

# Erika Hoff

## List of Publications by Year in descending order

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Version: 2024-02-01

66  
papers

7,675  
citations

249298

26  
h-index

214428

50  
g-index

76  
all docs

76  
docs citations

76  
times ranked

5132  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | Majority language skill, not measures of bilingualism, predicts executive attention in bilingual children. <i>Journal of Experimental Child Psychology</i> , 2022, 213, 105256.  | 0.7 | 2         |
| 2  | Vocabulary and reading speed in the majority language are affected by maternal language proficiency and language exposure at home: a study of language minority bilingual children in Italy. <i>International Journal of Bilingual Education and Bilingualism</i> , 2022, 25, 3729-3744. | 1.1 | 2         |
| 3  | Bilingual development in the receptive and expressive domains: they differ. <i>International Journal of Bilingual Education and Bilingualism</i> , 2022, 25, 3849-3858.  | 1.1 | 3         |
| 4  | Child disruptiveness moderates the effects of home book reading on oral language development. <i>Personality and Individual Differences</i> , 2022, 196, 111763.   | 1.6 | 1         |
| 5  | Language exposure outside the home becomes more English-dominant from 30 to 60 months for children from Spanish-speaking homes in the United States. <i>International Journal of Bilingualism</i> , 2021, 25, 483-499.   | 0.6 | 4         |
| 6  | Why bilingual development is not easy. <i>Advances in Child Development and Behavior</i> , 2021, 61, 129-167.  | 0.7 | 12        |
| 7  | The relation of home literacy environments to language and preliteracy skills in single- and dual-language children in Danish childcare. <i>Early Childhood Research Quarterly</i> , 2021, 55, 312-325.  | 1.6 | 11        |
| 8  | A multidimensional approach to Spanish-English bilingual preschoolers' narrative skills ( <i>Un</i> ) Tj ETQq0 0 0 rgBT /Overlock 10 Tf  | 0.5 | 2         |
| 9  | Profiles of Minority-Majority Language Proficiency in 5-Year-Olds. <i>Child Development</i> , 2021, 92, 1801-1816.   | 1.7 | 15        |
| 10 | Language intervention research in early childhood care and education: A systematic survey of the literature. <i>Early Childhood Research Quarterly</i> , 2020, 50, 68-85.  | 1.6 | 58        |
| 11 | Lessons from the study of input effects on bilingual development. <i>International Journal of Bilingualism</i> , 2020, 24, 82-88.  | 0.6 | 22        |
| 12 | The quality of child-directed speech depends on the speaker's language proficiency. <i>Journal of Child Language</i> , 2020, 47, 132-145.  | 0.8 | 34        |
| 13 | Explaining Individual Differences in Trajectories of Simultaneous Bilingual Development: Contributions of Child and Environmental Factors. <i>Child Development</i> , 2020, 91, 2063-2082.   | 1.7 | 32        |
| 14 | Home language and societal language skills in second-generation bilingual adults. <i>International Journal of Bilingualism</i> , 2020, 24, 1071-1087.  | 0.6 | 13        |
| 15 | Cultural differences in the content of child talk: evaluative lexis of English monolingual and Spanish-English bilingual 30-month-olds. <i>Journal of Child Language</i> , 2020, 47, 844-869.  | 0.8 | 0         |
| 16 | Language Matters: Denying the Existence of the 30-Million-Word Gap Has Serious Consequences. <i>Child Development</i> , 2019, 90, 985-992.   | 1.7 | 258       |
| 17 | Do parents provide a helping hand to vocabulary development in bilingual children?. <i>Journal of Child Language</i> , 2019, 46, 501-521.  | 0.8 | 11        |
| 18 | ADVANCES IN THE ASSESSMENT OF YOUNG BILINGUALS: COMMENTS ON FLOCCIA ET AL. <i>Monographs of the Society for Research in Child Development</i> , 2018, 83, 109-123.   | 6.8 | 1         |

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|----|--|-----|-----------|
| 19 | What explains the correlation between growth in vocabulary and grammar? New evidence from latent change score analyses of simultaneous bilingual development. <i>Developmental Science</i> , 2018, 21, e12536.                               | 1.3 | 61        |
| 20 | Language Use Contributes to Expressive Language Growth: Evidence From Bilingual Children. <i>Child Development</i> , 2018, 89, 929-940.  | 1.7 | 81        |
| 21 | Bilingual Development in Children of Immigrant Families. <i>Child Development Perspectives</i> , 2018, 12, 80-86.  | 2.1 | 80        |
| 22 | Language specificity in the relation of maternal education to bilingual children's vocabulary growth.. <i>Developmental Psychology</i> , 2018, 54, 1011-1019.  | 1.2 | 48        |
| 23 | Complex Structures in the Child-Directed Speech of Native and Nonnative Speakers. <i>Advances in Linguistics and Communication Studies</i> , 2018, , 127-139.  | 0.2 | 4         |
| 24 | El desarrollo de ingl s y espa ol de ni os en familias inmigrantes en los Estados Unidos. , 2018, 55, 1-17.  |     | 14        |
| 25 | Language Growth in English Monolingual and Spanish-English Bilingual Children from 2.5 to 5 Years. <i>Journal of Pediatrics</i> , 2017, 190, 241-245.e1.   | 0.9 | 99        |
| 26 | Effects and noneffects of input in bilingual environments on dual language skills in 2 1/2-year-olds. <i>Bilingualism</i> , 2016, 19, 1023-1041.   | 1.0 | 159       |
| 27 | Language development in bilingual children. , 2015, , 483-503.   |     | 40        |
| 28 | Language Development: Influence of Socio-Economic Status. , 2015, , 324-328.   |     | 6         |
| 29 | What Clinicians Need to Know about Bilingual Development. <i>Seminars in Speech and Language</i> , 2015, 36, 089-099.  | 0.5 | 54        |
| 30 | Older sibling influences on the language environment and language development of toddlers in bilingual homes. <i>Applied Psycholinguistics</i> , 2014, 35, 225-241.  | 0.8 | 135       |
| 31 | Introduction to the special section. <i>International Journal of Behavioral Development</i> , 2014, 38, 307-308.   | 1.3 | 8         |
| 32 |     mo estas?    m good.     Conversational code-switching is related to profiles of expressive and receptive proficiency in Spanish-English bilingual toddlers. <i>International Journal of Behavioral Development</i> , 2014, 38, 333-341. | 1.3 | 58        |
| 33 | Expressive vocabulary development in children from bilingual and monolingual homes: A longitudinal study from two to four years. <i>Early Childhood Research Quarterly</i> , 2014, 29, 433-444.  | 1.6 | 168       |
| 34 | The language and literacy development of young dual language learners: A critical review. <i>Early Childhood Research Quarterly</i> , 2014, 29, 715-733.   | 1.6 | 271       |
| 35 | Properties of dual language input that shape bilingual development and properties of environments that shape dual language input. <i>Trends in Language Acquisition Research</i> , 2014, , 119-140.  | 0.2 | 28        |
| 36 | Total and Conceptual Vocabulary in Spanish-English Bilinguals From 22 to 30 Months: Implications for Assessment. <i>Journal of Speech, Language, and Hearing Research</i> , 2013, 56, 1637-1649.   | 0.7 | 122       |

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|----|---|-----|-----------|
| 37 | Input and Language Development in Bilingually Developing Children. <i>Seminars in Speech and Language</i> , 2013, 34, 215-226.  | 0.5 | 117       |
| 38 | Interpreting the early language trajectories of children from low-SES and language minority homes: Implications for closing achievement gaps.. <i>Developmental Psychology</i> , 2013, 49, 4-14.  | 1.2 | 693       |
| 39 | Multilingual Children: Beyond Myths and Toward Best Practices and commentaries. <i>Social Policy Report</i> , 2013, 27, 1-37.   | 1.7 | 75        |
| 40 | Dual language exposure and early bilingual development. <i>Journal of Child Language</i> , 2012, 39, 1-27.  | 0.8 | 725       |
| 41 | Measurement and Model Building in Studying the Influence of Socioeconomic Status on Child Development. , 2012, , 590-606.   |     | 32        |
| 42 | Relations among language exposure, phonological memory, and language development in Spanish-English bilingually developing 2-year-olds. <i>Journal of Experimental Child Psychology</i> , 2011, 108, 113-125.                           | 0.7 | 99        |
| 43 | Properties of Dual Language Exposure That Influence 2-Year-Olds' Bilingual Proficiency. <i>Child Development</i> , 2011, 82, 1834-1849.   | 1.7 | 411       |
| 44 | Commentary on Lieven & Brandt and Roeser & Pérez-Leroux. <i>Infancia Y Aprendizaje</i> , 2011, 34, 309-313.   | 0.5 | 0         |
| 45 | Mechanisms linking phonological development to lexical development – a commentary on Stoel-Gammon's "Relationships between lexical and phonological development in young children". <i>Journal of Child Language</i> , 2011, 38, 46-50. | 0.8 | 3         |
| 46 | Non-word repetition assesses phonological memory and is related to vocabulary development in 20- to 24-month-olds. <i>Journal of Child Language</i> , 2008, 35, 903-916.  | 0.8 | 75        |
| 47 | Correlates of early language development in Chinese children. <i>International Journal of Behavioral Development</i> , 2008, 32, 145-151.   | 1.3 | 23        |
| 48 | Person-Centered and Variable-Centered Approaches to Longitudinal Data. <i>Merrill-Palmer Quarterly</i> , 2006, 52, 377-389.   | 0.3 | 571       |
| 49 | The Uses of Longitudinal Data and Person-Centered Analyses in the Study of Cognitive and Language Development. <i>Merrill-Palmer Quarterly</i> , 2006, 52, 633-644.   | 0.3 | 13        |
| 50 | Chapter 11. An Agenda for Research on Childhood Bilingualism. , 2006, , 157-165.  |     | 13        |
| 51 | Socioeconomic status and cultural influences on language. <i>Journal of Communication Disorders</i> , 2005, 38, 271-278.  | 0.8 | 235       |
| 52 | Progress, but not a full solution to the logical problem of language acquisition. <i>Journal of Child Language</i> , 2004, 31, 923-926.   | 0.8 | 3         |
| 53 | The Specificity of Environmental Influence: Socioeconomic Status Affects Early Vocabulary Development Via Maternal Speech. <i>Child Development</i> , 2003, 74, 1368-1378.  | 1.7 | 1,708     |
| 54 | How Children Use Input to Acquire a Lexicon. <i>Child Development</i> , 2002, 73, 418-433.  | 1.7 | 568       |

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|----|--|-----|-----------|
| 55 | Language Experience and Language Milestones During Early Childhood. , 0, , 232-251.  |     | 8         |
| 56 | Input and the Acquisition of Language: Three Questions. , 0, , 107-127.  |     | 57        |
| 57 | Bilingual First Language Acquisition. , 0, , 324-342.  |     | 89        |
| 58 | On the Development of the Field of Language Development. , 0, , 1-15.  |     | 4         |
| 59 | Phonological Development. , 0, , 238-256.  |     | 8         |
| 60 | Language and Literacy in Bilingual Children in the Early School Years. , 0, , 368-386.   |     | 17        |
| 61 | Syntactic Supports for Word Learning. , 0, , 212-231.  |     | 16        |
| 62 | Domain-General Learning Capacities. , 0, , 68-86.  |     | 39        |
| 63 | How Inherently Social is Language?. , 0, , 87-106.   |     | 5         |
| 64 | The Abstract Nature of Syntactic Representations: Consequences for a Theory of Learning. , 0, , 277-303.                             |     | 8         |
| 65 | Acquiring Linguistic Structure. , 0, , 173-190.  |     | 6         |
| 66 | Filling lexical gaps and more: code-switching for the power of expression by young bilinguals. Journal of Child Language, 0, , 1-24. | 0.8 | 2         |