

Anna L Theakston

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6933301/publications.pdf>

Version: 2024-02-01

71
papers

3,328
citations

230014

27
h-index

182931

54
g-index

75
all docs

75
docs citations

75
times ranked

1362
citing authors

#	ARTICLE	IF	CITATIONS
1	The Effects of Traffic Air Pollution in and around Schools on Executive Function and Academic Performance in Children: A Rapid Review. <i>International Journal of Environmental Research and Public Health</i> , 2022, 19, 749.	1.2	10
2	Structural and interactional aspects of adverbial sentences in English mother-child interactions: an analysis of two dense corpora. <i>Journal of Child Language</i> , 2021, 48, 1150-1184.	0.8	2
3	Multiword units lead to errors of commission in children's spontaneous production: "What corpus data can tell us?" <i>Developmental Science</i> , 2021, 24, e13125.	1.3	7
4	Do complement clauses really support false-belief reasoning? A longitudinal study with English-speaking 2- to 3-year-olds.. <i>Developmental Psychology</i> , 2021, 57, 1210-1227.	1.2	13
5	A comparison of the pragmatic patterns in the spontaneous because- and if-sentences produced by children and their caregivers. <i>Journal of Pragmatics</i> , 2021, 185, 15-34.	0.8	0
6	Many ways to decline a noun: elicitation of children's novel noun inflection in Estonian. <i>Language and Cognition</i> , 2021, 13, 693-733.	0.2	2
7	The Subject-Object Asymmetry Revisited: Experimental and Computational Approaches to the Role of Information Structure in Children's Argument Omissions. <i>IEEE Transactions on Cognitive and Developmental Systems</i> , 2020, 12, 189-197.	2.6	2
8	The Role of Animacy in Children's Interpretation of Relative Clauses in English: Evidence From Sentence-Picture Matching and Eye Movements. <i>Cognitive Science</i> , 2020, 44, e12874.	0.8	11
9	Similarity, analogy and development in radical exemplar theory: A commentary on Ambridge (2020). <i>First Language</i> , 2020, 40, 600-603.	0.5	3
10	Crosslinguistic Differences in the Encoding of Causality: Transitivity Preferences in English and Japanese Children and Adults. <i>Language Learning and Development</i> , 2020, 16, 61-88.	0.7	2
11	Interactions between givenness and clause order in children's processing of complex sentences. <i>Cognition</i> , 2020, 198, 104130.	1.1	9
12	Chapter 1. Acquisition of symmetrical and asymmetrical Differential Object Marking in Estonian. <i>Trends in Language Acquisition Research</i> , 2020, , 21-49.	0.2	2
13	Chapter 1. Acquisition of symmetrical and asymmetrical Differential Object Marking in Estonian. <i>Trends in Language Acquisition Research</i> , 2020, , 21-49.	0.2	0
14	Where form meets meaning in the acquisition of grammatical constructions. <i>Trends in Language Acquisition Research</i> , 2020, , 131-154.	0.2	0
15	Language-general and language-specific phenomena in the acquisition of inflectional noun morphology: A cross-linguistic elicited-production study of Polish, Finnish and Estonian. <i>Journal of Memory and Language</i> , 2019, 107, 169-194.	1.1	26
16	How the input shapes the acquisition of verb morphology: Elicited production and computational modelling in two highly inflected languages. <i>Cognitive Psychology</i> , 2019, 110, 30-69.	0.9	29
17	Intention or Attention Before Pointing: Do Infants' Early Holdout Gestures Reflect Evidence of a Declarative Motive?. <i>Infancy</i> , 2019, 24, 228-248.	0.9	12
18	Iconicity affects children's comprehension of complex sentences: The role of semantics, clause order, input and individual differences. <i>Cognition</i> , 2018, 171, 202-224.	1.1	28

#	ARTICLE	IF	CITATIONS
19	Can Infinitival <i>to</i> Omissions and Provisions Be Primed? An Experimental Investigation Into the Role of Constructional Competition in Infinitival <i>to</i> Omission Errors. <i>Cognitive Science</i> , 2017, 41, 1242-1273.	0.8	7
20	Multiunit Sequences in First Language Acquisition. <i>Topics in Cognitive Science</i> , 2017, 9, 588-603.	1.1	26
21	The Effects of Animacy and Syntax on Priming: A Developmental Study. <i>Frontiers in Psychology</i> , 2017, 8, 2246.	1.1	19
22	Exploring early communicative behaviours: A fine-grained analysis of infant shows and gives. , 2016, 44, 86-97.		49
23	Converging and competing cues in the acquisition of syntactic structures: the conjoined agent intransitive. <i>Journal of Child Language</i> , 2016, 43, 811-842.	0.8	12
24	Can the attention training technique turn one marshmallow into two? Improving children's ability to delay gratification. <i>Behaviour Research and Therapy</i> , 2016, 77, 34-39.	1.6	51
25	Productivity of Noun Slots in Verb Frames. <i>Cognitive Science</i> , 2015, 39, 1369-1395.	0.8	19
26	The Relationship Between Infant Holdout and Gives, and Pointing. <i>Infancy</i> , 2015, 20, 576-586.	0.9	107
27	Givenâ€“new/newâ€“given? Children's sensitivity to the ordering of information in complex sentences. <i>Applied Psycholinguistics</i> , 2015, 36, 589-612.	0.8	8
28	The ubiquity of frequency effects in first language acquisition. <i>Journal of Child Language</i> , 2015, 42, 239-273.	0.8	344
29	Subject and object omission in children's early transitive constructions: A discourse-pragmatic approach. <i>Applied Psycholinguistics</i> , 2015, 36, 701-727.	0.8	19
30	Handling agents and patients: Representational cospeech gestures help children comprehend complex syntactic constructions.. <i>Developmental Psychology</i> , 2014, 50, 1973-1984.	1.2	6
31	Young childrenâ€™s understanding of denial.. <i>Developmental Psychology</i> , 2014, 50, 2061-2070.	1.2	34
32	How do modelled gestures influence preschool childrenâ€™s spontaneous gesture production?. <i>Gesture</i> , 2014, 14, 1-25.	0.5	3
33	â€œThe spotty cow tickled the pig with a curly tailâ€: How do sentence position, preferred argument structure, and referential complexity affect children's and adultsâ€™ choice of referring expression?. <i>Applied Psycholinguistics</i> , 2012, 33, 691-724.	0.8	17
34	The acquisition of the active transitive construction in English: A detailed case study. <i>Cognitive Linguistics</i> , 2012, 23, 91-128.	0.4	25
35	Productivity of a Polish childâ€™s inflectional noun morphology: a naturalistic study. <i>Morphology</i> , 2012, 22, 9-34.	0.8	22
36	Semantics of the Transitive Construction: Prototype Effects and Developmental Comparisons. <i>Cognitive Science</i> , 2012, 36, 1268-1288.	0.8	20

#	ARTICLE	IF	CITATIONS
37	How Polish children switch from one case to another when using novel nouns: Challenges for models of inflectional morphology. <i>Language and Cognitive Processes</i> , 2011, 26, 830-861.	2.3	25
38	Are infinitival <i>to</i> omission errors primed by prior discourse? The case of WANT constructions. <i>Cognitive Linguistics</i> , 2011, 22, 629-657.	0.4	10
39	The Role of Pronoun Frames in Early Comprehension of Transitive Constructions in English. <i>Language Learning and Development</i> , 2010, 7, 24-39.	0.7	18
40	The Acquisition of Auxiliary Syntax: A Longitudinal Elicitation Study. Part 1: Auxiliary BE. <i>Journal of Speech, Language, and Hearing Research</i> , 2009, 52, 1449-1470.	0.7	27
41	Pronoun co-referencing errors: Challenges for generativist and usage-based accounts. <i>Cognitive Linguistics</i> , 2009, 20, .	0.4	31
42	Can input explain children's me-for-I errors?. <i>Journal of Child Language</i> , 2009, 36, 1091-1114.	0.8	95
43	The acquisition of questions with long-distance dependencies. <i>Cognitive Linguistics</i> , 2009, 20, .	0.4	57
44	The Acquisition of Auxiliary Syntax: A Longitudinal Elicitation Study. Part 2: The Modals and Auxiliary DO. <i>Journal of Speech, Language, and Hearing Research</i> , 2009, 52, 1471-1492.	0.7	29
45	The influence of discourse context on children's provision of auxiliary BE. <i>Journal of Child Language</i> , 2008, 35, 129-158.	0.8	26
46	What part of no do children not understand? A usage-based account of multiword negation. <i>Journal of Child Language</i> , 2007, 34, 251-282.	0.8	72
47	French children's use and correction of weird word orders: A constructivist account. <i>Journal of Child Language</i> , 2007, 34, 381-409.	0.8	33
48	Structural Priming as Implicit Learning in Language Acquisition: The Persistence of Lexical and Structural Priming in 4-Year-Olds. <i>Language Learning and Development</i> , 2006, 2, 27-49.	0.7	123
49	The distributed learning effect for children's acquisition of an abstract syntactic construction. <i>Cognitive Development</i> , 2006, 21, 174-193.	0.7	92
50	Errors of Omission in English-Speaking Children's Production of Plurals and the Past Tense: The Effects of Frequency, Phonology, and Competition. <i>Cognitive Science</i> , 2006, 30, 1027-1052.	0.8	45
51	Note of clarification on the coding of light verbs in "Semantic generality, input frequency and the acquisition of syntax" (Journal of Child Language 31, 61-99). <i>Journal of Child Language</i> , 2006, 33, 191-197.	0.8	0
52	The effect of perceptual availability and prior discourse on young children's use of referring expressions. <i>Applied Psycholinguistics</i> , 2006, 27, 403-422.	0.8	180
53	Comparing different accounts of inversion errors in children's non-subject wh-questions: "What experimental data can tell us?". <i>Journal of Child Language</i> , 2006, 33, 519-557.	0.8	57
54	The Incidence of Error in Young Children's Wh -Questions. <i>Journal of Speech, Language, and Hearing Research</i> , 2005, 48, 384-404.	0.7	38

#	ARTICLE	IF	CITATIONS
55	Testing the Agreement/Tense Omission Model: why the data on children's use of non-nominative 3psg subjects count against the ATOM. <i>Journal of Child Language</i> , 2005, 32, 269-289.	0.8	56
56	The acquisition of auxiliaries BE and HAVE: an elicitation study*. <i>Journal of Child Language</i> , 2005, 32, 587-616.	0.8	22
57	The acquisition of auxiliary syntax: BE and HAVE. <i>Cognitive Linguistics</i> , 2005, 16, .	0.4	70
58	The role of frequency in the acquisition of English word order. <i>Cognitive Development</i> , 2005, 20, 121-136.	0.7	137
59	The Modularity Matching model: a solution to the problem of performance limitations in production?. <i>Journal of Child Language</i> , 2004, 31, 508-511.	0.8	0
60	Semantic generality, input frequency and the acquisition of syntax. <i>Journal of Child Language</i> , 2004, 31, 61-99.	0.8	114
61	The role of entrenchment in children's and adults' performance on grammaticality judgment tasks. <i>Cognitive Development</i> , 2004, 19, 15-34.	0.7	101
62	A Dense Corpus Study of Past Tense and Plural Overregularization in English. <i>Journal of Speech, Language, and Hearing Research</i> , 2004, 47, 1319-1333.	0.7	104
63	Semantic generality, input frequency and the acquisition of syntax. <i>Journal of Child Language</i> , 2004, 31, 61-99.	0.8	9
64	Testing the abstractness of children's linguistic representations: lexical and structural priming of syntactic constructions in young children. <i>Developmental Science</i> , 2003, 6, 557-567.	1.3	240
65	Determinants of acquisition order in wh-questions: re-evaluating the role of caregiver speech. <i>Journal of Child Language</i> , 2003, 30, 609-635.	0.8	116
66	The Role of the Input in the Acquisition of Third Person Singular Verbs in English. <i>Journal of Speech, Language, and Hearing Research</i> , 2003, 46, 863-877.	0.7	87
67	Determinants of acquisition order in wh-questions: re-evaluating the role of caregiver speech. <i>Journal of Child Language</i> , 2003, 30, 609-35.	0.8	16
68	Going, going, gone: the acquisition of the verb "go". <i>Journal of Child Language</i> , 2002, 29, 783-811.	0.8	65
69	The role of performance limitations in the acquisition of verb-argument structure: an alternative account. <i>Journal of Child Language</i> , 2001, 28, 127-152.	0.8	239
70	The acquisition of the active transitive construction in English: A detailed case study. , 0, ,		0
71	First Language Acquisition. , 0, , 59-72.		15