

Becky Xi Chen (Bumgardner)

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Citizenship: Canadian Citizen

Languages: Fluent in English and Chinese

EDUCATION

Ph.D., Educational Psychology
University of Illinois at Urbana-Champaign, 2004
Thesis: *Developmental stages in learning to read Chinese characters*
Advisor: Richard C. Anderson

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, China, 1998
Thesis: *An empirical study on Non-English major post-graduate students' English learning beliefs and strategies.*

B.A., English, Minor in Intellectual Properties
Hua Zhong University of Science and Technology, 1995
Thesis: *Use of English in Chinese commercials.*

WORK EXPERIENCE

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

Professor, 2017-present
Associate Professor, 2010-2017
Assistant Professor, 2004-2010

Distinguished Professor, Open University of Hong Kong, March-December, 2018
Visiting Scholar, Department of Special Education, Vanderbilt University, 2014
Visiting Scholar, Learning Research and Development Center (LRDC), 2010

TEACHING EXPERIENCE

Instructor, OISE, University of Toronto

Graduate Courses (Ph.D., MA, and MEd)

- Foundations of Literacy Development for School Age Children
- Reading and Writing Difficulties
- Reading in a Second Language
- Child and Adolescent Development
- Cross-Cultural and Cross-Linguistic Studies of Literacy
- Intermediate Statistics and Research Design
- Interpretation of Educational Research
- Research Method and Thesis Preparation

Initial Teacher Education

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

Instructor, Department of Educational Psychology, University of Illinois at Urbana-Champaign, 2002-2003

- 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

External Grants/Contracts

PI

SSHRC Partnership Development Grant, *The International Bilingual Education Project* (\$199,780), PI, with Alexandra Gottardo (co-I) and Eileen Wood (Collaborator) at Wilfrid Laurier University, Ludo Verhoeven and Eliane Segers at Radboud University (Co-Is), Nijmegen, Hong Li (co-I) at Beijing Normal University, Jeffery Steele (Collaborator) at University of Toronto, and Julie Wolter (Collaborator) at University of Montana, 2018-2021.

SSHRC Insight Development Grant, *Successes and Challenges of Children Who Are Syrian Refugees: Language, Literacy and Wellbeing* (\$69,975), PI, with Johanne Paradis (Co-I) at University of Alberta, Alexandra Gottardo (Co-I) at Wilfrid Laurier University, Jennifer Jenkins (Co-I) at University of Toronto, Katherine Georgiades (Co-I) at McMaster University, Katrin Linder and Claudia Riehl (Collaborators) at University of Munich, 2017-2019.

SSHRC Insight Development Grant, *Dynamic Assessment of Early Immersion Literacy Learning Competences: A Cross-linguistic and Cross-national Perspective* (\$74,935), PI, with Esther Geva (Co-I) and Fataneh Fania (Collaborator) at University of Toronto, Alexandra Gottardo (Co-I) at Wilfrid Laurier University, Ludo Verhoeven and Eliane Segers (Co-Is) at Radboud University, Nijmegen, Netherlands, and Kathleen Hipfner-Boucher (Collaborator) at Université du Québec à Montréal, 2015-2017.

SSHRC Insight Grant, *Ensuring Reading Success for All Students in Early French Immersion*, PI, with Helene Deacon at Dalhousie University (\$303,323), Stefka Marinova-Todd at University of British Columbia (Co-Is), and Donald Compton at Vanderbilt University (Collaborator), 2013-2018.

SSHRC Standard Research Grant, *Literacy Development of English Language Learners* (\$87,754), PI, with Gloria Ramirez (Co-I) at Thompson Rivers University, Esther Geva (Co-I) and Ana Teresa Pérez-Leroux (Collaborator) at University of Toronto, 2010-2013.

SSHRC Standard Research Grant, *Development of Strategies in Learning to Read Chinese* (\$97,551), PI, with Hua Shu at Beijing Normal University (Co-I), 2005-2008.

Co-I

SSHRC Partnership Grant, *Ensuring Full Literacy in a Multicultural and Digital World* (\$2,500,000), Co-Investigator, with Janet Werker (PI) at University of British Columbia, 2020-2027.

SSHRC Insight Development Grant, *Language Experience and Linguistic Skills among Multilingual Learners in Higher Education* (\$74,990), Co-Investigator, with Alexandra Gottardo (PI), John Schwieter and Eileen Wood (Co-Is) at Wilfrid Laurier University, Jeffery Steele (Co-I) at University of Toronto, Aline Ferreira (Collaborator) at University of California Santa Barbara, and Poh Wee Koh (Collaborator) at Texas A & M University, 2018-2020.

SSHRC Connection Grant, *Envisioning a Language Science of Literacy* (\$25,000), Collaborator, with Janet Werker (PI) at University of British Columbia, and many colleagues, 2018.

Research and Development Projects of the Standing Committee on Language Education and Research (SCOLAR), *Improving children's Chinese Literacy Performance by Developing an Educational Computer Game for Training Morphological Skills* (Hong Kong \$1,742,890), Co-Investigator, with Phil Duo Liu (PI) at The Education University of Hong Kong, Hong Li (Co-I) at Beijing Normal University, Li-Chih Wang, Kei Yan Poon, and Sisi Liu (Co-Is) at The Education University of Hong Kong, 2018-2019.

SSHRC Insight Development Grant, *Rôle des connaissances morphologiques dans la compréhension en lecture chez les élèves francophones montréalais et torontois de la 4e à la 6e année du primaire* (\$69,809), Co-Investigator, with Anila Fejzo (PI) at Université du Québec à Montréal, Helene Deacon (co-I) at Dalhousie University, Line Laplante and Marie Nadeau (Collaborators) at Université du Québec à Montréal, 2018-2021.

SSHRC Insight Grant, *Optimising Children's Reading Comprehension: Sentence Structure is Key to Success* (\$291,054), Co-Investigator, with Helene Deacon (PI) at Dalhousie University, 2018-2023.

SSHRC Individual Partnership Engage Grant, *Academic Achievement and Language Outcomes of French immersion and English Education Programs for Students with Different*

Language Learning Experiences (\$24,998), Co-Investigator, with Ann Sutton (PI) at University of Ottawa, Elizabeth Kay-Raining Bird (Co-I) at Dalhousie University, Fred Genesee (Co-I) at McGill University, 2018-2019.

SSHRC Partnership Grant, *Child and Youth Refugee Research Coalition (CYRRC): Using Research to Inform Best Practices for Language, Literacy, Learning, Social Integration, and Child and Family Wellbeing* (\$2,500,000), Co-Investigator, with Michael Ungar (PI) at Dalhousie University and colleagues at The Canadian Refugee Child, Youth and Families Research Coalition, 2017-2022.

SSHRC Targeted Research: *Syrian Refugee Arrival, Resettlement and Integration, Canada-Germany Research Collaboration* (\$25,000), Co-I, with Michael Ungar (PI) at Dalhousie University and colleagues at The Canadian Refugee Child, Youth and Families Research Coalition, 2016.

SSHRC Insight Development Grant, *Timely Identification and Intervention of English Language Learners Who Are At-risk for Learning Disabilities* (\$72,975), Co-I, with Miao Li (PI) at Brock University and Yale University, and Esther Geva (Co-I) at University of Toronto, 2016-2018.

SSHRC Connection Grant, *Measuring the Language and Learning Integration of Syrian Refugee Children and Youth Workshop* (\$24,948), Co-I, with Howard Ramos (PI) at Dalhousie University and colleagues at The Canadian Refugee Child, Youth and Families Research Coalition, 2016.

SSHRC Insight Grant, *The Discourse Skills of Monolingual and Bilingual School-aged Children* (\$365,096), Co-I, with Patricia Cleave (PI) at Dalhousie University, Elizabeth Kay-Raining Bird (Co-I) at Dalhousie University, Pierre Cormier (Co-I) at Université de Moncton, Andrea MacLeod and Natacha Trudeau (Co-Is) at Université de Montréal, Nikolay Slavkov and Ann Sutton (Co-Is) at University of Ottawa, and Ann Norckerts (Collaborator) at SALT Software LLC, 2016-2021.

General Research Fund (GRF), Hong Kong, *Unfolding the Role of Morphological Awareness in Word Learning of Chinese Children* (\$711,004 (Hong Kong dollars)). Co-I, with Phil Duo Liu (PI) at the Hong Kong Institute of Education, and Hong Li (Co-I) at Beijing Normal University, 2015-2017.

SSHRC Insight Grant, *The Process of Learning to Read in English: The Unique Challenges Faced by Chinese-English Speaking Learners* (\$295,932), Co-I, with Alexandra Gottardo (PI) at Wilfrid Laurier University, Fataneh Farnia (Co-I) at University of Toronto, Jeffery Jones and Eileen Wood (Co-Is) at Wilfrid Laurier University, 2014-2019.

Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program-Follow up (\$29,883), Co-I, with Jim Cummins (PI) at University of Toronto, 2012-2014.

Clifford B. Kinley Trust Award, *The Effects of Dual Language Instruction on Children's Academic Growth* (\$20,000US), Co-I, with Alejandro Cuza (PI) at Purdue University, 2012-2014.

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* (\$159,717), Co-I, with Esther Geva (PI) and Fataneh Farnia (Co-I) at University of Toronto, and Alexandra Gottardo (Co-I) at Wilfrid Laurier University, 2011-2014.

Language Learning Small Research Grant, *Lexical Knowledge Development in the First and Second Languages among Language-Minority Children* (\$10,000), 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, 2012-2013.

Language Learning Conference Grant, *Research in Reading Chinese and Related Asian Languages Conference* (\$9620), PI, 2010.

Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program (\$68,787), Co-PI, with Jim Cummins at University of Toronto (Co-PI), 2009-2011.

Evaluation of the Greater Essex County District School Board English/Arabic Bilingual Language Transition Program (\$25,000), Co-PI, with Jim Cummins at University of Toronto (Co-PI), 2009-2011.

SSHRC Communication Grant-Aid to Workshops and Conferences, *Language and Reading Comprehension for Immigrant Children* (\$34,996), Co-PI, with Esther Geva (PI) at University of Toronto, 2009-2010.

SSHRC Standard Research Grant, *The Effects of Group Language Intervention for Preschool Children with Language Disabilities* (\$159,732), Co-I, with Luigi Girolametto (PI) and Carla Johnson (Co-I) at University of Toronto, Patricia Cleave (Co-I) at Dalhousie University, and Stephen Cohen (Collaborator) at Toronto Preschool Speech & Language Services, 2005-2008 (extended to 2009).

CLLRNet Research Project, *Group Language and Literacy Intervention for Preschool Children: The Impact on Narrative Skills* (\$45,000), Co-I, with Patricia Cleave at Dalhousie University (PI), Luigi Girolametto and Carla Johnson (Co-Is) at University of Toronto, and Stephen Cohen (Collaborator) at Toronto Preschool Speech & Language Services, 2006-2009.

Internal Grants

Dynamic Assessment of Early Immersion Vocabulary Learning: A Cross-linguistic Perspective (\$4000), PI, with Esther Geva, Ludo Verhoeven, and Eliane Segers, 2015.

Connaught Conference Fund, *An International Conference on Reading Comprehension among Immigrant Children* (\$9000). Co-I, with Esther Geva (PI), 2008-2009.

OISE/UT School/University Partnerships: *Research into Practice, Character Education: A Need Assessment for a Large Urban School in Toronto* (\$2000), Co-PI, with Hazel McBride and Barbara Bell-Angus (both Co-PIs), 2007-2008.

OISE/UT Special Call, *Improving Chinese Literacy Instruction in Heritage Language Classes through Explicit Instruction in Character Structure and Shared-Book Reading* (\$7500), PI, 2006-2007.

Connaught Matching Fund Grant at the University of Toronto, *Effect of Bilingualism on the Development of Phonological Processing Skills* (\$20,491), PI, 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* (\$2000), Co-PI, with Hazel McBride (Co-PI), 2005-2006.

Connaught Start-Up Grant at the University of Toronto, *Development of the phonetic strategy and analogy strategy in learning to read Chinese* (\$10,000), PI, 2004-2005.

SSHRC Institution Grants (SIGs), \$800 - \$4000 per year, 2005-2018

PUBLICATIONS

Peer Reviewed Journal Publications

(My role in the research is indicated; students and postdocs are underlined)

Burchell, D., Hipfner-Boucher, K., Selvachandran, J., Cleave, P., & **Chen, X.**, (accepted). A mixed-methods analysis of oral language skills of English-stream and French immersion students. *Canadian Journal of Applied Linguistics*. [PI]

Linder, K., Hipfner-Boucher, K., Yamashita, A., Riehl, C., Ramdan, M., & **Chen, X.**, (accepted). Specific needs in language and literacy learning of refugee children: A comparison of Germany and Canada. *Applied Psycholinguistics*. [PI]

Selvachandran, J., Kay-Raining Bird, E., DeSousa, J. & **Chen, X.**, (accepted). Disabilities in French immersion: a parental perspective of supports and challenges. *The International Journal of Bilingual Education and Bilingualism*. [PI]

Al Janaideh, R., Gottardo, A., Tibi, S., Paradis, J., & **Chen, X.**, (accepted). The role of word reading and oral language skills in reading comprehension in Syrian refugee children. *Applied Psycholinguistics*. [PI]

Li, Y., **Chen, X.**, Li, H., Sheng, X., Chen, L., Richardson, U., & Lyytinen, H., (accepted). A computer-based Pinyin intervention for disadvantaged children in China: Effects on Pinyin skills, phonological awareness, and character reading. *Dyslexia*. [International Collaboration]

Paradis, J., Soto-Corominas, A., **Chen, X.**, & Gottardo, A. (accepted). How language environment, age and cognitive capacity support the bilingual development of Syrian refugee children recently arrived in Canada. *Applied Psycholinguistics*.

Gottardo, A., Amin, N., Al Janaideh, R., Amin, A., **Chen, X.**, & Paradis, J., (accepted). Word reading in English and Arabic in children who are Syrian refugees. *Applied Psycholinguistics*.

Krenca, K., Hipfner-Boucher, K, & **Chen, X.**, (accepted). Grammatical gender-marking ability of multilingual children in French immersion. *International Journal of Bilingualism*. [PI]

Li, M., Koh, P. -W., Geva, E., Joshi, M., & **Chen, X.**, (in press). The Componential Model of Reading in English Language Learners. *Journal of Educational Psychology*.

- Xue, J., Hu, X., Yan, R., Wang, H., **Chen, X.**, & Li, M. (in press). Onset age of language acquisition effects in a foreign language context: Evidence from Chinese–English bilingual children. *Journal of Psycholinguistic Research*. [International Collaboration]
- Liu, P. D., & **Chen, X.**, (2020). Visual search and reading comprehension in Chinese children: The mediations of word detection and Chinese character reading. *Reading and Writing*, 33, 1163-1182. [International Collaboration]
- Krenca, K., Gottardo, A., Geva, E., & **Chen, X.** (2020). English phonological specificity predicts early French reading difficulty in emerging bilingual children. *Annals of Dyslexia*, 70, 27-42. [PI]
- Koh, P. W., Ku, Y.-M. & **Chen, X.**, (2020). Examining Chinese vocabulary knowledge in Taiwanese first and second graders using confirmatory factor analysis. *Reading and Writing*, 33, 293-312. [International Collaboration]
- D'Angelo, N., Krenca, K., & **Chen, X.**, (2020). The overlap of poor reading comprehension in English and French. *Frontiers in Psychology*, 11, Article 120.
- Krenca, K., Segers, E., **Chen, X.**, Shakory, S., Steele, J., & Verhoeven, L. (2020). Phonological specificity relates to phonological awareness and reading ability in English-French bilingual children. *Reading and Writing*, 33, 267-291. [PI]
- Chung, S. C., **Chen, X.**, Commissaire, E., Krenca, K., & Deacon, S. H. (2019) Testing the self-teaching hypothesis in children learning to read French as a second language. *Writing Systems Research*, 11:1, 1-11. [PI]
- Lee, K., & **Chen, X.**, (2019). An Emergent Interaction between reading fluency and vocabulary in the prediction of reading comprehension among French immersion elementary students. *Reading and Writing*, 32, 1657-1679. [PI]
- Lam, K., **Chen, X.**, & Deacon, H. (2019). The role of awareness of cross-language suffix correspondences in second language reading comprehension. *Reading Research Quarterly*, 55, 29-43. [PI]
- Xue, J., Hu, M., Hu, X., Nie, Y., & **Chen, X.** (2019). English prosodic features and age of acquisition in Chinese children learning English as a foreign language: An acoustic analysis (汉语母语儿童英语韵律模式和习得年龄效应：基于声学分析的证据). *Foreign Language World (外语界)*, 192, 49-56 (in Chinese). [International Collaboration]
- Deacon, H., Mimeau, C., Chung, S. C., & **Chen, X.** (2019). Young readers' skill in learning spellings and meanings of words during independent reading. *Journal of Experimental Child Psychology*, 181, 56-74. [PI]
- Chung, S. C., **Chen, X.**, & Geva, E. (2019). Deconstructing and reconstructing cross-language transfer. *Journal of Neurolinguistics*, 50, 149-161.
- Chen, X.**, & Schwartz, M., (2018). Morphological awareness and literacy in second language learners: A cross-language perspective. Introduction to a special issue of *Reading and Writing*, 31, 1685-1694. [International Collaboration]
- Lam, K., & **Chen, X.**, (2018). The crossover effects of morphological awareness on vocabulary development among children in French immersion. *Reading and Writing*, 31, 1893-1921. [PI]
- Luo, Y., Koh, P. W., Deacon, H., & **Chen, X.**, (2018). The roles of metalinguistic skills in Chinese-English biliteracy development. *Reading and Writing*, 31, 1721-1740. [PI]
- Correia, L., Carvalho, W., & Chen, X. (2018). Intervention on reading comprehension: an approach designed for students with Asperger's Syndrome (AS) (Intervenção em compreensão de leitura: uma abordagem desenvolvida para estudantes com Síndrome de Asperger (SA)), *Entrepalavras*, 8, 215-230. (in Portuguese).
- Chung, S. C., **Chen, X.**, & Deacon, H. (2018) The relation between orthographic processing and spelling in Grade 1 French immersion children. *Journal of Research in Reading*, 41,

- 290-311. DOI:10.1111/1467-9817.12104. [PI]
- Koh, P. W., Chen, X., Cummins, J., & Li, J., (2017). Bilingual program outcomes in orthographically dissimilar languages. *Canadian Modern Language Review*, 73, 343-367. [Co-PI]
- Li, H., Dronjic, V., Chen, X., Li, Y., Cheng, Y., & Wu, X., (2017). The role of semantic relatedness, phonology, and orthography in the development of Chinese primary school students' morphological awareness. *Journal of Child Language*, 44, 1218-1247. [International Collaboration]
- Koh, P. W., Shakory, S., Chen, X., & Deacon, S.H. (2017). Morphology and spelling in French: A comparison of at-risk readers and typically developing children. *Dyslexia*, 23, 406-427. [PI]
- D'Angelo, N., Hipfner-Boucher, K., & Chen, X. (2017). Predicting growth in English and French vocabulary: The facilitating effects of morphological and cognate awareness, *Developmental Psychology*, 53, 1242-1255. [PI].
- Cuza, A., Miller, L., Pasquarella, A., & Chen, X., (2017). The role of literacy instruction in the development of Spanish as a heritage language during childhood: A service learning approach. *The Heritage Language Journal*, 14, 100-123. [Co-I]
- Chung, S. C., Koh, P. W., Deacon, H., & Chen, X., (2017). Learning to read in English and French: Emergent readers in French immersion. *Topics in Language Disorders*, 37, 136-153. [PI]
- D'Angelo, N., & Chen, X. (2017). Language profiles of poor comprehenders in English and French. *Journal of Research in Reading*, 40, 153-168. [PI]
- Mirza, A., Gottardo, A., & Chen, X., (2017). Reading in multilingual learners of Urdu (L1), English (L2) and Arabic (L3). *Reading and Writing*, 30, 187-207.
- Gottardo, A., Koh, P. W., Chen, X., & Jia, F. (2017). Models of English and Chinese word reading of adolescent Chinese-English bilinguals. *Reading and Writing*, 30, 1377-1406. [PI]
- Jia, F., Gottardo, A., Chen, X., Koh, P., & Pasquarella, A. (2016). English proficiency and acculturation among Chinese immigrant youth in Canada: A reciprocal relationship. *Journal of Multilingual & Multicultural Development*, 37, 774-782. [Collaborator]
- Peskin, J., Comay, J., Chen, X., & Prusky, C. S. (2016). 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*, 17, 396-417. [Collaborator]
- Gottardo, A., Pasquarella, A., Chen, X., & Ramirez, G. (2016). 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*, 37, 1083-1115. [Collaborator]
- Hipfner-Boucher, K., Pasquarella, A., Chen, X., & Deacon, H. (2016). Cognate awareness in French Immersion students: Contributions to grade 2 reading comprehension. *Scientific Studies of Reading*, 20, 389-400. [PI]
- Liu, P. D., Chen, X., & Wang, Y. (2016). Visual-spatial attention and its impact on reading and spelling in Chinese children. *Reading and Writing*, 29, 1435-1447. [International Collaboration]
- Schwartz, M., Koh, P., Chen, X., Sinke, M., & Geva, E. (2016). Through the lens of teachers in two bilingual programs: A look at early bilingual education. *Language, Culture and Curriculum*, 29, 141-168. [International Collaboration]
- Wise, N., D'Angelo, N., & Chen, X., (2016). A school-based intervention for struggling readers in early French immersion. *Reading and Writing*, 29, 183-205. [PI]
- Lam, K., Chen, X., & Cummins, J. (2015). To Gain or to lose: students' English and Chinese literacy achievement in a Mandarin language bilingual program. *Canadian Journal of*

- Applied Linguistics*, 18, 96-124. [Co-PI]
- Rezzonico, S., **Chen, X.**, Cleave, P., Greenberg, J., Hipfner-Boucher, K. et. al. (2015). Oral narratives in monolingual and bilingual children preschoolers with SLI. *The International Journal of Communication and Language Disorders*, 50, 830-841. [Co-I: authors alphabetically ordered].
- Hipfner-Boucher, K., Lam, K., **Chen, X.** & Deacon, H., (2015). Exploring the effects of word features on French immersion children's ability to deconstruct morphologically complex words. *Writing Systems Research*, 7, 157-168. [PI]
- Hipfner-Boucher, K., Lam, K., & **Chen, X.**, (2015). The contribution of narrative morpho-syntactic quality to reading comprehension in French immersion students. *Applied Psycholinguistics*, 36, 1375-1391. [PI]
- 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. [International Collaboration]
- Wise, N., & **Chen, X.**, (2015). Early intervention for struggling readers in grade one French immersion. *Canadian Modern Language Review*, 71, 288-306. [PI]
- 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. [Co-I]
- 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. [PI]
- 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. [PI]
- 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. [Collaborator]
- 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. [PI]
- 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. [Collaborator]
- 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. [PI]
- 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. [PI]
- 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. [PI]
- 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. [PI]
- 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. [PI]
- 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. [PI]
- 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. [PI]
- Hao, M., **Chen, X.**, Dronjic, V., Shu, H., & Anderson, R. C. (2013). Chinese children's development of morphological awareness. *Applied Psycholinguistics*, 34, 45-67. [International Collaboration]
- 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. [International Collaboration]
- 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. [PI]
- 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. [International Collaboration]
- 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 [International Collaboration]
- 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. [PI]
- 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. [PI]
- 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. [Co-I]
- 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. [PI]
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- Luo, Y., **Chen, X.**, Deacon, H., & Li, H. (2011). Development of Chinese orthographic processing: A cross-cultural perspective. *Writing Systems Research*, 3, 69-86. [PI]
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- 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. [PI]
- Wise, N. & **Chen, X.** (2010). At-Risk readers in French immersion: Early identification and early intervention. *Canadian Journal of Applied Linguistics*, 13, 128-149. [PI]
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- monolingual and dual language learning children with specific language impairment. *Journal of Communication Disorders*, 43, 511-522. [Co-I]
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- 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. [PI]
- 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. [International Collaboration]
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- 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. [PI]
- 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). [PI]
- 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. [International Collaboration]
- 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. [International Collaboration]
- 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.
- Chen, X.**, Shu, H., Wu, N., & Anderson, R. C. (2003). Stages in learning to pronounce Chinese characters. *Psychology in the Schools*, 40, 115-124.
- 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.

Book Chapters (students and postdocs are underlined)

- Burchell, D., Al Janaideh, R., Raymond, K., Baddour, J., & **Chen, X.** (2020). Integrating first languages in the classroom to help facilitate student success. In (H. Elsherief & M. Masson, eds.), *Every teacher is a language teacher (volume 1)* (pp. 55-72). University of Ottawa (Bachelor of Education) Second Language Cohort.
- 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. In Korntheuer, Maehler, Pritchard, Wilkinson (Eds.), *Refugees in Canada and Germany: From*

research to policies and practice.

- Koh, P.W., Chen, X. & Gottardo, A. (2018). How do phonological awareness, morphological awareness, and vocabulary knowledge relate to each other and word reading within and between English and Chinese? In H. Pae (Ed.). *Writing Systems, Reading Processes, and Cross-Linguistic Influences: Reflections from the Chinese, Japanese and Korean Languages* (pp. 73-98). Amsterdam: John Benjamins.
- Lam, K., Chen, X., Koh, P. W., & Gottardo, A. (2017). A Comparison of phonological awareness and morphological awareness in reading Chinese across two linguistic contexts. In E. Segers & P. van den Broek (Eds.). *Developmental Perspectives in Written Language and Literacy: In Honor of Ludo Verhoeven* (pp. 219-236). Amsterdam: John Benjamins.
- Chen, X.,** & Pasquarella, A. (2017). Chinese reading development: The contributions of linguistic and cognitive factors. In L. Verhoeven & C. Perfetti (Eds.). *Handbook on the acquisition of reading in 17 different orthographies*. Cambridge University Press.
- Koh, P.W., Chen, X. & Gottardo, A. (2016). Reading in English and Chinese: The interplay of linguistic and sociocultural factors. (从语音、语素到正字法---中英文阅读的影响因素模型). In W. Li, & H. Shu (Eds.) *The World of Children's Reading I: The Psycholinguistics Studies on Early-reading* (pp. 97-136). (儿童阅读的世界：早期阅读的心理机制研究). Beijing Normal University Press. (北京师范大学出版社).
- Hipfner-Boucher, K. & **Chen, X.** (2016). 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 and psycholinguistic issues* (pp. 99-132). New York: Routledge.
- 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. (2016, 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 and Conference Proceedings

(students and postdocs are underlined)

- Huo, M., & Chen, X., (2020). Bilingual programs at a glance. *Report prepared for Daystar Academy, an international English-Chinese bilingual school in China.*
- Shamim, A., Lindner, K., Hipfner-Boucher, K., & Chen, X., (2020). The experiences of Syrian refugee children at school in Canada and Germany: interviews with children, parents & educators. *Canadian Diversity, 17 (2)*, 28-31.
- 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: evidence from Syrian refugee children. In *BUCLD 44 Proceedings.*
- Burchell, D., Raymond, K., Selvachandran, K., Huo, M. & Chen, X. (2020). Le laboratoire linguistique multilingue présente: Langue et alphabétisation # 1. *Communication, 13 (1 "Early Spring").*
- Chen, X. & Krenca, K.** (2019). Dynamic assessment of early immersion literacy learning competences: a cross-linguistic and cross-national perspective. *Report prepared for the Toronto District School Board.*
- Burchell, D. & Chen, X. (2018). Devrions-nous inclure les allophones dans le programme d'immersion français ? Réussissent-ils de même façon que leurs pairs anglophones? *Communication, 31*, 16.
- El-Baba, M., al Janaideh, R., & Chen, X. (2017). Promoting language, literacy and well-being of Syrian refugee children through summer camps. *Canadian Diversity, 14, 11-13.*
- 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.* [Co-I]
- 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.* [PI]
- Chen, X.**, & Luo, Y. (2011). Heritage language development among Chinese-English bilingual children. *Report prepared for the Toronto District School Board.* [PI]
- 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. [PI]
- 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.* [Co-I]
- 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.* [Co-PI]
- 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.* [Co-I]
- 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*. [Co-I]
- 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. [PI]
http://franco.ca/acpi/index.cfm?M=3188&Repertoire_No=2137989657&Voir=menu
- 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. [PI, 15,000 copies distributed by the Ministry of Education in Ontario schools]
www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatworks.html
- 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. Toronto, Canada. [PI]
- 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. Toronto, Canada. [PI]
- Chen, X., & Lin, P.-Y. (2008). Literacy interventions for Chinese children. *Encyclopedia of Language and Literacy Development* (pp. 1-7). London, ON: Canadian Language and Literacy Research Network. [PI]
- Chen, X., & Anderson, R. C. (2008). Reflections on becoming a successful researcher. *Educational Psychology Review*, 20, 65-70. [International Collaboration]
- 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. [Co-I]
- 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. [International Collaborator]

Submitted & Resubmitted

- Kay Raining-Bird, E., Genesee, F., Sutton, A., Chen, X....et al., *Access and outcomes of children with special education needs in early French immersion*. Resubmitted to *Journal of Immersion and Content-Based Language Education*.
- Chung, S. C., Geva, E., Chen, X. & Deacon, S. H., *Do we 'laugh' or 'la8gh'? Early print knowledge and its relation to learning to read in English and French*. Resubmitted to *Scientific Studies of Reading*.
- Li, M., Geva, E., D'Angelo, N., Koh, P. W., Chen, X., & Gottardo, A., *Exploring sources of poor reading comprehension in English Language Learners*. Resubmitted to *Annals of Dyslexia*.
- Huo, M., Koh, P. W., Cheng, Y. H., Marinova-Todd, S., & Chen, X., *The simple view of reading in French as a second language learners: A longitudinal study on the role of word reading fluency*. Submitted to *Learning and Individual Differences*.
- Chung, S. C., Geva, E., Shakory, S., Deacon, S. H., & Chen, X. *Where do I begin to read? Concepts about print and the development of word reading in emergent readers*.

Submitted to Reading and Writing.

- Al-Janaideh, R., Hipfner-Boucher, K., Cleave, P., & **Chen, X.**, *Contributions of code-based and oral language skills to Arabic and English reading comprehension in Arabic-English bilinguals in the elementary school years*. Submitted to The International Journal of Bilingual Education and Bilingualism.
- Gottardo, A., & **Chen, X.**, *Understanding within- and cross-language relations for language and literacy skills in bilingual learners: Evidence from the Science of Reading*. Submitted to Reading Research Quarterly.
- Quémart, P., Wolter, J., **Chen, X.**, Deacon, H., *Do you use a rock to make a rocket? increasing influence of meaning in the development of morphological representations*. Submitted to Journal of Child Language.
- Shakory S., **Chen, X.**, & Deacon, H., *Learning meaning and spelling simultaneously during shared reading*. Submitted to Journal of Speech, Language, and Hearing Research.
- Krenca, K., Segers, E., Verhoeven, L., Steele, J., Shakory, S., & Chen, X. (2020). *Lexical restructuring stimulates phonological awareness among emerging English-French bilingual children's literacy*. Submitted to Journal of Child Language.

In Preparation

- Chung, S. C., **Chen, X.**, & Deacon, S. H. *Orthographic knowledge: a predictor or an outcome of word reading and spelling in bilingual children?*
- Selvachandran, J., **Chen, X.**, Hipfner-Boucher, K., & Pasquarella, A. *The effects of narrative competence on reading comprehension in emerging English-French bilinguals*.
- Sohail, J., Duncan, T., Koh, P., -W., Deacon, H., & **Chen, X.**, *How syntactic awareness might influence reading comprehension in English-French bilingual children*.
- Koh, P. W., Gottardo, A., Liow, S. R., & **Chen, X.**, *Vocabulary depth and reading comprehension in English and Mandarin: Examining the roles of paradigmatic and syntagmatic knowledge*.
- Lee, L, Marinova-Todd, S., Deacon, H., Compton, D., & **Chen, X.**, *Using fluency-based measures to identify at-risk readers among French immersion elementary students*.

INVITED PRESENTATIONS

- Al Janaideh, R., & Chen, X., (2019). *Education of Syrian refugee children in Canada*. Research presentation at Bilingual Education Research SIG Business Meeting, the 2019 Annual Meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Chen, X., & Burchell, D. (2019). *Oral language and reading development of English and French bilinguals*. Invited presentation at Beijing University of Science and Technology, Beijing, China.
- Chen, X. (2018). *Cross-language transfer in English and French bilinguals*. Keynote presentation at RIBILT distinguished professor seminar series at Open University of Hong Kong, Hong Kong, China.
- Chen, X. (2018). *Dynamic assessment of language and literacy*. Pre-conference workshop at RIBILT distinguished professor seminar series at Open University of Hong Kong, Hong Kong, China.
- Chen, X. (2018). *Second language learning and bilingualism*. Invited presentation at the “Envisioning a Language Science of Literacy” workshop at University of British Columbia, Vancouver, Canada.
- Chen, X. (2017). *Cross-language transfer in French immersion*. Invited presentation at the Education University of Hong Kong, Hong Kong, China.

- Chen, X. (2017). *Risk factors in French immersion*. Invited presentation at the Learning Disabilities Institute Conference (Troubles d'apprentissage et défis dans le monde d'aujourd'hui), Montreal, Quebec, Canada.
- Chen, X. (2016). *Language and literacy development of English first language (EL1) and English language learners in French immersion*. Invited presentation in the Department of Psychology at Dalhousie University, Halifax, Nova Scotia, Canada.
- Chen, X. (2016). *Reading development in bilingual children*. Invited presentation at Beijing Normal University, Beijing, China.
- 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, the Netherlands.
- Dronjic, 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, Mississauga, Ontario, Canada.
- 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, Hong Kong, China.
- 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, Toronto, Ontario, Canada.
- Chen, X. (2011). *Learning to read Chinese: Research and implications*. Invited presentation at Toronto District School Board 11th Annual Symposium, Toronto, Ontario, Canada.
- 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, Toronto, Ontario, Canada.
- 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, Pittsburgh, Pennsylvania, United States.
- 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, Toronto, Ontario, Canada.
- 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, Toronto, Ontario, Canada.
- Chen, X. (2008). *Cross-language transfer, bilingualism, and phonological awareness*. Invited presentation at the MLC colloquium, OISE/University of Toronto, Toronto, Ontario, Canada.
- 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, Toronto, Ontario, Canada.

- Chen, X. (2007). *Learning to read Chinese for immigrant children in Canada*. Workshops for parents at the Fairview Mall, Toronto, Ontario, Canada.
- 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, Ontario, Canada.
- Chen, X. (2006). *Learning to read Chinese in China and Canada*. Invited presentation at the 2006 Canadian National Conference on Chinese Education. Montreal, Quebec, Canada.
- Chen, X. (2006). *Chinese literacy research and implications*. Invited presentation at Unique Chinese School, Toronto, Ontario, Canada.
- Chen, X. (2006). *Learning to read Chinese: An overview*. Invited presentation at Forum on Chinese Education-Learning Chinese in Canada Today, Toronto, Ontario, Canada.
- McBride, H. & Chen, X. (2005). *Lethal learning problems: Literacy and adolescent suicide*. Invited presentation at NAN Education Committee Meeting, Thunder Bay, Ontario, Canada.
- Chen, X. (2004). *Bilingualism and phonological awareness*. Invited presentation at the colloquium series of the Speech-Language Pathology Department, University of Toronto, Ontario, Canada.
- Chen, X. (2003). *Shared-book reading with preschool children*. Invited presentation to teachers at Lijiangchang preschool. Guilin, Guangxi, 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, Champaign, Illinois, United States.

STUDENT SUPERVISION (PRIMARY SUPERVISION ONLY)

Postdoc

Kathleen Hipfner-Boucher, 2013-2014

Ph. D.

Gloria Ramirez, Ph.D., 2009, *Factors contributing to bilingual primary and middle school children's vocabulary and reading*

Yang Luo, Ph.D., 2012, *Bilingual and biliteracy development of Chinese-English speaking children*

Adrian Pasquarella, Ph.D., 2014, *Reading comprehension in adolescent bilinguals learning English as a second language*

Katie Lam, Ph.D., 2014, *The crossover effects of morphological awareness on literacy outcomes among children in French immersion*

Karen Auyeung, Ph.D., 2015, *Vocabulary development of bilingual adolescents: the effects of first language background and language learning context*

Nadia D'Angelo, Ph.D., 2016, *Understanding the language bases of poor reading comprehension in English and French*

Poh Wee Koh, Ph.D., 2016, *Lexical knowledge and bilingual reading: Within- and cross-language associations of paradigmatic and syntagmatic knowledge in English and Mandarin*

Sheila Chung, Ph.D., 2018, *Becoming bilingual readers: examining orthographic processing in learning to read English and French*

Kathleen Lee, Ph.D., 2019, *The role of fluency in predicting reading proficiency among French immersion elementary students in Canada*

Klaudia Krenca, Ph.D., 2020, *Literacy development in Canadian French-immersion students: the role of oral language*

Juwairia Sohail, 2015-present

Janani Selvachandran, 2015-present

Redab al janaideh, 2016-present

Sharry Shakory, 2017-present

Michelle Huo, 2018-present

Diana Burchell, 2018-present

Krystina Raymond, 2019-present

Flex Ph.D.

Nancy Wise, flex-time Ph.D., 2014, *Phonological awareness training for struggling readers in grade 1 French immersion*

Anna Cassar, flex-time Ph.D., 2015, *English word reading profiles of Chinese dyslexic students*

Master Level

Cynthia Lubinski, Master of Teaching, 2004, *Phonological awareness of bilingual children*

Yang Luo, MA, 2006, *The role of visual skills in Chinese character reading*

Katie Lam, MA, 2009, *Morphological awareness and vocabulary among Chinese children: A cross-cultural comparison*

Xintian Du, part-time MA, 2010 (co-supervised with Normand Labrie), *Pinyin and Chinese children's phonological awareness*

Karen Auyeung, MA, 2011, *Development of English and French literacy among language minority children in early French immersion*

Sheila Chung, MA, 2013, *The concurrent and longitudinal relationships between orthographic processing and spelling in French immersion children*

Kathleen Lee, MA, 2013, *Development and cross-language transfer of oral reading fluency using longitudinal and concurrent predictors among Canadian French Immersion primary-level children*

Geissel Quiroz, MA, 2013, *Reading strategies of good and average bilingual readers of Chinese and Spanish backgrounds*

Juwairia Sohail, MA, 2015, *The within- and cross-language role of syntactic awareness in reading comprehension among French immersion students*

Klaudia Krenca, MA, 2015, *The acquisition of grammatical gender by French as a second language learners enrolled in French immersion*

Sharry Shakory, MA, 2017, *Emergent readers in the French immersion context: Development and cross-language transfer of orthographic and semantic learning*

Anna Yamashita, MA, 2018, *Specific needs in literacy & language learning of refugee children: A comparison of German and Canadian Syrian refugee families*

Diana Burchell, MA, 2018, *The direct and indirect effects of syntactic awareness on French reading comprehension in French Immersion students*

Abir Shamin, MA, 2019, *The successes and challenges of Syrian refugee families in Canada: a follow-up study*

Jermeen Baddour, MA, 2020, *The development of English and Arabic language and literacy skills of Syrian refugee children and youth in Canada*

Angela Capani, MA, 2019-present

Qualifying Research Paper

Heidi Kiefer, 2006, *The impact of combined language impairment and psychiatric disorder on executive function*

Janani Selvachandran, 2015, *Narrative ability and reading comprehension in French immersion children*

Undergraduate Thesis

Sonal Prasad, 2018, *Cognate awareness as a longitudinal predictor for French reading comprehension: the facilitating effects of word identification and French vocabulary*

PROFESSIONAL ACTIVITIES

Departmental Review

Chair of review panel, Department of Psychology, The Education University of Hong Kong, 2020

Tenure/Promotion Reviewer

External

External reviewer for tenure, Dr. Li-Chih Wang, Department of Special Education and Counselling, The Education University of Hong Kong, 2020

External reviewer for tenure, Dr. Chan Lu, Department of Asian Languages and Literature, University of Washington, 2019

Provided supporting materials for the continuing appointment for Dr. Sana Tibi, Department of Communication Sciences and Disorders, Florida State University, 2018

External reviewer for promotion, Dr. Michal Shany, Faculty of Education, University of Haifa, 2018

External reviewer for tenure, Dr. Jie Zhang, Department of Curriculum and Instruction, University of Huston, 2016

External reviewer for tenure, Dr. Li-Jen Kuo, Department of Leadership, Educational Psychology, and Foundations, Northern Illinois University, 2011

Provided supporting materials for the continuing appointment for Dr. Jing Zhang, Department of Elementary Education and Reading, Buffalo State College/SUNY, 2011

Internal

Internal research committee for tenure, Dr. Angela Pyle, Department of Applied Psychology and Human Development, OISE/University of Toronto, 2020

Promotion committee for Dr. Michal Perlman, Department of Applied Psychology and Human Development, OISE/University of Toronto, 2018

Tenure committee for Dr. Rhonda Martinussen, Department of Applied Psychology and Human Development, OISE/University of Toronto, 2013

Third-year review committee for Dr. Patricia Ganea, Department of Applied Psychology and Human Development, OISE/University of Toronto, 2013

Internal teaching committee for promotion, Dr. Michel Ferrari, Department of Applied Psychology and Human Development, OISE/University of Toronto, 2012

Board Member

The Society for the Scientific Study of Reading, 2016-2019

Executive Secretary

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

Conference Organization

Co-organizer, Canada-Germany Workshop on the Integration of Refugees, held at OISE/University of Toronto, April 9-11, 2019

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

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)

Membership

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

EDITING AND REVIEWING

Editor-in-Chief

- Annals of Dyslexia, 2017-2020

Editor of Special Journal Issues

- Special issue of *Applied Psycholinguistics*: The language, literacy and social integration of refugee children and youth (with Johanne Paradis and Howard Ramos), forthcoming.
- Special issue of *Frontiers in Psychology*: Developmental dyslexia: from cross-linguistic and bilingual perspectives (with Fan Cao and Aaron Newman), forthcoming.
- Special issue of *Reading and Writing*: Morphological awareness and literacy in second language learners: A cross-language perspective (with Mila Schwartz), 2018.
- Special issue of *Scientific Studies of Reading*: Chinese reading development in monolingual and bilingual learners (with Richard C. Anderson), 2013.
- Special issues of *Reading and Writing*: Understanding literacy development of language minority students (with Esther Geva and Mila Schwartz), 2012.
- Special issue of *Writing Systems Research*: Linguistic and cognitive factors in reading Chinese (with Yang Luo), 2011.

Editor of Conference Proceedings

- LARCIC Conference Proceedings (with Esther Geva), 2010

Editor of Encyclopedia

- 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#>

Journal Reviewer

- Reading Research Quarterly (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
- Child Development
- 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

Grant Reviewer

- SSHRC Insight Development Grant Committee, 2020
- SSHRC Insight Grant Committee, 2019
- 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

SERVICE

University of Toronto

- Search committee for a lecturer position in Chinese-English Translation, Center for French & Linguistics, University of Toronto Scarborough, 2020
- Search committee for a lecturer position in Chinese linguistics, Department of Language Studies, University of Toronto Mississauga, 2018
- Research Ethics Board, 2015-2017, 2020

OISE

- Search committee for an assistant professor position in Education in Francophone and Plurilingual Settings, Department of Curriculum, Teaching, and Learning, 2020
- Decanal Promotions Committee, 2019

- Research Standing Committee, 2016-2018
- International Academic Planning Committee, 2016-2017
- EJICS Director Advisory Committee, 2015
- Executive Committee of Faculty Council, 2012-2014
- Equity and Diversity Steering Committee, 2005-2006

Department of Applied Psychology and Human Development

- Internal Reading Committee for tenure, 2020
- Awards Committee, 2014-2015, 2019-2020
- Admissions Committee, 2017-2018
- Course Planning Committee, Developmental Psychology and Education (DPE), 2016
- DPE Program Chair, 2015-2016
- Admissions Committee, 2012
- Chair, Website Committee, 2007-2010
- Space Committee, 2007-2008, 2013
- PTR (Evaluation) Committee, HDAP, OISE/University of Toronto, 2007-2008, 2013-2016

AWARDS

- Dean's excellence prize (\$500), OISE/University of Toronto, 2012,