

Arthur M Glenberg

List of Publications by Year in descending order

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Version: 2024-02-01

130
papers

14,790
citations

38742

50
h-index

23533

111
g-index

134
all docs

134
docs citations

134
times ranked

6056
citing authors

#	ARTICLE	IF	CITATIONS
1	Grounding language in action. <i>Psychonomic Bulletin and Review</i> , 2002, 9, 558-565.	2.8	1,750
2	What memory is for. <i>Behavioral and Brain Sciences</i> , 1997, 20, 1-19.	0.7	1,661
3	Symbol Grounding and Meaning: A Comparison of High-Dimensional and Embodied Theories of Meaning. <i>Journal of Memory and Language</i> , 2000, 43, 379-401.	2.1	662
4	Mental models contribute to foregrounding during text comprehension. <i>Journal of Memory and Language</i> , 1987, 26, 69-83.	2.1	617
5	Environmental context and human memory. <i>Memory and Cognition</i> , 1978, 6, 342-353.	1.6	582
6	Action-based language: A theory of language acquisition, comprehension, and production. <i>Cortex</i> , 2012, 48, 905-922.	2.4	417
7	Comprehension of illustrated text: Pictures help to build mental models. <i>Journal of Memory and Language</i> , 1992, 31, 129-151.	2.1	390
8	Component-levels theory of the effects of spacing of repetitions on recall and recognition. <i>Memory and Cognition</i> , 1979, 7, 95-112.	1.6	349
9	Embodiment as a unifying perspective for psychology. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i> , 2010, 1, 586-596.	2.8	343
10	Averting the gaze disengages the environment and facilitates remembering. <i>Memory and Cognition</i> , 1998, 26, 651-658.	1.6	336
11	Constructing Meaning: The Role of Affordances and Grammatical Constructions in Sentence Comprehension. <i>Journal of Memory and Language</i> , 2000, 43, 508-529.	2.1	335
12	Processing Abstract Language Modulates Motor System Activity. <i>Quarterly Journal of Experimental Psychology</i> , 2008, 61, 905-919.	1.1	333
13	Indexical understanding of instructions. <i>Discourse Processes</i> , 1999, 28, 1-26.	1.8	310
14	The illusion of knowing: Failure in the self-assessment of comprehension. <i>Memory and Cognition</i> , 1982, 10, 597-602.	1.6	298
15	A temporal distinctiveness theory of recency and modality effects.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1986, 12, 3-15.	0.9	286
16	From the Revolution to Embodiment. <i>Perspectives on Psychological Science</i> , 2013, 8, 573-585.	9.0	278
17	Activity and Imagined Activity Can Enhance Young Children's Reading Comprehension.. <i>Journal of Educational Psychology</i> , 2004, 96, 424-436.	2.9	270
18	Cosmetic Use of Botulinum Toxin-A Affects Processing of Emotional Language. <i>Psychological Science</i> , 2010, 21, 895-900.	3.3	243

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19	Enhancing calibration of comprehension.. Journal of Experimental Psychology: General, 1987, 116, 119-136.	2.1	220
20	Monotonic and nonmonotonic lag effects in paired-associate and recognition memory paradigms. Journal of Verbal Learning and Verbal Behavior, 1976, 15, 1-16.	3.7	219
21	Putting words in perspective. Memory and Cognition, 2004, 32, 863-873.	1.6	219
22	This construction needs learned.. Journal of Experimental Psychology: General, 2004, 133, 450-467.	2.1	214
23	Use-induced motor plasticity affects the processing of abstract and concrete language. Current Biology, 2008, 18, R290-R291.	3.9	210
24	Inexpert calibration of comprehension. Memory and Cognition, 1987, 15, 84-93.	1.6	207
25	Calibration of comprehension.. Journal of Experimental Psychology: Learning Memory and Cognition, 1985, 11, 702-718.	0.9	198
26	Emotion simulation during language comprehension. Psychonomic Bulletin and Review, 2007, 14, 436-441.	2.8	184
27	A two-process account of long-term serial position effects.. Journal of Experimental Psychology Human Learning and Memory, 1980, 6, 355-369.	1.1	157
28	Not Propositions. Cognitive Systems Research, 1999, 1, 19-33.	2.7	143
29	Type I rehearsal: Maintenance and more. Journal of Verbal Learning and Verbal Behavior, 1977, 16, 339-352.	3.7	139
30	Mirror Neuron Forum. Perspectives on Psychological Science, 2011, 6, 369-407.	9.0	134
31	Spacing repetitions over 1 week. Memory and Cognition, 1980, 8, 528-538.	1.6	133
32	Changing environmental context does not reliably affect memory. Memory and Cognition, 1985, 13, 333-345.	1.6	129
33	Motor-language coupling: Direct evidence from early Parkinson's disease and intracranial cortical recordings. Cortex, 2013, 49, 968-984.	2.4	129
34	Enhancing comprehension in small reading groups using a manipulation strategy. Contemporary Educational Psychology, 2007, 32, 389-399.	2.9	118
35	What memory is for: Creating meaning in the service of action. Behavioral and Brain Sciences, 1997, 20, 41-50.	0.7	116
36	Studies of the long-term recency effect: Support for a contextually guided retrieval hypothesis.. Journal of Experimental Psychology: Learning Memory and Cognition, 1983, 9, 231-255.	0.9	112

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37	Few believe the world is flat: How embodiment is changing the scientific understanding of cognition.. Canadian Journal of Experimental Psychology, 2015, 69, 165-171.	0.8	106
38	One's motor performance predictably modulates the understanding of others' actions through adaptation of premotor visuo-motor neurons. Social Cognitive and Affective Neuroscience, 2011, 6, 301-310.	3.0	103
39	The representation of space in mental models derived from text. Memory and Cognition, 1998, 26, 247-262.	1.6	87
40	Improving early reading comprehension using embodied CAI. Instructional Science, 2011, 39, 27-39.	2.0	83
41	A retrieval account of the long-term modality effect.. Journal of Experimental Psychology: Learning Memory and Cognition, 1984, 10, 16-31.	0.9	72
42	Temporal coding in rhythm tasks revealed by modality effects. Memory and Cognition, 1991, 19, 514-522.	1.6	71
43	Influences of retrieval processes on the spacing effect in free recall.. Journal of Experimental Psychology Human Learning and Memory, 1977, 3, 282-294.	1.1	68
44	Modality effects in the coding reproduction of rhythms. Memory and Cognition, 1989, 17, 373-383.	1.6	68
45	Embodiment for Education. , 2008, , 355-372.		63
46	Coactivation and comprehension: Contribution of text variables to the illusion of knowing. Memory and Cognition, 1984, 12, 355-360.	1.6	62
47	Knowing Beans: Human Mirror Mechanisms Revealed Through Motor Adaptation. Frontiers in Human Neuroscience, 2010, 4, 204.	2.0	61
48	Using Concreteness in Education: Real Problems, Potential Solutions. Child Development Perspectives, 2009, 3, 160-164.	3.9	59
49	Type I rehearsal and recognition. Journal of Verbal Learning and Verbal Behavior, 1978, 17, 455-463.	3.7	58
50	Gender, Emotion, and the Embodiment of Language Comprehension. Emotion Review, 2009, 1, 151-161.	3.4	58
51	Grounding Language in Bodily States: The Case for Emotion. , 2005, , 115-128.		57
52	On-line processing of textual illustrations in the visuospatial sketchpad: Evidence from dual-task studies. Memory and Cognition, 1994, 22, 261-272.	1.6	56
53	The Motor System Contributes to Comprehension of Abstract Language. PLoS ONE, 2013, 8, e75183.	2.5	52
54	Episodic affordances contribute to language comprehension. Language and Cognition, 2009, 1, 113-135.	0.6	48

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55	On doing two things at once: Temporal constraints on actions in language comprehension. <i>Memory and Cognition</i> , 2004, 32, 1033-1043.	1.6	45
56	The Body's Contribution to Language. <i>Psychology of Learning and Motivation - Advances in Research and Theory</i> , 2003, 43, 93-126.	1.1	43
57	Spacing repetitions and solving problems are not the same. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1981, 20, 110-119.	3.7	42
58	Improving Native American children's listening comprehension through concrete representations. <i>Contemporary Educational Psychology</i> , 2007, 32, 537-550.	2.9	42
59	Improving Reading to Improve Math. <i>Scientific Studies of Reading</i> , 2012, 16, 316-340.	2.0	42
60	Self-concept and body-image disturbance: Which self-beliefs predict body size overestimation?. <i>Cognitive Therapy and Research</i> , 1994, 18, 105-125.	1.9	36
61	Top-Down and Bottom-Up Contributions to Understanding Sentences Describing Objects in Motion. <i>Frontiers in Psychology</i> , 2010, 1, 183.	2.1	35
62	Resituating Cognition.. <i>Comparative Cognition and Behavior Reviews</i> , 0, 5, 59-77.	2.0	34
63	Language-induced motor activity in bi-manual object lifting. <i>Experimental Brain Research</i> , 2009, 193, 43-53.	1.5	33
64	What Cognitive Benefits Does an Activity-Based Reading Strategy Afford Young Native American Readers?. <i>Journal of Experimental Education</i> , 2010, 78, 395-417.	2.6	33
65	A pre-registered, multi-lab non-replication of the action-sentence compatibility effect (ACE). <i>Psychonomic Bulletin and Review</i> , 2022, 29, 613-626.	2.8	32
66	Mental contiguity.. <i>Journal of Experimental Psychology Human Learning and Memory</i> , 1979, 5, 88-97.	1.1	31
67	Mental models, pictures, and text: Integration of spatial and verbal information. <i>Memory and Cognition</i> , 1992, 20, 458-460.	1.6	31
68	Articulatory bias in speech categorization: Evidence from use-induced motor plasticity. <i>Cortex</i> , 2011, 47, 1001-1003.	2.4	31
69	4 Why mental models must be embodied. <i>Advances in Psychology</i> , 1999, 128, 77-90.	0.1	30
70	Evidence for auditory temporal distinctiveness: Modality effects in order and frequency judgments.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1988, 14, 728-739.	0.9	27
71	Language and action: creating sensible combinations of ideas. , 2007, , 360-370.		26
72	Strengthening associations: duration, attention, or relations?. <i>Journal of Verbal Learning and Verbal Behavior</i> , 1983, 22, 650-666.	3.7	24

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73	Toward the Integration of Bodily States, Language, and Action. , 2008, , 43-70.		23
74	Consequences of joint action: Entanglement with your partner.. Journal of Experimental Psychology: General, 2015, 144, 873-888.	2.1	23
75	Mental Models as Representations of Discourse and Text. American Journal of Psychology, 1989, 102, 421.	0.3	22
76	Pictures and anaphora: Evidence for independent processes. Memory and Cognition, 1992, 20, 461-471.	1.6	22
77	Investigation of an Activity-Based Text-Processing Strategy in Mixed-Age Child Dyads. Journal of Experimental Education, 2011, 79, 340-360.	2.6	22
78	Long-term recency is not found on a recognition test.. Journal of Experimental Psychology Human Learning and Memory, 1981, 7, 475-479.	1.1	18
79	Verbal learning meets psycholinguistics: Modality effects in the comprehension of anaphora. Journal of Memory and Language, 1990, 29, 582-590.	2.1	18
80	Introduction to the Mirror Neuron Forum. Perspectives on Psychological Science, 2011, 6, 363-368.	9.0	17
81	Immediate sensorimotor grounding of novel concepts learned from language alone. Journal of Memory and Language, 2020, 115, 104172.	2.1	17
82	Common processes underlie enhanced recency effects for auditory and changing-state stimuli. Memory and Cognition, 1990, 18, 638-650.	1.6	16
83	Contribution of Embodiment to Solving the Riddle of Infantile Amnesia. Frontiers in Psychology, 2016, 7, 10.	2.1	15
84	Naturalizing Cognition: The Integration of Cognitive Science and Biology. Current Biology, 2006, 16, R802-R804.	3.9	13
85	Knowing beans: human mirror mechanisms revealed through motor adaptation. Frontiers in Human Neuroscience, 2010, 4, 206.	2.0	13
86	Sensory motor mechanisms unify psychology: the embodiment of culture. Frontiers in Psychology, 2013, 4, 885.	2.1	13
87	Language comprehension warps the mirror neuron system. Frontiers in Human Neuroscience, 2013, 7, 870.	2.0	13
88	Framing the debate. , 2008, , 1-10.		13
89	Memory and Faces: Pictures Help You Remember Who Said What. Personality and Social Psychology Bulletin, 1995, 21, 196-206.	3.0	10
90	When (and how) interacting with technology-enhanced storybooks helps dual language learners.. Translational Issues in Psychological Science, 2017, 3, 66-79.	1.0	10

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91	The role of visual interference in producing the long-term modality effect. <i>Memory and Cognition</i> , 1987, 15, 504-510.	1.6	9
92	Moved by Reading in a Spanish-Speaking, Dual Language Learner Population. <i>Language, Speech, and Hearing Services in Schools</i> , 2018, 49, 582-594.	1.6	9
93	Reflecting on the debate. , 2008, , 397-440.		9
94	Radical changes in cognitive process due to technology. <i>Pragmatics and Cognition</i> , 2006, 14, 263-274.	0.4	8
95	Embodied reading in a transparent orthography. <i>Learning and Instruction</i> , 2019, 62, 27-36.	3.2	8
96	Positions in the Mirror Are Closer Than They Appear. <i>Perspectives on Psychological Science</i> , 2011, 6, 408-410.	9.0	7
97	Prediction and emotion in dialogue. <i>European Journal of Social Psychology</i> , 2009, 39, 1169-1172.	2.4	6
98	Embodiment and learning of abstract concepts (such as algebraic topology and regression to the mean). <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 2017, 43, 1071-1086.	1.7	6
99	Embodied meaning and negative priming. <i>Behavioral and Brain Sciences</i> , 2003, 26, 644-647.	0.7	5
100	The linguistic looming effect. <i>Journal of Memory and Language</i> , 2020, 114, 104147.	2.1	5
101	The gleam-glum effect: /i:/ versus /ɪ/ phonemes generically carry emotional valence.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 1173-1185.	0.9	5
102	Embodied Action Scaffolds Dialogic Reading. <i>Educational Psychology Review</i> , 2022, 34, 401-419.	8.4	5
103	Grounding (fairly) complex numerical knowledge: an educational example. <i>Psychological Research</i> , 2022, 86, 2389-2397.	1.7	5
104	EMBRACE: Applying Cognitive Tutor Principles to Reading Comprehension. <i>Lecture Notes in Computer Science</i> , 2017, , 578-581.	1.3	4
105	Differential Influence of the Recall and Postlist Instruction Modalities on the Long-Term Modality Effect. <i>American Journal of Psychology</i> , 1985, 98, 569.	0.3	3
106	Deictic codes for embodied language. <i>Behavioral and Brain Sciences</i> , 1997, 20, 749-749.	0.7	3
107	Interpersonal action semantics. <i>Physics of Life Reviews</i> , 2014, 11, 251-252.	2.8	3
108	Response to Mahon: Unburdening cognition from abstract symbols.. <i>Canadian Journal of Experimental Psychology</i> , 2015, 69, 181-182.	0.8	3

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109	Turning social tools into tools for action. <i>Physics of Life Reviews</i> , 2019, 29, 172-174.	2.8	3
110	Enhancing Question-Asking during Shared Reading in Immigrant Latino Families. <i>Journal of Latinos and Education</i> , 2023, 22, 1389-1406.	1.0	3
111	The limits of covariation. , 2008, , 11-32.		3
112	The Embodiment of Culture. , 0, , .		3
113	Language is Grounded in Action. , 2004, , 11-24.		3
114	Echoic and Retrieval Accounts of the Long-Term Modality Effect Tested Using the Suffix Procedure. <i>American Journal of Psychology</i> , 1986, 99, 453.	0.3	2
115	Extension of the picture-superiority effect over multiple lists. <i>Bulletin of the Psychonomic Society</i> , 1990, 28, 1-3.	0.2	2
116	An affordance field for guiding movement and cognition. <i>Behavioral and Brain Sciences</i> , 2001, 24, 43-44.	0.7	2
117	Cosmetic Use of Botulinum Toxin-A Affects Processing of Emotional Language. <i>Nature Precedings</i> , 2009, , .	0.1	2
118	The Embodied Statistician. <i>Frontiers in Psychology</i> , 2010, 1, 184.	2.1	2
119	Phonemes Convey Embodied Emotion. , 2021, , 221-243.		2
120	A Reading Comprehension Intervention for Dual Language Learners With Weak Language and Reading Skills. <i>Journal of Speech, Language, and Hearing Research</i> , 2022, 65, 738-759.	1.6	2
121	LESSONS FROM THE EMBODIMENT OF LANGUAGE: WHY SIMULATING HUMAN LANGUAGE COMPREHENSION IS HARD. , 2005, , .		1
122	How intent to interact can affect action scaling of distance: reply to Wilson. <i>Frontiers in Psychology</i> , 2014, 5, 513.	2.1	1
123	What does the forward model of an expert hand-tool motor program code?. <i>Physics of Life Reviews</i> , 2014, 11, 253-254.	2.8	1
124	Culture, ecology, and grounded procedures. <i>Behavioral and Brain Sciences</i> , 2021, 44, e13.	0.7	1
125	Perceptual symbols in language comprehension. <i>Behavioral and Brain Sciences</i> , 1999, 22, 618-619.	0.7	0
126	Cultural variations on the SIMS model. <i>Behavioral and Brain Sciences</i> , 2010, 33, 444-445.	0.7	0

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127	Retrieving Against the Flow: Incoherence Between Optic Flow and Movement Direction Has Little Effect on Memory for Order. <i>Frontiers in Human Neuroscience</i> , 2018, 12, 102.	2.0	0
128	Contributions of Mirror Mechanisms to the Embodiment of Cognition. , 2012, , 164-189.		0
129	Joint Action Enhances Subsequent Social Learning by Strengthening a Mirror Mechanism. , 2021, , 403-421.		0
130	Reaching the "Learning Analytics" "Embodied Design" promise of synergy. <i>International Journal of Child-Computer Interaction</i> , 2022, 31, 100424.	3.5	0