



28th Conference Program and Abstracts

July 17th - July 19th, 2018

[Hilton Brighton Metropole](#)

Brighton, United Kingdom



"Brighton Pier at Dusk" by Eric Hossinger is licensed under [CC BY 2.0](#)

Online Program: <http://easychair.org/smart-program/STD2018/>

Website: <http://www.societyfortextanddiscourse.org/>

Twitter / Facebook: [@TextDiscourse](#)

Welcome to Brighton!

We are honoured to host the 28th Annual Meeting of the Society for Text & Discourse in the vibrant seaside city of Brighton. This year's meeting takes place at the historic Hilton Metropole Hotel on Brighton seafront and has drawn significant interest: we received over 180 proposals for symposia, papers, and poster presentations representing a diverse range of research topics from institutions all around the world. We would like to thank the reviewers for their hard work and attention to detail, and for you – the contributors – for making this such a varied and exciting program.

This year's program is packed full of interesting talks. Murray Singer will be receiving the 2018 Distinguished Scientific Contribution Award. Murray will be talking about his research on the processes of text validation: The reader's ongoing assessment of the consistency, coherence, and congruence of text. Sidney D'Mello will be receiving the 2018 Tom Trabasso Young Investigator Award, and Catherine (Kate) Bohn Gettler, recipient of the 2017 Tom Trabasso Young Investigator Award, will be presenting her work on how reader emotions influence text comprehension. We are also happy to have Evelyn Ferstl deliver the keynote address for this year's meeting. Evelyn will be addressing the issue of whether cognitive neuroscience has changed our conceptions of language processing.

This year we are also delighted to have coordinated conferences with the Society for Scientific Studies of Reading and the programme includes an overlap day of papers and symposia which we hope will be of interest to members of both societies, and includes a joint invited symposium at which the contributors will present and discuss different theoretical perspectives on text comprehension across the age range. There are also a range of theme based sessions on a range of topics: Communication and Miscommunication, Understanding and Improving Adult Text Comprehension, Early Years Reading Comprehension, Multiple Text Comprehension, Neuroimaging Studies of Text Comprehension and the Impact of Reader and Text Characteristics on Text Comprehension. We will be hosting three poster sessions (two of which are joint with SSSR) that allow for more detailed interaction with innovative researchers in our community. We are fortunate to have two pre-conference workshop sessions: one will cover introduction to linear models in R and the other is an introduction to corpus analysis.

We hope you will also take time to enjoy the city. Brighton started as a fishing village (some of the oldest houses can be found in the Lanes area), but gained in popularity in the late 1700s and early 1800s when the supposed health-giving properties of sea-side air and sea water brought the rich to the seaside, and the then Prince of Wales (later George IV) visited, and liked the town so much, that he decided to build his summer palace (the Royal Pavilion) in Brighton between 1787 and 1823, thus reinforcing its appeal as a popular resort. The beautiful regency villas and sea-front squares and terraces were also built during this period. Brighton's popularity with the rich, famous, and royal continued, and saw the building of a number of imposing seafront hotels, including the Grand Hotel of 1864, and the Metropole Hotel of 1890.

Brighton is known and loved for its cosmopolitan atmosphere, tolerance, and general wackiness. Be sure to visit not only the Lanes, but also North Laine, which is full of independent small shops and cafes. A visit to the Royal Pavilion is a must, and the nearby Brighton Museum and Art Gallery is also worth a visit. If you have time to go further afield, East Sussex's county town, Lewes, is well worth a trip. The atmosphere is very different to Brighton and you can visit the castle, Anne of Cleves house, and perhaps Harvey's Brewery. Or you might just like to wander around and enjoy the ambience. Lewes is only about 15 minutes by train from Brighton's main railway station.

Finally, we would like to thank our Organising Committee, who helped us to make this happen. Special thanks to Mike Mensink, Kate Bohn-Gettler, Jason Braasch, and Danielle McNamara, and all of the Program Review Committee (see page 6) for their help.

We hope you enjoy the conference and your stay in Brighton.

Jane Oakhill and Kate Cain
Programme Chairs

28th Annual Meeting of the Society for Text & Discourse, 2018

**The Society for Text & Discourse
thanks the Sponsors of the 28th Annual Meeting:**



Taylor & Francis Group
an **informa** business



Institute for Intelligent Systems
THE UNIVERSITY OF MEMPHIS



THE UNIVERSITY OF
MEMPHIS

Department of Psychology

SR Research



Discourse Processes

Official Journal of the Society for Text & Discourse

Discourse Processes is a multidisciplinary journal providing a forum for cross-fertilization of ideas from diverse disciplines sharing a common interest in discourse--prose comprehension and recall, dialogue analysis, text grammar construction, computer simulation of natural language, cross-cultural comparisons of communicative competence, or related topics. The problems posed by multisentence contexts and the methods required to investigate them, although not always unique to discourse, are sufficiently distinct so as to require an organized mode of scientific interaction made possible through the journal.

The journal accepts original experimental or theoretical papers that substantially advance understanding of the structure and function of discourse. Scholars working in the discourse area from the perspective of sociolinguistics, psycholinguistics, discourse psychology, text linguistics, ethnomethodology and sociology of language, education, philosophy of language, computer science, and related subareas are invited to contribute.

New ways of studying discourse processes in their full complexity can require new ways of presenting data and analyses. The electronic version of *Discourse Processes* allows access to multimedia (video and/or audio) content when it appropriately augments the presentation of a particular piece.

2.074 Impact Factor 2.038 5 Year Impact Factor

(Impact Factors ©2017 Clarivate Analytics, 2017 release of the Journal Citation Reports®)



Editor: David N. Rapp,
Northwestern University

Full editorial board can be found at
tandfonline.com/hdsp

Manuscript Submission

Discourse Processes uses an online submission and review system, Editorial Manager (<http://www.editorialmanager.com/dp>), through which authors submit manuscripts and track their progress up until acceptance for publication.

For more information visit www.tandfonline.com/HDSP.

Discourse Processes Call for Papers

Special 2018 Conference Themed Issue



Discourse Processes publishes an annual special issue focused on presentations (both spoken and poster) at the annual Society for Text & Discourse conference. We are very pleased to present the 2018 issue, which represents the excellent work presented at the 2017 annual conference.

We are also very happy to continue this tradition and announce that a 2019 special issue will be published representing our finest work at this 2018 Society for Text & Discourse meeting in Brighton. Papers submitted for consideration to the special issue will go through the regular review process, with the goal of accelerating that process given the intended publication timeline. This is an excellent opportunity to publish your cutting-edge research in a timely fashion!

Submissions should be prepared according to the guidelines found here:

<http://www.tandfonline.com/action/authorSubmission?journalCode=hdsp20&page=instructions#.VYNJx2BHDC4>

All manuscripts should be submitted through the Discourse Processes submission portal as per those guidelines. In any such submission, indicate in your cover letter that the manuscript is being offered for consideration in the “ST&D 2019 Special issue.” The firm deadline for submissions is September 24, 2018.

Please consider submitting your exciting conference presentations to Discourse Processes. Remember: Discourse Processes is the official journal of the Society for Text & Discourse. If you have any questions about the suitability of a conference presentation for the issue, e-mail the special issue editors Kate Cain (k.cain@lancaster.ac.uk) and Jane Oakhill (J.Oakhill@sussex.ac.uk).

We look forward to your submissions!

28th Annual Meeting of the Society for Text & Discourse

2018 Conference Chairs

Jane Oakhill and Kate Cain

2018 Organizing Committee

Kate Bohn-Gettler, Jason Braasch, Danielle McNamara, and Mike Mensink

2018 Program Review Committee

Laura Allen	Esther Lindström
Nick Benesh	Alexandra List
Stephen Briner	Joe Magliano
Reese Butterfuss	Kathryn McCarthy
Sarah Carlson	Matt McCrudden
Srikanth Dandotkar	Tobias Richter
Amy de Bruïne	Vasile Rus
Irene-Anna Diakidoy	Gaston Saux
Peter Dixon	Andreas Schramm
Amalia Donovan	Emily Smith
Andrew Elfenbein	Jesse Sparks
Scott Hinze	Marc Stadtler
Maj-Britt Isberner	Eduardo Vidal-Abarca
Allison Jaeger	Jennifer Wiley
Andy Jarosz	Michael Wolfe
Panayiota Kendeou	Steve Yussen
Blair Lehman	Marloes van Moort
Haiying Li	

29th Annual Meeting of the Society for Text & Discourse

July 9th - July 11th, 2019

The New School, New York, USA



“New York City” by [Jorg Schubert](#) is licensed under [CC BY 2.0](#)

Chairs:

Adrian Bangerter & Michael Schober

Website:

<http://www.societyfortextanddiscourse.org/conferences/>

Officers of the Society for Text & Discourse

Chair

Danielle S. McNamara, Arizona State University 2013-2019

Governing Board

Tobias Richter , University of Würzburg	2012-2018
Catherine Bohn-Gettler , College of Saint Benedict-Saint John's University	2013-2019
Johanna Kaakinen , University of Turku	2013-2019
David N. Rapp , Northwestern University	2013-2019
Joseph P. Magliano , Northern Illinois University	2014-2020
Jennifer Wiley , University of Illinois at Chicago	2014-2020
Keith Millis , Northern Illinois University	2015-2021
Paul van den Broek , Leiden University	2015-2021
Jason L. G. Braasch , U. of Memphis	2016-2022
Chantel Prat , University of Washington	2016-2022
Jane Oakhill , University of Sussex	2017-2023
Gale Sinatra , University of Southern California	2017-2023
M. Anne Britt , Northern Illinois University	2018-2024
Panayiota Kendeou , University of Minnesota	2018-2024

Ex Officio

Catherine (Kate) Bohn-Gettler , College of Saint Benedict-Saint John's University	Treasurer
Michael (Mike) Mensink , University of Wisconsin-Stout	Secretary
David N. Rapp , Northwestern University	Editor-in-Chief, <i>Discourse Processes</i>

Fellows of the Society for Text & Discourse

New Fellows

Ivar Bråten, University of Oslo

Bonnie J.F. Meyer, Pennsylvania State University

Current Fellows

Patricia A. Alexander, University of Maryland

Richard C. Anderson, University of Illinois

Susan E. Brennan, State University of New York at Stony Brook

M. Anne Britt, Northern Illinois University

Kate Cain, Lancaster University

Herbert H. Clark, Stanford University

Manuel de Vega, Universidad de La Laguna

Paul Drew, University of York

Alan Garnham, University of Sussex

Simon Garrod, University of Glasgow

Morton A. Gernsbacher, University of Wisconsin-Madison

Richard J. Gerrig, State University of New York at Stony Brook

Arthur M. Glenberg, Arizona State University

Susan R. Goldman, University of Illinois at Chicago

Charles Goodwin, University of California, Los Angeles

Arthur C. Graesser, University of Memphis

Jeffrey T. Hancock, Stanford University

Walter Kintsch, University of Colorado

R. Brooke Lea, Macalester College

José Antonio León, Autónoma University of Madrid

Debra L. Long, University of California-Davis

Robert Jr. Lorch, University of Kentucky

Joseph P. Magliano, Northern Illinois University

Gail McKoon, Ohio State University

Danielle S. McNamara, Arizona State University

Keith Millis, Northern Illinois University

Jerome L. Myers, University of Massachusetts

Leo G. M. Noordman, Tilburg University

Jane V. Oakhill, University of Sussex

Edward J. O'Brien, University of New Hampshire

Herre van Oostendorp, University of Utrecht

Charles A. Perfetti, University of Pittsburgh

David N. Rapp, Northwestern University

Jean-François Rouet, Université de Poitiers

Ted J.M. Sanders, University of Utrecht

Anthony J. Sanford, University of Glasgow

Emanuel Schegloff, University of California, Los Angeles

Michael F. Schober, New School for Social Research

Gale Sinatra, University of Southern California

Murray Singer, University of Manitoba

Tanya Stivers, University of California, Los Angeles

Isabelle Tapiero, Université Lyon 2

Paul van den Broek, Leiden University

Teun A. van Dijk, Universitat Pompeu Fabra

Eduardo Vidal-Abarca, Universitat de Valencia

Wietske Vonk, Max Planck Institute for Psycholinguistics-Nijmegen

James F. Voss, University of Pittsburgh

Jennifer Wiley, University of Illinois at Chicago

Rolf A. Zwaan, Erasmus University Rotterdam

Fellows Selection Committee

Jennifer Wiley (chair), Jane Oakhill, Chantel Prat, & Paul van den Broek

Fellow status is awarded to Society for Text & Discourse members who have made sustained outstanding contributions to the science of their field in the areas of research, teaching, service, and/or application. Fellows' contributions have enriched or advanced an area encompassed by the Society for Text & Discourse on a scale well beyond that of being a good researcher, practitioner, teacher, or supervisor. Their contributions and performance have had a significant impact that is recognized broadly in the U.S.

2018 Distinguished Scientific Contribution Award

Murray Singer, *University of Manitoba*



Murray Singer is a professor of psychology at the University of Manitoba. In a career spanning nearly 50 years, he has made substantial contributions to adult language comprehension, inference processing, memory, and question answering. He has used rigorous experimental methodologies to investigate how situation models are constructed and updated during the course of comprehending texts. This work has systematically compared major theoretical perspectives on text comprehension, such the constructionist, resonance, and construction-integration models. He has developed and tested computational models of recall and recognition memory that help explain components of text and discourse processing. His validation model specifies how readers judge the truth of explicit assertions, presuppositions, and plausible inferences in sentences, texts, questions and answers to questions. Scrutinizing the truth of information has become an important concern at this point in history when misinformation has become alarmingly ubiquitous in text and media.

The 2018 Distinguished Scientific Contribution Address will be held on Tuesday, July 17 from 2:20-3:20 PM.

Previous Recipients of the Distinguished Scientific Contribution Award

2017: Susan R. Goldman	2012: Marcel Adam Just
2016: Paul van den Broek	2011: Simon Garrod /Anthony Sanford
2015: Jerome L. Meyers/Edward J. O'Brien	2010: Arthur C. Graesser
2014: Charles A. Perfetti	2009: Herbert Clark
2013: Morton Ann Gernsbacher	2008: Walter Kintsch

Distinguished Scientific Contributions Award Committee

Joe Magliano (chair), Kate Bohn-Gettler, Jane Oakhill, Gale Sinatra, & Paul van den Broek

The Award honors scholars who have made outstanding scientific contributions to the study of discourse processing and text analysis. The following criteria will be considered in conferring the Award: (1) Sustained outstanding research that has enhanced the scientific understanding of discourse processing and text analysis. (2) Contributions to the mentorship of students, postdoctoral fellows, and colleagues in the field of text and discourse. (3) Meritorious contributions to the advancement of the field through leadership as a theorist or spokesperson for the discipline.

2018 Tom Trabasso Young Investigator Award

Sidney D'Mello, *University of Colorado Boulder*



Sidney D'Mello (PhD in Computer Science) is an Associate Professor in the Institute of Cognitive Science and Department of Computer Science at the University of Colorado Boulder. He is interested in the dynamic interplay between cognition and emotion while individuals and groups engage in complex real-world tasks. He applies insights gleaned from this basic research program to develop intelligent technologies that help people achieve to their fullest potential by coordinating what they think and feel with what they know and do. D'Mello has co-edited six books and published over 220 journal papers, book chapters, and conference proceedings (13 of these have received awards). His work has been funded by numerous grants and he serves(d) as associate editor for four journals, on the editorial boards for six others, and has played leadership roles in three professional organizations.

The 2018 Tom Trabasso Young Investigator Award will be presented in the the ST&D 2018 Opening Ceremony Opening Ceremony on Tuesday, July 17, 1:30-2:20 PM.

Previous Recipients of the Young Investigator Award

2017: Catherine Bohn-Gettler
2016: Raymond Mar
2015: Scott Crossley
2014: Katherine Rawson
2013: Tobias Richter

2012: Panayiota Kendeou
2011: Chantel Prat
2010: David N. Rapp
2009: Michael Kaschak

Young Investigator Award Committee

David N. Rapp (chair), Johanna Kaakinen, Chantel Prat, & Tobias Richter

This award goes to an outstanding young investigator who embodies Tom Trabasso's spirit of mentoring young scholars and creating a supportive context in our Society. Recipients have shown exceptional and innovative contributions to discourse research and demonstrated superior promise as leaders in the field.

2017 Tom Trabasso Young Investigator Award Address

Catherine Bohn-Gettler

College of Saint Benedict-Saint John's University



Catherine (Kate) Bohn-Gettler is an Associate Professor of Educational Psychology at the College of Saint Benedict – Saint John's University. She leads an active research agenda with the overarching goal of understanding how the interactions between cognition and social/emotional processes affect comprehension and learning in real-world settings. This work seeks to make interdisciplinary connections between the fields of education, psychology, and development. She has over 30 publications, appearing in outlets such as the *Journal of Educational Psychology*, the *Journal of Experimental Child Psychology*, *Educational Researcher*, *Contemporary Educational Psychology*, *Memory & Cognition*, *Social Development*, the *Journal of Comparative Psychology*, the *Journal of Research in Reading*, and more. She is also the recipient of the University of

Minnesota's Rising Alumni Award in 2016, and co-authored a paper receiving the UKLA Wiley-Blackwell Research in Literacy Education Award.

Getting A Grip: The PET Framework for Studying How Reader Emotions Influence Comprehension

Research in comprehension has made important contributions toward documenting the strategies and cognitive processes associated with successful comprehension. However, comprehension models do not often account for how learning in real-world settings is often multifaceted and charged with emotion. For example, reader emotions can influence attention and strategy use, text content can elicit emotions, and contexts can induce particular feelings. Despite its importance, studies of how reader emotions influence comprehension often yield conflicting findings due to inconsistencies in the specific process, emotion, and task under investigation. The PET (Process, Emotions, and Tasks) framework considers how reader emotions differentially influence comprehension as a function of the specific comprehension process, type of emotion, and task features. For example, emotions influence resonance via congruency and constraints on spread of activation. When considering integration and inferences, positive emotions provide facilitation, but only for assimilative tasks. In contrast, negative emotions provide facilitation for tasks requiring local processing and accommodation. The influence of induced emotion on top-down processes, such as the instantiation of reading goals, may be mediated by control-value appraisals. Finally, important interactions arise through text, reader, and activity variables. Therefore, the particular comprehension process, the specific emotion, and varying task features lead to different predictions regarding the effects of emotion on comprehension processes and products. The PET framework can help organize and guide research and clarify understandings regarding how to holistically support learners.

The Tom Trabasso Young Investigator Award Address will be on Wednesday, July 18th from 11:10-12:30 PM.

2018 Early Career Impact Award - Federation of Associations in Behavioral & Brain Sciences (FABBS)

Jason L. G. Braasch
University of Memphis

Jason L. G. Braasch is an Assistant Professor in the Department of Psychology at the University of Memphis and has been selected to receive the 2018 Early Career Impact Award from the Federation of Associations in Behavioral & Brain Sciences (FABBS). The award is given to FABBS members during their first 10 years post-Ph.D., and recognizes scientists who have made major contributions to the sciences of mind, brain, and behavior.

Dr. Braasch was recognized for his important contributions to our understanding of how individuals reconcile conflicts between their knowledge and new information. His research explores how to make it less likely that such information will be rejected. Dr. Braasch's work is critical in this current time of science mistrust and skepticism among members of the public.

Dr. Braasch joined the Department of Psychology in 2013 from the University of Oslo, Norway. He is on the editorial board of Contemporary Educational Psychology and Discourse Processes. He is also a member of the American Educational Research Association (AERA) and the Society for Text and Discourse (ST&D). Dr. Braasch recently served as co-editor of the Handbook of Multiple Source Use, which will be published by Routledge in March, 2018.



The FABBS 2018 Early Career Impact Award will be presented in the ST&D 2018 Opening Ceremony on Tuesday July 17, 1:30-2:20 PM

2018 Jason Albrecht Outstanding Young Scientist Award

Shelley Feuer
The New School for Social Research

Gaze Patterns and the Self-View Window in Videomediated Survey Interviews (with Michael Schober)

How does the videomediated “self-view” alter interactional dynamics? 133 laboratory respondents answered questions from ongoing US national surveys either with or without a self-view while their gaze was tracked. Self-view respondents looked more at the interviewer during questions about sensitive topics, and they averted their gaze more when giving socially undesirable answers. Respondents who looked more at the self-view window reported greater comfort and less self-consciousness, demonstrating that self-view in videomediated interaction can promote disclosure.

This talk is in *Session 2B: Eye-tracking and Comprehension Processes*, Wednesday, July 18th, 9:00 -10:40 am.

Previous Recipients of the Outstanding Young Scientist Award

2017: Karyn Higgs	2006: Heather H. Mitchell
2016: Juliane Richter	2005: not awarded
2015: Angela Nyhout	2004: Amelie Teisserenc
2014: Stephen Briner	2003: Sabine Gueraud
2013: Emily R. Smith	2002: David N. Rapp
2012: Jesse R. Sparks	2001: Max Louwerse
2011: Mike Mensink	2000: Steve Frisson
2010 Jennifer J. Stiegler	1999: David Robertson
2009: Michele Levine	1998: Herb Colston
2008: Patrick Jeuniaux	1997: Marie-Pilar Quintana
2007: Heather Ferguson	

Outstanding Young Scientist Award Committee

Chantel Pratt (chair), Jason Braasch, Johanna Kaakinen, & Joe Magliano

The Jason Albrecht Outstanding Young Scholar 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.

2018 Outstanding Student Paper Award

Alison Jane Martingano

The New School for Social Research

Overhearing Misunderstood Dialogue

(with Elly Bergen and Michael Schober)

Although overhearers are at a comprehension disadvantage relative to addressees in well-understood conversations, how do they comprehend when interlocutors misunderstand? In this two phase study, pairs of strangers completed a difficult referential communication task and achieved varying levels of understanding. Recordings of these conversations were presented online to overhearers. Results demonstrated that overhearers understood references more accurately than addressees for poorly-understood dialogues, and that these overhearers' comprehension performance was predicted by their self-reported Perspective-Taking ability.

This talk is in *Session 7B: Discourse and Writing Processes Misinformation* session, Thursday, July 9th, 2:50-4:30 pm.

Previous Recipients of the Outstanding Student Paper Award

2017: Reese Butterfuss	2006: Fabrice Cauchard
2016: Cristopher Ryan Williams	2005: Johann Ari Larusson
2015: Laura K. Allen	2004: David Havas
2014: David Markowitz	2003: Carol Madden
2013: Johanna Maier	2002: Heather Hite Mitchell
2012: Alexandra List	2001: Tobias Richter
2011: Emily Smith	2000: Johanna Kaakinen
2010: Kris Liu	2000: Rob Stanfield
2009: Mike Mensink	1999: Michelle L. Gregory
2008: Nick Duran	1998: Ken Samuel
2007: not awarded	1997: Andreas Schramm

Outstanding Student Paper Award Committee

Chantel Pratt (chair), Jason Braasch, Johanna Kaakinen, & Joe Magliano

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.

ST&D 2018 Keynote Speaker

Evelyn Ferstl

University of Freiburg



Evelyn Ferstl is professor for Cognitive Science and Gender Studies at the University of Freiburg, Germany. After earning her PhD at the University of Colorado in Boulder, USA, and a postdoctoral appointment at Northwestern University, USA, she conducted neuroimaging studies of text comprehension at the Max-Planck-Institute for Cognitive Neuroscience in Leipzig, Germany, and studied patients' text comprehension deficits at the Rehabilitation Clinic for Cognitive Neurology in Leipzig. Evelyn Ferstl joined the faculty of the University of Sussex in 2006, before being appointed to the Centre of Cognitive Science in Freiburg in 2011. Her psycho- and textlinguistic research interests include inferencing, situation model

building, the processing of jokes and irony, and gender aspects of language use.

Theories of Text Comprehension: Has Cognitive Neuroscience Changed Our Conceptions of Language Processing in Context?

Text comprehension research has resulted in theoretical proposals and thorough experimental work on presumably distinguishable subprocesses, such as lexical access, syntactic parsing, semantic integration, inference, goal structure, or situation model. With the increased availability of neuroscientific methodologies, in particular neuroimaging, there is now a considerable body of empirical results on the functional neuroanatomy of these processes. However, the mapping of particular brain regions to text comprehension processes has not been very consistent. On the other hand, neuroscientific researchers have introduced a variety of new concepts (e.g. protagonist monitoring, unification, accumulation, narrativization) to explain some unexpected results, and to reflect the fact that many brain functions turn out to be less specific than traditional cognitive theories have postulated. In this talk I will give an overview of the most important theories and findings, evaluate the need for modification of text comprehension theories, and sketch possible bridges between the two communities.

The 2018 ST&D Keynote Address will be Wednesday, July 18, 4:00-5:00 pm

INSTRUCTIONS FOR SPOKEN PRESENTATIONS

- There will be a PC computer available for presenters to load their presentation onto prior to each session; PowerPoint is strongly suggested. Presenters should bring a final presentation on a USB flash drive to the room at least 10 min before the session begins, and the Chair of each session will be there to assist. Be sure to double check any presentations created on a MAC for acceptable compatibility with PC PowerPoint.
- If you are bringing your own presentation laptop, we ask that during the final minute of questions of the previous talk the next presenter get their laptop setup for the next presentation. This should ensure a smooth transition to the next talk. The Chair of each session will be able to assist with this as needed.
- LCD projectors will only have VGA/DVI connections available. If you use a MAC laptop you should supply your own VGA dongle.
- Unless otherwise indicated in the program, speakers are allocated 20 minutes for presentation and questions. The recommended format is 15 minutes for the presentation and 5 minutes for questions, but each presenter may decide as to how they would like to allocate their 20 minutes. However, please be aware that to remain on schedule, any presentation that goes up to 20 minutes will not be granted any time afterwards for questions. Presentations that exceed 20 minutes will be ended by the Chair if necessary.
- The Chair of each session will keep exact speaking time and will signal speakers when they have 5, 3, and 1-minute remaining within the 15-minute speaking window. For the questioning portion, the Chair of the session will moderate and will let you when you should take the final question.
- If you have any additional requirements or questions regarding your spoken presentation, please let us know at std2018@easychair.org

INSTRUCTIONS FOR POSTER PRESENTATIONS

Poster Printing & Delivery

We are pleased to offer local poster printing and delivery to the Brighton Hilton Metropole by Print and Sign (<http://www.brighton-hove.gov.uk/>) for \$30.00 per poster. Poster printing must be 1) purchased through the ST&D website prior to the deadline (<https://societyfortextanddiscourse.wildapricot.org/event-2969444>) and 2) the .PDF file uploaded to the ST&D 2018 Poster Dropbox (<https://www.dropbox.com/request/2SZnVCIBJBMJ6bu5JBvD>) using the size and naming convention detailed below by **7:00 AM CST / 12:00 PM GMT on July 9, 2018**. Posters may be picked up at the registration desk.

Poster Dimensions

Posters should be designed in **landscape format and sized as 48" x 36" (121.9 cm x 91.4 cm)**. To aid printing, posters should be prepared using the PowerPoint template included below, which is sized correctly and includes trim marks in all corners and a 5-mm bleed space to aid in poster printing.

Poster Design Guidelines

- Authors should download the template below and design their poster in PowerPoint without crossing outside of or moving the grouped trim marks in the corners and a margin of 10-15 mm inside of the trim marks where text should not be placed. Text may be cut off if it touches the very edge of the page.
- Any non-textual background color or image (such as a university footer, see example) should extend to the full width of the template past the trim marks.
- Posters must be saved as a high-quality .PDF file and submitted to <https://www.dropbox.com/request/2SZnVCIBJBMJ6bu5JBvD> by **7:00 AM CST / 12:00 PM GMT on July 9, 2018.**
- Poster files should be saved as: YEAR – AUTHOR LAST NAME - AUTHOR FIRST NAME.PDF. For example: 2018-MENSINK-MICHAEL.PDF. If submitting more than 1 poster, use 2018A/2018B, etc.
- The Society for Text & Discourse has adapted our poster guidelines from the Psychonomic Society (<https://www.psychonomic.org/page/posters>). Please visit this link for useful tips on poster creation and presenting a poster to an audience.

Poster Template and Samples

- ST&D 2018 Poster MS PowerPoint Template File
- <https://www.dropbox.com/s/frbnnnmt4j8u9zp/ST.D2018PPTTEMPLATE.pptx?dl=0>
- Sample Poster in PowerPoint Template
- <https://www.dropbox.com/s/6vaqie9ksacasnh/ST.D2018PosterPPTSample.pptx?dl=0>
- Sample Final PDF File: 2018-MENSINK-MICHAEL.PDF- <https://www.dropbox.com/s/maiqmzisc4abt7d/2018-MENSINK-MICHAEL.pdf?dl=0>

Poster File Submission

To be eligible for printing and delivery, follow these steps:

1. [Purchase Poster Printing prior to file upload.](#)
2. Design and save your poster according the instructions.
3. Upload the final .PDF file to
<https://www.dropbox.com/request/2SZnVCIBJBMJ6bu5JBvD>
4. Poster files must be received by **7:00 AM CST / 12:00 PM GMT on July 9, 2018.**
Authors who miss this deadline will not receive a refund and will need to find other poster printing options.

Poster Presentations

Extremely important venue note: **Posters will be mounted to their respective poster boards using velcro tape, which will be provided by ST&D prior to each of the poster sessions.**

Under no circumstances are presenters to attach their posters to the poster boards using pins or any other type of adhesive.

Please use the table below to locate your poster presentation number. Presenters should mount their poster on the poster board labelled with the same number during their poster session.

AUTHORS	TITLE	POSTER.SESSION	POSTER #
Adel Shakour	Treatment of the Holocaust in the Writings of Darwish and Tibi: Critique or Identification?	P1 - 7/17/2018	1
Wei-Pai Lu	Examining the Effect of an Integrating Narrative Reading and Writing Instruction on Students' Writing Skills	P1 - 7/17/2018	2
José Á. Martínez-Huertas, Olga Jastrzebska and José A. León	Comparing Adults with Intellectual Disability' and Undergraduate Students' samples in a Standardized Comprehension Task	P1 - 7/17/2018	3
Juan Pablo Barreyro, Irene Injoque-Ricle, Jesica Formoso, Andrea Alvarez-Drexler and Debora Inés Burin	A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children	P1 - 7/17/2018	4
Fei Cao	A Study of L2 Development Stages of Causal Connectives in Native English Learners' Writing Chinese	P1 - 7/17/2018	5
May Wong	The Discursive Construction of Lifestyle Identities in Television Commercials: the case of Hong Kong Luxury Residences	P1 - 7/17/2018	6
José David Moreno, José Antonio León, Inmaculada Escudero and Johanna K. Kaakinen	The Impact of Elaborative Interrogation Instructions on the Processing of Expository Texts Reflected through the Eye Movement Patterns	P1 - 7/17/2018	7
Hadya Adel	Assessing Metacognitive Awareness of Reading Strategy Use, Reading	P1 - 7/17/2018	8

	Motivation and their Relation to Reading Comprehension for EFL Arabic Learners.		
Young-Suk Kim and Jamie Quinn	Direct and Indirect Relations of Language and Cognitive Correlates of Language Comprehension at the Discourse Level: A Meta-Analysis	P1 - 7/17/2018	9
Saime Kara Duman	The Police and Stories: A narrative Analysis of Policemen Stories	P1 - 7/17/2018	10
Laura Kanninen, Carita Kiili, Asko Tolvanen, Mikko Aro, Øistein Anmarkrud and Paavo Leppänen	Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties	P1 - 7/17/2018	11
Meghan Davidson	Using a Text Analysis Approach to Determine the Social Characteristics of Text	P1 - 7/17/2018	12
Sepideh Hozhabrossadat	Conceptualisations of light in Rumi's Masnavi	P1 - 7/17/2018	13
Yukino Kimura	Relevance Effects on Text Processing Among Japanese EFL Learners: Evidence From Reading Times	P1 - 7/17/2018	14
Shingo Nahatame	Semantic Memory of Second Language Readers: An Empirical Study Employing Latent Semantic Analysis	P1 - 7/17/2018	15
Carla Greving and Tobias Richter	Distributed Learning in the Classroom: Effects of Rereading Schedules Depend on Time of Test	P1 - 7/17/2018	16
Marloes van Moort, Dietsje Jolles, Arnout Koornneef and Paul van den Broek	Validating What You Know and What You Just Read: Neural Correlates of Knowledge-based and Text-based Monitoring During Reading.	P1 - 7/17/2018	17
Amy de Bruïne, Dietsje Jolles and Paul van den Broek	Monitoring Information During Reading: Investigating the Role of Working Memory in a Dual-Task Paradigm	P1 - 7/17/2018	18
Alan Garnham and Scarlett Child	Eyes on Implicit Causality - Visual World Studies investigating Effects of Implicit Causality on Eye-Fixations	P1 - 7/17/2018	19
Scarlett Child, Alan Garnham and Jane Oakhill	Are you better than him? An eye-tracking experiment on perspective effects on the processing of pronouns	P1 - 7/17/2018	20
Alba Rubio, Eduardo Vidal-Abarca and Tomás Martínez	Self-explanation versus Question-Answering as Learning Techniques: An Analysis in Terms of Comprehension Processes	P1 - 7/17/2018	21
Daniel Darles, Jean-Francois Rouet, Christine Ros and Nicolas Vibert	The Impact of Word Cluttering on Visual Search for Words	P1 - 7/17/2018	22

Rebecca M. McCabe, Jason L. G. Braasch and Scott R. Hinze	Proactive Interference in Multiple Text Comprehension: Contingent on the Semantic Relatedness of Texts, and Resistant to Intentional Forgetting	P1 - 7/17/2018	23
Erica Kessler, Jason L. G. Braasch and Carolanne M. Kardash	Individual Differences in Revising (and Maintaining) Accurate and Inaccurate Beliefs About Childhood Vaccines	P1 - 7/17/2018	24
Nora Heyne and Timo Gnambs	Highlighting – Predictor of reading competence or strategic performance?	P1 - 7/17/2018	25
Natalia Irrazabal, Debora Burin and Gaston Saux	Effects of Emotional Valence and Arousal of Decorative Images on Comprehension and Assembly of Instructions	P1 - 7/17/2018	26
Marilyn Nippold, Scott Lafavre and Kristin Shinham	How Adolescents Interpret the Moral Messages of Fables: Examining Expository Discourse	P1 - 7/17/2018	27
Thorsten Aichele	Are Marginalia just another kind of Headings? A Comparison of Learning Outcomes and Gaze Behaviour	P1 - 7/17/2018	28
Rebecca Adler, Meghan Salomon-Amend and David N. Rapp	Misinformation Across the Aisle: The Effects of Political Affiliation on the Reproduction of Inaccurate Ideas	P1 - 7/17/2018	29
Dexiang Zhang, Jukka Hyönä, Lei Cui and Shouxin Li	Effects of Task Instructions and Topic Signaling on Text Processing Among Readers Using Different Reading Strategies: An Eye-Tracking Study	P1 - 7/17/2018	30
Danny Flemming, Joachim Kimmerle and Gale M. Sinatra	Refutation texts as tools to support laypeople's appraisal of scientific tentativeness	P1 - 7/17/2018	31
Megan Imundo, Amalia Donovan and David Rapp	Experiences with "Fair and Balanced" Discourse Can Mischaracterize and Misinform	P1 - 7/17/2018	32
Eduardo Vidal-Abarca, Tomas Martinez, Maria Angeles Serrano, Laura Gil, Amelia Maña, Ignacio Mañez, Arantxa García, Ramiro Gilabert, Raquel Cerdan, Alba Rubio, Carmen Candel, Antonio Ferrer, Vicenta Avila, Francisco Grimaldo and Daniel Garcia	Read&Learn: A Research Tool to Record Online Processing While Learning	P1 - 7/17/2018	33
Mehrgol Tiv, Fiona Deodato, Vincent Rouillard, Sabrina Wiebe and Debra Titone	Isn't it Ironic? First Language Reading of Positive and Negative Irony in Bilingual Adults	P1 - 7/17/2018	34

Jessica Andrews-Todd, Carol Forsyth and Jonathan Steinberg	Exploring the Relationship between Collaborative Problem Solving Skills and Performance in an Online Simulation-Based Task	P1 - 7/17/2018	35
Reese Butterfuss, Britta Bresina, Kristen McMaster and Panayiota Kendeou	Cognitive and Linguistic Demands on Inference Making	P1 - 7/17/2018	36
Beata Latawiec	Pre-Service Teachers Metadiscourse (incl. Embodied Discourse/Gestures) and Epistemic Beliefs in Interplay with Disciplinary Discourses	P1 - 7/17/2018	37
Benedikt T. Seger, Wienke Wannagat and Gerhild Nieding	How Do Static and Animated Pictures Contribute to Multi-level Mental Representations of Auditory Text in Basic School Students?	P1 - 7/17/2018	38
Lorena Alicia Martín-Arnal, José Antonio León and Ricardo Olmos	"And That Was the End of That" Children and Adult's Strategies of Reading Comprehension Compared on Coherent/Incoherent Texts and Comics. Evidence from Eye-Tracking.	P1 - 7/17/2018	39
Tenaha O'Reilly, John Sabatini and Zuowei Wang	Topical Knowledge and its Relation to Reading Comprehension	P1 - 7/17/2018	40
Elena Nightingale, Lee Branum-Martin and Daphne Greenberg	A Multi-Group Item-Level Confirmatory Factor Analysis of Word-Reading Assessments Administered to Struggling Adult Readers	P1 - 7/17/2018	41
Michael C. Mensink, Kylie Gorney, Megan Fiorillo, Clara Winter, Jacob D. Achtemeier and Paige Lysne	Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts	P1 - 7/17/2018	42
Sophie Navucet and Pascale Maury	Ages Differences in Mental Simulation during Narrative Comprehension	P1 - 7/17/2018	43
Sarah K. C. Dygert, Andrew F. Jarosz, Allison Bruning and Allison J. Jaeger	Eyes on the Prize: Eye-Tracking and Memory in Word Problems	P1 - 7/17/2018	44
Miwa Inuzuka	The Effects of Clarifying Local Text Structure on Understanding High-School Textbooks: An Investigation Using Eye-Tracking Techniques	P1 - 7/17/2018	45
Marilyn Nippold and Christine Hayward	Conversational versus Narrative Speaking in Adolescents and Adults: What Develops?	P2 - 7/18/2018	1
Sophie Scherbanjuk and Pascale Maury	The Impact of Controversiality on Health Issues Understanding and Behavioral Intentions	P2 - 7/18/2018	2
Shiyu Liu and Doug Lombardi	Exploring College Students' Epistemic Beliefs about Socioscientific Issues	P2 - 7/18/2018	3

Shufeng Ma	Instructional Influences on Underserved Children's Language Production	P2 - 7/18/2018	4
Otilie Tilston, Adrian Bangerter and Lucas Bietti	Emulation, Teaching and Storytelling in Cultural Transmission	P2 - 7/18/2018	5
Shiyu Liu	Reading Better on Screen or Paper: Exploring the Role of Text Genre and Reading Habit	P2 - 7/18/2018	6
Emeline Lussiana and Sabine Guéraud	Sentence Validation Process in Teenagers with Reading Comprehension Difficulties	P2 - 7/18/2018	7
John Sabatini, Tenaha O'Reilly and Zuowei Wang	How Does Knowledge Monitoring Impact Learning from Text Sources?	P2 - 7/18/2018	8
Raffaele Dicataldo, Elena Florit and Maja Roch	The Role of Vocabulary Knowledge in the Responsiveness to a Training Targeting Inference Making and Listening Comprehension in Preschoolers	P2 - 7/18/2018	9
Tricia Guerrero and Jennifer Wiley	When Explanation Activities Help: Testing for Differential Benefits on Memory and Inference Questions	P2 - 7/18/2018	10
Liam Blything, Andrew Hardie and Kate Cain	Using Corpus Methods to Investigate Guided Reading: What Teachers Say They Do, What They Do, and What Works	P2 - 7/18/2018	11
Marta Z. Krygier-Bartz and Melanie Glenwright	Sarcasm Interpretation in Children and Adults in Polish and English Discourse	P2 - 7/18/2018	12
Greg Trevors, Catherine Bohn-Gettler, Tyler Szydlo and Panayiota Kendeou	Positive Effects of Negative Emotions: The Influence of Readers' Emotions on Knowledge Revision	P2 - 7/18/2018	13
Romualdo Ibáñez Orellana	Coherence Relations in Chilean Primary School Textbooks: Variation across Subject Matters	P2 - 7/18/2018	14
Emily L. Guertin, Daphne Greenberg and Jan C. Frijters	State and Trait Anxiety in Reading Comprehension and Fluency Assessments: The Role of Text Presentation and Assessment Modality	P2 - 7/18/2018	15
Britta Cook Bresina, Reese Butterfuss, Kristen McMaster and Panayiota Kendeou	An Exploratory Look at the Relation Between Duration and Effectiveness of an Early Reading Intervention	P2 - 7/18/2018	16
Katherine James and Susan Goldman	Supporting Productive Sense-Making in Text-Based Modeling	P2 - 7/18/2018	17
Ashley Chung-Fat-Yim and Raymond Mar	Narrative Transportation for Text in one's First or Second Language	P2 - 7/18/2018	18

Kazunori Fujimoto	Is It For Me or For You? - Limitations of Conclusion Omission Effects on Decision-making Through eWOM Communication	P2 - 7/18/2018	19
Alix Seigneuric, Hakima Megherbi, Jane Oakhill, Carsten Elbro and Maryse Bianco	Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension	P2 - 7/18/2018	20
Gale Sinatra and Stephen Aguilar	Using Refutation Text to Shift Policy Misconceptions	P2 - 7/18/2018	21
Regina Calloway and Charles Perfetti	A Study, the Study: Individual Differences in Using Indefinite and Definite Articles as Cues for Structure Building	P2 - 7/18/2018	22
Marcus Friedrich	Does comprehensibility influence the readers' intrinsic motivation during reading?	P2 - 7/18/2018	23
Dylan Blaum, Aaron Sweetwood and M. Anne Britt	Discussing and spreading news on the web: effects of believability and corroboration.	P2 - 7/18/2018	24
Kelsey Will, Qinjun Wang, Alisha Wackerle-Hollman and Scott McConnell	Investigating the Role of Disability Status in Early Language and Literacy Assessment Performance	P2 - 7/18/2018	25
Marit Guda, Suzanne Mol and Christine Espin	Making Connections: Improving Reading Comprehension Skills Via A Computerized Questioning Intervention	P2 - 7/18/2018	26
Brianna Yamasaki and Chantel Prat	Relating Individual Differences in Second Language (L2) Reading Skill to Linguistic Interference Management	P2 - 7/18/2018	27
Ming-Yu Tseng	Creating a Theoretical Framework: On the Move Structure of Theoretical Framework Sections in Research Articles	P3 - 7/19/2018	1
Gillian Francey and Kate Cain	Has Janet Taken the Lemon to Carol Yet?: Assessing the Effect of Grammatical Verb Aspect on Children's Perception of the Ongoingness of Events	P3 - 7/19/2018	2
Andreas Wertgen and Tobias Richter	Source Credibility Modulates the Validation of Implausible Information	P3 - 7/19/2018	3
Gillian Smith, Kate Cain and Andrew Hardie	Teacher Directives and Pupil Responses in SEN Classrooms: Insights from Corpus Methods	P3 - 7/19/2018	4
Robin Segerer, Jan Lenhart, Peter Marx and Wolfgang Schneider	"I know that I know Nothing." – The Effects of "I don't know"-Formula Scoring in Multiple-Choice Tests of Text Comprehension	P3 - 7/19/2018	5

Ning Yang and Moongee Jeon	Analyzing the Discourse Cohesion in Chinese EFL Learners' Essays with Coh-Metrix	P3 - 7/19/2018	6
Farwa Qazalbash and Muhammad Islam	Reinforcement of Patriarchy in Chinoy's A Girl in The River: The Price of Forgiveness: A Critical Discourse Analysis	P3 - 7/19/2018	7
Hakima Megherbi, Alix Seigneuric, Carsten Elbro, Jane Oakhill and Steve Bueno	Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist	P3 - 7/19/2018	8
Anne Helder and Charles Perfetti	Give Centrality a Chance: ERP Indicators of Local and Global Text Structure on Word-to-Text Integration	P3 - 7/19/2018	9
Sara Soares, Rita Jerónimo, Régine Kolinsky and José Morais	Why Do We Learn Science Better When It Looks Like A Novel?	P3 - 7/19/2018	10
Rob Lee and Nicola Yuill	Positive Effects of Collaborative Discussion in Computer Game Play on a Subsequent Communication Task	P3 - 7/19/2018	11
Tomás Martínez, Arantxa García and Eduardo Vidal-Abarca	Elaboration On The Correct Response Or Elaboration On The Mistake. What Kind Of Elaborative Feedback Is More Efficient?	P3 - 7/19/2018	12
Alexander Johnson and Roger Kreuz	Beyond the University Sample: Using Crowdsourcing to Explore Verbal Irony Use across Age and Gender	P3 - 7/19/2018	13
Nicola Yuill, Lucy Davy, Idun Grimstad and Stefan Kreitmayer	Tea for two: Software design to support collaborative discussion in adults using shared tablets	P3 - 7/19/2018	14
Josefine Karlsson, Anne Helder, Linda van Leijenhorst and Paul van den Broek	The Effect of Online Reading Processes on Children's Ability to Form a Coherent Text Representation	P3 - 7/19/2018	15
Katy Rupp, Christian Steciuch, M. Anne Britt and Jean-François Rouet	How Context Affects the Information Students Read	P3 - 7/19/2018	16
Nia Dowell	Many Faces of Social Identity: Detecting Emergent Roles in Online Interactions with Group Communication Analysis	P3 - 7/19/2018	17
Caitlin Mills, Nia Dowell and Kalina Christoff	Using Automated Measures of Cohesion to Assess the Wandering Mind: A Think-Aloud Study	P3 - 7/19/2018	18
Micah Watanabe, Katie McCarthy and Danielle McNamara	Combating Misconceptions about Natural Selection with Self-Explanation	P3 - 7/19/2018	19

Manuel de Vega, Ivan Moreno, Léo Dutriaux, Valérie Gyselinck and Enrique Garcia-Marco	Body posture influences the comprehension and recall of action language, and modulates brain rhythms	P3 - 7/19/2018	20
Christina Dobbs and Emily Phillips Galloway	Learning to Write Academic Language: Lessons from A Close Examination of Student Editing	P3 - 7/19/2018	21
Yuhtsuen Tzeng, Wanshin Chang and Su-Fen Hsueh	Group Size and Discourse Dynamics: An Analysis of 5th Grade Reading Classes	P3 - 7/19/2018	22
Barbara Arfe and Jane Oakhill	Text Simplification and Individual Differences Among Poor Readers	P3 - 7/19/2018	23
Marc Stadtler, Johanna Paul, Lisa Scharrer, Jean-Francois Rouet and Rainer Bromme	Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)!	P3 - 7/19/2018	24

ST&D 2018: 28TH ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

INTRODUCTION AWARDS &
KEYNOTES INSTRUCTIONS FOR
PRESENTERS **PROGRAM** AUTHORS KEYWORDS

PROGRAM

Days: [Tuesday, July 17th](#) [Wednesday, July 18th](#)
[Thursday, July 19th](#)

Tuesday, July 17th

View this program: [with abstracts](#) [session overview](#) [talk overview](#)

09:00-19:00 Session R1: Conference Registration

Location: [Sussex Lounge](#)

09:00-12:00 Session W1: Workshop 1: Linear Models in R

Location: [Regency - Balmoral](#)

09:00-12:00 Session W2: Workshop 2: Methodological Advances in Corpus Analysis

Location: [Regency - Buckingham](#)

12:30-13:30 Session ST&D1: Discourse Processes
Editorial Board Meeting

Location: [Churchill Suite](#)

13:30-14:20 Session ST&D2: ST&D 2018: Opening Ceremony

Program Chairs' Welcome: Jane Oakhill & Kate Cain

Presidential Remarks &
Recognitions: Danielle McNamara

FABBS Early Career Impact Award
Presentation: Gale Sinatra

Outstanding Student Paper Award

Presentation: Chantel Prat

Jason Albrecht Outstanding Young
Scientist Award Presentation: Chantel Prat

Tom Trabasso Young Investigator
Award Presentation: David N. Rapp

Distinguished Scientific Contribution
Award Presentation and Introductory
Remarks: Art Graesser

Location: [Regency - Balmoral](#)

14:20-15:20 Session ST&D3: Distinguished Scientific
Contribution Award Presentation

Location: [Regency - Balmoral](#)

[*Murray Singer*](#)

14:20 Validation: A Window on Text and
Discourse Processes ([abstract](#))

15:20-15:50 Session B1: Refreshment Break

Location: [Viscount Suite](#)

15:50-17:40 Session 1A: Symposium: Understanding
and Improving Comprehension for Adults with Reading
Difficulties

Chair:

[*Daphne Greenberg*](#)

Location: [Regency - Balmoral](#)

[*Daphne Greenberg*](#)

15:50 Update on the Center for the Study of
Adult Literacy ([abstract](#))

[*Arthur C. Graesser*](#), [*Anne Lippert*](#), [*Genghu Shi*](#), [*Zhiqiang
Cai*](#), [*Whitney Baer*](#), [*Philip Pavlik*](#), [*Jessica Gatewood*](#) and

16:10 [*Ying Fang*](#)

Tracking Comprehension Performance
in AutoTutor ([abstract](#))

[*Andrew M. Olney*](#), [*Jan C. Frijters*](#), [*Arthur C. Graesser*](#) and
[*Daphne Greenberg*](#)

16:30 The Role of Interest Matching on
Reading Persistence in Adult
Learners ([abstract](#))

[*Jan C. Frijters*](#), [*Maureen W. Lovett*](#) and [*Daphne Greenberg*](#)

16:50 Intra-personal Motivation and
Intervention Response ([abstract](#))

[*Amani Talwar*](#), [*Charles Vincent Hunter*](#), [*Jessica Erin Brown*](#),
[*Lee Branum-Martin*](#) and [*Daphne Greenberg*](#)

- 17:10 Exploring the Role of Non-literal
Language in the Oral Language and
Reading Comprehension Skills of
Struggling Adult Readers ([abstract](#))

15:50-17:40 Session 1B: Symposium: Communication
and Miscommunication

Chair:

[*Michael Schober*](#)

Location: [Regency - Buckingham](#)

[*Michael Schober*](#), [*Anna Suessbrick*](#) and [*Frederick Conrad*](#)

- 15:50 When Conceptual Misalignments
Matter: Evidence from a Survey about
Tobacco Use ([abstract](#))
[*Rose McCabe*](#) and [*Patrick Healey*](#)
- 16:10 Shared Understanding and Engagement
in Doctor-Patient Interaction ([abstract](#))
[*Matthew Purver*](#) and [*Jonathan Ginzburg*](#)
- 16:30 What Do We Clarify and Why? ([abstract](#))
[*Julia Mertens*](#), [*Saul Albert*](#) and [*Jan P. de Ruiter*](#)
- 16:50 The Timing of 2nd Position Open and
Closed Class Repair Initiation ([abstract](#))
[*Patick Healey*](#) and [*Gregory Mills*](#)
- 17:10 Experimenting with
Miscommunication ([abstract](#))

15:50-17:40 Session 1C: Strategic Reading

Chair:

[*Andrew Elfenbein*](#)

Location: [Dukes Suite](#)

[*Daniel Feller*](#), [*Ryan Kopatich*](#), [*Iwona Lech*](#) and [*Karyn Higgs*](#)

- 15:50 Exploring Reading Strategy Use in
Native and ESL Readers ([abstract](#))
[*Gale Sinatra*](#) and [*Stephen Aguilar*](#)
- 16:10 Using Refutation Text to Shift Policy
Misconceptions ([abstract](#))
[*Julie Ayroles*](#), [*Anna Potocki*](#), [*Christine Ros*](#), [*Maelle Salin*](#),
[*Mélanie Guérineau*](#), [*Raquel Cerdán*](#), [*Anne Britt*](#) and [*Jean-
François Rouet*](#)
- 16:30 Do You Know What You Are Reading
For? Supporting Task Model
Construction Enhances 5th Graders'
Purposeful Reading. ([abstract](#))

[Jennifer Wiley](#)

- 16:50 Picture this! Effects of Illustrations and Sketching on Learning and Beliefs about Learning from Geoscience Texts ([abstract](#))

[Merel Scholman](#), [Liam Blything](#), [Kate Cain](#) and [Jacqueline Evers-Vermeul](#)

- 17:10 Ordering Clauses: The Effects of Iconicity, Frame Structure and Information Structure on Text Processing ([abstract](#))

17:40-18:50 Session P1: ST&D Poster Session I & Reception

Location: [Viscount Suite](#)

[Miwa Inuzuka](#)

- 17:40 The Effects of Clarifying Local Text Structure on Understanding High-School Textbooks: An Investigation Using Eye-Tracking Techniques ([abstract](#))

[Sarah K. C. Dygert](#), [Andrew F. Jarosz](#), [Allison Bruning](#) and [Allison J. Jaeger](#)

- 17:40 Eyes on the Prize: Eye-Tracking and Memory in Word Problems ([abstract](#))

[Elena Nightingale](#), [Lee Branum-Martin](#) and [Daphne Greenberg](#)

- 17:40 A Multi-Group Item-Level Confirmatory Factor Analysis of Word-Reading Assessments Administered to Struggling Adult Readers ([abstract](#))

[Tenaha O'Reilly](#), [John Sabatini](#) and [Zuowei Wang](#)

- 17:40 Topical Knowledge and its Relation to Reading Comprehension ([abstract](#))

[Lorena Alicia Martín-Arnal](#), [José Antonio León](#) and [Ricardo Olmos](#)

- 17:40 “And That Was the End of That” Children and Adult’s Strategies of Reading Comprehension Compared on Coherent/Incoherent Texts and Comics. Evidence from Eye-Tracking. ([abstract](#))

[Benedikt T. Seger](#), [Wienke Wannagat](#) and [Gerhild Nieding](#)

- 17:40 How Do Static and Animated Pictures Contribute to Multi-level Mental Representations of Auditory Text in Basic School Students? ([abstract](#))

- [*Beata Latawiec*](#)
 17:40 Pre-Service Teachers Metadiscourse
 (incl. Embodied Discourse/Gestures)
 and Epistemic Beliefs in Interplay with
 Disciplinary Discourses ([abstract](#))
- [*Reese Butterfuss*](#), [*Britta Bresina*](#), [*Kristen McMaster*](#) and
[*Panayiota Kendeou*](#)
 17:40 Cognitive and Linguistic Demands on
 Inference Making ([abstract](#))
- [*Jessica Andrews-Todd*](#), [*Carol Forsyth*](#) and [*Jonathan
Steinberg*](#)
 17:40 Exploring the Relationship between
 Collaborative Problem Solving Skills
 and Performance in an Online
 Simulation-Based Task ([abstract](#))
- [*Mehrgol Tiv*](#), [*Fiona Deodato*](#), [*Vincent Rouillard*](#), [*Sabrina
Wiebe*](#) and [*Debra Titone*](#)
 17:40 Isn't it Ironic? First Language Reading
 of Positive and Negative Irony in
 Bilingual Adults ([abstract](#))
- [*Eduardo Vidal-Abarca*](#), [*Tomas Martinez*](#), [*Maria Angeles
Serrano*](#), [*Laura Gil*](#), [*Amelia Maña*](#), [*Ignacio Mañez*](#), [*Arantxa
García*](#), [*Ramiro Gilabert*](#), [*Raquel Cerdan*](#), [*Alba Rubio*](#),
[*Carmen Candel*](#), [*Antonio Ferrer*](#), [*Vicenta Avila*](#), [*Francisco
Grimaldo*](#) and [*Daniel Garcia*](#)
 17:40 Read&Learn: A Research Tool to
 Record Online Processing While
 Learning ([abstract](#))
- [*Megan Imundo*](#), [*Amalia Donovan*](#) and [*David Rapp*](#)
 17:40 Experiences with "Fair and Balanced"
 Discourse Can Mischaracterize and
 Misinform ([abstract](#))
- [*Danny Flemming*](#), [*Joachim Kimmerle*](#) and [*Gale M. Sinatra*](#)
 17:40 Refutation texts as tools to support
 laypeople's appraisal of scientific
 tentativeness ([abstract](#))
- [*Dexiang Zhang*](#), [*Jukka Hyönä*](#), [*Lei Cui*](#) and [*Shouxin Li*](#)
 17:40 Effects of Task Instructions and Topic
 Signaling on Text Processing Among
 Readers Using Different Reading
 Strategies: An Eye-Tracking
 Study ([abstract](#))

[*Rebecca Adler*](#), [*Meghan Salomon-Amend*](#) and [*David N. Rapp*](#)

- 17:40 Misinformation Across the Aisle: The Effects of Political Affiliation on the Reproduction of Inaccurate Ideas ([abstract](#))

[*Thorsten Aichele*](#)

- 17:40 Are Marginalia just another kind of Headings? A Comparison of Learning Outcomes and Gaze Behaviour ([abstract](#))

[*Marilyn Nippold*](#), [*Scott Lafavre*](#) and [*Kristin Shinham*](#)

- 17:40 How Adolescents Interpret the Moral Messages of Fables: Examining Expository Discourse ([abstract](#))

[*Natalia Irrazabal*](#), [*Debora Burin*](#) and [*Gaston Saux*](#)

- 17:40 Effects of Emotional Valence and Arousal of Decorative Images on Comprehension and Assembly of Instructions ([abstract](#))

[*Nora Heyne*](#) and [*Timo Gnambs*](#)

- 17:40 Highlighting – Predictor of reading competence or strategic performance? ([abstract](#))

[*Erica Kessler*](#), [*Jason L. G. Braasch*](#) and [*Carolanne M. Kardash*](#)

- 17:40 Individual Differences in Revising (and Maintaining) Accurate and Inaccurate Beliefs About Childhood Vaccines ([abstract](#))

[*Rebecca M. McCabe*](#), [*Jason L. G. Braasch*](#) and [*Scott R. Hinze*](#)

- 17:40 Proactive Interference in Multiple Text Comprehension: Contingent on the Semantic Relatedness of Texts, and Resistant to Intentional Forgetting ([abstract](#))

[*Daniel Darles*](#), [*Jean-Francois Rouet*](#), [*Christine Ros*](#) and [*Nicolas Vibert*](#)

- 17:40 The Impact of Word Cluttering on Visual Search for Words ([abstract](#))

[*Alba Rubio*](#), [*Eduardo Vidal-Abarca*](#) and [*Tomás Martínez*](#)

- 17:40 Self-explanation versus Question-Answering as Learning Techniques: An Analysis in Terms of Comprehension Processes ([abstract](#))

- [*Scarlett Child*](#), [*Alan Garnham*](#) and [*Jane Oakhill*](#)
 17:40 Are you better than him? An eye-tracking experiment on perspective effects on the processing of pronouns ([abstract](#))
- [*Alan Garnham*](#) and [*Scarlett Child*](#)
 17:40 Eyes on Implicit Causality - Visual World Studies investigating Effects of Implicit Causality on Eye-Fixations ([abstract](#))
- [*Amy de Bruine*](#), [*Dietsje Jolles*](#) and [*Paul van den Broek*](#)
 17:40 Monitoring Information During Reading: Investigating the Role of Working Memory in a Dual-Task Paradigm ([abstract](#))
- [*Marloes van Moort*](#), [*Dietsje Jolles*](#), [*Arnout Koorneef*](#) and [*Paul van den Broek*](#)
 17:40 Validating What You Know and What You Just Read: Neural Correlates of Knowledge-based and Text-based Monitoring During Reading. ([abstract](#))
- [*Carla Greving*](#) and [*Tobias Richter*](#)
 17:40 Distributed Learning in the Classroom: Effects of Rereading Schedules Depend on Time of Test ([abstract](#))
- [*Shingo Nahatame*](#)
 17:40 Semantic Memory of Second Language Readers: An Empirical Study Employing Latent Semantic Analysis ([abstract](#))
- [*Yukino Kimura*](#)
 17:40 Relevance Effects on Text Processing Among Japanese EFL Learners: Evidence From Reading Times ([abstract](#))
- [*Sepideh Hozhabrossadat*](#)
 17:40 Conceptualisations of light in Rumi's Masnavi ([abstract](#))
- [*Meghan Davidson*](#)
 17:40 Using a Text Analysis Approach to Determine the Social Characteristics of Text ([abstract](#))
- [*Laura Kanninen*](#), [*Carita Kiili*](#), [*Asko Tolvanen*](#), [*Mikko Aro*](#), [*Øistein Anmarkrud*](#) and [*Paavo Leppänen*](#)
 17:40 Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties ([abstract](#))

[Saime Kara Duman](#)

- 17:40 The Police and Stories: A narrative Analysis of Policemen Stories ([abstract](#))

[Hadya Adel](#)

- 17:40 Assessing Metacognitive Awareness of Reading Strategy Use, Reading Motivation and their Relation to Reading Comprehension for EFL Arabic Learners. ([abstract](#))

[José David Moreno](#), [José Antonio León](#), [Inmaculada Escudero](#) and [Johanna K. Kaakinen](#)

- 17:40 The Impact of Elaborative Interrogation Instructions on the Processing of Expository Texts Reflected through the Eye Movement Patterns ([abstract](#))

[May Wong](#)

- 17:40 The Discursive Construction of Lifestyle Identities in Television Commercials: the case of Hong Kong Luxury Residences ([abstract](#))

[Fei Cao](#)

- 17:40 A Study of L2 Development Stages of Causal Connectives in Native English Learners' Writing Chinese ([abstract](#))

[Juan Pablo Barreyro](#), [Irene Injoque-Ricle](#), [Jesica Formoso](#), [Andrea Alvarez-Drexler](#) and [Debora Inés Burin](#)

- 17:40 A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children ([abstract](#))

[José Á. Martínez-Huertas](#), [Olga Jastrzebska](#) and [José A. León](#)

- 17:40 Comparing Adults with Intellectual Disability' and Undergraduate Students' samples in a Standardized Comprehension Task ([abstract](#))

[Wei-Pai Lu](#)

- 17:40 Examining the Effect of an Integrating Narrative Reading and Writing Instruction on Students' Writing Skills ([abstract](#))

[Adel Shakour](#)

- 17:40 Treatment of the Holocaust in the Writings of Darwish and Tibi: Critique or Identification? ([abstract](#))

[*Michael C. Mensink*](#), [*Kylie Gorney*](#), [*Megan Fiorillo*](#), [*Clara Winter*](#), [*Jacob D. Achtemeier*](#) and [*Paige Lysne*](#)

17:40 Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts ([abstract](#))

[*Sophie Navucet*](#) and [*Pascale Maury*](#)

17:40 Ages Differences in Mental Simulation during Narrative Comprehension ([abstract](#))

19:00-23:00 ST&D 2018 - Special Event: Dinner & Tour of Brighton Pavilion

19:00-19:30 drinks and canapes in the Great Kitchen; 19:30-20:00 tour of the Royal Pavilion; 20:00-23:00 dinner in the Royal Banqueting Hall. Please email std2018@easychair.org to purchase additional dinner tickets, as tickets are limited (\$97 USD) <https://societyfortextanddiscourse.wildapricot.org/event-2920771>

Wednesday, July 18th

View this program: [with abstracts](#)[session overview](#)[talk overview](#)

09:00-10:40 Session 2A: Symposium: Multiple-text Comprehension in Students of Different Educational Levels

Chair:

[*Irene-Anna Diakidoy*](#)

Location: [Regency - Balmoral](#)

[*Elena Florit*](#), [*Pietro De Carli*](#), [*Giuditta Giunti*](#) and [*Lucia Mason*](#)

09:00 Theory of Mind Uniquely Predicts Multiple-Text Comprehension in 4th and 5th Graders ([abstract](#))

[*Ladislao Salmeron*](#), [*Pablo Delgado*](#), [*Agnese Sampietro*](#), [*Kate Ziegelstein*](#) and [*Inmaculada Fajardo*](#)

09:20 Evaluation of Multiple and Multimodal Documents by Primary School Students ([abstract](#))

[*Lucia Mason*](#), [*Sara Scrimin*](#), [*Sonia Zaccoletti*](#), [*Maria Caterina Tornatora*](#) and [*Thomas Goetz*](#)

09:40 Psychophysiological Responses During Webpage Reading and Multiple-Text Comprehension ([abstract](#))

[*Ivar Braten*](#), [*Eva W. Brante*](#) and [*Helge I. Stromso*](#)

10:00 The Role of Behavioral Engagement in Multiple Text Reading Tasks ([abstract](#))

[Irene-Anna Diakidoy](#) and [Sylvia Maria Savvidou](#)

- 10:20 The Influence of Claims and Arguments in Single- and Multiple-Text Comprehension ([abstract](#))

09:00-10:40 Session 2B: Eye-tracking and Comprehension Processes

Chair:

[Johanna Kaakinen](#)

Location: [Regency - Buckingham](#)

[Jet Hoek](#), [Hannah Rohde](#), [Jacqueline Evers-Vermeul](#) and [Ted Sanders](#)

- 09:00 Updating Discourse-level Expectations during Online Processing ([abstract](#))

[Ryan Kopatich](#) and [Alecia Santuzzi](#)

- 09:20 An Exploration of Reader Profiles by Reading Proficiency and Constructive Processes Used During Reading ([abstract](#))

[Sascha Schroeder](#), [Sarah Eilers](#) and [Simon Tiffin-Richards](#)

- 09:40 Differences in pronoun resolution between younger and older adults: An eye movement investigation ([abstract](#))

[Shelley Feuer](#) and [Michael Schober](#)

- 10:00 Gaze Patterns and the Self-View Window in Videomediated Survey Interviews ([abstract](#))

[Hannes Münchow](#), [Tobias Richter](#) and [Sebastian Schmid](#)

- 10:20 Assessing Strategies for Evaluating the Plausibility of Scientific Arguments: An Eye Tracking Study ([abstract](#))

09:00-10:40 Session 2C: Narrative Text Processing

Chair:

[Peter Dixon](#)

Location: [Dukes Suite](#)

[Maj-Britt Isberner](#), [Rhea Eschstruth](#) and [Jasmin Grebe](#)

- 09:00 The Role of Mental Imagery and Access to Real-World Knowledge in Narrative Transportation and Persuasion ([abstract](#))

[Stephen Briner](#), [Anna Brown](#), [Noelle Mayne](#), [Gabriella Monferrato](#) and [Margot Simeone](#)

- 09:20 Reading Fiction and Theory of Mind: The Impact of Reader Preferences and Emotional Cohesion Gaps ([abstract](#))

[Andreas Schramm](#), [Verena Haser](#), [Michael C. Mensink](#) and [Jonas Reifenrath](#)

09:40 Cognitive Processing of Time in Language by Non-native Readers: How Can Text-Processing Systems Be Retrained? ([abstract](#))

[Nina L. Sangers](#), [Jacqueline Evers-Vermeul](#), [Ted J. M. Sanders](#) and [Hans Hoeken](#)

10:00 Narrativity in Expository Texts: An Exploration of Narrative Elements ([abstract](#))

[Peter Dixon](#) and [Ana Sharma](#)

10:20 Distraction and Temporal Order in Narrative Situation Models ([abstract](#))

10:40-11:10 Session B2: Refreshment Break

Location: [Viscount Suite](#)

11:10-12:30 Session ST&D4: Tom Trabasso Young Investigator Award Presentation

Location: [Regency - Balmoral](#)

[Catherine Bohn-Gettler](#)

11:10 Getting A Grip: The PET Framework for Studying How Reader Emotions Influence Comprehension ([abstract](#))

12:30-14:20 Session L1: Lunch

Location: [Viscount Suite](#)

12:30-14:20 Session ST&D5: ST&D Governing Board Meeting

Location: [Churchill Suite](#)

14:20-15:40 Session 3A: Symposium: The Impact of Readers' Characteristics & Text Features on Text Comprehension

Chair:

[Eduardo Vidal-Abarca](#)

Location: [Regency - Balmoral](#)

[Kathrin Thums](#), [Timo Gnambs](#) and [Ilka Wolter](#)

14:20 The Impact of Gender-Stereotypical Text Contents On Gender Differences in Reading Competences ([abstract](#))

[*Carolyn Hahnel*](#), [*Frank Goldhammer*](#) and [*Ulf Kröhne*](#)

- 14:40 Exploring Reading Patterns of Low Performing Readers when Reading in a Digital Environment. ([abstract](#))

[*Tabea Durda*](#), [*Britta Gauly*](#), [*Klaus Buddeberg*](#) and [*Cordula Artelt*](#)

- 15:00 Same But Different. A Comparison of Low Literate Adults in PIAAC, NEPS and the Level One Study. ([abstract](#))

[*Eduardo Vidal-Abarca*](#), [*Ignacio Máñez*](#), [*Tomás Martínez*](#) and [*Arantxa García*](#)

- 15:20 Does Students' Prior Background Knowledge Affect How Students Process Elaborative Feedback? ([abstract](#))

14:20-15:40 Session 3B: Irony and Idioms

Chair:

[*Laura Allen*](#)

Location: [Regency - Buckingham](#)

[*Courtney Kellner*](#) and [*Michael F. Schober*](#)

- 14:20 Irony (Mis)Alignment in an Online Fashion Forum ([abstract](#))

[*Krista Miller*](#) and [*Gary Raney*](#)

- 14:40 No Evidence of Repetition Effects for Idioms Across Unrelated Passages ([abstract](#))

[*Brooke Lea*](#), [*Andrew Effenbein*](#), [*David Rapp*](#) and [*Chelsea Voskuilen*](#)

- 15:00 Rhyme Time: Memory, Resonance, and Poetry ([abstract](#))

[*Henri Olkonien*](#)

- 15:20 Individual differences in the processing of written irony ([abstract](#))

14:20-15:40 Session 3C: Computational Methods

Chair:

[*Srikanth Dandotkar*](#)

Location: [Dukes Suite](#)

[*Dipesh Gautam*](#), [*Vasile Rus*](#), [*Zhiqiang Cai*](#), [*Art Graesser*](#), [*Zachari Swiecki*](#) and [*David Williamson Shaffer*](#)

- 14:20 Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships ([abstract](#))

- [*Mihai Dascalu*](#), [*Ionut Cristian Paraschiv*](#), [*Danielle McNamara*](#)
and [*Stefan Trausan-Matu*](#)
14:40 Towards a Comprehensive Automated
Model of Comprehension ([abstract](#))
- [*Suzanne Bogaerds-Hazenberg*](#), [*Jacqueline Evers-Vermeul*](#)
and [*Huib van den Bergh*](#)
15:00 A Meta-analysis of Text Structure
Instruction in the Upper Elementary
Grades ([abstract](#))
- [*Young-Suk Kim*](#) and [*Jamie Quinn*](#)
15:20 Direct and Indirect Relations of
Language and Cognitive Correlates of
Language Comprehension at the
Discourse Level: A Meta-Analysis ([abstract](#))

15:40-16:00 Session B3: Refreshment Break

Location: [Viscount Suite](#)

16:00-17:00 Session ST&D7: ST&D 2018: Keynote
Presentation

Location: [Regency - Balmoral](#)

- [*Evelyn Ferstl*](#)
16:00 Theories of Text Comprehension: Has
Cognitive Neuroscience Changed Our
Conceptions of Language Processing in
Context? ([abstract](#))

17:00-17:30 Session B6: ST&D & SSSR Welcome
Reception

Location: [Lancaster Suite](#)

17:30-19:00 Session P2: ST&D Poster Session II /
SSSR Poster Session I

Location: [Lancaster Suite](#)

- [*Marit Guda*](#), [*Suzanne Mol*](#) and [*Christine Espin*](#)
17:30 Making Connections: Improving
Reading Comprehension Skills Via A
Computerized Questioning
Intervention ([abstract](#))
- [*Kelsey Will*](#), [*Qinjun Wang*](#), [*Alisha Wackerle-Hollman*](#) and
[*Scott McConnell*](#)
17:30 Investigating the Role of Disability
Status in Early Language and Literacy
Assessment Performance ([abstract](#))

- [*Dylan Blaum*](#), [*Aaron Sweetwood*](#) and [*M. Anne Britt*](#)
 17:30 Discussing and spreading news on the web: effects of believability and corroboration. ([abstract](#))
- [*Marcus Friedrich*](#)
 17:30 Does comprehensibility influence the readers' intrinsic motivation during reading? ([abstract](#))
- [*Regina Calloway*](#) and [*Charles Perfetti*](#)
 17:30 A Study, the Study: Individual Differences in Using Indefinite and Definite Articles as Cues for Structure Building ([abstract](#))
- [*Alix Seigneuric*](#), [*Hakima Megherbi*](#), [*Jane Oakhill*](#), [*Carsten Elbro*](#) and [*Maryse Bianco*](#)
 17:30 Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension ([abstract](#))
- [*Kazunori Fujimoto*](#)
 17:30 Is It For Me or For You? - Limitations of Conclusion Omission Effects on Decision-making Through eWOM Communication ([abstract](#))
- [*Ashley Chung-Fat-Yim*](#) and [*Raymond Mar*](#)
 17:30 Narrative Transportation for Text in one's First or Second Language ([abstract](#))
- [*Katherine James*](#) and [*Susan Goldman*](#)
 17:30 Supporting Productive Sense-Making in Text-Based Modeling ([abstract](#))
- [*Britta Cook Bresina*](#), [*Reese Butterfuss*](#), [*Kristen McMaster*](#) and [*Panayiota Kendeou*](#)
 17:30 An Exploratory Look at the Relation Between Duration and Effectiveness of an Early Reading Intervention ([abstract](#))
- [*Emily L. Guertin*](#), [*Daphne Greenberg*](#) and [*Jan C. Frijters*](#)
 17:30 State and Trait Anxiety in Reading Comprehension and Fluency Assessments: The Role of Text Presentation and Assessment Modality ([abstract](#))
- [*Romualdo Ibáñez Orellana*](#)
 17:30 Coherence Relations in Chilean Primary School Textbooks: Variation across Subject Matters ([abstract](#))

[Greg Trevors](#), [Catherine Bohn-Gettler](#), [Tyler Szydlo](#) and [Panayiota Kendeou](#)

- 17:30 Positive Effects of Negative Emotions: The Influence of Readers' Emotions on Knowledge Revision ([abstract](#))

[Marta Z. Krygier-Bartz](#) and [Melanie Glenwright](#)

- 17:30 Sarcasm Interpretation in Children and Adults in Polish and English Discourse ([abstract](#))

[Liam Blything](#), [Andrew Hardie](#) and [Kate Cain](#)

- 17:30 Using Corpus Methods to Investigate Guided Reading: What Teachers Say They Do, What They Do, and What Works ([abstract](#))

[Tricia Guerrero](#) and [Jennifer Wiley](#)

- 17:30 When Explanation Activities Help: Testing for Differential Benefits on Memory and Inference Questions ([abstract](#))

[Raffaele Dicataldo](#), [Elena Florit](#) and [Maja Roch](#)

- 17:30 The Role of Vocabulary Knowledge in the Responsiveness to a Training Targeting Inference Making and Listening Comprehension in Preschoolers ([abstract](#))

[John Sabatini](#), [Tenaha O'Reilly](#) and [Zuowei Wang](#)

- 17:30 How Does Knowledge Monitoring Impact Learning from Text Sources? ([abstract](#))

[Emeline Lussiana](#) and [Sabine Guéraud](#)

- 17:30 Sentence Validation Process in Teenagers with Reading Comprehension Difficulties ([abstract](#))

[Shiyu Liu](#)

- 17:30 Reading Better on Screen or Paper: Exploring the Role of Text Genre and Reading Habit ([abstract](#))

[Shufeng Ma](#)

- 17:30 Instructional Influences on Underserved Children's Language Production ([abstract](#))

[Shiyu Liu](#) and [Doug Lombardi](#)

- 17:30 Exploring College Students' Epistemic Beliefs about Socioscientific Issues ([abstract](#))

[*Sophie Scherbanjuk*](#) and [*Pascale Maury*](#)

- 17:30 The Impact of Controversiality on Health Issues Understanding and Behavioral Intentions ([abstract](#))

[*Marilyn Nippold*](#) and [*Christine Hayward*](#)

- 17:30 Conversational versus Narrative Speaking in Adolescents and Adults: What Develops? ([abstract](#))

[*Ottillie Tilston*](#), [*Adrian Bangerter*](#) and [*Lucas Bietti*](#)

- 17:30 Emulation, Teaching and Storytelling in Cultural Transmission ([abstract](#))

[*Brianna Yamasaki*](#) and [*Chantel Prat*](#)

- 17:30 Relating Individual Differences in Second Language (L2) Reading Skill to Linguistic Interference Management ([abstract](#))

Thursday, July 19th

View this program: [with abstractssession overview](#)[talk overview](#)

08:30-10:10 Session 4A: Symposium: Reading Comprehension in the Early Years: Development, Assessment, and Instruction

Chair:

[*Panayiota Kendeou*](#)

Location: [Regency - Balmoral](#)

[*Young-Suk Kim*](#) and [*Yaacov Petscher*](#)

- 08:30 Codevelopment of Mind and Language ([abstract](#))

[*Emily Phillips Galloway*](#) and [*Paola Uccelli*](#)

Reading Comprehension and Core Academic Language Skills

- 08:50 Relationships for middle graders: Exploring the Value of a Register-Specific Measure of Language Knowledge ([abstract](#))

[*Kate Cain*](#), [*Nicola Currie*](#), [*Marloes Muijselaar*](#) and [Language And Reading Research Consortium](#)

- 09:10 The Development of a Valid Oral Assessment of Inference Making for Preschoolers and Beginner Readers ([abstract](#))

[Sarah Carlson](#), [Ben Seipel](#), [Gina Biancarosa](#), [Patrick C Kennedy](#), [Mark Davison](#), [Ashley Overstreet](#) and [Stephanie Fisher](#)

09:30 Moving from Assessment to Instruction
- Using Diagnostic Data to Inform
Reading Comprehension ([abstract](#))

[Kristen McMaster](#), [Panayiota Kendeou](#) and [Telci Team](#)

09:50 Innovative Inference Making
Instruction ([abstract](#))

08:30-10:10 Session 4B: Misinformation and Misconceptions

Chair:

[Scott R. Hinze](#)

Location: [Regency - Buckingham](#)

[Neil Jacobson](#) and [Gale Sinatra](#)

08:30 Explaining Away the Backfire Effect:
The Role of Explanations in Refutation
Texts ([abstract](#))

[Nikita Salovich](#) and [David Rapp](#)

08:50 Overconfident Readers are Unaware of
their Susceptibility to Using Inaccurate
Information ([abstract](#))

[Jasmine Kim](#), [Reese Butterfuss](#), [Elly Orcutt](#) and [Panayiota Kendeou](#)

09:10 But Does It Transfer? Knowledge
Revision in the Context of Refutation
Texts ([abstract](#))

[Reese Butterfuss](#), [Jasmine Kim](#), [Katherine Hock](#), [Susan Goldman](#) and [Panayiota Kendeou](#)

09:30 When Knowledge Revision Gets
Personal: Using Personal Anecdotes to
Reduce the Impact of Socio-Scientific
Misconceptions ([abstract](#))

[Amalia Donovan](#), [Rayna Weiser](#) and [David Rapp](#)

09:50 Fact-checking as a Means of Reducing
Reliance on Inaccurate Text
Content ([abstract](#))

10:10-10:25 Session B7: Refreshment Break

Location: [Viscount Suite](#)

10:25-12:05 Session 5: ST&D/SSSR Joint Symposium: Reading Comprehension across the Ages

Chair:

[M. Anne Britt](#)

Location: [Oxford Gallery](#)

[Charles A. Perfetti](#)

10:25 Word to Text Integration Within the Reading Systems Framework ([abstract](#))

[Mercedes Spencer](#) and [Laurie Cutting](#)

10:45 Considering the Role of Executive Function in the Simple View of Reading ([abstract](#))

[Paul van den Broek](#)

11:05 Integration of Information Within and Between texts: Standards of Coherence and Individual Differences ([abstract](#))

[Jean-Francois Rouet](#)

11:25 Purposeful Reading and the Comprehension of Multiple texts ([abstract](#))

[M. Anne Britt](#)

11:45 Discussion of Reading Comprehension Across the Ages ([abstract](#))

12:05-12:50 Session L2: Lunch

Location: [Viscount Suite](#)

12:50-14:30 Session 6A: Symposium: Neuroimaging Studies of Text Comprehension - Recent Developments & Future Challenges

Chair:

[Ping Li](#)

Location: [Regency - Balmoral](#)

[Ping Li](#) and [Laurie Cutting](#)

12:50 NeuroImaging Studies of Text Comprehension: Recent Developments and Future Challenges ([abstract](#))

[Laurie Cutting](#) and [Katherine Aboud](#)

13:10 Neural Correlates of Expository and Narrative Text Over Development ([abstract](#))

[Evelyn Ferstl](#), [Julia Schmitt](#) and [Peter Auer](#)

13:30 Understanding Fairy Tales Spoken in Regional Dialect: An fMRI Study ([abstract](#))

[Sarah Schuster](#), [Fabio Richlan](#), [Stefan Hawelka](#), [Martin Kronbichler](#) and [Florian Hutzler](#)

13:50 How Sentence Comprehension Guides Eye Movement Control During Natural Reading: Evidence from Combined Eye-tracking and fMRI ([abstract](#))

[Ping Li](#), [Chun-Ting Hsu](#), [Benjamin Schloss](#) and [Roy Clariana](#)

- 14:10 How Students Understand STEM Concepts: An fMRI Study of Expository Science Text Comprehension ([abstract](#))

12:50-14:30 Session 6B: Reading in the Information Age

Chair:

[Gaston Saux](#)

Location: [Regency - Buckingham](#)

[Johanna Kaakinen](#) and [Suvi Holm](#)

- 12:50 Emotional reactions to immigration-related arguments: Insights from eye movements, subjective ratings and think-alouds ([abstract](#))

[Marc Edwards](#) and [Judith Wylie](#)

- 13:10 Learning Through Hypertext: The Effect of Study Time Pressure on Comprehension ([abstract](#))

[Steffen Gottschling](#), [Yvonne Kammerer](#) and [Peter Gerjets](#)

- 13:30 Readers' Attention to and Use of Source Information as a Function of its Usefulness to Explain Conflicting Scientific Claims ([abstract](#))

[Lisa Scharrer](#), [Marc Stadler](#) and [Rainer Bromme](#)

- 13:50 Source Credibility Fails to Prevent the Seductive Effect of Text Comprehensibility on Readers' Evaluation of Scientific Information ([abstract](#))

[Gaston Saux](#), [Christine Ros](#), [Debora I. Burin](#), [Marc Stadler](#), [Nicolas Vibert](#) and [Jean-François Rouet](#)

- 14:10 Do Readers Focus on Source Descriptions When They Read Discrepant Claims? ([abstract](#))

14:30-14:50 Session B8: Refreshment Break

Location: [Viscount Suite](#)

14:50-16:30 Session 7A: Metacognition & Epistemic Beliefs

Chair:

[Kathryn McCarthy](#)

Location: [Regency - Balmoral](#)

[Nina Mahlow](#), [Cornelia Schoor](#), [Carolyn Hahnel](#), [Ulf Kröhne](#),
[Cordula Artelt](#) and [Frank Goldhammer](#)

- 14:50 Domain-Related Epistemic Beliefs and
their Relation to Multiple Document
Comprehension ([abstract](#))

[Srikanth Dandotkar](#), [Jodie Butler](#) and [Lauren Dillard](#)

- 15:10 Role of Students' Epistemologies in
Evaluation of Arguments ([abstract](#))

[Alexandra List](#)

- The Role of Epistemic Beliefs in
15:30 Determining Students' Source
Preferences in a Multiple Text
Context ([abstract](#))

[Joseph Magliano](#), [Karyn Higgs](#), [Stephen Tonks](#), [Alecia
Santuzzi](#), [Tenaha O'Reilly](#), [Daniel Feller](#), [Ryan Kopatich](#),
[Melissa Ray](#) and [John Sabbatini](#)

- 15:50 Testing the Model of a Proficient
Academic Reader (onPAR) in a Post-
Secondary Context ([abstract](#))

[Thomas Griffin](#), [Jennifer Wiley](#), [Tricia Guerrero](#) and [Marta
Mielicki](#)

- 16:10 Improving Metacomprehension
Accuracy in an Authentic Course
Context ([abstract](#))

14:50-16:30 Session 7B: Discourse and Writing Processes

Chair:

[Sarah Carlson](#)

Location: [Regency - Buckingham](#)

[Laura Allen](#), [Aaron Likens](#) and [Danielle McNamara](#)

- 14:50 A Multi-Dimensional Analysis of
Students' Writing Flexibility ([abstract](#))

[Shireen Al-Adeimi](#)

- 15:10 Understanding the Relationship
between Classroom Discussion and
Persuasive Writing ([abstract](#))

[Suzanne Kleijn](#), [Henk Pander Maat](#) and [Ted Sanders](#)

- 15:30 Comparing Effects of Connectives
across Coherence Relations ([abstract](#))

[*Ann-Kathrin Hennes*](#), [*Barbara M. Schmidt*](#), [*Alfred Schabmann*](#), [*Markus Linnemann*](#), [*Michael Becker-Mrotzek*](#) and [*Joerg Jost*](#)

15:50 Measuring Writing Competence on the Level of “Idea/Plan-To-Text Composition Skills” ([abstract](#))

[*Alison Jane Martingano*](#), [*Elly Bergen*](#) and [*Michael F. Schober*](#)

16:10 Overhearing Misunderstood Dialogue ([abstract](#))

16:30-16:50 Session B9: Refreshment Break

Location: [Viscount Suite](#)

16:50-18:30 Session ST&D6: ST&D Business Meeting

Location: [Regency - Balmoral](#)

18:30-20:00 Session P3: ST&D Poster Session III / SSSR Poster Session II

Location: [Oxford Gallery](#)

[*Marc Stadler*](#), [*Johanna Paul*](#), [*Lisa Scharrer*](#), [*Jean-Francois Rouet*](#) and [*Rainer Bromme*](#)

18:30 Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)! ([abstract](#))

[*Barbara Arfe*](#) and [*Jane Oakhill*](#)

18:30 Text Simplification and Individual Differences Among Poor Readers ([abstract](#))

[*Yuhtsuen Tzeng*](#), [*Wanshin Chang*](#) and [*Su-Fen Hsueh*](#)

18:30 Group Size and Discourse Dynamics: An Analysis of 5th Grade Reading Classes ([abstract](#))

[*Christina Dobbs*](#) and [*Emily Phillips Galloway*](#)

18:30 Learning to Write Academic Language: Lessons from A Close Examination of Student Editing ([abstract](#))

[*Manuel de Vega*](#), [*Ivan Moreno*](#), [*Léo Dutriaux*](#), [*Valérie Gyselinck*](#) and [*Enrique Garcia-Marco*](#)

18:30 Body posture influences the comprehension and recall of action language, and modulates brain rhythms ([abstract](#))

[*Micah Watanabe*](#), [*Katie McCarthy*](#) and [*Danielle McNamara*](#)

18:30 Combating Misconceptions about Natural Selection with Self-Explanation ([abstract](#))

- [Caitlin Mills](#), [Nia Dowell](#) and [Kalina Christoff](#)
- 18:30 Using Automated Measures of Cohesion to Assess the Wandering Mind: A Think-Aloud Study ([abstract](#))
- [Nia Dowell](#)
- 18:30 Many Faces of Social Identity: Detecting Emergent Roles in Online Interactions with Group Communication Analysis ([abstract](#))
- [Katy Rupp](#), [Christian Steciuch](#), [M. Anne Britt](#) and [Jean-François Rouet](#)
- 18:30 How Context Affects the Information Students Read ([abstract](#))
- [Josefine Karlsson](#), [Anne Helder](#), [Linda van Leijenhorst](#) and [Paul van den Broek](#)
- 18:30 The Effect of Online Reading Processes on Children's Ability to Form a Coherent Text Representation ([abstract](#))
- [Nicola Yuill](#), [Lucy Davy](#), [Idun Grimstad](#) and [Stefan Kreitmayer](#)
- 18:30 Tea for two: Software design to support collaborative discussion in adults using shared tablets ([abstract](#))
- [Alexander Johnson](#) and [Roger Kreuz](#)
- 18:30 Beyond the University Sample: Using Crowdsourcing to Explore Verbal Irony Use across Age and Gender ([abstract](#))
- [Tomás Martínez](#), [Arantxa García](#) and [Eduardo Vidal-Abarca](#)
- 18:30 Elaboration On The Correct Response Or Elaboration On The Mistake. What Kind Of Elaborative Feedback Is More Efficient? ([abstract](#))
- [Rob Lee](#) and [Nicola Yuill](#)
- 18:30 Positive Effects of Collaborative Discussion in Computer Game Play on a Subsequent Communication Task ([abstract](#))
- [Sara Soares](#), [Rita Jerónimo](#), [Régine Kolinsky](#) and [José Morais](#)
- 18:30 Why Do We Learn Science Better When It Looks Like A Novel? ([abstract](#))
- [Anne Helder](#) and [Charles Perfetti](#)
- 18:30 Give Centrality a Chance: ERP Indicators of Local and Global Text Structure on Word-to-Text Integration ([abstract](#))

[*Hakima Megherbi*](#), [*Alix Seigneuric*](#), [*Carsten Elbro*](#), [*Jane Oakhill*](#) and [*Steve Bueno*](#)

- 18:30 Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist ([abstract](#))

[*Farwa Qazalbash*](#) and [*Muhammad Islam*](#)

- 18:30 Reinforcement of Patriarchy in Chinoy's A Girl in The River: The Price of Forgiveness: A Critical Discourse Analysis ([abstract](#))

[*Robin Segerer*](#), [*Jan Lenhart*](#), [*Peter Marx*](#) and [*Wolfgang Schneider*](#)

- 18:30 "I know that I know Nothing." – The Effects of "I don't know"-Formula Scoring in Multiple-Choice Tests of Text Comprehension ([abstract](#))

[*Gillian Smith*](#), [*Kate Cain*](#) and [*Andrew Hardie*](#)

- 18:30 Teacher Directives and Pupil Responses in SEN Classrooms: Insights from Corpus Methods ([abstract](#))

[*Andreas Wertgen*](#) and [*Tobias Richter*](#)

- 18:30 Source Credibility Modulates the Validation of Implausible Information ([abstract](#))

[*Gillian Francey*](#) and [*Kate Cain*](#)

- 18:30 Has Janet Taken the Lemon to Carol Yet?: Assessing the Effect of Grammatical Verb Aspect on Children's Perception of the Ongoingness of Events ([abstract](#))

[*Ming-Yu Tseng*](#)

- 18:30 Creating a Theoretical Framework: On the Move Structure of Theoretical Framework Sections in Research Articles ([abstract](#))

[*Ning Yang*](#) and [*Moongee Jeon*](#)

- 18:30 Analyzing the Discourse Cohesion in Chinese EFL Learners' Essays with Coh-Metrix ([abstract](#))

[*Jackie Eunjung Relyea*](#), [*Jie Zhang*](#), [*Glenda Wui*](#), [*Sissy Wong*](#) and [*Jennifer Donze*](#)

- 18:30 Effectiveness of Discussion-Based Vocabulary Instruction in Sixth-Grade Science Class on Academic Vocabulary Development ([abstract](#))

[Disclaimer](#) | [Powered by EasyChair Smart Program](#)

ST&D 2018: 28TH ANNUAL MEETING OF THE SOCIETY FOR TEXT & DISCOURSE

INTRODUCTIONAWARDS & KEYNOTESINSTRUCTIONS
FOR PRESENTERSPROGRAMAUTHORSKEYWORDS

TALK AUTHOR INDEX

Shortcuts: **ABCDEF****GH****IJKL****MNOP****QRST****UVW****XYZ**

A

Aboud, Katherine	<i>Neural Correlates of Expository and Narrative Text Over Development</i>
Achtemeier, Jacob D.	<i>Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts</i>
Adel, Hadya	<i>Assessing Metacognitive Awareness of Reading Strategy Use, Reading Motivation and their Relation to Reading Comprehension for EFL Arabic Learners.</i>
Adler, Rebecca	<i>Misinformation Across the Aisle: The Effects of Political Affiliation on the Reproduction of Inaccurate Ideas</i>
Aguilar, Stephen	<i>Using Refutation Text to Shift Policy Misconceptions</i>
Aichele, Thorsten	<i>Are Marginalia just another kind of Headings? A Comparison of Learning Outcomes and Gaze Behaviour</i>
Al-Adeimi, Shireen	<i>Understanding the Relationship between Classroom Discussion and Persuasive Writing</i>
Albert, Saul	<i>The Timing of 2nd Position Open and Closed Class Repair Initiation</i>
Allen, Laura	<i>A Multi-Dimensional Analysis of Students' Writing Flexibility</i>
Alvarez-Drexler, Andrea	<i>A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children</i>
Andrews-Todd, Jessica	<i>Exploring the Relationship between Collaborative Problem Solving Skills and Performance in an Online Simulation-Based Task</i>
Anmarkrud, Øistein	<i>Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties</i>
Arfe, Barbara	<i>Text Simplification and Individual Differences Among Poor Readers</i>
Aro, Mikko	<i>Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties</i>
Artelt, Cordula	<i>Domain-Related Epistemic Beliefs and their Relation to Multiple Document Comprehension</i>
Artelt, Cordula	<i>Same But Different. A Comparison of Low Literate Adults in PIAAC, NEPS and the Level One Study.</i>
Auer, Peter	<i>Understanding Fairy Tales Spoken in Regional Dialect: An fMRI Study</i>
Avila, Vicenta	<i>Read&Learn: A Research Tool to Record Online Processing While Learning</i>
Ayroles, Julie	<i>Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading.</i>

B

Baer, Whitney	<i>Tracking Comprehension Performance in AutoTutor</i>
Bangerter, Adrian	<i>Emulation, Teaching and Storytelling in Cultural Transmission</i>
Barreiro, Juan Pablo	<i>A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children</i>
Becker-Mrotzek, Michael	<i>Measuring Writing Competence on the Level of "Idea/Plan-To-Text Composition Skills"</i>
Bergen, Elly	<i>Overhearing Misunderstood Dialogue</i>
Biancarosa, Gina	<i>Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension</i>
Bianco, Maryse	<i>Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension</i>
Bietti, Lucas	<i>Emulation, Teaching and Storytelling in Cultural Transmission</i>
Blaum, Dylan	<i>Discussing and spreading news on the web: effects of believability and corroboration.</i>
Blything, Liam	<i>Ordering Clauses: The Effects of Iconicity, Frame Structure and Information Structure on Text Processing</i> <i>Using Corpus Methods to Investigate Guided Reading: What Teachers Say They Do, What They Do, and What Works</i>
Bogaerds-Hazenbergh, Suzanne	<i>A Meta-analysis of Text Structure Instruction in the Upper Elementary Grades</i>

Bohn-Gettler, Catherine	Getting A Grip: The PET Framework for Studying How Reader Emotions Influence Comprehension Positive Effects of Negative Emotions: The Influence of Readers' Emotions on Knowledge Revision
Braasch, Jason L. G.	Individual Differences in Revising (and Maintaining) Accurate and Inaccurate Beliefs About Childhood Vaccines Proactive Interference in Multiple Text Comprehension: Contingent on the Semantic Relatedness of Texts, and Resistant to Intentional Forgetting
Brante, Eva W.	The Role of Behavioral Engagement in Multiple Text Reading Tasks
Brantum-Martin, Lee	Exploring the Role of Non-literal Language in the Oral Language and Reading Comprehension Skills of Struggling Adult Readers A Multi-Group Item-Level Confirmatory Factor Analysis of Word-Reading Assessments Administered to Struggling Adult Readers
Braten, Ivar	The Role of Behavioral Engagement in Multiple Text Reading Tasks
Briner, Stephen	Reading Fiction and Theory of Mind: The Impact of Reader Preferences and Emotional Cohesion Gaps Discussion of Reading Comprehension Across the Ages Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading. Discussing and spreading news on the web: effects of believability and corroboration. How Context Affects the Information Students Read
Britt, M. Anne	
Bromme, Rainer	Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)!
Bromme, Rainer	Source Credibility Fails to Prevent the Seductive Effect of Text Comprehensibility on Readers' Evaluation of Scientific Information
Brown, Anna	Reading Fiction and Theory of Mind: The Impact of Reader Preferences and Emotional Cohesion Gaps
Brown, Jessica Erin	Exploring the Role of Non-literal Language in the Oral Language and Reading Comprehension Skills of Struggling Adult Readers
Bruning, Allison	Eyes on the Prize: Eye-Tracking and Memory in Word Problems
Buddeberg, Klaus	Same But Different. A Comparison of Low Literate Adults in PIAAC, NEPS and the Level One Study.
Bueno, Steve	Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist Do Readers Focus on Source Descriptions When They Read Discrepant Claims? Effects of Emotional Valence and Arousal of Decorative Images on Comprehension and Assembly of Instructions A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children
Burin, Debora I.	
Butler, Jodie	Role of Students' Epistemologies in Evaluation of Arguments But Does It Transfer? Knowledge Revision in the Context of Refutation Texts When Knowledge Revision Gets Personal: Using Personal Anecdotes to Reduce the Impact of Socio-Scientific Misconceptions An Exploratory Look at the Relation Between Duration and Effectiveness of an Early Reading Intervention Cognitive and Linguistic Demands on Inference Making
Butterfuss, Reese	
C	
Cai, Zhiqiang	Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships Tracking Comprehension Performance in AutoTutor The Development of a Valid Oral Assessment of Inference Making for Preschoolers and Beginner Readers Ordering Clauses: The Effects of Iconicity, Frame Structure and Information Structure on Text Processing
Cain, Kate	Using Corpus Methods to Investigate Guided Reading: What Teachers Say They Do, What They Do, and What Works Teacher Directives and Pupil Responses in SEN Classrooms: Insights from Corpus Methods Has Janet Taken the Lemon to Carol Yet?: Assessing the Effect of Grammatical Verb Aspect on Children's Perception of the Ongoingness of Events
Calloway, Regina	A Study, the Study: Individual Differences in Using Indefinite and Definite Articles as Cues for Structure Building
Candel, Carmen	Read&Learn: A Research Tool to Record Online Processing While Learning
Cao, Fei	A Study of L2 Development Stages of Causal Connectives in Native English Learners' Writing Chinese
Carlson, Sarah	Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension
Cerdán, Raquel	Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading. Read&Learn: A Research Tool to Record Online Processing While Learning
Chang, Wanshin	Group Size and Discourse Dynamics: An Analysis of 5th Grade Reading Classes
Child, Scarlett	Are you better than him? An eye-tracking experiment on perspective effects on the processing of pronouns Eyes on Implicit Causality - Visual World Studies investigating Effects of Implicit Causality on Eye-Fixations
Christoff, Kalina	Using Automated Measures of Cohesion to Assess the Wandering Mind: A Think-Aloud Study
Chung-Fat-Yim, Ashley	Narrative Transportation for Text in one's First or Second Language
Clariana, Roy	How Students Understand STEM Concepts: An fMRI Study of Expository Science Text Comprehension
Conrad, Frederick	When Conceptual Misalignments Matter: Evidence from a Survey about Tobacco Use

Cook Bresina, Britta	An Exploratory Look at the Relation Between Duration and Effectiveness of an Early Reading Intervention Cognitive and Linguistic Demands on Inference Making
Cui, Lei	Effects of Task Instructions and Topic Signaling on Text Processing Among Readers Using Different Reading Strategies: An Eye-Tracking Study
Currie, Nicola	The Development of a Valid Oral Assessment of Inference Making for Preschoolers and Beginner Readers
Cutting, Laurie	Considering the Role of Executive Function in the Simple View of Reading Neuroimaging Studies of Text Comprehension: Recent Developments and Future Challenges Neural Correlates of Expository and Narrative Text Over Development
D	
Dandotkar, Srikanth	Role of Students' Epistemologies in Evaluation of Arguments
Darles, Daniel	The Impact of Word Cluttering on Visual Search for Words
Dascalu, Mihai	Towards a Comprehensive Automated Model of Comprehension
Davidson, Meghan	Using a Text Analysis Approach to Determine the Social Characteristics of Text
Davison, Mark	Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension
Davy, Lucy	Tea for two: Software design to support collaborative discussion in adults using shared tablets
de Bruine, Amy	Monitoring Information During Reading: Investigating the Role of Working Memory in a Dual-Task Paradigm
De Carli, Pietro	Theory of Mind Uniquely Predicts Multiple-Text Comprehension in 4th and 5th Graders
de Ruiter, Jan P.	The Timing of 2nd Position Open and Closed Class Repair Initiation
de Vega, Manuel	Body posture influences the comprehension and recall of action language, and modulates brain rhythms
Delgado, Pablo	Evaluation of Multiple and Multimodal Documents by Primary School Students
Deodato, Fiona	Isn't it Ironic? First Language Reading of Positive and Negative Irony in Bilingual Adults
Diakidoy, Irene-Anna	The Influence of Claims and Arguments in Single- and Multiple-Text Comprehension
Dicataldo, Raffaele	The Role of Vocabulary Knowledge in the Responsiveness to a Training Targeting Inference Making and Listening Comprehension in Preschoolers
Dillard, Lauren	Role of Students' Epistemologies in Evaluation of Arguments
Dixon, Peter	Distraction and Temporal Order in Narrative Situation Models
Dobbs, Christina	Learning to Write Academic Language: Lessons from A Close Examination of Student Editing
Donovan, Amalia	Fact-checking as a Means of Reducing Reliance on Inaccurate Text Content Experiences with "Fair and Balanced" Discourse Can Mischaracterize and Misinform
Donze, Jennifer	Effectiveness of Discussion-Based Vocabulary Instruction in Sixth-Grade Science Class on Academic Vocabulary Development
Dowell, Nia	Using Automated Measures of Cohesion to Assess the Wandering Mind: A Think-Aloud Study Many Faces of Social Identity: Detecting Emergent Roles in Online Interactions with Group Communication Analysis
Durda, Tabea	Same But Different. A Comparison of Low Literate Adults in PIAAC, NEPS and the Level One Study.
Dutriaux, Léo	Body posture influences the comprehension and recall of action language, and modulates brain rhythms
Dygert, Sarah K. C.	Eyes on the Prize: Eye-Tracking and Memory in Word Problems
E	
Edwards, Marc	Learning Through Hypertext: The Effect of Study Time Pressure on Comprehension
Eilers, Sarah	Differences in pronoun resolution between younger and older adults: An eye movement investigation
Elbro, Carsten	Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist
Elfenbein, Andrew	Rhyme Time: Memory, Resonance, and Poetry
Eschstruth, Rhea	The Role of Mental Imagery and Access to Real-World Knowledge in Narrative Transportation and Persuasion
Escudero, Inmaculada	The Impact of Elaborative Interrogation Instructions on the Processing of Expository Texts Reflected through the Eye Movement Patterns
Espin, Christine	Making Connections: Improving Reading Comprehension Skills Via A Computerized Questioning Intervention Updating Discourse-level Expectations during Online Processing
Evers-Vermeul, Jacqueline	Narrativity in Expository Texts: An Exploration of Narrative Elements A Meta-analysis of Text Structure Instruction in the Upper Elementary Grades Ordering Clauses: The Effects of Iconicity, Frame Structure and Information Structure on Text Processing
F	
Fajardo, Inmaculada	Evaluation of Multiple and Multimodal Documents by Primary School Students

Fang, Ying	Tracking Comprehension Performance in AutoTutor
Feller, Daniel	Exploring Reading Strategy Use in Native and ESL Readers Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context
Ferrer, Antonio	Read&Learn: A Research Tool to Record Online Processing While Learning
Ferstl, Evelyn	Understanding Fairy Tales Spoken in Regional Dialect: An fMRI Study Theories of Text Comprehension: Has Cognitive Neuroscience Changed Our Conceptions of Language Processing in Context?
Feuer, Shelley	Gaze Patterns and the Self-View Window in Videomediated Survey Interviews
Fiorillo, Megan	Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts
Fisher, Stephanie	Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension
Flemming, Danny	Refutation texts as tools to support laypeople's appraisal of scientific tentativeness
Florit, Elena	Theory of Mind Uniquely Predicts Multiple-Text Comprehension in 4th and 5th Graders The Role of Vocabulary Knowledge in the Responsiveness to a Training Targeting Inference Making and Listening Comprehension in Preschoolers
Formoso, Jesica	A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children
Forsyth, Carol	Exploring the Relationship between Collaborative Problem Solving Skills and Performance in an Online Simulation-Based Task
Francey, Gillian	Has Janet Taken the Lemon to Carol Yet?: Assessing the Effect of Grammatical Verb Aspect on Children's Perception of the Ongoingness of Events
Friedrich, Marcus	Does comprehensibility influence the readers' intrinsic motivation during reading? The Role of Interest Matching on Reading Persistence in Adult Learners
Frijters, Jan C.	Intra-personal Motivation and Intervention Response State and Trait Anxiety in Reading Comprehension and Fluency Assessments: The Role of Text Presentation and Assessment Modality
Fujimoto, Kazunori	Is It For Me or For You? - Limitations of Conclusion Omission Effects on Decision-making Through eWOM Communication
	
Garcia, Daniel	Read&Learn: A Research Tool to Record Online Processing While Learning
Garcia-Marco, Enrique	Body posture influences the comprehension and recall of action language, and modulates brain rhythms Does Students' Prior Background Knowledge Affect How Students Process Elaborative Feedback?
Garcia, Arantxa	Read&Learn: A Research Tool to Record Online Processing While Learning Elaboration On The Correct Response Or Elaboration On The Mistake. What Kind Of Elaborative Feedback Is More Efficient?
Garnham, Alan	Are you better than him? An eye-tracking experiment on perspective effects on the processing of pronouns Eyes on Implicit Causality - Visual World Studies investigating Effects of Implicit Causality on Eye-Fixations
Gatewood, Jessica	Tracking Comprehension Performance in AutoTutor
Gauly, Britta	Same But Different. A Comparison of Low Literate Adults in PIAAC, NEPS and the Level One Study.
Gautam, Dipesh	Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships
Gerjets, Peter	Readers' Attention to and Use of Source Information as a Function of Its Usefulness to Explain Conflicting Scientific Claims
Gil, Laura	Read&Learn: A Research Tool to Record Online Processing While Learning
Gilbert, Ramiro	Read&Learn: A Research Tool to Record Online Processing While Learning
Ginzburg, Jonathan	What Do We Clarify and Why?
Giunti, Giuditta	Theory of Mind Uniquely Predicts Multiple-Text Comprehension in 4th and 5th Graders
Glenwright, Melanie	Sarcasm Interpretation in Children and Adults in Polish and English Discourse
Gnams, Timo	The Impact of Gender-Stereotypical Text Contents On Gender Differences in Reading Competences Highlighting – Predictor of reading competence or strategic performance?
Goetz, Thomas	Psychophysiological Responses During Webpage Reading and Multiple-Text Comprehension
Goldhammer, Frank	Exploring Reading Patterns of Low Performing Readers when Reading in a Digital Environment. Domain-Related Epistemic Beliefs and their Relation to Multiple Document Comprehension
Goldman, Susan	When Knowledge Revision Gets Personal: Using Personal Anecdotes to Reduce the Impact of Socio-Scientific Misconceptions
Goldman, Susan	Supporting Productive Sense-Making in Text-Based Modeling
Gorney, Kylie	Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts
Gottschling, Steffen	Readers' Attention to and Use of Source Information as a Function of Its Usefulness to Explain Conflicting Scientific Claims Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships
Graesser, Art	Tracking Comprehension Performance in AutoTutor The Role of Interest Matching on Reading Persistence in Adult Learners

Grebe, Jasmin	<i>The Role of Mental Imagery and Access to Real-World Knowledge in Narrative Transportation and Persuasion</i>
	<i>Update on the Center for the Study of Adult Literacy</i>
	<i>The Role of Interest Matching on Reading Persistence in Adult Learners</i>
Greenberg, Daphne	<i>Intra-personal Motivation and Intervention Response</i>
	<i>Exploring the Role of Non-literal Language in the Oral Language and Reading Comprehension Skills of Struggling Adult Readers</i>
	<i>State and Trait Anxiety in Reading Comprehension and Fluency Assessments: The Role of Text Presentation and Assessment Modality</i>
	<i>A Multi-Group Item-Level Confirmatory Factor Analysis of Word-Reading Assessments Administered to Struggling Adult Readers</i>
Greiving, Carla	<i>Distributed Learning in the Classroom: Effects of Rereading Schedules Depend on Time of Test</i>
Griffin, Thomas	<i>Improving Metacomprehension Accuracy in an Authentic Course Context</i>
Grimaldo, Francisco	<i>Read&Learn: A Research Tool to Record Online Processing While Learning</i>
Grimstad, Idun	<i>Tea for two: Software design to support collaborative discussion in adults using shared tablets</i>
Guda, Marit	<i>Making Connections: Improving Reading Comprehension Skills Via A Computerized Questioning Intervention</i>
Guerrero, Tricia	<i>Improving Metacomprehension Accuracy in an Authentic Course Context</i>
	<i>When Explanation Activities Help: Testing for Differential Benefits on Memory and Inference Questions</i>
Guertin, Emily L.	<i>State and Trait Anxiety in Reading Comprehension and Fluency Assessments: The Role of Text Presentation and Assessment Modality</i>
Guéraud, Sabine	<i>Sentence Validation Process in Teenagers with Reading Comprehension Difficulties</i>
Guérineau, Mélanie	<i>Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading.</i>
Gyselinck, Valérie	<i>Body posture influences the comprehension and recall of action language, and modulates brain rhythms</i>
H	
Hahnel, Carolin	<i>Exploring Reading Patterns of Low Performing Readers when Reading in a Digital Environment.</i>
	<i>Domain-Related Epistemic Beliefs and their Relation to Multiple Document Comprehension</i>
Hardie, Andrew	<i>Using Corpus Methods to Investigate Guided Reading: What Teachers Say They Do, What They Do, and What Works</i>
	<i>Teacher Directives and Pupil Responses in SEN Classrooms: Insights from Corpus Methods</i>
Haser, Verena	<i>Cognitive Processing of Time in Language by Non-native Readers: How Can Text-Processing Systems Be Retrained?</i>
Hawelka, Stefan	<i>How Sentence Comprehension Guides Eye Movement Control During Natural Reading: Evidence from Combined Eye-tracking and fMRI</i>
Hayward, Christine	<i>Conversational versus Narrative Speaking in Adolescents and Adults: What Develops?</i>
Healey, Patrick	<i>Shared Understanding and Engagement in Doctor-Patient Interaction</i>
	<i>Experimenting with Miscommunication</i>
Helder, Anne	<i>The Effect of Online Reading Processes on Children's Ability to Form a Coherent Text Representation</i>
	<i>Give Centrality a Chance: ERP Indicators of Local and Global Text Structure on Word-to-Text Integration</i>
Hennes, Ann-Kathrin	<i>Measuring Writing Competence on the Level of "Idea/Plan-To-Text Composition Skills"</i>
Heyne, Nora	<i>Highlighting – Predictor of reading competence or strategic performance?</i>
Higgs, Karyn	<i>Exploring Reading Strategy Use in Native and ESL Readers</i>
	<i>Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context</i>
Hinze, Scott R.	<i>Proactive Interference in Multiple Text Comprehension: Contingent on the Semantic Relatedness of Texts, and Resistant to Intentional Forgetting</i>
Hock, Katherine	<i>When Knowledge Revision Gets Personal: Using Personal Anecdotes to Reduce the Impact of Socio-Scientific Misconceptions</i>
Hoek, Jet	<i>Updating Discourse-level Expectations during Online Processing</i>
Hoeken, Hans	<i>Narrativity in Expository Texts: An Exploration of Narrative Elements</i>
Holm, Suvi	<i>Emotional reactions to immigration-related arguments: Insights from eye movements, subjective ratings and think-alouds</i>
Hozhabrossadat, Sepideh	<i>Conceptualisations of light in Rumi's Masnavi</i>
Hsu, Chun-Ting	<i>How Students Understand STEM Concepts: An fMRI Study of Expository Science Text Comprehension</i>
Hsueh, Su-Fen	<i>Group Size and Discourse Dynamics: An Analysis of 5th Grade Reading Classes</i>
Hunter, Charles Vincent	<i>Exploring the Role of Non-literal Language in the Oral Language and Reading Comprehension Skills of Struggling Adult Readers</i>
Hutzel, Florian	<i>How Sentence Comprehension Guides Eye Movement Control During Natural Reading: Evidence from Combined Eye-tracking and fMRI</i>
Hyönä, Jukka	<i>Effects of Task Instructions and Topic Signaling on Text Processing Among Readers Using Different Reading Strategies: An Eye-Tracking Study</i>

I

Ibáñez Orellana, Romualdo	Coherence Relations in Chilean Primary School Textbooks: Variation across Subject Matters
Imundo, Megan	Experiences with "Fair and Balanced" Discourse Can Mischaracterize and Misinform
Injoque-Ricle, Irene	A structural equation model for narrative comprehension and its relationship with cognitive abilities in 4 to 6-year-old children
Inuzuka, Miwa	The Effects of Clarifying Local Text Structure on Understanding High-School Textbooks: An Investigation Using Eye-Tracking Techniques
Irazabal, Natalia	Effects of Emotional Valence and Arousal of Decorative Images on Comprehension and Assembly of Instructions
Isberner, Maj-Britt	The Role of Mental Imagery and Access to Real-World Knowledge in Narrative Transportation and Persuasion
Islam, Muhammad	Reinforcement of Patriarchy in Chinoy's A Girl in The River: The Price of Forgiveness: A Critical Discourse Analysis
J	
Jacobson, Neil	Explaining Away the Backfire Effect: The Role of Explanations in Refutation Texts
Jaeger, Allison J.	Eyes on the Prize: Eye-Tracking and Memory in Word Problems
James, Katherine	Supporting Productive Sense-Making in Text-Based Modeling
Jarosz, Andrew F.	Eyes on the Prize: Eye-Tracking and Memory in Word Problems
Jastrzebska, Olga	Comparing Adults with Intellectual Disability' and Undergraduate Students' samples in a Standardized Comprehension Task
Jeon, Moongee	Analyzing the Discourse Cohesion in Chinese EFL Learners' Essays with Coh-Metrix
Jerónimo, Rita	Why Do We Learn Science Better When It Looks Like A Novel?
Johnson, Alexander	Beyond the University Sample: Using Crowdsourcing to Explore Verbal Irony Use across Age and Gender
Jolles, Dietsje	Monitoring Information During Reading: Investigating the Role of Working Memory in a Dual-Task Paradigm
Jost, Joerg	Validating What You Know and What You Just Read: Neural Correlates of Knowledge-based and Text-based Monitoring During Reading.
	Measuring Writing Competence on the Level of "Idea/Plan-To-Text Composition Skills"
K	
Kaakinen, Johanna	Emotional reactions to immigration-related arguments: Insights from eye movements, subjective ratings and think-alouds
Kaakinen, Johanna K.	The Impact of Elaborative Interrogation Instructions on the Processing of Expository Texts Reflected through the Eye Movement Patterns
Kammerer, Yvonne	Readers' Attention to and Use of Source Information as a Function of its Usefulness to Explain Conflicting Scientific Claims
Kanninen, Laura	Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties
Kara Duman, Saima	The Police and Stories: A narrative Analysis of Policemen Stories
Kardash, Carolanne M.	Individual Differences in Revising (and Maintaining) Accurate and Inaccurate Beliefs About Childhood Vaccines
Karlsson, Josefine	The Effect of Online Reading Processes on Children's Ability to Form a Coherent Text Representation
Kellner, Courtney	Irony (Mis)Alignment in an Online Fashion Forum
	But Does It Transfer? Knowledge Revision in the Context of Refutation Texts
	When Knowledge Revision Gets Personal: Using Personal Anecdotes to Reduce the Impact of Socio-Scientific Misconceptions
Kendeou, Panayiota	Innovative Inference Making Instruction
	Positive Effects of Negative Emotions: The Influence of Readers' Emotions on Knowledge Revision
	Cognitive and Linguistic Demands on Inference Making
Kendeou, Panayiota	An Exploratory Look at the Relation Between Duration and Effectiveness of an Early Reading Intervention
Kennedy, Patrick C	Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension
Kessler, Erica	Individual Differences in Revising (and Maintaining) Accurate and Inaccurate Beliefs About Childhood Vaccines
Kiili, Carita	Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties
	But Does It Transfer? Knowledge Revision in the Context of Refutation Texts
Kim, Jasmine	When Knowledge Revision Gets Personal: Using Personal Anecdotes to Reduce the Impact of Socio-Scientific Misconceptions
	Codevelopment of Mind and Language
Kim, Young-Suk	Direct and Indirect Relations of Language and Cognitive Correlates of Language Comprehension at the Discourse Level: A Meta-Analysis
Kimmerle, Joachim	Refutation texts as tools to support laypeople's appraisal of scientific tentativeness
Kimura, Yukino	Relevance Effects on Text Processing Among Japanese EFL Learners: Evidence From Reading Times
Kleijn, Suzanne	Comparing Effects of Connectives across Coherence Relations
Kolinsky, Régine	Why Do We Learn Science Better When It Looks Like A Novel?
Koorneef, Arnout	Validating What You Know and What You Just Read: Neural Correlates of Knowledge-based and Text-based Monitoring During Reading.

Kopatich, Ryan	<i>An Exploration of Reader Profiles by Reading Proficiency and Constructive Processes Used During Reading</i> <i>Exploring Reading Strategy Use in Native and ESL Readers</i>
Kopatich, Ryan	<i>Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context</i>
Kreitmayer, Stefan	<i>Tea for two: Software design to support collaborative discussion in adults using shared tablets</i>
Kreuz, Roger	<i>Beyond the University Sample: Using Crowdsourcing to Explore Verbal Irony Use across Age and Gender</i>
Kronbichler, Martin	<i>How Sentence Comprehension Guides Eye Movement Control During Natural Reading: Evidence from Combined Eye-tracking and fMRI</i>
Krygier-Bartz, Marta Z.	<i>Sarcasm Interpretation in Children and Adults in Polish and English Discourse</i>
Kröhne, Ulf	<i>Exploring Reading Patterns of Low Performing Readers when Reading in a Digital Environment.</i> <i>Domain-Related Epistemic Beliefs and their Relation to Multiple Document Comprehension</i>
L	
Lafavre, Scott	<i>How Adolescents Interpret the Moral Messages of Fables: Examining Expository Discourse</i>
Language And Reading Research Consortium.	<i>The Development of a Valid Oral Assessment of Inference Making for Preschoolers and Beginner Readers</i>
Latawiec, Beata	<i>Pre-Service Teachers Metadiscourse (incl. Embodied Discourse/Gestures) and Epistemic Beliefs in Interplay with Disciplinary Discourses</i>
Lea, Brooke	<i>Rhyme Time: Memory, Resonance, and Poetry</i>
Lech, Iwona	<i>Exploring Reading Strategy Use in Native and ESL Readers</i>
Lee, Rob	<i>Positive Effects of Collaborative Discussion in Computer Game Play on a Subsequent Communication Task</i>
Lenhart, Jan	<i>"I know that I know Nothing." – The Effects of "I don't know"-Formula Scoring in Multiple-Choice Tests of Text Comprehension</i>
Leppänen, Paavo	<i>Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties</i>
León, José Antonio	<i>The Impact of Elaborative Interrogation Instructions on the Processing of Expository Texts Reflected through the Eye Movement Patterns</i> <i>Comparing Adults with Intellectual Disability' and Undergraduate Students' samples in a Standardized Comprehension Task</i>
León, José Antonio	<i>"And That Was the End of That" Children and Adult's Strategies of Reading Comprehension Compared on Coherent/Incoherent Texts and Comics. Evidence from Eye-Tracking.</i>
Li, Ping	<i>NeuroImaging Studies of Text Comprehension: Recent Developments and Future Challenges</i> <i>How Students Understand STEM Concepts: An fMRI Study of Expository Science Text Comprehension</i>
Li, Shouxin	<i>Effects of Task Instructions and Topic Signaling on Text Processing Among Readers Using Different Reading Strategies: An Eye-Tracking Study</i>
Likens, Aaron	<i>A Multi-Dimensional Analysis of Students' Writing Flexibility</i>
Linnemann, Markus	<i>Measuring Writing Competence on the Level of "Idea/Plan-To-Text Composition Skills"</i>
Lippert, Anne	<i>Tracking Comprehension Performance in AutoTutor</i>
List, Alexandra	<i>The Role of Epistemic Beliefs in Determining Students' Source Preferences in a Multiple Text Context</i>
Liu, Shiyu	<i>Reading Better on Screen or Paper: Exploring the Role of Text Genre and Reading Habit</i> <i>Exploring College Students' Epistemic Beliefs about Socioscientific Issues</i>
Lombardi, Doug	<i>Exploring College Students' Epistemic Beliefs about Socioscientific Issues</i>
Lovett, Maureen W.	<i>Intra-personal Motivation and Intervention Response</i>
Lu, Wei-Pai	<i>Examining the Effect of an Integrating Narrative Reading and Writing Instruction on Students' Writing Skills</i>
Lussiana, Emeline	<i>Sentence Validation Process in Teenagers with Reading Comprehension Difficulties</i>
Lysne, Paige	<i>Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts</i>
M	
Ma, Shufeng	<i>Instructional Influences on Underserved Children's Language Production</i>
Magliano, Joseph	<i>Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context</i>
Mahlow, Nina	<i>Domain-Related Epistemic Beliefs and their Relation to Multiple Document Comprehension</i>
Mar, Raymond	<i>Narrative Transportation for Text in one's First or Second Language</i>
Martingano, Alison Jane	<i>Overhearing Misunderstood Dialogue</i>
Martín-Arnal, Lorena Alicia	<i>"And That Was the End of That" Children and Adult's Strategies of Reading Comprehension Compared on Coherent/Incoherent Texts and Comics. Evidence from Eye-Tracking.</i>

	<u>Does Students' Prior Background Knowledge Affect How Students Process Elaborative Feedback?</u> <u>Read&Learn: A Research Tool to Record Online Processing While Learning</u> <u>Self-explanation versus Question-Answering as Learning Techniques: An Analysis in Terms of Comprehension Processes</u> <u>Elaboration On The Correct Response Or Elaboration On The Mistake. What Kind Of Elaborative Feedback Is More Efficient?</u>
<u>Martínez, Tomás</u>	
<u>Martínez-Huertas, José Á.</u>	<u>Comparing Adults with Intellectual Disability' and Undergraduate Students' samples in a Standardized Comprehension Task</u>
<u>Marx, Peter</u>	<u>"I know that I know Nothing." – The Effects of "I don't know"-Formula Scoring in Multiple-Choice Tests of Text Comprehension</u>
<u>Mason, Lucia</u>	<u>Theory of Mind Uniquely Predicts Multiple-Text Comprehension in 4th and 5th Graders</u> <u>Psychophysiological Responses During Webpage Reading and Multiple-Text Comprehension</u>
<u>Maury, Pascale</u>	<u>The Impact of Controversiality on Health Issues Understanding and Behavioral Intentions</u> <u>Ages Differences in Mental Simulation during Narrative Comprehension</u>
<u>Mayne, Noelle</u>	<u>Reading Fiction and Theory of Mind: The Impact of Reader Preferences and Emotional Cohesion Gaps</u>
<u>Maña, Amelia</u>	<u>Read&Learn: A Research Tool to Record Online Processing While Learning</u>
<u>McCabe, Rebecca M.</u>	<u>Proactive Interference in Multiple Text Comprehension: Contingent on the Semantic Relatedness of Texts, and Resistant to Intentional Forgetting</u>
<u>McCabe, Rose</u>	<u>Shared Understanding and Engagement in Doctor-Patient Interaction</u>
<u>McCarthy, Katie</u>	<u>Combating Misconceptions about Natural Selection with Self-Explanation</u>
<u>McConnell, Scott</u>	<u>Investigating the Role of Disability Status in Early Language and Literacy Assessment Performance</u> <u>Innovative Inference Making Instruction</u> <u>An Exploratory Look at the Relation Between Duration and Effectiveness of an Early Reading Intervention</u> <u>Cognitive and Linguistic Demands on Inference Making</u>
<u>McMaster, Kristen</u>	<u>Towards a Comprehensive Automated Model of Comprehension</u> <u>A Multi-Dimensional Analysis of Students' Writing Flexibility</u> <u>Combating Misconceptions about Natural Selection with Self-Explanation</u>
<u>McNamara, Danielle</u>	<u>Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension</u> <u>Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist</u>
<u>Megherbi, Hakima</u>	<u>Cognitive Processing of Time in Language by Non-native Readers: How Can Text-Processing Systems Be Retrained?</u> <u>Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts</u>
<u>Mensink, Michael C.</u>	
<u>Mertens, Julia</u>	<u>The Timing of 2nd Position Open and Closed Class Repair Initiation</u>
<u>Mielicki, Marta</u>	<u>Improving Metacomprehension Accuracy in an Authentic Course Context</u>
<u>Miller, Krista</u>	<u>No Evidence of Repetition Effects for Idioms Across Unrelated Passages</u>
<u>Mills, Caitlin</u>	<u>Using Automated Measures of Cohesion to Assess the Wandering Mind: A Think-Aloud Study</u>
<u>Mills, Gregory</u>	<u>Experimenting with Miscommunication</u>
<u>Mol, Suzanne</u>	<u>Making Connections: Improving Reading Comprehension Skills Via A Computerized Questioning Intervention</u>
<u>Monferrato, Gabriella</u>	<u>Reading Fiction and Theory of Mind: The Impact of Reader Preferences and Emotional Cohesion Gaps</u>
<u>Morais, José</u>	<u>Why Do We Learn Science Better When It Looks Like A Novel?</u>
<u>Moreno, Ivan</u>	<u>Body posture influences the comprehension and recall of action language, and modulates brain rhythms</u>
<u>Moreno, José David</u>	<u>The Impact of Elaborative Interrogation Instructions on the Processing of Expository Texts Reflected through the Eye Movement Patterns</u>
<u>Muijselaar, Marloes</u>	<u>The Development of a Valid Oral Assessment of Inference Making for Preschoolers and Beginner Readers</u>
<u>Máñez, Ignacio</u>	<u>Does Students' Prior Background Knowledge Affect How Students Process Elaborative Feedback?</u> <u>Read&Learn: A Research Tool to Record Online Processing While Learning</u>
<u>Münchow, Hannes</u>	<u>Assessing Strategies for Evaluating the Plausibility of Scientific Arguments: An Eye Tracking Study</u>
N	
<u>Nahatame, Shingo</u>	<u>Semantic Memory of Second Language Readers: An Empirical Study Employing Latent Semantic Analysis</u>
<u>Navucet, Sophie</u>	<u>Ages Differences in Mental Simulation during Narrative Comprehension</u>
<u>Nieding, Gerhild</u>	<u>How Do Static and Animated Pictures Contribute to Multi-level Mental Representations of Auditory Text in Basic School Students?</u>
<u>Nightingale, Elena</u>	<u>A Multi-Group Item-Level Confirmatory Factor Analysis of Word-Reading Assessments Administered to Struggling Adult Readers</u>
<u>Nippold, Marilyn</u>	<u>Conversational versus Narrative Speaking in Adolescents and Adults: What Develops?</u> <u>How Adolescents Interpret the Moral Messages of Fables: Examining Expository Discourse</u>



O'Reilly, Tenaha	Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context How Does Knowledge Monitoring Impact Learning from Text Sources? Topical Knowledge and Its Relation to Reading Comprehension Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension
Oakhill, Jane	Are you better than him? An eye-tracking experiment on perspective effects on the processing of pronouns Text Simplification and Individual Differences Among Poor Readers Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist
Olkonemi, Henri	Individual differences in the processing of written irony
Olmos, Ricardo	"And That Was the End of That" Children and Adult's Strategies of Reading Comprehension Compared on Coherent/Incoherent Texts and Comics. Evidence from Eye-Tracking.
Olney, Andrew M.	The Role of Interest Matching on Reading Persistence in Adult Learners
Orcutt, Elly	But Does It Transfer? Knowledge Revision in the Context of Refutation Texts
Overstreet, Ashley	Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension
P	
Pander Maat, Henk	Comparing Effects of Connectives across Coherence Relations
Paraschiv, Ionut Cristian	Towards a Comprehensive Automated Model of Comprehension
Paul, Johanna	Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)!
Pavlik, Philip	Tracking Comprehension Performance in AutoTutor Word to Text Integration Within the Reading Systems Framework
Perfetti, Charles A.	A Study, the Study: Individual Differences in Using Indefinite and Definite Articles as Cues for Structure Building Give Centrality a Chance: ERP Indicators of Local and Global Text Structure on Word-to-Text Integration
Petscher, Yaacov	Codevelopment of Mind and Language
Phillips Galloway, Emily	Learning to Write Academic Language: Lessons from A Close Examination of Student Editing
Phillips Galloway, Emily	Reading Comprehension and Core Academic Language Skills Relationships for middle graders: Exploring the Value of a Register-Specific Measure of Language Knowledge
Potocki, Anna	Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading.
Prat, Chantel	Relating Individual Differences in Second Language (L2) Reading Skill to Linguistic Interference Management
Purver, Matthew	What Do We Clarify and Why?
Q	
Qazalbash, Farwa	Reinforcement of Patriarchy in Chinoy's A Girl in The River: The Price of Forgiveness: A Critical Discourse Analysis
Quinn, Jamie	Direct and Indirect Relations of Language and Cognitive Correlates of Language Comprehension at the Discourse Level: A Meta-Analysis
R	
Raney, Gary	No Evidence of Repetition Effects for Idioms Across Unrelated Passages Overconfident Readers are Unaware of their Susceptibility to Using Inaccurate Information Fact-checking as a Means of Reducing Reliance on Inaccurate Text Content
Rapp, David	Rhyme Time: Memory, Resonance, and Poetry Experiences with "Fair and Balanced" Discourse Can Mischaracterize and Misinform Misinformation Across the Aisle: The Effects of Political Affiliation on the Reproduction of Inaccurate Ideas
Ray, Melissa	Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context
Reifenrath, Jonas	Cognitive Processing of Time in Language by Non-native Readers: How Can Text-Processing Systems Be Retrained?
Relyea, Jackie Eunjung	Effectiveness of Discussion-Based Vocabulary Instruction in Sixth-Grade Science Class on Academic Vocabulary Development
Richlan, Fabio	How Sentence Comprehension Guides Eye Movement Control During Natural Reading: Evidence from Combined Eye-tracking and fMRI Assessing Strategies for Evaluating the Plausibility of Scientific Arguments: An Eye Tracking Study
Richter, Tobias	Distributed Learning in the Classroom: Effects of Rereading Schedules Depend on Time of Test Source Credibility Modulates the Validation of Implausible Information
Roch, Maja	The Role of Vocabulary Knowledge in the Responsiveness to a Training Targeting Inference Making and Listening Comprehension in Preschoolers
Rohde, Hannah	Updating Discourse-level Expectations during Online Processing

Ros, Christine	Do Readers Focus on Source Descriptions When They Read Discrepant Claims? Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading. The Impact of Word Cluttering on Visual Search for Words Purposeful Reading and the Comprehension of Multiple texts
Rouet, Jean-Francois	Do Readers Focus on Source Descriptions When They Read Discrepant Claims? The Impact of Word Cluttering on Visual Search for Words Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)! How Context Affects the Information Students Read
Rouet, Jean-François	Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading.
Rouillard, Vincent	Isn't it Ironic? First Language Reading of Positive and Negative Irony in Bilingual Adults
Rubio, Alba	Read&Learn: A Research Tool to Record Online Processing While Learning Self-explanation versus Question-Answering as Learning Techniques: An Analysis in Terms of Comprehension Processes
Rupp, Katy	How Context Affects the Information Students Read
Rus, Vasile	Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships
S	
Sabbatini, John	Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context How Does Knowledge Monitoring Impact Learning from Text Sources? Topical Knowledge and its Relation to Reading Comprehension
Salin, Maelle	Do You Know What You Are Reading For? Supporting Task Model Construction Enhances 5th Graders' Purposeful Reading.
Salmeron, Ladislao	Evaluation of Multiple and Multimodal Documents by Primary School Students
Salomon-Amend, Meghan	Misinformation Across the Aisle: The Effects of Political Affiliation on the Reproduction of Inaccurate Ideas
Salovich, Nikita	Overconfident Readers are Unaware of their Susceptibility to Using Inaccurate Information
Sampietro, Agnese	Evaluation of Multiple and Multimodal Documents by Primary School Students Updating Discourse-level Expectations during Online Processing
Sanders, Ted	Narrativity in Expository Texts: An Exploration of Narrative Elements Comparing Effects of Connectives across Coherence Relations
Sangers, Nina L.	Narrativity in Expository Texts: An Exploration of Narrative Elements
Santuzzi, Alecia	An Exploration of Reader Profiles by Reading Proficiency and Constructive Processes Used During Reading Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context
Saux, Gaston	Do Readers Focus on Source Descriptions When They Read Discrepant Claims? Effects of Emotional Valence and Arousal of Decorative Images on Comprehension and Assembly of Instructions
Savidou, Sylvia Maria	The Influence of Claims and Arguments in Single- and Multiple-Text Comprehension
Schabmann, Alfred	Measuring Writing Competence on the Level of "Idea/Plan-To-Text Composition Skills"
Scharrer, Lisa	Source Credibility Fails to Prevent the Seductive Effect of Text Comprehensibility on Readers' Evaluation of Scientific Information Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)!
Scherbanjuk, Sophie	The Impact of Controversiality on Health Issues Understanding and Behavioral Intentions
Schloss, Benjamin	How Students Understand STEM Concepts: An fMRI Study of Expository Science Text Comprehension
Schmid, Sebastian	Assessing Strategies for Evaluating the Plausibility of Scientific Arguments: An Eye Tracking Study
Schmidt, Barbara M.	Measuring Writing Competence on the Level of "Idea/Plan-To-Text Composition Skills"
Schmitt, Julia	Understanding Fairy Tales Spoken in Regional Dialect: An fMRI Study
Schneider, Wolfgang	"I know that I know Nothing." – The Effects of "I don't know"-Formula Scoring in Multiple-Choice Tests of Text Comprehension Gaze Patterns and the Self-View Window in Videomediated Survey Interviews
Schober, Michael	Irony (Mis)Alignment in an Online Fashion Forum When Conceptual Misalignments Matter: Evidence from a Survey about Tobacco Use Overhearing Misunderstood Dialogue
Scholman, Merel	Ordering Clauses: The Effects of Iconicity, Frame Structure and Information Structure on Text Processing
Schoor, Cornelia	Domain-Related Epistemic Beliefs and their Relation to Multiple Document Comprehension
Schramm, Andreas	Cognitive Processing of Time in Language by Non-native Readers: How Can Text-Processing Systems Be Retrained?
Schroeder, Sascha	Differences in pronoun resolution between younger and older adults: An eye movement investigation

Schuster, Sarah	How Sentence Comprehension Guides Eye Movement Control During Natural Reading: Evidence from Combined Eye-tracking and fMRI
Scrimin, Sara	Psychophysiological Responses During Webpage Reading and Multiple-Text Comprehension
Seger, Benedikt T.	How Do Static and Animated Pictures Contribute to Multi-level Mental Representations of Auditory Text in Basic School Students?
Segerer, Robin	"I know that I know Nothing." – The Effects of "I don't know"-Formula Scoring in Multiple-Choice Tests of Text Comprehension
Seigneuric, Alix	Who received the letter and who brought it? Poor comprehenders's difficulties with a change of protagonist
Seigneuric, Alix	Understanding Referential Nominal Metaphors : A Heart to Share with Text Comprehension
Seipel, Ben	Moving from Assessment to Instruction - Using Diagnostic Data to Inform Reading Comprehension
Serrano, Maria Angeles	Read&Learn: A Research Tool to Record Online Processing While Learning
Shakour, Adel	Treatment of the Holocaust in the Writings of Darwish and Tibi: Critique or Identification?
Sharma, Ana	Distraction and Temporal Order in Narrative Situation Models
Shi, Genghu	Tracking Comprehension Performance in AutoTutor
Shinham, Kristin	How Adolescents Interpret the Moral Messages of Fables: Examining Expository Discourse
Simeone, Margot	Reading Fiction and Theory of Mind: The Impact of Reader Preferences and Emotional Cohesion Gaps
Sinatra, Gale	Explaining Away the Backfire Effect: The Role of Explanations in Refutation Texts
Sinatra, Gale M.	Using Refutation Text to Shift Policy Misconceptions
Singer, Murray	Refutation texts as tools to support laypeople's appraisal of scientific tentativeness
Smith, Gillian	Validation: A Window on Text and Discourse Processes
Soares, Sara	Teacher Directives and Pupil Responses in SEN Classrooms: Insights from Corpus Methods
Spencer, Mercedes	Why Do We Learn Science Better When It Looks Like A Novel?
Stadtler, Marc	Considering the Role of Executive Function in the Simple View of Reading
Stadtler, Marc	Is it Possible to Promote Source Evaluation Competencies in Fourth Graders? Yes (to some extent)!
Steciuch, Christian	Source Credibility Fails to Prevent the Seductive Effect of Text Comprehensibility on Readers' Evaluation of Scientific Information
Steinberg, Jonathan	Do Readers Focus on Source Descriptions When They Read Discrepant Claims?
Stromso, Helge I.	How Context Affects the Information Students Read
Suessbrick, Anna	Exploring the Relationship between Collaborative Problem Solving Skills and Performance in an Online Simulation-Based Task
Sweetwood, Aaron	The Role of Behavioral Engagement in Multiple Text Reading Tasks
Swiecki, Zachari	When Conceptual Misalignments Matter: Evidence from a Survey about Tobacco Use
Szydło, Tyler	Discussing and spreading news on the web: effects of believability and corroboration.
Talwar, Amani	Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships
Team, Telci	Positive Effects of Negative Emotions: The Influence of Readers' Emotions on Knowledge Revision
Thums, Kathrin	Exploring the Role of Non-literal Language in the Oral Language and Reading Comprehension Skills of Struggling Adult Readers
Tiffin-Richards, Simon	Innovative Inference Making Instruction
Tilston, Otilie	The Impact of Gender-Stereotypical Text Contents On Gender Differences in Reading Competences
Titone, Debra	Differences in pronoun resolution between younger and older adults: An eye movement investigation
Tiv, Mehrgol	Emulation, Teaching and Storytelling in Cultural Transmission
Tolvanen, Asko	Isn't it Ironic? First Language Reading of Positive and Negative Irony in Bilingual Adults
Tonks, Stephen	Isn't it Ironic? First Language Reading of Positive and Negative Irony in Bilingual Adults
Tornatora, Maria Caterina	Students' Traditional Reading and Online Research and Comprehension Performance Predicted by Teacher-rated Attention and Executive Function Difficulties
Trausan-Matu, Stefan	Testing the Model of a Proficient Academic Reader (onPAR) in a Post-Secondary Context
Trevors, Greg	Psychophysiological Responses During Webpage Reading and Multiple-Text Comprehension
Tseng, Ming-Yu	Towards a Comprehensive Automated Model of Comprehension
Tzeng, Yuhtsuen	Positive Effects of Negative Emotions: The Influence of Readers' Emotions on Knowledge Revision
	Creating a Theoretical Framework: On the Move Structure of Theoretical Framework Sections in Research Articles
	Group Size and Discourse Dynamics: An Analysis of 5th Grade Reading Classes

U[Uccelli, Paola](#)[Reading Comprehension and Core Academic Language Skills Relationships for middle graders: Exploring the Value of a Register-Specific Measure of Language Knowledge](#)**V**[van den Bergh, Huub](#)[A Meta-analysis of Text Structure Instruction in the Upper Elementary Grades](#)[van den Broek, Paul](#)[Integration of Information Within and Between texts: Standards of Coherence and Individual Differences
Monitoring Information During Reading: Investigating the Role of Working Memory in a Dual-Task Paradigm](#)[van den Broek, Paul](#)[Validating What You Know and What You Just Read: Neural Correlates of Knowledge-based and Text-based Monitoring During Reading.
The Effect of Online Reading Processes on Children's Ability to Form a Coherent Text Representation](#)[van Leijenhorst, Linda](#)[The Effect of Online Reading Processes on Children's Ability to Form a Coherent Text Representation](#)[van Moort, Marloes](#)[Validating What You Know and What You Just Read: Neural Correlates of Knowledge-based and Text-based Monitoring During Reading.](#)[Vibert, Nicolas](#)[Do Readers Focus on Source Descriptions When They Read Discrepant Claims?
The Impact of Word Cluttering on Visual Search for Words](#)[Does Students' Prior Background Knowledge Affect How Students Process Elaborative Feedback?](#)[Vidal-Abarca, Eduardo](#)[Read&Learn: A Research Tool to Record Online Processing While Learning
Self-explanation versus Question-Answering as Learning Techniques: An Analysis in Terms of Comprehension Processes
Elaboration On The Correct Response Or Elaboration On The Mistake. What Kind Of Elaborative Feedback Is More Efficient?](#)[Voskuilen, Chelsea](#)[Rhyme Time: Memory, Resonance, and Poetry](#)**W**[Wackerle-Hollman, Alisha](#)[Investigating the Role of Disability Status in Early Language and Literacy Assessment Performance](#)[Wang, Qinjun](#)[Investigating the Role of Disability Status in Early Language and Literacy Assessment Performance](#)[Wang, Zuowei](#)[How Does Knowledge Monitoring Impact Learning from Text Sources?
Topical Knowledge and its Relation to Reading Comprehension](#)[Wannagat, Wienke](#)[How Do Static and Animated Pictures Contribute to Multi-level Mental Representations of Auditory Text in Basic School Students?](#)[Watanabe, Micah](#)[Combating Misconceptions about Natural Selection with Self-Explanation](#)[Weiser, Rayna](#)[Fact-checking as a Means of Reducing Reliance on Inaccurate Text Content](#)[Wertgen, Andreas](#)[Source Credibility Modulates the Validation of Implausible Information](#)[Wiebe, Sabrina](#)[Isn't it Ironic? First Language Reading of Positive and Negative Irony in Bilingual Adults](#)[Improving Metacomprehension Accuracy in an Authentic Course Context](#)[Wiley, Jennifer](#)[Picture this! Effects of Illustrations and Sketching on Learning and Beliefs about Learning from Geoscience Texts
When Explanation Activities Help: Testing for Differential Benefits on Memory and Inference Questions](#)[Will, Kelsey](#)[Investigating the Role of Disability Status in Early Language and Literacy Assessment Performance](#)[Williamson Shaffer, David](#)[Discovering Optimum Corpus Size and LSA Vector Dimensionality for Automated Assessment Classifiers without Participant Data in Virtual Internships](#)[Winter, Clara](#)[Emotional Responses during Online and Offline Reading Tasks for Seductive Scientific Texts](#)[Wolter, Ilka](#)[The Impact of Gender-Stereotypical Text Contents On Gender Differences in Reading Competences](#)[Wong, May](#)[The Discursive Construction of Lifestyle Identities in Television Commercials: the case of Hong Kong Luxury Residences](#)[Wong, Sissy](#)[Effectiveness of Discussion-Based Vocabulary Instruction in Sixth-Grade Science Class on Academic Vocabulary Development](#)[Wui, Glenda](#)[Effectiveness of Discussion-Based Vocabulary Instruction in Sixth-Grade Science Class on Academic Vocabulary Development](#)[Wylie, Judith](#)[Learning Through Hypertext: The Effect of Study Time Pressure on Comprehension](#)**Y**[Yamasaki, Brianna](#)[Relating Individual Differences in Second Language \(L2\) Reading Skill to Linguistic Interference Management](#)[Yang, Ning](#)[Analyzing the Discourse Cohesion in Chinese EFL Learners' Essays with Coh-Metrix](#)[Yuill, Nicola](#)[Tea for two: Software design to support collaborative discussion in adults using shared tablets
Positive Effects of Collaborative Discussion in Computer Game Play on a Subsequent Communication Task](#)**Z**[Zaccoletti, Sonia](#)[Psychophysiological Responses During Webpage Reading and Multiple-Text Comprehension](#)[Zhang, Dexiang](#)[Effects of Task Instructions and Topic Signaling on Text Processing Among Readers Using Different Reading Strategies: An Eye-Tracking Study](#)[Zhang, Jie](#)[Effectiveness of Discussion-Based Vocabulary Instruction in Sixth-Grade Science Class on Academic Vocabulary Development](#)

