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THE INFLUENCE OF TEXT COHERENCE AND TEXT-GRAPHIC CORRESPONDENCE ON CHILDREN'S COMPREHENSION

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Abstract

Research suggests that text comprehension can be enhanced by providing high coherence texts, as well as by adding graphics. In addition, the integrative model of text and picture comprehension indicates that graphics should be adapted to the aim of the text. In particular, text-graphic correspondence in the level of detail of both text and graphic should be high. The present study investigates the influence of both text coherence and level of detail of a graphic on immediate and delayed comprehension of a science text for young readers. Results showed that text comprehension decreases over time regardless of whether there is a graphic or not; however, immediate text comprehension benefits from a strong representational graphic if text coherence is high.