Padraic John Monaghan

List of Publications by Year
in descending order

100	3,617	186265	149698
papers	citations	28 h-index	56 g-index

107	107	107	2090
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Arbitrariness, Iconicity, and Systematicity in Language. Trends in Cognitive Sciences, 2015, 19, 603-615.	7.8	384
2	Phonological typicality influences on-line sentence comprehension. Proceedings of the National Academy of Sciences of the United States of America, 2006, 103, 12203-12208.	7.1	223
3	The differential role of phonological and distributional cues in grammatical categorisation. Cognition, 2005, 96, 143-182.	2.2	211
4	The phonological-distributional coherence hypothesis: Cross-linguistic evidence in language acquisitionâ˜†. Cognitive Psychology, 2007, 55, 259-305.	2.2	163
5	How arbitrary is language?. Philosophical Transactions of the Royal Society B: Biological Sciences, 2014, 369, 20130299.	4.0	158
6	Eye-fixation behavior, lexical storage, and visual word recognition in a split processing model.. Psychological Review, 2000, 107, 824-851.	3.8	154
7	Phonology impacts segmentation in online speech processingâ˜†. Journal of Memory and Language, 2005, 53, 225-237.	2.1	147
8	Learning to assign lexical stress during reading aloud: Corpus, behavioral, and computational investigations. Journal of Memory and Language, 2010, 63, 180-196.	2.1	110
9	Words in puddles of sound: modelling psycholinguistic effects in speech segmentation. Journal of Child Language, 2010, 37, 545-564.	1.2	88
10	The arbitrariness of the sign: Learning advantages from the structure of the vocabulary.. Journal of Experimental Psychology: General, 2011, 140, 325-347.	2.1	86
11	Sleep on it, but only if it is difficult: Effects of sleep on problem solving. Memory and Cognition, 2013, 41, 159-166.	1.6	85
12	Syntactic structure and artificial grammar learning: The learnability of embedded hierarchical structures. Cognition, 2008, 107, 763-774.	2.2	82
13	The role of sound symbolism in language learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2012, 38, 1152-1164.	0.9	71
14	The effects of linguistic experience on the flexible use of mutual exclusivity in word learning. Bilingualism, 2015, 18, 626-638.	1.3	68
15	Modeling reading development: Cumulative, incremental learning in a computational model of word naming. Journal of Memory and Language, 2010, 63, 506-525.	2.1	66
16	Simultaneous segmentation and generalisation of non-adjacent dependencies from continuous speech. Cognition, 2016, 147, 70-74.	2.2	63
17	From sound to syntax: phonological constraints on children's lexical categorization of new words. Journal of Child Language, 2009, 36, 967-997.	1.2	61
18	Investigating the association between childrenâ€™s screen media exposure and vocabulary size in the UK. Journal of Children and Media, 2018, 12, 51-65.	1.7	60

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19	Relationships Between Language Structure and Language Learning: The Suffixing Preference and Grammatical Categorization. Cognitive Science, 2009, 33, 1317-1329.	1.7	59
20	Stressing what is important: Orthographic cues and lexical stress assignment. Journal of Neurolinguistics, 2009, 22, 237-249.	1.1	59
21	The multimodal nature of spoken word processing in the visual world: Testing the predictions of alternative models of multimodal integration. Journal of Memory and Language, 2017, 93, 276-303.	2.1	54
22	Connectionist modelling of the separable processing of consonants and vowels. Brain and Language, 2003, 86, 83-98.	1.6	53
23	Hemispheric asymmetries in the split-fovea model of semantic processing. Brain and Language, 2004, 88, 339-354.	1.6	48
24	Learning grammatical categories from distributional cues: Flexible frames for language acquisition. Cognition, 2010, 116, 341-360.	2.2	46
25	How Word Meaning Influences Word Reading. Current Directions in Psychological Science, 2015, 24, 322-328.	5.3	45
26	Exploring the relations between word frequency, language exposure, and bilingualism in a computational model of reading. Journal of Memory and Language, 2017, 93, 1-21.	2.1	44
27	Sleep promotes analogical transfer in problem solving. Cognition, 2015, 143, 25-30.	2.2	41
28	Learning to associate novel words with motor actions: Language-induced motor activity following short training. Cortex, 2012, 48, 888-899.	2.4	40
29	Hemispheric Asymmetries in Cognitive Modeling: Connectionist Modeling of Unilateral Visual Neglect.. Psychological Review, 2004, 111, 283-308.	3.8	29
30	Integrating constraints for learning wordâ€“referent mappings. Cognition, 2012, 123, 133-143.	2.2	29
31	Gavagai Is as Gavagai Does: Learning Nouns and Verbs From Crossâ€Situational Statistics. Cognitive Science, 2015, 39, 1099-1112.	1.7	29
32	Combining Language Corpora With Experimental and Computational Approaches for Language Acquisition Research. Language Learning, 2017, 67, 14-39.	2.7	29
33	A computational model of reading across development: Effects of literacy onset on language processing. Journal of Memory and Language, 2019, 108, 104025.	2.1	29
34	Discovering large grain sizes in a transparent orthography: Insights from a connectionist model of Italian word naming. European Journal of Cognitive Psychology, 2010, 22, 813-835.	1.3	28
35	The Computational Exploration of Visual Word Recognition in a Split Model. Neural Computation, 2001, 13, 1171-1198.	2.2	26
36	Mutual exclusivity develops as a consequence of abstract rather than particular vocabulary knowledge. First Language, 2016, 36, 451-464.	1.2	26

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37	Discovering Verbs Through Multiple-Cue Integration. , 2006, , 88-108.		26
38	Phonological typicality influences sentence processing in predictive contexts: Reply to Staub, Grant, Clifton, and Rayner (2009).. Journal of Experimental Psychology: Learning Memory and Cognition, 2011, 37, 1318-1325.	0.9	24
39	Age of acquisition predicts rate of lexical evolution. Cognition, 2014, 133, 530-534.	2.2	23
40	Comparing cross-situational word learning, retention, and generalisation in children with autism and typical development. Cognition, 2020, 200, 104265.	2.2	23
41	Division of labor between the hemispheres for complex but not simple tasks: An implemented connectionist model.. Journal of Experimental Psychology: General, 2003, 132, 379-399.	2.1	21
42	Probabilistic Cues to Grammatical Category in English Orthography and Their Influence During Reading. Scientific Studies of Reading, 2009, 13, 73-93.	2.0	20
43	Disambiguation of novel labels and referential facts: A developmental perspective. First Language, 2014, 34, 125-135.	1.2	20
44	Investigating the relationship between fast mapping, retention, and generalisation of words in children with autism spectrum disorder and typical development. Cognition, 2019, 187, 126-138.	2.2	18
45	When does sleep affect veridical and false memory consolidation? A meta-analysis. Psychonomic Bulletin and Review, 2019, 26, 387-400.	2.8	18
46	Integration of multiple probabilistic cues in syntax acquisition. Trends in Language Acquisition Research, 2008, , 139-163.	0.3	17
47	Canalization of Language Structure From Environmental Constraints: A Computational Model of Word Learning From Multiple Cues. Topics in Cognitive Science, 2017, 9, 21-34.	1.9	16
48	Quantity and Diversity of Preliteracy Language Exposure Both Affect Literacy Development: Evidence from a Computational Model of Reading. Scientific Studies of Reading, 2019, 23, 235-253.	2.0	16
49	Distinctions in the Acquisition of Vocabulary and Grammar: An Individual Differences Approach. Language Learning, 2020, 70, 221-254.	2.7	16
50	Non-adjacent dependency learning in infancy, and its link to language development. Cognitive Psychology, 2020, 120, 101291.	2.2	16
51	Learning vocabulary and grammar from cross-situational statistics. Cognition, 2021, 206, 104475.	2.2	16
52	Developing evaluation tools for assessing the educational potential of apps for preschool children in the UK. Journal of Children and Media, 2021, 15, 410-430.	1.7	16
53	Do sound symbolism effects for written words relate to individual phonemes or to phoneme features?. Language and Cognition, 2019, 11, 235-255.	0.6	15
54	Cognitive influences in language evolution: Psycholinguistic predictors of loan word borrowing. Cognition, 2019, 186, 147-158.	2.2	15

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55	Auditory discrimination of voice-onset time and its relationship with reading ability. Laterality, 2010, 15, 343-360.	1.0	14
56	Literacy effects on language and vision: Emergent effects from an amodal shared resource (ASR) computational model. Cognitive Psychology, 2014, 75, 28-54.	2.2	14
57	Lateralised sleep spindles relate to false memory generation. Neuropsychologia, 2017, 107, 60-67.	1.6	14
58	Domain-general mechanisms for speech segmentation: The role of duration information in language learning.. Journal of Experimental Psychology: Human Perception and Performance, 2017, 43, 466-476.	0.9	14
59	Hemispheric dissociation and dyslexia in a computational model of readingâˆ†. Brain and Language, 2008, 107, 185-193.	1.6	13
60	Measures of phonological typicality. Mental Lexicon, 2010, 5, 281-299.	0.5	13
61	A Single Paradigm for Implicit and Statistical Learning. Topics in Cognitive Science, 2019, 11, 536-554.	1.9	12
62	Sleep-Driven Computations in Speech Processing. PLoS ONE, 2017, 12, e0169538.	2.5	11
63	Disambiguating durational cues for speech segmentation. Journal of the Acoustical Society of America, 2013, 134, EL45-EL51.	1.1	10
64	Division of Labor in Vocabulary Structure: Insights From Corpus Analyses. Topics in Cognitive Science, 2016, 8, 610-624.	1.9	10
65	The effect of orthographic systems on the developing reading system: Typological and computational analyses.. Psychological Review, 2021, 128, 125-159.	3.8	10
66	The effect of repetition and similarity on sequence learning. Memory and Cognition, 2008, 36, 1509-1514.	1.6	9
67	An amodal shared resource model of language-mediated visual attention. Frontiers in Psychology, 2013, 4, 528.	2.1	9
68	Flexible Use of Mutual Exclusivity in Word Learning. Language Learning and Development, 2016, 12, 79-91.	1.4	9
69	The relationships between oral language and reading instruction: Evidence from a computational model of reading. Cognitive Psychology, 2020, 123, 101336.	2.2	9
70	Mark my words: High frequency marker words impact early stages of language learning.. Journal of Experimental Psychology: Learning Memory and Cognition, 2019, 45, 1883-1898.	0.9	9
71	Receptive and expressive language ability differentially support symbolic understanding over time: Picture comprehension in late talking and typically developing children. Journal of Experimental Child Psychology, 2022, 214, 105305.	1.4	9
72	The Changing Role of Soundâ€Symbolism for Small Versus Large Vocabularies. Cognitive Science, 2018, 42, 578-590.	1.7	8

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73	The role of chronotype and reward processing in understanding social hierarchies in adolescence. Brain and Behavior, 2021, 11, e02090.	2.2	7
74	Selecting educational apps for preschool children: How useful are website app rating systems?. British Journal of Educational Technology, 2022, 53, 1262-1282.	6.3	7
75	Hemispheric processing of memory is affected by sleep. Brain and Language, 2017, 167, 36-43.	1.6	6
76	Editorsâ€™ Introduction: Aligning Implicit Learning and Statistical Learning: Two Approaches, One Phenomenon. Topics in Cognitive Science, 2019, 11, 459-467.	1.9	6
77	The role of feedback and instruction on the cross-situational learning of vocabulary and morphosyntax: Mixed effects models reveal local and global effects on acquisition. Second Language Research, 2021, 37, 261-289.	2.0	6
78	Iconicity and Diachronic Language Change. Cognitive Science, 2021, 45, e12968.	1.7	6
79	Processing of palindromes in neglect dyslexia. NeuroReport, 1998, 9, 3081-3083.	1.2	5
80	Levels of description in consonant/vowel processing: Reply to Knobel and Caramazza. Brain and Language, 2007, 100, 101-108.	1.6	5
81	Exploring Variation Between Artificial Grammar Learning Experiments: Outlining a Metaâ€Analysis Approach. Topics in Cognitive Science, 2020, 12, 875-893.	1.9	4
82	Caregivers use gesture contingently to support word learning. Developmental Science, 2021, 24, e13098.	2.4	4
83	MODELLING SENSORY INTEGRATION AND EMBODIED COGNITION IN A MODEL OF WORD RECOGNITION. , 2009, , .		3
84	Adapting to childrenâ€™s individual language proficiency: An observational study of preschool teacher talk addressing monolinguals and children learning English as an additional language. Journal of Child Language, 2023, 50, 365-390.	1.2	3
85	Insights from studying statistical learning. Trends in Language Acquisition Research, 2020, , 65-89.	0.3	2
86	Explorations of the Interaction between Split Processing and Stimulus Types. Lecture Notes in Computer Science, 2001, , 83-97.	1.3	2
87	The SPLIT Model of Visual Word Recognition: Complementary Connectionist and Statistical Cognitive Modelling. Perspectives in Neural Computing, 1999, , 3-12.	0.1	2
88	Statistically based chunking of nonadjacent dependencies.. Journal of Experimental Psychology: General, 2022, 151, 2623-2640.	2.1	2
89	Complex Word Recognition Behaviour Emerges from the Richness of the Word Learning Environment. , 2016, , .		1
90	Linguistic and Graphical Representations and the Characterisation of Individual Differences. Advances in Consciousness Research, 2000, , 299-313.	0.2	1

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91	Generalising Individual Differences and Strategies Across Different Deductive Reasoning Domains. , 0, , 45-61.		1
92	BALANCING ARBITRARINESS AND SYSTEMATICITY IN LANGUAGE EVOLUTION. , 2010, , .		1
93	Exploring the â€œanchor wordâ€•effect in infants: Segmentation and categorisation of speech with and without high frequency words. PLoS ONE, 2020, 15, e0243436.	2.5	1
94	Bihemispheric representation, foveal splitting, and visual word recognition. Behavioral and Brain Sciences, 1999, 22, 300-301.	0.7	0
95	Cooperative versus adversarial communication; contextual embedding versus disengagement. Behavioral and Brain Sciences, 2000, 23, 696-697.	0.7	0
96	Reading and the split fovea. Behavioral and Brain Sciences, 2003, 26, 503-503.	0.7	0
97	A CONNECTIONIST MODEL OF READING FOR ITALIAN. , 2009, , .		0
98	Developmental psycholinguistics teaches us that we need multi-method, not single-method, approaches to the study of linguistic representation. Behavioral and Brain Sciences, 2017, 40, e308.	0.7	0
99	Applying Neuroanatomical Distinctions to Connectionist Cognitive Modelling. Perspectives in Neural Computing, 2001, , 3-12.	0.1	0
100	Language in educational apps for pre-schoolers. A comparison of grammatical constructions and psycholinguistic features in apps, books and child directed speech. Journal of Child Language, 2022, , 1-27.	1.2	0