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[illegible]

E t sa e h t a a t a sh -
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	These women patients were in low spirits, doctors encouraged her to cheer up
s a t	These women patients were in low spirits, doctors encouraged her to cheer up
	female
	These women patients were in low spirits, doctors encouraged her to cheer up
G	Ea
G t	ta
	male
	These women patients were in low spirits, doctors encouraged him to cheer up
s a t	These women patients were in low spirits, doctors encouraged him to cheer up
	male
	These women patients were in low spirits, doctors encouraged him to cheer up

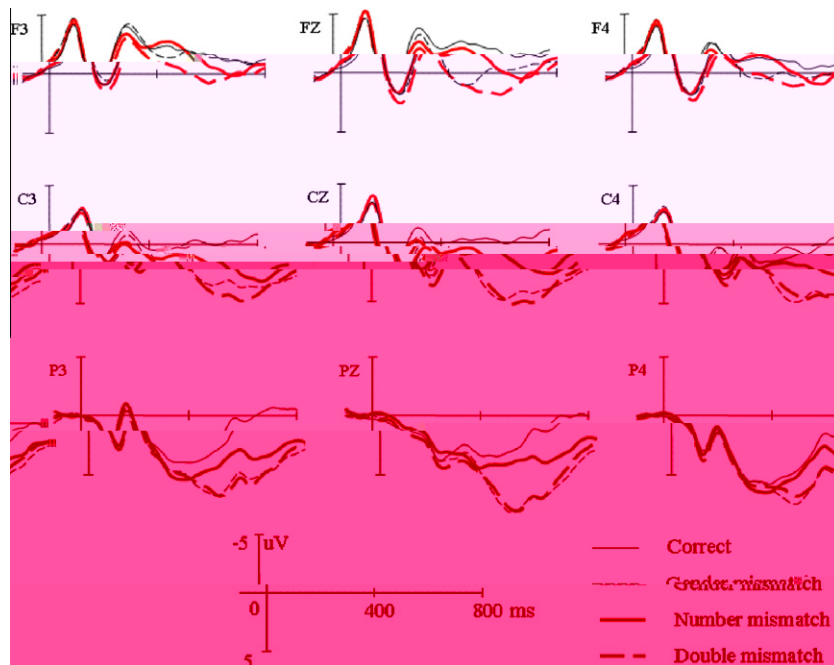


Fig. 1. Grand average ERP waveforms at nine electrode sites for four conditions: Correct, Gender mismatch, Number mismatch, and Double mismatch. The shaded area represents the time window of 200–500 ms.

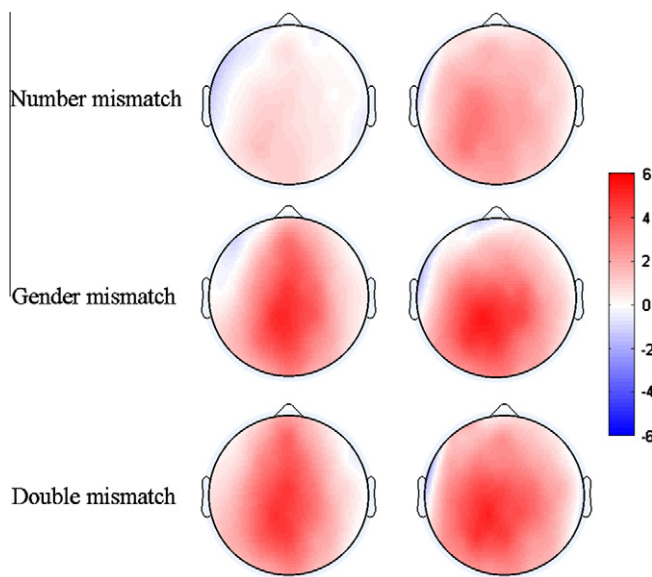


Fig. 2. Topographic maps of ERP responses in the 400–550 ms time window for three conditions: Number mismatch, Gender mismatch, and Double mismatch. The color scale represents voltage in microvolts (uV).

at the double mismatch condition, $F(1,23) = 3.15$, $0.05 < p < 0.1$, $F(1,23) = 4.04$, $0.05 < p < 0.1$, $F(1,23) = 3.34$, $0.05 < p < 0.1$, $F(1,23) = 6.99$, $p < 0.05$, $F(1,23) = 3.37$, $0.05 < p < 0.1$, $F(1,23) = 3.34$, $0.05 < p < 0.1$.

2.2.2.2. ERP responses in the 400–550 ms time window. The results showed that the ERP responses in the 400–550 ms time window were significantly different between the correct and mismatch conditions. For the number mismatch condition, $F(1,23) = 70.02$, $p < 0.001$, $F(1,23) = 48.13$, $p < 0.001$, $F(1,23) = 3.61$, $p < 0.1$, $F(1,23) = 2.23$, $p < 0.1$. For the gender mismatch condition, $F(1,23) = 4.49$, $p < 0.05$, $F(1,23) = 3.89$, $0.05 < p < 0.1$, $F(1,23) = 1.90$, $p > 0.1$, $F(1,23) = 1.45$, $p > 0.1$, $F(1,23) = 1.45$, $p > 0.1$.

For the double mismatch condition, $F(1,23) = 42.52$, $p < 0.001$, $F(1,23) = 32.33$, $p < 0.001$, $F(1,23) = 50.99$, $p < 0.001$, $F(1,23) = 46.08$, $p < 0.001$, $F(1,23) = 2.49$, $p > 0.1$, $F(1,23) = 1.45$, $p > 0.1$, $F(1,23) = 1.45$, $p > 0.1$. For the gender mismatch condition, $F(1,23) = 49.64$, $p < 0.001$, $F(1,23) = 43.05$, $p < 0.001$, $F(1,23) = 3.24$, $p < 0.1$, $F(1,23) = 2.04$, $p < 0.1$.

2.2.2.1. ERP responses in the 250–400 ms time window. The results showed that the ERP responses in the 250–400 ms time window were significantly different between the correct and mismatch conditions. For the number mismatch condition, $F(1,23) = 4.63$, $p < 0.05$, $F(1,23) = 5.90$, $p < 0.05$, $F(1,23) = 6.76$, $p < 0.05$, $F(1,23) = 1.45$, $p > 0.1$, $F(1,23) = 1.45$, $p > 0.1$.

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3.2. Results

3.2.1. Behavioral results

3.2.2. Electrophysiological results

3.2.2.1. ERP responses in the 250–400 ms time window.

$F(1,23) = 5.04, p < 0.05, \eta^2_p = 0.22$

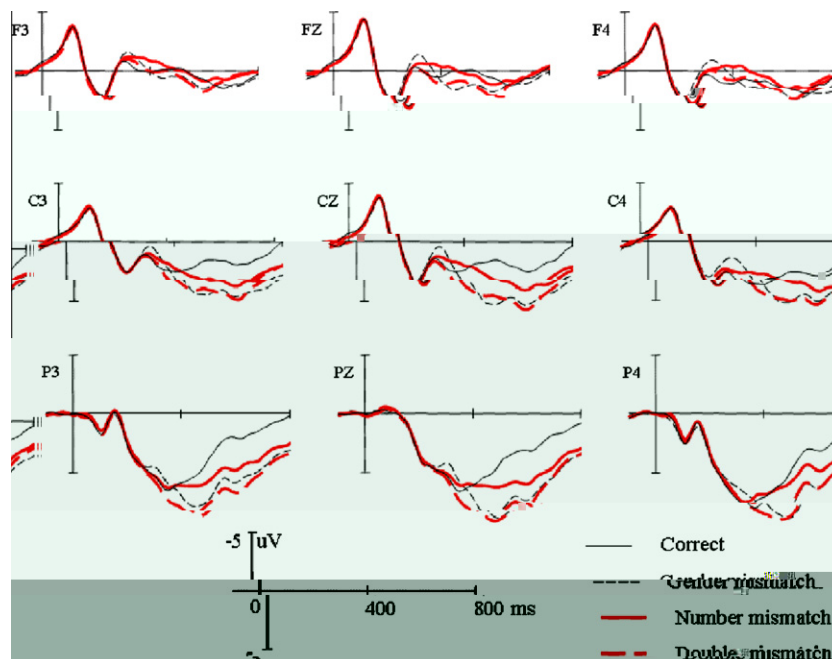
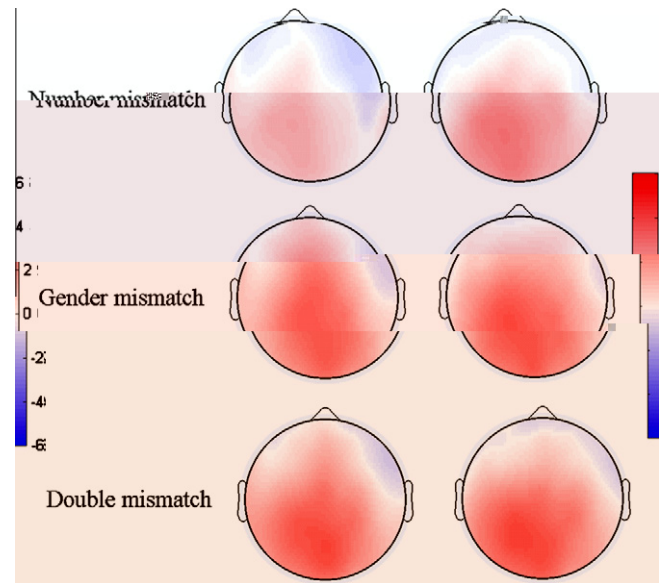


Fig. 3. $G_{\text{eff}} = G_{\text{eff}}(E, \sigma)$ dependence of the effective conductivity of the system on the energy E and the parameter σ for $\alpha = 0.5$ and $\beta = 0.5$. The curves are calculated for $\sigma = 0.1$ (1), 0.2 (2), 0.3 (3), 0.4 (4), 0.5 (5), 0.6 (6), 0.7 (7), 0.8 (8), 0.9 (9), 1.0 (10).



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3.2.2.2. ERP responses in the 400–550 ms time window.

5.2.2.2. ERP responses in the 400–550 ms time window. As expected, the N400 effect was significant for the comparison of the two conditions ($F(1,23) = 41.93, p < 0.001$). The main effect of the time window was also significant ($F(1,23) = 1.72, p > 0.1$). The interaction between the time window and the condition was also significant ($F(1,23) = 2.61, p > 0.1$). The N400 effect was also significant for the comparison of the two conditions ($F(1,23) = 32.11, p < 0.001$). The main effect of the time window was also significant ($F(1,23) < 1$). The interaction between the time window and the condition was also significant ($F(1,23) < 1$).

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s & s, 2008; K , 2007), s t t
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a e t a t s a t s t t

[illegible]

Pratt, 2005; Pratt, 2012). The results suggest that the resolution of pronouns is not a simple process, but rather a complex one that involves a variety of factors. For example, the resolution of pronouns is affected by the type of pronoun, the type of antecedent, and the type of sentence. In addition, the resolution of pronouns is also affected by the type of task and the type of participant. For example, the resolution of pronouns is more difficult when the task is more complex and when the participant is less experienced. Finally, the resolution of pronouns is also affected by the type of context. For example, the resolution of pronouns is more difficult when the context is more complex and when the participant is less experienced.

One of the most important factors that affect the resolution of pronouns is the type of pronoun. Pronouns can be divided into two main categories: personal pronouns and possessive pronouns. Personal pronouns are used to refer to people, while possessive pronouns are used to refer to things. The resolution of personal pronouns is generally easier than the resolution of possessive pronouns. This is because personal pronouns are more specific and have a more limited range of possible antecedents. In contrast, possessive pronouns are more general and have a wider range of possible antecedents. For example, the pronoun "he" can refer to a specific person, while the pronoun "his" can refer to the person whose possession is being discussed.

Another important factor that affects the resolution of pronouns is the type of antecedent. Antecedents can be divided into two main categories: explicit antecedents and implicit antecedents. Explicit antecedents are those that are clearly stated in the text, while implicit antecedents are those that are implied by the context. The resolution of explicit antecedents is generally easier than the resolution of implicit antecedents. This is because explicit antecedents are more specific and have a more limited range of possible pronouns. In contrast, implicit antecedents are more general and have a wider range of possible pronouns. For example, the sentence "The cat sat on the mat" has an explicit antecedent "the cat", while the sentence "The cat sat on the mat" has an implicit antecedent "the cat".

The type of sentence also affects the resolution of pronouns. Sentences can be divided into two main categories: simple sentences and complex sentences. Simple sentences are those that contain only one clause, while complex sentences are those that contain two or more clauses. The resolution of pronouns is generally easier in simple sentences than in complex sentences. This is because simple sentences are more straightforward and have a more limited range of possible antecedents. In contrast, complex sentences are more complex and have a wider range of possible antecedents. For example, the sentence "The cat sat on the mat" is a simple sentence, while the sentence "The cat sat on the mat after the dog barked" is a complex sentence.

Finally, the type of task and the type of participant also affect the resolution of pronouns. Tasks can be divided into two main categories: reading tasks and listening tasks. The resolution of pronouns is generally easier in reading tasks than in listening tasks. This is because reading tasks allow participants to see the text and to reread it if necessary. In contrast, listening tasks require participants to hear the text and to process it in real time. Participants can also be divided into two main categories: experienced participants and inexperienced participants. The resolution of pronouns is generally easier for experienced participants than for inexperienced participants. This is because experienced participants have a better understanding of the rules of grammar and a better ability to infer meaning from context.

Chen, 2006; Chen, 2008; Chen, 2010). The results suggest that the resolution of pronouns is not a simple process, but rather a complex one that involves a variety of factors. For example, the resolution of pronouns is affected by the type of pronoun, the type of antecedent, and the type of sentence. In addition, the resolution of pronouns is also affected by the type of task and the type of participant. For example, the resolution of pronouns is more difficult when the task is more complex and when the participant is less experienced. Finally, the resolution of pronouns is also affected by the type of context. For example, the resolution of pronouns is more difficult when the context is more complex and when the participant is less experienced.

4.2. Implications to the two-stage theory of pronoun resolution

As a result of the above findings, the two-stage theory of pronoun resolution (Gibson & Wagers, 2000) is supported. The two-stage theory proposes that the resolution of pronouns occurs in two stages. In the first stage, the reader or listener identifies the possible antecedents for the pronoun. In the second stage, the reader or listener selects the most likely antecedent based on the context. The results of the present study support the two-stage theory in several ways. First, the results show that the resolution of pronouns is affected by the type of pronoun, the type of antecedent, and the type of sentence. This is consistent with the two-stage theory, which proposes that the resolution of pronouns is a complex process that involves a variety of factors. Second, the results show that the resolution of pronouns is more difficult when the task is more complex and when the participant is less experienced. This is also consistent with the two-stage theory, which proposes that the resolution of pronouns is a complex process that involves a variety of factors. Finally, the results show that the resolution of pronouns is more difficult when the context is more complex and when the participant is less experienced. This is also consistent with the two-stage theory, which proposes that the resolution of pronouns is a complex process that involves a variety of factors.

One of the most important implications of the two-stage theory is that it provides a framework for understanding the resolution of pronouns. The two-stage theory proposes that the resolution of pronouns occurs in two stages. In the first stage, the reader or listener identifies the possible antecedents for the pronoun. In the second stage, the reader or listener selects the most likely antecedent based on the context. This framework can be used to understand the resolution of pronouns in a variety of contexts. For example, the two-stage theory can be used to understand the resolution of pronouns in reading tasks, listening tasks, and in real-world situations. The two-stage theory can also be used to understand the resolution of pronouns in different languages and in different cultures.

Another important implication of the two-stage theory is that it provides a framework for designing pronoun resolution tasks. The two-stage theory proposes that the resolution of pronouns occurs in two stages. In the first stage, the reader or listener identifies the possible antecedents for the pronoun. In the second stage, the reader or listener selects the most likely antecedent based on the context. This framework can be used to design pronoun resolution tasks that are valid and reliable. For example, the two-stage theory can be used to design pronoun resolution tasks that measure the resolution of pronouns in reading tasks, listening tasks, and in real-world situations. The two-stage theory can also be used to design pronoun resolution tasks that measure the resolution of pronouns in different languages and in different cultures.

5. Conclusion

The results of the present study support the two-stage theory of pronoun resolution. The two-stage theory proposes that the resolution of pronouns occurs in two stages. In the first stage, the reader or listener identifies the possible antecedents for the pronoun. In the second stage, the reader or listener selects the most likely antecedent based on the context. The results of the present study support the two-stage theory in several ways. First, the results show that the resolution of pronouns is affected by the type of pronoun, the type of antecedent, and the type of sentence. This is consistent with the two-stage theory, which proposes that the resolution of pronouns is a complex process that involves a variety of factors. Second, the results show that the resolution of pronouns is more difficult when the task is more complex and when the participant is less experienced. This is also consistent with the two-stage theory, which proposes that the resolution of pronouns is a complex process that involves a variety of factors. Finally, the results show that the resolution of pronouns is more difficult when the context is more complex and when the participant is less experienced. This is also consistent with the two-stage theory, which proposes that the resolution of pronouns is a complex process that involves a variety of factors.

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