Annie Magnan

List of Publications by Year
in descending order

64 papers	1,835 citations	331670 21 h-index	276875 41 g-index
73 all docs	73 docs citations	73 times ranked	1306 citing authors

#	Article	IF	Citations
1	Serious games as new educational tools: how effective are they? A meta‐analysis of recent studies. Journal of Computer Assisted Learning, 2013, 29, 207-219.	5.1	463
2	Relation between deaf children's phonological skills in kindergarten and word recognition performance in first grade. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2007, 48, 139-146.	5.2	111
3	Syllable-sized units in visual word recognition: Evidence from skilled and beginning readers of French. Applied Psycholinguistics, 1999, 20, 507-532.	1.1	95
4	Auditory processing disorder in children with reading disabilities: effect of audiovisual training. Brain, 2007, 130, 2915-2928.	7.6	92
5	Audio-visual training in children with reading disabilities. Computers and Education, 2006, 46, 407-425.	8.3	59
6	Lasting effects on literacy skills with a computer-assisted learning using syllabic units in low-progress readers. Computers and Education, 2009, 52, 554-561.	8.3	53
7	The effects of an audio-visual training program in dyslexic children. Dyslexia, 2004, 10, 131-140.	1.5	48
8	Class size effects on literacy skills and literacy interest in first grade: A large-scale investigation. Journal of School Psychology, 2006, 44, 191-209.	2.9	48
9	Linguistic and Cognitive Profiles of 8- to 15-Year-Old Children With Specific Reading Comprehension Difficulties. Journal of Learning Disabilities, 2017, 50, 128-142.	2.2	44
10	Differing sequences of metaphonological development in French and English. Journal of Child Language, 2006, 33, 369-399.	1.2	42
11	Syllable frequency effects in visual word recognition: Developmental approach in French children. Journal of Applied Developmental Psychology, 2010, 31, 70-82.	1.7	42
12	Computer‐based training with ortho‐phonological units in dyslexic children: new investigations. Dyslexia, 2009, 15, 218-238.	1.5	40
13	Narrative Comprehension Skills in 5-Year-Old Children: Correlational Analysis and Comprehender Profiles. Journal of Educational Research, 2013, 106, 14-26.	1.6	37
14	Effects of computer-assisted comprehension training in less skilled comprehenders in second grade: A one-year follow-up study. Computers and Education, 2013, 63, 131-140.	8.3	33
15	The development of word recognition, sentence comprehension, word spelling, and vocabulary in children with deafness: A longitudinal study. Research in Developmental Disabilities, 2013, 34, 1781-1793.	2.2	32
16	Computer-assisted learning in young poor readers: The effect of grapho-syllabic training on the development of word reading and reading comprehension. Computers in Human Behavior, 2013, 29, 1368-1376.	8.5	31
17	The nature of the phonological processing in French dyslexic children: evidence for the phonological syllable and linguistic features' role in silent reading and speech discrimination. Annals of Dyslexia, 2010, 60, 123-150.	1.7	25
18	Are French dyslexic children sensitive to consonant sonority in segmentation strategies? Preliminary evidence from a letter detection task. Research in Developmental Disabilities, 2012, 33, 12-23.	2.2	25

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19	Alphabet knowledge and early literacy skills in French beginning readers. European Journal of Developmental Psychology, 2008, 5, 303-325.	1.8	22
20	Nature des représentations du langage écrit aux débuts de l'apprentissage de la lecture: un modèle interprétatif. International Journal of Psychology, 1999, 34, 43-58.	2.8	21
21	Relations between print exposure and literacy skills: New evidence from Grade 1â€"5. British Journal of Developmental Psychology, 2008, 26, 525-544.	1.7	21
22	The fragile nature of phonological awareness in children with specific language impairment: Evidence from literacy development. Child Language Teaching and Therapy, 2010, 26, 347-358.	0.9	21
23	Comprehension of written sentences as a core component of children's reading comprehension. Journal of Research in Reading, 2013, 36, 117-131.	2.0	21
24	Computerized trainings in four groups of struggling readers: Specific effects on word reading and comprehension. Research in Developmental Disabilities, 2015, 45-46, 83-92.	2.2	18
25	The development of epiphonological and metaphonological processing at the start of learning to read: A longitudinal study. European Journal of Psychology of Education, 2002, 17, 47-62.	2.6	16
26	Contribution of the visual perception and graphic production systems to the copying of complex geometrical drawings: A developmental study. Cognitive Development, 2007, 22, 5-15.	1.3	16
27	How can low-skilled 5-year-old children benefit from multisensory training on the acquisition of the alphabetic principle?. Learning and Individual Differences, 2014, 29, 106-113.	2.7	16
28	Effects of policy and educational interventions intended to reduce difficulties in literacy skills in grade 1. Studies in Educational Evaluation, 2019, 61, 12-20.	2.3	16
29	Is the phonological deficit in developmental dyslexia related to impaired phonological representations and to universal phonological grammar?. Journal of Experimental Child Psychology, 2013, 115, 53-73.	1.4	14
30	Â¿Por qué es tan importante el conocimiento del nombre de las letras en el aprendizaje de la lengua escritaÂ?. Revue Francaise De Pedagogie, 2008, , 15-27.	0.1	14
31	Effet dâ€™entraînements bimodaux à la connaissance des lettres. Étude transversale chez des enfants de trois et cinq ans. Psychologie Francaise, 2010, 55, 113-127.	0.4	13
32	Do Consonant Sonority and Status Influence Syllable-Based Segmentation Strategies in a Visual Letter Detection Task? Developmental Evidence in French Children. Scientific Studies of Reading, 2012, 16, 550-562.	2.0	13
33	Knowledge about word structure in beginning readers: what specific links are there with word reading and spelling?. European Journal of Psychology of Education, 2012, 27, 299-317.	2.6	13
34	Evidence-based practices to stimulate emergent literacy skills in kindergarten in France: A large-scale study. Teaching and Teacher Education, 2015, 50, 102-113.	3.2	13
35	Development of phonological skills and learning to read in French. European Journal of Psychology of Education, 2007, 22, 153-167.	2.6	11
36	Decoding, Fluency and Reading Comprehension: Examining the Nature of their Relationships in a Large-Scale Study with First Graders. Reading and Writing Quarterly, 2021, 37, 444-461.	1.4	11

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37	Facilitating Effect of Multisensory Letter Encoding on Reading and Spelling in 5‑year‑old Children. Applied Cognitive Psychology, 2015, 29, 381-391.	1.6	10
38	Computer-based assessment of reading ability and subtypes of readers with reading comprehension difficulties: a study in French children from G2 to G9. European Journal of Psychology of Education, 2019, 34, 641-663.	2.6	10
39	Computerized comprehension training for whom and under which conditions is it efficient?. Journal of Computer Assisted Learning, 2015, 31, 162-175.	5.1	8
40	Early cognitive and linguistic profiles of different types of 7‑to 8‑year‑old readers. Journal of Research in Reading, 2017, 40, S125.	2.0	8
41	Profiles of French poor readers: Underlying difficulties and effects of computerized training programs. Learning and Individual Differences, 2017, 57, 45-57.	2.7	8
42	Are Syllabification and Resyllabification Strategies Phonotactically Directed in French Children With Dyslexia? A Preliminary Report. Journal of Speech, Language, and Hearing Research, 2012, 55, 435-446.	1.6	6
43	The Copying of Complex Geometric Drawings by Sighted and Visually Impaired Children. Journal of Visual Impairment and Blindness, 2005, 99, 765-774.	0.7	5
44	L'influence précoce des connaissances morphologiques et orthographiques sur l'apprentissage de la lecture : une étude longitudinale de la GSM au CE1. Psychologie Francaise, 2012, 57, 277-290.	0.4	5
45	Is syllable segmentation developmentally constrained by consonant sonority within syllable boundaries in silent reading? Evidence in French children. Journal of Research in Reading, 2015, 38, 226-248.	2.0	5
46	A Brief Screening Tool for Literacy Skills in Preschool Children: An Item Response Theory Analysis. Journal of Psychoeducational Assessment, 2020, 38, 995-1013.	1.5	5
47	Assessment of literacy skills in kindergarten predicting learning to read. Revue Francaise De Pedagogie, 2013, , 41-54.	0.1	5
48	Effet d'une exploration multisensorielle séquentielle orientée sur le développement de la compréhension du principe alphabétique chez les enfants de 5 ans faibles connaisseurs de lettres. Annee Psychologique, 2011, 111, 641.	0.3	5
49	Tinfolec: A New French Web-Based Test for Reading Assessment in Primary School. Canadian Journal of School Psychology, 2018, 33, 227-241.	2.9	4
50	Sonority-related markedness drives the misperception of unattested onset clusters in French listeners. Annee Psychologique, 2015, 115, 197-222.	0.3	4
51	From Fundamental Research to the Design of a Software Solution to Help Poor Readers. Journal of Educational Computing Research, 2020, 58, 297-318.	5.5	3
52	Spatial sonification of letters on tablets to stimulate literacy skills and handwriting in 5 y-o children: A pilot study. Human Movement Science, 2021, 79, 102844.	1.4	3
53	Organizing principle in 4- to 8-year-old children's drawings of embedded geometric shapes. Swiss Journal of Psychology, 1999, 58, 3-11.	0.9	3
54	Analyse de l'évolution des connaissances alphabétiques précoces et de leur poids en identification de mots écrits : une étude longitudinale de la GS au CP. , 2009, , 23-32.		3

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55	Roles of consonant status and sonority in printed syllable processing: Evidence from illusory conjunction and audio-visual recognition tasks in French adults.. Current Psychology Letters: Behaviour, Brain & Cognition: CPL, 2008, , .	0.2	3
56	High Potential of Computer-Based Reading Assessment. Canadian Journal of Learning and Technology, 2020, 46, .	0.6	3
57	Le traitement des voyelles nasalisées et des groupes consonantiques par l'apprenti-lecteur francophone. International Journal of Psychology, 2001, 36, 301-313.	2.8	2
58	L'apport des entraînements informatisés à la réduction des difficultés en lecture. Revue Francaise De Linguistique Appliquee, 2015, Vol. XX, 35-50.	0.8	2
59	Evaluation informatisée de la compréhension en lecture d'enfants autistes sans déficience intellectuelle. Revue De Psychoéducation, 0, 47, 333-356.	0.3	1
60	Computer-based Training Programs to Stimulate Learning to Read in French for Newcomer Migrant Children: A Pilot Study. Journal of Educational, Cultural and Psychological Studies, 2020, , .	0.2	1
61	Effet d'une exploration multisensorielle séquentielle orientée sur le développement de la compréhension du principe alphabétique chez les enfants de 5 ans faibles connaisseurs de lettres. Annee Psychologique, 2011, Vol. 111, 641-671.	0.3	1
62	COMPUTER-BASED ASSESSMENT OF READING IN 7- TO 10 Y-O CHILDREN: THE ROLE OF VOCABULARY IN WORD READING AND COMPREHENSION. EDULEARN Proceedings, 2017, , .	0.0	0
63	Evaluation informatisée du vocabulaire chez les enfants de 8 à 11 ans. Canadian Journal of Learning and Technology, 2021, 47, .	0.6	0
64	Sonority-related markedness drives the misperception of unattested onset clusters in French listeners. Annee Psychologique, 2015, Vol. 115, 197-222.	0.3	0