

Lynne G Duncan

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8891673/publications.pdf>

Version: 2024-02-01

28
papers

1,095
citations

471509

17
h-index

501196

28
g-index

30
all docs

30
docs citations

30
times ranked

900
citing authors

#	ARTICLE	IF	CITATIONS
1	eLIPS: Development and Validation of an Observational Tool for Examining Early Language in Play Settings. <i>Frontiers in Psychology</i> , 2020, 11, 1813.	2.1	2
2	Editorial: Word Morphology and Written Language Acquisition: Insights From Typical and Atypical Development in Different Orthographies. <i>Frontiers in Psychology</i> , 2019, 10, 126.	2.1	1
3	Investigating pseudohomophone interference effects in young second-language learners. <i>Journal of Experimental Child Psychology</i> , 2019, 180, 1-18.	1.4	6
4	Language and Reading: the Role of Morpheme and Phoneme Awareness. <i>Current Developmental Disorders Reports</i> , 2018, 5, 226-234.	2.1	17
5	What Is the Influence of Morphological Knowledge in the Early Stages of Reading Acquisition Among Low SES Children? A Graphical Modeling Approach. <i>Frontiers in Psychology</i> , 2018, 9, 547.	2.1	16
6	HelixKids: A word frequency database for Greek and Cypriot primary school children. <i>Behavior Research Methods</i> , 2017, 49, 83-96.	4.0	13
7	Automatic phonological activation during visual word recognition in bilingual children: A cross-language masked priming study in grades 3 and 5. <i>Journal of Experimental Child Psychology</i> , 2017, 154, 64-77.	1.4	8
8	Phonemicâ€”Morphemic dissociation in university students with dyslexia: an index of reading compensation?. <i>Annals of Dyslexia</i> , 2017, 67, 63-84.	1.7	58
9	Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors. <i>Journal of Research in Reading</i> , 2016, 39, 109-125.	2.0	69
10	Adolescent reading skill and engagement with digital and traditional literacies as predictors of reading comprehension. <i>British Journal of Psychology</i> , 2016, 107, 209-238.	2.3	42
11	How language affects children's use of derivational morphology in visual word and pseudoword processing: evidence from a cross-language study. <i>Frontiers in Psychology</i> , 2015, 6, 452.	2.1	44
12	Atypical phonological processing impairs written word recognition in children with cochlear implants. <i>Language, Cognition and Neuroscience</i> , 2015, 30, 684-699.	1.2	13
13	Exploring the relationship between adolescentâ€™s reading skills, reading motivation and reading habits. <i>Reading and Writing</i> , 2015, 28, 545-569.	1.7	91
14	Sensitivity to morpheme units in English as L2 word recognition. <i>Writing Systems Research</i> , 2015, 7, 186-201.	0.3	12
15	Grapheme coding in L2: How do L2 learners process new graphemes?. <i>Journal of Cognitive Psychology</i> , 2014, 26, 725-739.	0.9	9
16	Cognitive flexibility predicts early reading skills. <i>Frontiers in Psychology</i> , 2014, 5, 565.	2.1	58
17	Phonological development in relation to native language and literacy: Variations on a theme in six alphabetic orthographies. <i>Cognition</i> , 2013, 127, 398-419.	2.2	53
18	Exploring the Role of Bases and Suffixes When Reading Familiar and Unfamiliar Words: Evidence From French Young Readers. <i>Scientific Studies of Reading</i> , 2012, 16, 424-442.	2.0	29

#	ARTICLE	IF	CITATIONS
19	Cross-language transfer of orthographic processing skills: a study of French children who learn English at school. <i>Journal of Research in Reading</i> , 2011, 34, 59-76.	2.0	27
20	Early metalinguistic awareness of derivational morphology: Observations from a comparison of English and French. <i>Applied Psycholinguistics</i> , 2009, 30, 405-440.	1.1	69
21	Rimes and superrimes: An exploration of children's disyllabic rhyming skills. <i>British Journal of Psychology</i> , 2007, 98, 199-221.	2.3	4
22	Differing sequences of metaphonological development in French and English. <i>Journal of Child Language</i> , 2006, 33, 369-399.	1.2	42
23	How do children read multisyllabic words? Some preliminary observations. <i>Journal of Research in Reading</i> , 2003, 26, 101-120.	2.0	34
24	Socio-economic differences in foundation-level literacy. <i>British Journal of Psychology</i> , 2000, 91, 145-166.	2.3	106
25	Rhymes and phonemes in the common unit task: replications and implications for beginning reading. <i>Journal of Research in Reading</i> , 1999, 22, 113-130.	2.0	34
26	How does phonological awareness relate to nonword reading skill amongst poor readers?. <i>Reading and Writing</i> , 1999, 11, 405-439.	1.7	24
27	How important are rhyme and analogy in beginning reading?. <i>Cognition</i> , 1997, 63, 171-208.	2.2	179
28	Small versus large unit theories of reading acquisition. <i>Dyslexia</i> , 1997, 3, 125-134.	1.5	34