

## Research team: Capacités Langagières et Interactions Finalisées (CLIF)

### PUBLICATIONS list – 2011/2016

#### 1/ PUBLICATIONS in peer-reviewed journals

##### 2011

1. Bonnardel, N., Piolat, A., & **Le Bigot, L.** (2011). The impact of colour on Website appeal and users' cognitive processes. *Displays*, 32, 69-80.
2. Bråten, I., Strømsø, H., Britt, M.A., & **Rouet, J.-F.** (2011). The role of epistemic beliefs in the comprehension of multiple expository texts: Towards an integrated model. *Educational Psychologist*, 46, 48-70.
3. Britt, M.A., & **Rouet, J.-F.** (2011). Research challenges in the use of multiple documents. *Information Design Journal*, 19, 62-68.
4. Caroux, L., **Le Bigot, L.**, & **Vibert, N.** (2011). Maximizing player's anticipation by applying the proximity-compatibility principle to the design of video games. *Human Factors*, 53, 103-117.
5. Dardier, V., **Bernicot, J.**, Delanoë, A., Vanberten, M., Fayada, C., Chevignard, M., Delaye, C., Laurent-Vannier, A., & Dubois, B. (2011). Severe Traumatic Brain Injury, Frontal Lesions, and Social Aspects of Language Use: A Study of French-Speaking Adults. *Journal of Communication Disorders*, 44, 359-378.
6. Droit-Volet, S., Fayolle, & S.L., & **Gil, S.** (2011). Emotional state and time perception: Mood elicited by films. *Frontiers in Integrative Neurosciences*. doi: 10.3389/fnint.2011.00033
7. Eme, E., Chaminaud, S., **Bernicot, J.**, & **Laval, V.** (2011). Capacités pragmatiques des adultes en situation d'illettrisme : compréhension du langage non littéral et connaissances métapragmatiques. *L'Année Psychologique*, 111, 3-39.
8. **Gil, S.**, & Droit-Volet, S. (2011). "Time flies in the presence of angry faces" depending on the temporal task used. *Acta Psychologica*, 136, 354-362.
9. **Gil, S.**, & Droit-Volet, S. (2011). Time perception in front of ashamed faces in children and adults. *Scandinavian Journal of Psychology*, 52, 138-145.
10. **Gil, S.**, Teissèdre, F., Chambres, P., & Droit-Volet, S. (2011). The evaluation of emotional facial expressions in early postpartum depressive mood: A difference between adult and baby faces? *Psychiatry Research*, 186, 281-286.
11. Goumi, A., Volckaert-Legrier, O., **Bert-Erboul, A.** & **Bernicot, J.** (2011). SMS length and function: a comparative study of 13 to 18 year-old girls and boys, *European Review of Applied Psychology*, 61(4), 175-184.
12. Grommet, E.K., Droit-Volet, S., **Gil, S.**, Hemmes, N.S., Baker, A.H., & Brown, B. (2011). Time estimation of fear cues in human observers. *Behavioural Processes*, 86, 88-93.
13. Jaafari, N., Rigalleau, F., Rachid, F., Millet, B., Olié, J.-P., Gil, R., & **Vibert, N.** (2011). Contribution of eye movement recordings to the neuropsychology of obsessive compulsive disorder: A critical review. *Acta Psychiatrica Scandinavica*, 124, 87-101.
14. Puustinen, M., **Bernicot, J.**, & **Bert-Erboul, A.** (2011). Written Computer-Mediated Requests for Help by French-Speaking Students: An Analysis of Their Forms and Functions. *Learning and Instruction*, 21, 281-289.
15. Quintard, L., Larabi, M.-C., & **Le Bigot, L.** (2011). Empirical investigation of display quality. *Journal of Imaging Science and Technology*, 55, Issue: 6 Article Number: 060504 doi: 10.2352.J.ImagingSci.Technol.2011.55.6.060504.
16. Roger, M., Bonnardel, N., & **Le Bigot, L.** (2011). Landmarks' use in speech map navigation tasks. *Journal of Environmental Psychology*, 31, 192-199.

17. **Rouet, J.-F., Ros, C.,** Goumi, A., Macedo-Rouet, A., & Dinet, J. (2011). The influence of surface and deep cues on grade school students' assessment of relevance in Web menus. *Learning and Instruction, 21*, 205-219.
18. Vörös, Zs., **Rouet, J.-F.,** & Pléh, C. (2011). Effect of high-level content organizers on hypertext learning. *Computers in Human Behavior, 27*, 2047-2055.

## 2012

19. Aguert M., Marcoccia M., Atifi H., Gauducheau N. & **Laval V.** (2012). La communication expressive dans les forums de discussion: émotions et attitude ironique chez l'adolescent, *Tranel, 57*, 63-82.
20. **Bernicot, J.,** Volckaert-Legrier, O., Goumi, A. & Bert-Erboul, A. (2012). SMS Experience and Textisms in Young Adolescents: Presentation of a Longitudinally Collected Corpus. *Linguisticae Investigationes, 35(2)*, 181–198.
21. **Bernicot, J.,** Volckaert-Legrier, O., Goumi, A. & **Bert-Erboul, A.** (2012). Forms and Functions of SMS Messages: A Study of Variations in a Corpus Written by Adolescents. *Journal of Pragmatics, 44*, 1701-1715.
22. Braasch, J., **Rouet, J.F., Vibert, N.** & Britt, A. (2012). Readers' use of source information in text comprehension. *Memory and Cognition, 40*, 450-465.
23. Dampuré, J., **Ros, C., Rouet, J.-F., & Vibert, N.** (2012). How word familiarity facilitates visual search for verbal material. *Applied Cognitive Psychology, 26*, 271-288.
24. **Gil, S.,** & Droit-Volet, S. (2012). Emotional time distortions: the fundamental role of arousal. *Cognition & Emotion, 26*, 847-862.
25. **Gil, S.,** Chambres, P., Hyvert, C., Fanget, M., & Droit-Volet, S. (2012). Children with Autism Spectrum Disorders have "the working raw material" for time perception. *PLoS ONE 7(11)*: e49116. doi: 10.1371/journal.pone.0049116.
26. Jaafari, N., Rachid, F., Rotgé, J.-Y., Polosan, M., El-Hage, W., Belin, D., **Vibert, N.,** & Pelissolo, A. (2012). Safety and efficacy of repetitive transcranial magnetic stimulation in the treatment of obsessive compulsive disorder: A review. *World Journal of Biological Psychiatry, 13*, 164-177.
27. **Knutsen, D., & Le Bigot, L.** (2012). Managing dialogue: How information availability affects collaborative reference production. *Journal of Memory and Language, 67*, 326-341.
28. **Laval, V.,** Le Sourn-Bissaoui, S., Girard, P. Chevreuril, C., & Aguert, M. (2012). Prosodie émotionnelle et compréhension des actes de langage expressifs chez des enfants et adolescents avec un Trouble du Spectre Autistique, *Revue Française de Linguistique Appliquée, 17(2)*, 77-88.
29. Léger, L, **Rouet, J.-F., Ros, C. & Vibert, N.** (2012). Orthographic versus semantic matching in visual search for words within lists. *Canadian Journal of Experimental Psychology/Revue canadienne de psychologie expérimentale, 66*, 32-43.
30. Macedo-Rouet, M., **Rouet, J.-F., Ros, C., & Vibert, N.** (2012). How do scientists select articles in the PubMed database? An empirical study of criteria and strategies. *European Review of Applied Psychology – Revue Européenne de Psychologie Appliquée, 62*, 63-72.
31. Nugier, A., **Gil, S.,** & Chekroun, P. (2012). Validation of the French Version of the Test of Self-Conscious Affect-3 (TOSCA-3): A measure for the tendencies to feel ashamed and guilty. *European Review of Applied Psychology, 62*, 19-27.
32. Poletti, M., **Le Bigot, L.,** & Rigalleau, F. (2012). Les intérêts théoriques de l'amorçage syntaxique. *L'Année Psychologique, 112*, 247-275.
33. **Potocki, A.,** Jabouley, D., Magnan, A., & Ecalle, J. (2012). Effets d'un entraînement informatisé à la compréhension chez des enfants faibles compreneurs de CE1. *Glossa, 111*, 1-14.
34. Rosell-Clari, V., & **Bernicot, J.** (2012). Protocolo franco-español de exploración de habilidades metalingüísticas en niños de 6 a 9 años: un estudio preliminar. *Boletín de Asociación Española de Logopedia, Foniatria y Audiología, AELFA, 12(2)*, 61-66.

35. **Rouet, J.-F.** (2012). Ce que l'usage d'Internet nous apprend sur la lecture et son apprentissage. *Le Français Aujourd'hui*, 178, "L'enseignement des lettres et le numérique".
36. **Rouet, J.-F.**, Vörös, Zs., & Pléh, C. (2012). Incidental learning of links during navigation: The role of visuo-spatial capacity. *Behaviour and Information Technology*, 31, 71-81.
37. Volckaert-Legrier, O., & **Bernicot, J.** (2012). Traduction de SMS en français standard : une étude chez des adolescents de 11 et 14 ans. *Approche Neuropsychologique des Apprentissages chez l'Enfant (ANAE)*, 118, 313-321.

## 2013

38. Aguert, M. & **Laval, V.** (2013). Request complexity is no more a problem when the requests are ironic. *Pragmatics & Cognition*. doi: 10.1075/pc.21.2.
39. Aguert, M., **Laval, V.**, Lacroix, A., **Gil, S.** & **Le Bigot, L.** (2013). Inferring Emotions from Speech Prosody: Not So Easy at Age Five. *Plos One*, 8(12): e83657. doi: 10.1371/journal.pone.0083657.
40. **Bernicot, J.** (2013). " Ceux qui ne parlent pas " peuvent communiquer : la proposition théorique du modèle interactionniste. *Vie Sociale*, 3, 73-82.
41. **Broc, L.**, **Bernicot, J.**, Olive, T., Favart, M., Reilly, J., Quémart, P., & Uzé, J. (2013) Lexical spelling in children and adolescents with specific language impairment: Variations with the writing situation. *Research in Developmental Disabilities*, 34, 3253-3266.
42. Caroux, L., **Le Bigot, L.**, & **Vibert, N.** (2013). Impact of the motion and visual complexity of the background on players' performance in video game-like displays. *Ergonomics*, 56, 1863-1876.
43. Droit-Volet, S., Fayolle, S., Lamotte, M., & **Gil, S.** (2013). Time, Emotion and the Embodiment of timing. *Timing and time perception*, 0, 1-30.
44. Ecalle, J., Bouchafa, H., **Potocki, A.**, Magnan, A. (2013). Comprehension of written sentences as a core component of children's reading comprehension. *Journal of Research in Reading*, 106, 117-131.
45. Jaafari N., Frasca M., Rigalleau F., Rachid F., Gil R., Olié, J.-P., Guehl D., Burbaud P., Aouizerate B., Rotgé J.-Y., **Vibert N.** (2013). Forgetting what you have checked: A link between working memory impairment and checking behaviors in obsessive-compulsive disorder. *European Psychiatry*, 28, 87-93.
46. **Knutsen, D.**, & **Le Bigot, L.** (2013). La production et la compréhension de références dans les théories psychologiques actuelles du dialogue. *Psychologie Française*, 58, 277-296.
47. **Le Bigot, L.**, Caroux, L., **Ros, C.**, Lacroix, A., & Botherel, V. (2013). Investigating memory constraints on recall of options in interactive voice response system messages. *Behaviour and Information Technology*, 32, 106-116.
48. Le Sourn-Bissaoui, S., Aguert, M., Girard, P., Chevreuil, C. & **Laval, V.** (2013). Emotional Speech Comprehension in Children and Adolescents with Autism Spectrum Disorders. *Journal of Communication Disorders*, 46(4), 309-320.
49. Macedo-Rouet, M., Braasch, J.G.L., Britt, M.A. & **Rouet, J.-F.** (2013). Teaching fourth and fifth graders to evaluate information sources during text comprehension. *Cognition and Instruction*, 31, 204-226.
50. **Potocki, A.**, Ecalle, J., & Magnan, A. (2013). Effects of computer-assisted comprehension training in less skilled comprehenders in second grade: A one-year follow-up study. *Computers & Education*, 63, 131-140.
51. **Potocki, A.**, Ecalle, J., & Magnan, A. (2013). Literal and inferential skills for narrative comprehension in five-year-old children: Correlational analysis and comprehender profiles. *Journal of Educational Research*, 106, 14-26.
52. Roger, M., **Knutsen, D.**, Bonnardel, N., & **Le Bigot, L.** (2013). Landmark Frames of Reference in Interactive Route Description Tasks. *Applied Cognitive Psychology*, 27, 497-504.

53. Volckaert-Legrier, O., **Bernicot, J.**, & Bert-Erboul, A. (2013). Le courriel chez les adolescents. In F. Liénard, (Ed.) *Culture, identity and digital writing*, Epistémè, 9, Revue internationale de sciences humaines et sociales appliquées, Séoul : Université Korea – Center for Applied Cultural Studies (pp. 15-49).

## 2014

54. **Bernicot, J.**, Goumi, A. & **Bert-Erboul, A.** Volckaert-Legrier, O. (2014). How do skilled and less-skilled spellers write text messages? A longitudinal study. *Journal of Computer Assisted Learning*, 30, (6), 559-576.
55. Britt, M.A., Richter, T., & **Rouet, J.-F.** (2014). Scientific Literacy: The role of goal-directed reading and evaluation in understanding scientific information. *Educational Psychologist*, 49(2), 104-122.
56. **Broc, L.**, **Bernicot, J.**, Olive, T., Favart, M, Reilly, J., Quémart, P., Catheline, N., Gicquel, L., & Jaafari, N. (2014). Evaluation de l'orthographe des élèves dysphasiques en situation de narration communicative : variations selon le type d'orthographe, lexicale versus morphologique. *Revue Européenne de Psychologie Appliquée*, 64(6), 307–321.
57. Dampuré, J., **Ros, C.**, **Rouet, J.-F.**, & **Vibert, N.** (2014). Task-dependent sensitization of perceptual and semantic processing during visual search for words. *Journal of Cognitive Psychology*, 26, 530-549.
58. **De Pereyra, G.**, Britt, M.A., Braasch, J.L.G, & **Rouet, J.F.** (2014). Reader's memory for information sources in simple news stories: Effects of text and task features. *Journal of Cognitive Psychology*, 24(2), 187-204.
59. **Gil, S.**, & **Le Bigot, L.** (2014). Seeing Life Through Positive-tinted glasses: Color-meaning associations. *Plos One*, doi: 10.1371/journal.pone.0104291.
60. **Gil, S.**, Aguert, M., **Le Bigot, L.**, Lacroix, A., & **Laval, V.** (2014). Children's Understanding of Others' Emotional States: Inferences From Extralinguistic or Paralinguistic Cues? *International Journal of Behavioral Development*, 38, 539-549.
61. **Knutsen, D.**, & **Le Bigot, L.** (2014). Capturing egocentric biases in reference reuse during collaborative dialogue. *Psychonomic Bulletin and Review*, 21, 1590-1599.
62. **Potocki, A.**, Bouchafa, H., Magnost, A., & Ecalle, J. (2014). Évaluation de la compréhension écrite de récits chez l'enfant de 7 à 10 ans : vers des profils de compreneurs. *Revue Européenne de Psychologie Appliquée/ European Review of Applied Psychology*, 64, 229-239.
63. Stadler, M., Bromme, R., & **Rouet, J.-F.** (2014). Worin bestehen die Kompetenzen des Lesens Multipler Dokumente zu Wissenschaftsthemen und wie fördert man sie? ["Science meets Reading": What are the competencies of reading multiple documents on scientific topics and how can they be taught?] *Unterrichtswissenschaft*, 42, 55-68.

## 2015

64. Caroux, L., Isbister, K., **Le Bigot, L.**, & **Vibert, N.** (2015). Player-video game interaction: a systematic review of current concepts. *Computers in Human Behavior*, 48, 366-381.
65. Caroux, L., **Le Bigot, L.**, & **Vibert, N.** (2015). How visual background motion and task difficulty modulate players' performance in a shooting task. *Displays*, 38, 1-18.
66. Caroux, L., **Le Bigot, L.**, & **Vibert, N.** (2015). Impairment of shooting performance by background complexity and motion. *Experimental Psychology*, 62, 98-109.
67. Fayolle, S., **Gil, S.**, & Droit-Volet, S. (2015). Fear and Time perception: Fear speeds up the internal clock. *Behavioural Processes*, 120, 135-140. doi.org/10.1016/j.beproc.2015.09.014
68. **Gil, S.**, & **Le Bigot, L.** (2015). Grounding context in face processing: Color, Emotion and Gender. *Frontiers in Psychology*, 6:322. doi: 10.3389/fpsyg.2015.00322.

69. **Gil, S., & Le Bigot, L.** (2015). Colour and Emotion: Children also associate red with negative valence. *Developmental Science*. doi : 10.1111/desc.12382
70. Jaafari, N., Chopin, N., Levy, C., Rotgé, J.-Y., Lafay, N., Hammi, W., Rigalleau, F., Millet, B., Krebs, M.-O., & **Vibert, N.** (2015). Excessive checking behavior during an image comparison task in Schizophrenia. *European Psychiatry*, 30, 233-241.
71. **Knutsen, D., & Le Bigot, L.** (2015). The influence of reference acceptance and reuse on conversational memory traces. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 41, 574-585.
72. **Potocki, A.,** Ecalle, J., & Magnan, A. (2015). Computerized comprehension training in young readers: For whom and under which conditions is it efficient? *Journal of Computer Assisted Learning*, 31(2), 162-175.
73. **Potocki, A.,** Magnan, A., & Ecalle, J. (2015). Computer-based trainings in four groups of struggling readers: Specific effects on word reading and comprehension. *Research in Developmental Disabilities*, 45-46, 83-92.
74. Puustinen, M., **Bernicot, J.,** Volckaert-Legrier, O. & Baker, M. (2015). Naturally Occurring Help-Seeking Exchanges on a Homework Help Forum. *Computers & Education*, 81, 89-101.

## 2016

75. Dampuré, J., Benraiss, A., & **Vibert, N.** (2016). Task-dependent modulation of word processing mechanisms during modified visual search tasks. *Quarterly Journal of Experimental Psychology*, 69, 1145-1163. doi: 10.1080/17470218.2015.1070886.
76. Droit-Volet, S., & **Gil, S.** (2016). The emotional body and time perception. *Cognition & Emotion*. doi: 10.1080/02699931.2015.1023180.
77. **Gil, S., Hattouti, J., & Laval, V.** (2016). How children use emotional prosody : Crossmodal emotional integration? *Developmental Psychology*, 52, 1064-1072.
78. **Gil, S., & Le Bigot, L.** (2016). Colour and Emotion : Children also associate red with negative valence. *Developmental Psychology*, 19, 1087-1094.
79. **Hattouti, J., Gil, S., & Laval, V.** (2016). Le développement de la compréhension des expressions idiomatiques: une revue de littérature. *L'Année psychologique*, 116(01), 105-136.
80. **Knutsen, D.,** Ros, C., & **Le Bigot, L.** (in press). Generating references in naturalistic face-to-face and phone-mediated dialogue settings. *Topics in Cognitive Science*. doi: 10.1111/tops.12XXX
81. **Knutsen, D., & Le Bigot, L.** (2016). Conceptual match as a determinant of reference reuse in dialogue. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. doi:10.1037/xlm0000313
82. Lacroix, A., Noël A., Sollier M., Dondaine T., Robert G., Levoyer D., Millet B., Drapier D., & **Laval, V.** (in press). Are idiom comprehension difficulties in patients with schizophrenia due to working memory and executive deficits? *European Journal of Psychiatry*.
83. **Potocki, A.,** Ecalle, J., & Magnan, A. (in press). Early cognitive and linguistic profiles of different types of 7- to 8-year-old readers. *Journal of Research in Reading*.
84. **Potocki, A.,** Sanchez, M., Ecalle, J., & Magnan, A. (in press). Linguistic and cognitive profiles of 8- to 15-year-old children with specific reading comprehension difficulties: The role of executive functions. *Journal of Learning Disabilities*. doi: 10.1177/0022219415613080
85. **Rouet, J.-F., Le Bigot, L., de Pereyra, G., & Britt, M.A.** (2016). Whose story is this? Discrepancy triggers readers' attention to source information in short narratives. *Reading and Writing*, 29(8), 1549-1570. doi: 10.1007/s11145-015-9625-0
86. Salmerón, L., Macedo-Rouet, M., & **Rouet, J.-F.** (in press). Multiple viewpoints increase students' attention to source features in social question and answer forum messages. *Journal of the American Society for Information Science and Technology*.

87. Stadler, M., Scharrer, L., Macedo-Rouet, M., **Rouet, J.-F.**, & Bromme, R. (accepted). Improving vocational students' consideration of source information when deciding about science controversies. *Reading and Writing*.
88. Vörös, Zs., & **Rouet, J.-F.** (accepted). Laypersons' digital problem solving: Relationships between strategy and performance in a large-scale international survey. *Computers in Human Behavior*.
89. Droit-Volet, S., Fayolle, S., & **Gil, S.** (2016). Emotion and time perception: similar effects in children and adults for different task-difficulty levels. *Timing and Time Perception*. doi:10.1163/22134468-03002055
90. **Laval V.**, Dardier, V., Laval, C., & Monetta, L. (2016). La compréhension de l'intention d'autrui est-elle sous l'influence d'un biais négatif ? *Bulletin de Psychologie*, 69(2), 117-126.
91. **Laval, V.** (2016). Pragmatique, compréhension et Inférences : la question de l'évaluation. *Revue de Neuropsychologie*, 8(1), 49-53. doi:10.1684/nrp.2016.0366

## 2/ Edited books

1. **Bernicot, J.**, & Bert-Erboul, A. (2014). *L'acquisition du langage par l'enfant (2<sup>nde</sup> Edition)*. Paris: Editions In Press.
2. Britt, M.A., Goldman, S.R., & **Rouet, J.-F.** (Eds., 2013). *Reading: From words to multiple documents*. New York: Routledge.
3. **Laval, V.** (2011, 2<sup>e</sup> édition). *La psychologie du développement : Modèles et méthodes*. Paris: Armand Colin.
4. **Laval, V.** (2015, 3<sup>e</sup> édition). *La psychologie du développement : Modèles et méthodes*. Paris: Armand Colin.

## 3/ Chapters in edited books

1. **Bernicot, J.** (2014). Bases of linguistic development. In C. Fäcke (Ed.). *Manual of language acquisition* (pp. 143-161). Berlin: de Gruyter.
2. **Bernicot, J.** (2014). Recasts, clarifications, and other indirect negative evidence. In P. Brooks & V. Kempe (Eds.). *Encyclopedia of Language Development* (pp. 520-522). London: Sage Publications.
3. **Bernicot, J.** (2015, in press). Langage SMS, encodage et décodage. *Encyclopaedia Universalis*.
4. **Bernicot, J.** (2015, in press). Le développement de la pragmatique du langage. *Encyclopaedia Universalis*.
5. **Bernicot, J.**, Volckaert-Legrier, O., Goumi, A., & Bert-Erboul, A. (2014). SMS Experience and Textisms in Young Adolescents: Presentation of a Longitudinally Collected Corpus. In Cougnon, Louise-Amélie & Cédric Fairon (Eds). *SMS Communication: A Linguistic Approach*. (Benjamins Current Topics, 61) (pp. 29-45). Amsterdam & Philadelphia: John Benjamins.
6. Britt, M. A., **Rouet, J.-F.**, & Braasch, J. L. G. (2013). Documents as entities: Extending the situation model theory of comprehension. In M.A. Britt, S. R. Goldman, & J.-F. Rouet (Eds.), *Reading: From Words to Multiple Texts* (pp. 160-179). New York: Routledge.
7. Britt, M.A., & **Rouet, J.-F.** (2012). Learning with multiple documents: Component skills and their acquisition. In M.J. Lawson and J.R. Kirby (Eds.) *Enhancing the Quality of Learning: Dispositions, Instruction, and Learning Processes* (pp. 276-314). Cambridge, NY: Cambridge University Press.
8. **Broc, L.**, **Bernicot, J.**, Olive, T., Favart, M, Reilly, J., Quémart, P., & Uzé, J. (2014). Narrations écrites et orthographe chez les enfants et les adolescents dysphasiques: Pourquoi les erreurs morphologiques augmentent-elles avec l'âge ? *SHS Web of*

- Conferences*, 8, 1395-1405. (Neveu, F. et al. (Eds). *Actes du 4e Congrès mondial de linguistique française*. Berlin, Allemagne : EDP Sciences).
9. Dardier, V., **Bernicot, J.**, Goumi, A., & Ornon, C. (2012). Evaluation des capacités langagières pragmatiques et vieillissement. In P. Allain, G. Aubin & D. Le Gall (Eds.) *Cognition Sociale et Neuropsychologie* (pp.283-304). Marseille : Editions Solal.
  10. **Gil, S.** (2016, sous presse). Le développement des émotions. *Encyclopaedia Universalis*.
  11. **Gil, S.**, & Droit-Volet, S. (2011). How do emotional facial expression influence our perception of time? *Attention, Representation, and Human Performance: Integration of Cognition, Emotion and Motivation* (pp.61-74). PsyPress.
  12. **Gil, S.**, Droit-Volet, S., **Laval, V.**, & Teissède, F. (2012). Postnatal Depression and Emotion: The Misfortune of Mother-Infant Interactions, *Perinatal Depression*, María Graciela Rojas Castillo (Ed.), ISBN: 978-953-307-826-7, InTech.
  13. **Laval, V.**, Aguert, M., & Gil S. (2012). Pragmatique et compréhension du langage chez l'enfant : la question de l'évaluation. In P. Allain, G. Aubin & D. Le Gall (Eds). *Cognition sociale et Neuropsychologie* (pp.265-282). Marseille : SOLAL.
  14. **Laval, V.**, Laval, C., & Eme, E. (2014). Expressions idiomatiques et compréhension : la question de l'évaluation de la familiarité des idiomes dans une perspective développementale, In S. Le Sourn-Bissaoui, G. Le Maner-Idrissi, V. Dardier, E. Bonjour, & A. Lacroix (Eds.) *Développement et variabilités* (pp. 197-212). Rennes : Presses Universitaires de Rennes.
  15. Puustinen, M., & **Bernicot, J.** (2013). Seeking and Obtaining Online Homework Help: The Contribution of the Analysis of Natural Data. In S.A. Karabenick, & M. Puustinen, M. (Eds.). *Advances in help-seeking research and applications: The role of emerging technologies* (pp. 147-177). Charlotte, NC: Information Age Publishing.
  16. Reilly, J., **Bernicot, J.**, Olive, T., Uzé, J., Wulfek, B., Favart, M., & Appelbaum, M. (2014). Written Narratives from French and English Speaking Children with Language Impairment. In B. Arfé, V & J. Dockrell & V. Berninger (Eds). *Writing development in children with hearing loss, dyslexia, or oral language problems. Implications for assessment and instruction* (pp. 197-212). Oxford: University Press.
  17. **Rouet, J.-F.** (sous presse). La compréhension de l'écrit : Un ensemble complexe d'habiletés spécifiques. In J. David & Carine Royer (Dir.) *L'apprentissage de la lecture : convergences, innovations, perspectives*. Berne: Peter Lang.
  18. **Rouet, J.-F.**, & Britt, M.A. (2011). Relevance processes in multiple document comprehension. In M.T. McCrudden, J. P. Magliano, & G. Schraw (Eds.), *Text Relevance and Learning from Text* (pp. 19-52). Greenwich, CT: Information Age Publishing.
  19. **Rouet, J.-F.**, & Britt, M.A. (2014). Learning from Multiple Documents. in Mayer, R.E. (Ed.) *Cambridge Handbook of Multimedia Learning, 2nd Edition* (pp. 813-841). Cambridge, MA, Cambridge University Press.
  20. **Rouet, J.-F.**, Vörös, Zs., & von Davier, M. (2014). Skilled Problem Solving with Digital Technologies: Levels of Proficiency, Individual Differences and Strategies. In *Proceedings of the PIAAC Invitational Research Conference: The Importance of Skills and How to Assess Them*. Princeton, NJ: Educational Testing Services.
  21. **Rouet, J.-F.**, Vörös, Zs., & von Davier, M. (2015). Assessing Problem Solving in Technology-Rich Environments: What Can We Learn from Online Strategy Indicators? In Rosen, Y., Ferrara, S., & Mosharraf, M. (Eds.) *Handbook of Research on Technology Tools for Real-World Skill Development* (pp. 707-725). New York: IGI Global
  22. **Rouet, J.-F.** (sous presse). La compréhension de l'écrit : Un ensemble complexe d'habiletés spécifiques. In J. David & Carine Royer (Dir.) *L'apprentissage de la lecture : convergences, innovations, perspectives*. Berne: Peter Lang.
  23. Volckaert-Legrier, O., Goumi, A., Bert-Erboul, A., & **Bernicot, J.** (2015, in press). Focus on Text Messages: A Review of Studies in French. In Z. Yan (Ed.), *Encyclopedia of Mobile Phone Behavior (Volumes 1, 2, & 3)*. Hershey, PA: IGI Global.