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Citizenship: Canadian Citizen

Languages: Fluent in English and Chinese

## EDUCATION

Ph.D., Educational Psychology  
University of Illinois at Urbana-Champaign (UIUC), 2004

M. Ed., Statistics and Research Design  
University of Illinois at Urbana-Champaign, 2001

M.A., Teaching English as a Second Language  
Hua Zhong University of Science and Technology (HUST), China, 1998

B.A., English, Minor in Intellectual Properties  
Hua Zhong University of Science and Technology, 1995

## CURRENT POSITION

Department of Applied Psychology and Human Development &  
Centre for Educational Research on Languages and Literacies, Department of Curriculum,  
Teaching, and Learning  
OISE, University of Toronto

Associate Professor, 2010-present (sabbatical from July 2010 to June 2011, maternity leave  
from June 2011 to January 2012)

Assistant Professor, 2004-2010 (maternity leave from November 2006 to May 2007)

## TEACHING EXPERIENCE

**Instructor, OISE, University of Toronto**

*Graduate Level*

- Reading in a Second Language
- Introduction to Language and Literacy

- Child and Adolescent Development
- Cross-Cultural and Cross-Linguistic Studies of Literacy
- Intermediate Statistics and Research Design
- Research Method and Thesis Preparation

*Initial Teacher Education*

- Psychological Foundations in Learning and Development (Initial Teacher Education in both consecutive and concurrent programs)

**Instructor, UIUC Department of Educational Psychology**

- Statistical Methods in Education (Graduate Course)

**Teaching Assistant, UIUC Department of Educational Psychology, 2001-2003**

- Adult Learning and Development (Undergraduate/Graduate Course)
- Child Language and Education (Undergraduate/Graduate Course)
- Elements of Statistics (Undergraduate/Graduate Course)
- Statistical Methods in Education (Graduate Course)

**Instructor, Chinese Heritage School in Champaign (met every Sunday), 1999-2001**

- Fifth grade Chinese, Sixth grade Chinese, and Chinese as a Foreign Language for American Adults

**RESEARCH GRANTS/EXPERIENCE**

**University of Toronto, 2004-present**

**External Grants/Contracts**

(Co-PIs/collaborators are at the University of Toronto unless otherwise stated)

- 2015-2017 SSHRC Insight Development Grant, Dynamic Assessment of Early Immersion Literacy Learning Competences: A Cross-linguistic and Cross-national Perspective, PI, with Esther Geva (Co-PI) and Fataneh Fania (Collaborator) at University of Toronto, Alexandra Gottardo (Co-PI) at Wilfrid Laurier University, Ludo Verhoeven and Eliane Segers (Co-PIs) at University of Radboud, Nijmegen, Netherlands, and Kathleen Hipfner-Boucher (Collaborator) at Université du Québec à Montréal, \$74,935.
- 2015-2017 General Research Fund (GRF), Hong Kong, Unfolding the role of morphological awareness in word learning of Chinese children. Co-PI, with Phil Duo Liu (PI) at the Hong Kong Institute of Education, and Hong Li (Co-PI) at Beijing Normal University, \$711,004 (Hong Kong dollars).
- 2014-2019 SSHRC Insight Grant, The Process of Learning to Read in English: the Unique Challenges Faced by Chinese-English Speaking Learners, Co-PI, with

Alexandra Gottardo (PI) at Wilfrid Laurier University, Fataneh Farnia (Co-PI) at University of Toronto, Jeffery Jones and Eileen Wood (Co-PIs) at Wilfrid Laurier University, \$295,932.

- 2013-2018 SSHRC Insight Grant, Ensuring Reading Success for All Students in Early French immersion, PI, with Helene Deacon at Dalhousie University, Stefka Marinova-Todd at University of British Columbia (Co-PIs), and Donald Compton at Vanderbilt University (Collaborator), \$303,323.
- 2012-2014 Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program-Follow up, Co-PI, with Jim Cummins (PI) at University of Toronto, \$29,883.
- 2012-2014 Clifford B. Kinley Trust Award, The Effects of Dual Language Instruction on Children's Academic Growth, Co-PI, with Alejandro Cuza (PI) at Purdue University, \$20,000.
- 2011-2014 SSHRC Standard Research Grant, Altering the Academic Achievement Trajectory of Recent Adolescent Immigrants: An After School Community-Based Intervention Targeting Language and Reading Related Strategic Knowledge, Co-PI, with Esther Geva (PI) and Fataneh Farnia (Co-PI) at University of Toronto, and Alexandra Gottardo at Wilfrid Laurie University, \$159,717.
- 2012-2013 *Language Learning* Small Research Grant, Lexical Knowledge Development in the First and Second Languages among Language-Minority Children, Co-PI, with Mila Schwartz (PI) at Oranim Academic College of Education and University of Haifa, Israel, and Esther Geva (Co-PI) at University of Toronto, \$10,000
- 2010-2013 SSHRC Standard Research Grant, Literacy Development of English Language Learners, PI, with Gloria Ramirez at Thompson Rivers University, Esther Geva (Co-PI) and Teresa Pérez-Leroux (Collaborator) at University of Toronto, \$87,754.
- 2010 Language Learning Conference Grant, Research in Reading Chinese and Related Asian Languages Conference, PI, \$9620.
- 2009-2011, Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program, Co-PI, with Jim Cummins at University of Toronto (Co-PI), \$68,787.
- 2009-2011, Evaluation of the Greater Essex County District School Board English/Arabic Bilingual Language Transition Program, Co-PI, with Jim Cummins at University of Toronto (Co-PI), \$25,000.
- 2009-2010, SSHRC Communication Grant-Aid to Workshops and Conferences,

Language and Reading Comprehension for Immigrant Children, Co-PI, with Esther Geva (PI) at University of Toronto, \$34,996.

- 2005-2008 (extended to 2009), SSHRC Standard Research Grant, Development of Strategies in Learning to Read Chinese, PI, with Hua Shu at Beijing Normal University (Co-PI), \$97,551.
- 2005-2008 (extended to 2009), SSHRC Standard Research Grant, The Effects of Group Language Intervention for Preschool Children with Language Disabilities, Co-PI, with Luigi Girolametto (PI) and Carla Johnson (Co-PI) at University of Toronto, Patricia Cleave at Dalhousie University, and Stephen Cohen (Collaborator) at Toronto Preschool Speech & Language Services, \$159,732.
- 2006-2009, CLLRNet Research Project, Group Language and Literacy Intervention for Preschool Children: The impact on Narrative Skills, Co-PI, with Patricia Cleave at Dalhousie University (PI), Luigi Girolametto and Carla Johnson (Co-PIs) at University of Toronto, and Stephen Cohen (Collaborator) at Toronto Preschool Speech & Language Services, \$45,000.

### **Internal Grants**

- 2015, Dynamic Assessment of Early Immersion Vocabulary Learning: A Cross-linguistic Perspective, PI, with Esther Geva, Ludo Verhoeven, and Eliane Segers, \$4000.
- 2008-2009, Connaught Conference Fund, An International Conference on Reading Comprehension among Immigrant Children. Co-PI, with Esther Geva (PI), \$9000.
- 2007-2008, OISE/UT School/University Partnerships: Research into Practice, Character Education: A Need Assessment for a Large Urban School in Toronto, Co-PI, with Hazel McBride and Barbara Bell-Angus (both Co-PIs), \$2000.
- 2006-2007, OISE/UT Special Call, Improving Chinese Literacy Instruction in Heritage Language Classes through Explicit Instruction in Character Structure and Shared-Book Reading, PI, \$7500.
- 2005-2006, Connaught Matching Fund Grant at the University of Toronto, Effect of Bilingualism on the Development of Phonological Processing Skills, PI, \$20,491.
- 2005-2006, OISE/UT School/University Partnerships: Research into Practice, Using Evidence Based Outcome Research to Develop a Psychology Curriculum Guide to Better Serve the Needs of Pre-service Students, Co-PI, with Hazel McBride (Co-PI), \$2000.
- 2004-2005, Connaught Start-Up Grant at the University of Toronto, Development of the phonetic strategy and analogy strategy in learning to read Chinese, PI, \$10,000.
- 2005-2015, SSHRC Institution Grants (SIGs), \$800 - \$4000 per year

## PUBLICATIONS

### Peer Reviewed Journal Publications

1. Schwartz, M., Koh, P., **Chen, X.**, Sinke, M., & Geva, E. (accepted) Through the lens of teachers in two bilingual programs: A look at early bilingual education. *Language, Culture and Curriculum*.
2. Wise, N., D'Angelo, N., & **Chen, X.**, (accepted). A school-based intervention for struggling readers in early French immersion. *Reading and Writing*.  
Student supervision of Wise and D'Angelo
3. Gottardo, A., Pasquarella, A., **Chen, X.**, Ramirez, G. & Geva, E. (accepted). The impact of language on the relationships between phonological awareness and word reading in different scripts: A test of the psycholinguistic grain size hypothesis in bilinguals. *Applied Psycholinguistics*.
4. Lam, K., **Chen, X.** & Cummins, J. (accepted). To Gain or to lose: students' English and Chinese literacy achievement in a Mandarin language bilingual program. *Canadian Journal of Applied Linguistics*.  
Co-Principal Author, Student Supervision of Lam.
5. Peskin, J., Comay, J., **Chen, X.**, & Prusky, C. S. (accepted). Does theory of mind in preschool predict the ability to think about a reader's mind in elementary school compositions? A longitudinal study. *Journal of Cognition and Development*.
6. Rezzonico, S., **Chen, X.**, Cleave, P., Greenberg, J., Hipfner-Boucher, K. et. al. (accepted). Oral narratives in monolingual and bilingual children preschoolers with SLI. *The International Journal of Communication and Language Disorders*. (authors alphabetically ordered).
7. Hipfner-Boucher, K., Lam, K., **Chen, X.** & Deacon, H., (accepted). Exploring the effects of word features on French immersion children's ability to deconstruct morphologically complex words. *Writing Systems Research*.  
Postdoc Supervision of Hipfner-Boucher and Student Supervision of Lam
8. Hipfner-Boucher, K., Lam, K., & **Chen, X.**, (accepted). The contribution of narrative morpho-syntactic quality to reading comprehension in French immersion students. *Applied Psycholinguistics*.  
Postdoc Supervision of Hipfner-Boucher and Student Supervision of Lam
9. Liu, P. D., **Chen, X.**, Chung, K. K.-H., & Wang, Y., (2015). The role of visual-spatial attention in Chinese children's reading abilities. *Scientific Studies of Reading*, 19, 307-324.  
Co-Principal Author
10. Wise, N., & **Chen, X.**, (2015). Early intervention for struggling readers in grade one French immersion. *Canadian Modern Language Review*, 71, 288-306.  
Co-Principal Author, Student Supervision of Wise.

11. Stich, M., Girolametto, L., Johnson, C. J., Cleave, P.L. & **Chen, X.** (2015). Contextual effects on the conversations of mothers and their children with SLI. *Applied Psycholinguistics*, 36, 323-344.
12. Au-Yeung, K., Hipfner-Boucher, K., **Chen, X.**, Pasquarella, A., D'Angelo, N., Deacon, H., (2015). Development of English and French language and literacy skills in EL1 and ELL French immersion students in the early grades. *Reading Research Quarterly*, 50, 233-254.  
Student Supervision of Au-Yeung and Postdoc Supervision of Hipfner-Boucher
13. Pasquarella, A., **Chen, X.**, Gottardo, A., & Geva, E., (2015). Common and language-specific processes in word reading accuracy and fluency: Comparing cross-language transfer between Spanish-English and Chinese-English bilinguals. *Journal of Educational Psychology*, 107, 96-110.  
Co-Principal Author, Student Supervision of Pasquarella
14. Welcome, S. E., Pasquarella, A., **Chen, X.**, Olson, D. R., & Joanisse, M. F., (2014). Preserved mid-fusiform activation for visual words in a patient with pure alexia. *Neuropsychologia*, 65, 113-124.
15. D'Angelo, N., Hipfner-Boucher, K., & **Chen, X.** (2014). Poor Comprehenders in French Immersion: implications for identification and instruction. *Perspectives on Language and Literacy*, 40, 32-37.  
Student Supervision of D'Angelo and Postdoc Supervision of Hipfner-Boucher
16. Jia, F., Gottardo, A., Koh, P., **Chen, X.**, & Pasquarella, A., (2014). The role of acculturation in reading a second language: Its relation to English literacy skills in immigrant Chinese adolescents. *Reading Research Quarterly*, 49, 251-261.  
Student Supervision of Koh and Pasquarella
17. Pasquarella, A., Deacon, H., **Chen, X.**, Commissaire, E., & Au-Yeung, K, (2014). Acquiring orthographic processing through word reading: Evidence from children learning to read French and English. *International Journal of Disability, Development and Education*, 61, 240-257.  
Student Supervision of Pasquarella and Au-Yeung
18. Commissaire, E., Pasquarella, A., **Chen, X.**, & Deacon, H., (2014). The development of orthographic processing skills in children in early French immersion programs. *Written Language & Literacy*, 17, 16-39.  
Student Supervision of Pasquarella
19. Hipfner-Boucher, K., Lam, K., & **Chen, X.** (2014). The effects of bilingual education on the English language and literacy outcomes of Chinese-speaking children. *Written Language & Literacy*, 17, 116-138  
Postdoc Supervision of Hipfner-Boucher and Student Supervision of Lam
20. Luo, Y., **Chen, X.**, & Geva, E. (2014). Concurrent and longitudinal cross-linguistic transfer of phonological awareness and morphological awareness in Chinese-English bilingual children. *Written Language & Literacy*, 17, 89-115.

Co-Principal Author, Student Supervision of Luo

21. Deacon, H., Commissaire, E., **Chen, X.**, & Pasquarella, A. (2013). Learning about print: The development of orthographic processing and its relationship to reading in first grade children in French immersion. *Reading and Writing, 26*, 1087-1109.
22. Ramirez, G., **Chen, X.**, & Pasquarella, A. (2013). Cross-linguistic Transfer of morphological awareness in Spanish-speaking ELLs: The facilitating effect of cognate knowledge. *Topics in Language Disorders, 33*, 73-92.  
Student Supervision of Pasquarella
23. Deacon, H. S., **Chen, X.**, Luo, Y., & Ramirez, G. (2013). Beyond language borders: Orthographic processing and word reading in Spanish-English bilinguals. *Journal of Research in Reading, 36*, 58-74.  
Student Supervision of Luo and Ramirez
24. Hao, M., **Chen, X.**, Dronjic, V., Shu, H., & Anderson, R. C. (2013). Chinese children's development of morphological awareness. *Applied Psycholinguistics, 34*, 45-67.  
Student Supervision of Dronjic
25. Anderson, R. C., & **Chen, X.** (2013). Chinese reading development in monolingual and bilingual learners: Introduction to the special Issue. *Scientific Studies of Reading, 17*, 1-4.
26. Luo, Y., **Chen, X.**, Deacon, H., Zhang, J., & Yin, L. (2013). The role of visual processing in learning to read Chinese characters. *Scientific Studies of Reading, 17*, 22-40.  
Co-Principal Author, Student Supervision of Luo
27. Anderson, R. C., Ku, Y.-M., Li, W., **Chen, X.**, Wu, X., & Shu, H. (2013). Learning to see the patterns in Chinese characters. *Scientific Studies of Reading, 17*, 41-56.
28. **Chen, X.**, Geva, E., & Schwartz, M. (2012). Understanding literacy development of language minority students: an integrative approach. Introduction to a special issue of *Reading and Writing, 25*, 1797-1804. DOI 10.1007/s11145-012-9400-9
29. **Chen, X.**, Ramirez, G., Luo, Y., Geva, E. & Ku, Y.-M. (2012). Comparing vocabulary development in Spanish- and Chinese-Speaking ELLs: The effects of metalinguistic and sociocultural factors. *Reading and Writing, 25*, 1991-2020.
30. Lam, K., **Chen, X.**, Geva, E., Luo, Y. & Li, H. (2012). The effects of morphological awareness development on reading achievement in young English Language Learners (ELLs): A longitudinal study. *Reading and Writing, 25*, 1847-1872.  
Co-Principal Author, Student Supervision of Lam
31. Lamont, J., Girolametto, L., Johnson, C. J., Cleave, P.L. & **Chen, X.** (2011). Parent assessment of emergent literacy for preschoolers with language disorders: Monolingual English versus dual language learners. *Canadian Journal of Speech-Language Pathology and Audiology, 35*, 286-298.

32. **Chen, X.** & Luo, Y. (2011). Introduction to the Special Issue of *Writing Systems Research* on Linguistic and Cognitive Factors in Reading Chinese. *Writing Systems Research, 3*, 1-4.
33. Li, Y., Li, W., **Chen, X.**, Anderson, R. C., Zhang, J., Shu, H., & Jiang, W. (2011). The role of tone awareness and Pinyin knowledge in Chinese reading. *Writing Systems Research, 3*, 59-68.
34. Luo, Y., **Chen, X.**, Deacon, H., & Li, H. (2011). Development of Chinese orthographic processing: A cross-cultural perspective. *Writing Systems Research, 3*, 69-86.  
Co-Principal Author, Student Supervision of Luo
35. Ramirez, G., **Chen, X.**, Geva, E., & Luo, Y. (2011) Morphological awareness and word reading in ELLs: Evidence from Spanish- and Chinese-speaking children, *Applied Psycholinguistics, 32*, 601-618.  
Co-Principal Author, Student Supervision of Ramirez
36. Pasquarella, A., **Chen, X.**, Lam, K., Luo, Y., & Ramirez, G. (2011). Cross-language transfer of morphological awareness in Chinese-English bilinguals. *Journal of Research in Reading, 34*, 23-42.  
Co-Principal Author, Student Supervision of Pasquarella
37. Wise, N. & **Chen, X.** (2010). At-Risk readers in French immersion: Early identification and early intervention. *Canadian Journal of Applied Linguistics, 13*, 128-149.  
Co-Principal Author, Student Supervision of Wise
38. Cleave, P., Girolametto, L. E., **Chen, X.**, & Johnson, C. J. (2010). Narrative abilities in monolingual and dual language learning children with specific language impairment. *Journal of Communication Disorders, 43*, 511-522.
39. **Chen, X.**, Fen, X., Nguyen, T-K., Hong, G., & Wang, Y. (2010). Effects of cross-language transfer on first language phonological awareness and literacy skills in Chinese children receiving English instruction. *Journal of Educational Psychology, 102*, 712-728.
40. Pile, E. S., Girolametto, L. E., Johnson, C. J., **Chen, X.**, & Cleave, P. (2010). Shared book reading intervention for children with language impairment: Randomized clinical trial. *Canadian Journal of Speech-Language Pathology and Audiology, 34*, 96-109.
41. Ramirez, G., **Chen, X.**, Geva, E., & Kiefer, H. (2010). Morphological awareness in Spanish-English bilingual children: Within and cross-Language effects on word reading, *Reading and Writing, 23*, 337-358.  
Co-Principal Author, Student Supervision of Ramirez
42. **Chen, X.**, Hao, M., Geva, E., Zhu, J., & Shu, H. (2009) The role of compound awareness in Chinese Children's vocabulary acquisition and character reading,



*Reading and Writing*, 22, 615-631.

43. Wu, X., Anderson, R., Li, W., Wu, X., Li, H., Zhang, J., Zheng, Q., Zhu, J., Shu, H., Jiang, W., **Chen, X.**, Wang, Q., Yin, L., He., Y., Packard, J., & Gaffney, J., (2009). Morphological awareness and Chinese children's literacy development: An intervention study. *Scientific Studies of Reading*, 13, 26-52.
44. **Chen, X.**, Ku, Y. -M., Koyama, E., Anderson, R. C., & Li, W. (2008). Development of phonological awareness in bilingual Cantonese children, *Journal of Psycholinguistic Research*, 37, 405-418.
45. **Chen, X.**, & Zhang, X. (2007). The stages of learning to read Chinese characters: Implications for teaching, *Journal of the Chinese Society of Education*, 66-68 (in Chinese).
46. Packard, J., **Chen, X.**, Li, W., Wu, X., Gaffney, J. S., Li, H. & Anderson, R. C. (2006). Explicit instruction in morphology helps Chinese children learn to write characters. *Reading and Writing*, 19, 457-487.
47. Shu, H., Meng, X., **Chen, X.**, Luan, H., & Cao, F. (2005). The subtypes of developmental dyslexia in Chinese: Evidence from three cases. *Dyslexia*, 11, 311-329.
48. **Chen, X.**, Anderson, R. C., Li, W., Hao, M., Wu, X., & Shu, H. (2004). Phonological awareness of monolingual and bilingual Chinese children. *Journal of Educational Psychology*, 96, 142-151.
49. **Chen, X.**, Shu, H., Wu, N., & Anderson, R. C. (2003). Stages in learning to pronounce Chinese characters. *Psychology in the Schools*, 40, 115-124.
50. Shu, H., **Chen, X.**, Anderson, R. C., Wu, N., & Xuan, Y. (2003). Properties of school Chinese: Implications for learning to read. *Child Development*, 74, 27-47.
51. **Chen, X.**, & Zhu, Y. (1998). Language learning beliefs and strategies of post-graduate students in China. *English Teaching and Testing*. (in Chinese).
52. **Chen, X.**, & Zhu, Y. (1997). Communicative approach in the language teaching of post-graduate students: the theory and practice of Graduate English Reading and Writing. *English Teaching and Testing* 3, 19-21. (in Chinese).
53. **Chen, X.**, & Zhu, Y. (1997). Sex differences in language learning beliefs/strategies among Chinese post-graduate students. *Graduate Journal of HUST*. (in Chinese).

### **Book Chapters**

Hipfner-Boucher, K. & **Chen, X.** (accepted). Cross-Language Transfer of Metalinguistic and Cognitive Skills in Second Language Learning. In X. Chen, V. Dronjic, & R. Helms-Park, R. (Eds.). *Learning to read in a second language: Cognitive, psycholinguistic, and pedagogical issues*. New York: Routledge.

**Chen, X.**, & Pasquarella, A. (in press). *Chinese reading development: The contributions of*

*linguistic and cognitive factors*. In L. Verhoeven and C. Perfetti (Eds.). *Handbook on the acquisition of reading in 17 different orthographies*.

**Chen, X.**, Anderson, R. C., Li, H., & Shu, H. (2013). Visual, phonological and orthographic strategies in learning to read Chinese. In X. Chen, L. Wang, & Y. Luo (Eds.). *Reading development and difficulties in monolingual and bilingual Chinese children*. Springer Literacy Studies Series.

Wu, X., Anderson, R. C., Li, W., **Chen, X.**, & Meng, X. (2002). Morphological instruction and teacher training. In W, Li, J. S. Gaffney, & J. L. Packard (Eds.). *Chinese language acquisition: Theoretical and pedagogical issues* (pp. 157-173). The Netherlands: Kluwer Academic Publisher.

Nagy, W. E., Kuo-Kealoha, A., Wu, X., Li, W., Anderson, R. C., & **Chen, X.** (2002). The role of morphological awareness in learning to read Chinese. In W, Li, J. S. Gaffney, & J. L. Packard (Eds.). *Chinese language acquisition: Theoretical and pedagogical issues* (pp.59-86). The Netherlands: Kluwer Academic Publisher.

Hu, Z., Qin, X., & **Chen, X.** (1997). *How to succeed in Graduate Entrance Examination: Chinese to English translation*. Wuhan: Huazhong University of Science and Technology Press (in Chinese).

### **Edited Volumes**

**Chen, X.**, Dronjic, V., & Helms-Park, R. (forthcoming, Eds.). *Reading in a second language: Cognitive and psycholinguistic issues*. New York: Routledge.

**Chen, X.**, Wang, Q., & Luo, Y. (2013, Eds.). *Reading development and difficulties in monolingual and bilingual Chinese children*. Springer Literacy Studies Series.

### **Reports & Applied Publications**

Cummins, J., **Chen, X.**, Li, J., Koh, P., Sinke, M., & Ng, J. (2014). A follow-up evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program at Prince Philip junior public school : The Final Report. *Report prepared for the Hamilton-Wentworth District School Board*.

**Chen, X.**, & Lam, K. (2012). A follow-up evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program at Prince Philip Junior Public School. *Report prepared for the Hamilton-Wentworth District School Board*.

**Chen, X.**, & Luo, Y. (2011). Heritage language development among Chinese-English bilingual children. *Report prepared for the Toronto District School Board*.

Cummins, J., **Chen, X.**, Li, J., Luo, Y. C., Pasquarella, A., & Pothier, M. (April, 2011). Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program at Prince Philip Public School. *Report prepared for the Hamilton-Wentworth District School Board*.

- Cummins, J., **Chen, X.**, Al-Alawi, M., El-fiki, H., Pasquarella, A., Luo, Y., & Li, J. (2011). Evaluation of the Greater Essex County District School Board English/Arabic bilingual language transition program at Begley Public School. *Final report prepared for the Greater Essex County District School Board.*
- Cummins, J., **Chen, X.**, Li, J., Luo, Y., Pasquarella, A., & Pothier, M. (2010). Evaluation of the Hamilton-Wentworth District School Board English/Mandarin bilingual language transition program at Prince Philip Public School. *Interim report prepared for Hamilton-Wentworth District School Board.*
- Cummins, J., **Chen, X.**, Al-Alawi, M., El-fiki, H., Pasquarella, A., Luo, Y., Li, J., & Song, X. (2010). Evaluation of the Greater Essex County District School Board English/Arabic bilingual language transition program at Begley Public School. *Interim report prepared for Greater Essex County District School Board.*
- Wise, N. & **Chen, X.** (2009) Children who struggle with acquisition of reading skills in the early French immersion context: A phonological awareness intervention. *du Journal de l'immersion*, 31(3), 36-37.  
[http://franco.ca/acpi/index.cfm?M=3188&Repertoire\\_No=2137989657&Voir=menu](http://franco.ca/acpi/index.cfm?M=3188&Repertoire_No=2137989657&Voir=menu)  
 Co-Principal Author, Student Supervision of Wise
- Wise, N. & **Chen, X.** (2009). The importance of early identification and early intervention for at-risk readers in French immersion. Published in *What works? Research into practice*. Toronto, ON: Ontario Ministry of Education.  
[www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatworks.html](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatworks.html)  
 Co-Principal Author, Student Supervision of Wise, 15,000 copies distributed by the Ministry of Education in Ontario schools.
- Chen, X.**, & Lin, P.-Y. (2008). Literacy interventions for Chinese children. *Encyclopedia of Language and Literacy Development* (pp. 1-7).  
<http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=262> London, ON: Canadian Language and Literacy Research Network.  
 Student Supervision of Lin
- Chen, X.**, & Anderson, R. C. (2008). Reflections on becoming a successful researcher. *Educational Psychology Review*, 20, 65-70.
- Chen, X.** & McBride, H. (2007). Developing a psychology curriculum for today's students. In C. Rolheiser (Ed.). *Transformation of teacher education: School/University Partnerships for the Initial Teacher Education Program*, 12-15. Toronto, Canada: OISE/University of Toronto.

## Theses

- Chen, X. (2004). *Developmental stages in learning to read Chinese characters*. Unpublished Ph. D. dissertation, Department of Educational Psychology, University of Illinois at Urbana-Champaign.
- Chen, X. (1998). *An empirical study on Non-English major post-graduate students' English learning beliefs and strategies*. Unpublished M.A Thesis, Department of Foreign

Languages, Huazhong University of Science and Technology, China.

### **Submitted & Resubmitted**

D'Angelo, N., Hipfner-Boucher, K., & **Chen, X.** *Models of vocabulary growth for English language learners in early French immersion.* Submitted to *Developmental Psychology*.

Hipfner-Boucher, K., Pasquarella, A., **Chen, X.**, & Deacon, H. *Cognate awareness in French Immersion students: Contributions to grade 2 reading comprehension.* Submitted to *Scientific Studies of Reading*.

Jia, F., Gottardo, A., **Chen, X.**, Koh, P., & Pasquarella, A. *English proficiency and acculturation among Chinese immigrant youth in Canada: A reciprocal relationship.* Submitted to *Journal of Multilingual & Multicultural Development*.

### **In Preparation**

Gottardo, A., Koh, P. W., **Chen, X.**, & Jia, F. *Models of English and Chinese word reading of adolescent Chinese-English bilinguals.*

Liu, P. D., **Chen, X.**, Chung, K. K.-H., & Wang, Y. (in preparation). *Visual-spatial attention and its impact on reading and writing in Chinese children.*

Lam, K., **Chen, X.**, Geva, E., Luo, Y. & Li, H. (in preparation). *A Cross-cultural comparison of phonological awareness and morphological awareness in reading Chinese.*

Girolametto, L. E., Johnson, C. J., Cleave, P., **Chen, X.**, Truxler, J., & Cohen, S. (in preparation). *Efficacy of emergent literacy intervention for preschoolers with language disorders: Randomized clinical trial.*

### **EDITING WORK**

- One special issue of *Scientific Studies of Reading* (with Richard C. Anderson), to appear in 2013.
- One special issues of *Reading and Writing* (with Esther Geva and Mila Schwartz), published in 2012.
- One special issue of *Writing System Research* (with Yang Luo), published in 2011.
- LARCIC Conference Proceedings (with Esther Geva), published in 2010  
<http://cllrnet.ca/knowledge/oiselarctic>
- Encyclopedia of Language and Literacy Development for the Canadian Language and Literacy Network (CLLRNet)  
Section Editor: Reading Acquisition in Chinese-English Bilinguals  
<http://literacyencyclopedia.ca/index.php?fa=TOC.show&pid=5#>  
Section Editor: Difficulties of Reading Acquisition in Other Languages (Chinese)  
<http://literacyencyclopedia.ca/index.php?fa=TOC.show&pid=6#>

## INVITED PRESENTATIONS

- Chen, X. (2015). *Development and transfer of literacy skills in French immersion children*. Invited presentation at the Symposium on Cross-cultural perspectives on literacy development and assessment at the Behavioral Science Institute at Radboud University Nijmegen.
- Drojić, V. & Chen, X. (2015). *Tracking the development of Mandarin-speaking children's morphological awareness from kindergarten to grade 6*. Invited presentation in the Department of Linguistics at University of Toronto Mississauga.
- Chen, X. (2014). *Language and literacy development of English first language and English Language Learners in French immersion*. Invited presentation at Hong Kong Institute of Education.
- Chen, X. (2013). *Reading development and processes in Chinese*. Invited presentation at the Cross-linguistic Study of Reading Acquisition Workshop at the Netherlands Institute for Advanced Studies (NIAS) in Wassenaar, The Netherlands.
- Chen, X. (2012). *Cross-cultural comparison of learning to read Chinese*. Invited presentation at the Second Language Education Colloquium Series, OISE/University of Toronto.
- Chen, X. (2011). *Learning to read Chinese: Research and implications*. Invited presentation at Toronto District School Board 11<sup>th</sup> Annual Symposium, Toronto.
- Chen, X. (2011). *Cross-language transfer of metalinguistic awareness in bilingual children*. Invited presentation at the International Symposium on Language & Literacy in Immigrant Children, OISE/University of Toronto.
- Chen, X. (2010). *Language and literacy development in second language learners*. Invited presentation at the Reading and Language Group, Learning Research & Development Center, University of Pittsburgh.
- Chen, X. (2010). *Reading Chinese and alphabetic languages: Similarities, differences, and cross-language transfer*. Discussion of a keynote panel at the Research in Reading Chinese Conference, OISE/University of Toronto.
- Chen, X. (2009). *Reading comprehension in L1 and L2: Similarities, differences, and cross-language transfer*. <http://ocs.library.utoronto.ca/index.php/LARCIC/index/index> Discussion of a keynote panel at the Language and Reading Comprehension Conference, OISE/University of Toronto.
- Chen, X. (2008). *Cross-language transfer, bilingualism, and phonological awareness*. Invited presentation at the MLC colloquium, OISE/University of Toronto.
- Chen, X. (2008). *Morphological awareness and vocabulary in ELLs: Evidence from Spanish- and Chinese-speaking children*. Invited presentation at the colloquium series in the Department of Human Development and Applied Psychology, OISE/University of Toronto.

- Chen, X. (2007). *Learning to read Chinese for immigrant children in Canada*. Workshops for parents at the Fairview Mall, Toronto, ON.
- Chen, X. (2006). *Research on learning to read Chinese and implications*. Invited presentation at the Chinese International Language Program at Georges Vanier High School, Toronto, ON.
- Chen, X. (2006). *Learning to read Chinese in China and Canada*. Invited presentation at the 2006 Canadian National Conference on Chinese Education. Montreal, QC.
- Chen, X. (2006). *Chinese literacy research and implications*. Invited presentation at Unique Chinese School, Toronto, ON.
- Chen, X. (2006). *Learning to read Chinese: An overview*. Invited presentation at Forum on Chinese Education-Learning Chinese in Canada Today, Toronto, ON.
- McBride, H. & Chen, X. (2005). *Lethal learning problems: Literacy and adolescent suicide*. Invited presentation at NAN Education Committee Meeting, Thunder Bay, ON.
- Chen, X. (2004). *Bilingualism and phonological awareness*. Invited presentation at the colloquium series of the Speech-Language Pathology Department, University of Toronto.
- Chen, X. (2003). *Shared-book reading with preschool children*. Invited presentation to teachers at Lijiangchang preschool. Guilin, China.
- Anderson, R. C. & Chen, X. (2002). *Properties of school Chinese*. Invited presentation at the Seminar Series in the Center for East Asian and Pacific Studies, University of Illinois at Urbana-Champaign.

### CONFERENCE PROCEEDINGS

- Pasquarella, A., & Chen, X. (2011). *Cross-language transfer of morphological awareness: Fostering language and literacy development in multiple languages*. Proceedings of Research in Reading Chinese Conference, Toronto, Canada.
- Luo, C. Y. & Chen, X. (2009). *Beyond Reading Accuracy: What do we know about reading fluency among English-as-Second-Language children?* Proceedings of Language and Reading Comprehension for Immigrant Children Conference. <http://cllrnet.ca/knowledge/oiselarctic> Toronto, Canada.
- Ramirez, G., Lam, K., & Chen, X. (2009). *The domino effect: Morphological awareness, vocabulary and reading comprehension in Chinese-English and Spanish-English bilingual children*. Proceedings of Language and Reading Comprehension for Immigrant Children Conference. <http://cllrnet.ca/knowledge/oiselarctic> Toronto, Canada.
- Chen, X. (2006). *Learning to read Chinese in China and Canada*. Proceedings of Canadian National Conference on Chinese Education, 58-60. Montreal, Québec.
- Shu, H., Wu, N., Anderson, R. C., Chen, X., & Zhang, D. (2001) *Phonological and*

*morphological regularities in School Chinese*. Proceedings of the Third International Cognitive Science Conference (pp. 480-484). Press of University of Science and Technology of China.

## **PROFESSIONAL ACTIVITIES**

### **Executive Secretary**

The Society for the Scientific Study of Reading, 2009-2015

### **Conference Chair**

The Research in Reading Chinese and Related Asian Languages Conference (RRC), held at OISE/University of Toronto, July 1-3, 2010.

### **Conference Co-Chair**

The Language and Reading Comprehension for Immigrant Children (LARCIC) Conference, an international conference held at OISE/University of Toronto, May 27-29, 2009 (Conference Chair is Esther Geva)

### **Tenure/Promotion Reviewer**

- Reviewed the tenure application for Dr. Li-Jen Kuo in the Department of Leadership, Educational Psychology, and Foundations at Northern Illinois University, 2011
- Provided supporting materials for the continuing appointment for Dr. Jing Zhang in the Department of Elementary Education and Reading at Buffalo State College/SUNY, New York, 2011
- Served on the teaching committee for the promotion of Dr. Michel Ferrari to full professor in the Department of Applied Psychology and Human Development at OISE/University of Toronto, 2012
- Served on the tenure committee for Dr. Rhonda Martinussen in the Department of Applied Psychology and Human Development at OISE/University of Toronto, 2013
- Served on the committee for Dr. Patricia Ganea's three year review in the Department of Applied Psychology and Human Development at OISE/University of Toronto, 2013

### **Journal Reviewer**

- *Annals of Dyslexia* (Editorial Board)
- *Language Learning* (External Reviewer)
- *Journal of Educational Psychology* (Editorial Board)

### *Occasional Reviewer*

- *Alberta Journal of Educational Research*
- *American Journal of Speech-Language Pathology*
- *Applied Psycholinguistics*
- *Canadian Journal of Applied Psycholinguistics*
- *Canadian Journal of Education*
- *Cognition and Instruction*

- Developmental Psychology
- Learning Disabilities Research and Practice
- Learning and Individual Differences
- Journal of Educational Psychology
- Journal of Experimental Child Psychology
- Reading Research Quarterly
- Reading and Writing
- Scientific Studies of Reading (2-3 papers annually)

#### **Grant Reviewer**

- SSHRC Standard Research Grant, 2013
- Research Council of Hong Kong, 2011, 2013
- Language Learning Small Grants Program, 2005, 2009, 2014

#### **Conference Reviewer**

- American Educational Research Association Annual Meeting
- Society of Scientific Study of Reading

#### **Membership**

- American Educational Research Association
- Canadian Society for the Study in Education
- Canadian Language and Literacy Network
- Society of Scientific Study of Reading

### **SERVICE**

EJICS director advisory committee, OISE/University of Toronto, 2015

Executive committee of Faculty Council, OISE/University of Toronto, 2012-2014

Awards Committee, ADHP, OISE/University of Toronto, 2014-2015

Admissions Committee, HDAP, OISE/University of Toronto, 2012

Chair, Website Committee, HDAP, OISE/University of Toronto, 2007-2010

Space Committee, HDAP, OISE/University of Toronto, 2007-2008, 2013

PTR (Evaluation) Committee, HDAP, OISE/University of Toronto, 2007-2008, 2013, 2014

Equity and Diversity Steering Committee, OISE/University of Toronto, 2005-2006

Search Committee for a research specialist position, Department of Educational Psychology, University of Illinois at Urbana-Champaign, 2003

Search Committee for an assistant/associate professor position, Department of Educational Psychology, University of Illinois at Urbana-Champaign, 2003