

Penny M Pexman

List of Publications by Year in descending order

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Version: 2024-02-01

141
papers

5,411
citations

87401

40
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120465

65
g-index

151
all docs

151
docs citations

151
times ranked

2639
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Is a boat bigger than a ship? Null results in the investigation of vowel sound symbolism on size judgements in real language. <i>Quarterly Journal of Experimental Psychology</i> , 2023, 76, 28-43. | 0.6 | 1 |
| 2 | Quantifying social semantics: An inclusive definition of socialness and ratings for 8388 English words. <i>Behavior Research Methods</i> , 2023, 55, 461-473. | 2.3 | 9 |
| 3 | An investigation of iconic language development in four datasets. <i>Journal of Child Language</i> , 2022, 49, 382-396. | 0.8 | 9 |
| 4 | Quantifying children's sensorimotor experience: Child body-object interaction ratings for 3359 English words. <i>Behavior Research Methods</i> , 2022, 54, 2864-2877. | 2.3 | 2 |
| 5 | Higher order factors of sound symbolism. <i>Journal of Memory and Language</i> , 2022, 125, 104323. | 1.1 | 7 |
| 6 | Increased Neural Efficiency in Visual Word Recognition: Evidence from Alterations in Event-Related Potentials and Multiscale Entropy. <i>Entropy</i> , 2021, 23, 304. | 1.1 | 3 |
| 7 | Sound symbolism shapes the English language: The maluma/takete effect in English nouns. <i>Psychonomic Bulletin and Review</i> , 2021, 28, 1390-1398. | 1.4 | 32 |
| 8 | Development of Abstract Word Knowledge. <i>Frontiers in Psychology</i> , 2021, 12, 686478. | 1.1 | 10 |
| 9 | The psychology of saying what you don't mean: Celebrating the research career of Professor Albert Katz.. <i>Canadian Journal of Experimental Psychology</i> , 2021, 75, 93-95. | 0.7 | 0 |
| 10 | Teaching sarcasm: Evaluating metapragmatic training for typically developing children.. <i>Canadian Journal of Experimental Psychology</i> , 2021, 75, 139-145. | 0.7 | 7 |
| 11 | A Developmental Framework for Embodiment Research: The Next Step Toward Integrating Concepts and Methods. <i>Frontiers in Systems Neuroscience</i> , 2021, 15, 672740. | 1.2 | 14 |
| 12 | Simulating semantics: Are individual differences in motor imagery related to sensorimotor effects in language processing?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 1939-1957. | 0.7 | 4 |
| 13 | Implications of the "Language as Situated" View for Written Iconicity. <i>Journal of Cognition</i> , 2021, 4, 40. | 1.0 | 0 |
| 14 | Sarcasm between siblings: Children's use of relationship information in processing ironic remarks. <i>Journal of Pragmatics</i> , 2020, 156, 149-159. | 0.8 | 17 |
| 15 | Mapping semantic space: property norms and semantic richness. <i>Cognitive Processing</i> , 2020, 21, 637-649. | 0.7 | 6 |
| 16 | Effects of iconicity in lexical decision. <i>Language and Cognition</i> , 2020, 12, 164-181. | 0.2 | 25 |
| 17 | Heterogeneity in abstract verbs: An ERP study. <i>Brain and Language</i> , 2020, 211, 104863. | 0.8 | 13 |
| 18 | Heterogenous abstract concepts: is "ponder" different from "dissolve"? <i>Psychological Research</i> , 2020, , 1. | 1.0 | 17 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Effects of Emotional Valence and Concreteness on Children's Recognition Memory. <i>Frontiers in Psychology</i> , 2020, 11, 615041. | 1.1 | 8 |
| 20 | How does meaning come to mind? Four broad principles of semantic processing.. <i>Canadian Journal of Experimental Psychology</i> , 2020, 74, 275-283. | 0.7 | 10 |
| 21 | Moving beyond 20 questions: We (still) need stronger psychological theory.. <i>Canadian Psychology</i> , 2020, 61, 273-280. | 1.4 | 9 |
| 22 | Getting a grip on sensorimotor effects in lexical semantic processing. <i>Behavior Research Methods</i> , 2019, 51, 1-13. | 2.3 | 22 |
| 23 | The Sound Symbolism of Names. <i>Current Directions in Psychological Science</i> , 2019, 28, 398-402. | 2.8 | 26 |
| 24 | Grasping the Alternative: Reaching and Eyegaze Reveal Children's Processing of Negation. <i>Frontiers in Psychology</i> , 2019, 10, 1227. | 1.1 | 4 |
| 25 | Sensitivity to emotion information in children's lexical processing. <i>Cognition</i> , 2019, 190, 61-71. | 1.1 | 25 |
| 26 | Addressing the Challenge of Verbal Irony: Getting Serious about Sarcasm Training. <i>Languages</i> , 2019, 4, 23. | 0.3 | 11 |
| 27 | Is un stylo sharper than une Ã©pÃ©e? Investigating the interaction of sound symbolism and grammatical gender in English and French speakers. <i>PLoS ONE</i> , 2019, 14, e0225623. | 1.1 | 2 |
| 28 | Learning Labels for Objects: Does Degree of Sensorimotor Experience Matter?. <i>Languages</i> , 2019, 4, 3. | 0.3 | 4 |
| 29 | Quantifying sensorimotor experience: Body-object interaction ratings for more than 9,000 English words. <i>Behavior Research Methods</i> , 2019, 51, 453-466. | 2.3 | 43 |
| 30 | The role of embodiment in conceptual development. <i>Language, Cognition and Neuroscience</i> , 2019, 34, 1274-1283. | 0.7 | 37 |
| 31 | Does the name say it all? Investigating phoneme-personality sound symbolism in first names.. <i>Journal of Experimental Psychology: General</i> , 2019, 148, 1595-1614. | 1.5 | 26 |
| 32 | Weighing up the evidence for sound symbolism: Distributional properties predict cue strength. <i>Journal of Memory and Language</i> , 2018, 99, 122-150. | 1.1 | 73 |
| 33 | Five mechanisms of sound symbolic association. <i>Psychonomic Bulletin and Review</i> , 2018, 25, 1619-1643. | 1.4 | 129 |
| 34 | Lonely sensational icons: semantic neighbourhood density, sensory experience and iconicity. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 25-31. | 0.7 | 24 |
| 35 | The relation between Scrabble expertise and brain aging as measured with EEG brain signal variability. <i>Neurobiology of Aging</i> , 2018, 69, 249-260. | 1.5 | 4 |
| 36 | Communicating abstract meaning: concepts revealed in words and gestures. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2018, 373, 20170138. | 1.8 | 29 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | The status of women cognitive scientists in Canada: Insights from publicly available NSERC funding data.. Canadian Journal of Experimental Psychology, 2018, 72, 81-90. | 0.7 | 6 |
| 38 | Individual differences in semantic processing: Insights from the Calgary semantic decision project.. Journal of Experimental Psychology: Learning Memory and Cognition, 2018, 44, 1091-1112. | 0.7 | 19 |
| 39 | Cognitive and Affective Theory of Mind and Relations With Executive Functioning in Middle Childhood. Merrill-Palmer Quarterly, 2018, 64, 514. | 0.3 | 11 |
| 40 | Outgoing editorial.. Canadian Journal of Experimental Psychology, 2018, 72, 1-1. | 0.7 | 0 |
| 41 | The Calgary semantic decision project: concrete/abstract decision data for 10,000 English words. Behavior Research Methods, 2017, 49, 407-417. | 2.3 | 44 |
| 42 | An ERP investigation of vertical reading fluency in Scrabble® experts. Brain Research, 2017, 1667, 1-10. | 1.1 | 9 |
| 43 | Developing Appreciation for Sarcasm and Sarcastic Gossip: It Depends on Perspective. Journal of Speech, Language, and Hearing Research, 2017, 60, 3295-3309. | 0.7 | 11 |
| 44 | A Prime Example of the Maluma/Takete Effect? Testing for Sound Symbolic Priming. Cognitive Science, 2017, 41, 1958-1987. | 0.8 | 15 |
| 45 | Effects of emotion information on processing pain-related words in visual word recognition. Mental Lexicon, 2017, 12, 283-308. | 0.2 | 1 |
| 46 | CJEP will offer open science badges.. Canadian Journal of Experimental Psychology, 2017, 71, 1-1. | 0.7 | 3 |
| 47 | Testing the Limits of Skill Transfer for Scrabble Experts in Behavior and Brain. Frontiers in Human Neuroscience, 2016, 10, 564. | 1.0 | 4 |
| 48 | Development of Embodied Word Meanings: Sensorimotor Effects in Children's Lexical Processing. Frontiers in Psychology, 2016, 7, 317. | 1.1 | 27 |
| 49 | Is More Always Better for Verbs? Semantic Richness Effects and Verb Meaning. Frontiers in Psychology, 2016, 7, 798. | 1.1 | 10 |
| 50 | Is Moving More Memorable than Proving? Effects of Embodiment and Imagined Enactment on Verb Memory. Frontiers in Psychology, 2016, 7, 1010. | 1.1 | 10 |
| 51 | Effects of Emotional Experience in Lexical Decision. Frontiers in Psychology, 2016, 7, 1157. | 1.1 | 21 |
| 52 | Semantic Richness Effects in Syntactic Classification: The Role of Feedback. Frontiers in Psychology, 2016, 7, 1394. | 1.1 | 9 |
| 53 | From the Bob/Kirk effect to the Benoit/Benoit effect: Testing the mechanism of name sound symbolism in two languages. Acta Psychologica, 2016, 169, 88-99. | 0.7 | 37 |
| 54 | This is your brain on Scrabble: Neural correlates of visual word recognition in competitive Scrabble players as measured during task and resting-state. Cortex, 2016, 75, 204-219. | 1.1 | 9 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 55 | Preschool-aged children recognize ambivalence: emerging identification of concurrent conflicting desires. <i>Frontiers in Psychology</i> , 2015, 6, 425. | 1.1 | 2 |
| 56 | Whatâ€™s in a Name? Sound Symbolism and Gender in First Names. <i>PLoS ONE</i> , 2015, 10, e0126809. | 1.1 | 37 |
| 57 | When Do Children Understand â€œOppositeâ€?. <i>Journal of Speech, Language, and Hearing Research</i> , 2015, 58, 1233-1244. | 0.7 | 9 |
| 58 | Situated conceptualization and semantic processing: effects of emotional experience and context availability in semantic categorization and naming tasks. <i>Psychonomic Bulletin and Review</i> , 2015, 22, 408-419. | 1.4 | 42 |
| 59 | Semantic richness effects in lexical decision: The role of feedback. <i>Memory and Cognition</i> , 2015, 43, 1148-1167. | 0.9 | 27 |
| 60 | Semantic classification of pictures and words. <i>Quarterly Journal of Experimental Psychology</i> , 2015, 68, 1502-1518. | 0.6 | 24 |
| 61 | Semantic richness effects in lexical decision: The role of feedback. , 2015, 43, 1148. | | 1 |
| 62 | Developing appreciation for ambivalence: The understanding of concurrent conflicting desires in 4- to 7-year-old children.. <i>Canadian Journal of Experimental Psychology</i> , 2014, 68, 122-132. | 0.7 | 9 |
| 63 | Developing embodied cognition: insights from children's concepts and language processing. <i>Frontiers in Psychology</i> , 2014, 5, 506. | 1.1 | 96 |
| 64 | The Influence of Bodily Experience on Children's Language Processing. <i>Topics in Cognitive Science</i> , 2014, 6, 425-441. | 1.1 | 26 |
| 65 | Get rich quick: The signal to respond procedure reveals the time course of semantic richness effects during visual word recognition. <i>Cognition</i> , 2014, 131, 216-242. | 1.1 | 15 |
| 66 | Effects of relative embodiment in lexical and semantic processing of verbs. <i>Acta Psychologica</i> , 2014, 149, 32-39. | 0.7 | 37 |
| 67 | Effects of Emotional Experience for Abstract Words in the Stroop Task. <i>Cognitive Science</i> , 2014, 38, 1698-1717. | 0.8 | 31 |
| 68 | Grasping the invisible: Semantic processing of abstract words. <i>Psychonomic Bulletin and Review</i> , 2013, 20, 1312-1318. | 1.4 | 40 |
| 69 | Irony Comprehension in Action: A New Test of Processing for Verbal Irony. <i>Discourse Processes</i> , 2013, 50, 301-315. | 1.1 | 33 |
| 70 | Verbal irony use in personal blogs. <i>Behaviour and Information Technology</i> , 2013, 32, 560-569. | 2.5 | 27 |
| 71 | Children's processing of emotion in ironic language. <i>Frontiers in Psychology</i> , 2013, 4, 691. | 1.1 | 31 |
| 72 | Introduction to the research topic meaning in mind: semantic richness effects in language processing. <i>Frontiers in Human Neuroscience</i> , 2013, 7, 723. | 1.0 | 25 |

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|----|--|-----|-----------|
| 73 | An embodied semantic processing effect on eye gaze during sentence reading. <i>Language and Cognition</i> , 2012, 4, 99-114. | 0.2 | 9 |
| 74 | The neural correlates of the body-object interaction effect in semantic processing. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 22. | 1.0 | 41 |
| 75 | Flexible recruitment of semantic richness: context modulates body-object interaction effects in lexical-semantic processing. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 53. | 1.0 | 36 |
| 76 | An Abundance of Riches: Cross-Task Comparisons of Semantic Richness Effects in Visual Word Recognition. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 72. | 1.0 | 98 |
| 77 | Richer concepts are better remembered: number of features effects in free recall. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 73. | 1.0 | 31 |
| 78 | The influence of print exposure on the body-object interaction effect in visual word recognition. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 113. | 1.0 | 14 |
| 79 | Does richness lose its luster? Effects of extensive practice on semantic richness in visual word recognition. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 234. | 1.0 | 14 |
| 80 | Effects of Emotional and Sensorimotor Knowledge in Semantic Processing of Concrete and Abstract Nouns. <i>Frontiers in Human Neuroscience</i> , 2012, 6, 275. | 1.0 | 74 |
| 81 | How a hobby can shape cognition: visual word recognition in competitive Scrabble players. <i>Memory and Cognition</i> , 2012, 40, 1-7. | 0.9 | 30 |
| 82 | The question shapes the answer: The neural correlates of task differences reveal dynamic semantic processing. <i>Brain and Language</i> , 2012, 120, 73-78. | 0.8 | 13 |
| 83 | Abnormalities of lexical and semantic processing in left temporal lobe epilepsy: An fMRI study. <i>Epilepsia</i> , 2011, 52, 2013-2021. | 2.6 | 14 |
| 84 | Is more always better? Effects of semantic richness on lexical decision, speeded pronunciation, and semantic classification. <i>Psychonomic Bulletin and Review</i> , 2011, 18, 742-750. | 1.4 | 102 |
| 85 | Imageability and body-object interaction ratings for 599 multisyllabic nouns. <i>Behavior Research Methods</i> , 2011, 43, 1100-1109. | 2.3 | 58 |
| 86 | Processing of Ironic Language in Children with High-Functioning Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders</i> , 2011, 41, 1097-1112. | 1.7 | 112 |
| 87 | Cortical reorganization and reduced efficiency of visual word recognition in right temporal lobe epilepsy: A functional MRI study. <i>Epilepsy Research</i> , 2011, 93, 155-163. | 0.8 | 12 |
| 88 | Embodied semantic processing: The body-object interaction effect in a non-manual task. <i>Language and Cognition</i> , 2011, 3, 1-14. | 0.2 | 24 |
| 89 | Some insults are more difficult to ignore: The embodied insult Stroop effect. <i>Language and Cognitive Processes</i> , 2011, 26, 1266-1294. | 2.3 | 12 |
| 90 | Tolerating Ambiguity. <i>Experimental Psychology</i> , 2011, 58, 19-30. | 0.3 | 18 |

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| 91 | Making things difficult in lexical decision: The impact of pseudohomophones and transposed-letter nonwords on frequency and semantic priming effects.. Journal of Experimental Psychology: Learning Memory and Cognition, 2010, 36, 1267-1289. | 0.7 | 42 |
| 92 | Some Insults are Easier to Detect: The Embodied Insult Detection Effect. Frontiers in Psychology, 2010, 1, 198. | 1.1 | 10 |
| 93 | Development of children's ability to distinguish sarcasm and verbal irony*. Journal of Child Language, 2010, 37, 429-451. | 0.8 | 72 |
| 94 | Understanding Verbal Irony: Clues From Interpretation of Direct and Indirect Ironic Remarks. Discourse Processes, 2010, 47, 237-261. | 1.1 | 22 |
| 95 | How Do Children Respond to Verbal Irony in Face-to-Face Communication? The Development of Mode Adoption Across Middle Childhood. Discourse Processes, 2010, 47, 363-387. | 1.1 | 23 |
| 96 | A Bidirectional View of Executive Function and Social Interaction. , 2010, , 292-310. | | 2 |
| 97 | “Should Be Fun” Not! Journal of Language and Social Psychology, 2009, 28, 263-280. | 1.2 | 53 |
| 98 | “That Was Smooth, Mom” Children's Production of Verbal and Gestural Irony. Metaphor and Symbol, 2009, 24, 237-248. | 0.4 | 28 |
| 99 | The Benefits of Sensorimotor Knowledge: Body-Object Interaction Facilitates Semantic Processing. Cognitive Science, 2008, 32, 591-605. | 0.8 | 73 |
| 100 | Body-object interaction ratings for 1,618 monosyllabic nouns. Behavior Research Methods, 2008, 40, 1075-1078. | 2.3 | 78 |
| 101 | There are many ways to be rich: Effects of three measures of semantic richness on visual word recognition. Psychonomic Bulletin and Review, 2008, 15, 161-167. | 1.4 | 163 |
| 102 | Evidence for the activation of sensorimotor information during visual word recognition: The body-object interaction effect. Cognition, 2008, 106, 433-443. | 1.1 | 127 |
| 103 | It's Fascinating Research. Current Directions in Psychological Science, 2008, 17, 286-290. | 2.8 | 151 |
| 104 | Eye Gaze Provides a Window on Children's Understanding of Verbal Irony. Journal of Cognition and Development, 2008, 9, 257-285. | 0.6 | 35 |
| 105 | The Neural Consequences of Semantic Richness. Psychological Science, 2007, 18, 401-406. | 1.8 | 54 |
| 106 | Homophone effects in visual word recognition depend on homophone type and task demands.. Canadian Journal of Experimental Psychology, 2007, 61, 322-327. | 0.7 | 9 |
| 107 | Neural Correlates of Concreteness in Semantic Categorization. Journal of Cognitive Neuroscience, 2007, 19, 1407-1419. | 1.1 | 107 |
| 108 | Cross-modal repetition priming with homophones provides clues about representation in the word recognition system. Mental Lexicon, 2007, 2, 183-214. | 0.2 | 3 |

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| 109 | How do typically developing children grasp the meaning of verbal irony?. <i>Journal of Neurolinguistics</i> , 2007, 20, 178-196. | 0.5 | 128 |
| 110 | Multiple meanings are not necessarily a disadvantage in semantic processing: Evidence from homophone effects in semantic categorisation. <i>Language and Cognitive Processes</i> , 2007, 22, 453-467. | 2.3 | 13 |
| 111 | Priming the Meaning of Homographs in Typically Developing Children and Children with Autism. <i>Journal of Autism and Developmental Disorders</i> , 2007, 37, 329-340. | 1.7 | 48 |
| 112 | Ambiguity and relatedness effects in semantic tasks: Are they due to semantic coding?. <i>Journal of Memory and Language</i> , 2006, 55, 247-273. | 1.1 | 72 |
| 113 | Children's Use of Trait Information in Understanding Verbal Irony. <i>Metaphor and Symbol</i> , 2006, 21, 39-60. | 0.4 | 21 |
| 114 | How a PINT can hurt you now but help you later: The time course of priming for word body neighbors. <i>Journal of Memory and Language</i> , 2005, 53, 315-341. | 1.1 | 6 |
| 115 | An fMRI investigation of strategies for word recognition. <i>Cognitive Brain Research</i> , 2005, 24, 648-662. | 3.3 | 29 |
| 116 | Cultural Influences on Categorization Processes. <i>Journal of Cross-Cultural Psychology</i> , 2005, 36, 662-688. | 1.0 | 58 |
| 117 | An Acquired Taste: Children's Perceptions of Humor and Teasing in Verbal Irony. <i>Discourse Processes</i> , 2005, 40, 259-288. | 1.1 | 53 |
| 118 | How Sarcastic are You?. <i>Journal of Language and Social Psychology</i> , 2004, 23, 244-271. | 1.2 | 74 |
| 119 | Does Irony Go Better With Friends?. <i>Metaphor and Symbol</i> , 2004, 19, 143-163. | 0.4 | 114 |
| 120 | Semantic Ambiguity and the Process of Generating Meaning From Print.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004, 30, 1252-1270. | 0.7 | 51 |
| 121 | The elusive nature of early phonological priming effects: Are there individual differences?. <i>Brain and Language</i> , 2004, 90, 353-367. | 0.8 | 18 |
| 122 | Exploring the dynamics of the visual word recognition system: Homophone effects in LDT and naming. <i>Language and Cognitive Processes</i> , 2004, 19, 503-532. | 2.3 | 15 |
| 123 | Number-of-features effects and semantic processing. <i>Memory and Cognition</i> , 2003, 31, 842-855. | 0.9 | 106 |
| 124 | Context Incongruity and Irony Processing. <i>Discourse Processes</i> , 2003, 35, 241-279. | 1.1 | 244 |
| 125 | Children's Perceptions of the Social Functions of Verbal Irony. <i>Discourse Processes</i> , 2003, 36, 147-165. | 1.1 | 112 |
| 126 | The Impact of Reader Skill on Phonological processing in visual Word Recognition. <i>Quarterly Journal of Experimental Psychology Section A: Human Experimental Psychology</i> , 2003, 56, 63-81. | 2.3 | 36 |

| # | ARTICLE | IF | CITATIONS |
|-----|---|-----|-----------|
| 127 | Understanding Irony. <i>Journal of Language and Social Psychology</i> , 2002, 21, 245-274. | 1.2 | 96 |
| 128 | Ambiguity and synonymy effects in lexical decision, naming, and semantic categorization tasks: Interactions between orthography, phonology, and semantics.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 686-713. | 0.7 | 107 |
| 129 | Phonological effects in visual word recognition: Investigating the impact of feedback activation.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 572-584. | 0.7 | 36 |
| 130 | Does Sarcasm Always Sting? Investigating the Impact of Ironic Insults and Ironic Compliments. <i>Discourse Processes</i> , 2002, 33, 199-217. | 1.1 | 102 |
| 131 | The impact of feedback semantics in visual word recognition: Number-of-features effects in lexical decision and naming tasks. <i>Psychonomic Bulletin and Review</i> , 2002, 9, 542-549. | 1.4 | 142 |
| 132 | Phonological effects in visual word recognition: investigating the impact of feedback activation. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 572-84. | 0.7 | 31 |
| 133 | Ambiguity and synonymy effects in lexical decision, naming, and semantic categorization tasks: interactions between orthography, phonology, and semantics. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2002, 28, 686-713. | 0.7 | 49 |
| 134 | Homophone effects in lexical decision.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001, 27, 139-156. | 0.7 | 106 |
| 135 | Homophone effects in lexical decision. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2001, 27, 139-56. | 0.7 | 42 |
| 136 | Discourse Factors That Influence Online Reading of Metaphor and Irony. <i>Discourse Processes</i> , 2000, 29, 201-222. | 1.1 | 114 |
| 137 | Facilitation and Interference from Formally Similar Word Primes in a Naming Task. <i>Journal of Memory and Language</i> , 1999, 40, 195-229. | 1.1 | 5 |
| 138 | Ambiguity and visual word recognition: Can feedback explain both homophone and polysemy effects?. <i>Canadian Journal of Experimental Psychology</i> , 1999, 53, 323-334. | 0.7 | 82 |
| 139 | Word naming and memory load: Still searching for an individual differences explanation.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1998, 24, 803-821. | 0.7 | 10 |
| 140 | Interpreting Figurative Statements: Speaker Occupation Can Change Metaphor to Irony. <i>Metaphor and Symbol</i> , 1997, 12, 19-41. | 0.4 | 98 |
| 141 | How Do We Understand Sarcasm?. <i>Frontiers for Young Minds</i> , 0, 6, . | 0.8 | 2 |