Johannes C Ziegler

List of Publications by Year in Descending Order

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	Neural processing of vision and language in kindergarten is associated with prereading skills and predicts future literacy. *Human Brain Mapping*, **2021**, 42, 3517-3533	5.9	3
140	The dynamics of reading complex words: evidence from steady-state visual evoked potentials. *Scientific Reports*, **2021**, 11, 15919	4.9	0
139	The dynamics of morphological processing in developing readers: A cross-linguistic masked priming study. *Journal of Experimental Child Psychology*, **2021**, 208, 105140	2.3	3
138	Learning to Read and Dyslexia: From Theory to Intervention Through Personalized Computational Models. *Current Directions in Psychological Science*, **2020**, 29, 293-300	6.5	10
137	Morphological Processing across Modalities and Languages. *Scientific Studies of Reading*, **2020**, 24, 500-518	3.8	8
136	Orthographic consistency influences morphological processing in reading aloud: Evidence from a cross-linguistic study. *Developmental Science*, **2020**, 23, e12952	4.5	11
135	Frequency-tagged visual evoked responses track syllable effects in visual word recognition. *Cortex*, **2019**, 121, 60-77	3.8	3
134	Understanding Dyslexia Through Personalized Large-Scale Computational Models. *Psychological Science*, **2019**, 30, 386-395	7.9	36
133	Behavioral and electrophysiological investigation of speech perception deficits in silence, noise and envelope conditions in developmental dyslexia. *Neuropsychologia*, **2019**, 130, 3-12	3.2	10
132	Modeling the Variability of Developmental Dyslexia **2019**, 350-371		6
131	Steady state visual evoked potentials in reading aloud: Effects of lexicality, frequency and orthographic familiarity. *Brain and Language*, **2019**, 192, 1-14	2.9	6
130	Morphological processing without semantics: An ERP study with spoken words. *Cortex*, **2019**, 116, 55-73	3.8	6
129	Do Words Stink? Neural Reuse as a Principle for Understanding Emotions in Reading. *Journal of Cognitive Neuroscience*, **2018**, 30, 1023-1032	3.1	13
128	Same Same But Different: Processing Words in the Aging Brain. *Neuroscience*, **2018**, 371, 75-95	3.9	7
127	It's about time: revisiting temporal processing deficits in dyslexia. *Developmental Science*, **2018**, 21, e12530	4.9	32
126	Eyes wide shut: literacy, phonology and adaptive resonance. *Annee Psychologique*, **2018**, 118, 397	1.5	0
125	Taking the Book from the Bookshelf: Masked Constituent Priming Effects from Compound Words and Nonwords. *Journal of Cognition*, **2018**, 1, 10	3.2	12

124	Automaticity of phonological and semantic processing during visual word recognition. *NeuroImage*, **2017**, 149, 244-255	7.9	20
123	Spatiotemporal reorganization of the reading network in adult dyslexia. *Cortex*, **2017**, 92, 204-221	3.8	21
122	Neurofunctionally dissecting the reading system in children. *Developmental Cognitive Neuroscience*, **2017**, 27, 45-57	5.5	14
121	Fast Brain Plasticity during Word Learning in Musically-Trained Children. *Frontiers in Human Neuroscience*, **2017**, 11, 233	3.3	24
120	A developmental investigation of the first-letter advantage. *Journal of Experimental Child Psychology*, **2016**, 152, 161-172	2.3	24
119	Phonological skills, visual attention span, and visual stress in developmental dyslexia. *Developmental Psychology*, **2016**, 52, 1503-1516	3.7	79
118	Orthographic processing deficits in developmental dyslexia: Beyond the ventral visual stream. *NeuroImage*, **2016**, 128, 316-327	7.9	46
117	A Vision of Reading. *Trends in Cognitive Sciences*, **2016**, 20, 171-179	14	113
116	Morpho-orthographic segmentation without semantics. *Psychonomic Bulletin and Review*, **2016**, 23, 533-9	4.1	43
115	Drifting through Basic Subprocesses of Reading: A Hierarchical Diffusion Model Analysis of Age Effects on Visual Word Recognition. *Frontiers in Psychology*, **2016**, 7, 1863	3.4	11
114	Spatiotemporal Dynamics of Morphological Processing in Visual Word Recognition. *Journal of Cognitive Neuroscience*, **2016**, 28, 1228-42	3.1	26
113	Typing is writing: Linguistic properties modulate typing execution. *Psychonomic Bulletin and Review*, **2016**, 23, 1898-1906	4.1	24
112	Differences in the Processing of Prefixes and Suffixes Revealed by a Letter-Search Task. *Scientific Studies of Reading*, **2015**, 19, 360-373	3.8	15
111	Visual Word Recognition, Neurocognitive Psychology of **2015**, 214-219		5
110	Effects of reading proficiency on embedded stem priming in primary school children. *Journal of Experimental Child Psychology*, **2015**, 139, 115-26	2.3	36
109	Language proficiency and morpho-orthographic segmentation. *Psychonomic Bulletin and Review*, **2015**, 22, 1054-61	4.1	45
108	Semantic processing during morphological priming: an ERP study. *Brain Research*, **2014**, 1579, 45-55	3.7	26
107	Orthographic and phonological contributions to reading development: tracking developmental trajectories using masked priming. *Developmental Psychology*, **2014**, 50, 1026-36	3.7	69

106	Deep learning of orthographic representations in baboons. *PLoS ONE*, **2014**, 9, e84843	3.7	16
105	CDP++.Italian: modelling sublexical and supralexical inconsistency in a shallow orthography. *PLoS ONE*, **2014**, 9, e94291	3.7	19
104	Emotion processing in words: a test of the neural re-use hypothesis using surface and intracranial EEG. *Social Cognitive and Affective Neuroscience*, **2014**, 9, 619-27	4	48
103	Modelling reading development through phonological decoding and self-teaching: implications for dyslexia. *Philosophical Transactions of the Royal Society B: Biological Sciences*, **2014**, 369, 20120397	5.8	99
102	When silent letters say more than a thousand words: An implementation and evaluation of CDP++ in French. *Journal of Memory and Language*, **2014**, 72, 98-115	3.8	18
101	Predictors of developmental dyslexia in European orthographies with varying complexity. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, **2013**, 54, 686-94	7.9	238
100	What can we learn from humans about orthographic processing in monkeys? A reply to Frost and Keuleers (2013). *Psychological Science*, **2013**, 24, 1870-1	7.9	2
99	Transposed-letter effects reveal orthographic processing in baboons. *Psychological Science*, **2013**, 24, 1609-11	7.9	24
98	A computational and empirical investigation of graphemes in reading. *Cognitive Science*, **2013**, 37, 800-28	2.2	30
97	Global and local pitch perception in children with developmental dyslexia. *Brain and Language*, **2012**, 120, 265-70	2.9	22
96	Emotions in reading: disgust, empathy and the contextual learning hypothesis. *Cognition*, **2012**, 125, 333-8	3.5	24
95	Orthographic processing in baboons (Papio papio). *Science*, **2012**, 336, 245-8	33.3	105
94	Evidence for multiple routes in learning to read. *Cognition*, **2012**, 123, 280-92	3.5	104
93	How to say "no" to a nonword: a leaky competing accumulator model of lexical decision. *Journal of Experimental Psychology: Learning Memory and Cognition*, **2012**, 38, 1117-28	2.2	51
92	Reply to Skottun and Skoyles: Statistical and practical significance of extra-wide letter spacing for dyslexic children. *Proceedings of the National Academy of Sciences of the United States of America*, **2012**, 109, E2959-E2959	11.5	78
91	Extra-large letter spacing improves reading in dyslexia. *Proceedings of the National Academy of Sciences of the United States of America*, **2012**, 109, 11455-9	11.5	182
90	Response to Comment on "Orthographic Processing in Baboons (Papio papio)". *Science*, **2012**, 337, 1173-1173	33.3	2
89	Probing the link between cognitive control and lexical selection in monolingual speakers. *Annee Psychologique*, **2012**, Vol. 112, 545-559	1.5	

88	Probing the link between cognitive control and lexical selection in monolingual speakers. *Annee Psychologique*, **2012**, 112, 545-559	1.5	4
87	Noise on, voicing off: Speech perception deficits in children with specific language impairment. *Journal of Experimental Child Psychology*, **2011**, 110, 362-72	2.3	35
86	A dual-route approach to orthographic processing. *Frontiers in Psychology*, **2011**, 2, 54	3.4	228
85	Literacy Affects Spoken Language in a Non-Linguistic Task: An ERP Study. *Frontiers in Psychology*, **2011**, 2, 274	3.4	14
84	Beyond rhyme or reason: ERPs reveal task-specific activation of orthography on spoken language. *Brain and Language*, **2011**, 116, 116-24	2.9	25
83	Support systems for poor readers: empirical data from six EU member states. *Journal of Learning Disabilities*, **2011**, 44, 228-45	2.7	6
82	Smart phone, smart science: how the use of smartphones can revolutionize research in cognitive science. *PLoS ONE*, **2011**, 6, e24974	3.7	110
81	Orthographic Contamination of Broca's Area. *Frontiers in Psychology*, **2011**, 2, 378	3.4	25
80	Prevalence and Reliability of Phonological, Surface, and Mixed Profiles in Dyslexia: A Review of Studies Conducted in Languages Varying in Orthographic Depth. *Scientific Studies of Reading*, **2011**, 15, 498-521	3.8	64
79	Efficacit□sensibilit□sp□ificit□ comparaison de diff□ents tests de lecture. *Annee Psychologique*, **2010**, 110, 299	1.5	19
78	A developmental perspective on visual word recognition: New evidence and a self-organising model. *European Journal of Cognitive Psychology*, **2010**, 22, 669-694		13
77	Rules versus statistics in reading aloud: New evidence on an old debate. *European Journal of Cognitive Psychology*, **2010**, 22, 798-812		18
76	Fast phonology and the Bimodal Interactive Activation Model. *European Journal of Cognitive Psychology*, **2010**, 22, 764-778		46
75	Orthographic depth and its impact on universal predictors of reading: a cross-language investigation. *Psychological Science*, **2010**, 21, 551-9	7.9	494
74	Modelling word recognition and reading aloud. *European Journal of Cognitive Psychology*, **2010**, 22, 641-649		3
73	Rapid processing of letters, digits and symbols: what purely visual-attentional deficit in developmental dyslexia?. *Developmental Science*, **2010**, 13, F8-F14	4.5	135
72	An Adaptive Resonance Theory account of the implicit learning of orthographic word forms. *Journal of Physiology (Paris)*, **2010**, 104, 19-26		10
71	Beyond single syllables: large-scale modeling of reading aloud with the Connectionist Dual Process (CDP++) model. *Cognitive Psychology*, **2010**, 61, 106-51	3.1	216

70	Efficacit sensibilit spcificit comparaison de diffents tests de lecture. *Annee Psychologique*, **2010**, Vol. 110, 299-320	1.5	
69	On-line orthographic influences on spoken language in a semantic task. *Journal of Cognitive Neuroscience*, **2009**, 21, 169-79	3.1	67
68	Orthographic effects in spoken language: on-line activation or phonological restructuring?. *Brain Research*, **2009**, 1275, 73-80	3.7	78
67	Pseudohomophone effects provide evidence of early lexico-phonological processing in visual word recognition. *Human Brain Mapping*, **2009**, 30, 1977-89	5.9	59
66	Speech-perception-in-noise deficits in dyslexia. *Developmental Science*, **2009**, 12, 732-45	4.5	213
65	When beef primes reef more than leaf: orthographic information affects phonological priming in spoken word recognition. *Psychophysiology*, **2009**, 46, 739-46	4.1	40
64	Poor reading in French elementary school: the interplay of cognitive, behavioral, and socioeconomic factors. *Journal of Developmental and Behavioral Pediatrics*, **2009**, 30, 206-16	2.4	58
63	Additive and interactive effects of stimulus degradation: no challenge for CDP+. *Journal of Experimental Psychology: Learning Memory and Cognition*, **2009**, 35, 306-11	2.2	10
62	Rapid naming deficits in dyslexia: a stumbling block for the perceptual anchor theory of dyslexia. *Developmental Science*, **2008**, 11, F40-7	4.5	34
61	On-line activation of orthography in spoken word recognition. *Brain Research*, **2008**, 1188, 132-8	3.7	69
60	Developmental dyslexia and the dual route model of reading: simulating individual differences and subtypes. *Cognition*, **2008**, 107, 151-78	3.5	148
59	Better to lose the anchor than the whole ship. *Trends in Cognitive Sciences*, **2008**, 12, 244-5; author reply 245-6	14	22
58	Feedback consistency effects in visual and auditory word recognition: where do we stand after more than a decade?. *Journal of Experimental Psychology: Learning Memory and Cognition*, **2008**, 34, 643-61	2.2	57
57	Lien entre domination rapide et lecture chez les enfants dyslexiques. *Annee Psychologique*, **2008**, 108, 395	1.5	15
56	Speech and spelling interaction: the interdependence of visual and auditory word recognition **2007**, 106-118	6	
55	The role of orthography in speech production revisited. *Cognition*, **2007**, 102, 464-75	3.5	72
54	Orthographic facilitation and phonological inhibition in spoken word recognition: a developmental study. *Psychonomic Bulletin and Review*, **2007**, 14, 75-80	4.1	58
53	Nested incremental modeling in the development of computational theories: the CDP+ model of reading aloud. *Psychological Review*, **2007**, 114, 273-315	6.3	463

52	Automatic activation of phonology in silent reading is parallel: evidence from beginning and skilled readers. *Journal of Experimental Child Psychology*, **2007**, 97, 205-19	2.3	20
51	Do differences in brain activation challenge universal theories of dyslexia?. *Brain and Language*, **2006**, 98, 341-3	2.9	23
50	A developmental perspective on the neural code for written words. *Trends in Cognitive Sciences*, **2006**, 10, 142-3	14	39
49	Becoming literate in different languages: similar problems, different solutions. *Developmental Science*, **2006**, 9, 429-36	4.5	199
48	Fluency, phonology and morphology: a response to the commentaries on becoming literate in different languages. *Developmental Science*, **2006**, 9, 451-453	4.5	26
47	The effects of spelling consistency on phonological awareness: a comparison of English and German. *Journal of Experimental Child Psychology*, **2005**, 92, 345-65	2.3	100
46	Reading acquisition, developmental dyslexia, and skilled reading across languages: a psycholinguistic grain size theory. *Psychological Bulletin*, **2005**, 131, 3-29	19.1	1665
45	Effects of phonological and orthographic neighbourhood density interact in visual word recognition. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology* , **2005**, 58, 981-98		71
44	Deficits in speech perception predict language learning impairment. *Proceedings of the National Academy of Sciences of the United States of America*, **2005**, 102, 14110-5	11.5	148
43	Locus of orthographic effects in spoken word recognition: Novel insights from the neighbour generation task. *Language and Cognitive Processes*, **2004**, 19, 641-660		52
42	Beyond the two-strategy model of skilled spelling: effects of consistency, grain size, and orthographic redundancy. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2004**, 57, 325-56		18
41	Do current connectionist learning models account for reading development in different languages?. *Cognition*, **2004**, 91, 273-96	3.5	71
40	Visual phonology: the effects of orthographic consistency on different auditory word recognition tasks. *Memory and Cognition*, **2004**, 32, 732-41	2.2	81
39	Deficits in beat perception and dyslexia: evidence from French. *NeuroReport*, **2004**, 15, 1255-9	1.7	92
38	Speed of lexical and nonlexical processing in French: the case of the regularity effect. *Psychonomic Bulletin and Review*, **2003**, 10, 947-53	4.1	52
37	Word superiority, pseudoword superiority, and learning to read: a comparison of dyslexic and normal readers. *Brain and Language*, **2003**, 87, 432-40	2.9	61
36	Neighborhood effects in auditory word recognition: Phonological competition and orthographic facilitation. *Journal of Memory and Language*, **2003**, 48, 779-793	3.8	127
35	Developmental dyslexia in different languages: language-specific or universal?. *Journal of Experimental Child Psychology*, **2003**, 86, 169-93	2.3	290

34	Nonword reading across orthographies: How flexible is the choice of reading units?. *Applied Psycholinguistics*, **2003**, 24, 235-247	1.4	115
33	On the nature of phonological assembly: Evidence from backward masking. *Language and Cognitive Processes*, **2002**, 17, 31-59		16
32	A dissociation between orthographic awareness and spelling production. *Applied Psycholinguistics*, **2002**, 23, 43-73	1.4	28
31	How predictable is spelling? Developing and testing metrics of phoneme-grapheme contingency. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2002**, 55, 897-915		29
30	Cross-language computational investigation of the length effect in reading aloud.. *Journal of Experimental Psychology: Human Perception and Performance*, **2002**, 28, 990-1001	2.6	23
29	Pseudohomophone effects in lexical decision: Still a challenge for current word recognition models.. *Journal of Experimental Psychology: Human Perception and Performance*, **2001**, 27, 547-559	2.6	57
28	Pseudohomophone Effects and Phonological Recoding Procedures in Reading Development in English and German. *Journal of Memory and Language*, **2001**, 45, 648-664	3.8	122
27	Can orthographic rimes facilitate naming?. *Psychonomic Bulletin and Review*, **2001**, 8, 351-6	4.1	6
26	Identical words are read differently in different languages. *Psychological Science*, **2001**, 12, 379-84	7.9	157
25	DRC: a dual route cascaded model of visual word recognition and reading aloud. *Psychological Review*, **2001**, 108, 204-56	6.3	2610
24	Graphemes are perceptual reading units. *Cognition*, **2000**, 75, B1-12	3.5	108
23	Linguistic difficulties in language and reading development constrain skilled adult reading. *Memory and Cognition*, **2000**, 28, 739-45	2.2	15
22	Feedback consistency effects. *Behavioral and Brain Sciences*, **2000**, 23, 351-352	0.9	1
21	Visual and phonological codes in letter and word recognition: evidence from incremental priming. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2000**, 53, 671-92		51
20	Phonology matters: the phonological frequency effect in written Chinese. *Psychological Science*, **2000**, 11, 234-8	7.9	46
19	The DRC model of visual word recognition and reading aloud: An extension to German. *European Journal of Cognitive Psychology*, **2000**, 12, 413-430		73
18	Visual and phonological codes in letter and word recognition: Evidence from incremental priming. *Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology*, **2000**, 53, 671-692		32
17	From print to meaning: An electrophysiological investigation of the role of phonology in accessing word meaning. *Psychophysiology*, **1999**, 36, 775-785	4.1	28

16	SCRIPTKELL: a tool for measuring cognitive effort and time processing in writing and other complex cognitive activities. *Behavior Research Methods*, **1999**, 31, 113-21		25
15	Simulating individual word identification thresholds and errors in the fragmentation task. *Memory and Cognition*, **1998**, 26, 490-501	2.2	24
14	Orthography shapes the perception of speech: The consistency effect in auditory word recognition. *Psychonomic Bulletin and Review*, **1998**, 5, 683-689	4.1	214
13	No more problems in Coltheart's neighborhood: resolving neighborhood conflicts in the lexical decision task. *Cognition*, **1998**, 68, B53-62	3.5	73
12	A phoneme effect in visual word recognition. *Cognition*, **1998**, 68, B71-80	3.5	46
11	Word, pseudoword, and nonword processing: a multitask comparison using event-related brain potentials. *Journal of Cognitive Neuroscience*, **1997**, 9, 758-75	3.1	84
10	Phonology can help or hurt the perception of print.. *Journal of Experimental Psychology: Human Perception and Performance*, **1997**, 23, 845-860	2.6	98
9	Has Glenberg forgotten his nurse?. *Behavioral and Brain Sciences*, **1997**, 20, 26-27	0.9	1
8	What is the pronunciation for -ough and the spelling for /u/? A database for computing feedforward and feedback consistency in English. *Behavior Research Methods*, **1997**, 29, 600-618		179
7	The Feedback Consistency Effect in Lexical Decision and Naming. *Journal of Memory and Language*, **1997**, 37, 533-554	3.8	133
6	Statistical analysis of the bidirectional inconsistency of spelling and sound in French. *Behavior Research Methods*, **1996**, 28, 504-515		132
5	Phonological Information Provides Early Sources of Constraint in the Processing of Letter Strings. *Journal of Memory and Language*, **1995**, 34, 567-593	3.8	132
4	Simplification of literary and scientific texts to improve reading fluency and comprehension in beginning readers of French. *Applied Psycholinguistics*,1-28	1.4	2
3	4. Bruit On, langage Off´: les dficits dans la perception de la parole expliquent les handicaps dans lEpprentissage du langagefr513-527		
2	Online activation of L1 Danish orthography enhances spoken word recognition of Swedish. *Nordic Journal of Linguistics*,1-19	0.4	1
1	Testing the Effects of GraphoGame Against a Computer-Assisted Math Intervention in Primary School. *Scientific Studies of Reading*,1-20	3.8	0