

Society for Text & Discourse, Valencia, July 2013



Twenty-third Annual Meeting of the Society for Text and Discourse

Valencia from 16 to 18 July 2013

Program and Abstracts



GENERALITAT VALENCIANA
CONSELLERIA DE CULTURA, EDUCACIÓ I ESPORTS

VNIVERSITAT Đ VALÈNCIA
Servei d'investigació

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Welcome to Valencia!

¡Bienvenidos a Valencia!

The organizing committee is proud to host the 23rd Annual Meeting of the ST&D in Valencia. As the third largest city in Spain, Valencia is a beautiful and lively Mediterranean metropolis. The meeting will be held in the historical main building of the University of Valencia, located at the heart of the old city. Hence, people attending the meeting will have the opportunity to wander around the city and enjoy visiting monuments, shops, food and leisure places after meeting sessions. Evenings in Valencia are usually very pleasant in July.

We have some exceptional keynote speakers: Morton Ann Gernsbacher (University of Wisconsin-Madison), who will receive the 2013 Distinguished Scientific Contribution Award; Panayiota Kendeou (Neapolis University in Pafos, Cyprus), who received the 2011's Tom Trabasso Young Investigator's Award and Manuel de Vega (University of La Laguna), expert researcher in embodied cognition and neuroscience of language, who served as a member of the Governing Board of the ST&D some years ago.

The ST&D's program will also include a rich and diverse set of topics in both, spoken and poster presentations. Just to mention a few, there will be sessions on Linguistic and Psychological Aspects of Discourse, Comprehension of Multiple Documents, Basic Comprehension Processes and Comprehension and Validation of Text Information. There will also be three pre-conference workshops on Designing, building, and using automated writing evaluation systems (Danielle McNamara, Scott Crossley & Laura Varner, SoLET lab, Arizona State University), New methods for the analysis of mediation and moderation effects in discourse research (Johannes Nauman, German Institute for International Educational Research), and ERP components in the context of Language Processing (Marta Vergara-Martínez & Pablo Gomez, University of Valencia & DePaul University).

The organizing committee wishes to thank The Generalitat Valenciana (Regional Government) and The University of Valencia for their sponsorship. We would also like to thank almost 40 members of the scientific committee who provided invaluable reviews of the more than 130 submissions. Without these reviews the program committee could not have been able to develop its job. We would finally like to thank the members of the Society's Governing Board and rest of members of the organization committee for their assistance in the preparation of the conference.

We do hope this will be a very productive and pleasant conference.

Raquel Cerdán and Eduardo Vidal-Abarca.
Organization and scientific committee chairs.

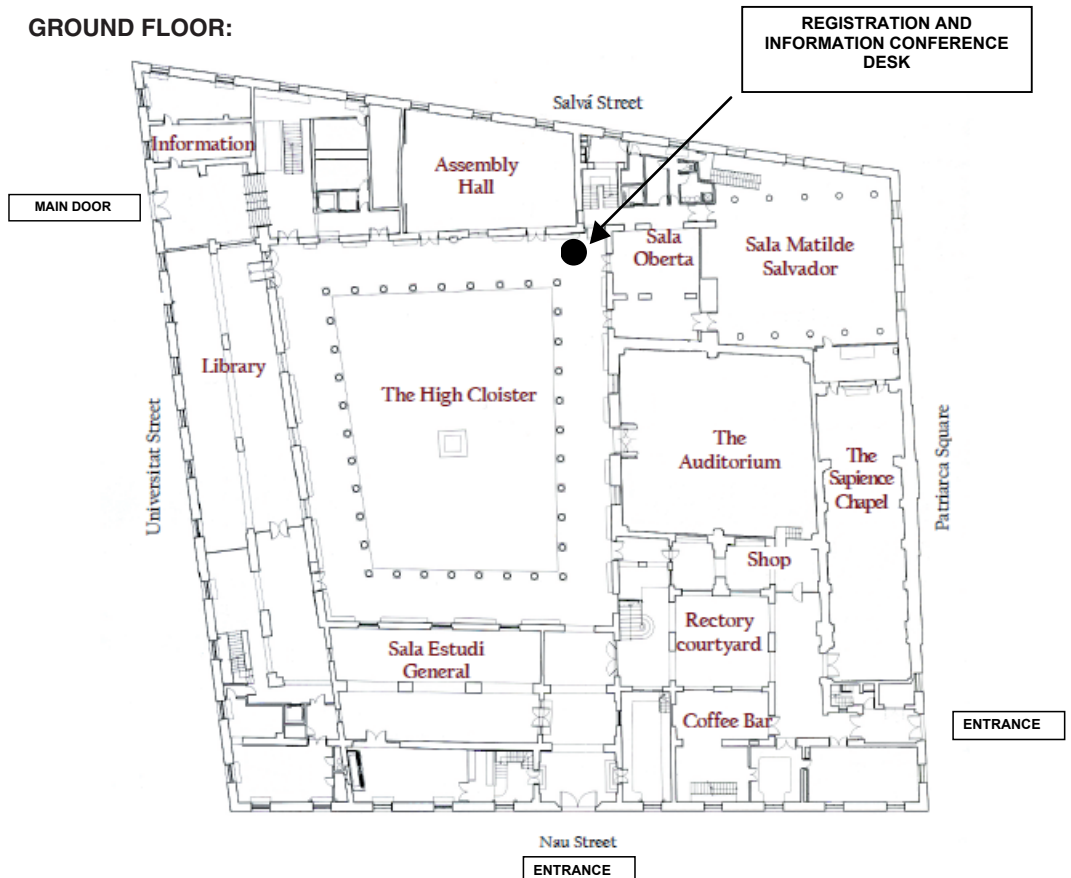


La Nau Building Universitat de València

**Universidad Street, 2nd
Valencia**

All of the conference events are situated in La Nau Building. Plenary sessions will be in the Assembly Hall on the ground floor, and paper sessions will be in the Assembly Hall and Conference Rooms on the 3rd floor (see detailed program). Poster Sessions, coffees and lunches breaks will be in the cloister on the 2nd floor.

GROUND FLOOR:



Information for Presenters

SPOKEN SESSIONS:

Speakers will have 15 minutes for their talks + 5 min. questions

POSTER DIMENSIONS:

Please consider the poster dimensions

Maximum poster size: 1.2 m high x 0.9 m wide

PRINTING SERVICE:

Close to the conference venue there is a printer service available "WORKCENTER-FOLDER" where you can print your poster if you wish. The print price is € 35 euros per poster (1.20 x90 m). Workercenter needs two hours for the printing of the poster.

More information paz.valencia@workcenter.es

Address: Calle de la Paz Nº25

Tel: +34 96 353 69 19

ROOM EQUIPMENT:

Rooms are equipped with WIFI, computer facilities for presentations and projector. Please note that the presenters are responsible for their own presentations, so please make sure you register your presentation document on a USB key.

In case of technical problems, you can ask one of the conference staff present on the room for assistance.

2013 Tom Trabasso Young Investigator Award

Tobias Richter, University of Kassel, Germany

This award commemorates Professor Tom Trabasso, for his dedication to fostering young scholars and his untiring efforts to shape the Society for Text and Discourse community as a supportive context for them. The Trabasso award recognizes outstanding early career contributions to text and discourse research. Recipients have demonstrated exceptional and innovative contributions to discourse research and have showed superior promises as leaders in the field.



Tobias Richter is a Professor of Cognitive Psychology at the University of Kassel, Germany. His research interests lie in the areas of language and text comprehension and reading/listening skills. One line of his current research focuses on the link between comprehension and validation, challenging the wide-spread view that comprehending linguistic information and assessing its plausibility are separate stages of information processing. Another line of inquiry examines individual differences in cognitive processes involved in reading, from the (sub-) lexical to the text level. In this research, novel reaction-time based methods to assess comprehension abilities are used to investigate developmental interdependencies of reading and listening skills during the first school years.

Trabasso Young Investigator Award committee: Brooke Lea (chair), William Horton, Panayiota Kendeou, and Danielle McNamara.

2013 Distinguished Scientific Contribution Award

Morton Ann Gernsbacher
Vilas Research Professor and the Sir Frederic Bartlett Professor
University of Wisconsin-Madison, USA

The Award honors scholars who have made outstanding scientific contributions to the study of discourse processing and text analysis.



Morton Ann Gernsbacher is a Vilas Research Professor and the Sir Frederic Bartlett Professor at the University of Wisconsin-Madison, USA. For nearly three decades, Gernsbacher has investigated the cognitive and neural mechanisms that underlie human communication. She has published over 140 journal articles and invited chapters. She authored *Language Comprehension as Structure Building* (1990); edited both editions of the *Handbook of Psycholinguistics* (1994; 2006); co-edited *Coherence in Spontaneous Text* (1995), the *Handbook of Discourse Processes* (2002) and three other books, including *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society* (2010), with two more books in press.

Distinguished Scientific Contribution Award committee: Jane Oakhill (chair), Art Graesser, Leo Noordman and Simon Garrod.

Outstanding Student Paper Award

The Outstanding Student Paper Award recognizes quality in work that is predominantly that of a graduate student. Accordingly, the student must be first author on the paper. The winning paper of the 2013 award is:

Johanna Maier, University of Kassel, Germany "Two ways to attenuate the text-belief consistency effect in multiple text comprehension: Standpoint reading goals and metacognitive training".

This work will be presented in session: 17th July, 9-10.30 am. Session A. Comprehension of Multiple Documents.

Jason Albrecht Outstanding Young Scholar 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 the 2013 award is:

Emily R. Smith, University of New Hampshire, USA. "Enhancing Memory Access for Less-skilled Readers"

This work will be presented in session: 18th July, 15.00-16.30pm. Session A. Fostering comprehension processes.

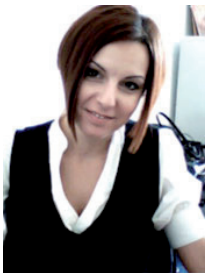
Student awards committee: Brooke Lea (chair), William Horton, Panayiota Kendeou, and Susan Brennan.

**ST&D Distinguished Scientific Contribution Award:
Dr. Morton Ann Gernsbacher**



Morton Ann Gernsbacher is a Vilas Research Professor and the Sir Frederic Bartlett Professor at the University of Wisconsin-Madison, USA. For nearly three decades, Gernsbacher has investigated the cognitive and neural mechanisms that underlie human communication. She has published over 140 journal articles and invited chapters. She authored *Language Comprehension as Structure Building* (1990); edited both editions of the *Handbook of Psycholinguistics* (1994; 2006); co-edited *Coherence in Spontaneous Text* (1995), the *Handbook of Discourse Processes* (2002) and three other books, including *Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society* (2010), with two more books in press.

**ST&D Tom Trabasso Young Investigator Award (2012):
Dr. Panayiota Kendeou**



Dr. Kendeou is an Associate Professor at Neapolis University in Pafos, Cyprus. Dr. Kendeou's research focuses on two related lines of inquiry. In the first, she 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, she 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 knowledge revision and learning.

**Conference special invited speaker:
Dr. Manuel de Vega**



I am full time Professor of Psychology at the University of La Laguna, in the Canary Islands, teaching graduate and undergraduate courses in Psycholinguistics, Embodied Cognition, and Neuroscience of language. I have been post-doc visitor in several universities and research centers in the US, Europe, and Latin America. Currently, I am the director of the Neurocog Center, which includes well-equipped labs with fMRI, EEG/ERP, TMS, tDCS, and eye-tracker techniques. My research mainly focuses on discourse and text comprehension related to: the interface between language and spatial cognition, emotional perspective-taking, and embodied processes in action-related language.

Future Meetings of the Society for Text & Discourse

**The 24th annual meeting will be held in Chicago,
August, 4-6th 2014**

Chairs: Keith Millis & M. A. Britt

WORKSHOPS 16th July

The following **workshops** will be held on the morning of the 16th of July, from 9am to 13pm. These will be presented by key researchers in the area. To foster interaction and exchange of ideas, the workshops will be kept small, with 25–50 participants.

Workshop 1: Designing, building, and using automated writing evaluation systems: A tutorial

Danielle McNamara, Scott Crossley & Laura Varner
Science of Learning and Educational Technology (SoLET) Lab
Arizona State University

This workshop will provide participants with the basic knowledge needed to develop an automated writing evaluation (AWE) system. The workshop will introduce participants to basic computer programming scripts to count key textual features used to automatically assessing writing quality (i.e., word counts, paragraph counts, token counts, and lexical diversity). The workshop will also introduce participants to machine learning techniques that can be used to develop automated models of writing quality that correlate with human judgments of writing proficiency. Lastly, the workshop will describe how to use the developed models to provide summative and formative feedback to users in an AWE system.

Workshop 2: New methods for the analysis of mediation and moderation effects in discourse research

Johannes Naumann
German Institute for International Educational Research (DIPF)

In discourse research, designs are pertinent where one variable affects a second one through a third one (mediation, e.g. when strategy instruction impacts comprehension through increased strategy use), or where the effect of one variable on a second is altered by a third (moderation, e.g. when effects of reading times on comprehension are altered by task complexity). Recent methodological developments have provided powerful statistical tools to analyze and estimate models that employ either type of effect, or a combination thereof in a common framework. This workshop will introduce up-to-date methods for moderation and mediation analysis, and participants will learn their application through hands-on exercises.

Workshop 3: ERP components in the context of Language Processing

Marta Vergara-Martínez & Pablo Gomez
University of Valencia & DePaul University, Chicago

Language comprehension depends on the successful integration of the meaning of words into the meaning of a larger discourse context. Event-Related Potentials (ERPs) have shown to be potentially sensitive to different stages of language processing due to their exquisite time resolution, and they have shed some light on the temporal dynamics of meaning integration. In this

workshop we will introduce the basics of the ERP technique, its advantages and disadvantages, together with several methodological issues specific to using ERPs in language research. We will then overview the different ERP components that are relevant in language research with specific emphasis on current interpretations of the N400, an ERP that is sensitive to global discourse-level effects. Finally, we will discuss what these components may reflect about language processing, along with examples on how ERPs can be used to study language comprehension.



PROGRAM SCHEME

<u>Tuesday 16th July</u>			
08.30-09.00	Workshops Registration. CLOISTER GROUND FLOOR		
	ROOM A. 3rd FLOOR	ROOM B. 3rd FLOOR	ASSEMBLY HALL
09.00-11.00	Workshop 1	Workshop 2	Workshop 3
11.00-11.30	Coffee Break. CLOISTER 2nd FLOOR		
11.30-13.00	Workshop 1	Workshop 2	Workshop 3
13.00-14.30	Conference Registration. CLOISTER GROUND FLOOR		
14.30-16.30	Opening Ceremony. Distinguished Scientific Contribution Award keynote. ASSEMBLY HALL		
16.30-17.00	Coffee Break. CLOISTER 2nd FLOOR		
	ROOM 3rd FLOOR	ASSEMBLY HALL	
17.00-18.30	Session A.	Session B.	
Paper sessions	Linguistic and psychological aspects of discourse	Understanding comprehension processes	
18.30-20.00	POSTER SESSION 1 AND WELCOME COCKTAIL. CLOISTER 2nd FLOOR		

Wednesday 17th July		
	ROOM 3rd FLOOR	ASSEMBLY HALL
09.00-10.30	Session A. Comprehension of Multiple Documents	Session B. Basic comprehension processes
Paper sessions		
10.30-11.00	Coffee Break. CLOISTER 2nd FLOOR	
11.00-12.30	Session B. Assessment of comprehension skills	Session A. Special Symposium: Comprehension and Validation of Text Information.
Paper sessions		
12.30-14.00	Lunch. CLOISTER 2nd FLOOR	
14.00-15.00	Tom Trabasso Young investigator Award keynote. ASSEMBLY HALL	
15.00-16.30	Session A. Dialogue with humans and artificial systems	Session B. Comprehension processes
Paper sessions		
16.30- 17.00	Coffee Break. CLOISTER 2nd FLOOR	
17.00-18.30	POSTER SESSION 2. CLOISTER 2nd FLOOR	

Thursday 18th July		
	ROOM 3rd FLOOR	ASSEMBLY HALL
09.00-10.30	Session A. Sourcing and understanding documents	Session B. Strategic reading for deep understanding
Paper sessions		
10.30-11.00	Coffee Break. CLOISTER 2nd FLOOR	
11.00-12.30	Session A. Comprehension and literary reading	Session B. Integrating information during understanding
Paper sessions		
12.30-14.00	Lunch. CLOISTER 2nd FLOOR	
14.00-15.00	Keynote. Conference special invited speaker. ASSEMBLY HALL	
15.00-16.30	Session A. Fostering comprehension processes	Session B. Comprehension and writing
Paper sessions		
16.30-16.45	CLOSING SESSION. ASSEMBLY HALL	
16.45	Traditional farewell coffee. CLOISTER 2nd FLOOR	



DETAILED PROGRAM

DETAILED PROGRAM

16th July

08.30am-09.00am. Workshops Registration

09.00am-13.00pm. Workshops. (**11.00-11.30 Coffee Break- CLOISTER 2nd Floor**)

Workshop 1 Designing, building, and using automated writing evaluation systems: A tutorial	Workshop 2 New methods for the analysis of mediation and moderation effects in discourse research	Workshop 3 ERP components in the context of Language Processing
ROOM A. 3rd FLOOR	ROOM B. 3rd FLOOR	ASSEMBLY HALL

13.00pm. Governing Board Lunch. **HALL ROOM 3rd FLOOR**

13.00-14.30 **CONFERENCE REGISTRATION**

***The conference starts officially at 14.30**

14.30-16.30pm. **OPENING CEREMONY.**

Distinguished Scientific Contribution Award keynote. (**ASSEMBLY HALL**)

Internet-Based Communication: New Avenues for the Study of Text & Discourse
Morton Ann Gernsbacher, University of Wisconsin-Madison
Chair: Jane Oakhill

16.30-17.00pm. **Coffee (CLOISTER 2nd Floor)**

17.00-18.30pm. **Paper sessions**

Session A. Linguistic and psychological aspects of discourse (Room 3rd Floor)

Chair: Keith Millis (Northern Illinois University)

- Clinton, James., (Northern Illinois University)., Kurby, Christopher., (Grand Valley State University)., Magliano, Joseph (Northern Illinois University) & Rapp, David ., (Northwestern University). Are auditory imagery experiences spontaneously generated during reading?
- Duyen, Nguyen., (Cornell University)., Fussell, Susan., (Cornell University)., The Expression of Involvement in Instant Messaging Conversations.
- Lee, JoonSuk., (Virginia Tech). Contributions to Conversations: Extended for Triads
- Thon, Franziska Marianne, (University of Münster) & Jucks, Regina (University of Münster). Linguistic Features of Trust: The Interplay of Self-disclosure and Privacy in Online Communication.

Session B. Understanding comprehension processes (ASSEMBLY HALL)

Chair: John Sabatini (Educational Testing Service)

- Clinton, Virginia., (University of Wisconsin-Madison)., E. Carlson, Sarah., (University of Oregon) & Ben Seipel, Eugene., (California State University). Patterns of Word Use Associated with Valid Inference Generation.
- Jaeger Allison J., (University of Illinois at Chicago) & Sanchez, Christopher A., (Oregon State University). How seeing affects believing: Perceptually non-fluent text presentations and changes in online processing.
- Koning, Bjorn., (VU University Amsterdam) & Bos, Lisanne, Van Der Schoot, Menno., (VU University Amsterdam). Size does matter! The implied object size is represented during language comprehension.
- Wassenburg Stephanie., (VU University) & De Vries, Meinou H., Van Der Schoot, Menno., De Koning, Björn B., Jolles, Jelle., (VU University). Mental simulation in word and sentence processing.

18.30 pm-20 pm. **POSTER SESSION 1. (CLOISTER 2nd Floor)**

Welcome Cocktail.

1. Ammi, Sabrina & Kate Cain (Lancaster University) Comprehension monitoring in children: A reading time study.
2. Arfé, Barbara (University of Padova) & Benincasa, Paola., Genovese, Elisabetta (University of Modena)., Reggio, Emilia., Van den Broek, Paul (University of Leiden)., Oakhill, Jane (University of Sussex) , Boureux, Magali (University of Padova). Comprehension of temporal and causal connectives in hearing and deaf poor readers.
3. Asiala, Lillian (Northern Illinois University)., Chan, Greta (Northern Illinois University)., Magliano, Joseph P. (Northern Illinois University)., Kurby, Christopher A. (Grand Valley State University). The importance of character goals in generating predictive inferences.
4. Bangerter, Adrian (University of Neuchâte) & Corvalan, Paloma (University of Neuchâtel)., Cavin, Charlotte (University of Neuchâtel). Reluctant storytelling in job interviews.
5. Barreyro, Juan Pablo (Universidad de Buenos Aires CONICET) & Injoque-Ricle, Irene., Molinari Marotto, Carlos & Burin, Débora Inés (Universidad de Buenos Aires - CONICET). Individual differences in expository text comprehension revised by the method of increasing coherence relations.
6. Beger, Anke (Flensburg University). Deliberate metaphors in academic discourse: Do we need them to explain or do they need to be explained?
7. Bos, Lisanne & Wassenburg, S.I., De Koning, B.B., Van der Schoot, M (VU University). Making reading an adventure! A reading comprehension intervention study.
8. Braun, Isabel (University of Freiburg) & Nückles, Matthias (University of Freiburg). Sounds like these scientists are pretty sure of their findings?: Students' thinking while reading research articles.

9. Brulh, Kwan-Yin (University of Lyon) & Tapiero, Isabelle (University of Lyon) & Barsalou, Lawrence (Emory University). The Influence of Thematic Situations on the Reorganization of Abstract Concepts.
10. Brummernhenrich, Benjamin., Westfälische, Wilhelm (University of Münster) & Jucks, Regina, Westfälische Wilhelms (University of Münster). "He should not have put it that way!" Impact of domains and word choices on the perception of face threats in online tutoring.
11. Burin, Debora Ines (Universidad de Buenos Aires - CONICET) & Saux, Gaston., Irrazabal, Natalia & Kahan, Ezequiel (Universidad de Buenos Aires-CONICET). Understanding Expository Hypertexts: Navigation as a Function of Previous Domain Knowledge and Hypertext Structure.
12. Caccamise, Donna (University of Colorado) & Friend, Angela (University of Colorado), Kintsch, Walter, University of Colorado), Kintsch, Eileen (University of Colorado). Measuring Text Complexity.
13. Carlson, Sarah., University of Oregon (USA) & C. Kennedy, Patrick., Biancarosa, Gina., Nelson-Walker, Nancy J., Turtura, Jessica., Crone, Deanne A., Baker, Scott K. & Fien, Hank., University of Oregon (USA). Evaluating the Quality and Quantity of Literacy Instruction Delivered to Adolescent Students.
14. Cevasco, Jazmin (National Scientific and Technical Research Council) & Van den Broek, Paul (Leiden University). The role of adversative connectives and causal connections in recall and recognition of written and spoken discourse.
15. Cutting, Laurie (Vanderbilt University) & Miller, Amanda., Gilbert, Jennifer K., Davis, Nikki., Compton, Don (University of Vanderbilt), Scarborough, Hollis S. (University of Haskins). Examining Reader-Text Interactions for Expository Texts Using Item Response Crossed Random-Effects Models.
16. De Leeuw, Linda (Radboud University Nijmegen) & Segers, Eliane (Radboud University Nijmegen), Verhoeven, Ludo (Radboud University Nijmegen). Eye movements of good and poor readers in the primary grades.
17. Elfenbein, Andrew., University of Minnesota (USA). Long-term memory for narrative fiction: Evidence from the archives.
18. Escudero, Inmaculada (UNED) & León, J.A. Perry, D., Olmos, R., Jorge-Botana, G., Martín, L. & Moreno, D., (UNED). Comprehension skills in collaborative versus individual learning experiences: A study based on virtual education.
19. Fedotova, Oksana. Dialogical modes in fiction.
20. Feuer, Shelley (New School for Social Research) & Schober, Michael (New School for Social Research). Self-view can increase disclosure in videomediated survey interviews.
21. García-Carrión, María Pilar (University of Seville) & Tavares, Gema (University of Valencia), Saldaña, David (University of Seville). Online processing of scalar implicatures: A developmental visual-word eye-tracking study.

22. Gill, Alastair (King's College London) & De Franco, Chiara., Blanke, Tobias., Meyer, Christopher (King's College London). Tracing the textual impact of news texts.
23. Hanner, Carole (University of Lyon) & Tapiero, Isabelle (University of Lyon) Does the type of text itself influence the comprehension process? First approach with a poetic and a descriptive text of same content.
24. Helder, Anne (Leiden University) & Van Leijenhorst, Linda., Van den Broek., Brain, Paul (Leiden University). Coherence monitoring in adolescents: The effect of textual distance on the strength of inconsistency effects.
25. Horton, William (Northwestern University). Individual variability in structural priming in dialogue.
26. Irrazabal, Natalia (CONICET-Universidad Católica Argentina) & Burin, Debora (CONICET-Universidad de Buenos Aires)., Saux, Gaston (CONICET-Universidad de Buenos Aires). Procedural Text Comprehension: Effects of Modality of Presentation and Task Complexity on Instruction Time and Assembly Accuracy.
27. Jarosz, Andrew (University of Illinois at Chicago) & Wiley, Jennifer (University of Illinois at Chicago). Reading Under the Influence.
28. Jorge-Botana, Guillermo (UNED) & Olmos, Ricardo (Universidad Autónoma de Madrid) Barroso, Alejandro (PlusNet Solutions). Gallito 2.0: a Natural Language Processing tool to support Research on Discourse.
29. Kajii, Naochika (Hosei University). Shallow processing of film evidence from eye movement.
30. Karlsson, Josefine (Leiden University) & Van Leijenhorst, L., Van den Broek, P. (Leiden University). The role of working memory and cognitive flexibility in revision of mental models, when the temporal order of events is reversed.
31. Keck, Daniel (University of Education Ludwigsburg) & Kammerer, Y. (Knowledge Media Research Center)., Tuebinge, Starauschek, E. (University of Education Ludwigsburg). Reading science texts online: Does source type influence the detection of inconsistencies?
32. Knoepke, Julia (University of Kassel) & Richter, Tobias (University of Kassel.), Isberner, Maj-Britt ., (University of Kassel)., Naumann, Johannes (DIPF)., Neeb, Yvonne (DIPF). Do primary school children ignore concessive connectives in text comprehension?
33. Kostina, Anna. British social departments and their lively language.
34. Kurby, Christopher (Grand Valley State University) & Swets, Benjamin (Grand Valley State University). Event structure guides reading behavior as revealed by eye movements.
35. Latawiec, Beata (University of Illinois at Urbana-Champaign) & Anderson, Richard C. (University of Illinois at Urbana-Champaign). Metadiscourse in Oral Discussions and Reflective Essays of Children.

36. Llorens, Ana Cristina (University of Valencia) & Vidal-Abarca, Eduardo (University of Valencia), Cerdán, Raquel (University of Valencia)., Serrano, Marian (University of Valencia). Comparison of Two Formative Feedback Procedures to Improve Reading Literacy Strategies and Performance.
37. Auracher, Jan. Synaesthetic Sound Iconicity? Cross-modal integration of acoustic aspects of speech with non-acoustic aspects of meaning.

17th July

9-10.30 am. **Paper sessions**

Session A. Comprehension of Multiple Documents (Room 3rd Floor)

Chair: José Antonio León (Universidad Autónoma, Madrid)

- Ferguson, Leila. E., (University of Oslo) & Bråten, Ivar., (University of Oslo), Salmerón, Lalo., (University of Valencia). Motivation, processing and comprehension differences in student profiles of knowledge and epistemic beliefs.
- Jaeger, Allison. J., (University of Illinois at Chicago) & Griffin, Thomas., (University of Illinois at Chicago) , Britt, Anne., (Northern Illinois University), Wiley, J., (University of Illinois at Chicago). Learning Science from Multiple Documents: We don't normally do this in science class?.
- Maier, Johanna, (University of Kassel) & Richter, Tobias., (University of Kassel). Two ways to attenuate the text-belief consistency effect in multiple text comprehension: Standpoint reading goals and metacognitive training.
- Salas, Carlos. R., (University of Illinois at Chicago) & Griffin, Thomas., (University of Illinois at Chicago), Jennifer, Wiley., (University of Illinois at Chicago), Britt, Anne., (Northern Illinois University). Unique Contributors to Understanding of Climate Change in a Multiple-Document Inquiry Task.

Session B. Basic comprehension processes (ASSEMBLY HALL)

Chair: Joseph P. Magliano (Northern Illinois University)

- Engelen, Jan., (Erasmus University Rotterdam), Bouwmeester, Samantha., (Erasmus University Rotterdam), De Bruin, Anique., (Maastricht University), & Zwaan, Rolf, (Erasmus University Rotterdam). Eye Movements Reveal Individual Differences in Children's Referential Processing during Narrative Comprehension.
- Megherbi, Hakima., (University of Paris, Sorbonne Paris Cité), Seigneure, Alix., Bianco, Maryse., Colé, Pascale (University of Paris, Sorbonne Paris Cité) & Bueno, Steve (Université Pierre-Mendès). The contribution of different types of pronouns to reading comprehension in French-speaking children.
- Van Silfhout, Gerdineke. (Utrecht Institute of Linguistics, UiL-OTS) & Evers-Vermeul, Jacqueline., Sanders, Ted., (Utrecht Institute of Linguistics, UiL-OTS). The importance of coherence markers: how connectives affect students? Text processing and mental representation.
- Yulia, Esaulova., (University of Duisburg-Essen), Reali, Chiara (University of Duisburg-Essen), & Von Stockhausen, Lisa., (University of Duisburg-Essen). Influences of agency and gender of role nouns in German relative clauses on eye movement.

10.30-11.00 am. **Coffee (CLOISTER 2nd Floor)**

11am-12.30 pm. **Paper sessions**

Session A. Special Symposium: Comprehension and Validation of Text Information. (ASSEMBLY HALL)

Organizers: Tobias Richter, University of Kassel, & David N. Rapp, Northwestern University

Chairs: David N. Rapp & Tobias Richter

Discussant: Panayiota Kendeou, Neapolis University Pafos

- Maj-Britt Isberner & Tobias Richter (University of Kassel). Truth will out: Evidence for Nons-

strategic Evaluation of Validity in Language Comprehension

- David N. Rapp, Scott Hinze, Daniel Slaten, & Sid Horton (Northwestern University) Fictionality as a Cue for Avoiding Inaccurate Information
- Marc Stadtler, Lisa Scharrer (University of Münster), Jean-Francois Rouet (University of Poitiers) , and Rainer Bromme (University of Münster) Source Information can Fuel Validity Judgments. Empirical Investigation of a Short Training for Vocational Students
- Murray Singer (University of Manitoba) Discourse Validation: Emerging Principles

Session B. Assessment of comprehension skills (Room 3rd Floor)

Chair: Emilio Sánchez (University of Salamanca)

- Oakhill, Jane., (University of Sussex) & Boureux, Magali., (Università degli studi di Verona) , Arfé, Barbara., (Università di Padova) , Pasini, Margherita (University of Sussex) , Carrretti, Barbara (Università degli studi di Verona) , Sullivan, Susan (University of Sussex). Assessing children's understanding of connectives with visual and verbal tasks.
- O'Reilly, Tenaha., (Educational Testing Service) , Sabatini, John , Halderman, Laura & Bruce, Kelly ., (Educational Testing Service). What you don't know doesn't necessarily impede what you can understand: How a measure of word learning and background knowledge can add value to a reading.
- Sabatini, John., (Educational Testing Service) , O'Reilly, Tenaha., Bruce, Kelly., Halderman, Laura., (Educational Testing Service). Task-oriented, scenario-based assessment for middle grades students.
- Van der Schoot, Menno., (VU University Amsterdam) & Wassenburg, S.I., (VU University Amsterdam) . , Beker, K., (Leiden University) , De Koning, B.B., (VU University Amsterdam) , Van den Broek, P.W., (Leiden University). Inconsistency detection in primary school children: An eye fixation and self-paced reading study in good and poor reading comprehenders.

12.30pm-14pm. **Lunch/ Discourse Processes Editorial Board Lunch**

14pm-15pm. Tom Trabasso Young investigator Award keynote: **(ASSEMBLY HALL)**

Knowledge Revision During Reading: We Can't Escape the Past
Panayiota Kendeou. Neapolis University Pafos

Chair: Paul van den Broeck

15.00-16.30 pm. **Paper sessions**

Session A. Dialogue with humans and artificial systems (Room 3rd Floor)

Chair: Anne Britt (Northern Illinois University)

- Knutsen, Dominique & Le Bigot, Ludovic. Partner-initiated reference availability in human and human-system dialogue.
- Mayor, Eric., (University of Neuchâtel) & Bangerter, Adrian (University of Neuchâtel) & Voillat, Lucie (University of Neuchâtel). Gaze patterns in stationary and mobile conversation .
- Knutsen, Dominique & Le Bigot, Ludovic. The influence of dialogue organization on partner-specific reference encoding.
- Schober, Michael., (New School for Social Research) & G. Conrad, Frederick (University of Michigan). Survey dialogue in text and voice interviews on mobile multimodal devices.

Session B. Comprehension processes (ASSEMBLY HALL)

Chair: Johannes Naumann (German Institute for International Educational Research)

- Bohn-Gettler, Catherine (Wichita State University). Does Monitoring Event Changes Improve Comprehension?
- Hyönä, Jukka (University of Turku). Irrelevant background speech effects on online text comprehension: An eye movement study.
- León, Jose A. (Universidad Autónoma de Madrid) & Escudero, Inmaculada (UNED)., Olmos, Ricardo (UAM)., Perry, David (UPV)., De Jorge-Botana, Guillermo (UNED)., Sanz, Mar (UAM). Understanding narrative causality. A comparative study of secondary and university students through a summary task.
- Sashank, Varma., (University of Minnesota) & Halvorson, Danielle., (University of Minnesota). Implicit Learning of Scripts: Sequential Structure and Predictive Inferencing.

16.30- 17.00pm **Coffee (CLOISTER 2nd Floor)**

17pm-18.30 pm. **POSTER SESSION 2 (CLOISTER 2nd Floor)**

1. Chen, Ju-Ling (National Taiwan Normal University) & Cha, Jih-Ho., Wu, Ming-Da., Tsai, Shin-Ting., Lin, Wei-Chun., Sung, Yao-Ting (National Taiwan Normal University). Investigating the Process of Relative Clause in Mandarin Chinese: Evidence from Eye-movement Data.
2. Lin, Wei-Chun (National Taiwan Normal University) & Chen, Jia-Lin ., Lee, Yao-Tun., Chen, Ju-Ling., Sung, Yao-Ting (National Taiwan Normal University). The effect of online summary assessment and feedback system on the summery writing of 6th graders: The LSA-based technique.
3. Maggio, Severine (CNRS - Université de Clermont) & Lété, Bernard (Université Lyon)., Chenu, Florence, Jisa, Harriet (DDL - Université Lyon) & Fayol, Michel (CNRS - LAPSCO - Université de Clermont). Tracking the mind during writing texts: The dynamics of children's written word production.
4. Maja, Jordi. Evaluation of mathematical self-explanations with LSA in a counterintuitive problem of probabilities.
5. Miller, Amanda (University of Vanderbilt) & Davis, Nikki., Burns, Scott., Rimrodt, Sheryl L., Stewart, Raj., Cutting, Laurie E. (University of Vanderbilt). The neurobiological correlates of processing central and peripheral ideas in connected text.
6. Miller, Krista. Steals clock, faces time: Examining the relationship between humor and lexical ambiguity in newspaper headlines.
7. Minguela, Marta (University of Barcelona) & Solé, Isabel (University of Barcelona). Do skilled readers better self-regulate their rereading?
8. Morishima., Yasunori (International Christian University) & Fukuda, Yuki (Hosei University) & Tsunemi, Kohei (Iwaki Junior College). Are Emotion Inferences Context-Driven or Locally Evoked?.
9. Morishima., Yasunori (International Christian University). Evidence of the Difference in Comprehension between First Language and Second Language: Automatic and Controlled Processes.

10. Mueller, Bettina (University of Kassel) & Richter, Tobias (University of Kassel), Krizan, Ana (University of Gießen), Hecht, Teresa (University of Gießen), Ennemoser, Marco (University of Gießen). Reading Fluency - Developmental Trajectories and Effects of Reading Interventions in Grade Two.
11. Nanri, Keizo (Oita University). Three Components of Text Generation.
12. Naumann, Johannes (German Institute for International Educational Research). Effects of auditory language skills at school entry on text comprehension in grade 2 are mediated through lexical quality.
13. Norouzi, Mehrnoush & Seid Motahari, Masoud (Islamic Azad University). On the Difference between Field Independent and Field Dependent Cognitive Styles regarding Translation of a Literary Text.
14. Olkonemi, Henri (University of Turku) & Kaakinen, J.K., Ranta, H. & Hyönä, J. (University of Turku). Individual differences in the online processing of written sarcasm and metaphor.
15. Olmos, Ricardo (Universidad Autónoma de Madrid) & Jorge-Botana, Guillermo (UNED), León, José A. (Universidad Autónoma de Madrid), Escudero, Inmaculada (UNED). Giving an interpretation for the semantic dimensions in Latent Semantic Analysis.
16. Osanai, Hidekazu (Kyoto University) & Kusumi, Takashi (Kyoto University). Do individual differences in literary response predict narrative transportation?
17. Oudega, Marja (Leiden University) & Van Leijenhorst, L. & Van den Broek, P. (Leiden University). Cognitive control during reading comprehension by adolescent readers: the effects of social pressure and educational level.
18. Person, Natalie., Rhodes College & Olney, Andrew (University of Memphis), D'Mello, Sidney (University of Notre Dame). Tutor Feedback and Student Learning Gains.
19. Ripoll, Juan C. (Colegio Santa María la Real) & Aguado, Gerardo (Universidad de Navarra). Font Readability in Elementary School First Graders.
20. Rus, Vasile (University of Memphis) & Niraula, Nobal., Rajendra Banjade (The University of Memphis). Latent Concepts versus Latent Topics.
21. Salmerón, Ladislao (University of Valencia). Word matching and semantic overlap as hyperlink utility cues.
22. Kleijn, Suzanne, Mak, Pim & Sanders, Ted. (Utrecht University). Point-of-view, subjectivity and causality: Evidence from on-line discourse processing.
23. Saux, Gaston (Universidad de Buenos Aires - CONICET), Burin, Debora (UBA - CONICET), Irrazabal, Natalia (UCA - CONICET). Multiple Seduction: Comprehension and Recall of a Science Text with Seductive Details in Seductive and Effective Multimedia Settings.
24. Savvidou, Sylvia (Neapolis University Pafos) & Kendeou, Panayiota (Neapolis University

Pafos). Multiple Text Comprehension and Belief Change in History.

25. Seipel, Ben (California State University) & Carlson, Sarah E. (University of Oregon)., Bianco-Simeral, Stephanie ., Frigaard, Martin ., Wolff, Cindy & Goto, Keiko (Center for Nutrition and Activity Promotion). The Nutritional Moral of the Story: Storybooks used to Promote Healthy Food.
26. Song, Kyong-Sook (Georgetown University). Discourse Strategies of Quoting and Constructing Dialogues in Computer-Mediated Communication: Korean and English Twitter.
27. Stavrinidou, Adoula (Neapolis University Pafos) & Kendeou, Panayiota (Neapolis University Pafos). Solving word math problems: The role of reading comprehension and cognitive skills.
28. M Steffens, Brent (Northern Illinois University) & Britt, M. Anne (Northern Illinois University), Braten, Ivar., Stromso, Helge I., Braasch, Jason L. G. (University of Oslo). Memory for inconsistent arguments in health articles from the Web.
29. Taylor, Andrew (University of Illinois at Chicago) & Wiley, Jennifer (University of Illinois at Chicago)., Griffin, Thomas (University of Illinois at Chicago)., Britt, Anne (Northern Illinois University). Being the Detective: Using Pre-Writing Activities to Foster Understanding from Multiple Document Inquiry Tasks.
30. Tziaza, Angeliki (Neapolis University Pafos) & O'Brien, Edward J. (University of New Hampshire), Kendeou, Panayiota (Neapolis University Pafos). Knowledge Revision in Science.
31. Van Leijenhorst, Linda (Leiden University)., & Seipel, Ben (University of Minnesota) ., Clinton, Virginia, (University of Minnesota)., Van den Broek, Paul, (Leiden University). Neural Correlates of Discourse Comprehension: Situation Model Updating in Texts and Sentence Pairs.
32. Van Oostendorp, Herre (Utrecht University) & Aggarwal, Sonal (International Institute of Information Technology-Hyderabad). The Moment of Processing Pictures on a Web Page.
33. Varner, Laura (Arizona State University), & Roscoe, Rod (Arizona State University), Crossley, Scott A. (Georgia State University)., McNamara, Danielle S. (Arizona State University). Developing Pedagogically-Guided Threshold Algorithms for Intelligent Automated Essay Feedback.
34. Vila, José Óscar (UNED) & Gil, Laura (University of Valencia)., Gómez, Isabel., García-Madruga, Juan., Elosúa, Rosa (UNED). Reading Comprehension and Working Memory's Executive Processes: An Intervention Study in Primary School Children.
35. Wilson, Susan (Clarke University) & Millis, Keith., Wallace, Patty (Northern Illinois University), D'Mello, Sidney (Notre Dame Univ). Inducing Cognitive Disequilibrium in a Digital Learning Environment.
36. Yamasaki, Brianna (University of Washington), & Prat, Chantel S. (University of Washington). Individual Differences in Susceptibility to Interference and Language Control Indices

predict Second Language Reading Ability.

37. Yeari, Meni., (Bar-Ilan University) & Van den Broek, Paul & Oudega, Marja (Leiden University). The Effect of Text Highlighting on Online Text Processing and Offline Text Recall and Comprehension.

38. Zulaica, Iker (Indiana University-Purdue University). Deixis, Time and Textual Coherence: The Case of Spanish Demonstratives.

39. Li, Haiying (University of Memphis) & Deng, Yumei (Guangdong Institute of Public Administration); Cai, Zhiqiang (University of Memphis)., Graesser, Arthur C. (University of Memphis)., He, Xiangyou (South China Normal University). A Comparative Study on the Test Complexity of Reading Comprehension.

20.30 **Conference dinner:** Ayre Astoria Hotel (<http://www.ayrehoteles.com/en/hotel-astoria-palace/>)

Plaza de Rodrigo Botet, 5, 46002, Valencia - España

Tel: +34 96 3981000

18th July

9am-10.30 am. **Paper sessions**

Session A. Sourcing and understanding documents (Room 3rd Floor)

Chair: Jennifer Wiley (University of Illinois at Chicago)

- De Pereyra, Guillaume (CNRS and University of Poitiers) & Rouet, Jean-François (CNRS and University of Poitiers)., Britt, Anne M (Northern Illinois University). Effects of source competence and assertiveness on credibility judgements and memory for source information.
- Kammerer, Yvonne. (Knowledge Media Research Center) & Gerjets, Peter (Knowledge Media Research Center). The impact of discrepancies between webpages on source evaluation in an online reading and information communication task.
- Rouet, Jean-François (CNRS and University of Poitiers) & Ros, Christine., De Pereyra, Guillaume., Macedo-Rouet, Mónica (CNRS and University of Poitiers)., Salmerón, Ladislao (University of Valencia). Teenagers' developing awareness of source quality.
- Scharrer, Lisa (University of Münster) & Stadler, Marc., (University of Münster)., Bromme, Rainer (University of Münster). When comprehensible isn't simple: Perceived topic complexity moderates the influence of text comprehensibility on lay readers' decisions about science-based claims.

Session B. Strategic reading for deep understanding (ASSEMBLY HALL)

Chair: Danielle McNamara (Arizona State University)

- Garcia-Rodicio, Hector (Universidad de Cantabria) & Sanchez, Emilio (Universidad de Salamanca). Do learners revise the flaws they detect in their understanding?
- Hinze, Scott R (Northwestern University)., Rapp, David N (Northwestern University). Proofreading Reduces Reliance on Inaccurate Information.
- Mensink, Mike (University of Wisconsin-Stout) & Hinze, Scott R (Northwestern University)., Rose Lewis, Mark (University of Minnesota)., Weishaar, Kirk (Northern Illinois University). Test-enhanced seduction: Retrieval practice increases the seductive details effect
- Yeari, Meni (Bar-Ilan University) & Van den Broek, Paul., Oudega Marja (Leiden University). The Effect of Reading Goals and Information Centrality on Online Text Processing and Offline Text Comprehension.

10.30-11.00am. Coffee (**CLOISTER 2nd Floor**)

11am-12.30 am. **Paper sessions**

Session A. Comprehension and literary reading (Room 3rd Floor)

Chair: Michael Schober (New School for Social Research)

- Briner, Stephen. University of Illinois at Chicago (USA) & Burkett, Candice ., McCarthy, Kathryn S., Levine, Sarah ., Northwestern University (USA), Sullivan, Mary Pat., Lee, Carol D., Northwestern University (USA), Goldman, Susan R. & Magliano, Joseph P., N. Illinois University at Chicago, (USA). Developmental Trends in Literary Reasoning
- Burkett, Candice. (University of Illinois at Chicago), Goldman, Susan (University of Illinois at Chicago)., Lee, Caro (Northwestern University), Briner, Stephen W (University of Illinois at Chicago)., McCarthy, Kathryn S (University of Illinois at Chicago)., Magliano, Joseph P. (Northern Illinois University), Burkett. Interpretive Processing in Literary Works: Sources of Complexity.
- Magliano, Joe (Northern Illinois University) & Haymer, Jonetta (Northern Illinois University)

- ., Keith, Eve (Northern Illinois University), Goldman, Susan (University of Illinois at Chicago). The role of familiarity in the effectiveness of cultural modeling for literary interpretation.
- McCarthy, Kathryn (University of Illinois at Chicago) & Goldman, Susan R. (University of Illinois at Chicago). Literary Interpretation of Poems and Short-Stories: Is There a Genre Expectation Effect?.

Session B. Integrating information during understanding (ASSEMBLY HALL)

Chair: Jean François Rouet (University of Poitiers)

- Beker, Katinka (Leiden University) & Van den Broek, Paul (Leiden University), Lorch, Robert (University of Kentucky) & Van Leijenhorst, Linda (Leiden University). Learning from Text: Facilitation of Comprehension across texts.
- McCrudden, Matthew (Victoria University of Wellington) & Palmer, Octavia., Omundsen, Katie; Barnes, Ashleigh., Taylor, Nicole., Lynch, Tegan., Humphrey, Emma., Moore, Sarah., Burnet, Laura., Thompson, Amelia., Penman; Davinia & McCaul, Allanah (Victoria University of Wellington). Reading about Controversial Topics: Processing of Belief-Compatible & Belief-Incompatible Information.
- Pluchino, Patrik (University of Padova) & Tornatora, Maria Caterina., Mason, Lucia (University of Padova). Examining Integrative Processing of Science Text and Graphics in Grade-Level Students through Eye Movements.
- Wolfe, Michael. (Grand Valley State University). Oh, I've always believed that: Biased memory for previous beliefs following belief change.

12.30pm- 14.00pm Lunch (**CLOISTER 2nd Floor**)

13.15pm. Business meeting. **ROOM 3rd FLOOR**

14pm- 15pm. Keynote. Conference special invited speaker. (**ASSEMBLY HALL**)

Action language modulates motor processes in the brain. Is this fact relevant for linguistic meaning?

Manuel de Vega, University of La Laguna, Spain

Chair: Eduardo Vidal-Abarca

15.00-16.30pm. **Paper sessions**

Session A. Fostering comprehension processes (Room 3rd Floor)

Chair: Panayiota Kendeou, (Neapolis U. - Pafos)

- Smith, Emily (University of New Hampshire). Enhancing memory access for less-skilled readers
- Blanc, Nathalie (University of Montpellier) & Brechet, Claire (University of Montpellier) , Vendeville, Nathalie (University of Montpellier), Creissen, Sara (University of Montpellier). Children's understanding of the emotional dimension of a story: With or without drawing?
- Sanchez, Emilio (Universidad de Salamanca), Garcia-Rodicio, Hector (Universidad de Cantabria)., Garcia, Ricardo., Ferreira, Carlos., Bustos, Andrea (Universidad de Salamanca). What does it mean to be rhetorically competent?
- Blanc, Nathalie (University of Montpellier) & Rapp, David (Northwestern University). Worry and dread! Processing and memory for fear- and suspense-inducing texts.

Session B. Comprehension and writing (ASSEMBLY HALL)

Chair: Ted Sanders (Utrecht University)

- Varner, Laura (Arizona State University) & Roscoe, Rod., McNamara, Danielle S (Arizona State University). Evaluative Misalignment of Student and Teacher Criteria for Essay Quality: An Automated Textual Analysis.
- Dixon, Peter (University of Alberta) & Bortolussi, Marisa (University of Alberta)., Mullins, Blaine (University of Alberta). Judging a book by its cover.
- Varner, Laura (Arizona State University), & Jackson, G. Tanner., Snow, Erica L., McNamara, Danielle S (Arizona State University). Reading Components and their Relation to the Writing Process.
- Crossley, Scott (Georgia State University) & McNamara, Danielle S., Varner, Laura K (Arizona State University). How important is the prompt? A study of prompt-based cohesion effects in essay writing.

16.30pm.-16.45pm. **CLOSING SESSION (ASSEMBLY HALL)**

16.45pm. **Traditional farewell coffee (CLOISTER 2nd Floor)**



LIST OF ABSTRACTS

Wednesday, 16th July

14.30-16.30pm. Distinguished Scientific Contribution Award keynote.

Internet-Based Communication: New Avenues for the Study of Text & Discourse Morton Ann Gernsbacher, University of Wisconsin-Madison

The Internet, and particularly its electronic sidekick, the smart-phone, have infiltrated society faster than any previous technology. Nearly 8 out of 10 North Americans, 7 out of 10 Australasians, and 6 out of 10 Europeans use the Internet daily. In Africa, where Internet usage is much lower, mobile phone usage is skyrocketing, with nearly a quarter billion mobile phone subscribers on the continent.

The Internet and mobile phone are changing our communication. Even older adults increasingly prefer text over speech, and more Americans get their news from Internet-based text than spoken TV or radio. On the other hand, text-based communication, such as instant-messaging and email, increasingly resembles spoken discourse.

The rise of Internet-based communication and its consequent merge of communication modalities provide new avenues for the study of text and discourse.

17.00-18.30pm. **Paper sessions**

Session A. Linguistic and psychological aspects of discourse

- Clinton, James., (Northern Illinois University)., Kurby, Christopher., (Grand Valley State University)., Magliano, Joseph (Northern Illinois University) & Rapp, David ., (Northwestern University). Are auditory imagery experiences spontaneously generated during reading?

The current project sets out to determine whether prior exposure to characters' voices is necessary to generate auditory imagery experiences (AIEs). The findings from Experiment 1 suggest that prior exposure to the sound of a specific voice is indeed necessary to generate phonologically-based AIEs. The findings from Experiment 2 further support this claim by showing that AIEs occur for specific voices and that prior exposure to those voices is required to experience a phonologically-based AIE.

- Duyen, Nguyen., (Cornell University)., Fussell, Susan., (Cornell University)., The Expression of Involvement in Instant Messaging Conversations.

We investigate how participants conversing in text-only Instant Messaging (IM) use linguistic cues to express high or low level of involvement in their conversations. We manipulated level of involvement in the conversations by introducing a distraction task for the participants to do while conversing. Our results show that the number of hedge words and filled pauses such as ?umm?, ?hmm? are good indicators of the level of involvement in text-only computer-mediated conversations.

- Lee, JoonSuk., (Virginia Tech). Contributions to Conversations: Extended for Triads

We investigated co-located triads as they played a collaborative, problem-solving game using distributed technology on laptops, and examined how different triads attain and maintain mutual understandings of the current activities. We examine if and how Clark and

Schaefer's Contributions to Conversation model of common ground applies to triads, and discuss the terms, good-enoughness and current purposes to their clarities.

- Thon, Franziska Marianne, (University of Münster) & Jucks, Regina (University of Münster). Linguistic Features of Trust: The Interplay of Self-disclosure and Privacy in Online Communication.

How sensitively do users assess and react to their specific audience in online communication? Participants (n=163) answered an inquiry of a student seeking advice. In a 2 x 2 between-subjects design we varied whether the inquiry contained emotion-based self-disclosure or not and whether the communication situation was public or private. We analyze communication behavior in reference to the self, the interlocutor, emotional content, and privacy related content comparing results by LIWC software and manually coding.

Session B. Understanding comprehension processes

- Clinton, Virginia., (University of Wisconsin-Madison), E. Carlson, Sarah., (University of Oregon) & Ben Seipel, Eugene., (California State University). Patterns of Word Use Associated with Valid Inference Generation.

Inference generation is frequently assessed through think-aloud responses, which are time consuming to code and analyze. To contribute towards automatic assessments of think alouds, we investigated patterns of word use (identified by LIWC) associated with inference generation. Across three think-aloud data sets (fourth-grade and adult readers, total N = 308), use of words in four categories were positively associated with valid inference generation. No reliable pattern of word use was found with invalid inference generation.

- Jaeger Allison J., (University of Illinois at Chicago) & Sanchez, Christopher A., (Oregon State University). How seeing affects believing: Perceptually non-fluent text presentations and changes in online processing.

Fluency has been connected to observable biases in judgment and reasoning performance. This is believed to be due to affective reactions impacting cognitive processing. This study investigated the mechanism underlying this response and how it impacts cognition. Results showed longer reading times for non-fluent text than fluent text and also longer time judgments. Eyetracking results indicated longer reading times and more re-readings within the non-fluent text, suggesting processing changes online rather than after the fact.

- Koning, Bjorn., (VU University Amsterdam) & Bos, Lisanne, Van Der Schoot, Menno., (VU University Amsterdam). Size does matter! The implied object size is represented during language comprehension.

This study shows that implied perceptual information on object size is mentally represented during language comprehension. In a sentence-picture verification task, judgments to pictures matching the size of an object implied by the preceding sentence (The woman saw the painting in the toilet/museum?) were made faster than when they mismatched. This is the first demonstration that object size is mentally simulated during language comprehension like other object properties such as shape and orientation.

- Wassenburg Stephanie., (VU University) & De Vries, Meinou H., Van Der Schoot, Menno., De Koning, Björn B., Jolles, Jelle., (VU University). Mental simulation in word and

sentence processing.

Children construct mental simulations during reading. Results of a lexical decision task (for word processing) and a sentence-picture verification task (for sentence processing) showed similar patterns: shorter reaction times for high imageable words and matching implied object shape versus low imageability words and mismatching object shape respectively. This effect was larger for girls than for boys and did not interact with other measures of individual differences (visuo-spatial ability, decoding skills and reading comprehension).

18.30 pm-20 pm. **POSTER SESSION 1.**

1. Ammi, Sabrina & Kate Cain (Lancaster University) Comprehension monitoring in children: A reading time study.

We recorded 7- to 10-year-olds reading times for texts containing internal inconsistencies (two sentences containing contradictory information). In general, older readers were better at identifying stories that contained inconsistencies, however both groups were sensitive to inconsistencies and took longer to read inconsistent compared to consistent sentences. Task instructions mediated these effects: when alerted to the presence of errors, both age groups were more likely to slow down their reading when encountering an inconsistency.

2. Arfé, Barbara (University of Padova) & Benincasa, Paola., Genovese, Elisabetta (University of Modena), Reggio, Emilia., Van den Broek, Paul (University of Leiden), Oakhill, Jane (University of Sussex), Boureux, Magali (University of Padova). Comprehension of temporal and causal connectives in hearing and deaf poor readers.

The performance of poor comprehenders at tasks requiring the understanding of temporal and causal connectives was compared to that of hearing good comprehenders and deaf poor comprehenders matched for grade level. The results show that, differently from deaf comprehenders, poor comprehenders do not show a limited capacity to elaborate subordinate conjunctions in general, but have specific problems with the elaboration of some temporal relations which are cognitively more demanding also for good comprehenders.

3. Asiala, Lillian (Northern Illinois University), Chan, Greta (Northern Illinois University), Magliano, Joseph P. (Northern Illinois University), Kurby, Christopher A. (Grand Valley State University). The importance of character goals in generating predictive inferences.

Predictions in narrative text comprehension may be confined by plot level constraints like character goals. This study examines the relationship between goal barriers, and prediction of goal completion through explicit responses generated about what will happen next in a narrative. A goal barrier hypothesis predicts the anticipation of goal completion when a primary barrier to the goal is removed. In an instantiating action hypothesis, readers require an action directly related to the goal to predict its completion.

4. Bangerter, Adrian (University of Neuchâtel) & Corvalan, Paloma (University of Neuchâtel), Cavin, Charlotte (University of Neuchâtel). Reluctant storytelling in job interviews.

We investigated whether and how applicants tell stories in reply to job interview questions inviting them to do so. Sixty-two applicants' responses in real job interviews were analyzed.

Stories were told only 23% of the time, and when they were told, they focused more on the situation than on what applicants actually did. Invitations to tell detailed stories in job interviews may contradict Gricean norms, and may need to be more explicit and collaborative.

5. Barreyro, Juan Pablo (Universidad de Buenos Aires CONICET) & Injoque-Ricle, Irene., Molinari Marotto, Carlos & Burin, Débora Inés (Universidad de Buenos Aires - CONICET). Individual differences in expository text comprehension revised by the method of increasing coherence relations.

The aim of this study was to compare the effect of the procedure based on increasing coherence relations on the comprehension of literal content of the text and on generation of inferences, and the interaction with working memory capacity (WMC). Results indicated that high WMC readers had a better performance on literal content and inferences than low WMC readers in both, the original and the revised version of the text.

6. Beger, Anke (Flensburg University). Deliberate metaphors in academic discourse: Do we need them to explain or do they need to be explained?

This study investigates the function of professors' deliberate metaphors in academic discourse. In particular, it examines if deliberate metaphors are used to explain new concepts to the students or if they are rather used to elicit rhetorical effects and need to be explained by the professors afterwards. In order to shed light on this issue, the study combines metaphor analysis with discourse analysis.

7. Bos, Lisanne & Wassenburg, S.I., De Koning, B.B., Van der Schoot, M (VU University). Making reading an adventure! A reading comprehension intervention study.

This paper reports on an intervention study aimed at improving reading comprehension and reading motivation in primary school children. A sample of 300 third and fourth graders received training in one of three reading strategies: inference making, monitoring and mental simulation. Each strategy was taught in a 5-week training containing 8 lessons. A fourth group (control) followed the regular reading curriculum. Intelligence, decoding skill, and spatial ability were included as control variables.

8. Braun, Isabel (University of Freiburg) & Nückles, Matthias (University of Freiburg). Sounds like these scientists are pretty sure of their findings: Students' thinking while reading research articles.

Students cannot draw on extensive domain knowledge and insights into the production of research articles. We had students read one of two versions of the same research article: Original or modified for low-knowledge readers. Results indicated a strong focus on processing research articles at the levels of propositional textbase and situation model. Students who read the modified research article engaged more deeply with text contents and reasoned more frequently about epistemic and pragmatic aspects.

9. Brulh, Kwan-Yin (University of Lyon) & Tapiero, Isabelle (University of Lyon) & Barsalou, Lawrence (Emory University). The Influence of Thematic Situations on the Reorganization of Abstract Concepts.

Thematic organization is a process of dynamic concept shifting from taxonomic hierarchi-

cal network and enables the establishment of complementary relations between concepts. Using a concept-relatedness decision task, subjects responded to pairs of abstract concepts, after reading stories. Results showed that the thematic reorganization process was facilitated by recent situational experience within which the concepts were instantiated. Findings provide support for LSA views and show that thematic organization influences the representation of complex events involving abstract concepts. Keywords: thematic reorganization, abstract concepts, taxonomic organization, latent semantic analysis.

10. Brummernhenrich, Benjamin., Westfälische, Wilhelm (University of Münster) & Jucks, Regina, Westfälische Wilhelms (University of Münster). "He should not have put it that way!" Impact of domains and word choices on the perception of face threats in online tutoring.

Many tutorial strategies are impolite. They threaten the tutees' face by restricting autonomy or neglecting the desire for social appreciation. We investigated whether the tutoring's content domain influences the perceived appropriateness of instructional face threats. In addition the kind of face threat varied with regard to its explicitness. While no differences were found between mathematical and philosophical domains, explicit negative feedback was judged as less appropriate than prompts and requests. Results are discussed with regard to the role of politeness in online instructions.

11. Burin, Debora Ines (Universidad de Buenos Aires - CONICET) & Saux, Gaston., Irrazabal, Natalia & Kahan, Ezequiel (Universidad de Buenos Aires-CONICET). Understanding Expository Hypertexts: Navigation as a Function of Previous Domain Knowledge and Hypertext Structure.

Research on the effect of different hypertext interfaces for expository texts found differences in both navigation and comprehension as a function of prior domain knowledge as a subject factor. This study varied hypertext structure and previous domain knowledge, and examined the effects on time spent looking at an overview, returns to overview, and jumps in navigation path. Results suggest that structure and level of previous knowledge lead to different navigational characteristics.

12. Caccamise, Donna (University of Colorado) & Friend, Angela (University of Colorado), Kintsch, Walter, University of Colorado, Kintsch, Eileen (University of Colorado). Measuring Text Complexity.

Although readability formulas are used to predict text complexity for instruction, Landauer (2011) noted that text complexity is still not well defined. We investigate potential factors about the propositional text structure and macrostructure that may impact text complexity. This paper describes heretofore-neglected predictive constructs associated with text complexity using automatic coding to obtain scalable measures. We show that text recalls are better when texts have higher lexile, are less propositionally dense, and better organized.

13. Carlson, Sarah., University of Oregon (USA) & C. Kennedy, Patrick., Biancarosa, Gina., Nelson-Walker, Nancy J., Turtura, Jessica., Crone, Deanne A., Baker, Scott K. & Fien, Hank., University of Oregon (USA). Evaluating the Quality and Quantity of Literacy Instruction Delivered to Adolescent Students.

Three instruments were used to document instructional features of a 5-year, longitudinal

nal study to evaluate a comprehensive Tier-2 intervention program for struggling readers (Middle School Intervention Project: MSIP). There was no effect of instructional behaviors and quality on reading achievement, but significant variability was seen across classrooms. These findings are discussed in terms of the tools used to distinguish among the diversity of adolescent literacy instruction and its relationship to student achievement.

14. Cevasco, Jazmin (National Scientific and Technical Research Council) & Van den Broek, Paul (Leiden University). The role of adversative connectives and causal connections in recall and recognition of written and spoken discourse.

This study examined the role of adversative connectives and causal connectivity in spoken and written discourse comprehension. Participants listened to or read an excerpt of a radio transmission, with or without connectives. Readers recalled and recognized more statements than listeners. Statements that had many causal connections were recalled and recognized more often than those with fewer connections. There was no effect of connective presence, but there was an interaction between connective presence and modality of presentation.

15. Cutting, Laurie (Vanderbilt University) & Miller, Amanda., Gilbert, Jennifer K., Davis, Nikki., Compton, Don (University of Vanderbilt)., Scarborough, Hollis S. (University of Haskins). Examining Reader-Text Interactions for Expository Texts Using Item Response Crossed Random-Effects Models.

We examined the impact of question type, passage type, as well as reader characteristics on reading comprehension using item response crossed random-effects models. Findings showed variability across question type and characteristics of the reader. Results suggest that this data analysis approach can capture additional contributions to reading comprehension performance, while also considering reader characteristics. Implications are discussed.

16. De Leeuw, Linda (Radboud University Nijmegen) & Segers, Eliane (Radboud University Nijmegen)., Verhoeven, Ludo (Radboud University Nijmegen). Eye movements of good and poor readers in the primary grades.

Eye movements when reading content versus function words of readers in Grade 3 ($n = 19$) and Grade 5 ($n = 23$) were examined as a function of text difficulty, reading skill and memory. Grade 5 students read faster than Grade 3 students, but looked back longer when encountering content words. Furthermore, Short Term Memory capacity advanced reading speed, whereas Working Memory did only for Grade 5 students.

17. Elfenbein, Andrew., University of Minnesota (USA). Long-term memory for narrative fiction: Evidence from the archives.

A large corpus of nineteenth-century reading experiences of fiction ($n=501$) was analyzed for common patterns. The dominant patterns include strong environmental encoding in the retrieval of the reading experience; the frequent presence of evaluative comments across differences in age, gender, and nationality; and differential effects of specific and generic autobiographical memory on the content of recollections. These findings suggest the aspects of memory for narrative that are important in everyday life situations, as opposed to the ones that are evoked by laboratory tasks.

18. Escudero, Inmaculada (UNED) & León, J.A. Perry, D., Olmos, R., Jorge-Botana, G., Martín, L. & Moreno, D., (UNED). Comprehension skills in collaborative versus individual learning experiences: A study based on virtual education.

We analyzed a time effect variable on the performance of collaborative versus individual tasks on reading comprehension. Thirty-one postgraduate students carried out two online collaborative learning tasks and two online individual tasks. ANOVA did not show significant effects of time or task type variables, although the effect of interaction was significant. At Time 1 the students' performance was significantly higher in the collaborative tasks, while at Time 2 this trend was reversed, with the students' performance in individual tasks being significantly higher than in the collaborative. The results suggest implications for when to incorporate collaborative learning tasks in virtual learning environments.

19. Fedotova, Oksana. Dialogical modes in fiction.

The aim of the paper is to present a new typology of dialogical structures in the English language narrative with special reference to the cognitive basis helping to distinguish between character-oriented dialogue and writer-oriented dialogue. Character-oriented dialogue includes character-to-character discourse, character's address to his inner self and to his fate or God. Writer-oriented dialogue seems more versatile including the writer's introspection, the writer's dialogue with the reader and the writer's dialogue with his characters.

20. Feuer, Shelley (New School for Social Research) & Schober, Michael (New School for Social Research). Self-view can increase disclosure in videomediated survey interviews.

How does seeing oneself (the 'self-view') in videomediated communication affect the interaction? In a laboratory study, 120 survey respondents answered sensitive questions from ongoing US national surveys either with or without a self-view. Self-view reduced the sense of copresence with the interviewer, and it increased reporting of sensitive and socially undesirable information, such as alcohol use and credit card charges. The questions were also rated as less sensitive with self-view.

21. García-Carrión, María Pilar (University of Seville) & Tavares, Gema (University of Valencia), Saldaña, David (University of Seville). Online processing of scalar implicatures: A developmental visual-word eye-tracking study.

Developmental research suggests that children prefer the semantic interpretation rather than pragmatic of scalar implicatures containing some. In this study, participants viewed visual stimuli while they listened to brief stories containing scalar and non-scalar expressions. They were asked to respond whether the option that a fictional character chose was correct. Results of accuracy and eye-fixation measures confirm that these scalar implicatures are problematic for 5-6 year-olds, with children acquiring adult-levels at age 12.

22. Gill, Alastair (King's College London) & De Franco, Chiara., Blanke, Tobias., Meyer, Christopher (King's College London). Tracing the textual impact of news texts.

In this paper we explore whether the impact of a text upon others can be measured through purely textual means, rather than using relationship metrics such as citation networks. Focusing upon news stories we test three measures and find that Latent Semantic Analysis on full texts provides the best results in our dataset. We discuss our results and describe

ways in which we would like to extend our work.

23. Hanner, Carole (University of Lyon) & Tapiero, Isabelle (University of Lyon) Does the type of text itself influence the comprehension process? First approach with a poetic and a descriptive text of same content.

This study investigated the influence of the type of text on the comprehension process. Subjects were asked to read either a poetic or a descriptive text of same content, and then performed a recognition task on words and images. Results showed that depending on the macrostructure of the text, subjects will reach different levels of comprehension. These findings show the importance of the macrostructure in the construction of the comprehension process. Keywords: macrostructure, textbase, situation model, poetry, descriptive text, comprehension process.

24. Helder, Anne (Leiden University) & Van Leijenhorst, Linda., Van den Broek., Brain, Paul (Leiden University). Coherence monitoring in adolescents: The effect of textual distance on the strength of inconsistency effects.

An important cognitive component of successful comprehension is coherence monitoring, the ability to notice when coherence is disrupted. We investigated whether adolescents engage in this process, using an inconsistency paradigm. Results indicate that adolescents show an inconsistency effect. However, a linear decrease of this effect as a function of an increase in distance between the inconsistent pieces of information suggests that the ability to monitor coherence in adolescents varies as a function of text characteristics.

25. Horton, William (Northwestern University). Individual variability in structural priming in dialogue.

Structural priming occurs when speakers reuse syntactic constructions that have appeared in the recent linguistic context. Using the dialogue priming procedure from Branigan et al. (2000), stronger evidence of structural priming was observed for participants who rated themselves higher in perspective taking and who were identified as more field-dependent. Both effects were limited to prepositional dative primes. Variability in sensitivity to contextual information may shape the likelihood that interlocutors will display evidence for input-output coordination.

26. Irrazabal, Natalia (CONICET-Universidad Católica Argentina) & Burin, Debora (CONICET-Universidad de Buenos Aires)., Saux, Gaston (CONICET-Universidad de Buenos Aires). Procedural Text Comprehension: Effects of Modality of Presentation and Task Complexity on Instruction Time and Assembly Accuracy.

This study examined the comprehension of instructions as a function of modality of presentation (verbal, pictorial, multimedia) and task complexity (3 or 5 steps). One hundred and seventeen participants were asked to comprehend and execute instructions on assembling objects. Results indicated faster times for processing instructions in pictorial and multimedia instruction, but in pictorial condition they made more errors during assembling than in the other two conditions. In conclusion, instructions were particularly facilitated in the multimedia presentation.

27. Jarosz, Andrew (University of Illinois at Chicago) & Wiley, Jennifer (University of Illinois

at Chicago). Reading Under the Influence.

The present study utilized alcohol intoxication to manipulate individuals' ability to control their attention while reading. Intoxicated individuals showed decreases on multiple measures of reading comprehension and performance, including more errors due to attending to distracting information, compared to their sober counterparts. They additionally showed decreased attentional control compared to both pre-intoxication scores and sober controls. Results are discussed in terms of the relation between working memory capacity and reading comprehension.

28. Jorge-Botana, Guillermo (UNED) & Olmos, Ricardo (Universidad Autónoma de Madrid) Barroso, Alejandro (PlusNet Solutions). Gallito 2.0: a Natural Language Processing tool to support Research on Discourse.

Gallito 2.0. is a tool and some helper scripts designed to allow both production of and experimentation with vector space models based on Latent Semantic Analysis (LSA). The tool supports creation and evaluation of semantic spaces generated from middle-scale to huge corpora, as well as several related tasks, such as the extraction of term entropy indices, the familiarity measured through vector length, the similarity between terms, lists of semantic neighbors, K-means cluster, interpretation of topics, Change of Basis, Gram-Schmidt re-orthogonalization, Construction-Integration representations, textual coherence, essay evaluation, etc. The present poster shows some uses of the tool and the outputs that can be generated.

29. Kajii, Naohika (Hosei University). Shallow processing of film evidence from eye movement.

A number of researchers have proposed good-enough representations?. (Ferreira, Bailey, & Ferraro, 2002). In this research, I investigated that evidence of shallow processing in watching film (making good-enough representations) from eye movements. Putting the results together, I have no evidence of shallow processing in films from eye movement. However, difference of performance of question accuracy by depth of processing has potential of evidence of shallow processing about information processing of voice and frame.

30. Karlsson, Josefine (Leiden University) & Van Leijenhorst, L., Van den Broek, P. (Leiden University). The role of working memory and cognitive flexibility in revision of mental models, when the temporal order of events is reversed.

Flexibly updating and manipulating a mental model of a text is important for reading comprehension. In this study we examine whether working memory and cognitive flexibility predict 9-year old children's understanding of events, presented in reversed temporal order. Working memory proved to predict reading comprehension of these events, but cognitive flexibility did not. In the conclusion we discuss implications for theoretical models and for future research.

31. Keck, Daniel (University of Education Ludwigsburg) & Kammerer, Y. (Knowledge Media Research Center)., Tuebinge, Staraschek, E. (University of Education Ludwigsburg). Reading science texts online: Does source type influence the detection of inconsistencies?

Past research shows that students often fail to detect inconsistencies in (science) texts. However, findings also indicate that expectations of inconsistencies have a positive influence on the likelihood to detect those. Websites containing science texts usually contain information about the source as well. Such information might influence the expectations about the text's consistency. Hence, the present study aims at investigating whether the type of source influences tenth-graders' detection of inconsistencies in a science online text.

32. Knoepke, Julia (University of Kassel) & Richter, Tobias (University of Kassel,) Isberner, Maj-Britt ., (University of Kassel)., Naumann, Johannes (DIPF)., Neeb, Yvonne (DIPF). Do primary school children ignore concessive connectives in text comprehension?

A cross-sectional study investigated children's comprehension of concessive connectives in reading and listening comprehension and its development during primary school years. Accuracy and reaction times from a sensibility judgment task supported the idea that younger children (grade 1 and 2) ignore concessive connectives and rely solely on the semantic content of adjacent sentences for establishing local coherence. Older children (grade 3 and 4) start using connectives as indicators of the underlying negative causal coherence relation.

33. Kostina, Anna. British social departments and their lively language.

The following research views stylistic peculiarities of the texts published on three official British social departments' websites. The author studies the interaction of official and informational functional styles in the departmental publications and comes to conclusion that such texts contain phraseological, idiomatic and euphemistic units typical of a more informal style. Key lexical units for each ministry combined by general componential meaning, depending on the respective sphere of business, are also envisaged in the work.

34. Kurby, Christopher (Grand Valley State University) & Swets, Benjamin (Grand Valley State University). Event structure guides reading behavior as revealed by eye movements.

Individuals segment information in narrative texts into discrete events, with distinct boundaries between those events. How might event structure affect reading behavior? The present study examines whether eye-movements during discourse comprehension reveal how readers respond online to event structure. In two experiments, reading times were slower for event boundaries, according to multiple measures, and regressions varied by event structure. Working memory capacity interacted with reading effects, showing a larger processing load from event boundaries.

35. Latawiec, Beata (University of Illinois at Urbana-Champaign) & Anderson, Richard C. (University of Illinois at Urbana-Champaign). Metadiscourse in Oral Discussions and Reflective Essays of Children.

This study examines how 77 fourth-grade children used metadiscourse in their interaction with peers in collaborative small-group discussions and in individually written reflective essays. Mixed-methods analysis involving 50 metadiscursive subcategories revealed twice frequent uses of Evaluating Bracket than Organizing Bracket in both corpora, with marginal Intersubjective-Pragmatic Bracket in writing or 10% in discussions. CR children essays show heavy dialogism/ multivoicedness and inductive/deductive evidentialism, whi-

le discussions high engagement (perlocutionary/coercive), metalinguistic repertoire and solidarity-inviting intersubjectivity.

36. Llorens, Ana Cristina (University of Valencia) & Vidal-Abarca, Eduardo (University of Valencia), Cerdán, Raquel (University of Valencia)., Serrano, Marian (University of Valencia). Comparison of Two Formative Feedback Procedures to Improve Reading Literacy Strategies and Performance.

Improving students strategic search decisions in task-oriented reading may involve formative feedback. We tested two different feedback types (search and selection-feedback) to investigate to what extent their effect holds on a transfer situation and the effectiveness of a feedback that involved selecting relevant text information to give an answer. As predicted, selection feedback was more effective than search feedback, and students transferred the strategies learnt during training to the transfer text.

37. Auracher, Jan. Synaesthetic Sound Iconicity? Cross-modal integration of acoustic aspects of speech with non-acoustic aspects of meaning.

The aim of this research was to objectify sound-meaning relationships. To this end, implicit associations between (a) pseudo-words varying in articulatory place and manner of their phonemes and (b) the semantic concepts 'speed' and 'dominance' were tested, using the Implicit Association Test. Results reveal highly significant associations of sound characteristics of phonemes with specific visual attributes and semantic concepts.

Thursday, 17th July

9-10.30 am. **Paper sessions**

Session A. Comprehension of Multiple Documents

- Ferguson, Leila. E., (University of Oslo) & Bråten, Ivar., (University of Oslo)., Salmerón, Lalo., (University of Valencia). Motivation, processing and comprehension differences in student profiles of knowledge and epistemic beliefs.

Cluster analysis and analysis of variance methods were used to identify student profiles of knowledge and epistemic beliefs, and further, to examine differences in motivation, reading times and comprehension, when students read multiple texts about a controversial science topic. Students with relatively moderate knowledge, low personal justification beliefs and high beliefs in justification by authority, had higher self-efficacy, spent less time reading the texts, and outperformed students with lower knowledge and moderate epistemic beliefs.

- Jaeger, Allison. J., (University of Illinois at Chicago) & Griffin, Thomas., (University of Illinois at Chicago) , Britt, Anne., (Northern Illinois University)., Wiley, J., (University of Illinois at Chicago). Learning Science from Multiple Documents: We don't normally do this in science class.

Students may fail to incorporate key concepts during a multiple documents inquiry task because they focus on simplistic uni-causal explanations. No differences were found between a reading condition in which students read and annotated the documents prior to writing

versus one where students listed potential causal factors for each document. However, benefits were found for a brief lesson about the complex and often indirect causal relationships that comprise scientific explanations.

- Maier, Johanna, (University of Kassel) & Richter, Tobias., (University of Kassel). Two ways to attenuate the text-belief consistency effect in multiple text comprehension: Standpoint reading goals and metacognitive training.

Two experiments investigated interventions directed at fostering learners' comprehension of belief-inconsistent texts in multiple text comprehension. In Experiment 1, learners following a standpoint reading goal used more validation strategies while reading a belief-inconsistent text and also had a stronger situation model for this text. In Experiment 2, a short metacognitive training was beneficial for the processing and comprehension of belief-inconsistent texts, if learners were motivated to use the metacognitive strategies.

- Salas, Carlos. R., (University of Illinois at Chicago) & Griffin, Thomas., (University of Illinois at Chicago), Jennifer, Wiley., (University of Illinois at Chicago), Britt, Anne., (Northern Illinois University). Unique Contributors to Understanding of Climate Change in a Multiple-Document Inquiry Task.

This study explored the independent contributions of individual differences in a domain-general thinking disposition (Commitment to Logic, Evidence, and Reasoning; CLEAR thinking), epistemology, and cognitive constraints (Reading skill) on learning from a multiple-document inquiry task. Students were tasked with understanding how and why recent patterns in global temperature might be different from what has been observed in the past. The results suggest that differences in CLEAR thinking uniquely predict student understanding.

Session B. Basic comprehension processes

- Engelen, Jan., (Erasmus University Rotterdam), Bouwmeester, Samantha., (Erasmus University Rotterdam), De Bruin, Anique., (Maastricht University), & Zwaan, Rolf, (Erasmus University Rotterdam). Eye Movements Reveal Individual Differences in Children's Referential Processing during Narrative Comprehension.

We investigated how differences in children's story comprehension emerge during on-line processing. We recorded eye movements of 69 children (ages 6-11) as they listened to a 7-minute story and concurrently viewed line drawings of the protagonists. Results showed that upcoming reference to a protagonist was anticipated by good comprehenders, but less so by poor comprehenders. These findings suggest that comprehension outcomes are related to the on-line processing of discourse-level cues that regulate the accessibility of entities.

- Megherbi, Hakima., (University of Paris, Sorbonne Paris Cité), Seigneuric, Alix., Bianco, Maryse., Colé, Pascale (University of Paris, Sorbonne Paris Cité) & Bueno, Steve (Université Pierre-Mendès). The contribution of different types of pronouns to reading comprehension in French-speaking children.

The aim of the study was to investigate in French-speaking children aged from 8-to-11 years (grades 3, 4, 5) the contribution of the processing of pronouns to reading comprehension.

sion. Several types of pronouns were tested varying according complexity. Multiple regressions analyses were calculated in which words and pseudowords identification, vocabulary and non-verbal intelligence were controlled for. Results showed developmental changes: as children grow, the more complex pronouns explained a specific part of variance of reading comprehension.

- Van Silfhout, Gerdineke. (Utrecht Institute of Linguistics, UiL-OTS) & Evers-Vermeul, Jacqueline., Sanders, Ted., (Utrecht Institute of Linguistics, UiL-OTS). The importance of coherence markers: how connectives affect students? Text processing and mental representation.

This paper focus on the influence of connectives on students online processing as well as their offline comprehension of narrative and expository texts. To explain effects of text features on off-line comprehension measures, we provide insight into the cognitive processes by an eye-tracking reading experiment. The results show that connectives lead to faster processing of subsequent information, shorter re-reading times of previous information and more regressions to previous information. Students in secondary education immediately start integrating the clause after a connective into the text representation that has been constructed so far, resulting in better performance on local comprehension tasks.

- Yulia, Esaulova., (University of Duisburg-Essen), Reali, Chiara (University of Duisburg-Essen), & Von Stockhausen, Lisa ., (University of Duisburg-Essen). Influences of agency and gender of role nouns in German relative clauses on eye movement.

An eye-tracking study examined changes in participants' reading behavior related to gender of role nouns and expectations about their agency in German subject- and object-extracted relative clauses. The results suggest stronger expectations of agency associated with neutral compared to typically female role nouns and expectations of patiency rather than agency associated with feminine grammatical gender. Qualitative differences in eye movement patterns indicate several stages involved in the identification of subjects and objects in German sentences.

11am-12.30 pm. **Paper sessions**

Session A. Special Symposium: Comprehension and Validation of Text Information.

Organizers: Tobias Richter, University of Kassel, & David N. Rapp, Northwestern University
Discussant: Panayiota Kendeou, Neapolis University Pafos

In psychological research, comprehension of linguistic information and knowledge-based assessment of its validity are often regarded as two separate stages of processing. The distinction also becomes apparent in the division of labor between different sub-disciplines of psychology. On the one hand, cognitive psychologists who study language comprehension have considered it quite controversial as to whether readers and listeners routinely use their prior knowledge to judge the plausibility or validity of incoming information. Perhaps feeding into this controversy, educational psychologists have focused their investigations on learning from text primarily from the perspective of cumulative knowledge acquisition. In contrast to this view, social psychologists working in the field of persuasion research have been concerned with how recipients of persuasive messages might assess the validity and plausibility of information. Their work, however, does not take into account the interplay of

validation and comprehension processes that have been a regular component of discourse theories.

Recent developments in psycholinguistics and text comprehension research have begun to build connections among these research areas, with the goal of addressing the aforementioned controversy. For example, psycholinguistic experiments indicate that sentence comprehension often involves a routine and early validation of the communicated information. In educational psychology, research on conceptual change and the comprehension of multiple documents with conflicting information suggests that the comprehension and validation of information may be more closely interwoven than traditionally assumed. And other projects have shown that variables in reading experiences can influence the likelihood that people might evaluate what they read. Against this background, the aim of this session is to contribute to a clarification of how the comprehension and validation of linguistic information are related to one another. To this end, the individual contributions will discuss theories and evidence from various branches of psychology which shed light on this relationship.

- Maj-Britt Isberner & Tobias Richter (University of Kassel). Truth will out: Evidence for Nonstrategic Evaluation of Validity in Language Comprehension

In two experiments, we provide evidence for the assumption that information is automatically evaluated for truth (or validity) during comprehension by showing effects of task-irrelevant validity on positive and negative responses in two different tasks (epistemic Stroop effect). In Experiment 1, we replicate previous findings of this Stroop-like compatibility effect in a different response modality (vocal response). In Experiment 2, we provide evidence that the compatibility effect does not hinge on an evaluative mindset.

- David N. Rapp, Scott Hinze, Daniel Slaten, & Sid Horton (Northwestern University) Fictionality as a Cue for Avoiding Inaccurate Information

Authors needn't provide accurate accounts of the world. This is worrisome as readers can learn from the inaccuracies included in fiction. In two experiments we tested whether this reliance is mediated by story realism. Participants read stories potentially containing misinformation about the world, afterwards responding to questions they could use the misinformation to (incorrectly) answer. Unrealistic as compared to realistic stories led to reductions in misinformation use. Source monitoring data help explain these results.

- Marc Stadtler, Lisa Scharrer (University of Münster), Jean-Francois Rouet (University of Poitiers) , and Rainer Bromme (University of Münster) Source Information can Fuel Validity Judgments. Empirical Investigation of a Short Training for Vocational Students

We present an empirical investigation of a classroom training fostering vocational students' consideration of source information when deciding about science-based controversies. Data were collected from a training group and a waiting list control group in a pretest-posttest design. Results show that students benefitted from the training in terms of their inclination to agree with expert sources and to refer to the source information to justify their judgment. Source memory was not affected by the training.

- Murray Singer (University of Manitoba) Discourse Validation: Emerging Principles

Validation of discourse congruence is proposed to be fundamental to comprehension, complementing syntactic and semantic analyses. Evidence favors several validation principles.

Validation with reference to discourse context is immediate and does not entail special strategies. Validation is a prerequisite to situational updating. Discourse inferences as well as assertions are validated. The memory processes supporting validation resemble those of intentional retrieval. Validation often fails, likely owing to systematic characteristics of the discourse, understander, and comprehension task.

Session B. Assessment of comprehension skills

- Oakhill, Jane., (University of Sussex) & Boureux, Magali., (Università degli studi di Verona), Arfé, Barbara., (Università di Padova), Pasini, Margherita (University of Sussex), Carretti, Barbara (Università degli studi di Verona), Sullivan, Susan (University of Sussex). Assessing children's understanding of connectives with visual and verbal tasks.

Children with reading comprehension difficulties often have problems in interpreting temporal and causal connectives (e.g. Pykkönen, et al., 2003). This study assessed connective comprehension using three visual and verbal tasks in English and Italian. The results showed that the use of pictures does not always support comprehension. Moreover, less skilled children perform better with the simultaneous connective while compared to the temporal sequential connectives (before, after) and causal ones (because).

- O'Reilly, Tenaha., (Educational Testing Service), Sabatini, John ., Halderman, Laura & Bruce, Kelly ., (Educational Testing Service). What you don't know doesn't necessarily impede what you can understand: How a measure of word learning and background knowledge can add value to a reading.

In this study, we investigated integrating measures of word learning and background knowledge into an experimental reading comprehension assessment that measured deep and global understanding. While both background knowledge and word learning were related to comprehension, word learning predicted unique variance in deep comprehension above and over the students' global understanding and background knowledge. Results suggest students can process text deeply irrespective of their knowledge if they also demonstrate word learning skills during the assessment.

- Sabatini, John., (Educational Testing Service), O'Reilly, Tenaha., Bruce, Kelly., Halderman, Laura., (Educational Testing Service). Task-oriented, scenario-based assessment for middle grades students.

While prior research has demonstrated the viability of using scenario-based reading comprehension assessments with secondary students, the current study explored the feasibility with middle school students. Sixth grade students navigated a task-oriented, scenario-based assessment that requires them to integrate information across multiple texts to achieve a specific reading purpose. Preliminary analyses indicate the assessment displayed encouraging psychometric properties and the items were measuring processes intended by the design. Implications for education will be discussed.

- Van der Schoot, Menno., (VU University Amsterdam) & Wassenburg, S.I., (VU University Amsterdam), Beker, K., (Leiden University), De Koning, B.B., (VU University Amsterdam), Van den Broek, P.W., (Leiden University). Inconsistency detection in primary school children: An eye fixation and self-paced reading study in good and poor reading comprehenders.

In three experiments, we investigated inconsistency detection in primary school children differing in reading comprehension skill. Results from self-paced reading data (Experiment 1) and eye tracking data (Experiment 2) are discussed within the situation model framework and suggest that poor comprehenders experience difficulties in constructing a richly elaborated situation model. Results from Experiment 3 show that the ability to deal with inconsistencies depends on the narrative dimension which is monitored (time, space, causation or emotion).

14pm-15pm. Tom Trabasso Young investigator Award keynote:

Knowledge Revision During Reading: We Can't Escape the Past

Panayiota Kendeou. Neapolis University Pafos

Chair: Paul van den Broeck

That students' knowledge base often contains previously-acquired-but-no-longer correct information that is difficult to change through teaching is a well-established. In many learning environments texts actually present correct information that runs counter to students' inaccurate knowledge. In these instances, learning of new information necessitates knowledge revision. In this talk, I will discuss a series of studies that examine the incremental steps of knowledge revision, detailing its time course and mechanisms during reading comprehension. I will also focus on discussing the effectiveness of causal explanations in reducing or eliminating the impact of previously-acquired-but-no-longer correct information on comprehension and learning. Finally, I will introduce a new theoretical framework, the Knowledge Revision Components framework (KReC; Kendeou & O'Brien, forthcoming), that aligns itself nicely with what we know about knowledge revision in the context of reading comprehension and has implications for research in single and multiple text comprehension, conceptual change, persuasion, and the misinformation effect.

15.00-16.30 pm. **Paper sessions**

Session A. Dialogue with humans and artificial systems

- Knutsen, Dominique & Le Bigot, Ludovic. Partner-initiated reference availability in human and human-system dialogue.

In an experiment, a participant and either a human or a simulated dialogue system took it in turns to produce references. Analyzing the order in which these references were then recalled by the participant revealed that partner-initiated references were less readily available when the partner was a system rather than a human. These results suggest that during dialogue, speakers pay less attention to what their partner says when the latter is a dialogue system.

- Mayor, Eric., (University of Neuchâtel) & Bangerter, Adrian (University of Neuchâtel) & Voillat, Lucie (University of Neuchâtel). Gaze patterns in stationary and mobile conversation .

Partners in stationary conversation look at each other frequently. But gaze availability as a resource for coordinating conversation decreases when people move from stationary to mobile conversation. Here, mutual gaze occurred 65% of the time when stationary but less than 5% of the time when mobile. We also found that narrators tend to look at listeners more

after a listener responses than before. They may possibly do so to access accompanying facial and gestural information.

- Knutsen, Dominique & Le Bigot, Ludovic. The influence of dialogue organization on partner-specific reference encoding.

In an experiment, triads of participants interacted to jointly establish a route for an imaginary addressee. Their memory for the landmarks that had been referred to during the interaction was then assessed. The results revealed that each participant remembered better the references which he or she had actually negotiated than the references that had been negotiated by his or her dialogue partners. These results are discussed in light of the memory-based approach to dialogue.

- Schober, Michael., (New School for Social Research) & G. Conrad, Frederick (University of Michigan). Survey dialogue in text and voice interviews on mobile multimodal devices.

How will interviewer-respondent interaction in surveys change as people respond on mobile multimodal devices? The current study examines how 1268 respondents on iPhones answered survey questions via voice vs. text (SMS) and to human vs. automated interviewers, with and without a choice of mode of responding. The evidence clearly demonstrates higher data quality?less estimation and ?straightlining? and more disclosure of sensitive information?in text than voice, as well as benefits of mode choice.

Session B. Comprehension processes

- Bohn-Gettler, Catherine (Wichita State University). Does Monitoring Event Changes Improve Comprehension?

During narrative comprehension, reading times increase for shifts in time, space, characters, goals, and causation. This study tested whether instructional manipulations can modify dimension monitoring during reading, and whether this affects comprehension. Although dimension monitoring increased as a function of instructional manipulation when reading naturalistic texts, it did not affect overall text comprehension. Instead, selecting particular dimensions as a function of importance to the text may be more predictive of comprehension.

- Hyönä, Jukka (University of Turku). Irrelevant background speech effects on online text comprehension: An eye movement study.

Four eye-tracking experiments were conducted to study whether irrelevant background speech disrupts written text comprehension. The experiments differed in the type of speech played in the background. The study showed that semantically and syntactically anomalous background speech disrupted online text comprehension more than coherent background speech. Moreover, syntactically correct but semantically anomalous background speech disrupted processing to the same extent as syntactically incorrect (and semantically anomalous) speech. The disruption effects are explained as content-non-specific semantic interference.

- León, Jose A. (Universidad Autónoma de Madrid) & Escudero, Inmaculada (UNED)., Olmos, Ricardo (UAM)., Perry, David (UPV)., De Jorge-Botana, Guillermo (UNED)., Sanz,

Mar (UAM). Understanding narrative causality. A comparative study of secondary and university students through a summary task.

The reading comprehension of university and high school students was investigated through comparing the causal network of a source text and the causal networks generated by the students in written summaries of the text. The results enabled us to detect a predictive value between the recognition of causal nodes and types of reader and support our hypothesis that causal density affects reading comprehension and can be used to distinguish more competent from less competent readers.

- Sashank, Varma., (University of Minnesota) & Halvorson, Danielle., (University of Minnesota). Implicit Learning of Scripts: Sequential Structure and Predictive Inferencing.

The current research builds a new bridge between discourse and memory, enriching both fields. We investigate the implicit learning of scripts using the artificial grammar learning paradigm. Experiment 1 demonstrates the people can implicitly learn the sequential structure of scripts. Experiment 2 demonstrates that people can apply this script knowledge incrementally, to make predictive inferences about upcoming actions. The results complement research in developmental psycholinguistics demonstrating implicit learning of word and sentence structure.

17pm-18.30 pm. **POSTER SESSION 2**

1. Chen, Ju-Ling (National Taiwan Normal University) & Cha, Jih-Ho., Wu, Ming-Da., Tsai, Shin-Ting., Lin, Wei-Chun., Sung, Yao-Ting (National Taiwan Normal University). Investigating the Process of Relative Clause in Mandarin Chinese: Evidence from Eye-movement Data.

The present study investigated the sentence processing asymmetry of subject-extracted and object-extracted relative clauses (SRC vs. ORC) using eye-tracking analyses. The overall results demonstrated SRC imposed heavier processing load and difficulty. It's assumed that processing SRC requires to maintain more information in memory. The results were in line with Hsiao and Gibson (2003).

2. Lin, Wei-Chun (National Taiwan Normal University) & Chen, Jia-Lin ., Lee, Yao-Tun., Chen, Ju-Ling., Sung, Yao-Ting (National Taiwan Normal University). The effect of online summary assessment and feedback system on the summery writing of 6th graders: The LSA-based technique.

The present study develops automatic assessment system based on Latent Semantic Analysis to investigate the effects of different feedback modules on the summary writing of six-graders. The overall results demonstrated that the effects of semantic and concept phrase feedback are both significant. However, there is no additive effect of these two functions.

3. Maggio, Severine (CNRS - Université de Clermont) & Lété, Bernard (Université Lyon)., Chenu, Florence, Jisa, Harriet (DDL - Université Lyon) & Fayol, Michel (CNRS - LAPSCO - Université de Clermont). Tracking the mind during writing texts: The dynamics of children's written word production.

The dynamics of cognitive processes during writing was examined by analyzing sublexical

and lexical influences on different chronometric measures from narrative texts produced by children. Between-word pause durations are sensitive only to delayed effects of the previous word whereas the writing rate and the intra-word pause measures show both immediacy and anticipatory effects. Thus, several words and several dimensions of these words are processed in parallel when children are engaged in composing text.

4. Maja, Jordi. Evaluation of mathematical self-explanations with LSA in a counterintuitive problem of probabilities.

In this paper different type of mathematical explanations are presented in relation to the mathematical problem of probabilities Monty Hall (card version) and the computational tool Latent Semantic Analyses (LSA) is used. Looking at the correct responses in the comprehension questions and using this computational technique, the paper wants to explore which are the best explanations.

5. Miller, Amanda (University of Vanderbilt) & Davis, Nikki., Burns, Scott., Rimrodt, Sheryl L., Stewart, Raj., Cutting, Laurie E. (University of Vanderbilt). The neurobiological correlates of processing central and peripheral ideas in connected text.

We explored the processes involved in young adolescents reading comprehension using fMRI. Specifically, we compared activation when participants processed ideas that were central to the overall meaning of the passage versus those that were peripheral. We found differential patterns of activation related to processing the two types of information, and we discuss these data in terms of theoretical models of text processing.

6. Miller, Krista. Steals clock, faces time: Examining the relationship between humor and lexical ambiguity in newspaper headlines.

This study explored whether the perception of humor in newspaper headlines is influenced by the presence of lexical ambiguity and framing narratives (satirical or non-satirical newspaper). Participants made humor and ambiguity judgments for the headlines. Headlines containing a lexical ambiguity were rated as more humorous than disambiguated headlines and control headlines (no ambiguity). Framing information did not influence ratings. It appears that lexical ambiguity influenced the perception of humor whereas framing narratives did not.

7. Minguela, Marta (University of Barcelona) & Solé, Isabel (University of Barcelona). Do skilled readers better self-regulate their rereading?

Reading is a complex activity requiring the conscious use of both metacognitive monitoring and control. Indicators of the two components were collected/calculated (n=37) to determine whether skilled and less-skilled readers differed in their ability to use rereading to deepen comprehension, when confronted to reading comprehension questions measuring different levels of difficulty (superficial and deep comprehension). Skilled readers were better at judging their own comprehension and also in involving in fix-up strategies to deepen comprehension.

8. Morishima, Yasunori (International Christian University) & Fukuda, Yuki (Hosei University) & Tsunemi, Kohei (Iwaki Junior College). Are Emotion Inferences Context-Driven or Locally Evoked?

Is an emotion inference triggered by a particular sentence in a passage or by the context of the

passage, or discourse-level factors? We had participants evaluate sentences from the experimental texts for our previous research. The results showed that even in isolation a number of sentences induce emotions, but that emotion inference is performed on the global discourse level rather than the local sentence level.

9. Morishima., Yasunori (International Christian University). Evidence of the Difference in Comprehension between First Language and Second Language: Automatic and Controlled Processes.

Native English (L1) speakers and learners of English (L2) read two texts that differed in comprehension difficulty. Both L1 and L2 participants displayed a speed-accuracy trade-off between comprehension and reading speed. While the L2 participants appeared to be conscious of text difficulty, the L1 participants did not seem so. It is argued that this is because in L1 the comprehension processes are mostly automatic and unconscious whereas in L2 they are more controlled and conscious.

10. Mueller, Bettina (University of Kassel) & Richter, Tobias (University of Kassel), Krizan, Ana (University of Gießen), Hecht, Teresa (University of Gießen)., Ennemoser, Marco (University of Gießen). Reading Fluency - Developmental Trajectories and Effects of Reading Interventions in Grade Two.

Reading fluency is an essential prerequisite of reading comprehension. This study investigated the influence of three reading instructions on the development of fluency rate. 58 second-grade students with poor reading abilities participated in an experimental training study with pre- and post-test. Growth curve modeling showed treatment-specific trajectories of reading fluency. The trainings of reading fluency and reading strategy caused a significant increase of fluency compared to the control group.

11. Nanri, Keizo (Oita University). Three Components of Text Generation.

In response to van Dijk's (2008) criticism of systemic contextual theory, the present paper suggests that the analysis of the context of situation (COS) into three contextual variables, field, tenor, and mode, proposed by Halliday (1978) and developed by Martin (1992) is (neuro-) psychologically viable. I will do this from the viewpoint of text generation within the framework of Martin's (1992) interpretation of COS but with the assistance of some (neuro)psychological studies.

12. Naumann, Johannes (German Institute for International Educational Research). Effects of auditory language skills at school entry on text comprehension in grade 2 are mediated through lexical quality.

The development of auditory comprehension processes (phonological comparison and word recognition) and phonological and orthographical knowledge of written words from school entry to end of grade two, and their effects on text comprehension are examined longitudinally. Auditory comprehension, phonological and orthographical knowledge increased monotonically. School entry auditory skills predicted text comprehension at end of grade 2. These effects were mediated through phonological and orthographical knowledge of written words at the end of grade 1.

13. Norouzi, Mehrnoush & Seid Motahari, Masoud (Islamic Azad University). On the Differen-

ce between Field Independent and Field Dependent Cognitive Styles regarding Translation of a Literary Text.

The author would like to be considered for one of the possible mentioned student awards. This comparative-descriptive study deals with cognitive translation studies. It is based on an MA thesis.

14. Olkonieni, Henri (University of Turku) & Kaakinen, J.K., Ranta, H. & Hyönä, J. (University of Turku). Individual differences in the online processing of written sarcasm and metaphor.

We investigated how individual differences in reading comprehension skills were predictive of writing proficiency. Measures were collected from 110 students on reading comprehension, essay writing, vocabulary knowledge, working memory capacity, and cognitive component processes (text memory, text inferencing, knowledge access, knowledge integration). Results indicated that the cognitive abilities related to reading comprehension ability were significantly, but weakly, related to writing. However, vocabulary knowledge was the only significant predictor of reading and writing performance.

15. Olmos, Ricardo (Universidad Autónoma de Madrid) & Jorge-Botana, Guillermo (UNED), León, José A. (Universidad Autónoma de Madrid), Escudero, Inmaculada (UNED). Giving an interpretation for the semantic dimensions in Latent Semantic Analysis.

The present research has three main objectives: (1) First of all, based on a procedure to interpret LSA space dimensions (Hu, et al, 2005), we implement a change of basis, from the original canonical basis into a basis whose vectors are real terms; (2) we show that a simple change of basis alone is not enough for that purpose; and (3) we present Gram-Schmidt orthogonalization to correct partially such an inefficiency. We use this procedure in a corpus from several Spanish newspapers. We chose as vectors of the new basis essential terms from the original term matrix, as ?terrorism?, ?president?, ?police?, etc., so in the new term matrix generated after the change of basis, it is possible to say how much each word carry of these terms (how much each term in the semantic space carry of the terms from the basis). Definitely, Gram-Schmidt orthogonalization is a way to correct the change of basis.

16. Osanai, Hidekazu (Kyoto University) & Kusumi, Takashi (Kyoto University). Do individual differences in literary response predict narrative transportation?

We investigated whether a predisposition toward a literary response predicts narrative transportation. Thirty-six undergraduates read a short story and completed the Transportation Scale and the Literary Response Questionnaire (LRQ). Results revealed that only the vivid imagery and empathy subscale, and no other subscales, of the LRQ significantly predicted the transportation. Proneness to experiencing vivid stories affects transportation while insight into author and the real world may not have a relationship with transportation.

17. Oudega, Marja (Leiden University) & Van Leijenhof, L. & Van den Broek, P. (Leiden University). Cognitive control during reading comprehension by adolescent readers: the effects of social pressure and educational level.

Reader and reading context characteristics interact to influence processing and reading comprehension. Reading goals elicit certain standards of coherence, and attentional resources restrict the standards a reader can attain. We investigate the effect of social pressure on rea-

ding performance by adolescents. Reading-time data show that social pressure temporarily increases cognitive load, and that this effect is equal across educational levels. Adolescent readers compensate for this additional load by slowing down processing.

18. Person, Natalie., Rhodes College & Olney, Andrew (University of Memphis)., D'Mello, Sidney (University of Notre Dame). Tutor Feedback and Student Learning Gains.

Feedback is critical in both human and computer tutoring because it has directive, facilitative, and motivational functions. The purpose of this research is to examine whether an intelligent tutoring system, Guru, provides accurate feedback to student answers and whether feedback distributions can be used to make Guru more adaptive. Results from our analyses indicated that Guru provides discriminating feedback and that formative feedback proportions in the early phases of learning could be used more diagnostically.

19. Ripoll, Juan C. (Colegio Santa María la Real) & Aguado, Gerardo (Universidad de Navarra). Font Readability in Elementary School First Graders.

The reading of 115 Spanish first graders was assessed using texts written with a cursive manuscript font, two serif fonts and three sans serif fonts. Significant differences were found in the number of decoding errors, but not in fluency problems or number of words correctly read per minute. The manuscript font was perceived as the easiest to read, but it was not read significantly better than Comic Sans font.

20. Rus, Vasile (University of Memphis) & Niraula, Nobal., Rajendra Banjade (The University of Memphis). Latent Concepts versus Latent Topics.

This paper offers a comparison study of two methods for deriving meaning representation, Latent Semantic Analysis and Latent Dirichlet Allocation. The goal of the study is to understand which of the two methods can best capture meaning in two different settings: (1) same number of concepts and topics are used in LSA and LDA, respectively, and (2) an optimal number of topics is used for LDA. We present results using the Microsoft Research Paraphrase corpus.

21. Salmerón, Ladislao (University of Valencia). Word matching and semantic overlap as hyperlink utility cues.

We explored the importance of semantic and lexical cues on students' judgments of hyperlink utility. Results revealed that both the extent to which a hyperlink label semantically overlaps to the to-be-solved question and the extent to which the link and the question share a common word exert a significant influence on students' utility judgments. Higher self-reported background knowledge was related to lower weights for word matching cues, but not to semantic overlap cues.

22. Kleijn, Suzanne, Mak, Pim & Sanders, Ted. (Utrecht University). Point-of-view, subjectivity and causality: Evidence from on-line discourse processing.

In two eye movement registration studies, we first found that causal relations marked with an objective causal connective were processed faster than their subjective counterparts. Second, when subjective relations were embedded in a subjective discourse context, the processing asymmetry diminished. This asymmetry was hypothesized to originate from differences in the evoked mental space configurations: Subjective relations require a space representing

thoughts that belong to some conscious mind (SoC). Setting this up causes a processing delay.

23. Saux, Gaston (Universidad de Buenos Aires - CONICET)., Burin, Debora (UBA - CONICET), Irrazabal, Natalia (UCA - CONICET). Multiple Seduction: Comprehension and Recall of a Science Text with Seductive Details in Seductive and Effective Multimedia Settings.

The effect of seductive information in MM presentations was examined. Participants read an expository text with a seductive detail in one of three versions: non-illustrated (Only-Text), with an image linked to the verbal seductive detail (Seductive MM), or with a diagram aimed to promote comprehension (Effective MM). Comprehension and recall outcomes showed the poorest performance in the Seductive MM group, while the Effective MM condition seemed to moderate, but not reverse, the seductive detail effect.

24. Savvidou, Sylvia (Neapolis University Pafos) & Kendeou, Panayiota (Neapolis University Pafos). Multiple Text Comprehension and Belief Change in History.

We investigated the relationship of text comprehension and belief change. Participants read four texts (think-aloud or silent condition); all were tested in their beliefs before and after readings. An Inter-Inference Verification Task was used to assess multiple text comprehension and Intra-Inference Verification Tasks to assess single text comprehension. Findings revealed an asymmetry: individuals who changed their beliefs performed better in Intra-Vt for a single text whereas individuals who did not performed better in Inter-Vt.

25. Seipel, Ben (California State University) & Carlson, Sarah E. (University of Oregon)., Bianco-Simeral, Stephanie ., Frigaard, Martin ., Wolff, Cindy & Goto, Keiko (Center for Nutrition and Activity Promotion). The Nutritional Moral of the Story: Storybooks used to Promote Healthy Food.

Storybooks, selected for their health-food messages and a part of the Harvest of the Month® project, were analyzed for their appropriateness and potential effectiveness in changing student food behaviors. Analysis of the text and morals indicate that the storybook selections do include positive health-food messages, but also include non-food, morally ambiguous messages. Results also indicate that the storybooks may be age-inappropriate and underutilized by partner schools to promote healthy food choice by students.

26. Song, Kyong-Sook (Georgetown University). Discourse Strategies of Quoting and Constructing Dialogues in Computer-Mediated Communication: Korean and English Twitter.

The present study explores discourse strategies of quoting and constructing dialogues in Korean and English Twitter with reference to the participation framework. Investigating how and why participants in Korean and English Twitter produce direct speeches and quotations, this paper explores three types of constructed dialogues with its 10 subtypes with reference to the participation framework. This study confirms that quoting and constructing dialogues in Korean and English Twitter are discourse strategies to achieve various interactional goals.

27. Stavrinidou, Adoula (Neapolis University Pafos) & Kendeou, Panayiota (Neapolis University Pafos). Solving word math problems: The role of reading comprehension and cognitive skills.

We examined the contribution of reading comprehension skills, working memory, short-term memory and planning skills to mathematical word, non-routine and standard, problem-accuracy in 9 to 11 year-old children, above and beyond the contribution of general math, reading skills, and non-verbal ability. The results showed that planning skills and short-term memory contribute directly to non-routine problem-solving accuracy independently of age, non-verbal ability, general math and reading skills and importantly differentiate non-routine and standard problem-solving accuracy.

28. M Steffens, Brent (Northern Illinois University) & Britt, M. Anne (Northern Illinois University), Braten, Ivar., Stromso, Helge I., Braasch, Jason L. G. (University of Oslo). Memory for inconsistent arguments in health articles from the Web.

We investigated reader's memory for simple scientific arguments and their sources when they contained arguments that varied in consistency. Consistency here refers to the appropriateness of using evidence of a particular type as support for the argument's main claim. We found that source and claim-evidence recall was poorer with inconsistent claim-evidence relationships (i.e., causal claims using correlational evidence, correlational claims using experimental evidence) than for those where the claim and evidence type were consistent.

29. Taylor, Andrew (University of Illinois at Chicago) & Wiley, Jennifer (University of Illinois at Chicago), Griffin, Thomas (University of Illinois at Chicago), Britt, Anne (Northern Illinois University). Being the Detective: Using Pre-Writing Activities to Foster Understanding from Multiple Document Inquiry Tasks.

Students may fail to incorporate key societal influences into their representations of historical events during a multiple documents inquiry task because they focus on direct causes. This study tested the effects of different pre-writing activities. Benefits were seen when students were prompted to list factors that were changing at the time and connect those pieces like a puzzle, compared to a group that had no prior instruction or a group instructed to annotate while reading.

30. Tziaza, Angeliki (Neapolis University Pafos) & O'Brien, Edward J. (University of New Hampshire), Kendeou, Panayiota (Neapolis University Pafos). Knowledge Revision in Science.

We investigated a refutational text's impact on readers' moment-by-moment processing during reading and their post-reading conceptions. A reading time methodology was used to explore readers' cognitive processes while reading text that refuted their initial beliefs. A written post-test assessed their post-reading beliefs. The findings were consistent with the co-activation hypothesis, which predicts that refutational texts enable the simultaneous activation of readers' initial conception and a new conception, which induces cognitive conflict and facilitates knowledge revision.

31. Van Leijenhorst, Linda (Leiden University), & Seipel, Ben (University of Minnesota), Clinton, Virginia, (University of Minnesota), Van den Broek, Paul, (Leiden University). Neural Correlates of Discourse Comprehension: Situation Model Updating in Texts and Sentence Pairs.

Most fMRI experiments examining the brain bases of reading comprehension processes use

short two-sentence narratives, even though it is largely unknown in what way texts and sentence pairs recruit the same neural network. In this event-related, whole-brain fMRI study we compared the neural correlates of coherence monitoring processes in the same participants using sentence-pairs and texts. Results show that coherence-building processes in sentence pairs and texts recruits similar as well as unique brain regions.

32. Van Oostendorp, Herre (Utrecht University) & Aggarwal, Sonal (International Institute of Information Technology-Hyderabad). The Moment of Processing Pictures on a Web Page.

Nowadays all information we seek can be searched and possibly found on internet, thus web navigation becomes important. A cognitive model CoLiDeS+Pic simulates web navigation. Based on the information scent users select hyperlinks and this is also influenced by pictures. CoLiDeS+Pic assumes that pictures are processed in the initial stages of visiting webpages. We did an eye-tracking study to verify this assumption by varying relevancy and position of pictures on webpages and report the results.

33. Varner, Laura (Arizona State University), & Roscoe, Rod (Arizona State University), Crossley, Scott A. (Georgia State University), McNamara, Danielle S. (Arizona State University). Developing Pedagogically-Guided Threshold Algorithms for Intelligent Automated Essay Feedback.

Automated writing evaluation systems produce accurate essay scores but often lack pedagogically-guided feedback. In this study, we explore a new method to develop feedback algorithms that are grounded in writing pedagogy. Computational linguistic indices from a corpus of 969 essays were mapped onto common writing guidelines to produce ?bins? of essays, representing different levels of each linguistic measure. Results from one-way ANOVA analyses indicated that these thresholds were significantly related to holistic essay scores.

34. Vila, José Óscar (UNED) & Gil, Laura (University of Valencia), Gómez, Isabel., García-Madruga, Juan., Elosúa, Rosa (UNED). Reading Comprehension and Working Memory's Executive Processes: An Intervention Study in Primary School Children.

Reading comprehension is a highly demanding task in which Working Memory's executive processes play a crucial role. In this work an adaptive training program on WM's executive processes to improve reading comprehension is presented and empirically tested with third-grade Primary school children. Results confirmed the increase in children's reading comprehension and working memory. Likewise, results showed positive correlations between these variables and participants performance in the training tasks.

35. Wilson, Susan (Clarke University) & Millis, Keith., Wallace, Patty (Northern Illinois University), D'Mello, Sidney (Notre Dame Univ). Inducing Cognitive Disequilibrium in a Digital Learning Environment.

Recent research has shown that cognitive disequilibrium can be positively associated with learning. The present study tested whether disagreement among animated pedagogical agents in a digital learning environment as well as language complexity would induce cognitive disequilibrium and increased learning. Although both disagreement and language complexity increased cognitive disequilibrium, there was no direct link between them and learning. The results are discussed in regard to theories of comprehension and emotion.

36. Yamasaki, Brianna (University of Washington), & Prat, Chantel S. (University of Washington). Individual Differences in Susceptibility to Interference and Language Control Indices predict Second Language Reading Ability.

Research on individual differences in L2 reading ability has primarily focused on the roles of reading ability in L1 and language proficiency in L2, without consideration of factors mediating between-language interference. In an exploratory analysis, susceptibility to interference (indexed by Stroop costs) correlated negatively with L2 reading ability [$r(71) = -.37, p = .001$]. Ratings on a language-use questionnaire revealed positive correlations between target-language control and L2 reading ability [$r(34) = .41, p = .016$].

37. Yeari, Meni., (Bar-Ilan University) & Van den Broek, Paul & Oudega, Marja (Leiden University). The Effect of Text Highlighting on Online Text Processing and Offline Text Recall and Comprehension.

Research compared processing of central versus peripheral textual information, using eye-tracking methodology, comprehension and recall of texts with appropriate (central information) highlighting, inappropriate (peripheral information) highlighting, and no highlighting. Findings show that processing of peripheral information but not of central information is influenced by highlighting type. Consequently, text highlighting appropriate or inappropriate neither improved nor impaired text recall and comprehension. Yet, appropriate and inappropriate highlighting saved or wasted, respectively, reading time in processing peripheral information.

38. Zulaica, Iker (Indiana University-Purdue University). Deixis, Time and Textual Coherence: The Case of Spanish Demonstratives.

In Spanish, demonstratives (i.e. deictic elements) and time (conveyed via tense, adverbs or lexical elements) interact in such a way that specific temporal frames of reference license the use of certain demonstratives while disfavor others. In this proposal we analyze how such interaction contributes to textual coherence and argue in favor of a semantic/pragmatic characterization to account for the contextual dependencies found. We also present a quantitative corpus study on such interaction.

39. Li, Haiying (University of Memphis) & Deng, Yumei (Guangdong Institute of Public Administration); Cai, Zhiqiang (University of Memphis)., Graesser, Arthur C. (University of Memphis)., He, Xiangyou (South China Normal University). A Comparative Study on the Test Complexity of Reading Comprehension.

The present research explores the level of difficulties of two standardized tests, College English Test Band Four (CET4) and Six (CET6), which assesses Chinese college students' different levels of English proficiency. However, these two tests have not been evaluated at the level of text difficulties. To address this question, we evaluated the reading comprehension of CET4 and CET6 using Coh-Metrix. The results indicate the two tests differ in depth reading, but not in fast reading.

18th July

9am-10.30 am. **Paper sessions**

Session A. Sourcing and understanding documents

- De Pereyra, Guillaume (CNRS and University of Poitiers) & Rouet, Jean-François (CNRS and University of Poitiers), Britt, Anne M (Northern Illinois University). Effects of source competence and assertiveness on credibility judgements and memory for source information.

We investigated the effects of source competence and assertiveness on credibility judgments and memory for short news stories. Students read short stories involving a source and a specific statement in order to decide whether the story was credible. Stories were perceived as more credible when sources were competent and assertive. Less competent sources were better memorized, independent from their assertiveness. We discuss the findings in light of theories of persuasion and source memory.

- Kammerer, Yvonne. (Knowledge Media Research Center) & Gerjets, Peter (Knowledge Media Research Center). The impact of discrepancies between webpages on source evaluation in an online reading and information communication task.

This study investigated how discrepancies between webpages affect students' source evaluation and source citations when given the task to inform themselves about a health-related issue through a set of webpages in order to provide a response in a discussion-forum about this issue. Results showed that discrepancies between webpages resulted in more attention to source information during reading, more source citations in participants' forum response, and lower trustworthiness ratings for biased sources than a consistent condition.

- Rouet, Jean-François (CNRS and University of Poitiers) & Ros, Christine., De Pereyra, Guillaume., Macedo-Rouet, Mónica (CNRS and University of Poitiers), Salmerón, Ladislao (University of Valencia). Teenagers' developing awareness of source quality.

We examined teenage students' developing awareness of source features. In experiment 1, 90 Middle school students selected items in a simplified Web menu. Ninth graders were more likely to rely on source competence in their selections and justifications thereof. Experiment 2 developed and tested an instrument in order to assess teenage students' source literacy. We conclude that source evaluation is a skill in itself that relies on readers' knowledge about texts and text production mechanisms.

- Scharrer, Lisa (University of Münster) & Stadler, Marc., (University of Münster), Bromme, Rainer (University of Münster). When comprehensible isn't simple: Perceived topic complexity moderates the influence of text comprehensibility on lay readers' decisions about science-based claims.

Lay readers have been shown to more readily rely on their own decisions about science-based claims and neglect the necessity of expert advice after reading comprehensible compared to incomprehensible topic information. The present study shows that the increasing influence of comprehensibility on decision readiness is moderated by readers' preconceptions about topic complexity. After reading comprehensible information, readers' readiness to decide based on current knowledge increases to a lesser extent if they consider the topic complex.

Session B. Strategic reading for deep understanding

- Garcia-Rodicio, Hector (Universidad de Cantabria) & Sanchez, Emilio (Universidad de Salamanca). Do learners revise the flaws they detect in their understanding?

To learn deeply about complex topics, learners have to detect and revise eventual misunderstandings. We explored if detection always leads to revision. In two studies participants learned plate tectonics from a multimedia presentation. In Study-1 some received support for detection whereas others received either support for detection and revision or no support. In Study-2 the correlation between participants' spontaneous detections and revisions was examined. Results indicate that there is some independence between detection and revision.

- Hinze, Scott R (Northwestern University), Rapp, David N (Northwestern University). Proofreading Reduces Reliance on Inaccurate Information.

We investigated whether readers could avoid reliance on inaccurate information based on evaluative retrieval of accurate prior knowledge during reading. Participants read an extended text containing unsupported accurate and inaccurate assertions, after which they judged the validity of statements associated with those assertions. When reading naturally, inaccurate assertions increased judgment errors. However, after proofreading or highlighting the text for inaccuracies, these errors were substantially reduced.

- Mensink, Mike (University of Wisconsin-Stout) & Hinze, Scott R (Northwestern University), Rose Lewis, Mark (University of Minnesota), Weishaar, Kirk (Northern Illinois University). Test-enhanced seduction: Retrieval practice increases the seductive details effect.

We explored whether retrieval practice would influence delayed retention of important content and seductive details. In Experiment 1, retention after 7 days was greater after free recall tests than rereading, but only for seductive details. In Experiment 2, cued recall tests reduced delayed retention of seductive details relative to free recall tests but did not enhance retention of important content. Encoding disruptions due to the presence of seductive details may mitigate any potential benefits of retrieval practice.

- Yeari, Meni (Bar-Ilan University) & Van den Broek, Paul., Oudega Marja (Leiden University). The Effect of Reading Goals and Information Centrality on Online Text Processing and Offline Text Comprehension.

Research examined the effect of reading goals on online processing of central versus peripheral textual information, using eye-tracking methodology, and offline comprehension of these texts, using multiple-choice questions. Findings show that first-pass reading is longer for central information, irrespective of reading goal, and rereadings are longer when reading for study (close-end questions, open-end questions and presentation) than entertainment, irrespective of information centrality. Consequently, comprehension was better for central information and when reading for study.

11am-12.30 am. **Paper sessions**

Session A. Comprehension and literary reading

- Briner, Stephen. University of Illinois at Chicago (USA) & Burkett, Candice ., McCarthy, Kathryn S., Levine, Sarah ., Northwestern University (USA), Sullivan, Mary Pat., Lee, Carol D., Northwestern University (USA), Goldman, Susan R. & Magliano, Joseph P., N. Illinois University at Chicago, (USA). Developmental Trends in Literary Reasoning

This study investigated developmental trends in how secondary school students reason about literary texts. Students in grades 6, 9, and 12 (N = 154) read pairs of short stories with similar symbols and themes, and wrote essays regarding the characters and/or the worlds those characters live in. We observed different patterns in use of claims and evidence for each grade level. This suggests developmental differences in how students construct arguments about literature.

- Burkett, Candice. (University of Illinois at Chicago), Goldman, Susan (Univeristy of Illinois at Chicago)., Lee, Caro (Northwestern University), Briner, Stephen W (Univeristy of Illinois at Chicago)., McCarthy, Kathryn S (Univeristy of Illinois at Chicago)., Magliano, Joseph P. (Northern Illinois University), Burkett. Interpretive Processing in Literary Works: Sources of Complexity.

Quantitative indices of text complexity ignore important dimensions of texts, especially literary works, that potentially impact ease of interpretation. The present research explored symbolic interpretive processing in two short stories that contained different cues to symbol identification and interpretation. Consistent with these differences, there were differences between stories in terms of the bases of symbol identification and interpretive heuristics participants reported. Results suggest sources of literary text complexity not represented by existing quantitative algorithms.

- Magliano, Joe (Northern Illinois University) & Haymer, Jonetta (Northern Illinois University) ., Keith, Eve (Northern Illinois University), Goldman, Susan (University of Illinois at Chicago). The role of familiarity in the effectiveness of cultural modeling for literary interpretation.

Cultural modeling is an approach to language arts education that involves using familiar texts (e.g., songs) to scaffold reasoning and critical analysis of literature. It is assumed that the texts must be familiar to work effectively as scaffolds. We tested the familiarity assumption by varying the familiarity of songs students analyzed prior to engaging in a poetic interpretation task. Analyses of the poetic interpretations supported the familiarity assumption.

- McCarthy, Kathryn (University of Illinois at Chicago) & Goldman, Susan R. (University of Illinois at Chicago). Literary Interpretation of Poems and Short-Stories: Is There a Genre Expectation Effect?

Research shows that the same texts presented as a poem versus a short story evoked more literary interpretations (Peskin, 2007). Two experiments using a more rigorous methodology (longer authentic works and larger samples) failed to replicate Peskin's findings. Participants essays for poems and short-story forms of the same text showed equivalent amounts of interpretive reasoning. Discussion focuses on variables impacting whether and how readers

respond to literature.

Session B. Integrating information during understanding

- Beker, Katinka (Leiden University) & Van den Broek, Paul (Leiden University), Lorch, Robert (University of Kentucky) & Van Leijenhorst, Linda (Leiden University). Learning from Text: Facilitation of Comprehension across texts.

A variation of the inconsistency paradigm (Albrecht & O'Brien, 1993) was used to investigate whether knowledge acquired from text is used to resolve an inconsistency in a subsequent text. College students read texts that either did or did not contain an inconsistency; for texts with an inconsistency, earlier text did or did not contain an explanation. There was no inconsistency effect when earlier texts had contained an explanation. This shows transfer of knowledge across texts.

- McCrudden, Matthew (Victoria University of Wellington) & Palmer, Octavia., Omundsen, Katie; Barnes, Ashleigh., Taylor, Nicole., Lynch, Tegan., Humphrey, Emma., Moore, Sarah., Burnet, Laura., Thompson, Amelia., Penman; Davinia & McCaul, Allannah (Victoria University of Wellington). Reading about Controversial Topics: Processing of Belief-Compatible & Belief-Incompatible Information.

Prior beliefs affect reading processes. This study investigated the online processes that university-level students ($n = 54$) used while they read belief-compatible and belief-incompatible about a controversial topic. Participants did not change their beliefs after reading and they attempted to preserve their beliefs by challenging belief-incompatible information and by supporting belief-compatible information, as revealed by a think-aloud methodology. The results provide insights into the nature of readers processing of belief-compatible and belief-incompatible information.

- Pluchino, Patrik (University of Padova) & Tornatora, Maria Caterina., Mason, Lucia (University of Padova). Examining Integrative Processing of Science Text and Graphics in Grade-Level Students through Eye Movements.

Eye-tracking methodology was used in two studies in school contexts to trace 6th and 4th graders processing of an illustrated science text. A fine-grained index, look from-fixation time (e.g. the time spent refixating a text segment while reinspectng a picture or reinspectng a picture while rereading a text segment), was examined as it reflects readers attempts to integrate verbal and pictorial information. This index of integrative processing during second-pass reading was associated with better learning outcomes.

- Wolfe, Michael. (Grand Valley State University). Oh, I've always believed that: Biased memory for previous beliefs following belief change.

When belief change results from comprehension, can previous beliefs be accurately recalled? Subjects reported beliefs about spanking. Later, subjects read a one-sided spanking text that was belief consistent or inconsistent, reported beliefs, and recollected their previous belief. Subjects reading belief inconsistent texts changed beliefs. Recollections of previous beliefs were more consistent with current beliefs than actual previous beliefs. On-line and off-line comprehension measures provided partial predictions of belief change, but not belief memory bias.

14pm- 15pm. Keynote. Conference special invited speaker.

Action language modulates motor processes in the brain. Is this fact relevant for linguistic meaning?

Manuel de Vega, University of La Laguna, Spain

I present first some behavioral and neurological data from our and others laboratories that suggest that action-language elicit motor and premotor cortex activation. This motor resonance occurs not only for isolated action verbs or short sentences, but also for complex texts involving counterfactuals or negations. The online analysis of brain dynamics (μ and β oscillatory rhythms) shows that motor resonance is not a purely lexical process (e.g., triggered by action verbs), but requires words integration within the sentence. A critical issue is whether motor resonance is a functional part of meaning, or just an epiphenomenon. The study of action language in Parkinson disease patients and the use of brain stimulation techniques provide new approaches to this question. The embodied (or disembodied) nature of meaning is not only a theoretical issue, but it has also a potential impact on the design of instructional and rehabilitation programs of language.

15.00-16.30pm. Paper sessions

Session A. Fostering comprehension processes

- Smith, Emily (University of New Hampshire). Enhancing memory access for less-skilled readers

Ericcson and Kintch (1995) suggested that less-skilled readers often have impoverished representation of text. The results of five experiments demonstrated that the addition of causality enhanced the text representation of less-skilled readers. Experiments 1-3 showed that the addition of causal information enhanced less-skilled readers' ability to detect global inconsistencies. Experiments 4 and 5 showed that the addition of causal information to updating information resulted in less-skilled readers updating to the same extent as skilled readers.

- Blanc, Nathalie (University of Montpellier) & Brechet, Claire (University of Montpellier)
Vendeville, Nathalie (University of Montpellier), Creissen, Sara (University of Montpellier). Children's understanding of the emotional dimension of a story: With or without drawing?

This study explored whether the understanding of the emotional dimension of a story could be enhanced by asking children to produce expressive drawings. Six to 10 years old children listened to stories and were then asked to judge statements dealing with the characters emotions. Only half of the children were invited to produce expressive drawings while listening to the stories. Results indicated that the drawing task indeed helped younger children to answer emotional statements.

- Sanchez, Emilio (Universidad de Salamanca), Garcia-Rodicio, Hector (Universidad de Cantabria), Garcia, Ricardo., Ferreira, Carlos., Bustos, Andrea (Universidad de Salamanca). What does it mean to be rhetorically competent?

Expository texts include signals that can enhance comprehension if readers recognize and interpret them. Relative to written signals, spoken signals are more expressive and explicit,

which may help readers in recognizing and interpreting the signals. Middle-school students read a text including either written or spoken signals and wrote a summary. Participants in the spoken condition performed better. We interpreted that written signals require specific knowledge to readers, different from that involved in listening comprehension.

- Blanc, Nathalie (University of Montpellier) & Rapp, David (Northwestern University). Worry and dread! Processing and memory for fear- and suspense-inducing texts.

In two experiments, we explored the effect of both fear and suspense on readers' processing and memory for literary texts. In Experiment 1, participants had to highlight fear or suspense passages when reading three literary texts. Afterwards, they wrote a summary for each text. In Experiment 2, participants were instructed only to read the same literary texts. Overall, suspense and fear had differential effects on reading speed and on information used to summarize the stories.

Session B. Comprehension and writing

- Varner, Laura (Arizona State University) & Roscoe, Rod., McNamara, Danielle S (Arizona State University). Evaluative Misalignment of Student and Teacher Criteria for Essay Quality: An Automated Textual Analysis.

In this study, the authors utilize automated textual analyses to examine potential misalignments between students and teachers writing evaluation criteria. High school students ($n = 126$) wrote SAT-style essays, which were then assessed by the students and teachers. The results revealed that there was, indeed, misalignment in the evaluation criteria. Specifically, the teachers were attuned to linguistic features at surface and deep levels of text, whereas students ratings were predominantly associated with surface-level features.

- Dixon, Peter (University of Alberta) & Bortolussi, Marisa (University of Alberta), Mullins, Blaine (University of Alberta). Judging a book by its cover.

Science-fiction fans and mystery fans sorted 80 randomly selected book covers from each of those genres into groups of their own devising. The similarity structure of the sorts, together with a latent semantic analysis of descriptions of the sorts, indicated that experienced readers of a genre could consistently extract genre-specific information about book content from the covers. These results are consistent with an implicit signaling system between publishers and readers of a genre.

- Varner, Laura (Arizona State University), & Jackson, G. Tanner., Snow, Erica L., McNamara, Danielle S (Arizona State University). Reading Components and their Relation to the Writing Process.

I would like to be considered for the OSPA student award. We investigated how individual differences in reading comprehension skills were predictive of writing proficiency. Measures were collected from 110 students on reading comprehension, essay writing, vocabulary knowledge, working memory capacity, and cognitive component processes (text memory, text inferencing, knowledge access, knowledge integration). Results indicated that the cognitive abilities related to reading comprehension ability were significantly, but weakly, related to writing. However, vocabulary knowledge was the only significant predictor of reading and writing performance.

- Crossley, Scott (Georgia State University) & McNamara, Danielle S., Varner, Laura K (Arizona State University). How important is the prompt? A study of prompt-based cohesion effects in essay writing.

This study investigated the presence of prompt-based cohesion effects in student writing and its relations to essay quality. A corpus of 520 essays written on eight different prompts was examined using cohesive indices reported by Coh-Metrix. The results indicate that cohesion-based prompt effects exist in student writing which may cause writers to emulate the cohesion features in given prompts. This study also demonstrates that such cohesion features can be important predictors of writing quality.

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