

Curriculum Vitae

Shelley Xiuli Tong

PERSONAL INFORMATION

Position: Professor

Address: Human Communication, Development, and Information Sciences
Faculty of Education
Room 804C, Meng Wah Complex
University of Hong Kong
Pokfulam Road, Hong Kong
Email: xltong@hku.hk

Research Lab: Speech, Language, and Reading Lab
<https://srlab.edu.hku.hk/>

ORCID id: 0000-0003-3319-4609

ACADEMIC QUALIFICATIONS

1998 - 2002	Department of Psychology, Northeast Normal University, China	B.S.	Psychology	First-class honours, Vice-Chancellor's Medal
2002 - 2005	School of Psychology, South China Normal University, China	M.Ed.	Educational & Developmental Psychology	Professor Lei Mo and Professor Zhe Chen
2005 - 2008	Department of Psychology, Chinese University of Hong Kong, Hong Kong	Ph.D.	Developmental Psychology	Professor Catherine McBride

ACADEMIC APPOINTMENTS

2008 - 2010	Dalhousie University, Canada	Postdoctoral Fellow	Department of Psychology and Neuroscience
2010 - 2011	University of Western Sydney, Australia	Postdoctoral Fellow	MARCS Institute for Brain, Behaviour and Development

2011 - 2017	University of Hong Kong, Hong Kong	Assistant Professor (tenure-track)	Faculty of Education
2017 - 2021	University of Hong Kong, Hong Kong	Associate Professor (tenured)	Faculty of Education
2022 – present	University of Hong Kong, Hong Kong	Full Professor	Faculty of Education

HONORARY ACADEMIC APPOINTMENTS

2015	Harvard Graduate School of Education, USA
2016 - 2018	RIKEN Center for Brain Science, Tokyo, Japan
2019 - 2020	School of Medicine, University of California, San Francisco, USA

HONOURS AND AWARDS (* most prestigious research award)

2021	Outstanding Researcher Award	Faculty of Education, University of Hong Kong
2021	Research Output Prize	Faculty of Education, University of Hong Kong
2021	* RGC Research Fellow	Hong Kong Research Grants Council
2019	* Fulbright-RGC Hong Kong Senior Research Scholar Award	U.S. Consulate-General in Hong Kong and Hong Kong Research Grants Council
2019	Young Research Talent of Strategically Oriented Research Themes (SORT)	University of Hong Kong
2017	Research Output Prize	University of Hong Kong
2017	Research Output Prize	Faculty of Education, University of Hong Kong
2016	Outstanding Young Researcher Award	Faculty of Education, University of Hong Kong
2015	Overseas Fellowship Award	University of Hong Kong
2011	*Spencer Foundation Postdoctoral Fellowship	U.S. National Academy of Education

2011	Travel Award for a Canadian Conference on Developmental Psychology	Dalhousie University, Canada
2010	Postdoctoral Fellow Conference Travel Grant	Dalhousie University
2009	International Travel Award for Biennial Meeting of SRCD	Jacobs Foundation
2008	The Rebecca L. Sandak Young Investigator Award	Society for Scientific Studies of Reading
2006 - 2008	Overseas Academic Activities Travel Grants	Chinese University of Hong Kong
2006	Dr. Lion Francis K. Pan Scholarship	Chinese University of Hong Kong
2005	Outstanding Graduate Research Scholarship	South China Normal University
2004	Postgraduate Scientific Study Award	South China Normal University
2002	Outstanding Undergraduate Dissertation Award	Northeast Normal University
2002	Vice-Chancellor's Medal Award	Northeast Normal University
2001	National Baosteel Scholarship	Northeast Normal University
2000	Filial Piety Scholarship	Northeast Normal University
1999 - 2002	University President's Scholarship (Three consecutive years)	Northeast Normal University

RESEARCH AND SCHOLARSHIP

SCHOLARLY BOOKS AND CHAPTERS

1. Deacon, S. H., **Tong, X.**, & Mimeau, C. (2016). Morphological and semantic processing in developmental dyslexia: A theoretical and empirical review. In L. Verhoeven, C. Perfetti, K. Pugh, & (Eds.), *Developmental dyslexia across languages and writing systems* (pp. 327-349). Cambridge University Press.
<https://doi.org/10.1017/9781108553377.015>

2. **Tong, X.**, Lam, S., & McBride-Chang, C. (2015). Chinese literacy acquisition: A multidimensional puzzle. In W. S-Y. Wang & C. McBride-Chang (Eds.), *The international encyclopedia of the social & behavioural science*. Amsterdam: Elsevier Ltd.
3. Deacon, S. H., & **Tong, X.**, (2013). Crianças com dificuldades [Unexpected poor comprehenders: Children with an often unrecognized and profoundly debilitating reading difficulty]. In M. R. Maluf & C. Cardoso-Martins (Eds.), *Alfabetização no século XXI: Como se aprende a ler e a escrever* [Literacy in the XXI Century: How to learn to read and write] (pp. 155-170). PENSO
4. 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.
5. McBride-Chang, C., Chow, 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* (pp. 97-127). New York: Springer.
6. **Tong, X.**, Liu, D., & McBride-Chang, C. (2009). Metalinguistic and sub-character skills in Chinese literacy acquisition. In C. Wood & V. Connelly (Eds.), *Contemporary perspectives on reading and spelling* (pp. 202-217). London: Routledge.
7. Mo, L., Chen, Z., Wang, R., Chen, H., & **Tong, X.** (2006). *A microgenetic training on young children's scientific creativity*. Guang Zhou: Ji Nan University Press (in Chinese).

PEER-REVIEWED JOURNAL PUBLICATIONS (Total citations = 2,355, h-index = 24
 *Corresponding Author; +HKU Graduate Student Author; ^HKU Undergraduate Student Author)

1. Tong, X., Chiu, M. M., & **Tong, S.[xiuli]** (2023). Synergetic effects of phonological awareness, vocabulary and wording reading on reading comprehension in bilingual children: A 3-year study. *Contemporary Educational Psychology*.
2. **Tong, S.[xiuli]**, Duan, R., Shen, W., Yu, Y., & Tong, X. (2022). Multiple mechanisms regulate statistical learning of orthographic regularities in school-age children: Neurophysiological evidence. *Developmental Cognitive Neuroscience*, <https://doi.org/10.1016/j.dcn.2022.101119>
3. **Tong, S.[xiuli]** & Tong, X. (2022). How vocabulary breadth and depth influence bilingual reading comprehension: Direct and indirect pathways. *Learning and Individual Differences*, <https://doi.org/10.1016/j.lindif.2022.102227>
4. +Lee, S. M. K., +Liu, H. W., & ***Tong, S. X.** (2022). Identifying Chinese children with dyslexia using machine learning with character dictation. *Scientific Studies of Reading*. <https://doi.org/10.1080/10888438.2022.2088373>.
5. ^Lam, J. H. Y., Chiu, M. M., +Lee, S. M. K., & ***Tong, X-L.** (2022). Psychosocial factors, but not professional practice skills, linked to self-perceived effectiveness of telepractice in school-based speech and language therapists during COVID-19 pandemic. *International Journal of Language and Communication Disorders*.

6. ^Lam, J. H-Y., & ***Tong, X-L.** (accepted Nov 27, 2022). Development and validation of the online learning process questionnaire (OLPQ) at home for primary-school children and their caregivers. *Learning Environment Research*. <https://doi.org/10.1007/s10984-022-09443-9>
7. +Lentejas, K-J., ^Lam, J. H-Y., & ***Tong, S. X-L.** (2022). Professional training and therapeutic resources needed for the adoption of telepractice in the Philippines. *Communication Disorders Quarterly*, 1-9. <https://doi.org/10.1177/15257401221119969Tong>,
8. Tong, X-H., +Deng, Q., & ***Tong, S. X-L.** (2022). Syntactic awareness matters: Uncovering reading comprehension difficulties in Hong Kong Chinese-English bilingual children. *Annals of Dyslexia*. <https://doi.org/10.1007/s11881-022-00268-y>
9. +Lee, H. K., ^Chan, W. S. & ***Tong, X-L.** (2022). The heterogeneity and the interrelationships among theory of mind, executive function, and reading comprehension deficits in Hong Kong Chinese children with autism. *Reading and Writing*. <https://doi.org/10.1007/s11145-022-10298-y>
10. ^Lam, J. H-Y., & ***Tong, X-L.** (2022). Development and validation of the online learning attitude questionnaire (OLAQ) among primary school children and caregivers. *Interactive Learning Environment*. <https://www.tandfonline.com/loi/nile20>
11. +Lee, M-K. S., + Cui, Y., & ***Tong, X., (2022).** Toward a model of statistical learning and reading: Evidence from a meta-analysis. *Review of Educational Research*. <https://doi.org/10.3102/00346543211073188>
(IF = 14.81, no. of citation = Nil, journal ranked 17/263 or Q1 in Education and Educational Research)
12. Deng, Q. & ***Tong, X.** (2021). Understanding text reading comprehension in Chinese students who are d/deaf and hard of hearing: The roles of segmental phonological awareness and suprasegmental lexical tone awareness. *American Annals of the Deaf*.
13. +Lam, J. H.-Y. & ***Tong, X.** (2021). Drawing a new picture: Children with developmental dyslexia exhibit superior nonverbal creativity. *Research in Developmental Disabilities*. 116, 104036. <https://doi.org/10.1016/j.ridd.2021.104036>
(IF = 3.230, no. of citation = Nil, journal ranked 5/54 or Q1 in Special Education)
14. Tong, X., Kwan, J. Y-K., **Tong, X. (Xiuli)**, & Deacon, H. (accepted, 2021). How Chinese-English bilingual children draw on syntactic awareness in reading comprehension: Within and cross-language effects. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.400>
(IF = 3.543, no. of citation = Nil, journal ranked 17/263 or Q1 in Education and Educational Research)

15. +Deng, Q., & ***Tong, S. X-L.** (2021). Linguistic but not cognitive weaknesses in deaf or hard-of-hearing poor comprehenders. *Journal of Deaf Studies and Deaf Education*. 26 (3), 351-362. <https://10.1093/deafed/enab006>
(IF = 1.521, no. of citation = Nil, journal ranked 16/42 or Q2 in Special Education)
16. +Deng, Q., & ***Tong, S. X-L.** (2021). Suprasegmental but not segmental phonological awareness matters in understanding bilingual reading comprehension difficulties in Chinese and English: A 3-year longitudinal study. *Annals of Dyslexia*.
<https://doi.org/10.1007/s11881-021-00213-5>
(IF = 1.595, no. of citation = Nil, journal ranked 15/42 or Q2 in Special Education)
17. James, E., Currie, N., **Tong, S. X-L.**, & Cain, K. (2021). The relations between morphological awareness and reading comprehension in beginner readers to young adolescents. *Journal of Research in Reading*, 44(1), 110-130.
<https://doi.org/10.1111/1467-9817.12316>
(IF = 1.256, no. of citation = 1, journal ranked 180/263 or Q3 in Education and Educational Research)
18. ^Lam, J. H-Y., + Lee, S. M-K, & ***Tong, X-L.** (2021). Parents' and students' perception of telepractice services for speech-language therapy during the Covid-19 pandemic: Survey study. *JMIR Pediatrics and Parenting*, 4(1): e25675.
<https://pediatrics.jmir.org/2021/1/e25675/>
(IF = Nil, no. of citation = Nil, journal ranked Nil)
19. +Deng, Q., Gu, F., & ***Tong, S. X.-L.** (2020). Lexical processing in sign language: A visual mismatch negativity study. *Neuropsychologia*, 148: 107629.
<https://doi.org/10.1016/j.neuropsychologia.2020.107629>
(IF = 2.652, no. of citation = Nil, journal ranked 23/89 or Q2 in Experimental Psychology)
20. Hu, A, Gu, F., Wong, L. N., **Tong, X.**, & Zhang, X. (2020). Visual mismatch negativity elicited by semantic violations in visual words. *Brain Research*, 1746: 147010.
<https://doi.org/10.1016/j.brainres.2020.147010>
(IF = 2.733, no. of citation = 1, journal ranked 157/272 or Q3 in Neurosciences)
21. +Lee, S. M-K. & ***Tong, X.** (2020). Spelling in developmental dyslexia in Chinese: Evidence of deficits in statistical learning and over-reliance on phonology. *Cognitive Neuropsychology*. <https://doi.org/10.1080/02643294.2020.1765754>
(IF = 2.396, no. of citation = Nil, journal ranked 33/78 or Q2 in Psychology)
22. ***Tong, X.**, +Deng, Q., Deacon, S.H., Saint-Aubin, J., & Wang, S. (2020). To see or not to see: The roles of item properties and language knowledge in Chinese missing logographeme effect. *Applied Psycholinguistics*, 41(5), 1113-1139.
<https://doi.org/10.1017/s0142716420000466>
(IF = 1.412, no. of citation = Nil, journal ranked 57/187 or Q2 in Linguistics)
23. Tong, X., Wang, Y., & ***Tong, S.[Xiuli]** (2020a). Neurocognitive correlates of statistical learning of orthographic-semantic connections in Chinese adult learners. *Neuroscience Bulletin*. <https://doi.org/10.1007/s12264-020-00500-y>
(IF = 4.326, no. of citation = Nil, journal ranked 77/272 or Q2 in Neurosciences)

24. Tong, X., Wang, Y., & ***Tong, S.[Xiuli]** (2020b). The neural signature of statistical learning of orthography. *Frontiers in Human Neuroscience*, 14(26). <https://doi.org/10.3389/fnhum.2020.00026>
(IF = 2.673, no. of citation = Nil, journal ranked 24/78 or Q2 in Psychology)
25. ***Tong, X.**, + Zhang, P., & + He, X. (2020). Statistical learning of orthographic regularities in Chinese children with and without dyslexia. *Child Development*, 91 (6), 1953-1969. <https://doi.org/10.1111/cdev.13384>
(IF = 4.891, no. of citation = Nil, journal ranked **3/60 or Q1** in Educational Psychology)
26. +Choi, W., ***Tong, X.**, & Deacon, S. H. (2019) From Cantonese lexical tone awareness to second language English vocabulary: Cross-language mediation by segmental phonological awareness. *Journal of Speech, Language, and Hearing Research*, 62, 1875-1889. https://doi.org/10.1044/2019_JSLHR-L-17-0323
(IF = 1.873, no. of citation = 1, journal ranked **29/187 or Q1** in Linguistics)
27. *+Choi, W., ***Tong, X.**, & Samuel, A. (2019). Better than native: Tone language experience enhances English lexical stress discrimination in Cantonese-English bilingual listeners. *Cognition*, 189, 188-192. <http://doi.org/10.1016/j.cognition.2019.04.004>
(IF = 3.294, no. of citation = 2, journal ranked 14/89 or **Q1** in Experimental Psychology)
28. +Deng, Q., Choi, W., & ***Tong, X.** (2019). Bidirectional cross-linguistic association of phonological skills and reading comprehension: Evidence from Hong Kong Chinese-English bilingual readers. *Journal of Learning Disabilities*, 52(4), 299-311. <http://doi.org/10.1177/0022219419842914>
(IF = 2.144, no. of citation = 2, journal ranked **4/42 or Q1** in Special Education)
29. Gu, F., Wong, L., Hu, A., Zhang, X., & ***Tong, X.** (2019). A lateral inhibition mechanism explains the dissociation between mismatch negativity and behavioral pitch discrimination. *Brain Research*, 1, 1720: 146308
<https://doi.org/10.1016/j.brainres.2019.146308>
(IF = 2.733, no. of citation = 1, journal ranked 157/272 or Q3 in Neurosciences)
30. Hulme, C., Zhou, L., **Tong, X.**, Lervag, A., & Burgoyne, K. (2019). Learning to read in Chinese: Evidence for reciprocal relationships between word reading and oral language skills. *Developmental Science*, 22(1): e12745. <https://doi.org/10.1111/desc.12745>
(IF = 3.722, no. of citation = 4, journal ranked **10/89 or Q1** in Experimental Psychology)
31. **Tong, X.**, Leung, ^W. W-S., & *Tong, X.[Xiuli] (2019). Visual statistical learning and orthographic awareness in Chinese children with and without developmental dyslexia. *Research in Developmental Disabilities*, Sept 92: 103443. <https://doi.org/10.1016/j.ridd.2019.103443>
(IF = 1.836, no. of citation = 7, journal ranked **7/42 or Q1** in Special Education)

32. Tong, X., Shen, W., Li, Z., Xu, M., Pan, L., & ***Tong, X. [Xiuli]** (2019). Phonological, not semantic, activation dominates Chinese character recognition: Evidence from a visual world eye-tracking study. *Quarterly Journal of Experimental Psychology*, 73(4), 617-628. <https://doi.org/10.1177/1747021819887956>
(IF = 2.077, no. of citation = Nil, journal ranked 44/78 or Q3 in Psychology)

33. ***Tong, X.**, Wong, R. W-Y., Kwan, J. Y-K., & Arciuli, J. (2019). Theory of mind as a mediator of reading comprehension differences between Chinese school-age children with autism and typically developing peers. *Scientific Studies of Reading*, 24(4), 292-306. <https://doi.org/10.1080/10888438.2019.1666133>
(IF = 2.910, no. of citation = 2, journal ranked 32/263 or Q1 in Education and Educational Research)

34. +Tsui, R. K.-Y., ***Tong, X.**, & Chan, S.-K. (2019). Impact of language dominance on phonetic transfer in Cantonese-English bilingual language-switching. *Applied Psycholinguistics*, 40(1), 29-58. <https://doi.org/10.1017/S0142716418000449>
(IF = 1.412, no. of citation = 1, journal ranked 57/187 or Q2 in Linguistics)

35. Zhao, J., Chen, S., **Tong, X.**, & Yi, L. (2019). Advantage in character recognition among Chinese preschool children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49(2), 4929-4940. <https://doi.org/10.1007/s10803-019-04202-x>
(IF = 3.047, no. of citation = 1, journal ranked 16/77 or Q1 in Developmental Psychology)

36. +Choi, W., ***Tong, X.**, Law, K. K.-S., & Cain, K. (2018). Within- and cross-language contributions of morphological awareness to word reading development in Chinese-English bilingual children. *Reading and Writing*, 31(8), 1787-1820. <https://doi.org/10.1007/s11145-017-9770-0>
(IF = 1.445, no. of citation = 2, journal ranked 155/263 or Q3 in Education and Educational Research)

37. ***Tong, X.**, °Choi, W., & ^Man, Y. Y. (2018). Tone language experience modulates the effect of long-term musical training on musical pitch perception. *Journal of the Acoustical Society of America*, 144(2), 690-697. <http://dx.doi.org/10.1121/1.5049365>
(°Co-first author, IF = 1.780, no. of citation = 2, journal ranked 10/27 or Q2 in Audiology and Speech-Language Pathology)

38. ***Tong, X.**, & McBride, C. (2018). Toward a graded psycholexical space mapping model: Sublexical and lexical representations in Chinese character reading development. *Journal of Learning Disabilities*, 51(5), 482-489. <https://doi.org/10.1177/0022219417718199>
(IF = 2.144, no. of citation = 5, journal ranked 4/42 or Q1 in Special Education)

39. Choi, W., ***Tong, X.**, & Deacon, H. (2017). Double dissociations in reading comprehension difficulties among Chinese-English bilinguals and their association with tone awareness. *Journal of Research in Reading*, 40(2), 184-198. <http://dx.doi.org/10.1111/1467-9817.12077>
(IF = 1.256, no. of citation = 7, journal ranked 180/263 or Q3 in Education and Educational Research)

40. +Choi, W., ***Tong, X. [Xiuli]**, Gu, F., Tong, X., & Wong, L. (2017). On the early neural perceptual integrality of tones and vowels. *Journal of Neurolinguistics*, 41, 11-23.
<https://doi.org/10.1016/j.jneuroling.2016.09.003>
(IF = 1.853, no. of citation = 5, journal ranked 30/187 or Q1 in Linguistics)

41. +Choi, W., ***Tong, X.**, & Singh, L. (2017). From lexical tone to lexical stress: A cross-language mediation model for Cantonese children learning English as a second language. *Frontiers in Psychology*, 8(492). <https://doi.org/10.3389/fpsyg.2017.00492>
(IF = 2.067, no. of citation = 5, journal ranked 45/138 or Q2 in Multidisciplinary Psychology)

42. Deacon, S. H., **Tong, X.**, & Francis, K. (2017). The relationship of morphological analysis and morphological decoding to reading comprehension. *Journal of Research in Reading*, 40, 1-16. <https://doi.org/10.1111/1467-9817.12056>

43. He, X., & ***Tong, X.** (2017). Statistical learning as a key to cracking Chinese orthographic codes. *Scientific Studies of Reading*, 21(1), 60-75.
<https://doi.org/10.1080/10888438.2016.1243541>
(IF = 2.910, no. of citation = 6, journal ranked 32/263 or Q1 in Education and Educational Research)

44. He, X., & ***Tong, X.** (2017). Quantity matters: Children with dyslexia are impaired in a small, but not large, number of exposures during implicit repeated sequence learning. *American Journal of Speech-Language Pathology*, 26(4), 1080-1091.
https://doi.org/10.1044/2017_AJSLP-15-0190
(IF = 1.486, no. of citation = 8, journal ranked 52/187 or Q2 in Linguistics)

45. ***Tong, X.**, & Deacon, S. H. (2017). Understanding poor comprehenders in different orthographies: Universal versus language-specific skills. *Journal of Research in Reading*, 40(2), 119-124. <https://doi.org/10.1111/1467-9817.12112>
(IF = 1.256, no. of citation = Nil, journal ranked 180/263 or Q3 in Education and Educational Research)

46. **Tong***, X., +He, X., & Deacon, H. (2017). Tone matters for Cantonese-English bilingual children's English word reading development: A unified model of phonological transfer. *Memory & Cognition*, 45(2), 320-333. <https://doi.org/10.3758/s13421-016-0657-0>
(IF = 1.694, no. of citation = 6, journal ranked 57/89 or Q3 in Experimental Psychology)

47. **Tong, X.**, *Tong, X [Xiuli], & 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.
<http://dx.doi.org/10.1016/j.cedpsych.2016.07.003>
(IF = 2.863, no. of citation = 17, journal ranked 12/60 or Q1 in Educational Psychology)

48. Tong, X., ***Tong, X. [Xiuli]**, & McBride, C. (2017). Radical sensitivity is the key to understanding Chinese character acquisition in children. *Reading and Writing*, 30(6), 1251-1265. <https://doi.org/10.1007/s11145-017-9722-8>
(IF = 1.445, no. of citation = 9, journal ranked 155/263 or Q3 in Education and Educational Research)

49. **Tong, X.**, *Tong, X. [Xiuli], & ^Yiu, F. K. (2017). Beyond auditory sensory processing deficits: Lexical tone perception deficits in Chinese children with developmental dyslexia. *Journal of Learning Disabilities*, 51(3), 293-301.
<https://doi.org/10.1177/0022219417712018>
(IF = 2.144, no. of citation = 3, journal ranked 4/42 or Q1 in Special Education)

50. +Choi, W. T.-M., *Tong, X., & Cain, K. (2016). Lexical prosody beyond first-language boundary: Chinese lexical tone sensitivity predicts English reading comprehension. *Journal of Experimental Child Psychology*, 148, 70-86.
<https://doi.org/10.1016/j.jecp.2016.04.002>
(IF = 2.301, no. of citation = 11, journal ranked 25/77 or Q2 in Developmental Psychology)

51. ***Tong, X.**, Kwan, J. L.-Y., ^Wong, D. W.-M., ^Lee, S. M.-K., & ^Yip, J. H.-Y. (2016). Toward a dynamic interactive model of non-native Chinese character processing. *Journal of Educational Psychology*, 108(5), 680-693. <https://doi.org/10.1037/edu0000083>
(IF = 5.028, no. of citation = 3, journal ranked 2/60 or Q1 in Educational Psychology)

52. ***Tong, X.**, ^Lee, S. M.-K., ^Lee, M. M.-L., & Burnham, D. (2015). A tale of two features: Perception of Cantonese lexical tone and English lexical stress in Cantonese-English bilinguals. *PLoS ONE*, 10(11), e0142896.
<https://doi.org/10.1371/journal.pone.0142896>
(IF = 2.740, no. of citation = 13, journal ranked 27/71 or Q2 in Multidisciplinary Sciences)

53. ***Tong, X. [Xiuli]**, McBride, C., & Tong, X. (2015). Tune in to the tone: Lexical tone identification is associated with vocabulary and word recognition abilities in young Chinese children. *Language and Speech*, 58(4), 441-458.
<https://doi.org/10.1177/0023830914562988>
(IF = 1.098, no. of citation = 15, journal ranked 78/187 or Q2 in Linguistics)

54. ***Tong, X. [Xiuli]**, Tong, X., & McBride-Chang, C. (2015). 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*, 48(2), 130-145. <https://doi.org/10.1177/0022219413492854>
(IF = 2.144, no. of citation = 18, journal ranked 4/42 or Q1 in Special Education)

55. ***Tong, X.**, & ^Yip, J. H.-Y. (2015). Cracking the Chinese character: Radical sensitivity in learners of Chinese as a foreign language and its relationship to Chinese word reading. *Reading and Writing*, 28(2), 159-181. <http://dx.doi.org/10.1007/s11145-014-9519-y>
(IF = 1.445, no. of citation = 22, journal ranked 155/263 or Q3 in Education and Educational Research)

56. ***Tong, X.**, Deacon, S. H., & Cain, K. (2014). Morphological and syntactic awareness in poor comprehenders: Another piece of the puzzle. *Journal of Learning Disabilities*, 47(1), 22-33. <https://doi.org/10.1177/0022219413509971>
(IF = 2.144, no. of citation = 46, journal ranked 4/42 or Q1 in Special Education)
57. ***Tong, X.**, & McBride, C. (2014). Chinese children's statistical learning of orthographic regularities: Positional constraints and character structure. *Scientific Studies of Reading*, 18(4), 291-308. <https://doi.org/10.1080/10888438.2014.884098>
(IF = 2.910, no. of citation = 23, journal ranked 32/263 or Q1 in Education and Educational Research)
58. ***Tong, X.**, McBride-Chang, 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.
https://doi.org/10.1044/2014_JSLHR-S-13-0145
(IF = 1.873, no. of citation = 19, journal ranked 29/187 or Q1 in Linguistics)
59. Tong, X., **Tong X. [Xiuli]**, Shu, H., Chan, S. F., & McBride-Chang, C. (2014). Discourse-level reading comprehension in Chinese children: What is the role of syntactic awareness? *Journal of Research in Reading*, 37(S1), S48-S70.
<https://doi.org/10.1111/1467-9817.12016>
(IF = 1.256, no. of citation = 14, journal ranked 180/263 or Q3 in Education and Educational Research)
60. Tong, X., McBride, C., Zhang, J., Chung, K. H., Lee, C.-Y., Shuai, L., & **Tong, X. [Xiuli]**. (2014). Neural correlates of acoustic cues of English lexical stress in Cantonese-speaking children. *Brain and Language*, 138, 61-70.
<https://doi.org/10.1016/j.bandl.2014.09.004>
(IF = 2.339, no. of citation = 11, journal ranked 17/187 or Q1 in Linguistics)
61. Zhang, J., McBride-Chang, C., **Tong, X.**, Wong, A., Shu, H., & Fong, 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. <https://doi.org/10.1007/s11145-011-9353-4>
(IF = 1.445, no. of citation = 34, journal ranked 155/263 or Q3 in Education and Educational Research)
62. ***Tong, X.**, Deacon, S. H., Kirby, J., Cain, K., & Parrila, R. (2011). Morphological awareness: A key to understanding poor reading comprehension in English. *Journal of Educational Psychology*, 103(3), 523-534. <https://doi.org/10.1037/a0023495>
(IF = 5.028, no. of citation = 111, journal ranked 2/60 or Q1 in Educational Psychology)
63. ***Tong, X.**, McBride-Chang, C., Wong, A. M.-Y., Shu, H., Reistma, P., & Rispen, J. (2011). Longitudinal predictors of very early Chinese literacy acquisition. *Journal of Research in Reading*, 34(3), 315-332. <https://doi.org/10.1111/j.1467-9817.2009.01426.x>
(IF = 1.256, no. of citation = 41, journal ranked 180/263 or Q3 in Education and Educational Research)
64. ***Tong, X.**, Ting, K.-T., & McBride-Chang. (2011). Shyness and Chinese and English vocabulary skills in Hong Kong kindergartners. *Early Education and Development*, 22(1), 29-52. <https://doi.org/10.1080/10409280903507253>

(IF = 1.504, no. of citation = 9, journal ranked 143/263 or Q3 in Education and Educational Research)

65. ***Tong, X.**, & McBride-Chang, C. (2010). Developmental models of learning to read Chinese words. *Developmental Psychology*, 46(6), 1662-1676.
<http://dx.doi.org/10.1037/a0020611>
(IF = 3.063, no. of citation = 65, journal ranked 15/77 or Q1 in Developmental Psychology)
66. **Tong, X.**, & McBride-Chang, C. (2010). Chinese-English biscriptal reading: Cognitive component skills across orthographies. *Reading and Writing*, 23(3), 293-310.
<https://doi.org/10.1007/s11145-009-9211-9>
(IF = 1.445, no. of citation = 45, journal ranked 155/263 or Q3 in Education and Educational Research)
67. **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.
<https://doi.org/10.1080/10888430903162910>
(IF = 2.910, no. of citation = 142, journal ranked 32/263 or Q1 in Education and Educational Research)
68. 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.
<https://doi.org/10.1080/10888430801917290>
(IF = 2.910, no. of citation = 103, journal ranked 32/263 or Q1 in Education and Educational Research)
69. **Tong, X.**, Mo, L., & Chen, Z. (2007). An eye-tracking study on the roles of object similarity in spatial-acted relationship mapping. *Chinese Journal of Psychological Science*, 30(1), 10-18. (In Chinese)
70. **Tong, X.**, Mo, L., & Chen, Z. (2006). A review of new research on children's cognitive development and learning. *Chinese Journal of Psychological Science*, 29(3), 735-739. (In Chinese)
71. Liu, Z., Mo, L., & **Tong, X.** (2005). Heuristic factors in choosing positive diagnostic and negative diagnostic tests. *Chinese Journal of Acta Psychologica Sinica*, 37(3), 328-334. (In Chinese)
72. **Tong, X.**, Mo, L., & Chen, Z. (2005). The effects of relational matches of entities and FORS on the access of story analogs. *Chinese Journal of Acta Psychologica Sinica*, 37(4), 458-468. (In Chinese)
73. **Tong, X.**, Mo, L., & Chen, Z. (2005). Research on development of children's scientific thinking. *Chinese Journal of Psychological Science*, 28(4), 933-936. (In Chinese)
74. **Tong, X.**, Mo, L., & Chen, Z. (2004). The effects of surface and structural features on access to story analogs. *Chinese Journal of Advances in Psychological Science*, 12(6), 851-859. (In Chinese)

PEER-REVIEWED CONFERENCE PAPERS (*Corresponding Author; + HKU Graduate Student Author; ^HKU Undergraduate Student Author)

1. ***Tong, X.**, +Tsui, R. K.-Y., & ^Kan, A. K.-K. (2018). Prosodic reading and reading comprehension in Chinese and English among Cantonese-English bilingual children: A longitudinal study. *Proceedings of Speech Prosody 2018*, Poznań, Poland: Adam Mickiewicz University.
2. Tsui, R. K.-Y., & ***Tong, X.** (2018). An acoustic study on the effect of the interaction between intonation and lexical tones on the realization of Cantonese sentence-final particles. *Proceedings of Speech Prosody 2018*, Poznań, Poland: Adam Mickiewicz University.
3. Choi, W., & ***Tong, X.** (2016). Pre-attentive perceptual integration of tones and vowels. *Proceedings of Speech Prosody 2016*, Boston, MA, 317-321. doi:10.21437/SpeechProsody.2016-65
4. ***Tong, X.**, & Tang, Y. C. (2016). Modulation of musical experience and prosodic complexity on lexical pitch learning. *Proceedings of Speech Prosody 2016*, Boston, MA, 217-221. doi:10.21437/SpeechProsody.2016-45
5. Tsui, R. K.-Y., ***Tong, X.**, & Fung, L. S.-C. (2016). The role of prosodic reading in English reading comprehension among Cantonese-English bilingual children. *Proceedings of Speech Prosody 2016*, Boston, MA, 582-586. doi:10.21437/SpeechProsody.2016-119
6. ***Tong, X.**, McBride-Chang, C., Burnham, D. (2011). The psycholinguistic representation of lexical tones: The effect of phonetic context on tone processing in Cantonese-speaking children. *Proceedings of the Psycholinguistic Representation of Tone Conference 2011*, Hong Kong, 62-65.
7. ***Tong, X.** (2010). Toward a hierarchical representation model of lexical tones: Effects of acoustic, segmental and semantic characteristics on tone perception in Cantonese-speaking children. In M. Burgess, J. Davey, C. Don, & T. McMinn (Eds.), *Proceedings of 20th International Congress on Acoustics, ICA 2010* (pp. 3739-3745). Sydney, Australia: Australian Acoustical Society.

MANUSCRIPTS CURRENTLY UNDER PEER REVIEW (*Corresponding Author; + HKU Graduate Student Author; ^HKU Undergraduate Student Author)

1. +Lam, J. H.-Y. & ***Tong, X.** (under review). Superior nonverbal creativity is associated with inferior social competence in children with dyslexia: A compensatory adaption?

2. Tong, X., Chiu, M. M., & ***Tong, X. [Xiuli]** (under review). Modeling Chinese and English reading comprehension with schooling, phonological awareness, vocabulary and word reading: A 3-year study.
3. ***Tong, X.**, +Tsui, R. K.-Y., Law, N., S. H., Fung, L. S. C. & Cain, K. (under review). “*And this one’s juuust right!*”: Expressive Reading Predicted English Reading Comprehension Development for English-Learning Cantonese Children.
4. +Tsui, R. K.-Y., & **Tong*, X.** (under review). Production of Cantonese sentence-final particles: A window into the complementary distribution of final rising and global raising in Cantonese intonation. Manuscript submitted for publication.

EDITORSHIP AND EDITORIAL BOARD MEMBERSHIP

2021- present	<i>Reading Research Quarterly</i> . Publisher: Wiley-Blackwell on behalf of the International Literacy Association, USA (IF = 4.340, journal ranked 35/264, 9/61 (Psychology, Educational) or Q1 in Education)	Editorial Review Board Member
2017 - 2020	<i>Applied Psycholinguistics</i> . Publisher: Cambridge University Press, Cambridge, England. (IF = 1.412, journal ranked 57/187 or Q2 in Linguistics)	Associate Editor (One of six AEs during this period)
2017	<i>Journal of Research in Reading</i> (for a special issue on “Understanding Poor Comprehenders in Different Orthographies: Universal or Language-Specific Processes?”). Publisher: Wiley-Blackwell on behalf of the United Kingdom Literacy Association, UK. (IF = 1.256, journal ranked 180/263 or Q3 in Education and Educational Research)	Guest Associate Editor (One of two guest AEs)
2018 - present	<i>Scientific Studies of Reading</i> . Publisher: Routledge: Taylor & Francis Group, US. (IF = 2.910, journal ranked 32/263 or Q1 in Education and Educational Research)	Editorial Board Member
2020 - present	<i>Reading and Writing</i> . Publisher: Springer US, New Mexico, US. (IF = 1.445, journal ranked 155/263 or Q3 in Education and Educational Research)	Editorial Board Member
2021 - present	<i>Applied Psycholinguistics</i> . Publisher: Cambridge University Press, Cambridge, England. (IF = 1.412, journal ranked 57/187 or Q2 in Linguistics)	Editorial Board Member

2014 - 2017	<i>Annals of Dyslexia</i> . Publisher: Springer US, New Mexico, US. (IF = 1.595, journal ranked 15/42 or Q2 in Special Education)	Editorial Board Member
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INVITED LECTURES - INTERNATIONAL

2017	Kick-off Symposium Infant Research from Asia. RIKEN Brain Science Institute, Wako City, Saitama, Japan. “Cracking Chinese orthographic codes: Statistical learning as a key to understanding developmental dyslexia in Chinese”	Keynote Speaker
2016	Language & Literacy Lab, Department of Psychology and Neuroscience, Dalhousie University, Halifax, NS, Canada. “Cracking orthographic codes: What can we learn from Chinese developmental dyslexia?”	Speaker
2016	Applied Psychology and Human Development, Ontario Institute for Studies in Education, University of Toronto, Toronto, ON, Canada. “Understanding bilingual children’s reading comprehension: The role of prosodic reading.”	Speaker
2015	College of Education and Human Development, Texas A & M University, College Station, TX, US. “Cracking orthographic codes: What can we learn from Chinese developmental dyslexia?”	Speaker
2015	Harvard Graduate School of Education, Cambridge, MA, US. “Cracking Chinese characters: What can we learn from foreign adult learners of Chinese?”	Speaker
2015	Communication Sciences & Disorders, Moody College of Communication, The University of Texas at Austin, Austin, TX, US. “Cracking orthographic codes: What can we learn from Chinese developmental dyslexia and foreign adult learners of Chinese?”	Speaker
2013	AERA Annual Meeting, San Francisco, CA, US. “Perception of Chinese lexical tone and English lexical stress by Chinese-English bilinguals: A tale of two features.”	Presenter
2012	National Academy of Education/Spencer Fellowship Programs Spring Retreat, The Keck Center of the National Academies, Washington, D.C., NW, US. “Becoming biliterate in English and Chinese: What is the role of higher level phonological processing?”	Speaker
2010	MARCS Weekly Research Colloquia, University of Western Sydney, Sydney, NSW, Australia. “Speech perception and reading development.”	Speaker

2008	Chinese Program Colloquia Series, Dalhousie University, Halifax, NS, Canada. "Morphological awareness and orthographic knowledge: Keys to learning to read Chinese words."	Speaker
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INVITED PRESENTATIONS - NATIONAL

2019	Special Topic on Language and Autism, School of Psychological and Cognitive Sciences, Peking University, Beijing. "From mind reading to text reading: What are the roles of prosody and pragmatic language comprehension?"	Keynote Speaker
2017	Foreign Languages and Cultures, Xiamen University, Xiamen. "Cracking codes: Statistical learning as a key to understanding Chinese developmental dyslexia."	Speaker
2013	Department of Psychology, South China Normal University, Guangzhou. "Understanding word reading and reading comprehension difficulties: What can we learn from cross-language studies?"	Speaker
2008	Department of Psychology, Shenzhen University, Shenzhen. "Understanding Chinese literacy acquisition: The role of morphological, phonological and visual-orthographic awareness in early reading, spelling and reading comprehension"	Speaker

INVITED PRESENTATIONS - REGIONAL AND OTHER

2014	Science of Learning-Strategic Research Themes Summerfest, Faculty of Education, The University of Hong Kong. "Bilingual's biliteracy acquisition in Hong Kong children: A tale of two writing systems."	Speaker
2014	Science of Learning-Strategic Research Themes Talk Series, Faculty of Education, The University of Hong Kong. "Prosody matters: The cross-linguistic relationship between Chinese tone sensitivity and English word reading in Chinese-English bilingual children."	Speaker
2014	Department of Linguistics and Modern Languages, The Chinese University of Hong Kong. "Cross-language perception of linguistic pitch by monolinguals and bilinguals."	Speaker
2012	Global Conference on Disorders in Auditory Processing, Literacy, Language and Related Sciences, Department of Special Education & Counselling, The Hong Kong	Speaker

Institute of Education. “The development of segmental and suprasegmental representation in Chinese children.”

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| 2012 | Brown Bag Series, Division of Speech and Hearing Sciences, Faculty of Education, The University of Hong Kong. “Reading development and reading difficulties across languages: The underlying linguistic and cognitive factors.” | Speaker |
| 2012 | Faculty of Education, The University of Hong Kong. “One goal, two approaches: Three ideas the faculty might like to consider to move forward.” | Speaker |

PEER-REVIEWED CONFERENCE SYMPOSIA

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| 2018 | The Twenty-Fifth Annual Meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom. “Understanding the role of statistical learning in reading and spelling development across languages.” | Chair |
| 2017 | The Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Canada. “Cracking orthographic codes across languages.” | Chair |
| 2017 | The Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Canada. “Morphological awareness: A key driver of literacy and biliteracy acquisition.” | Chair |
| 2016 | The Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal. “Unravelling the myth of bilingual reading comprehension development: The roles of prosody and executive function.” | Chair |
| 2015 | The Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hapuna Beach, HI, US. “Understanding linguistic diversity and reading comprehension across writing systems.” | Co-Chair |
| 2012 | The Fourteenth International Conference on the Processing of East Asian Languages & Symposium on Brain and Communication, Nagoya, Japan. “Speech perception.” | Chair |
| 2011 | The Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL, US. “Reading diversity: Uncovering the foundation of reading in East Asian languages.” | Chair |
| 2010 | Development 2010: A Canadian Conference on Developmental Psychology, Ottawa, Canada. | Chair |

“Developmental perspectives of morphology, vocabulary and reading across languages.”

PEER-REVIEWED CONFERENCE PRESENTATIONS

2021	The Twenty-Eight Annual Conference for the Society for the Scientific Study of Reading (SSSR), Virtual Meeting “Improving reading comprehension difficulties through oral language intervention and reciprocal teaching in Chinese-English bilingual readers: A randomized controlled trial”	Presenter
2019	The Twenty-Sixth Annual Conference for the Society for the Scientific Study of Reading (SSSR), Toronto, Canada. “The roles of theory of mind, vocabulary and prosody in word reading and reading comprehension in children with and without autism spectrum disorder.”	Presenter
2019	The Third Annual Conference for the Association for Reading and Writing in Asia (ARWA) 2019. Birla Institute of Technology & Science (BITS), Pilani, Goa, India. “The roles of vocabulary and prosody in word reading and reading comprehension in children with and without autism spectrum disorder.”	Presenter
2018	The Forty-Third Annual Boston University Conference on Language Development (BUCLD 43), Boston, United States: Boston University. “Musical experience enhances both pitch perception and non-native tonal word learning in children and adults.”	Presenter
2018	The Ninth International Conference of Speech Prosody, Poznań, Poland: Adam Mickiewicz University. “Prosodic reading and reading comprehension in Chinese and English among Cantonese-English bilingual children: A longitudinal study.”	Presenter
2018	The Second Conference of Association for Reading and Writing in Asia, Tsukuba, Japan. “Understanding Chinese hyperlexia: The roles of theory of mind, executive function, and pragmatic language comprehension.”	Presenter
2017	The Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, NS, Canada. “Statistical learning account of Chinese orthographic learning in Chinese children with and without dyslexia.”	Presenter
2017	The International Conference on Interdisciplinary Advances in Statistical Learning 2017, Bilbao, Spain.	Presenter

	“Statistical learning and orthographic learning in Chinese children with dyslexia.”	
2017	The First Annual Conference of the Association for Reading and Writing in Asia, The Education University of Hong Kong, Hong Kong. “Understanding Chinese high-functioning autistic children: The simple ‘mind’ of reading.”	Presenter
2016	The Sixteenth International Conference on the Processing of East Asian Languages, South China Normal University, Guangzhou, China. “Modulation of musical expertise and linguistic expertise on pitch perception and non-native tone word learning.”	Presenter
2016	The Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, University of Porto, Portugal. “Lexical prosody beyond L1 boundary: Chinese lexical tone sensitivity predicts English reading comprehension via English stress.”	Presenter
2016	The Eighth International Conference of Speech Prosody, Boston University, Boston, MA, US. “Modulation of musical experience and prosodic complexity on lexical pitch learning.”	Presenter
2015	Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hapuna Beach, HI, US. “Understanding the role of prosodic sensitivity, working memory and reading comprehension in Chinese-English bilingual children.”	Presenter
2014	The Fifteenth International Conference on the Processing of East Asian Languages & Symposium on Brain and Communication, Korea University, Seoul, Korea. “Prosody matters: The cross-linguistic relationship between Chinese tone sensitivity and English word reading in Chinese-English bilingual children.”	Presenter
2013	The Twentieth Annual Meeting of the Society for the Scientific Study of Reading, The Chinese University of Hong Kong, Hong Kong. “Searching for meaning: Effects of positional specificity and functional regularity of semantic radicals in reading Chinese.”	Presenter
2012	the Fourteenth International Conference on the Processing of East Asian Languages & Symposium on Brain and Communication, Nagoya, Japan. “Uncovering the myth of learning to read Chinese characters: Phonetic, semantic, and orthographic strategies used by Chinese as foreign language learners.”	Presenter

2011	The Psycholinguistic Representation of Tone Conference, The Chinese University of Hong Kong, Hong Kong. "The psycholinguistic representation of lexical tones: The effect of phonetic context on tone processing in Cantonese-speaking children."	Presenter
2011	The Twelfth International Congress for the Study of Child Language, Montreal, QC, Canada. "Metalinguistic awareness in English poor comprehenders: A longitudinal study."	Presenter
2010	The Thirteenth Australian International Conference on Speech Science and Technology, La Trobe University, Melbourne, Australia. "The role of lexical status and syllable context in Chinese children's phonological awareness."	Presenter
2010	The Twentieth International Congress on Acoustics, ICA 2010, Sydney, Australia. "Lexical tone development in Cantonese: An investigation of tone perception, word reading and vocabulary development."	Presenter
2010	The Seventeenth Annual Meeting of the Society for the Scientific Study of Reading, Berlin, Germany. "Toward a fine-grained analysis of Chinese morphological awareness: The roles of morphemic and submorphemic sensitivity in Chinese word reading and vocabulary development."	Presenter
2010	The Seventeenth Annual Meeting of the Society for the Scientific Study of Reading, Berlin, Germany. "Uncovering young Chinese children's spelling strategies: An analysis of spelling error patterns in Chinese."	Presenter
2010	Research in Reading Chinese Conference, University of Toronto, Toronto, ON, Canada. "Effects of linguistic manipulations and phonological structures on Chinese children's phonological awareness."	Presenter
2010	The Annual Meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Halifax, NS, Canada. "Effects of acoustic cues and phonetic contexts on Cantonese tone perception and acquisition."	Presenter
2010	The Psychology and Neuroscience 36th Annual In-House Conference, Dalhousie University, Halifax, NS, Canada. "What is unique about learning to read Chinese words?"	Presenter
2009	The Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA, US. "Understanding reading comprehension: Is	Presenter

morphological processing a missing piece of the puzzle?”

2009	The Canadian Language and Literacy Research Network Conference: “Contextualizing Bilingualism and Biliteracy,” Dalhousie University, Halifax, NS, Canada. “Chinese-English biscriptal reading: Cognitive component skills across orthographies.”	Presenter
2009	The Language & Reading Comprehension for Immigrant Children Conference (LARCIC), Toronto, Ontario. “Morphological awareness: A key to understanding reading comprehension.”	Presenter
2009	The 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO, US. “Development of Chinese word reading: Changing structural patterns of metalinguistic awareness and other cognitive skills.”	Presenter
2008	The Fifteenth Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC, US. “Cues of radicals and positional regularity: Strategy change in coding pseudo-Chinese characters among Hong Kong Chinese children.”	Presenter
2008	The Twentieth Biennial Meeting of the International Society for the Study of Behavioural Development, Wurzburg, Germany. “Visual-orthographic skills and metalinguistic skills in Hong Kong Chinese second graders and fifth graders learning to read Chinese and English.”	Presenter
2008	The Sixth Chinese Psychologist Conference, The Chinese University of Hong Kong, Hong Kong. “Toward a development model of Chinese word reading: Understanding structural relations among sub-character processing, phonological awareness, morphological awareness, and orthographic knowledge in Hong Kong Chinese children.”	Presenter
2007	The Fourteenth Annual Meeting of the Society for the Scientific Study of Reading, Prague, Czech Republic. “Spelling acquisition in young Chinese children.”	Presenter
2007	The Biennial Meeting of the Society for Research in Child Development, Boston, MA, US. “Homophone awareness and early literacy in Chinese.”	Presenter
2006	The First Congress of Asia’s Educational Miracle: Child Development in Family, School and Cultural Contexts, Inha, South Korea. “Phonological awareness, morphological awareness and orthographic processing	Presenter

uniquely explain specific literacy skills in young Chinese children.”

2005	The Eleventh International Conference on Processing Chinese and Other East Asian Languages, The Chinese University of Hong Kong, Hong Kong. “Early demographic predictors of Chinese language development: A longitudinal study of Hong Kong Chinese children.”	Presenter
2005	The Tenth Congress of Chinese Psychology, Shanghai, China. “An eye-tracking study of the roles of object similarity in spatial-acted relationship mapping.”	Presenter
2004	The Twenty-Eighth International Congress of Psychology, Beijing, China. “The effects of relational matches of entity and FOR on the access of story analogs.”	Presenter

EXTERNAL PEER-REVIEWED COMPETITIVE RESEARCH GRANTS - CURRENT

1. RFS 2021-7H05	PI: Tong, X.	Tong, X. (PI)
Hong Kong Research Grant Council (RGC)	01/01/2021	31/12/2026
Research Fellow Scheme		
Understanding strengths and deficits in Chinese developmental dyslexia: Toward an integrated strength-deficit-based intelligent diagnosis and intervention system		HKD\$5,155,380
2. 1U01NS117765-01	Subaward PI: Tong, X.	Chang, E. (PI)
U.S. National Institutes of Health (NIH)	30/09/2020	31/08/2025
The neural coding of speech across human languages		Subaward USD \$83,780 total
3. GRF 17621321	PI: Tong, X.	Tong, X. (PI).
RGC/General Research Fund	01/09/2022	31/08/2025
Neural Mechanisms Underlying the Processing of Regular and Quasi-Regular Inputs during Statistical Learning and Reading		HKD\$1,869,620
4. GRF 17621321		Tong, X. (PI)
RGC/General Research Fund	01/09/2021	31/08/2024
Neurophysiological and behavioural metalinguistic correlates of reading comprehension development and difficulties in deaf and hard-of-hearing children: A three-year longitudinal study		HKD\$1,125,732

5. GRF 17620520			Tong, X. (PI)
RGC/General Research Fund	01/09/2020	31/08/2023	
Improving autistic children's mind and text reading through executive function and pragmatic language comprehension: A longitudinal, randomized controlled trial			HKD\$1,166,866 total

6. GRF 17609518	PI: Tong, X.		Tong, X. (PI)
RGC/General Research Fund	01/10/2018	30/09/2021	
From mind reading to text reading: What are the roles of executive function and pragmatic language comprehension?			HKD\$1,049,850 total

7. R-2020/21-111	PI: Tong, X.		Tong, X. (PI)
Equal Opportunities Commission Fund	14/12/2020	13/12/2021	
Creating a barrier-free online learning platform for primary school students with special educational needs in Hong Kong			HKD\$59,853 total

EXTERNAL PEER-REVIEWED COMPETITIVE RESEARCH GRANTS - COMPLETED

1. Fulbright Hong Kong Scholar Programme	PI: Tong, X.		Tong, X. (PI)
Fulbright Hong Kong Scholar Programme	01/09/2019	31/05/2020	
Effects of native prosodic features and musical experience on perceiving and learning non-native lexical pitch accents			HKD\$464,120 total

2. GRF17673216	PI: Tong, X.		Tong, X. (PI)
RGC/General Research Fund	15/08/2016	14/02/2019	
Discovering hidden regularities in print: Chinese dyslexic children's statistical learning of sublexical orthographic regularities			HKD\$527,646 total

3. 27402514	PI: Tong, X.		Tong, X. (PI)
RGC/Early Career Scheme	01/01/2015	30/06/2018	

Becoming a skilled comprehender in both Chinese and English: Prosodic sensitivity and working memory in bilingual children's reading comprehension development

HKD\$948,091 total

4. ES/K010425/1	PI-HK: Tong, X.		Cain, K. (Co-PI UK)	
UK Economic and Social Research Council/Hong Kong Research Grants Council (RGC) Joint Grant Scheme.		01/09/2013	31/12/2014	
Language-specific and language-general influences on reading comprehension development: Comparisons between an alphabetic and morphographic script			HKD\$348,692 total	
5. NAEEd/Spencer	PI: Tong, X.		Tong, X. (PI)	
Postdoctoral Fellowship				
U.S. National Academy of Education		01/09/2011	31/08/2013	
Becoming biliterate in Chinese and English: What is the role of higher phonological processing?			USD\$55,000 total	
6. 16H06319	CI: Tong, X.		Mazuka, R. (PI)	
Japan Society for the Promotion of Science		01/09/2016	31/08/2016	
Seeking the onset of infant speech development: An explanation of developmental mechanisms from the perspective of Asian languages			JPY ¥113,360,000	
7. 13CYY027	CI: Tong, X.		Zhao, J. (PI)	CI: Tong, X.
National Social Science Foundation of China		01/09/2013	31/08/2016	
The literacy environment and early literacy development of children with autism spectrum disorders			CNY\$180,000 total	

OTHER EXTERNAL RESEARCH GRANTS - COMPLETED

1. International Collaborative Research Grant	PI: Tong, X.		Mo, L. (Co-I)	
South China Normal University		01/09/2014	08/31/2015	

A cross-linguistic investigation of multilevel interactions between Chinese lexical tone and English lexical stress in Chinese and English monolinguals and Chinese-English bilinguals

CNY\$250,000

Goal: To examine the mechanism underlying the perception of Chinese lexical tones and English lexical stress in Chinese-English bilingual children and adults.

INTERNAL RESEARCH GRANTS - CURRENT

1.	202010160044	PI: Tong, X.		Tong, X. (PI)
	Seed Fund for Translational and Applied Research		01/05/2021	30/04/2022
	Improving expressive prosody and social communication skills in children with autism spectrum disorder through music-based prosodic training			HKD\$120,000 total
2.	202011159156	PI: Tong, X.		Tong, X. (PI)
	Seed Fund for Basic Research		01/06/2021	31/05/2022
	Same or different: Cognitive processing triggered by high, moderate, and low consistency events in visual statistical learning			HKD\$118,720 total
3.	201910159083	PI: Tong, X.		Tong, X. (PI)
	Seed Fund for Basic Research		30/06/2020	20/05/2020
	The time course of pre-attentive automatic processing of sign language among deaf and hearing adults: Evidence from visual mismatch negativity			HKD\$97,060 total
4.	Small Equipment Grant	PI: Tong, X.		Tong, X. (PI)
			01/03/2020	28/02/2023
	Understanding cognitive and neural mechanisms of language processing, reading acquisition and learning			HKD\$480,000 total
5.	201811159048	PI: Tong, X.		Tong, X. (PI)
	Seed Fund for Basic Research		30/04/2019	30/09/2020
	Understanding the co-development of Chinese and English biliteracy and its relation with prosodic sensitivity in Hong Kong ethnic minority students and native Chinese students			HKD\$93,200 total
6.	201711159056	PI: Tong, X.		Tong, X. (PI)

Seed Fund for Basic Research		29/06/2018	28/12/2019
Are all lexical tones perceived equally by Cantonese infants? Tracing the development of and source of difficulty in lexical tone perception during the first year of life			HKD\$111,050 total
7. 201611159052	PI: Tong, X.		Tong, X. (PI)
Seed Fund for Basic Research		01/09/2011	31/08/2013
From mind reading to text reading: Understanding the roles of theory of mind and executive function in reading comprehension impairment for high-functioning children with ASD			HKD\$77,570 total
8. 20141015903	PI: Tong, X.		Tong, X. (PI)
Seed Fund for Basic Research		01/09/2016	31/08/2016
A hidden dimension: Statistical learning in Chinese dyslexic children			HKD\$82,600 total
9. 201310159040	PI: Tong, X.		Tong, X. (PI)
Seed Fund for Basic Research		01/09/2013	31/08/2016
Linguistic and non-linguistic pitch perception and working memory in Cantonese-English bilingual children			HKD\$47,900 total
10. 201210159050	PI: Tong, X.		Tong, X. (PI)
Seed Fund for Basic Research		01/03/2013	28/02/2015
Linguistic pitch perception in Cantonese-English bilinguals: Cross-level and cross-language interactions			HKD\$84,100 total
11. 201202159006	PI: Tong, X.		Tong, X. (PI)
Seed Fund for Basic Research		01/03/2012	28/02/2014
Cross-language perception of Cantonese lexical tone and English lexical stress in bilingual speakers			

TEACHING AND MENTORING

FORMAL TEACHING

Academic Yr	Course No. & Title	Teaching Contribution	Division/ Unit
2011 – 2012	AL Year 1 Skills Lab: Research Methods I	Lecturer: teaching basic concepts of statistics, frequency distribution, and descriptive statistics	Speech and Hearing Sciences (SHS)
2011 – 2012	AL Year 1 Master Lecture: Reading Development and Reading Difficulties across Languages	Lecturer: discussing key concepts and theories of reading development and difficulties in Chinese and English	SHS
2011 – 2012	AL Year 2 Skills Lab: The Development of Segmental and Suprasegmental Representations in Chinese Children	Lecturer: discussing effects of lexical status and syllable structure on children's development of syllable, phoneme-onset, and tone awareness	SHS
2011 – 2012	AL Year 2 Skills Lab: Research Methods and Statistics I, II, and III	Lecturer: teaching survey research, correlation (Pearson r and Spearman's ρ), and chi-square test	SHS
2011 – 2012	AL Year 2 Problem-Based Learning (PBL) Tutor Block 1	Tutor: facilitating group discussions on diagnosis assessment and interventions for language impairment, speech sound disorder, ADHD, cleft palate, and hypernasality.	SHS
2011 – 2012	AL Year 2 Problem-Based Learning (PBL) Tutor Block 2	Tutor: facilitating group discussions on cases of autism, dyslexia, cerebral palsy, and brain injury, as well as articulatory and acoustic correlates of vowels, stops, and affricates.	SHS
2011 – 2012	AL Year 3 Skills Lab: Research Methods and Statistics I, II and III	Lecturer: teaching t-tests, one-way ANOVA, and linear and multiple regression.	SHS

Academic Yr	Course No. & Title	Teaching Contribution	Division/ Unit
2012 – 2013	AL Year 1 Skills Lab: Research Methods I	Lecturer: teaching basic concepts of statistics and descriptive statistics	SHS
2012 – 2013	AL Year 1 Master Lecture: Reading Development and Assessment	Lecturer: introducing key theories of reading development and formal reading assessment	SHS
2012 – 2013	AL Year 2 Skills Lab: Developmental Dyslexia	Lecturer: discussing causes, diagnosis, and treatment for children with dyslexia in Chinese and English	SHS
2012 – 2013	AL Year 2 Skills Lab: Research Methods and Statistics I, II, and III	Lecturer: teaching survey research, correlation (Pearson r and Spearman's ρ), and chi-square test	SHS
2012 – 2013	AL Year 2 Problem-Based Learning Tutor Block 1	Tutor: facilitating group discussions on diagnosis assessment and interventions for language impairment, speech sound disorder, ADHD, cleft palate, and hypernasality.	SHS
2012 – 2013	AL Year 2 Problem-Based Learning Tutor Block 2	Tutor: facilitating group discussions on cases of autism, dyslexia, cerebral palsy, and brain injury, as well as articulatory and acoustic correlates of vowels, stops, and affricates.	SHS
2012 – 2013	AL Year 3 Skills Lab: Research Methods and Statistics I, II and III	Lecturer: teaching hypothesis testing, t-tests, and ANOVA	SHS
2012 – 2013	AL Year 4 Dissertation Seminar: Review of Statistics	Lecturer: reviewing different statistical tests and their applications	SHS

Academic Yr	Course No. & Title	Teaching Contribution	Division/ Unit
2013 – 2014	AL Year 2 Skills Lab: Cracking Chinese Characters	Lecturer: discussing mechanisms of Chinese character processing.	SHS
2013 – 2014	AL Year 2 Skills Lab: Research Methods and Statistics I, II, and III	Lecturer: teaching survey research, correlation (Pearson r and Spearman's ρ), and chi-square test.	SHS
2013 – 2014	AL Year 4 Dissertation Seminar: Review of Statistics	Lecturer: reviewing different statistical tests and their applications.	SHS
2013 – 2014	AL Year 2 Problem-Based Learning Tutor Block 2	Tutor: facilitating group discussion on cases of autism, dyslexia, cerebral palsy, and brain injury, as well as articulatory and acoustic correlates of vowels, stops, and affricates.	SHS
2014 – 2015	DSE Year 2 Master Lecture: Emergent Literacy	Lecturer: introducing key theories of emergent literacy development.	SHS
2014 – 2015	DSE Year 3 Skills Lab: Research Methods and Statistics I, II, and III	Lecturer: teaching survey research, correlation (Pearson r and Spearman's ρ), and chi-square test.	SHS
2014 – 2015	DSE Year 3 Skills Lab: Cracking Chinese Characters	Lecturer: discussing mechanisms of Chinese character processing.	SHS
2014 – 2015	DSE Year 3 Master Lecture: Reading Comprehension Development and Difficulties	Lecturer: discussing key theories, assessment, and intervention for children at risk of poor reading comprehension.	SHS

Academic Yr	Course No. & Title	Teaching Contribution	Division/ Unit
2014 – 2015	DSE Year 3 Problem-Based Learning Tutor Block 1	Tutor: facilitating group discussions on diagnosis assessment and interventions for language impairment, speech sound disorder, ADHD, cleft palate, and hypernasality.	SHS
2014 – 2015	DSE Year 3 Problem-Based Learning Tutor Block 2	Tutor: facilitating group discussions on cases of autism, dyslexia, cerebral palsy, and brain injury, as well as articulatory and acoustic correlates of vowels, stops, and affricates.	SHS
2014 – 2015	AL Year 4 Dissertation Seminar: Review of Statistics	Lecturer: reviewing different statistical tests and their applications.	SHS
2015 – 2016	DSE Year 2 Master Lecture: Emergent Literacy	Lecturer: introducing key theories of emergent literacy development.	SHS
2015 – 2016	DSE Year 3 Skills Lab: Reading Comprehension Development and Difficulties	Lecturer: discussing key theories, assessment, and intervention for children at risk of poor reading comprehension.	SHS
2015 – 2016	DSE Year 3 Skills Lab: Research Methods and Statistics I, II, and III	Lecturer: teaching survey research, correlation (Pearson r and Spearman's ρ), and chi-square test.	SHS
2015 – 2016	DSE Year 3 Skills Lab: Cracking Chinese Characters	Lecturer: discussing mechanisms of Chinese character processing.	SHS

Academic Yr	Course No. & Title	Teaching Contribution	Division/ Unit
2015 – 2016	DSE Year 3 Problem-Based Learning Tutor Block 1	Tutor: facilitating group discussions on diagnosis assessment and interventions for language impairment, speech sound disorder, ADHD, cleft palate, and hypernasality.	SHS
2015 – 2016	DSE Year 3 Problem-Based Learning Tutor Block 2	Tutor: facilitating group discussions on cases of autism, dyslexia, cerebral palsy, and brain injury, as well as articulatory and acoustic correlates of vowels, stops, and affricates.	SHS
2016 – 2017	DSE Year 2 SHSC 2032 Research Methods and Statistics	Lecturer: leading 12 lectures on basic concepts of statistics, statistical reasoning, and tests for differences (i.e., t-test and ANOVA), and tests for association (i.e., correlation and Chi-square), and predictive modelling (i.e., regression).	SHS
2016 – 2017	DSE Year 3 School-Age and Adolescent Language & Literacy Disorders	Lecturer: introducing theories of language, reading, and learning development, and common language, literacy and learning disabilities and their interventions.	SHS
2017 – 2018	SHSC 2032 Research Methods and Statistics	Lecturer: leading 12 lectures on basic concepts of statistics, statistical reasoning, and tests for differences (i.e., t-test and ANOVA), and tests for association (i.e., correlation and Chi-square), and predictive modelling (i.e., regression).	SHS

Academic Yr	Course No. & Title	Teaching Contribution	Division/ Unit
2017 – 2018	DSE Year 3 School-Age and Adolescent Language & Literacy Disorders	Lecturer: introducing theories of language, reading and learning development, and common language, literacy and learning disabilities and their interventions.	SHS
2018 – 2019	SHSC 2032 Research Methods and Statistics	Lecturer: leading 12 lectures on basic concepts of statistics, statistical reasoning, and tests for differences (i.e., t-test and ANOVA), and tests for association (i.e., correlation and Chi-square), and predictive modelling (i.e., regression).	SHS
2018 – 2019	DSE Year 3 School-Age and Adolescent Language & Literacy Disorders	Lecturer: introducing theories of language, reading and learning development, and common language, literacy and learning disabilities and their interventions.	SHS
2019 – 2020	Fulbright Senior Scholar Fellowship	No teaching	
2020 – 2021	SHSC 2032 Research Methods and Statistics	Lecturer: leading 12 lectures on basic concepts of statistics, statistical reasoning, and tests for differences (i.e., t-test and ANOVA), and tests for association (i.e., correlation and Chi-square), and predictive modelling (i.e., regression).	SHS
	SHSC 5034 Research in Human Development and Communication Disorders I	Lecturer: Leading two different workshops on research proposal writing	SHS

CURRICULUM DEVELOPMENT AND TEACHING INNOVATION

1. **Faculty Teaching Development Fund**, PI: Tong, X. (2013) Improving learning through Moodle: A new approach to teaching Research Methods and Statistics in Problem-Based Learning (PBL) environments. The goal was to establish an e-learning Moodle platform to improve the teaching of Research Methods and Statistics for SHS students.
2. **Design New Cases for Problem-Based Learning Curriculum**: In 2013-2014, I designed two new PBL cases on the topics of trilingualism and emergent literacy to meet international standards and to include a more local community context.
3. **AEC Goal-Oriented PBL Tutoring Approach**: I developed a systematic tutoring approach that helps students more precisely articulate case problems (Analytical) in a concise way (Economical) in order to formulate sensible decisions and solutions (Critical). Using this approach, students are able to think more critically, creatively, and empathically.
4. **A Question-Activity-Application (QA²) Teaching Approach for Research Methods and Statistics**: I developed an active teaching approach to foster students' scientific reasoning and thinking by presenting statistical concepts and tests in relation to real-world questions and clinical settings, designing multiple activities to help solve the questions, and encouraging students to apply what they learned in their clinical practice.

MENTORING SUMMARY

POSTDOCTORAL FELLOWS MENTORED

Dates	Name	Fellow	Faculty Role	Current Position
2021-present	Qinli Deng	RGC Postdoctoral Fellowship	Mentor	
2022-present	Manli Zhang	UGC Postdoctoral Fellowship	Mentor	
2022-present	Ran Li	UGC Postdoctoral Fellowship	Mentor	

RESEARCH POSTGRADUATE STUDENTS SUPERVISED OR MENTORED

Dates	Name	Program	Role	Current Position
2013 - 2015	Xinjie He	MPhil	Primary supervisor	Autism Research Center, South China Normal University
	Awards	Outstanding Postgraduate Student Research Award		
	Publications	4 peer-reviewed journal articles published under my supervision		
	Thesis Title	Statistical Learning: A New Perspective on Chinese Orthographic Learning in Normal and Dyslexic Readers		
2014 - 2018	William Tsun Man Choi	Ph.D.	Primary supervisor	Assistant Professor, Department of Early Childhood Education, The Education University of Hong Kong
	Awards	1. Faculty Postgraduate Student Research Visit Award to Monash University in 2015 2. Best Research Postgraduate Student Publication Award, Faculty of Education, The University of Hong Kong, 2017, 2018 3. Research Postgraduate Student Teaching Award, Faculty of Education, The University of Hong Kong, 2017 4. Fulbright-RGC Hong Kong Research Scholar Award 2017-2018 5. Language Learning Dissertation Grant, Journal of Language Learning, 2017 6. Pilot Scheme on International Experience for Graduate Student, Faculty of Education, The University of Hong Kong, 2017 7. Croucher Fellowship for Postdoctoral Research, 2018		
	Publications	9 peer-reviewed journal articles published under my supervision		
	Thesis Title	Expanding the Native and Non-Native Architectures of Speech Perception: An ERP Study of Tone and Stress Perception in Cantonese-English Bilinguals		
2015 - 2019	Rachel Ka Ying Tsui	Ph.D.	Primary Supervisor	Postdoctoral Fellow, Psychology Department, Concordia University of Montreal
	Awards	1. The Philip K. H. Wong Foundation Postgraduate Fellowship 2. RIKEN Brain Science Institute Summer 2016 Internship 3. Research Postgraduate Student Teaching Award from the Faculty of Education, The University of Hong Kong in 2018		

Dates	Name	Program	Role	Current Position
		4. Faculty Postgraduate Student Research Visit Award to The University College London, Institute of Education in 2018		
	Publications	1 peer-reviewed journal article published under my supervision		
	Thesis Title	Are All Lexical Tones Perceived Equally by Chinese Infants? Behavioral Evidence for the Development of Lexical Tone Perception during the First Year of Life		
2016 - 2020	Qinli Deng	Ph.D.	Primary Supervisor	Research Associate, Psychology Department, The Education University of Hong Kong
	Awards	1. Research Postgraduate Student Teaching Award from the Faculty of Education, The University of Hong Kong, 2019 2. Research Travel Support to visit National Taipei University of Education, Faculty of Education, The University of Hong Kong, 2019		
	Publications	5 peer-reviewed journal articles published under my supervision		
	Thesis Title	Sign Language Processing and Reading Comprehension in Deaf and Hard-of-Hearing Individuals: Evidence from Event-Related Potentials and Behavioural Studies		
2017 - present	Stephen Man Kit Lee	Ph.D.	Primary Supervisor	
	Awards	1. Fulbright-RGC Hong Kong Research Scholar Award 2019-2020 (suspended) 2. China-U.S. Scholars Program Fellowship 2021/2022, visiting Department of Cognitive Neuroscience, Johns Hopkins University		
	Publications	3 peer-reviewed journal articles published under my supervision		
	Thesis Title	Implicit Statistical Learning in Chinese Children with Developmental Dyslexia		
2019 - present	Yoyo Yuk Ying Chan	Ph.D.	Primary Supervisor	
	Thesis Title	The Effectiveness of Music Training on Improving Social Communication Difficulties of Children with Autism Spectrum Disorder: A Randomized Controlled Trial Study		
2019 - present	Rachel Hyun Kyung Lee	Ph.D.	Primary Supervisor	

Dates	Name	Program	Role	Current Position
	Thesis Title	Neural Plasticity in Children with Autism Spectrum Disorder: ERP evidence of the Influence of Executive Function or Pragmatic Language Comprehension Intervention		
2019 - present	Priya Puyuan Zhang	Ph.D.	Primary Supervisor	
	Award	2021 Conference Scholarships for Student Researchers from Asia, Association for Reading and Writing in Asia		
	Thesis Title	Distinct Cognitive Processing Triggered by Low Consistency Events in Visual Statistical Learning		
2019 - present	Eva Mengna Cuiyan	Ph.D.	Primary Supervisor	
	Thesis Title	The Role of Prosodic Reading and Oral Language Skills in Mandarin-English Bilingual Children's Emergent Literacy Development: An Eye-Tracking Study		
2020 - present	Arpitha Vasudev-murthy	Ph.D.	Primary Supervisor	
	Thesis Title	Learning, Memory Consolidation, and Retention in Children with and without Learning Disabilities		
2020 - present	Kembell Lentejas	Ph.D.	Primary Supervisor	
	Thesis Title	A Randomized Controlled Trial Study on the Effectiveness of Oral Language Skills and Prosodic Reading Training on Bilingual Reading Comprehension in Filipino-English Children		
2021 - present	Ning An	Ph.D.	Primary Supervisor	
	Thesis Title	Understanding Cognitive Appraisal and Emotional Management in Children with Developmental Dyslexia		
2021 - present	Xin Wang	Ph.D.	Primary Supervisor	
	Thesis Title	Understanding the Neural Mechanisms of Empathy in Individuals with Autism Spectrum Disorder		
2021 - present	Hey Wing Liu	Mphil	Primary Supervisor	
	Thesis Title	Developing Apps for Improving Reading and Writing in Children with Developmental Dyslexia		
2021 - present	Mei Zhou	Mphil	Primary Supervisor	
	Thesis Title	Working Memory Fidelity and Statistical Learning in Children with Developmental Dyslexia		

Dates	Name	Program	Role	Current Position
2011 - 2015	Shufeng Zhu	Ph.D.	Co-supervisor	Postdoctoral Fellow, Southern University of Science and Technology
	Thesis Title	The Influence of Tone and Consonants on Sentence Perception in Mandarin-Speaking Children with Prelingual Hearing-Impairment		
2014 - 2018	Keerthi Ramanujan	Ph.D.	Co-supervisor	Postdoctoral Fellow, HSE'S Centre for Cognition & Decision Making (CDM) of the Institute of Cognitive Neuroscience
2017 - present	Wing Sze Wong	Ph.D.	Co-supervisor	
	Thesis Title	Cognitive and Language Processing among Cantonese Speakers with Aphasia: A Multi-Level Analysis and Treatment		

FINAL-YEAR UNDERGRADUATE DISSERTATION STUDENTS SUPERVISED

Dates	Name	Program	Role
2011 – 2012	Yen Yim In Chan	SHS BSc.	Supervisor
	Dissertation Title	From Radical to Character: The Role of Semantic, Phonetic and Positional Cues in Children's Novel Character Learning	
2011 – 2012	Meg Mei Ling Lee	SHS BSc.	Supervisor
	Publications	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Perception of Linguistic Pitch in Cantonese-English Bilingual Speakers	
2011 – 2012	Joanna Hew Yan Yip	SHS BSc.	Supervisor
	Awards	The Best Paper Presentation Award at the Annual Presentation of BSc. (Speech and Hearing Science) Final Year Dissertation	
	Publications	2 peer-reviewed journal articles published under my supervision	
	Dissertation Title	Exploring the Role of Radicals in Novel Character Learning among Chinese as Foreign Language Learners	
2012 – 2013	Andy King Yiu Fung	SHS BSc.	Supervisor

Dates	Name	Program	Role
	Publications	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Cross-Linguistic Perception of Pitch of Chinese Dyslexic Children	
2012 – 2013	Rocky Yin Lok Tsang	SHS BSc.	Supervisor
	Dissertation Title	Effect of Music Training on Lexical Tone Perception in Chinese Dyslexic Children	
2012 - 2013	Denise Wai Man Wong	SHS BSc.	Supervisor
	Publication	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Routes to Learning Chinese Characters: Strategies Used by Japanese and Korean as Foreign Language Learners	
2013 - 2014	William Tsun Man Choi	SHS BSc.	Supervisor
	Awards	The Best Paper Presentation Award at the Annual Presentation of BSc. (Speech and Hearing Science) Final Year Dissertation	
	Publications	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Suprasegmental Speech Perception, Working Memory and Reading Comprehension in Cantonese-English Bilingual Children	
2013 - 2014	Jasmine Sau Ping Cheung	SHS BSc.	Supervisor
	Dissertation Title	Character Encoding Strategies by Non-Native Mandarin Speakers	
2013 - 2014	Wincy Wing Si Leung	SHS BSc.	Supervisor
	Publications	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Statistical Learning and Orthographic Regularity Learning in Chinese Children with Dyslexia	
2014 - 2015	Leo Shing Chun Fung	SHS BSc.	Supervisor
	Dissertation Title	The Role of Prosodic Reading in Reading Comprehension among Cantonese-English Bilingual Children	
2014 - 2015	Stephen Man Kit Lee	SHS BSc.	Supervisor

Dates	Name	Program	Role
	Awards	Undergraduate Overseas Research Internship Award	
	Publications	2 peer-reviewed journal articles published under my supervision	
	Dissertation Title	From Pitch to Word: Perception and Learning of Novel Words with Lexical Tone and Lexical Stress in Cantonese-English Bilingual Children	
2014 - 2015	Kathleen Sze Ki Ng	SHS BSc.	Supervisor
	Dissertation Title	From Oral Vocabulary to Text Reading Comprehension: The Role of Working Memory	
2014 - 2015	Regis Yee Ching Tang	SHS BSc.	Supervisor
	Dissertation Title	Modulation of Musical Experience and Prosodic Complexity on Lexical Pitch Learning	
2015 - 2016	Chuck Siu Ki Chan	SHS BSc.	Supervisor
	Awards	The Best Poster Presentation Award at the Annual Presentation of BSc. (Speech and Hearing Science) Final Year Dissertation	
	Publications	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Impact of Language Dominance on Phonetic Transfer in Cantonese-English Bilingual Language Switching	
2015 - 2016	Mandy Yuen Ying Man	SHS BSc.	Supervisor
	Publications	1 peer-reviewed journal article published under my supervision	
	Dissertation Title	Effects of Linguistic Background and Music Experience on Melodic Pitch and Linguistic Pitch Processing	
2015 - 2016	Heidy Ka Hei Ng	SHS BSc.	Supervisor
	Awards	1. Undergraduate Overseas Research Fellowship 2. The Best Poster Award at the HKU Undergraduate Research Fellowship Presentation	
	Dissertation Title	Understanding the Relationship between Executive Function and Reading in School-Age Children	
2015 - 2016	Ruby Wing Yan Wong	SHS BSc.	Supervisor
	Awards	Undergraduate Research Fellowship	
	Publications	1 peer-reviewed journal article published under my supervision	

Dates	Name	Program	Role
	Dissertation Title	Understanding Chinese High-Functioning Autistic Children: The Simple “Mind” of Reading	
2016 - 2017	Kardia Wai Sum Chai	SHS BSc.	Supervisor
	Awards	The Best Oral Presentation Award at the Annual Presentation of BSc. (Speech and Hearing Science) Final Year Dissertation	
	Dissertation Title	Understanding the Roles of Theory of Mind and Cognitive Control in Language Comprehension among Chinese ASD Children	
2016 - 2017	Yoyo Yuk Ying Chan	SHS BSc.	Supervisor
	Dissertation Title	Effect of Music Training on Second Language Learning	
2016 - 2017	Marco Tsz Ho Fong	SHS BSc.	Supervisor
	Dissertation Title	Implicit Learning of Chinese Orthography in Chinese Dyslexic Children	
2016 - 2017	Alvis Ki Fung Kan	SHS BSc.	Supervisor
	Dissertation Title	Prosodic Reading: A Comparison of Prosodic Production in Cantonese and English among Cantonese-English Bilingual Children	
2017 - 2018	Gloria Hoi Ying Lai	SHS BSc.	Supervisor
	Dissertation Title	Effect of Music Experience and Linguistic Background on Pitch Accent Language Learning	
2017 - 2018	Winnie Wing Tung Lau	SHS BSc.	Supervisor
	Dissertation Title	Cantonese-learning Infants’ Perception of Mandarin Tones	
2017 - 2018	Charmaine Ching Man Mak	SHS BSc.	Supervisor
	Dissertation Title	Effects of Oral Language Intervention on Oral Language Skills and Reading Comprehension: A Randomized Controlled Trial	
2017 - 2018	Michelle Kai Yee Wong	SHS BSc.	Supervisor
	Dissertation Title	Understanding the Roles of Theory of Mind and Receptive Prosody in Pragmatic Language	

Dates	Name	Program	Role
		Comprehension among Chinese Children with Autism Spectrum Disorder	
2017 - 2018	Sana Mei Shuen Ng	SHS BSc.	Supervisor
	Dissertation Title	Auditory Statistical Learning and Tone Perception of Hong Kong Children with Developmental Dyslexia	
2017 - 2018	Michelle Kai Yee Wong	SHS BSc.	Supervisor
	Dissertation Title	Understanding the Roles of Theory of Mind and Receptive Prosody in Pragmatic Language Comprehension among Chinese Children with Autism Spectrum Disorder	
2018 - 2019	Joseph Hin Yan Lam	SHS BSc.	Supervisor
	Dissertation Title	Creativity Strengths in Hong Kong School-Aged Children with Developmental Dyslexia	
2018 - 2019	Cara Tsz Mei Li	SHS BSc.	Supervisor
	Awards	Undergraduate Research Fellowship	
	Dissertation Title	Understanding the Roles of Theory of Mind and Receptive Prosody in Reading Comprehension among Chinese Children with Autism Spectrum Disorder	
2018 - 2019	Maegan Kwan Wah So	SHS BSc.	Supervisor
	Dissertation Title	Cantonese-learning Infants' Perception of English Stress	
2018 - 2019	Ann On On Wong	SHS BSc.	Supervisor
	Awards	Undergraduate Research Fellowship	
	Dissertation Title	Literacy Development in Second-Language Learners: The Co-development of Chinese and English Biliteracy in Native and Non-native Cantonese Speaking Children in Hong Kong	
2018 - 2019	Elmo Si Ho Wong	SHS BSc.	Supervisor
	Dissertation Title	Comprehension Monitoring in Chinese-English Bilingual Good and Poor Comprehenders	
2020 - 2021	Jojo Ho Yan Yip	SHS BSc.	Supervisor
	Awards	Undergraduate Research Fellowship	

Dates	Name	Program	Role
	Dissertation Title	Improving Autistic Children's Mind and Text Reading through Pragmatic Language Comprehension Intervention: A Randomised Controlled Trial	
2020 – 2021	David Dai Wai Kwok	SHS BSc.	Supervisor
	Dissertation Title	Improving Autistic Children's Mind and Text Reading through Executive Function: A Randomised Controlled Trial	

KNOWLEDGE EXCHANGE

KNOWLEDGE EXCHANGE WORKSHOP

Date	KE Workshop Title	Number of Participants	Distributed Practice Material
11/06/2016	How to Become Super Bilingual Comprehenders	65	Reading Comprehension Strategies Pack
	https://www.facebook.com/media/set/?vanity=HKU.SLRLab&set=a.606459883028559		
08/10/2017	Music Training for Improving Language and Cognitive Development of Children with Autism	73	Character Learning Pack
	https://www.facebook.com/HKU.SLRLab/photos/a.368005640207319/523919831282565/		
17/03/2018	Becoming a Skilled Comprehender in Both Chinese and English	196	Vocabulary Training Pack
	https://slrlab.edu.hku.hk/gallery/		
06/07/2019	Promoting Cognitive Strengths in Children with Developmental Dyslexia	187	Literacy Training
	https://www.facebook.com/media/set/?vanity=HKU.SLRLab&set=a.606459883028559		

KNOWLEDGE EXCHANGE RESOURCE DEVELOPED

1. YouTube Videos: We have created a series of YouTube videos to enhance public understanding of children with special educational needs and promote an inclusive culture of diversity.

<https://www.youtube.com/watch?v=ZPBlbJ4omno> (“How much do you know about special educational needs (SEN)?” Part I).

<https://www.youtube.com/watch?v=0IK3KDBoysg> (“How much do you know about special educational needs (SEN)?” Part II).

<https://www.youtube.com/watch?v=tQJGv84HIIw> (“Get to know EEG experiments!”)

2. Assessment Report and Training Packs developed and distributed to parents

Assessment Report:

<https://www.facebook.com/HKU.SLRLab/photos/a.368005640207319/603250953349452/>

Vocabulary Training Pack:

<https://www.facebook.com/HKU.SLRLab/photos/a.368005640207319/603246600016554/>

Literacy Training Pack:

<https://srlab.edu.hku.hk/resources/?fbclid=IwAR2rRMid-04rCn711GZuPPk5WZn9zhIKZWtbUCKBcoVopV0jYNYt6F3tai0>

3. Facebook Page: how parents can help co-regulate emotions, such as anger and fear, of children with autism spectrum disorder.

<https://www.facebook.com/HKU.SLRLab/posts/935555846785626>

4. Assessment Tools developed for clinical and educational practitioners

<https://srlab.edu.hku.hk/resources/?fbclid=IwAR2rRMid-04rCn711GZuPPk5WZn9zhIKZWtbUCKBcoVopV0jYNYt6F3tai0>

MEDIA COVERAGE

- HKU: 探索本地語言發展：港大招募零至一歲以粵語作母語嬰兒 – 12 March 2018
- HK Oriental Daily: 嬰兒點樣學母語？ 港大招數百廣東話 BB 研究 – 12 March 2018
- Wen Wei Po: 港大招 BB 生 研如何學粵語 – 13 March 2018
- Ming Pao Daily News: 港大招 1 歲以下 BB 研廣東話言語發展 – 13 March 2018
- HK Online platform- Oh! Pama: 【港大招募初生嬰】語音發展學術研究 加強家長對粵語認知 – 14 March 2018
- HK Online platform- Oh! Pama: Facebook post – 18 March 2018
- HK Online platform- PressLogic – Mami 親子日常: Facebook post – 23 March 2018
- HK Online platform- PressLogic – Mami 親子日常: 港大招 1 歲以下 BB 語音發展學術研究 機會黎啦！優先參加免費言語工作坊 – 23 March 2018
- TOPick Hong Kong Economic Times: 港大徵讀寫障礙與正常發展小學生 研香港學生中文讀寫能力 – 26 June 2018

- HKU Strategically Orientated Research Themes Brochure: A feature article on Dr. Shelley Xiuli Tong on Developing Intelligent Interventions for Language and Literacy Acquisition – April 2019

UNIVERSITY AND PUBLIC SERVICE

SERVICE TO INTERNATIONAL PROFESSIONAL ORGANIZATIONS

2018 – present	Membership Committee of Society for Scientific Studies of Reading (SSR)	Member
2020 – present	Publication Committee of Society for Scientific Studies of Reading (SSR)	Member
2021 – present	Board of Association for Reading and Writing in Asia (ARWA)	Member
2021 – present	The Society for Research in Child Development Asian Caucus	Member
2021 – present	The Asia-Pacific Babylab Constellation (ABC) Conference Organizing Committee	Member

MEMBERSHIP

2004 – 2008	Society for Chinese Psychology	Member
2008 – 2009	International Reading Association Studies of Reading	Member
2008 – 2010	Association for Psychological Science	Member
2008 – present	The Society for Scientific Studies of Reading	Voting Member

SERVICE TO PROFESSIONAL PUBLICATIONS: AD HOC REVIEWER FOR PEER-REVIEWED CONFERENCES AND GRANTS

2018	The First Conference of Asia-Pacific Babylab Constellation Society for Chinese Psychology	Reviewer
2019	The Language and Communication session for the 2019 SRCD Biennial Meeting	Reviewer
2021	The Twenty-Eighth Annual Meeting of the Society for Scientific Studies of Reading	Member
2021	Canada SSHRC Insight Grants	Reviewer

2022	Fulbright Junior Research Award	Reviewer
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SERVICE TO PROFESSIONAL PUBLICATIONS: AD HOC REVIEWER FOR PEER-REVIEWED JOURNALS

2008 – 2017	Ad hoc Reviewer for over 20 internationally prestigious journals, including <i>Journal of Educational Psychology</i> ; <i>Journal of Language, Speech, and Hearing Research</i> ; <i>Journal of Learning Disabilities</i> ; <i>Scientific Studies of Reading</i> ; and <i>Developmental Psychology</i> .
2017 – present	Ad hoc Reviewer for over 20 internationally prestigious journals, including <i>Child Development</i> ; <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> ; <i>Reading Research Quarterly</i> ; <i>Journal of Cognition and Development</i> ; and <i>Annual of Dyslexia</i> .

SERVICE TO THE FACULTY

2011 – present	Convenor for Confirmation Seminar of RPG Students	
2012 – 2014	Faculty Review Committee	Member
2012 – 2018	Hong Kong Putonghua Education and Assessment Centre Committee of Management	Member
2013 – 2015	Faculty Research Ethics Committee	Member
2013 – 2016	BSc(SHS) Curriculum Committee	Member
2013 – 2016	Faculty Library Committee	Member
2015 – 2017	Faculty Teaching & Learning Quality Committee	Member
2016 – 2019	Faculty Higher Degrees Committee	Member

SERVICE TO THE SPEECH AND HEARING SCIENCE PROGRAM

2011 – 2019	DSE Year Coordinator
2012	Organizer of May Symposium at SHS
2012 – present	Internal thesis examiner for four different theses
2018 – 2019	Research Coordinator

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