

# Padraic John Monaghan

## List of Publications by Year in descending order

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Version: 2024-02-01

100  
papers

3,617  
citations

186265

28  
h-index

149698

56  
g-index

107  
all docs

107  
docs citations

107  
times ranked

2090  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Adapting to children's individual language proficiency: An observational study of preschool teacher talk addressing monolinguals and children learning English as an additional language. <i>Journal of Child Language</i> , 2023, 50, 365-390.  | 1.2 | 3         |
| 2  | Receptive and expressive language ability differentially support symbolic understanding over time: Picture comprehension in late talking and typically developing children. <i>Journal of Experimental Child Psychology</i> , 2022, 214, 105305. | 1.4 | 9         |
| 3  | Selecting educational apps for preschool children: How useful are website app rating systems?. <i>British Journal of Educational Technology</i> , 2022, 53, 1262-1282.   | 6.3 | 7         |
| 4  | Statistically based chunking of nonadjacent dependencies.. <i>Journal of Experimental Psychology: General</i> , 2022, 151, 2623-2640.  | 2.1 | 2         |
| 5  | Language in educational apps for pre-schoolers. A comparison of grammatical constructions and psycholinguistic features in apps, books and child directed speech. <i>Journal of Child Language</i> , 2022, , 1-27.                               | 1.2 | 0         |
| 6  | 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. <i>Second Language Research</i> , 2021, 37, 261-289.                 | 2.0 | 6         |
| 7  | Learning vocabulary and grammar from cross-situational statistics. <i>Cognition</i> , 2021, 206, 104475.   | 2.2 | 16        |
| 8  | Developing evaluation tools for assessing the educational potential of apps for preschool children in the UK. <i>Journal of Children and Media</i> , 2021, 15, 410-430.  | 1.7 | 16        |
| 9  | The effect of orthographic systems on the developing reading system: Typological and computational analyses.. <i>Psychological Review</i> , 2021, 128, 125-159.  | 3.8 | 10        |
| 10 | Caregivers use gesture contingently to support word learning. <i>Developmental Science</i> , 2021, 24, e13098.   | 2.4 | 4         |
| 11 | The role of chronotype and reward processing in understanding social hierarchies in adolescence. <i>Brain and Behavior</i> , 2021, 11, e02090.   | 2.2 | 7         |
| 12 | Iconicity and Diachronic Language Change. <i>Cognitive Science</i> , 2021, 45, e12968.   | 1.7 | 6         |
| 13 | Exploring Variation Between Artificial Grammar Learning Experiments: Outlining a Meta-Analysis Approach. <i>Topics in Cognitive Science</i> , 2020, 12, 875-893.   | 1.9 | 4         |
| 14 | The relationships between oral language and reading instruction: Evidence from a computational model of reading. <i>Cognitive Psychology</i> , 2020, 123, 101336.  | 2.2 | 9         |
| 15 | Distinctions in the Acquisition of Vocabulary and Grammar: An Individual Differences Approach. <i>Language Learning</i> , 2020, 70, 221-254.   | 2.7 | 16        |
| 16 | Non-adjacent dependency learning in infancy, and its link to language development. <i>Cognitive Psychology</i> , 2020, 120, 101291.  | 2.2 | 16        |
| 17 | Comparing cross-situational word learning, retention, and generalisation in children with autism and typical development. <i>Cognition</i> , 2020, 200, 104265.  | 2.2 | 23        |
| 18 | Insights from studying statistical learning. <i>Trends in Language Acquisition Research</i> , 2020, , 65-89.   | 0.3 | 2         |

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|----|--|-----|-----------|
| 19 | Exploring the "anchor word" effect in infants: Segmentation and categorisation of speech with and without high frequency words. PLoS ONE, 2020, 15, e0243436.                                    | 2.5 | 1         |
| 20 | 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        |
| 21 | Editors'™ Introduction: Aligning Implicit Learning and Statistical Learning: Two Approaches, One Phenomenon. Topics in Cognitive Science, 2019, 11, 459-467.                                     | 1.9 | 6         |
| 22 | 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        |
| 23 | A Single Paradigm for Implicit and Statistical Learning. Topics in Cognitive Science, 2019, 11, 536-554.   | 1.9 | 12        |
| 24 | 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        |
| 25 | Cognitive influences in language evolution: Psycholinguistic predictors of loan word borrowing. Cognition, 2019, 186, 147-158.   | 2.2 | 15        |
| 26 | 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        |
| 27 | When does sleep affect veridical and false memory consolidation? A meta-analysis. Psychonomic Bulletin and Review, 2019, 26, 387-400.  | 2.8 | 18        |
| 28 | 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         |
| 29 | Investigating the association between children's™ screen media exposure and vocabulary size in the UK. Journal of Children and Media, 2018, 12, 51-65.   | 1.7 | 60        |
| 30 | The Changing Role of Sound's™ Symbolism for Small Versus Large Vocabularies. Cognitive Science, 2018, 42, 578-590.   | 1.7 | 8         |
| 31 | Hemispheric processing of memory is affected by sleep. Brain and Language, 2017, 167, 36-43.   | 1.6 | 6         |
| 32 | 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        |
| 33 | Combining Language Corpora With Experimental and Computational Approaches for Language Acquisition Research. Language Learning, 2017, 67, 14-39.   | 2.7 | 29        |
| 34 | 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         |
| 35 | Lateralised sleep spindles relate to false memory generation. Neuropsychologia, 2017, 107, 60-67.  | 1.6 | 14        |
| 36 | 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        |

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|----|--|-----|-----------|
| 37 | Exploring the relations between word frequency, language exposure, and bilingualism in a computational model of reading. <i>Journal of Memory and Language</i> , 2017, 93, 1-21.                           | 2.1 | 44        |
| 38 | Domain-general mechanisms for speech segmentation: The role of duration information in language learning. <i>Journal of Experimental Psychology: Human Perception and Performance</i> , 2017, 43, 466-476. | 0.9 | 14        |
| 39 | Sleep-Driven Computations in Speech Processing. <i>PLoS ONE</i> , 2017, 12, e0169538.  | 2.5 | 11        |
| 40 | Division of Labor in Vocabulary Structure: Insights From Corpus Analyses. <i>Topics in Cognitive Science</i> , 2016, 8, 610-624.   | 1.9 | 10        |
| 41 | Complex Word Recognition Behaviour Emerges from the Richness of the Word Learning Environment. , 2016, , .   |     | 1         |
| 42 | Mutual exclusivity develops as a consequence of abstract rather than particular vocabulary knowledge. <i>First Language</i> , 2016, 36, 451-464.   | 1.2 | 26        |
| 43 | Flexible Use of Mutual Exclusivity in Word Learning. <i>Language Learning and Development</i> , 2016, 12, 79-91.   | 1.4 | 9         |
| 44 | Simultaneous segmentation and generalisation of non-adjacent dependencies from continuous speech. <i>Cognition</i> , 2016, 147, 70-74.   | 2.2 | 63        |
| 45 | Gavagai Is as Gavagai Does: Learning Nouns and Verbs From Cross-Situational Statistics. <i>Cognitive Science</i> , 2015, 39, 1099-1112.  | 1.7 | 29        |
| 46 | Sleep promotes analogical transfer in problem solving. <i>Cognition</i> , 2015, 143, 25-30.  | 2.2 | 41        |
| 47 | The effects of linguistic experience on the flexible use of mutual exclusivity in word learning. <i>Bilingualism</i> , 2015, 18, 626-638.  | 1.3 | 68        |
| 48 | Arbitrariness, Iconicity, and Systematicity in Language. <i>Trends in Cognitive Sciences</i> , 2015, 19, 603-615.  | 7.8 | 384       |
| 49 | How Word Meaning Influences Word Reading. <i>Current Directions in Psychological Science</i> , 2015, 24, 322-328.  | 5.3 | 45        |
| 50 | Disambiguation of novel labels and referential facts: A developmental perspective. <i>First Language</i> , 2014, 34, 125-135.  | 1.2 | 20        |
| 51 | How arbitrary is language?. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> , 2014, 369, 20130299.   | 4.0 | 158       |
| 52 | Literacy effects on language and vision: Emergent effects from an amodal shared resource (ASR) computational model. <i>Cognitive Psychology</i> , 2014, 75, 28-54.   | 2.2 | 14        |
| 53 | Age of acquisition predicts rate of lexical evolution. <i>Cognition</i> , 2014, 133, 530-534.  | 2.2 | 23        |
| 54 | Sleep on it, but only if it is difficult: Effects of sleep on problem solving. <i>Memory and Cognition</i> , 2013, 41, 159-166.  | 1.6 | 85        |

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|----|--|-----|-----------|
| 55 | Disambiguating durational cues for speech segmentation. <i>Journal of the Acoustical Society of America</i> , 2013, 134, EL45-EL51.  | 1.1 | 10        |
| 56 | An amodal shared resource model of language-mediated visual attention. <i>Frontiers in Psychology</i> , 2013, 4, 528.  | 2.1 | 9         |
| 57 | The role of sound symbolism in language learning.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2012, 38, 1152-1164.   | 0.9 | 71        |
| 58 | Learning to associate novel words with motor actions: Language-induced motor activity following short training. <i>Cortex</i> , 2012, 48, 888-899.   | 2.4 | 40        |
| 59 | Integrating constraints for learning word-referent mappings. <i>Cognition</i> , 2012, 123, 133-143.  | 2.2 | 29        |
| 60 | Phonological typicality influences sentence processing in predictive contexts: Reply to Staub, Grant, Clifton, and Rayner (2009).. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2011, 37, 1318-1325. | 0.9 | 24        |
| 61 | The arbitrariness of the sign: Learning advantages from the structure of the vocabulary.. <i>Journal of Experimental Psychology: General</i> , 2011, 140, 325-347.   | 2.1 | 86        |
| 62 | Learning grammatical categories from distributional cues: Flexible frames for language acquisition. <i>Cognition</i> , 2010, 116, 341-360.   | 2.2 | 46        |
| 63 | Learning to assign lexical stress during reading aloud: Corpus, behavioral, and computational investigations. <i>Journal of Memory and Language</i> , 2010, 63, 180-196.   | 2.1 | 110       |
| 64 | Modeling reading development: Cumulative, incremental learning in a computational model of word naming. <i>Journal of Memory and Language</i> , 2010, 63, 506-525.   | 2.1 | 66        |
| 65 | Words in puddles of sound: modelling psycholinguistic effects in speech segmentation. <i>Journal of Child Language</i> , 2010, 37, 545-564.  | 1.2 | 88        |
| 66 | Auditory discrimination of voice-onset time and its relationship with reading ability. <i>Laterality</i> , 2010, 15, 343-360.  | 1.0 | 14        |
| 67 | Measures of phonological typicality. <i>Mental Lexicon</i> , 2010, 5, 281-299.   | 0.5 | 13        |
| 68 | Discovering large grain sizes in a transparent orthography: Insights from a connectionist model of Italian word naming. <i>European Journal of Cognitive Psychology</i> , 2010, 22, 813-835.                                       | 1.3 | 28        |
| 69 | BALANCING ARBITRARINESS AND SYSTEMATICITY IN LANGUAGE EVOLUTION. , 2010, , .   |     | 1         |
| 70 | From sound to syntax: phonological constraints on children's lexical categorization of new words. <i>Journal of Child Language</i> , 2009, 36, 967-997.  | 1.2 | 61        |
| 71 | Relationships Between Language Structure and Language Learning: The Suffixing Preference and Grammatical Categorization. <i>Cognitive Science</i> , 2009, 33, 1317-1329.   | 1.7 | 59        |
| 72 | Stressing what is important: Orthographic cues and lexical stress assignment. <i>Journal of Neurolinguistics</i> , 2009, 22, 237-249.  | 1.1 | 59        |

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|----|---|-----|-----------|
| 73 | Probabilistic Cues to Grammatical Category in English Orthography and Their Influence During Reading. <i>Scientific Studies of Reading</i> , 2009, 13, 73-93.                             | 2.0 | 20        |
| 74 | A CONNECTIONIST MODEL OF READING FOR ITALIAN. , 2009, , .   |     | 0         |
| 75 | MODELLING SENSORY INTEGRATION AND EMBODIED COGNITION IN A MODEL OF WORD RECOGNITION. , 2009, , .  |     | 3         |
| 76 | The effect of repetition and similarity on sequence learning. <i>Memory and Cognition</i> , 2008, 36, 1509-1514.  | 1.6 | 9         |
| 77 | Hemispheric dissociation and dyslexia in a computational model of reading. <i>Brain and Language</i> , 2008, 107, 185-193.  | 1.6 | 13        |
| 78 | Syntactic structure and artificial grammar learning: The learnability of embedded hierarchical structures. <i>Cognition</i> , 2008, 107, 763-774.   | 2.2 | 82        |
| 79 | Integration of multiple probabilistic cues in syntax acquisition. <i>Trends in Language Acquisition Research</i> , 2008, , 139-163.   | 0.3 | 17        |
| 80 | Levels of description in consonant/vowel processing: Reply to Knobel and Caramazza. <i>Brain and Language</i> , 2007, 100, 101-108.   | 1.6 | 5         |
| 81 | The phonological-distributional coherence hypothesis: Cross-linguistic evidence in language acquisition. <i>Cognitive Psychology</i> , 2007, 55, 259-305.                                 | 2.2 | 163       |
| 82 | Phonological typicality influences on-line sentence comprehension. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2006, 103, 12203-12208.       | 7.1 | 223       |
| 83 | Discovering Verbs Through Multiple-Cue Integration. , 2006, , 88-108.   |     | 26        |
| 84 | Phonology impacts segmentation in online speech processing. <i>Journal of Memory and Language</i> , 2005, 53, 225-237.  | 2.1 | 147       |
| 85 | The differential role of phonological and distributional cues in grammatical categorisation. <i>Cognition</i> , 2005, 96, 143-182.  | 2.2 | 211       |
| 86 | Hemispheric asymmetries in the split-fovea model of semantic processing. <i>Brain and Language</i> , 2004, 88, 339-354.   | 1.6 | 48        |
| 87 | Hemispheric Asymmetries in Cognitive Modeling: Connectionist Modeling of Unilateral Visual Neglect.. <i>Psychological Review</i> , 2004, 111, 283-308.                                    | 3.8 | 29        |
| 88 | Connectionist modelling of the separable processing of consonants and vowels. <i>Brain and Language</i> , 2003, 86, 83-98.  | 1.6 | 53        |
| 89 | Division of labor between the hemispheres for complex but not simple tasks: An implemented connectionist model.. <i>Journal of Experimental Psychology: General</i> , 2003, 132, 379-399. | 2.1 | 21        |
| 90 | Reading and the split fovea. <i>Behavioral and Brain Sciences</i> , 2003, 26, 503-503.  | 0.7 | 0         |

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|-----|--|-----|-----------|
| 91  | The Computational Exploration of Visual Word Recognition in a Split Model. <i>Neural Computation</i> , 2001, 13, 1171-1198.  | 2.2 | 26        |
| 92  | Applying Neuroanatomical Distinctions to Connectionist Cognitive Modelling. <i>Perspectives in Neural Computing</i> , 2001, , 3-12.                                  | 0.1 | 0         |
| 93  | Explorations of the Interaction between Split Processing and Stimulus Types. <i>Lecture Notes in Computer Science</i> , 2001, , 83-97.                               | 1.3 | 2         |
| 94  | Eye-fixation behavior, lexical storage, and visual word recognition in a split processing model.. <i>Psychological Review</i> , 2000, 107, 824-851.                  | 3.8 | 154       |
| 95  | Cooperative versus adversarial communication; contextual embedding versus disengagement. <i>Behavioral and Brain Sciences</i> , 2000, 23, 696-697.                   | 0.7 | 0         |
| 96  | Linguistic and Graphical Representations and the Characterisation of Individual Differences. <i>Advances in Consciousness Research</i> , 2000, , 299-313.            | 0.2 | 1         |
| 97  | Bihemispheric representation, foveal splitting, and visual word recognition. <i>Behavioral and Brain Sciences</i> , 1999, 22, 300-301.                               | 0.7 | 0         |
| 98  | The SPLIT Model of Visual Word Recognition: Complementary Connectionist and Statistical Cognitive Modelling. <i>Perspectives in Neural Computing</i> , 1999, , 3-12. | 0.1 | 2         |
| 99  | Processing of palindromes in neglect dyslexia. <i>NeuroReport</i> , 1998, 9, 3081-3083.  | 1.2 | 5         |
| 100 | Generalising Individual Differences and Strategies Across Different Deductive Reasoning Domains. , 0, , 45-61.   |     | 1         |