

Selected Publications

Book

Li, M., & Latorre, J. (2013). *English education in China: Exploring new approaches and methods*. Niagara, NY: Untested Ideas Research Centre.

Book Chapters

Li, M. (in press). Evaluation of learning outcomes: Does it work? In L. Q. Dixon & J. Zhao (Eds.), *Rationale, practice, and implementation of English-medium instruction courses in Chinese universities*. NY: Taylor & Francis.

Li, M., & D'Angelo, N. (2015). Higher-level processes in reading. In B. X. Chen-Bumgardner, V. Dronjic & R. Helms-Park (Eds.), *Learning to read in a second language: Cognitive, psycholinguistic, and pedagogical issues* (pp. 159-194). NY: Routledge.

Li, M., & Kirby, J. R. (2012). Breadth and depth of vocabulary knowledge in second language reading. In J. S. Avery & M. H. Stewart (Eds.), *Language Learning: New Research* (pp. 79-103). Hauppauge, NY: Nova Science Publishers Inc.

Articles

Li, M., & Kirby, J. R. (2015). The effects of vocabulary breadth and depth on English reading. *Applied Linguistics*, 36, 511-534.

Li, M., & Kirby, J. R. (2014). Unexpected poor comprehenders among adolescent ESL students. *Scientific Studies of Reading*, 18, 75-93.

Li, M., Kirby, J. R., Cheng, L., Wade-Woolley, L., & Qiang, H. (2012). Cognitive predictors of English reading achievement in Chinese English-Immersion students. *Reading Psychology*, 33, 423-447.

Li, M., Cheng, L., & Kirby, J. R. (2012). Phonological awareness as a predictor of listening comprehension for English-Immersion students in China. *International Education*, 6, 41-63.

Li, M., Kirby, J., & Georgiou, G. (2011). Rapid naming speed components and reading comprehension in bilingual children. *Journal of Research in Reading*, 34, 6-22.

Cheng, L., Li, M., Kirby, J. R., Qiang, H., & Wade-Woolley, L. (2010). English language immersion and students' academic achievement in English, Chinese and mathematics. *Evaluation & Research in Education*, 23, 151-169.

Selected Conference Presentations

Li, M., Frijters, J., Truong, D., Tsujimoto, K., Willcutt, E., Lovett, M., Wolf, M., Hill, D., Jacobson, L., & Gruen, J. (2016, July). Subgroup classification of struggling readers: A latent profile analysis and validation study. Society for the Scientific Study of Reading (SSSR), Porto, Portugal.

Li, M., Geva, E., Gottardo, A., Chen, B., Koh, P. W., & Huo, M. R. (2015, July). Unexpected poor comprehenders among English Language Learners. Society for the Scientific Study of Reading (SSSR), Hawaii, USA.

Li, M., & Kirby, J. R. (2012, March). Roles of vocabulary breadth and depth in reading comprehension of ESL learners. American Association of Applied Linguistics (AAAL), Boston, Massachusetts, USA.

Li, M., Kirby, J. R., & Zhao, W. (2011, August). Breadth and depth of vocabulary in relation to English reading comprehension in Chinese English-immersion students. International Association of Applied Linguistics (AILA), Beijing, China.

Li, M., Zhang, H., & Kirby, J. R., (2010, April). Strategies, approaches to learning, and language proficiency as predictors of EFL reading comprehension. American Educational Research Association (AERA), Denver, Colorado, USA.

Li, M., Kirby, J. R., & Georgiou, G. (2009, June). RAN components and reading comprehension across languages. Society for the Scientific Study of Reading (SSSR), Boston, Massachusetts, USA.

Li, M., Kirby, J. R., Cheng, L., Wade-Woolley, L., & Qiang, H. (2009, June). The contribution of phonological awareness and naming speed to Chinese-English biliteracy acquisition. National Language Conference, Canadian Language & Literacy Research Network, "Contextualizing Bilingualism and Biliteracy", Dalhousie University, Halifax, NS, Canada.