Peter J Robinson

List of Publications by Year
in descending order

57 papers	7,517 citations	201674 27 h-index	315739 38 g-index
70 all docs	70 docs citations	70 times ranked	1521 citing authors

#	Article	IF	Citations
1	Task complexity, task difficulty, and task production: exploring interactions in a componential framework. Applied Linguistics, 2001, 22, 27-57.	2.4	727
2	Attention, Memory, and the "Noticing"Hypothesis. Language Learning, 1995, 45, 283-331.	2.7	445
3	Intentional and incidental second language vocabulary learning: a reappraisal of elaboration, rehearsal and automaticity. , 2001, , 258-286.		369
4	Cognitive Complexity and Task Sequencing: Studies in a Componential Framework for Second Language Task Design. IRAL-International Review of Applied Linguistics in Language Teaching, 2005, 43, 1-32.	0.8	334
5	Task complexity, cognitive resources, and syllabus design: a triadic framework for examining task influences on SLA. , 2001, , 287-318.		328
6	Learning Simple and Complex Second Language Rules Under Implicit, Incidental, Rule-Search, and Instructed Conditions. Studies in Second Language Acquisition, 1996, 18, 27-67.	2.6	320
7	Cognitive underpinnings of focus on form. , 2001, , 206-257.		272
8	Cognition and tasks. , 2001, , 183-205.		250
9	Task complexity, theory of mind, and intentional reasoning: Effects on L2 speech production, interaction, uptake and perceptions of task difficulty. IRAL-International Review of Applied Linguistics in Language Teaching, 2007, 45, .	0.8	248
10	Task Complexity and Second Language Narrative Discourse. Language Learning, 1995, 45, 99-140.	2.7	213
11	APTITUDE AND SECOND LANGUAGE ACQUISITION. Annual Review of Applied Linguistics, 2005, 25, 46-73.	1.5	209
12	GENERALIZABILITY AND AUTOMATICITY OF SECOND LANGUAGE LEARNING UNDER IMPLICIT, INCIDENTAL, ENHANCED, AND INSTRUCTED CONDITIONS. Studies in Second Language Acquisition, 1997, 19, 223-247.	2.6	194
13	Individual Differences and the Fundamental Similarity of Implicit and Explicit Adult Second Language Learning. Language Learning, 1997, 47, 45-99.	2.7	184
14	Memory for language. , 2001, , 33-68.		184
15	Chapter 1. Second language task complexity, the Cognition Hypothesis, language learning, and performance. Task-based Language Teaching, 2011, , 3-38.	1.5	184
16	Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. Second Language Research, 2001, 17, 368-392.	2.0	174
17	Task complexity, the Cognition Hypothesis and second language learning and performance. IRAL-International Review of Applied Linguistics in Language Teaching, 2007, 45, .	0.8	165
18	Automaticity and automatization. , 2001, , 125-151.		164

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19	Task‑Based Language Learning: A Review of Issues. Language Learning, 2011, 61, 1-36.	2.7	156
20	Aptitude, individual differences, and instructional design. , 2001, , 319-353.		107
21	The Cognition Hypothesis, second language task demands, and the SSARC model of pedagogic task sequencing. Task-based Language Teaching, 0, , 87-122.	1.5	107
22	6. Learning conditions, aptitude complexes, and SLA. Language Learning and Language Teaching, 2002, , 113-133.	0.2	105
23	COGNITIVE ABILITIES, CHUNK-STRENGTH, AND FREQUENCY EFFECTS IN IMPLICIT ARTIFICIAL GRAMMAR AND INCIDENTAL L2 LEARNING: REPLICATIONS OF REBER, WALKENFELD, AND HERNSTADT (1991) AND KNOWLTON AND SQUIRE (1996) AND THEIR RELEVANCE FOR SLA. Studies in Second Language Acquisition, 2005, 27, .	2.6	97
24	10. Effects of individual differences in intelligence, aptitude and working memory on adult incidental SLA. Language Learning and Language Teaching, 2002, , 211-266.	0.2	82
25	The Development of Task-Based Assessment in English for Academic Purposes Programs. Applied Linguistics, 1996, 17, 455-476.	2.4	68
26	What Gets Processed in Processing Instruction? A Commentary on Bill VanPatten's "Processing Instruction: An Update". Language Learning, 2002, 52, 805-823.	2.7	68
27	Individual Differences, Aptitude Complexes, SLA Processes, and Aptitude Test Development. Second Language Learning and Teaching, 2012, , 57-75.	0.5	67
28	Aptitudes, abilities, contexts, and practice. , 2007, , 256-286.		64
29	Cognition, instruction and protocol analysis. , 2001, , 354-376.		52
30	Implicit Artificial Grammar and Incidental Natural Second Language Learning: How Comparable Are They?. Language Learning, 2010, 60, 245-263.	2.7	44
31	Investigating Second Language Task Complexity. RELC Journal, 1995, 26, 62-79.	3.9	43
32	Comments on Rod Ellis's "The Structural Syllabus and Second Language Acquisition". Implicit Knowledge, Second Language Learning, and Syllabus Construction. TESOL Quarterly, 1994, 28, 161.	2.9	42
33	Time and Motion: Measuring the Effects of the Conceptual Demands of Tasks on Second Language Speech Production. Applied Linguistics, 2009, 30, 533-554.	2.4	41
34	13. Situating and distributing cognition across task demands. Converging Evidence in Language and Communication Research, 2010, , 243-268.	0.1	40
35	Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. Second Language Research, 2001, 17, 368-392.	2.0	39
36	Language typology, task complexity and the development of L2 lexicalization patterns for describing motion events. Annual Review of Cognitive Linguistics, 2009, 7, 245-276.	0.4	36

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37	Instance Theory and Second Language Rule Learning under Explicit Conditions. Studies in Second Language Acquisition, 1993, 15, 413-438.	2.6	34
38	Sentence processing. , 2001, , 91-124.		25
39	Replication studies in language learning and teaching: Questions and answers. Language Teaching, 2008, 41, 1-14.	2.5	21
40	Learnability and second language acquisition theory. , 2001, , 152-180.		17
41	A rich view of lexical competence. ELT Journal, 1989, 43, 274-282.	1.8	14
42	Procedural vocabulary and language learning. Journal of Pragmatics, 1989, 13, 523-546.	1.5	14
43	Universals of Word Formation Processes: Noun Incorporation in the Acquisition of Samoan as a Second Language. Language Learning, 1994, 44, 569-615.	2.7	5
44	Abilities to Learn: Cognitive Abilities. , 2012, , 17-20.		5
45	Chapter 10. Task complexity, cognitive resources, and syllabus design. Task-based Language Teaching, 2009, , 193-226.	1.5	5
46	Constituency or Dependency in the Units of Language Acquisition?. Lingvisticae Investigationes, 1986, 10, 417-437.	0.3	4
47	Projection into dialogue as composition strategy. ELT Journal, 1987, 41, 30-36.	1.8	2
48	METAPHORS FOR THE DESCRIPTION OF ACQUISITION DATA: FROM CONSTITUENCY 'TREES' TO DEPENDENCY 'FRAMES'. IRAL-International Review of Applied Linguistics in Language Teaching, 1990, 28, .	0.8	2
49	Rules and similarity processes in artificial grammar and natural second language learning: What is the â€œdefaultâ€?. Behavioral and Brain Sciences, 2005, 28, 32-33.	0.7	2
50	Attention and Awareness. , 2016, , 1-10.		2
51	The Cognition Hypothesis, the Triadic Componential Framework and the SSARC Model. , 2021, , 205-225.		2
52	Implicit and Explicit Learning of Languages. Nick Ellis (Ed.). London: Academic Press, 1994. Pp. vii + 599. $50.00 cloth.. Studies in Second Language Acquisition, 1996, 18, 512-513.	2.6	1
53	INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE LEARNING: EFFECTS OF APTITUDE, INTELLIGENCE, AND MOTIVATION.Steve Cornwell and Peter Robinson (Eds.). Tokyo: Aoyama Gakuin University, 2000. Pp. ii + 199. $29.00 paper.. Studies in Second Language Acquisition, 2003, 25, 584-585.	2.6	1
54	Attention and Awareness. , 2017, , 125-134.		1

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55	Attention and Awareness. , 2015, , 1-10.		1
56	Theory, empiricism and practice: Commentary on TBLT in ARAL 2016. Annual Review of Applied Linguistics, 2017, , 1-9.	1.5	0
57	Attention and Awareness. , 2008, , 1891-1900.		0