

Annie Magnan

List of Publications by Year in descending order

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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	Decoding, Fluency and Reading Comprehension: Examining the Nature of their Relationships in a Large-Scale Study with First Graders. <i>Reading and Writing Quarterly</i> , 2021, 37, 444-461.	1.4	11
2	Spatial sonification of letters on tablets to stimulate literacy skills and handwriting in 5 y-o children: A pilot study. <i>Human Movement Science</i> , 2021, 79, 102844.	1.4	3
3	Evaluation informativ�e du vocabulaire chez les enfants de 8 � 11 ans. <i>Canadian Journal of Learning and Technology</i> , 2021, 47, .	0.6	0
4	From Fundamental Research to the Design of a Software Solution to Help Poor Readers. <i>Journal of Educational Computing Research</i> , 2020, 58, 297-318.	5.5	3
5	A Brief Screening Tool for Literacy Skills in Preschool Children: An Item Response Theory Analysis. <i>Journal of Psychoeducational Assessment</i> , 2020, 38, 995-1013.	1.5	5
6	Computer-based Training Programs to Stimulate Learning to Read in French for Newcomer Migrant Children: A Pilot Study. <i>Journal of Educational, Cultural and Psychological Studies</i> , 2020, , .	0.2	1
7	High Potential of Computer-Based Reading Assessment. <i>Canadian Journal of Learning and Technology</i> , 2020, 46, .	0.6	3
8	Computer-based assessment of reading ability and subtypes of readers with reading comprehension difficulties: a study in French children from G2 to G9. <i>European Journal of Psychology of Education</i> , 2019, 34, 641-663.	2.6	10
9	Effects of policy and educational interventions intended to reduce difficulties in literacy skills in grade 1. <i>Studies in Educational Evaluation</i> , 2019, 61, 12-20.	2.3	16
10	Tinfolec: A New French Web-Based Test for Reading Assessment in Primary School. <i>Canadian Journal of School Psychology</i> , 2018, 33, 227-241.	2.9	4
11	Linguistic and Cognitive Profiles of 8- to 15-Year-Old Children With Specific Reading Comprehension Difficulties. <i>Journal of Learning Disabilities</i> , 2017, 50, 128-142.	2.2	44
12	Early cognitive and linguistic profiles of different types of 7- to 8-year-old readers. <i>Journal of Research in Reading</i> , 2017, 40, S125.	2.0	8
13	Profiles of French poor readers: Underlying difficulties and effects of computerized training programs. <i>Learning and Individual Differences</i> , 2017, 57, 45-57.	2.7	8
14	COMPUTER-BASED ASSESSMENT OF READING IN 7- TO 10 Y-O CHILDREN: THE ROLE OF VOCABULARY IN WORD READING AND COMPREHENSION. <i>EDULEARN Proceedings</i> , 2017, , .	0.0	0
15	Is syllable segmentation developmentally constrained by consonant sonority within syllable boundaries in silent reading? Evidence in French children. <i>Journal of Research in Reading</i> , 2015, 38, 226-248.	2.0	5
16	Evidence-based practices to stimulate emergent literacy skills in kindergarten in France: A large-scale study. <i>Teaching and Teacher Education</i> , 2015, 50, 102-113.	3.2	13
17	Facilitating Effect of Multisensory Letter Encoding on Reading and Spelling in 5-Year-Old Children. <i>Applied Cognitive Psychology</i> , 2015, 29, 381-391.	1.6	10
18	Computerized comprehension training for whom and under which conditions is it efficient?. <i>Journal of Computer Assisted Learning</i> , 2015, 31, 162-175.	5.1	8

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19	Computerized trainings in four groups of struggling readers: Specific effects on word reading and comprehension. <i>Research in Developmental Disabilities</i> , 2015, 45-46, 83-92.	2.2	18
20	L'apport des entraînements informatisés à la réduction des difficultés en lecture. <i>Revue Française De Linguistique Appliquée</i> , 2015, Vol. XX, 35-50.	0.8	2
21	Sonority-related markedness drives the misperception of unattested onset clusters in French listeners. <i>Annee Psychologique</i> , 2015, 115, 197-222.	0.3	4
22	Sonority-related markedness drives the misperception of unattested onset clusters in French listeners. <i>Annee Psychologique</i> , 2015, Vol. 115, 197-222.	0.3	0
23	How can low-skilled 5-year-old children benefit from multisensory training on the acquisition of the alphabetic principle?. <i>Learning and Individual Differences</i> , 2014, 29, 106-113.	2.7	16
24	Comprehension of written sentences as a core component of children's reading comprehension. <i>Journal of Research in Reading</i> , 2013, 36, 117-131.	2.0	21
25	Serious games as new educational tools: how effective are they? A meta-analysis of recent studies. <i>Journal of Computer Assisted Learning</i> , 2013, 29, 207-219.	5.1	463
26	Computer-assisted learning in young poor readers: The effect of grapho-syllabic training on the development of word reading and reading comprehension. <i>Computers in Human Behavior</i> , 2013, 29, 1368-1376.	8.5	31
27	Is the phonological deficit in developmental dyslexia related to impaired phonological representations and to universal phonological grammar?. <i>Journal of Experimental Child Psychology</i> , 2013, 115, 53-73.	1.4	14
28	The development of word recognition, sentence comprehension, word spelling, and vocabulary in children with deafness: A longitudinal study. <i>Research in Developmental Disabilities</i> , 2013, 34, 1781-1793.	2.2	32
29	Effects of computer-assisted comprehension training in less skilled comprehenders in second grade: A one-year follow-up study. <i>Computers and Education</i> , 2013, 63, 131-140.	8.3	33
30	Narrative Comprehension Skills in 5-Year-Old Children: Correlational Analysis and Comprehender Profiles. <i>Journal of Educational Research</i> , 2013, 106, 14-26.	1.6	37
31	Assessment of literacy skills in kindergarten predicting learning to read. <i>Revue Française De Pédagogie</i> , 2013, , 41-54.	0.1	5
32	Do Consonant Sonority and Status Influence Syllable-Based Segmentation Strategies in a Visual Letter Detection Task? <i>Developmental Evidence in French Children. Scientific Studies of Reading</i> , 2012, 16, 550-562.	2.0	13
33	Are Syllabification and Resyllabification Strategies Phonotactically Directed in French Children With Dyslexia? A Preliminary Report. <i>Journal of Speech, Language, and Hearing Research</i> , 2012, 55, 435-446.	1.6	6
34	Knowledge about word structure in beginning readers: what specific links are there with word reading and spelling?. <i>European Journal of Psychology of Education</i> , 2012, 27, 299-317.	2.6	13
35	L'influence précoce des connaissances morphologiques et orthographiques sur l'apprentissage de la lecture: une étude longitudinale de la GSM au CE1. <i>Psychologie Française</i> , 2012, 57, 277-290.	0.4	5
36	Are French dyslexic children sensitive to consonant sonority in segmentation strategies? Preliminary evidence from a letter detection task. <i>Research in Developmental Disabilities</i> , 2012, 33, 12-23.	2.2	25

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37	Effet d'une exploration multisensorielle sémantique orientée sur le développement de la compréhension du principe alphabétique chez les enfants de 5 ans faibles connaisseurs de lettres. <i>Annee Psychologique</i> , 2011, 111, 641.	0.3	5
38	Effet d'une exploration multisensorielle sémantique orientée sur le développement de la compréhension du principe alphabétique chez les enfants de 5 ans faibles connaisseurs de lettres. <i>Annee Psychologique</i> , 2011, Vol. 111, 641-671.	0.3	1
39	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. <i>Annals of Dyslexia</i> , 2010, 60, 123-150.	1.7	25
40	Syllable frequency effects in visual word recognition: Developmental approach in French children. <i>Journal of Applied Developmental Psychology</i> , 2010, 31, 70-82.	1.7	42
41	The fragile nature of phonological awareness in children with specific language impairment: Evidence from literacy development. <i>Child Language Teaching and Therapy</i> , 2010, 26, 347-358.	0.9	21
42	Effet d'entraînements bimodaux à la connaissance des lettres. Étude transversale chez des enfants de trois et cinq ans. <i>Psychologie Française</i> , 2010, 55, 113-127.	0.4	13
43	Computer-based training with ortho-phonological units in dyslexic children: new investigations. <i>Dyslexia</i> , 2009, 15, 218-238.	1.5	40
44	Lasting effects on literacy skills with a computer-assisted learning using syllabic units in low-progress readers. <i>Computers and Education</i> , 2009, 52, 554-561.	8.3	53
45	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
46	Relations between print exposure and literacy skills: New evidence from Grade 1-5. <i>British Journal of Developmental Psychology</i> , 2008, 26, 525-544.	1.7	21
47	Alphabet knowledge and early literacy skills in French beginning readers. <i>European Journal of Developmental Psychology</i> , 2008, 5, 303-325.	1.8	22
48	Roles of consonant status and sonority in printed syllable processing: Evidence from illusory conjunction and audio-visual recognition tasks in French adults.. <i>Current Psychology Letters: Behaviour, Brain & Cognition: CPL</i> , 2008, , .	0.2	3
49	¿Por qué es tan importante el conocimiento del nombre de las letras en el aprendizaje de la lengua escrita?. <i>Revue Française De Pédagogie</i> , 2008, , 15-27.	0.1	14
50	Auditory processing disorder in children with reading disabilities: effect of audiovisual training. <i>Brain</i> , 2007, 130, 2915-2928.	7.6	92
51	Contribution of the visual perception and graphic production systems to the copying of complex geometrical drawings: A developmental study. <i>Cognitive Development</i> , 2007, 22, 5-15.	1.3	16
52	Relation between deaf children's phonological skills in kindergarten and word recognition performance in first grade. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2007, 48, 139-146.	5.2	111
53	Development of phonological skills and learning to read in French. <i>European Journal of Psychology of Education</i> , 2007, 22, 153-167.	2.6	11
54	Audio-visual training in children with reading disabilities. <i>Computers and Education</i> , 2006, 46, 407-425.	8.3	59

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55	Class size effects on literacy skills and literacy interest in first grade: A large-scale investigation. <i>Journal of School Psychology</i> , 2006, 44, 191-209.	2.9	48
56	Differing sequences of metaphonological development in French and English. <i>Journal of Child Language</i> , 2006, 33, 369-399.	1.2	42
57	The Copying of Complex Geometric Drawings by Sighted and Visually Impaired Children. <i>Journal of Visual Impairment and Blindness</i> , 2005, 99, 765-774.	0.7	5
58	The effects of an audio-visual training program in dyslexic children. <i>Dyslexia</i> , 2004, 10, 131-140.	1.5	48
59	The development of epiphonological and metaphonological processing at the start of learning to read: A longitudinal study. <i>European Journal of Psychology of Education</i> , 2002, 17, 47-62.	2.6	16
60	Le traitement des voyelles nasalisées et des groupes consonantiques par l'apprenti-lecteur francophone. <i>International Journal of Psychology</i> , 2001, 36, 301-313.	2.8	2
61	Syllable-sized units in visual word recognition: Evidence from skilled and beginning readers of French. <i>Applied Psycholinguistics</i> , 1999, 20, 507-532.	1.1	95
62	Nature des représentations du langage écrit aux débuts de l'apprentissage de la lecture: un modèle interprétatif. <i>International Journal of Psychology</i> , 1999, 34, 43-58.	2.8	21
63	Organizing principle in 4- to 8-year-old children's drawings of embedded geometric shapes. <i>Swiss Journal of Psychology</i> , 1999, 58, 3-11.	0.9	3
64	Evaluation informatisée de la compréhension en lecture d'enfants autistes sans déficience intellectuelle. <i>Revue De Psychoéducation</i> , 0, 47, 333-356.	0.3	1