

Sylvia Defior

List of Publications by Year in descending order

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Version: 2024-02-01

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	Intervention programs in educational psychology: bridging research and practice. <i>Anales De Psicología</i> , 2019, 35, 378-388.	0.7	2
2	Linguistic and non-linguistic prosodic skills in Spanish children with developmental dyslexia. <i>Research in Developmental Disabilities</i> , 2019, 90, 92-100.	2.2	5
3	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
4	RAN and orthographic processing: What can syllable frequency tell us about this relationship?. <i>Journal of Experimental Child Psychology</i> , 2019, 182, 1-17.	1.4	4
5	Developmental dyslexia intervention framework for speech therapists. <i>Revista De Investigacion En Logopedia</i> , 2018, 4, 48-66.	0.4	3
6	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
7	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
8	Oral vocabulary training program for Spanish third-graders with low socio-economic status: A randomized controlled trial. <i>PLoS ONE</i> , 2017, 12, e0188157.	2.5	2
9	Initial literacy: Influence of phonemic awareness and teaching method. <i>Psicología - Teoría E Práctica</i> , 2017, 19, .	0.1	2
10	Lexical stress awareness and orthographic stress in Spanish. <i>Learning and Individual Differences</i> , 2016, 45, 144-150.	2.7	10
11	Implicit learning of non-linguistic and linguistic regularities in children with dyslexia. <i>Annals of Dyslexia</i> , 2016, 66, 202-218.	1.7	25
12	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
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	Habilidades fonológicas suprasegmentales y desarrollo lector en niños de educación primaria. <i>Anales De Psicología</i> , 2015, 32, 72.	0.7	11
15	Suprasegmental Phonology Development and Reading Acquisition: A Longitudinal Study. <i>Scientific Studies of Reading</i> , 2015, 19, 51-71.	2.0	52
16	Learning to read and write in Spanish: phonology in addition to which other processes? / Aprendiendo a leer y escribir en español: además de la fonología, ¿qué otros procesos?. <i>Estudios De Psicología</i> , 2015, 36, 571-591.	0.3	8
17	Impaired stress awareness in Spanish children with developmental dyslexia. <i>Research in Developmental Disabilities</i> , 2015, 37, 152-161.	2.2	28
18	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

#	ARTICLE	IF	CITATIONS
19	The role of nonspeech rhythm in Spanish word reading. <i>Journal of Research in Reading</i> , 2014, 37, 316-330.	2.0	15
20	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 Psicologia</i> , 2014, 35, 104-136.	0.3	20
21	Diachronic and synchronic aspects of Spanish: the relationship with literacy acquisition / Aspectos diacr�nicos y sincr�nicos del espa�ol: relaci�n con la adquisici�n del lenguaje escrito. <i>Estudios De Psicologia</i> , 2014, 35, 450-475.	0.3	16
22	A letter visual-similarity matrix for Latin-based alphabets. <i>Behavior Research Methods</i> , 2013, 45, 431-439.	4.0	43
23	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
24	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
25	Common Patterns of Prediction of Literacy Development in Different Alphabetic Orthographies. <i>Psychological Science</i> , 2012, 23, 678-686.	3.3	358
26	Prosodic Awareness Skills and Literacy Acquisition in Spanish. <i>Journal of Psycholinguistic Research</i> , 2012, 41, 285-294.	1.3	26
27	Spanish dyslexic spelling abilities: the case of consonant clusters. <i>Journal of Research in Reading</i> , 2012, 35, 169-182.	2.0	15
28	The role of nonspeech rhythm in Spanish word reading. <i>Journal of Research in Reading</i> , 2012, 37, n/a-n/a.	2.0	3
29	La conciencia fonol�gica, aliada de la adquisici�n del lenguaje escrito. <i>Revista De Logopedia, Foniatria Y Audiologia</i> , 2011, 31, 2-13.	0.5	33
30	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
31	Mejorar la fluidez lectora en dislexia: dise�o de un programa de intervenci�n en espa�ol. <i>Escritos De Psicologia</i> , 2011, 4, 65-73.	0.5	5
32	Complexity and lexicality effects on the acquisition of Spanish spelling. <i>Learning and Instruction</i> , 2009, 19, 55-65.	3.2	50
33	Dyslexia speed problems in a transparent orthography. <i>Annals of Dyslexia</i> , 2008, 58, 81-95.	1.7	127
34	Using morphology when spelling in a shallow orthographic system: The case of Spanish. <i>Cognitive Development</i> , 2008, 23, 204-215.	1.3	50
35	�mo facilitar el aprendizaje inicial de la lectoescritura? Papel de las habilidades fonol�gicas. <i>Infancia Y Aprendizaje</i> , 2008, 31, 333-345.	0.9	34
36	Intervenci�n educativa en conciencia fonol�gica en ni�os prelectores de lengua materna espa�ola y tamazight. Comparaci�n de dos programas de entrenamiento. <i>Infancia Y Aprendizaje</i> , 2007, 30, 39-54.	0.9	10

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37	Cognitive and verbal development of discordant twins without neurological morbidity. Journal of Reproductive and Infant Psychology, 2007, 25, 161-168.	1.8	5
38	The initial development of spelling in Spanish: From global to analytical. Reading and Writing, 2005, 18, 81-98.	1.7	24
39	Phonological Awareness and Learning to Read: A Cross-Linguistic Perspective. , 2004, , 631-649.		15
40	Foundation literacy acquisition in European orthographies. British Journal of Psychology, 2003, 94, 143-174.	2.3	1,708
41	Differences in reading acquisition development in two shallow orthographies: Portuguese and Spanish. Applied Psycholinguistics, 2002, 23, 135-148.	1.1	109
42	Influencia de las características del sistema ortográfico español en el aprendizaje de la escritura de palabras The influence of the Spanish orthographic system characteristics on spelling acquisition. Estudios De Psicología, 2000, 21, 55-64.	0.3	8
43	Desarrollo del reconocimiento de palabras en lectores normales y retrasados en función de diferentes variables lingüísticas. Infancia Y Aprendizaje, 1998, 21, 59-74.	0.9	9
44	Una clasificación de las tareas utilizadas en la evaluación de las habilidades fonológicas y algunas ideas para su mejora. Infancia Y Aprendizaje, 1996, 19, 49-63.	0.9	16
45	The influence of lexical and sublexical variables in normal and poor Spanish readers. Reading and Writing, 1996, 8, 487-497.	1.7	29
46	Effect of phonological training on reading and writing acquisition. Reading and Writing, 1994, 6, 299-320.	1.7	69
47	Learning to Read Spanish. , 0, , 270-298.		2