

## Publications – Pauline Schröter

### Journal Articles (peer reviewed)

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- Schröter, P., & Schroeder, S. (2017). Differences in Visual Word Recognition between L1 and L2 Speakers: The Impact of Frequency, Length, and Orthographic Neighborhood Size in German Children. *Studies in Second Language Acquisition*, 40(2), 319–339. doi:10.1017/s0272263117000201
- Schröter, P., & Schroeder, S. (2017). The Developmental Lexicon Project: A Behavioral Database to Investigate Visual Word Recognition Across the Lifespan. *Behavior Research Methods*, 49(6), 2183–2203. doi:10.1037/e528942014-274
- Hasenäcker, J., Schröter, P., & Schroeder, P. (2016). Investigating Developmental Trajectories of Morphemes as Reading Units in German. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43(7), 1093–1108. doi:10.1037/xlm0000353
- Schröter, P., & Schroeder, S. (2016). Exploring Early Language Detection in Balanced Bilingual Children: The Role of Language-Specificity on Cross-Linguistic Nonword Recognition. *International Journal of Bilingualism*, 22(3), 305–315. doi:10.1177/1367006916672751
- Schröter, P., & Schroeder, S. (2015). The Impact of L2 German on Component Processes of Reading. *Journal of Research in Reading*, 40, 107–124. doi:10.1111/1467-9817.12078
- Schröter, P., & Schroeder, S. (2015). Orthographic Processing in Balanced Bilingual Children: Cross-Language Evidence from Cognates and False Friends. *Journal of Experimental Child Psychology*, 141, 239–246. doi:10.1016/j.jecp.2015.09.005
- Schroeder, S., Segbers, J., & Schröter, P. (2014). The Children Title Recognition Test (K-TRT): A Test to Assess Children's Print Exposure in German. *Diagnostica*, 62(1), 16–30. doi:10.1026/0012-1924/a000131

### Symposia (peer reviewed)

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- Schröter, P., Hoffmann, L., & Stanat, P. (2018). *Vergleichbarkeit von Bildungsabschlüssen durch verschiedene Standardisierungsstrategien bei Abschlussprüfungen – Empirische Befunde aus Deutschland und der Schweiz*. Symposium auf der 6. Tagung der Gesellschaft für Empirische Bildungsforschung (GEBF), Basel, Switzerland.

### Oral Presentations (peer reviewed)

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- Schröter, P. (2018). *Language Detection in the early stages of the bilingual lexicon*. International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC), Braunschweig, Germany.
- Hoffmann, L. & Schröter, P. (2018). *Gemeinsame Abituraufgabenpools der Länder – Evaluation des erstmaligen Einsatzes von länderübergreifenden Prüfungsaufgaben im Abitur*. Conference of the Society for Empirical Research in Education (GEBF), Basel, Switzerland.
- Schröter, P. & Hoffmann, L. (2017). *Gemeinsame Abituraufgabenpools der Länder: Wissenschaftliche Begleitforschung*. Freies Format zum Thema „Abiturstandards & gemeinsames Abitur ab 2017“, Congress of the German Society for Research on Foreign Language Teaching and Learning (DGFF), Jena, Germany.
- Schroeder, S. & Schröter, P. (2014). *The Developmental Lexicon Project: Visual Word Recognition Across the Lifespan*. Annual Meeting of the Psychonomic Society, Long Beach, USA.

Schroeder, S. & Schröter, P. (2014). *The Developmental Lexicon Project (DeveL): Investigating Visual Word Recognition Across the Lifespan*. International Conference on the Mental Lexicon, Niagara-on-the-Lake, USA.

Schröter, P. (2014). *Towards a Better Understanding of Reading Problems in L2 Speakers*. Annual Conference of the Berlin Interdisciplinary Education Research Network (BIEN), Berlin, Germany.

#### Oral Presentations (invited)

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Schröter, P. & Hoffmann, L. (2017). *Fünf Jahre materialgestütztes Schreiben – Idee und Stand aus Sicht des IQB*. Expert Meeting „Materialgestütztes Schreiben. Erfahrungen aus der Praxis – Perspektiven der Forschung“, Gießen, Germany.

Schröter, P. (2017). *Gemeinsame Abituraufgabenpools der Länder: Wissenschaftliche Begleitforschung*. Research colloquium of the Institute for Educational Quality Improvement (IQB), Berlin, Germany.

Schröter, P. (2016). *Visuelle Worterkennung bei Bilingualen Kindern im Deutschen*. Research colloquium of the Institute for Educational Quality Improvement (IQB), Berlin, Germany.

Schröter, P., & Schroeder, S. (2015). *Lesekompetenz erwerben – Probleme und Hilfestellungen*. Educational training event of the Bürgernetzwerk Bildung Berlin, Berlin, Germany.

Schröter, P., & Schroeder, S. (2015). *Was Kinder lesen... und warum es wichtig ist*. Educational training event of the Bürgernetzwerk Bildung Berlin, Berlin, Germany.

Schröter, P. (2014). *Orthographic Processing in Balanced Bilinguals*. Research colloquium of the Max Planck Institute for Human Development, Berlin, Germany.

Schröter, P. (2010). *The Influence of Bilingual Education on Cognitive Competences*. Research colloquium of the Department of Cognitive Psychology at TU Dortmund, Dortmund, Germany.

#### Poster Presentations (peer reviewed)

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Schröter, P., & Bartelt, M. (2018). *The Validity of the Lexical Decision Task in Beginning Readers*. Architectures and Mechanisms for Language Processing (AMLaP), Berlin, Germany.

Schröter, P., & Schroeder, S. (2017). *Early Language Detection in Balanced Bilingual Children*. Conference on Multilingualism (COM), Groningen, Netherlands.

Schröter, P., & Schroeder, S. (2015). *The Development of the Frequency Effect in L1 and L2 German Speaking Children*. International Symposium of Psycholinguistics (PsyLing), Valencia, Spain.

Hasenäcker, J., Schröter, P., & Schroeder, S. (2015). *The Use of Morphology in Word and Pseudoword Recognition Across Reading Development*. International Morphological Processing Conference (MorphProc), Potsdam, Germany.

Segbers J., Schröter P., & Schroeder, S. (2014). *Der Kinder-Titel-Rekognitionstest (K-TRT): Die Erfassung des Lesevolumens von Kindern*. Jahrestagung des Berlin Interdisciplinary Education Research Network (BIEN), Berlin, Germany.

Schröter, P., & Schroeder, S. (2014). *Orthographic Processing in Balanced Bilingual Children: Cross-Language Evidence from Cognates and False Friends*. Architectures and Mechanisms for Language Processing (AMLaP), Edinburgh, Great Britain.

Schröter, P., & Schroeder, S. (2014). *The Developmental Lexicon Project (DeveL): Visual Word Recognition in German Across the Lifespan*. Evaluation of the Max Planck Institute for Human Development by the advisory board of the Max Planck Society, Berlin, Germany.