Fortifications) *3.07*

16:00-17:10 Invited Keynote Address (Fortifications) *3.08a*

Usha Goswami (University of Cambridge), *Developmental dyslexia: A temporal sampling framework*

16:00-17:40 SSSR Symposium: Literacy preventions, interventions, and assessments through multimedia (Montréal A) *3.08b*

16:00 Victor van Daal, Jenny Miglis Sandvik, *The Effects of Multimedia on Early Literacy Development of Children at Risk: A Meta-Analysis.*

16:20 Robert Savage, Eileen Wood, Sukhbinder Kaur, Sanghera-Sidhu, *A Tertiary Review of Teaching Training and the Treatment Integrity Reported on in Studies from Systematic Reviews Examining the Effectiveness of Technology Use in Classrooms.*

16:40 Heikki Lyytinen, Ulla Richardson, Ville Mönkkönen, Iivo Kapanen, Miika Pekkarinen, *Supporting Acquisition of Basic Reading Skill Using a Multimedia – based Tool: Graphogame Technology*

17:00 Adriana G. Bus, Cornelia A.T. Kegel, *Key Role of Feedback in Computer Interventions Preventive for Reading Problems*

17:20 Jennifer R. Wolgemuth, Robert Savage, Janet Helmer, Phil Abrami, Helen Harper, Tess Lea, *A Multisite Randomized Controlled Trial of a Free Access, Web-based Literacy Tool on the Early Literacy Outcomes in Australia's Northern Territory.*

16:00-17:40 SSSR Symposium: What does it take to write well? Examination of   *3.08c*
              writing in various languages (Montréal B)

16:00   Chae Hyung Park, Young-Suk Kim , *Academic language skill and writing in Korean*

16:20   Xiuhong Tong, Catherine McBride-Chang, Shu Hua, *Differences and similarities in writing quality between Hong Kong and Beijing children*

16:40   Stephanie Al Otaiba, Young-Suk Kim, Jessica Folsom, Cynthia Puranik, *Growth trajectories of writing for typical children and children with language impairment*

17:00   Natalie Olinghouse, *Stability and predictors of writing classifications*

17:20   Yusra Ahmed, Richard Wagner, *Component skills of writing*

16:00-17:40 SSSR Symposium: Behavior-genetic latent growth curve modeling   *3.08d*
              of reading development in twins from Ohio, Colorado, Florida, and the
              United Kingdom (Montréal C)

16:00   Jessica Logan, Steven Petrill, *Genetic and Environmental Influences on Growth in Reading Skills: Ages 6-12*

16:20   Micaela Christopher, Jacqueline Hulslander, Brian Byrne, Stefan Samuelsson, Sally Wadsworth, Richard Olson, *Growth modeling of literacy measures in the Colorado longitudinal twin sample: evidence for strong*

16:40   Sara Hart, Jessica Logan, Christopher Schatschneider, Jeanette Taylor, *Development of timed versus untimed measures of reading*

17:00   Nicole Harlaar, Philip Dale, Marianna Hayiou-Thomas, Robert Plomin, *Individual variation in reading achievement trajectories: New evidence from a UK twin study.*

17:20   Richard Olson, *Discussion of the four papers on biometric growth curve modeling of reading development*

16:00-17:40 SSSR Symposium: Reading skills in special populations (Ville-Marie) *3.08e*

16:00   Amy Lederberg, Amy R. Lederberg, Mi-Young Webb, Carol M. Connor, *Understanding the Nature of Foundational Skills for Reading in Deaf and Hard of Hearing Children*

16:20   Panayiota Kendeou, Timothy C. Papadopoulos, Christiana Ktisti, Argyro Fella, *Precocious Readers: A Cognitive or a Linguistic Advantage?*

16:40   Fiona Duff, Kelly Burgoyne, Paula Clarke, Sue Buckley, Margaret Snowling, Charles Hulme, *Efficacy of a reading and language intervention for children with Down syndrome: a randomized controlled trial*

17:00   Jessie Ricketts, Julie Dockrell, Olympia Palikara, Tony Charman, Geoff Lindsay, *A longitudinal investigation of oral language and reading in children with SLI and ASD*

17:20   Elena Zaretsky, Jelena Kuvac, *Differences in distribution of pre-literacy skills and early literacy achievements among kindergartners with and without language impairment: Does orthography matter?*

16:00-17:40 SSSR Symposium: The Reading for Understanding Network: Early results (St.-Antoine) *3.08f*

16:00   Phillips Beth, Galiya Tabulda, Pamela B. Webb, Smirti Jangra, T. Kayla Sedgwick, *Syntax intervention in early childhood: Results from efficacy trials within three grades*

16:20   Tiffany Hogan, Laura Justice , *Developing interventions to support early reading comprehension: Results from iterative design*

16:40   Carol McDonald Connor, Christopher Lonigan, *Building content area literacy from kindergarten through fourth Grade: Results from iterative design and efficacy studies*

17:00   M. Anne Britt, Jennifer Wiley, Thomas Griffin, Brent Steffens, *Instructional manipulations to support comprehension of history*

17:20   Elizabeth Albro, *Discussion*

17:10-18:00 Business Meeting (Fortifications) *3.09*

18:00-19:30 ST&D / SSSR Poster Session & Reception (Grande Place)   *3.10*

1   Amy Murdoch, Richard Sparks, *Early reading skill and its relationship to reading volume (print exposure) over 10 years* [SSSR]

2   Adrienne Barnes , Young-Suk Kim, Beth Phillips, *Young children's narratives: Use of story structure and linguistic devices in story retell and story production* [SSSR]

3   Cayne Letizia, Joanna Uhry , Thanos Patelis, *The utilization of curriculum based measurements to predict comprehension performance in Reading First schools* [SSSR]

4   Eric Oslund, Deborah Simmons, Shanna Hagan-Burke, Aaron Taylor, Oi-man Kwok, *Kindergarten progress-monitoring predictors of end-of-first grade reading outcomes* [SSSR]

5   Kristin Conradi , *An examination of affective reading components and their relationship to reading comprehension* [SSSR]

6   Laurie Hansen, Penelope Collins, *Print exposure and patterns of reading among linguistically diverse children* [SSSR]

7   Katie Lam, Kathleen Hipfner-Boucher, Xi Chen, *The cross-language role of English syntactic awareness in French reading comprehension among French Immersion students* [SSSR]

8   Jennifer Minas , Christopher Benjamin, Jennifer Zuk, Nadine Gaab, *Examining neural correlates of reading fluency in children with and without developmental dyslexia* [SSSR]

9   Jay Blanchard, Herman Garcia, Kim Atwill, Glen Powell, *The role of Spanish proficiency in patterns of English reading skills development: A five year (k-4th) successive cohort study* [SSSR]

10   Mairéad McKendry , *Investigating the relationship between reading comprehension and semantic skill in children with English as an additional language: A focus on idiom comprehension.* [SSSR]

11   Trelani Milburn, Luigi Girolametto, Elaine Weitzman, Janice Greenberg, *Enhancing preschool educators' ability to facilitate shared book reading conversations* [SSSR]

12   Bronwen Davis, Mary Ann Evans, *Understanding skill integration in emergent reading: Variability, adaptive choice, and gradual change* [SSSR]

13   Katherine Binder , Khanh Vy Thi Nguyen, Scott Ardoin, *Mindless reading in 2nd graders: An eye movement analysis* [SSSR]

14   Barbara R.Schirmer, Laura Schaffer, William J. Therrien, Todd N. Schirmer, *Reread-*

adapt and answer-comprehend intervention: Investigation of the effect on fluency and comprehension of struggling deaf readers [SSSR]

15   Jianhong Mo ,Shingfong, Chan,Catherine McBride-Chang, *Hand writing fluency as a specific predictor for Chinese writing composition of children in Hong Kong* [SSSR]

16   Stephanie Pagan, Monique Senechal, *Fostering aboriginal children's reading motivation and achievement with a 4-week paired-reading intervention with parents* [SSSR]

17   Pui-wan Cheng, Sau-ha Sarah Luk, Wai-yee Lai, Ling-po Shiu, Qiuping Wu, *Early reading intervention in Chinese for first-grade at-risk readers: Effects of intervention intensity* [SSSR]

18   Catherine Darrow, Lynne Vernon-Feagans, *The relationship of teacher beliefs and the effectiveness of an individualized reading intervention* [SSSR]

19   Lucie Macchi, Séverine Casalis, Marie-Anne Schelstraete, *Reading in children with specific language impairment* [SSSR]

20   Damaris Ngorosho, Ulla Lahtinen, *The role of the home environment in phonological awareness and reading and writing ability in Tanzanian primary schoolchildren* [SSSR]

21   Gabriela Gómez Vera, Sotomayor, *Academic resilience in reading comprehension, school and individual factors related to performance in PISA 2009: Argentina, Chile, and Uruguay* [SSSR]

22   Nuria Calet, Nicolás Gutiérrez-Palma, Silvia Defior, *Effects of fluency training on reading ability in Spanish primary school children* [SSSR]

23   Alessandra Dillenburg Scur , Miranda DiLorenzo, Cara Lew, Christie Fraser, Esther Geva, *Examining the role of early levels of vocabulary in reading comprehension: the effect of L1 dominant, L1-L2 balanced, and L2 dominant vocabulary knowledge* [SSSR]

24   Lena Eckerholm , *Teachers` professional practice and instruction in reading comprehension among students in year 4-6 (Swedish schools)* [SSSR]

25   Bianco Maryse, Aurélie Nardy, françoise Toffa, Martine Rémond, *Reading comprehension strategies from 8 to 11 years old children: What develops?* [SSSR]

26   Gal Ben-Yehudah, Dorit Shulman, *Instructional order of contextual and morphological strategies influences reading comprehension in 3rd grade* [SSSR]

27   Liliana Fonseca, Bárbara Gottheil, Adriana Aldrey, María Pujals, Juan Barreyro, Inés Lagomarsino, Eleonora Lasala, Sandra Molina, Luciana Buonsanti, Dolores Pueyrredón, Leticia Freire, Alejandra Mendivelzua, Mara Muñiz , Graciela Migliardo,

Enhancing reading comprehension skills in children from schools of different socio-economic status (SES) [SSSR]

28 Chi-Shun Lien, Pei-Chen Wu, *Questioning and summary for understanding: A strategy-combination reading program to enhance comprehension* [SSSR]

29 Haiying Li , Arthur C. Graesser, *Predictors of ESL reading comprehension ability* [SSSR]

30 Luisa Araujo, Luisa Araujo, Patricia Costa, *What factors explain reading achievement in the program for international reading literacy study (Pirls, 2006) in 20 EU countries?* [SSSR]

31 Yaacov Petscher,Barbara Foorman, *Increasing the precision of student's ability in tests of reading comprehension: Evidence from a randomized control trial* [SSSR]

32 Karyn Higgs,Joe Magliano, Eduardo Vidal-Abarca, Danielle McNamara, Tomas Martinez, *Using technology to study task-oriented reading comprehension* [SSSR]

33 Helen Chen Kingston, James S. Kim, Thomas G. White, Lisa Hall Foster, *Do children's oral retell scores from narrative and informational texts predict transfer to standardized reading comprehension tests?* [SSSR]

34 Marloes Muijselaar, Annemarie Davelaar, Peter de Jong, *Does the relationship between working memory and reading comprehension depend on the type of reading comprehension measure?* [SSSR]

35 Carla Wall, Joanna Gorin , John Sabatini, Tenaha O'Reilly, Gary Feng , *Validity evidence for reading comprehension test questions: An experimental eye-tracking study* [SSSR]

36 Juliet Halladay , *Making monsters into meatballs: Differential impacts of oral reading error types on text meaning and reading comprehension* [SSSR]

37 Julia Ferrari, Rhonda Martinussen, *Exploring the contribution of inattention to reading comprehension in first grade students* [SSSR]

38 Nicole Conrad , *Implicit learning vs. explicit instruction in the acquisition of orthographic knowledge during reading and spelling* [SSSR]

39 Hugh W.Catts, Diane Nielsen, Mindy Bridges, Yi Syuan Liu, *Multi-step approach to screening for reading disabilities* [SSSR]

40 Mary Beth Calhoon, Yaccov Petscher, *Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school reading projects* [SSSR]

41 Jill Cohen, Ralph Reynolds, Jason Boggs, Megan Cogliano, *The effect of strategy*

instruction on metaphor comprehension in children [SSSR]

42   Jin Kyoung Hwang , Penelope Collins, Mark Warschauer, George Farkas, Binbin Zheng, *Exploring the writing patterns of elementary school students as a function of their proficiency in English* [SSSR]

43   Lerida Cisotto , Silvia Del Longo, Nazzarena Novello, *Reading-to-write: Written synthesis from multiple sources* [SSSR]

44   Shawn Kent ,Young-Suk Kim, Stephanie Al Otaiba, Jeanne Wanzek, *Kindergarten predictors of first grade writing quality* [SSSR]

45   Christina Dobbs , *Learning to be convincing: Metadiscourse and the academic writing of middle graders* [SSSR]

46   Lynette Chesson ,Daisy Powell, Lance Slade, Joseph P. Levy, *Investigating the precursors of reading comprehension in light of the simple view of reading* [SSSR]

47   Christer Jacobson ,Thomas Nordström, Pernilla Söderberg Juhlander, Anna Fouganthine, *Questionnaire results from the longitudinal study of reading development in Kronoberg, Sweden* [SSSR]

48   Wan-Chen Chang , Yu-Min Ku, Chien-Hui Lin, Chien-Che Hsu, *Investigating the role of vocabulary knowledge in the reading comprehension of early grade school students* [SSSR]

49   Marie-France Cote , Julien Mercier , Line Laplante , *The impact of a reading intervention on transfer of knowledge of decoding skills for reading disabled children in second and third grade* [SSSR]

50   Peng Peng , Doug Fuchs, Devin Kearns,Amy Elleman,Lynn Fuchs, Don Compton , Sam Patton ,Amanda Miller, *Exploring cognitive and academic moderators of a first-grade tutoring program to strengthen word reading and reading comprehension* [SSSR]

51   Sarah Priebe ,Marcia Barnes, Mary York, *The relation of world knowledge and reading comprehension in skilled and less skilled adolescent comprehenders* [SSSR]

52   Jamie Quinn ,Richard Wagner, Yaacov Petscher, *Latent change score modeling of developmental relationships between vocabulary and reading comprehension* [SSSR]

53   Ralph Radach, Michael Mayer, Christian Vorstius, Chris Lonigan, *Comprehension monitoring during sentence reading: Evidence from eye movements* [SSSR]

54   Ofra Korat , Iris Levin, *Electronic book with a digital dictionary: A tool enhancing vocabulary* [SSSR]

55   Barry Hughes, Amber McClelland, Dion Henare, *The Braille–reading finger and*

garden path sentences [SSSR]

56   Gaston Saux, Debora I. Burin (CONICET-Universidad de Buenos Aires), Natalia
      Irrazabal (CONICET-Universidad Catolica Argentina), *Causal inferences in
      expository texts: Online effects of text layout and non-figurative diagrams*

57   Emily R. Smith (University of New Hampshire), Panayiota Kendeou (Neapolis
      University Pafos), Edward J. O'Brien (University of New Hampshire), *Does causality
      facilitate updating?*

58   Helge I. Strømsø, Ivar Bråten, Øistein Anmarkrud, Leila E. Ferguson (University of
      Oslo), *Relationships between beliefs about justification for knowing and multiple-
      documents comprehension among language-majority and language-minority
      Norwegian students*

59   Michelle E. Ide (Northern Illinois University), *Calibration of comprehension for
      multiple documents*

60   Irrazabal Natalia (CONICET-Pontifical Catholic University of Argentina), Burin
      Débora, Saux Gaston (CONICET-University of Buenos Aires), *Comprehension of
      instructions: Effects of modality of presentation on online processing, execution time
      and assembly accuracy*

61   Yu-Min Ku, Wan-Chen Chang (National Central University), *Investigating the
      comprehension strategies used by students during reading an illustrated text*

62   Michael B. W. Wolfe, Christopher A. Kurby (Grand Valley State University), Andrew
      R. Taylor (University of Illinois at Chicago), *Argument evaluation and recall as a
      function of belief in the argument*

63   Kristopher J. Kopp, M. Anne Britt, Keith Millis (Northern Illinois University), Jean-
      François Rouet (Universite de Poitiers), *Tracking information use during an
      argumentation task: Should I really use this?*

64   Karla A. Lassonde (Minnesota State University), Edward J. O'Brien (University of
      New Hampshire), *Can subtle changes in text overcome the influence of gender
      stereotypes?*

65   Alexandra List, Emily M. Grossnickle, Patricia A. Alexander (University of
      Maryland), *"It was first": Examining the impact of domain and question type on
      search and source selection*

66   Anne Helder, Linda Van Leijenhorst, Paul van den Broek (Leiden University),
      Coherence monitoring in good and poor comprehending readers in elementary school

67   Patricia Wallace, M. Anne Britt (, Daniel Karabatsos, Kristopher Kopp, Keith Millis
      (Northern Illinois University), *Reading and critiquing: does order really matter when*

learning research methods concepts?

68   Wind Cowles, Sunjung Kim, Bruno Zeitel (University of Florida), *When context doesn't help: Comprehension accuracy for non-canonical sentences*

69   Lisa Scharrer (University of Münster), M. Anne Britt (Northern Illinois University), Marc Stadtler, Rainer Bromme (University of Münster), *The influence of text comprehensibility and controversiality on laypeople's trust in their own capabilities to decide about scientific claims*

70   Susan Wilson, Keith Millis, Patricia Wallace (Northern Illinois University), *Learning from text in game-like and nongame contexts*

71   Valeria Abusamra, Andrea Casajús, Romina Cartoceti, Aldo Ferreres, Alejandro Raiter (Universidad de Buenos Aires), Rossana De Beni, Cesare Cornoldi (Università degli Studi di Padova), *Text comprehension: Evaluating a multicomponential ability*

72   Ana C. Llorens, Raquel Cerdán, Eduardo Vidal-Abarca, Vicenta Ávila (University of Valencia), *Formative feedback effectiveness in the context task-oriented reading performance to improve search strategies*

73   Emily M. Grossnickle, Alexandra List, Patricia A. Alexander (University of Maryland, College Park), *Beliefs about inquiry and multiple source navigation: Are more competent beliefs always the best guide?*

74   Yu-Min Ku, Wan-Chen Chang (National Central University), *An intervention on improving sixth graders' written scientific explanation*

75   Xianyou He, Huijuan Li, Yubing Wei (South China Normal University), Danielle McNamara (Arizona State University), Art Graesser (University of Memphis), *The two-phase model of processing time shifts in text reading: Evidence from behavioral and eye movement experiments*

Abstracts

Tuesday, July 10

16:30-18:00 IGEL / ST&D Invited Symposium (Fortifications)

16:30 Barbara Dancygier (University of British Columbia), *Narrative viewpoint: Blending and compression*

Fictional narratives are centered around two goals: representation of events and representation of characters' words and thoughts. The former issue has often been described in terms of techniques of narration, while the latter question ranges across various constructions of speech and thought representation. To describe general ways in which texts represent characters' minds, I will discuss two broad strategies deployed in narrative texts: viewpoint compression and speaking for thinking. The former makes it possible for the characters' perceptions and experiential viewpoints to be presented as elements of narration. The latter questions a common assumption that speech and thought constitute clearly delineated narrative constructions.

17:00 José Sanders (Radboud University Nijmegen), Ted Sanders (Utrecht University), Eve Sweetser (University of California Berkeley), *Responsibility in narrative discourse: How mental spaces and perspective help identifying subjectivity in causal coherence*

In this paper we use the concept of a Basic Communicative Spaces Network (Sanders, Sanders, & Sweetser, 2012, *Journal of Pragmatics*) to account for a recursive patterning which represents how not only the narrator, but all characters in the narrative can, by their presence, as Subject of Consciousness generate their own Mental Spaces, and how these spaces can be blended with the mental spaces connected to other subjects. The new insights of SoC–narrator Mental Spaces blending may account for ambiguities in language use and for rhetorical effects on readers which are not genre-specific to fictional narratives, but possible in other genres such as news texts as well.

17:30 Frank Hakemulder, Ed Tan, Moniek Kuijpers, Miruna Doicaru (Utrecht University), *Narrative appeal: How stories get readers involved*

This contribution is a progress report on a research project entitled *Varieties of Absorption in Narrative, and Aesthetic Experiences: A Comparative Study of Responses to Literature and Film*. The project is aimed at clarifying the relation between text factors, absorption, and aesthetic experience. Central questions are: What makes a narrative absorbing in the first place? How are particular forms of being absorbed related to feeling entertained, or enraptured, or inspired by its beauty? And finally, how do the answers to these questions inform the study of narrative effects? It seems plausible that these answers are fundamental to our understanding of narrative impact.

18:00-19:30 IGEL / ST&D Poster Session & Reception (Grande Place)

8 Badriah Khalid Al-Gublan (Riyadh Princess Nora University), *A relevance theoretic account of impoliteness in Arabic and English*

Relevance Theory (Sperber and Wilson 1996) is adopted as a model for discussing impoliteness as an ostensive or marked form of communication, and politeness as an unmarked behaviour. The data of the study are selected dialogues between non-intimate characters of unequal power relation in E.M. Forster's *A Passage to India* and Abdurrahman AL-Muneif's *Iraq*. The study addresses questions such as, when is language considered 'impolite'? is impolite language only used for anti-social purposes? can impolite language be creative? and, what is the difference between "impoliteness" and "rudeness"?

9 Raymond F. Person, Jr. (Ohio Northern University), *Restarts in conversation, Serbo-Croatian epic, and One Thousand and One Nights*

Drawing from studies of restarts in conversation (Goodwin 1981; French and Local 1986; Schegloff 1987; Local 1992; Carroll 2004) this paper concerns restarts in Serbo-Croatian oral epics produced by the guslari and in One Thousand and One Nights. Therefore, this paper illustrates how structures common in everyday conversation can provide not only a mechanism in the performance of oral traditions such as Serbo-Croatian epic but can also become an important structural device in the narrative of a literary work that has roots in oral storytelling such as One Thousand and One Nights.

10   Maryam Mokayyef (Islamic Azad University), *The representation of Tsui model in language interactions in Iran Persian female high schools*

During the 1970s, the study of discourse flourished and progressed noticableally. Tsui (1995), synthesizing the research done in language use, introduced a model by which each conversation in various situations could be analyzed. this study attempts to apply Tsui' model (1995),to identify classroom interactions in Iranian classrooms and whether interactions cover Tsui's classifications and sub-classifications or not. The result indicates that interaction in Iranian Persian classroom does not cover all the classes and subclasses of Tsui's framework and the patterns dominated the Iranian classrooms are based on two patterns as follows: a. Initiation - Response - follow up; and b. Initiation - response

11   Andrew R. Taylor, Jennifer Wiley (University of Illinois at Chicago), Jason L. G. Braasch (University of Oslo), *Learning science through analogy: The role of individual differences in spatial ability*

This experiment adopts an individual differences approach toward understanding why analogies are only sometimes beneficial for learning from text. Subjects read a text about weather with either no analogy or an analogy in one of three positions: at the opening of the text, interleaved throughout, or as an ending. . When given no analogy, high spatial participants wrote better quality essays after reading than low spatial participants. But, the presence of an analogy eliminated this difference in all three of the analogy conditions. These results indicate that analogies are beneficial especially for participants with low spatial ability.

12   Haiying Li, Arthur C. Graesser, Max M. Louwerse, Zhiqiang Cai (University of Memphis), *Linguistic and psychological features of political discourse in diverse genres*

We analyzed original spoken and written discourse excerpts from 1921-1975 of Chinese political leader Mao Tse-tung to investigate the linguistic and psychological features in spoken and written registers. A Principal Components Analysis uncovered seven major linguistic and psychological components that co-occurred in Mao's discourse. The similarities and differences of linguistic and psychological features among genres were investigated in each separate component and in synthetic components simultaneously. Results uncovered linguistic and psychological features of these seven components. The components showed large differences between the spoken and written discourse, with informal written discourse showing features of spoken and written

13   Moniek M. Kuijpers (Utrecht University), *Narrative determinants of transportation: Suspense and curiosity*

Research on transportation in narrative texts has focused primarily on its after effects or on individual differences between readers. The textual determinants of transportation remain largely unknown. This paper investigates the discourse structures of suspense and curiosity and their relationship to transportation. Participants (N=166) read a story that was manipulated in either a suspense structure or a curiosity structure. It seems that readers appreciate both suspense and curiosity up till a certain point, but start to lose interest in stories with an excessive degree of either suspense or curiosity. However, the manipulations do not have a significant effect on transportation.

14   Amanda C. Miller (Vanderbilt University), Kathryn King, Cameron Liggett, Rebecca S. Betjemann (Regis University), *To grasp an idea: The influence of embodied metaphors on cognitive processing*

Many metaphors, such as "lean to the right" relate to body position. Previous work suggests that "embodied metaphors" can influence our viewpoints such that when we hold our body in a position that is consistent with the metaphor, we are more likely to report viewpoints consistent with the metaphor's meaning. This study suggests that embodied metaphors can also influence discourse processing and problem solving. Consistent with the metaphor "to grasp an idea", we found that participants with their hands in a grasping position significantly outperformed participants with their hand in an open, non-grasping position on two types of tasks.

15   Stephen W. Briner (University of Illinois at Chicago), Sarah Levine (Northwestern University), Kathryn S. McCarthy, Candice Burkett (University of Illinois at Chicago), Carol D. Lee (Northwestern University), Joseph P. Magliano (Northern Illinois University), Susan R. Goldman (University of Illinois at Chicago), *Toward an assessment of literary reasoning in*

This study reports initial results from an assessment of students' understanding of literary symbolism and theme. Students in grades 9-11 (n = 128) read pairs of literary short stories with similar symbols and themes, and wrote essays comparing and contrasting the two stories. Essays were scored using rubrics that measured how students responded to the prompt, synthesized the stories, structured their arguments, and used literary reasoning. Results suggest that these rubrics are reliable, useful for understanding how students think and reason about authentic literary texts, and sensitive to differences in students' essays across grade levels.

16   Laura K. Halderman, Paul Deane, Rene Lawless, John Sabatini, Anita Sands, Gary Feng, Srinivasa Pillarisetti, Tenaha O'Reilly (ETS), *Using corpus statistics to generate topic vocabulary: A validation study*

Word frequency as an approximation of difficulty and vocabulary breadth fails to account for the hierarchically organized structure of domain-specific vocabulary. To capture the topical relationships among words in domain-specific content areas, this paper describes methods for generating sets of topical vocabulary using corpus statistics on a large corpus of English texts. These methods were validated by experts in biology and history/geography who made relatedness judgments about the words. The corpus statistics used to create the sets predicted the experts' judgments. These tools may lead to better ways of assessing vocabulary knowledge which could be more useful for instruction.

17   Yao-Ting Sung, Ju-Ling Chen, Yao-Tun Lee, Yi-Shian Lee, Chun-Yi Peng, Hou-Chiang Tseng (National Taiwan Normal University), Tao-Hsing Chang (National Kaohsiung University of Applied Sciences), *Constructing and validating a readability model with LSA : A case study of chinese and social science textbooks*

This paper studies the readability of Chinese and Social Science textbooks with LSA. We construct semantic spaces with 455 and 1434 texts from Chinese and Social Science textbooks, respectively, along with the 78496 words from a corpus by the Academic Sinica. This research also develops and validates a readability model based on the semantic spaces. The results show that LSA better predicts the readability of the texts from the Social Science textbooks than the texts from the Chinese textbooks.

18   Yi-Fen Su, You-Hsuan Chang, Ju-Ling Chen, Shiang-Ling He (National Taiwan Normal University), *The influence of prior knowledge on college students' strategic reading: Evidence from think-aloud protocol*

This study aims to investigate how prior knowledge influence college students' strategic reading while they were asked to read and summarize expository texts, and whether prior knowledge can compensate reading ability and increase summary performance. The results showed that although prior knowledge did not compensate low reading ability nor increase summary performance for college students in this study, prior knowledge did influence what reading strategies were used by college students while they had to read and summarize expository texts.

19 Lucy Kyoungsook Kim, Elsi Kaiser (University of Southern California), *Factors affecting discourse prominence and memory retrieval: An investigation of morphological case markers*

We investigated how grammatical subjects that are marked with different case markers in Korean (Nominative-marked with –i/–ka vs. Contrastive topic-marked with –(n)un) behave concerning prominence in discourse and memory. Our results suggest that topic-marking has different effects on discourse expectations and memory retrieval. In a discourse-based sentence-continuation task, TOP-marking increased the prominence of entities associated with the topic-marked subject. When comprehenders encounter a noun that is interpreted as a contrastive topic, the other nouns that contrast with it were likely to be mentioned in subsequent discourse. However, a probe-word recognition task showed that TOP-marking does not enhance memory retention.

20 Shahram Ghiasinejad (University of Central Florida), *A taxonomy for shallow computational models of sentence comprehension*

In recent years, a wide range of computational models for sentence comprehension have been proposed. These models vary considerably in their approach to solving the modeling problem. In this presentation, a taxonomy for comparing computational models of sentence comprehension will be introduce. Specifically, two distinctions are introduced that are used to compare and contrast different classes of models. The first distinction is whether the model is based on an intentional or an extensional approach to meaning. The second distinction is whether the model considers the use of word order information in sentence processing. Examples of these distinctions are provided using several popular computational models of sentence processing.

21 Jazmín Cevasco (National Research Council-Argentina), *The role of filled pauses in the generation of inferences and the recognition of spoken words*

This study examined the effect of hearing filled pauses in the generation of causal inferences and the recognition of words mentioned during a conversation. Participants listened to excerpts of interviews, and performed a judgment task and a word recognition task, after they had or had not heard a filled pause. There were no differences in reaction times in the judgment task. Recognition times were slower after participants had heard a filled pause than when it had been edited, suggesting that hearing them produces a discontinuity with the information in the statement, but does not hinder the generation of inferences.

22 Kevin S. Autry, William H. Levine (University of Arkansas Fayetteville), *Activation of antecedents and multiple non-antecedents following anaphor resolution*

Research has shown that anaphor resolution is more difficult when there is an alternative antecedent present. The current research examined the effect of additional non-antecedents by having subjects read short passages containing lists of two to five nouns from the same category followed by an anaphor that unambiguously referred to only one item. Probe recognition times for the antecedents increased with the number of list items, and a similar pattern was found for non-antecedents. We argue that each noun became less active as the number of list items increased because there were more candidate antecedents for activation to spread to.

23 Meghan M Solomon (University of Notre Dame), Joe Magliano (Northern Illinois University), Gabrial Radvansky (University of Notre Dame), *Verb aspect and problem solving*

Verb aspect conveys the temporal flow of an action, such as whether it is on-going or complete. If language guides how situation models are to be constructed, then verb aspect could influence cognition that would use situation models, as in solving insight problems. In this study, verb aspect within the insight problem was manipulated to determine if the imperfect aspect (was accepting) or perfect aspect (accepted) influenced people's solution rates. Results revealed that solution rates for problems that depended on the way an action was being done within the problem were better when the imperfective aspect was used. For problems that focused on a characteristic of a person (i.e., gender), solution rates were better when the perfective aspect was used. The language used to convey problems can

24   Hidekazu Osanai, Takashi Kusumi (Kyoto University), *The effects of individual differences of absorption on narrative comprehension*

In this study, we investigated whether the individual differences of absorption in narratives affect the narrative comprehension process. Thirty-eight participants read two short stories and completed the Literary Response Questionnaire (LRQ). We compared reading times and emotional responses between the high- and low-absorption groups based on the LRQ scores. The results revealed that the high-absorption group read the negative story faster than low-absorption group, and that the high group reported less negative emotions in the positive story than the low group. These results suggest that absorption into a story accelerates the reading process and understanding of emotions.

25   Andreas Schramm (Hamline University), *Awareness during narrative comprehension and potential acquisition of aspectual meanings by non-native English speakers*

In second language acquisition there has been sustained interest in input processing and the role of cognitive resources. Much of it has been on form within meaningful context, not semantic meanings. This study investigates cognitive resources readers employ during comprehension and potential acquisition of aspectual meanings and their pragmatic use in narratives. Data from 24 college age non-native English speakers on the cognitive status of semantic content is examined to determine whether awareness occurred in STM and intake during inferencing in STM and LTM. Questions are discussed whether aspect had been acquired before or reading triggered awareness and incidental intake.

26   Ilic Nathalie (University of Geneva), *Written mediation in clinical research: A pragma-discursive account*

Previous studies of Informed Consent Forms used in medical research context suggest that potential participants have poor recall and understanding after reading. Yet, being fully and clearly informed are keys for an autonomous decision-making: participants have a legal and ethical right to know what happens to their body. In this data-driven study, I carried out a fine-grained pragma-discursive analysis of 19 forms. Addressing the data from the experiential and embodied viewpoints, I pointed some linguistic patterns and gathered them systematically. This presentation focuses on specific discursive troubles emerging from the addresser's writing difficulties and hedging the addressee reading process.

27   Pauline Sirois, Isabelle Savage, Émilie Hébert, Alice Vanlint (Université Laval), *Support in writing and reading through a developmental perspective*

The development of reading and writing implies simultaneous accounting of different elements which are the fondations of the organisation and the coherence of the discourse. The teacher must also intervene on many components while constantly ajusting his/her support to the pupil's level of development. How can we offer this type of support in a regular 2nd grade? In front of this question, a pedagogical approach has been tested with 40 students attempting a regular class. The results show not only the impact of the approach on the learning path of the students, but also the needs for a reflexive support to the teacher when deploying the approach.

29   Shufeng Ma, Richard C. Anderson, Tzu-Jung Lin, Yu-Li Hsu (University of Illinois at Urbana-Champaign), Jie Zhang (West Kentucky University), Weiwei Ouyang (University of Illinois at Urbana-Champaign), *Influence of collaborative group work on English language learners' oral narrative*

Instructional influences on storytelling were investigated among 114 fifth-grade Spanish-speaking ELLs. Participants either received a 9-week socio-scientific unit involving collaborative group work or direct instruction, or were in control classes that continued regular instruction. Then students individually told a story prompted by a wordless picture book. Analysis of story transcripts indicated greater syntactic complexity and narrative cohesiveness in the stories produced by students who had participated in collaborative groups. Results were attributed to increases in quantity and quality of talk during collaborative group work.

30　Yuki Fukuda (Hosei University), Kohei Tsunemi (Iwaki Junior College), Kazuki Uchiyama (Hosei University), Yasunori Morishima (International Christian University), Naochika Kajii (Hosei University), *The effect of 2nd- vs. 3rd-person perspective difference on emotion inferences during narrative reading: An experiment with time-controlled reading*

Fukuda, et al (2011) tested the effects of readers' viewpoint on emotion inferences by protagonists' emotional state, and took longer to read the narrative of 3rd- than 2nd-person pronoun. In this study, we go into Fukuda, et al. (2011) by restricting reading times whereas self-paced in Fukuda, et al (2011). Putting the results together, we argue that if readers were restricted reading times, they may read the narrative as if the main protagonist were a null subject. The null subject indicates 1st-person viewpoint, then readers might engage in such shallow-processing instead of taking effortful 3rd-person viewpoint.

31　Wind Cowles, Maria Fionda, Michelle Perdomo (University of Florida), *Noticing it was that and not the other: Change detection, focus status, and alternatives during reading*

An experiment using a text-change paradigm was used to examine whether members of alternative focus sets are processed as part of focus interpretation in a discourse. Our results show that it is more difficult for readers to recognize when a focused word has changed in a discourse when the replacement word is previously mentioned, and even more difficult when the word is a member of a set of potential alternative focus referents.

32　Rolf A. Zwaan, Jan A.A. Engelen, Jacqueline A. de Nooijer (Erasmus University Rotterdam), *When repeating something does not make it clearer: A dissociation between vividness and accessibility of discourse entities in memory*

Do individuals construct a more vivid mental representation of an object when it is referenced multiple times in discourse? In Experiment 1, participants decided which of two images (a more or less transparent one) best resembled the one they had seen before reading a story in which the depicted object was mentioned either one or three times. They were not more likely to choose the clearer picture after multiple mentions. Experiment 2 showed that multiple mentions enhanced performance on a probe recognition task. So, simply repeating a discourse entity leads to a more accessible, but not more vivid representation.

33　Kenji Ikeda (Nagoya University), Shinji Kitagami (Nagoya University), *The relationship between the process of comprehension rating and metacomprehension accuracy*

In this study, we investigated the relationship between the process of comprehension rating and metacomprehension accuracy. Participants read six expository texts. After reading, participants assigned a comprehension rating to each text. The latencies of comprehension rating were measured. Finally, participants completed a comprehension test. The results revealed the negative correlation between the latency of comprehension rating and metacomprehension accuracy. This result suggested that the diagnostic cues are not generated at judgment of comprehension. Thus, readers who could not access the diagnostic cues during reading might need to access various cues at judgment, but these cues were no diagnostic for metacomprehension.

34　Thomas D. Griffin, Allison J. Jaeger, Andrew F. Jarosz, Keith W. Thiede, Jennifer Wiley (University of Illinois at Chicago), *Improving metacomprehension in an undergraduate course in research methods*

Students to tend have poor metacomprehension when learning from text, meaning they are not able to distinguish between what they have understood well from what they have not. This study investigated the effect of a combined test expectancy and self-explanation manipulation on students metacomprehension accuracy for texts related to research methods in the context of an undergraduate course. Results indicated that when students received the test expectancy and self-explanation manipulation their absolute and relative accuracy was improved beyond that of a control condition. This is promising first step toward interventions that may help improve monitoring of understanding in course contexts.

35   K. Beker, S. Wassenburg (Leiden University), M. van der Schoot, M. H. de Vries (Vrije Universiteit Amsterdam), P. van den Broek (Leiden University), *The detection of inconsistencies along different dimensions by elementary school children*

In this research the inconsistency paradigm (Albrecht & O'Brien, 1993) was used to investigate comprehension monitoring of four dimensions of coherence. Children from 4th and 6th grade read stories that contained emotional, temporal, spatial or causal (in)consistencies while self-paced reading times of target sentences were recorded. Results revealed slower reading times for inconsistent versus consistent target sentences for emotional information. Observed patterns were remarkably similar for the 4th and 6th grade children.

36   William S. Horton (Northwestern University), *Words between strangers: The influence of character relationship and conventionality on the processing of metaphor during self-paced reading*

Speakers often use figurative language in ways that reflect commonalities between themselves and addressees. Horton (2007) showed that the presence of metaphorical language in a conversation between two story characters led readers' to judge those characters as knowing each other better. The present work turns this around, demonstrating first, in Experiment 1, that characters' relationships can influence the processing of metaphor, with longer reading times for metaphors than literal utterances in stories about interactions between strangers. Experiment 2 shows that these effects are strongest for unconventional metaphors. Knowledge about the relationships between speakers can shape how readers resolve metaphorical meanings.

37   April M. Drumm-Hewitt, Celia M. Klin (Binghamton University), *Conceptual pacts: The social rules of characters' conversations*

According to a traditional view of language processing (e.g., Clark, 1994), people work together, following unspoken social norms to minimize the amount of effort required to communicate effectively. One such social norm, known as a conceptual pact (Brennan & Clark, 1996), is to continue using an agreed upon referent. In three experiments, we investigated whether readers expect story characters to follow the same social norms. Participants read a series of short passages in which one character violated a conceptual pact. The results suggest that readers take into account the social rules that story characters should follow.

38   Sumeyra Tosun, Jyotsna Vaid (Texas A&M University), *"Gillian reportedly ran a red light": Interpretations of non first hand assertions of source of information*

Evidentiality, a linguistic category which allows and/or requires speakers to convey the source of information of a narrated event, is a pervasive feature of many languages. The present study tested whether the choice of evidential marker in English (e.g., reportedly vs. presumably vs. must have, etc.) leads to different attributions regarding reported events. In addition to a corpus analysis of evidentials, narratives containing different types of second hand assertions (vs. first hand assertions) were presented to English speakers who were asked to interpret them. Participants made different types of attributions depending on the choice of non-first hand assertions.

39   Romina Cartoceti (Universidad de Buenos Aires - CONICET), *Intrusion errors in reading comprehension*

The aim of this work is to present the results of an investigation on reading comprehension. Part of this doctoral investigation studied the influence of inhibitory control in the process of reading comprehension. The results show that poor comprehenders have great difficulties to inhibit irrelevant information, overloading working memory system and committing a greater number of intrusion errors. This data support the hypothesis that inhibition control is strictly related to reading comprehension ability. The findings are relevant for the field of both clinical (neuro) psycholinguistics and education.

40   Joseph Tyler (University of Michigan), *Prosody and listeners' interpretation of ambiguous discourse*

The discourse "I sat in on a history class. I read about housing prices. And I watched a cool documentary" could be interpreted such that the narrator read about housing prices and watched a cool documentary in history class or separate from history class. A set of experiments test the ability of different prosodic manipulations to bias interpretation towards one or the other interpretation. Results show that contrasts in sentence-final pitch contours, inter-sentential pause duration, mean pitch and mean intensity bias interpretation of ambiguous discourses.

Wednesday, July

8:30-10:10 Anaphor / Gender (Palais)

8:30 Yulia Esaulova, Chiara Reali, Lisa von Stockhausen (University of Duisburg-Essen), *Tracking gender influences in German: Eye-movement studies on grammatical and stereotypical gender cues in anaphor resolution*

Two eye-tracking studies address the processing of grammatical and stereotypical gender cues in anaphor resolution in German. Pronoun (er 'he'/sie 'she') and noun phrase (dieser Mann 'this man'/diese Frau 'this woman') anaphors were investigated in sentences containing gender typical role nouns as antecedents. Results show that with personal pronouns, anaphor resolution is mainly guided by grammatical gender cues, whereas role noun processing also involves stereotypical gender information. In sentences with noun phrase anaphors, both grammatical and stereotypical gender influences are involved in anaphor resolution. Both studies suggest that grammar-based influences occur first and are followed by those of gender-typical information.

8:50 Elsi Kaiser, Jackie Sihyun Kim (University of Southern California), *Pronoun use in a second language: An investigation of Chinese and Arabic speakers' sensitivity to gender differences when producing English narratives*

We investigated pronoun production in second-language (L2) learners whose first languages (L1) differ in whether they mark gender. We tested English speakers, Arabic speakers learning English, and Mandarin-Chinese speakers learning English. Participants provided continuations to English sentence fragments with same-gender or different-gender referents (e.g. "Laura hit {Phillip/Kate} at the car wash, and then…"). We analyzed the frequency of singular and plural pronouns (vs. other forms) in the continuations. Our results suggest that while the (near-)absence of an L1 gender distinction (Chinese) appears to weaken gender-sensitivity in L2, pervasive L1 gender-marking (Arabic) does not cause enhanced gender-sensitivity relative to L1-English speakers.

9:10 Jessica Love (University of Illinois at Urbana-Champaign), Gail McKoon (Ohio State University), *Was it you or was it me? Reading (and confusing) indexical pronouns*

In five reading time and error detection experiments, we explore the role that superficial pronominal features play in allowing readers to track characters. We find that pronouns like "I" and "you", which require readers to track speaker and audience information, are overall less informative than pronouns like "he" and "she," which contain disambiguating gender information, during conditions conducive to shallow processing. However, in situations where the speaker-audience relationship remains constant (i.e., one character is always referenced as "I" and a second as "you"), these relationships can be monitored superficially as well.

9:30 Chiara Reali, Yulia Esaulova, Lisa von Stockhausen (University of Duisburg-Essen), *Isolating effects of gender stereotypes in a grammatical gender language: Evidence from eye movements*

The reported study aimed at separating the influence of grammatical from stereotypical gender cues during anaphor resolution in German. Materials consisted of empirically developed descriptions of typically male, female, and neutral professional activities, which did not contain any grammatical gender cue to the referent sex, followed by a masculine or feminine anaphoric pronoun (e.g. 'A.B. repairs and produces pieces of furniture. Usually he/she has a sufficient income'). Eye-tracking data showed a robust mismatch effect in the incongruent condition, detected on the anaphor region in very early, middle, and late stages. Implications for anaphor resolution models are discussed.

9:50 Sayaka Sato, Pascal Gygax (University of Fribourg), *Languages influence thought: Effects of gender marked determiners in comprehending gender stereotypical role names*

Recent studies in gender representation have yielded mixed results concerning the type and time course of when gender associated information is activated (Gygax et al, 2008; Rothermund, 1998). In light of these finding, the study examined the issue of the feminine bias possibly present in German determiners in comparison to those of French, a language with a male bias. Results showed that the representations in both languages generate male biased inferences as a result of their grammatical gender marking, overriding stereotypical information, yet the addition of a German determiner appeared to have a feminine additive effect, attenuating the male bias.

8:30-10:10 Multiple Sources (Ste-Hélène)

8:30 Jason L. G. Braasch, Ivar Bråten, Øistein Anmarkrud, Helge I. Strømsø (University of Oslo), *Promoting high school students' evaluation of source features of multiple documents*

We investigated whether a "contrasting cases" instructional intervention promoted high school students' evaluation of source features present in multiple document inquiry contexts. Strategy protocols from two hypothetical students were provided: one featured more and another less sophisticated multiple document strategies. Instructions were to contrast the two to decide which were the better strategies and why. As expected, in a subsequent inquiry task, intervention students better differentiated document usefulness and offered more principled justifications based on source features compared to control students. We discuss instructional and practical implications of contrasting cases in promoting multiple document "strategy change" in Internet inquiry contexts.

8:50 Jesse R. Sparks, David N. Rapp (Northwestern University), *Improving multiple-text comprehension by evaluating source information* [Winner of the Jason Albrecht Outstanding Young Scientist Award]

Relying on source information when reading multiple texts on a particular topic can support readers' comprehension of text content. However, readers often overlook source information when reading. To date, efforts to improve sourcing behavior have yielded mixed results, perhaps partially due to their short-term duration. The current project examined whether long-term practice with evaluating text sources improved readers' comprehension of multiple texts. A diary-based training task fostered readers' integration of information across different text sources, but did not improve memory or comprehension of individual texts. Thus, long-term evaluation training efforts might usefully encourage readers' reliance on source information.

9:10 Alexandra List, Emily M. Grossnickle, Patricia A. Alexander (University of Maryland), *"I was looking for the answer": A critical examination of multiple source use* [Winner of the Outstanding Student Paper Award]

This study examined students' essay responses to an open-ended academic question using a library of sources. A text-analysis program and phrase-based coding scheme were used to compare the extent to which students' responses paraphrased, elaborated on, or added to information found in the texts. A subsample of participants was interviewed to better understand students' response formulation. Even when accessing multiple texts, students were found to draw on few sources in composing their responses and to integrate information only to a limited extent. Further, students' answers were found to contain exact wording from texts. Implications for instruction and research are discussed.

9:30 Yvonne Kammerer, Peter Gerjets (Knowledge Media Research Center), *When web sources contradict each other: Discrepant web information triggers high-school students' source evaluations*

This study investigated how discrepancies across Web pages affect high-school students' source evaluations when reading multiple Web pages on a complex health-related topic. In line with the Documents Model framework and previous research on single-text comprehension, the present results indicate that content-based discrepancies across Web pages stimulate greater source evaluation, such that students mentioned more sources in their summaries and judged a Web page with obvious commercial interests as less trustworthy than when the Web pages contained consistent information. In the latter case, students did not seem to consider potential commercial biases of information sources in their trustworthiness evaluations.

9:50 Guillaume de Pereyra, Jean-François Rouet, Jason L. Braasch, Ludovic Le Bigot (CNRS / University of Poitiers), M. Anne Britt (Northern Illinois University), *Readers' memory for information sources in simple news stories: Effects of text and task features*

Two experiments investigated conditions that promote readers' memory for information sources in simple news stories with more or less plausible contents. Experiment 1 showed that readers remember better sources that share a number of dimensions with the situations they describe. Sources of less plausible stories were not better remembered, but implausible details were. Experiment 2 found that source-focusing instructions increased readers' memory for sources. We conclude that situation model theories and task-oriented reading theories apply to the encoding of source information. We discuss findings regarding plausibility with respect to theories of knowledge elaboration and persuasion.

8:30-10:10 Dialog (Viger)

8:30 Kris Liu, Jean Fox Tree (University of California, Santa Cruz), *When friends are politer than strangers*

We tested how successful overhearers were at determining intimacy in a context where they could not rely on intimate topics, shared history, or visual information. We also assessed ratings of politeness across the friends and stranger dyads. When mutual history and subject matter is taken out of the equation, overhearers had a difficult time accurately identifying which conversational dyads were friends and which were not. However, the conversations produced did vary systematically in how polite they were rated, with friends' conversations rated as more polite than strangers'.

8:50 Jie Zhang, Shahbaz Munawar, Chunling Niu (Western Kentucky University), Richard C. Anderson, Kim Nguyen-Jahiel (University of Illinois), *Peer-led small group discussions accelerate language development for English learners*

This study examines the discourse processes of a peer-led small group discussion approach in two fifth grade classrooms serving mainly low income Spanish-speaking English learners. By linking the discourse features of student talk to language and thinking outcomes on both the group and individual levels, the study reveals that (1) reflective and extended discourse features distinguish more proficient discussion groups from the less proficient groups; (2) reflective essays written by the more proficient discussion group contain more satisfactory reasons; (3) cumulative talk and exploratory talk featuring co-construction of argument strongly associate with language and thinking outcomes for diverse learners.

9:10 Julie S. Lynch, Lauren Meck, Jodi Harwood, Melissa Persinger, Kylee Paine (Saginaw Valley State University), *Beginning and advanced college writers' comprehension of writing tasks*

The goal of the current study is to explore the cognitive processes used to form an understanding of a writing task (i.e., a task representation). The task representations of more and less advanced college writers are compared using think aloud protocols and a post-writing interview. We also investigate the relationship between writers' task representations and the quality of their final drafts as well as the role of reading comprehension skill and working memory. Findings will provide insight into the complex cognitive processes writers use to mentally represent a writing task and how these processes guide their writing.

9:30 Natalie K. Person (Rhodes College), Whitney L. Cade, Andrew M. Olney (University of Memphis), Sidney K. D'Mello (University of Notre Dame), *Using student summaries to predict learning gains*

Student summaries that were generated during tutoring sessions with an intelligent tutoring system, Guru, were analyzed to determine whether specific linguistic features are related to learning outcomes. Guru is a dialogue-based system for high school biology that models the tactics, actions, and dialogue moves of expert human tutors. Coh-Metrix was used to analyze the summaries. The features of summaries that resulted in higher learning outcomes on immediate and delayed posttests were simple sentences, content words and the use of connectives.

9:50 Duyen T. Nguyen, Susan Fussell (Cornell University), *The effects of message content on communication processes in intercultural and intracultural interactions*

We report a study that uses retrospective analysis to understand American and Chinese participants' feelings and reactions on a moment-by-moment basis during an interaction as a result of the messages they receive from their conversation partners. Intercultural and intra-cultural pairs of Chinese and American participants talked about a fictional crime story and then individually watched and reflected on an audio-video recording of the interaction. We analyzed three types of messages produced during the interactions: task-related, relational, and back channel responses. Our results contributed to the understanding of how communication problems may emerge during dyadic conversations, especially in intercultural interactions.

10:40-11:50 Distinguished Scientific Contribution Award Address (Fortifications)

Marcel Just (Carnegie Mellon University), *Changing brains for changing times*

Similarly to the way that average human heights have increased over centuries, so too have brain capabilities. Reading skill is an example of a brain capability that has become widespread only in the last century due to societal changes. Brain imaging studies of language comprehension are teaching us several important lessons about the considerable modifiability of brain function and brain tissues. While Mother Nature provides us with extremely flexible tools for thinking, the customizing of those tools for dealing with new language communication technologies shapes what our brains can accomplish. The findings from a range of language-related brain imaging studies foreshadow how it might be possible to shape the brains of the future.

13:20-15:00 Emotion (Palais)

13:20 Heather H. Mitchell, Katherine Dickerson (Webster University), *Wait… humor takes time: An empirical investigation of punch line productions*

Individual differences in reader characteristics related to humor production were investigated. Previous research asked participants to generate punchlines completing the final lines of verbal jokes. One condition encouraged participants to be quick in creating punchlines (i.e., hurried condition) while another condition encouraged participants to take their time (i.e., unhurried condition). The current study suggests a creative approach to humor benefits humor production, but only when participants are encouraged to take the time needed to produce quality humor.

13:40 Charlotte Zeamer, Jean E. Fox Tree (University of California, Santa Cruz), *Laughter as a linguistic signal*

Despite claims that humor and positive affect improve student learning, empirical exploration of the role of laughter on attention and memory is sparse. In support of these claims, we found that when listening to overlaid laughter, the more positively listeners felt about a lecturer, the more lecture material they remembered. However, we also found that laughter interfered with recall of verbatim lecture content. We propose that laughter is a linguistic signal that competes with surrounding language, impairing verbatim memory for that information.

14:00 Catherine M. Bohn-Gettler (Wichita State University), Melinda K. Mueller (Wichita State University), *The interplay between mood and working memory on inference generation*

Mood may affect the cognitive processes readers engage in during and after comprehension. The current study examined the role of happy-, sad-, and neutral-induced moods on inference generation, and accounted for the effects of working memory. Participants read texts that supported the generation of inferences at varying constraint levels (strong, weak, control). Response times and accuracy from a lexical decision task demonstrated that readers with low working memory (but not high working memory) were less likely to generate inferences when they were in a sad mood as compared to a happy mood.

14:20 Christelle Gillioz, Pascal M. Gygax (University of Fribourg), *Going beyond the simple match-mismatch effect might be complex, but more insightful: A study on emotional inferences*

We compared reading times of sentences containing emotion labels varying in their strength of congruency to the preceding context. When the narratives were highly constraining, readers were slower to read the high congruent emotional label and to read a following low congruent emotional label. We propose that when confronted to highly constraining emotional narratives, readers not only map the emotional label proposed in the target sentence to their mental model but also elaborate a foundation based on it, resulting in a more complex attention cognitive process. All subsequent information will be more difficult to map to this specific mental model.

14:40 Nick Benesh (South Dakota State University), *Linguistic features of transportation*

Green and Brock's (2002) Transportation-Imagery model predicts that narratives with more imagery and emotion should be more immersive. However, the linguistic feature of these narratives has been overlooked. To investigate this, a set of narratives were computationally scored for theoretical indicators of transportation. Next, participant read and rated their immersion on these narratives. Responses were used to create a formula based on transportation scores of text and mutual linguistic features. Results indicate that it is possible to predict levels of immersion in text from a small set of linguistic features. This would allow for more precise measures of transportive narratives.

13:20-15:00 Working Memory (Ste-Hélène)

13:20 George K. Georgiou, J. P. Das (University of Alberta), *Specific reading comprehension deficits in university students: How important is working memory?*

We examined (a) what components of working memory (processing, storage, or both) influence reading comprehension in university students and (b) what other processing skills (planning, attention, simultaneous, and successive processing) influence reading comprehension beyond working memory. 23 university students with poor comprehension were matched to 43 university students without comprehension difficulties on word- and nonword-reading fluency. All participants were tested on measures of working memory, planning, attention, simultaneous, and successive processing. The results revealed that the poor comprehenders experienced difficulties in both processing and storage components of working memory, as well as difficulties in successive

13:40 Joe Magliano (Northern Illinois University), Lester C. Loschky, Adam Larson (Kansas State University), Karyn Higgs (Northern Illinois University), *Generating inferences in picture stories: The role of verbal and visuospatial working memory systems*

There were at least two working memory systems that support comprehension processes, namely linguistic- and perceptually-based processes. There is evidence that both systems support the understanding of texts, but what about visually-based narratives? This goal of this study was to answer this question. Participants viewed graphic (with no text) narratives under a verbal or spatial load. We assess the extent that these different loads affected the ability to generate bridging inferences that established a causal relationship between events depicted across adjacent panels. The results showed that viewers made bridging inferences under both loads, but that the verbal load disrupted processing more so than the spatial load. Based on these results and prior research involving text, we

14:00 Chris Schmader, Gregory Ward (Northwestern University), *The effects of information structural constraints on the processing of full passives*

Birner (1996) found that the syntactic subjects of full passives represent information no less familiar within the discourse than that represented by by-phrase NPs. Given that discourse-old information constitutes a gradient category, we measured reading times to investigate whether less recently evoked (i.e. less discourse-old) entities would be favored in by-phrase NPs. Our analyses revealed faster RTs for words following more (as opposed to less) recently evoked direct objects in active sentences, with no equivalent advantage following more recently evoked by-phrase NPs in full passives. These results demonstrate that gradient discourse-status constraints associated with non-canonical constructions influence sentence processing.

14:20 Srikanth Dandotkar, M. Anne Britt, Joseph P. Magliano (Northern Illinois University), *The effect of readers' sensitivity to deep and shallow semantic relationships on argument evaluation*

This study examined readers' sensitivity to deep-semantic and shallow-semantic relationships between claims and reasons under two different evaluative tasks. We varied the evaluative nature of the task across two experiments and the level (high/low) of semantic relationships (shallow/deep) within the experiments. Participants evaluated structural flawedness of arguments in Experiment1 and participants' agreement with arguments in Experiment2. Participants read, evaluated, and later recalled arguments. The results indicate that the relationship factors differentially affect readers' judgments under the two different evaluative tasks. Moreover, reasoning skill differentially moderates readers' sensitivity to the relationships under different

14:40 Wind Cowles, Laura Dawidziuk (University of Florida), *The repeated name advantage: Effects of alternative antecedents on category and repeated noun-phrase anaphora*

Prior work has shown that readers take longer to read repeated anaphors that refer to focused antecedents (e. g. Gordon et al., 1993; Almor, 1999). Two self-paced reading experiments tested the hypothesis that this effect would be attenuated when the repeated anaphor is needed to avoid ambiguity. Contrary to prior results, readers were faster for repeated anaphors of focused antecedents, and were fastest in ambiguous contexts. This suggests that the interaction of antecedent focus and anaphoric specificity is more complex than previously understood, and similarity between an antecedent and potential antecedents influences coreference even in unambiguous cases.

13:20-15:00 Argumentation (Viger)

13:20 Irene-Anna N. Diakidoy, Stelios A. Christodoulou, George Floros (University of Cyprus), *The contribution of comprehension to the evaluation and persuasive impact of argumentative text*

Abstract:

The study examined the contribution of comprehension to the persuasive impact and critical evaluation of argumentative text in the absence of strong prior belief bias. Students were pretested for initial beliefs, need for cognition, and prior knowledge and read one of four text versions varying in cohesion and argument quality. Main claim recall was the only comprehension measure associated with belief change and evaluation, with cohesion and need for cognition moderating its effects. The absence of any argument quality effects or interactions indicated that comprehension may be necessary but not sufficient for the critical evaluation of complex and extended argument lines.

13:40 Carlos R. Salas, Thomas D. Griffin (University of Illinois at Chicago), *Selective use of emotion-based versus evidence-based arguments in a multiple documents environment*

This study examined whether students' selective use of information from multiple texts containing either evidence-based arguments or emotional appeals (i.e., argument basis) depended on the epistemic basis of their prior beliefs. Participants read eight texts that presented arguments that varied in their basis and position regarding evolutionary theory. They then wrote an essay describing their personal beliefs. Results indicated that the more evidence based a student's prior belief, the more likely they were to (1) include supporting information from evidence rather than emotion based text arguments and (2) argue against more belief-conflicting evidence than belief-conflicting emotional arguments.

14:00 Ying Duan, Arthur C. Graesser, Haiying Li, Zhiqiang Cai (The University of Memphis), *Relationships between the cohesion of Mao Tse-Tung's speeches and the social historical context of China*

This study explored the hypothesis that the cohesion of political leaders' speeches is systematically influenced by the social-historical context. Mao Tse-tung's discourse excerpts (N=293) were analyzed to explore such relationships by measuring cohesion with LSA and content-word overlap of adjacent sentences. Patterns of correlations and structural equation modeling support the conclusion that Mao's speech cohesion was negatively related to the growth of the country and positively related to disturbances such as wars and civil strife. These results are discussed in the context of theories of persuasion and discourse processing.

14:20 Joshua Morris, Richard Anderson, Xin Zhang (University of Illinois at Urbana-Champaign), *The other side: Spontaneous counterargumentation*

247 fifth-grade students completed a nine-week unit on whether a town should be allowed to kill wolves. CG students worked in peer-led cooperative groups in which they actively argued about the issue while DI students received teacher-led direct instruction about arguments on both sides. Then students were interviewed in a policy transfer task about whaling. Interviews were transcribed and coded for argument elements. CG students produced more unprompted counterarguments, rebuttals, and complete arguments (position, reason, counterargument and rebuttal) than DI students or uninstructed control students.

14:40 Silvia Del Longo, Lerida Cisotto (University of Padova), *Writing to argue: Writing as a tool for written argumentation*

This exploratory study aimed at investigating the relationship between writing strategies and the quality of written argumentation in 120 high-school students. Only half participants attended a training program on writing to argue. During pre- and post-intervention sessions, all students were asked to write an argumentative essay in order to analyze their writing abilities in argumentation. Through five questionnaires, participants' previous knowledge and stance, their reasoning skills and their beliefs and experiences about argumentation and writing were also analyzed. Findings and empirical implications will be discussed.

15:30-16:40 Young Investigator Award Address (Fortifications)

Chantel S. Prat (University of Washington), *The role of the right hemisphere in language comprehension processes*

Why do we know so much less about how the right hemisphere contributes to language comprehension processes than we do about how the left hemisphere contributes? For well over a hundred years, researchers have collected mounting evidence that the right hemisphere plays an important role in comprehension processes, yet language is still largely described as a left hemisphere function, and the role of the right hemisphere remains debated. My research suggests that factors related to experienced difficulty (such as the interaction between individual abilities and task characteristics) can be used to dynamically predict "when" the right hemisphere contributes to language, rather than attempting to identify a static process or set of processes that characterize the right

17:10-18:20 ST&D / SSSR Invited Keynote Address (Fortifications)

Charles Perfetti (University of Pittsburgh), *Comprehending texts as part of comprehending words*

Text researchers (*Text Dorks*) tend not to be interested in words, and word reading researchers (*Word Nerds*) tend not to be interested in text processes, an inevitable by-product of specialization. However, word meaning is pivotal in text comprehension. It is the output of word identification and the input to higher-level comprehension processes. A failure to quickly retrieve the meaning of a word and tune it to the specific context places comprehension at risk. I review recent research on word comprehension as part of text comprehension using on-line measures to expose both readers' word-to-text integration and their word learning process, a virtuous circle of word and text interaction.

Thursday, July 12

8:30-10:10 Assessment (Palais)

8:30 John Sabatini, Tenaha O'Reilly, Kelly Bruce, Laura Halderman (ETS), *Assessing reading for understanding: A theory-based reading comprehension test*

This paper presents efforts to create a new reading comprehension assessment that integrates the findings of research and effective teaching practices into the design. The assessment is disciplinary-based and requires students to integrate information across multiple texts to achieve a specific reading purpose. Information on students' background knowledge and metacognition is included in the design to contextualize the reading score. Preliminary analyses indicate the assessment displayed encouraging psychometric properties and the items were measuring processes intended by the design. Implications of this approach in the context of education will be discussed.

8:50 Tenaha O'Reilly, John Sabatini, Kelly Bruce, Laura Halderman (ETS), *Integrating background knowledge measures into high school reading assessment: Opportunities and challenges*

This paper investigates the feasibility of creating summative assessments of reading comprehension that requires students to integrate information from multiple texts. The assessment also measures students' background knowledge and whether they learned information during the assessment. Two disciplinary-based assessments were created: one for Social Studies one for English language Arts. Results reveal that the assessments demonstrate promising measurement properties and they were able to capture both elements of learning and student background knowledge. The effect of background knowledge on comprehension was significant after the effects of grade level were factored out. Implications for instruction will be discussed.

9:10 David Boveri, Keith Millis, Katja Wiemer (Northern Illinois University), John Sabatini, Tenaha O'Reilly (ETS), *Assessing comprehension: The effects of multiple documents and scenarios*

We examined the effect of multiple documents and fictional scenarios on an assessment of reading comprehension. Students were given documents about a historical even that were either presented as a single document written by a single author or as different documents written by different authors. In one half of the assessments, the documents were embedded in a scenario about helping a friend. The single document condition outperformed the multiple document condition on a measure of integration. There was no effect of scenario. The results are discussed in regard to theories of comprehension and issues relating to assessment.

9:30 Gary Feng, John Sabatini, Tenaha O'Reilly (ETS), Joanna Gorin, Carla Walls (Arizona State University), Kelly Bruce, Srinivasa Pillarisetti, Laura Halderman (ETS), *Getting students to process texts more deeply in assessments: Tasks type and sequence matter*

A coherent mental model of text content is key to comprehension. However, using multiple choices (MC) comprehension questions may encourage readers to respond to each piecemeal inquiry by returning to the text to scan for the minimal, necessary information needed to address item demands. Integrative tasks such as writing a summary may facilitate the construction of mental models. This hypothesis was tested in an eye-tracking study, where adult readers either answered MC questions or wrote a summary prior to MC questions. Results suggest the summarization task leads to deeper text processing and more coherent mental models that facilitate comprehension.

9:50 Laura K. Halderman, Tenaha O'Reilly, John Sabatini, Kelly Bruce (ETS), *Measuring motivation within a reading comprehension assessment*

This paper examines the impact of student motivation in the context of a summative reading assessment. Students took a scenario-based reading assessment that measured students' ability to integrate and synthesize information from content area texts. The assessment uses authentic purposes for reading and interactions with simulated peers to help bolster test taker engagement. Motivation is also measured directly to help improve the interpretation of the reading score. Preliminary analyses indicate that student motivation was related to reading comprehension and that students appeared to be engaged by the assessment in general. Implications for instruction will be discussed.

8:30-10:10 Lexical Processing (Ste-Hélène)

8:30 Stephen Hamilton, Erin Freed, Debra Long (University of California, Davis), *Modeling reader- and text- interactions during narrative comprehension: A test of the lexical quality hypothesis*

The goal of this study was to examine the efficacy of the Lexical Quality Hypothesis (Perfetti & Hart, 2002; Perfetti, 2007) in explaining narrative text processing in a self-paced reading paradigm. Hierarchical Linear Modeling (HLM) was used to quantify the effects of two text properties (length and number of new concepts) on reading times of focal and spillover sentences, with variance in those effects estimated as a function of individual difference factors (decoding, vocabulary, print exposure, and working-memory). The analysis revealed complex, cross-level interactions that complement the LQH, but also highlight its limitations.

8:50 Paul Deane, René Lawless, Chen Li, John Sabatini, Tenaha O'Reilly (ETS), *Modeling depth of vocabulary knowledge using item types targeted at specific depth levels*

Three item types designed to measure depth of vocabulary knowledge were administered to 1,449 seventh-grade and 1,622 eighth-grade students, with each type focused on different aspects of word knowledge. Validity of these designs was tested by predicting item difficulty (percent correct) and discrimination (point-biserial correlations) from item properties such as word frequency, LSA cosines between words, and other natural language processing features. Correlation and regression analysis revealed distinct patterns of correlation between difficulty, discrimination, and item properties, with feature weights in each model corresponding to the kinds of lexical knowledge being tested in the relevant item type.

9:10 Gary Feng, Paul Deane, Rene Lawless , John Sabatini, Anita Sands, Laura Halderman, Tenaha O'Reilly, Isaac Bejar (ETS), *Familiarity and topical knowledge drive vocabulary development*

This study looks at the development of the depth and breadth of vocabulary knowledge in middle school and high school students. Natural language processing techniques were used to identify topics in biological sciences and social studies, and to select topically related words and unrelated words. Depth of vocabulary knowledge was measured at two levels, namely students' familiarity with a word, and whether it is associated with a topic. Over 5,000 words were rated by more than 4,000 students. Data suggest systematic development in both the depth of vocabulary knowledge as well as reorganizations of the semantic field.

9:30 Paola Uccelli (Harvard University), Alejandra Meneses (Pontificia Universidad Católica de Chile), Emily Phillips Galloway (Harvard University), Christopher Barr (University of Houston), *To define nouns: An academic challenge that reveals later-language development in adolescent students*

This study examined middle-school students' mastery of written definitions as an academic genre. Data consisted of 1,624 definitions elicited from a cross-sectional sample of 203 4th-to-8th graders. Definitions were scored for superordinate precision, syntactic density, and informativeness. Using ANCOVA, students' grade and English proficiency were identified as positive predictors of summative definition scores. A repeated-measure ANCOVA with word abstractness (concrete/abstract) --repeated within student, with grade and English proficiency as predictors-- revealed higher performances for concrete nouns. No interactions were detected. Definitional skills emerged as insightful for understanding adolescents' academic language development, with student and word

9:50 Tania F. Coiner, Michael F. Schober (New School for Social Research), Frederick G. Conrad (University of Michigan), *Which web survey respondents are most likely to click for clarification?*

Cognitive and personality factors can predict clarification-seeking--and thus response accuracy--in a web survey where respondents can click for definitions of key question concepts. 60 respondents answered behavioral questions on the basis of fictional scenarios, some of which were designed to create potential comprehension difficulty, and for which response accuracy was measurable. Respondents with faster processing scores requested clarification more often and produced more accurate answers; they also took longer to answer (despite faster processing), presumably because they were more thoughtful. Respondents who scored high on dysfunctional impulsivity requested definitions less frequently, answered less accurately, and answered more quickly.

8:30-10:10 Child Language (Viger)

8:30 Macarena Silva (Universidad de Chile / Lancaster University), Kate Cain (Lancaster University), *The use of questions to scaffold narrative cohesion and coherence*

We examined whether or not question-answering aided the construction of cohesive and coherent narratives. Eighty-two preschoolers completed two tasks using pictures depicting stories: question-answering and narratives. The order of the tasks was manipulated within participants. Narratives elicited after questions were more coherent than those produced before the question-answering task; In contrast, there were no differences between scores for cohesion and the question answers in the different order conditions. In addition, working memory explained greater gains more from questions. Results are discussed regarding the interactional role of questions and the facilitative effect they have on focusing attention to the task.

8:50 Jacqueline Evers-Vermeul, Rosie van Veen, Pim Mak, Ted Sanders (Utrecht University), *The acquisition of causality: Converging evidence from corpus-based and experimental methods*

A cumulative complexity approach accounts for children's connective acquisition (Evers-Vermeul & Sanders, 2009): additive < temporal < causal. But what about various types of causality? This study uses converging methodologies to determine whether this approach can also explain the acquisition of causal connectives in three domains: content, epistemic, speech-act (Sweetser, 1990). Experiments containing narrative, instructive and argumentative tasks revealed that three-year-olds already produce all three domains. A corpus-based study showed that children aged 2;8 produce content and speech-act causals, but acquire epistemics later. A visual-world eye-tracking experiment revealed that two-year-olds' comprehension of content and epistemic causals mirrors this

9:10 Robert A. Mason (Carnegie Mellon University), Diane L. Williams (Duquesne University / Carnegie Mellon University), Marcel Adam Just (Carnegie Mellon University), *The contrast of expository and narrative comprehension in neurotypicals and individuals with autism*

Character-centered narratives have provided the foundation for understanding the neural basis of discourse comprehension. Expository texts activate similar cortical networks, yet rarely are directly contrasted with narratives. Readers diagnosed with autism activate a Theory of Mind (ToM) network indiscriminately during narratives (Mason et al., 2008). Anecdotally, individuals with autism have less difficulty processing expository text. Narrative and expository text comprehension is directly contrasted in the two groups. Results indicate the autism group recruited the right inferior frontal gyrus more than neurotypical readers for narratives (with more comprehension errors). The neurotypical group recruited a larger ToM network (medFG. anterior

9:30 Jakob Åsberg (University of Gothenburg), *Comprehension for narrative discourse in school-aged children with autism spectrum disorders*

Poor narrative discourse comprehension appears common among school-aged children with autism spectrum disorders (ASD). However, the specificity, nature and malleability of these difficulties are not well understood. Study 1 showed that discourse comprehension difficulties were present in children with ASD (n = 16) even with close control for nonverbal ability and language skills. Further, children with more severe social impairments tended to have particularly poor comprehension for inferential main ideas. In study 2, twelve children with ASD received four weeks of classroom-based instruction in discourse comprehension. Encouragingly, a pre-post controlled comparison provided initial indications that comprehension can be improved.

9:50 Hidetsugu Komeda (Carnegie Mellon University), Hirotaka Kosaka, Daisuke, N. Saito (University of Fukui), Keisuke Inohara (Kyoto University), Toshio Munesue (Kanazawa University), Hidehiko Okazawa (University of Fukui), *Is it easy for autistic people to think about an autistic character's behavior in a story? The effect of similarity between readers and*

Similarities between readers and story characters can impact readers' inference processes. While it has been demonstrated that it is easier for extraverted readers to understand extraverted characters (Komeda et al., 2009), is it easy for autistic readers to retrieve autistic characters' information? Seventeen autistic adults and sixteen typically developing adults participated in this study. The characters' behaviors (autistic or non-autistic) and consistencies within stories were manipulated. A recognition task for sentences was conducted after reading all of the stories. The results showed that autistic participants retrieved consistent outcomes of autistic characters more quickly than inconsistent outcomes of autistic characters.

10:40-12:20 ST&D / SSSR Invited Symposium (Montréal)

10:40 Jennifer Cromley (Temple University), *Differential effects of various predictors of comprehension when reading to study and reading to explain*

Using a within-subjects design, we collected data on various predictors of reading comprehension from the DIME model when reading to study and when reading to explain (counterbalanced across two texts). We find significantly different coefficients for predictors across the two purposes and texts. Results suggest that while the set of predictors in the DIME model is robust, various aspects of the model may operate differently when reading for different purposes. Specifically, inferences appear to play a more important role when reading to explain, whereas strategies play a more prominent role when reading to study.

11:00 Kate Cain, Nicola Pooley (Lancaster University), Hannah Nash (University of York), *Young readers' online inference generation of causal consequence inferences*

Causal connectives can facilitate adults' generation of causal inferences. In two experiments, we compared children's reading of texts that contained *because* with a *no connective* condition, to determine how the presence of a linguistic signal influenced their ability to infer the causal consequence of an action. Both reading time and question answering data suggested that typically developing 8- and 10-year-olds inferred the consequence of the action on-line, as they read the text, with a processing cost in the *no connective* condition. In contrast, although 10-year-old poor comprehenders were able to make inferences when prompted (by questions), they did not reliably generate these inferences on-line.

11:20 Jane Oakhill, Susan Sullivan (University of Sussex), Barbara Arfé (Università di Padova), Magali Boureux, Margherita Pasini (Università degli studi di Verona), Barbara Carretti (Università di Padova), *Understanding of connectives in hearing and deaf children*

The temporal and causal structure of text is an important guide to understanding. We report data from several experimental tasks, which were selected to assess temporal and causal reasoning in hearing and deaf children (aged 7 to 11). As well as assessing children's understanding of temporal and causal markers, we explored whether deaf children (who typically have poor comprehension) would have difficulties with causal/temporal event ordering per se, or whether they have specific problems in understanding such information only when it is presented in a written context. The deaf children performed worse than hearing children on the tasks that required reading, but their performance was superior to that of hearing children on tasks that

11:40 Panayiota Kendeou (Neapolis University Pafos), Timothy Papadopoulos, George Spanoudis (University of Cypress), *Processing demands of reading comprehension tests*

We examined the processing demands of WJPC, CBM-Maze, and Recall test in the early elementary years. Specifically, we examined the contribution of a set of skills that are important in early reading (i.e., rapid naming, phonological processing, orthographic processing, fluency, vocabulary, and working memory) to these tests. Because this set of skills undergo rapid development in the early years, we assessed them Grade 1 and Grade 2, before examining their prediction to the three tests in Grade 2. Based on the findings, we concluded that the three reading comprehension tests pose different cognitive and linguistic demands to the young reader.

12:00 Danielle S. McNamara (Arizona State University), *Translating what we know about comprehension to educational technologies*

One objective of research in the area of comprehension and learning from text is to translate research on this topic to interventions and tools that help students. Research has supported the theoretical notion that comprehension comprises multiple levels of understanding, including textbase and situation model levels of understanding. Research has also supported the notion that comprehension is driven by both text and reader factors (among others). This research foundation has inspired the development of two instructional technologies, iSTART and Coh-Metrix TEA. iSTART provides instruction and practice in using self explanation combined with comprehension strategies to enhance content literacy for challenging text. Coh-Metrix TEA provides educators with

13:50-15:30 Narratives (Palais)

13:50 Sashank Varma, Danielle Halvorson, Rachel Voit, Ker Thao (University of Minnesota), *Scripts as concepts: Memory representation, sequential structure, and incremental application*

Prior knowledge is critical for discourse comprehension. Scripts are knowledge representations of stereotypical social situations. Our understanding of scripts is grounded in models that date to the 1970s. The current research approaches scripts from a contemporary memory perspective, focusing on their acquisition and their application. Three experiments apply paradigms from the concept literature to investigate script-based comprehension. The results update the script construct within the study of discourse comprehension. They also have important implications for the study of memory: Texts are complex stimuli that raise new questions about the sequential structure of concepts and the incremental nature of categorization.

14:10 Jeffrey E. Foy, Richard J. Gerrig (Stony Brook University), *Comprehending events in realistic and fantastic stories: The interplay between real-world and narrative-specific knowledge*

Narrative worlds often include features that would be implausible in the real world: Characters remain eternally youthful; carpets can fly. We describe two experiments that demonstrate how the accessibility of knowledge specific to particular worlds affects the comprehension of narrative events. In Experiment 1, participants were faster to read events that fit within narrative worlds, even when those events were implausible in the real world. In Experiment 2, readers were slower to read about ordinary people experiencing implausible events, even within the context of fantasy worlds. We discuss how readers use real-world and narrative-specific knowledge to construct mental models.

14:30 Celia M. Klin, Danielle N. Gunraj, April M. Drumm-Hewitt (Binghamton University), *The match between a reader and a story character's behavior*

According to findings in embodied, or grounded, cognition, a critical element in understanding the behavior of others is the ability to form a mental simulation. We ask whether reading comprehension is influenced by a match in the linguistic behaviors of story characters and readers. In four experiments, participants read silently or aloud about a character reading silently or speaking. The findings indicate that a match between behaviors (e.g., participants reading silently about a character reading) facilitated the formation of auditory images. When the behaviors mismatched (e.g., participants reading silently about a character speaking), no evidence of auditory imagery was found.

14:50 Matthew E. Jacovina, Scott R. Hinze, David N. Rapp (Northwestern University), *Suspense persists even during rereading*

Readers use prior knowledge to understand and build deeper meanings from texts. However, texts sometimes present information that readers know to be false. In the current experiment, texts either accurately or inaccurately described the outcome of a well-known historic event. Readers found the inaccurate descriptions difficult to process. This effect, however, was attenuated when stories were suspenseful, suggesting that suspense reduces the impact of prior knowledge. We further examined how rereading these stories might influence these effects, and found that the effect of suspense persisted even when readers had prior knowledge for both the historic event and the story itself.

15:10 L. Van Leijenhorst, A. Helder, P. van den Broek (Leiden University), *Neural correlates of coherence monitoring in reading comprehension*

One of the cognitive processes that is involved in the construction of a coherent mental representation of a text is coherence monitoring. In an fMRI study, we investigated the neural correlates of coherence monitoring using a self-paced inconsistency paradigm. We find that reading times are slower for incoherent compared to coherent information. This behavioral response is associated with activation of regions previously associated with discourse comprehension as well as cognitive control and the default mode network. Findings suggest that coherence monitoring in reading recruits regions that are not part of the classic language network.

13:50-15:30 Comprehension (Ste-Hélène)

13:50 Robert F. Lorch, Jr. (University of Kentucky), Julie Lemarie (Universite de Toulouse – Le Mirail) [presented by Julie Lemaire], *An analysis of signaling devices and their effects on processing of expository text*

Signaling devices like typographical contrast and headings are ubiquitous in many types of expository text. They are an effective aid to readers, directing their attention to important text content and to the organization of a text. We present a comprehensive theoretical framework that provides both (a) a linguistic analysis of signaling devices and (b) a cognitive model of how signals influence text processing. The model is "SARA", an acronym for "signaling available, relevant, accessible" information. We review the results of several studies that have been conducted to test the major theoretical constructs of SARA.

14:10 Michael C. Mensink (Northern Illinois University), David N. Rapp (Northwestern University), *The effects of topic interleaving on recall of seductive scientific texts*

We examined whether interleaving content in a dual-topic scientific text might influence memory for scientific information and seductive details. Participants read a scientific text that was either interleaved or organized by topic (i.e., lightning formation and tornado formation); a separate group received one of these two organizations with the texts also containing seductive details. Interleaving topics improved recall of scientific content in general, except when the materials also included seductive details.

14:30 Nia M. Dowell, Mae-Lynn Germany, John Myers, Arthur Graesser (University of Memphis), *Enduring leaders and their persuasive strategies*

The present research explores linguistic patterns in the discourse of three prominent political leaders whose reigns lasted for multiple decades. The texts of Fidel Castro, Mao Zedong, and Hosni Mubarak were interpreted from the perspective of the theoretically grounded strategies of persuasion put forth by Petty & Cacioppo. In line with our theoretical approach, the results indicated that Fidel Castro, Chairman Mao Zedong, and President Mubarak all show similar discourse patterns of over time. Specifically, over the course of their career, the three leaders show a shift from the central to the peripheral route to persuasion.

14:50 Yahua Cheng, Fengjiao Ding, Hong Li (Beijing Normal University), Jie Zhang (Western Kentucky University), Kim Nguyen-Jahiel (University of Illinois at Urbana-Champaign), Hua Shu (Beijing Normal University), Richard Anderson (University of Illinois at Urbana-Champaign), Xinchun Wu, Minglu Zheng, Zhiqi Cui (Beijing Normal University), *Influence of*

A study involving 108 fourth graders from a school in Beijing investigated the impact of a peer-led, open-format discussion approach, called "Collaborative Reasoning," on students' high-level comprehension and written argumentation. Results showed that after participating in eight discussions over an eight-week period the CR group did not perform significantly better than the control group on the constructed response reading items requiring extended written responses. In the reflective essays, CR group produced significantly greater number of satisfactory reasons to support their arguments compared to the control group. Both groups produced equivalent numbers of counterarguments and rebuttals.

15:10 Mark Rose Lewis, Sashank Varma (University of Minnesota), *Using testing to enhance comprehension and potentiate learning from expository texts*

The results of two experiments demonstrated that testing can be a power tool for improving learning from expository texts. Experiment 1 demonstrated that testing can enhance students' comprehension of an already read text, replicating recent research into test-enhanced learning from educationally-relevant materials. Experiment 2 demonstrated that testing can also potentiate learning from novel, but related texts read in the future, increasing the amount of both initially tested and new textual ideas that participants integrated into their mental representations. These results significantly expand upon prior research into the testing-effect by demonstrating transfer of learning in the context of an educationally relevant comprehensions task.

13:50-15:30 Symposium: Text Structure in Discourse Processing: Past, Present, and Future Directions (Viger)

13:50 Rosalind Horowitz (University of Texas – San Antonio), *A historical overview of text structure studies in spoken and written discourse*

The study of text structure, used by writers and readers, dates back to the field of rhetoric and the ancient concept of *topoi*. Scientific research emerged in the early 1970s, grew through the 80s and subsided in the 90s. Today, studies explore structure in both spoken and written sources. With the publication of *Talking Texts: How Speech and Writing Interact in School Learning* (2007), I am examining how the structures of spoken and written discourse operate independently, how the two modalities overlay in dialogic communication, and how learners structure and credit multiple sources in classrooms.

14:10 Bonnie J. F. Meyer (Pennsylvania State University), *Memory and use of text structure in scientific articles*

Over the last 40 years, I have studied text structures and readers' abilities to use them. Good readers use their knowledge of text structures to build coherent memory representations. The power of teaching students to strategically use the text structure strategy is that it enables them to a) follow the logical structure of text to understand how an author organized and emphasized ideas; b) use processes parallel to these structures to increase their own learning and thinking (e.g., comparing, finding causes); and c) use these text structures to organize their own writing, such as written summaries, recalls, and essays.

14:30 Carl H. Frederiksen (McGill University), *Structure in discourse processing and cognition*

Research has long established how cognitive representations and structures of meaning and knowledge in memory are reflected in the propositional content and structure of discourse and in the cognitive processes involved in interpreting and producing discourse. Less attention has been given to discourse structure and processing in social contexts of discourse as language-in-use, e.g., in collaborative contexts of reasoning, problem solving, and learning. Results from a study of medical discourse in a social context of clinical problem solving will be presented to illustrate how participants' cognitive representations and processes are reflected in their language-in-use in such social contexts.

14:50 Ted Sanders (University of Utrecht), *The cognition of coherence relations*

Coherence relations, like Cause-Consequence, Contrast, and List are the building blocks of text structure. Understanding such relations between utterances is a crucial aspect of verbal communication. I will argue that all coherence relations share some conceptual properties (Sanders, et. al, 1992). We can distinguish between positive relations like List (*and*) and Cause-Consequence (*so*) and negative relations like Contrast (*but*) and Concession (*although*). A limited set of such properties is cognitively basic. Humans use them while interpreting and producing discourse. I will present empirical evidence and sketch how analytical studies have an important role to play in discourse studies.

15:10 Joanna Williams (Teachers College Columbia University), *An intervention to teach text structure to primary grade children*

We have developed and evaluated an intervention for second graders at risk for academic failure that embeds reading comprehension instruction in social studies lessons. It teaches basic text structures: sequence, compare-contrast, cause-effect, description, and problem-solution. It emphasizes clue words, generic questions, graphic organizers, and the close analysis of specially constructed well-structured paragraphs. Evaluations of program modules have compared the intervention to a content-only program focusing on social studies without text structure instruction and to a no-instruction control. The intervention improves reading comprehension (answering comprehension questions and writing summaries) without lessening the amount of social studies content acquired.

16:00-17:10 Invited Keynote Address (Fortifications)

Usha Goswami (University of Cambridge), *Developmental dyslexia: A temporal sampling framework*

I will provide an overview of the research that led me to propose a "temporal sampling" framework for understanding the phonological deficit in developmental dyslexia. The framework is based on the possible role of neural rhythmic entrainment and neuronal oscillations in language processing. I will focus on the previously neglected role of sensitivity to speech rhythm and prosody in developmental dyslexia, and discuss the research on basic auditory processing in dyslexia that led to our current focus on prosody. I will argue that detection of amplitude modulations at different temporal rates and their phase alignment plays a larger role than previously realized in speech processing, and is critical for perceiving metrical rhythmic structure.

18:00-19:30 ST&D / SSSR Poster Session & Reception (Grande Place)

56 Gaston Saux, Debora I. Burin (CONICET-Universidad de Buenos Aires), Natalia Irrazabal (CONICET-Universidad Catolica Argentina), *Causal inferences in expository texts: Online effects of text layout and non-figurative diagrams*

This study examined the online generation of causal inferences when reading scientific expository texts, as a function of distance between parts of text to be connected by the inference, and simultaneous presentation of abstract graphs designed to highlight causal relations in text. Low prior knowledge participants were asked to read natural sciences texts. Reading times for target sentences incongruent with prior text were collected. Distance to the causal antecedent had no significant effect on reading times for inconsistent sentences. Inclusion of graphs had a significant effect on inferential activity: diagrams enhanced online incongruence detection, in comparison with texts without graphs.

57 Emily R. Smith (University of New Hampshire), Panayiota Kendeou (Neapolis University Pafos), Edward J. O'Brien (University of New Hampshire), *Does causality facilitate updating?*

In a series of 7 Experiments we systematically examined the effectiveness of adding causal explanations to simple refutations in reducing or eliminating the impact of outdated information on subsequent comprehension. The results of Experiments 1-7 demonstrated that a causal explanation, even if only one sentence, was sufficient to eliminate the comprehension difficulty produced by outdated information; though, the outdated information remained available to the reader. However, increasing the amount of causal explanation further was sufficient to eliminate any measurable reactivation of the outdated information. The present set of results establishes a boundary condition under which outdated information will influence comprehension.

58 Helge I. Strømsø, Ivar Bråten, Øistein Anmarkrud, Leila E. Ferguson (University of Oslo), *Relationships between beliefs about justification for knowing and multiple-documents comprehension among language-majority and language-minority Norwegian students*

We examined the relationship between justification for knowing beliefs and comprehension when language-majority and language-minority students from the same school classes read multiple documents about a science topic. Results showed relationships for the language-minority group only, with beliefs in personal justification predicting multiple-documents comprehension negatively and beliefs in justification by authority predicting comprehension positively. These results may be due to a lower prior knowledge score for the language-minority students, with epistemic beliefs affecting comprehension processes to a greater extent when prior knowledge is not available to support such processes. Differences in cultural values could also be a possible explanation.

59   Michelle E. Ide (Northern Illinois University), *Calibration of comprehension for multiple documents*

This study examined readers' calibration of comprehension for multiple documents. Calibration of comprehension refers to an individual's ability to accurately assess their understanding of what they read. Participants in this study (N=30) read both related and unrelated document sets, made judgments of learning (JOLs), and answered comprehension questions. Results suggest that participants make higher JOLs for related than unrelated documents, though there was no difference in comprehension scores. There was a marginally significant effect for calibration, which suggested that calibration was higher for related than unrelated documents.

60   Irrazabal Natalia (CONICET-Pontifical Catholic University of Argentina), Burin Débora, Saux Gaston (CONICET-University of Buenos Aires), *Comprehension of instructions: Effects of modality of presentation on online processing, execution time and assembly accuracy*

This study examined the comprehension of instructions as a function of modality of presentation of the task (verbal, pictorial, and multimedia). One hundred and twenty participants were asked to comprehend and execute instructions on assembling an object. Classical measures of comprehension (reading times) as well as measures of accuracy and time lapse for executing the instructions were collected. Results indicated faster times for processing and executing instructions, and less assembling errors in pictorial and multimedia conditions. In conclusion, data support benefit for non verbal and multiple format presentations in comprehension as well as in memory and execution of the instruction.

61   Yu-Min Ku, Wan-Chen Chang (National Central University), *Investigating the comprehension strategies used by students during reading an illustrated text*

The objective of the study was to investigate the effects of adjunct illustrations on improving children's comprehension of science text. We sought to explore the process of how learners integrate information from text and illustration by employing "think aloud" method. Forty students were selected from four difference classes and then grouped into high- and low-ability subgroups based on their reading comprehension performance. The analysis of data suggested that (1) high ability group were able to benefit from the illustration than low ability group; (2) high ability group were more likely to utilize the information from the adjunct illustration.

62   Michael B. W. Wolfe, Christopher A. Kurby (Grand Valley State University), Andrew R. Taylor (University of Illinois at Chicago), *Argument evaluation and recall as a function of belief in the argument*

We examined subjects' ability to judge the validity of contentious one-sentence arguments as a function of whether they believe the argument. In a prescreening, subjects indicated beliefs about spanking and television violence. In three experiments, subjects read one sentence arguments about these topics consisting of a claim followed by a reason. Subjects either made validity judgments or recalled them. In Experiments 1 and 3, subjects were biased in favor of accepting arguments that they believe, with neutral participants in between, but accuracy was not predicted by beliefs. In Experiment 2, recall did not differ as a function of beliefs.

63   Kristopher J. Kopp, M. Anne Britt, Keith Millis (Northern Illinois University), Jean-François Rouet (Universite de Poitiers), *Tracking information use during an argumentation task: Should I really use this?*

Prior research suggests that students struggle with tasks involving sourcing and argumentation. This study extends prior research by tracking the use of information from unreliable source documents along three decision points during a multiple document argumentation task. We explored the idea that a slight hint towards sourcing and argumentation may be enough to influence decisions. Results suggest that people have a shallow goal representation initially, but these goals change as a function of the task. They also suggest that students are not necessarily filtering information due to source information, but rather filtering based on task demands.

64   Karla A. Lassonde (Minnesota State University), Edward J. O'Brien (University of New Hampshire), *Can subtle changes in text overcome the influence of gender stereotypes?*

Lassonde (in press) demonstrated that gender-neutral language carries an implicit male-bias as participants read target sentences defining protagonists as women more slowly following passages that contained gender-neutral nouns. However when passages included an explicit mention that the protagonist was a woman, gender-neutral language moderated against activation of stereotypes. The current study investigated the influence of female and male-biased adjectives on gender stereotypes in text. Results indicated that combining a gender-neutral title with a female-biased adjective reduced some of the comprehension difficulty on the target sentence describing the protagonist as female. Male-biased adjectives had the opposite effect, reinforcing occupational gender stereotypes.

65   Alexandra List, Emily M. Grossnickle, Patricia A. Alexander (University of Maryland), *"It was first": Examining the impact of domain and question type on search and source selection*

This study examined students' information search and source use when responding to discrete and open-ended academic questions in the domains of developmental psychology and astrophysics. An innovative screen-crasting software was used to better capture the dynamic nature of students' information search on-line. Participants spent a significant portion of their response process on locating information. Though differences were found across the question types, students were similar in their search process. Further, the extent to which students' searched using the full question, key words, or insufficient terms are examined. Implications for instruction and task design are discussed.

66   Anne Helder, Linda Van Leijenhorst, Paul van den Broek (Leiden University), *Coherence monitoring in good and poor comprehending readers in elementary school*

One of the cognitive processes that is involved in the construction of a coherent mental representation of a text is coherence monitoring, the ability to evaluate whether coherence is maintained while reading. We compare online and offline measures of coherence monitoring in good and poor comprehenders of two age groups: 8-9 year old and 10-11 year old children, using an inconsistency paradigm. Results show that both younger and older children engage in coherence monitoring, as evidenced by longer reading times for inconsistent than for consistent stories. Poor comprehenders also show this inconsistency effect, but were less accurate in inconsistency detection.

67   Patricia Wallace, M. Anne Britt (, Daniel Karabatsos, Kristopher Kopp, Keith Millis (Northern Illinois University), *Reading and critiquing: does order really matter when learning research methods concepts?*

The purpose of the current study was to assess the ideal ordering of a reading and an active case critiquing task when both involved material on research methods concepts. In addition, the nature of the critiquing task was varied to focus on either the cases or the concepts of interest. Results supported past findings indicating a benefit for engaging in an active task prior to reading especially if the critiquing task involves a case focus. The findings are discussed in the context of recent reports on retrieval practice and spacing effects.

68   Wind Cowles, Sunjung Kim, Bruno Zeitel (University of Florida), *When context doesn't help: Comprehension accuracy for non-canonical sentences*

Recent work has shown that even relatively simple sentences with a non-canonical role order (patient-first, e.g. the boy was kissed by the girl) result in lower comprehension accuracy than sentences with a canonical role order (agent-first, e.g. the boy kissed the girl) in both spoken (Ferreira, 2003) and written (Cowles & Kim, submitted) modalities. This eye-tracking study investigates the influence of context on reading and comprehension accuracy. While the presence of a context of any kind caused faster reading times, it did not improve comprehension accuracy.

69   Lisa Scharrer (University of Münster), M. Anne Britt (Northern Illinois University), Marc Stadtler, Rainer Bromme (University of Münster), *The influence of text comprehensibility and controversiality on laypeople's trust in their own capabilities to decide about scientific claims*

We investigated whether the increasing effect of high text comprehensibility on lay recipients' reliance on their own decision capabilities to judge scientific claims is decreased when the presented topic information is controversial. It was furthermore assessed whether these influences are mediated by perceived topic complexity. Lay readers read medical texts of varying comprehensibility and controversiality and indicated their readiness to rely on their own claim decisions. Participants' reliance was shown to be stronger after reading comprehensible than incomprehensible texts, but this difference was larger if texts were uncontroversial than controversial. However, these effects were not mediated by perceived topic complexity.

70   Susan Wilson, Keith Millis, Patricia Wallace (Northern Illinois University), *Learning from text in game-like and nongame contexts*

We examined gamers and nongamers ability to learn from text read in a textbook or in a game-like context. Learning was assessed by their ability to correctly apply definitions of concepts related to research methods to descriptions of research. Results showed that both gamers and nongamers performed similarly when reading the material in a textbook context. However, when reading in a game-like context, gamers had significantly higher scores for easier-worded definitions. This was not the case for the nongamers. One possibility is that the gamers focused their attention toward how the text fit into game play rather than learning from the text.

71   Valeria Abusamra, Andrea Casajús, Romina Cartoceti, Aldo Ferreres, Alejandro Raiter (Universidad de Buenos Aires), Rossana De Beni, Cesare Cornoldi (Università degli Studi di Padova), *Text comprehension: Evaluating a multicomponential ability*

The aims of the present work were: 1) to present the normative data of a test to evaluate text comprehension and 2) to consider the influence of three variables: sex, school grade and educational opportunities on the student´s performance. Some 2092 students between 9 and 12 years of age participated. All of them were evaluated with the test Leer para Comprender (Abusamra et al, 2010). It was verified that the students' performances improved significantly the higher their school grade (p<,000). A Kruskal-Wallis test showed that the differences by level of educational opportunities were highly significant in the 11 areas that make up the test (p<,000). Finally, the girls showed a significantly better performance than the boys in 9 of the 11 areas (U of Mann-Whitney).

72   Ana C. Llorens, Raquel Cerdán, Eduardo Vidal-Abarca, Vicenta Ávila (University of Valencia), *Formative feedback effectiveness in the context task-oriented reading performance to improve search strategies*

Improving students' ability to search the text in task-oriented reading may involve formative feedback that guides the learner towards successful task completion. This research precisely aims to disentangle this issue. Ninety-three high school students read texts and answer multiple-choice questions displayed in a new software that records times and reading sequences. After answering each question, students received a feedback message depending on their experimental condition (i.e., process feedback, corrective feedback and control). Process feedback increased performance and search skills, in comparison to simpler kinds of feedback. This result contributes to the development of automatic tutors to train reading comprehension skills.

73   Emily M. Grossnickle, Alexandra List, Patricia A. Alexander (University of Maryland, College Park), *Beliefs about inquiry and multiple source navigation: Are more competent beliefs always the best guide?*

This study investigates the way students navigate multiple online sources, as well the relation between students' beliefs and source navigation, and the degree to which students' are sensitive to contextual factors in a text-based inquiry task. Undergraduate participants were asked to answer either a discrete or open-ended question and to report their beliefs about inquiry. The relation between student's inquiry beliefs and source navigation differed across question types, suggesting that the enactment of beliefs in multiple source use is sensitive to factors such as question type.

74   Yu-Min Ku, Wan-Chen Chang (National Central University), *An intervention on improving sixth graders' written scientific explanation*

Engaging students in explanatory activities has been identified as essential features in recent science standards and reform documents and yet explanations rarely play a part in classroom practices and most students have difficulties in constructing and evaluating explanations. Thus, the purposes of this study were to implement a write-to-explain training framework and investigate the effects of explicitly introducing the major elements in the composition of written explanations on students' construction of explanations. The preliminary analysis of students' writing revealed that after receiving training on explanatory writing, students could construct better explanations in written to support their claims or ideas.

75   Xianyou He, Huijuan Li, Yubing Wei (South China Normal University), Danielle McNamara (Arizona State University), Art Graesser (University of Memphis), *The two-phase model of processing time shifts in text reading: Evidence from behavioral and eye movement experiments*

Two behavioral and one eye-tracking experiments were conducted to test a hypothesis, i.e., the two-phase model of processing time shifts in text reading, which aims to solve the dispute between the Strong Iconicity Assumption and the Scenario Theory. The results from Experiments 1 and 2 showed that these two theories were partially right. The result of Experiment 3 showed that the first run dwell time tended to be consistent with the strong iconicity assumption, and the regression path duration of the event sentences conformed to the scenario theory. The results are discussed in terms of a two-phase model.

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