

Peter J Robinson

List of Publications by Year in descending order

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57
papers

7,517
citations

201674

27
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315739

38
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70
all docs

70
docs citations

70
times ranked

1521
citing authors

#	ARTICLE	IF	CITATIONS
1	The Cognition Hypothesis, the Triadic Componential Framework and the SSARC Model. , 2021, , 205-225.		2
2	Theory, empiricism and practice: Commentary on TBLT in ARAL 2016. Annual Review of Applied Linguistics, 2017, , 1-9.	1.5	0
3	Attention and Awareness. , 2017, , 125-134.		1
4	Attention and Awareness. , 2016, , 1-10.		2
5	Attention and Awareness. , 2015, , 1-10.		1
6	Abilities to Learn: Cognitive Abilities. , 2012, , 17-20.		5
7	Individual Differences, Aptitude Complexes, SLA Processes, and Aptitude Test Development. Second Language Learning and Teaching, 2012, , 57-75.	0.5	67
8	Task-Based Language Learning: A Review of Issues. Language Learning, 2011, 61, 1-36.	2.7	156
9	Chapter 1. Second language task complexity, the Cognition Hypothesis, language learning, and performance. Task-based Language Teaching, 2011, , 3-38.	1.5	184
10	Implicit Artificial Grammar and Incidental Natural Second Language Learning: How Comparable Are They?. Language Learning, 2010, 60, 245-263.	2.7	44
11	13. Situating and distributing cognition across task demands. Converging Evidence in Language and Communication Research, 2010, , 243-268.	0.1	40
12	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
13	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
14	Chapter 10. Task complexity, cognitive resources, and syllabus design. Task-based Language Teaching, 2009, , 193-226.	1.5	5
15	Replication studies in language learning and teaching: Questions and answers. Language Teaching, 2008, 41, 1-14.	2.5	21
16	Attention and Awareness. , 2008, , 1891-1900.		0
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	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

#	ARTICLE	IF	CITATIONS
19	Aptitudes, abilities, contexts, and practice. , 2007, , 256-286.		64
20	Rules and similarity processes in artificial grammar and natural second language learning: What is the "default"? Behavioral and Brain Sciences, 2005, 28, 32-33.	0.7	2
21	APTITUDE AND SECOND LANGUAGE ACQUISITION. Annual Review of Applied Linguistics, 2005, 25, 46-73.	1.5	209
22	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
23	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
24	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
25	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
26	6. Learning conditions, aptitude complexes, and SLA. Language Learning and Language Teaching, 2002, , 113-133.	0.2	105
27	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
28	Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. Second Language Research, 2001, 17, 368-392.	2.0	174
29	Memory for language. , 2001, , 33-68.		184
30	Task complexity, cognitive resources, and syllabus design: a triadic framework for examining task influences on SLA. , 2001, , 287-318.		328
31	Cognition and tasks. , 2001, , 183-205.		250
32	Automaticity and automatization. , 2001, , 125-151.		164
33	Sentence processing. , 2001, , 91-124.		25
34	Cognition, instruction and protocol analysis. , 2001, , 354-376.		52
35	Learnability and second language acquisition theory. , 2001, , 152-180.		17
36	Aptitude, individual differences, and instructional design. , 2001, , 319-353.		107

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37	Intentional and incidental second language vocabulary learning: a reappraisal of elaboration, rehearsal and automaticity. , 2001, , 258-286.		369
38	Cognitive underpinnings of focus on form. , 2001, , 206-257.		272
39	Task complexity, task difficulty, and task production: exploring interactions in a componential framework. Applied Linguistics, 2001, 22, 27-57.	2.4	727
40	Individual differences, cognitive abilities, aptitude complexes and learning conditions in second language acquisition. Second Language Research, 2001, 17, 368-392.	2.0	39
41	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
42	Individual Differences and the Fundamental Similarity of Implicit and Explicit Adult Second Language Learning. Language Learning, 1997, 47, 45-99.	2.7	184
43	The Development of Task-Based Assessment in English for Academic Purposes Programs. Applied Linguistics, 1996, 17, 455-476.	2.4	68
44	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
45	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
46	Attention, Memory, and the "Noticing" Hypothesis. Language Learning, 1995, 45, 283-331.	2.7	445
47	Task Complexity and Second Language Narrative Discourse. Language Learning, 1995, 45, 99-140.	2.7	213
48	Investigating Second Language Task Complexity. RELC Journal, 1995, 26, 62-79.	3.9	43
49	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
50	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
51	Instance Theory and Second Language Rule Learning under Explicit Conditions. Studies in Second Language Acquisition, 1993, 15, 413-438.	2.6	34
52	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
53	A rich view of lexical competence. ELT Journal, 1989, 43, 274-282.	1.8	14
54	Procedural vocabulary and language learning. Journal of Pragmatics, 1989, 13, 523-546.	1.5	14

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55	Projection into dialogue as composition strategy. <i>ELT Journal</i> , 1987, 41, 30-36.	1.8	2
56	Constituency or Dependency in the Units of Language Acquisition?. <i>Lingvisticae Investigationes</i> , 1986, 10, 417-437.	0.3	4
57	The Cognition Hypothesis, second language task demands, and the SSARC model of pedagogic task sequencing. <i>Task-based Language Teaching</i> , 0, , 87-122.	1.5	107