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## VITAE

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**Annie PIOLAT (née DUFFAU)**

Born on April 19th 1950 in Sidi-Bel-Abbès, Algeria  
French nationality  
Married, with 2 children

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## 1. QUALIFICATIONS AND CAREER PATH

**1990:** Research supervision certificate (University of Provence)

Title: *Toward the improvement of written production. The contribution of new technology to research and learning*

Supervisor: M. Fayol; Jury: C. Bastien, J.-P. Bronckart, J.-P. Caverni, E. Espéret, & M. Gilly

**1982:** PhD in Psychology (University of Provence), *summa cum laude*

Title: *Writing and speech as systems of verbal production*

Supervisor: G. Noizet; Jury: C. Bastien, & F. Bresson

**1973:** MA in Philosophy (University of Provence), *summa cum laude*

**1972:** BA in Psychology (University of Provence), *magna cum laude*

**Since 1991: Professor** of Psychology at the School of Psychology and Education Sciences of the University of Provence

**1988-90: Assistant professor** of Psychology at the University of Provence

**1980-87: Teaching assistant** in Psychology at the University of Provence

**1974-79: Junior fellow** of Psychology at the University of Provence

**Scientific distinction: Scientific Excellence Grant** (PES: Prime d'Excellence Scientifique): 2009-2012.

## 2. TEACHING

For more than twenty-five years, I have taught in the Department of Cognitive and Experimental Psychology of the Department of Psychology and Education Sciences, as a specialist of psychology of language.

I have always been careful to divide my teaching equally between the BA, MA and PhD programs.

### 2.1. Undergraduate and graduate courses

My teaching has evolved according to the department's changing needs but also - and above all - according to my research interests. However, the common denominator of all the courses I have taught is that they tackle the understanding and production of language from a cognitive psychology standpoint. In the case of the professional MA in cognitive ergonomics, I focus my teaching on the role of writing processes in human-machine dialogue.

- Language acquisition
- Acquisition of reading and writing in the classroom
- Processes involved in the understanding and production of texts by children and adults
- Role of working memory in text production

- Impact of technology (word processing, Web pages, etc.) on the understanding and production of technical documents and procedural texts
- Language and creativeness
- Cognition, emotion and affect
- History of concepts in cognitive psychology

I have always found it vitally important to help students develop the metaknowledge that will enable them to perform the university work required of them more effectively:

- Note-taking techniques
- Documentary research
- Preparation for examinations

This teaching has been accompanied by books focusing on the acquisition of knowledge and know-how:

Piolat, A. (2002). *La recherche documentaire. Manuel à l'usage des étudiants, doctorants et jeunes chercheurs [Documentary research. Handbook for undergraduates, graduates and young researchers]*. Marseilles: Solal Editions.

Piolat, A. (2006). *La prise de notes [Note-taking]* (2<sup>nd</sup> edition, 1<sup>st</sup> edition: 2001). Paris: P.U.F (Que sais-je? collection).

Piolat, A., & Vauclair, J. (2008). *Méthodes pour réussir son premier cycle en psychologie [Keys to success for undergraduate psychology students]*. Brussels: De Boeck (Ouvertures Psychologiques collection).

## 2.2. Research training and PhD supervision

Since 2000, I have taught at the ED 356 doctoral school:

The purpose of this training is to teach doctoral students how to produce scientific articles (reports of experiments, review articles) in accordance with international standards and how to communicate their findings

- Scientific writing
- Scientific communication

PhD supervision:

PhD	% supervision time	Subsequent post
1989 Jean-Yves Roussey	50	Lecturer, IUFM, University of Provence
1992 Sylvie Akiguet	100	Teaching assistant, University of Libreville Gabon
1997 Marie-Laure Barbier	100	Assistant professor, IUFM, University of Provence
1997 Anne Gombert	100	Assistant professor, IUFM, University of Provence
1999 Thierry Olive	100	Researcher, CNRS, UMR 6234 Poitiers
2000 Valérie Li Calzi	100	Ergonomic psychologist, Bordeaux
2000 Myriam Barbey-Ferréol	100	School psychologist, Grenoble
2003 Agnès Bonnet	20	Assistant professor, IUFM, University of Provence
2009 Rachid Bannour	100	Teaching assistant, GRETA, Marseille

Research supervision certificate	% supervision time	Subsequent post
1998 Lucile Chanquoy	100	Instructor, University of Nice
1999 Jean-Yves Roussey	100	Instructor, IUFM, University of Provence

Theses currently underway:

- Marlène Aillaud (priority grant recipient and graduate assistant): *The expression and the emotional impact of black humour*
- Ingrid Latchimy (priority grant recipient and graduate assistant): *The expression of social emotions during dilemma resolution*
- Michael Fartoukh (50% co-direction Pr. L. Chanquoy): *Effects of emotional states on written language abilities of school children*

## 3. TEACHING AND RESEARCH RESPONSIBILITIES

### 3.1. Teaching responsibilities

Administrative and teaching responsibilities relating to courses:

- **Since 1990:** Management of teaching teams (preparation of lectures and tutorials) and administrative management (examination and follow-up of students) for between four and six courses (according to the year) divided between the BA, MA and PhD programs.

- **1992-2001:** Member of the School's educational commission (discussions about university reform and design of MA and PhD programs).
- **1992-1994:** In charge of the 2<sup>nd</sup>-year psychology diploma (with G. Amy): Coordination of teaching and juries; drafting of information leaflets (N=2,000 students).

#### **Missions with the School of Psychology and Education Sciences:**

- **Since 2008:** Development and leadership of a project entitled "*Innovative digital teaching for undergraduates: promoting digital learning in psychology degree programs to enhance student success rates*" (13 lecturer/researchers involved for years one and two; 1,800 undergraduate students).
- **Since 2006:** Leadership of e-learning on the Claroline teaching platform (1,800 undergraduates involved).
- **2004-2007:** Design and regular distribution of information on the Website [<http://www.up.univ-mrs.fr/wpse/>] for staff and for the 2,500 undergraduate and graduate students.
- **2000-2007:** Design and regular updating of 4 Websites dedicated to professional MAs in ergonomics, cognitive disturbances, the social psychology of health, and children, adolescents and aging.
- **1995-97:** Reorganization of information and communication systems for students (N=2,005), teaching staff (N=60) and administrative staff (N=10) within the school.
- **1995-97:** Assessment of administrative burden on teaching staff (study of the nature and hourly cost of various administrative tasks performed by teaching staff in teaching and research)
- **1992-93:** Head of the Cognitive Psychology Department library (orders and inventories).

#### **Responsibilities at the level of the University of Provence:**

- **1996-2008:** Member of the local steering committee of SCUFFUP (University of Provence teacher training college).
- **Since 1986:** Tutorship of graduate assistants at the Center for Teaching in Higher Education (CIES).

#### **Missions as elected representative:**

- **1996-2000:** Elected to the board of the School of Psychology and Education Sciences (1996-2000).
- **1998-2008:** Elected (or nominated) member of the A college of the Commission of Psychology Experts (16) at the Universities of Provence and the Mediterranean, and the Commission of Education Science Experts at the Aix-en-Provence teacher training college(34).
- **1988-91:** Elected (or nominated) member of the B college of the Commissions of Psychology Experts (16) and French Language and Literature Experts (9) at the University of Provence.

### **3.2. Research responsibilities**

#### **1. Responsibilities at the Centre for Research on the Psychology of Cognition, Language and Emotion (PsyCLE) (<http://sites.univ-provence.fr/wpsycle/>)**

##### **• From January 2012 onwards: Joint director of the PsyCLE Centre**

The current configuration of the PsyCLE Centre comprises 29 members (27 researchers, 2 engineers). It is organized into three research teams ("Cognitive and socio-emotional development"; "Cognition, language and expertise"; "Psychopathology of reality construction and of addictions"). Thirty-nine doctoral students and three postdoctoral students are also associated with the centre.

##### **• 2008-2011 Scientific head of Team 2: *Cognition, language and expertise***

This team comprises nine tenured lecturer/researchers allocated to two courses:

1. *Design, written production and multimedia systems* (N. Bonnardel, E. Galy-Marié, V. Ferrari, A. Piolat, J.-Y. Roussey)
2. *Individual differences: cognition, emotion, orientation* (P.-Y. Gilles, B. Dauvier, I. Fort, C. Mangard).

##### **• 2000-2007: Scientific head of Team 2: *Language, semiotic and cultural mediation***

This theme brought together 13 tenured lecturer/researchers allocated to six courses:

1. *Developmental and neuropsychological disturbances in the acquisition of written language* (V. Aghababian, G. Rouan)
2. *Written production: acquisition and expertise* (A. Piolat, A. Gombert, JY. Roussey)
3. *Role of linguistic mediation in interactive situations of cognitive development* (JP Roux)
4. *Social and cultural mediation in urban spaces* (A. Moreau, M. Allès-Jardel, A. Sieye)
5. *Cognitive remediation of learning difficulties* (JL Paour, S. Cebe)
6. *Design, interaction and new technology* (N. Bonnardel, ML. Barbier).

#### **2. Responsibility within the *Cognition, Language and Education* (ED 356) doctoral school**

- **Since 2002:** Scientific director responsible for organizing symposia bringing together doctoral students and lecturer/researchers from the doctoral school, as well as guest students and lecturer/researchers to discuss

topics of common interest (2005 symposium: *Reading, writing, learning and communicating with the Internet*; 2003 symposium: *Writing in all its states. Approaches in the cognitive sciences*).

### 3. Responsibilities within the GDR-CNRS (2657) research unit

- **Since 2003:** Within the GDR-CNRS 2657 "*Multidisciplinary Approach to Written Verbal Production*" research unit led by D. Alamargot (CeRCA, UMR 6263, Poitiers), in charge of three sub-programs (Note-taking procedures; Website design and written production; Emotion, motivation and production).

### 4. Editorial boards; scientific committees

- **Since 2007:** *Journal of Writing Research* [<http://www.jowr.org/>].
- **Since 2000:** "Psychologie. Théories, Méthodes & Pratiques" collection, Editions Solal, Marseilles.
- **Since 2000:** "Studies in Writing" international series published by *Kluwer Academic Publishers*.

### 5. Missions as elected representative

- **Since 2007:** Nominated member of the Scientific Life Committee of the Aix-Marseille teacher training college of the University of Provence.
- **2000-2008:** Nominated member of the Laboratory Committee of the PsyCLÉ Center.
- **1989-1991:** Nominated member of the Research Commission of the School of Psychology.
- **1984-1992:** Elected then nominated member of the CREPCO-CNRS Laboratory Committee (1984-1992).

## 4. RESEARCH

### 4.1. Research areas

The thread running through all my research is written verbal production.

My initial objective was to identify the determinants that account for the differences between oral and written text production (especially syntactic differences; PhD). I subsequently focused my research on the chronometric analysis of written production and the different types of drafts which allow writers to hone their final text. The updating of text planning and revision strategies in the course of written composition became a key focus. These strategies were monitored in the light of various determinants linked either to the writers (e.g. age, level of expertise), the nature of the text being produced (argumentative or narrative texts; themes) or the characteristics of the production method (paper, word processor, Website design; research supervision certificate).

In the course of my career, there have been two major shifts in my research. First of all, I started to take into account the constraints of the human cognitive architecture, especially working memory, in order to investigate writing strategies more fully. In order to achieve this, I designed a method to measure cognitive effort and analyzed the variations in this effort which occurred when writers found themselves in different situations such as note-taking, composing a rough draft or producing the finished text.

Secondly, having reached the conclusion that taking only the cognitive architecture and its constraints into account led to too restrictive and reductionist a conception of the processes engaged in text production, I decided roughly four years ago that I needed to study how emotional constraints, whether they arise from the writer's own affective disposition or from the writing topic (expressive writing) can help or hinder composition processes (planning, composition, revision). I therefore chose to tackle this area by exploring the cognitive-emotional determinants of the fear of writing encountered by relatively expert writers, such as students, but also more experienced writers, such as authors. More precisely, I project to conduct experimental studies of the cognitive and emotional components that influence the writing practices of adults who suffer from episodic or chronic writing apprehension. It will seek to:

- (1) identify the characteristics of both their written compositions (form and content) and their writing activity (sequencing of the planning, translating and revising processes);
- (2) demonstrate that intrusive and invasive thoughts induced by their anxiety about writing make it difficult to manage the cognitive resources that are needed to activate their writing processes;
- (3) measure the effect of the writing activity (especially with emotional content: expressive writing) on their emotional state both during and after composing.

The formal aspects of the compositions and the nature of their content will be identified using two tools: EMOTAIX-Tropes and the French-language version of LIWC. A further and highly novel aspect of this project will be the use of appropriate research methods (mental chronometry and physiological indicators) to study apprehensives' cognitive dynamics and emotional dynamics in real time in order to combine the two.

### 4.2. International and national collaborations

The following list comprises collaborators belonging to different fields (linguistics, computer science, ergonomics, psychology) with whom scientific outputs can be identified (communications or/and publications).

#### International collaborations

Dr. Sylvie Akiguet, Assistante, Université de Libreville, Gabon

Dr. Simon Buckingham Shum, Senior Lecturer, Knowledge media, The Open University, UK  
Prof. Ronald T. Kellogg, Department of Psychology, St Louis University, Missouri, USA  
Prof. James Pennebaker, Department of Psychology, The University of Texas, USA  
Dr. Tamara Sumner, Associate Prof., Cognitive and Computer Science, University of Colorado at Boulder, USA  
Dr. Vasillii Tseptsov, Faculty of Psychology, Lomonosov Moscow State University, Russia

#### National collaborations

Prof. Serge Agostinelli, Informatique et communication, Faculté des Sciences et Techniques, Université Aix-Marseille  
Dr. Marie-Laure Barbier, MC, Psychologie, IUFM, Université Aix-Marseille  
Prof. Agnès Blaye, Psychologie, Université Aix-Marseille  
Dr. Françoise Boch, MC, Sciences du Langage, Université de Grenoble 3  
Prof. Nathalie Bonnardel, Psychologie, Université Aix-Marseille et IUF  
Dr. Agnès Bonnet, MC, Psychologie, Université Aix-Marseille  
Dr. Houria Bouchafa, MC, Psychologie, Université catholique de l'ouest à Angers  
Prof. Sonia Branca-Rosoff, Sciences du langage, Université Paris 3 – Sorbonne nouvelle  
Prof. Lucile Chanquoy, Psychologie, Université de Nice  
Prof. Aline Chevalier, MC, Psychologie, Université de Paris Ouest-Nanterre-La Défense  
Dr. Guy Denhière, Directeur de Recherche CNRS, Université Aix-Marseille  
Prof. Eric Espéret, Psychologie, Maison des Sciences de l'Homme et de la Société, Poitiers  
Dr. Martine Faraco, MC, Sciences du langage, Université Aix-Marseille  
I.E. Fernand Farioli, Ingénieur CNRS, Université Aix-Marseille  
Prof. Lidia Fernandez, Psychologie  
Dr. Viviane Folcher, MC, Psychologie, Université de Paris 8  
Dr. Anne Gombert, MC, Psychologie, IUFM, Université Aix-Marseille  
Dr. François Guercin, MC, Psychologie, Maison des Sciences de l'Homme et de la Société, Poitiers  
Dr. Ludovic Le Bigot, MC, Psychologie, Maison des Sciences de l'Homme et de la Société, Poitiers  
Prof. Patrick Lemaire, Psychologie, Université Aix-Marseille et IUF  
Dr. Thierry Olive, Chargé de recherche CNRS, Psychologie, Maison des Sciences de l'Homme et de la Société, Poitiers I.E. Aline Pélissier, Ingénieur CNRS, Université Aix-Marseille  
Prof. Jean-Yves Rousey, Psychologie, IUFM, Université Aix-Marseille  
Prof. Jean-Louis Pedinielli, Psychologie, Université Aix-Marseille  
Dr. Françoise Tutin, MC, Sciences du Langage, Université de Grenoble 3  
Prof. Jacques Vauclair, Psychologie, Université Aix-Marseille et IUF  
Prof. Monique Vion, Psychologie, Université Aix-Marseille  
Dr. Johannes Ziegler, Directeur de Recherche CNRS, Université Aix-Marseille.

### 4.3. Research networks and contracts

The following list of research grants concerns active collaborations with international scientists in multidisciplinary fields.

#### • Networks:

##### ◦ **COST (2008-2011): European Research Network on "Learning to Write Effectively (ERN-LWE)"**

Chair: Dr. Denis Alamargot & Vice-Chair: Dr. Asa Wengelin

Participation in Working Group 2: Improving written communication in education and in the workplace.

[<http://www.cost-lwe.eu/>]

##### ◦ **GDR (2008 – 2011) : 3169 Psycho Ergo "Psychologie ergonomique et Ergonomie cognitive" - CNRS** Direction : Jean-Michel Hoc

(Directeur de Recherche au CNRS, IRCCyN) & Françoise Darses (Directrice-adjointe, Professeur à l'Université de Paris-Sud, LIMSI).

Participation aux Équipes "Résolution de problème, planification et conception" & "Activités cognitives dans les systèmes d'information et interfaces Homme-Machine" [<http://gdr-psychoergo.org/>].

##### ◦ **GDR (2003 – 2011)** Alamargot, D., Fayol, M., Lebrave, J.-L., Chanquoy, I. Fenoglio, Galbraith, D., **Piolat, A. et al.** *Approche pluridisciplinaire de la production verbale écrite*. GDR - CNRS 2657 & CeRCA, UMR 6263, Poitiers (Equipe préparation de la production écrite).

#### • Contrats :

Les contrats de recherche favorisent des échanges nationaux et internationaux très stimulants. Ceux auxquels j'ai participé sont listés ci-après et ont rassemblé presque tous des chercheurs et enseignants-chercheurs de provenance internationale et pluridisciplinaire (Psychologie et/ou Sciences du langage et/ou Informatique et/ou Education) :

#### 2007-2011

- [1] Aoussat, A., & Bonnardel, N., **Piolat, A.**, et al. (2010-2013). Skippi : Système d'Ingénierie Kansei - Conception Intégrée Produit/Process Image de marque. Contrat de recherche ANR, programme COSINUS en collaboration avec ParisTech Arts & Métiers, l'Université Paris 6, l'INPG, et les sociétés Chanel, Nestlé et llobjects.
- [2] Barbier, M.-L., Agostinelli, S., Spinelli-Jullien, N., **Piolat, A.**, Raby, F., & Roussey, J.-Y. (2004-2007). *Lire, prendre des notes et rédiger à partir de documents hypertextes : Etude comparative des modalités de production en langue première et en langue seconde*. ACI « Education et Formation », Thème "Education-formation et technologies d'information et de communication".
- [3] Hoc, J.M., Tricot, A., Tijus, C., Bonnardel, N., **Piolat, A.** et al. (2008-en cours). *Psychologie ergonomique*. GDR 3169 Psycho-Ergo. & IRCCyN, CNRS, Nantes (Equipe Résolution de problème, planification et conception, et Activités cognitives dans les systèmes d'information et IHM).

#### 2006 and earlier

- [4] Amigues, R., Agostinelli, S., Blaye, A., Dupin, J., Johsua, S., Feneuille, D., **Piolat, A.**, Roussey, J.-Y., Seiller, R., & Robert, J.C. (1990-1991). *Les processus d'apprentissage dans la formation assistée par ordinateur*. Financé par COGNISCIENCES n° 090N87/0015.
- [5] Barbier, M.L., **Piolat, A.**, Roussey, J.Y., Gérout, C., Boch, F., Branca-Rosoff, S., Faraco, M., Ransdell, S. & Tutuin, A. (2001-2003). *La prise de notes en langue première et en langue seconde : Approche pluridisciplinaire des procédures et des processus de transfert de compétences L1/L2*. Cognitive - Ecole et Sciences cognitives - Thème Apprentissage des langues ; dysfonctionnements et remédiations.
- [6] Bonnardel, N., Audran, J., Barbier, M.L., Bastien, C., Bonniol, V., Chaudet, H., Chevalier, A., Giusiano, B., **Piolat, A.**, Pellegrin, L., Poitou, J.P., Ravestein, J., Roussey, J. Y., & Saintive, B. (2001-2003). *Conception et utilisation de sites Web*. Atelier financé par le réseau COGNISUD.
- [7] Bonnardel, N., **Piolat, A.**, Chevalier, A., Sumner, T., Buckingham Shum & M. Wright (1997-2000). *Towards designing scientific documents for the World Wide Web*. Programme d'actions intégrées franco-britannique "Alliance" (avec Open University, UK, & University of Colorado at Boulder, USA).
- [8] Grossmann, F., Boch, F., Tutin, A., Calaque, E., Soubrie, T., Bernoussi, M., Florin, A., Guimard, P., Nocus, I., Jarlegan, A., Gombert, A., **Piolat, A.**, & Polguerre, A. (2003-2004). *Favoriser le développement des compétences lexicales et métalexicales en vue d'une aide à la production de textes au cycle 3 et au collège*. Contrat ECOLE ET SCIENCES COGNITIVES La dynamique des apprentissages : des fonctions cognitives à l'élaboration des connaissances.
- [9] **Piolat, A.**, Kellogg, R.T., Tseptov, V., Olive, T. & Pélissier, A. (1999-2000). *Visuo-spatial and phonological systems of working memory in text production*. NATO Collaborative Research Grant No. LST.CLG 974939.
- [10] **Piolat, A.**, Roussey, J.-Y., Barbier, M.-L., Farioli, F & Chauvet, CY (1993-1994). *Des outils informatiques au service des élèves*. Financé par la Délégation aux Technologies Nouvelles et la MAFPEN de l'Académie d'Aix-Marseille et la Direction des Lycées et des Collèges 15.
- [11] **Piolat, A.**, Roussey, J.Y., Barbier, M.-L., Folcher, V., Farioli, F., & Chauvet, CY. (1993-1994). *Effets de l'utilisation en classe et à domicile d'un micro-ordinateur portable sur les pratiques scolaires d'élèves de seconde*. Financé par la Délégation aux Technologies Nouvelles et la MAFPEN de l'Académie d'Aix-Marseille.
- [12] **Piolat, A.**, Roussey, J.-Y., Farioli, F., & Sénéchal, A.M. (1993-1994). *Evaluation des progrès en langue écrite d'élèves utilisant le logiciel LIREBEL*. Financé par la Délégation aux Technologies Nouvelles et la MAFPEN de l'Académie d'Aix-Marseille.
- [13] Touratier, C., Courrieu, P., **Piolat, A.**, Pynte, J., & Véronis, J. (1986-1987). *Convergence des modèles linguistiques et psycholinguistiques de l'orthographe dans la production écrite*. Financé par le CNRS : ATP n°1099 : "Nouvelles recherches sur le langage".

#### 4.4. Production of experimental research tools (ScriptKell & EMOTAIX)

##### **SCRIPTKELL-reacson (version 2010): a system for tracking online writing processes and cognitive effort associated to writing**

The experiment (generation of sound stimuli and recording of reaction times and labeling) is piloted by the SCRIPTKELL software program (Piolat, Olive, Roussey, Thunin & Ziegler, 1999). This system's potential impact on the way writers behave (e.g. validity, reactivity) has been the subject of several studies and publications. According to the experimental design, in addition to the composition activity, writers are asked to perform either one or two additional tasks (double- or triple-task situation, according to the experimental objectives). In the triple-task situation, writers are asked to perform three tasks simultaneously. In addition to the main composition task, there are two additional tasks: reacting as quickly as possible to sound stimuli and carrying out directed retrospection after each rapid reaction. While they are composing the text, the writers hear sound stimuli (approx. every 30 seconds), to which they have to respond as quickly as possible each time. Before resuming their composition, the writers are asked to indicate what they had been doing (Planning, Translating, Revising or Other). This directed categorization makes it possible to assign an interrupted thought to each reaction time. ScriptKell is freely available at:

[http://sites.univ-provence.fr/wpsycle/outils\\_recherche/outils\\_recherche.htm](http://sites.univ-provence.fr/wpsycle/outils_recherche/outils_recherche.htm)

##### **EMOTAIX: a software for the automatical identification of emotional and affective lexicon**

The necessity of having a tool for automatically identifying French lexicon related to emotions, moods, affects and feelings is obvious. Such a tool would help in different fields of psychology (work, health, education) for analyzing verbal expression of emotions (Piolat & Bannour, 2009). In other words, for each analyzed corpus, it is essential to have categorized and quantified data about occurrences of the emotional lexicon. The data can be used in different ways, for example to diagnose the emotional state of a person who was interviewed, or, for experimental purposes, in order to compare emotional states of individuals or groups subjected to specific contexts (e.g., writing activities or emotional induction).

This methodological note presents the EMOTAIX (from EMOTion and AIX, location of our laboratory) scenario which allows for the automated analysis of the nouns, verbs, adverbs and adjectives expressing the affects and emotions contained in a text. EMOTAIX is an organized dictionary comprising 2,014 radicals driven by the software Tropes (version 7). It allows for the identification, categorization and automatic counting of the emotional lexicon contained in oral or written productions, whatever their length and wordcount. This lexicon (literal and figurative meanings) refers to the following psychological states: emotions, feelings, moods, emotional personality and temperament. The dictionary comprises 2 x 28 semantic basic categories which are opposed (positive vs. negative valence), for example, Disgust vs. Desire, Disruption vs. Appeasement, Terror vs. Bravery. Three categories without valence are also associated with the basic categories: Surprise, Nonspecified emotions, Impassiveness. The organization of the two sub-samples of basic categories is hierarchical and comprises a further 9 super-categories, which are themselves grouped into 3 supra-categories (Malevolence, Ill-being, Anxiety vs. Benevolence, Well-being, Composure). We describe the approach used to collect the radicals, as well as the choices made for organizing them.

EMOTAIX and its user guide are freely available on the Web.

[[http://sites.univ-provence.fr/wpsycle/outils\\_recherche/outils\\_recherche/.htm](http://sites.univ-provence.fr/wpsycle/outils_recherche/outils_recherche/.htm)]

#### **LIWC: French dictionary (version 2011)**

LIWC is, originally, a text analysis program that counts words of English texts in psychologically meaningful categories (Pennebaker, Booth, & Francis, 2007). Actually, it provides an analysis (in percentages) for 80 dimensions of language (functional words, topics, punctuation). Thus, this tool should be efficient for undertaking research in different fields of psychology (health, work and education) concerning French oral and written language produced in different contexts (Piolat, Booth, Chung, Davids, Pennebaker, sous presse).

[<http://www.liwc.net/>]

#### **4.5. Scientific committees and symposium organizing committees**

**2008:** Discussant at the congress "*Langage et supports d'apprentissage*" au Journée "*Education & Formation : Questions à la recherche*", IUFM d'Aix-Marseille, Aix-en-Provence, France.

**2005:** Scientific and technical director of the LECA Internet interdisciplinary symposium (Reading, Writing, Communicating and Learning with the Internet). **Symposium staged by the "Cognition, Language and Education" doctoral school** of the University of Provence, Aix-en-Provence, France.

**2003:** Scientific and technical director of "Writing in all its States: Approaches in the Cognitive Sciences", an interdisciplinary symposium staged by the "**Cognition, Language and Education**" doctoral school of the University of Provence, Aix-en-Provence, France.

**1999:** Participation in the organizing committee with M. Bastien, C. Bastien, P.Y. Gilles of the **Annual Congress of the French Psychology Society**, Aix-en-Provence, France.

#### **1993:**

(1) Local organizing committee of the **5th International Conference of the European Association for Research on Learning and Instruction**, Aix-en-Provence, France.

(2) Organization with C. Pontecorvo (Italy) of the "Collaborative Writing" symposium. **5th International Conference of the European Association for Research on Learning and Instruction**. Aix-en-Provence, France.

(3) Organization with B. Schneuwly (Switzerland) of the "Acquisition of Argumentative Text" symposium. **5th International Conference of the European Association for Research on Learning and Instruction**. Aix-en-Provence, France.

(4) Organization with E. Espéret (France) and moderation of the "Translating Representation into Written Text" symposium. **5th International Conference of the European Association for Research on Learning and Instruction**, Aix-en-Provence, France.

#### **1991**

Organization and moderation of the "Methods used in Writing Research" symposium (Discussant: S. Hjelmquist; Speakers: E. Espéret, M. Fayol & A. Stephant, J. Grabowski & L. Mangold-Allwinn, Cl. Pontecorvo, J.-Y. Roussey). **4th International Conference of the European Association for Research on Learning and Instruction**. Turku, Finland.

#### **1989**

Participation in the scientific committee of the "**TETA: Text Production and Knowledge Representation**" **4th International Workshop**. Vaison-La-Romaine, France.

#### **1987**

Participation in the scientific committee of the **International symposium held to mark the 20<sup>th</sup> anniversary of CREPCO's association with the CNRS**, Aix-en-Provence, France.

#### **4.6. Reviews and expert reports**

##### **Refereeships and reviews of publications (since 1980)**

- *Applied Cognitive Psychology, Archives de Psychologie, L'Année Psychologique, CPC/ Current Psychology of Cognition, European Journal of Psychology of Education, International Journal of Human-Computer Studies, Journal of Writing Research, International Review of Social Psychology, Language and Education, Learning and Instruction, Psychologie Française, Canadian Journal of Behavioural Science, Le Travail Humain ; Expertise d'ouvrages pour Kluwer Academic Publishers et pour la Collection suisse "Exploration".*

## Expert reports

- **2010-2011:** Expert for Social Sciences and Humanities Research Council, Canada [[http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/standard\\_grants\\_subventions\\_ordinaires-fra.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/standard_grants_subventions_ordinaires-fra.aspx)].
- **2003:** Analysis of scientific projects for the Swiss National Scientific Research Fund.
- **1999-2000: Advisor** to the school district committee for the National Education Research Institute research project on "Schools in the XXIst century" (**1999-2000**).
- **1994: Advisor** to the Dijon school district within the framework of the "Word processing and composition learning in elementary school" research initiative (**1994**).
- **1993-1995:** Assessment of LIREBEL (reading) tutorials, CORRECT GRAMMAR (English dictionary and grammar) and INTERSEC (3D geometry) for the French Ministry of Education and Research.
- **1992:** Contribution to an edition of the Télévision Suisse Romande programme TELESCOPE entitled *Writing*.

## Editorial boards; Scientific committees

- **Since 2007:** *Journal of Writing Research* [<http://www.jowr.org/>].
- **Since 2000:** "Psychologie. Théories, Méthodes & Pratiques" collection, Editions Solal, Marseilles.
- **Since 2000:** "Studies in Writing" international series published by *Kluwer Academic Publishers*.

## 5. SCIENTIFIC PUBLICATIONS AND PAPERS

### 5.1. Reviewed and Indexed papers by Thomson Reuters [IF] = Impact factor 2009

#### 2007 – 2011

- [1] Barbier, M.L., Raby, F., **Piolat, A.**, & Roussey, J.Y. (2008). Notetaking and writing from hypertexts in L1 and L2: cognitive effort and language procedures. *International Journal of Applied Linguistics* (special issue on learning and teaching of L2-writing), 156, 31-50.
- [2] Bonnardel, N., **Piolat, A.**, & Le Bigot, L. (in press). The impact of colour Websites on appealing and users' cognitive processes. *Displays*. DOI: 10.1016/j.displa.2010.12.002. [IF= .812]
- [3] Bonnet, A., Fernandez, L., **Piolat, A.**, & Pedinielli, J.-L. (2008). Changes in emotional states before and after risk taking in scuba diving. *Journal of Clinical and Sport Psychology*, 2(1) [<http://www.humankinetics.com/JCSP/journalAbout.cfm>].
- [4] Kellogg, R. T., Olive, T., & **Piolat A.** (2007). Verbal, visual and spatial working memory in written language production. *Acta Psychologica*, 124, 382-397. [IF= 2.480]
- [5] Olive, T., Kellogg, R. T., & **Piolat, A.** (2008). Verbal, visual and spatial working memory demands during text composition. *Applied Psycholinguistics*, 29 (4), 669-687. [IF= 1.887]
- [6] **Piolat, A.**, & Bannour, R. (2009). An example of text analysis software (EMOTAIX-Tropes) use: The influence of anxiety on expressive writing. *Current Psychology Letters. Brain, Behavior and Cognition*, 5, 2 [<http://cpl.revues.org/index4878.html>].
- [7] **Piolat, A.**, & Bannour, R. (2009). EMOTAIX : Un Scénario de Tropes pour l'identification automatisée du lexique émotionnel et affectif. *L'Année Psychologique*, 109, 657-700. [IF=.418]
- [8] **Piolat, A.**, & Bannour, R. (2010). Effets de l'expression écrite d'un événement positif et négatif sur le niveau d'anxiété d'étudiants de différentes disciplines. *Psychologie française*, 55, 1-23.
- [9] **Piolat, A.**, & Bannour, R. (sous presse). Les effets de l'écriture expressive la santé physique et psychologique des rédacteurs : un bilan, des perspectives de recherches. *European Review of Applied Psychology / Revue Européenne de Psychologie Appliquée*. [IF=.574]
- [10] **Piolat, A.**, & Barbier, M.-L. (2007). De l'écriture elliptique estudiantine : analyse descriptive de prises de notes et de brouillons. *Langue française*, 155, 84-100.
- [11] **Piolat, A.**, Booth, R. J., Chung, C. K., Davids, M., & Pennebaker, J. W. (sous presse). La version française du LIWC : modalités de construction et exemples d'application. *Psychologie française*.
- [12] Roussey, J.-Y., & **Piolat, A.** (2008). Critical reading effort during text revision. *The European Journal of Cognitive Psychology*, 20, 765-792. [IF=1.720]

## 2000 - 2006

- [13] Barbier, M.-L., **Piolat, A.**, Roussey, J.-Y., & Olive, T. (2006). Note-taking in second language: Language procedures and self-evaluation of the difficulties. *Current Psychology Letters. Brain, Behavior and Cognition*, 20, 3 [http://cpl.revues.org/document1283.html].
- [14] Ferréol-Barbey, M., **Piolat, A.**, & Roussey, J.-Y. (2000). Réorganisation de texte par des enfants de 11 ans : Effet de la longueur des textes, du niveau de compréhension des élèves et de leur maîtrise du schéma textuel. *Archives de Psychologie*, 68, 213-232.
- [15] Olive, T., & **Piolat, A.** (2002). Suppressing visual feedback in written composition: Effects on processing demands and coordination of the Writing. *International Journal of Psychology*, 37(4), 209-218. [IF=1.257]
- [16] Olive, T., & **Piolat, A.** (2005). La mémoire de travail dans la production de textes. *Psychologie Française*, 50, (3), 373-390.
- [17] **Piolat, A.** & Olive, T. (2000). Comment étudier le coût et le déroulement de la rédaction de textes ? La méthode de triple-tâche : un bilan méthodologique. *L'Année Psychologique*, 100, 465-502. [IF=.418]
- [18] **Piolat, A.**, & Vauclair, J. (2004). Le processus d'expertise éditoriale avant et avec Internet. *Pratiques Psychologiques*, 10, 255-272.
- [19] **Piolat, A.**, Barbier, M.-L., & Roussey, J.-Y. (2008). Fluency and cognitive effort during first- and second-language note-taking and writing by undergraduate students. *European Psychologist*, 13, 2, 115-125. [IF=1.691]
- [20] **Piolat, A.**, Kellogg, R.T., & Farioli, F. (2001). The triple task technique for studying writing processes: on which task is attention focused? *Current Psychology Letters. Brain, Behavior and Cognition*, 4, 67-83.
- [21] **Piolat, A.**, Olive, T., & Kellogg, R.T. (2005). Cognitive effort of note taking. *Applied Cognitive Psychology*, 19, 291-312. [IF=1.832]
- [22] Roussey, J.-Y., & **Piolat, A.** (2005). La révision du texte : une activité de contrôle et de réflexion. *Psychologie Française*, 50,3, 351-372.
- [23] Vauclair, J. & **Piolat, A.** (2004). Qualité et visibilité des revues francophones dans les bases de données internationales. *Pratiques Psychologiques*, 10, 211-229.

## 1987 – 1999

- [24] Akiguet, S., & **Piolat, A.** (1996). Insertion of connectives by 9- to 11-year-old children in an argumentative text. *Argumentation*. 10(2), 253-270.
- [25] **Piolat, A.**, Isnard, N., & Della Valle, V., (1993). Traitement de texte et stratégies rédactionnelles. *Le Travail Humain*, 56, 3, 79-99. [IF= .513]
- [26] **Piolat, A.** (1983). Localisation syntaxique des pauses et planification du discours. *L'Année Psychologique*, 83, 377-394. [IF=.418]
- [27] **Piolat, A.** (1988). Le retour sur le texte dans l'activité rédactionnelle précoce. *European Journal of Psychology of Education*, 3(6), 449-459. [IF=.813]
- [28] **Piolat, A.** (1991). Effects of word processing on text revision. *Language and Education*, 5, 255-172.
- [29] **Piolat, A.**, & Luber, F. (1987). La compréhension de la succession temporelle (avant que, après que) en Français Signé par des adolescents sourds. *Bulletin de Psychologie*, 382, 923-931.
- [30] **Piolat, A.**, & Roussey, J.-Y. (1991). Narrative and descriptive text revising strategies and procedures. *European Journal of Psychology of Education*, 6(2), 155-163. [IF=.813]
- [31] **Piolat, A.**, & Roussey, J.-Y. (1992). Rédaction de texte. *Eléments de psychologie cognitive. Langages*, 106, 106-125.
- [32] **Piolat, A.**, & Roussey, J.-Y. (1996). Intérêts et limites de l'étude assistée par ordinateur des processus rédactionnels. *Études de Linguistique Appliquée*, 101, 33-45.
- [33] **Piolat, A.**, & Roussey, J.-Y. (1996). Students' drafting strategies and text quality. *Learning and Instruction*, 6(1), 111-129. [IF=3.088]
- [34] **Piolat, A.**, & Sauvaire, S. (1985). La production d'un récit en symboles Bliss par des Infirmités Moteurs Cérébraux. *Neuropsychiatrie de l'Enfance et de l'Adolescence*, 33, 293-302.
- [35] **Piolat, A.**, Denhière, G., David, L., Fasce, N., & Mais, C. (1986). Restitution orale ou écrite d'un récit lu, entendu ou présenté en images. *Bulletin de Psychologie, Numéro spécial (Jugement et Langage : Hommage à Georges Noizet)*, 39, 407-417.
- [36] **Piolat, A.**, Mességué, A., & Farioli, F. (1987). Memorization of narratives by children and adults: Temporal characteristics of computer-assisted recall. *CPC/European Journal of Cognitive Psychology*, 7, 371-392.
- [37] **Piolat, A.**, Olive, T., Roussey, J.-Y., Thunin, O., & Ziegler, J. C. (1999). Scriptkell: a computer assisted tool for measuring the relative distribution of time and cognitive effort in writing and other tasks. *Behavior Research Methods, Instruments, & Computers [Behavior Research Methods]*, 31 (1), 113-121. [IF=3.203]
- [38] **Piolat, A.**, Roussey, J.-Y., & Thunin, O. (1997). Effects of screen presentation on text reading and revising. *International Journal of Human-Computer Studies*, 47, 565-589. [IF=1.364]
- [39] **Piolat, A.**, Roussey, J.-Y., Olive, T., & Farioli, F. (1996). Charge mentale et mobilisation des processus rédactionnels : examen de la procédure de Kellogg. *Psychologie Française*, 41-4, 339-354.

- [40] Roussey, J.-Y., Akiguet, S., Gombert, A., & Piolat, A. (1995). Étude de l'utilisation du schéma argumentatif par des rédacteurs âgés de 8 à 11 ans. *Enfance*, 2, 205-214.
- [41] Roussey, J.-Y., Farioli, F., & Piolat, A. (1992). Effects of social regulation and computer assistance on the monitoring of writing. *European Journal of Psychology of Education*, 7 (4), 295-309. [IF=.813]
- [42] Roussey, J.-Y., Piolat, A., & Gombert, A. (1999). Contextes de production et justification écrite d'un point de vue par des enfants âgés de 10 à 13 ans. *Canadian Journal of Behavioural Science / Revue Canadienne des Sciences du Comportement*, 31(3), 176-187.
- [43] Roussey, J.-Y., Piolat, A., & Guercin, F. (1990). Revising strategies for different text types. *Language and Education*, 4(1), 51-65.
- [44] Vion, M., Piolat, A., & Colas, A. (1989). Oral and written references to new and given information by 9- and 11-year-olds and adults. *European Journal of Psychology of Education*, 4(1), 37-40. [IF=.813]

## 5.2. Reviewed articles

### 2007 – 2011

- [1] Piolat, A. (2010). Approche cognitive de la prise de notes comme écriture de l'urgence et de la mémoire externe. *Le Français Aujourd'hui*, 170 [n° spécial J. David & M.-A. Paveau (Eds.), *Graphies : signes, gestes, supports*], 52-62.

### 2006 and earlier

- [2] Barbier, M.-L., Faraco, M., Piolat, A., Roussey, J.-Y., & Kida, T. (2003). Comparaison de la prise de notes d'étudiants japonais et espagnol dans leur langue native et en français. *Arob@se* 7, 1-2 [http://www.univ-rouen.fr/arobase/bck10.html].
- [3] Barbier, M.-L., Jal-Jal, F., Piolat, A., & Agostinelli, S. (1994). Hypertexte et réseau: une expérience sur la rédaction interactive de texte. *Bulletin de l'Enseignement Public et Informatique. EPI*, 72, 89-95.
- [4] Barbier, M.-L., Piolat, A., & Roussey, J.-Y. (1998). Effet du traitement de texte et des correcteurs sur la maîtrise de l'orthographe et de la grammaire en langue seconde. *Revue Française de Pédagogie*, 121, 83-98.
- [5] Boch, F., & Piolat, A. (2005). Note Taking and Learning: A Summary of Research. *The WAC Journal*, 16, 101-113.
- [6] Denhière, G., & Piolat, A. (1987). La production de texte : aspects cognitifs. *Actes Sémiotiques*, IX, 40, 24-46.
- [7] Guercin, F., Roussey, J.-Y., & Piolat, A. (1990). Time series: a tool for analyzing complex cognitive activities. Application to the study of text revising strategies. *CPC/European Bulletin of Cognitive Psychology*, 1(10), 79-110.
- [8] Olive, T., & Piolat, A. (2003). Activation des processus rédactionnels et qualité des textes. *Le Langage et l'Homme*, 28(2), 191-206.
- [9] Piolat, A. (1977). Stratégies syntaxiques spécifiques aux modalités d'expression orale et écrite. *Cahiers de Psychologie*, 20, 43-67.
- [10] Piolat, A. (1995). Parler, rédiger: présentation d'un outil d'analyse syntaxique et de quelques résultats. *Travaux* 13, *Cercle Linguistique d'Aix-en-Provence*, 93-105.
- [11] Piolat, A. (2004). Approche cognitive de l'activité rédactionnelle et de son acquisition. Le rôle de la mémoire de travail. *LINX (Linguistique Institut Nanterre Paris X)*, 51, 55-74.
- [12] Piolat, A., & Roussey, J.-Y. (1990). Écrit-on mieux avec un ordinateur ? *Journal des psychologues*, 86, 40-43.
- [13] Piolat, A., & Roussey, J.-Y. (1992). A propos de l'expression "stratégie de révision" de textes en psychologie cognitive. *Textes en Main*, 10-11, 51-64.
- [14] Piolat, A., & Roussey, J.-Y. (1994). Environnement s'apprentissage informatisés et réécriture de textes. *Repères*, 10, 49-66.
- [15] Piolat, A., & Roussey, J.-Y. (1995). Le Traitement de Texte : un environnement d'apprentissage encore à expérimenter. *Repères*, 11, 87-102.
- [16] Piolat, A., Roussey, J.-Y., & Barbier, M.-L. (2003). Mesure de l'effort cognitif : Pourquoi est-il opportun de comparer la prise de notes à la rédaction, l'apprentissage et la lecture de divers documents ? *Arob@se* 7, 1-2 [http://www.univ-rouen.fr/arobase/bck10.html].
- [17] Piolat, A., Roussey, J.-Y., & Farioli, F. (1987). Révision de texte par l'enfant et l'adulte en production assistée par ordinateur. *Bulletin d'Audiophonologie*, 3, 733-748.
- [18] Piolat, A., Roussey, J.-Y., & Fleury, Ph. (1994). Brouillons d'étudiants en situation d'examen. *Le Français Aujourd'hui*, 108, 39-49.
- [19] Piolat, A., Roussey, J.-Y., & Gérouit, C. (2002-2003). Prise de notes par des élèves de 10-12 ans plus ou moins bons lecteurs et rédacteurs. *Repères*, 26, 277-291.
- [20] Roussey, J.-Y., & Piolat, A. (1991). Stratégies de contrôle rédactionnel et définition du but. *Repères*, 4, 79-91.
- [21] Roussey, J.-Y., & Piolat, A. (2003). Prendre des notes et apprendre. Effet du mode d'accès à l'information et de la méthode de prise de notes. *Arob@se* 7, 1-2 [http://www.univ-rouen.fr/arobase/bck10.html].

### 5.3. Books and Book chapters

#### Books

##### 2007 – 2011

- [1] **Piolat, A.**, & Vauclair, J. (2010). *Méthodes pour réussir son premier cycle en psychologie*. (2<sup>ème</sup> édition revue et augmentée, 1<sup>ère</sup> éd. 2008). Bruxelles : De Boeck.
- [2] **Piolat, A.** (sous presse). *La peur d'écrire. Approche cognitivo-émotionnelle*. Bruxelles : De Boeck (Coll. Ouvertures Psychologiques) (parution juillet 2011).

##### 2000 – 2006

- [3] **Piolat, A.** (2002). *La recherche documentaire. Manuel à l'usage des étudiants, doctorants et jeunes chercheurs*. Marseille : Solal Editions.
- [4] **Piolat, A.** (2006). *La prise de notes* (2ème éd. mise à jour, 1<sup>ère</sup> éd : 2001). Paris : P.U.F (Coll. Que sais-je ?).

#### Book chapters

##### 2007 – 2011

- [5] Bannour, R., **Piolat, A.**, & Gombert, A. (2008). Quand des lycéens et des étudiants rendent compte de leurs émotions. Effets de leur niveau d'appréhension et du thème rédactionnel. In F. Grossmann & S. Plane (Eds.), *Lexique et production verbale : vers une meilleure intégration des apprentissages lexicaux* (pp. 229-248). Lille : Presses Universitaires du Septentrion.
- [6] Kellogg, R. T., Olive, T., & **Piolat, A.** (2007). Verbal and Visual Working Memory in Written Sentence Production. In M. Torrance, & L. van Waes, & D. Galbraith (Eds.), *Writing and cognition: research and applications* (pp. 97-108). Amsterdam: Elsevier.
- [7] **Piolat, A.** (2007). Effects of note-taking technique and working-memory span on cognitive effort and recall performance. In M. Torrance, & L. van Waes, & D. Galbraith (Eds.), *Writing and cognition: research and applications* (pp.109-124). Amsterdam: Elsevier.
- [8] **Piolat, A.** (2007). Les avantages et les inconvénients de l'usage d'un traitement de textes pour réviser un texte. In J. Bisailon (Ed.), *La révision professionnelle : processus, stratégies et pratiques* (pp. 189-211). Québec : Editions Nota bene.
- [9] **Piolat, A.**, & Bannour R. (2009). Emotions et affects : contribution de la psychologie cognitive. In D. Boquet & P. Nagy (Eds.), *Le sujet des émotions au Moyen Age* (pp. 53-84). Paris : Beauchesne.

##### 2000 – 2006

- [10] Barbier, M. L., Faraco, M., **Piolat, A.**, & Branca, S. (2004). Prise de notes et procédés de condensation en français L2 par des étudiants anglais, espagnols et japonais. In N. Andrieux-Reix, S. Branca, & C. Puech (Eds.), *Écriture abrégées (notes, notules, messages, codes...)*. L'abréviation entre pratiques spontanées, codifications, modernité et histoire (pp. 143-161). Gap : Editions Orphys.
- [11] Bonnardel, N., **Piolat, A.**, Alpe, V., & Scotto Di Liguori, A. (2006). L'esthétique dans la conception et l'utilisation de sites web. In A. Piolat (Ed.), *Lire, Écrire, Communiquer et Apprendre avec Internet* (pp. 313-344). Marseille: Solal.
- [12] **Piolat, A.**, & Bonnardel, N. (2006). Stratégies de spatialisation du texte sur une page Web. In A. Piolat (Ed.), *Lire, écrire, communiquer et apprendre avec Internet* (pp. 203-230). Marseille : Solal Editions.
- [13] Faraco, M., Barbier, M.-L., & **Piolat, A.** (2002). A comparison between L1 and L2 note-taking in undergraduate students. In G. Rijlaarsdam (Serie Ed.), *Studies in Writing & S. Ransdell & M.L. Barbier (Volume, Eds.), New Directions in Research on L2 Writing* (pp. 145-167). Dordrecht: Kluwer Academic Publishers.
- [14] Gombert, A., **Piolat, A.**, & Loustalot, M. (2005). Favoriser la productivité et l'usage du lexique de l'émotion lors de la production d'un récit par des jeunes rédacteurs ? Histoires colorées ... histoire d'exprimer ? In F. Grossmann, M.A. Paveau, & G. Petit (Eds.), *Apprentissage du lexique : langue, cognition, discours* (pp. 159-171). Grenoble : ELLUG.
- [15] Olive, T., Kellogg, R.T., & **Piolat, A.** (2002). The triple Task technique for studying the processes of writing: Why and How? In G. Rijlaarsdam (Series Ed.), *Studies in Writing & T. Olive & C. M. Levy (Eds.), Contemporary tools and techniques for studying writing* (pp. 31-52). Dordrecht: Kluwer Academic Publishers.
- [16] **Piolat, A.** (2004). L'écriture au carrefour des sciences du comportement et des sciences humaines. In A. Piolat (Ed.), *Écriture. Approches en sciences cognitives* (pp. 5-12). Aix-en-Provence : Presses Universitaires de Provence.
- [17] **Piolat, A.** (2004). La prise de notes : Écriture de l'urgence. In A. Piolat (Ed.), *Écriture. Approches en sciences cognitives* (pp. 206-229). Aix-en-Provence : Presses Universitaires de Provence.
- [18] **Piolat, A.**, & Boch, F. (2004). Apprendre en notant et apprendre à noter. In E. Gentaz & P. Dessus (Eds.), *Comprendre les apprentissages. Psychologie cognitive et éducation* (pp. 133- 152). Paris : Dunod.
- [19] **Piolat, A.**, & Gombert, A. (2003). Effet d'une couleur gaie et triste sur l'usage du lexique émotionnel par des enfants de 11 ans lors de la rédaction d'un récit. In J. M. Colletta, & A. Tcherkassoff (Eds.), *Les émotions. Cognition, langage et développement* (pp. 235-247). Bruxelles : Mardaga.
- [20] **Piolat, A.**, Bonnardel, N., & Chevalier, A. (2001). Rédaction collaborative sur le WEB: Analyse des interactions entre auteur, reviewers, commentateurs et éditeur pendant l'expertise d'un article soumis. In M.M. de Gaulmyn, R. Bouchard, & A. Rabatel (Eds.), *Le processus rédactionnel. Écrire à plusieurs voix*, (pp.221-245). Paris : L'Harmattan.

- [21] **Piolat, A.**, Roussey, J.-Y., & Gombert, A. (2000). Developmental cues of argumentative writing. In J.E.B. Andriessen & P. Coirier (Eds.), *Foundations of argumentative text processing* (pp. 117-135). Amsterdam: Amsterdam University Press.
- [22] **Piolat, A.**, Roussey, J.-Y., Olive, T., & Amada, M. (2004). Processing time and cognitive effort in revision: Effects of error type and of working memory capacity. In G. Rijlaarsdam (Series Ed.) *Studies in Writing* & L. Allal, L. Chanquoy, P. Largy & Y. Rouiller (Volume, Eds.), *Revision. Cognitive and Instructional Processes* (pp. 21-38). Dordrecht: Kluwer Academic Publishers.
- [23] Roussey, J.-Y., Barbier, M.-L., & **Piolat, A.** (2002). Aide à la recherche d'informations sur support hypermédia et production écrite par de jeunes rédacteurs. In E. de Vries, J.P. Pernin & J.P. Peyrin (Eds.), *Hypermédiat & Apprentissages*, 5 (pp.151-165). Paris: INRP & EPI.
- [24] Sumner, T., Buckingham Shum, S., Wright, M., Bonnardel, N., **Piolat, A.**, & Chevalier, A. (2000). Redesigning the peer review process: A developmental theory-in-action. In R. Dieng, A. Giboin, G. De Michelis & L. Karsenty (Eds.), *Designing cooperative systems: The use of theories and models* (pp. 19-34). Amsterdam: I.O.S. Press.
- [25] Tseptsov, V., Olive, T., **Piolat, A.**, & Kellogg, R. T. (2005). Resources of working memory at the planning phase of writing in native and foreign language (in russian). In N. D. Pavlova & I. A. Zachesova (Eds.), *Psychological approaches to the discourse* (pp. 165-179). Moscow: Intsitute of Psychology, Russian Academy of Sciences.

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- [26] Espéret, E., & **Piolat, A.** (1991). Production: planning and control. In G. Denhière & J.P. Rossi (Eds.), *Text and Text Processing* (pp. 317-331). North-Holland: Elsevier Science Publishers.
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- [30] **Piolat, A.** (1991). Ecrit-on mieux avec un ordinateur ? In M. Fayol, J.E. Gombert, H. Abdi & D. Zagar (Eds.), *La production d'écrits de l'école maternelle au collège* (pp. 123-136). Dijon : MAFPEN, CRDP.
- [31] **Piolat, A.** (1998). Evaluation and Assessment of Written Texts. In C. Clapham (Ed.), *The Encyclopedia of Language and Education. Vol. 7, Language Testing and Assessment* (pp. 189-198). Dordrecht: Kluwer Academic Publishers.
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- [38] **Piolat, A.**, Denhière, G., Fabre, C., & Mességué, A. (1987). Mobilisation des connaissances et planification. In J.L Chiss., J.P. Laurent, J.C. Meyer, H. Romian, & B. Schneuwly (Eds.), *Apprendre/Enseigner à produire des textes écrits* (pp. 285-303). Bruxelles : De Boeck-Wesmael.
- [39] **Piolat, A.**, Farioli, F., & Roussey, J.-Y. (1989). La production de texte assistée par ordinateur. In G. Monteil, & M. Fayol (Eds.), *La psychologie scientifique et ses applications* (pp. 177-184). Grenoble : Presses Universitaires de Grenoble.
- [40] **Piolat, A.**, Roussey, J.-Y., & Guercin, F. (1989). Text revising strategies. In P. Boscolo (Ed.), *Writing: Trends in European Research* (pp. 12-20). Padova : UPSEL Editore.

#### 5.4. Direction of books and special issues

- [1] **Piolat, A.** (2003). (Ed.). La prise de notes en langue première et en langue seconde. *Arob@se* 7, 1-2 [<http://www.arobase.to/somm.html>] (numéro spécial).

- [2] **Piolat, A.** (2004). (Ed.), *Ecriture. Approches en sciences cognitives*. Aix-en-Provence : Presses Universitaires de Provence.
- [3] **Piolat, A.** (2006). (Ed.). *Lire, écrire, communiquer et apprendre avec Internet*. Marseille : Solal Editions.
- [4] **Piolat, A., & Pélissier, A.** (1998). (Eds.). *La rédaction de textes. Approche cognitive*. Lausanne : Delachaux & Niestlé.

## 5.5. Invited conferences at international or national congresses

### International congresses

- [1] Espéret, E., & **Piolat, A.** (1986, Mars). *Production: Planification et contrôle*. Conférence invitée Colloque international : Texts and Text Processing, Poitiers, France.
- [2] **Piolat, A.** (1994, Mai). *Rédiger un texte : Des idées aux mots*. Conférence invitée au Congrès Scientifique International de la Fédération Nationale des Orthophonistes. La Baule, France.
- [3] **Piolat, A.** (1986, Septembre). *Temporal characteristics of narrative recall in children and adults*. Invited paper at the II European Conference on developmental psychology; symposium: Text memorization and production, Roma, Italy.
- [4] **Piolat, A.** (2005, Février). *(Re)écrire pour le Web. Stratégies de mise en forme matérielle des informations*. Conférence invitée au colloque 'Rédaction et révision professionnelles : de l'adaptation à la médiation discursive', CIRAL, Université de Laval, Québec, Canada.
- [5] **Piolat, A.** (2006, Juillet). *Emotions, affects, humeurs, sentiments, passions : des malices de la cognition ?* Conférence invitée au Colloque international : Les émotions au Moyen Age et aujourd'hui : questions de sources et de méthodes, Aix-en-Provence, France.
- [6] **Piolat, A., & Farioli, F.** (1987, Janvier). *Effect on the macro-control of information on the temporal characteristics of text production*. Invited paper at the First European Workshop on Language Generation, Royaumont, France.
- [7] **Piolat, A., & Mességué, A.** (1986, Septembre). *Caractéristiques temporelles d'un écrit produit par des enfants et des adultes à l'aide d'un ordinateur*. Conférence invitée au IIIème Colloque International de Didactique du Français: Apprendre/Enseigner à produire des textes écrits, Namur, Belgique.
- [8] **Piolat, A., Gérouit, C. & Roussey, J.R.** (2002, July). *Note-taking effects on writing processes in college students*. Invited paper at the symposium Working memory and writing. SIG Writing. Poitiers, France.

### National congresses

- [9] **Piolat, A.** (1987, Janvier). *Planification et contrôle de la mise en texte?* Conférence invitée au Colloque Le langage: de la recherche aux applications pédagogiques, CRDP, Dijon, France.
- [10] **Piolat, A.** (1990, Décembre). *Ecrire avec un ordinateur*. Conférence invitée au Colloque MAFPEN "La production de textes écrits". Dijon, France.
- [11] **Piolat, A.** (1995, Avril). *Problèmes d'apprentissage de la lecture*. Conférence invitée au colloque "Développement neuro-psychique du jeune enfant dans son environnement", Marseille, France.
- [12] **Piolat, A., & Latchimy, I.** (2009, février). *Prise de décision en situation de dilemme*. Conférence invitée au Colloque "La prise de décision en environnement dynamique : Pour une approche interactive théorie/terrain". Centre de Recherche de l'Armée de l'air (CRéA), Laboratoire Facteur Humain & Milieux Opérationnel, Salon, France.
- [13] **Vauclair, J., & Piolat, A.** (2005, avril). *Le processus de publication d'un travail de recherche en Sciences humaines : transformations apportées par l'Internet*. Conférence invitée à la Journée d'étude ABF PACA /URFIST PACA-C. Pour un accès raisonné à la documentation en ligne. Marseille, France.

## 5.6. International Proceedings

### 2000 – 2011

- [1] Barbier, M. L., & **Piolat, A.** (2004). L1 and L2 cognitive effort of notetaking and writing. In L. Alla, & J. Dolz (Eds.). *Proceedings at the SIG Writing conference 2004* [CD-ROM]. Geneva: Switzerland [<http://sig-writing.publication-archive.com/start>].
- [2] Barbier, M.-L., Roussey, J.-Y., **Piolat, A.**, & Fauvelle, C. (2001). Information retrieval on hypermedia for argumentative writing by 5 grade pupils. In B. De Bernadi (Ed.). *Proceedings of European Writing Conference 2000 EARLI Special Interest Group Writing*.
- [3] Chevalier, A., Bonnardel, N., & **Piolat, A.** (2000). Interactions on the Web between reviewers and authors: Towards reviewing an article for the e-journal "JIME". *Proceedings of the Tenth Annual Meeting of the Society for Text and Discourse* (pp. 128-129.). Lyon, France.
- [4] Chevalier, A., Bonnardel, N., **Piolat, A.**, Sumner, T., Buckingham Shum, S., & Wright, M. (2001). L'influence du Web sur les interactions et la coopération : Un nouveau mode d'expertise d'articles scientifiques pour un e-journal ? [CD-Rom] *Actes Centenaire la Société Française de Psychologie*, Paris.
- [5] Faraco, M., Kida, T., Barbier, M.-L., & **Piolat, A.** (2002). Didactic prosody and notetaking in L1 and L2. In I. Marlien & B. Bel (Eds.), *Speech Prosody 2002: Proceedings of 1st International Conference of Speech Prosody* (pp. 287-290). Aix-en-Provence, France.
- [6] Gérouit, C., **Piolat, A.**, Roussey, J.-Y., & Barbier, M.-L. (2001). Coût attentionnel de la recherche d'informations par des adultes sur hypertexte et sur document papier. In M. Mojahid & J. Virbel (Eds.), *Proceedings of the 4th International Colloquium on Digital Documents* (pp.201-215). Paris: Europia Production.
- [7] Gombert, A., & **Piolat, A.** (2001). Effet de l'état émotionnel d'enfants âgés d'une dizaine d'années sur le lexique émotionnel utilisé lors de la rédaction d'un récit. In J.M. Colletta & A. Tcherkassoff (Eds.), *Émotions, Interactions & Développement* (pp. 237-241). Grenoble : LPS & LIDILEM, Université Stendhal, Grenoble.
- [8] Olive, T. & **Piolat, A.** (2002). Suppressing visual feedback in written composition: Effects on processing demands and coordination of the writing processes. *International Journal of Psychology*, 37 (4), 209-218.

- [9] Olive, T., Kellogg, R.T., & Piolat, A. (2004). Verbal, visual and spatial working memory demands during written composition. In L. Alla, & J. Dolz (Eds.), *Proceedings at the SIG Writing conference 2004* [CD -ROM]. Geneva: Switzerland. [<http://sig-writing.publication-archive.com/start>].
- [10] Olive, T., Li Calzi, V., Kellogg, R.T., Piolat, A., & Tsepsov, V. (2001). Writing a story: comparing the contribution of the visuo-spatial sketchpad and phonological loop. In B. De Bernadi (Ed.), *Proceedings of European Writing Conference 2000 EARLI Special Interest Group Writing*.
- [11] Piolat, A., & Bianciotto, L. (2008). Apprendre à noter en CM2 : effet d'une initiation sur la mémorisation d'informations entendues. In A. Weil-Barais, E. Marti, & K. Ravanis (Eds.), *Actes du Colloque international Noter pour penser. Approches développementales et didactiques* (2005) [<http://ead.univ-angers.fr/~confluences/>].
- [12] Piolat, A., & Muscmeci, T. (2004). Writing for the Web is more difficult than it seems. In L. Alla, & J. Dolz (Eds.), *Proceedings at the SIG Writing conference 2004* [CD -ROM]. Geneva: Switzerland. [<http://sig-writing.publication-archive.com/start>].

## 1999 and earlier

- [13] Akiguet, S., Roussey, J.-Y., & Piolat, A. (1993). The use of argumentative schema in 9-11 years old children. In M. Gilly & J.P. Roux (Eds.), *Abstract volume of the fifth E.A.R.L.I. european conference* (pp. 236). Aix en Provence : Université de Provence.
- [14] Barbier, M.-L., & Piolat, A. (1993). Rédaction de textes en langue seconde et nouvelles technologies d'écriture. In T. Chanier, D. Renié, & Ch. Fouqueré (Eds.), *Actes du premier colloque international Sciences Cognitives, Informatique et Apprentissage des Langues* (pp. 23-32). Clermont-Ferrand : SIAL éditeur.
- [15] Barbier, M.-L., Jal-Jal, F., Piolat, A. (1993). Effets du système de communication sur une tâche d'écriture collaborative. *Proceedings of the First International Congress "Teleprésence"* (pp. 33-45). Lille : Téléprésence éditeur.
- [16] Farioli, F., Lemaire, P., & Piolat, A. (1999). On the origins of individual differences in writing: Insights from the choice/no-choice method in orthographic error editing. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to write at the dawn of the 21st Century* (pp. 375-382). Poitiers: MSHS.
- [17] Flamen, J.P., & Piolat, A. (1999). On visual feedback in writing by 10 year-old writers: An on-line approach. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to Write at the dawn of the 21st Century* (pp. 383-384). Poitiers: MSHS.
- [18] Olive, T., & Piolat, A. (1999). Suppression of visual feedbacks in a composition and copy task: An analysis of processing demands of the writing components. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to Write at the dawn of the 21st Century* (pp. 403-408). Poitiers: MSHS.
- [19] Olive, T., Piolat, A., & Roussey, J.-Y. (1997). The effect of expertise and knowledge on cognitive effort associated to writing processes. In L. Tolchinsky & J.L. Rodriguez Illera (Eds.), *CD-Rom Proceedings of European Writing Conferences 1996* [CD]. Barcelona: ICE Universitat of Barcelona.
- [20] Péliissier, A. & Piolat, A. (1999). Are writing processes activated sequentially or in parallel? The way to appropriately use Kellogg's three task method. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to Write at the dawn of the 21st Century* (pp. 71-76). Poitiers: MSHS.
- [21] Piolat, A., & Caleca, M., (1988). Orthographe grammaticale et justification orthographique d'enfants de 8 et 11 ans. *European Journal of Psychology of Education, Special serie, S. Ehrlich, & A. Florin, (Eds.), Le fonctionnement de l'enfant à l'école* (pp. 51-52).
- [22] Piolat, A., & Fruttero, L. (1999). Effects of memory span on cognitive load and composing strategies related to writing processes. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to Write at the dawn of the 21st Century* (pp. 385-390). Poitiers: MSHS.
- [23] Piolat, A., & Médard, S. (1999). Effects of the reading span and of the spelling level of writers on the revision of spelling problems. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to Write at the dawn of the 21st Century* (pp. 391-396). Poitiers : MSHS.
- [24] Piolat, A., (1994). Rédiger un texte : des idées aux mots. *Actes du Congrès Scientifique International de la Fédération Nationale des Orthophonistes*. La Baule : F.N.O. éditeur.
- [25] Piolat, A., Farioli, F., & Roussey, J.-Y. (1996). Test of Kellogg's cognitive effort method in a writing task [abstract]. *International of Journal of Psychology*, 3-4, 426.
- [26] Piolat, A., Roussey, J.-Y., & Guercin, F. (1989). Text revising strategies. In P. Boscolo (Ed.), *Writing: Trends in European Research* (pp. 12-20). Padova : UPSEL Editore.
- [27] Zozor, N., & Piolat, A. (1999). Cognitive overload and subject-verb agreement errors: An on-line approach. In E. Espéret & L. Tolchinsky (Eds.), *Proceedings of the 1998 European Writing Conference: Writing and Learning to Write at the dawn of the 21st Century* (pp. 397-402). Poitiers: MSHS.

## 5.7. National Proceedings

### 2000 – 2011

- [1] Bonnardel, N., Piolat, A., & Alpe V. (2006). Impact de la couleur d'un site web sur la recherche d'informations et sur la mémorisation. In *Actes de la 12ème Journée d'Etude sur le Traitement Cognitif des Systèmes d'Information Complexes (JETCSIC)* [<http://netx.u-paris10.fr/psycognitive/jetcsic2006/programme.html>].
- [2] Bonnet, A., Bréjard, V., Fernandez, L., Graziani, P., Piolat, A., & Pedinielli J-L. (2005). Evaluation des états émotionnels avant et après une prise de risques. Exemple de la plongée sous-marine. *Actes des 32èmes Journées de Thérapie Comportementale et Cognitive*. Paris : France.
- [3] Piolat, A. (2005). Ecrire pour le Web : Stratégies de transformation du contenu et de mise en forme matérielle d'un texte. In *Actes de la 11ème journée d'Etude sur le Traitement Cognitif des Systèmes d'Information Complexes (JETCSIC)*. Laboratoire de Psychologie Expérimentale et Quantitative, Nice. [<http://www.unice.fr/LPEQ/Jetcsic/Jetcsic.htm>].
- [4] Piolat, A., Bannour, R., & Aillaud, M. (2009). Les étudiants anxieux racontent-ils de façon différente leur réussite et leur échec à un examen ? *Actes du congrès de la Société Française de Psychologie* (p.197), Université de Toulouse 2- Le Mirail, France.
- [5] Piolat, A., & Pennebaker, J. (2010). L'analyse automatisée des textes expressifs : apports complémentaires de deux outils (LIWC et EMOTAIX). *Actes de Congrès national de la Société française de Psychologie* (pp. 358-359). Université Lille 3, France.

- [6] Roussey, J.Y., Barbier, M.L. & **Piolat, A.** (2001). Aide à la recherche d'informations sur support hypermédia et production écrite par de jeunes rédacteurs. In E. de Vries, J.P. Pernin (Eds.), *Actes du 5<sup>ème</sup> Colloque Hypermédias et Apprentissages* (pp. 151-165). Paris : E.P.I. & I.N.R.P.

### 1999 and earlier

- [7] Farioli, F., & **Piolat, A.** (1999). Mobilisation et coût des processus rédactionnels en fonction de la hiérarchie des buts assignés aux rédacteurs. In S.F.P (Ed.), *Actes de Congrès national de la Société française de Psychologie* (pp. 175-177). Aix-en-Provence : Université de Provence.
- [8] Li Calzi, V., & **Piolat, A.** (1999). Contribution de la boucle phonologique et du calepin visuo-spatial au rappel écrit d'un récit. In S.F.P (Ed.), *Actes de Congrès national de la Société française de Psychologie* (pp. 184-187). Aix-en-Provence : Université de Provence.
- [9] **Piolat, A.**, & Roussey, J.-Y. (1995). Charge mentale et processus rédactionnels. Un bilan sur les travaux de R.T. Kellogg. In L. Chanquoy & A. Tricot (Eds.), *Actes du colloque La charge cognitive. Atelier de conjoncture de la S.F.P.* (p. 8). Montpellier : Université Paul Valéry.
- [10] Roussey, J.Y., Farioli, F., Olive, T., & **Piolat, A.** (1995). Mise à l'épreuve de la technique d'évaluation de la charge mentale de R.T. Kellogg pour l'étude de la rédaction de textes. In L. Chanquoy & A. Tricot (Eds.), *Actes du colloque: La charge cognitive. Atelier de conjoncture de la S.F.P.* (pp. 9-12). Montpellier : Université Paul Valéry.

## 5.8. Papers and graphic presentations given at international or national congresses

**Papers: 65**

**Graphic presentation : 66**

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