

Sylvia Defior

List of Publications by Year in descending order

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47
papers

3,578
citations

279798

23
h-index

214800

47
g-index

49
all docs

49
docs citations

49
times ranked

1992
citing authors

#	ARTICLE	IF	CITATIONS
1	Foundation literacy acquisition in European orthographies. <i>British Journal of Psychology</i> , 2003, 94, 143-174.	2.3	1,708
2	Common Patterns of Prediction of Literacy Development in Different Alphabetic Orthographies. <i>Psychological Science</i> , 2012, 23, 678-686.	3.3	358
3	Different Patterns, but Equivalent Predictors, of Growth in Reading in Consistent and Inconsistent Orthographies. <i>Psychological Science</i> , 2013, 24, 1398-1407.	3.3	257
4	Dyslexia speed problems in a transparent orthography. <i>Annals of Dyslexia</i> , 2008, 58, 81-95.	1.7	127
5	Differences in reading acquisition development in two shallow orthographies: Portuguese and Spanish. <i>Applied Psycholinguistics</i> , 2002, 23, 135-148.	1.1	109
6	Effect of phonological training on reading and writing acquisition. <i>Reading and Writing</i> , 1994, 6, 299-320.	1.7	69
7	Dyslexic children show deficits in implicit sequence learning, but not in explicit sequence learning or contextual cueing. <i>Annals of Dyslexia</i> , 2011, 61, 85-110.	1.7	65
8	Phonological development in relation to native language and literacy: Variations on a theme in six alphabetic orthographies. <i>Cognition</i> , 2013, 127, 398-419.	2.2	53
9	Suprasegmental Phonology Development and Reading Acquisition: A Longitudinal Study. <i>Scientific Studies of Reading</i> , 2015, 19, 51-71.	2.0	52
10	Using morphology when spelling in a shallow orthographic system: The case of Spanish. <i>Cognitive Development</i> , 2008, 23, 204-215.	1.3	50
11	Complexity and lexicality effects on the acquisition of Spanish spelling. <i>Learning and Instruction</i> , 2009, 19, 55-65.	3.2	50
12	A Cross-Linguistic, Longitudinal Study of the Foundations of Decoding and Reading Comprehension Ability. <i>Scientific Studies of Reading</i> , 2019, 23, 386-402.	2.0	50
13	A cross-sectional study of fluency and reading comprehension in Spanish primary school children. <i>Journal of Research in Reading</i> , 2015, 38, 272-285.	2.0	47
14	A letter visual-similarity matrix for Latin-based alphabets. <i>Behavior Research Methods</i> , 2013, 45, 431-439.	4.0	43
15	Variations in reading and spelling acquisition in Portuguese, French and Spanish: A cross-linguistic comparison. <i>Journal of Portuguese Linguistics</i> , 2016, 10, 183.	0.8	35
16	¿C3mo facilitar el aprendizaje inicial de la lectoescritura? Papel de las habilidades fonol3gicas. <i>Infancia Y Aprendizaje</i> , 2008, 31, 333-345.	0.9	34
17	La conciencia fon3mica, aliada de la adquisici3n del lenguaje escrito. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2011, 31, 2-13.	0.5	33
18	The influence of lexical and sublexical variables in normal and poor Spanish readers. <i>Reading and Writing</i> , 1996, 8, 487-497.	1.7	29

#	ARTICLE	IF	CITATIONS
19	Impaired stress awareness in Spanish children with developmental dyslexia. <i>Research in Developmental Disabilities</i> , 2015, 37, 152-161.	2.2	28
20	Effects of fluency training on reading competence in primary school children: The role of prosody. <i>Learning and Instruction</i> , 2017, 52, 59-68.	3.2	28
21	Prosodic Awareness Skills and Literacy Acquisition in Spanish. <i>Journal of Psycholinguistic Research</i> , 2012, 41, 285-294.	1.3	26
22	Implicit learning of non-linguistic and linguistic regularities in children with dyslexia. <i>Annals of Dyslexia</i> , 2016, 66, 202-218.	1.7	25
23	The initial development of spelling in Spanish: From global to analytical. <i>Reading and Writing</i> , 2005, 18, 81-98.	1.7	24
24	Scale of reading fluency in Spanish: measuring the components of fluency / Escala de fluidez lectora en espa±ol: midiendo los componentes de la fluidez. <i>Estudios De Psicología</i> , 2014, 35, 104-136.	0.3	20
25	Visual multi-element processing as a pre-reading predictor of decoding skill. <i>Journal of Memory and Language</i> , 2017, 94, 134-148.	2.1	19
26	Implicit Learning of Written Regularities and Its Relation to Literacy Acquisition in a Shallow Orthography. <i>Journal of Psycholinguistic Research</i> , 2015, 44, 571-585.	1.3	18
27	Una clasificaci3n de las tareas utilizadas en la evaluaci3n de las habilidades fonol3gicas y algunas ideas para su mejora. <i>Infancia Y Aprendizaje</i> , 1996, 19, 49-63.	0.9	16
28	Diachronic and synchronic aspects of Spanish: the relationship with literacy acquisition / Aspectos diacr3nicos y sincr3nicos del espa±ol: relaci3n con la adquisici3n del lenguaje escrito. <i>Estudios De Psicología</i> , 2014, 35, 450-475.	0.3	16
29	Spanish dyslexic spelling abilities: the case of consonant clusters. <i>Journal of Research in Reading</i> , 2012, 35, 169-182.	2.0	15
30	The role of nonspeech rhythm in Spanish word reading. <i>Journal of Research in Reading</i> , 2014, 37, 316-330.	2.0	15
31	Phonological Awareness and Learning to Read: A Cross-Linguistic Perspective. , 2004, , 631-649.		15
32	Habilidades fonol3gicas suprasegmentales y desarrollo lector en ni±os de educaci3n primaria. <i>Anales De Psicología</i> , 2015, 32, 72.	0.7	11
33	Intervenci3n educativa en conciencia fonol3gica en ni±os prelectores de lengua materna espa±ola y tamazight. Comparaci3n de dos programas de entrenamiento. <i>Infancia Y Aprendizaje</i> , 2007, 30, 39-54.	0.9	10
34	Lexical stress awareness and orthographic stress in Spanish. <i>Learning and Individual Differences</i> , 2016, 45, 144-150.	2.7	10
35	Desarrollo del reconocimiento de palabras en lectores normales y retrasados en funci3n de diferentes variables ling¼sticas. <i>Infancia Y Aprendizaje</i> , 1998, 21, 59-74.	0.9	9
36	Learning to read and write in Spanish: phonology in addition to which other processes? / Aprendiendo a leer y escribir en espa±ol: adem±s de la fonolog±a, ¿qu± otros procesos?. <i>Estudios De Psicología</i> , 2015, 36, 571-591.	0.3	8

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37	Influencia de las características del sistema ortográfico español en el aprendizaje de la escritura de palabras </BR>The influence of the Spanish orthographic system characteristics on spelling acquisition. Estudios De Psicología, 2000, 21, 55-64.	0.3	8
38	Cognitive and verbal development of discordant twins without neurological morbidity. Journal of Reproductive and Infant Psychology, 2007, 25, 161-168.	1.8	5
39	Linguistic and non-linguistic prosodic skills in Spanish children with developmental dyslexia. Research in Developmental Disabilities, 2019, 90, 92-100.	2.2	5
40	Mejorar la fluidez lectora en dislexia: diseño de un programa de intervención en español. Escritos De Psicología, 2011, 4, 65-73.	0.5	5
41	RAN and orthographic processing: What can syllable frequency tell us about this relationship?. Journal of Experimental Child Psychology, 2019, 182, 1-17.	1.4	4
42	The role of nonspeech rhythm in Spanish word reading. Journal of Research in Reading, 2012, 37, n/a-n/a.	2.0	3
43	Developmental dyslexia intervention framework for speech therapists. Revista De Investigacion En Logopedia, 2018, 4, 48-66.	0.4	3
44	Learning to Read Spanish. , 0, , 270-298.		2
45	Intervention programs in educational psychology: bridging research and practice. Anales De Psicología, 2019, 35, 378-388.	0.7	2
46	Oral vocabulary training program for Spanish third-graders with low socio-economic status: A randomized controlled trial. PLoS ONE, 2017, 12, e0188157.	2.5	2
47	Initial literacy: Influence of phonemic awareness and teaching method. Psicología - Teoría E Práctica, 2017, 19, .	0.1	2