protagonist continues to receive new information challenging his developing certainty throughout the story.

Sophie Villerius
Radboud Universiteit Nijmegen
Code-mixing patterns in Surinamese Javanese

In Suriname, where a dynamic and complex situation of multilingualism exists, code-mixing is an everyday phenomenon. Among the descendants of former contract laborers from Java, Indonesia, it is common practice to mix elements from Javanese, Sranan Tongo (the Surinamese creole) and Dutch in daily conversations.

This paper discusses the patterns observed in Surinamese Javanese trilingual code-mixing, using the typology in Muysken (2000). The data seems to show different patterns for code-mixing from and to Dutch on the one hand, and Sranan Tongo on the other hand. These patterns can be related to speaker variables such as age and gender (e.g. younger, female speakers use more Dutch), as well as the semantic domain of the mixed elements (e.g. Dutch is more linked to formal contexts such as school and work). Finally, we relate these patterns to the sociolinguistic history of Surinamese Javanese, where Sranan Tongo and Dutch have been in contact with Javanese in different time frames and different contexts.

Rianne Vlaar, Ted Sanders & Camille Welie
Universiteit Utrecht
Individual differences in processing coherence markers: the effect of metacognitive knowledge

Coherence markers such as connectives positively influence the reading process and reading comprehension for most, but not all, readers. Metacognitive knowledge, concerning strategies to regulate the reading process, may explain these individual differences. We investigated how metacognitive knowledge affects the processing of high- and low-coherent texts. Online eye-movement data and offline reading-comprehension data were gathered from 60 eighth-grade students with high or low metacognitive knowledge, but equal in knowledge of connectives. The online data showed that both groups benefit from connectives, but not to the same extent. Readers with high metacognitive knowledge looked longer and more often back from the connective itself to previous text parts than readers with low metacognitive knowledge. In addition, they displayed a much stronger 'bridging' effect at the end of sentences: they briefly looked back to previous text, and proceeded to integrate the two clauses faster. Their reading behavior led to better information integration, as the group with more metacognitive knowledge obtained higher scores on comprehension questions measuring local sentence integration.

Maurice Vliegen
Vrije Universiteit Amsterdam
Het blijkt 't lijkt, schijnt

In het recente verleden is een aantal bijdragen verschenen met als onderwerp (de constructies van) de werkwoorden *blijken*, *lijken* and *schijnen* (Broekhuis & Corver 2015, Mortelmans (2017, in prep.) Van Bogaert & Colleman 2013, Van Bogaert en Leuschner 2015, Van