

RÃ©ngine Kolinsky

List of Publications by Year in descending order

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Version: 2024-02-01

98
papers

4,429
citations

172386

29
h-index

114418

63
g-index

102
all docs

102
docs citations

102
times ranked

3062
citing authors

#	ARTICLE	IF	CITATIONS
1	Seeing thought: a cultural cognitive tool. <i>Journal of Cultural Cognitive Science</i> , 2021, 5, 181-228.	0.5	5
2	A literacia e seus desafios. <i>Cadernos De Linguística</i> , 2021, 2, 01-35.	0.0	0
3	Comorbidity and cognitive overlap between developmental dyslexia and congenital amusia in children. <i>Neuropsychologia</i> , 2021, 155, 107811.	0.7	10
4	Seeing thought in the future: literate forecasting and forecasting literacy. <i>Journal of Cultural Cognitive Science</i> , 2021, 5, 229-265.	0.5	1
5	The impact of alphabetic literacy on the perception of speech sounds. <i>Cognition</i> , 2021, 213, 104687.	1.1	6
6	Impact of literacy on the functional connectivity of vision and language related networks. <i>NeuroImage</i> , 2020, 213, 116722.	2.1	32
7	The influence of age, schooling, literacy, and socioeconomic status on serial-order memory. <i>Journal of Cultural Cognitive Science</i> , 2020, 4, 343-365.	0.5	7
8	Braille readers break mirror invariance for both visual Braille and Latin letters. <i>Cognition</i> , 2019, 189, 55-59.	1.1	7
9	Reading by extracting invariant line junctions in typical and atypical young readers. <i>Journal of Experimental Child Psychology</i> , 2019, 183, 75-99.	0.7	2
10	The worries of wearing literate glasses. <i>Annee Psychologique</i> , 2019, Vol. 118, 321-347.	0.2	9
11	Blind readers break mirror invariance as sighted do. <i>Cortex</i> , 2018, 101, 154-162.	1.1	7
12	The culturally co-opted brain: how literacy affects the human mind. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 275-277.	0.7	23
13	Peripheral and central contribution to the difficulty of speech in noise perception in dyslexic children. <i>Developmental Science</i> , 2018, 21, e12558.	1.3	17
14	Completely illiterate adults can learn to decode in 3 months. <i>Reading and Writing</i> , 2018, 31, 649-677.	1.0	8
15	The "Rowdy Classroom Problem" in Children with Dyslexia: A Review. <i>Literacy Studies</i> , 2018, , 183-211.	0.2	11
16	Expertise and cognitive flexibility: a Musician's Tale. <i>Journal of Cultural Cognitive Science</i> , 2017, 1, 119-127.	0.5	4
17	Lace your mind: the impact of an extra-curricular activity on enantiomorphy. <i>Journal of Cultural Cognitive Science</i> , 2017, 1, 57-64.	0.5	6
18	A aprendizagem da leitura e suas implicações sobre a memória e a cognição. <i>Ilha Do Desterro</i> , 2016, 69, 061.	0.0	11

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19	O milagre da leitura: de sinais escritos a imagens imortais. DELTA Documentacao De Estudos Em Linguistica Teorica E Aplicada, 2016, 32, 919-951.	0.0	2
20	Into the Looking Glass: Literacy Acquisition and Mirror Invariance in Preschool and First-Grade Children. Child Development, 2016, 87, 2008-2025.	1.7	30
21	Is There a Relationship Between Speech Identification in Noise and Categorical Perception in Children With Dyslexia?. Journal of Speech, Language, and Hearing Research, 2016, 59, 835-852.	0.7	19
22	Disentangling fast and slow attentional influences of negative and taboo spoken words in the emotional Stroop paradigm. Cognition and Emotion, 2016, 30, 1137-1148.	1.2	8
23	Does learning to read shape verbal working memory?. Psychonomic Bulletin and Review, 2016, 23, 703-722.	1.4	60
24	The inference of affective meanings: an experimental study. Language and Cognition, 2015, 7, 351-370.	0.2	3
25	Informational masking of speech in dyslexic children. Journal of the Acoustical Society of America, 2015, 137, EL496-EL502.	0.5	18
26	Isolating Informational Masking in Both Pure and Complex Tone Sequences. Ear and Hearing, 2015, 36, 330-337.	1.0	3
27	Editorial: The impact of learning to read on visual processing. Frontiers in Psychology, 2015, 6, 985.	1.1	0
28	How Early Does the Brain Distinguish between Regular Words, Irregular Words, and Pseudowords during the Reading Process? Evidence from Neurochronometric TMS. Journal of Cognitive Neuroscience, 2015, 27, 1259-1274.	1.1	18
29	Illiterate to literate: behavioural and cerebral changes induced by reading acquisition. Nature Reviews Neuroscience, 2015, 16, 234-244.	4.9	502
30	Informational masking of complex tones in dyslexic children. Neuroscience Letters, 2015, 584, 71-76.	1.0	5
31	How Learning to Read Influences Language and Cognition. , 2015, , .		2
32	Multiple Functional Units in the Preattentive Segmentation of Speech in Japanese: Evidence from Word Illusions. Language and Speech, 2014, 57, 513-543.	0.6	3
33	Literacy breaks mirror invariance for visual stimuli: A behavioral study with adult illiterates.. Journal of Experimental Psychology: General, 2014, 143, 887-894.	1.5	72
34	Timing the impact of literacy on visual processing. Proceedings of the National Academy of Sciences of the United States of America, 2014, 111, E5233-42.	3.3	82
35	How formal education and literacy impact on the content and structure of semantic categories. Trends in Neuroscience and Education, 2014, 3, 106-121.	1.5	12
36	Unattentive speech processing is influenced by orthographic knowledge: Evidence from mismatch negativity. Brain and Language, 2014, 137, 103-111.	0.8	23

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37	How does reading performance modulate the impact of orthographic knowledge on speech processing? A comparison of normal readers and dyslexic adults. <i>Annals of Dyslexia</i> , 2014, 64, 57-76.	1.2	9
38	The deficit of letter processing in developmental dyslexia: combining evidence from dyslexics, typical readers and illiterate adults. <i>Developmental Science</i> , 2014, 17, 125-141.	1.3	36
39	Cardiac reactivity and preserved performance under stress: Two sides of the same coin?. <i>International Journal of Psychophysiology</i> , 2014, 93, 30-37.	0.5	7
40	A cultural side effect: learning to read interferes with identity processing of familiar objects. <i>Frontiers in Psychology</i> , 2014, 5, 1224.	1.1	20
41	Literacy acquisition reduces the influence of automatic holistic processing of faces and houses. <i>Neuroscience Letters</i> , 2013, 554, 105-109.	1.0	44
42	From hand to eye: The role of literacy, familiarity, graspability, and vision-for-action on enantiomorphy. <i>Acta Psychologica</i> , 2013, 142, 51-61.	0.7	28
43	When a bang makes you run away: Spatial avoidance of threatening environmental sounds. <i>Neuroscience Letters</i> , 2013, 535, 78-83.	1.0	9
44	The benefit of musical and linguistic expertise on language acquisition in sung material. <i>Musicae Scientiae</i> , 2013, 17, 217-228.	2.2	11
45	Role and activation time course of phonological and orthographic information during phoneme judgments. <i>Neuropsychologia</i> , 2012, 50, 2897-2906.	0.7	10
46	Lack of habituation to shocking words: The attentional bias to their spatial origin is context free. <i>Cognition and Emotion</i> , 2012, 26, 1345-1358.	1.2	3
47	Syllable Effects in a Fragment-Detection Task in Italian Listeners. <i>Frontiers in Psychology</i> , 2012, 3, 140.	1.1	3
48	Naming in noise: the contribution of orthographic knowledge to speech repetition. <i>Frontiers in Psychology</i> , 2011, 2, 361.	1.1	12
49	Long-lasting attentional influence of negative and taboo words in an auditory variant of the emotional Stroop task.. <i>Emotion</i> , 2011, 11, 29-37.	1.5	14
50	Enantiomorphy through the looking glass: Literacy effects on mirror-image discrimination.. <i>Journal of Experimental Psychology: General</i> , 2011, 140, 210-238.	1.5	69
51	Music and dyslexia. <i>International Journal of Arts and Technology</i> , 2010, 3, 177.	0.1	9
52	Emotional valence of spoken words influences the spatial orienting of attention. <i>Acta Psychologica</i> , 2010, 134, 264-278.	0.7	29
53	Auditory Word Serial Recall Benefits from Orthographic Dissimilarity. <i>Language and Speech</i> , 2010, 53, 321-341.	0.6	16
54	Early integration of vowel and pitch processing: A mismatch negativity study. <i>Clinical Neurophysiology</i> , 2010, 121, 533-541.	0.7	17

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55	How Learning to Read Changes the Cortical Networks for Vision and Language. <i>Science</i> , 2010, 330, 1359-1364.	6.0	1,030
56	The orthographic consistency effect in the recognition of French spoken words: An early developmental shift from sublexical to lexical orthographic activation. <i>Applied Psycholinguistics</i> , 2009, 30, 441-462.	0.8	21
57	Processing interactions between phonology and melody: Vowels sing but consonants speak. <i>Cognition</i> , 2009, 112, 1-20.	1.1	48
58	The metamorphosis of the statistical segmentation output: Lexicalization during artificial language learning. <i>Cognition</i> , 2009, 112, 349-366.	1.1	31
59	Integrated Preattentive Processing of Vowel and Pitch. <i>Annals of the New York Academy of Sciences</i> , 2009, 1169, 481-484.	1.8	9
60	Songs as an aid for language acquisition. <i>Cognition</i> , 2008, 106, 975-983.	1.1	163
61	The developmental turnpoint of orthographic consistency effects in speech recognition. <i>Journal of Experimental Child Psychology</i> , 2008, 100, 135-145.	0.7	29
62	Schooling in western culture promotes context-free processing. <i>Journal of Experimental Child Psychology</i> , 2008, 100, 79-88.	0.7	30
63	Spatial associations for musical stimuli: A piano in the head?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2007, 33, 1189-1207.	0.7	166
64	The locus of the orthographic consistency effect in auditory word recognition: Further evidence from French. <i>Language and Cognitive Processes</i> , 2007, 22, 700-726.	2.3	62
65	Orthographic Representations in Spoken Word Priming: No Early Automatic Activation. <i>Language and Speech</i> , 2007, 50, 505-531.	0.6	15
66	Lexical restructuring in the absence of literacy. <i>Cognition</i> , 2007, 105, 334-361.	1.1	30
67	The development of the orthographic consistency effect in speech recognition: From sublexical to lexical involvement. <i>Cognition</i> , 2007, 105, 547-576.	1.1	53
68	Statistical information and coarticulation as cues to word boundaries: A matter of signal quality. <i>Perception & Psychophysics</i> , 2007, 69, 856-864.	2.3	31
69	Is Phonological Encoding in Naming Influenced by Literacy?. <i>Journal of Psycholinguistic Research</i> , 2007, 36, 341-360.	0.7	17
70	The role of stress processing abilities in the development of bilingual reading. <i>Journal of Research in Reading</i> , 2006, 29, 349-362.	1.0	16
71	Categorical perception of speech sounds in illiterate adults. <i>Cognition</i> , 2005, 98, B35-B44.	1.1	62
72	Paths to phonemic awareness in Japanese: Evidence from a training study. <i>Applied Psycholinguistics</i> , 2005, 26, 285-309.	0.8	11

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73	One sound heard as two: The perception of affricates in Quebec French by Belgian French speakers. <i>Clinical Linguistics and Phonetics</i> , 2005, 3, 110-117.	0.3	1
74	The mental representation of living and nonliving things: Differential weighting and interactivity of sensorial and non-sensorial features. <i>Memory</i> , 2005, 13, 124-147.	0.9	17
75	Evaluating feature-category relations using semantic fluency tasks. <i>Brain and Cognition</i> , 2005, 58, 202-212.	0.8	6
76	The locus of the orthographic consistency effect in auditory word recognition. <i>Language and Cognitive Processes</i> , 2004, 19, 57-95.	2.3	127
77	Discriminating spoken words in French: the role of the syllable and the CV phonological skeleton. <i>Language and Cognitive Processes</i> , 2003, 18, 241-267.	2.3	2
78	Du lecteur comp�tent au lecteur d�butant: implications des recherches en psycholinguistique cognitive et en neuropsychologie pour lâ€™enseignement de la lecture. <i>Revue Des Sciences De L'�ducation</i> , 2003, 29, 51-74.	0.2	6
79	The fur of the crocodile and the mooing sheep: A study of a patient with a category-specific impairment for biological things. <i>Cognitive Neuropsychology</i> , 2002, 19, 301-342.	0.4	31
80	Attention-dependent changes of activation and connectivity in dichotic listening. <i>NeuroImage</i> , 2002, 17, 643-56.	2.1	34
81	Mental representations of the syllable internal structure are influenced by orthography. <i>Language and Cognitive Processes</i> , 2001, 16, 393-418.	2.3	33
82	Biology and Culture in the Literate Mind. <i>Brain and Cognition</i> , 2000, 42, 47-49.	0.8	15
83	We all are Rembrandt experts � or, How task dissociations in school learning effects support the discontinuity hypothesis. <i>Behavioral and Brain Sciences</i> , 1999, 22, 381-382.	0.4	5
84	Levels of Processing in the Phonological Segmentation of Speech. <i>Language and Cognitive Processes</i> , 1997, 12, 871-876.	2.3	12
85	Functional dissociations following bilateral lesions of auditory cortex. <i>Brain</i> , 1994, 117, 1283-1301.	3.7	298
86	Perception and awareness in phonological processing: the case of the phoneme. <i>Cognition</i> , 1994, 50, 287-297.	1.1	109
87	Guest Editorial: Perceptual Organisation and Object Recognition�POOR is the Acronym, Rich the Notion. <i>Perception</i> , 1994, 23, 371-382.	0.5	4
88	Visual Separability: A Study on Unschooled Adults. <i>Perception</i> , 1994, 23, 471-486.	0.5	55
89	Illusory conjunctions and the cerebral hemispheres. <i>Perception & Psychophysics</i> , 1993, 54, 604-616.	2.3	9
90	Boundaries of Separability between Melody and Rhythm in Music Discrimination: A Neuropsychological Perspective. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1993, 46, 301-325.	2.3	100

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91	The development of separability in visual perception. <i>Cognition</i> , 1989, 33, 243-284.	1.1	10
92	Is there a critical period for the acquisition of segmental analysis?. <i>Cognitive Neuropsychology</i> , 1988, 5, 347-352.	0.4	47
93	Awareness of words as phonological entities: The role of literacy. <i>Applied Psycholinguistics</i> , 1987, 8, 223-232.	0.8	49
94	The Effects of Literacy on the Recognition of Dichotic Words. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 1987, 39, 451-465.	2.3	52
95	Finding Parts within Figures: A Developmental Study. <i>Perception</i> , 1987, 16, 399-407.	0.5	79
96	Phonetic segmentation in prereaders: Effect of corrective information. <i>Journal of Experimental Child Psychology</i> , 1986, 42, 49-72.	0.7	101
97	Explicit Speech-Segmentation Ability and Susceptibility to Phonological Similarity in Short-Term Retention: No Correlation. <i>Perceptual and Motor Skills</i> , 1986, 63, 81-82E.	0.6	7
98	Evidence for Early Extraction of Emergent Properties in Visual Perception: A Replication. <i>Perceptual and Motor Skills</i> , 1986, 63, 171-174.	0.6	8