

Li-Jen Kuo

郭麗夔

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[Cross-Linguistic Literacy & Cognition Research Group](#)

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ACADEMIC POSITIONS

Texas A&M University , College Station, TX	
Associate Professor of Literacy Education	2013 - present
Affiliate, Center on Disability and Development	2015 - present
Northern Illinois University , DeKalb, IL	
Associate Professor of Educational Psychology	2012 - 2013
Assistant Professor of Educational Psychology	2006 - 2012
Research Associate, Center for Interdisciplinary Study of Language and Literacy	2006 - 2013
National Academy of Education/ Spencer Foundation	
Postdoctoral Fellow	2008 - 2010

EDUCATION

University of Illinois at Urbana-Champaign , Urbana-Champaign, IL	December, 2006
Ph. D., Educational Psychology	
Concentration: Cognitive Science of Teaching and Learning	
Advanced Certificate: Second Language Acquisition & Teacher Education	
Advisor: Richard C. Anderson	
M.A., Linguistics	May, 2006
MIT and Harvard University , Cambridge, MA	2005
Summer Institute of the Linguistic Society of America	
Michigan State University , East-Lansing, MI	2003
Summer Institute of the Linguistic Society of America	
Heinrich-Heine University , Düsseldorf, Germany	2002
Summer Institute, Linguistic Society of Germany & Linguistic Society of America	
Stanford University , Stanford, CA	2000
M.A., Language Learning and Policy	
Advisor: Michael Kamil	
National Taiwan University , Taipei, Taiwan	1999
B.A., Foreign Languages and Literatures , minor in German Studies	

RESEARCH AND TEACHING INTERESTS

- Cross-cultural/ linguistic research on the interface among language, literacy, and cognition
- Metalinguistics awareness and its relation to literacy development
- World language education, technology-enhanced language and literacy instruction

RELATED PROFESSIONAL EXPERIENCES

- Department of Educational Psychology**, University of Illinois, Urbana-Champaign, IL 2006
Teaching Assistant for the graduate-level course *Literacy Across Cultures*
Course Instructor: Richard C. Anderson
- Center for the Study of Reading**, University of Illinois, Urbana-Champaign, IL 2004 - 2005
Research Assistant for the project *Improving Comprehension and Writing Through Reasoned Argumentation*, funded by the Institute of Education Sciences. Principal Investigator: Richard C. Anderson
- Center for the Study of Reading**, University of Illinois, Urbana-Champaign, IL 2003
Research Assistant for the project *Conceptual and Methodological Issues in Comparing Metalinguistic Awareness Across Languages*
Principal Investigator: Richard C. Anderson
- Center for the Study of Reading**, University of Illinois, Urbana-Champaign, IL 2001 - 2003
Research Assistant for the project *Social Propagation of Argument Stratagems*, funded by the Institute of Education Sciences
Principal Investigator: Richard C. Anderson
- Bureau of Educational Research**, University of Illinois, Urbana-Champaign, IL 2001
Research Assistant for the project *Investigating Participation, Accommodation, and Reporting Practices with the Illinois Standards Achievement Tests*
Principal Investigators: Lizanne DeStefano & James Shriner.

HONORS AND AWARDS

External

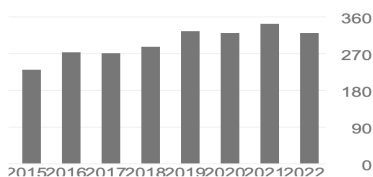
- National Academy of Education/ Spencer Foundation Postdoctoral Fellow 2008-2010
- Early Career Educational Psychology Research Award, American Psychological Association 2008
- Spencer Dissertation Fellow, Spencer Foundation 2005-2006
- Summer Institute Fellow at MIT and Harvard University, Linguistic Society of America 2005
- Summer Institute Fellow at Michigan State University, Linguistic Society of America 2003

Internal

Outstanding Mentor Award Nominee Graduate Student Association, Department of Teaching, Learning and Culture, Texas A&M University	2014, 2015, 2018
Exceptional Contribution to Scholarly and Creative Activity Award College of Education, Northern Illinois University	2009
Dean's Honor List National Taiwan University, Taiwan	1997

PUBLICATIONS

	All	Since 2017
Citations	3187	1872
h-index	22	21
i10-index	30	29



[Google Scholar](#). October 2022

Refereed Journal Articles

*Graduate students.

†Principal investigator of the project.

††Corresponding author.

Scopus CiteScores were retrieved from Scopus.com in November, 2021. Journal Impact Factors (IFs) were retrieved from Journal Citation Reports (clarivate.com) in November, 2021.

Jiang, B. Y., **Kuo, L-J.**, Moody, S. (accepted). Cross-language transfer: A single case study on the acquisition of argumentative reasoning. *Bilingual Research Journal*.
 [Scopus CiteScore: **2.0**; Journal Impact Factor: N.A.; 5-Year Impact Factor: N.A.]

*Hu, X., **Kuo, L-J.**, Dixon, L. Q. (accepted). Effectiveness of interventions on improving English language learners' intelligibility and comprehensibility: A meta-analytic review. *Language Teaching Research*.
 [Scopus CiteScore: **6.0**; Journal Impact Factor: **3.899**; 5-Year Impact Factor: **4.815**]

- *Moody, S. M., Eslami, Z. R., & **Kuo, L.-J.** (accepted). Core practices within second language writing instruction: A case study of clinical teaching experiences. *The New Educator*.
[Scopus CiteScore: **1.0**; Journal Impact Factor: N.A.; 5-Year Impact Factor: N.A.]
- *Park, J. H., **Kuo, L.-J.** & Dixon, L. Q. (accepted). The relationship between stress cue sensitivity and reading: A study with Korean-English bilingual children. *Journal of Psycholinguistic Research*.
[Scopus CiteScore: **1.8**; Journal Impact Factor: **1.180**; 5-Year Impact Factor: **1.145**]
- *Moody, S. M., **Kuo, L.-J.**, & Eslami, Z. R. (2022). Learning to be teachers: Preservice teacher descriptions of practice-based teacher education. *Issues in Teacher Education*, 31, (2), 1-21.
[Scopus CiteScore: N.A.; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Winkler, S., **Kuo, L.-J.**, Eslami, Z., & *Kim, H. (2021) Best evidence synthesis of academic vocabulary interventions for post-secondary English learners. *Educational Research and Development Journal*, 24 (3), 1-19.
[Scopus CiteScore: N.A.; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Yang, X., **Kuo, L. J.**, Eslami, Z. R., & *Moody, S. M. (2021). Theoretical trends of research on technology and L2 vocabulary learning: A systematic review. *Journal of Computers in Education*, 1-19.
[Scopus CiteScore: **2.7**; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- Kuo, L. J.**, Ku, Y. M., *Chen, Z., & *Gezer, M. Ü. (2020). The relationship between input and literacy and metalinguistic development: A study with Chinese–English bilinguals. *International Journal of Bilingualism*, 24(1), 26-45.
[Scopus CiteScore: **3.2**; Journal Impact Factor: **1.693**; 5-Year Impact Factor: **1.984**]
- *Lee, S., †**Kuo, L.-J.**, *Hu, X., & *Xu, Z. (2020). The effects of technology integrated instruction on English language learners' literacy development: A meta-analysis study. *Computer Assisted Language Learning*, 1-32.
[Scopus CiteScore: **6.5**; Journal Impact Factor: **4.789**; 5-Year Impact Factor: **4.832**]
- Huang, B. H., & **Kuo, L.-J.** (2020). The role of input in bilingual children's language and literacy development: Introduction to the Special Issue. *International Journal of Bilingualism*, 24 (1), 3-7.
[Scopus CiteScore: **3.2**; Journal Impact Factor: **1.693**; 5-Year Impact Factor: **1.984**]
- *Yang, X., †**Kuo, L.-J.**, & *Jiang, L. (2020). Connecting theory and practice: A systematic review on K-5 science and math literacy instruction. *International Journal of Science and Mathematics Education*, 18 (2), 203-219.
[Scopus CiteScore: **4.0**; Journal Impact Factor: **2.073**; 5-Year Impact Factor: **2.281**]
- Jiang, Y., & †**Kuo, L.-J.** (2019). The development of vocabulary and morphological awareness: A longitudinal study with college EFL students. *Applied Psycholinguistics*, 40(4), 877-903.
[Scopus CiteScore: **2.5**; Journal Impact Factor: **1.838**; 5-Year Impact Factor: **2.706**]

- *Moody, S., * Hu, X., †**Kuo, L.-J.**, * Jouhar, M., * Xu, Z., & * Lee, S. (2018). Vocabulary instruction: A critical analysis of theories, research, and practice. *Education Sciences*, 8(4), 180.
[Scopus CiteScore: **2.1**; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Yang, X., †**Kuo, L.-J.**, *Ji, X., McTigue, E. (2018). A critical examination of the relationship among research, theory, and practice: Technology and reading instruction. *Computers & Education*, 125, 62-73.
[Scopus CiteScore: **14.4**; Journal Impact Factor: **8.538**; 5-Year Impact Factor: **9.269**]
- *Lee, S., †**Kuo, L.-J.**, *Moody, S. M., & *Chen, Z. (2017). Reviews of research funded by U.S. Institute of Educational Sciences: A case of reading development and instruction. *Cogent Education*, 4(1), 1401444.
[Scopus CiteScore: **1.7**; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- Kuo, L. -J.**, Ramirez, G., *de Marin, S., *Kim, T. -J. & *Unal-Gezer, M. (2017). Bilingualism and morphological awareness: A study with general educational and Spanish-English dual language program. *Educational Psychology*, 1-18.
[Scopus CiteScore: **4.9**; Journal Impact Factor: **2.903**; 5-Year Impact Factor: **2.853**]
- *Geng, Z. & **Kuo, L. -J.** (2017). The roles of task complexity, working memory, and task modality in L2 development: A review of empirical studies. *Electronic International Journal of Education, Arts, and Science (EIJEAS)*, 3(6), 80-96.
[Scopus CiteScore: N.A. ; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Chen, Z. & †**Kuo, L.-J.** (2017). Language and literacy development among children with autism spectrum disorder. *Journal of Childhood & Developmental Disorders*, 3 (3), 1-4.
[Scopus CiteScore: N.A. ; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Wang, K., †**Kuo, L.**, Li, Y., & Davis, T. J. (2017). Review of IES funded projects on mathematics education in the U.S. *Journal of Mathematics Education*, 26(5), 82-88.
[Scopus CiteScore: N.A. ; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Hodges, T. S.,* Feng, L., †**Kuo, L. J.**, & McTigue, E. (2016). Discovering the literacy gap: A systematic review of reading and writing theories in research. *Cogent Education*, 3(1), 1228284.
[Scopus CiteScore: **1.7**; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- *Ozfidan, B., Burlbaw, L., & **Kuo, L. -J.** (2016). Perception of an anticipated education program in Turkey. *International Education Studies*, 9(10), 176-184.
[Scopus CiteScore: N.A. ; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- Kuo, L. -J.**, Uchikoshi, Y., *Kim, T.-J., & *Yang, X. (2016). Bilingualism and phonological awareness: Re-examining theories of cross-language transfer and structural sensitivity. *Contemporary Educational Psychology*, 46, 1-9.
[Scopus CiteScore: **6.5**; Journal Impact Factor: **4.277**; 5-Year Impact Factor: **5.636**]
- *Chen, Z., **Kuo, L. -J.**, & *Ko, S. W. (2016). The impact of bilingual experience on the literacy development of struggling readers. *Journal of Childhood & Developmental Disorders*, 2(2).
[Scopus CiteScore: N. A.; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- Jiang, Y. -L., **Kuo, L. -J.**, *Sonnenburg, S. (2016). Morphological awareness and reading comprehension: A qualitative study with adult EFL learners. *International Journal of Language and Linguistics*.2(5), 18-26.
[Scopus CiteScore: N.A. ; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]

- *Kim, T.-J., †**Kuo, L. -J.**, Ramirez, G., *Wu, S., Ku, Y.-M., *de Marin, S., *Ball, A., & Eslami, Z. (2015). The relationship between bilingual experience and the development of morpho-syntactic awareness: A cross-linguistic study of classroom discourse. *Language Awareness*, 24 (4), 332-354.
[Scopus CiteScore: **1.8**; Journal Impact Factor: **1.654**; 5-Year Impact Factor: **1.907**]
- Eslami, Z. R., *Jabbari, N. & **Kuo, L.** (2015). Iranian Persian speakers' compliment response behavior on Facebook. *International Review of Pragmatics*.
[Scopus CiteScore: **0.7** ; Journal Impact Factor: N. A.; 5-Year Impact Factor: N. A.]
- Kuo, L. -J.**, *Kim, T. -J., *Yang, X., Li, H., Liu, Y., Wang, H., *Park, J., & *Li, Y. (2015). Acquisition of Chinese characters among second language learners: The effects of character properties and individual differences. *Frontiers in Psychology*, 6, 986.
[Scopus CiteScore: **3.5**; Journal Impact Factor: **2.988**; 5-Year Impact Factor: **3.618**]
- *Wright, K. L., *Franks, A. D., †**Kuo, L. -J.**, *Serrano, J. & McTigue, E. M. (2015). Both theory and practice: Science literacy instruction and reading theories. *International Journal of Science and Mathematics Education*, 1-18.
[Scopus CiteScore: **4.0**; Journal Impact Factor: **2.073**; 5-Year Impact Factor: **2.281**]
- Lin, T.-J., Jadallah, M., Anderson, R. C., Baker, A. R., Nguyen-Jahiel, K., Kim, I.-H., **Kuo, L.-J.**, Miller, B. W., Dong, T., & Wu, X. (2015). Less is more: Teachers' influence during peer collaboration. *Journal of Educational Psychology*, 107(2), 609-629.
[Scopus CiteScore: **9.5**; Journal Impact Factor: **5.805**; 5-Year Impact Factor: **7.954**]
- Lin, T.-J., †Anderson, R. C., Jadallah, M., Nguyen-Jahiel, K., Kim, I. -H., **Kuo, L.-J.**, Miller, B. W., Logis, H.A., Dong, T., Wu, X., & Li, Y. (2015). Social influences on children's development of relational thinking during small-group discussions. *Contemporary Educational Psychology*, 41, 83-97.
[Scopus CiteScore: **6.5**; Journal Impact Factor: **4.277**; 5-Year Impact Factor: **5.636**]
- Kuo, L. -J.**, *Li, Y., Sadoski, M., & *Kim, T. -J. (2014). Acquisition of Chinese characters: The effects of character properties and individual differences among learners. *Contemporary Educational Psychology*, 39(4), 287-300.
[Scopus CiteScore: **6.5**; Journal Impact Factor: **4.277**; 5-Year Impact Factor: **5.636**]
- Lin, T. -J., †Anderson, R. C., Hummel, J. E., Jadallah, M., Miller, B.W., Nguyen-Jahiel, K., Morris, J. A., **Kuo, L. -J.**, Kim, I. -H., Wu, X., & Dong, T. (2012). Children's use of analogy during collaborative reasoning. *Child Development*, 83, 1429-1443.
[Scopus CiteScore: N.A.; Journal Impact Factor: **5.899**; 5-Year Impact Factor: **6.863**]
- Kuo, L. -J.**, & Anderson, R. C. (2012). Effects of early bilingualism on learning phonological regularities in a new language. *Journal of Experimental Child Psychology*, 111(3), 455-467.
[Scopus CiteScore: **4.4**; Journal Impact Factor: **2.610**; 5-Year Impact Factor: **3.577**]
- Jadallah, M., Anderson, R. C., Nguyen-Jahiel, K., Miller, B.W., Kim, I. -H., **Kuo, L. -J.**, Dong, T., & Wu, X. (2011). Influence of a teacher's scaffolding moves during child-led small group discussions. *American Educational Research Journal*, 48(1), 194-230.
[Scopus CiteScore: **6.9**; Journal Impact Factor: **4.811**; 5-Year Impact Factor: **6.896**]
- Kuo, L. -J.**, & Anderson, R. C. (2010). Beyond cross-language transfer: Reconceptualizing the impact of early bilingualism on phonological awareness. *Scientific Studies of Reading*, 14(4), 365-385.
[Scopus CiteScore: **5.8**; Journal Impact Factor: **4.662**; 5-Year Impact Factor: **5.167**]

- Kuo, L. -J.** (2009). The role of natural class features in the acquisition of phonotactic regularities. *Journal of Psycholinguistic Research*, 38(2), 129-150.
[Scopus CiteScore: **1.8**; Journal Impact Factor: **1.180**; 5-Year Impact Factor: **1.145**]
- Reznitskaya, A., **Kuo, L. -J.**, Glina, M., & Anderson, R. C. (2009). Measuring argumentation: What's behind the numbers? *Learning and Individual Differences*, 19(2), 219-224.
[Scopus CiteScore: **4.6**; Journal Impact Factor: **3.139**; 5-Year Impact Factor: **3.533**]
- Reznitskaya, A., **Kuo, L. -J.**, Clark, A., Miller, B., Jadallah, M., Anderson, R. C., & Nguyen-Jahiel, K. (2009). Collaborative reasoning: A dialogic approach to group discussions. *Cambridge Journal of Education*, 39(1), 29-48.
[Scopus CiteScore: **3.0**; Journal Impact Factor: **2.207**; 5-Year Impact Factor: **3.090**]
- Reznitskaya, A., Anderson, R. C., **Kuo, L. -J.** (2007). Teaching and learning argumentation. *Elementary School Journal*, 107(5), 449-472.
[Scopus CiteScore: **2.6**; Journal Impact Factor: **1.667**; 5-Year Impact Factor: **2.745**]
- Li, Y., Anderson, R. C., Nguyen, K., Dong, T., Archodidou, A., Kim, I. -H., **Kuo, L. -J.**, Clark, A., Wu, X., Jadallah, M., & Miller, B. (2007). Emergent leadership in children's discussion groups. *Cognition and Instruction*, 25(1), 75-111.
[Scopus CiteScore: **5.4**; Journal Impact Factor: **3.216**; 5-Year Impact Factor: **4.897**]
- Kuo, L. -J.**, & Anderson, R. C. (2006). Morphological awareness and learning to read: A cross-language perspective. *Educational Psychologist*, 41(3), 161-180.
[Scopus CiteScore: **14.9**; Journal Impact Factor: **9.541**; 5-Year Impact Factor: **12.216**]
- Clark, A., Anderson, R. C., **Kuo, L. -J.**, Kim, I., Archodidou, A. Nguyen-Jahiel, K. (2003). Collaborative reasoning: Expanding ways for children to talk and think in school. *Educational Psychology Review*, 15(2), 181-198.
[Scopus CiteScore: **13.3**; Journal Impact Factor: **8.705**; 5-Year Impact Factor: **11.187**]

Book Chapters

- Kuo, L. -J.**, *Chen, Z., *Kim, T.-J. (2016). Effects of bilingualism on the development of morphological and syntactic awareness. In W. Li and X. Chen (Eds.), *Chinese literacy development*. Beijing, China: Beijing Normal University Press.
- Kuo, L. -J.** *Kim, T. -J. (2014). Effect of early bilingualism on metalinguistic development and language processing: Evidence from Chinese-speaking bilingual children. In X. Chen-Bumgardner, Q.-Wang, & Y. Luo (Eds.), *Reading development and difficulties in monolingual and bilingual Chinese children* (pp. 171-190). New York, N.Y: Springer.
- Kuo, L. -J.**, & Anderson, R. C. (2008). Conceptual and methodological issues in comparing metalinguistic awareness across languages. In K. Koda and A. Zehler (Eds.), *Learning to read across languages* (pp. 39-67). New York, NY: Routledge.

Conference Proceedings

Cooper, B., Payne, G., *Hu, X., Dixon, Q., & **Kuo, L.-J.**, (2020). *The impact of linguistic diversity education on L1 English speakers' ideologies, attitudes, and perceptions of international teaching assistants*. In O. Kang, S. Staples, K. Hirschi, & K. Yaw (Eds.), Proceedings of the 11th Pronunciation in Second Language Learning and Teaching Conference. Ames: Iowa State University.

SELECTED MANUSCRIPTS UNDER REVIEW

- *Hu, X., **Kuo, L.-J.**, Dixon, Q. (under review). Linguistic and non-linguistic factors affecting international teaching assistants' comprehensibility and teaching ability. *Teaching in Higher Education*.
- *Moody, S.M., **Kuo, L.-J.**, Eslami, Z.R., & Graham, K.M. (under review). Preservice teacher efficacy for writing and English language learner instruction: A review of the literature. *Teaching Education*.
- *Yang, X., **Kuo, L.-J.**, Eslami, Z.R., & Moody, S.M. (under review). A methodological review of research on technology and L2 vocabulary development. *Journal of Educational Computing Research*.
- *Graham, K., †**Kuo, L.-J.**, †Dixon, Q., *Chowdhury, M., Hu, X., & *Moody, S. (under revision). Hierarchical Regression Analysis of Predictors of Struggling Second Grade Writing. *Language & Education*.
- *Moody, S. M., †**Kuo, L.-J.**, †Dixon, L. Q., *Hu, X., *Chowdhury, M., & *Graham, K. M. (under revision). Making the writing process explicit for English language learners. *Reading Teacher*.
- *Moody, S. M., †**Kuo, L.-J.**, *Graham, K., *Holtz, E., †Dixon, Q., *Chowdhry, M., *Hu, X. (under revision). The impact of writing on the development of vocabulary diversity. *Journal of Language, Culture, and Curriculum*.

CONFERENCE PRESENTATIONS (all refereed, national/ international)

- Kuo, L.-J., Kim, H., Guo, W., Yang, Y. J., & Zhou, X. (2022, November 18-20). Planning K-5 virtual learning: A theory-driven and evidence-based approach [Conference presentation]. American Council on the Teaching of Foreign Languages 2022 Convention, Boston, MA.
- Dixon, L. Q., †**Kuo, L. -J.**, Chen, Z., Moody, S., Chowdhury, M., Hu, X., & Graham, K. (2021) *Learning to write in a digital age: technology-enhanced intervention for children in early elementary grades*. Society for the Scientific Study of Reading (SSSR). Virtual Meeting.
- Graham, K., Moody, S., Chowdury, M., Hu, X, Vilasana, V., Melo, M., Land, M., Manzur, O., †Dixon, L. Q. & †**Kuo, L. -J.** (2021). *Language status and component skills as predictors of struggling second grade writing*. Society for the Scientific Study of Reading (SSSR). Virtual Meeting.
- Park, J. H., **Kuo, L.-J.**, & Dixon, L. Q. (2021). *The relationship between stress cue sensitivity and reading: A study with Korean-English bilingual children*. Society for the Scientific Study of Reading (SSSR). Virtual Meeting.
- Kim, H., †**Kuo, L. -J.**, Guo, W., Moody, S., Fidai, A., & Capraro, R. (2021). *Linguistic complexity of standardized mathematics assessment: Validation of a coding scheme* [Poster Session]. 2021 American Psychological Association, San Diego, CA, United States.

- Chen, Z., **Kuo, L. -J.**, & Dixon, L. Q. (2021). *The impact of emergent literacy development and home literacy environment on oral vocabulary among children with ASD in China*. Scientific Study of Reading, Virtual Meeting.
- Hu., X., Cooper, B., Ginessa, P., **Kuo, L. -J.**, Dixon, Q. (2021). *Meta-analytic review about interventions on improving non-native English speakers' intelligibility* [Paper presentation], TESOL International Convention and English Language Expo. Virtual.
- Hu., X., Cooper, B., Ginessa, P., **Kuo, L. -J.**, Dixon, Q. (2021). *Effects of activities on improving undergraduates' attitudes towards international teaching assistants and perceptions of their speech* [Paper presentation]. Annual Conference of American Educational Research Association, Virtual.
- Moody, S.M., **Kuo, L.-J.**, & Eslami, Z.R. (2021). *The impact of a preparation program for ELL writing on the efficacy of preservice teachers*. Paper accepted for presentation at the American Educational Research Association Conference, Virtual.
- Chen, Z., **Kuo, L. -J.**, & Dixon, L. Q. (2020). *Emergent literacy development and home literacy environment among children with autism spectrum disorder*. American Association for Applied Linguistics, Denver, Co. (Conference Canceled).
- Park, J., Dixon, L. & **Kuo, L.-J.** (2020, Apr 17 - 21). *The relationship between stress cue sensitivity and reading: A study with Korean-English bilingual children* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/sys82c7> (Conference Canceled)
- Yang, X., **Kuo, L.- J.**, & Eslami, Z.(2019). *Methodological trends of technology and L2 vocabulary learning: A systematic review*. Paper presented at the annual conference of Society for the Scientific Study of Reading Conference. Toronto, Canada.
- Yang, X., Eslami, Z., & **Kuo, L.-J.** (2019). *Conceptual and theoretical reviews on technology and L2 vocabulary learning*. Paper presented at American Association for Applied Linguistics Conference. Atlanta, GA.
- Moody, S. M., Hu, X., Chowdhury, M., Graham, K., Norton, M., Galvin, S., Poole, L., Paul, M., Everett, M., Dixon, L. Q., & †**Kuo, L.-J.** (2019). *Technology in a targeted writing intervention: Student perceptions and implications for educators*. Paper presented at the Annual conference of the American Educational Research Association, Toronto, Canada.
- Graham, K., Moody, S. M., Chowdhury, M., Hu, X., Norton, M., Galvin, S., Poole, L., Paul, M., Everett, M., †**Kuo, L.-J.**, & Dixon, L. Q. (2019). *Predicting writing for struggling second grade students*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Canada.
- Hu, X., Graham, K., Moody, S. M., Chowdhury, M., Dixon, L. Q., & †**Kuo, L.-J.**, (2019). *Technology or non-technology: Application of visualization tools on improving narrative writing performance of second grade struggling writers*. Paper presented at the annual conference of the American Association for Applied Linguistics, Atlanta, GA.
- Moody, S., †**Kuo, L.-J.**, Harper, K., & McTigue, E. (2019). *Literacy development of at-risk readers in a dual language program: Challenges and opportunities*. Paper presented at the American Association of Applied Linguistics Annual Conference, Atlanta, GA.
- Harper, K., †**Kuo, L.-J.**, Moody, S., Moyna, I. (April, 2018). *Adult second language learners with dyslexia: Challenges and opportunities*. American Association of Applied Linguistics Annual Conference, Chicago, IL.

- Lee, S., Hu, X., Xu, Z., & †**Kuo, L.-J.** (April, 2018). *Effects of educational technology on English language learners' literacy development: A meta-analysis*. Annual Meeting of American Educational Research Association, New York, NY.
- Yang, X., †**Kuo, L.-J.**, & Jiang, L. (April, 2018). *Connecting theory and practice: Content literacy instruction at K-5 level*. Paper to be presented at the Annual Meeting of American Educational Research Association, New York, NY.
- Kuo, L.-J.**, Lee, S., Kim, H. & Liu, M. (2017, November). *Integrating STEM with world language instruction through project-based activities*. National Foreign Language Center STARTALK Fall Conference, Portland, OR.
- Kuo, L.-J.**, Yang, X., Lee, S., Choi, Y., Park, J., Wang, A., Eslami, Z., & Keelen, A. (2017). *Orthographic processing among young second language learners*. Society for the Research in Child Development, Austin, TX.
- Jiang, Y.L., Chen, Z., †**Kuo, L.-J.**, & Yang, X.Y. (2017, April). *The relationship between reading frequency and L2 vocabulary development: The role of affective factors*. American Association for Applied Linguistics Annual Conference, Portland, OR.
- Kuo, L.-J.**, Ku, Y.M., Chen, Z. & Li, Y. (2017, July). *The effects of character properties and individual differences among learners*. Scientific Studies of Reading Annual Conference. Halifax, Canada.
- Lee, S., †**Kuo, L.-J.**, Chen, Z., Wang, A., Guo, D., Moon, C., Park, J., et al. (2016, December). *Reading research and trends: Review of federally-funded research*. Literacy Research Association Annual Conference, Nashville, Tennessee.
- Kuo, L.-J.**, Lee, S., Xie, W. & Fang, H. (2016). *Integrating STEM with world language instruction through student-centered and project-based activities*. National Foreign Language Center STARTALK Spring Conference, Atlanta, GA.
- Jiang, Y.-L., **Kuo, L.-J.**, Sonnenburg, S. (2016, April). *Morphological awareness and reading comprehension: A qualitative study with adult EFL learners*. Paper presented at Chinese American Educational Research and Development Association Annual International Conference, Washington, D.C.
- Kuo, L.-J.**, Eslami, Z., & Yang, X. (2015). *Interactive use of iPads for novice language learners*. National Foreign Language Center STARTALK Fall Conference, Orlando, FL.
- †Dixon, L. Q., Wu, S., †**Kuo, L.-J.**, Sonnenberg, S., Zelaya, J., & Stine, K. (2015, July). *Relationship among Spanish and English phonological awareness, vocabulary, reading and spelling*. Paper presented at Annual Meeting for the Scientific Studies of Reading, Honolulu, Hawaii.
- Jiang, Y.-L., **Kuo, L.-J.**, & Sonnenburg, S. (2015, April). *Reading comprehension and morphological awareness: A study with adult ESL learners using think-aloud protocols*. Paper presented at American Association of Applied Linguistics, Toronto, Canada.
- Yang, X., †Larke, P.J., †Eslami, Z., & **Kuo, L.-J.** (2015, April). *First time for online learning? Chinese students' experiences of taking online courses in the U.S.* Paper presented at Chinese American Educational Research and Development Association Annual International Conference, Chicago, IL.
- Ji, X., Kim, T. -J., †**Kuo, L. -J.**, & Wu, S. (2015, April). *The impact of second language experience on the development of morpho-syntactic skills in a native language: A cross-sectional study*. Poster presented at Annual Meeting of the American Educational Research Association, Chicago, IL.

- Kuo, L. -J.**, Jiang, Y. -L., Ning, L., †Luo, W. & †Dixon, L. Q. (2014, July). *The development of vocabulary among Chinese-speaking learners of English: A study with college freshmen and their instructors of English in Taiwan*. Paper presented at the Scientific Studies of Reading Annual Meeting, Santa Fe, NM.
- Jiang, Y. -L., **Kuo, L. -J.**, Huang, T.-T., & Chen, Y.-H. (2014, June). *Exploring the essential elements for college English reading curriculum through identifying students' difficulties: Teachers' perspective*. Paper presented at the International Conference on English Teaching and Learning, Taiwan.
- Kuo, L. -J.**, Kim, T. -J., Li, Y. (2014, March). *The effects of visual complexity and radical presence on the acquisition of Chinese characters: A study with second language learners*. Paper presented at Annual Meeting of American Association of Applied Linguistics, Portland, OR.
- Kuo, L. -J.**, & Jiang, Y. -L. (2014, April). *The development of vocabulary and morphological awareness: A longitudinal study with EFL college students*. Paper presented at the Annual Meeting of American Educational Research Association, Philadelphia, PA.
- Kim, T. -J., †**Kuo, L. -J.**, Ramirez, G., Li, Y., de Marin, S., Ball, A., Baab, K., & Pacheco, E. (2013, April). *Teacher talk and metalinguistic development: A study with monolingual and bilingual children*. Paper presented at the International Conference and Workshop on TEFL and Applied Linguistics, Tao Yuan, Taiwan.
- Jiang, Y.-L., **Kuo, L.-J.**, & Kim, T.-J. (2013, May). *Development of morpho-syntactic awareness and reading comprehension among adult English language learners: A study with Taiwanese college students*. Paper presented at the Chinese American Educational Research and Development Association Annual Meeting, San Francisco, CA.
- Kuo, L. -J.**, & Kim, T. -J., Li, Y. (2012, May). *Acquisition of Chinese characters among child and adult learners*. Poster presented at the Annual Meeting of Association for Psychological Science, Chicago, IL.
- Li, Y & †**Kuo, L. -J.** (2012, April). *Learning Chinese characters: A study with Chinese-speaking children*. Poster presented at International Reading Association Annual Meeting, Chicago, IL.
- Kim, T. -J., & †**Kuo, L. -J.** (2012, April). *Cross-linguistic influence on phonological awareness: A study with Korean-speaking children learning English as a foreign language*. Paper presented at the Annual Meeting of American Association of Applied Linguistics, Boston, MA.
- Kuo, L. -J.** & Li, Y. (2012, April). *Acquisition of Chinese characters: The effect of visual complexity and the presence of radicals*. Paper presented at the Annual Meeting of American Association of Applied Linguistics, Boston, MA.
- Kim, T. -J., & †**Kuo, L. -J.** (2012, April). *Development of phonological awareness among learners of typologically distant languages: A study with Korean-speaking EFL children*. Paper presented at American Educational Research Association Annual Meeting, Vancouver, Canada.
- Kuo, L. -J.** & Li, Y. (2012, April). *Learning Chinese characters among beginning Chinese readers*. Poster presented at American Educational Research Association Annual Meeting, Vancouver, Canada.
- Kuo, L. -J.**, Ramirez, G., Baab, K., Li, Y., & Bollinger, P. (2011, July). *The development of morphological and syntactic awareness among young second language learners: A study of children in Spanish-English two-way immersion bilingual program*. Paper presented at the Scientific Studies of Reading Annual Meeting, St. Pete Beach, FL.

- Li, Y., & †**Kuo, L. -J.** (2011, April). *Acquisition of Chinese characters among young children: The effect of visual complexity and the presence of radicals*. Paper presented at the Chinese American Educational Research and Development Association, New Orleans, LA.
- Kuo, L. -J.**, Uchikoshi, Y., Kim, T.-J., Li, Y., & Kowalczyk, E. (2011, April). *Reconceptualizing bilingual effect on the development of phonological awareness: A study with children in general education and Japanese-English immersion programs*. Paper presented at the American Association of Applied Linguistics Annual Meeting, Chicago, IL.
- Kuo, L. -J.**, Li, Y., Kim, T. -J., & Ku, Y. -M. (2011, April). *Reading across languages: A study of Chinese-English bilinguals in the US and in Taiwan*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kim, T. -J., & †**Kuo, L. -J.** (2011, April). *Learning Chinese as a heritage language among Chinese American adolescents: The role of cultural identity*. Paper presented at the Chinese American Educational Research and Development Association, New Orleans, LA.
- Kim, T. -J., & †**Kuo, L. -J.** (2010, April). *Proud of being Chinese American? Similarities and differences in identity formation among Chinese American parents and adolescents*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Kuo, L. -J.** (2010, April). *Language and literacy development of bilingual children*. Invited poster presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Kuo, L. -J.**, & Kim, T. -J. (2010, April). *The impact of code-switching on second language instruction and learning: A corpus and experiment-based approach*. Poster presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Ball, A., & †**Kuo, L. -J.** (2010, April). *Cross-language transfer of implicit reading strategies among Arabic-speaking learners of English: A psycholinguistic approach*. Paper presented at the Annual Convention of the International Reading Association, Chicago, IL.
- Kuo, L. -J.**, & Kim, T. -J. (2009, May). *The development of morphological awareness, vocabulary and reading comprehension among second language learners of English*. Poster presented at the International Language and Reading Comprehension for Immigrant Children Conference, Toronto, Canada.
- Kuo, L. -J.**, & Kim, T. -J. (2009, April). *Structural priming across languages: Does the use of a non-target language alter the linguistic input of the target language?* Paper presented at the American Association of Applied Linguistics, Denver, CO.
- Kim, T. -J., & †**Kuo, L. -J.** (2009, April). *Towards a comprehensive understanding of second-language classroom discourse: A microgenetic analysis*. Paper presented at the American Association of Applied Linguistics, Denver, CO.
- Kuo, L. -J.** (2008, July). *Reinvestigating the effect of early bilingualism on language development: A study of phonotactic processing*. Poster presented at the Annual Meeting of the Society for the Scientific Studies of Reading, Asheville, NC.
- Kuo, L. -J.** (2008, May). *The emergence of a new phonotactic schema*. Poster presented at the Annual Meeting of Association for Psychological Science, Chicago, IL.
- Kuo, L. -J.** (2008, April). *Effects of early bilingualism on language processing: A study of the acquisition of syntax*. Paper presented at the American Association of Applied Linguistics, Washington, D.C.

- Reznitskaya, A., **Kuo, L. -J.**, & Anderson, R. C. (2008, April). *Measuring argumentation: What's behind the numbers?* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Kuo, L. -J.** (2007, April). *Bilingual children's cognitive development revisited: Is there an advantage in phonological awareness?* Paper presented at the American Association of Applied Linguistics, Costa Mesa, CA.
- Kuo, L. -J.**, & Reznitskaya, A. (2007, April). *From group to individual argumentation: Investigating the connection.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kuo, L. -J.** (2006, April). *The role natural features play in the acquisition of phonology.* Paper presented at the International Conference on Applied Linguistics, Chaoyi, Taiwan.
- Kuo, L. -J.**, Kim, I. -H., Wu, W. & Dong, T. (2006, April). *Influence of collaborative discussions on children's reflective essays.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Anderson, R. C., Nguyen-Jahiel, K., Archodidou, A., Kim, I. -H., **Kuo, L. -J.**, & Clark, A. (2003, August). *Social influences on children's development of reasoning.* Paper presented at the Meeting of the European Association for Research on Learning and Instruction, Padova, Italy.
- Kuo, L. -J.** (2003, April). *The transfer of reasoning skills: A cross-language study on the argumentative structures in the discourse of Mandarin-English bilingual children.* Poster presented at the Annual Meeting of American Educational Research Association, Chicago, IL.
- Kuo, L. -J.** (2001, April). *Learning strategy use by multiple-language learners of Mandarin-Chinese.* Paper presented at the Annual Conference of the National Council of Organizations of Less Commonly Taught Languages, Washington, D.C.

COORDINATOR OF CONFERENCE SYMPOSIA

- Dixon, Q., & **Kuo, L. -J.** (2021, July). *The writing development of young elementary school writers: Component skills, language status, and technology.* Symposium coordinated for the Annual Meeting of the Society for the Scientific Studies of Reading, Virtual.
- Kuo, L. -J.**, & McTigue, E. (2015, April). *Connection between theory and practice: Systematic reviews of articles in literacy journals published for Teachers.* Symposium coordinated for the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kuo, L. J.** (2014, July). *Literacy development of adolescent Chinese-English bilinguals and Chinese-speaking learners of English: Linguistic, social and instructional factors.* Symposium coordinated for the Scientific Studies of Reading Annual Meeting, Santa Fe, NM.
- Kuo, L. -J.**, & Uchikoshi, Y. (2011, April). *Reading across languages: Literacy development of Chinese-English bilinguals in the US, Canada and Taiwan.* Symposium coordinated for the Annual Meeting of the American Educational Research Association, New Orleans, LA.

INVITED TALKS

- Kuo, L. -J.** (2019, April). *Acquisition of Chinese characters by second language learners: The effects of character properties and individual differences.* Georg-August-Universität Göttingen, Göttingen, Germany.

- Kuo, L.-J.** (2019, May). *Teaching and learning of Chinese as a second language: Theory and practices*, Freie Universität Berlin, Berlin, Germany.
- Kuo, L.-J.** (2019, May). *Integrating STEM with K-5 Chinese language instruction: A project-based and student-centered approach*, Freie Universität Berlin, Berlin, Germany.
- Kuo, L. -J.** (2017, November). *Unit and lesson design*. National Foreign Language Center STARTALK Fall Conference, Portland, OR.
- Kuo, L. -J.** (2013, May). *Bilingualism, biliteracy, and English language learning*. Invited chair, Annual Meeting of American Educational Research Association, San Francisco, CA.
- Kuo, L. -J.** (2013, January). *Bilingualism in development: Language, literacy and cognition*. University of Houston, Houston, TX.
- Kuo, L. -J.** (2013, January). *Development of metalinguistic awareness: A cross-linguistic perspective*. Department of Special Education, University of Illinois at Chicago, Chicago, IL.
- Kuo, L. -J.** (2012, January). *Development of metalinguistic awareness: A cross-linguistic perspective*. Department of Teaching, Learning and Culture, Texas A&M University, College Station, TX.
- Kuo, L. -J.** (2012, January). *Bilingualism in development: Language, literacy and cognition..* College of Education and Human Ecology, Ohio State University, Columbus, OH.
- Kuo, L. -J.** (2012, January). *Bilingualism in development: Language, literacy and cognition*. Department of Special Education, University of Illinois at Chicago, Chicago, IL.
- Kuo, L. -J.** (2008, April). *Morphology and literacy between and within languages*. Invited discussant, Annual Meeting of American Educational Research Association, New York, NY.
- Kuo, L. -J.** (2008, April). *Beyond cross-language transfer: Reconceptualizing the effect of early bilingualism on metalinguistic development and language processing*. Cognitive/ Instructional, Developmental and School Area Bi-weekly Brownbag, Department of Psychology, Northern Illinois University, DeKalb, IL.
- Kuo, L. -J.** (2007, April). *Discourse and interaction in the second and foreign language classrooms*. Invited discussant, Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kuo, L. -J.** (2006, January). *Effects of early exposure to a second language on the development of phonological awareness*. Department of Leadership, Educational Psychology & Foundations. Northern Illinois University, DeKalb, IL.
- Kuo, L. -J.** (2006, January). *Effects of early exposure to a second language on the development of phonological awareness*. Department of Literacy Education, Georgia State University, Atlanta, GA.
- Kuo, L. -J.** (2006, January). *Effects of early exposure to a second language on the development of phonological awareness*. Appalachian State University, Boone, NC.
- Kuo, L. -J.** (2006, January). *Effects of early exposure to a second language on the development of phonological awareness*. Department of Educational Psychology, University of Louisville, KY.
- Kuo, L. -J.** (2005, November). *Effects of early exposure to a second language on the development of phonological awareness*. College of Education, Michigan State University, East Lansing, MI.

GRANT ACTIVITIES (since 2006)

External

Funded

<i>National Security Agency</i>	2021-2022
Role: PI	
Project: Texas A&M University STARTALK World Language Teacher Academy	
Amount: \$90,000	
<i>National Security Agency</i>	2020-2022
Role: PI	
Project: Texas A&M University STARTALK World Languages Academy	
Amount: \$87,244	
<i>Chiang Ching-Kuo Foundation Research Grant</i>	2020-2022
Role: PI	
Project: Reconceptualizing Early Writing Development in Chinese in a Digital Age: An Integrative and Technology-Enhanced Approach	
Amount: \$20,000	
<i>National Security Agency</i>	2017-2019
Role: PI	
Project: StarTalk Student Program in Chinese and Korean	
Amount: \$180,000	
<i>National Security Agency</i>	2016-2017
Role: PI (Co-PI: Zohreh Eslami)	
Project: StarTalk Student Program in Chinese and Korean	
Amount: \$90,000	
<i>National Security Agency</i>	2015-2016
Role: PI (Co-PI: Zohreh Eslami)	
Project: StarTalk Student Program in Chinese and Korean	
Amount: \$90,000	
<i>Chiang Ching-Kuo Foundation Research Grant</i>	2015-2017
Role: PI	
Project: Reconceptualizing the Effect of Bilingual Experience on the Literacy Development of Dyslexic Children: A Study with Native-Speakers and Learners of Chinese in Taiwan and in the U.S.	
Amount: \$30,000	
<i>Taiwanese National Science Council</i>	2011-2013
Role: Co-PI ¹ (PI: Yi-lin Jiang, Soochow University, Taiwan)	
Project: The Development of English Reading Skills Among Chinese-speaking Adolescents: A Psycholinguistic Approach	
Amount: \$33,400	

¹ The proposal was based on a grant I wrote and submitted to Chiang Ching-Kuo Foundation in October 2010. The Taiwanese National Science Council does not allow researchers affiliated with a foreign institution to be a PI; therefore I served as the Co-PI of the project, although I wrote the first draft of the proposal and took the lead in directing the project.

American Psychological Association Division 15 Early Career Research Grant 2009-2010

Role: PI

Project: Reinvestigating the Effect of Bilingualism on Phonological Awareness and Reading Development: A Study of Children in Spanish-English and Japanese-English Dual Language Programs

Amount: \$7,500

National Academy of Education/ Spencer Foundation Postdoctoral Fellowship 2008-2010

Role: PI

Project: Beyond Cross-Language Transfer: Reconceptualizing the Effect of Early Bilingualism on Morphological and Syntactic Processing

Amount: \$55,000

Chiang Ching-Kuo Foundation Junior Scholar Research Grant 2008-2010

Role: PI

Project: The Effect of Early Bilingualism on Language Processing: A Study of the Morphological and Syntactic Development Among Chinese-English Bilinguals in the US and in Taiwan

Amount: \$15,000

Unfunded Initiatives

Chiang Ching-Kuo Foundation 2018

Role: PI

Project: Reconceptualizing Early Writing Development in Chinese in a Digital Age: An Integrative and Technology-Enhanced Approach

Amount: \$35,000

National Security Agency 2019

Role: PI

Project: StarTalk Student Summer Programs in Chinese and Korean

Amount: \$90,000

National Security Agency 2016

Role: PI

Project: Adapting and Creating STARTALK Model Curriculum for Korean

Amount: \$90,000

Korean Studies Foundation 2016

Role: PI

Project: Development of a Model Korean Language and Culture Curriculum for Non-Heritage Language Learners in Early Elementary Grades

Amount: \$15,000

<i>National Security Agency</i>	2015
Role: PI	
Project: Adapting and Creating STARTALK Model Curriculum for Korean	
Amount: \$90,000	
<i>Qatar National Research Fund</i>	2014
Role: Co-PI (PI: †Zohreh Eslami; Co-PIs: Hassan Bashir, Leslie Seawright, Neha Vora)	
Project: Gender Role Awareness in Qatar: Intervention Strategies in Higher Education	
Amount: \$854,052	
<i>Spencer Foundation Small Grant</i>	2015-2017
Role: PI	
Project: The Impact of Bilingual Experience on the Literacy Development of At-risk Readers: A Cross-linguistic study with Child Learners of Spanish and Chinese	
Amount: \$50,000	
<i>Taiwanese National Science Council</i>	2014-2015
Role: Co-PI (PI: Yih-Ling Jiang, Soochow University, Taiwan)	
Project: The Development of Vocabulary and Reading Comprehension in English among Taiwanese College Students: An Intervention Study of Morphological Instruction	
Amount: \$14,500	
<i>Taiwanese National Science Council</i>	2013-2014
Role: Co-PI (PI: Yih-Lin Jiang, Soochow University, Taiwan)	
Project: <i>Exploring the Development of Vocabulary and Reading Comprehension through Morpho-Syntactic Awareness Among Taiwanese EFL College Students: An Integrated Approach of Psycholinguistic and Socio-cognitive Perspectives</i>	
Amount: \$13,210	
<i>National Institute of Health AREA R15 Grant</i>	2011-2013
Role: PI	
Project: Identifying Second Language Learners with Primary Language Impairment	
Amount: \$300,000	
<i>Chiang Ching-Kuo Foundation Research Grant</i>	2010-2012
Role: PI	
Project: The Development of English Reading Skills Among Chinese-speaking Adolescents: A Psycholinguistic Approach	
Amount: \$20,000	
<i>Foundation for Child Development Young Scholar Grant</i>	2011-2013
Role: PI	
Project: Identifying Second Language Learners with Primary Language Impairment	

Amount: \$150,000

Language Learning Small Grant 2008-2009
Role: PI
Project: Reconceptualizing the Impact of Code-Switching on Second Language Learning and Instruction: A Corpus- and Experiment-based Approach
Amount: \$10,000

Internal
Texas A&M

Funded

Center on Disability and Development, TAMU 2015-2020
Role: PI
Project: Re-examining the Relationship between Reading Disabilities and Math Disabilities: A Linguistic and Differential Item Functioning Approach
Amount: \$5,000

College of Education and Human Development 2015-2020
Role: PI
Project: Undergraduate Student Research Initiative
Amount: 1 undergraduate assistant, 10 hours/ week for fall and spring semesters

College of Education and Human Development 2017-2018
Role: PI (Co-PIs: Noboru Matsuda and Quentin Dixon)
Project: Learning to Write in a Digital Age: Technology Enhanced Intervention for Young At-Risk Writers
Amount: \$30,000

Program to Enhance Scholarly and Creative Activities Grant 2017-2018
Role: Co-PI (PI: Quentin Dixon; Co-PI: Zohreh Eslami)
Project: Support for Writing for English Language Learners using Technology-Enhanced Instruction
Amount: \$25,000

Program to Enhance Scholarly and Creative Activities Grant 2015-2017
Role: PI (Co-PIs: Erin McTigue and Maria Moyna)
Project: The Impact of Bilingual Experience on the Literacy Development of At-risk Readers: A Cross-linguistic study
Amount: \$25,000

Department of Teaching, Learning and Culture Research Development Grant 2015-2017
Role: PI (Co-PIs: Zohreh Eslam and Quentin Dixon)
Project: Reconceptualizing the Effect of Bilingual Experience on Language and Literacy Development: A Cross-Linguistic Study with Native English-speaking Children Learning a Second Language
Amount: \$30,000

Unfunded Initiatives

<i>Panther Research & Innovation for Scholarly Excellence (PRISE) Grant</i>	2020-2021
Role: Co-PI (PI: Sumor Sheppard; Co-PI: Jun Wang)	
Project: Reversing Maafa's Linguistic Colonialist Legacy: Increasing Multilingualism in Black American Youth Through Community Based Education	
Amount: \$30,000	
<i>Covid-19 Innovation[X] Grant</i>	2020-2021
Role: Co-PI (PIs: Jun Wang; Co-PIs: Pat Rubio Goldsmith and Jeffrey Liew)	
Project: A Culturally Responsive Virtual Mentoring Program for Chinese- and Mexican-American Teenagers	
Amount: \$20,000	
<i>Global Engagement Grant</i>	2020-2021
Role: Co-PI (PI: Jun Wang; Co-PIs: Darlene Locke, Suzanne Droleskey, Jeffrey Liew)	
Project: Developing Cultural Competencies among Future Youth Practitioners	
Amount: \$50,000	
<i>Panther Research & Innovation for Scholarly Excellence (PRISE) Grant</i>	2020-2021
Role: Co-PI (PI: Sumor Sheppard; Co-PI: Jun Wang)	
Project: Reversing Maafa's Linguistic Colonialist Legacy: Increasing Multilingualism in Black American Youth Through Community Based Education	
Amount: \$30,000	

Northern Illinois University

Funded

<i>Lillian Cobb Faculty Travel Fellowship for International Research</i>	2012
Amount: \$2,150	
<i>Summer Research and Artistry Grant</i>	2011
Amount: \$10,000	
<i>Division of Research and Graduate Studies, Great Journey Assistantship Award</i>	2011
Amount: \$11,790	
<i>Center for Study of Language and Literacy Proposal and Pilot Grant</i>	2011
Amount: \$2,000	
<i>Department of Educational Psychology Chair's Grant</i>	2010
Amount: \$2,000 (Declined)	
<i>College of Education Dean's Scholarship Support Grant</i>	2010
Amount: \$4,000	

<i>Summer Research and Artistry Grant</i>	2009
Amount: \$6,500	
<i>Summer Research and Artistry Grant</i>	2007
Amount: \$6,000	
<i>Department of Educational Psychology Chair's Grant</i>	2007
Amount: \$2,300	
<i>College of Education Retirees and Friends Association Award</i>	2007
Amount: \$1,000	
<i>College of Education Dean's Scholarship Support Grant</i>	2007
Amount: \$3,500	

GRANTS AND AWARDS (prior to 2006)

External

<i>Spencer Dissertation Fellowship for Research Related to Education</i>	2005-2006
Amount: \$20,000	
<i>Graduate Research Grant, Ministry of Education, Taiwan</i>	2005-2006
Amount: \$25,000	
<i>Chiang Ching-kuo Foundation Dissertation Fellowship</i>	2005-2006
Amount: \$15,000 (Awarded but I declined due to acceptance of other dissertation awards)	
<i>Linguistic Society of America Fellowship, Linguistics Institute at MIT and Harvard</i>	2005
Amount: \$2,000	
<i>Language Learning Dissertation Grant</i>	2004-2005
Amount: \$1,500	
<i>Educational Testing Service Summer Program Fellowship</i>	2004
Amount: \$6,000 ((Awarded but I declined due to acceptance of other awards)	
<i>Linguistic Society of America Fellowship, Linguistics Institute at Michigan State</i>	2003
Amount: \$1,600	

Internal

<i>Graduate College Dissertation Travel Grant, University of Illinois</i>	2004
Amount: \$1,410	
<i>Bureau of Educational Research Dissertation Award, University of Illinois</i>	2004
Amount: \$1,045	

ADVISING

Ph.D. Advisees

Stephanie Moody	2020	Assistant Professor, Towson University, Towson, MD, USA
Zhuo Chen	2020	Assistant Professor, Shaanxi Normal University, Xi'an, China
Xueyan Hu	2020	Associate Professor, China Three Gorges University, Hubei, China
Sunni Sonnenburg	2019	Middle and Upper School Faculty, Allen Academy, Bryan, TX, USA
Jeong Park	2018	Independent Researcher, South Korea
Xinyuan Yang	2018	Postdoctoral Researcher, University of Minnesota, MN, USA
Taejin Kim	2013	Assistant Professor, National Chung Cheng University, Chia-yi, Taiwan

Master Advisees

Sarah Smart	2020	Teacher, Galveston Independent School District, Galveston, TX, USA
Yayi Hu	2020	Teacher, Harrow International School, China
Lu Liu	2019	Teacher, Mandarin Immersion Magnet School, Houston, TX, USA
Ying Li	2011	Teacher, Newark Day Nursery and Children's Center, Newark, DE, USA

TEACHING

Texas A&M

Quality Matters Certification

- RDNG 351: Reading in the Elementary School 2018
- RDNG 674: Developmental Reading in the Elementary School 2020

Graduate

- EDCI 606: Cognition, Culture & Literacies
- EDCI 689: Teaching East Asian Languages: Theories, Research & Practices
- RDNG 614: Reading Research & Trends
- RDNG 615: Theories of Reading Processes
- RDNG 674: Developmental Reading in the Elementary School
- RDNG 610: Elementary Literacy Instruction for Facilitating STEM Learning

Undergraduate

- RDNG 351: Reading in the Elementary School

Northern Illinois University

Graduate

- EPS 506: Theories and Research on Child Behavior and Development
- EPS 699: Research Internship
 - The Morphological and Syntactic Development of Bilingual Children
 - Analysis of Classroom Discourse
- EPS 698: Independent Study
 - Semantic Development: A Longitudinal Corpus Study
 - Cross-language Transfer of Implicit Reading Strategies Among Arabic-speaking Learners of

English: A Psycholinguistic Study

- Processing of Verb-Object Nominal Compounds Among Chinese-speaking Children
- Development of Phonological and Morphological Awareness: A Study with Korean-speaking Children
- Second Language Acquisition

Undergraduate

- EPS 304: Development of the Elementary School Child
- EPS 300: Educational Psychology
- EPS 282: Educational Participation in Clinical Experiences
- Undergraduate Honors Project

GRADUATE COMMITTEES

Texas A&M

Doctoral Committees

Student's Name	Department (Program)	My Role	Student's Progress
Kayoung Kim	Cognitive Psychology	Member	Dissertation defended (2015)
Tracey S. Hodges	TLAC (Reading)	Member	Dissertation defended (2015)
Beth C. Brabham	TLAC (Ed.D.)	Member	Proposal approved
Katherine Wright	TLAC (Reading)	Member	Proposal approved
Sharon de Marin	Educational Psychology	Member	Proposal approved
Shuang Wu	TLAC (ESL)	Member	Proposal approved
Amanda Franks	TLAC (Reading)	Member	Coursework in process
Catherine Ritz	TLAC (Ed.D.)	Member	Coursework in process
Daphne C. Henderson	TLAC (Ed.D.)	Member	Coursework in process
Naser Jabbari	TLAC (ESL)	Member	Coursework in process
Ricardo Lumbreras	TLAC (Ed.D.)	Member	Coursework in process
Sunni Sonnenburg	TLAC (ESL)	Co-Chair/ Eslami	Coursework in process
Xinyuan Yang	TLAC (ESL)	Co-Chair/ Eslami	Coursework in process
Shaun Ko	TLAC (ESL)	Member	Coursework in process
Angelica Ribeiro	TLAC (ESL)	Member	Coursework in process

Masters Committees

Student's Name	Department/ Program	My Role	Student's Progress
Yan Lu	TLAC/ ESL	Member	Coursework in process
Shannen Miller	TLAC/ ESL	Member	Coursework in process
Diya Ma	TLAC/ ESL	Member	Coursework in process

Tera Bradham	TLAC/ ESL	Member	Coursework in process
Joseph Dobson	TLAC / ESL	Member	Exam passed (2015)
Wenting Weng	TLAC / ESL	Member	Exam passed (2015)
Weonjin Shin	TLAC/ ESL	Member	Exam passed (2015)
Xiaojiao Feng	TLAC/ ESL	Member	Exam passed (2015)
Amanda Hammerness	TLAC	Member	Exam passed (2014)
Hsin-I Tuan	TLAC/ ESL	Member	Exam passed (2014)

Northern Illinois University

Doctoral Committees (2006-2013)

Student's Name	Department /Program	My Role	Student's Progress
Tae-Jin Kim	Educational Psychology	Chair	Completed (2012)
Janet Olsen	Psychology	Member	Completed (2008)
Pamela Bollinger	Educational Psychology	Co-Chair	Coursework completed (2013)
Kristy Herrell	Educational Psychology	Advisor	Coursework in process (2013)

Masters Committees (2006-2013)

Student's Name	Department (Program)	My Role	Student's Progress
Ying Li	Educational Psychology	Chair	Completed (2011)
Kelly Kircik	Educational Psychology	Member	Completed (2008)
Jill Lamirand	Educational Psychology	Member	Completed (2008)
Annie Caputo	Educational Psychology	Chair	Coursework in process (2013)
Stephanie Clark	Psychology	Co-Chair	Coursework in process (2013)

HONORS ACHIEVED BY ADVISEES

Texas A&M University

Graduate students - External

Student Name	Year	Funding Agency	Grant/ Award / Fellowship	Amount
Haemin Kim	2020	The Embassy of Republic of Korea	Korean Honor Scholarship	\$1,000
Haemin Kim	2019	TESOL (Teachers of English to Speakers of Other Languages)	Ruth Crymes Fellowship for Graduate Study	\$1,500
Stephanie Moody	2017	TESOL (Teachers of English to Speakers of Other Languages)	Ruth Crymes Fellowship for Graduate Study	\$1,500

Sungyoon Lee	2017	The Embassy of Republic of Korea	Korean Honor Scholarship	\$1,000
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Graduate students- Internal

Student Name	Year	Funding Agency	Grant/ Award / Fellowship	Amount
Haemin Kim	2022	CEHD, TAMU	Dean's Graduate Award	\$4,000
Haemin Kim	2021	CEHD, TAMU	Strategic Research Award	\$34,000
Zhuo Chen	2019	TAMU	Office of Graduate and Professional Studies Dissertation Fellowship	\$38,400
Stephanie Moody	2019	CEHD, TAMU	Strategic Research Award	\$34,000
Stephanie Moody	2019	TLAC, TAMU	Graduate Student Research Award	\$1,000
Haemin Kim	2018	TLAC, TAMU	Distinguished Honor Graduate (MS)	\$500
Yongfeng Liu	2015	CEHD, TAMU	Jane and Collie Conoley Fellowship	\$2,000

Undergraduate students – Internal

Student Name	Year	Grant/ Award/ Fellowship	Amount
Madeline Cushman	2020	TLAC Outstanding Undergraduate Award	\$500
Sophia Galvin	2018	TLAC Outstanding Undergraduate Award	\$500
Sophia Galvin & Layne Poole	2018	First Place in Poster Presentation, Division of Education and Human Development, A&M Student Research Week	\$300
Sophia Galvin & Layne Poole	2018	Writing Center Outstanding Poster Award, A&M Student Research Week	--
Keller Young	2015	First Place in Poster Presentation, Division of Social Sciences, A&M Student Research Week	\$300
Keller Young	2014	Undergraduate Research Scholar Program	\$300

Northern Illinois University

Graduate student –External

Student Name	Year	Funding Agency	Grant/ Award/ Fellowship	Amount
Tae-Jin Kim	2008	ETS	Training Fellowship for Raters of Advanced Chinese Placement	\$1,700
Tae-Jin Kim	2008	U. of Chicago	Workshop on Corpus Methods for Linguistics and Language Pedagogy	\$350

Tae-Jin Kim	2009	ETS	Training Fellowship for Raters of Advanced Chinese Placement	\$1,700
Tae-Jin Kim	2010	ETS	Training Fellowship for Raters of Advanced Chinese Placement	\$1,700
Tae-Jin Kim	2011	AERA Division C	Graduate Student Seminar	\$300
Tae-Jin Kim	2011	APA Division 15	Doctoral Seminar	\$505
Total				\$6,255

Graduate students – Internal

Student Name	Year	Funding Agency	Grant/ Award / Fellowship	Amount
Tae-Jin Kim	2008	EPS	Margaret A. Many Scholarship	\$1,000
Tae-Jin Kim	2009	LEPF	Chair's Grant	\$2,000
Tae-Jin Kim	2009	Dept. of Literacy	Project SUCCESS: Improving the Instruction of English Language Learners	\$1,000
Tae-Jin Kim	2009	EPS	Graduate Student Summer Session Research and Professional Development Grant	\$2,000
Tae-Jin Kim	2010	LEPF	Chair's Grant	\$2,000
Ying Li	2010	Dept. of Literacy	Project SUCCESS: Improving the Instruction of English Language Learners	\$1,000
Ying Li	2011	LEPF	Chair's Grant	\$3,000
Tae-Jin Kim & Ying Li	2011	Center for Interdisciplinary Study of Language and Literacy	Pilot and Proposal Grant (Co-PIs with me)	\$2,000

Undergraduate student – Internal

Student Name	Year	Grant/ Award/ Fellowship	Amount
Melissa Halyko	2011	Earl & Margaret Hoffmann Scholarship	\$500
Melissa Halyko	2011	Horvath Family Fund Scholarship	\$1,500
Total			\$2,000

GRANT REVIEWING

External

Federal Grants

- Linguistics Program, National Science Foundation 2013
- International Research Studies Program, U. S. Department of Education 2010
- Linguistics Program, National Science Foundation 2009

International Grants

- Social Sciences and Business Studies, Research Grant Council of Hong Kong 2021
- Social Sciences and Business Studies, Research Grant Council of Hong Kong 2011

Internal

Texas A&M University

- Program to Enhance Scholarly and Creative Activities Grant, Division of Research 2015-2018

PEER REVIEWING ACTIVITIES

Editorial Review Board

- Reading Research Quarterly 2021- present
[Scopus CiteScore: **5.5**; Journal Impact Factor: **4.340**; 5-Year Impact Factor: **5.716**]
- Frontiers in Educational Psychology 2010 - present
[Scopus CiteScore: **3.5**; Journal Impact Factor: **2.988**; 5-Year Impact Factor: **3.618**]

Associate Editor

- Reading Research Quarterly, Special Issue on the Science of Reading 2020
[Scopus CiteScore: **5.5**; Journal Impact Factor: **4.340**; 5-Year Impact Factor: **5.716**]
- International Journal of Bilingualism, Special Issue on the Role of Input 2020
[Scopus CiteScore: **3.2**; Journal Impact Factor: **1.693**; 5-Year Impact Factor: **1.984**]
- Educational Research & Developmental Journal 2020
[Scopus CiteScore: N.A.; Journal Impact Factor: N.A.; 5-Year Impact Factor: N.A.]

Ad Hoc Reviewer

2006 - present

- American Educational Research Journal
[Scopus CiteScore: **6.9**; Journal Impact Factor: **4.811**; 5-Year Impact Factor: **6.896**]
- American Journal of Speech-Language Pathology
[Scopus CiteScore: **2.8**; Journal Impact Factor: **2.408**; 5-Year Impact Factor: **2.694**]
- Applied Psycholinguistics
[Scopus CiteScore: **2.5**; Journal Impact Factor: **1.838**; 5-Year Impact Factor: **2.706**]
- Bilingualism: Language and Cognition
[Scopus CiteScore: **4.9**; Journal Impact Factor: N.A.; 5-Year Impact Factor: N.A.]
- International Journal of Bilingualism
[Scopus CiteScore: **3.2**; Journal Impact Factor: **1.693**; 5-Year Impact Factor: **1.984**]
- Journal of Educational Psychology
[Scopus CiteScore: **9.5**; Journal Impact Factor: **5.805**; 5-Year Impact Factor: **7.954**]

- Journal of Experimental Child Psychology
[Scopus CiteScore: **4.4**; Journal Impact Factor: **2.610**; 5-Year Impact Factor: **3.577**]
- Journal of School Psychology
[Scopus CiteScore: **6.1**; Journal Impact Factor: **4.292**; 5-Year Impact Factor: **5.192**]
- Language Learning
[Scopus CiteScore: **6.4**; Journal Impact Factor: **4.667**; 5-Year Impact Factor: **4.730**]
- Modern Language Journal
[Scopus CiteScore: **7.3**; Journal Impact Factor: **4.759**; 5-Year Impact Factor: **5.851**]
- Reading Research Quarterly
[Scopus CiteScore: **5.5**; Journal Impact Factor: **4.340**; 5-Year Impact Factor: **5.716**]
- Scientific Studies of Reading
[Scopus CiteScore: **5.8**; Journal Impact Factor: **4.662**; 5-Year Impact Factor: **5.167**]
- Studies in Second Language Acquisition
[Scopus CiteScore: **5.7**; Journal Impact Factor: **3.988**; 5-Year Impact Factor: **4.472**]
- TESOL Quarterly
[Scopus CiteScore: **3.9**; Journal Impact Factor: **3.692**; 5-Year Impact Factor: **4.665**]

Conference Proposal Reviewer

- Second Language Research Forum 2011, 2014
- American Educational Research Association Annual Meeting 2005 – 2011
 - Second Language Research
 - Bilingual Education Research
 - Vocabulary
 - Research in Reading and Literacy
 - Division C-Learning and Instruction
- American Association of Applied Linguistics 2010
- American Psychological Association Division 15 Annual Meeting 2008, 2016
- Chinese American Educational Research and Development Association Annual Meeting 2010

Other Reviewing Work

- Reviewer of Textbook, *Child and Adolescent Development* by David Bjorklund 2010
- Reviewer, *Chinese Glossary Project*, UCSF Center for Medical Education and Research 2010

PROFESSIONAL SERVICE

External

AERA Second Language Research SIG

- Mentor, Mentor-Mentee Program 2020, 2021
- Mid-Career Award Committee, Co-Chair 2020

- Dissertation Award Committee, Member 2010

Spencer Foundation

- Invited Panelist, Spencer Foundation Dissertation Fellow Workshop 2008, 2009

Consortium of Illinois Language Schools

2010-2012

- Senior Advisor, STARTALK Nurture Teacher Program, National Security Agency/ National Foreign Language Center. Amount: \$225,000. Principal Investigator: Fred Lu.

Community Service

- Member, TAMU Chinese School Advisory Committee 2019 - present
- Member, *Language Proficiency Assessment Committee, Rock Prairie Elementary School, College Station, TX* 2017-2021
- Speaker, *Importance of World and Heritage Language Education, Voice of Impact Series, College Station/ Bryan, TX* 2020
- Speaker, *Supporting Young Children's Bilingual and Biliteracy Development. TAMU Chinese School, College Station, TX* 2019
- Speaker, *Supporting Young Children's Bilingual and Biliteracy Development. Lang Lang Language and Culture Institute, Berlin, Germany* 2019
- Speaker, *Supporting Young Children's Bilingual and Biliteracy Development. Chinese Heritage School, Berlin, Germany* 2019
- Speaker, *Supporting Young Children's Bilingual Development. College Station Independent School District, College Station, TX* 2018
- Speaker, *Supporting Young Children's Bilingual and Biliteracy Development. College Station Independent School District, College Station, TX* 2017
- Principal, *Heritage Chinese School, College Station, TX* 2014-2015

Internal

Texas A&M University

University

- Judge, Student Research Week 2018
- Mentor, Women's Faculty Network 2019- present

Department

- Member, Student Award Committee 2013 - present
- Member, Annual Review of Tenure Track Faculty 2017 - 2018
- Chair, Search Committee, Tenure-track Literacy/ ESL assistant professor 2017
- Chair, Search Committee, Visiting Literacy/ ESL assistant professor 2017
- Member, Search Committee, Early Childhood/ ELL Biliteracy 2016

- Co-Chair, Search Committee, Clinical assistant professors in reading 2014
- Coordinator, Lunch Meeting for International Students 2014
- Invited Speaker on Academic Job Search, Graduate Student Association 2014

Northern Illinois University

University

- International Programs Advisory Council 2010 – 2012
- Outstanding International Faculty Award Committee 2011
- Undergraduate Special Opportunities in Artistry & Research Program Committee 2010
- Judge, Undergraduate Research & Artistry Day 2011

College

- College Research Council 2008 – 2012

Department

- Recruitment Committee 2011 – 2012
- Research Committee 2008 – 2012
- Coordinator, Program Research Talks 2008 – 2009
- Graduate Admission Committee 2008 – 2012

PROFESSIONAL MEMBERSHIPS

- American Association of Applied Linguistics
- American Educational Research Association
- American Psychological Association Division 15 [Educational Psychology]
- Association for Psychological Science, 2008-2011
- Chinese American Educational Research and Development Association
- International Literacy Association
- Society for the Scientific Studies of Reading (Voting Member)

REFERENCES

Richard C. Anderson, *csrrca@illinois.edu*
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 University of Illinois at Urbana-Champaign

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 Graduate Institute of Learning and Instruction
 National Central University, Taiwan

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 Professor, English as a Second Language
 Texas A&M University

Yuuko Uchikoshi, *yuchikoshi@ucdavis.edu*
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 University of California at Davis

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 Professor, Applied Psychology & Human
 Development
 University of Toronto, Canada