

*EQUIPE**CAPACITÉS LANGAGIÈRES ET INTERACTIONS FINALISÉES - CLIF -***Publications 2011-2013 - Revues indexées par l'ISI (Web of Knowledge)****Publications 2011, n=16**

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2. **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.
3. 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.
4. 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.
5. 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.
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7. **Gil, S., & Droit-Volet, S.** (2011). Time perception in front of ashamed faces in children and adults. *Scandinavian Journal of Psychology*, 52, 138-145.
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11. 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.
12. 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.

13. 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
14. Roger, M, Bonnardel, N., & **Le Bigot, L.** (2011). Landmarks' use in speech map navigation tasks. *Journal of Environmental Psychology*, 31, 192-199
15. **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.
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4. **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
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6. Jaafari, N., Rachid, F., Rotg , 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.
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2. **Bernicot, J.**, Goumi, A. & **Bert-Erboul. A.** Volckaert-Legrier, O. (accepté). How do skilled and less-skilled spellers write text messages? A longitudinal study of sixth and seventh graders. *Journal of Computer Assisted Learning*.
3. **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.
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10. **Knutsen, D.**, & **Le Bigot, L.** (2013). La production et la compréhension de références dans les théories psychologiques actuelles du dialogue [Trans. Producing and understanding references in current psychological approaches to dialogue]. *Psychologie Française*, 58, 277-296.
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17. 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.