LouAnn Gerken

List of Publications by Year
in descending order

64 papers	5,602 citations	147726 31 h-index	133188 59 g-index
64 all docs	64 docs citations	64 times ranked	2289 citing authors

#	Article	IF	Citations
1	Infant sensitivity to distributional information can affect phonetic discrimination. Cognition, 2002, 82, B101-B111.	1.1	909
2	Artificial grammar learning by 1-year-olds leads to specific and abstract knowledge. Cognition, 1999, 70, 109-135.	1.1	673
3	Infant artificial language learning and language acquisition. Trends in Cognitive Sciences, 2000, 4, 178-186.	4.0	496
4	The head-turn preference procedure for testing auditory perception. , 1995, 18, 111-116.		263
5	Infants can use distributional cues to form syntactic categories. Journal of Child Language, 2005, 32, 249-268.	0.8	205
6	Decisions, decisions: infant language learning when multiple generalizations are possible. Cognition, 2006, 98, B67-B74.	1.1	191
7	The metrical basis for children's subjectless sentences. Journal of Memory and Language, 1991, 30, 431-451.	1.1	178
8	Prosodic Structure in Young Children's Language Production. Language, 1996, 72, 683.	0.3	174
9	A metrical template account of children's weak syllable omissions from multisyllabic words. Journal of Child Language, 1994, 21, 565-584.	0.8	173
10	When prosody fails to cue syntactic structure: 9-month-olds' sensitivity to phonological versus syntactic phrases. Cognition, 1994, 51, 237-265.	1.1	156
11	Function morphemes in young children's speech perception and production.. Developmental Psychology, 1990, 26, 204-216.	1.2	155
12	Interplay of function morphemes and prosody in early language.. Developmental Psychology, 1993, 29, 448-457.	1.2	154
13	Young Childrenâ€²s Representation of Prosodic Phonology: Evidence From English-Speakersâ€² Weak Syllable Productions. Journal of Memory and Language, 1994, 33, 19-38.	1.1	122
14	Threeâ€yearâ€old children can access their own memory to guide responses on a visual matching task. Developmental Science, 2008, 11, 750-760.	1.3	116
15	Phonotactic probabilities in young children's speech production. Journal of Child Language, 2004, 31, 515-536.	0.8	110
16	Sensitivity to word order cues by normal and language/learning disabled adults. Journal of Communication Disorders, 2002, 35, 453-462.	0.8	109
17	The basis of transfer in artificial grammar learning. Memory and Cognition, 2000, 28, 253-263.	0.9	108
18	The Development of Affective Responses to Modality and Melodic Contour. Music Perception, 1995, 12, 279-290.	0.5	107

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19	An Electrophysiological Study of Infants' Sensitivity to the Sound Patterns of English Speech. Journal of Speech, Language, and Hearing Research, 1998, 41, 874-886.	0.7	104
20	Infants use rational decision criteria for choosing among models of their input. Cognition, 2010, 115, 362-366.	1.1	80
21	Three- and four-year-oldsâ€™ perceptual confusions for spoken words. Perception & Psychophysics, 1995, 57, 475-486.	2.3	69
22	Statistical frequency in perception affects childrenâ€™s lexical production. Cognition, 2009, 111, 372-377.	1.1	66
23	From pauses to clauses: Prosody facilitates learning of syntactic constituency. Cognition, 2014, 133, 420-428.	1.1	65
24	Relations Between Segmental and Motor Variability in Prosodically Complex Nonword Sequences. Journal of Speech, Language, and Hearing Research, 2007, 50, 444-458.	0.7	62
25	Grammatical and caregiver cues in early sentence comprehension. Journal of Child Language, 1999, 26, 163-175.	0.8	59
26	From domain-generality to domain-sensitivity: 4-Month-olds learn an abstract repetition rule in music that 7-month-olds do not. Cognition, 2009, 111, 378-382.	1.1	57
27	Do English-Learning Infants use Syllable Weight to Determine Stress?. Language and Speech, 1995, 38, 143-158.	0.6	52
28	Three Exemplars Allow at Least Some Linguistic Generalizations: Implications for Generalization Mechanisms and Constraints. Language Learning and Development, 2008, 4, 228-248.	0.7	46
29	Infants avoid â€˜labouring in vainâ€™ by attending more to learnable than unlearnable linguistic patterns. Developmental Science, 2011, 14, 972-979.	1.3	43
30	Nine-month-olds extract structural principles required for natural language. Cognition, 2004, 93, B89-B96.	1.1	41
31	The acquisition of phonology based on input: a closer look at the relation of cross-linguistic and child language data. Lingua, 2005, 115, 1403-1426.	0.4	37
32	Surprise! Infants consider possible bases of generalization for a single input example. Developmental Science, 2015, 18, 80-89.	1.3	31
33	Thirty Years of Research on Infant Speech Perception: The Legacy of Peter W. Jusczyk. Language Learning and Development, 2005, 1, 5-21.	0.7	28
34	Prosody's role in language acquisition and adult parsing. Journal of Psycholinguistic Research, 1996, 25, 345-356.	0.7	26
35	Do children's omissions leave traces?. Journal of Child Language, 2004, 31, 561-586.	0.8	26
36	Do Children and Adults With Language Impairment Recognize Prosodic Cues?. Journal of Speech, Language, and Hearing Research, 2007, 50, 746-758.	0.7	26

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37	Early sensitivity to linguistic form. Annual Review of Language Acquisition, 2002, 2, 1-36.	0.9	24
38	Contributions of phonetic token variability and word-type frequency to phonological representations. Journal of Child Language, 2011, 38, 951-978.	0.8	23
39	Subcategory Learning in Normal and Language Learning-Disabled Adults: How Much Information Do They Need?. Journal of Speech, Language, and Hearing Research, 2006, 49, 1257-1266.	0.7	22
40	The Distribution of Talker Variability Impacts Infantsâ€™ Word Learning. Laboratory Phonology, 2017, 8, .	0.3	18
41	Beyond phonotactic frequency: Presentation frequency effects word productions in specific language impairment. Journal of Communication Disorders, 2011, 44, 91-102.	0.8	17
42	Children with specific language impairment show rapid, implicit learning of stress assignment rules. Journal of Communication Disorders, 2010, 43, 397-406.	0.8	16
43	What develops in language development?. Advances in Child Development and Behavior, 2005, 33, 153-192.	0.7	15
44	Does hearing two dialects at different times help infants learn dialect-specific rules?. Cognition, 2015, 140, 60-71.	1.1	15
45	Infants generalize from just (the right) four words. Cognition, 2015, 143, 187-192.	1.1	15
46	Similarities in weak syllable omissions between children with specific language impairment and normally developing language: a preliminary report. Journal of Communication Disorders, 2003, 36, 165-179.	0.8	13
47	An alternative to the proceduralâ^¼declarative memory account of developmental language disorder. Journal of Communication Disorders, 2020, 83, 105946.	0.8	13
48	How who is talking matters as much as what they say to infant language learners. Cognitive Psychology, 2018, 106, 1-20.	0.9	11
49	Processing prosodic structure by adults with language-based learning disability. Journal of Communication Disorders, 2009, 42, 313-323.	0.8	10
50	Infant learning is influenced by local spurious generalizations. Developmental Science, 2017, 20, e12410.	1.3	10
51	When global structure â€œExplains Awayâ€•local grammar: A Bayesian account of rule-induction in tone sequences. Cognition, 2011, 120, 350-359.	1.1	9
52	The acoustic salience of prosody trumps infantsâ€™ acquired knowledge of language-specific prosodic patterns. Journal of Memory and Language, 2015, 82, 105-117.	1.1	9
53	Behavioral and Imaging Studies of Infant Artificial Grammar Learning. Topics in Cognitive Science, 2020, 12, 815-827.	1.1	8
54	What Influences Children's Conceptualizations of Language Input?. Journal of Speech, Language, and Hearing Research, 2013, 56, 1613-1624.	0.7	7

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55	Acquiring Linguistic Structure. , 0, , 173-190.		6
56	Infants' discrimination of consonant contrasts in the presence and absence of talker variability. Infancy, 2021, 26, 84-103.	0.9	6
57	Adults Fail to Learn a Type of Linguistic Pattern that is Readily Learned by Infants. Language Learning and Development, 2019, 15, 279-294.	0.7	5
58	Not All Procedural Learning Tasks Are Difficult for Adults With Developmental Language Disorder. Journal of Speech, Language, and Hearing Research, 2021, 64, 922-934.	0.7	5
59	Determining the basis of abstraction in artificial language acquisition. , 1998, 21, 434.		2
60	The role of morphophonological regularity in young Spanish-speaking children's production of gendered noun phrases. Journal of Child Language, 2012, 39, 753-776.	0.8	2
61	Prosody and the Acquisition of Hierarchical Structure in Toddlers and Adults. Infancy, 2016, 21, 603-624.	0.9	2
62	Can Rational Models Be Good Accounts of Developmental Change? The Case of Language Development at Two Time Scales. Advances in Child Development and Behavior, 2012, 43, 95-124.	0.7	1
63	Experience with morphosyntactic paradigms allows toddlers to tacitly anticipate overregularized verb forms months before they produce them. Cognition, 2019, 191, 103977.	1.1	1
64	Some considerations for adding reference back into early language development. Applied Psycholinguistics, 2018, 39, 742-746.	0.8	0