

## Centre de Recherches sur la Cognition et l'Apprentissage

**L'invité du jeudi**  
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### **Efficient reading processes and their role in reading comprehension**

Good reading comprehension is based on efficient cognitive processes that range from (sub-)lexical processes (such as phonological recoding and access to word meanings) to text-level processes (such as establishing coherence between sentences). A cognitive process is efficient to the extent that it yields accurate outcomes while using little cognitive resources. Previous research on individual differences in reading processes has concentrated on accuracy whereas the second aspect of efficiency, low demands on cognitive resources, has mostly been neglected. In my talk, I will argue that the efficiency of reading processes can be measured in a psychometrically sound way with well-defined reading tasks, test items constructed according to psycholinguistic criteria, and computerized tests that assess both accuracy and reaction times. I will present research on how the efficiency of reading processes develops during primary school, how it affects reading comprehension, and how and why reading comprehension can be improved by raising the efficiency of lower-level reading processes. Finally, I will examine whether speed-reading trainings can keep their promise to make reading processes more efficient even in proficient adult readers.