

Johannes C Ziegler

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

141
papers

12,656
citations

52
h-index

111
g-index

154
ext. papers

14,145
ext. citations

4.4
avg, IF

6.51
L-index

#	Paper	IF	Citations
141	DRC: a dual route cascaded model of visual word recognition and reading aloud. <i>Psychological Review</i> , 2001 , 108, 204-56	6.3	2610
140	Reading acquisition, developmental dyslexia, and skilled reading across languages: a psycholinguistic grain size theory. <i>Psychological Bulletin</i> , 2005 , 131, 3-29	19.1	1665
139	Orthographic depth and its impact on universal predictors of reading: a cross-language investigation. <i>Psychological Science</i> , 2010 , 21, 551-9	7.9	494
138	Nested incremental modeling in the development of computational theories: the CDP+ model of reading aloud. <i>Psychological Review</i> , 2007 , 114, 273-315	6.3	463
137	Developmental dyslexia in different languages: language-specific or universal?. <i>Journal of Experimental Child Psychology</i> , 2003 , 86, 169-93	2.3	290
136	Predictors of developmental dyslexia in European orthographies with varying complexity. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i> , 2013 , 54, 686-94	7.9	238
135	A dual-route approach to orthographic processing. <i>Frontiers in Psychology</i> , 2011 , 2, 54	3.4	228
134	Beyond single syllables: large-scale modeling of reading aloud with the Connectionist Dual Process (CDP++) model. <i>Cognitive Psychology</i> , 2010 , 61, 106-51	3.1	216
133	Orthography shapes the perception of speech: The consistency effect in auditory word recognition. <i>Psychonomic Bulletin and Review</i> , 1998 , 5, 683-689	4.1	214
132	Speech-perception-in-noise deficits in dyslexia. <i>Developmental Science</i> , 2009 , 12, 732-45	4.5	213
131	Becoming literate in different languages: similar problems, different solutions. <i>Developmental Science</i> , 2006 , 9, 429-36	4.5	199
130	Extra-large letter spacing improves reading in dyslexia. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2012 , 109, 11455-9	11.5	182
129	What is the pronunciation for -ough and the spelling for /u/? A database for computing feedforward and feedback consistency in English. <i>Behavior Research Methods</i> , 1997 , 29, 600-618		179
128	Identical words are read differently in different languages. <i>Psychological Science</i> , 2001 , 12, 379-84	7.9	157
127	Developmental dyslexia and the dual route model of reading: simulating individual differences and subtypes. <i>Cognition</i> , 2008 , 107, 151-78	3.5	148
126	Deficits in speech perception predict language learning impairment. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2005 , 102, 14110-5	11.5	148
125	Rapid processing of letters, digits and symbols: what purely visual-attentional deficit in developmental dyslexia?. <i>Developmental Science</i> , 2010 , 13, F8-F14	4.5	135

124	The Feedback Consistency Effect in Lexical Decision and Naming. <i>Journal of Memory and Language</i> , 1997 , 37, 533-554	3.8	133
123	Statistical analysis of the bidirectional inconsistency of spelling and sound in French. <i>Behavior Research Methods</i> , 1996 , 28, 504-515		132
122	Phonological Information Provides Early Sources of Constraint in the Processing of Letter Strings. <i>Journal of Memory and Language</i> , 1995 , 34, 567-593	3.8	132
121	Neighborhood effects in auditory word recognition: Phonological competition and orthographic facilitation. <i>Journal of Memory and Language</i> , 2003 , 48, 779-793	3.8	127
120	Pseudohomophone Effects and Phonological Recoding Procedures in Reading Development in English and German. <i>Journal of Memory and Language</i> , 2001 , 45, 648-664	3.8	122
119	Nonword reading across orthographies: How flexible is the choice of reading units?. <i>Applied Psycholinguistics</i> , 2003 , 24, 235-247	1.4	115
118	A Vision of Reading. <i>Trends in Cognitive Sciences</i> , 2016 , 20, 171-179	14	113
117	Smart phone, smart science: how the use of smartphones can revolutionize research in cognitive science. <i>PLoS ONE</i> , 2011 , 6, e24974	3.7	110
116	Graphemes are perceptual reading units. <i>Cognition</i> , 2000 , 75, B1-12	3.5	108
115	Orthographic processing in baboons (<i>Papio papio</i>). <i>Science</i> , 2012 , 336, 245-8	33.3	105
114	Evidence for multiple routes in learning to read. <i>Cognition</i> , 2012 , 123, 280-92	3.5	104
113	The effects of spelling consistency on phonological awareness: a comparison of English and German. <i>Journal of Experimental Child Psychology</i> , 2005 , 92, 345-65	2.3	100
112	Modelling reading development through phonological decoding and self-teaching: implications for dyslexia. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014 , 369, 20120397	5.8	99
111	Phonology can help or hurt the perception of print.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 1997 , 23, 845-860	2.6	98
110	Deficits in beat perception and dyslexia: evidence from French. <i>NeuroReport</i> , 2004 , 15, 1255-9	1.7	92
109	Word, pseudoword, and nonword processing: a multitask comparison using event-related brain potentials. <i>Journal of Cognitive Neuroscience</i> , 1997 , 9, 758-75	3.1	84
108	Visual phonology: the effects of orthographic consistency on different auditory word recognition tasks. <i>Memory and Cognition</i> , 2004 , 32, 732-41	2.2	81
107	Phonological skills, visual attention span, and visual stress in developmental dyslexia. <i>Developmental Psychology</i> , 2016 , 52, 1503-1516	3.7	79

106	Orthographic effects in spoken language: on-line activation or phonological restructuring?. <i>Brain Research</i> , 2009 , 1275, 73-80	3.7	78
105	Reply to Skottun and Skoyles: Statistical and practical significance of extra-wide letter spacing for dyslexic children. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2012 , 109, E2959-E2959	11.5	78
104	No more problems in Coltheart's neighborhood: resolving neighborhood conflicts in the lexical decision task. <i>Cognition</i> , 1998 , 68, B53-62	3.5	73
103	The DRC model of visual word recognition and reading aloud: An extension to German. <i>European Journal of Cognitive Psychology</i> , 2000 , 12, 413-430		73
102	The role of orthography in speech production revisited. <i>Cognition</i> , 2007 , 102, 464-75	3.5	72
101	Do current connectionist learning models account for reading development in different languages?. <i>Cognition</i> , 2004 , 91, 273-96	3.5	71
100	Effects of phonological and orthographic neighbourhood density interact in visual word recognition. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2005 , 58, 981-98		71
99	Orthographic and phonological contributions to reading development: tracking developmental trajectories using masked priming. <i>Developmental Psychology</i> , 2014 , 50, 1026-36	3.7	69
98	On-line activation of orthography in spoken word recognition. <i>Brain Research</i> , 2008 , 1188, 132-8	3.7	69
97	On-line orthographic influences on spoken language in a semantic task. <i>Journal of Cognitive Neuroscience</i> , 2009 , 21, 169-79	3.1	67
96	Prevalence and Reliability of Phonological, Surface, and Mixed Profiles in Dyslexia: A Review of Studies Conducted in Languages Varying in Orthographic Depth. <i>Scientific Studies of Reading</i> , 2011 , 15, 498-521	3.8	64
95	Word superiority, pseudoword superiority, and learning to read: a comparison of dyslexic and normal readers. <i>Brain and Language</i> , 2003 , 87, 432-40	2.9	61
94	Pseudohomophone effects provide evidence of early lexico-phonological processing in visual word recognition. <i>Human Brain Mapping</i> , 2009 , 30, 1977-89	5.9	59
93	Poor reading in French elementary school: the interplay of cognitive, behavioral, and socioeconomic factors. <i>Journal of Developmental and Behavioral Pediatrics</i> , 2009 , 30, 206-16	2.4	58
92	Orthographic facilitation and phonological inhibition in spoken word recognition: a developmental study. <i>Psychonomic Bulletin and Review</i> , 2007 , 14, 75-80	4.1	58
91	Feedback consistency effects in visual and auditory word recognition: where do we stand after more than a decade?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2008 , 34, 643-67	2.2	57
90	Pseudohomophone effects in lexical decision: Still a challenge for current word recognition models.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2001 , 27, 547-559	2.6	57
89	Locus of orthographic effects in spoken word recognition: Novel insights from the neighbour generation task. <i>Language and Cognitive Processes</i> , 2004 , 19, 641-660		52

88	Speed of lexical and nonlexical processing in French: the case of the regularity effect. <i>Psychonomic Bulletin and Review</i> , 2003 , 10, 947-53	4.1	52
87	How to say "no" to a nonword: a leaky competing accumulator model of lexical decision. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012 , 38, 1117-28	2.2	51
86	Visual and phonological codes in letter and word recognition: evidence from incremental priming. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2000 , 53, 671-92		51
85	Emotion processing in words: a test of the neural re-use hypothesis using surface and intracranial EEG. <i>Social Cognitive and Affective Neuroscience</i> , 2014 , 9, 619-27	4	48
84	Orthographic processing deficits in developmental dyslexia: Beyond the ventral visual stream. <i>NeuroImage</i> , 2016 , 128, 316-327	7.9	46
83	Fast phonology and the Bimodal Interactive Activation Model. <i>European Journal of Cognitive Psychology</i> , 2010 , 22, 764-778		46
82	A phoneme effect in visual word recognition. <i>Cognition</i> , 1998 , 68, B71-80	3.5	46
81	Phonology matters: the phonological frequency effect in written Chinese. <i>Psychological Science</i> , 2000 , 11, 234-8	7.9	46
80	Language proficiency and morpho-orthographic segmentation. <i>Psychonomic Bulletin and Review</i> , 2015 , 22, 1054-61	4.1	45
79	Morpho-orthographic segmentation without semantics. <i>Psychonomic Bulletin and Review</i> , 2016 , 23, 533-9.1	4.1	43
78	When beef primes reef more than leaf: orthographic information affects phonological priming in spoken word recognition. <i>Psychophysiology</i> , 2009 , 46, 739-46	4.1	40
77	A developmental perspective on the neural code for written words. <i>Trends in Cognitive Sciences</i> , 2006 , 10, 142-3	14	39
76	Understanding Dyslexia Through Personalized Large-Scale Computational Models. <i>Psychological Science</i> , 2019 , 30, 386-395	7.9	36
75	Effects of reading proficiency on embedded stem priming in primary school children. <i>Journal of Experimental Child Psychology</i> , 2015 , 139, 115-26	2.3	36
74	Noise on, voicing off: Speech perception deficits in children with specific language impairment. <i>Journal of Experimental Child Psychology</i> , 2011 , 110, 362-72	2.3	35
73	Rapid naming deficits in dyslexia: a stumbling block for the perceptual anchor theory of dyslexia. <i>Developmental Science</i> , 2008 , 11, F40-7	4.5	34
72	It's about time: revisiting temporal processing deficits in dyslexia. <i>Developmental Science</i> , 2018 , 21, e12539	4.9	32
71	Visual and phonological codes in letter and word recognition: Evidence from incremental priming. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2000 , 53, 671-692		32

70	A computational and empirical investigation of graphemes in reading. <i>Cognitive Science</i> , 2013 , 37, 800-282	2.2	30
69	How predictable is spelling? Developing and testing metrics of phoneme-grapheme contingency. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2002 , 55, 897-915		29
68	A dissociation between orthographic awareness and spelling production. <i>Applied Psycholinguistics</i> , 2002 , 23, 43-73	1.4	28
67	From print to meaning: An electrophysiological investigation of the role of phonology in accessing word meaning. <i>Psychophysiology</i> , 1999 , 36, 775-785	4.1	28
66	Semantic processing during morphological priming: an ERP study. <i>Brain Research</i> , 2014 , 1579, 45-55	3.7	26
65	Fluency, phonology and morphology: a response to the commentaries on becoming literate in different languages. <i>Developmental Science</i> , 2006 , 9, 451-453	4.5	26
64	Spatiotemporal Dynamics of Morphological Processing in Visual Word Recognition. <i>Journal of Cognitive Neuroscience</i> , 2016 , 28, 1228-42	3.1	26
63	Beyond rhyme or reason: ERPs reveal task-specific activation of orthography on spoken language. <i>Brain and Language</i> , 2011 , 116, 116-24	2.9	25
62	Orthographic Contamination of Broca's Area. <i>Frontiers in Psychology</i> , 2011 , 2, 378	3.4	25
61	SCRIPTKELL: a tool for measuring cognitive effort and time processing in writing and other complex cognitive activities. <i>Behavior Research Methods</i> , 1999 , 31, 113-21		25
60	A developmental investigation of the first-letter advantage. <i>Journal of Experimental Child Psychology</i> , 2016 , 152, 161-172	2.3	24
59	Fast Brain Plasticity during Word Learning in Musically-Trained Children. <i>Frontiers in Human Neuroscience</i> , 2017 , 11, 233	3.3	24
58	Emotions in reading: disgust, empathy and the contextual learning hypothesis. <i>Cognition</i> , 2012 , 125, 333-8	3.5	24
57	Transposed-letter effects reveal orthographic processing in baboons. <i>Psychological Science</i> , 2013 , 24, 1609-11	7.9	24
56	Simulating individual word identification thresholds and errors in the fragmentation task. <i>Memory and Cognition</i> , 1998 , 26, 490-501	2.2	24
55	Typing is writing: Linguistic properties modulate typing execution. <i>Psychonomic Bulletin and Review</i> , 2016 , 23, 1898-1906	4.1	24
54	Do differences in brain activation challenge universal theories of dyslexia?. <i>Brain and Language</i> , 2006 , 98, 341-3	2.9	23
53	Cross-language computational investigation of the length effect in reading aloud.. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2002 , 28, 990-1001	2.6	23

52	Global and local pitch perception in children with developmental dyslexia. <i>Brain and Language</i> , 2012 , 120, 265-70	2.9	22
51	Better to lose the anchor than the whole ship. <i>Trends in Cognitive Sciences</i> , 2008 , 12, 244-5; author reply 245-6	14	22
50	Spatiotemporal reorganization of the reading network in adult dyslexia. <i>Cortex</i> , 2017 , 92, 204-221	3.8	21
49	Automaticity of phonological and semantic processing during visual word recognition. <i>NeuroImage</i> , 2017 , 149, 244-255	7.9	20
48	Automatic activation of phonology in silent reading is parallel: evidence from beginning and skilled readers. <i>Journal of Experimental Child Psychology</i> , 2007 , 97, 205-19	2.3	20
47	CDP++.Italian: modelling sublexical and supralephical inconsistency in a shallow orthography. <i>PLoS ONE</i> , 2014 , 9, e94291	3.7	19
46	Efficacit�sensibilit�sp�cificit� comparaison de diff�rents tests de lecture. <i>Annee Psychologique</i> , 2010 , 110, 299	1.5	19
45	When silent letters say more than a thousand words: An implementation and evaluation of CDP++ in French. <i>Journal of Memory and Language</i> , 2014 , 72, 98-115	3.8	18
44	Rules versus statistics in reading aloud: New evidence on an old debate. <i>European Journal of Cognitive Psychology</i> , 2010 , 22, 798-812		18
43	Beyond the two-strategy model of skilled spelling: effects of consistency, grain size, and orthographic redundancy. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2004 , 57, 325-56		18
42	Deep learning of orthographic representations in baboons. <i>PLoS ONE</i> , 2014 , 9, e84843	3.7	16
41	On the nature of phonological assembly: Evidence from backward masking. <i>Language and Cognitive Processes</i> , 2002 , 17, 31-59		16
40	Differences in the Processing of Prefixes and Suffixes Revealed by a Letter-Search Task. <i>Scientific Studies of Reading</i> , 2015 , 19, 360-373	3.8	15
39	Linguistic difficulties in language and reading development constrain skilled adult reading. <i>Memory and Cognition</i> , 2000 , 28, 739-45	2.2	15
38	Lien entre d�bomination rapide et lecture chez les enfants dyslexiques. <i>Annee Psychologique</i> , 2008 , 108, 395	1.5	15
37	Neurofunctionally dissecting the reading system in children. <i>Developmental Cognitive Neuroscience</i> , 2017 , 27, 45-57	5.5	14
36	Literacy Affects Spoken Language in a Non-Linguistic Task: An ERP Study. <i>Frontiers in Psychology</i> , 2011 , 2, 274	3.4	14
35	Do Words Stink? Neural Reuse as a Principle for Understanding Emotions in Reading. <i>Journal of Cognitive Neuroscience</i> , 2018 , 30, 1023-1032	3.1	13

34	A developmental perspective on visual word recognition: New evidence and a self-organising model. <i>European Journal of Cognitive Psychology</i> , 2010 , 22, 669-694		13
33	Taking the Book from the Bookshelf: Masked Constituent Priming Effects from Compound Words and Nonwords. <i>Journal of Cognition</i> , 2018 , 1, 10	3.2	12
32	Orthographic consistency influences morphological processing in reading aloud: Evidence from a cross-linguistic study. <i>Developmental Science</i> , 2020 , 23, e12952	4.5	11
31	Drifting through Basic Subprocesses of Reading: A Hierarchical Diffusion Model Analysis of Age Effects on Visual Word Recognition. <i>Frontiers in Psychology</i> , 2016 , 7, 1863	3.4	11
30	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. <i>Current Directions in Psychological Science</i> , 2020 , 29, 293-300	6.5	10
29	Behavioral and electrophysiological investigation of speech perception deficits in silence, noise and envelope conditions in developmental dyslexia. <i>Neuropsychologia</i> , 2019 , 130, 3-12	3.2	10
28	Additive and interactive effects of stimulus degradation: no challenge for CDP+. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009 , 35, 306-11	2.2	10
27	An Adaptive Resonance Theory account of the implicit learning of orthographic word forms. <i>Journal of Physiology (Paris)</i> , 2010 , 104, 19-26		10
26	Morphological Processing across Modalities and Languages. <i>Scientific Studies of Reading</i> , 2020 , 24, 500-518	3.8	8
25	Same Same But Different: Processing Words in the Aging Brain. <i>Neuroscience</i> , 2018 , 371, 75-95	3.9	7
24	Modeling the Variability of Developmental Dyslexia 2019 , 350-371		6
23	Support systems for poor readers: empirical data from six EU member states. <i>Journal of Learning Disabilities</i> , 2011 , 44, 228-45	2.7	6
22	Speech and spelling interaction: the interdependence of visual and auditory word recognition 2007 , 106-118		6
21	Can orthographic rimes facilitate naming?. <i>Psychonomic Bulletin and Review</i> , 2001 , 8, 351-6	4.1	6
20	Steady state visual evoked potentials in reading aloud: Effects of lexicality, frequency and orthographic familiarity. <i>Brain and Language</i> , 2019 , 192, 1-14	2.9	6
19	Morphological processing without semantics: An ERP study with spoken words. <i>Cortex</i> , 2019 , 116, 55-73	3.8	6
18	Visual Word Recognition, <i>Neurocognitive Psychology of</i> 2015 , 214-219		5
17	Probing the link between cognitive control and lexical selection in monolingual speakers. <i>Annee Psychologique</i> , 2012 , 112, 545-559	1.5	4

16	Frequency-tagged visual evoked responses track syllable effects in visual word recognition. <i>Cortex</i> , 2019 , 121, 60-77	3.8	3
15	Modelling word recognition and reading aloud. <i>European Journal of Cognitive Psychology</i> , 2010 , 22, 641-649		3
14	Neural processing of vision and language in kindergarten is associated with prereading skills and predicts future literacy. <i>Human Brain Mapping</i> , 2021 , 42, 3517-3533	5.9	3
13	The dynamics of morphological processing in developing readers: A cross-linguistic masked priming study. <i>Journal of Experimental Child Psychology</i> , 2021 , 208, 105140	2.3	3
12	What can we learn from humans about orthographic processing in monkeys? A reply to Frost and Keuleers (2013). <i>Psychological Science</i> , 2013 , 24, 1870-1	7.9	2
11	Response to Comment on "Orthographic Processing in Baboons (<i>Papio papio</i>)". <i>Science</i> , 2012 , 337, 1173-1173	3.173	2
10	Simplification of literary and scientific texts to improve reading fluency and comprehension in beginning readers of French. <i>Applied Psycholinguistics</i> , 1-28	1.4	2
9	Has Glenberg forgotten his nurse?. <i>Behavioral and Brain Sciences</i> , 1997 , 20, 26-27	0.9	1
8	Feedback consistency effects. <i>Behavioral and Brain Sciences</i> , 2000 , 23, 351-352	0.9	1
7	Online activation of L1 Danish orthography enhances spoken word recognition of Swedish. <i>Nordic Journal of Linguistics</i> , 1-19	0.4	1
6	Eyes wide shut: literacy, phonology and adaptive resonance. <i>Annee Psychologique</i> , 2018 , 118, 397	1.5	0
5	The dynamics of reading complex words: evidence from steady-state visual evoked potentials. <i>Scientific Reports</i> , 2021 , 11, 15919	4.9	0
4	Testing the Effects of GraphoGame Against a Computer-Assisted Math Intervention in Primary School. <i>Scientific Studies of Reading</i> , 1-20	3.8	0
3	4. Bruit On, langage Off: les d�ficits dans la perception de la parole expliquent les handicaps dans l'apprentissage du langage fr513-527		
2	Efficacit�, sensibilit�, sp�cificit�: comparaison de diff�rents tests de lecture. <i>Annee Psychologique</i> , 2010 , Vol. 110, 299-320	1.5	
1	Probing the link between cognitive control and lexical selection in monolingual speakers. <i>Annee Psychologique</i> , 2012 , Vol. 112, 545-559	1.5	