

Tamar Johnson

List of Publications by Year in descending order

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Version: 2024-02-01

41
papers

2,184
citations

393982

19
h-index

288905

40
g-index

42
all docs

42
docs citations

42
times ranked

1146
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | The learnability consequences of Zipfian distributions in language. <i>Cognition</i> , 2022, 223, 105038. | 1.1 | 5 |
| 2 | Do Children Use Multi-Word Information in Real-Time Sentence Comprehension?. <i>Cognitive Science</i> , 2022, 46, e13111. | 0.8 | 3 |
| 3 | The Impact of Information Structure on the Emergence of Differential Object Marking: An Experimental Study. <i>Cognitive Science</i> , 2022, 46, e13119. | 0.8 | 5 |
| 4 | Redundancy can benefit learning: Evidence from word order and case marking. <i>Cognition</i> , 2022, 224, 105055. | 1.1 | 11 |
| 5 | A Cognitive Bias for Zipfian Distributions? Uniform Distributions Become More Skewed via Cultural Transmission. <i>Journal of Language Evolution</i> , 2022, 7, 59-80. | 0.4 | 3 |
| 6 | Starting Big: The Effect of Unit Size on Language Learning in Children and Adults. <i>Journal of Child Language</i> , 2021, 48, 244-260. | 0.8 | 9 |
| 7 | Visual statistical learning is facilitated in Zipfian distributions. <i>Cognition</i> , 2021, 206, 104492. | 1.1 | 8 |
| 8 | “Clap your hands” or “take your hands”? One-year-olds distinguish between frequent and infrequent multiword phrases. <i>Cognition</i> , 2021, 211, 104612. | 1.1 | 14 |
| 9 | The Starting Big approach to language learning. <i>Journal of Child Language</i> , 2021, 48, 937-958. | 0.8 | 9 |
| 10 | Do current statistical learning tasks capture stable individual differences in children? An investigation of task reliability across modality. <i>Behavior Research Methods</i> , 2020, 52, 68-81. | 2.3 | 46 |
| 11 | Individual Differences in Learning Abilities Impact Structure Addition: Better Learners Create More Structured Languages. <i>Cognitive Science</i> , 2020, 44, e12877. | 0.8 | 7 |
| 12 | A learning bias for word order harmony: Evidence from speakers of non-harmonic languages. <i>Cognition</i> , 2020, 204, 104392. | 1.1 | 6 |
| 13 | The crosslinguistic acquisition of sentence structure: Computational modeling and grammaticality judgments from adult and child speakers of English, Japanese, Hindi, Hebrew and K'iche'. <i>Cognition</i> , 2020, 202, 104310. | 1.1 | 14 |
| 14 | Statistical Learning, Implicit Learning, and First Language Acquisition: A Critical Evaluation of Two Developmental Predictions. <i>Topics in Cognitive Science</i> , 2019, 11, 504-519. | 1.1 | 17 |
| 15 | Developmental Differences Between Children and Adults in the Use of Visual Cues for Segmentation. <i>Cognitive Science</i> , 2018, 42, 606-620. | 0.8 | 4 |
| 16 | The developmental trajectory of children's auditory and visual statistical learning abilities: modality-based differences in the effect of age. <i>Developmental Science</i> , 2018, 21, e12593. | 1.3 | 74 |
| 17 | Literate and preliterate children show different learning patterns in an artificial language learning task. <i>Journal of Cultural Cognitive Science</i> , 2018, 2, 21-33. | 0.5 | 6 |
| 18 | Statistical Learning Is Not Age-Invariant During Childhood: Performance Improves With Age Across Modality. <i>Cognitive Science</i> , 2018, 42, 3100-3115. | 0.8 | 44 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Systematicity, but not compositionality: Examining the emergence of linguistic structure in children and adults using iterated learning. <i>Cognition</i> , 2018, 181, 160-173. | 1.1 | 21 |
| 20 | SES effects on the use of variation sets in child-directed speech. <i>Journal of Child Language</i> , 2018, 45, 1423-1438. | 0.8 | 18 |
| 21 | Can Mimicking Infants's™ Early Experience Facilitate Adult Learning? A Critique of Hudson Kam (2017). <i>Language Learning and Development</i> , 2018, 14, 339-344. | 0.7 | 1 |
| 22 | Minding the gaps: literacy enhances lexical segmentation in children learning to read. <i>Journal of Child Language</i> , 2017, 44, 1516-1538. | 0.8 | 7 |
| 23 | More Than Words: The Role of Multiword Sequences in Language Learning and Use. <i>Topics in Cognitive Science</i> , 2017, 9, 542-551. | 1.1 | 71 |
| 24 | The Role of Multiword Building Blocks in Explaining L1's L2 Differences. <i>Topics in Cognitive Science</i> , 2017, 9, 621-636. | 1.1 | 96 |
| 25 | Reading between the words: The effect of literacy on second language lexical segmentation. <i>Applied Psycholinguistics</i> , 2017, 38, 127-153. | 0.8 | 10 |
| 26 | Digging up the building blocks of language: Age-of-acquisition effects for multiword phrases. <i>Journal of Memory and Language</i> , 2017, 92, 265-280. | 1.1 | 62 |
| 27 | More than words: multiword frequency effects in non-native speakers. <i>Language, Cognition and Neuroscience</i> , 2016, 31, 785-800. | 0.7 | 45 |
| 28 | What can frequency effects tell us about the building blocks and mechanisms of language learning?. <i>Journal of Child Language</i> , 2015, 42, 274-277. | 0.8 | 6 |
| 29 | The advantage of starting big: Learning from unsegmented input facilitates mastery of grammatical gender in an artificial language. <i>Journal of Memory and Language</i> , 2015, 85, 60-75. | 1.1 | 28 |
| 30 | “Pienso” twice: On the foreign language effect in decision making. <i>Cognition</i> , 2014, 130, 236-254. | 1.1 | 205 |
| 31 | Time and again. <i>Mental Lexicon</i> , 2014, 9, 377-400. | 0.2 | 42 |
| 32 | The source ambiguity problem: Distinguishing the effects of grammar and processing on acceptability judgments. <i>Language and Cognitive Processes</i> , 2013, 28, 48-87. | 2.3 | 125 |
| 33 | More than Words: The Effect of Multi-word Frequency and Constituency on Phonetic Duration. <i>Language and Speech</i> , 2013, 56, 349-371. | 0.6 | 122 |
| 34 | A unified lexicon and grammar? Compositional and non-compositional phrases in the lexicon. , 2012, , 127-164. | | 41 |
| 35 | A statistical model of the grammatical choices in child production of dative sentences. <i>Language and Cognitive Processes</i> , 2012, 27, 25-61. | 2.3 | 39 |
| 36 | Granularity and the acquisition of grammatical gender: How order-of-acquisition affects what gets learned. <i>Cognition</i> , 2012, 122, 292-305. | 1.1 | 139 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | Why<i>Brush Your Teeth</i>Is Better Than<i>Teeth</i>â€œ Children's Word Production Is Facilitated in Familiar Sentence-Frames. <i>Language Learning and Development</i> , 2011, 7, 107-129. | 0.7 | 119 |
| 38 | More than words: Frequency effects for multi-word phrases. <i>Journal of Memory and Language</i> , 2010, 62, 67-82. | 1.1 | 550 |
| 39 | Rethinking child difficulty: The effect of NP type on children's processing of relative clauses in Hebrew. <i>Journal of Child Language</i> , 2010, 37, 27-57. | 0.8 | 64 |
| 40 | Syntactic probabilities affect pronunciation variation in spontaneous speech. <i>Language and Cognition</i> , 2009, 1, 147-165. | 0.2 | 82 |
| 41 | The nature of CDS in Hebrew. <i>Trends in Language Acquisition Research</i> , 0, , 201-224. | 0.2 | 1 |