Jill G De Villiers

List of Publications by Year
in descending order

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	Within and Across Language Predictors of Word Learning Processes in Dual Language Learners. Child Development, 2021, 92, 35-53.	1.7	11
2	Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. Early Childhood Research Quarterly, 2021, 55, 1-14.	1.6	20
3	With Language in Mind. Language Learning and Development, 2021, 17, 71-95.	0.7	13
4	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
5	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
6	Evaluating socioeconomic gaps in preschoolersâ€™ vocabulary, syntax and language process skills with the Quick Interactive Language Screener (QUILS). Early Childhood Research Quarterly, 2020, 50, 114-128.	1.6	50
7	When Is Recursion Easier for Children?. Studies in Theoretical Psycholinguistics, 2020, , 239-256.	0.3	2
8	Hot and cool dimensionality of executive function: Model invariance across age and maternal education in preschool children. Early Childhood Research Quarterly, 2019, 49, 188-201.	1.6	30
9	A Narrative Evaluation of Mandarin-Speaking Children With Language Impairment. Journal of Speech, Language, and Hearing Research, 2018, 61, 345-359.	0.7	19
10	Fast mapping word meanings across trials: Young children forget all but their first guess. Cognition, 2018, 177, 177-188.	1.1	89
11	The Acquisition of Exhaustive Pairing in Multiple Wh-Questions in Mandarin. Journal of Psycholinguistic Research, 2018, 47, 1369-1389.	0.7	2
12	ChapterÂ10. Perspectives on truth. Trends in Language Acquisition Research, 2018, , 222-245.	0.2	3
13	Unbiased Language Assessment: Contributions of Linguistic Theory. Annual Review of Linguistics, 2017, 3, 309-330.	1.2	7
14	Research to Establish the Validity, Reliability, and Clinical Utility of a Comprehensive Language Assessment of Mandarin. Journal of Speech, Language, and Hearing Research, 2017, 60, 592-606.	0.7	23
15	Finding Signatures of Linguistic Reasoning. Theoretical Linguistics, 2017, 43, .	0.1	1
16	Why Roma Children Need Language Asessments in Romani. Psychology of Language and Communication, 2017, 21, 215-243.	0.2	4
17	Childrenâ€™s quantification with <i>every</i> over time. Glossa, 2017, 2, .	0.2	5
18	New language outcome measures for Mandarin speaking children with hearing loss. Journal of Otology, 2016, 11, 24-32.	0.4	6

#	ARTICLE	IF	CITATIONS
19	Parsing and grammar. Linguistic Approaches To Bilingualism, 2015, 5, 459-464.	0.6	3
20	Impacts of a Comprehensive School Readiness Curriculum for Preschool Children at Risk for Educational Difficulties. Child Development, 2015, 86, 1773-1793.	1.7	35
21	Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. Journal of Experimental Child Psychology, 2015, 132, 14-31.	0.7	49
22	Taking Account of Both Languages in the Assessment of Dual Language Learners. Seminars in Speech and Language, 2015, 36, 120-132.	0.5	12
23	The Role of Language in Theory of Mind Development. Topics in Language Disorders, 2014, 34, 313-328.	0.9	89
24	What kind of concepts need language?. Language Sciences, 2014, 46, 100-114.	0.5	15
25	Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program.. Developmental Psychology, 2014, 50, 526-541.	1.2	65
26	Direct evidentials, case, tense and aspect in Tibetan: evidence for a general theory of the semantics of evidential. Natural Language and Linguistic Theory, 2013, 31, 517-561.	0.6	48
27	Deception dissociates from false belief reasoning in deaf children: Implications for the implicit versus explicit theory of mind distinction. British Journal of Developmental Psychology, 2012, 30, 188-209.	0.9	51
28	Wh-questions: Moving beyond the first phase. Lingua, 2011, 121, 352-366.	0.4	22
29	The Acquisition Path for Wh-Questions. Studies in Theoretical Psycholinguistics, 2011, , 189-246.	0.3	21
30	Assessment of language acquisition. Wiley Interdisciplinary Reviews: Cognitive Science, 2010, 1, 230-244.	1.4	10
31	Asymmetries in the acquisition of definite and indefinite NPs. Lingua, 2010, 120, 1973-1990.	0.4	43
32	Evidentials in Tibetan: Acquisition, semantics, and cognitive development. New Directions for Child and Adolescent Development, 2009, 2009, 29-47.	1.3	21
33	Theory of Mind and evidentiality in Romani-Bulgarian bilingual children. Psychology of Language and Communication, 2009, 13, 21-34.	0.2	19
34	Answering hard questions: <i>Wh</i>-movement across dialects and disorder. Applied Psycholinguistics, 2008, 29, 67-103.	0.8	38
35	The information in third-person /s/: acquisition across dialects of American English. Journal of Child Language, 2007, 34, 133-158.	0.8	39
36	Thinking While Talking. Psychological Science, 2007, 18, 574-579.	1.8	97

#	Article	IF	Citations
37	The interface of language and Theory of Mind. Lingua, 2007, 117, 1858-1878.	0.4	266
38	Language and Theory of Mind: A Study of Deaf Children. Child Development, 2007, 78, 376-396.	1.7	379
39	Agreement without understanding? The case of third person singular /s/. First Language, 2005, 25, 317-330.	0.5	138
40	Cultural and Linguistic Fairness in the Assessment of Semantics. Seminars in Speech and Language, 2004, 25, 73-90.	0.5	24
41	Conclusions, Future Directions, and Implications for Remediation. Seminars in Speech and Language, 2004, 25, 113-115.	0.5	3
42	Complements to cognition: a longitudinal study of the relationship between complex syntax and false-belief-understanding. Cognitive Development, 2002, 17, 1037-1060.	0.7	445
43	Why not LF for false belief reasoning?. Behavioral and Brain Sciences, 2002, 25, 682-683.	0.4	3
44	Coherence as an Explanation for Theory of Mind Task Failure in Autism. Mind and Language, 2002, 17, 266-272.	1.2	4
45	Relative clauses are barriers to <i>wh</i>-movement for young children. Journal of Child Language, 1995, 22, 389-404.	0.8	31
46	Barriers, Binding, and Acquisition of the DP-NP Distinction. Language Acquisition, 1995, 4, 73-104.	0.5	3
47	Gestural communication in oral deaf mother-child pairs: Language with a helping hand?. Applied Psycholinguistics, 1993, 14, 319-347.	0.8	17
48	Syntactic parameter hunting: Little scavengers might get lost. Behavioral and Brain Sciences, 1991, 14, 616-617.	0.4	0
49	Learning how to use verbs: lexical coding and the influence of the input. Journal of Child Language, 1985, 12, 587-595.	0.8	46
50	Fletcher P. and Garman M.. (eds), Language acquisition. Cambridge: C.U.P., 1979. Pp. xi + 507.. Journal of Child Language, 1982, 9, 255-258.	0.8	1
51	Sentence coordination in Japanese and English. Journal of Child Language, 1982, 9, 193-207.	0.8	7
52	Children's comprehension of relative clauses. Journal of Psycholinguistic Research, 1979, 8, 499-518.	0.7	106
53	Some facts one simply cannot deny. Journal of Child Language, 1975, 2, 279-286.	0.8	57
54	Competence and performance in child language: are children really competent to judge?. Journal of Child Language, 1974, 1, 11-22.	0.8	63

#	ARTICLE	IF	CITATIONS
55	On this, that, and the other: Nonegocentrism in very young children. Journal of Experimental Child Psychology, 1974, 18, 438-447.	0.7	51
56	Quantitative Aspects of Agrammatism in Aphasia. Cortex, 1974, 10, 36-54.	1.1	48
57	Teaching a symbol language to autistic children.. Journal of Consulting and Clinical Psychology, 1974, 42, 111-117.	1.6	45
58	Development of the use of word order in comprehension. Journal of Psycholinguistic Research, 1973, 2, 331-341.	0.7	142
59	A cross-sectional study of the acquisition of grammatical morphemes in child speech. Journal of Psycholinguistic Research, 1973, 2, 267-278.	0.7	392
60	Early judgments of semantic and syntactic acceptability by children. Journal of Psycholinguistic Research, 1972, 1, 299-310.	0.7	107
61	ChapterÂ8. Evidentiality, questions and the reflection principle in Tibetan. Trends in Language Acquisition Research, 0, , 113-132.	0.2	2