

# Jean Ecalle

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1542842/publications.pdf>

Version: 2024-02-01

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	Effects of targeted interventions and of specific instructional time on reading ability in French children in grade 1. <i>European Journal of Psychology of Education</i> , 2022, 37, 605-625.	2.6	6
2	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
3	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
4	Evaluation informatisée du vocabulaire chez les enfants de 8 à 11 ans. <i>Canadian Journal of Learning and Technology</i> , 2021, 47, .	0.6	0
5	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
6	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
7	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
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	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
12	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
13	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
14	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
15	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
16	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
17	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
18	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

#	ARTICLE	IF	CITATIONS
19	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
20	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
21	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
22	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
23	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
24	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
25	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
26	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
27	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
28	Differing sequences of metaphonological development in French and English. <i>Journal of Child Language</i> , 2006, 33, 369-399.	1.2	42
29	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
30	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
31	Nature des représentations du langage écrit aux débuts de l'apprentissage de la lecture: un modèle interactif. <i>International Journal of Psychology</i> , 1999, 34, 43-58.	2.8	21
32	Tools and Teaching Strategies for Vocabulary Assessment and Instruction: A Review. <i>Social Education Research</i> , 0, , 34-66.	0.0	1