Usha Goswami

List of Publications by Year
in descending order

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136	14,024	22153	22166
papers	citations	59 h-index	113 g-index

154	154	154	5665
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Reading Acquisition, Developmental Dyslexia, and Skilled Reading Across Languages: A Psycholinguistic Grain Size Theory.. Psychological Bulletin, 2005, 131, 3-29.	6.1	2,104
2	A temporal sampling framework for developmental dyslexia. Trends in Cognitive Sciences, 2011, 15, 3-10.	7.8	646
3	Neuroscience and education: from research to practice?. Nature Reviews Neuroscience, 2006, 7, 406-413.	10.2	441
4	The mental wealth of nations. Nature, 2008, 455, 1057-1060.	27.8	425
5	Amplitude envelope onsets and developmental dyslexia: A new hypothesis. Proceedings of the National Academy of Sciences of the United States of America, 2002, 99, 10911-10916.	7.1	423
6	The influence of orthographic consistency on reading development: word recognition in English and German children. Cognition, 1994, 51, 91-103.	2.2	376
7	Sensory theories of developmental dyslexia: three challenges for research. Nature Reviews Neuroscience, 2015, 16, 43-54.	10.2	361
8	Phonological Awareness Deficits in Developmental Dyslexia and the Phonological Representations Hypothesis. Journal of Experimental Child Psychology, 1997, 66, 18-41.	1.4	321
9	Children's use of analogy in learning to read: A developmental study. Journal of Experimental Child Psychology, 1986, 42, 73-83.	1.4	299
10	Music, rhythm, rise time perception and developmental dyslexia: Perception of musical meter predicts reading and phonology. Cortex, 2011, 47, 674-689.	2.4	276
11	Becoming literate in different languages: similar problems, different solutions. Developmental Science, 2006, 9, 429-436.	2.4	261
12	Children's orthographic representations and linguistic transparency: Nonsense word reading in English, French, and Spanish. Applied Psycholinguistics, 1998, 19, 19-52.	1.1	250
13	Neuroscience and education. British Journal of Educational Psychology, 2004, 74, 1-14.	2.9	223
14	Phonological representations, reading development and dyslexia: towards a cross-linguistic theoretical framework. Dyslexia, 2000, 6, 133-151.	1.5	214
15	Rhythmic motor entrainment in children with speech and language impairments: Tapping to the beat. Cortex, 2009, 45, 119-130.	2.4	212
16	Rhythmic processing in children with developmental dyslexia: Auditory and motor rhythms link to reading and spelling. Journal of Physiology (Paris), 2008, 102, 120-129.	2.1	206
17	Picture Naming Deficits in Developmental Dyslexia: The Phonological Representations Hypothesis. Brain and Language, 1997, 56, 334-353.	1.6	203
18	Auditory processing skills and phonological representation in Dyslexic children. Dyslexia, 2004, 10, 215-233.	1.5	187

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19	Language-universal Sensory Deficits in Developmental Dyslexia: English, Spanish, and Chinese. Journal of Cognitive Neuroscience, 2011, 23, 325-337.	2.3	184
20	Why theories about developmental dyslexia require developmental designs. Trends in Cognitive Sciences, 2003, 7, 534-540.	7.8	166
21	Basic Auditory Processing Skills and Specific Language Impairment: A New Look at an Old Hypothesis. Journal of Speech, Language, and Hearing Research, 2007, 50, 647-666.	1.6	160
22	Phonological Awareness, Vocabulary, and Reading in Deaf Children With Cochlear Implants. Journal of Speech, Language, and Hearing Research, 2010, 53, 237-261.	1.6	159
23	Amplitude envelope perception, phonology and prosodic sensitivity in children with developmental dyslexia. Reading and Writing, 2010, 23, 995-1019.	1.7	145
24	Strengths and weaknesses of the reading level design: A comment on Backman, Mamen, and Ferguson.. Psychological Bulletin, 1986, 100, 101-103.	6.1	142
25	Pseudohomophone Effects and Phonological Recoding Procedures in Reading Development in English and German. Journal of Memory and Language, 2001, 45, 648-664.	2.1	141
26	Nonword reading across orthographies: How flexible is the choice of reading units?. Applied Psycholinguistics, 2003, 24, 235-247.	1.1	134
27	Reduced phase locking to slow amplitude modulation in adults with dyslexia: An MEG study. NeuroImage, 2012, 59, 2952-2961.	4.2	133
28	A Rhythmic Musical Intervention for Poor Readers: A Comparison of Efficacy With a Letterâ€Based Intervention. Mind, Brain, and Education, 2013, 7, 113-123.	1.9	132
29	Auditory and motor rhythm awareness in adults with dyslexia. Journal of Research in Reading, 2006, 29, 334-348.	2.0	129
30	Neural encoding of the speech envelope by children with developmental dyslexia. Brain and Language, 2016, 160, 1-10.	1.6	128
31	The effects of spelling consistency on phonological awareness: A comparison of English and German. Journal of Experimental Child Psychology, 2005, 92, 345-365.	1.4	116
32	Auditory processing interventions and developmental dyslexia: a comparison of phonemic and rhythmic approaches. Reading and Writing, 2013, 26, 139-161.	1.7	115
33	Assessing the Effectiveness of Two Theoretically Motivated Computerâ€Assisted Reading Interventions in the United Kingdom: <scp>GG</scp> Rime and <scp>GG</scp> Phoneme. Reading Research Quarterly, 2013, 48, 61-76.	3.3	112
34	Atypical cortical entrainment to speech in the right hemisphere underpins phonemic deficits in dyslexia. NeuroImage, 2018, 175, 70-79.	4.2	112
35	Rise time and formant transition duration in the discrimination of speech sounds: the Ba-Wa distinction in developmental dyslexia. Developmental Science, 2011, 14, 34-43.	2.4	110
36	Perception of patterns of musical beat distribution in phonological developmental dyslexia: Significant longitudinal relations with word reading and reading comprehension. Cortex, 2013, 49, 1363-1376.	2.4	110

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37	The principles and practices of educational neuroscience: Comment on Bowers (2016).. Psychological Review, 2016, 123, 620-627.	3.8	110
38	The Future of Educational Neuroscience. Mind, Brain, and Education, 2010, 4, 68-80.	1.9	107
39	Deficits in beat perception and dyslexia: evidence from French. NeuroReport, 2004, 15, 1255-1259.	1.2	106
40	Synthetic phonics and the teaching of reading. British Educational Research Journal, 2008, 34, 691-710.	2.5	100
41	Impaired perception of syllable stress in children with dyslexia: A longitudinal study. Journal of Memory and Language, 2013, 69, 1-17.	2.1	98
42	A Special Link between Rhyming Skill and the Use of Orthographic Analogies by Beginning Readers. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1990, 31, 301-311.	5.2	96
43	Educational Neuroscience: Defining a New Discipline for the Study of Mental Representations. Mind, Brain, and Education, 2007, 1, 114-127.	1.9	95
44	Gender differences in developmental dyscalculia depend onÂdiagnostic criteria. Learning and Instruction, 2013, 27, 31-39.	3.2	95
45	Similarity relations among spoken words: The special status of rimes in English. Behavior Research Methods, 2002, 34, 416-423.	1.3	94
46	Childrenâ€™s orthographic representations in English and Greek. European Journal of Psychology of Education, 1997, 12, 273-292.	2.6	91
47	Neural entrainment to rhythmic speech in children with developmental dyslexia. Frontiers in Human Neuroscience, 2013, 7, 777.	2.0	91
48	Imitation as a Mechanism of Social Cognition: Origins of Empathy, Theory of Mind, and the Representation of Action. , 0, , 6-25.		90
49	Rise time perception and detection of syllable stress in adults with developmental dyslexia. Journal of Memory and Language, 2011, 64, 59-73.	2.1	87
50	Acoustic-Emergent Phonology in the Amplitude Envelope of Child-Directed Speech. PLoS ONE, 2015, 10, e0144411.	2.5	86
51	Enhanced activation of the left inferior frontal gyrus in deaf and dyslexic adults during rhyming. Brain, 2009, 132, 1928-1940.	7.6	85
52	Phonological neighbourhood density: effects in a rhyme awareness task in five-year-old children. Journal of Child Language, 2003, 30, 695-710.	1.2	83
53	Assessment of rhythmic entrainment at multiple timescales inÂdyslexia: Evidence for disruption to syllable timing. Hearing Research, 2014, 308, 141-161.	2.0	75
54	Mothers speak differently to infants atâ€risk for dyslexia. Developmental Science, 2018, 21, e12487.	2.4	73

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55	Neuroscience and Reading: A Review for Reading Education Researchers. Reading Research Quarterly, 2011, 46, 156-172.	3.3	72
56	Speech rhythm and temporal structure: Converging perspectives?. Laboratory Phonology, 2013, 4, .	0.6	72
57	The Temporal Modulation Structure of Infant-Directed Speech. Open Mind, 2017, 1, 78-90.	1.7	70
58	Dyslexia and Specific Language Impairment: The Role of Phonology and Auditory Processing. Scientific Studies of Reading, 2010, 14, 8-29.	2.0	68
59	Speech rhythm and language acquisition: an amplitude modulation phase hierarchy perspective. Annals of the New York Academy of Sciences, 2019, 1453, 67-78.	3.8	68
60	Sensitivity to rhythmic parameters in dyslexic children: a comparison of Hungarian and English. Reading and Writing, 2009, 22, 41-56.	1.7	66
61	Auditory Processing and Early Literacy Skills in a Preschool and Kindergarten Population. Journal of Learning Disabilities, 2010, 43, 369-382.	2.2	65
62	Awareness of Rhythm Patterns in Speech and Music in Children with Specific Language Impairments. Frontiers in Human Neuroscience, 2015, 9, 672.	2.0	64
63	Auditory Processing of Amplitude Envelope Rise Time in Adults Diagnosed With Developmental Dyslexia. Scientific Studies of Reading, 2007, 11, 259-286.	2.0	62
64	Principles of Learning, Implications for Teaching: A Cognitive Neuroscience Perspective. Journal of Philosophy of Education, 2008, 42, 381-399.	0.8	62
65	Phonological Awareness in Deaf Children Who Use Cochlear Implants. Journal of Speech, Language, and Hearing Research, 2005, 48, 1511-1528.	1.6	61
66	Atypical right hemisphere response to slow temporal modulations in children with developmental dyslexia. NeuroImage, 2016, 143, 40-49.	4.2	60
67	Neural Entrainment to Rhythmically Presented Auditory, Visual, and Audio-Visual Speech in Children. Frontiers in Psychology, 2012, 3, 216.	2.1	59
68	Neural Entrainment and Sensorimotor Synchronization to the Beat in Children with Developmental Dyslexia: An EEG Study. Frontiers in Neuroscience, 2017, 11, 360.	2.8	59
69	Differential Entrainment of Neuroelectric Delta Oscillations in Developmental Dyslexia. PLoS ONE, 2013, 8, e76608.	2.5	57
70	A Neural Basis for Phonological Awareness? An Oscillatory Temporal-Sampling Perspective. Current Directions in Psychological Science, 2018, 27, 56-63.	5.3	55
71	Delta- and theta-band cortical tracking and phase-amplitude coupling to sung speech by infants. NeuroImage, 2022, 247, 118698.	4.2	53
72	Phonological similarity neighborhoods and childrenâ€™s short-term memory: Typical development and dyslexia. Memory and Cognition, 2005, 33, 1210-1219.	1.6	50

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73	Auditory sensory deficits in developmental dyslexia: A longitudinal ERP study. NeuroImage, 2011, 57, 723-732.	4.2	50
74	Impaired extraction of speech rhythm from temporal modulation patterns in speech in developmental dyslexia. Frontiers in Human Neuroscience, 2014, 8, 96.	2.0	48
75	A developmental perspective on the neural code for written words. Trends in Cognitive Sciences, 2006, 10, 142-143.	7.8	45
76	Auditory Processing in Specific Language Impairment (SLI): Relations With the Perception of Lexical and Phrasal Stress. Journal of Speech, Language, and Hearing Research, 2015, 58, 1292-1305.	1.6	45
77	Mind, Brain, and Literacy: Biomarkers as Usable Knowledge for Education. Mind, Brain, and Education, 2009, 3, 176-184.	1.9	44
78	The Development of Reading across Languages. Annals of the New York Academy of Sciences, 2008, 1145, 1-12.	3.8	43
79	Synthetic Phonics and Learning to Read: A Crossâ€language Perspective. Educational Psychology in Practice, 2005, 21, 273-282.	1.0	42
80	Oscillatory Ã¢â‚¬Å“temporal samplingÃ¢â‚¬Â• and developmental dyslexia: toward an over-arching theoretical framework. Frontiers in Human Neuroscience, 2014, 8, 904.	2.0	42
81	Basic auditory processing and sensitivity to prosodic structure in children with specific language impairments: a new look at a perceptual hypothesis. Frontiers in Psychology, 2015, 6, 972.	2.1	42
82	Effects of Dialect on American and British Children's Spelling. Child Development, 1997, 68, 229-245.	3.0	38
83	A role for amplitude modulation phase relationships in speech rhythm perception. Journal of the Acoustical Society of America, 2014, 136, 366-381.	1.1	38
84	Educational neuroscience: Developmental mechanisms: Towards a conceptual framework. NeuroImage, 2011, 57, 651-658.	4.2	36
85	Neuroscience, education and special education. British Journal of Special Education, 2004, 31, 175-183.	0.4	33
86	Developmental trajectories for children with dyslexia and low IQ poor readers.. Developmental Psychology, 2016, 52, 717-734.	1.6	32
87	Fluency, phonology and morphology: a response to the commentaries on becoming literate in different languages. Developmental Science, 2006, 9, 451-453.	2.4	31
88	Learning novel phonological representations in developmental dyslexia: associations with basic auditory processing of rise time and phonological awareness. Reading and Writing, 2010, 23, 453-473.	1.7	31
89	Effects of Dialect on American and British Children's Spelling. Child Development, 1997, 68, 229.	3.0	29
90	Auditory Temporal Processing Skills in Musicians with Dyslexia. Dyslexia, 2014, 20, 261-279.	1.5	29

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91	Basic auditory processing and developmental dyslexia in Chinese. Reading and Writing, 2012, 25, 509-536.	1.7	28
92	Orthographic influences, vocabulary development, and phonological awareness in deaf children who use cochlear implants. Applied Psycholinguistics, 2009, 30, 659-684.	1.1	27
93	A neural oscillations perspective on phonological development and phonological processing in developmental dyslexia. Language and Linguistics Compass, 2019, 13, e12328.	2.3	27
94	Sensitivity to amplitude envelope rise time in infancy and vocabulary development at 3Âyears: A significant relationship. Developmental Science, 2019, 22, e12836.	2.4	26
95	The ERP signature of sound rise time changes. Brain Research, 2009, 1254, 74-83.	2.2	25
96	Perception of Filtered Speech by Children with Developmental Dyslexia and Children with Specific Language Impairments. Frontiers in Psychology, 2016, 7, 791.	2.1	25
97	Reading, dyslexia and the brain. Educational Research, 2008, 50, 135-148.	1.8	24
98	Visual attention span deficits and assessing causality in developmental dyslexia. Nature Reviews Neuroscience, 2015, 16, 225-226.	10.2	23
99	Basic Auditory Processing Skills and Phonological Awareness in Low-IQ Readers and Typically Developing Controls. Scientific Studies of Reading, 2011, 15, 211-243.	2.0	21
100	Impaired Recognition of Metrical and Syntactic Boundaries in Children with Developmental Language Disorders. Brain Sciences, 2019, 9, 33.	2.3	19
101	Phonological neighbourhood density: effects in a rhyme awareness task in five-year-old children. Journal of Child Language, 2003, 30, 695-710.	1.2	19
102	The neural basis of dyslexia may originate in primary auditory cortex. Brain, 2014, 137, 3100-3102.	7.6	18
103	The role of phase synchronisation between low frequency amplitude modulations in child phonology and morphology speech tasks. Journal of the Acoustical Society of America, 2018, 143, 1366-1375.	1.1	18
104	Neural sampling of the speech signal at different timescales by children with dyslexia. NeuroImage, 2022, 253, 119077.	4.2	17
105	Entraining the Brain: Applications to Language Research and Links to Musical Entrainment. Empirical Musicology Review, 2012, 7, 57-63.	0.2	16
106	Cognitive Development and Cognitive Neuroscience. , 0, , .		16
107	Sensorimotor impairments in dyslexia: getting the beat. Developmental Science, 2006, 9, 257-259.	2.4	15
108	Delayed development of phonological constancy in toddlers at family risk for dyslexia. , 2019, 57, 101327.		14

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109	N1, P2 and T-complex of the auditory brain event-related potentials to tones with varying rise times in adults with and without dyslexia. International Journal of Psychophysiology, 2011, 81, 51-59.	1.0	13
110	Audiovisual perception of noise vocoded speech in dyslexic and non-dyslexic adults: The role of low-frequency visual modulations. Brain and Language, 2013, 124, 165-173.	1.6	13
111	Auditory Sensory Processing and Phonological Development in High IQ and Exceptional Readers, Typically Developing Readers, and Children With Dyslexia: A Longitudinal Study. Child Development, 2021, 92, 1083-1098.	3.0	13
112	Machine learning accurately classifies neural responses to rhythmic speech vs. non-speech from 8-week-old infant EEG. Brain and Language, 2021, 220, 104968.	1.6	13
113	Atypical delta-band phase consistency and atypical preferred phase in children with dyslexia during neural entrainment to rhythmic audio-visual speech. NeuroImage: Clinical, 2022, 35, 103054.	2.7	12
114	Educational neuroscience: neural structure-mapping and the promise of oscillations. Current Opinion in Behavioral Sciences, 2016, 10, 89-96.	3.9	11
115	Prosodic Similarity Effects in Shortâ€Term Memory in Developmental Dyslexia. Dyslexia, 2016, 22, 287-304.	1.5	11
116	A longitudinal study of basic auditory processing and phonological skills in children with low IQ. Applied Psycholinguistics, 2014, 35, 1109-1141.	1.1	10
117	Novel word learning deficits in infants at family risk for dyslexia. Dyslexia, 2020, 26, 3-17.	1.5	9
118	Difficulties in auditory organization as a cause of reading backwardness? An auditory neuroscience perspective. Developmental Science, 2017, 20, e12457.	2.4	8
119	An Evaluation of the Efficacy of GraphoGame Rime for Promoting English Phonics Knowledge in Poor Readers. Frontiers in Education, 2020, 5, .	2.1	8
120	Rhythm discrimination and metronome tapping in 4-year-old children at risk for developmental dyslexia. Cognitive Development, 2021, 60, 101129.	1.3	8
121	The temporal modulation structure of illiterate versus literate adult speech. PLoS ONE, 2018, 13, e0205224.	2.5	7
122	Infantâ€directed speech to infants at risk for dyslexia: A novel crossâ€dyad design. Infancy, 2020, 25, 286-303.	1.6	7
123	Cortical Tracking of Sung Speech in Adults vs Infants: A Developmental Analysis. Frontiers in Neuroscience, 2022, 16, 842447.	2.8	7
124	The brain in the classroom? The state of the art. Developmental Science, 2005, 8, 467-469.	2.4	6
125	Toward Realizing the Promise of Educational Neuroscience: Improving Experimental Design in Developmental Cognitive Neuroscience Studies. Annual Review of Developmental Psychology, 2020, 2, 133-155.	2.9	5
126	Neurocognitive Predictors of Response to Intervention With GraphoGame Rime. Frontiers in Education, 2021, 6, .	2.1	5

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127	The foundations of psychological understanding. Developmental Science, 2006, 9, 545-550.	2.4	4
128	Analogy and the brain: A new perspective on relational primacy. Behavioral and Brain Sciences, 2008, 31, 387-388.	0.7	4
129	Beyond format-specificity: Is analogue magnitude really the core abstract feature of the cultural number representation?. Behavioral and Brain Sciences, 2009, 32, 352-353.	0.7	3
130	Development of binaural temporal fine structure sensitivity in children. Journal of the Acoustical Society of America, 2021, 150, 2967-2976.	1.1	3
131	The use of event related potentials in the study of early cognitive development. Infant and Child Development, 2005, 14, 95-98.	1.5	2
132	Correction to: Basic Auditory Processing Skills and Phonological Awareness in Low-IQ Readers and Typically Developing Controls. Scientific Studies of Reading, 2011, 15, 559-559.	2.0	2
133	Universals of reading: Developmental evidence for linguistic plausibility. Behavioral and Brain Sciences, 2012, 35, 287-288.	0.7	2
134	Dyslexia, Developmental. , 2015, , 727-730.		1
135	Neural detection of changes in amplitude rise time in infancy. Developmental Cognitive Neuroscience, 2022, 54, 101075.	4.0	1
136	The Role of Paired Associate Learning in Acquiring Letter-Sound Correspondences: A Longitudinal Study of Children at Family Risk for Dyslexia. Scientific Studies of Reading, 2020, , 1-15.	2.0	0