

- VÉZIN, J.F. et VÉZIN, L. (1982). Compréhension de texte et intégration cognitive *Bulletin de psychologie*, XXXV, 649-657
- VÉZIN, L. (1980) Aspect schématique de la mémorisation de textes *Journal de psychologie normale et pathologique*, 4, 445-467.
- WALKER, C.H. et MEYER, B.J.F. (1980) Integrating different types of information in text. *Journal of Verbal Learning and Verbal Behavior*, 19, 263-275.
- WILKES, A.L., ALRED, G. et AL-AHMAR, H. (1983). Reading strategies and the integration of information as indicated by recall and reading times. *The Quarterly Journal of Experimental Psychology*, 35A, 65-77.
- WHITEHURST, G.D. et SONNENSCHN, S. (1981). The development of informative messages in referential communication. Knowing when versus knowing how. W.P. DICKSON (Ed.), *Children's oral communication skills*, 127-141. New York: Academic Press.
- WINOGRAD, P.N. (1984). Strategic difficulties in summarizing texts *Reading Research Quarterly*, XIX, 404-425.
- WITKIN, H.A., COX, P.W., GOODENOUGH, D.R. et MOORE, C.A. (1977) Field-dependent and field-independent cognitive styles and their educational implications. *Review of Educational Research*, 47, 1-64
- WIXSON, K.K. (1981). The effects of postreading questions on children's comprehension and learning. M.L. KAMIL (Ed.), *Directions in reading: Research and instruction*, 243-248. Washington, D.C.: The National Reading Conference, Inc.
- WIXSON, K.K. (1984) Level of importance of postquestions and children learning from text. *American Educational Research Journal*, 21, 419-433.
- YOUNG, D.R. et SCHUMACHER, G.M. (1983). Context effects in young children's sensitivity to the importance level of prose information. *Child Development*, 54, 1446-1456.
- YOUNG, R. (1981). Problems and the composing process. C.H. FREDERIKSEN et J.F. DOMINIC (Eds.), *Writing: The nature, development, and teaching of written communication (Vol. 2)*, 59-66. Hillsdale, N.J.: Erlbaum.