

**ISABELLE BARRIERE, PhD
CURRICULUM VITAE**

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Yeled v'Yalda Research Institute, 6012 Farragut Road, Brooklyn NY 11236

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CURRENT APPOINTMENTS

Assistant Professor (full-time)

Speech Communication Arts and Sciences
Brooklyn College, City University of New York

From Fall 2008

Research Associate (honorary position)

Research Institute for the Study of Language in Urban Society,
Department of Linguistics, City University of New York Graduate Center.

2007- present

Consultant/ Director of Policy for Education and Research

& Co-Founder and Co-Director (part-time), Yeled v'Yalda Research Institute
Yeled v'Yalda Early Childhood Center (one of the 2 largest Head Start programs in NYC-
providing education programs to 2,000 children up to age 5, clinical services to 3,000 between
0 and 21 year olds and nutrition services to 4,000 children, more than 15 languages represented)

2005- present

FORMER FACULTY APPOINTMENTS

Assistant Professor in Education & Psychology

Touro College Graduate School of Education & Psychology
43, W. 23rd street, 3rd floor, NY 10010-4202

2006-2008

Assistant Professor in Speech & Language Pathology

Touro College Graduate Program in Speech and Language Pathology
1610 East 19th Street, Brooklyn, New York 11229

2004-2006

Visiting Faculty and Research Fellow in Cognitive Science

Department of Cognitive Science, Johns Hopkins University
Krieger 131c, 3400 North Charles Street, Baltimore MD 21218-2685 USA

2002-2005

Honorary Visiting Research Fellow in Linguistics

Linguistics, Department of Humanities,
University of Hertfordshire, UK

2002- 2003

Lecturer in Linguistics & Cognitive Science (US equivalent: tenured Professor)

Linguistics, Department of Humanities,
University of Hertfordshire, UK

1999-2002
(2001-2002 on research leave)

Visiting Research Fellow in Early Childhood Education

Centre for International Studies in Early Childhood
Faculty of Education, Canterbury Christ Church College

1999-2000

EDUCATION

Post-doctoral

Department of Cognitive Science, Johns Hopkins University, Baltimore, USA

2001-2002

Postgraduate

PhD, Applied Psycholinguistics, Birkbeck College, University of London

Dissertation title: *the Acquisition of Argument Structure and SE-cliticization by French-speaking children*

Undergraduate

Institute of Linguists Diploma in English/French

1990

Certificates in General Linguistics and Nature and Acquisition of Language, University of Westminster

1989-1990

Diploma in Advanced English, University of Westminster

1988-1989

Secondary

Baccalauréat B, Institution Rey, Rouen, France

1986

PROFESSIONAL TRAINING

Human Participants Protection Education for Research Team

Sponsored by the National Institute of Health

2004

CHILDES workshop

Organized by Prof. Brian MacWhinney, Department of Psychology, University of Pittsburgh

2003

Chairing meetings

6 hour workshop organised by the University of Hertfordshire Staff Development Unit

2001

Student support and guidance

10 day course (over 10 weeks) organised by the University of Hertfordshire Student Services

2001

Interviewing postgraduate applicants

4 hour workshop organised by the University of Hertfordshire Staff Development Unit

2000

Supervising graduate students

3 day course organised by the University of Hertfordshire Graduate Studies Board

2000

RESEARCH:

FUNDING PENDING

Principal Investigator

Data collection site: YvY Early Head Start- Yiddish speaking

Quantitative and qualitative effects of the input on bilingual development: insights from the acquisition of Yiddish and English

Submitted to National Science Foundation

Outcome: pending until February 2008

ON-GOING FUNDING

Principal Investigator

2007-2008

Data collection site: YvY Early Head Start and Head Start 2006-2007

Co-Principal Investigators: Prof. G. Martohardjono, RISLUS and Department of Linguistics, CUNY Graduate Center and G. V. Ellis, Yeled v'Yalda Research Institute

Research Assistant: Tomonori Nagano, Graduate Student in Computational Linguistics, CUNY Graduate Center

Funded by RISLUS (Research Institute for the Study of Language in Urban Society), CUNY Graduate Center: *Early Childhood Interfaces: Analyses of Demographic, Cognitive, Socio-emotional, Linguistic, Behavioral, Educational and Medical data collected on YvY population (> 2,000 low SES children aged 0 to 5, using more than 15 languages, > 10% with Individualized Education Plan) in 2006-2007.*

Co-Principal Investigator

2005-2009

Data collection site for French: CNRS laboratory 'Cognition & Development', Paris, France

Principal Investigator: Prof. G. Legendre,

Co-Investigator: Dr. T. Nazzi

National Science Foundation grant- Division of Behavioural and Cognitive Sciences- Linguistics Program and Office of International Science and Engineering: *The nature of first word combinations: insights from the comprehension and production of subject-verb agreement and tense-marking by young native French-speaking children*

Amount: \$300,000

Award # 0446954

ON-GOING PROJECTS

Principal Investigator

2005-2009

Data collection site: YvY Early Head Start Program- Yiddish-speaking subgroup

Co-Investigator: S. Frenkel, CCC.SLP, G.V.Ellis, MD, M. Sputz, MS, SAS, L. Hirth, CCC.SLP

Consultant: H. Lubinsky, CCC. SLP, R. Zeller, CCC. SLP, PhD

Research assistants: M. Shapiro, H. Eisner, C. Rosenberg, E. Rosenfeld, R. Bencheboum, R.Hauben, F. Halberstam, S. Smedesdran, E. Bergelson, J. Chen

The adaptation of the MacArthur Bates Communicative Development Inventory- Words & Sentences- to Yiddish

Official exclusive Yiddish adaptation of the Communicative Development Inventory – screening instrument for Speech and Language Pathologists- granted by the MBCDI board

Website: <http://www.sci.sdsu.edu/cdi/announcements.htm>

Initiative praised by NYC Department of Health and Mental Hygiene, Program Monitoring and Quality Improvement

Early Intervention Program Review 2006.

Principal Investigator

2006-2009

Research site: YvY Early Head Start Program

The factors that determine bilingual development in Arabic/English, Farsi/English, Haitian Creole/English, Hebrew/English, Spanish/English, Russian/English and Yiddish/English speaking infants and toddlers

RESEARCH (Cont'd):

COMPLETED

Co-Principal Investigator

Co-Principal Investigator: Dr Gary Morgan

2004-2005

Exchanging child sign language data through transcription

Aim: develop a transcription system for British Sign Language, compatible with CHILDES and adapted to the study of phonological, lexical and morphosyntactic development; make the first longitudinal corpus on the acquisition of British Sign Language as an L1 available to the wider academic community; foster the development of transcription systems for other Sign Languages by organizing a training workshop.

Funded by an Economic and Social Research Council, United Kingdom

Amount: \$150,000

Co-Investigator

2003-2005

With Julia Yarmolinskaya, Johns Hopkins University

Morphosyntactic development in sequential childhood bilingualism: a case study of a Russian/English speaking child

Co-Investigator

2003-2005

With Prof. Brenda Rapp, Johns Hopkins University

The written and spoken production of verbs by aphasic patients

Co-Investigator

2001-2003

NSF grant: *Optimization in Language and language learning*

Sub-project: *Lexical and subject-verb agreement comprehension and production in young French-learning infants*

With Prof. Geraldine Legendre, Department of Cognitive Science, Johns Hopkins University

& Dr. Thierry Nazzi, Centre National de La Recherche Scientifique, Laboratoire Cognition & Développement, Département de Psychologie, Université Paris V, France.

Funded by a Learning and Intelligent Systems - NSF grant # 9720412 awarded to Paul Smolensky, PI, Michael Brent, Co-I, Robert Franck, Co-I, Peter Juszyck, Co-I, Geraldine Legendre, Co-I.

Amount: \$790,000

Researcher

2001-2003

With Dr. Marie-Thérèse Le Normand, Child Neuropsychology Unit, INSERM

La Salpêtrière Hospital, Paris-France

The status of the clitic SE in the language of French-speaking children with SLI

Co-Investigator

1999- 2003

City University London internal grant

With Prof. Bencie Woll and Dr. Gary Morgan, Centre for Deaf Studies, City University

The MB family project- The acquisition of British Sign Language.

Amount: \$10,000

Co-Investigator

2000-2002

With Dr Marjorie Lorch, Birkbeck College, University of London

Language modalities, communication disorders and localization

Educational adviser

2001- 2003

Linguistic and cultural consultant

Interactive reading toys, Runecraft- LeapPad Educational Toys

RESEARCH (Cont'd):
COMPLETED (Cont'd)

Research Fellow in Early Childhood Education

Esmée Fairbairn Charitable Trust grant *Early Literacy Links* 1998-1999
Directed by Prof. Tricia David, FRS, funded by, Centre for International Studies in Early Childhood, Canterbury Christ Church, UK

- Investigation of early literacy development in deprived settings in four cultures: Australia, Britain, France & Singapore;
- Interim report: David, T.; Barrière, I.; Jago, M. & Gouch, K. (1999) *The Early Literacy Links Project (ELL Project)* -- submitted to the Esmée Fairbairn Charitable Trust;
- A co-authored publication (see below in section on publications) presents the findings and was used to inform the UK Government Ministry of Education 2000 Early Year Inquiry and has been praised by the professional press.

Bibliographic research assistant

For the second edition of Hamers, J. & Blanc, M.H.A. (2000) 1997-1998
Bilinguality and Bilingualism. Cambridge: CUP.

Visiting research scholar (funded by a European Community Grant)

Child Neuropsychology Unit, INSERM 1996- 1997
La Salpêtrière Hospital, Paris-France

Visiting research scholar (funded by a European Community Grant)

Neuropsycholinguistics Laboratory Jacques-Lordat 1996
Maison de la Recherche, Université de Toulouse-Le Mirail
Under the supervision of Prof. Jean-Luc Nespoulous.

Research assistant

Analysis of Cross-Linguistic Patterns in Code-Switching 1995- 1996
Principal Investigator: Dr Penelope Gardner-Chloros, Birkbeck College

Linguistic consultant

Police Award Scheme from the Home Office, United Kingdom 1994
The effects of police officers' language when interviewing children
Principal Investigator: Constable C. Clarke

Linguistic consultant

BBC Programme: Rough Justice Word for Word 1993
(Broadcast on 14th July 1993)

Co-Investigator: S. Blackwell, University of Birmingham

Re-investigation of the case of Ransford Delroy Nedrick (for Justice, UK) which consisted of

- a comparison between the discoursal, lexical and morphosyntactic features of Nedrick's speech which are characteristic of Jamaican Creole and those of the police transcript
- an assessment of Nedrick's reading abilities

For the first time in the UK, the above case was referred to the Court of Appeal by the Home Secretary on the basis of the forensic linguistic evidence.

AWARDS

- Research Institute for the Study of Language in Urban Society, Research Assistant support for the project '*Early Childhood Interfaces*' 2007-2008
- National Science Foundation grant awarded to G. Legendre & I. Barrière for the project '*The nature of first word combinations: insights from the comprehension and production of subject-verb agreement and tense-marking by young native French-speaking children*' 2005-2009
- Economic and Social Research Council grant awarded to G.Morgan and I. Barrière for the project '*Exchanging child sign language data through transcription*'. 2004-2005
- Travel award, International Society for the History of Neuroscience 2003
- Travel award, International Congress for the Study of Child Language and the Symposium on Research in Child Language Disorders 2002
- Post-doctoral traineeship, IGERT, National Science Foundation 2001-2002
- Post-doctoral fellowship, Cognitive Science, Johns Hopkins University 2001-2002
- Conference Grant, Birkbeck College 1999
- College Bursary, Birkbeck College 1998
- Dissertation Grant, British Federation of Women Graduates 1998
- Travel Grant, the British Council in Oporto, Portugal 1997
- Socrates Erasmus Studentship, European Community 1996
- Conference Grant, Birkbeck College, University of London 1995
- Research Equipment Award, University of London Research Fund 1995
- Postgraduate Bursary, Association for French Language Studies 1994-1995
- Conference Grant, the British Council. 1993
- College Fee Awards, Birkbeck College and Reeve Foundation 1992-2000

PROJECTS SUPERVISION

Co-Supervisor

Department of Cognitive Science, Johns Hopkins University 2007-to date
Project: A comprehension study of "ser" and "estar" as used by young children
Data collection site: Yeled v'Yalda Early Head Start and Head Start
PhD candidate: Monica Lopez-Gonzalez
Principal supervisor: Geraldine Legendre

Assistant Professor

Touro College, New York 2004- to date

Title: Projects on Bilingual Development

Projects: The lexical and grammatical development of Yiddish/English bilinguals and English/Hebrew bilinguals
Grammatical and lexical development, discourse and reading skills in 7 year old Hebrew/English and Yiddish/English bilinguals

PROJECT SUPERVISION (Cont'd)

Visiting faculty & research scholar

Department of Cognitive Science, Johns Hopkins University

2002- 2005

ASSISTANCE IN THE SUPERVISION OF GRADUATE STUDENTS IN COGNITIVE SCIENCE

Projects: The comprehension of subject-verb agreement by children acquiring French
The acquisition of Bulgarian clitics
Discovering the invisible: children's acquisition of the implicit object construction in English
The acquisition of aspect, subject-verb agreement, copulas and articles by bilingual Russian-English speaking children

SUPERVISION OF UNDERGRADUATE STUDENTS IN COGNITIVE SCIENCE

Projects: The comprehension of subject-verb agreement by children acquiring French
The lexical development of French speaking children between 18 and 26 months
Devising a program adapted to CHILDES to analyze the morphosyntax of French
The harmony between the brain, the ears and the hands: the influence of experimental psychologists and neurologists on Marie Jaëll's (1846-1925) model of piano playing

Lecturer

1999-2002

(US equivalent Tenured Professor)

Linguistics, Department of Humanities, University of Hertfordshire, UK

Undergraduate projects: 2nd and 3rd year undergraduate projects on language development (on typically developing children and children with Autism) and language and literacy (including emergent writing)

Graduate projects: MA dissertations on language development including the study of Turkish-speaking children with Downs syndrome, velopharyngeal pressure in English-speaking typically developing children and children with cleft palate.

TEACHING

Assistant Professor

Graduate School of Education & Psychology, Touro College

2006- to date

TEACHING OF GRADUATE COURSE

Title: Child development and learning in cultural context

Assistant Professor

Graduate program in speech-language pathology, Touro College, New York

2004- 2006

DEVELOPMENT /REVISION AND TEACHING OF NEW GRADUATE COURSES

Title: Language and literacy

Title: Craniofacial disorders and Cleft Palate

Title: Phonological and articulation disorders

Title: Alternative and Augmentative communication

Title: Neuropsychology of language

TEACHING (Cont'd)

Visiting faculty & research scholar

Department of Cognitive Science, Johns Hopkins University

2002- 2005

DEVELOPMENT AND TEACHING OF NEW UNDERGRADUATE COURSES

Title: Atypical language development

Students: Undergraduate students who have completed level 1 course in psychology and/or cognitive science

Title: Language acquisition, no prerequisite

Students: Undergraduate students who did not necessarily have a background in psychology and/or linguistics/psycholinguistics

DEVELOPMENT AND TEACHING OF NEW UNDERGRADUATE/GRADUATE COURSE

Title: Bilinguality

Students: Faculty members, Graduates and Undergraduates in the Departments of Cognitive Science and of Psychological & Brain sciences.

DEVELOPMENT AND TEACHING OF NEW GRADUATE COURSES

Title: Aspect: theories and acquisition

Students: Faculty and Graduates in the Departments of Cognitive Science and of Psychological & Brain sciences.

Title: Cross-linguistic perspectives on the early stages of morphosyntactic development: evidence from typical and atypical populations.

Students: Graduates in the Department of Cognitive Science.

Title: Historical perspectives on selected topics in cognitive science

Students: Cognitive Science and Neurology Faculty and Graduates in the Departments of Cognitive Science

SYLLABUS REVISION AND TEACHING OF UNDERGRADUATE/GRADUATE COURSE

Title: Language development

Students: 3rd year undergraduate and graduates in the Departments of Cognitive Science and of Psychological & Brain sciences.

Guest Lecturer

Department of Education, Johns Hopkins University

2002 & 2003

TEACHING

Title: Reading and the Brain- 3 hour session on (Acquired and Developmental) Writing Disorders

Students: Masters of Science in Reading program; Graduate certificates in Reading

TEACHING (Con't)

Lecturer

(US equivalent Tenured Professor)
Linguistics, Department of Humanities, University of Hertfordshire

1999-2002
(2001-2002 on research leave)

CURRICULUM DEVELOPMENT:

NEW COURSES

MA in Linguistics and Child Language

Child Language and Communication (distance-learning course)
Prelinguistic development and early words
The Child as a Linguist
Theory and the Child: theoretical models in language acquisition
Research methods 1: collecting, transcribing and analysing child language data
3rd year Language and Literacy
2nd year Language Universals and Typology
1st year Language and Mind

BA in Humanities Modular Scheme

SYLLABUS REVISIONS

BA in Humanities Modular Scheme

3rd year Developmental Psycholinguistics
2nd year Approaches to Linguistic Analysis
1st year Language Development

RESTRUCTURING

- MA in Linguistics and Child Language
- Contribution to the restructuring of Postgraduate Programmes in History, Linguistics, Literature and Philosophy offered by the Department of Humanities

TEACHING:

MA in Linguistics and Child Language

Prelinguistic development and early words
The Child as a Linguist
Theory and the Child: theoretical models in language acquisition
Research Methods 1: collecting, transcribing and analysing child language data

BA in Humanities Modular Scheme

3rd year Developmental Psycholinguistics
3rd year Language and Literacy
3rd year Clinical Linguistics
2nd year Approaches to Linguistic Analysis
2nd year Models I (Syntax)
1st year Language Development
1st year Introduction to Linguistic Analysis

BSc in Cognitive Science

2nd year Language Structure and Interpretation

ADMINISTRATIVE RESPONSIBILITIES

- Departmental MA Scheme Tutor for postgraduate programmes in History, Linguistics, Literature and Philosophy 2000-2002
Overseeing, managing and implementing academic provisions and personal support for four taught Masters Programmes.
- MA in Linguistics and Child Language coordinator and admission tutor 1999-2002
- Course leader of three postgraduate courses and four undergraduate courses 1999-2002
- Departmental representative, the Faculty Academic Quality Board 2000-2002
- Assessor of the (Undergraduate) Humanities Modular Scheme 2000
- Nominated by the Dean to review Student Services 2000
- Member of the Centre for the Study of Child Language 1999-2002
- Member of the Centre for Research on Autism 1999-2002
- Member of the Ethics committee of the Faculty 1999- 2002
- Member of the working party on assessment of students' presentations 1999-2000

FORMER TEACHING EXPERIENCE

Lecturer (replacement post for the sabbatical of Dr S. Chiat) 1997

Department of Clinical Communication Studies, City University, London

MSc in Clinical Communication Studies: Linguistic Analysis

BSc in Clinical Communication studies: 1st year Introduction to Linguistics

2nd year Language Development

Visiting lecturer 1994

Department of Psychology, Thames Valley University

BA in Psychology: 3rd year Psychology and Language.

Assistant lecturer 1993-1997

Department of Applied Linguistics, Birkbeck College, University of London

BA in Humanities/Linguistics: 1st year Introduction to Linguistics.

Guest lecturer

Department of Applied Linguistics, Birkbeck College, University of London 1993-1999

MA in Applied Linguistics: Psycholinguistics

Research Methods.

BA in Humanities/Linguistics: 3rd year Language and Mind

Guest lecturer

London Programme, University of Southern Mississippi 1994

Undergraduate Course: Intercultural communication

FRENCH LANGUAGE TEACHING

- The Jewish Free School, London, A-level students 1991-1995
- Birkbeck Language Centre, London, Intermediate mature students 1992-1993
- Francis Holland School, London, A-level students 1991
- Georges Institute, Athens, Intermediate mature students 1990-1991

PUBLISHING EXPERIENCE

Specialist translator

- Abstracts for the *International Journal of Early Childhood* 1999
- Chanoine, V. & Nespoulous, J.L.: Priming Effects in An Alphabetic Decision Task: An Account for Conscious and Unconscious Processes 1998
- Auragne, Kader & Nespoulous: The Psycholinguistic Processing of Names of Internal Localization by Normal and Pathological Subjects 1996
- Van der Lely, H. (1997) La Dysphasie Agrammatique chez les Enfants: une Perspective Psycholinguistique. In *Les Actes du Premier Congrès des Amériques*. 1996

Specialist translator and interpreter

Waltham Forest Interpreting Services, London. 1989-1992
Translating and Interpreting for French-speaking refugees in Legal and Medical settings (including speech therapy sessions)

Additional experience as a translator and interpreter in a variety of settings

- University of London Examination Board
- Second Nature Ltd, London (Card Publishing)
- NewsTélémedia, London (Telephone Publishing)
- Translation Services, University of Westminster (Art books)
- Second Nature Ltd, London (Card Publishing)
- Innovative Communication Europe, London (Telephone Publishing)
- Louis Harris International Medical Surveys (Medical translations)

PUBLICATIONS

Refereed journal articles

Morgan, G, Herman, R. C, **Barrière, I.**, Woll, B. (2008) The onset and mastery of spatial language in children acquiring British Sign Language. *Cognitive Development*, 23: 1-19 (with a commentary by Dan I. Slobin)

Morgan, G., **Barrière, I.** & Woll, B. (2006) The roles of modality and typology in the acquisition of verb morphology in British Sign Language. *First Language*, 26 (1): 19-43.

Barrière, I. & Lorch, M. P. (2004) Premature thoughts on writing disorders. *Neurocase*. Vol. 10 (2): 91-108.

Lorch, M. & **Barrière, I.** (2003) The history of written language disorders: re-examining Pitres' case (1884) of pure agraphia. *Brain & Language*, 85: 271-279.

Barrière, I. (2002) Agraphia. *Perspectives in neurophysiology and neurogenic speech and language disorders, American Speech and Hearing Association, division 2*: 13-20.

Barrière, I.; Lorch, M. P. & Le Normand, M.T. (1999) On the overgeneralization of the Intransitive/Transitive alternation in children's speech: a cross-linguistic account with new evidence from French. *The International Journal of Bilingualism*, Vol. 3, No. 4,: 351-362.

Barrière, I.; Jago, M.; Gouch, K. (1999) L'Éveil à la Lecture et à l'Écriture en France. *Special Issue of the International Journal of Early Childhood: Literacies in Early Childhood Education*, 31 (2): 65-74.

Co-authored book:

David, T.; Raban, B.; Ure, C.; Gouch, K.; Jago, M., **Barrière, I.** & Lambirth, A. (2000) *Making sense of Early Literacy: A practitioner's perspective*. Stoke-on-Trent: Trentham Books.

Refereed articles in working papers

Morgan, G., **Barrière, I.**, Woll, B. (2003) First verbs in British Sign Language Development. *City University Department of Language and Human Communication Science Working Papers*, Vol. 2: 57-66.

Barrière, I. & Lorch, M. P. (2000) The morphosyntax/semantics interface in children's grammar: evidence from the acquisition of French reflexive/reciprocal, neuter and middle-passive SE. In I. Barrière, S. Chiat, G. Morgan, B. Woll (Eds.): *Child Language Seminar 1999 Proceedings- City University Department of Language and Human Communication Science Working Papers*, Vol. 1: 39-49.

PUBLICATIONS (Cont'd)

Refereed book chapters

- Barrière, I.** & Lorch, M. P. (2006) On the acquisition of ambiguous valency-marking morphemes: insights from the acquisition of French SE. V. Torrens (ed.) *The Romance turn*. Amsterdams: Johns Benjamins.
- Barrière I.**, Morgan G., Woll B., Hurren, S. (2005) Les noms et les verbes dans l'acquisition de la Langue des Signes Britannique (BSL) comme langue maternelle: influences de la modalité visuo-gestuelle et des traits typologiques. In Parisot, A.-M. et D. Daigle (éd.) *Surdit  et soci t  : perspectives psychosociale, didactique et linguistique*. Qu bec : Presses de l'Universit  du Qu bec, Collection : Sant  et Soci t : 157-176.
- Lorch, M. P. & **Barri re, I.** (2002) Pitres' two remarkable cases: pure agraphia (1884) and polyglot aphasia (1895). In F. Fabbro (Ed.) *Advances in the Neurolinguistics of Bilingualism Festschrift for Prof. Paradis*. Udine Press: 193-205.
- Barri re, I.** Lorch, M. P. & Le Normand, M.T. (2001) La cliticisation en SE dans le langage de l'enfant: surg n ralisation des affixations et des omissions. In C. Muller (Ed.): *Clitiques et cliticisation*. Paris: Honor  Champion: 251-265.
- Barri re, I.**; Lorch, M.P. & Le Normand, M.T. (2000) Argument Structure Alternation in French Children's Speech. In M. Perkins & S. Howard (Eds.): *New Directions in Language Development and Disorders*. New York: Kluwer Academic/Plenum Publishers: 139-148.

Refereed articles in conference proceedings

- Legendre, G., Nazzi, T., **Barri re, I.**, Culbertson, J., Lopez-Gonzalez, M., Goyet, L. & Zaroukian, E. (2007) Acquiring subject-verb agreement in French: evidence for abstract knowledge from comprehension. In H. Caunt-Nulton, S. Kulatilake and I. Woo (eds) *Proceedings of Boston University Language Development conference 31*, Vol. 2: 370-381.
- Barri re, I.** (2003) The pioneering work of Marc  (1856) on the distinction between speech and writing. Proceedings of the Academy of Aphasia 41st Annual meeting, *Brain & Language*, 87: 147.
- Barri re, I.** (2003) Shattered words. *Brain & Cognition*, TENNET 2003 proceedings.
- Barri re, I.** (2003) Gall, Broca & children's brains: the impact of localization on 19th century developmentalists. In J.T.E. Richardson (ed.) *Proceedings of the 8th Annual Meeting of the International Society for the History of the Neurosciences*. Uxbridge: Brunel University: 9.
- Lorch, M. P. & **Barri re, I.** (2002) On the singular history of pure agraphia. Proceedings of the 40th meeting of the Academy of Aphasia, *Brain & Language*, Vol. 83, Issue: 24-25.
- Barri re, I.**; Lorch, M. P. & Le Normand; M.T (1998) On the Status of the French Pronominal Clitic SE in Children's Grammar in Caron, B. (Ed.): *Proceedings of the XVth International Congress of Linguists*.
- Barri re, I.**; Le Normand, M.T & Lorch, M. P. (1998) On the Status of the French Pronominal Clitic SE in Children's Speech in da Graça Pinto (Ed.): *Proceedings of the 5th International Congress of Applied Psycholinguistics*, Porto: Faculdade de Letras: 253-257.

PUBLICATIONS (cont'd)

Refereed articles in conference proceedings (cont'd)

Barrière, I. (1995) On the Acquisition of the French Clitic SE in Koster, C. & Wijnen, F. (Eds.): *Proceedings of Groningen Assembly on Language Acquisition*, Groningen Centre for Language and Cognition, Groningen, Netherlands: 107-115.

Co-edited book:

Barrière, I.; Morgan, G.; Chiat, S & Woll, B. (Eds.) (2000) *Child Language Seminar 1999 Proceedings. City University Department of Language and Human Communication Science Working Papers*, Vol. 1.

Translation:

Barrière, I. & Lorch, M. P. (2003) Translation from French into English of Pitres (1884) 'Considérations sur l'agraphie à propos d'une observation nouvelle d'agraphie motrice pure' (Considerations on agraphia in light of a new observation of pure motor agraphia), *Brain and Language*, 85: 262-270.

INVITED PRESENTATIONS & SEMINARS- RESEARCH

39. **Barrière, I.**, Martohardjono, G. & Ellis, G.V. (May 2008) Languages and Pre-literacy skills in low-income preschoolers in New York City. Research Institute for the Study of Language in Urban Society Annual Forum.
38. **Barrière, I.** (February 2008) Effects of the quantitative aspects of the input on bilingual development and their clinical implications: insights from the acquisition of Yiddish and English, NYU Department of Speech Language Pathology and Audiology.
37. **Barrière, I.** (November 2007) The factors that determine morphosyntactic development in monolinguals and bilinguals: insights from different languages, modalities and learners. Bilingualism/Language acquisition laboratory meetings, Department of Linguistics, MIT.
36. **Barrière, I.** (October 2007) Les facteurs qui déterminent le développement morphosyntaxique chez les bilingues. CHU Ste Justine Research Center Mother and Child University Hospital Center. Université de Montréal.
35. **Barrière, I.** (October 2007) L'acquisition de l'accord sujet-verbe: différentes langues, différentes modalités, différents apprenants. Les Beaux midis, Ecole d'Orthophonie et d'Audiologie, Université de Montréal.
34. **Barrière, I.** (October 2007) The nature of first word combinations: evidence from the comprehension and production of subject-verb agreement in toddlers exposed to French. Psycholinguistics supper, Department of Linguistics, CUNY Graduate Center.
33. **Barrière, I.** (October 2007) The factors that determine bilingual development : insights from the acquisition of Yiddish. Language Acquisition Research Center, Department of Psychology, Hunter College, CUNY.
32. **Barrière, I.** , Halberstam, F., Smedesdran, S. & Lambova, M. (May 2007) Environmental influences on the early bilingual (Spanish/English, Yiddish/English) development of low SES children in NYC. *Annual Forum of the Research Institute for the Study of Languages in Urban Society*, CUNY Graduate School.
31. **Barrière, I.** (February 2007) L'acquisition de l'accord chez les monolingues et les bilingues: perspectives inter-linguistiques et inter-modalités. Laboratoire Psychologie de la Perception, CNRS- Université Paris 5, Centre Biomédical des Saints Pères.
30. **Barrière, I.** (October 2006) Cross-linguistic, cross-modal and bilingual perspectives on early morphosyntactic development: educational and clinical implications. Department of English, Bar Ilan University.
29. **Barrière, I.** (October 2006) Cross-linguistic, cross-modal and bilingual perspectives on early morphosyntactic development: educational and clinical implications. School of Education and the Department of Communication Disorders, Tel Aviv University.
28. **Barrière, I.** (June 2006) The harmony between the brain, the ear and the hands, Cornell Medical School, Department of Psychophysics, NY.
27. **Barrière, I.**, Frenkel, S., Ellis, G., Spitz, M., Hirth, L., Schapiro, M., Rosenfeld, E., 29. Bemchehoum, R., Rosenberg, C., H.Eisner, R. Hauben, Lubinsky, H.(May 2006) The development of the Communicative Development Inventory for Yiddish: sociolinguistic and formal considerations. *Annual Forum of the Research Institute for the Study of Languages in Urban Society*, CUNY Graduate School.

INVITED PRESENTATIONS & SEMINARS- RESEARCH (Cont'd)

26. **Barrière, I.** (May 2006) Who is doing what to whom? Cross-linguistic and cross-modal perspectives. Department of Communication Sciences, Long Island University, New York.
25. **Barrière, I.** (May 2006) Who is doing what to whom? Beyond the acquisition of words by monolingual and bilingual children, Department of Speech, Brooklyn College, City University of New York.
24. **Barrière, I.** (January 2006) L'acquisition de la morphosyntaxe chez les enfants monolingues et Bilingues. Laboratoire de linguistique et didactique des langues étrangères (LIDILEM), Université Stendhal, Grenoble, France.
23. **Barrière, I. & Rapp, B.** (November 2005) Modality-specific effects on morphological processing and on the retrieval of content and function words. *Science in the Bar*, Doctoral Program in Clinical Rehabilitation Neuropsychology, Touro College School of Health Sciences, New York.
22. **Barrière, I.** (November 2005) Des mains, de l'oreille et de l'esprit ! *American Association of French-speaking health professionals*, New York.
21. Woll, B., Morgan, G., **Barrière, I.** (August 2005) Modality-specific and typological factors in the acquisition of British Sign Language. *Workshop on Agreement in Sign Languages*, MIT, Boston.
20. **Barrière, I.** (June 2005) Changing children's memory. *Theoretical and Experimental Neuropsychology, TENNET XV*, Symposium on Memory keynote, Montreal, Canada.
19. **Barrière, I.** (November 2004) Who is doing what to whom? Beyond words. Department of Communication Sciences, Temple University, USA.
18. **Barrière, I.** (October 2004) The use of British Sign Language by an individual with Williams Syndrome, Cognitive development laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
17. **Barrière, I. & Rapp, B.** (June 2004) Modality-specific effects on morphological processing and on the retrieval of content and function words. Neuropsychology laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
16. **Barrière, I. & Kim, Alexander** (February 2004) A cognitive conception of piano-playing: the pioneering work of Marie Jaëll (1846-1925). Neuropsychology laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
15. **Barrière, I. , Morgan, G. & Woll, B.** (October 2003) Early (but not really) development of British Sign Language grammar. Departmental seminar, Department of Language and Communication Science, City University, London, UK.
14. **Barrière, I.** (June 2003) Shattered words: 19th century perspectives. *Theoretical and Experimental Neuropsychology, TENNET XIV*, Historical symposium keynote, Montreal, Canada.
13. **Barrière, I.** (February 2003) Premature writings. Neuropsychology laboratory, Department of Cognitive Science, Johns Hopkins University, USA.

INVITED PRESENTATIONS & SEMINARS- RESEARCH (Cont'd)

12. **Barrière, I.** (November 2002) Argument structure in speech and writing, Neuropsychology laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
11. **Barrière, I., Morgan, G. & Woll, B.** (November 2002) Nouns and verbs in L1 British Sign Language development: cross-linguistic and modality-specific issues, Psycholinguistics seminars, Department of Psychology, University of Connecticut, USA.
10. **Barrière, I., Morgan, G. & Woll, B.** (November 2002) Nouns and verbs in L1 British Sign Language development: cross-linguistic and modality-specific issues, Department of Cognitive Science, Johns Hopkins University, USA
9. **Barrière, I.** (November 2002) The acquisition of gender-marking by French-speaking children with Williams Syndrome: a review of the literature. Cognitive development laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
8. **Barrière, I.** (November 2002) The expression of motion in French, Cognitive development laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
7. **Barrière, I.** (October 2002) The relation between speech and writing: rediscovering the contribution of Marcé (1856) Neuropsychology laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
6. **Barrière, I.** (April 2002) The order of acquisition of French SE-constructions by unimpaired children and children with Specific Language Impairment. Department of Linguistics and Applied Language Studies, University of Reading, UK.
5. **Barrière, I.** (April 2002) The order of acquisition of French SE-constructions by unimpaired children and children with Specific Language Impairment. Department of Cognitive Science, Johns Hopkins University, USA.
4. **Barrière, I.** (October 2001) Distorted memories Department of the History of Science, Medicine and Technology, Johns Hopkins University, USA.
3. **Barrière, I. & Lorch, M.** (October 2001) Languages, modalities and memories: an examination of the work of Pitres. Cognitive Neuropsychology Laboratory, Department of Cognitive Science, Johns Hopkins University, USA.
2. **Barrière, I.** (July 2000) Investigating early literacy: French perspectives. Department of Education, University of Hertfordshire, UK.
1. **Barrière, I.** (May 1996) De l'acquisition du clitique SE. Laboratoire de Neuropsycholinguistique Jacques-Lordat, Maison de la Recherche, Département des Sciences du Langage, Université de Toulouse-Le Mirail, France.

REFEREED PRESENTATIONS- RESEARCH

49. **Barrière, I.**, Frenkel, S., Ellis, G., Sputz, M., Hirth, L., Lubinsky, H., Schapiro, M., Rosenfeld, E., Bencheboum, R., Rosenberg, C., Eisner, H. & Hauben, R. (May 2007) The bilingual acquisition of Yiddish. *Sixth International Symposium on Bilingualism*, University of Hamburg, Germany.
48. Morgan, G., **Barrière, I.**, Herman, R.C. & Woll, B. (March-April 2007) Learning to talk about location and motion in British Sign Language as a window onto the parallelism between ontogeny and phylogeny. *Emergence of Language in the Child and in the Species*. International Linguistics Association 52nd conference, Hunter College, City University of New York.
47. **Barrière, I.** (March-April 2007) Gall, Broca, phylogeny and ontogeny: the impact of localizationists on developmentalists. *Emergence of Language in the Child and in the Species*. International Linguistics Association 52nd conference, Hunter College, City University of New York.
46. **Barrière, I.**, Frenkel, S., Ellis, G., Sputz, M., Hirth, L., Lubinsky, H., Schapiro, M., Rosenfeld, E., Bencheboum, R., Rosenberg, C., Eisner, H. & Hauben, R. (May 2006) Lexical and morphosyntactic development in Yiddish/English speaking infants and toddlers. *Language Acquisition & Bilingualism: Consequences for a Multilingual Society*. Toronto, Canada.
45. Rapp, B., **Barrière, I.** & Fischer-Baum, S. (October 2006) Morpho-Orthography: evidence of orthography-specific morphological processes. *The Mental Lexicon- 5th International conference*, Montreal, McGill University Quebec, Canada.
44. **Barrière, I.** & Rapp, B. (October 2005) Modality-specific deficits affecting bound and free grammatical elements in written compared to spoken production. *43rd Annual Meeting of the Academy of Aphasia, Royal Dutch Academy of Science, Amsterdam, the Netherlands*.
43. Yarmolinskaya, J. & **Barrière, I.** (July, 2005) The specificity of consecutive bilingualism in early childhood. *The 10th International Association for the study of child language*, Berlin.
42. **Barrière, I.** (July, 2005) Symposium organizer: Perception, comprehension and production in typical and atypical language development: theoretical and empirical issues. *The 10th International Association for the study of child language*, Berlin.
41. **Barrière, I.** (July 2005) The harmony between the brain, the ears and the hands. *The 10th International Society for the History of Neuroscience*, St Andrews, Scotland.
40. Yarmolinskaya, J. & **Barrière, I.** (March, 2005) Consecutive early childhood bilingualism: a special developmental trajectory? *5th International Symposium on Bilingualism*, Barcelona, Spain.
39. **Barrière, I.**, Morgan, G. & Woll, B. (September-October 2004) The acquisition of classifiers in British Sign Language as an L1. *Theoretical issues in Sign Language Research 8*, Barcelona, Spain.

REFEREED PRESENTATIONS- RESEARCH

38. **Barrière, I.**, Legendre, G.,Nazzi, T., Nicol, T., Long, S., Segawa, J., Street, W. & Tellock, M. (September 2004) The acquisition of subject clitics by French-speaking children between 18 and 26 months: insights from production and comprehension. *The Romance Turn: workshop on the acquisition of syntax of Romance languages*, Madrid, Spain.
37. **Barrière, I.** & Lorch, M.P. (September 2004) On the acquisition of ambiguous valency-marking morphemes: insights from the acquisition of French SE. *The Romance Turn: workshop on the acquisition of syntax of Romance languages*, Madrid, Spain.
36. Yarmolinskaya, J. & **Barrière, I.** (July, 2004) Cross-linguistic influences in the bilingual Acquisition of Russian and English. *ASA/CSCA/CiS Meeting*, Trinity Western University, Langley, BC, Canada
35. **Barrière, I.** & Kim, A. (June 2004) The harmony between the brain, the ear and the hands: the collaborative work between the musician Marie Jaëll (1846-1925) and the neurologist Charles Féré (1852-1907). *9th Annual Meeting of the International Society for the History of Neurosciences*, Montreal.
34. **Barrière, I.** (June 2004) The original ideas of Comenius (1592-1670) on children's brains and development. *9th Annual Meeting of the International Society for the History of Neurosciences*, Montreal.
33. Nazzi, T, **Barrière, I.**, Nicole, T., Long, S. (June 2004) The comprehension of agreement clitics by French-speaking 18 and 24 month olds: an intermodal preferential looking study. *Second Lisbon Meeting on Language Acquisition, with special reference to Romance Languages*, University of Lisbon, Portugal.
32. Nazzi, T., **Barrière, I.**, Legendre, G., Nicol, T. & Long, S. (May 2004) Verb acquisition in French: lexical comprehension and sensitivity to subject-verb agreement at 18 and 24 months. *International Conference of Infant Studies*, Chicago, USA.
31. Morgan, G., **Barrière, I.** & Woll, B. (November 2003) The independent acquisition of verb agreement and classifiers in British Sign Language. *28th Boston University Conference on Language Development*, USA.
30. **Barrière, I.** (October 2003) The pioneering work of Marcé (1856) on the distinction between speech and writing, *The Academy of Aphasia 41st Annual meeting*, Vienna, Austria.
29. **Barrière, I.** (July 2003) Gall, Broca and children's brains: the impact of localization on 19th century developmentalists. *8th Annual Meeting of the International Society for the History of Neurosciences*. Cumberland Lodge, UK.
28. Morgan, G., **Barrière, I.** & Woll, B. (April 2003) Grammatical relations in the acquisition of British Sign Language. *Verbs, Processes and Problems*, Department of Human Communication Science, University College London, UK.
27. **Barrière, I.** & Lorch, M.P. (April, 2003) A morphological perspective on the acquisition of Argument Structure alternation. *Verbs, Processes and Problems*, Department of Human Communication Science, University College London, UK.

REFEREED PRESENTATIONS- RESEARCH (Cont'd)

26. **Barrière, I.** & Lorch, M.P. (April, 2003) Morphological bootstrapping in the acquisition of Argument Structure. *Bootstrapping in language acquisition: psychological, linguistic and computational aspects*. Indiana University, USA.
25. Morgan, G., **Barrière, I.** & Woll, B. (November 2002) Grammatical relations in the acquisition of British Sign Language. *27th Boston University Child Language Development conference*, USA.
24. Lorch, M. P. & **Barrière, I.** (October 2002) On the singular history of Pure Agraphia. *40th Annual Meeting of the Academy of Aphasia*, City University of New York, USA.
23. **Barrière, I.** & Lorch, M.P. (July 2002) Reframing the Critical Period Hypothesis: before and after Lenneberg (1967). *9th International congress for the study of child language and 23rd symposium on research in child language disorders*. University of Wisconsin, Madison, USA.
22. Morgan, G., **Barrière, I.** & Woll, B. (July 2002) Verbs and first argument structures in British Sign Language development. *9th International congress for the study of child language and 23rd symposium on research in child language disorders*. University of Wisconsin, Madison, USA.
21. Lorch, M. P. & **Barrière, I.** (June 2002) Evolution, language modalities and localization: 19th century perspectives. *Theoretical and Experimental Neuropsychology, TENNET XIII*, Montreal, Canada.
20. **Barrière, I.** & Lorch, M.P. (June 2002) Brain plasticity and cognitive and behavioural changes in early development: 19th century perspectives. *7th Annual meeting of the International Society for the History of Neuroscience*, Los Angeles, USA.
19. Lorch, M.P. & **Barrière, I.** (August 2001) Pitres rule and the study of written language disorders. *A tribute to Prof. Michel Paradis: Neurolinguistic studies of the Multilingual Brain. International Association of Phoniatrics and Logopaedics*. Montreal.
18. Morgan, G., **Barrière, I.** & Woll, B. (July 2001) The emergence of lexical categories in British Sign Language. *Child Language Seminar 2001*. University of Hertfordshire, UK.
17. Lorch, M.P. & **Barrière, I.** (June 2001) 'Quel Pitres!' or The history of pure agraphia. *6th Annual Meeting of the International Society for the History of the Neurosciences and 8th meeting of the European Club for the History of Neurology*. Cologne, Germany.
16. **Barrière, I.** (August-September 2000) French perspectives on early literacy. *10th European Conference on Quality in Early Childhood Education: Complexity, Diversity and Multiple Perspectives in Early Childhood*. Institute of Education, London.
15. **Barrière, I.**, Morgan, G. & Woll, B. (September 1999) The MB family project- Methodological issues: designing a study of multilingual signed and spoken language acquisition. *The European Sign Foundation*, Department of Language and Human Communication, City University, London.

REFEREED PRESENTATIONS- RESEARCH (Cont'd)

14. **Barrière, I.** & Lorch, M. (September 1999) The morphosyntax/semantics interface in children's grammar: evidence from the acquisition of French reflexive/reciprocal, neuter and middle-passive SE. *Child Language Seminar 1999*, Department of Language and Communication Science, City University, London.
13. **Barrière, I.**, Lorch, M. & Le Normand, M.T. (July 1999) A Cross-linguistic account of the Intransitive/Transitive alternation in children's speech with new evidence from French, *IASCL-VIII International Congress for the Study of Child Language*, San Sebastian, Spain.
12. **Barrière, I.** (July 1999) Investigating Early Literacy in France. *Celebrating Educational Research Conference*, Centre for Educational Research, Canterbury Christ Church University College.
11. **Barrière, I.** & Jago, M. (April, 1999) Early Literacy in France. *Sharing Research in Early Childhood Education, The Third Warwick International Early Years conference*, University of Warwick, Coventry, England.
10. **Barrière, I.**, Lorch, M. & Le Normand, M.T. (September 1998) SE-cliticization in French children's speech: Overgeneralized affixations and omissions, *Conference: Cliticization*, Sciences du Langage, Université de Bordeaux-3, France.
9. **Barrière, I.**, Lorch, M & Le Normand, M.T. (September 1998) Argument Structure Alternation in French Children's Speech, *Child Language Seminar 1998*, Department of Human Communication Sciences, University of Sheffield, UK.
8. **Barrière, I.**, Lorch, M. & Le Normand, M.T. (July 1997) On the Status of the French Pronominal Clitic SE in Children's Grammar, *XVIth International Congress of Linguists*, CNRS, Paris, France
7. **Barrière, I.**, Le Normand, M.T & Lorch, M. (June 1997) On the Status of the French Pronominal Clitic SE in Children's Speech. *5th International Congress of the International Society of Applied Psycholinguistics*, University of Oporto, Portugal.
6. **Barrière, I.** (January 1996) The French Pronominal Clitic SE in Language Acquisition and Agrammatic Aphasia. *Neurolinguistics in a Multilingual World*, BAAL and CUP Sponsored Specialists Seminar Series, Birkbeck College, University of London, UK.
5. **Barrière, I.** (January 1996) Modern French Status of the Clitic SE: an Argument Absorber? *24th Meeting of the Romance Linguistics Seminar*. Trinity Hall, University of Cambridge, UK.
4. **Barrière, I.** (September 1995) A Generative Approach to the French Clitic SE. *Annual Conference organized by the Association for French Language Studies*. The British Council in Paris, France.
3. **Barrière, I.** (September 1995) On the Acquisition of SE: a Generative Account. *Groningen Assembly on Language Acquisition*, University of Groningen, the Netherlands.

REFEREED PRESENTATIONS- RESEARCH (Cont'd)

2. **Barrière, I.** & Blackwell, S. (August 1993) "Put it in your own words. You doing it" I says to him'. *10th World Congress of Applied Linguistics*. Free University of Amsterdam, the Netherlands.

1. **Barrière, I.** & Blackwell, S. (July 1993) Corrective Measures: the Role of Transcription in the British Legal System. *3rd International Conference of the Association of Forensic Linguists*. University of Bonn, Germany.

INVITED PRESENTATIONS- LINK BETWEEN THEORY AND PRACTICE

6. **Barrière, I.** (May 2007) Talk to me: helping families and their young children to engage in communication. *Conference Families as partners: strategies for effective early intervention partnering*, New York University.

5. **Barrière, I.** (May 2007) Recent findings on emergent speech, language and communication, *Conference Families as partners: strategies for effective early intervention partnering*, New York University.

4. **Barrière, I.** (January 2007) Screening and assessments of young children from culturally and linguistically diverse backgrounds. Brooklyn Special Education cluster, New York.

3. **Barrière, I.** & Ellis, G.V. (September 2006) The prevention of the increase of obesity through a culturally appropriate preschool intervention. Friday Morning endocrine-metabolic conference schedule, New York Obesity Research Center.

2. **Barrière, I.** (October 2002) A cognitive neuropsychological approach to literacy. Baltimore City Community College, USA.

1. **Barrière, I.** (March 2000) L'Éveil à la Lecture et à l'Écriture en France. Roubaix Education Authority, Northern France.

PROFESSIONAL MEMBERSHIPS

- International Reading Association
- Association Française de Psycholinguistique Appliquée
- Association for French Language Studies
- Association des Sciences du Langage
- British Association for Applied Linguistics
- International Association for the Study of Child Language
- International Society for the History of Medicine
- International Society for the History of Neuroscience
- American Association of French Speaking Health Professionals

PROFESSIONAL SERVICE AND EXPERIENCE

Honors

Who'sWho in America, Marquis Who's Who from 2006

Associate

Behavioral and Brain Sciences from 2004

Referee

- Peer reviewed journal *European Journal of Neurology* from 2005
- Peer reviewed journal *Human Movement Science* from 2005
- Peer reviewed journal *Journal of Experimental Child Psychology* from 2005
- Peer reviewed journal *Language and Cognitive Processes* from 2005
- Peer reviewed journal *Child development* from 2005
- Peer reviewed journal *Neurocase* 2003
- Chapter in Morgan, G. & Woll, B.(2002) *Directions in Sign Language Acquisition*. Amsterdams: Johns Benjamins. 2001
- *International Journal of Early Childhood* 1998-2000
Published by OMEP (World Organisation for Pre-school Education)

Member of the program committee

- *TENNET XIV, 2003, Theoretical and Experimental Neuropsychology*, 2002-2004
Montreal, Canada, July 2003.
- *4th International Symposium on Bilingualism, Arizona State Meeting* 2002-2003
April 2003
- *Child Language Seminar 1999*, Department of Language 1998-1999
and Human Communication Science, City University, London, September, 1999.

Conference organising assistant

Neurolinguistics in a Multilingual World 1996
Birkbeck College, University of London British Association for Applied Linguistics
and Cambridge University Press Sponsored Specialists Seminar Series

Regular participant

Cognitive Development Unit seminars, Medical Research Council, London 1991-1998
Applied Linguistics seminars, Birkbeck College, University of London 1991-2001
Psychology seminars, Birkbeck College, University of London 1991-2001
Linguistics seminars, School of Oriental & African Studies 1991-2001
Linguistics seminars, University College London 1991-2001
Psychology seminars, University College London 1991-2001
Human communication science seminars, University College London 1991-2001
Saturday workshops, Functional Imaging Laboratory, University College London 1991-2001
Darwin seminars, Department of Philosophy, London School of Economics 1991-2001

PROFESSIONAL SERVICE AND EXPERIENCE (Cont'd)

Invited member/participant

- Center for Research on Autism*, University of Hertfordshire, UK 1999-2001
- Language acquisition reading group*, Psychology Department, Birkbeck College 1996-1998
- Bilingualism reading group*, Clinical Communication studies, City University, London 1997-1999
- Syntaxe, Morphologie et Phonologie dans la Dysphasie de Développement* 1997
Workshop organised by Le Groupe de la Recherche sur le Langage dans la Dysphasie de Développement and held at the Ministère de l'Éducation Nationale, de la Recherche et de l'Enseignement, Paris.
- Theoretical Frameworks of Current and Prospective Research on Language Acquisition* 1996
And Dyslexia COST Social Sciences- A8 Learning Disorders as a Barrier to Human Development, Paris.
- First meeting of the International Code-Switching Data-Base Group*. London 1995

President

Birkbeck College Applied Linguistics Society

1991-1999

Class representative

- Birkbeck College, University of London
- University of Westminster

1991-1996

1989-1990

VOLUNTARY WORK

President of the Board

StartDirect, London

2007- present

UK-based not-for-profit organization that organizes international arts events and arts education programs for children and teenagers from disadvantaged backgrounds.