

Jill G De Villiers

List of Publications by Year in descending order

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Version: 2024-02-01

61
papers

3,364
citations

201385

27
h-index

149479

56
g-index

62
all docs

62
docs citations

62
times ranked

1768
citing authors

#	ARTICLE	IF	CITATIONS
1	Complements to cognition: a longitudinal study of the relationship between complex syntax and false-belief-understanding. <i>Cognitive Development</i> , 2002, 17, 1037-1060.	0.7	445
2	A cross-sectional study of the acquisition of grammatical morphemes in child speech. <i>Journal of Psycholinguistic Research</i> , 1973, 2, 267-278.	0.7	392
3	Language and Theory of Mind: A Study of Deaf Children. <i>Child Development</i> , 2007, 78, 376-396.	1.7	379
4	The interface of language and Theory of Mind. <i>Lingua</i> , 2007, 117, 1858-1878.	0.4	266
5	Development of the use of word order in comprehension. <i>Journal of Psycholinguistic Research</i> , 1973, 2, 331-341.	0.7	142
6	Agreement without understanding? The case of third person singular /s/. <i>First Language</i> , 2005, 25, 317-330.	0.5	138
7	Early judgments of semantic and syntactic acceptability by children. <i>Journal of Psycholinguistic Research</i> , 1972, 1, 299-310.	0.7	107
8	Children's comprehension of relative clauses. <i>Journal of Psycholinguistic Research</i> , 1979, 8, 499-518.	0.7	106
9	Thinking While Talking. <i>Psychological Science</i> , 2007, 18, 574-579.	1.8	97
10	The Role of Language in Theory of Mind Development. <i>Topics in Language Disorders</i> , 2014, 34, 313-328.	0.9	89
11	Fast mapping word meanings across trials: Young children forget all but their first guess. <i>Cognition</i> , 2018, 177, 177-188.	1.1	89
12	Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program.. <i>Developmental Psychology</i> , 2014, 50, 526-541.	1.2	65
13	Competence and performance in child language: are children really competent to judge?. <i>Journal of Child Language</i> , 1974, 1, 11-22.	0.8	63
14	Some facts one simply cannot deny. <i>Journal of Child Language</i> , 1975, 2, 279-286.	0.8	57
15	On this, that, and the other: Nonegocentrism in very young children. <i>Journal of Experimental Child Psychology</i> , 1974, 18, 438-447.	0.7	51
16	Deception dissociates from false belief reasoning in deaf children: Implications for the implicit versus explicit theory of mind distinction. <i>British Journal of Developmental Psychology</i> , 2012, 30, 188-209.	0.9	51
17	Evaluating socioeconomic gaps in preschoolers'™ vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). <i>Early Childhood Research Quarterly</i> , 2020, 50, 114-128.	1.6	50
18	Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. <i>Journal of Experimental Child Psychology</i> , 2015, 132, 14-31.	0.7	49

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19	Quantitative Aspects of Agrammatism in Aphasia. <i>Cortex</i> , 1974, 10, 36-54.	1.1	48
20	Direct evidentials, case, tense and aspect in Tibetan: evidence for a general theory of the semantics of evidential. <i>Natural Language and Linguistic Theory</i> , 2013, 31, 517-561.	0.6	48
21	Learning how to use verbs: lexical coding and the influence of the input. <i>Journal of Child Language</i> , 1985, 12, 587-595.	0.8	46
22	Teaching a symbol language to autistic children.. <i>Journal of Consulting and Clinical Psychology</i> , 1974, 42, 111-117.	1.6	45
23	Asymmetries in the acquisition of definite and indefinite NPs. <i>Lingua</i> , 2010, 120, 1973-1990.	0.4	43
24	The information in third-person /s/: acquisition across dialects of American English. <i>Journal of Child Language</i> , 2007, 34, 133-158.	0.8	39
25	Answering hard questions: <i>Wh</i>-movement across dialects and disorder. <i>Applied Psycholinguistics</i> , 2008, 29, 67-103.	0.8	38
26	Impacts of a Comprehensive School Readiness Curriculum for Preschool Children at Risk for Educational Difficulties. <i>Child Development</i> , 2015, 86, 1773-1793.	1.7	35
27	Relative clauses are barriers to <i>wh</i>-movement for young children. <i>Journal of Child Language</i> , 1995, 22, 389-404.	0.8	31
28	Hot and cool dimensionality of executive function: Model invariance across age and maternal education in preschool children. <i>Early Childhood Research Quarterly</i> , 2019, 49, 188-201.	1.6	30
29	Cultural and Linguistic Fairness in the Assessment of Semantics. <i>Seminars in Speech and Language</i> , 2004, 25, 73-90.	0.5	24
30	Research to Establish the Validity, Reliability, and Clinical Utility of a Comprehensive Language Assessment of Mandarin. <i>Journal of Speech, Language, and Hearing Research</i> , 2017, 60, 592-606.	0.7	23
31	Wh-questions: Moving beyond the first phase. <i>Lingua</i> , 2011, 121, 352-366.	0.4	22
32	Evidentials in Tibetan: Acquisition, semantics, and cognitive development. <i>New Directions for Child and Adolescent Development</i> , 2009, 2009, 29-47.	1.3	21
33	The Acquisition Path for Wh-Questions. <i>Studies in Theoretical Psycholinguistics</i> , 2011, , 189-246.	0.3	21
34	Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. <i>Early Childhood Research Quarterly</i> , 2021, 55, 1-14.	1.6	20
35	Theory of Mind and evidentiality in Romani-Bulgarian bilingual children. <i>Psychology of Language and Communication</i> , 2009, 13, 21-34.	0.2	19
36	A Narrative Evaluation of Mandarin-Speaking Children With Language Impairment. <i>Journal of Speech, Language, and Hearing Research</i> , 2018, 61, 345-359.	0.7	19

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37	Gestural communication in oral deaf mother-child pairs: Language with a helping hand?. Applied Psycholinguistics, 1993, 14, 319-347.	0.8	17
38	What kind of concepts need language?. Language Sciences, 2014, 46, 100-114.	0.5	15
39	Across demographics and recent history, most parents sing to their infants and toddlers daily. Philosophical Transactions of the Royal Society B: Biological Sciences, 2021, 376, 20210089.	1.8	14
40	With Language in Mind. Language Learning and Development, 2021, 17, 71-95.	0.7	13
41	Taking Account of Both Languages in the Assessment of Dual Language Learners. Seminars in Speech and Language, 2015, 36, 120-132.	0.5	12
42	Within and Across Language Predictors of Word Learning Processes in Dual Language Learners. Child Development, 2021, 92, 35-53.	1.7	11
43	Assessment of language acquisition. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 230-244.	1.4	10
44	Sentence coordination in Japanese and English. Journal of Child Language, 1982, 9, 193-207.	0.8	7
45	Unbiased Language Assessment: Contributions of Linguistic Theory. Annual Review of Linguistics, 2017, 3, 309-330.	1.2	7
46	New language outcome measures for Mandarin speaking children with hearing loss. Journal of Otology, 2016, 11, 24-32.	0.4	6
47	The role of language in building abstract, generalized conceptual representations of one- and two-place predicates: A comparison between adults and infants. Cognition, 2021, 213, 104705.	1.1	5
48	Children's quantification with <i>every</i> over time. Glossa, 2017, 2, .	0.2	5
49	Coherence as an Explanation for Theory of Mind Task Failure in Autism. Mind and Language, 2002, 17, 266-272.	1.2	4
50	Why Roma Children Need Language Assessments in Romani. Psychology of Language and Communication, 2017, 21, 215-243.	0.2	4
51	Why not LF for false belief reasoning?. Behavioral and Brain Sciences, 2002, 25, 682-683.	0.4	3
52	Conclusions, Future Directions, and Implications for Remediation. Seminars in Speech and Language, 2004, 25, 113-115.	0.5	3
53	Parsing and grammar. Linguistic Approaches To Bilingualism, 2015, 5, 459-464.	0.6	3
54	Chapter 10. Perspectives on truth. Trends in Language Acquisition Research, 2018, , 222-245.	0.2	3

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55	Barriers, Binding, and Acquisition of the DP-NP Distinction. <i>Language Acquisition</i> , 1995, 4, 73-104.	0.5	3
56	The Acquisition of Exhaustive Pairing in Multiple Wh-Questions in Mandarin. <i>Journal of Psycholinguistic Research</i> , 2018, 47, 1369-1389.	0.7	2
57	When Is Recursion Easier for Children?. <i>Studies in Theoretical Psycholinguistics</i> , 2020, , 239-256.	0.3	2
58	Chapter 8. Evidentiality, questions and the reflection principle in Tibetan. <i>Trends in Language Acquisition Research</i> , 0, , 113-132.	0.2	2
59	Fletcher P. and Garman M.. (eds), <i>Language acquisition</i> . Cambridge: C.U.P., 1979. Pp. xi + 507.. <i>Journal of Child Language</i> , 1982, 9, 255-258.	0.8	1
60	Finding Signatures of Linguistic Reasoning. <i>Theoretical Linguistics</i> , 2017, 43, .	0.1	1
61	Syntactic parameter hunting: Little scavengers might get lost. <i>Behavioral and Brain Sciences</i> , 1991, 14, 616-617.	0.4	0