

Jane Oakhill

List of Publications by Year in descending order

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Version: 2024-02-01

51
papers

2,523
citations

304743

22
h-index

243625

44
g-index

53
all docs

53
docs citations

53
times ranked

1450
citing authors

#	ARTICLE	IF	CITATIONS
1	Peer audience effects on children's vocal masculinity and femininity. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2022, 377, 20200397.	4.0	3
2	Voice Cues Influence Children's Assessment of Adults' Occupational Competence. <i>Journal of Nonverbal Behavior</i> , 2021, 45, 281-296.	1.0	2
3	Activation of Person Knowledge in Medial Prefrontal Cortex during the Encoding of New Lifelike Events. <i>Cerebral Cortex</i> , 2021, 31, 3494-3505.	2.9	24
4	Introduction to the Special Issue: Integration: The Keystone of Comprehension. <i>Discourse Processes</i> , 2021, 58, 1-1.	1.8	0
5	The brain regions supporting schema-related processing of people's identities. <i>Cognitive Neuropsychology</i> , 2020, 37, 8-24.	1.1	13
6	Inference making skill in children with visual impairments. <i>Research in Developmental Disabilities</i> , 2020, 104, 103713.	2.2	0
7	Four Decades of Research into Children's Reading Comprehension: A Personal Review. <i>Discourse Processes</i> , 2020, 57, 402-419.	1.8	16
8	“This Is What a Mechanic Sounds Like”: Children's Vocal Control Reveals Implicit Occupational Stereotypes. <i>Psychological Science</i> , 2020, 31, 957-967.	3.3	4
9	Tracking your emotions: An eye-tracking study on reader's engagement with perspective during text comprehension. <i>Quarterly Journal of Experimental Psychology</i> , 2020, 73, 929-940.	1.1	17
10	2018 Society for Text and Discourse Annual Meeting: Introduction to the Special Issue. <i>Discourse Processes</i> , 2019, 56, 385-385.	1.8	0
11	A Language Index of Grammatical Gender Dimensions to Study the Impact of Grammatical Gender on the Way We Perceive Women and Men. <i>Frontiers in Psychology</i> , 2019, 10, 1604.	2.1	34
12	Children can control the expression of masculinity and femininity through the voice. <i>Royal Society Open Science</i> , 2019, 6, 190656.	2.4	16
13	Children's understanding of pronouns that differ in scope of reference. <i>Journal of Child Language</i> , 2019, 46, 1012-1024.	1.2	3
14	“Just reading”: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms. <i>Literacy</i> , 2019, 53, 60-68.	0.9	17
15	You're the emotional one: the role of perspective for emotion processing in reading comprehension. <i>Language, Cognition and Neuroscience</i> , 2018, 33, 878-889.	1.2	14
16	Anaphoric Islands and Anaphoric Forms: The Role of Explicit and Implicit Focus. <i>Discourse Processes</i> , 2018, 55, 197-205.	1.8	1
17	Arithmetic word problems describing discrete quantities: E.E.G evidence for the construction of a situation model. <i>Acta Psychologica</i> , 2018, 190, 116-121.	1.5	4
18	Embodiment Effects and Language Comprehension in Alzheimer's Disease. <i>Cognitive Science</i> , 2015, 39, 890-917.	1.7	9

#	ARTICLE	IF	CITATIONS
19	Counter-stereotypical pictures as a strategy for overcoming spontaneous gender stereotypes. <i>Frontiers in Psychology</i> , 2015, 6, 1291.	2.1	31
20	Social Consensus Feedback as a Strategy to Overcome Spontaneous Gender Stereotypes. <i>Discourse Processes</i> , 2015, 52, 434-462.	1.8	6
21	Profiling text comprehension impairments in aphasia. <i>Aphasiology</i> , 2015, 29, 1-28.	2.2	40
22	When kids act out: a comparison of embodied methods to improve children's memory for a story. <i>Journal of Research in Reading</i> , 2015, 38, 331-343.	2.0	8
23	Reading comprehension and vocabulary: Is vocabulary more important for some aspects of comprehension?. <i>Annee Psychologique</i> , 2014, 114, 647-662.	0.3	83
24	Temporal and Causal Reasoning in Deaf and Hearing Novice Readers. <i>Discourse Processes</i> , 2014, 51, 426-444.	1.8	7
25	Gender Representation in Different Languages and Grammatical Marking on Pronouns: When Beauticians, Musicians, and Mechanics Remain Men. <i>Discourse Processes</i> , 2012, 49, 481-500.	1.8	38
26	Matthew Effects in Young Readers. <i>Journal of Learning Disabilities</i> , 2011, 44, 431-443.	2.2	214
27	Some grammatical rules are more difficult than others: The case of the generic interpretation of the masculine. <i>European Journal of Psychology of Education</i> , 2009, 24, 235-246.	2.6	17
28	Immediate activation of stereotypical gender information. <i>Memory and Cognition</i> , 2005, 33, 972-983.	1.6	97
29	Levels of Comprehension Monitoring and Working Memory in Good and Poor Comprehenders. <i>Reading and Writing</i> , 2005, 18, 657-686.	1.7	190
30	“How do You Know this Answer?” Children’s Use of Text Data and General Knowledge in Story Comprehension. <i>Reading and Writing</i> , 2005, 18, 687-713.	1.7	22
31	Individual Differences in the Inference of Word Meanings From Context: The Influence of Reading Comprehension, Vocabulary Knowledge, and Memory Capacity.. <i>Journal of Educational Psychology</i> , 2004, 96, 671-681.	2.9	364
32	Title is missing!. <i>Reading and Writing</i> , 2000, 13, 31-56.	1.7	88
33	Do levels of interest have an effect on children's comprehension monitoring performance?. <i>British Journal of Educational Psychology</i> , 1996, 66, 471-482.	2.9	18
34	The nature of the relationship between comprehension skill and the ability to tell a story. <i>British Journal of Developmental Psychology</i> , 1996, 14, 187-201.	1.7	103
35	The Locus of Implicit Causality Effects in Comprehension. <i>Journal of Memory and Language</i> , 1996, 35, 517-543.	2.1	147
36	The use of superficial and meaning-based representations in interpreting pronouns: Evidence from Spanish. <i>European Journal of Cognitive Psychology</i> , 1993, 5, 93-116.	1.3	30

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37	The role of implicit causality and gender cue in the interpretation of pronouns. Language and Cognitive Processes, 1992, 7, 231-255.	2.2	53
38	How natural are conceptual anaphors?. Language and Cognitive Processes, 1992, 7, 257-280.	2.2	23
39	Discourse processing and text representation from a "Mental Models" perspective. Language and Cognitive Processes, 1992, 7, 193-204.	2.2	35
40	The effects of test expectancy on quality of note taking and recall of text at different times of day. British Journal of Psychology, 1991, 82, 179-189.	2.3	14
41	Can imagery training help children who have comprehension problems?. Journal of Research in Reading, 1991, 14, 106-115.	2.0	60
42	Understanding of causal expressions in skilled and less skilled text comprehenders. British Journal of Developmental Psychology, 1990, 8, 401-410.	1.7	25
43	Working memory, comprehension ability and the resolution of text anomaly. British Journal of Psychology, 1989, 80, 351-361.	2.3	197
44	Effects of inference awareness training on poor reading comprehension. Applied Cognitive Psychology, 1988, 2, 33-45.	1.6	127
45	Text memory and integration at different times of day. Applied Cognitive Psychology, 1988, 2, 203-212.	1.6	6
46	On-line resolution of anaphoric pronouns: Effects of inference making and verb semantics. British Journal of Psychology, 1985, 76, 385-393.	2.3	55
47	Referential continuity, transitivity, and the retention of relational descriptions. Language and Cognitive Processes, 1985, 1, 149-162.	2.2	9
48	INFERENTIAL AND MEMORY SKILLS IN CHILDREN'S COMPREHENSION OF STORIES. British Journal of Educational Psychology, 1984, 54, 31-39.	2.9	190
49	Selective impairment of educationally subnormal children's delayed memory for text. Nature, 1983, 303, 800-801.	27.8	0
50	Children's text comprehension. Pedagogical Linguistics, 0, , .	0.3	0
51	Understanding and Teaching Reading Comprehension. , 0, , .		49