

Johanne Catherine Paradis

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Education

PhD (Dean's Honour List), Psychology, McGill University (1998)
Graduate Diploma in Education, McGill University (1990)
Teaching area: English as a second language
MA, Linguistics, University of British Columbia (1988)
BA, Linguistics, University of British Columbia (1986)

Academic Positions

Professor and Associate Chair- Graduate Studies (2017- on-going)
Department of Linguistics, University of Alberta
Full Professor (2011-2017)
Department of Linguistics, University of Alberta
Adjunct Professor (2015-on-going)
Department of Communication Sciences and Disorders, University of Alberta
Associate Professor (2005-2011)
Department of Linguistics, University of Alberta
Assistant Professor (2000-2005)
Department of Linguistics, University of Alberta

Teaching

Child Language Acquisition (LING 319 Undergraduate)
Linguistic Approaches to Child Language Disorders (LING 419 Undergraduate)
Dual Language Development and Disorders (LING 521 Graduate)
Bilingualism and Second language Acquisition (LING 620 Graduate)

Trainee Supervision

Post-Doctoral

Adriana Soto-Corominas (2018 – 2021)
Elma Blom (2008-2011)

Doctoral

Xia, Vera Yunxiao (2021-on-going)
Talebi, Ali (2021-on-going)
Lam, Hannah (2020-on-going)
Rusk, Brian (2014 – on-going)
Krithika Govindarajan (2014 – 2020)
Tamara Sorenson Duncan (2011-2017)
Ruiting Jia (2011-2016)
Farzaneh Foroodi Nejad (2006-2011)
Tatiana Zdorenko (2006-2010)

Master's

Natasha Daley (2020-on-going)
Magdalena Winters Difani (2015-2017)
Keren Hernandez (2014-2017)
Yasemin Tulpar (2012-2014)
Tamara Sorenson Duncan (2008-2010)
Ruiting Jia (2008-2010)
Dorothy Pawlina Pinto (2005- 2007)
Anamaria Popescu (2002- 2004)
Juliana de la Mora (2002-2004)
Cinnamon Stacey (2000-2002)

BA Honours

Stephanie Tomlinson (2017)
Chloe Mullen (2012)
Tamara Sorenson (2006)
Heather Golberg (2004)
Laura Marcon (2003)
Julie Coutu (2003)

Service (selected)

Editor

Journal of Child Language (2016- on-going)

Associate Editor

Journal of Child Language (2014 – 2015)
Language, Journal of Speech, Language and Hearing Research (2007-2010)

Social Sciences and Humanities Research Council Committee Member

Canada Graduate Scholarships [Master's] (2006; 2007; 2008 [committee chair])
Insight Grant Committee (2017)

Reviewing (journal articles): Since 2010

Applied Psycholinguistics
Bilingualism: Language and Cognition
Canadian Journal of Speech Language Pathology and Audiology
Child Development
International Journal of Behavioral Development
International Journal of Bilingualism
International Journal of Bilingual Education and Bilingualism
Journal of Child Language
Journal of Communication Disorders
Journal of Speech, Language and Hearing Research
Language, Speech and Hearing Services in Schools
Linguistic Approaches to Bilingualism
Second Language Research
Studies in Second Language Acquisition
Journal of Autism and Developmental Disorders

Knowledge Dissemination to the Non-Academic Community

Professional development with speech-language pathologists and teachers

“Assessment with young dual language learners: Issues and strategies”. Professional development workshop for speech language pathologist team at Scott Robertson, Edmonton Public School Board, January 28, 2021.

“Bilingualism inside and outside the classroom”(with Adriana Soto-Corominas). Professional development workshop for immersion and bilingual program teachers and ESL consultants at Edmonton Catholic School Board, January 14, 2021.

“Knowledge and strategies for enhancing clinical practice with bilingual children: Focus on ESL children”. All day seminar given at the annual conference of the *Newfoundland and Labrador Association of Speech-Language Pathologists and Audiologists*, Corner Brook, NL, Sept. 21, 2017.

Professional development workshop organized by the *Alberta Teacher’s Association ESL Council*. ATA Offices, Edmonton, May 11, 2017.

“English language learning in children and youth: What teachers should know and how they can help.” Interactive Webinar Brown Bag series: *Creating welcoming learning communities: Year-long supports for teachers in meeting the complex needs of refugee students*. Faculty of Education, University of Alberta. October 5, 2016.

Workshop on ELL children’s language development for ESL consultants, *Inclusive learning, Edmonton Public Schools*. June 21, 2016.

“What does it take to become a native-speaker?” Keynote address at the Annual *Celebrating Linguistic Diversity* Conference for teachers (Toronto District Public School Board and OISE). May 6, 2016.

“English language learners: Evidence-based strategies and tools to improve accuracy in assessment and to support bilingual development”. Seminar given at the annual convention of the *Alberta College of Speech-Language Pathologists and Audiologists*, October 2, 2015.

“Dual language development in ESL children and strategies for effective assessment and intervention”. All-day professional development workshop, *Saanich School District*, Victoria, BC. June 12, 2015.

“Supporting multilingual students with special education needs”. Keynote address at the Illinois 38th *Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Children*. Oak Brook, IL. December 11, 2014.

“Dual language development and disorders: Focus on effective assessment and intervention.” Seminar given to Speech-language pathologists at the Genesis Early Learning Centre, *Edmonton Catholic School District*, October 15, 2014.

“Second Language Development and Challenges to Effective Identification and Assessment of Language and Learning Disorders in ESL Children”. All-day seminar for in-service speech language pathologists, teachers, child psychologists and special educators, sponsored by the *British Columbia Association of Speech-Language Pathologists and Audiologists and the Abbotsford District School Board*, British Columbia. Feb 17, 2014.

“Language development in English language learners: Comparisons to monolingual peers, sources of individual differences and implications for clinical practice”. *Bilingual Therapies Symposium*, San José, Costa Rica. July 21, 2013.

Workshop for *Inclusive Learning Program, Edmonton Public Schools* (with Tamara Sorenson Duncan). Topics were the challenges of language assessment with ESL children and focusing on the CHESL website resources for finding solutions to those challenges. March 19, 2013.

Professional development day seminar for elementary teachers, special education teachers and ESL teachers at the *Red Deer Catholic School Board* (Alberta). Workshop topics included ESL acquisition in atypical and atypical children, considerations for assessment and programming, and curriculum development. February 2, 2010.

In-service seminar for special needs early childhood educators on English second language acquisition in young children and implications for classroom programming given at *Elves Special Needs Society*, Edmonton, January 12, 2010.

“Working with young English second language learners”. Seminar presented in conjunction with *Alberta Education – Early Learning Branch* workshop given to school administrators, teachers, special education professionals, including SLPs, September 11 (Red Deer) and 21(Edmonton)

“French-English bilingual development and home input factors”. Seminar given at a professional development workshop for the *réseau provincial d’adaptation scolaire* (provincial network of school rehabilitation consultants, i.e., speech-language pathologists, psychologists, etc.), January, 2009.

Two whole day professional development seminars for speech-language pathologists at the *Peel District School Board* and the *Toronto Catholic District School Board*, and a two hour seminar for English second language teachers at the Peel Board. Seminar title for speech-language pathologists: “Understanding second language acquisition in children and implications for assessment”. Seminar title for teachers: “Second language acquisition in children”, Sept 22-23, 2008.

“Understanding second language acquisition in children and the implications for assessment”. Whole day seminar presented at the annual convention of the *Canadian Association of Speech-Language Pathologists and Audiologists*, Kananaskis, AB, April 2008.

Professional development seminar for the Speech-Language group at the *Calgary Public School Board*, February, 2008.

Seminar on the benefits of bilingualism for children, *Millwoods Public Library*, Edmonton, February, 2008.

Keynote address titled “Understanding and enhancing the language development of culturally- and linguistically-diverse children”. Presented at the *Alberta Government Showcase on Speech and Language Services*, January, 2008.

Seminar titled “A resource database of language measures from ESL children”. Presented at the annual convention of the *Alberta College of Speech-Language Pathologists and Audiologists*. Edmonton, AB, October, 2007.

ASHA (*American Speech and Hearing Association*) telephone seminar, April, 2007. Prepared and presented (live) a two hour seminar titled “second language acquisition in children: considerations for assessment” and developed a multiple choice test to be given to participants for continuing education credit. Given over the web (powerpoint slides) and telephone (for voice). There were 41 individual participants and 39 groups across the US and Canada. Participants were practicing SLPs.

Professional Development seminar for SLPs in the *David Thomson Health Region* (Red Deer), February, 2005.

“Second language acquisition in children with specific language impairment”. Seminar presented at the Annual Convention of the *Alberta College of Speech-Language Pathologists and Audiologists*, Coast Terrace Inn, Edmonton, October, 2004.

In service seminar for *Scott Robertson Outreach Program, Edmonton Public Schools*, November, 2004.

Expert witness

Expert Witness: *A. Haening vs. Glendale Unified School District, State of California, Administrative Hearing*. Testimony regarding bilingualism and children with special needs in immersion education programs at request of the Petitioner (Attorney: David German, Newman, Aaronson Vanaman). May 31, 2017.

Expert witness: *Care and Protection of Anthony Abad Heredia, Docket # 13CP0141LY, Trial Court of the Commonwealth of Massachusetts, Juvenile Court Department, Lynn Session*. Testimony regarding the capacity of developmentally disabled children for dual language learning. Hired by the juvenile's father's attorney. Court appearance on February 10, 2016 by video-link.

Expert witness: *Catherine Josée Lucie Malette v. Spencer Michael Carlton* (Provincial Court of British Columbia, North Vancouver Registry, Matter No. 8530), July, 2015. Expert witness report – see “additional publications”

Expert witness: Supreme court of British Columbia, *Conseil scolaire francophone de la Colombie-Britannique et al v. Province of British Columbia* (2013-2014). Expert witness report – see “additional publications”

Media Contact

[“Extra support needed for ESL students in junior high study shows” Folio, August 28, 2020.](#)

Letter to the Editor, [Globe & Mail](#), response to article titled “A language lost, a culture gained, December 23, 2016.

Interview with Ann Grimswold for [Spectrum](#) (July 11, 2016). Article appeared in [Spectrum](#) and in [Scientific American](#), July 26, 2016.

<http://www.scientificamerican.com/article/for-children-with-autism-multiple-languages-may-be-a-boon/>

Interview with Celeste Moure from [Canadian Family](#) magazine for an article titled “Raising a bilingual child” ([Canadian Family](#) August, 2013) and “Bringing up (bilingual) baby” ([Kiwi](#), April/May, 2014).

Interview with Candice So from the [Edmonton Journal](#) for article “Mandarin bilingual program links students with their heritage. Public, Catholic systems offer learning in eight languages, which gives kids an edge, expert says”. [Edmonton Journal](#), August 2 2012.

Interview with Justin Hayward for [CBC Radio The World at Six](#) on early bilingualism and trilingualism in the preschool years, aired Sep 18, 2009.

Interview for [Radio-Canada](#) (French CBC) television 6:00 news on the benefits of bilingualism for children, February 1, 2008.

Interview for [Shaw TV](#) about study with ESL children, November, 23, 2006.

Interview on [CBC Radio Radioactive](#) about study with ESL children, October 17, 4:15, 2006.

Article in [Work of Arts](#) profiling my research, “Linguist in Action: Supporting children with specific language impairment”, by Mackenzie Grisdale, Spring, 2006.

Article in the [AHFMR Research News](#), profiling my research, “Research outside the lab: Understanding language development”, Spring 2006.

Interviewed for a Sunday Reader article on bilingual development, [Edmonton Journal](#), article, February 5, 2006.

Interview with [CFRN/CTV](#) regarding St-Albert late-immersion programme. Aired on 6:00 local news, February 23, 2004.

Article in the [CASLPA Newsletter](#) (Canadian Association of Speech-Language Pathologists and Audiologists) “Children with SLI can speak two languages”, summer 2002.

Appearances on [CBC Radio Daybreak](#) and [CHFA](#) (French CBC) television concerning bilingualism and children with language impairment, April, 2002.

Article in the [Edmonton Journal](#) “Myths hamper learning of a new language: Professor hopes studies clear the air”, April 23, 2002.

Article in [Montreal Gazette](#), “Full speech ahead; disability no bar to bilingualism”, March 30, 2002.

University of Alberta [Express News](#) article, "Prof proves bilingual children suffer no setbacks", July 17, 2001.

Grants

- SSHRC** Connections Grant (2018). *International Symposium on bilingualism*. Co-applicant (PI: Nicoladis, E.). Amount granted: \$25,000.
- SSHRC** Insight Development Grant (2017-2019). *Successes and challenges of children who are Syrian refugees: Language, literacy and wellbeing*. Co-applicant (PI: Chen, B.). Amount granted: \$69,975.00.
- SSHRC** Partnership Grant (2017-2022): *Child and youth refugee research coalition (CYRRC): Using research to inform best practices for language, literacy, learning, social integration, and child and family wellbeing*. Co-applicant. (PI: Ungar, M.). Amount granted: \$2,500,000.
- SSHRC** Insight Grant (2017-2022). *Understanding children's processing of reference in interaction*. Co-Applicant. (PI: Jarvikivi). Amount granted: \$224,245.^[SEP]
- SSHRC** Targeted Research: Syrian Refugee Arrival, Resettlement and Integration (2016). *Canada-Germany Research Collaboration*. Co-Applicant. (PI: Ungar, M.) Amount granted: \$25,000.
- SSHRC** Connections Grant (2016). *Measuring the Language and Learning Integration of Syrian Refugee Children and Youth Workshop*. Co-Applicant. (PI: Ramos, H.) Amount granted: \$24,974.
- SSHRC** Knowledge Mobilization (2016-2017). *"Meaningful Knowledge Mobilization for Bridging the Research-Practice Gap in Immigrant and Refugee Early Childhood Assessment and Learning"* **Collaborator**. (PI: Gokiert, R.) Amount granted: \$49,992.
- Killam Cornerstones** (2015-2016). *Bilingual Development in Children with Autism Spectrum Disorder from Newcomer Families*. PI. Amount granted = \$45,888.
- SSHRC** (2015-2020). *Age Effects in Child English Second Language Acquisition*. PI. Amount granted = \$306,891.
- CIHR** (2012-2013): *Islands and Peninsulas: Speech and Language Skills of 4-year-old Children in Official Language Minority Communities*. Co-investigator with Pascale Lefebvre, Anne Sutton, Natascha Trudeau. PI = Andrea Macleod. Amount granted = \$99,895.00.
- SSHRC** (2010-2013). *Longitudinal Perspectives on Child English Second Language Acquisition*. PI. Amount granted = \$146,500.
- ACCFRC** (2009-2011). *Developing Resources for Language Assessment with ESL Children*. PI. Amount granted = \$96,970.00.
- AHFMR** Health Scholar Research Allowance (2009-2016). *Oral language characteristics of ESL children: Developing resources for language assessment in a multilingual context*. PI. Amount granted = \$35,000.
- ACCFRC** small grant (2009-2010). *The role of an intercultural learning programme on refugee and immigrant children on the development of their L1 and L2 skills and abilities*. Co-investigator; PI = Anna Kirova. Amount granted: \$39,809.
- SSHRC** standard research grant (2008-2011). *Upper Necaxa Totonac Project: Documenting the oral traditions and acquisition of an endangered language*. Co-investigator; PI = David Beck. Amount granted: \$122,249.
- SSHRC** standard research grant (2008-2011). *Language acquisition and processing cross-language adopted children*. (2008-2011). Collaborator; PI = Fred Genesee. Amount granted: \$158,000.
- EDCI** (Early Child Development Initiative, Government of Alberta) (2008/2009). *A resource database of English language measures from minority children: Calgary expansion*. **PI**. Amount granted: \$32,000.
- SSHRC** standard research grant (2006-2009). *The role of input in language acquisition: evidence from French-English bilingual children*. **PI**. Amount granted: \$158,433.
- CLLRNET** grant [Canadian Language and Literacy Research Network] (2006-2009). *A resource database of English language measures from minority children learning English as a second language*. **PI**. Amount granted: \$150,000.
- SSHRC** Official Languages research grant (2005-2007). *The impact of Canadian minority and majority language environments and instructional programs on learning difficult grammatical morphemes in French*. Co-investigator; PI: Martha Crago. Amount granted: \$97,875.00.

NOW [Research funding organization in The Netherlands] (2004-2008). (Scientific Committee Member; PI Prof. dr. F.P Weerman) Disentangling Bilingualism and SLI. Amount granted: □400,000.

SSHRC standard research grant (2004-2007). *The Structure and Acquisition of Upper Necaxa Totonac*. Co-investigator; PI: David Beck. Amount granted: \$240,000.

SSHRC standard research grant (2002-2005). *Differentiating Between the Language of Children with Specific Language Impairment and Children Learning a Second Language: Toward Defining the Nature of Impairment*. **PI**. Amount granted: \$221,500.

AHFMR Establishment Grant (2002-2005). *Normal and Impaired Expressive and Receptive Language Development in First and Second Language Learning Children*. **PI**. Amount granted: \$180,000.

CFI infrastructure grant (2002). *Centre for Comparative Psycholinguistics*. Co-investigator; PI: Gary Libben. Amount granted: \$297,474.

Awards

National Achievement Award, Canadian Linguistic Association, 2020
 Great Supervisor Award, Faculty of Graduate Studies and Research, University of Alberta, 2019
 Faculty of Arts Research Award (Full Professor), University of Alberta, 2017
 AHFMR / AIHS Health Scholar Award (2009-2016)
 Faculty of Arts Research Award (Associate Professor), University of Alberta (2009)
 AHFMR Population Health Investigator Award Renewal (2005-2008)
 AHFMR Population Health Investigator Award (2002-2005)

Publications

Books

Paradis, J., Genesee, F., & Crago, M. (2021). *Dual language development and disorders: A handbook on bilingualism and second language learning (3rd Edition)*. Baltimore, MD: Brookes.

Grüter, T & Paradis, J. (Eds.) (2014). *Input and experience in bilingual development*. Amsterdam: John Benjamins.

Paradis, J., Genesee, F., & Crago, M. (2011). *Dual language development and disorders: A handbook on bilingualism and second language learning (2nd Edition)*. Baltimore, MD: Brookes.

Genesee, F., Paradis, J. & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore, MD: Brookes.

Prévost, P., and Paradis, J. (Eds.) (2004). *The acquisition of French in different contexts: Focus on functional categories*. Amsterdam: John Benjamins.

Journal Articles

Soto-Corominas, A., Daskalaki, E., & Paradis, J. (in press). Sources of variation at the onset of bilingualism: the differential effect of input factors, AOA, and cognitive skills on HL Arabic and L2 English syntax. *Journal of Child Language*.

Paradis, J., Soto-Corominas, A. Daskalaki, E., Chen, B., Gottardo, A. (2021). Morphosyntactic development in first generation Arabic-English children: The effect of cognitive, age and input factors over time and across languages. *Languages* 6: 51, pp 1-31.

Paradis, J., Chen, X., Ramos, H. (2020). The language, literacy and social integration of refugee youth. *Applied Psycholinguistics*, 41, 1251-1254.

- Paradis, J., Soto-Corominas, A., Chen, B., & Gottardo, A. (2020). How language environment, age and cognitive factors support the bilingual development of Syrian refugee children recently arrived in Canada. *Applied Psycholinguistics*, *41*, 1255-1281.
- Gottardo, A., Amin, N., Al Janaideh, R., Amin, A., Chen, X., & Paradis, J. (2020). Word reading in English and Arabic in children who are Syrian refugees. *Applied Psycholinguistics*, *41*, 1305-1328.
- Al Janaideh, R., Gottardo, A., Tibi, S., Paradis, J. & Chen, X. (2020). The roles of word reading and oral language skills in the reading comprehension of Syrian refugee children. *Applied Psycholinguistics*, *41*, 1203-1304.
- Rusk, B., Paradis, J., & Jarvikivi, J. (2020). Comprehension of English plural-singular marking by Mandarin L1, early L2-immersion learners. *Applied Psycholinguistics*, *41*(3), 547-577.
- Soto-Corominas, A., Paradis, J., Rusk, B., Marinova-Todd, S., Zhang, X. (2020) Oral language profiles of English second language learners in adolescence: Cognitive and input factors influence how they compare to their monolingual peers. *Studies in Second Language Acquisition*, *42*, 697-720.
- Sorenson Duncan, T., & Paradis, J. (2020). How does maternal education influence the linguistic environment supporting bilingual language development in child L2 learners of English? *International Journal of Bilingualism*, *24*, 46-61.
- Sorenson Duncan, T., & Paradis, J. (2020). Home language environment and children's second language acquisition: The special status of input from older siblings. *Journal of Child Language*, *47*, 982-1005.
- Jia, R. & Paradis, J. (2020). The acquisition of Mandarin relative clauses by Mandarin heritage language children. *Linguistic Approaches to Bilingualism*, *10*:2, 153-183.
- Daskalaki, E., Chondrogianni, V., Blom E., Argyri, F., & Paradis, J. (2019). Input effects across domains: The case of Greek subjects in child heritage language. *Second Language Research*, *35*.
- Paradis, J. (2019). Language-level input factors are not enough to explain child bilingual acquisition. Commentary on C. Yang, "A formalist perspective on language acquisition". *Linguistic Approaches to Bilingualism*, *8*:6, 753-757.
- Govindarajan, K., & Paradis, J. (2019). Narrative abilities of bilingual children with and without Developmental Language Disorder (SLI): Differentiation and the role of age and input factors. *Journal of Communication Disorders*, *77*, 1-16.
- Paradis, J. (2018). Language-level input factors are not enough to explain child bilingual acquisition. Commentary on C. Yang, "A formalist perspective on language acquisition". *Linguistic Approaches to Bilingualism*, *8*:6, 753-757.
- Paradis, J., Rusk, B., Sorenson Duncan, T., & Govindarajan, K. (2017). Children's second language acquisition of English complex syntax: The role of age, input and cognitive factors. *Annual Review of Applied Linguistics*, *37*, 1-20. doi: 10.1017/S0267190517000022
- Paradis, J., Jia, R., & Arppe, A. (2017). The acquisition of tense morphology over time by English second language children with specific language impairment: Testing the Cumulative Effects Hypothesis *Applied Psycholinguistics*, *38*, 881-908. doi:10.1017/S0142716416000485
- Paradis, J. (2017). Parent report data on input and experience reliably predict bilingual development and this is not trivial. Peer Commentary. *Bilingualism: Language and Cognition*, *20*, 27-28.

- Paradis, J., & Jia, R. (2016). Bilingual children's long-term outcomes in English as a second language and sources of individual differences in their rate of English development. *Developmental Science*, 20, 1-15. doi: 10.1111/desc.12433
- Paradis, J. (2016). Parent report data on input and experience reliably predict bilingual development and this is not trivial. Peer Commentary. *Bilingualism: Language and Cognition*, 1-2. <https://doi.org/10.1017/S136672891600033X>
- Paradis, J. (2016). An agenda for knowledge-oriented research on bilingualism in children with developmental disorders. Commentary. *Journal of Communication Disorders*, 63, 79-84.
- Paradis, J. (2016) The development of English as a second language with and without specific language impairment: Clinical implications. *Journal of Speech, Language and Hearing Research*, 58, 171-182.
- Paradis, J., Tulpar, Y., & Arppe, A. (2016). Chinese L1 children's English L2 verb morphology over time: Individual variation in long-term outcomes. *Journal of Child Language*. 43, 553-580.
- Sorenson Duncan, T., & Paradis, J. (2016). English Language Learners' Nonword Repetition Performance: The Influence of L2 Vocabulary Size, Length of L2 Exposure and L1 Phonology. *Journal of Speech Language and Hearing Research*, 59, 39-48.
- Paradis, J. & Blom, E. (2016). Do early successive bilinguals show the English L2 pattern of precocious BE acquisition? *Bilingualism: Language and Cognition*, 19, 630-635.
- Blom, E. & Paradis, J. (2015). Sources of individual differences in the acquisition of tense inflection by English second language learners with and without specific language impairment. *Applied Psycholinguistics*, 36, 953 – 976.
- Jia, R., & Paradis, J. (2015). The use of referring expressions in narratives by Mandarin heritage language children and the role of language environment factors in predicting individual differences. *Bilingualism: Language and Cognition*, 18, 737-752.
- Paradis, J. & Kirova, A. (2014). English second language learners in preschool: Profile effects in their English abilities and the role of home language environment. *International Journal of Behavioral Development*, 38(4), pp. 342-349.
- Morrow, A., Goldstein, B., Gilhool, A., Paradis, J. (2014). Phonological skills in English language learners. *Language, Speech and Hearing Services in Schools*, 45, 26-39.
- Smithson, L., Paradis, J., & Nicoladis, E. (2014). Bilingualism and vocabulary achievement: Could sociocultural context make a difference? *Bilingualism: Language and Cognition*, 17, 810 – 821.
- Paradis, J., Schneider, P. & Sorenson Duncan, T. (2013). Discriminating children with language impairment among English language learners from diverse first language backgrounds. *Journal of Speech, Language and Hearing Research*, 56, 971-981.
- Tessier, A.M., Sorenson Duncan, T., & Paradis, J. (2013). Developmental Trends and L1 Effects in Early L2 Learners' Onset Cluster Production. *Bilingualism Language and Cognition*, 16, 663-681.
- Blom, E. & Paradis, J. (2013). Past tense production by English second language learners with and without impairment. *Journal of Speech, Language and Hearing Research*, 56, 1-14.
- Pierce, L., Genesee, F., & Paradis, J. (2013). Acquisition of English Grammatical Morphology by Internationally-Adopted Children from China. *Journal of Child Language*, 40, 1076-1090.

- Blom, E., Paradis, J., Sorenson Duncan, T. (2012). Effects of input properties, vocabulary size and L1 on the development of third person singular –s in child L2 English. *Language Learning*, 62(3), 965-994.
- Nicoladis, E. & Paradis, J. (2012). Acquiring regular and irregular past tense morphemes in English and French: Evidence from bilingual children. *Language Learning*, 62, 170-197.
- Nicoladis, E. & Paradis, J. (2011). Learning to liaise and elide *comme il faut*: Evidence from bilingual children. *Journal of Child Language*, 38(4), 701-730.
- Paradis, J. (2011). Individual Differences in Child English Second Language Acquisition: Comparing Child-Internal and Child-External Factors. *Linguistic Approaches to Bilingualism* 1:3, 213-237.
- Paradis, J. (2011). The impact of input factors on bilingual development: quantity versus quality. Peer commentary on A. Sorace, Pining down the concept of interface in bilingualism. *Linguistic Approaches to Bilingualism*, 1:1, 67-70.
- Zdorenko, T. & Paradis, J. (2011). Articles in child L2 English: When L1 and L2 acquisition meet at the interface. *First Language*. DOI: 10.1177/01427237110396797.
- Paradis, J., Emmerzael, K., & Sorenson Duncan, T. (2010). Assessment of English Language Learners: Using Parent Report on First Language Development. *Journal of Communication Disorders*. 43, 474-497.
- Paradis, J., Nicoladis, E., Crago, M., & Genesee, F. (2011). Bilingual children's acquisition of the past tense: A Usage-Based approach. *Journal of Child Language*, 37, 1-25.
- Paradis, J. (2010). Bilingual children's acquisition of English verb morphology: Effects of language dominance, structure difficulty, and task type. *Language Learning* 60, 651-680.
- Paradis, J. (2010). The interface between bilingual development and specific language impairment. Keynote article for special issue with peer commentaries. *Applied Psycholinguistics*, 31, 3-28.
- Paradis, J. (2010). The interface between bilingual development and specific language impairment: Response to commentaries. *Applied Psycholinguistics*, 31, 119-136.
- Foroodi Nejad, F., & Paradis, J. (2009). Crosslinguistic transfer in the acquisition of compound words in Farsi-English bilinguals. *Bilingualism: Language and Cognition*, 12, 411-427.
- Paradis, J. (2009). Maturation: For better or for worse? Peer commentary on Meisel, J. (in press), Second language acquisition in early childhood. *Zeitschrift für Sprachwissenschaft*.
- Paradis, J., Rice, M., Crago, M., Marquis, J. (2008). The acquisition of tense in English: Distinguishing child L2 from L1 and SLI. *Applied Psycholinguistics*, 29, 1-34.
- Zdorenko, T., & Paradis, J. (2008). The acquisition of articles in child L2 English: Fluctuation, Transfer or Both? *Second Language Research*, 24, 227-250.
- Golberg, H., Paradis, J. & Crago, M. (2008). Lexical acquisition over time in minority L1 children learning English as a L2. *Applied Psycholinguistics*, 29, 1-25.
- Paradis, J. (2007). Bilingual Children with SLI: Theoretical and Applied issues. *Applied Psycholinguistics*, 28, 512-564.
- Paradis, J. & Nicoladis, E. (2007). The influence of dominance and sociolinguistic context on bilingual preschoolers' language choice. *The International Journal of Bilingualism and Bilingual Education*, 10, 1-21.

- Paradis, J., Crago, M. & Genesee, F. (2005/2006). Domain-specific versus domain-general theories of the deficit in SLI: Object pronoun acquisition by French-English bilingual children. *Language Acquisition*, 33-62.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with Specific Language Impairment. *Language, Speech and Hearing Services in the Schools*, 36, 172-187.
- Paradis, J. (2004). On the relevance of specific language impairment to understanding the role of transfer in second language acquisition. *Applied Psycholinguistics*, 25, 67-82.
- Paradis, J. & Navarro, S. (2003). Subject realization and crosslinguistic interference in the bilingual acquisition of Spanish and English. *Journal of Child Language*, 30, 371-393.
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Book Chapters

- Paradis, J., Soto-Corominas, A., Chen, X., & Gottardo, A (2020). The home language environment and English second language learning of Syrian refugee children: Comparisons with other newcomer children in Canadian schools. To appear in Korntheuer, A., Maehler, D.B., Pritchard, P., Wilkinson, L. (Eds.), *Refugees in Canada and Germany: From research to policies and practice* (pp 143-160). Köln: GESIS - Leibniz-Institut für Sozialwissenschaften.
- Paradis, J. (2020). Bilingualism and bilingual acquisition. To appear in O'Grady, W., & Archibald, J. (Eds.), *Contemporary Linguistic Analysis, 9th Edition* (pp 385-404). North York, ON: Pearson Canada.

- Paradis, J. & Govindarajan, K. (2018). Bilingualism and children with language and communication disorders. In D. Miller, F. Bayram, J. Rothman and L. Serratrice (Eds.), *Bilingual language and Cognition: The state of the science across its subfields. [Sibil 54]* (347-370). Amsterdam: John Benjamins.
- Paradis, J. (2015). Supporting the home language of EAL children with developmental disorders. In V. Murphy & M. Evangelou (Eds.), *Early Childhood Education in English for Speakers of Other Languages*. UK: British Council. http://www.teachingenglish.org.uk/sites/teacheng/files/F240_Early_Childhood_Education_inners_FINAL_web.pdf 3807
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- Paradis, J. (2010). Comparing typically-developing children and children with specific language impairment, both monolingual and bilingual. In E. Blom & S. Unsworth (Eds.), *Experimental Methods in Language Acquisition* (pp 223-244). Amsterdam: John Benjamins.
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- Paradis, J. (2007-c). Second language acquisition in childhood. In E. Hoff & M. Shatz (Eds.), *Handbook of Language Development* (pp. 387-405). Oxford, UK: Blackwell.
- Crago, M. & Paradis, J. (2004). Language impairment in children: Crosslinguistic studies. In R. Kent (ed.), *The MIT encyclopedia of communication sciences and disorders* (pp 331-333). Cambridge, MA: MIT Press.
- Paradis, J. & Crago, M. (2004). Comparing L2 and SLI grammars in French: Focus on DP. In Prévost, P. & Paradis, J. (Eds.), *The acquisition of French in different contexts: Focus on functional categories* (pp. 89-108) Amsterdam: John Benjamins.
- Crago, M & Paradis, J. (2003). Two of a kind? Commonalities and variation in languages and language learners. To appear in Y. Levy and J. Schaeffer (Eds.) *Language competence across populations: Towards a definition of specific language impairment* (pp 97-110). Mahwah, NJ: Lawrence Erlbaum Associates.
- Paradis, J. (2000). Beyond ‘one system or two?’: Degrees of separation between the languages of French-English bilingual children. In S. Döpke (Ed.), *Cross-linguistic structures in simultaneous bilingualism* (pp 175-200). Amsterdam/Philadelphia: John Benjamins.

Conference Proceedings

Soto-Corominas, A., Paradis, J., Al Janaideh, R., Vitoroulis, I., Chen, X., Georgiades, K., Jenkins, J. & Gottardo, A. (2020). Socioemotional wellbeing influences bilingual and biliteracy development in Syrian refugee children. In M. Brown and A. Kohut (Eds.), *Proceedings of the 44th Boston University Conference on language Development* (pp. 620-633). Somerville, MA: Cascadilla Press.

Sorenson Duncan, T., & Paradis, J. (2019). Using television to boost native-speaker input for L2-learning children: A cautionary tale. In M. Brown and B. Dailey (Eds.), *Proceedings of the 43rd Boston University Conference on language Development* (pp 639-652). Somerville, MA: Cascadilla Press.

Paradis, J. (2019). English Second Language Acquisition from Early Childhood to Adulthood: The Role of Age, First Language, Cognitive and Input Factors. In M. Brown and B. Dailey (Eds.), *Proceedings of the 43rd Boston University Conference on language Development* (pp 11-26). Somerville, MA: Cascadilla Press.

Paradis, J., Tremblay, A. & Crago, M. (2008). Bilingual children's acquisition of English inflection: The role of dominance and task type. In H. Chan, H. Jacob & E. Kapia, (Eds.), *BUCLD 32 Proceedings* (pp 378-389). Somerville, MA: Cascadilla Press.

Paradis, J., Nicoladis, E., & Crago, M. (2007). French-English bilingual children's acquisition of the past tense. In H. Caunt-Nulton, S. Kulatilake & I-H Woo (Eds.), *BUCLD 31 Proceedings* (pp 497-507). Somerville, MA: Cascadilla Press.

Zdorenko, T., & Paradis, J. (2007). The role of the first language in child second language acquisition of articles. *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America* (pp. 483-490). Somerville, MA: Cascadilla Press.

Paradis, J. Crago, M. & Genesee, F. (2003) Object clitics as a clinical marker of SLI in French: Evidence from French-English bilingual children. In B. Beachley et al (Eds.), *BUCLD 27 Proceedings*, 638-649. Somerville, MA: Cascadilla Press.

Paradis, J. & Crago, M. (2003). What can SLI tell us about transfer in SLA? In J. Liceras et al (Eds.), *L2 Links: Proceedings of the 6th Generative Approaches to Second language Acquisition Conference (GASLA 2002)*, 219-226. Somerville, MA: Cascadilla Press.

Paradis, J., Petitcherc, S., & Genesee, F. (1997). Word truncation in French-speaking two year olds. In E. Hughes et al (Eds.), *BUCLD 21 Proceedings*, 441-452.

Paradis, J. (1996). Phonological differentiation in a bilingual child: Hildegard revisited. In A. Stringfellow et al (Eds.) *BUCLD 20 Proceedings*, 528-539.

Pater, J. & Paradis, J. (1996). Truncation without templates in early child phonology. In A. Stringfellow et al. (Eds.) *BUCLD 20 Proceedings*, 540-551.

Additional Publications (Reports)

Paradis, J., Marinova-Todd, S., Soto-Corominas, A., Zhang, X., Rusk, B., Day, K. (2019). Language and literacy skills of English language learners in middle school: How do they compare to their monolingual peers? Research report, ERA. <https://doi.org/10.7939/r3-57vc-r316>

Paradis, J., Govindarajan, K., & Hernandez, K. (2018). *Bilingual development in children with Autism Spectrum Disorder from newcomer families*. Research report. https://doi.org/10.7939/R31V5BT9X_1-12_3528

Paradis, J. (2016). An agenda for knowledge-oriented research on bilingualism in children with developmental disorders. *Journal of Communication Disorders*, 63, 79-84.

Paradis, J. (July, 2015). *The role of age and linguistic input factors in the success in learning and maintaining a minority language*. Expert witness report for David Taylor, Barrister & Solicitor, Power Law, for *Catherine Josée Lucie Malette v. Spencer Michael Carlton* (Provincial Court of British Columbia, North Vancouver Registry, Matter No. 8530).

Paradis, J. (2013). *The role of age and minority language status in francophone children's language development in western Canada*. Expert witness report for Mark Power, Lawyer, Heenan Blaikie for case of Conseil scolaire francophone de la Colombie-Britannique et al. v. Province of British Columbia. 10,448 words

Paradis J. (2011). *Developing resources for language assessment with English second language children*. Scientific Report for the Alberta Centre for Child, Family and Community Research.

Paradis, J. (2009-b). *Oral language development in French and English and the role of home input factors*. Report for the Conseil Scolaire Centre-Nord, Edmonton, Alberta.

Paradis, J. Kirova, A. & Dachyshyn, D. (2009). *Working with English Language Learners: Handbook for Early Childhood Educators*. Alberta Children and Youth Initiative Learning Supports, Alberta Education.

Paradis, J., Crago, M., & Bélanger, C. (2005). Le développement langagier bilingue chez les enfants : incidence sur l'évaluation du trouble primaire du langage. *Revue Fréquences* (Ordre des orthophonistes et audiologistes du Québec).

Paradis, J. (1999). What do specifically-language impaired and second language children have in common? *Child Language Bulletin* for the International Association for the Study of Child Language, 19(1), 4-6.

Presentations

Invited Presentations

Paradis, J. (2021). The role of concurrent mental health and pre-migration adversity in the bilingual development of Syrian refugee children recently arrived in Canada. Presentation given at the Workshop on *Bilingual Language Development in Canada*, University of Toronto.

Paradis, J. (2020). Individual differences in the bilingual development of immigrant and refugee children. Department of Linguistics Colloquium series. University of Alberta.

Paradis, J. (2020). Input quality in relation to input quantity. *Q-Bex workshop*, University of Leeds.

Paradis, J. (2019). The bilingual development of migrant children in Canada with a focus on the Syrian refugee community. Keynote address given at *Bilingual Acquisition of Language and Literacy*. Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS), Berlin.

Paradis, J. (2018). English L2 acquisition from early childhood to adulthood: The role of age, L1, cognitive and input factors. Plenary address given at *BUCLD 43*. Boston University, Boston, MA.

Paradis, J. (2018). The L2 acquisition of children from migrant backgrounds: How age, L1, input and cognitive factors shape this process. Keynote addresses given at *EuroSLA*, University of Münster, Münster, Germany.

Paradis, J. (2018). English L2 acquisition in children with language and communication disorders: Exploring their capacity for bilingualism. Presented at *Symposium in Honour of Lydia White*. McGill University, Montréal.

- Paradis, J. (2018). Children learning English as an L2 from diverse L1 backgrounds: Individual difference factors and long-term outcomes. Keynote address given at *Current Issues in Bilingual Development*. Macquarie University, Sydney Australia
- Paradis, J. (2018). *Bilingual development in children with language and communication disorders from migrant families*. Colloquium at CLaS-CCD, Macquarie University, Sydney, Australia
- Paradis, J. (2016). Children learning English a second language: Developmental trajectories, individual difference factors and long-term outcomes. Keynote address given at *1st Annual Conference on Child Language Acquisition Research in Alberta*. University of Lethbridge.
- Paradis, J. (2016). Children learning English as a second language with and without specific language impairment: Development and differentiation. Invited talk at *le Congrès international sur l'orthophonie et l'audiologie - International congress on speech-language pathology and audiology*. Université de Montréal.
- Paradis, J. (2015). *Grammatical acquisition in English L2 children with and without SLI*. Colloquium given at the University of Tromsø, Tromsø, Norway.
- Paradis, J. (2015). *English L2 children with and without SLI*. Colloquium given at the University of Amsterdam, the Netherlands.
- Paradis, J. (2015). Morphological acquisition in English L2 children with and without SLI. Keynote address, Bilingual Morphology Workshop, *International Symposium on Bilingualism*, Rutgers University, New Brunswick, NJ.
- Paradis, J. (2014). *What does it take to become a native-speaker?* Colloquium given in the Department of Linguistics, University of Illinois – Urbana Champaign, Champaign, IL.
- Paradis, J. (2014). Discriminating children with primary/specific language impairment among English language learners. *American Speech and Hearing Association Annual Convention*, Orlando, FL.
- Paradis, J. (2013). *Are bilingual children slower to acquire language than monolingual children?* Colloquium presented in the Department of Psychology, University of Calgary.
- Paradis, J. (2013). Child bilingual morphosyntax. Half-day seminar as part of a *PhD course on Multilingualism and Grammar*. Norwegian University of Science and Technology, Trondheim, Norway.
- Paradis, J. (2013). Topics in child bilingual and second language acquisition. Half-day seminar at the third annual *Barcelona Summer School on Bilingualism and Multilingualism*, Pompeu Fabra University, Barcelona, Spain.
- Paradis, J. (2013). Clinical markers in bilingual children with specific language impairment. Discussion presented at the meeting of the *European COST Action on Language Impairment in a Multilingual Society*. Jagiellonian University, Kraków, Poland.
- Paradis, J. (2013). The CHESL Centre: Resources for assessment with ESL children. Paper presented at the *Alberta Center for Child, Family and Community Research Showcase*, Edmonton, AB.
- Kirova, A. & Paradis, J. (2013). The role of an intercultural early-learning program for refugee and immigrant children on the development of their L1 and L2 skills and abilities. Poster presented at the *Alberta Center for Child, Family and Community Research Showcase*, Edmonton, AB.
- Paradis, J. (2010). The interface between specific language impairment and bilingual development: theoretical perspectives. Plenary address given at the *4th Generative Approaches to Language Acquisition North America*, University of Toronto.

- Paradis, J. (2010). English second language learning by immigrant children: Catching up to native-speakers. Presentation given at the Prairie Metropolis Centre Research Symposium, University of Alberta.
- Paradis, J. (2009). Language impairment and English second language learners. Colloquium presented as part of the *Distinguished Speaker Series*, Faculty of Rehabilitation Medicine, University of Alberta.
- Paradis, J. (2009). Limited capacity hypothesis and bilingual acquisition. Lecture presented at the *Amsterdam Centre of Language and Communication*, University of Amsterdam, The Netherlands.
- Paradis, J. (2009). Profiles of English second language learners, with and without SLI. Paper presented at the *Conference on Bilingualism and Specific Language Impairment*, Institute for Advanced Studies, Hebrew University of Jerusalem, Israel.
- Paradis, J. (2008). Is finite verb morphology a clinical marker of SLI in English L2 children? Paper presented at *Windows on Inflection*, University of Amsterdam, The Netherlands.
- Paradis, J. (2008). Bilingual children and theoretical perspectives on specific language impairment. Discussion paper presented at *Windows on Inflection*, University of Amsterdam, The Netherlands.
- Paradis, J. (2008). Are bilingual children slower to acquire language than monolingual children? Keynote address given at the *Conference on Bilingual Acquisition in Early Childhood*, Chinese University of Hong Kong, Hong Kong.
- Paradis, J. (2007). How long does it take for second language children to develop native-speaker competence? Paper presented as part of Academic Session: Lessons Learned from Second Language Research with Young Learners, *Teachers of English to Speakers of Other Languages (TESOL) Conference*, Seattle, Washington.
- Paradis, J. (2006). Matching different populations. Lecture presentation given at the 3rd workshop on *Experimental Methods in Language Acquisition Research*, University of Utrecht, The Netherlands.
- Paradis, J. (2006). *Differentiating between English second language and specifically language impaired acquisition in children*. Colloquium presented at the Amsterdam Center for Language and Communication, University of Amsterdam, The Netherlands.
- Paradis, J. (2006). *Understanding English as a second language development: Implications for assessment*. Colloquium presented at the annual OASIS conference, Department of Speech-Language Pathology and Audiology, University of Alberta.
- Paradis, J. & Crago, M. (2006). Learning two languages under conditions of impairment. Paper presented at *Language Acquisition and Bilingualism: Consequences for a Multilingual Society*, York University, Toronto.
- Paradis, J. (2006). Differentiating between SLA and SLI: Focus on functional categories. Plenary address given at the 8th biennial *Generative Approaches to Second language Acquisition*, University of Calgary, Banff, Alberta.
- Paradis, J. (2004). *Differentiating between normal and impaired second language children*. Colloquium presented at the Department of Linguistics, University of Alberta.
- Paradis, J. (2004). Participant in panel discussion workshop on *Childhood Bilingualism: current Status and Future Directions*, sponsored by the National Institute of Child Health and Development (NICHD) and the Office of English Language Acquisition (OELA), Washington, DC.

Paradis, J. (2003). *Exploring the consequences of bilingualism for children with specific language impairment*. Colloquium presented at the Instituto de Investigaciones Filológicas, Universidad Nacional Autónoma de México, Mexico city.

Paradis, J. (2003). *Exploring the consequences of bilingualism for children with specific language impairment*. Colloquium presented in the Department of Linguistics, University of Calgary.

Paradis, J. (2001). *Specific language impairment in bilingual children*. Colloquium presented in the Department of Psychology, University of Hertfordshire, England.

Paradis, J. (2001). *Comparing bilingual and monolingual children with specific language impairment*. Colloquium presented in the Department of Psychology, University of Alberta

Paradis, J. (2000). The use of subjects in a Spanish-English bilingual child: Crosslinguistic transfer or the influence of input? Paper presented at the *Colloquium on Bilingualism* hosted by the Centre for Multilingualism, University of Hamburg, Germany,

Crago, M., Paradis, J. & Le Corre, M. (1999). Argument structure in Quebec French speakers with SLI. Paper to be presented as part of an invited symposium: Argument structure in children with specific language impairment. Conference of the *International Association for the Study of Child Language*, San Sebastian, Spain. [contribution to data analysis]

Paradis, J. (1999). *Les différences et similarités langagières entre les enfants dysphasiques et les enfants bilingues*. Colloquium given in the École d'orthophonie et audiologie, l'Université de Montréal.

Paradis, J. (1999). *Comparing tense marking in language-impaired and second language children: Can we tell them apart?* Colloquium given in the Department of Linguistics, University of Alberta, Edmonton, Alberta.

Paradis, J. (1997). Syntactic Acquisition in French-English bilinguals. Paper presented at the *Montreal Workshop on Bilingualism and Language Socialization*, McGill University.

Paradis, J. (1996). Universal and language-specific aspects of syntactic acquisition: Insights from bilingual infants. Paper presented as part of an invited symposium: Contributions to theories of language acquisition from bilingual children. *International Conference on Infant Studies*, Providence, RI.

Refereed Presentations

Soto-Corominas, A., & Paradis, J. (2020). The weight of dominance: Development of complex syntax at the early stages of Catalan-Spanish bilingualism. Paper presented at the *Canadian Linguistics Association* conference, Congress, University of Western Ontario.

Soto-Corominas, A., Paradis, J., Al Janaideh, R., Vitoroulis, I., Chen, X., Georgiades, K., Jenkins, J., & Gottardo, A. (2019). Socioemotional wellbeing influences bilingual and biliteracy development: Evidence from Syrian refugee children. Poster presented at the *Boston University Conference on Language Development*, Boston, M.A.

Govindarajan & Paradis (2019). Narrative abilities of English L2 learners with Autism Spectrum Disorder, Developmental Language Disorder and Typical Development. Paper presented at the Annual Conference of the *Society for Scientific Studies of Reading*, Toronto.

Govindarajan, K., & Paradis, J. (June, 2019). Internal State Terms in the Narratives of English L2 learners with Autism Spectrum Disorder, Developmental Language Disorder and Typical Development. *International Symposium on Bilingualism*, University of Alberta.

- Rusk, B, Paradis, J., Soto-Corominas, A. (2019). Morphosyntactic abilities of early L2 learners in adolescence and young adulthood: Convergence with monolinguals and role of vocabulary size. *International Symposium on Bilingualism*, University of Alberta.
- Daskalaki, Chondrogianni, Blom, Argyri, & Paradis, J. (2019). Parental input effects in heritage contexts, Invited Colloquium on heritage language learning in children, ISB 12, University of Alberta, June 2019. Colloquium Organizer: Silvina Montrul
- Soto-Corominas, A., Paradis, J., Winters Difani, M., Daskalaki, E. & Al Janaideh, R. (2019). The Syntactic Acquisition in English and Arabic of Syrian Refugee Children: Influence from Cognitive and Environmental Factors. Paper presented the *Canadian Linguistics Association Conference*, University of British Columbia, Vancouver.
- Brian Rusk, Johanne Paradis and Juhani Järvikivi (2019). Middle-School Language Immersion Learners' Comprehension of Plural-Singular Marking: Acquisition across a Typologically Distinct Language Pairing. Poster presented the *Canadian Linguistics Association Conference*, University of British Columbia, Vancouver.
- Soto-Corominas, A., Paradis, J., Al Janaideh, R., Vitoroulis I., Chen, X., Georgiades, K., Jenkins, J., & Gottardo, A. (2019). Mental health and its association with oral language and literacy skills in Syrian Refugee children. *CAN-Germany Workshop on the Integration of Refugees*, Ontario Institute for Studies in Education, University of Toronto.
- Soto-Corominas, A., Paradis, J., Winters Difani, M., Daskalaki, E. (2019). Cognitive, Age and Input Factors influence the English Syntactic Acquisition of Syrian Refugee Children. . *CAN-Germany Workshop on the Integration of Refugees*, Ontario Institute for Studies in Education, University of Toronto.
- Winters Difani, M., Daskalaki, E., Soto-Corominas, A., Paradis, J., Al Janaideh, R. (2019). Tracing the syntactic development and maintenance of Arabic in heritage contexts: The case of Syrian refugee children in Canada. *CAN-Germany Workshop on the Integration of Refugees*, Ontario Institute for Studies in Education, University of Toronto.
- Paradis, J., Soto-Corominas, A., Chen, X., Gottardo, A. (2019). Language environment and bilingual development in Syrian refugee children at wave 1. Presented as part of workshop, Early Bilingual and Biliteracy Development of Syrian Refugee Children, *21st National Metropolis Conference*, Halifax.
- Sorenson Duncan, T., & Paradis, J. (2018). Using Television to Boost Native-Speaker Input for L2-Learning Children: A Cautionary Tale. Paper presented at *BUCLD 43*, Boston, MA.
- Sorenson Duncan, T., & Paradis, J. (2018). Home language use and L2 acquisition in children from immigrant backgrounds : Effects of sibling versus maternal input. Poster presented at *Development 2018*, Brock University, St. Catharines.
- Daskalaki, E., Chondrogianni, V., Blom, E., Argyri, F., & Paradis, J. (2017). Vulnerable Domains in Child Heritage Language: The case of Heritage Greek. Poster presented at the 41st annual Boston University Conference on Language Development, Boston, MA.
- Sorenson Duncan, T., & Paradis, J. (2017). Look Who's Talking: Effects of Sibling versus Maternal Input in Child L2 Acquisition. Paper presented at the 41st annual Boston University Conference on Language Development, Boston, MA.
- Daskalaki, E., Chondrogianni, V., Blom, E., Argyri, F., & Paradis, J. (2017). Vulnerable Domains in Child Heritage Language: Evidence from Heritage Greek. *SiLA Workshop* (The Selectivity of Native Language Attrition), University of Edinburgh, UK.

- Daskalaki, E., Chondrogianni, V., Blom, E., Argyri, F., & Paradis, J. (2017). Subject Use in Child Heritage Language: Evidence from Heritage Greek. EUROSLA, University of Reading, UK.
- Sorenson Duncan, T., & Paradis, (2017). How maternal education influences the linguistic environment supporting migrant children's L2 lexical and syntactic development. Paper presented as part of a symposium on "One size does not fit all: Bilingual development across linguistic domains and socio-cultural contexts" at the 14th *International Congress for the Study of Child Language*, Lyon, France.
- Govindarajan, K., & Paradis, J. (2017). Narrative Abilities in English L2 learners with and without Specific Language Impairment. Paper presented as part of a symposium on "Narrative abilities in bilingual children with typical and atypical development" at the 14th *International Congress for the Study of Child Language*, Lyon, France.
- Järviviki, J., Porretta, V., Paradis, J., Govindarajan, K., & Day, K. (2017). Language knowledge predicts 3-6 year-old mono- and bilingual children's pronoun processing. Poster presented at the 14th *International Congress for the Study of Child Language*, Lyon, France.
- Paradis, J., Rusk, B., Sorenson Duncan, T., & Govindarajan, K. (2016). English second language children's acquisition of complex sentences: The role of age, input and cognitive factors. Paper presented at the *Young Language Learners Symposium*, Oxford University, Oxford, UK.
- Sorenson Duncan, T., & Paradis, J. (2016). The not-so-straightforward story of maternal education and linguistic input. Poster presented at *Canadian Linguistics Association / Congress of the Humanities and Social Sciences*, Calgary, AB.
- Jia, R., & Paradis, J. (2016). The Acquisition of Relative Clauses by Mandarin heritage bilingual children. Paper presented at the *Canadian Linguistics Association / Congress of the Humanities and Social Sciences*, Calgary, AB.
- Paradis, J., Jia, R., Arppe, A. (2015). Tense over time in English L2 learners with SLI. Paper presented at the 40th annual *Boston University Conference on Language Development*, Boston, MA.
- Paradis, J., Tulpar, Y., & Arppe, A. (2015). Long-term outcomes in Chinese L1 children's English verb morphology. Paper presented at the *American Association of Applied Linguistics Conference*, Toronto, Canada.
- Paradis, J., Tulpar, Y., & Arppe, A. (2014). Can Early Child L2 Learners Fossilize? Evidence from Chinese L1 Children's Ultimate Attainment with English Verb Morphology. Paper presented at the 13th *International Congress for the Study of Child Language*, University of Amsterdam, The Netherlands.
- Jia, R. & Paradis, J. (2013). First mentions in the narratives of Mandarin heritage bilingual children. Paper presented at the 9th *International Symposium on Bilingualism*, Singapore.
- Sorenson Duncan, T. & Paradis, J. (2013). English second language learners' nonword repetition performance: The influence of vocabulary size, length of L2 exposure, and L1 background. *Symposium for Research on Child Language Disorders*, University of Wisconsin, Madison, WI.
- Blom, E. & Paradis, J. (2013). Sources of individual differences in tense inflection use in English L2 children with and without SLI: The role of language impairment, age, exposure and first language. Paper presented at the 9th *International Symposium on Bilingualism*, Singapore.
- Paradis, J. & Blom, E. (2013). Is there a sensitive period for L2 morphological acquisition at age 4;0? Paper presented at the *Annual German Linguistics Society Meeting (DGfS)*, Potsdam, Germany.
- *Nicoladis, E. & Paradis, J. (2012). English children's use of past tense marking on novel verbs. Poster presented at the 8th *International Conference on the Mental Lexicon*, McGill University, Montreal.

- Sorenson Duncan, T., & Paradis, J. (2012). Assessing the language development of ESL children: What are the challenges and the strategies for overcoming them? Seminar presentation at the *Alberta Early Years Conference*, Edmonton, AB.
- Paradis, J. (2012). Identifying language impairment in children learning English as a second language. Paper presented as part of the symposium “Reading and language difficulties in clinical populations: Identification, development, and intervention perspectives”. Annual conference of the *Society for the Scientific Study of Reading*, Westin Hotel, Montreal.
- Blom, E. & Paradis, J. (2012). Second language children can help us understand language impairment. Poster presented at the *European COST Action on Language Impairment in a Multilingual Society*, von Humboldt University Berlin.
- Blom, E. & Paradis, J. (2011). Past tense marking in English L2 children with and without SLI: Evidence for a Usage-Based approach. Poster presented at the *Boston University Conference on Language Development*, Boston, MA.
- Jia, R., Yiu, E., Sorenson-Duncan, T., & Paradis (2011). The Effect of Parental Attitudes on Chinese-English Children’s Dual Language Development: Focus on Narrative Abilities. Paper presented at the World Congress of AILA (*International Association of Applied Linguistics*), Beijing, China
- Sorenson Duncan, T., Tessier, A.-M., Paradis, J. (2011). Phonological Development and Child L2 Learners’ Nonword Repetition Performance. Poster presented at the Congress of the *International Association for the Study of Child Language*, l’Université de Québec à Montréal, Canada.
- Jia, R. & Paradis, J. (2011). The acquisition of Mandarin relative clauses by Mandarin-English bilingual children. Poster presented at the Congress of the *International Association for the Study of Child Language*, l’Université de Québec à Montréal, Canada.
- Blom, E. & Paradis, J. (2011). Past tense marking in English L2 children with and without SLI. Poster presented at the *Symposium for Research on Child Language Disorders*, University of Wisconsin, Madison, WI.
- Blom, E., Paradis, J., & Sorenson Duncan, T. (2010). The acquisition of 3SG-s by L2 children: domain-general or domain-specific learning? Poster presented at the Child Language Seminar, City University, London, UK.
- Kirova, A. & Paradis, J. (2010). The role of an intercultural early learning program for refugee children on the development of their L1 and L2 skills and abilities. Paper presented at the *XIV World Congress of Comparative Education Societies*, Istanbul, Turkey.
- Foroodi-Nejad, F., & Paradis, J. (2010). Morphological deficits in Persian-speaking children with SLI. Poster presented at the *Symposium for Research on Child Language Disorders*, University of Wisconsin, Madison.
- Paradis, J. (2010). Sources of individual differences in English L2 children. Paper presented at the Annual German Linguistics Society Meeting (*DGfS*), Humboldt University, Berlin.
- Jia, R., Yiu, E., Sorenson Duncan, T. & Paradis, J. (2010). Story Grammar in the Narratives of Chinese Heritage Language Children. Paper presented at the *First International Conference on Heritage/Community Languages*. NHLRC, UCLA, Los Angeles, CA.
- Gilhool, A., Burrows, L., Goldstein, B., & Paradis, J. (2009). English phonological skills of English language learners. Poster presented at the annual meeting of the *American Speech and Hearing Association*, New Orleans, USA.

- Paradis, J. & Sorenson Duncan, T. (2009). Differentiating between English L2 children with typical and impaired language development. Paper presented *Boston University Conference on Language Development*, Boston University, Boston, MA.
- Paradis, J. (2009). Profile effects in English L2 learners' performance on standardized tests. Paper presented at the *International Symposium on Bilingualism 7*, University of Utrecht, The Netherlands.
- Emmerzael, K. & Paradis, J. (2009). Assessment of language impairment in bilingual children: The use of parent questionnaires. Paper presented at the *International Symposium on Bilingualism 7*, University of Utrecht, The Netherlands.
- Zdorenko, T. & Paradis, J. (2009) The development of auxiliaries BE and DO in child L2 English. Paper presented at *International Symposium on Bilingualism 7*, University of Utrecht, The Netherlands.
- Sorenson Duncan, T., Tessier, A.M., & Paradis, J. (2009). Preferences for vowel epenthesis and child ESL cluster reduction. Poster presented at the *Child Phonology Conference*, University of Texas at Austin.
- Zdorenko, T. & Paradis, J. (2009). Articles in child L2 English: Evidence for modular L1 influence in an interface phenomenon. Poster presented at the *Mind-Context Divide Workshop*, University of Iowa, Iowa City.
- Foroodi-Nejad, F. & Paradis, J. (2009). Compounding in Farsi-English bilingual children. Paper presented at the *Linguistic Society of America Meeting*, San Francisco.
- Sorenson Duncan, T. & Paradis, J. (2008). ESL children's acquisition of morphology: The role of input factors. Paper presented at the *Alberta Conference on Language*, Banff, AB.
- Nicoladis, E. & Paradis, J. (2008). Are all bilingual children delayed in vocabulary development? How Canadian French-English bilingual children are different. Paper presented at the *International Conference on Models of Interaction in Bilinguals*, University of Wales, Bangor, UK.
- Paradis, J. (2008). Are simultaneous and early sequential bilingual acquisition fundamentally different? Paper presented at the *International Conference on Models of Interaction in Bilinguals*, University of Wales, Bangor, UK.
- Foroodi-Nejad, F. & Paradis, J. (2008). Transfer between the two languages in early bilinguals from immigrant families. Paper presented at the *Seventh Biennial International Conference on Iranian Studies*, Toronto, Canada.
- Paradis, J., Tremblay, A., & Crago, M. (2008). How input factors differentially influence bilingual lexical and grammatical acquisition. Paper presented at the *XI Congress of the International Association for the Study of Child Language*. University of Edinburgh, Edinburgh, UK.
- Paradis, J. & Schneider, P. (2008). Distinguishing bilingual children from monolinguals with SLI: Profile effects on the Edmonton narrative Norms Instrument. Poster presented at the *Symposium on Research in Child Language Disorders*. University of Wisconsin, Madison, WI.
- Nicoladis, E. & Paradis, J. (2008). Finding word boundaries: Does French liaison pose a challenge to children's acquisition? Poster presented at the *XVIth Biennial International Conference on Infant Studies*, Vancouver, BC.
- Paradis, J., Tremblay, A. & Crago, M. (2007). Bilingual children's acquisition of English inflection: The role of language dominance and task type. Paper presented at the *Boston University Conference on Language Development*, Boston University, Boston, MA.

- Paradis, J. (2007). English L2 children's narrative, lexical and grammatical skills over time: When do they meet native-speaker norms? Paper presented at the *Child Language Seminar*, University of Reading, UK.
- Paradis, J., Sorenson Duncan, T. & Pawlina, D. (2007). Asynchrony in ESL children's achievement of native-speaker norms: Implications for Assessment. Poster presented at the 5th Annual *Canadian Language and Literacy Network Conference*, Calgary, AB.
- Foroodi-Nejad, F., & Paradis, J. (2007). Crosslinguistic transfer in the acquisition of compound words in Farsi-English bilinguals. Paper presented at the 6th *International Symposium on Bilingualism*, University of Hamburg, Hamburg, Germany.
- Paradis, J., Nicoladis, E. & Crago, M. (2006). French-English bilingual children's acquisition of the past tense. Paper presented at the 31st Annual *Boston University Conference on Language Development*, Boston University, Boston, MA.
- Nicoladis, E. & Paradis, J. (2006). The role of frequency in cross-linguistic differences in bilingual children's past tense acquisition. Paper presented at the 5th Annual *Conference on the Mental Lexicon*, McGill University, Montreal, QC.
- Zdorenko, T & Paradis, J. (2006). The acquisition of articles in child L2 English: the interaction of L1 influence and input. Poster presented at *Generative Approaches to Language Acquisition North America*, McGill University, Montreal, QC.
- Paradis, J. Nicoladis, E. & Crago, M. (2006). When frequency is not enough: explaining bilingual children's morphological acquisition. Paper presented at the *Child Language Seminar*, University of Newcastle, Newcastle upon Tyne, UK.
- Paradis, J. (2006). A resource database of language measures from ESL children. Poster presented at the 4th Annual *Canadian Language and Literacy Network Conference*, Charlottetown, PEI.
- Sorenson, T. & Paradis, J. (2006). Input and acquisition of morphology in ESL children. Poster presented at *Language Acquisition and Bilingualism: Consequences for a Multilingual Society*, York University, Toronto, ON.
- Paradis, J. (2005). Simultaneous bilingual children as research participants. Paper presented as part of a seminar on Research With Bilinguals: Considerations for Participant Selection. *American Speech and Hearing Association Annual Convention*, San Diego, CA.
- Paradis, J., & Crago, M. (2005). Grammatical morphology in English second language learners over time. Paper presented as part of the symposium: Child bilingualism and language disorders [chair: J. Paradis] at the 10th Congress of the *International Association for the Study of Child Language*, Berlin, Germany.
- Crago, M., Bélanger, C., & Paradis, J. (2005) Object Clitic Acquisition by Second Language Learners of Quebec French: Comparisons of Children with Typical Development and Specific Language Impairment. Paper presented at *EUCLIDES*, Royauumont, France.
- Paradis, J., Goldberg, H., & Crago, M. (2005). Distinguishing between typically-developing L2 children and L2 children with SLI: Verb diversity and tense morphology over time. Poster presented at the 5th *International Symposium on Bilingualism*, Barcelona, Spain.
- Paradis, J., Rice, M., Crago, M. & Richman, A. (2004). Missing Inflection or (Extended) Optional Infinitives? Comparing Child L2 English with English SLI. Paper presented at the *Boston University Conference on Language Development*, Boston, MA.

- Paradis, J., Golberg, H. & Crago, M. (2004). Verb lexical diversity and finite verb morphology in children learning English as a second language, with and without SLI. Paper presented at the *Child Language Seminar*, University of the West of England, Bristol, UK.
- Paradis, J., Rice, M., Richman, A. & Coutu, J. (2004). Production and comprehension of tense morphology by children learning English as a second language and English-speaking children with SLI. Poster presented at the *Symposium for Research on Child Language Disorders*, University of Wisconsin, Madison, WI.
- De la Mora, J., Paradis, J., Grinstead, J., Flores, B. & Cantú, M. (2004). The production of object clitics in Mexican Spanish-speaking children, with and without SLI. Poster presented at the *Symposium for Research on Child Language Disorders*, University of Wisconsin, Madison, WI.
- Paradis, J. & Marcon, L. (2003). Are null subjects in child English determined by discourse-pragmatic factors? Paper presented at the *Child Language Seminar*, University of Newcastle, Newcastle, UK.
- Suyal, C. & Paradis, J. (2003). Minority language status and language choice in bilingual children. Paper presented as part of the symposium Exploring the flexibility of bilingual preschool children's language choice [chair: J. Paradis]. *4th International Symposium on Bilingualism*, Arizona State University, Tempe, AZ.
- Paradis, J., Crago, M., Genesee, F. & Rice, M. (2003). Does bilingualism put additional limits on language learning for children who have specific language impairment?. Paper presented at the *4th International Symposium on Bilingualism*, Arizona State University, Tempe, AZ.
- Crago, M. & Paradis, J. (2003). The mental faculty for bilingualism: Acquisition under impairment. Paper presented at the *Deutsche Gesellschaft für Sprachwissenschaft*, Munich, Germany.
- Paradis, J., Crago, M. & Genesee, F. (2002). Object clitics as a clinical marker of SLI in French: Evidence from French-English bilingual children. Paper presented at the 27th Annual *Boston University Conference on Language Development*, Boston University, Boston, Mass.
- Paradis, J. & Crago, M. (2002). Comparing L2 and SLI grammars in child French: Focus on DP. Paper presented as part of the symposium on the acquisition of functional categories in French across learner contexts: L1, bilingual L1, L2. *International Association for the Study of Child Language/Symposium on Research on Child Language Disorders*, University of Wisconsin-Madison.
- Paradis, J., Crago, M. & Genesee, F. (2002). Object clitics in bilingual and monolingual French-speaking children with SLI. Paper presented as part of the symposium on Morphosyntactic deficits in children with SLI: Crosslinguistic and bilingual perspectives. *International Association for the Study of Child Language/Symposium on Research on Child Language Disorders*, University of Wisconsin-Madison.
- Paradis, J. & Crago, M. (2002). What can SLI tell us about transfer in SLA? Paper presented at the 6th *Generative Approaches to Second Language Acquisition*, University of Ottawa.
- Navarro, S, Paradis, J. & Nicoladis, E. (2001). Pragmatically-deviant forms in adult Spanish-English bilinguals. Paper presented at the *Conference on the Acquisition of Spanish and Portuguese as First and Second Languages*, University of Illinois at Urbana-Campaign, IL.
- Paradis, J., Crago, M., Genesee, F. & Rice, M. (2001). Bilingual children with SLI: How do they compare with their monolingual peers? Poster presented at the *Symposium on Research in Child Language Disorders*, University of Wisconsin, Madison WI.
- Paradis, J. & Nicoladis, E. (2001). Structural Constraints on preschool bilingual children's code-switching. Paper presented at the *3rd International Symposium on Bilingualism*, University of the West of England, Bristol, UK.

- Paradis, J., Crago, M., Genesee, F. & Rice, M. (2000). Dual language impairment: Evidence from French-English bilingual children with SLI. Paper presented at the 25th Annual *Boston University Conference on Language Development.*, Boston University, Boston, Mass.
- Paradis, J. & Crago, M. (2000). Acquisition of the verb lexicon: Do L1 and L2 learners do it differently? Paper presented at the Annual conference of the *American Applied Linguistics Association*, Vancouver, B.C.
- Paradis, J. & Crago, M. (1999). Is French SLI EOI? Paper presented at the 24th Annual *Boston University Conference on Language Development.*, Boston University, Boston, Mass.
- Paradis, J. & Nicoladis, E. (1999). Code-mixing and the emergence of functional categories in French-English bilingual children. Paper presented as part of a submitted symposium: Syntactic interdependence in bilingual acquisition. Congress of the *International Association for the Study of Child Language*, San Sebastian, Spain.
- Nicoladis, E. & Paradis, J. (1999). Creating two languages: A study of early prosodic differentiation. Paper presented at the 2nd Annual *International Symposium on Bilingualism*, University of Newcastle, Newcastle upon Tyne, UK.
- Paradis, J. & Crago, M. (1998). Identifying commonalities and differences in the morphosyntax of French-speaking SLI and L2 children. Paper presented at the *Symposium on Research in Child Language Disorders*, University of Wisconsin, Madison, WI.
- Paradis, J. (1998). Phonological differentiation in bilingual children. Paper presented at the *University of Waterloo Conference on Child Development*, Waterloo, ON.
- Paradis, J. (1998). Prosodic phonology in bilingual two year olds: One system or two? Paper presented as part of a submitted symposium: One language theory or two? Towards a unified theory of language development (Chair: Elena Nicoladis). *International Conference on Infant Studies*, Atlanta, GA.
- Paradis, J., Fonte, I., Petitclerc, S. & Genesee, F. (1997). Phonological differentiation in bilingual two year olds: Evidence from word truncation. Paper presented at the 22nd Annual *Boston University Conference on Language Development.*, Boston University, Boston, Mass.
- Paradis, J., Petitclerc, S. & Genesee, F. (1996). Word truncation in French-speaking two year olds. Paper presented at the 21st Annual *Boston University Conference on Language Development.*, Boston University, Boston, Mass.
- Paradis, J., Le Corre, M. & Genesee, F. (1996). The emergence of tense and agreement in child second language acquisition of French: Evidence for the structure-building hypothesis. Paper presented at the *Second Language Research Forum*, University of Arizona, Tucson, Arizona.
- Paradis, J. (1995). Phonological differentiation in a bilingual child: Hildegard revisited. Paper presented at the 20th Annual *Boston University Conference on Language Development*, Boston University, Boston, Mass.
- Pater, J. & Paradis, J. (1995). Truncation in early child phonology: Alignment and correspondence. Paper presented at the 20th Annual *Boston University Conference on Language Development*, Boston University, Boston, Mass.
- Paradis, J. & Genesee, F. (1994). The acquisition of functional categories: Evidence from bilingual children. Paper presented at the 19th Annual *Boston University Conference on Language Development*, Boston University, Boston, Mass.
- Paradis, J. & Genesee, F. (1994). Syntactic development in bilingual children: Autonomous or interdependent? Paper presented at the *Second Language Research Forum*, McGill and Concordia Universities, Montreal, Quebec.

