

Schmalz, X., Rueckl, J., Siegelman, N. (in press). How we should measure orthographic depth – or should we? *Psychonomic Bulletin & Review*.

Schmalz, X., Mehlhase, H., Schulte-Körne, G., Moll, K. & Wang, H. (in press). Do faster learners know more? How the learning of orthographic regularities affects reading in German primary school children. *Journal of the Scientific Studies of Reading*.

Schmalz, X. (in press). What do we know about reading and spelling in shallow orthographies? *Revista de Investigación en Logopedia*.

Schmalz, X., Breuer, J., Haim, M., Hildebrandt, A., Knöpfle, P., Leung, A.Y., & Roettger, T. (2025). Lets talk about language – and its role for replicability. *Humanities and Social Sciences Communications*, 12. 84.

Rothe, J., Darcourt, A., Moll, K., Schulte-Koerne, G., & **Schmalz, X.** (2024). Mediation in the relation of orthographic processing on the lexical and sublexical level with reading and spelling skills. A large cross-sectional study in elementary school children in Germany. *Journal for the Scientific Studies of Reading*, 28(5). 510-528.

Schmalz, X., Birrun-Manresa, J., & Zhang, L. (2023). What is a Bayes Factor? *Psychological Methods*, 28 (3), 705.

Leung, A. Y., & **Schmalz, X.** (2023). In search of proxy measures of heterogeneity in conceptual definitions: A cognitive linguistic perspective. 'Proceedings of the Annual Meeting of the Cognitive Science Society (Vol. 45, No. 45).

De Simone, E., Moll, K., Feldmann, L., **Schmalz, X.**, & Beyersmann, E. (2023). The role of syllables and morphemes in silent reading: An eye-tracking study. *Quarterly Journal of Experimental Psychology*, 76(11), 24932513.

Gemignani, M., Giannotti, M., **Schmalz, X.**, Rigo, P., & De Falco, S. (2022). Attentional Prioritization of Infant Faces in Parents: The Influence of Parents Experiences of Care. *International Journal of Environmental Research and Public Health*, 20(1), 527.

Schmalz, X., Mulatti, C., Schulte-Körne, G., & Moll, K. (2022). Effects of complexity and unpredictability on the learning of an artificial orthography. [Registered Report]. *Cortex*, 152, 1-20.

Schmalz, X., Treccani, B., & Mulatti, C. (2021). Developmental Dyslexia, Reading Acquisition, and Statistical Learning: A Sceptic's Guide. *Brain Sciences*, 11(9), 1143. doi: 10.3390/brainsci11091143

Schmalz, X., Schulte-Körne, G., de Simone, E., & Moll, K. (2021). What Do Artificial Orthography Learning Tasks Actually Measure? Correlations Within and Across Tasks. *Journal of Cognition*, 4(1).

De Simone, E., Beyersmann, E., Mulatti, C., Mirault, J., & **Schmalz, X.** (2021). Order among chaos: Cross-linguistic differences and developmental trajectories in pseudoword reading aloud using pronunciation Entropy. *PLOS One*, 16(5), e0251629. doi: 10.1371/journal.pone.0251629

Galuschka, K., Görgen, R., Kalmar, J., Haberstroh, S., **Schmalz, X.**, & Schulte-Körne, G. (2020). Effectiveness of spelling treatment approaches for learners with dyslexia A meta-analysis and systematic review. *Educational Psychologist*, 55(1), 1-20.

Schmalz, X., Robidoux, S., Castles, A., & Marinus, E. (2020). Variations in the use of simple and context-sensitive grapheme-phoneme correspondences in English and German developing readers. *Annals of Dyslexia*, 70, 180199.

Schmalz, X., Moll, K., Mulatti, C., & Schulte-Körne, G. (2019). Is statistical learning ability related to reading ability, and if so, why? *Journal of the Scientific Studies of Reading*, 23 (1), 64-76. doi: 10.1080/10888438.2018.1482304.

Schmalz, X., & Mulatti, C. (2018). Busting a myth with the Bayes Factor: Effects of letter bigram frequency in visual lexical decision do not reflect reading processes. *The Mental Lexicon*, 12(2). 263-282. doi:10.1075/ml.17009.sch

Schmalz, X., Altoè, G., & Mulatti, C. (2017). Statistical learning and dyslexia: a systematic review. *Annals of Dyslexia*, 67(2). 147-162. doi:10.1007/s11881-016-0136-0

Schmalz, X., Porshnev, A., & Marinus, E. (2017). Two distinct parsing stages in nonword reading aloud: Evidence from Russian. *Quarterly Journal of Experimental Psychology*, 70(12). 2548-2559. doi:10.1080/17470218.2016.1247895

Schmalz, X., Robidoux, S., Castles, A., Coltheart, M., & Marinus, E. (2017). German and English bodies: No evidence for cross-linguistic differences in preferred grain size. *Collabra*, 3(1). 5. doi: 10.1525/collabra.72

Schmalz, X., Beyersmann, E., Cavalli, E., & Marinus, E. (2016). Unpredictability and complexity of print-to-speech correspondences increase reliance on lexical processes: More evidence for the Orthographic Depth Hypothesis. *Journal of Cognitive Psychology*, 28(6). 658-672. doi: 10.1080/ 20445911.2016.1182172

Schmalz, X., Marinus, E., Coltheart, M., & Castles, A. (2015). Getting to the bottom of orthographic depth. *Psychonomic Bulletin and Review*, 22(6), 1614-1629. doi: 10.3758/s13423-015-0835-2

Schmalz, X., Treccani, B., & Mulatti, C. (2015). Distinguishing Target From Distractor in Stroop, Picture-Word, and Word-Word Interference Tasks. *Frontiers in Psychology*, 6. doi: 10.3389/fpsyg.2015.01858

Schmalz, X., Marinus, E., Robidoux, S., Palethorpe, S., Castles, A., & Coltheart, M. (2014). Quantifying the reliance on different sublexical correspondences in German and English. *Journal of Cognitive Psychology*, 26(8), 831-852. doi: 10.1080/20445911.2014.968161

Schmalz, X., Marinus, E., & Castles, A. (2013). Phonological decoding or direct access? Regularity effects in lexical decisions of Grade 3 and 4 children. *Quarterly Journal of Experimental Psychology*, 66(2), 338-346. doi: 10.1080/17470218.2012.711843

SELECTED OTHER PUBLICATIONS

Roettger, T. B., **Schmalz, X.**, Chambers, C., Fraser, H., Mellor, D. T., Ostojic, L., & Schoof, T. (2019, October). We still need more trust in science: the need for broader adoption of Registered Reports. <https://doi.org/10.31222/osf.io/4sb7c>

Schmalz, X. (2016). The power is in collaboration: Developing international networks to increase the reproducibility of science. *The Winnower*, 3:e146178.82672. doi: 10.15200/winn.146178.82672

Schmalz, X. (2016, March). Good scientist or successful academic? You can't be both. Blog post featured by Times Higher Education. Retrieved from: www.timeshighereducation.com/blog/good-scientist-or-successful-academic-you-cant-be-both