Lynne G Duncan

List of Publications by Year
in descending order

28	1,095	471509	501196
papers	citations	17	28
		h-index	g-index

30	30	30	900
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	How important are rhyme and analogy in beginning reading?. Cognition, 1997, 63, 171-208.	2.2	179
2	Socio-economic differences in foundation-level literacy. British Journal of Psychology, 2000, 91, 145-166.	2.3	106
3	Exploring the relationship between adolescentâ€™s reading skills, reading motivation and reading habits. Reading and Writing, 2015, 28, 545-569.	1.7	91
4	Early metalinguistic awareness of derivational morphology: Observations from a comparison of English and French. Applied Psycholinguistics, 2009, 30, 405-440.	1.1	69
5	Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors. Journal of Research in Reading, 2016, 39, 109-125.	2.0	69
6	Cognitive flexibility predicts early reading skills. Frontiers in Psychology, 2014, 5, 565.	2.1	58
7	Phonemicâ€"Morphemic dissociation in university students with dyslexia: an index of reading compensation?. Annals of Dyslexia, 2017, 67, 63-84.	1.7	58
8	Phonological development in relation to native language and literacy: Variations on a theme in six alphabetic orthographies. Cognition, 2013, 127, 398-419.	2.2	53
9	How language affects children's use of derivational morphology in visual word and pseudoword processing: evidence from a cross-language study. Frontiers in Psychology, 2015, 6, 452.	2.1	44
10	Differing sequences of metaphonological development in French and English. Journal of Child Language, 2006, 33, 369-399.	1.2	42
11	Adolescent reading skill and engagement with digital and traditional literacies as predictors of reading comprehension. British Journal of Psychology, 2016, 107, 209-238.	2.3	42
12	Small versus large unit theories of reading acquisition. Dyslexia, 1997, 3, 125-134.	1.5	34
13	Rhymes and phonemes in the common unit task: replications and implications for beginning reading. Journal of Research in Reading, 1999, 22, 113-130.	2.0	34
14	How do children read multisyllabic words? Some preliminary observations. Journal of Research in Reading, 2003, 26, 101-120.	2.0	34
15	Exploring the Role of Bases and Suffixes When Reading Familiar and Unfamiliar Words: Evidence From French Young Readers. Scientific Studies of Reading, 2012, 16, 424-442.	2.0	29
16	Crossâ€language transfer of orthographic processing skills: a study of French children who learn English at school. Journal of Research in Reading, 2011, 34, 59-76.	2.0	27
17	How does phonological awareness relate to nonword reading skill amongst poor readers?. Reading and Writing, 1999, 11, 405-439.	1.7	24
18	Language and Reading: the Role of Morpheme and Phoneme Awareness. Current Developmental Disorders Reports, 2018, 5, 226-234.	2.1	17

#	Article	IF	Citations
19	What Is the Influence of Morphological Knowledge in the Early Stages of Reading Acquisition Among Low SES Children? A Graphical Modeling Approach. Frontiers in Psychology, 2018, 9, 547.	2.1	16
20	Atypical phonological processing impairs written word recognition in children with cochlear implants. Language, Cognition and Neuroscience, 2015, 30, 684-699.	1.2	13
21	HelexKids: A word frequency database for Greek and Cypriot primary school children. Behavior Research Methods, 2017, 49, 83-96.	4.0	13
22	Sensitivity to morpheme units in English as L2 word recognition. Writing Systems Research, 2015, 7, 186-201.	0.3	12
23	Grapheme coding in L2: How do L2 learners process new graphemes?. Journal of Cognitive Psychology, 2014, 26, 725-739.	0.9	9
24	Automatic phonological activation during visual word recognition in bilingual children: A cross-language masked priming study in grades 3 and 5. Journal of Experimental Child Psychology, 2017, 154, 64-77.	1.4	8
25	Investigating pseudohomophone interference effects in young second-language learners. Journal of Experimental Child Psychology, 2019, 180, 1-18.	1.4	6
26	Rimes and superrimes: An exploration of children's disyllabic rhyming skills. British Journal of Psychology, 2007, 98, 199-221.	2.3	4
27	eLIPS: Development and Validation of an Observational Tool for Examining Early Language in Play Settings. Frontiers in Psychology, 2020, 11, 1813.	2.1	2
28	Editorial: Word Morphology and Written Language Acquisition: Insights From Typical and Atypical Development in Different Orthographies. Frontiers in Psychology, 2019, 10, 126.	2.1	1