Jean Ecalle

List of Publications by Year
in descending order

32 papers	599 citations	623734 14 h-index	610901 24 g-index
32 all docs	32 docs citations	32 times ranked	311 citing authors

#	Article	IF	Citations
1	Syllable-sized units in visual word recognition: Evidence from skilled and beginning readers of French. Applied Psycholinguistics, 1999, 20, 507-532.	1.1	95
2	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
3	Differing sequences of metaphonological development in French and English. Journal of Child Language, 2006, 33, 369-399.	1.2	42
4	Syllable frequency effects in visual word recognition: Developmental approach in French children. Journal of Applied Developmental Psychology, 2010, 31, 70-82.	1.7	42
5	Narrative Comprehension Skills in 5-Year-Old Children: Correlational Analysis and Comprehender Profiles. Journal of Educational Research, 2013, 106, 14-26.	1.6	37
6	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
7	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
8	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
9	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
10	Nature des reprÃ©sentations du langage Ã©crit aux dÃ©buts de l'apprentissage de la lecture: un modÃ¨le interprÃ©tatif. International Journal of Psychology, 1999, 34, 43-58.	2.8	21
11	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
12	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
13	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
14	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
15	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
16	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
17	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
18	Development of phonological skills and learning to read in French. European Journal of Psychology of Education, 2007, 22, 153-167.	2.6	11

#	Article	IF	Citations
19	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
20	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
21	Early cognitive and linguistic profiles of different types of 7â€•to 8â€year€old readers. Journal of Research in Reading, 2017, 40, S125.	2.0	8
22	Profiles of French poor readers: Underlying difficulties and effects of computerized training programs. Learning and Individual Differences, 2017, 57, 45-57.	2.7	8
23	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
24	Effects of targeted interventions and of specific instructional time on reading ability in French children in grade 1. European Journal of Psychology of Education, 2022, 37, 605-625.	2.6	6
25	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
26	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
27	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
28	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
29	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
30	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
31	Tools and Teaching Strategies for Vocabulary Assessment and Instruction: A Review. Social Education Research, 0, , 34-66.	0.0	1
32	Evaluation informatisÃ©e du vocabulaire chez les enfants de 8 Ã 11 ans. Canadian Journal of Learning and Technology, 2021, 47, .	0.6	0