



impulsive-reflective tempo. Learning achievements were estimated on the basis of school notes and memory tasks covered in the course of lessons. Results shows that the number of declared strategies is determined by age, verbal fluency, verbal flexibility and reflective tempo; as well as the level of cognitive transformation of texts - by I.Q., field-dependence, verbal fluency and flexibility. I found a relation between the number of declared strategies and the level of cognitive activity in text learning on the one hand, and learning effects on the other. The results are discussed in regard to the comparative role of different aspects of cognitive behavior in academic progress.

TEXTUAL AND READER CHARACTERISTICS IN THE COMPREHENSION OF AN INSTRUCTIONAL TEXT

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This study analyzes the interaction effect of a textual feature -text's presentation- and a reader feature -prior knowledge- in the comprehension of an instructional text. Text comprehension is considered a continuous construction and reconstruction of mental models (according to Johnson-Laird theory), favoured by certain text presentations. Target population consists of university students, classified as experts or novices concerning their background studies about the osmosis phenomenon. Concerning text presentation, four versions of the same text about osmosis are constructed: a linear version, a linear version with pictures, a signaled linear version (according to B. Meyer's ideas) and a nonlinear version elaborated in a hypertext system -Guide. Text comprehension is evaluated through the analysis of a pre/post test questionnaire about the osmosis phenomenon. Results are still being collected and will be treated through a two way ANOVA (Analysis of Variance) technique, in order to study the effect of each variable (prior knowledge and text presentation) as well as its interaction effect, in text comprehension performance.

IMPLICIT KNOWLEDGE STRUCTURES ON TEXT COMPREHENSION

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The inspiration for our experiments was the Construction-Integration Model on text comprehension (Kintsch 1988). In our opinion a critical