

SOCIETY FOR TEXT AND DISCOURSE

15TH ANNUAL MEETING



PROGRAM AND ABSTRACTS

VRIJE UNIVERSITEIT AMSTERDAM, JULY 6-9, 2005

WELCOME

We are pleased to announce the Fifteenth Annual Meeting of the Society for Text and Discourse held in Amsterdam, The Netherlands. The conference features three invited speakers, four symposia, forty-three spoken presentations and fifty-four poster presentations.

The conference will be dedicated to the commemoration of Tom Trabasso, who died peacefully in his sleep on Sunday, May 22. He will be dearly missed.

One award will be presented during the conference. The Outstanding Student Paper Award is given to a graduate student for a submission in which the student is a primary researcher. This year's winner of the OSPA is Johann Ari Larusson (Paper Session 'Conversation 3', Thursday July 7, 16:45 – 17:10 hours, room 5A-06).

This meeting has largely been made possible through funding from Lawrence Erlbaum Associates, the publishers of the society's journal *Discourse Processes*. Additional funding has been obtained from the faculty of Arts, Vrije Universiteit Amsterdam. We thank both of them greatly for their generosity.

Thanks also to the members of Award Committee and the Review Board, and to the Conference Assistants, without whose help this program and conference would not have been possible.

Information about the Winter Conference and about the Sixteenth Annual Meeting, to be held in Minneapolis, Mn., will be made available at the conference.

Welcome to Amsterdam!

Wilbert Spooren and Gerard Steen
Program Chairs

GUIDE TO CONFERENCE LOCATIONS

All academic activities will take place in the main building of the Vrije Universiteit (VU), de Boelelaan 1105, Amsterdam.

<i>Registration</i>	takes place in the main entrance hall, on the ground floor
<i>Plenary talks</i>	will be held in the Auditorium, on the first floor, on the same side of the building as registration
<i>Poster sessions</i>	will be held outside the Auditorium, on the first floor
<i>Paper sessions</i>	will be held on the fifth (5A-05 and 5A-06) and sixth (6A-05) floors; when you enter the main entrance hall, keep left and use the block of six elevators on your left hand – there is also a stair case connecting the two floors
<i>Breaks</i>	will be held on the fifth floor, with two locations for taking refreshments
<i>Lunches</i>	will be held in the VU-restaurant, on the ground floor – go past the registration desk and you're there
<i>The Annual General Meeting</i>	will be held in room 4A-00, on the same side of the building as the paper sessions
<i>The Tom Trabasso Memorial</i>	will be held in room 6A-00, on the same side of the building as the paper sessions

The opening party and the conference dinner will take place outside the main building of the VU.

<i>The opening party</i>	will be held in the sports canteen of one of the oldest Amsterdam football (that is, soccer) clubs, AFC. It's at most a fifteen minute walk along de Boelelaan for those who prefer fresh air, but bus transportation will be available for everybody else.
<i>The conference dinner</i>	will be held in Humphrey's Restaurant in the centre of town. The address is Nieuwe Zijds Kolk 23 (Tel 422 1234). It's two stops from Central Station on trams 1, 2, 5, 13 and 17.

SUMMARY OF SCHEDULE OF EVENTS

Wednesday 6 July, 2005

14:30 – 17:30	Registration	Entrance Hall, Main Building
17:30 – 18:00	Opening	Auditorium
18:00 – 19:15	Plenary Session 1: Garrod	Auditorium
19:30 – 23:30	Buffet and opening party	Transportation by bus

Thursday 7 July, 2005

9:30 – 10:55	Poster Session 1	Near Auditorium
10:55 – 11:10	Break	5 th floor
11:10 – 12:40	Spoken Paper Session: Sentence processing	Room 1 (5A-05)
	Spoken Paper Session: Conversation 1	Room 2 (5A-06)
	Symposium 1: Dialogue modeling	Room 3 (6A-05)
12:40 – 14:00	Lunch	VU restaurant
14:00 – 15:25	Spoken Paper Session: Text processing 1	Room 1 (5A-05)
	Spoken Paper Session: Conversation 2	Room 2 (5A-06)
	Symposium 1: Dialogue modeling (ctd)	Room 3 (6A-05)
15:25 – 15:40	Break	5 th floor
15:40 – 17:10	Spoken Paper Session: Text processing 2	Room 1 (5A-05)
	Spoken Paper Session: Conversation 3	Room 2 (5A-06)
	Symposium 1: Dialogue modeling (ctd)	Room 3 (6A-05)
17:30 – 18:00	AGM	Room 4A-00
18:00 – 19:15	Plenary Session 2: Ford	Auditorium

Friday 8 July, 2005

9:30 – 10:55	Spoken Paper Session: Text processing 3	Room 1 (5A-05)
	Symposium 2: The psychology of informal reasoning	Room 2 (5A-06)
	Symposium 3: Cognitive models assisting web navigation	Room 3 (6A-05)
10:55 – 11:10	Break	5 th floor
11:10 – 12:40	Spoken Paper Session: Text processing 4	Room 1 (5A-05)
	Symposium 2: The psychology of informal reasoning (ctd)	Room 2 (5A-06)
	Symposium 3: Cognitive models assisting web navigation (ctd)	Room 3 (6A-05)
12:40 – 14:00	Lunch	VU restaurant
14:00 – 15:25	Spoken Paper Session: Text processing 5	Room 1 (5A-05)
	Spoken Paper Session: Coherence 1	Room 2 (5A-06)
	Spoken Paper Session: Visual perception	Room 3 (6A-05)
15:25 – 15:40	Break	5 th floor
15:40 – 16:10	Memorial in honor of Tom Trabasso	Room 6A-00
16:45 – 17:15	Poster Session 2	Near Auditorium
17:20 – 18:35	Plenary Session 3: Semin	Auditorium
19:45	Conference dinner	Humphrey's Restaurant, Amsterdam (no group transportation)

Saturday 9 July, 2005

9:30 – 10:55	Spoken Paper Session: Text processing 6	Room 1 (5A-05)
	Spoken Paper Session: Coherence 2	Room 2 (5A-06)

SUMMARY OF SCHEDULE OF EVENTS

	Symposium 4: Perception and action in language processing	Room 3 (6A-05)
10:55 – 11:10	Break	5 th floor
11:10 – 12:40	Spoken Paper Session: Text processing 7	Room 1 (5A-05)
	Spoken Paper Session: Coherence 3	Room 2 (5A-06)
	Symposium 4: Perception and action in language processing (ctd)	Room 3 (6A-05)
12:40 – 14:00	Lunch and closing	VU restaurant

SCHEDULE OF EVENTS

Wednesday 6 July, 2005

- 14:30 - 17:30** Registration (Entrance Hall of Main Building)
- 17:30 - 18:00** Opening (Auditorium)
 Rector of the Vrije Universiteit
 President of Society
 Conference Chairs
- 18:00 - 19:15** Plenary 1: Garrod (Auditorium)
- 19:15 - 23:30** Buffet + opening party (Transportation by bus)

Thursday 7 July, 2005

- 9:30 - 10:55** Poster session 1: approx. 40 posters (near Auditorium)
- 10:55 - 11:10** Break on 5th floor

	Room 1 (5A-05) Papers Sentence processing	Room 2 (5A-06) Papers Conversation 1	Room 3 (6A-05) Symposium 1 Dialogue modeling
11:10 - 11:35	Sanford, Emmott, Morrow & Filik <i>Cost-free processing of the "Institutional They"</i>	Suessbrick, Schober & Conrad <i>Coordinating conceptual misalignment in discourse and the limits of clarification</i>	<i>Welcome and introduction</i>
11:40 - 12:05	Koornneef & Van Berkum <i>Constraining pronoun resolution: implicit causality verbs immediately alter the accessibility of discourse entities</i>	Schober, Conrad & Dijkstra <i>Paralinguistic and visual evidence of misunderstanding in survey interviews</i>	Ross, Bateman & Shi <i>Using generalized dialogue models to constrain information state based dialogue systems</i>
12:10 - 12:40	Moreno & De Vega <i>Animating words during the comprehension of transference sentences</i>	Hancock, Gonzales, Toma, Gill & Woodworth <i>Looking for lies in all the wrong places: disfluencies and discourse markers in deceptive conversation</i>	Shi & Bateman <i>Developing human-robot dialogue management formally</i>

- 12:40 - 14:00** Lunch in VU restaurant

SCHEDULE OF EVENTS

Thursday 7 July, 2005

	Room 1 (5A-05) Papers Text processing 1	Room 2 (5A-06) Papers Conversation 2	Room 3 (6A-05) Symposium 1 Dialogue modeling (ctd)
14:00 - 14:25	Martins & Jovet <i>Resonance process as a function of relations between protagonist's goal and subgoals</i>	Temmerman <i>Be neither in nor out: interviewing the journalist-politician</i>	Laufer, Tatai & Nemeth <i>Dialogue modeling in embodied communicational agents</i>
14:30 - 14:55	Gygax, Reverte, Gerber & Tapiero <i>Emotion inferences during reading comprehension: are emotion terms included in readers' mental representations?</i>	Aldridge & Luchjenbroers <i>Questions and answers in court trials: who tells the story?</i>	Farrar, Tenbrink, Bateman & Ross <i>On the role of conceptual & linguistic ontologies spoken dialogue systems</i>
15:00 - 15:25	Komeda & Kusumi <i>The effect of similarity between protagonists' and readers' personalities in narrative comprehension</i>	Pascual <i>"It's like, why not the judge": On the multifunctional usage of direct speech in the jury room</i>	Van Eijk & Beun <i>Ontological discrepancies in dialogue</i>
15:25 - 15:40	Break on 5 th floor		
	Room 1 (5A-05) Papers Text processing 2	Room 2 (5A-06) Papers Conversation 3	Room 3 (6A-05) Symposium 1 Dialogue modeling (ctd)
15:40 - 16:05	Nieuwland & Van Berkum <i>Testing the limits of the semantics illusion phenomenon: ERPs reveal temporary semantic change deafness in discourse comprehension</i>	Dynel-Buczowska (cancelled) <i>"Venus de Milo must have started like this": humorous retorts and quips as face-saving and face-threatening speech acts</i>	Mairesse & Walker <i>Learning individual adaptation in dialogue systems</i>
16:10 - 16:40	Ferstl & Von Cramon <i>Text comprehension after brain damage: coherence processes in patients with prefrontal or temporal lesions</i>	Van der Houwen <i>The discursive transformation of disputes through formulations and decisions</i>	Van der Sluis & Kraemer <i>Towards the generation of overspecified multimodal referring expressions</i>
16:45 - 17:10	Fillon & Tapiero <i>Hemispheric dominance and inferences generation: Effect of the valence and of the relevance of emotional textual information</i>	Larsson, Tulinius & Alterman <i>Using discourse to measure the representational work of pilots during an approach briefing</i>	Ehlen, Schober & Conrad <i>Modeling speech disfluency to predict conceptual misalignment in speech survey interfaces</i>

SCHEDULE OF EVENTS

17:30 - 18:00 AGM (Room 4A-00)

18:00 - 19:15 Plenary 2: Ford
(Auditorium)

SCHEDULE OF EVENTS

Friday 8 July, 2005

	Room 1 (5A-05) Papers Text processing 3	Room 2 (5A-06) Symposium 2: The psychology of informal reasoning: the context and practice of argument	Room 3 (6A-05) Symposium 3 Cognitive models assisting web navigation
9.30 - 9.55	Urrutia & De Vega <i>Canceling updating in counterfactuals</i>	Neuman <i>The effect of contextual factors on the judgment of fallacious arguments</i>	Macedo-Rouet, Zampa & Rouet <i>Novice evaluation of multiple documents: effects of task constraints</i>
10.00 - 10.25	Kamalski & Van den Bergh <i>How to measure a crucial level of text representation: the situation model</i>	Weinstock <i>Epistemological understanding, cognitive ability and development in the ability to identify informal reasoning fallacies</i>	Sanchez & Wiley <i>Working memory, spatial ability and learning from the web</i>
10.30 - 10.55	Blanc, Brouillet, Van den Broek, & Kendeou <i>Updating situation models: empirical data and simulations</i>	Hahn, Frost & Maio <i>Supporting values with other values: Do opposites attract?</i>	Van Hooijdonk, Maes & Ummelen <i>Using thinking aloud data to characterize cognitive tasks in hypertext</i>
10.55 - 11.10	Break on 5 th floor		
	Room 1 (5A-05) Papers Text processing 4	Room 2 (5A-06) Symposium 2 The psychology of informal reasoning: the context and practice of argument (ctd)	Room 3 (6A-05) Symposium 3 Cognitive models assisting web navigation (ctd)
11.10 - 11.35	Otten & Van Berkum <i>Discourse based lexical anticipation during language processing: prediction or priming?</i>	Brem, Hagler & Romero <i>The challenges of applying argumentation research and training in everyday settings</i>	Miller & Fuchs <i>Simulating individual differences in web navigation</i>
11.40 - 12.05	Mulder & Sanders <i>Causality by default or top down expectations? On the processing of causal relations in expository text</i>	General discussion (chairs: Weinstock & Neuman)	Jovina & Van Oostendorp <i>Toward modeling contextual information in web navigation</i>
12.10 - 12.40	McGlone & Borrfeld (cancelled) <i>Idioms' implicit influence on decision making</i>		General discussion (Chair: Herre van Oostendorp)
12.40 - 14.00	Lunch in VU restaurant		

SCHEDULE OF EVENTS

Friday 8 July, 2005

	Room 1 (5A-05) Papers Text processing 5	Room 2 (5A-06) Papers Coherence 1	Room 3 (6A-05) Papers Visual Perception
14.00 - 14.25	Kurby, Britt & Wolfe <i>Memory for claims of simple arguments</i>	Cozijn, Vonk, Noordman, Commandeur & Coppens <i>Bridging referential and relational coherence: the case of pronoun resolution</i>	Schmalhofer, Frieese & Schipper <i>Visual background and visual focus as contextual influences for comprehending spoken sentences</i>
14.30 - 14.55	Molinari, Tapiero & Guannel <i>Suppressing temporal contradictory information: the role of children's working memory capacity</i>	Jeuniaux & Louwerse <i>A computational model of coherence relations</i>	Schipper, Schmalhofer & Frieese <i>The influence of visual perceptions on sentence understanding</i>
15.00 - 15.25	Dijkstra & Misirlisoy <i>Discourse dimensions in autobiographical memories of younger and older adults</i>	Perrez & Degand: <i>Connectives, text comprehension & foreign language proficiency: A contrastive study of the impact of causal and contrastive connectives on text comprehension</i>	Fussell, Ou, Min Oh & Yang <i>Grounding via gaze in collaborative physical tasks</i>
15.25 - 15.40	Break on 5 th floor		
15.40 - 16.10	Memorial in honor of Tom Trabasso (Room 6A-00)		
16.45 - 17.15	Poster session 2: Approx. 20 posters (near Auditorium)		
17.20 - 18.35	Plenary 3: Semin (Auditorium)		
19.45 -	Conference dinner (Humphrey's restaurant, Amsterdam) (no group transportation)		

SCHEDULE OF EVENTS

Saturday 9 July, 2005

	Room 1 (5A-05) Papers Text processing 6	Room 2 (5A-06) Papers Coherence 2	Room 3 (6A-05) Symposium 4 Perception and action in language processing
9.30 - 9.55	Boissery & Blanc <i>The event-indexing model: how do readers monitor the situational dimensions in historical, scientific and news texts</i>	Louwerse, Jeuniaux & Ventura <i>Revealing perceptual information in Latent Semantic Analysis</i>	Zwaan & Wiemer-Hastings <i>Introduction (Overview of embodiment and its relevance for discourse studies, rationale behind symposium, introduction of speakers)</i>
10.00 - 10.25	Holleman <i>Answering attitude questions: What a fast response tells us</i>	Verbrugge, Smessaert & Van Belle <i>Distinguishing between content conditionals and inferential conditionals: some experimental evidence</i>	Borghi <i>Object concept-nouns and motor information</i>
10.30 - 10.55	Setlock, Stewart, Fussell & Neuwirth <i>Effects of cultural background and communication medium on conversational grounding and persuasion</i>	Commandeur, Noordman & Westerbos <i>Complexity of epistemic causal relations: the influence of order and marking by 'so' (dus) and 'must have' (zal wel)</i>	Bergen & Wheeler <i>Motor simulation when processing language involving third persons</i>
10.55 - 11.10	Break		
	Room 1 (5A-05) Papers Text processing 7	Room 2 (5A-06) Papers Coherence 3	Room 3 (6A-05) Symposium 4 Perception and action in language processing (ctd)
11.10 - 11.35	Evers-Vermeul <i>"And then I got angry": on parental influence on the acquisition of Dutch <i>toen</i></i>	Arts, Maes, Noordman & Jansen <i>Overspecification in instructive discourse</i>	Pecher <i>The role of perceptual modalities in the representation of concepts</i>
11.40 - 12.05	Dieussaert, Verbrugge & Schaeken <i>Children's credulity concerning conditional promises and threats</i>	Sarda & Charolles <i>French adverbial <i>Parallèlement</i>: between connective and "frame introducer"</i>	Wiemer-Hastings & Kurby <i>Recognition of object names involves activation of perceptual representations</i>
12.10 - 12.40	Griffin, Wiley & Thiede <i>Putting the "meta" in metacomprehension</i>	Adema <i>Linguistic markers of text structure in Vergil's Aeneid</i>	Zwaan & Aveyard <i>Previously acquired visual representations affect online sentence comprehension</i>

12.40 - 14.00 Lunch and closing

Poster session 1

Thursday 7 July (9:30 – 10:55 hours, near Auditorium)

Presenter(s)	Poster title	Topic
Blanc, Gygax & Brouillet	<i>Updating protagonist's emotions: when reinstating initial bias emotion becomes a difficult task</i>	Text processing
Burger (cancelled)	<i>The illocutionary and hierarchical dimensions of political manifestos</i>	Text analysis
Castan & Blanc	<i>To know or not to know: the consequences of the protagonist's beliefs on the specificity of emotional inferences generated</i>	Text processing
Ming Chow, Friese & Schmalhofer	<i>Reading goals modulate the functional connectivity between language areas in human brain</i>	Text processing
Claus & Kelter	<i>Processing flashbacks in narratives: The effect of temporal distance</i>	Text processing
Corrigan	<i>Using affective/connotative dimensions of deep vocabulary knowledge to infer the meaning of words in context</i>	Sentence processing
De Goede & Bastiaanse	<i>Anticipating verbs during on-line spoken sentence processing?</i>	Sentence processing
Den Ouden & Van Wijk	<i>Reading aloud narratives: effects of text structure on prosody</i>	Text processing
Dulucq & Blanc	<i>Processing news: when highly connoted pictures promote the comprehension process</i>	Text processing
Ermida	<i>A girls' night out: Magazine discourses about women's drinking habits</i>	Text analysis
Escudero & León	<i>The influence of causal beliefs on the activation of causal consequence inferences: Causal power and magnitude effect</i>	Text processing
Faber (cancelled)	<i>Discourse technologies and the textual stabilization of social change</i>	Sentence processing
Fetzer (cancelled)	<i>Disruptive settings in context: a micro analysis of negative theme zones in political interviews</i>	Sentence processing
Fornier, Martins & De Costa Esteves	<i>The influence of bilingualism on story comprehension</i>	Text processing
Frank, Koppen, Noordman & Vonk	<i>The resolution of ambiguity in text: a computational model</i>	Text processing
Friese, Schmalhofer, Pietruska, Rutschmann, Raabe & Chow	<i>An fMRI-study on the recognition of text statements in dependence of prior reading experience</i>	Text processing
Galletti & Tapiero	<i>Influence of the nature of contextual information on the activation and integration of predictive inferences generation</i>	Text processing
Golob & Kovačič	<i>Journalistic discourse: making choices to persuade</i>	Text processing

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Presenter(s)	Poster title	Topic
Guthke, Ferstl, Jentsch, Rinck & Von Cramon	<i>The influence of prefrontal lesions on situation model processes</i>	Text processing
Irrazabal & Burin	<i>Encoding and maintenance in working memory during text comprehension</i>	Text processing
Jonker & Beishuizen	<i>Theory-based or examples-based designing and conducting experiments</i>	Text processing
Jovet	<i>Goal-subgoals structure and resonance process</i>	Text processing
Miazza, Bianchi, Assunta Zanetti & Pazzaglia	<i>Metacognitive knowledge and narrative text comprehension</i>	Text processing

Presenter(s)	Poster title	Topic
Mulder & Van den Bergh	<i>Generalizing experimental results: on the use of multilevel analysis in processing research</i>	Text processing
Pérez Álvarez	<i>Marks of oral discourse processing in written texts</i>	Text processing
Pexman & Glenwright	<i>Do social factors constrain children's understanding of verbal irony?</i>	Sentence processing
Piérard & Bestgen	<i>When production meets comprehension: effects of the possessive anaphora and thematic break on a story continuation task</i>	Text processing
Rawson	<i>Do text processes share cognitive resources?</i>	Text processing
Richter	<i>Reality monitoring and comprehension in reading first-hand accounts</i>	Text processing
Rozendaal	<i>Children's discourse: the acquisition of reference in Dutch spontaneous speech</i>	Conversation
Sado Al-Jarf	<i>Can ESL students identify emphatic features of advertisements?</i>	Text processing
Speyer (cancelled)	<i>Die hard: On pragmatic specification of SIOV versus SIVO-sentences in Middle English</i>	Text analysis
Surber & Schroeder	<i>Topic activation during the reading of lengthy text</i>	Text processing
Taffin & Brouillet	<i>The dynamic of the comprehension process</i>	Text processing
Tao (cancelled)	<i>Fuzzy syntax: Zero anaphora in Chinese discourse</i>	Sentence processing
Ventura, D'Mello, Louwerse & Graesser	<i>Modeling spatial inferences</i>	Text processing
Versteeg	<i>NP-or S-coordination? The immediate influence of contextual knowledge on the processing of structural ambiguities</i>	Sentence processing

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Presenter(s)	Poster title	Topic
Vidal-Abarca, Martínez, Gilabert, Sellés & Cerdán (cancelled)	<i>On-line assessment of reading comprehension skills and strategies of school children</i>	Text processing
Yuill, George, Kerawalla, Harris, Luckin & Pearce	<i>Children talking about language: analyzing metalinguistic discussion and its role in text comprehension</i>	Text processing
Wolfe & Mienko	<i>Prior knowledge influences on learning and memory of narratives and expository text</i>	Text processing
Zaretsky (cancelled)	<i>Story comprehension by children with typical language development and children with specific language impairment: Comparison of two models of verbal working memory</i>	Text processing
Zaretsky & Martinot	<i>Age-related differences in children's ability to understand and retell a story: reformulation?</i>	Text processing

Poster session 2
Friday 8 July (15:40 – 16:05 hours)

Presenter(s)	Poster title	Topic
Beigman Klebanov & Shamir	<i>There is more to lexical cohesion than chains</i>	Coherence
Berlin	<i>The enactment of evasive talk: appropriateness and flouting the cooperative principle</i>	Conversation
Bettex & Bangerter	<i>Using acknowledgment tokens and discourse markers to coordinate dialogue in negotiation tasks</i>	Conversation
Britt & Kurby	<i>Detecting incoherent informal arguments</i>	Coherence
Cerdán (cancelled)	<i>Analysing students' reading strategies in multiple sources using a thinking-aloud method</i>	Perception
Chevalley, Bangerter & Ferigutti	<i>Suspending and reinstating task-oriented conversations</i>	Conversation
Craig, Sullins, Witherspoon & Gholson	<i>The deep level question effect: Dialog and deep questions in vicarious learning</i>	Information retrieval
De Cock (cancelled)	<i>First person uses in the discourse of two Spanish foreign affairs secretaries</i>	Conversation
Duffy, Hempelmann, Graesser, Cai & McNamara	<i>An algorithm for detecting causal and intentional information in text</i>	Corpus analysis
Jucks, Bromme & Becker	<i>Lexical entrainment: How adaptive to the audience is expert's word use?</i>	Conversation
Kendeou & Van den Broek	<i>Effects of need for cognition and working memory capacity on refutation text comprehension</i>	Information retrieval
Kim, Waldo, Sinclair & McNamara	<i>Are animated agents helpful in teaching reading strategies in a computer environment?</i>	Information retrieval
McNamara, Graesser, Louwerse & Ozuru	<i>The effects of social agency on language use in interviews about alcohol use</i>	Conversation
Morera, De Vega & Camacho	<i>Semantics of causal and contrastive connectives: a force dynamic approach</i>	Coherence
Person, Petschonek, Gardner, Bray & Lancaster	<i>Using Coh-Metrix to measure cohesion</i>	Coherence
Salmerón & Cañas (cancelled)	<i>Coherence of the mental representation as a basis of performance predictions for text material</i>	Corpus analysis
Salmerón & Landauer (cancelled)	<i>Simulation of a synonym test using a Spanish LSA corpus</i>	Corpus analysis
Todaro, Millis & Dandotkar	<i>Understanding differences in standards of local coherence between skilled and less-skilled readers</i>	Coherence
Tomlinson, Jr. & Fox Tree	<i>Like, all like, just like, and said: How people use and understand these new and old</i>	Corpus analysis

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Presenter(s)	Poster title	Topic
Tyrkkö	<i>quotatives</i> <i>The lexical, the topical and the pragmatic:</i> <i>hypertext coherence in three layers</i>	Hypertext

ABSTRACTS PAPER SESSIONS

Linguistic markers of text structure in Vergil's *Aeneid*

Suzanne Adema

Free University Amsterdam, the Netherlands

Saturday, 12:10 – 12:40, Room 2 (5A-06) (coherence)

In his *Aeneid*, Vergil's use of tense seems best explained by means of a division into four narrator stances, each with its own tense system. The four stances are *generalizing*, *reporting*, *relating* and *re-enacting*. A shift in narrator stance means that the reader has to interpret tense forms in a different way. In my paper I will discuss which linguistic markers (e.g. discourse particles) are used to announce such a shift in narrator stance.

Questions and answers in court trials: who tells the story?

Michelle Aldridge¹ & June Luchjenbroers²

1: Cardiff University, UK

2: University of Wales at Bangor, UK

Thursday, 14:30 – 14:55, Room 2 (5A-06) (conversation)

This paper presents an analysis of court discourse structure using data from an Australian adult trial and British child trials. We quantify the degree of interaction between barristers and witness contributions and categorise and quantify the types of answers provided by witnesses. We show that despite looking at different types of witnesses, and significant changes in (British) legislation to improve opportunities for witnesses within the adversarial system, it remains the case that barristers and not witnesses are the real story-tellers in court. The implications for justice are discussed.

Overspecification in instructive discourse

Anja Arts¹, Alfons Maes¹, Leo Noordman¹ & Carel Jansen²

1: Tilburg University, the Netherlands

2: Radboud University Nijmegen, the Netherlands

Saturday, 11:10 – 11:35, Room 2 (5A-06) (text processing)

This paper discusses the effect of overspecified reference as a communicative strategy in action-oriented discourse. In a production and a processing experiment, based on identical instructive environments, participants were asked to produce a referential expression in a low-instructive or a high-instructive context, or to identify an object after reading a minimally specified or overspecified expression. Overspecification shows to be a pervasive instructive production strategy, which does not affect the addressee's identification task in a negative way, on the contrary.

Updating situation models: empirical data and simulations

Nathalie Blanc¹, Denis Brouillet¹, Paul van den Broek² & Panayiota Kendeou²

1: University of Montpellier 3, France

2: University of Minnesota, USA

Friday, 10:30 – 10:55, Room 1 (5A-05) (text processing)

We investigated updating of situation models when readers encounter inconsistent information in a text. Our investigation was conducted within the frameworks of Structural Building and the Landscape Model. Empirical and computational data showed that suppressing inconsistent information is a gradual process. In fact, readers more frequently attempt to reconcile opposite information a text provided. This study also contributed to identify under which delay the retrieval of inhibited information is difficult to achieve.

The event-indexing model: how do readers monitor the situational dimensions in historical, scientific and news texts

Audrey Boissery & Nathalie Blanc

University of Montpellier 3, France

Saturday, 9:30 – 9:55, Room 1 (5A-05) (text processing)

Four experiments were conducted to determine whether the Event-Indexing model could be extended to the understanding of three categories of texts: Scientific, Historical and News. Results of Experiments 1a and 1b revealed that the level of importance of each situational dimension depended on the category of the texts under process. This had direct implications on events readers selected and integrated into their situation models and on the strength of the link drawn between the described events (Experiments 2 and 3).

Complexity of epistemic causal relations: the influence of order and marking by ‘so’ (*dus*) and ‘must have’ (*zal wel*)

Edwin Commandeur, Leo Noordman & A.C. Westerbos

Tilburg University, the Netherlands

Saturday, 10:30 – 10:55, Room 2 (5A-06) (coherence)

The influence of conceptual order and marking on processing epistemic causal relations was investigated in three experiments. It was found that the way epistemic relations are marked strongly affects how quickly they can be comprehended. First, effect-cause order epistemic relations can be processed faster than cause-effect order epistemic relations when they are marked by the modal *must have*. Second, the epistemic connective *so* is preferably used to mark cause-effect conceptual order.

Bridging referential and relational coherence: the case of pronoun resolution

Reinier Cozijn¹, Wietske Vonk², Leo Noordman¹, Edwin Commandeur¹ & Karien Coppens¹

1: Tilburg University, the Netherlands

2: Max Planck Institute for Psycholinguistics/Radboud University Nijmegen, the Netherlands

Friday, 14:00 – 14:25, Room 2 (5A-06) (coherence)

In a visual world paradigm experiment, referential and relational coherence processes were investigated. Eye movements on visual scenes that depicted two characters mentioned in an auditory presentation of a sentence revealed an early syntactic influence of parallel parsing, a later semantic influence of an implicit causality bias, and a late influence of world knowledge on the resolution

of pronouns, indicating that referential coherence is achieved as soon as the information concerning relational coherence is available.

Children's credulity concerning conditional promises and threats

Kristien Dieussaert, Sara Verbrugge & Walter Schaeken

University of Leuven, Belgium

Saturday, 11:40 – 12:05, Room 1 (5A-05) (text processing)

An experiment is reported which investigates how children of different age groups reason with conditional promises and threats. In a series of previous experiments, we found out that adults attach more belief to promises than to threats (Verbrugge et al., 2004). However, based on evidence from previous studies, we suppose that this difference between promises and threats will be visibly smaller for children. On the basis of a quantitative and a qualitative analysis of a reasoning task with conditional promises and threats, we will adduce evidence for this evolution.

Discourse dimensions in autobiographical memories of younger and older adults

Katinka Dijkstra & Mine Misirlisoy

Florida State University, USA

Friday, 15:00 – 15:25, Room 1 (5A-05) (text processing)

Autobiographical memories contain activity, location, temporal, and participant information (Lancaster & Barsalou, 1997). Our study analyzed these dimensions in reported autobiographical memories in younger and older adults and how these dimensions could cue recall four weeks later. The results indicated a higher proportion of activity information relative to other dimensions in both age groups. Younger adults were less likely to include location information, whereas older adults were less likely to include temporal information. All dimensions facilitated subsequent recall.

“Venus de Milo must have started like this”: humorous retorts and quips as face-saving and face-threatening speech acts (*cancelled*)

Marta Dynel-Buczowska

University of Lodz, Poland

(conversation)

The present paper focuses on two genres of conversational humour, viz. *retorts* and *quips*. Its predominant aim is to delineate their types, as well as communicational and relational functions they assume in communication. The notion of *politeness* must also be revisited since its parameters are essential to explicating the dependence and impact of *conversational humour* on interlocutors' interpersonal relations. The analysis is carried out in the light of pragmatic and socio-psychological research on humour and politeness.

“And then I got angry”: on parental influence on the acquisition of Dutch *toen*

Jacqueline Evers-Vermeul

Utrecht University / UiL-OTS, the Netherlands

Saturday, 11:10 – 11:35, Room 1 (5A-05) (text processing)

Usage-based approaches to language acquisition emphasize the influence of parental input on the developmental process. But to what extent does parental input determine the way young Dutch children acquire *toen* 'then/when'? Qualitative and quantitative analyses of longitudinal data from twelve children and their parents in the CHILDES database indicate that children's use of this connective is context-dependent. Children also encounter so-called "audience design": parents adapt themselves to the linguistic and cognitive capacities of the child.

Text comprehension after brain damage: coherence processes in patients with prefrontal or temporal lesions

Evelyn C. Ferstl¹ & D. Yves von Cramon²

1: Max Planck Institute of Human Cognitive and Brain Sciences, Leipzig, Germany

2: Day Clinic of Cognitive Neurology, University of Leipzig, Germany

Thursday, 16:10 – 16:40, Room 1 (5A-05) (text processing)

Text comprehension requires the continuous integration of utterances with both general world knowledge and the prior discourse context. Using a coherence judgment task, appropriate for both fMRI and patient studies, we have attempted to shed light on the neuroanatomical realization of inference processes. In this presentation, we focus on the behavior of brain damaged patients. The results suggest a role for the left prefrontal and anterior temporal cortices during coherence building.

Hemispheric dominance and inferences generation: Effect of the valence and of the relevance of emotional textual information

Virginie Fillon & Isabelle Tapiero

University of Lyon II, France

Thursday, 16:45 – 17:10, Room 1 (5A-05) (text processing)

In two experiments, we studied hemispheric differences in the generation of emotional inferences. Subjects read short passages that implied a character's emotional state. The last sentence of each passage induced readers to generate inferences related to the character's emotional state (positive or negative). Also, the test stimuli could match or mismatch emotional information. We showed that the right hemisphere was sensitive to the valence of the word to infer and to the relevance of information.

Grounding via gaze in collaborative physical tasks

Susan Fussell, Jiazhi Ou, Lui Min Oh & Jie Yang

Carnegie Mellon University, USA

Friday, 15:00 – 15:25, Room 3 (6A-05) (visual perceptions)

We use eye-tracking to investigate the role of gaze in conversational grounding during an online puzzle task. *Helpers* provided instructions while *workers* built the puzzle. We hypothesized that helpers would look more at the *pieces bay*, where unused pieces are stored, as puzzle size increased, as piece differentiability decreased, and in earlier trials. The results demonstrate that helpers seek visual evidence for workers' understanding when they lack confidence of that understanding.

Putting the 'meta' in metacomprehension

Thomas D. Griffin, Jennifer Wiley & Keith W. Thiede

University of Illinois at Chicago, USA

Saturday, 12:10 – 12:40, Room 1 (5A-05) (text processing)

A reader's ability to predict their test performance may not be a reliable indicator of their metacomprehension monitoring accuracy. Readers can and apparently do rely upon external, non-metacognitive text cues to predict their text-to-text performance. Interventions can improve performance prediction without improving monitoring accuracy. Unlike prediction of raw test scores, prediction of standardized scores is not improved by use of external text cues, thus may more reliably reflect differences in metacomprehension monitoring.

Emotion inferences during reading comprehension: are emotions terms included in readers' mental representations?

Pascal Gygax¹, Isabelle Reverte¹, Julien-François Gerber¹ & Isabelle Tapiero²

1: University of Fribourg, Switzerland

2: University of Lyon II, France

Thursday, 14:30 – 14:55, Room 1 (5A-05) (text processing)

The investigation of characters' emotion inferences has emerged in the last thirteen years as an important research area in the field of text comprehension. This paper, through two complementary experiments, furthers the findings that readers' mental representation of the text does not include specific emotions (Gygax et al., 2003), or specific emotion terms. Instead, it most likely encompasses elements related to the protagonists' physical reactions to the situation. This paper therefore offers a new insight into the exact nature of readers' mental representation built during reading.

Looking for lies in all the wrong places: disfluencies and discourse markers in deceptive conversation

Jeffrey T. Hancock¹, Amy Gonzales¹, Catalina Toma¹, Alastair Gill² & Michael Woodworth³

1: Cornell University, USA

2: University of Edinburgh, UK

3: Okanagan University College, Canada

Thursday, 12:10 – 12:40, Room 2 (5A-06) (conversation)

This paper examines disfluencies (*uh*, *um*, etc.) and the discourse markers *you know* and *mean* during deceptive conversations. Results suggest that while disfluency rates did not increase during deception, liars produced *you know* more frequently than truth-tellers and they used *I mean* more frequently during deceptive than during truthful conversations. We argue that liars use discourse markers strategically to increase mutuality with their partners and signal a lack of commitment to their utterances.

Answering attitude questions: What a fast response tells us

Bregje Holleman

Utrecht University, the Netherlands

Saturday, 10:00 – 10:25, Room 1 (5A-05) (text processing)

When respondents answer an attitude question in a standardised survey, they go through four stages: they interpret the question, they retrieve information from long-term memory, form a judgment (by integration of the information retrieved) and translate the judgment into one of the pre-coded response options. Measuring response latencies can help to obtain on-line insight into these cognitive stages. Usually, the time lapse is measured between the off-set of the question and the onset of an answer. Here, a new method is proposed, which supplies the possibility to distinguish between the processing time (reading and retrieval) versus the answering time of each question. Advantages and disadvantages of this measurement method will be discussed based on data gathered with 90 respondents. Also, it will be investigated whether the processing times and answering times are good indicators of respondents' attitude strength.

A computational model of coherence relations

Patrick Jeuniaux & Max Louwse

University of Memphis, USA

Friday, 14:40 – 14:55, Room 2 (5A-06) (coherence)

A computational model was developed to measure the relative contribution of coherence relations to the likelihood of a clause being included in a summary. This model automatically determines the relations between clauses and assigns weights to these relations. The model uses automated coherence relations. Simulations based on experimental data show that verb aspect, referentiality and causality primarily predict summarization.

How to measure a crucial level of text representation: the situation model

Judith Kamalski & Huub van den Bergh

Utrecht University / Uil-OTS, the Netherlands

Friday, 10:00 – 10:25, Room 1 (5A-05) (text processing)

Situation models are a crucial level of text representation. Therefore, if reading researchers want to know whether readers have actually understood the text, they want to measure the situation model representation. However, there is absolutely no consensus on what method to use. In this presentation, we will report on an experiment (n= 400) on the validity of four text comprehension tasks: multiple choice, cloze, sorting and mental model tasks. Results show that the sorting task appears to be the best choice.

The effect of similarity between protagonists' and readers' personalities in narrative comprehension

Hidetsugu Komeda & Takashi Kusumi

Kyoto University, Japan

Thursday, 15:00 – 15:25, Room 1 (5A-05) (text processing)

We examined whether similarity between protagonists and readers influenced situation model construction. Personality was measured using the extroversion scale. Participants read both similar and dissimilar protagonists in personalities. We analyzed sentence-reading times and ratings of protagonists' emotional states. Results suggest that greater similarity between protagonists and readers is associated with easier construction of situation models. Furthermore, introverted readers estimated higher anxiety in their protagonists, while extroverted readers assigned higher happiness ratings to theirs.

Constraining pronoun resolution: implicit causality verbs immediately alter the accessibility of discourse entities

Arnout Koornneef¹ & Jos van Berkum²

1: Utrecht University / Uil-OTS, the Netherlands

2: University of Amsterdam, the Netherlands / FC Donders Centre for Cognitive Neuroimaging Nijmegen, the Netherlands

Thursday, 11:40 – 12:05, Room 1 (5A-05) (sentence processing)

Pronoun resolution is important to maintain a coherent representation of a text. *Implicit causality*, a property of some interpersonal verbs, is known to affect this resolution process. In a word-by-word self-paced reading and an eye-tracking experiment, we studied how and exactly when implicit causality exerts its effect.

Our results suggest that implicit causality becomes available very rapidly and immediately constrains the process of pronoun resolution through altering the accessibility of the discourse referents.

Memory for claims of simple arguments

Christopher Kurby¹, M. Anne Britt¹ & Christopher R. Wolfe²

1: Northern Illinois University, USA

2: Miami University of Ohio, USA

Friday, 14:00 – 14:25, Room 1 (5A-05) (text processing)

People often solve reasoning problems from a gist representation (Brainerd & Reyna, 1998). Depending upon a gist representation for informal argument processing, however, can cause difficulties. Three experiments were conducted to examine the extent to which readers precisely represent claims. Participants read claim-reason arguments and recall the claim. Participants had poor memory (immediate and delayed) for the main predicate (e.g., “should mandate” or “is important”) which suggests that they rely on an imprecise claim representation.

Using discourse to measure the representational work of pilots during an approach briefing

Johann Ari Larusson, Vidar Orn Tulinius & Richard Alterman

Brandeis University, USA

Thursday, 16:45 – 17:10, Room 2 (5A-06) (conversation)

Pilots and co-pilots are engaged in a routine activity as they prepare to land an aircraft. Their collaboration occurs within a large system of representations [Hutchins, 1995]. How much of the interactive work is spent coordinating between representations? Our results show that much of their collaborative work entails coordinating between the representational forms of the checklist and the cockpit. This analysis is framed in terms of the Bangerter & Clark (2003) model of project navigation.

Revealing perceptual information in Latent Semantic Analysis

Max Louwerse, Patrick Jeuniaux & Matthew Ventura

University of Memphis, USA

Saturday, 9:30 – 9:55, Room 2 (5A-06) (text processing)

Latent Semantic Analysis (LSA) has shown that it cannot distinguish between antonyms and negations and is poor at distinguishing words that are typically embodied. By using multidimensional scaling (MDS) in combination with LSA semantic relations can be revealed that have previously been hidden. These findings are discussed against the background of a theoretical model that considers human language processing as understanding symbol interdependencies occasionally grounded in the comprehender's world.

Resonance process as a function of relations between protagonist's goal and subgoals

Daniel Martins & Catherine Jovet

Université Paris X- Nanterre, France

Thursday, 14:00 – 14:25, Room 1 (5A-05) (text processing)

According to Jovet *et al.* (2004), repeating a contextual cue associated with a subgoal close of the goal attainment influences the resonance process. It is assumed that the time needed to retrieve a goal should increase gradually as a function of the distance between a subgoal and the goal attainment. Results indicated that target sentences were read slower when a contextual cue associated with a subgoal close of the goal attainment was repeated.

Idioms' implicit influence on decision making (*cancelled*)

Matthew S. McGlone¹ & Heather Bortfeld²

1: University of Texas-Austin, USA

2: Texas A&M University, USA

(text processing)

We explored idioms' potential as an unobtrusive means of analogically framing decision scenarios. We asked undergraduates to read different versions of a

managerial decision scenario and to choose between two response options. The scenario versions differed in the number of sports idioms (e.g., "sales team") used to describe situational attributes. People's preference for an analogically consistent option was significantly influenced by the number of idioms present. However, those who preferred the consistent option rarely referred to the analogy when explaining their choices. These results suggest that idioms can exert an implicit influence on decision-making, compelling people to strive for analogical consistency without subjective awareness.

Suppressing temporal contradictory information: the role of children's working memory capacity

Gaëlle Molinari, Isabelle Tapiero & Géraldine Guannel

University of Lyon 2, France

Friday, 14:30 – 14:55, Room 1 (5A-05) (text processing)

We investigated the mechanism of suppression (Gernsbacher, 1997) with two groups of children (11-12 year-olds and 13-14 year-olds), and when a break in temporal cohesion is introduced in narratives passage. We also examined the influence of children's working memory capacity on the occurrence of this suppression mechanism. Our results indicated that older children are more efficient at suppressing inconsistent information than younger children but that this efficiency is a function of their WM capacity.

Animating words during the comprehension of transference sentences

Vicente Moreno & Manuel De Vega

University of La Laguna, Spain

Thursday, 12:10 – 12:40, Room 1 (5A-05) (sentence processing)

Using a new experimental paradigm we study how sentence comprehension might activate perceptual and motoric representations. Sentences with transference verbs were built, involving an implicit forward (*The ball, I threw to my friend*) or backward motion (*The ball, my friend threw to me*). The sentences were presented word by word, and the verb (e.g., *threw*) was animated on the screen with a forward or backward motion that either matched or mismatched the sentence meaning. Readers were asked to move their hand in the same direction than the animated word, and to make a semantic judgment on the sentence. We found an interference on the semantic task for the matching condition, suggesting that understanding uses cognitive resources shared by perception and action.

The subjectivity of readers' perceptions of lexical cohesion and lexical semantic relations in text (*cancelled*)

Jane Morris & Graeme Hirst

University of Toronto, Canada

(coherence)

The results of an empirical study of readers' perceptions of lexical cohesion and lexical semantic relations in three *Reader's Digest* articles are presented. The subjectivity of the perceptions of lexical cohesion averaged 60% over the 3 texts. Most (71%) of the relations identified were non-classical (not hyponymy, meronymy, synonymy or antonymy). A set of 22 relation types was found to cover almost all of those given by our readers.

Causality by default or top down expectations? On the processing of causal relations in expository text

Gerben Mulder & Ted Sanders

Utrecht University / UiL-OTS, the Netherlands

Friday, 11:40 – 12:05, Room 1 (5A-05) (text processing)

How can we explain the processing advantage of causal relations as opposed to additive relations? In our experiment we tested two possible explanations: causality-by-default and top down expectations. The first explanation stresses the role of causality itself, and the second reader expectations elicited by the text. The results show that the processing advantage of causal relations is attributable to top down expectations. We will discuss the consequences of this finding for theories of discourse processing.

Testing the limits of the semantics illusion phenomenon: ERPs reveal temporary semantic change deafness in discourse comprehension

Mante S. Nieuwland¹ & Jos van Berkum^{1,2}

1: University of Amsterdam, the Netherlands

2: F. C. Donders Centre for Cognitive Neuroimaging Nijmegen, the Netherlands

Thursday, 15:40 – 16:05, Room 1 (5A-05) (text processing)

In two ERP-experiments we examined whether discourse context could overrule a local semantic violation. In both experiments, subjects listened to stories in which a person was engaged in conversation with an inanimate object. In experiment 1, story-initial animacy violations reflected in an N400 effect were completely neutralized further down the story. In experiment 2, canonical but story-irrelevant inanimate predicates assigned to the inanimate object elicited an N400 effect, compared to contextually appropriate animate predicates.

Discourse based lexical anticipation during language processing: prediction or priming?

Marte Otten¹ & Jos van Berkum^{1,2}

1: University of Amsterdam, the Netherlands

2: F. C. Donders Centre for Cognitive Neuroimaging Nijmegen, the Netherlands

Friday, 11:10 -11:35, Room 1 (5A-05) (text processing)

Results of a recent experiment by Van Berkum et al. (in press) suggest that Dutch listeners can use prior discourse to make online predictions about upcoming words. We examined whether this effect is based on message-level discourse content, on some form of convergent lexical priming, or on both. The results suggest that after an initial crude prediction based on priming, subjects form a more refined prediction based on the actual message of the discourse.

“It’s like, why not the judge?”: On the multifunctional usage of direct speech in the jury room

Esther Pascual

Free University Amsterdam, the Netherlands

Thursday, 15:00 – 15:25, Room 2 (5A-06) (conversation)

This presentation deals with the English [(be) like + direct speech] construction (e.g. “I was like, ‘oh my God’”). I will focus on this construction’s usage of the direct speech in order to refer to speech, thought, emotions and intentions. Through the study of the full transcript of a real jury deliberation in an American murder trial, I will attempt to show that the construction’s functional versatility emerges from the pragmatics of direct speech.

Connectives, text comprehension & foreign language proficiency: A contrastive study of the impact of causal and contrastive connectives on text comprehension

Julien Perrez & Liesbeth Degand

Université Catholique de Louvain (UCL), Belgium

Friday, 15:00 – 15:25, Room 2 (5A-06) (coherence)

This paper presents the results of three experiments which tackle the relation between (foreign) language proficiency and the impact of connectives on text comprehension. In these experiments, the impact of the investigated expressions has been measured in various ways among different groups of subjects (natives & learners). The provisional results suggest that the learners do not profit from the presence of connectives before they have reached a certain level of foreign language proficiency (threshold hypothesis).

Cost-free processing of the “*institutional They*”

Tony Sanford, Catherine Emmott, Lorna Morrow & Ruth Filik

University of Glasgow, UK

Thursday, 11:10 – 11:35, Room 1 (5A-05) (sentence processing)

“Institutional They” occurs when something is introduced as *They* without a prior antecedent, as in *On the plane, they were two hours serving the first lot of drinks*, or *When Mrs Smith’s house was broken into, they smashed her display cabinet*. Using eye-tracking, we demonstrate no apparent cost to the absence of an antecedent, though there is with *He* or *She*. We argue that *They* is accepted when underspecified, while singulars are not.

French adverbial *Parallèlement*: between connective and “frame introducer”

Laure Sarda & Michel Charolles

Lattice CNRS & ENS (UMR 8094), France

Saturday, 11:40 – 12:05, Room 2 (5A-06) (coherence)

We propose a corpus study of the French adverbial *Parallèlement*. We will first present our theoretical framework, based on the Discourse Framing or *forward-labelling Model* (Charolles 1997, Charolles et. al., to appear). We will then describe the lexico-semantic properties of *Parallèlement*, and finally examine how it behaves as a manner, temporal and textual adverbial. Emphasis will be put on the description of its triple role as modifier, anaphoric/ connective and ‘frame introducer’.

The influence of visual perceptions on sentence understanding

Marc Schipper, Franz Schmalhofer & Uwe Friese

University of Osnabrück, Germany

Friday, 14:30 – 14:55, Room 3 (6A-05) (visual perception)

Parallel presented auditory and visual stimuli implying the shape of an object followed by a line drawing showing the object in the implied shape (match),

another, not implied shape (mismatch) or a filler item were presented to 40 participants. The participants had to decide if the pictured object was mentioned in the auditory presented sentence. Responses were significantly faster when the pictured object's shape was implied by the parallel auditory and visual presentation (match).

Visual background and visual focus as contextual influences for comprehending spoken sentences

Franz Schmalhofer, Uwe Friese & Marc Schipper

University of Osnabrück, Germany

Friday, 14:00 – 14:25, Room 3 (6A-05) (visual perception)

The influence of perceptions on comprehension was investigated. 40 participants listened to sentences like "Fred saw an eagle" while a picture (e.g. sky or trees) were shown. The latencies of recognizing that a subsequent picture showed an animal that was mentioned by the sentence were faster when the shape of the animal suited the background picture. In a second experiment, a far or close visual focus was employed instead of the different background pictures. The results are interpreted within Zwaan's (2004) immersed experiencing framework.

Paralinguistic and visual evidence of misunderstanding in survey interviews

Michael F. Schober¹, Frederick G. Conrad² & Wil Dijkstra³

1: New School for Social Research, USA

2: University of Michigan, USA

3: Free University Amsterdam, the Netherlands

Thursday, 11:40 – 12:05, Room 2 (5A-06) (conversation)

Paralinguistic and visual evidence of need for clarification was examined in 42 Dutch survey interviews that varied interviewing style (strictly standardized and collaborative) and mode (face-to-face vs. telephone). Results demonstrate that different interviewing situations lead to differential kinds of evidence of clarification. In particular, respondents use *um* and *uh* more frequently in telephone interviews; in face to face interviews gaze aversion during an answer is particularly informative that an answer is likely to be unreliable.

Effects of cultural background and communication medium on conversational grounding and persuasion

Leslie D. Setlock, Craig O. Stewart, Susan R. Fussell & Christine Neuwirth

Carnegie Mellon University, USA

Saturday, 10:30 – 10:55, Room 1 (5A-05) (hypertext)

We examine relationships between high- and low-context cultures and richness of communication media. American-American (AA), Chinese-Chinese (CC) and American-Chinese (AC) pairs worked on two collaborative tasks, one face-to-face and the other via Instant Messaging. AA pairs were most efficient; CC pairs were least efficient, particularly in face-to-face settings. However, members of CC pairs were more persuaded by their partners. Qualitative coding of argument structure in the dialogues suggested that CC pairs approached the task differently.

Coordinating conceptual misalignment in discourse and the limits of clarification

Anna Suessbrick¹, Michael F. Schober¹ & Frederick G. Conrad²

1: New School for Social Research, USA

2: University of Michigan, USA

Thursday, 11:10 -11:35, Room 2 (5A-06) (conversation)

A model of comprehension in spoken discourse is proposed, specifying six pathways that interlocutors follow when coordinating a reference. In a survey interview context, results indicated that respondents' conceptualizations were significantly more variable than theories of reference would predict, and yet response accuracy was generally good. It appears that partial conceptual alignment is sufficient for successful communication—if participants are aligned on the relevant dimension—and that clarification is only helpful under certain circumstances.

Be neither in nor out: interviewing the journalist-politician

Martina Temmerman

Erasmus Hogeschool Brussel, Belgium / University Antwerp, Belgium

Thursday, 14:00 – 14:25, Room 2 (5A-06) (conversation)

This paper discusses the ways in which interviews with a politician who has journalistic experience, deviate from ordinary interviews with politicians. Interviews of the official Flemish television channel are analysed, comparing four interviews with a party chairman who used to be a political journalist to similar interviews with 'ordinary' politicians. In the interviews with the former journalist, the interviewers appear to be less neutral and the interviewee appears to be more hindered than helped by his journalistic past. This is indicated by explicit as well as implicit references, by the way of address that is used and by the kinds of questions and statements that are uttered.

Canceling updating in counterfactuals

Mabel A. Urrutia & Manuel De Vega

University of La Laguna, Spain

Friday, 9:30 – 9:55, Room 1 (5A-05) (text processing)

Participants were given counterfactual (e.g., *If I were a rich man I'd buy a palace*) versus factual sentences (e.g., *Since I am a rich man I bought a palace*) embedded into short narratives. We collected reading times (Exp. 1), or probe test latencies (Exp. 2) to find that, after reading a counterfactual sentence, readers did not update the situation model but they kept the initial situation state.

The discursive transformations of disputes through formulations and decisions

Fleur Van der Houwen

University of Southern California, USA

Thursday, 16:10 – 16:40, Room 2 (5A-06) (conversation)

This paper analyzes the linguistic transformations litigants' stories on *Judge Judy* undergo, focusing on 'formulations.' Through formulations and decisions Sheindlin transforms the two opposing stories into a new version of events by acknowledging, denying, emphasizing, deemphasizing, ignoring, or even creating elements in the stories litigants tell. By doing so, she can funnel the often complex and opposing stories that litigants tell into a simple story leading to coherent judgments with clearly winning and losing litigants.

Distinguishing between content conditionals and inferential conditionals: some experimental evidence

Sara Verbrugge, Hans Smessaert & William Van Belle

University of Leuven, Belgium

Saturday, 10:00 – 10:25, Room 2 (5A-06) (coherence)

The difference between antecedent subclauses of content conditionals and those of inferential conditionals is standardly associated with a high degree versus a low degree of clause integration with their respective consequent main clauses.

This paper reports on an experiment measuring clause integration in terms of the semantic compatibility between conditional sentences and alternative formulations (1) inserting an evidential adverb into the consequent main clause, (2) replacing the subordinating conjunction or (3) clefting the conditional subclause.

POSTER SESSION 1

Thursday 7 July (9:30 – 10:55 hours) near Auditorium
Topics: sentence processing, text processing, text analysis

Updating protagonist's emotions: When reinstating initial bias emotion becomes a difficult task

Nathalie Blanc¹, Pascal Gygax² & Denis Brouillet¹

1: University of Montpellier 3, France

2: University of Fribourg, Switzerland

Text processing

In two experiments, we investigated how do readers update the protagonist's emotions as they proceed through narrative texts. Specifically, we pursued de Vega et al., (1996)'s works by exploring whether readers can reinstate an initial bias emotion that was inhibited during reading. We also examined whether the affective valence of protagonist's emotions determines the ease with which readers update their situation model. The results suggested that updating is not independent of the valence of the main protagonist's emotion.

The illocutionary and hierarchical dimensions of political manifestos (*cancelled*)

Marcel Burger

University of Lausanne / Laboratoire d'analyse linguistique des discours médiatiques,
Switzerland

Text analysis

Within the framework of Social Discourse Analysis, this paper deals with the hierarchical and illocutionary structures of a particular discursive "genre": the political manifestos. Focusing on these dimensions underlines the link between textual structures and social practices and therefore allows to detail the communicative strategies manifested by a text. The data taken under analysis is that of the manifesto of a Committee criticising the attitude of the Swiss Government in the recent context of escheated Jewish funds in the Swiss banks.

To know or not to know: the consequences of the protagonist's beliefs on the specificity of emotional inferences generated

Émilie Castan & Nathalie Blanc

University of Montpellier 3, France

Text processing

In this study, we explored whether the protagonist's state of knowledge of the situation may determine the specificity of emotional inferences readers generated. We used the material of de Vega et al., (1997). In a first experiment, we replicated their results with a word completion task, except that the specificity of emotional inferences was low when the protagonist ignored relevant aspect of the situation. Converging results were obtained in a second experiment for which we collected reading times.

Reading goals modulate the functional connectivity between language areas in human brain

Ho Ming Chow, Uwe Friese & Franz Schmalhofer
University of Osnabrueck, Germany
Text processing

When readers adopt text- or situation-focused reading goals, differences in the resulting cognitive representations can be observed (Griesel et al., 2003; McDaniel et al., 2001). We suspect that the brain regions responsible for these two strategies are similar but the activity level and the collaboration between the language areas are different. This hypothesis has been studied by using functional magnetic resonance imaging (fMRI) and functional connectivity analysis.

Processing flashbacks in narratives: The effect of temporal distance

Berry Claus & Stephanie Kelter
Technical University of Berlin, Germany
Text processing

In three experiments we examined the reading times for flashback-sentences describing events that were temporally of longer or shorter distances from the current narrative now point. A temporal distance effect was observed when numerical temporal information had to be utilized to determine the respective event time (e.g. *Ten minutes / two hours ago*), but not if only the reference to another event was critical (e.g. *Before his work out he had to ...*).

Using affective/connotative dimensions of deep vocabulary knowledge to infer the meaning of words in context

Roberta Corrigan
University of Wisconsin-Milwaukee, USA
Sentence processing

Two dimensions of connotative meaning are examined to determine their effect upon American-English speakers' vocabulary choices. In two experiments, college students completed sentences that were missing either verbs or adjectives describing sentence nouns. The students systematically used the evaluation and potency of the non-missing information to constrain their vocabulary choices. This suggests that affective/connotative aspects of word meaning are part of deep vocabulary knowledge, which has been shown in other research to predict reading comprehension.

Anticipating verbs during on-line spoken sentence processing?

Dieuwke de Goede & Roelien Bastiaanse
University of Groningen, The Netherlands
Sentence processing

We present a Cross-Modal Lexical Priming experiment that shows priming of verbs before their actual occurrence at the end of main clauses in Dutch. We suggest that these results indicate that listeners anticipate the upcoming verb when processing verb-final constructions. Post-hoc off-line tests fail to support the

alternative hypothesis that the effect indicates direct lexical priming from the object head noun.

Reading aloud narratives: effects of text structure on prosody

Hanny den Ouden¹ & Carel van Wijk²

1: Utrecht University / UiL-OTS, the Netherlands

2: Tilburg University, the Netherlands

Text processing

The focus of this study is on prosodic marking of text structures in two types of read aloud narratives: the linear 'causal chain' type and the hierarchical 'story grammar' type. Pause duration between sentences was related clearly to their level in text structure in both types. Only the hierarchical type displayed a systematic relation with pitch range as well. Whereas in linear texts prosodic marking concentrates on chunking, in hierarchical texts it is used also for foregrounding.

Processing news: when highly connoted pictures promote the comprehension process

Mélanie Dulucq & Nathalie Blanc

University of Montpellier 3, France

Text processing

In two experiments, we explored whether highly negative pictures illustrating news texts disrupt the comprehension process. We used a multidimensional approach to investigate pictures' effect on the comprehension process. The monitoring of four critical situational dimensions was studied: Space, Time, Entity and Causality. Unexpectedly, highly negative pictures promoted the monitoring of Causality. However, to benefit from the presence of highly negative pictures, readers have to be exposed at least three times to intense material before reading.

A girls' night out: Magazine discourses about women's drinking habits

Isabel Ermida

University of Minho, Portugal

Text analysis

Women's magazines provide the readers with conflicting representations of femaleness while underpinning a fundamentally emancipatory stance. This paper focuses on the contradictory discourses that the British editions of two best-selling cases – *Cosmopolitan* and *Vogue* – display about a specific topic, women's drinking habits. It applies a multimodal discourse analytic approach to reveal the visual, verbal and textual marks that reflect, and shape, various identity constructions. Besides, it looks into the role that several voices – medical, aesthetic, psychological, consumerist – play in this construction.

The influence of causal beliefs on the activation of causal consequence inferences: Causal power and magnitude effect

Inmaculada Escudero & Jose A. León

Universidad Autónoma de Madrid, Spain

Text processing

In two experiments, we analyze the influence of causal beliefs on the generation of causal consequence inferences. In experiment 1, we analyze their influence on the activation of the inferences. In experiment 2, we investigate how causal beliefs influence the evaluation of additional factors. The results show that causal beliefs determine inference activation. These beliefs are so strong, that the combination of the factors does not accelerate the inference activation. Important implications arise for the study of causal cognition in reading.

Discourse technologies and the textual stabilization of social change (*cancelled*)

Brenton Faber

Clarkson University, USA

Sentence processing

Paper examines structural discourse features that construct, enable, and resist change narratives in organizational texts. Data set are emails used to promote new organization-wide software within an academic organization. Findings show: Conjoining of modality and presupposition in narratives promoting an ideological rationale for change; Correlation between relative clause use and contextual instability in change implementation. The research elaborates grammatical and pragmatic structuring of "technologized discourse," offering features for identifying, critiquing, and resisting this textual process.

**Disruptive settings in context: a micro analysis of negative theme zones in political interviews
(cancelled)**

Anita Fetzer

University of Lueneburg, Germany

Sentence processing

This contribution examines the connectedness between the contextual configuration of a disruptive setting and the grammatical category of a clause-initial position: the theme zone. Both are context-dependent. The former is sequential and anchored to social, linguistic and cognitive contexts, and the latter is local and anchored to linguistic context. Parts I and II present the theoretical framework required for the analysis of sequences and theme zones. Part III and IV examine the necessary conditions for a disruptive setting and adapt them to a micro analysis of political interviews.

The influence of bilingualism on story comprehension

Frédérique Fornier, Daniel Martins & José Manuel Da Costa Esteves

Université de PARIS X, France

Text processing

The purpose of this research was to study how bilingual individuals can pass from one lexicon to another in a text comprehension task. The results indicate that our subjects only detected text incoherence in French monolingual conditions and that they used strategic processes to manage a task they misinterpreted as a French language test. We advocate to better control the population and to improve our material in order to clarify these results.

The resolution of ambiguity in text: a computational model

Stefan L. Frank¹, Mathieu Koppen¹, Leo G.M. Noordman^{1&2}, Wietske Vonk^{1&3}

1: Radboud University Nijmegen, the Netherlands

2: Tilburg University, the Netherlands

3: Max Planck Institute for Psycholinguistics

Text processing

We present a computational model that simulates how ambiguous text is disambiguated using background knowledge. The model extends Frank et al.'s (2003) DSS model of knowledge-based inference by adding a process that chooses between the alternative readings of the text. Comparing the model's results to data from experiments on the resolution of ambiguous pronouns shows that the model correctly predicts the effects of processing depth and context informativeness on reading times and error rates.

An fMRI-study on the recognition of text statements in dependence of prior reading experience

Uwe Friese¹, Franz Schmalhofer¹, Karin Pietruska¹, Roland Rutschmann², Markus Raabe¹, Ho Ming Chow¹

1: University of Osnabrueck, Germany

2: University of Regensburg, Germany

Text processing

We conducted an event-related fMRI-experiment to localize brain areas that are primarily involved in memory retrieval processes as opposed to constructive, situation model processing during language comprehension. Participants read sentences in four different versions (explicit, paraphrase, inference and control sentences) and performed a recognition test on text fragments. The results provide evidence for a contribution of brain regions around Wernicke's area. We contrast these findings with results from a previous experiment.

Influence of the nature of contextual information on the activation and integration of predictive inferences generation

Sonia Galletti & Isabelle Tapiero

Université Lumière Lyon 2, France

Text processing

We investigated the influence of the nature of contextual information on the generation of predictive inferences. Inferences generation were evaluated during and at the end of the reading of texts. These texts described a focal event either high or low in causal sufficiency. Emotional and causal contextual information preceded the presentation of this event. Our results indicated that emotional information influences the strength of the sufficiency and consequently the generation of predictive inferences.

Journalistic discourse: making choices to persuade

Monika Kalin Golob & Melita Poler Kovačič

University of Ljubljana, Slovenia

Text processing

The authors analyze the reports in three Slovene daily newspapers, referring to the integration of Slovenia within NATO six months before joining it. The main stylistic characteristic is the explicit absence of the author, which is recognized in the usage of unmarked language means. Our study focuses on deviations from the expected stylistic norm which could be regarded as concealed or open (mis)use of linguistic means showing the authors' opinions and influencing the addressees.

The influence of prefrontal lesions on situation model processes

Thomas Guthke¹, E.C.Ferstl^{1&2}, T. Jentsch¹, M. Rinck³ & D.Y. von Cramon²

1: University of Leipzig, Germany

2: Max-Planck-Institute of Cognitive Neuroscience, Germany

3: University of Maastricht, the Netherlands

Text processing

We used an inconsistency paradigm for evaluating situation model building after brain damage. 11 patients with and 9 patients without prefrontal lesions had to listen to short stories. Many stories contained inconsistencies with respect to the temporal or emotional aspects of the situation model. The patients' task was to indicate inconsistencies in the story. There was no difference for the temporal

condition, but the patients with prefrontal lesions had more difficulties in the emotional conditions.

Encoding and maintenance in working memory during text comprehension (*cancelled*)

Natalía Irrazabal & Débora Burin
Univ. de Buenos Aires, Argentina
Text processing

Two experiments explored the role of working memory components in narrative comprehension involving spatial changes, manipulating the spatial consistency and type of interference (verbal, spatial, no interference) during encoding and retention interval. Both experiments showed higher reading times in the inconsistent condition, and significant differences in reading times in the verbal interference condition, whereas spatial interference had no significant effect. These results suggest that narrative comprehension with spatial displacements requires mainly verbal working memory resources.

Theory-based or examples-based designing and conducting experiments

Herman Jonker & Jos Beishuizen
Vrije Universiteit Amsterdam, the Netherlands
Text processing

Students were requested to read an expository text, that consisted of theory and example paragraphs, on human memory in preparation of a target problem. The target problem was to design, conduct and interpret outcomes of their own simulation experiments after reading (portions of) the text. The learning style concrete elaboration was used to split the group across the median, and hypotheses were formulated for differences between high and low concretisers.

Goal-subgoals structure and resonance process

Catherine Jovet
University of Paris X, France
Text processing

The resonance model (Myers & O'Brien, 1998) assumes that an automatic resonance process constitutes the mechanism for retrieving prior information. This process is influenced by the degree of overlap between the information currently processed and the information stored in long term memory. The study proposed to test the hypothesis that the distance between a contextual cue associated to a subgoal and the goal in the text's surface structure may influence the retrieval of the goal.

Metacognitive knowledge and narrative text comprehension

Daniela Miazza, Francesca Bianchi, Maria Assunta Zanetti, Roberto Pazzaglia
University of Pavia, Italy
Text processing

This study aimed to investigate the efficacy of a metacognitive training program on the acquisition and development of narrative text comprehension skills in year-one primary-school children. Two experiments were carried out. The experimental groups followed a metacognitive training program focusing on narrative text comprehension and were tested for comprehension and re-production abilities at the end of the program. The results seem to confirm that metacognitive methods are a powerful spur to the acquisition of learning abilities.

Generalizing experimental results: on the use of multilevel analysis in processing research

Gerben Mulder & Huub van den Bergh

Utrecht University / Uil-OTS, the Netherlands

Text processing

Researchers should prove that their experimental results can be generalized to both a population of items and a population of subjects at the same time. Unlike standard analysis of variance, multilevel analysis is a statistical technique that enables the researcher to do so. We will show how a simple design can be analyzed with the technique and discuss many of the advantages of multilevel modeling as opposed to analysis of variance.

Marks of oral discourse processing in written texts

Bernardo E. Pérez Álvarez

Universidad Michoacana de San Nicolás de Hidalgo, Mexico

Text processing

This paper examines the intersection between orality and writing, with special emphasis on the cohesion of written texts. Corpus work shows a special structure of written texts, in many ways just as a translation from oral structures and processes. The main hypothesis of this work is that some writing problems should be explained as a confusion of two communicative forms: oral and written.

Do social factors constrain children's understanding of verbal irony?

Penny M. Pexman & Melanie Glenwright

University of Calgary, Canada

Sentence processing

In two studies, we investigated whether 5- to 10-year-old children incorporate social factors when interpreting verbal irony. We found that children used information about speaker personality traits, but did not use information about speaker-target relationships, to inform judgments about speaker intent for ironic remarks. This is evidence that children consider certain social factors to be relevant constraints for irony, and that the set of relevant constraints may be different than that considered by adults.

When production meets comprehension : effects of the possessive anaphora and thematic break on a story continuation task

Sophie Piérard¹ & Yves Bestgen²

1: Université Catholique de Louvain, Belgium

2: FNRS/UCL

Text processing

In the comprehender's mental representation built while reading a text, activation of referents increases and decreases following the probability that these referents will be referred to again in the text. By using a story continuation task, we studied two factors we expected would affect the referent's activation and consequently its form in the text continuation. We observed a dissociation between these factors: (a) a thematic break affects the subsequent use of a referent while (b) the kind of anaphora used affects how it is referred to.

Do text processes share cognitive resources?

Katherine Rawson

Kent State University, USA

Text processing

This research tested the hypothesis that text processes share processing resources. Texts contained two critical sentences that warranted a causal inference. Syntax

of the second sentence was more or less difficult to parse. Results from lexical decision suggested that causal inferences were formed when syntax was less difficult, whereas inferencing was constrained when syntax was more difficult. These results suggest that text processes share resources. Follow-up experiments ruled out alternative interpretations.

Reality monitoring and comprehension in reading first-hand accounts

Tobias Richter

University of Cologne, Germany

Text processing

Research on interpersonal reality monitoring has shown that people use cues such as the presence of perceptual and emotional information to assess the believability of first-hand accounts given by others. Using journalistic first-hand accounts as text materials, the present experiment investigated goal-dependent reality monitoring processes and the influence of these processes on knowledge-based text comprehension. Results provide evidence for a strong link of reality monitoring and comprehension processes.

Children's discourse: the acquisition of reference in Dutch spontaneous speech

Margot Rozendaal

University of Amsterdam / Amsterdam Center of Language and Communication, the Netherlands

Conversation

This study investigates the acquisition of reference in the spontaneous speech of three Dutch-speaking children between 2;0 and 3;3. The results show a developing sensitivity for the form-function patterns commonly found in the adult language. Pragmatic errors in reference show an over-all decrease, although a detailed analysis reveals differing patterns for referent introduction, maintenance and shift. The results will be discussed from a (developmental) morphosyntactic perspective as well as from a pragmatic point of view.

Can ESL students identify emphatic features of advertisements?

Reima Sado Al-Jarf

King Saud University, Saudi Arabia

Text processing

The study investigated ESL students' ability to comprehend and identify emphatic structures in advertisements. 60 ESL college students enrolled in a stylistics course took a test in which they were asked to identify the emphatic features of an advertisement. Students' correct and incorrect responses were analyzed and the features that are easy to identify and those that are difficult to identify will be reported. Recommendations for classroom instruction will be given.

Die hard: on pragmatic specification of SIOV versus SIVO-sentences in Middle English (*cancelled*)

Augustin Speyer

University of Pennsylvania, USA

Text analysis

Unlike Old English, Middle English (1150-1500) was categorically Infl-medial. However, it continued to allow old OV alongside of new VO word order. A corpus study reveals a distinct pragmatic conditioning effect for the two word orders, OV being preferred for objects expressing given information. There is no effect of focus. The pragmatic specialization of the old OV option may have allowed it to avoid direct competition with the new VO order.

Topic activation during the reading of lengthy text

John R. Surber & Mark Schroeder

University of Wisconsin-Milwaukee, USA

Text processing

While reading a lengthy informative passage on-line, the reader was periodically interrupted to respond "Y" to a single word if it named the current subtopic of the passage and "N" otherwise. The results of this embedded reaction time task show that the subtopic was activated immediately after explicit mention but activation waned before the end of the subtopic section. These results are related to reading patterns and recall of subtopics.

The dynamic of the comprehension process

Maité Taffin & Denis Brouillet

University of Montpellier 3, France

Text processing

This work dealt with the dynamic aspect of the comprehension process. We explored whether the coherence of the situation model that was supposed to be achieved at the end of the reading process can evolve in response of the comprehension questions. Our main data revealed that plausible but unmentioned information seemed to affect the readers' answer to comprehension questions. Overall, we highlighted the contribution of episodic theories of memory in the text comprehension domain.

Fuzzy syntax: zero anaphora in Chinese discourse (*cancelled*)

Liang Tao

Ohio University, USA

Sentence processing

This study proposes the fuzzy nature of syntax in language processing. Results from two experiments indicate that conceptual packaging of information is more

important than specific syntactic structures when elliptical expressions are presented with abundant zero anaphora, leaving syntax to be at a fuzzy stage. An accessibility centered, context-dependent principle of emergent reference is thus proposed to account for discourse processes with abundant occurrence of zero anaphora in Mandarin Chinese.

Modeling spatial inferences

Matthew Ventura, Sidney D'Mello, Max Louwerse & Art Graesser

University of Memphis, USA

Text processing

The present paper outlines the Mental Model Algorithm (MMA), a model of spatial reasoning that uses a simple analogical representation in Euclidean space to specify the spatial boundaries of prepositions. Based on humans' performance on undetermined spatial reasoning problems, the MMA predicted preferences in the resolutions of undetermined positions of shapes. Additionally, the MMA is proposed to be a simpler algorithm than propositional calculus models in that only a small set of rules are required to build spatial configurations.

NP- or S-coordination? The immediate influence of contextual knowledge on the processing of structural ambiguities

Nina Versteeg

Utrecht University / UiL-OTS, the Netherlands

Sentence processing

Texts regularly contain ambiguous constructions. How do readers solve these? Do factors like syntax, semantics, pragmatics and world knowledge all *immediately* play a role in this process? Or is the initial analysis of a sentence based solely on syntactic factors and do other factors only come into play during later stages of processing ('reanalysis')? These questions were investigated in a completion study, a judgement study and an on-line reading experiment.

On-line assessment of reading comprehension skills and strategies of school children (*cancelled*)

Eduardo Vidal-Abarca, Tomas Martínez, Ramiro Gilabert, Pilar Sellés & Raquel Cerdan

University of Valencia, Spain

Text processing

Behavioural on-line measurements record data of reading and rereading times while reading by preserving the natural course of reading, and they give an account of the reader's strategies. A computerized test to assess school children's skills and strategies called TEC-e (Test de Estrategias on-line de Comprensión, *Test of on-line Comprehension Strategies*) based on a research tool that records behavioural on-line data called *Read&Answer* has been used to capture reading comprehension strategies of 5th, 7th and 9th graders. TEC-e automatically generates a report which includes: (a) comprehension scores, (b) on-line measures, and (c) pattern of reading comprehension strategies. Results show that TEC-e is useful to assess the student's comprehension skills and strategies.

Children talking about language: analysing metalinguistic discussion and its role in text comprehension

Nicola Yuill, Pat George, Cindy Kerawalla, Amanda Harris, Rose Luckin & Darren Pearce

University of Sussex, England

Text processing

Previous research shows that children with poor text comprehension often have poor awareness of language. This paper describes analyses of interactions of 14 pairs of 7- to 9-year-olds discussing verbal jokes, thus engaging them in metalinguistic discussion, as a way of enhancing text comprehension. We present a method of analysing metalinguistic talk and show that children are capable of frequent sustained metalinguistic discussion. Frequency and type of such talk is linked to comprehension improvement.

Prior knowledge influences on learning and memory of narrative and expository text

Michael B. W. Wolfe & Joseph A. Mienko

Grand Valley State University, USA

Text processing

Learning and memory of narrative and expository texts were examined. Subjects completed a circulatory system knowledge test, read a narrative or expository text with similar content, then completed free recall and post tests to assess memory and learning. Learning was greatest at intermediate levels of prior knowledge. Further, higher knowledge readers benefited more from expository than narrative texts. Prior knowledge predicted memory for expository, but not narrative texts. Results suggest processing differences between text genres.

Story comprehension by children with typical language development and children with specific language impairment: Comparison of two models of verbal working memory (*cancelled*)

Elena Zaretsky

UMass, USA

Text processing

Language comprehension is considered one of the most important higher cognitive processes in any language-oriented society. Complex language processing relies on the function of the Verbal Working Memory (VWM). Currently, two models of VWM account for complex language comprehension: Baddeley's (2000) tripartite model of Working Memory and Just & Carpenter's (1992) model of Functional Working Memory (FWM). The study examines the implications of both models on auditory story comprehension in typical and disordered population.

Age-related differences in children's ability to understand and retell a story: reformulation?

Elena Zaretsky¹ & Claire Martinot²

1: UMass, USA

2: University René Descartes, France

Text processing

Retelling a story is not a singular task. Two main components of this process that can be identified: 1) the internalization of the source text, and 2) choosing appropriate lexical items that adequately reflect, or reformulate, the source text. The aim of the study is to show that children have an active role in acquiring their language, and that the initially available and memorized linguistic data determine what children can produce and how they do it.

POSTER SESSION 2

Friday 8 July (16:45 – 17:15 hours) near Auditorium

Topics: coherence, conversation, corpus analysis, hypertext, information retrieval, perception

There is more to lexical cohesion than chains

Beata Beigman Klebanov & Eli Shamir

The Hebrew University of Jerusalem, Israel

Coherence

Lexical cohesion refers to the perceived unity of text achieved by the author's usage of words with related meanings (Halliday and Hasan, 1976). Results of a reader based experiment reveal richer lexical cohesive structures than in lexical chains model often assumed in applied research (Silber and McCoy, 2002; Barzilay and Elhadad, 1997; Morris and Hirst, 1991). In particular, readers are sensitive to rhetorical exploitation of different aspects, or even senses, of the same word.

The enactment of evasive talk: Appropriateness and flouting the cooperative principle

Lawrence N. Berlin

Northeastern Illinois University, USA

Conversation

The current study identifies the conditions and contexts in which evasive talk and its concomitant flouting of the Cooperative Principle (Grice, 1975) are deemed acceptable. Specifically, during the hearings of the 9-11 Commission (a commission formed to investigate the circumstances and possible culpability of responsible parties leading to the security breach involved with the incidents of 9-11-2001 in New York City and Washington, DC), government officials engaged in evasive talk while under oath during questioning.

Using acknowledgement tokens and discourse markers to coordinate dialogue in negotiation tasks

Sophie Bettex & Adrian Bangerter

Université de Neuchâtel, Switzerland

Conversation

Acknowledgment tokens and discourse markers are used to coordinate vertical and horizontal transitions in conversations. An analysis of dialogue in a negotiation task investigated specific French discourse markers at the level of the task and of the subtasks. Results indicated that *okay* was used to enter and exit the global task and subtasks whereas *mhm* was used as a continuer. These and other results show that different markers are specialized for different types of coordination.

Detecting incoherent informal arguments

Anne Britt & Christopher Kurby

Northern Illinois University, USA

Coherence

Two experiments investigated students' ability to detect incoherent arguments. In experiment one, undergraduates frequently failed to notice when arguments were not coherent and training did not improve their performance. Experiment 2 created a stronger tutorial that trained students to pay attention to the stance which is the main predicate of the claim. This tutorial was effective in training students to detect incoherent arguments, but only when the stance training included immediate feedback during practice.

Analysing student's reading strategies in multiple sources using a thinking-aloud method

Raquel Cerdán

University of Valencia, Spain

Perception

We designed an experiment to study the reader's strategies when working with multiple sources of information using a Think-aloud Methodology. Twenty-three university students read three texts and answered one general or several specific questions on bacteria resistance to antibiotics. Verbal data was recorded and analysed according to a set of categories relevant to the experimental design. We analysed the pattern of verbalizations depending on the type of task students performed and depending on the level of learning acquired on a final learning measure. Think-aloud results indicated that answering a global question from several texts made the students verbalize more on relevant information to understand it better and that poor learners were mainly focused on superficial aspects of the task, as evidenced by a greater number of verbalizations on the management of the task and on searching and looking for information, instead of verbalizations on processing the textual information better.

Suspending and reinstating task-oriented conversations

Eric Chevalley, Adrian Bangerter & Gaëtan Ferigutti

Université de Neuchâtel, Switzerland

Conversation

Interruptions have interactional as well as cognitive costs. Naturally-occurring conversational suspensions in the Switchboard corpus were analyzed to evaluate their interactional costs. A model of the process is proposed (coordinate suspension; justify, excuse or explain; deal with interrupting matter; coordinate reinstatement of interaction; reinstate topic). Interruptions varied notably in length, type, person suspending, presence or absence of justifications and amount of politeness. Longer interruptions led to more effort to reconstruct the topic and more politeness.

The deep level question effect: Dialog and deep questions in vicarious learning

Scotty D. Craig, Jeremiah Sullins, Amy M. Witherspoon, & Barry Gholson

University of Memphis, USA

Information retrieval

This study used a 2 (test: pretest, posttest) X 5 (learning condition: interactive, yoked vicarious, monolog, deep-level question monolog, and deep-level

question dialog) factorial design. It further explored the deep level question effect where deep level question dialogs improved vicarious learning over learning from an interactive learning system. The study replicated the deep level question effect and found evidence in favor of deep level questions over dialog for improving vicarious learning over an interactive environment.

First person uses in the discourse of two Spanish foreign affairs secretaries (*cancelled*)

Barbara De Cock

Université Catholique de Louvain, Belgium

Conversation

I will investigate the discourse of two Spanish foreign affairs secretaries (Josep Piqué and Ana Palacio). In their function, these politicians have to shift between different types of addressees, the main variations being: national vs. international, politicians vs. laymen. I will investigate one aspect of speech production that deals with the construction of group and individual identity in Spanish: the use of first person overt pronouns *yo* and *nosotros* as a means to construct local discursive or general ideological identity.

An algorithm for detecting causal and intentional information in text

David Duffy, Christian Hempelmann, Arthur Graesser, Ziqiang Cai & Danielle McNamara

University of Memphis, USA

Corpus analysis

We present findings from a prototype automated algorithm for measuring two dimensions of the situation model, causal information and intentional information, along with corresponding measures of cohesion for these two dimensions. The algorithm uses syntactic information from a parser, lexical information from WordNet (Fellbaum, 1998), and a density count of causal connectives. Precision and recall measures for a version of the system are presented.

Lexical entrainment: How adaptive to the audience is expert's word use?

Regina Jucks, Rainer Bromme & Bettina-Maria Becker

University of Muenster, Germany

Conversation

We report a study that documents that *lexical entrainment*, e.g. the standardization of vocabulary in conversation, occurs when medical doctors answer to patients' inquiries via email. Varying the source that introduces lexical encodings (patient's inquiry versus a graphical illustration) we provide evidence that lexical entrainment occurs not only in response to partner's word use but also due to the mere availability of certain terms.

Effects of need for cognition and working memory capacity on refutation text comprehension

Panayiota Kendeou & Paul van den Broek

University of Minnesota, USA
Information retrieval

The purpose of this investigation was to understand the effects of individual differences on the cognitive processes that take place when readers with misconceptions read texts that contradict their misconceptions (refutation texts). To achieve this goal we identified readers with misconceptions in physics and asked them to perform a think-aloud during reading of a refutation text. The results showed that individual differences in working memory and need for cognition significantly affect reader's comprehension processes during reading.

Are animated agents helpful in teaching reading strategies in a computer environment?

Hyun-Jeong Joyce Kim¹, Lissa Waldo¹, Grant Sinclair², Danielle McNamara²

1: Rhodes College, USA

2: University of Memphis, USA

Information retrieval

The study investigated the effectiveness of animated agents within the iSTART trainer. In the iSTART, animated agents help students learn reading strategies when reading scientific texts. The current iSTART trainer with agents was compared to voice and text, text-only, and voice-only tutorials to examine whether agents enhance students' liking and learning. 180 students participated in the study. The results showed that animated agents were most useful for those who were not exposed to strategies prior to training.

Contributions of spoken vs. written dialogue modalities in user-system natural language interaction

Ludovic Le Bigot¹, Jean-François Rouet² & Eric Jamet³

1: France Télécom, France

2: Université De Poitiers & CNRS, France

3: University of Rennes 2, France

Information retrieval

The purpose of this study was to investigate the effects of communication modalities (spoken vs. written) on the frequency of repetitions during user-system dialogue activity. We manipulated both the production mode (speaking vs. typing) and the reception mode (listening vs. reading) The results showed that the literal form was more frequent in the speaking/listening dialogue mode. One-word dialogue turns were linked to the written production mode, but not of the reception mode. We discuss the implications for the development of computerized dialogue systems.

Using Coh-Metrix to measure cohesion

Danielle McNamara, Art Graesser, Max Louwerse & Yasuhiro Ozuru

University of Memphis, USA

Conversation

Two sets of data are used to validate Coh-Metrix and explore text cohesion levels. In Study 1, we examined the characteristics of 19 pairs of high and low cohesion

passages from 12 published studies. In Study 2, we examined levels of cohesion in 3600 passages from TASA. Both studies show that argument overlap reliably distinguishes between high and low cohesion passages, and that cohesion tends to be orthogonal to traditional measures of readability (e.g., Flesch-Kincaid).

Semantics of causal and contrastive connectives: a force dynamic approach

Yurena Morera, Manuel de Vega, Juan Camacho

University of La Laguna, Spain

Coherence

The present research analyses semantic differences between causal and contrastive connectors from the perspective of "Force Dynamic" Talmy's theory. Participants generated sentences to follow a stimulus sentence beginning by causal or contrastive connectives. Support for the Force Dynamic hypothesis was found when in spite of using more than 20 predictive variables in a discriminant analysis, the main function basically involved force dynamic variables, systematically and significantly associated to causal and contrastive connectives.

The effects of social agency on language use in interviews about alcohol use

Natalie Person¹, Sarah Petschonek¹, Paige Gardner², Michael Bray² & Will Lancaster²

1: University of Memphis, USA

2: Rhodes College, USA

Coherence

The purpose of this study was to document the linguistic features that distinguish different types of social agency in interviews with college students. Seventy-eight college students from two institutions participated in interviews in which they provided answers to questions about their beliefs about alcohol consumption, their alcohol consumption behaviors, their personal lives, and their family histories. Participants were assigned to one of four conditions: (1) animated agent (AA), (2) text-only (TO), (3) instant messaging (IM), and (4) human-to-human (HH). Results indicated interesting linguistics differences between conditions with human interviewers (IM and HH), those with a visible agent (HH and AA), and those with social agency (IM, HH, and AA).

Coherence of the mental representation as a basis of performance predictions for text material (*cancelled*)

Ladislao Salmerón & José Cañas

University of Granada, Spain

Corpus analysis

We tested two hypotheses concerning the basis for performance predictions for text: ease of processing (Rawson & Dunlosky, 2002) and text mental representation (Maki et al., 1990). We used an experimental scenario manipulating reader's prior knowledge that allowed us to dissociate text coherence (i.e. ease of processing) from the resulting mental representation (McNamara & Kintsch, 1996). Supporting the mental representation hypothesis,

results revealed that high knowledge readers make lower predictions for the high coherence text, although they rated it as easier to comprehend.

Simulation of a synonym test using a Spanish LSA corpus (*cancelled*)

Ladislao Salmerón¹ & Thomas K. Landauer²

1: University of Granada, Spain

2: University of Colorado at Boulder, USA

Corpus analysis

A Spanish Latent Semantic Analysis (LSA) corpus built using texts from different countries was tested against a standardized synonyms test. LSA scores were compared with those from samples from different Spanish speaking countries. Data revealed that the Spanish corpus performed similarly as some of the samples, but worse than two samples from Spain. Discussion questions the validity of a general Spanish corpus for all Spanish speaking countries.

Understanding differences in standards of local coherence between skilled and less-skilled readers

Stacey Todaro, Keith Millis & Srikanth Dandotkar

Northern Illinois University, USA

Coherence

This study examined good and poor readers' judgments of coherence. Two experiments were conducted in which we manipulated semantic relatedness and causal relatedness among sentence pairs. Participants read each sentence pair and made a judgment of coherence (JOC). Poorer readers (but not better readers) were affected by semantic similarity when causal relatedness was high. The findings suggest that poorer readers are more likely than better readers to equate coherence with text factors like semantic similarity.

Like, all like, just like, and said: How people use and understand these new and old quotatives

John Tomlinson, Jr. & Jean E. Fox Tree
University of California Santa Cruz, USA
Corpus analysis

We compared how the quotatives *said*, *like*, *just like* and *all like* are used and understood in reported speech, internal monologues, and exclamations. We compared uses across corpora collected in the 1980's and the early 2000's, in narratives and conversations. We also compared reported quotes, internal monologues, and exclamations on several acoustic variables. Finally, we tested which quotation device listeners chose for an utterance in a forced choice task.

The lexical, the topical and the pragmatic: Hypertext coherence in three layers

Jukka Tyrkkö
University of Helsinki, Finland
Hypertext

The links and fragments of electronic hypertexts can not be adequately described under text linguistic and discourse analytical frameworks designed for conventional print texts. My paper discusses a method of analyzing coherence in hypertextual linking by dividing coherence into its local and global components and looking at each both semantically and pragmatically. The key coherence building devices discussed are lexical cohesion, discourse topical continuity and the fulfillment of readerly expectations.

SYMPOSIUM 1

DIALOGUE MODELING

Conveners: *Claudia Sasen¹, Paul Piwek² & Peter Kühnlein³*

1: University of Dortmund, Germany

2: University of Brighton, UK

3: University of Bielefeld, Germany

Using generalized dialogue models to constrain information state based dialogue systems

Robert J. Ross, John Bateman & Shi

University of Bremen, Germany

Thursday, 11:40 – 12:05, Room 3 (6A-05)

While Information State (IS) based techniques have proven useful in the production of mixed- initiative dialogue systems, the many declarative rules used can lead to opaque systems that are difficult to test and potentially unintuitive to users. In this talk, we show how empirically derived discourse models can be overlaid on IS implementations to constrain the information state rules. We illustrate this approach with an example model that has been applied to an implemented dialogue system.

Developing human-robot dialogue management formally

Shi & John Bateman

University of Bremen, Germany

Thursday, 12:10 – 12:05, Room 3 (6A-05)

In human conversation overspecified references, descriptions which include more information than necessary for identification, are common. But what kind of overspecification do human speakers produce? And secondly, how can this be mimicked in automatic generation? In an attempt to answer these questions, production experiments used for the evaluation of a multimodal algorithm are exploited. A detailed analysis of overspecification as occurring in the collected multimodal data will be presented together with its consequences for the automatic generation of referring expressions.

Dialogue modeling in embodied communicational agents

László Laufer¹, Gábor Tatai², Botyán Nemeth³

1: University of Budapest, Hungary

2: University College London, UK

3: AITIA Inc, Hungary

Thursday, 14:00 – 14:25, Room 3 (6A-05)

We are developing an ECA (Embodied Communicational Agent) system in Hungarian language. The ECA has to be able to carry out general chat conversations and domain specific discussions as well. The structure of the dialogue graph and the attributes of the graph nodes have to support the success of the conversation: user utterance understanding and responding, as well as repairing the "non-understanding" situations. In the following sections we

are briefly depicting the system and describe its dialogue knowledge bas focusing on the different user interfaces we developed for its testing and building.

On the role of conceptual & linguistic ontologies spoken dialogue systems

Scott Farrar, Thora Tenbrink, John Bateman & Robert J. Ross

University of Bremen, Germany

Thursday, 14:30 – 14:55, Room 3 (6A-05)

In this talk, we report on the role of well-formed conceptual and linguistic ontologies in spoken dialogue systems (SDS). In particular we argue for the strict separation of linguistically motivated knowledge from non-linguistic, domain concerns. We will motivate our arguments with a number of examples relevant to the language generation task, and show how a well-defined separation of linguistic and domain concerns can be effected in a practical SDS.

Ontological discrepancies in dialogue

Rogier van Eijk & Robbert-Jan Beun

Utrecht University, the Netherlands

Thursday, 15:00 – 15:25, Room 3 (6A-05)

We present a computational framework for the generation of elementary speech acts that contribute to ontological agreement between dialogue partners. We clearly distinguish between the phases of message interpretation and message generation. In the interpretation process, presuppositions are extracted from the message and compared with the receiver's ontology who subsequently responds on the basis of detected ontological discrepancies. Essential is that discrepancies are treated on the basis of the participants' subjective view on the world.

Learning individual adaptation in dialogue systems

Francois Mairesse & Marilyn Walker

University of Sheffield, UK

Thursday, 15:40 – 16:05, Room 3 (6A-05)

One of the most robust findings of studies of human-human dialogue is that people adapt their utterances to their conversational partners. However, existing language generators are limited in their ability to adapt to a particular addressee. In this paper, we utilize one statistical method, boosting, to train a spoken language generator for individual users. We show that error rates for individualized models are lower than those for models based on sets of users, and describe differences in the learned individual models arising from the linguistic preferences of users.

Towards the generation of overspecified multimodal referring expressions

Ielka van der Sluis & Emiel Krahmer

Tilburg University, the Netherlands

Thursday, 16:10 – 16:40, Room 3 (6A-05)

In human conversation overspecified references, descriptions which include more information than necessary for identification, are common. But what kind

overspecification do human speakers produce? And secondly, how can this be mimicked in automatic generation? In an attempt to answer these questions, production experiments used for the evaluation of a multimodal algorithm are exploited. A detailed analysis of overspecification as occurring in the collected multimodal data will be presented together with its consequences for the automatic generation of referring expressions.

Modeling speech disfluency to predict conceptual misalignment in speech survey interfaces

Patrick Ehlen, Michael F. Schober & Frederick F. Conrad

New School for Social Research, USA

Thursday, 16:45 – 17:10, Room 3 (6A-05)

Computer-based interviewing systems could use models of respondent disfluency behaviors to predict a need for clarification of terms in survey questions. We compare simulated speech interfaces that use two such models - a generic model and a stereotyped model that distinguishes between the speech of younger and older speakers - to several non-modeling speech interfaces in a task where respondents provided answers to survey questions from fictional scenarios. The advantages and disadvantages of stereotyped and generic modeling are discussed.

SYMPOSIUM 2

THE PSYCHOLOGY OF INFORMAL REASONING: THE CONTEXT AND PRACTICE OF ARGUMENT

*Conveners: Michael Weinstock & Yair Neuman
Ben-Gurion University of Negev, Israel*

The effect of contextual factors on the judgment of fallacious arguments

Yair Neuman

Ben-Gurion University of the Negev, Israel

Friday, 09:30 – 09:55, Room 2 (5A-06)

Informal reasoning fallacies are persuasive although they violate norms of reasoned argument. Most high school students can identify fallacies. Given this, it has not been investigated whether they can avoid the fallacies' persuasive force. Neither has it been investigated whether students are differentially sensitive to contexts in which fallacious claims are illegitimate (reasoned dialogue) or legitimate (non-reasoned dialogue). Moreover, their role in an argument might influence identification of fallacies and susceptibility to the fallacies' persuasiveness.

Epistemological understanding, cognitive ability and development in the ability to identify informal reasoning fallacies

Michael Weinstock

Ben-Gurion University of the Negev, Israel

Friday, 10:00 – 10:25, Room 2 (5A-06)

Although adolescents may recognize general problems in argument, they might differ in whether they can specify the problem. Differences in the ability to identify specifiable informal reasoning fallacies might be grade-related. Moreover, such developmental differences in this ability might be functions of cognitive ability or epistemological understandings of the nature of knowledge justification. This paper investigates possible differences in the ability to identify three informal reasoning fallacies with reference to these possible explanatory factors.

Supporting values with other values: Do opposites attract?

Ulrike Hahn, John-Mark Frost & Greg Maio

Cardiff University, UK

Friday, 10:30 – 10:55, Room 2 (5A-06)

Argumentation often makes reference to values. For example, we might be urged to adopt a course of action not just on its intrinsic merit, but because it promotes other values about which we care. This raises the question of the degree of support which different values lend to each other. Specifically, we examine experimentally the extent to which similar or opposing values give rise to stronger argumentative support.

The challenges of applying argumentation research and training in everyday settings

Sarah Brem, Debra Hagler & Fernando Romero

Arizona State University, USA

Friday, 11:10 – 11:35, Room 2 (5A-06)

We consider the ecological validity of educational standards for argumentation, reporting on two studies. We find that reasoners are often concerned with individual cases rather than populations, reducing the applicability of academic models of argument. In the second, we examine CCU nurses' reasoning about individual cases. Though evidence-based argument is an explicit standard of their profession, the discourse takes the form of qualitative modeling and multiple constraint satisfaction. Implications for lay reasoners are considered.

General discussion

Chairs: Michael Weinstock & Yair Neuman

Ben-Gurion University of Negev, Israel

Friday, 11:40 – 12:40, Room 2 (5A-06)

SYMPOSIUM 3

COGNITIVE MODELS ASSISTING WEB NAVIGATION

*Conveners: Herre van Oostendorp & Ion Juvina
Utrecht University, the Netherlands*

Novice evaluation of multiple documents: effects of task constraints

*Mônica Macedo-Rouet, Virginie Zampa & Jean-François Rouet
University of Poitiers, France
Friday, 09:30 – 09:55, Room 3 (6A-05)*

We examined whether novice students' evaluation of a set of Web documents depended on the availability of document information at the time of evaluating. Forty five undergraduate students read a set of six related documents in order to write a review paper. They were asked to evaluate the documents either while reading or from memory. Quality ratings did not vary as a function of task conditions. Preliminary evidence, however, suggests that evaluating from memory resulted in poorer justifications. We discuss the implications in terms of a cognitive model of Web navigation.

Working memory: spatial ability and learning from the web

*Christopher A. Sanchez & Jennifer Wiley
University of Illinois at Chicago, USA
Friday, 10:00 – 10:25, Room 3 (6A-05)*

Learning from an online source likely requires not only basic text processing abilities, but may also require superior working memory and spatial abilities as well. In the present studies, we examine the impact of differences in working memory capacity and spatial ability on comprehension of an online scientific topic. Learner preferences for design and usage of online sources were also recorded. Comprehension will be discussed in terms of both individual differences in cognitive abilities and also reported learner preferences.

Using thinking aloud data to characterize cognitive tasks in hypertext

*Charlotte van Hooijdonk, Alfons Maes & Nicole Ummelen
Tilburg University, the Netherlands
Friday, 10:30 – 10:55, Room 3 (6A-05)*

In this paper, we explore the usefulness of thinking aloud protocols as a means of characterizing cognitive tasks involved in executing digital information tasks. In particular, we used protocol analysis to detect levels of cognitive tasks hypertext users are involved, i.e. pragmatic, semantic and perceptual/syntactic. We also investigated the way, in which spatial descriptions are used to conceptualize users' tasks, and how they relate to the three levels pragmatic, semantic, and perceptual/syntactic.

Simulating individual differences in web navigation

Craig S. Miller & Sven Fuchs

DePaul University, USA

Friday, 11:10 – 11:35, Room 3 (6A-05)

MESA is a computational cognitive model that simulates users navigating an information structure such as a Web site. This model relies on a set of parameters that specify cognitive resources and semantic relationships between menu labels and the desired information goal.

This presentation discusses how these parameters account for individual differences in navigation styles and performance as well as reviews methods for eliciting user metrics that determine some of these differences.

Toward modeling contextual information in web navigation

Ion Juvina & Herre van Oostendorp

Utrecht University, the Netherlands

Friday, 11:40 – 12:05, Room 3 (6A-05)

Existing cognitive models of web navigation address the process of assessing relevance ('information scent') of screen objects to user's goals. Recent research shows that users decisions are based also on relevance of screen objects (such as link labels) to objects that were encountered in earlier steps of the navigation session. We propose the concept of 'path adequacy', i.e. the semantic relevance of screen objects to a navigation path, to be used in modeling the contextual information involved in users decisions to select specific navigation actions.

General disussion

Chair: Herre van Oostendorp

Utrecht University, the Netherlands

Friday, 12:10 – 12:40, Room 3 (6A-05)

SYMPOSIUM 4

PERCEPTION AND ACTION IN LANGUAGE PROCESSING

Conveners: Rolf A. Zwaan¹ & Katja Wiemer-Hastings²

1: Florida State University, USA

2: Northern Illinois University, USA

Introduction: Overview of embodiment and its relevance for discourse studies, rationale behind the symposium, introduction of the speakers

Rolf A. Zwaan¹ & Katja Wiemer-Hastings²

1: Florida State University, USA

2: Northern Illinois University, USA

Saturday, 09:30 – 09:55, Room 3 (6A-05)

Object concept-nouns and motor information

Anna M. Borghi

Bologna University, Italy

Saturday, 10:00 – 10:25, Room 3 (6A-05)

This presentation will review studies investigating a. whether object concept-nouns automatically elicit motor information; b. whether object concept-nouns combined with verbs referring to actions with objects imply an internal simulation of the described actions.

Motor simulation when processing language involving third persons

Benjamin K. Bergen & Kathryn Wheeler

University of Hawaii at Manoa, USA

Saturday, 10:30 – 10:55, Room 3 (6A-05)

Processing sentences about motor actions facilitates performing compatible physical actions (Glenberg & Kaschak 2002). Two questions remain: (1) does this motor compatibility effect obtain when sentences pertain not to one's own actions (*You opened the door*) but rather to someone else's (*John opened the door*), and (2) how detailed is this motor imagery – does it include handshape (e.g. FIST or OPEN PALM)? Two experiments with sentences only containing third person participants demonstrate motor imagery for both direction of motion and handshape.

The role of perceptual modalities in the representation of concepts

Diane Pecher

Erasmus University Rotterdam, the Netherlands

Saturday, 11:10 – 11:35, Room 3 (6A-05)

According to the embodied view of cognition (e.g., Barsalou, 1999), sensorimotor simulations underlie the representation of concepts. According to this view people represent a concept, for example APPLE, by simulating perceptual and motor experiences with the concept. Several experiments show evidence for the involvement of perception and action in conceptual representations. In addition, recent modality specific experiences influence later processing of repeated

concepts. Finally, the relation between concepts and actual perception will be discussed

Recognition of object names involves activation of perceptual representations

Katja Wiemer-Hastings & Christopher A. Kurby

Northern Illinois University, USA

Saturday, 11:40 – 12:05, Room 3 (6A-05)

We used an adaptation paradigm that manipulated the response threshold of selective feature detector neurons to test the role of sensorimotor processes in conceptual processing. Following adaptation, response times to the names for objects were measured. Participants were slower to respond when the adapted neurons processed a relevant perceptual aspect of the objects. Thus, access to object concepts appears to require perceptual processing. This is consistent with models that conceptualize representations as perceptual simulations.

Previously acquired visual representations affect online sentence comprehension

Rolf A. Zwaan & Mark Aveyard

Florida State University, USA

Saturday, 12:10 – 12:40, Room 3 (6A-05)

In earlier research, we have demonstrated that language comprehenders routinely activate visual representations. Here we report two experiments that examined *how* visual representations of referents are activated during reading. Our results show that visual representations acquired in an ostensibly unrelated experiment influence word-reading times. This finding demonstrates that (1) language comprehenders routinely activate visual representations and (2) they are fast and frugal, by using visual representations that are easily available.

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