

# **Becky Xi Chen (Bumgardner)**

Applied Psychology and Human Development  
Ontario Institute for Studies in Education  
252 Bloor Street West, 9th Floor  
Toronto, ON, M5S 1V6,  
(416) 978-0970  
[xi.chen.bumgardner@utoronto.ca](mailto:xi.chen.bumgardner@utoronto.ca)  
[xchenbumgardner@gmail.com](mailto:xchenbumgardner@gmail.com)

## **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  
Hua Zhong University of Science and Technology, 1995  
Minor in Intellectual Properties

## **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 August 2007)

## **TEACHING EXPERIENCE**

### **Instructor, OISE, University of Toronto**

#### *Graduate Level*

- Reading in a Second Language
- Introduction to Language and Literacy
- Intermediate Statistics and Research Design
- Cross-Cultural and Cross-Linguistic Studies of Literacy

#### *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, HUST Foreign Languages Department, 1995-1998**

- Comprehensive English (Master Course)
- British and American Film Studies (Ph.D. Course)
- Extensive Reading in English (English Major Sophomores)
- College English (Undergraduate Course)

### **Teaching Assistant, HUST Foreign Languages Department, 1995-1998**

- Comprehensive English (Ph.D. Course)
- Second Language Acquisition and Learning Strategies (English-Major Masters)
- Intensive Reading in English (English Major Juniors)

### **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**

- 2012-2013 Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program-Follow up, Co-PI, with Jim Cummins (Co-PI), \$29883.
- 2012 Clifford B. Kinley Trust Award, The Effects of Dual Language Instruction on Children's Academic Growth, Co-PI, with Alejandro Cuza at Purdue University (PI), \$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), Fataneh Farnia, and Alexandra Gottardo, \$159,717.

- 2010-2013 SSHRC Standard Research Grant, Literacy Development of English Language Learners, PI, \$87,754.
- 2010 Language Learning Conference Grant, PI, \$9620.
- 2009-2011, Evaluation of the Hamilton-Wentworth District School Board English/Mandarin Bilingual Language Transition Program, Co-PI, with Jim Cummins (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 (Co-PI), \$25,000.
- 2009-2010, SSHRC Communication Grant-Aid to Workshops and Conferences, Co-PI, with Esther Geva (PI), \$34,996.
- 2005-2008 (extended to 2009), SSHRC Standard Research Grant, Development of Strategies in Learning to Read Chinese, 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), Carla Johnson, Patricia Cleave, and Stephen Cohen, \$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 (PI), Luigi Girolametto, Carla Johnson, and Stephen Cohen, \$45,000.

### **Internal Grants**

- 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.
- 2005-2010, SSHRC Institution Grants (SIGs), \$800 - \$4000 per year

#### **Research Assistant, UIUC Center for the Study of Reading, 1998-2004**

- 2001-2004, Learning to Read Chinese: Cultivating Children's Strategic Reading, Spencer Major Research Grant, student research assistant.
- 1999-2001, Facets of Metalinguistic Awareness that Enable the Acquisition of Chinese Characters and Words, Spencer Major Research Grant, student research assistant.
- 1996-1999, Learning to Read Chinese: Effects of Metalinguistic Knowledge and Volume of Reading on the Acquisition of Literacy in a Non-Alphabetic Writing System, Spencer Major Research Grant, student research assistant.

#### **Research Assistant, UIUC Center for Instructional Research and Curriculum Evaluation, 1999-2000**

#### **Research Assistant, HUST Foreign Languages Department, China, 1995-1998**

### **PUBLICATIONS**

#### **Journal Publications**

1. Ramirez, G., **Chen, X.**, & Pasquarella, A. (accepted). Cross-linguistic Transfer of morphological awareness in Spanish-speaking ELLs: The facilitating effect of cognate knowledge. *Topics in Language Disorders*.  
Student Supervision of Pasquarella
2. Stich, M., Girolametto, L., Johnson, C. J., Cleave, P.L. & **Chen, X.** (accepted). Contextual effects on the conversations of mothers and their children with SLI. *Applied Psycholinguistics*.
3. Deacon, H. S., **Chen, X.**, Luo, Y., & Ramirez, G. (in press). Changing relationships between orthographic processing and reading: Contrasting Chinese-English and Spanish-English bilingual children. *Journal of Research in Reading*.  
Student Supervision of Luo and Ramirez
4. Deacon, H., Commissaire, E., **Chen, X.**, & Pasquarella, A. (in press, published online). Learning about print: The development of orthographic processing and its relationship to reading in first grade children in French immersion. *Reading and Writing*.
5. 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

6. 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.
7. 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
8. 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.
9. **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
10. **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.
11. 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
12. 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.
13. **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.
14. 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.
15. 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
16. 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

17. 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
18. 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
19. 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.
20. **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.
21. 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.
22. 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
23. **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.
24. 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.
25. 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.
26. 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&Vair=menu](http://franco.ca/acpi/index.cfm?M=3188&Repertoire_No=2137989657&Vair=menu)  
Co-Principal Author, Student Supervision of Wise

27. **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.
28. **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
29. **Chen, X.**, & Anderson, R. C. (2008). Reflections on becoming a successful researcher. *Educational Psychology Review*, 20, 65-70.
30. **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).
31. 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.
32. 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.
33. **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.
34. **Chen, X.**, Shu, H., Wu, N., & Anderson, R. C. (2003). Stages in learning to pronounce Chinese characters. *Psychology in the Schools*, 40, 115-124.
35. 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.
36. **Chen, X.**, & Zhu, Y. (1998). Language learning beliefs and strategies of post-graduate students in China. *English Teaching and Testing*. (in Chinese).
37. **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).
38. **Chen, X.**, & Zhu, Y. (1997). Sex differences in language learning beliefs/strategies among Chinese post-graduate students. *Graduate Journal of HUST*. (in Chinese).

### Submitted

Luo, Y., Chen, X., & Geva, E. (submitted). *Concurrent and longitudinal cross-linguistic*

*transfer of phonological awareness and morphological awareness in Chinese-English bilingual children.* Submitted to *Written Language & Literacy*.

Pasquarella, A., Chen, X., Geva, E., & Gottardo, A. (submitted). *Common and language-specific processes in word reading accuracy and fluency: Comparing cross-language transfer between Spanish-English and Chinese-English bilinguals.* Submitted to *Journal of Educational Psychology*.

Pasquarella, A., Deacon, H., Chen, X., Commissaire, E., & Au-Yeung, K. (submitted). *Acquiring orthographic processing through word reading: Evidence from children learning to read French and English.* Submitted to *International Journal of Disability, Development and Education*.

### **Selected Papers in Preparation**

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.*

### **Books and Book Chapters**

Chen, X., Dronjic, V., & Helms-Park, R. (in preparation, contract signed). *Learning to read in a second language: Cognitive, psycholinguistic, and pedagogical issues.* New York: Routledge.

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

Chen, X., Anderson, R. C., Li, H., & Shu, H. (submitted) *Development of strategies in learning to read Chinese.* X. Chen, L. Wang, and 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).

### **Reports**

- 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. *Final 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.*
- 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.

## **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), 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. (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.

**SELECTED CONFERENCE PRESENTATIONS  
(past two years)**

Chen, X., Luo, Y., & Geva, E. (2012 July). *Cross-cultural comparison of learning to read Chinese*. Symposium presented at the 19<sup>th</sup> Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Au-Yeung, K. & Chen, X. (2012, July). *English vocabulary development in English language learners in French immersion*. Poster presented at the 19<sup>th</sup> Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Lam, K., Hipfner-Boucher, K., Selvachandran, J. & Chen, X. (2012, July). *The cross-language role of English syntactic awareness in French reading comprehension among French Immersion students*. Poster presented at the 19th Annual Meeting Scientific Society for the Study of Reading, Montreal, Canada.

Hipfner-Boucher, K., Lam, K., & Chen, X. (2012, July). *The contribution of narrative morpho-syntactic quality to reading comprehension in French Immersion students*. Paper presented at the 19th Annual Meeting Scientific Society for the Study of Reading, Montreal, Canada.

Pasquarella, A., Deacon, H., Chen, X., & Commissaire, E. (2012, August). *French and English orthographic processing and reading*. Paper presented at the 6<sup>th</sup> European Graduate School on Literacy Acquisition, Egmond aan Zee, Netherlands.

Pasquarella, A, Ramirez, G., & Chen. X. (2012, July). *What is in the reading comprehension toolbox of Spanish-speaking English language learners? An exploration of morphological and cognate awareness cross-linguistic skill transfer*. Symposium presented at the Society for the Scientific Studies of Reading: Annual Conference, Montreal, CA.

Gottardo, A., Jia, F., Pasquarella, A., & Chen, X. (2012, July). *Reading comprehension in adolescent second language learners: Models of risk and resilience*. Symposium presented at the Society for the Scientific Studies of Reading: Annual Conference, Montreal, CA.

Mak, L., Jia, F., Gottardo, A., Pasquarella, A., & Chen, X. (2012, October). *Predictors of reading comprehension in Chinese-English speaking adolescents*. Poster presented at the 31<sup>st</sup> Annual Second Language Research Forum, Pittsburg, PA.

Gottardo, A., Jia, Fanli, Pasquarella, A., Chen. X., & Cave, P. (2012, October). *Comparing adolescent Chinese-English speaking good and poor readers: Not all second language learners are alike*. Paper presented at the 31<sup>st</sup> Annual Second Language Research Forum, Pittsburg, PA.

Lam, K. & Chen, X. (2011). *The contribution of cognate awareness and English orthographic processing to English-French bilingual children's French literacy outcomes*. Poster presented at the Boston University Conference on Language Development. Boston,

MA.

- Chen, X., Pasquarella, A., Deacon, H., & Au-Yeung, K. (2011). *Exploring cognate awareness in first grade French immersion children*. Symposium presented at the 18<sup>th</sup> Society for the Scientific Studies of Reading Annual Conference, St. Pete Beach, FL.
- Chen, X., Pasquarella, A., Lam, K., Luo, Y., & Ramirez, G. (2011). *Cross-language transfer of morphological awareness in Chinese-English bilinguals: The Effects on word reading, vocabulary, and reading comprehension*. Symposium presented at the International Association for the Study of Child Language, Montreal, QC.
- Au-Yeung, K. & Chen X. (2011). *English and French literacy development: Children from English-speaking and diverse language backgrounds in early French Immersion*. Symposium presented at the International Association for the Study of Child Language, Montreal, QC.
- Au-Yeung, K. & Chen, X. (2011). *Development of early English literacy skills: English as a second language children in Grade 1 French immersion program*. Poster presented at the 18<sup>th</sup> Society for the Scientific Studies of Reading Annual Conference, FL.
- Pasquarella, A., Chen X. & Deacon, H. (2011). *Exploring cognate awareness in first grade French immersion children*. Symposium presented at the International Association for the Study of Child Language, Montreal, QC.
- Pasquarella, A., Chen, X., Geva, E., & Gottardo, A. (2011). *Universal and language-specific processes in word reading: Comparing cross-language transfer between Spanish-English and Chinese-English bilinguals*. Symposium presented at the 18<sup>th</sup> Society for the Scientific Studies of Reading Annual Conference, St. Pete Beach, FL.
- Pasquarella, A., Welcome, S., Chen, X., Joanisse, M., & Olson, D. (2011). *When a writer can't read: A case study of Pure Alexia*. Poster presented at the Canadian Psychological Association 72<sup>nd</sup> Annual Convention, Toronto, ON.
- Welcome, S., Pasquarella, A., Chen, X., Olson, D., & Joanisse, M. (2011). *Preserved mid-fusiform activation for familiar words in a patient with pure alexia: Blindsight for written words?* Poster presented at the Cognitive Neuroscience Society 18<sup>th</sup> Annual Meeting, San Francisco, CA.
- Luo, Y. C. & Chen, X. (2011). *Orthographic knowledge and Chinese-Canadian children's reading development in school and heritage languages*. Paper presented at the 2011 Annual Meeting of American Educational Research Association, New Orleans, LA.
- Luo, Y. C., Chen, X., Deacon, S. H. & Li, H. (2011). *Development of Chinese orthographic processing: A Cross-cultural Perspective*. Paper presented at the 18<sup>th</sup> Annual Meeting of Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Luo, Y. C., Chen, X., Ramirez, G., & Geva, E. (2011). *Vocabulary knowledge and Chinese- and Spanish-English children's reading development in their school and heritage languages*. Paper presented at the 2011 biennial meeting of the Society for Research in Child Development, Montreal, QC.

## PRIMARY GRADUATE STUDENT SUPERVISION

### Ph. D Level

Gloria Ramirez, Ph.D, completed in 2009

*Factors contributing to bilingual primary and middle school children's vocabulary and reading*

Department of Human Development and Applied Psychology

Yang Luo, Ph. D. completed in 2012

*Bilingual and biliteracy development of Chinese-English speaking children*

Department of Applied Psychology and Human Development

Nancy Wise, flex-time doctoral candidate, 2008-present

Department of Curriculum, Teaching, and Learning (CTL)

Katie Lam, doctoral candidate, 2009-present

Department of Applied Psychology and Human Development

Adrian Pasquarella, doctoral candidate, 2009-present

Department of Applied Psychology and Human Development

Karen Auyeung, doctoral candidate, 2010-present

Department of Applied Psychology and Human Development

Nadia D'Angelo, doctoral candidate, 2011-present

Department of Applied Psychology and Human Development

Poh Wee Koh, doctoral candidate, 2012-present

Department of Applied Psychology and Human Development

Anna Cassar, flex-time doctoral candidate, 2012-present

*Title to be decided*

Department of Curriculum, Teaching and Learning

### Master Level

Cynthia Lubinski, Master of Teaching, completed in 2004

*Phonological awareness of bilingual children*

Department of Curriculum, Teaching, and Learning

Yang Luo, MA, completed in 2006

*The role of visual skills in Chinese character reading*

Department of Human Development and Applied Psychology

Katie Lam, MA, completed in 2009

*Morphological awareness and vocabulary among Chinese children: A cross-cultural comparison*

Department of Human Development and Applied Psychology

Xintian Du, part-time MA, completed in 2010 (co-supervised with Normand Labrie)  
*Pinyin and Chinese children's phonological awareness*  
Department of Curriculum, Teaching, and Learning

Karen Auyeung, MA, completed in 2010  
*Development of English and French literacy among language minority children in early French immersion*  
Department of Human Development and Applied Psychology

Wen Li, M.Ed (no thesis), completed in 2010  
Department of Human Development and Applied Psychology

Kathleen Lee, MA, 2011-present  
Department of Applied Psychology and Human Development

Sheila Chung, MA, 2012-present  
Department of Applied Psychology and Human Development

Geissel Quiroz, MA, 2012-present  
Department of Applied Psychology and Human Development

### **Qualifying Research Paper**

Heidi Kiefer, completed in 2006 to qualify for Ph.D  
*The impact of combined language impairment and psychiatric disorder on executive function*  
Department of Human Development and Applied Psychology

## **THESIS COMMITTEE**

### **Ph. D Level**

Adele LaFrance, completed in 2006  
*Spelling development of ESL and monolingual learners*  
Department of Human Development and Applied Psychology

Marla Endler, completed in 2007  
*Predictors of early reading in a second language: The transfer of phonological processing skills and the implications for French immersion*  
Department of Human Development and Applied Psychology

Palmina Ioannone, completed in 2007  
*Maternal separation anxiety before and after the return to employment: Maternal, infant, and social-contextual Influences*  
Department of Human Development and Applied Psychology

Katherine Ndlovu, completed in 2009  
*Story-writing development from Grades 4 to 6: Do language status and reading profile matter?*

Department of Human Development and Applied Psychology

Jing Zhang, completed in 2009

*Implementation and evaluation of a Chinese family literacy program in Chinese communities in Canada*

Department of Human Development and Applied Psychology

Irina Tsybina, completed in 2009

*Intervention on bilingual late-talkers*

Department of Speech-Language Pathology

Kathleen Hipfner-Boucher, completed in 2011

*A comparative study of ELL and EL1 narrative competence during the kindergarten years*

Department of Human Development and Applied Psychology

Maureen Jean, completed in 2011

*Canadian school-aged heritage language learners' patterns of language use, proficiency and beliefs about learning their two languages*

Department of Human Development and Applied Psychology

Jennifer Scully, completed in 2011

*Child and family predictors of treatment response in childhood obsessive compulsive disorder*

Department of Human Development and Applied Psychology

Seung Won Jun, completed in 2012

*Developing self-regulated learning skills to overcome lexical problems in writing: Case studies of Korean ESL learners*

Department of Curriculum, Teaching and Learning

Rachel Gropper, ongoing

*Working memory training in college students with ADHD/LD*

Department of Human Development and Applied Psychology

Vedran Dronjic, ongoing

*Concurrent memory load, working memory span, and morphological processing in L1 and L2 English*

Department of Curriculum, Teaching and Learning

Lisa Girard, ongoing

*An Investigation of the relationship between social behaviour and phonological processing*

Department of Speech-Language Pathology

Yuxin Tu, ongoing

*A Chinese civil society in the making? University students' civil perceptions and civic participation in an era of massification*

Department of Theory and Policy Studies in Education

Christie Fraser, ongoing  
*Title to be decided*  
Department of Human Development and Applied Psychology

### **MA Level**

Ning Wang, completed in 2005  
*A narrative inquiry into two ESL teachers' cross-cultural teaching experience*  
Department of Curriculum, Teaching and Learning

Katherine Herbert (Ndlovu), completed in 2006  
*Writing ability in school-aged children who speak English as a second language and have a learning disability*  
Department of Human Development and Applied Psychology

Angela Messey-Garrison, completed in 2010  
*Oral language development in ESL and ELI students with and without reading disabilities*  
Department of Human Development and Applied Psychology

Rebecca Yunger, completed in 2010  
*Acquisition of Hebrew noun plurals in early immersion and bilingual education*  
Department of Human Development and Applied Psychology

Martha Mcgloin, completed in 2011  
*An achievement gap revealed: A mixed method research investigation of Canadian-born English Language Learners*  
Department of Curriculum, Teaching and Learning

Trelani Milburn, completed in 2011  
*The effect of professional development on educator-child shared book reading*  
Department of Speech-Language Pathology

Tamara Kornacki, completed in 2011  
*Measuring phonological short-term memory, apart from lexical knowledge*  
Department of Human Development and Applied Psychology

Xinchen Wang, completed in 2012  
*Identity and biliteracy development*  
Department of Curriculum, Teaching and Learning

### **External Examiner for Ph.D Students**

Anny Castilla, completed in 2008  
*Developmental measures of morphosyntactic acquisition in 3-, 4-, and 5-year-old*

*Spanish-speaking children*

Department of Speech-Language Pathology, University of Toronto

Pauline Low, completed in 2013

*Growth trajectories of literacy skills for ESL children from second through seventh grades*

School Psychology, University of British Columbia

### **VISITING SCHOLAR**

Yeqin Kang, Lecturer, Guangzhou Vocational College of Technology and Business,  
2010-2011

Jing Zhang, Associate Professor, Northeast Agricultural University, 2006-2007

### **PRACTICUM SUPERVISION**

Supervised 6 students during practicum in the Bachelor of Education program at  
OISE/University of Toronto in 2005, observed and provided feedback to teaching.

### **PROFESSIONAL ACTIVITIES**

#### **Executive Secretary**

The Society of the Scientific Study of Reading, 2009-present

#### **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 Human Development and Applied Psychology at OISE/University of Toronto, 2012

### **Journal Reviewer**

- Annuals of Dyslexia (Editorial Board)
- Language Learning (External Reviewer)

### *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
- Journal of Educational Psychology
- Journal of Experimental Child Psychology
- Reading Research Quarterly
- Scientific Studies of Reading (2-3 papers annually)

### **Grant Reviewer**

- Research Council of Hong Kong, 2011
- Language Learning Small Grants Program, 2005, 2009
- SSHRC Standard Research Grant (declined due to maternity leave)

### **Conference Reviewer**

- American Educational Research Association Annual Meeting

### **Membership**

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

## **SERVICE**

Executive committee of Faculty Council, OISE/University of Toronto, 2012-2013

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

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