

The computational implementation of the landscape model: Modeling inferential processes and memory representations of text comprehension

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The complexity of text comprehension demands a computational approach to describe the cognitive processes involved. In this article, we present the computational implementation of the landscape model of reading. This model captures both on-line comprehension processes during reading and the off-line memory representation after reading is completed, incorporating both memory-based and coherence-based mechanisms of comprehension. The overall architecture and specific parameters of the program are described, and a running example is provided. Several studies comparing computational and behavioral data indicate that the implemented model is able to account for cycle-by-cycle comprehension processes and memory for a variety of text types and reading situations.

Reading comprehension is a very complex cognition that involves many separate cognitive mechanisms and results in different levels of representations (Fletcher, 1994; Fletcher & Chrysler, 1990; Kintsch, Welsch, Schmalhofer, & Zimny, 1990; van Dijk & Kintsch, 1983). Invariably, comprehension is assumed to involve interpretation of the information in the text, the use of prior knowledge to do so, and ultimately, the construction of a coherent representation or picture of what the text is about in the reader's mind (e.g., Applebee, 1978; Gernsbacher, 1990; Graesser & Clark, 1985; Kintsch & van Dijk, 1978; Mandler & Johnson, 1977; Rapp, Gerrig, & Prentice, 2001; Stein & Glenn, 1979; Trabasso, Secco, & van den Broek, 1984). This representation is the founda-

tion on which the reader can build for specific reading purposes and types of comprehension. Furthermore, the reader can use this representation to do such things as retelling the text, applying knowledge gathered from the text, identifying the theme, critically appraising the text, and so on. In this fashion, *comprehension* can mean different things to different people, but it always involves a meaningful representation of the textual information in the reader's mind.

Several theoretical models have been developed in an attempt to illustrate the complexity of comprehension processes and to describe different aspects of the reading process (Graesser, Bertus, & Magliano, 1995). Examples of these models include the construction-integration model (Kintsch, 1988, 1998), the structure-building theory (Gernsbacher, 1990), the event-indexing model (Zwaan, Langston, & Graesser, 1995; Zwaan, Magliano, & Graesser, 1995), memory-based text-processing models (McKoon, Gerrig, & Greene, 1996; O'Brien, Rizzella, Albrecht, & Halleran, 1998), causal network theories (Langston & Trabasso, 1998; van den Broek, 1990), and the landscape model (van den Broek, Risden, Fletcher, & Thurlow, 1996; van den Broek, Young, Tzeng, & Linderholm, 1999). Each of these models is an attempt to account for text comprehension as a function of the strategic access of information from long-term memory, the automatic activation of information during moment-by-moment reading, or some combination of the two processes.

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Studies in computational text comprehension Carl Wilhelm Welin, 1979 The Cambridge Handbook of Psycholinguistics Michael Spivey, Marc Joanisse, Ken McRae, 2012-08-20 This comprehensive collection of chapters is written by leading researchers in psycholinguistics from a wide array of subfields Computational Thinking in Education Aman Yadav, Ulf Berthelsen, 2021-11-22 Computational Thinking in Education explores the relevance of computational thinking in primary and secondary education As today's school aged students prepare to live and work in a thoroughly digitized world computer science is providing a wealth of new learning concepts and opportunities across domains This book offers a comprehensive overview of computational thinking its history implications for equity and inclusion analyses of competencies in practice and integration into learning instruction and assessment through scaffolded teacher education Computer science education faculty and pre and in service educators will find a fresh pedagogical approach to computational thinking in primary and secondary classrooms **Discourse as Structure and Process** Teun A. van Dijk, 1997 What are the structures of discourse and what are the functions of these structures in the communicative context This volume explains how and why discourse is organized at various levels The multidisciplinary contributions illustrate that discourse analysis goes far beyond the linguistic answer of designing grammars and goes hand in hand with the study of their uses and functions in the social context Comprehensive and accessible the volume covers a huge variety of discourse genres including written and spoken and storytelling and argumentation The chapters also illustrate the necessity to examine the mental processes of the language users How do people go about producing understanding and remembering text or talk The book stresses that both discourse and its mental processing have a social basis and can only be fully understood in relation to social interaction *Handbook of Research on Reading Comprehension, Second Edition* Susan E. Israel, 2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research **Discourse as Structure and Process** Professor Teun A. van Dijk, 1997-02-11 What are the structures of discourse and what are the functions of these structures in the communicative context This volume explains how and why discourse is organized at various levels The multidisciplinary contributions illustrate that discourse analysis goes far beyond the linguistic answer of designing grammars and goes hand in hand with the study of their uses and functions in the social context Comprehensive and accessible the volume covers a huge variety of discourse genres including written and spoken

and storytelling and argumentation The chapters also illustrate the necessity to examine the mental processes of the language users How do people go about producing understanding and remembering text or talk

Handbook of Reading Research Michael L. Kamil,P. David Pearson,Elizabeth Birr Moje,Peter Afflerbach,2011-03-17 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers Volume IV brings the field authoritatively and comprehensively up to date

Lund Studies in English ,1982

The Oxford Handbook of Reading Alexander Pollatsek,Rebecca Treiman,2015 Writing is one of humankind s greatest inventions and modern societies could not function if their citizens could not read and write How do skilled readers pick up meaning from markings on a page so quickly and how do children learn to do so The chapters in the Oxford Handbook of Reading synthesize research on these topics from fields ranging from vision science to cognitive psychology and education focusing on how studies using a cognitive approach can shed light on how the reading process works To set the stage the opening chapters present information about writing systems and methods of studying reading including those that examine speeded responses to individual words as well as those that use eye movement technology to determine how sentences and short passages of text are processed The following section discusses the identification of single words by skilled readers as well as insights from studies of adults with reading disabilities due to brain damage Another section considers how skilled readers read a text silently addressing such issues as the role of sound in silent reading and how readers eyes move through texts Detailed quantitative models of the reading process are proposed throughout The final sections deal with how children learn to read and spell and how they should be taught to do so These chapters review research with learners of different languages and those who speak different dialects of a language discuss children who develop typically as well as those who exhibit specific disabilities in reading and address questions about how reading should be taught with populations ranging from preschoolers to adolescents and how research findings have influenced education The Oxford Handbook of Reading will benefit researchers and graduate students in the fields of cognitive psychology developmental psychology education and related fields e g speech and language pathology who are interested in reading reading instruction or reading disorders

Handbook of Psychology, Experimental Psychology Irving B. Weiner,Alice F. Healy,Robert W. Proctor,2012-10-05 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can t help but be interested in learning more about why humans think and behave as they do This award winning twelve volume reference covers every aspect of the ever fascinating discipline of psychology and represents the most current knowledge in the field This ten year revision now covers discoveries based in neuroscience clinical psychology s new interest in evidence based practice and mindfulness and new findings in social developmental and forensic psychology

Embracing Diversity in the Learning Sciences Yasmin B. Kafai,William A. Sandoval,Noel Enyedy,Althea Scott Nixon,Francisco Herrera,2012-10-12 More than a decade has passed since the First International Conference of the

Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts The papers in these conference proceedings respond to the call **Border**

Crossings Yves Gambier, Luc van Doorslaer, 2016-09-14 For decades Translation Studies has been perceived not merely as a discipline but rather as an interdiscipline a trans disciplinary field operating across a number of boundaries This has implied and still implies a considerable amount of interaction with other disciplines There is often much more awareness of and attention to translation and Translation Studies than many translation scholars are aware of This volume crosses the boundaries to other disciplines and explicitly sets up dialogic formats every chapter is co authored both by a specialist from Translation Studies and a scholar from another discipline with a special interest in translation Sixteen disciplinary dialogues about and around translation are the result sometimes with expected partners such as scholars from Computational Linguistics History and Comparative Literature but sometimes also with less expected interlocutors such as scholars from Biosemiotics Game Localization Research and Gender Studies The volume not only challenges the boundaries of Translation Studies but also raises issues such as the institutional division of disciplines the cross fertilization of a given field the trends and turns within an interdiscipline **The Sage Handbook of Cognitive and Systems Neuroscience** Gregory J.

Boyle, Georg Northoff, Aron K. Barbey, Felipe Fregni, Marjan Jahanshahi, Alvaro Pascual-Leone, Barbara J. Sahakian, 2023-11-15 Cognitive neuroscience is the interdisciplinary study of how cognitive and intellectual functions are processed and represented within the brain which is critical to building understanding of core psychological and behavioural processes such as learning memory behaviour perception and consciousness Understanding these processes not only offers relevant fundamental insights into brain behavioural relations but may also lead to actionable knowledge that can be applied in the clinical treatment of patients with various brain related disabilities This Handbook examines complex cognitive systems through the lens of neuroscience as well as providing an overview of development and applications within cognitive and systems neuroscience research and beyond Containing 35 original state of the art contributions from leading experts in the field this Handbook is essential reading for researchers and students of cognitive psychology as well as scholars across the

fields of neuroscientific behavioural and health sciences Part 1 Attention Learning and Memory Part 2 Language and Communication Part 3 Emotion and Motivation Part 4 Social Cognition Part 5 Cognitive Control and Decision Making Part 6 Intelligence **Handbook of Reading Research** P. David Pearson, (Section Editor Barr, Michael L. Kamil, Peter B. Mosenthal, Rebecca Barr, 2016-11-18 The influential first volume of the Handbook of Reading Research was published in 1984 This classic work an essential resource for researchers students and professionals across the field of reading and literacy education is now available once again in on line and print on demand versions *Introduction to Computational Linguistics and its use for medical translations in the universities of Health Sciences* Dr. Muhammad Khalid Mehmood Sajid, 2023-08-02 This book is written by Dr Muhammad Khalid Mehmood Sajid on computational linguistics and its use for medical translations in the universities of health sciences This book has 15 chapters 103 pages with a title and back cover page which describes the bio of Dr Muhammad Khalid Mehmood Sajid who is the main and key author of this book Dr Muhammad Khalid Mehmood Sajid has a Ph D in Applied Linguistics from Universiti Malaysia Pahang and is a Post doc Fellow Being an international scholar and educationist he has over 20 years of English teaching experience in Pakistani and Saudi Arabian Universities He also taught in UAE Malaysia and Sultanate of Oman He had been a lecturer at Qassim University He also worked as a faculty member at King Faisal University He was an Academic Coordinator in Army College Rawalpindi and a lecturer at Pakistan Airforce College Islamabad Presently he is working as English faculty in the College of Applied Medical Sciences English Department King Saud Bin Abdul Aziz University for Health Sciences Saudi Arabia His high quality research papers were published in Saudi Arabia UAE Malaysia India Pakistan USA Canada Turkey Europe Australia New Zealand South Africa and the Philippines He is also a recommended research writer and an author of Scopus Web of Science Having high Google Scholar citations he is also a member of the research board and a reviewer of many international Scopus and Web of Science journals Moreover he is also an English article writer and founder of the Applied Linguistics Group

Writing and Reading Connections Zoi A. Philippakos, Steve Graham, 2022-10-13 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction **Situational Awareness** Eduardo Salas, 2017-07-05 Situational awareness has become an increasingly salient factor contributing to flight safety and operational performance and the research has

burgeoned to cope with the human performance challenges associated with the installation of advanced avionics systems in modern aircraft. The systematic study and application of situational awareness has also extended beyond the cockpit to include air traffic controllers and personnel operating within other complex high consequence work domains. This volume offers a collection of essays that have made important contributions to situational awareness research and practice. To this end it provides unique access to key readings that address the conceptual development of situational awareness methods for its assessment and applications to enhance situational awareness through training and design.

Discourse Studies Teun A. Van Dijk, 2011-03-11. A landmark in the oeuvre of one of the founding fathers of discourse analysis. Van Dijk has managed to edit a volume of lasting significance and some of the chapters in this book belong to the most widely read in the field. In its totality *Discourse Studies* offers us a 360 degree tour of the field. Nothing in this volume is dated everything remains mandatory reading for every student and advanced practitioner. Jan Blommaert, Tilburg University. This very welcome updated second edition will allow Teun van Dijk's very popular *Discourse Studies* to consolidate its already strong and central position in the area. Featuring chapters written by so many of the leading scholars it will continue to be a stimulating and wide ranging introduction to the discipline of discourse studies for new generations of students. Malcolm Coulthard, University of Birmingham. This book is the largest most complete most diverse and only multidisciplinary introduction to the field. A combined Second Edition of two seminal texts in the field the 1997 titles *Discourse as Social Interaction* and *Discourse as Structure and Process* this essential handbook. Is fully updated from start to finish to cover contemporary debates and research literature. Covers everything from grammar narrative argumentation cognition and pragmatics to social political and critical approaches. Adds two new chapters on ideology and identity. Puts the student at the centre offering brand new features such as worked examples sample analyses and recommended further reading. Written and edited by world class scholars in their fields it is the essential one stop companion for any student of discourse analysis and discourse studies.

Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, 2016-11-18. A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views. A veritable who's who of specialists in the field. Chapter authors cover current methodology as well as cumulative research based knowledge. Because it deals with society and literacy the first section provides the broadest possible view of literacy. The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy. The third focuses on the processes that individuals engage in when they perform the act of reading. The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next. The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection.

Research in Education, 1970-12

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