

CURRICULUM VITAE

Catherine McBride

PERSONAL DATA

Full Name: Catherine McBride

Office Address: Rm 359, Sino Building, The Chinese University of Hong Kong, Shatin, New Territories

Telephone No.: 39436576

Fax No: 26035019

E-mail Address: cmcbride@psy.cuhk.edu.hk

EDUCATION

B.A., Oberlin College, 1985 - 1989

M.A., University of Southern California, 1989 – 1992 (Supervisor: Frank Manis)

Ph.D., University of Southern California, 1992 – 1994 (Supervisor: Frank Manis)

PROFESSIONAL EXPERIENCE

Postdoctoral Fellow, Florida State University, 09/1994 – 09/1996

Assistant Professor, The Chinese University of Hong Kong, 08/1996 – 08/1999

Associate Professor, The Chinese University of Hong Kong, 08/1999 – 08/2003

Professor, Department of Psychology, New Asia College, The Chinese University of Hong Kong, 08/2003 – present

Associate Dean for Research, Social Sciences Faculty, 2012 – 2016

PROFESSIONAL SOCIETIES

President, Association for Reading and Writing in Asia	2016 - present
President, Scientific Studies of Reading	2014 - 2015
International Coordinator, Scientific Studies of Reading	2009 - 2010
Elected Board Member, Scientific Studies of Reading	2009 - 2010
Fellow, Association for Psychological Science	Since 2004
Member, Society for Research in Child Development	Since 1992

MAIN RESEARCH INTERESTS

- Early literacy development across cultures
- Reading development and impairment across cultures
- Event-related potential in relation to reading
- Parenting for learning and psychosocial outcomes

LIST OF RESEARCH OUTPUTS OR CREATIVE WORKS

Publications (peer-reviewed journal articles)

(Citations: over 12500; Source: google scholar, 12th July, 2017)

1. Tong, X., & McBride, C. (in press). Within- and Cross-language Contributions of Morphological Awareness to Word Reading and Vocabulary in Chinese-English Bilingual Learners. *Reading and Writing*.
2. Yin, L., & McBride, C. (in press). Unspoken knowledge: Kindergartners are sensitive to patterns in Chinese pinyin before formally learning it. *Language, Cognition and Neuroscience*.
3. Tong, X., & McBride, C. (in press). A three-year longitudinal study of reading and spelling difficulty in chinese developmental dyslexia: The matter of morphological awareness. *Dyslexia*.
4. Wang, Y. McBride, C., Zhou, Y., Joshi, M & Farver, J. (in press). Becoming literate in Chinese: A comparison of native and non-native speaking children. *Journal of Research in Reading*.
5. Zhou, Y., McBride, C., Leung, J. S. M., Wang, Y., Joshi, M., & Farver, J. (2017). Chinese and English reading-related skills in L1 and L2 Chinese-speaking children in Hong Kong. *Language, Cognition and Neuroscience*, 1-13.
6. Tong, X., & McBride, C. (2017). A reciprocal relationship between syntactic awareness and reading comprehension. *Learning and Individual Differences*, 57, 33-44.
7. Tong, X., & McBride, C. (2017). English Word Reading Difficulties and Orthographic Processing Weaknesses in Chinese–English Bilingual Adolescents With Dyslexia. *Topics in Language Disorders*, 37, 170-181. doi: 10.1097/TLD.000000000000119
8. Tong, X., Tong, X., & McBride, C. (2017). Unpacking the relation between

- morphological awareness and Chinese word reading: Levels of morphological awareness and vocabulary. *Contemporary Educational Psychology*, 48, 167-178. doi: 10.1016/j.cedpsych.2016.07.003
9. Kalindi, S.C, McBride, C., & Dan, L. (2017). Early Literacy Among Zambian Second Graders: The Role of Adult Mediation of Word Writing in Bemba. *Reading Research Quarterly*. doi: 10.1002/rrq.180
 10. Tong, X., Tong, X., & McBride, C. (2017). Radical sensitivity is the key to understanding Chinese character acquisition in children. *Reading and Writing*, 1-15. doi: 10.1007/s11145-017-9722-8
 11. Wong, S., Ho, C., McBride, C., Chow, B., & Waye, M. (2017). Less is More in Hong Kong: Investigation of Bilingual and Trilingual Development Among Chinese Twins in a (Relatively) Small City. *Twin Research and Human Genetics*, 20, 66-71. doi:10.1017/thg.2016.90
 12. Su, M., Peyre, H., Song, S., McBride, C., Tardif, T., Li, H., Zhang, Y., Liang, W., Zhang, Z., Ramus, F., & Shu, H. (2017). The influence of early linguistic skills and family factors on literacy acquisition in Chinese children: Follow-up from age 3 to age 11. *Learning and Instruction*, 49, 54-63. doi: 10.1016/j.learninstruc.2016.12.003
 13. Dulay, K. M., Tong, X., & McBride, C. (2016). The Role of Foreign Domestic Helpers in Hong Kong Chinese Children's English and Chinese Skills: A Longitudinal Study. *Language Learning*, 1-27. doi: 10.1111/lang.12222
 14. Cheung, S. K., & McBride, C. (2016). Effectiveness of Parent–Child Number Board Game Playing in Promoting Chinese Kindergarteners' Numeracy Skills and Mathematics Interest. *Early Education and Development*, 1-18. doi: 10.1080/10409289.2016.1258932
 15. Tong, X., Maurer, U., Chung, K. K. H., & McBride, C. (2016). Neural specialization for print in Chinese-English language learners. *Journal of Neurolinguistics*, 38, 42-55. doi: 10.1016/j.jneuroling.2015.10.001
 16. Chiu, M. M., Chow, B. W. Y., McBride, C., & Mol, S. T. (2016). Students' Sense of Belonging at School in 41 Countries Cross-Cultural Variability. *Journal of Cross-Cultural Psychology*, 47(2), 175-196. doi: 10.1177/0022022115617031
 17. Wong, A. M. Y., Ho, C. S. H., Au, T. K. F., McBride, C., Ng, A. K. H., Yip, L. P. W., & Lam, C. C. C. (2016). Reading comprehension, working memory and higher-level language skills in children with SLI and/or dyslexia. *Reading and*

Writing, 1-25. doi: 10.1007/s11145-016-9678-0

18. Zhang, Y., Li, J., Song, S., Tardif, T., Burmeister, M., Villafuerte, S. M., ... & Shu, H. (2016). Association of DCDC2 Polymorphisms with Normal Variations in Reading Abilities in a Chinese Population. *PLoS one*, *11*(4), e0153603. doi: [10.1371/journal.pone.0153603](https://doi.org/10.1371/journal.pone.0153603)
19. Pan, J., Kong, Y., Song, S., McBride, C., Liu, H., & Shu, H. (2016). Socioeconomic status, parent report of children's early language skills, and late literacy skills: a long term follow-up study among Chinese children. *Reading and Writing*, 1-16. doi: [10.1016/j.jecp.2013.01.007](https://doi.org/10.1016/j.jecp.2013.01.007)
20. Li, T., Wang, Y., Tong, X., & McBride, C. (2016). A Developmental Study of Chinese Children's Word and Character Reading. *Journal of Psycholinguistic Research*, 1-15. doi:10.1007/s10936-016-9429-z
21. Tong, X., Lo, J. C. M., McBride, C., Ho, C. S. H., Waye, M. M. Y., Chung, K. K. H., ... & Chow, B. W. Y. (2016). Coarse and fine N1 tuning for print in younger and older Chinese children: Orthography, phonology, or semantics driven?. *Neuropsychologia*, *91*, 109-119. doi: [10.1016/j.neuropsychologia.2016.08.006](https://doi.org/10.1016/j.neuropsychologia.2016.08.006)
22. Tong, X., Tong, X., & McBride, C. (2016). Unpacking the relation between morphological awareness and Chinese word reading: Levels of morphological awareness and vocabulary. *Contemporary Educational Psychology*. doi: [10.1016/j.cedpsych.2016.07.003](https://doi.org/10.1016/j.cedpsych.2016.07.003)
23. Wang, Y., & McBride, C. (2016). Character reading and word reading in Chinese: Unique correlates for Chinese kindergarteners. *Applied Psycholinguistics*, *37*(02), 371-386. doi: [10.1017/S014271641500003X](https://doi.org/10.1017/S014271641500003X)
24. Tong, X., Maurer, U., Chung, K., & McBride, C. (2016). Neurophysiological Specialization for Print in Chinese-English Bilingual Children. *Journal of Neurolinguistics*, *38*, 42-55. doi: [10.1016/j.jneuroling.2015.10.001](https://doi.org/10.1016/j.jneuroling.2015.10.001)
25. Chung, K.K.H., Liu, H., McBride, C., Wong, A. M.-Y., & Lo, J. C. M. (2016). How socioeconomic status, executive functioning and verbal interactions contribute to early academic achievement in Chinese children. *Educational Psychology*, 1-19. DOI:10.1080/01443410.2016.1179264
26. Cho, J.-R., McBride, C., & Lin, D. (2016). The relation of maternal literate mediation strategies and socioemotional comments to Korean children's Hangul reading. *Applied Psycholinguistics*, 1-25. doi:10.1017/S014271641600014X

27. Wang, Y. & McBride, C. (2016). Beyond Copying: A Comparison of Multi-Component Interventions on Chinese Early Literacy Skills. *International Journal of Behavioral Development*, 1-10. doi: 10.1177/0165025416637212
28. Aun, C. S., McBride, C., Lee, A., Lau, A. S., Chung, R. C., Yeung, C. K., Lai, Y.C. & Gin, T. (2016). Short-Term Changes in Postoperative Cognitive Function in Children Aged 5 to 12 Years Undergoing General Anesthesia: A Cohort Study. *Medicine*, 95(14), e3250.
29. Wang, Y., & McBride, C. (2015). Character Reading and Word Reading in Chinese: Unique Correlates for Chinese Kindergarteners. *Applied Psycholinguistics*, 1-16.
30. Tong, X., & McBride-Chang, C. (2015). Reading Comprehension Mediates the Relationship between Syntactic Awareness and Writing Composition in Children: A Longitudinal Study. *Journal of Psycholinguistics*, 1-12.
31. Ding, Y., Liu, R.-D., McBride, C., & Zhang, D. (2015). Pinyin Invented Spelling in Mandarin Chinese-Speaking Children With and Without Reading Difficulties. *Journal of Learning Disabilities*, 48(6), 635-645.
32. Kalindi, S. C., McBride, C., Tong, X., Wong, N. L. Y., Chung, K. H. K., & Lee, C. Y. (2015). Beyond phonological and morphological processing: pure copying as a marker of dyslexia in Chinese but not poor reading of English. *Annals of Dyslexia*, 65(2), 53-68. DOI 10.1007/s11881-015-0097-8
33. Yin, L., & McBride, C. (2015). Chinese Kindergarteners Learn to Read Characters Analytically. *Psychological Science*, 26(4), 424-432.
34. Kalindi, S., McBride, C., Chan, S., Chung, K., Lee, C-Y., & Tong, X. (2015). A Short Test of Word Recognition for English Language Learners. *Child Studies in Asia-Pacific Contexts*, 63–74. doi: 10.5723/csac.2015.5.2.063
35. McBride, C. (2015). Is Chinese special? Four Aspects of Chinese Literacy Acquisition that Might Distinguish Learning Chinese from Learning Alphabetic Orthographies. *Educational Psychology Review*, 1-27.
36. Zhou, Y., & McBride, C. (2015). The same or different: An Investigation of Cognitive and Metalinguistic Correlates of Chinese Word Reading for Native and Non-Native Chinese Speaking Children. *Bilingualism: Language and Cognition*, 1-17.
37. McBride, C., & Wang, Y. (2015). Learning to Read Chinese: Universal and Unique Cognitive Cores. *Child Developmental Perspectives*, 9(3), 196-200.

38. Liu, P. D., Chung, K. K. H., & McBride, C. (2015). The role of SES in Chinese (L1) and English (L2) word-reading in Chinese-speaking kindergartners. *Journal of Research in Reading*. doi: 10.1111/1467-9817.12046
39. Su, M., Wang, J., Maurer, U., Zhang, Y., Li, J., McBride, C., Tardif, T., Liu, Y., & Shu, H. (2015). Gene-environment interaction on neural mechanisms of orthographic processing in Chinese children. *Journal of Neurolinguistics*, 33, 172-186.
40. Song, S., Su, M., Kang, C., Liu, H., Zhang, Y., McBride-Chang, C., Tardif, T., Li, H., Liang, W., Zhang, Z., & Shu, H. (2015). Tracing children's vocabulary development from preschool to school-age years: An 8-year longitudinal study. *Developmental Science*, 18(1), 119-131.
41. Tong X., McBride C., & Burnham D. (2014). Cues for Lexical Tone Perception in Children: Acoustic Correlates and Phonetic Context Effects". *Journal of Speech, Language, and Hearing Research*, 57(5), 1589-1605.
42. Tong, X., Tong, X., & McBride-Chang, C. (2014). Tune in to the tone: Lexical tone identification is associated with vocabulary and word recognition abilities in young Chinese children. *Language and Speech*. doi:10.1177/0023830914562988.
43. Ding, Y., Liu, R.-D., McBride-Chang, C., & Zhang, D. (2014). Pinyin invented spelling in Mandarin Chinese-speaking children with and without reading difficulties. *Journal of Learning Disabilities*. doi:10.1177/0022219414522704
44. Tong, X., McBride, C., Zhang, J., Chung, K. K., Lee, C.-Y., Shuai, L., & Tong, X. (2014). Neural correlates of acoustic cues of English lexical stress in Cantonese-speaking children. *Brain and Language*, 138, 61-70.
45. Tong, X., McBride-Chang, C., Zhang, J., Shuai, L., Chung, K.K., & Lee, C.-Y. (2014). Segmental and Suprasegmental Features in Speech Perception in Cantonese Second Graders: An ERP Study. *Psychophysiology*, 51(11), 1158-1168.
46. Zhou, Y.-L., McBride-Chang, C., Law, A.B.-Y., Li, T., Cheung, A.C-Y., Wong, A.M.-Y., & Shu, H. (2014). Development of reading-related skills in Chinese and English among Hong Kong Chinese children with and without dyslexia. *Journal of Experimental Child Psychology*, 122, 75-91.
47. Zhang, J., & McBride-Chang, C. (2014). Auditory sensitivity, speech perception, L1 Chinese, and L2 English reading abilities in Hong Kong Chinese children.

Developmental Psychology, 20(4), 1001-1013.

48. Zhang, J., McBride-Chang, C., Wagner, R. K., & Chan, S. (2014). Uniqueness and overlap: Characteristics and longitudinal correlates of native Chinese children's writing in English as a foreign language. *Bilingualism: Language and Cognition*, 17(2), 347-363.
49. Tong, X., & McBride, C., Shu, H., & Chan, S. (2014). Discourse-level reading comprehension in Chinese children: What is the role of syntactic awareness? *Journal of Research in Reading*, 37(S1), S48-S70.
50. Zhang, J., McBride-Chang, C., Wong, A. M-Y., Tardif, T., Shu, H., & Zhang, Y. (2014) Longitudinal correlates of reading comprehension difficulties in Chinese children. *Reading and Writing*, 27(3), 481-501
51. Liu, D. & McBride-Chang, C. (2014). Morphological structure processing during word recognition and its relationship with character reading among third-grade Chinese children. *Journal of Psycholinguistic Research*, 43(6), 715-735.
52. Tong, X., Mo, J., Shu, H., Zhang, Y., Chan, S., & McBride-Chang, C. (2014). Understanding Chinese children's complex writing: Global ratings and lower-level mechanical errors. *Writing Systems Research*, 6(2), 215-229.
53. Tong, X., Chung, K.K.H., & McBride-Chang, C. (2014). Two-character Chinese compound word processing in Chinese children with and without dyslexia: ERP evidence. *Developmental Neuropsychology*, 39(4), 285-301.
54. Zhou, Y., McBride-Chang, C., & Wong, N. (2014). What is the role of visual skills in learning to read? *Frontiers in psychology*, 5, 776.
55. Wang, Y., McBride-Chang, C., & Chan, S. (2014). Correlates of Chinese kindergarteners' word reading and writing: The unique role of copying skills? *Reading and Writing*, 27(7), 1281-1302.
DOI:10.1111/1467-9817.12016.
56. Lam, S. S.-Y., & McBride-Chang, C. (2013). Parent-child joint writing in Chinese kindergarteners: Explicit instruction in radical knowledge and stroke writing skills. *Writing Systems Research*, 5(1), 88-109.
57. Tong, X., Tong X., & McBride-Chang, C. (2013). A tale of two writing systems: double dissociation and metalinguistic transfer between Chinese and English word reading among Hong Kong children. *Journal of Learning Disabilities*.
DOI: 10.1177/0022219413492854
58. Leung, A. N. -M., & McBride-Chang, C. (2013). Game on? Online friendship,

- cyberbullying, and psychosocial adjustment in Hong Kong Chinese children. *Journal of Social and Clinical Psychology*, 32(2), 159-185.
59. Kail, R. K., McBride-Chang, C., Ferrer, E., Cho, J.-R., & Shu, H. (2013). Cultural differences in the development of processing speed. *Developmental Science*, 16(3), 476-483.
60. McBride-Chang, C., Shu, H., Chan, W., Wong, T., Wong, A. M. -Y., Zhang, Y., Pan, J., & Chan, P. (2013). Poor readers of Chinese and English: Overlap, stability, and longitudinal correlates. *Scientific Studies of Reading*, 17(1), 57-70.
61. Zhang, Y., Tardif, T., Shu, H., Li, H., Liu, H., McBride-Chang, C., Liang, W., & Zhang, Z. (2013). Phonological skills and vocabulary knowledge mediate socioeconomic status effects in predicting reading outcomes for Chinese children. *Developmental Psychology*, 49(4), 665-671.
62. Chung, K. K. H., McBride-Chang, C., Cheung, H., & Wong, S. W. L. (2013). General auditory processing, speech perception and phonological awareness in Chinese-English biliteracy. *Journal of Research in Reading*, (36)2, 202-222.
63. Liu, P. D., McBride-Chang, C., Wong, T. T. -Y., Shu, H., & Wong, A. M. -Y. (2013). Morphological awareness in Chinese: Unique associations of homophone awareness and lexical compounding to word reading and vocabulary knowledge in Chinese children. *Applied Psycholinguistics*, 34(4), 755-775.
64. Zhang, J., McBride-Chang, C., Tong, X., Wong, A. M.-Y., Shu, H., & Fong, C. Y.-C. (2012). Reading with meaning: the contributions of meaning-related variables at the word and subword levels to early Chinese reading comprehension. *Reading and Writing*, 25(9), 2183-2203.
65. Chung, K. K. H., Tong, X., & McBride-Chang, C. (2012). Evidence for a deficit in orthographic structure processing in Chinese character recognition among developmental dyslexics: An event-related potential study. *Brain Research*, 1472, 20-31.
66. Zhang, Y., Li, J., Tardif, T., Burmeister, M., Villafuerte, S. H., McBride-Chang, C., Li, H., Shi, B., Liang, W., Zhang, Z., & Shu, H. (2012). Association of the DYX1C1 dyslexia susceptibility gene with orthography in the Chinese population. *PLOS ONE*, 7(9), e42969.
67. McBride-Chang, C., Chen, H. C., Kasisopa, B., Burnham, D., Reilly, R., & Leppanen, P. (2012). What and where is the word? *Behavioral and Brain Sciences*, 35(5), 295-296.

68. Wong, S. W. L., McBride-Chang, C., Lam, C., Chan, B. Lam, F. W. F., & Doo, S. (2012). The joint effects of risk status, gender, early literacy and cognitive skills on the presence of dyslexia among a group of high-risk Chinese children. *Dyslexia, 18*, 40-57.
69. Li, T., McBride-Chang, C., Wong, A. M. -Y., & Shu, H. (2012). Longitudinal predictors of spelling and reading comprehension in Chinese as an L1 and English as an L2 in Hong Kong Chinese children. *Journal of Educational Psychology, 104*(2), 286-301.
70. Lin, D., McBride-Chang, C., Aram, D., Shu, H., Levin, I., & Cho, J. -R. (2012). Maternal mediation of word writing in Chinese across Hong Kong and Beijing. *Journal of Educational Psychology, 104*(1), 121-137.
71. Chiu, M. M., McBride-Chang, C., & Lin, D. (2012). Ecological, psychological, and cognitive components of reading difficulties: Testing the component model of reading in fourth graders across 38 countries. *Journal of Learning Disabilities, 45*(5), 391-405.
72. Zhou, Y. L., McBride-Chang, C., Fong, C. Y. -C., Wong, T. T. -Y., & Cheung, S. K. (2012). A comparison of phonological awareness, lexical compounding, and homophone training for Chinese word reading in Hong Kong kindergarteners. *Early Education and Development, 23*(4), 475-492.
73. Yan, C. M. -W., McBride-Chang, C., Wagner, R. K., Zhang, J., Wong, A. M. Y. -W., Shu, H. (2012). Writing Quality in Chinese Children: Speed and Fluency Matter. *Reading and Writing: An Interdisciplinary Journal, 25*(7), 1499-1521.
74. Tolchinsky, L., Levin, I., Aram, D., & McBride-Chang, C. (2012). Building literacy in alphabetic, abjad and morphosyllabic systems. *Reading and Writing, 25*, 1573-1598.
75. McBride-Chang, C., Liu, P. D., Wong, T., Wong, A., & Shu, H. (2012). Specific reading difficulties in Chinese, English, or both: Longitudinal markers of phonological awareness, morphological awareness, and RAN in Hong Kong Chinese children. *Journal of Learning Disabilities, 45*(6), 503-514.
76. Lin, D., Wong, K. K., & McBride-Chang, C. (2012). Reading motivation and reading comprehension in Chinese and English among bilingual students. *Reading and Writing, 25*, 717-737.
77. Li, H., Shu, H., McBride-Chang, C., Liu, H., & Peng, H. (2012). Chinese children's character recognition: Visuo-orthographic, phonological processing and

- morphological skills. *Journal of Research in Reading*, 35(3), 27-307. [Impact factor: 1.250; Journal ranking: 23/51 (psychology, educational); 38/206 (education & education & educational research); Number of citations: 10] 30%
78. McBride-Chang, C., Lin, D., Liu, P. D., Aram, D., Levin, I., Cho, J. -R., Shu, H., & Zhong, Y. (2012). The ABCs of Chinese: Maternal mediation of pinyin for Chinese children's early literacy skills. *Reading and Writing*, 25, 283-300.
79. Pan, J., McBride-Chang, C., Shu, H., Liu, H., Zhang, Y., & Li, H. (2011). What is in the naming? A 5-year longitudinal study of early rapid naming and phonological sensitivity in relation to subsequent reading skills in both native Chinese and English as a second language. *Journal of Educational Psychology*, 103(4), 897-908.
80. Chung, K. K. H., & McBride-Chang, C. (2011). Executive functioning skills uniquely predict Chinese reading. *Journal of Educational Psychology*, 103(4), 909-921.
81. Zhang, J., & McBride-Chang, C. (2011). Diversities in Chinese literacy acquisition. *Writing System Research*, 3, 87-102.
82. McBride-Chang, C., Chung, K. K. H., & Tong, X. (2011). Copying skills in relation to word reading and writing in Chinese children with and without dyslexia. *Journal of Experimental Child Psychology*, 110(3), 422-33.
83. McBride-Chang, C., Zhou, Y., Cho, J.-R., Aram, D., Levin, I., & Tolchinsky, L. (2011). Visual spatial skill: A consequence of learning to read? *Journal of Experimental Child Psychology*, 109, 256-262.
84. Cho, J. -R., Chiu, M. M., & McBride-Chang, C. (2011). Morphological awareness, phonological awareness, and literacy development in Korean and English: A 2-year longitudinal study, *Scientific Studies of Reading*. 15(5), 383-408.
85. McBride-Chang, C., Lam, F., Lam, C., Chan, B., Fong, C. Y. -C., Wong, T. T. -Y., & Wong, S. W. -L. (2011). Early predictors of dyslexia in Chinese children: Familial history of dyslexia, language delay, and cognitive profiles. *Journal of Child Psychology and Psychiatry*, 52(2), 204-211.
86. Lei, L., Pan, J., Liu, H., McBride-Chang, C., Li, H., Zhang, Y., Chen, L., Tardif, T., Liang, W., Zhang, Z., & Shu, H. (2011). Developmental trajectories of reading development and impairment from ages 3 to 8 years in Chinese children. *Journal of Child Psychology and Psychiatry*, 52(2), 212-220.
87. Tong, X., Ting, K. -T., & McBride-Chang, C. (2011). Shyness and Chinese and

- English vocabulary skills in Hong Kong kindergartners. *Early Education and Development*, 22(1), 29-52.
88. Cheung, S. K., & McBride-Chang, C. (2011). Relations of gender, gender-related personality characteristics, and dating status to adolescents' cross-sex friendship quality. *Sex Roles*, 64(1-2), 59–69.
89. Lin, D., McBride-Chang, C., Aram, D., & Levin, I. (2011). Mother-child joint writing in Chinese kindergartners: Metalinguistic awareness, maternal mediation, and literacy acquisition. *Journal of Research in Reading*, 34(4), 426-442.
90. Tong, X., McBride-Chang, C., Wong, A. M. -Y., Shu, H., Reitsma, P., & Rispen, J. (2011). Longitudinal predictors of very early Chinese literacy acquisition. *Journal of Research in Reading*, 34(3), 315-332.
91. Cheung, H., Chung, K. K. H., Wong, S. W. L., McBride-Chang, C., Penny, T. B., & Ho, C. S. -H. (2010). Speech perception, metalinguistic awareness, reading, and vocabulary in Chinese-English bilingual children. *Journal of Educational Psychology*, 102(2), 367-380.
92. Tong, X., & McBride-Chang, C. (2010). Developmental models of learning to read Chinese words. *Developmental Psychology*, 46(6), 1662-1676.
93. Chiu, M. M., & McBride-Chang, C. (2010). Family and reading in 41 countries: Differences across cultures and students. *Scientific Studies of Reading*, 14, 514-543.
94. Chung, K. K. H., Tong, X., Liu, P. D., McBride-Chang, C., & Meng, X. (2010). The processing of morphological structure information in Chinese coordinative compounds: An event-related potential study. *Brain Research*, 1352, 157-166.
95. Liu, P. D., Chung, K. K. H., McBride-Chang, C., Tong, X. (2010). Holistic versus analytic processing: Evidence for a different approach to processing of Chinese at the word and character levels in Chinese children. *Journal of Experimental Child Psychology*, 107(4), 466-478.
96. Lin, D., McBride-Chang, C., Shu, H., Zhang, Y., Li, H., Zhang, J., Aram, D., & Levin, I. (2010). Small wins big: Analytic Pinyin skills promote Chinese word reading. *Psychological Science*, 21(8), 1117-1122.
97. Zhang, J., & McBride-Chang, C. (2010). Auditory sensitivity, speech perception, and reading development and impairment. *Educational Psychology Review*, 22(3), 323-338.
98. Chow, B. W. -Y., McBride-Chang, C., & Cheung, H. (2010). Parent-child reading in

- English as a second language: Effects on language and literacy development of Chinese kindergartners. *Journal of Research in Reading*, 33(3), 284-301.
99. Leung, A. N. -M., Wong, S. S. -F., Wong, I. W. -Y., & McBride-Chang, C. (2010). Filial piety and psychosocial adjustment in Hong Kong Chinese early adolescents. *Journal of Early Adolescence*, 30(5), 651-667.
100. Wong, S. M., Leung, A. N. -M., & McBride-Chang, C. (2010). Adolescent filial piety as a moderator between perceived maternal control and mother-adolescent relationship quality in Hong Kong. *Social Development*, 19(1), 187-201.
101. Liu, P. D., & McBride-Chang, C. (2010). Morphological processing of Chinese compounds from a grammatical view. *Applied Psycholinguistics*, 31(4), 605-617.
102. Liu, P. D., & McBride-Chang, C. (2010). What is morphological awareness? Tapping lexical compounding awareness in Chinese third graders. *Journal of Educational Psychology*, 102(1), 62-73.
103. Wong, A. M. -Y., Chow, D. C. -C., McBride-Chang, C., & Stokes, S. F. (2010). Optional elements and variant structures in the productions of two bei2 'give' dative constructions in Cantonese-speaking adults and three-year-old children. *Journal of Child Language*, 37(1), 175-196.
104. Tong, X., & McBride-Chang, C. (2010). Chinese-English Biscrptal reading: Cognitive component skills across orthographies. *Reading and Writing*, 23(3-4), 293-310.
105. Liu, P. D., McBride-Chang, C., Wong, A. M. -Y., Tardif, T., Stokes, S., Fletcher, P., & Shu, H. (2010). Early Oral Language Markers of Poor Reading Performance in Hong Kong Chinese Children. *Journal of Learning Disabilities*, 43(4), 322-331.
106. Lee, L. Y. H., Szeto, C. Y., Tse, J. K., Ng, C. M. Y., & McBride-Chang, C. (2009). Hint-seeking behavior and task performance. *The International Journal of Creativity and Problem Solving*, 19(2), 79-86.
107. Tong, X., McBride-Chang, C., Shu, H., & Wong, A. M. -Y. (2009). Morphological awareness, orthographic knowledge, and spelling errors: Keys to understanding early Chinese literacy acquisition. *Scientific Studies of Reading*, 13(5), 426-452.
108. Lin, D., McBride-Chang, C., Aram, D., Levin, I., Cheung, R. Y. M., & Chow, Y. Y. -Y. (2009). Maternal mediation of writing in Chinese children. *Language and Cognitive Processes*, 24(7-8), 1286-1311.
109. Cheung, H., Chung, K. K. H., Wong, S. L. W., McBride-Chang, C., Penney, T. B., & Ho, C. S. H. (2009). Perception of tone and aspiration contrasts in Chinese

- children with dyslexia. *Journal of Child Psychology and Psychiatry*, 50(6), 726-733.
110. Li, H., Shu, H., McBride-Chang, C., Liu, H. -Y., & Xue, J. (2009). Paired associate learning in Chinese children with dyslexia. *Journal of Experimental Child Psychology*, 103(2), 135-151.
111. Lam, F. W. F., McBride-Chang, C., Lam, C. C. C., Wong, S. W. L., Chow, Y., & Doo, S. (2008). Towards Early Identification of Dyslexia in Chinese Preschool Children: A Study on Reading and Cognitive Profile in Children with Genetic Risk of Dyslexia in Hong Kong. *Hong Kong Journal of Paediatrics (New Series)*, 13(2), 90-98.
112. Chung, K. H., McBride-Chang, C., Wong, S. W. L., Cheung, H., Penney, T. B., & Ho, C. S. -H. (2008). The role of visual and auditory temporal processing for Chinese children with developmental dyslexia. *Annals of Dyslexia*, 58(1), 15-35.
113. McBride-Chang, C., Tardif, T., Cho, J.-R., Shu, H., Fletcher, P., Stokes, S. F., Wong, A., & Leung, K.-W. (2008). What's in a Word? Morphological Awareness and Vocabulary Knowledge in Three Languages. *Applied Psycholinguistics*, 29(3), 437-462.
114. Chow, B. W. -Y., McBride-Chang, C., Cheuk, C., & Cheung, H. (2008). Dialogic Reading and Morphology Training in Chinese Children: Effects on Language and Literacy. *Developmental Psychology*, 44(1), 233-244.
115. McBride-Chang, C., Lam, F., Lam, C., Doo, S., Wong, S. W. L., & Chow, Y. Y. Y. (2008). Word recognition and cognitive profiles of Chinese pre-school children at-risk for dyslexia through language delay or familial history of dyslexia. *Journal of Child Psychology and Psychiatry*, 49(2), 211-218.
116. McBride-Chang, C., Tong, X., Shu, H., Wong, A. M. -Y., Leung, K., & Tardif, T. (2008). Syllable, Phoneme, and Tone: Psycholinguistic Units in Early Chinese and English Word Recognition. *Scientific Studies of Reading*, 12(2), 171-194.
117. Rispen, J., McBride-Chang, C., & Reitsma, P. (2008). Morphological awareness and early and advanced word recognition and spelling in Dutch. *Reading and Writing*, 21(6), 587-607.
118. Cheung, S. K., Chang, L., & McBride-Chang, C. (2008). Associations of Warmth and Control of Filipina Domestic Helpers and Mothers to Hong Kong Kindergarten Children's Social Competence. *Early Education and Development*, 19(2), 284-301.

119. Cho, J. -R., McBride-Chang, C., & Park, S. -G. (2008). Phonological Awareness and Morphological Awareness: Differential Associations to Regular and Irregular Word Recognition in Early Korean Hangul Readers. *Reading and Writing, 21*(3), 255-274
120. Shu, H., Peng, H., & McBride-Chang, C. (2008). Phonological awareness in young Chinese children. *Developmental Science, 11*(1), 171-181.
121. Cheung, C. S., & McBride-Chang, C. (2008). Relations of perceived maternal parenting style, practices, and learning motivation to academic competence in Chinese children. *Merrill-Palmer Quarterly, 54*(1), 1-22.
122. Penney, T. B., Wong, S. W. L., Ng, K. K., & McBride-Chang, C. A. (2008). Speeded naming and dyslexia. *Proceedings of the International Symposium on Communicating Skills of Intention*
123. Yip, W. -K., Chow, C. -M., Cheng, K. -W., Cheuk, C. -P., & McBride-Chang, C. (2007). Individual contribution in brain-storming: Does group composition make a difference? *The Korean Journal of Thinking and Problem Solving, 17*, 77-84.
124. Yong, B. C. K., & McBride-Chang, C. (2007). Emotion perception for faces and music: Is there a link? *The Korean Journal of Thinking and Problem Solving, 17*, 57-66.
125. Cheung, C. S., McBride-Chang, C., & Ng, V. C. N. (2007). Perceived pubertal timing, life satisfaction, and depression among early Chinese adolescents: Boys at risk? *Journal of Psychology in Chinese Societies, 8*, 179-198.
126. Chiu, M. M., Chow, B. W. -Y., & McBride-Chang, C. (2007). Universals and specifics in learning strategies: Explaining adolescent mathematics, science, and reading achievement across 34 countries. *Learning and Individual Differences, 17*, 344-365.
127. Cheung, S. K., & McBride-Chang, C. (2007). Predictors of Cross-Sex Friendship Satisfaction in Adolescents. *International Journal of Behavioral Development, 31*, 19-27.
128. Lam, B. C., & McBride-Chang, C. (2007). Resilience in young adulthood: The moderating influences of gender-related personality traits and coping flexibility. *Sex Roles: A Journal of Research, 56*, 156-172.
129. Chiu, M. M., & McBride-Chang, C. (2006). Gender, context, and reading: A comparison of students in 43 countries. *Scientific Studies of Reading, 10*, 331-362.

130. Lee, M. T. -Y., Wong, B., Chow, B. W. -Y., & McBride-Chang, C. (2006). Predictors of suicide ideation and depression in Hong Kong adolescents: Perceptions of academic and family climates. *Suicide and Life-Threatening Behaviour, 36*, 82-96.
131. Shu, H., McBride-Chang, C., Wu, H., & Liu, H. (2006). Understanding Chinese developmental dyslexia: Morphological awareness as a core cognitive construct. *Journal of Educational Psychology, 98*, 122-133.
132. McBride-Chang, C., Cheung, H., Chow, B. W. -Y., Chow, C. S. -L., & Choi, L. (2006). Metalinguistic skills and vocabulary knowledge in Chinese (L1) and English (L2). *Reading and Writing, 19*, 695-716.
133. Wu, C. H., Cheng, Y., Ip, H. M., & McBride-Chang, C. (2005). Age differences in creativity: Task structure and knowledge base. *Creativity Research Journal, 17*, 321-326.
134. McBride-Chang, C., Cho, J.-R., Liu, H., Wagner, R. K., Shu, H., Zhou, A., Cheuk, C. S. -M., & Muse, A. (2005). Changing models across cultures: Associations of phonological and morphological awareness to reading in Beijing, Hong Kong, Korea, and America. *Journal of Experimental Child Psychology, 92*, 140-160.
135. Penney, T. B., Leung, K. M., Chan, P. C., Meng, X., & McBride-Chang, C. (2005). Poor readers of Chinese respond slower than good readers in phonological, rapid naming, and interval timing tasks. *Annals of Dyslexia, 55*, 9-27.
136. McBride-Chang, C., Wagner, R. K., Muse, A., Chow, B. W. -Y., & Shu, H. (2005). The Role of Morphological Awareness in Children's Vocabulary Acquisition in English. *Applied Psycholinguistics, 26*, 415-435.
137. Cheung, S. K., Li, Y. L., Kong, Y. C., Wong, W. Y., & McBride-Chang, C. (2005). Getting an 'Aha!' with different types of hints. *Korean Journal of Thinking and Problem-Solving, 15*, 47-56.
138. McBride-Chang, C., Chow, B. W. -Y., Zhong, Y. -P., Burgess, S., & Hayward, W. (2005). Chinese character acquisition and visual skills in two Chinese scripts. *Reading and Writing: An Interdisciplinary Journal, 18*, 99-128.
139. Lau, J. Y.-H., & McBride-Chang, C. (2005). Home Literacy and Chinese Reading in Hong Kong Children. *Early Education and Development, 16*, 5-22.
140. Fung, P.-C., Chow, B. W. -Y., & McBride-Chang, C. (2005). The impact of a dialogic reading program on deaf and hard-of-hearing kindergarten and early primary school-aged students in Hong Kong. *Journal of Deaf Studies and Deaf*

Education, 10, 82-95.

141. Chow, B. Y. -W., McBride-Chang, C., & Burgess, S. (2005). Phonological Processing Skills and Early Reading Abilities in Hong Kong Chinese Kindergartners Learning to Read English as an L2. *Journal of Educational Psychology, 97, 81-87.*
142. McBride-Chang, C., & Ho, C. S. -H. (2005). Predictors of beginning reading in Chinese and English: A 2-year longitudinal study of Chinese kindergartners. *Scientific Studies of Reading, 9, 117-144.*
143. Cho, J. -R., & McBride-Chang, C. (2005). Correlates of Korean Hangul Acquisition among kindergartners and second graders. *Scientific Studies of Reading, 9, 3-16.*
144. Chan, T. Y., & McBride-Chang, C. (2005). Environment and bilingualism in Hong Kong kindergartners: The impact of foreign domestic helpers on early language-learning. *Journal of Psychology in Chinese Societies, 6, 179-193.*
145. Fung, H., Siu, C., Choy, W., & McBride-Chang, C. (2005). Meaning of grandparenthood: Do concerns about time and mortality matter? *Ageing International, 30, 122-140.*
146. Leung, B. W. -C., Moneta, G., & McBride-Chang, C. (2005). Think positively and feel positively: Optimism and life Satisfaction in late life. *International Journal of Aging and Human Development, 61, 335-365.*
147. Bialystok, E., McBride-Chang, C., & Luk, G. (2005). Bilingualism, language proficiency, and learning to read in two writing systems. *Journal of Educational Psychology, 97, 580-590.*
148. Cho, J. -R., & McBride-Chang, C. (2005). Levels of phonological awareness in Korean and English: A 1-year longitudinal study. *Journal of Educational Psychology, 97, 564-571.*
149. McBride-Chang, C., Bialystok, E., Chong, K., & Li, Y. P. (2004). Levels of phonological awareness in three cultures. *Journal of Experimental Child Psychology, 89, 93-111.*
150. Leung, C. W. -Y., McBride-Chang, C., & Lai, B. P. -Y. (2004). Relations among Maternal Parenting Style, Academic Competence, and Life Satisfaction in Chinese Early Adolescents. *Journal of Early Adolescence, 24, 113-143.*
151. Chow, B. Y. -W., & McBride-Chang, C. (2003). Promoting Language and Literacy Development through Parent-Child Reading in Hong Kong Preschoolers. *Early Education and Development, 14, 233-248.*

152. McBride-Chang, C., Shu, H., Zhou, A., Wat, C. -P., & Wagner, R. K. (2003). Morphological awareness uniquely predicts young children's Chinese character recognition. *Journal of Educational Psychology, 95*, 743-751.
153. Chang, L., Schwartz, D., Dodge, K., & McBride-Chang, C. (2003). Harsh parenting in relation to child emotion regulation and aggression. *Journal of Family Psychology, 17*, 589-606.
154. Chan, G. W. Y., McBride-Chang, C., Leung, P. W. L., Tsoi, K. W., Ho, C. S. -H., & Cheuk, C. S. M. (2003). Factors influencing anxiety/depression among adolescents migrating between Chinese societies: The case of adolescent new arrivals to Hong Kong. *Journal of Psychology in Chinese Societies, 4*, 121-140.
155. Chang, L., McBride-Chang, C., Stewart, S., & Au, E. (2003). Life satisfaction, self-concept, and family relations in Chinese adolescents and children. *International Journal of Behavioral Development, 27*, 182-189.
156. McBride-Chang, C., & Treiman, R. (2003). Hong Kong Chinese Kindergartners learn to read English analytically. *Psychological Science, 14*, 138-143.
157. McBride-Chang, C., & Kail, R. (2002). Cross-cultural similarities in the predictors of reading acquisition. *Child Development, 73*, 1392-1407.
158. Zhong, Y. -P., McBride-Chang, C., & Ho, C. S.-H. (2002). A study of the relations between phonological and orthographic processing and Chinese character reading of bilingual children of Hong Kong. *Psychological Science (In Chinese), 25*, 173-176.
159. Georgas, J., Mylonas, K., Bafiti, T., Poortinga, Y. H., Christakopoulou, S., Kagitcibasi, C., et. al., McBride-Chang, C., & Kodric, Y. (2001). Functional relationships in the nuclear and extended family: A 16-culture study. *International Journal of Psychology, 36*(5), 289-300.
160. McBride-Chang, C., & Chang, L. (2001). Theory into practice: Cases as illustrations of developmental theories. *Teaching of Psychology, 28*(1), 48-50.
161. McBride-Chang, C. (2001). An alternative approach to the ill-defined problem of teaching problem-solving. *Teaching of Psychology, 28*(1), 50-52.
162. Lai, K. -W., & McBride-Chang, C. (2001). Suicidal ideation, parenting style, and family climate among Hong Kong adolescents. *International Journal of Psychology, 36*(2), 81-87.
163. McBride-Chang, C., & Ho, C. S. -H. (2000). Naming speed and phonological awareness in Chinese children: Relations to reading skills. *Journal of Psychology*

In Chinese Societies, 1, 93-108.

164. McBride-Chang, C., & Ho, C. S. -H. (2000). Developmental issues in Chinese children's character acquisition. *Journal of Educational Psychology, 92*(1), 50-55.
165. Stewart, S. M., & McBride-Chang, C. (2000). Influences on children's sharing in a multicultural context. *Journal of Cross-Cultural Psychology, 31*, 333-348.
166. Stewart, S. M., Bond, M. H., Zaman, R. M., McBride-Chang, C., Rao, N., & Fielding, R. (1999). Functional parenting in Pakistan. *International Journal of Behavioral Development, 23*, 747-770.
167. McBride-Chang, C. (1999). The ABC's of the ABC's: The development of letter-name and letter-sound knowledge. *Merrill-Palmer Quarterly, 45*, 278-301.
168. McBride-Chang, C., & Chang, L. (1998). Adolescent-parent relations in Hong Kong: Parenting styles, emotional autonomy, and school achievement. *Journal of Genetic Psychology, 159*, 421-436.
169. Stewart, S. M., Bond, M. H., McBride-Chang, C., Fielding, R., Deeds, O., & Westrick, J. (1998). Parent and adolescent contributors to teenage misconduct in western and Asian high school students in Hong Kong. *International Journal of Behavioral Development, 22*, 847-869.
170. Stewart, S. M., Rao, N., Bond, M. H., Fielding, R., & McBride-Chang, C. (1998). Chinese dimensions of parenting: Broadening western predictors and outcomes. *International Journal of Psychology, 33*, 345-358.
171. McBride-Chang, C. (1998). Phonological processing skills and their associations with spelling in Chinese and Reading in English. *Psychologia, 41*, 249-258.
172. McBride-Chang, C. (1998). The Development of invented spelling. *Early Education and Development, 9*, 120-125.
173. McBride-Chang, C., Wagner, R. K., & Chang, L. (1997). Growth modeling of phonological awareness. *Journal of Educational Psychology, 89*, 621-630.
174. Manis, F. R., Cohn, L. B., McBride-Chang, C., Wolff, J. A., & Kaufman, F. R. (1997). A longitudinal study of cognitive functioning in patients with classical galactosaemia, including a cohort treated with oral uridine. *Journal of Inherited Metabolic Disorders, 20*, 549-555.
175. Manis, F. R., McBride-Chang, C., Seidenberg, M.S., Keating, P., Munson, B., Doi, L.M., & Petersen, A. (1997). Are speech perception deficits associated with developmental dyslexia. *Journal of Experimental Child Psychology, 66*,

211-235.

176. Chang, L., & McBride-Chang, C. (1997). Self- and peer-ratings of female and male roles and attributes. *Journal of Social Psychology, 37*, 527-529.
177. Wagner, R. K., & McBride-Chang, C. (1996). The development of reading-related phonological processing abilities. *Annals of Child Development, 12*, 177-206.
178. Chang, L., & McBride-Chang, C. (1996). The factor structure of the Life Orientation Test. *Educational and Psychological Measurement, 56*, 325-329.
179. McBride-Chang, C., Gallahan, L. B., & Jacklin, C. N. (1996). Activity level from birth through first grade: Stability or inversion of intensity? *Early Education and Development, 7*, 367-380.
180. McBride-Chang, C., & Chang, L. (1996). Phonological processing skills and print exposure: Correlates of word reading in children ages 9 to 16. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 12*, 385-400.
181. McBride-Chang, C., Manis, F. R., & Wagner, R. K. (1996). Correlates of phonological awareness: Implications for gifted education. *Roeper Review, 19*, 27-30.
182. McBride-Chang, C., & Manis, F. R. (1996). Structural invariance in the associations of naming speed, phonological awareness, and verbal reasoning in good and poor readers: A test of the double deficit hypothesis. *Reading and Writing: An Interdisciplinary Journal, 8*, 323-339.
183. Manis, F. R., Seidenberg, M. S., Doi, L., McBride-Chang, C., & Petersen, A. (1996). On the bases of two subtypes of development dyslexia. *Cognition, 58*, 157-195.
184. McBride-Chang, C. (1996). Models of speech perception and phonological processing in reading. *Child Development, 67*, 1856-1876.
185. Trickett, P. K., & McBride-Chang, C. (1995). The developmental impact of different forms of child abuse and neglect. *Developmental Review, 15*, 311-337.
186. Kaufman, F. R., McBride-Chang, C., Manis, F. R., Wolff, J. A., & Nelson, M. D. (1995). Cognitive functioning, neurologic status, and brain imaging in classical Galactosemia. *European Journal of Pediatrics, 154*, S2-S5.
187. McBride-Chang, C., & Chang, L. (1995). Memory, print exposure, and metacognition: components of reading in Chinese children. *International Journal of Psychology, 30*, 607-616.
188. McBride-Chang, C. (1995). What is phonological awareness? *Journal of*

Educational Psychology, 87, 179-192.

189. McBride-Chang, C. (1995). Phonological processing, speech perception, and reading disability: An integrative review. *Educational Psychologist*, 30, 109-121.
190. Kaufman, F. R., Richardt, J. K., Ng, W. G., Xu, Y. K., Manis, F. R., McBride-Chang, C., & Wolff, J. A. (1994). Correlation of cognitive, neurologic, and ovarian outcome with the Q188R mutation of the Galactose-1-Phosphate Uridyltransferase gene. *Journal of Pediatrics*, 125, 225-227.
191. Jacklin, C. N., McBride-Chang, C., McCrory, P., & Gallahan, L. (1994). Neonatal sex-steroid hormones and physical size at four years. *Journal of Pediatric Endocrinology and Metabolism*, 7, 253-259.
192. Trickett, P. K., & McBride-Chang, C. (1994). The classroom performance and behavior of sexually abused females. *Development and Psychopathology*, 6, 183-194.
193. McBride-Chang, C., Manis, F. R., Seidenberg, M. S., Custodio, R. G., & Doi, L. M. (1993). Print exposure as a predictor of word reading and reading comprehension in disabled and nondisabled readers. *Journal of Educational Psychology*, 85, 230-238.
194. McBride-Chang, C., & Jacklin, C. N. (1993). Early play arousal, sex-typed play, and activity level as precursors to later rough-and-tumble play. *Early Education and Development*, 4, 99-108.
195. McBride-Chang, C., Jacklin, C. N., & Reynolds, C. A. (1992). Mother-Blaming: Psychology and the Law. *Review of Law and Women's Studies*, 1, 69-78.
196. Jacklin, C. N., & McBride-Chang, C. (1991). The effects of feminist scholarship on developmental psychology. *Psychology of Women Quarterly*, 15, 547-553.

NOTE: *** means that the first author of this paper was a student at the time this work was done, studying with me.

Conference Presentations (since 2005)

1. McBride-Chang, C. (2005). *Longitudinal Predictors of Chinese Character Recognition and Vocabulary Knowledge in Hong Kong Kindergartners*. Paper presented at the Processing of Chinese and Other East Asian Languages meeting, Hong Kong (December 11).

2. McBride-Chang, C., Cheung, H., Chow, W.-Y. B., & Chow, C. (2005). *Morphological awareness and phonological awareness in first and second language learning*. International Symposium on Cross-Linguistic/Cross-Cultural Aspects of Literacy and Communication. Xinjiang, China. (August 15).
3. Cheung, S. K., & McBride-Chang, C. (2005). *Relations among masculinity, femininity, and cross-sex friendship in adolescents*. Poster presented at the Society for Research in Child Development Meeting, Atlanta, U.S.A. (April 9).
4. McBride-Chang, C. (2005). Teaching with vignettes: Developmental applications across cultures. Poster presented at the 1st Biennial SRCD Developmental Science Teaching Institute, Atlanta, U.S.A. (April 7).
5. McBride-Chang, C., Shu, H., Tardif, T., Fletcher, P., & Wong, A. (2005). *Morphological awareness, phonological awareness, vocabulary, and literacy development in Chinese: A longitudinal study*. Paper presented at the Society for Research in Child Development Meeting, Atlanta, U.S.A. (April 7).
6. McBride-Chang, C. (2007). *Psycholinguistic Units in Relation to Word Recognition and vocabulary Knowledge in Chinese and English among Hong Kong Children*. Paper presented at the Fourteenth Annual Meeting for the Society for the Scientific Study of Reading, Prague, Czech Republic. (July 14).
7. McBride-Chang, C., Wong, A., Shu, H. (2008). *Early predictors of good & poor reading in Hong Kong & Beijing Chinese children*. Paper presented at the Fifteenth Annual Meeting for the Society for the Scientific Study of Reading, Asheville, North Carolina. (July 11).
8. McBride-Chang, C. (2011). *Predictors of Writing Composition in L1 Chinese and L2 English: A 5-Year Longitudinal Study*. Paper presented at SRCD Biennial Meeting, Montreal, Canada (April 1).
9. Liu, D., & McBride-Chang, C. (2011). Morphological Processing During Compound Word Recognition for Chinese Children. Poster presented at the SRCD Biennial Meeting, Montreal, Canada (April 1).
10. Tong, X., Liu, D., Chung, K. K. H., & McBride-Chang, C. (2011). *Chinese word and character processing in Chinese-speaking children: Holistic or analytic?*. Poster presented at the SRCD Biennial Meeting, Montreal, Canada (April 1).

11. LI, T., Law, A., & McBride-Chang, C. (2011). *Reading-related skills in Chinese dyslexic children: Age-matched and reading-matched comparisons*. Poster presented at the SRCD Biennial Meeting, Montreal, Canada (April 2).
12. Zhou, Y., & McBride-Chang, C. (2011). *Reading different orthographies affects the development of visual skill*. Poster presented at the SRCD Biennial Meeting, Montreal, Canada (April 2).
13. Leung, N. M., McBride-Chang, C. (2011). Online Game Playing and Early Adolescents' Online Friendship and Cyber-Victimization. Poster presented at the SRCD Biennial Meeting, Montreal, Canada (April 2).
14. McBride-Chang, C. (2011). *The role of Chinese lexical compounding morphological awareness for early reading difficulties in Chinese (but not English) among Hong Kong Chinese children*. Paper presented at the Eighteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Florida, US (July 16).
15. Tong, X., McBride-Chang, C., & Chung, K.K.H. (2011). *Morphological structure processing in Chinese children with dyslexia*. Paper presented at the Eighteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Florida, US (July 16).
16. McBride-Chang, C., & Chan, W.Y. (2012). *Unintentional humor in Chinese as a first language and English as a second language among Hong Kong Chinese children*. Paper presented at the 24th Conference of the International Society for Humor Studies, Krakow, Poland (June 29)
17. Levin, I., Aram, D., Tolchinsky, L., & McBride-Chang, C. (2012). *Orthographic depth and maternal mediation of writing: Children's emergent reading and spelling*. Paper presented at the Nineteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Montreal, Canada (July 12).
18. Tong, X., McBride-Chang, C., & Shu, H. (2012). *Differences and similarities in writing quality between Hong Kong and Beijing children*. Paper presented at the Nineteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Montreal, Canada (July 12).
19. Mo, J., Chan, S., & McBride-Chang, C. (2012). *Hand writing fluency as a specific predictor for Chinese writing composition of children in Hong Kong*. Poster presented at the Nineteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Montreal, Canada (July 12).

20. Zhang, J., & McBride-Chang, C. (2012). *Auditory sensitivity, speech perception, L1 Chinese and L2 English reading abilities in Hong Kong Chinese children*. Poster presented at the Nineteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Montreal, Canada (July 13).
21. Wang, Y., & McBride-Chang, C. (2012). *The unique role of copying skills on Chinese kindergarteners' word writing*. Paper presented at the Nineteenth Annual Meeting for the Society for the Scientific Study of Reading Conference, Montreal, Canada (July 14).
22. McBride-Chang, C., Li, T. (2012). *What is the Unit of Reading in Chinese?* Paper presented at The 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan (October 26)
23. Wang, Y., McBride-Chang, C. (2012). *The Role of Copying Skill in early Chinese Word Reading and Writing*. Paper presented at The 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan (October 26)
24. Zhou, Y., McBride-Chang, C. (2012). *The same or different: An investigation of cognitive and linguistic correlates of Chinese and English word reading for native and non-native Chinese speaking children*. Paper presented at The 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan (October 27)
25. Chung, K. K. H., Liu, H., McBride-Chang, C., Wong, A. M.-Y., Hui, C. K.-W., & Law, A. B.-Y. (2012). *Cognitive-linguistic contributions to academic achievement from Chinese children from low-and middle-socioeconomic backgrounds*. Poster presented at The 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan (October 26)
26. Lam, S. S.-Y., McBride-Chang, C. (2012). *The role of semantic radical awareness and stroke order on early Chinese acquisition in writing*. Poster presented at The 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan (October 26)
27. Mo, J., McBride-Chang, C., & Chan, S. (2012). *Longitudinal predictors of reading comprehension in Chinese as an L1 and English as an L2 in Beijing Chinese children*. Poster presented at The 14th International Conference on the Processing of East Asian Languages, Nagoya, Japan (October 26)
28. Tong, X., & McBride-Chang, C. (2012). *Syntactic awareness in relation to discourse-level reading comprehension in Chinese fifth graders*. Poster presented at The 14th International Conference on the Processing of East Asian Languages,

Nagoya, Japan (October 26)

29. McBride, C. (2013). *The reading brain: Is there a dissociation between reading difficulties in Chinese and English and what are the implications for identification and remediation?* Paper presented at The Psychology and Health Conference (Engineering Information Institute), Sanya, China (November 30)
30. Wong, A.M.-Y., Ho, C. S.-H., Au, T. K.-F., McBride-Chang, C., Yip, L., P.-W., & Lam, C. C.-C. (2014). *Reading comprehension and its component skills in children with SLI*. Poster presented at The 13th International Congress for the Study of Child Language (IASCL 2014), Amsterdam, The Netherlands (July 15)
31. Kalindi, S. C. and McBride, C. (2014). *Beyond Phonological and Morphological Processing: Pure Copying as a Marker Of Dyslexia in Chinese but not Poor Reading of English*. Paper presented at The 15th International Conference on Processing of East Asian Languages (Korea University), Seoul, South Korea (October 25)
32. Kalindi, S. C. and McBride C. (2015). *Predictors of Bemba spelling skills among second graders in Zambia*. Paper presented at the East Asia Joint Symposium on Reading and Spelling (EASRS) (Taiwan Normal University), Taipei, Taiwan (Mar 8)

Encyclopedia Entries

1. Cheung, S.K., & McBride-Chang, C. (2014). Friendship Satisfaction. In *Encyclopedia of Quality of Life and Well-Being Research*. (pp. 2364-2366). Dordrecht, Netherlands: Springer.

Books Authored

1. McBride, C. (2016). *Children's Literacy Development: A Cross-cultural perspective on learning to read and write*. Oxford: Routledge.
2. Kucirkova, N., Snow, C., Grover, V., & McBride, C. (Eds.). (2017). *International companion to early literacy education*. Oxford: Routledge.
3. McBride-Chang, C., & Chen, H.C. (Eds.). (2003). *Reading Development in Chinese Children*. Westport, CT: Praeger Publishers.
4. McBride-Chang, C. (2004). *Children's Literacy Development* (Texts in Developmental Psychology Series). London: Edward Arnold/Oxford Press.

Books Chapters

1. Kucirkova, N., Snow, C. E., Grøver, V., & McBride, C. (2017). Old and new: reflecting on the enduring key issues in early literacy. In Kucirkova, N., Snow, C. E., Grøver, V.,

& McBride, C. (Eds.). The Routledge International Handbook of Early Literacy Education: A Contemporary Guide to Literacy Teaching and Interventions in a Global Context. Routledge.

2. McBride-Chang, C., & Chen, H. -C. (2003). Introduction. In C. McBride-Chang & H. C. Chen (Eds.), *Reading Development in Chinese Children* (pp. xi-xvii). Westport, CT: Praeger Publishers. [number of citations: 30]
3. McBride-Chang, C., & Zhong, Y. -P. (2003). A longitudinal study of effects of phonological processing, visual skills, and speed of processing on Chinese character acquisition among Hong Kong kindergartners. In C. McBride-Chang & H. C. Chen (Eds.), *Reading Development in Chinese Children* (pp. 37-49). Westport, CT: Praeger Publishers. [number of citations: 30]
4. Cheung, H., McBride-Chang, C., & Chow, B. Y. -W. (2005). Reading Chinese. In R. M. Joshi & P. G. Aaron (Eds.), *Handbook of Orthography and Literacy* (pp. 421-438). Mahwah, NJ: Erlbaum.[number of citations: 48]
5. McBride-Chang, C., & Zhong, Y. -P. (2006). Emergent literacy skills in Chinese. In P. Li, L. -H. Tan & E. Bates (Eds.), *Handbook of East Asian Psycholinguistics* (V.1: Chinese Psycholinguistics) (pp. 81-90). London: Cambridge University Press. [number of citations: 6]
6. McBride-Chang, C., Shu, H., Ng, J. Y. W., Meng, X., & Penney, T. (2007). Morphological structure awareness, vocabulary, and reading. In R. K. Wagner, K. Tannenbaum, & A. Muse (Eds.), *Vocabulary Development and Its Implications for Reading Comprehension* (pp. 25-49). New York: Guilford.
7. McBride-Chang, C., & Liu, P. D. (2008). English literacy development in Chinese children. In *the Encyclopedia of Language and Literacy Development*. Canadian Language and Literacy Research Network.
8. Tong, X., Liu, D., & McBride-Chang, C. (2009). Metalinguistic and sub-character skills in Chinese literacy acquisition. In V. Connelly & C. Wood (Eds.), *Reading and spelling across languages* (pp. 202-217). London: Routledge.
9. McBride-Chang, C., Chow, Y. -Y., & Tong, X. (2010). Early literacy at home: General environment factors and specific parents' input. In D. Aram & E. Osnat (Eds.), *Festschrift for Iris Levin* (in Hebrew) (pp. 30-53). Israel: Tel Aviv University Press.
10. McBride-Chang, C., Lin, D., Fong, Y. C., & Shu, H. (2010). Language and literacy development in Chinese children. In M. H. Bond (Ed.), *The Handbook of Chinese*

Psychology (pp. 93-107). New York: Oxford University Press. [number of citations: 26]

11. McBride-Chang, C., Tong, X., Cho, J. -R., & Chow, Y. (in press). New directions for early literacy development in t Chinese and Korean. In K. Uichol (Ed.), *International and Cultural Psychology Series: Asia's educational miracle: Psychological, social and cultural 6perspective*. New York: Springer.
12. McBride-Chang, C., Chow, Y. Y. Y., & Tong, X. (2010). Early literacy at home: General environmental factors and specific parent input. In D. Aram & O. Korat (Eds.), *Literacy Development and Enhancement across Orthographies and Cultures*. Springer.
13. Cheung, H., McBride-Chang, C., & Tong, X. (2011). Learning a non-alphabetic script and its impact on later development of English as an L2. In A. Durgunoglu & M. Gerber (Eds.), *Language and literacy development of language learners* (pp. 168-187). New York: Guilford.
14. McBride-Chang, C., & Liu, P. D. (2011). Chinese reading development and reading disability: Fundamentals and how they might differ across orthographies. In P. McCardle, J. Ren, & O. Tzeng (Eds.), *Dyslexia Across Languages: Orthography and the Brain-Gene-Behavior Link* (pp. 40-55). Maryland: Paul H. Books Publishing.
15. McBride-Chang, C. (2012). Shared-book reading: There is no downside for parents. In S. Suggate and E. Reese (Eds.), *Contemporary Debates in Childhood Education and Development* (pp. 51-58). London: Routledge.
16. Li, T., & McBride-Chang, C. (2013). How character reading can be different from word reading in Chinese and why it matters for Chinese reading development. In X. Chen, Q. Wang & Y. C. Luo (Eds.), *Reading Development and Difficulties in Monolingual and Bilingual Chinese Children*. New York: Springer.
17. Zhou, Y. -L., Tong, X. -H., Mo, J. -H., & McBride-Chang, C. (2014) Cross-language transfer in bilingual students. In A. Clinton (Ed.), *Assessing bilingual children in context: An integrated approach* (pp.27-52). Washington, DC: American Psychology Association.
18. Zhang, J., & McBride-Chang, C. (2014). Learning to read around the world. In A. Holliman (Ed.), *The Routledge International Companion to Educational Psychology*. New York: Routledge.
19. Wang, Y., Lam, S. S.-Y., Mo, J., & McBride-Chang, C. (2014). Pinyin Knowledge as a

Potentially Important Marker of Early Literacy Development and Impairment in Mainland Chinese Children. In Chung, K. K. H., Yuen, K. C. P., & McInerney, D. M. (Eds.), *Understanding Developmental Disorders of Auditory Processing, Language and Literacy across languages: International perspectives*. Charlotte, N.C.: Information Age Publishing.

20. McBride-Chang, C., Tong, X., & Mo, J. (in press). Developmental dyslexia in Chinese. In William S.-Y. Wang (Ed.), *Oxford Handbook of Chinese Linguistics*.

Book Reviews

1. McBride-Chang, C. (1997). Mother-blaming as a social phenomenon. *Gender Studies News and Views*, 12, 11-13.
2. McBride-Chang, C. (2000). Review of "How Language Comes to Children." *Child Development Abstracts and Bibliography*, 74, 130-131.

RESEARCH GRANTS (PI)

1. Catherine McBride (PI), "The nature and stability of phonological processing and its importance relative to visual processing for reading Chinese and English", ref. no: 420798, GRF, 01/09/1998-31/08/2001, HK\$600,000
2. Catherine McBride (PI), "Universals and Specifics in Reading Development: Speed of Processing, Phonological Awareness, Morphological Awareness, and Home Literacy Environment", ref. no: 432501, GRF, 13/08/2001-13/08/2003, HK\$641,000
3. Catherine McBride (PI), "Morphological awareness and Chinese children's literacy development", ref. no: 448907, GRF, 01/07/2005-30/04/2008, HK\$1,207,212
4. Catherine McBride (PI), "Children's literacy development through writing: a 4-culture comparison", ref no: 448608, GRF, 01/10/2008-30/09/2011, HK\$777,778
5. Catherine McBride (PI), "The Development of Reading Comprehension and Writing Composition in Chinese Children", ref. no: 451210, GRF, 01/07/2010-31/12/2013, HK\$949,225
6. Catherine McBride (PI), "Reading difficulties in Chinese (L1) and English (L2): Co-occurrence and cognitive and perceptual correlates in Hong Kong children", ref. no: 451811, GRF, 01/10/2011-31/03/2014, HK\$647,785

7. Catherine McBride (PI), Hong Kong Prestigious Fellowship Award, "A Review of "Universal" Models of Word Reading in Relation to Chinese Learning" \$HK600,000, 2012 – 2013
8. Catherine McBride (PI), "Central Policy Unit - Public Policy Research Funding Scheme (2013-2014) - Processes of Children's Literacy Acquisition in Chinese as a Second Language", ref. no: 2013.A4.001.13A, PPR, 31/12/2013-31/12/2015, HK\$461,088.40
9. Catherine McBride (PI), "Reading Development in Chinese and in English: Genetic and Neuroscience Correlates", ref. no: CUHK8/CRF/13G, CRF, 01/05/2014-30/04/2018, HK\$7,511,385.00
10. Catherine McBride (PI), "Laterality and Neurodevelopmental Disorders", ref.no: X-CUHK404/14, Scottish Funding Council/Research Grants Council, 02/01/15-01/01/16, HK\$125,000
11. Catherine McBride (PI), "A Longitudinal Study of Chinese Children's Spelling Development", ref. no: 14654116, GRF, 01/01/2017-31/12/2019, HK\$1,379,348

RESEARCH GRANTS (CI)

1. Catherine McBride (CI), "The early predictors of reading development and dyslexia in Chinese children", National Foundation of China, 2005, RMB\$300,000.00 (PI: Twila Tardif, Weiling Liang, & Fei Xu),
2. Catherine McBride (CI), "Temporal processing and cognitive processing in Chinese dyslexic children: Behavioral and electrophysiological investigation", GRF, 2005, HK\$831,626 (PI: K.K.H. Chung , T. Penney, C. S.-H. Ho, & H. Cheung)
3. Catherine McBride (CI), "Developmental Dyslexia in Chinese: Cognitive Deficits, Sensory Impairment and Genetic Mechanism", ref. no: 30870758, National Natural Science Foundation of China, 2008-2011, RMB\$350,000. (PI: Shu Hua, Liu Hongyun, Lijun)
4. Catherine McBride (CI), "Making speech three-dimensional: Adding tone to consonant- and vowel-based speech perception and language acquisition research, quantification and theory", ref. no: DP0988201, ARC (Australia) Discovery Project, 2008-2011, AU\$355,000.00 (PI: Denis Burnham, T Kuratate, K Mattock)

5. Catherine McBride (CI), “Longitudinal predictors of behavioural regulation, oral language and reading-related cognitive skills in Chinese reading achievement across Chinese children from different SES backgrounds”, GRF, 2008-2011, HK\$900,000 (PI: Kevin Chung)
 6. Catherine McBride (CI), Korean Hangul reading science.” Social Science Korea (SSK) supported by the National Research Foundation of Korea, Korean Government (NRF-2013S1A3A2054928), 2013-2016, USD\$ 630,000 (PI: J.R. Cho).
 7. 2015-2018, International expert member of the European Cost Action IS1401/ELN -Strengthening Europeans’ capabilities by establishing the European Literacy Network (ELN) funded by the EU Framework Programme Horizon 2020.
- Rao, N., McBride, C., Chen, E.C., Becher, Y., & Tse, S.K. (2014). Promoting early development and learning in children from ethnic minorities.

AWARDS AND HONORS

1. Phi Beta Kappa, Oberlin College, 05/1989
2. Outstanding Senior Research Paper in Psychology, Oberlin College, 05/1989
3. American Association of University Women, American Scholar Dissertation Fellowship, US \$14, 5000.00, 07/1993 - 07/1994
4. Outstanding Dissertation of the Year, USC Psychology Department, 08/1994
5. James S. McDonnell Foundation Postdoctoral Fellowship, James S. McDonnell Foundation, 09/1994 – 09/1996
6. American Educational Research Association Division C Student Paper Award, American Educational Research Association, 04/1996
7. Voting Membership Status, Society for the Scientific Studies of Reading, 08/1998
8. Fellow, Association for Psychological Science, 2006
9. Exemplary Teaching Award, The Chinese University of Hong Kong, 2006
10. Outstanding Research Award, The Chinese University of Hong Kong, 2006 – 2007
11. President, Society for the Scientific Study of Reading, 2014 – 2015
12. Hong Kong Prestigious Fellowship Award, 2012
13. Institute for Advanced Study in Europe (EURIAS) Senior Fellowship: Understanding dyslexia across cultures, 2017 – 2018

14. Founding President, Association for Reading and Writing in Asia (ARWA), 2016 – 2019
15. International expert member of the European Cost Action IS1401/ELN - Strengthening Europeans' capabilities by establishing the European Literacy Network (ELN) funded by the EU Framework Programme Horizon 2020, 2015 – 2018

EDITORSHIP

Associate Editor, *International Journal of Behavioural Development* (2015-present)

Associate Editor, *Reading and Writing* (2011-present)

Associate Editor, *Developmental Psychology* (2006-2013)

Associate Editor, *Journal of Research in Reading* (2009-2011)

Associate Editor, Education Section, *International Encyclopedia of Social and Behavioral Sciences* (2nd edition) (2011-present)

Editorial Board, *Child Development Perspectives* (2011-present)

Editorial Board, *Scientific Studies of Reading* (2002-present)

Editorial Board, *Annals of Dyslexia* (2003-2010)

Editorial Board, *Literacy Studies: Perspectives from Cognitive Neurosciences, Linguistics, Psychology, and Education* (book series--2004-present)

Editorial Board, *Journal of Experimental Child Psychology* (2005-2012)

Editorial Board, *Reading Research Quarterly* (2006-2011)

Editorial Board, *Journal of Educational Psychology* (2006-present)

Editorial Board, *Psychological Science* (2007-2008)

Editorial Board, *Educational Researcher* (2010-present)

Editorial Board, *Applied Psycholinguistics* (2012-present)

Editorial Board, *Child Development* (2013-2015)

Ad hoc reviewer for many journals, including

1. *Applied Psycholinguistics* (U.K.)
2. *Behavior Research Methods, Instruments, and Computers* (U.S.)

3. *Bilingualism* (U.S.)
4. *British Journal of Educational Psychology* (U.K.)
5. *Child Development* (U.S.)
6. *Creativity Research Journal* (U.S.)
7. *Development and Psychopathology* (U.S.)
8. *Early Education and Development* (U.S.)
9. *Economic and Social Research Council* (U.K.)
10. *Educational Research Journal* (HK)
11. *Educational Research Quarterly*(U.S.)
12. *Experimental Psychology* (Germany)
13. *International Journal of Behavioral Development* (Canada)
14. *International Journal of Psychology* (U.S.)
15. *James S. McDonnell Foundation Grants Committee* (U.S.)
16. *Journal of Child Language* (U.K.)
17. *Journal of Early Adolescence* (U.S.)
18. *Journal of Experimental Psychology* (U.S.)
19. *Journal of Psychology in Chinese Societies* (HK)
20. *Journal of Special Education* (U.S.)
21. *Journal of Speech, Hearing, and Language Research* (U.S.)
22. *Language and Cognitive Processes* (U.S.)
23. *Perceptual and Motor Skills* (U.S.)
24. *Phonological Processing Test Battery, Pro-Ed* (U.S.)
25. *Psychologia* (Japan)
26. *Psychological Reports* (U.S.)
27. *Self and Society* (U.S.)

KEYNOTE SPEECHES/ DISTINGUISHED LECTURES (Total: 9)

1. McBride-Chang, C. (2008). *Babel in Print: Children's Literacy Development across Cultures*. Keynote presentation presented at the 20th Biennial Meeting of the International Society for the Study of Behavioural Development. Wurzburg, Germany. (July 16).
2. McBride-Chang, C. (2009). *How Chinese dyslexia might be similar and different from manifestations of dyslexia in other languages*. Invited presentation for The Dyslexia Foundation workshop on dyslexia across cultures. Taipei, Taiwan (January 18).
3. McBride-Chang, C. (2010). *New angles on Chinese literacy development*. Keynote presentation presented at the Research on Reading Chinese Conference, OISE, University of Toronto, Canada (July 2).
4. McBride-Chang, C. (2011). *Is Chinese Special?* Invited presentation for the University of Jyväskylä. Jyväskylä, Finland (September).
5. McBride-Chang, C. (2011). *Diversity and Overlap in Literacy Skills for Children Learning L1 Chinese and L2 English: Implications for Educators*. Keynote presentation presented at the Centre for Research in Pedagogy and Practice. National Institute of Education. Singapore (Dec 16).
6. McBride-Chang, C. (2012). *Models of Speech Perception and reading in L1 Chinese and L2 English*. Invited presentation for the Global Conference on Disorders in Auditory Processing, Literacy, Language and Related Sciences. Hong Kong Institute of Education (Jan 4-7), Hong Kong.
7. McBride-Chang, C. (2012). *The ABCs of Chinese: Fundamental Challenges in Learning to Read Chinese in L1 and L2*. Keynotes presentation presented at the 11th Chinese Articulation Workshop. Chinese International School, Hong Kong (April 20-21).
8. McBride-Chang, C. (2012). *Bilinguals and reading difficulties*. Invited presentation for the Psychology of Bilingualism Summer Institute, Fordham University (July 5), Fordham University, New York, USA.
9. McBride-Chang, C. (2012). *Writing for and submitting to international journals*. Keynote presentation presented at the 18th Annual Conference of the International

Association for World Englishes (IAWE) Parallel Session. Sun Yat-sen University, Guangzhou, China (December 9).

10. McBride, C. (2013). *(How) is Chinese special? Unique features of the Chinese orthography and implications for early literacy development*. Keynote presentation presented at the 2nd International Conference on Psycholinguistics in China, Fujian, China (November 23)

INVITED UNIVERSITY PRESENTATIONS AT THE FOLLOWING UNIVERISITIES:

BEIJING NORMAL U, CHINESE ACADEMY OF SCIENCES, UC BERKELEY, PURDUE UNIVERSITY, HARVARD UNIVERSITY, UNIVERSITY OF SYDNEY, UNIVERSITY OF ZURICH

CONFERENCE ORGANIZATION

Organizing the 20th Annual Meeting of the Society for the Scientific Study of Reading, Montreal, July 11-14, 2012; Hong Kong, 10-13 July 2013

PROFESSIONAL SOCIETY ACTIVITIES

Member, Society for the Scientific Study of Reading, 1994 – present

Voting Member, Society for the Scientific Studies of Reading, 1998 – present

International Coordinator, Scientific Studies of Reading, 2006 – 2007

Elected Board Member, Scientific Studies of Reading, 2009 – present

Vice President, Incoming President, Scientific Studies of Reading, 2010 – 2012

President, Scientific Studies of Reading, 2014-2015

Founding President of Association for Reading and Writing in Asia, 2016

POSTGRADUATE STUDENTS

Graduated PhD students (Total: 11; 3 ongoing, including)

Xiuli Tong, Assistant Professor, Hong Kong University

Dan Lin, Assistant Professor, Hong Kong Institute of Education
Phil D. Liu, Assistant Professor, Hong Kong Institute of Education
Sam Cheung, Senior Lecturer, Hong Kong Baptist University
Angel Leung, Assistant Professor, Hong Kong Institute of Education
Juan Zhang, Assistant Professor, University of Macau
Yanling Zhou, Assistant Professor, Hong Kong Institute of Education
Ying Wang, Postdoctoral Fellow, University of Michigan
Sylvia Kalindi, Postdoctoral Fellow, The Chinese University of Hong Kong
Xiuhong Tong, Associate Professor, Hangzhou University
Lanny Mo, Research Associate, Hong Kong Institute of Education

Graduated MPhil students (Total: 14, including)

Bonnie Chow, Associate Professor City University of Hong Kong
Silvia Lam, Ph.D. student, Northwestern University

INTERNAL SERVICE

Department/ Faculty

Member, Curriculum Committee, 1996-1999, 2002-2003, 2006-present

Member, Research Committee, 1997-1999, 2004-present

Vice Chair, Lab Committee, 1999-2000

Member, Graduate Panel, 1999-present

Coordinator, Psychology Department Graduate Panel postgraduate students,
2000-2005

Chair, Curriculum Committee, 2003-2006

Chair, Lab Committee, 2007-present

Member, Exco Committee, 2001-present (excluding 02-03 academic year)

Member, Search Committee, 2001-2002; 2004-2009

Director, Developmental Centre, 2005-present

College/ University

Elected Board Member, Faculty of Social Sciences 1997-1999

Co-organizer, C.U.H.K. symposium on developmental psychology, 2000

Member, Education Reform Task Force, 2000-2001

Member, Writing Across the Curriculum (WAC), 2002-2003

Interviewer, Tufts Institute for Leadership and International Perspective,

Office of Academic Links, 2003-2004

Member, Committee on Teaching and Learning, Faculty of Social Sciences,

2003-2006

Member, Gender Studies Undergraduate Minor Sub-Committee, 2004-2007

College Coordinator, New Asia College (for Department of Psychology), 2005-2008

Member, Social Sciences Panel, 2007-present

Associate Dean for Research, Social Sciences, 2012-present

Chair, Ethics Committee for Social and Behavioral Sciences, 2012-present

EXTERNAL SERVICE

Honorary Advisor, LiPace, Diploma in Child Psychology Programme, Open
University of Hong Kong, 2001-2004

Consultant, Early Literacy Instruction Project, National Center on Educational
Outcomes (U.S.), 2003

Adjudicator, UNICEF Young Envoys Club, 2005

Organizing Committee, Processing Chinese and Other East Asian Languages
Conference, 2005

Onsite Supervisor, Ohio University, 2005-2006

Website for parents and teachers on optimal parent-child reading:

<http://www.psy.cuhk.edu.hk/~qefproject> 2005

Ph.D. External Examiner, University of Alberta, Hong Kong University, University of Toronto, London Metropolitan University; University of Melbourne

External examiner for tenure and promotion cases Dalhousie University (Canada), University of Maryland (U.S.), Ohio State University (U.S.), University of Toronto (Canada), Hong Kong University, National University of Singapore, University of Sydney, Harvard University, Fordham University (U.S.)
2006-present

University Grants Committee Member, 2011-2013

External Evaluator, Hong Kong Shue Yan University, 2010; 2011; 2013; National University of Singapore, 2015