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Autore	Zwaan Rolf A
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Experiment 1; 2.4. Discussion; 3. LEVELS OF REPRESENTATION; 3.1. Introduction; 3.2. Design of Experiment 2; 3.3. Pilot Study; 3.4. Experiment 2; 3.5. Discussion; 4. PROCESSING SPATIAL DESCRIPTIONS IN FICTION; 4.1. Introduction; 4.2. Experiment 3a; 4.3. Experiment 3b; 4.4. General discussion of Experiments 3a and 3b; 5. VIOLATIONS OF CONSENSUS REALITY; 5.1. Introduction; 5.2. Empirical research on the processing of non-factual information; 5.3. Design of Experiment 4; 5.4. Experiment 4; 5.5. Discussion; 6. TOWARDS A MODEL OF LITERARY COMPREHENSION; 6.1. Introduction; 6.2. A general discussion of Experiments 1, 2, 3a, 3b, and 4; 6.2.1. Introduction; 6.2.2. Reading rate; 6.2.3. Surface-structure representation; 6.2.4. Textbase representation; 6.2.5. Situational representation; 6.3. An integrative account of the results; 6.4. The pragmatic model; 6.5. Some thoughts on knowledge representation; 6.6. The construction of a situation model and a pragmatic model: an example; 6.7. The phenomenological experience of literary reading vs. the model; 6.8. On the role of text factors in the model; 6.9. Implications for cognitive psychology and literary studies; 6.10. Summary and Conclusion; REFERENCES; APPENDIX I: THE SIX TEXTS USED IN EXPERIMENTS 1 AND 2; APPENDIX II: THE TWO EXPERIMENTAL TEXTS USED IN EXPERIMENT 4; INDEX OF NAMES

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### Sommario/riassunto

Given the fact that there are widely different types of text, it is unlikely that every text is processed in the same way. It is assumed here that for each text type, proficient readers have developed a particular cognitive control system, which regulates the basic operations of text comprehension. The book focuses on the comprehension of literary texts, which involves specific cognitive strategies that enable the reader to respond flexibly to the indeterminacies of the literary reading situation. The study relies heavily on methods and theoretical conceptions from cognitive psychology and pres

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