



Che Kan Leong

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Educational Psychology and Special Education
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**Adjunct Professor
Dept. of Educational Psychology,
The Chinese University of Hong Kong (to July, 2017)**

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B.A. (Hon., English Literature), 1957; M.A.(Ed.), 1964 (Hong Kong); Post-Grad. Diploma in Child Development (Queensland), 1960; PhD (Alta.) 1974; Dr.Soc.Sc. (Honoris Causa) (Umeå), 1990; Earned D. Litt.(Sask.), 1998.

Fellow: American Psychological Association (APA), Canadian Psychological Association (CPA), Association for Psychological Science (APS), International Academy for Research in Learning Disabilities (IARLD); Associate Fellow, British Psychological Society (BPS) and Chartered Psychologist, UK.

Professor Emeritus, University of Saskatchewan, 1998; Adjunct Professor, The Chinese University of Hong Kong (from 2000 to present); Distinguished Professor Emeritus (University-wide), University of Saskatchewan (from May, 2013 to present).

Experience:

Teacher, Lecturer at Northcote College of Education, then Research Officer, Acting Senior Education Officer, Education Department, Hong Kong (1957-1969).

Assistant, Associate, then full Professor, Institute of Child Guidance and Development and later Department for the Education of Exceptional Children, University of Saskatchewan, Saskatoon, Canada (1969-1998).

International Board member of the International Dyslexia Association (IDA) for over 10 years in the 1980s and 1990s, during which time I also served as Chair of the Research Committee, and Chair of the annual (IDA) international conferences in Seattle, Baltimore and San Diego.

Endowed Lansdowne Professor, Faculty of Education, University of Victoria, Victoria, B.C. Canada (1989-1991).

Foundation Dean, School of Languages in Education, Hong Kong Institute of Education, Hong Kong (September, 1998-December 1999).

Member of Advisory Board of Hong Kong Institute of Educational Research, The Chinese University of Hong Kong, Hong Kong from early 2000s to the present. The terms of reference include: "To advise the Vice-Chancellor of the University on the long-term development of the Institute... To facilitate the development of

links between the Institute and local and overseas academic communities...”
Other members include Prof. Howard Gardner of Harvard University and Prof. Herbert Marsh of Oxford University.

Visiting Professor at the following Institutions:

Educational Psychology, The Chinese University of Hong Kong (March-June, 2000).
Psychology Dept., The Chinese University of Hong Kong (January-May, 2002).
Joint Laboratories for Language and Cognitive Neuroscience, University of Hong Kong,
March 6 to June 5, 2003 (with Prof. LiHai Tan on neuro-cognition).
Faculty of Education, University of Hong Kong (May, 2005).
Psychology Dept., University of Hong Kong (September- October, 2008; March -April,
2009 (with Prof. Connie Ho on dyslexia in Chinese).
Honorary Professor, Academy of Psychology and Behavior, Tianjin Normal University,
Tianjin, China (From October, 2008 onward).

Visiting Professor, Dept. of Educational Psychology and JP Das Centre on
Developmental and Learning Disabilities, University of Alberta (From
September, 2018 onward).

Visiting Scholar at the following Institutions:

Department of Psychology, University of Hong Kong – January, 1978.

Paedologisch Institute, Vrije Universiteit, January – August, 1978 (with Prof. Dirk
Bakker on functional cerebral laterality).

Osaka University, Depts. of Education and Psychology, August, 1980 and subsequent
occasions (with Prof. Takeshi Hatta on functional cerebral laterality).

East China Normal University in Shanghai (One of the key Point universities)
Psychology Dept. August, 1980. I gave six lectures on reading science, 3 lectures
in Putonghua and 3 in English.

Birkbeck College Psychology Dept., University of London, January – April, 1985 (with
Prof. Max Coltheart on deep dyslexia).

University of Umeå, Psychology Dept., April– August, 1985 (with Prof. Ingvar Lundberg
on developmental dyslexia).

University of Patras, Greece, Psychology and Education Depts., June, 1985 (with Prof.
Costas Porpodas on reading processes).

Matsuyama University, Japan. I gave two lectures on the science of reading, 1993.

University of Maria Curie Skłodowska, Lublin, Poland, June, 1994 and June, 1996 (with Prof. Bozydar L.J. Kaczmarek on neuropsychology in relation to reading, The Russian Alexander Luria's clinical neuropsychological studies).

Honorary Adjunct Professor, Educational Psychology, Chinese University of Hong Kong (2000-July, 2017).

Hong Kong Institute of Education, July, 2005 on Academic Quality Assurance.

Hiroshima University, Japan at various times (with Prof. K. Tamaoka, Prof. Jun Yamada, Faculty of Integrated Arts and Sciences on kanji and kana processing).

Faculty of Education, Chinese University of Hong Kong, April-May, 2006.

Nagoya University School of Languages and Cultures, Japan and University of Hong Kong Faculty of Education, Hong Kong, September, 2010.

University of Alberta Department of Educational Psychology, November, 2010.

National Institute of Education, Nanyang Technology University, Singapore, Chinese University of Hong Kong, Dept. of Educational Psychology, June-July, 2011.

Hong Kong University Faculty of Education, University of Sydney School of Languages and Cultures, University of Queensland School of Education, September – October, 2011.

Editorship

Editor-in-Chief, *Annals of Dyslexia*, official interdisciplinary Journal of International Dyslexia Association (November, 2001 to December, 2006 after bringing out 5 volumes in 8 issues with some 1,600 pages).

Editorial Board Member: *Dyslexia, Journal of Learning Disabilities, Reading and Writing: An Interdisciplinary Journal, Scientific Studies of Reading*.

Advisory Board Member of Neuropsychology and Cognition series, Kluwer Academic Publishers (From inception to 2004).

Special Issue Editor (1998). Cognitive processing of the Chinese and Japanese languages. *Reading and Writing: An Interdisciplinary Journal*, 10(3-5).

Special Issue Editor (1992). Reading and spelling with text-to-speech computer systems. *Reading and Writing: An Interdisciplinary Journal*, 4(2).

Ad hoc reviewer for: *Applied Psycholinguistics, Applied Cognitive Psychology, Bilingualism, Developmental Psychology, Cognitive Development*,

Developmental Science, International Journal of Psychology, Journal of Educational Psychology, Journal of Research in Reading.

Research Grant Reviewer and External Examiner for PhD. Theses

Regular reviewer of research grant proposals for Social Sciences and Humanities Research Council of Canada, Research Grants Council of Hong Kong, U.S. National Science Foundation (4 grants).

Examined externally some 50 PhD students from 1980s onward, mostly in Psychology and Educational Psychology in universities in Canada, Hong Kong, India, New Zealand and Australia. Some examples are: (a) “*Learning Disability Subtypes*” (University of Calgary, December, 1987); (b) “*Automaticity, Metacognition, and Working Memory in Normal and Disabled Readers*” (Simon Fraser University, 1993); (c) “*A Psycholinguistic Study of Speech Errors in Chinese*” (University of Victoria, Linguistics, 1997); (d) “*Rime-based Orthographic Analogy Training Effect on Word Recognition...*” (Massey University, New Zealand, 1998); “*Young Children’s Understanding of Early Writing in Chinese*” (University of Auckland, New Zealand, Education, 2000) (e) “*The Cortical and Functional Organization of Chinese and English Bilinguals*” (University of Hong Kong, Psychology, 2004); (f) “*High-Performing Developmental Dyslexics’ Use of Context in Word Recognition Process*” (University of Alberta, Educational Psychology, 2006); (g) “*Perception of Cantonese Tones*” (University of Hong Kong, Education, 2007); (h) “*Importance of Phonological and Orthographic Processing Skills for English Literacy Abilities in English Monolingual, Chinese-English Bilingual, and English Monolingual Learners with Dyslexia*” (University of Western Australia, Psychology, May, 2015).

Keynote Addresses and Invited Lectures include:

Invited public lecture “Whither the child with learning problems” delivered at the University of Hong Kong, Hong Kong, 25th January, 1978. (25 pp. ms.).

Invited address “A schoolman’s ‘doubtfulness’ – Metaphors on literacy and cognition” delivered at the 60th anniversary conference on literacy and cognition for a changing society, University of Saskatchewan College of Education, Saskatoon, Canada, 29 – 31st, 1987.

Invited lecture “Reading and reading difficulties in a morphemic script” delivered at the NATO (Scientific Affairs) Advanced Study Institute, Il Ciocco, Italy, 9th-21st November, 1987.

Keynote lecture “Reflections on literacy and knowing” at the celebratory conference in honor of the memory of Professor John Downing, the founding president of the UK Reading Association, University of Leicester, UK, April, 1988.

Invited closing address “The way forward” delivered at the International Conference on Dyslexia organized by the British Dyslexia Association, Bath, UK, 1st April, 1989

- Invited symposium member “Rethinking ‘The children’s machine’ with reference to learning disabilities” at the invitational workshop on “Technology for Persons with Learning Disabilities: Building Bridges between Learning Disabilities Research and Industry” at the Frostig Center, Pasadena, CA, U.S.A. June 25-27, 1989.
- Invited lecture “Towards developing a framework for diagnosing reading disorders” delivered at the NATO (Scientific Affairs) Advanced Study Institute, de Bonas, France, September, 30 – October, 1991.
- Invited public lecture “Metaphor for cognition and general education: A “Scholar’s Doubtfulness” delivered at Lingnan College (now Lingnan University), Hong Kong, May 27, 1994.
- Invited lecture “Paradigmatic analysis of Chinese word reading: Research findings and classroom practices” delivered at the NATO (Scientific Affairs) Advanced Study Institute, Praia de Alvor, Algarve, Portugal, September, 1994.
- Invited address “On knowing words – A lexical hypothesis” delivered at the International Conference on “Building Hong Kong on Education: From Convention to New Mission”, Lingnan University, June 25-26, 1997
- Keynote address “Development dyslexia: Progress and possibilities” delivered at the Right to Learn International Conference, Helsinki, Finland, 22nd- 24th August, 1997.
- Invited lecture “Effects of children’s phonologic-orthographic processing on spelling – A developmental study” delivered at the World Congress on Dyslexia, Thessaloniki, Macedonia, Greece, 23rd to 26th September, 1997.
- Invited lecture “Psychological and educational aspects of specific learning disabilities” delivered at the workshop on “Specific learning disabilities, 1999: The way ahead” organized by the Hong Kong Society of Child Neurology and Developmental Paediatrics (HKCNDP), Queen Elizabeth Hospital, Hong Kong, 2nd March, 1999.
- Invited Lee Hysan Lecture: “Blessing of Babel: What does it mean to learn to read and spell English/Chinese? delivered at the Faculty of Education, Chinese University of Hong Kong, Hong Kong, 26th May, 2000.
- Invited lecture “Phonological processing in learning to read Chinese: In search of a framework” in an international symposium to celebrate the 65th Birthday of Professor Ingvar Lundberg under the auspices of the Swedish Council for Social Research and the Swedish Council for Research in the Humanities and Social Sciences, Karolinska Institute, Stockholm, Sweden, July, 2000.

- Invited lecture “Phonological analysis in learning to read: The case of Chinese and Japanese” delivered at the National Institute of Education, Singapore, 12th October, 2001.
- Keynote address “Helping Chinese children with developmental dyslexia” delivered at the 22nd Annual Conference, International Dyslexia Association, British Columbia Branch, Vancouver, 19th October, 2001.
- Invited lecture (with Nitta and Yamada) “Phonological analysis abilities of Chinese and Japanese children learning to read” delivered at the NATO (Scientific Affairs) Advanced Study Institute, Il Ciocco, Italy, 5th-17st November, 2001.
- Commissioned (with Dr. P.W. Cheng and Dr. M.K. Ho) by the Hong Kong Institute of Educational Research, the Chinese University of Hong Kong to conduct workshops for principals and teachers in Hong Kong on helping students with specific learning disabilities (SLD) in Chinese and English in primary schools, March – May, 2001.
- Invited lecture “Dyslexia in the Chinese language” delivered at the Joint Congress of the International Child Congress and the Asian and Oceanian Congress of Child Neurology, Beijing, China, 20th – 25th, September, 2002.
- Keynote address “Developmental dyslexia and early learning environment” delivered at the International Conference on “Developmental dyslexia in children using the Chinese Language: fMRI and advocacy” organized by the Hong Kong Society of Child Neurology and Developmental Paediatrics (HKCNDP) , Queen Elizabeth Hospital, Hong Kong, 26th – 28th October, 2002.
- Invited lecture “Learning to read English as a second language (L2): Orthographic and phonological sensitivity” delivered at the Graduate Seminar, Psychology Dept., Chinese University of Hong Kong, 25th March, 2003.
- Invited lecture “Structural relation of orthographic knowledge and phonological sensitivity in reading and spelling English words by Chinese learners” delivered at School of Communication, Northwestern University, 23rd January, 2004.
- Invited lecture “Identifying risk factors in learning to read Chinese/Kanji characters and words in developmental dyslexia”, Oxford-Kobe Symposium on Dyslexia in Japanese, Chinese and English, Kobe, Japan, 18th – 20th April, 2004.
- Invited lecture “Does level of vocabulary knowledge predict reading/spelling difficulties?” at the 5th World Congress on Dyslexia, Thessaloniki, Greece, 23rd – 27th August, 2004.
- Invited symposiast “Word structure affects students’ spelling” delivered at the 29th annual conference of the International Academy for Learning Disabilities (IARLD) symposium on Spelling and its Difficulties, Valencia, Spain, 7th – 9th July, 2005.

Keynote address “Psychological perspectives on attention deficit hyperactivity disorder in relation to reading disorder and Chinese children” delivered at the annual scientific meeting, HKCNDP, Queen Elizabeth Hospital, Hong Kong, 12th November, 2006.

Keynote address together with Dr. M.K. Ho, Chinese University of Hong Kong “Theory-based assessment of reading and its difficulties in the Chinese language system” delivered at the Summit Conference on specific learning disabilities organized by HKCNDP at Queen Elizabeth Hospital, Hong Kong, 19th November, 2007.

Keynote address ”Synthesis: Four inter-related issues in reading acquisition in Chinese” and introducing the International Conference on Research in Reading Chinese and related Asian Languages, University of Toronto, Ontario Institute for Studies in Education, 2nd and 3rd July, 2010.

Invited address “Studying Chinese (Kanji) reading literacy” School of Languages and Cultures, Nagoya University, Japan, 11th September, 2010. “Research issues in acquiring reading literacy in Chinese: A cross-linguistic perspective” and “An academic’s intellectual journey in research”, both at Hong Kong University, Hong Kong, September, 2010.

Graduate seminars at Hong Kong University Faculty of Education, University of Sydney School of Languages and Cultures and Queensland University School of Education on text comprehension of Chinese as L1 and L2, September – October, 2011.

Organizer and discussant of symposium: Genre-based Chinese literacy research programs, and children learning Chinese at the 20th annual conference of the Society for the Scientific Study of Reading, Hong Kong, China, 10th to 13th July, 2013.

Invited symposiast with Profs. V.W. Berninger, E.R. Silliman, & R.H. Bahr on the symposium: Rethinking language and learning disabilities through writing and spelling: Three overlapping perspectives at the 39th annual conference of IARLD, University of British Columbia, Vancouver, BC. 7th and 8th July, 2015.

Honors include:

Outstanding Dissertation Award by the International Reading Association (IRA) on my PhD thesis “*Spatial-temporal Information-Processing in children with specific reading disability*” (pp. 451). Supervisor: Prof. J.P. Das and External Examiner: Prof. Arthur Benton). (about 50 entries winnowed to 10 finalists judged by seven international researchers), 1976.

Scottish Rites Foundation Fellowship for work on language processing of the mentally retarded, 1977.

Samuel Torrey Orton Award, International Dyslexia Association, 1986 (previous recipients include Dr. Howard Rome, Dr. Richard Masland, both being past presidents of the World Federation of Neurology, Prof. Arthur Benton, doyen of neuropsychology, University of Iowa, Prof. Isabelle Liberman, Haskins Laboratories and University of Connecticut).

Doctor of Social Sciences (Honoris Causa), University of Umeå, Sweden, 1990 on the occasion of the 25th Anniversary of the University.

Distinguished Researcher Award (University-wide, awarded one a year), University of Saskatchewan, 1995.

Earned Doctor of Letters (DLitt). University of Saskatchewan, 1998 (awarded on occasions only).

Margaret Byrd Rawson Lifetime Achievement Award for contribution to dyslexia research, service and advocacy, International Dyslexia Association, 2006.

Certificate of Appreciation for "contributions to specific learning disabilities (SLD) and dyslexia in Hong Kong, Asia-Pacific region and the world ... and mentoring workers in the field of SLD in Hong Kong" by the Hong Kong Society of Child Neurology and Developmental Paediatrics, November, 2007.

Prime of Life Achievement Award for continuing research contribution after "retirement" by the University of Saskatchewan Retirees' Association, September, 2011.

Distinguished Professor Emeritus awarded by the University of Saskatchewan, May, 2013.

Research Publication

The focus of my research is on the psychological and psycholinguistic aspects of reading and its disorders (developmental dyslexia), metalinguistic awareness, phonological, orthographic and morphological processing in relation to reading, spelling and written composition, lexical access in English and Chinese, and the use of text-to-speech computer system to enhance text comprehension.

From 1985 to the late 1990s my research has been assisted consistently with competitive research grants from the Social Sciences and Humanities Research Council of Canada (SSHRC), the last grant being awarded while I was technically "retired".

A. Books (All Graduate Level References, to July, 2018)

Joshi, R.M., Leong, C.K., & Kaczmarek, B. (Eds.). (2003). *Literacy acquisition: The role of phonology, orthography and morphology*. Amsterdam: IOS Press (17 chapters with 217 pp.).

- Kao, H.S.R., **Leong, C.K.**, & D.G.Gao (Eds.). (2002). *Cognitive neuroscience studies of the Chinese language*. Hong Kong: Hong Kong University Press (16 chapters with 329 pp.).
- Leong, C.K. (December, 1999). *What does it mean to read a WORD?* Monograph No. 2, School of Languages in Education, Hong Kong Institute of Education. 16 pp.
- Leong, C.K., & Tamaoka, K. (Eds.). (1998). *Cognitive processing of the Chinese and the Japanese languages*. Dordrecht: Kluwer Academic Publishers. (15 chapters with 316 pp.).
- Leong, C.K., & Joshi, R.M. (Eds.). (1997). *Cross-language studies of learning to read and spell: Phonologic and orthographic processing*. Dordrecht: Kluwer Academic Publishers. (20 chapters with 427 pp.).
- Leong, C.K., & Joshi, R.M. (Eds.). (1995). *Developmental and acquired dyslexia: Neuropsychological and neurolinguistic perspectives*. Dordrecht: Kluwer Academic Publishers (16 chapters with 290 pp.).
- Joshi, R.M., & **Leong, C.K.** (Eds.). (1993). *Reading disabilities: Diagnosis and component processes*. Dordrecht: Kluwer Academic Publishers (18 chapters with 344 pp.)
- Leong, C.K., & Randhawa, B.S. (Eds.). (1989). *Understanding literacy and cognition: Theory, research and application*. New York: Plenum Press (16 chapters with 322 pp.).
- Leong, C.K. (1987). *Children with specific reading disabilities*. Lisse: Swets & Zeitlinger (10 chapters with 360 pp.).
- Duane, D.D., & **Leong, C.K.** (Eds.). (1985). *Understanding learning disabilities: International and multidisciplinary views*. New York: Plenum Press (23 chapters with 272 pp.).
- Downing, J., & **Leong, C.K.** (1982). *Psychology of reading*. New York: Macmillan (15 chapters with 414 pp.).

Excerpts of sample reviews: (a) Prof. Vicki Hanson of Haskins Lab: “The present volume successfully draws on findings from developmental and cognitive psychology, linguistics, neurophysiology, and education to provide advanced students of educational psychology a comprehensive book on reading... The concern is with the process of reading... The conceptual framework could usefully serve to guide students’ thinking about reading and reading instruction in the future...” *Contemporary Psychology* (1983), 28, 550-551.

(b) Prof. Linda Siegel, then of OISE, University of Toronto: “ In spite of reservations concerning definitional issues, this book is well organized and covers most areas in depth. It could form the basis of a graduate seminar or advanced under-graduate

course. It can also provide a comprehensive view of the field for the specialist...”
Canadian Psychology (1985), 26, 300-301.

(c) Prof. Mary Curtis of Harvard: “This book] is a comprehensive compilation of theoretical and empirical work on several important areas of psychological research on reading. It provides discussion and reviews recent work, particularly in the area of the cognitive bases of decoding and comprehension which should be of interest to students of reading as well as to researchers from other areas. The volume reflects, however, what seems to be an important feature of the state-of-the-science of reading today...” *Applied Psycholinguistics* (1985), 6, 97-99.

(d) Prof. Pieter Reitsma of Paedagogisch Institute, Vrije Universiteit, The Netherlands: “The book offers a treasure of information regarding reading and is fairly representative of present knowledge in the field... [but it needs] more critical discussion... Despite this it may be said this is a most educational and valuable book...” *Netherlands Journal of Psychology* (1984) 39, 55-60.

B. Book Chapters (to March, 2018, 41 as of July, 2018)

Leong, C.K. (2015). Functional components of reading with reference to reading Chinese. In T.C. Papadopoulos, R.K. Parrila, & J.R. Kirby (Eds.), *Cognition, intelligence, and achievement: A tribute to J.P. Das* (pp. 149-171). Amsterdam: Elsevier.

Leong, C.K., Tse, S.K., Loh, K.Y., & Ho, M.K. (2014). Fostering reading comprehension and writing composition in Chinese children. In X. Chen, Q. Wang, & Y.C. Luo (Eds.), *Reading development and difficulties in monolingual and bilingual Chinese children* (pp. 67-86). New York: Springer.

Leong, C.K. (2011). Chinese language learners of English use more orthographic-lexical than phonological strategies in English word recognition and spelling. In A.Y. Durgunoğlu & C. Goldenberg (Eds.), *Language and literacy development in bilingual setting* (pp. 188-209). New York: Guilford Publications.

Leong, C.K., & Yamada, J. (2008). Pronunciation of low-frequency irregular words in estimating premorbid intelligence. In K. Yoshizaki & H. Ohnishi (Eds.), *Contemporary issues of brain, communication and education in psychology: The science of mind* (pp. 45-56). Osaka, Japan: Union Press.

Leong, C.K. (2006). Making explicit children's implicit epilinguistic in learning to read Chinese. In P. Li, L.H. Tan, E. Bates, & O.J.L. Tzeng (Eds.), *Handbook of East Asian Psycholinguistics, Vol. 1: Chinese psycholinguistics* (pp. 70-80). Cambridge, UK: Cambridge University Press.

Leong, C.K., Nitta, N., & Yamada J. (2003). Phonological analysis abilities of Chinese and Japanese children learning to read. In R.M. Joshi, B. Kaczmarek, & C.K.

- Leong (Eds.). *Literacy acquisition: The role of phonology, orthography, and morphology* (pp. 25-48). Amsterdam: IOS Press.
- Leong, C.K. (2002a). Segmental analysis and reading in Chinese. In H.S.R. Kao, C.K. Leong, & D.G. Gao (Eds.). *Cognitive neuroscience studies of the Chinese language* (pp. 227-246). Hong Kong: Hong Kong University Press.
- Leong, C.K., (2002b). "Cognitive conjunction" analysis of processing Chinese. In H.S.R. Kao, C.K. Leong, & D.G. Gao (Eds.). *Cognitive neuroscience studies of the Chinese language* (pp. 1-32). Hong Kong: Hong Kong University Press.
- Leong, C.K., & Tan, L.H. (2002). Phonological processing in learning to read Chinese: In search of a framework. In E. Hjelmquist, & C. von Euler (Eds.). *Dyslexia and literacy: A tribute to Ingvar Lundberg* (pp. 126-150). London: Whurr Publishers.
- Leong, C.K. (1999a). What can we learn from dyslexia in Chinese? In I. Lundberg, F.E. Tønnessen, & I. Austad (Eds.), *Dyslexia: Advances in theory and practice*. (pp. 117-139). Dordrecht: Kluwer Academic Publishers.
- Leong, C.K. (1999b). How a child thinks in learning to read and spell English/Chinese. In V. Crew, V. Berry, & J. Hung (Eds.). *Exploring diversity in the language curriculum* (pp. 35-49). Hong Kong: Hong Kong Institute of Education Centre for Language in Education.
- Leong, C.K. (1998a). On knowing words: A lexicalist hypothesis. In B. Asker (Ed.), *Teaching language and culture: Building Hong Kong on education* (pp. 68-98). Hong Kong: Longmans.
- Leong, C.K. (1998b). Whither special learning difficulties: Different locales, different problems? In D. Chan (Ed.), *Helping students with learning difficulties*. (pp. 189-212). Hong Kong: The Chinese University Press.
- Leong, C.K. (1998c). Strategies used by nine- to twelve-year-old children in written spelling. In C. Hulme & R.M. Joshi (Eds.), *Reading and spelling: Development and disorders* (pp. 421-432). London & Mahwah, NJ: Lawrence Erlbaum.
- Leong, C.K. (1997). Paradigmatic analysis of Chinese word reading: Research findings and classroom practices. In C.K. Leong & R.M. Joshi (Eds.), *Cross-language studies of learning to read and spell: Phonologic and orthographic processing* (pp. 379-417). Dordrecht: Kluwer Academic Publishers.
- Leong, C.K., & Joshi, R.M. (1997). Relating phonologic and orthographic processing to learning to read and spell. In C.K. Leong, & R.M. Joshi (Eds.), *Cross-language studies of learning to read and spell: Phonologic and orthographic processing* (pp. 1-29). Dordrecht: Kluwer Academic Publishers.

- Leong, C.K. (1996). Using microcomputer technology to promote students' "higher-order" reading. In B. Gorayska, & J. Mey (Eds.), *Cognitive technology* (pp.257-281). Amsterdam: North-Holland.
- Leong, C.K., & Hsia, S. (1996). Cross-linguistic constraints on Chinese students learning English. In M.H. Bond (Ed.), *The handbook of Chinese psychology* (pp. 63-78 + ref.). London: Oxford University Press.
- Leong, C.K. (1995a). Effective schools -- Suggestions for a research framework for Hong Kong and beyond. In P.K. Siu & P.T.K. Tam (Eds.), *Quality in education: Insights from different perspectives* (pp. 38-49). Hong Kong: The Hong Kong Educational Research Association.
- Leong, C.K. (1995b). Orthographic and psycholinguistic considerations in developing literacy in Chinese. In I. Taylor & D.R. Olson (Eds.), *Scripts and literacy: Reading and learning to read alphabets, syllabaries and characters* (pp. 163-183). Dordrecht: Kluwer Academic Publishers.
- Leong, C.K., & Parkinson, M.E. (1995). Processing of English morphological structure by poor readers. In C.K. Leong & R.M. Joshi (Eds.), *Developmental and acquired dyslexia: Neuropsychological and neurolinguistic perspectives* (pp. 237-261). Dordrecht: Kluwer Academic Publishers.
- Leong, C.K. (1994a). Orthographic and psycholinguistic considerations in developing literacy in Chinese. In I. Taylor, & D.R. Olson (Eds.), *Scripts and Literacy* (pp. 163-183). Dordrecht: Kluwer Academic Publishers.
- Leong, C.K. (1994b). Elementary symbol processing in less skilled readers in a componential analysis framework. In G. Hales (Ed.), *Dyslexia matters* (pp. 70-81+ ref.). London: Whurr Publishers.
- Leong, C.K. (1994c). Metalinguistic awareness and reading acquisition – Some issues. In K.P. van den Bos, L.S. Siegel, D.J. Bakker, & D.L. Share (Eds.), *Current directions in dyslexia research* (pp. 183-199). Lisse: Swets & Zeitlinger.
- Leong, C.K. (1993). Towards developing a framework for diagnosing reading disorders. In R.M. Joshi, & C.K. Leong (Eds.), *Reading disabilities: Diagnosis and component processes* (pp. 85-131). Dordrecht: Kluwer Academic Publishers.
- Leong, C.K. (1991). From phonemic awareness to phonological processing to language access in children developing reading proficiency. In D.J. Sawyer, & B.J. Fox (Eds.), *Phonological awareness in reading: The evolution of current perspectives* (pp. 217-254). New York: Springer-Verlag.
- Mancini, G., Mulcahy, R., & **Leong, C.K.** (1990). Metalinguistic and specific language abilities in nine- and eleven-year-old good and poor readers. In G. Th. Pavlidis (Ed.), *Perspectives on dyslexia*, Vol. 2 (pp. 133-151). New York: John Wiley.

- Haines, L.P., & **Leong, C.K.** (1989). Computer speech in reading research, instruction, and remediation. In C.K. Leong, & B.S. Randhawa (Eds.), *Understanding literacy and cognition: Theory, research, and application*. New York: Plenum.
- Leong, C.K. (1989a). Neuropsychological models of learning disabilities: Contribution to remediation. In C.R. Reynolds, & E. Fletcher-Janzen (Eds.), *Handbook of clinical neuropsychology* (pp. 335-355). New York: Plenum.
- Leong, C.K. (1989b). A schoolman's "doubtfulness" – Metaphors on literacy and cognition. In C.K. Leong, & B.S. Randhawa (Eds.), *Understanding literacy and cognition: Theory, research, and application* (pp. 17-31). New York: Plenum.
- Leong, C.K. (1989c). Reflections on literacy and knowing. In M. Hunter-Carsch (Ed.), *The art of reading* (pp. 28-38). Oxford, UK: Blackwell.
- Chung, C.M., Cheng, S.C., & **Leong, C.K.** (1988). Interaction of reader and stimulus characteristics in children's recognition of Chinese. In I.-M. Liu, H.-C. Chen, & M.J. Chen (Eds.), *Cognitive aspects of the Chinese language* (Vol. 1, pp. 41-56). Hong Kong: Asian Research Service.
- Leong, C.K. (1986). The role of language awareness in reading proficiency. In G.Th. Pavlidis, & D.F. Fisher (Eds.), *Dyslexia: Its neuropsychology and treatment* (pp. 131-148). New York: John Wiley.
- Lundberg, I., & **Leong, C.K.** (1986). Compensation in reading disabilities. In E. Hjelmquist, & L.-G. Nilsson (Eds.), *Communication and handicap: Aspects of psychological compensation and technical aids* (pp. 171-190). Amsterdam: North-Holland.
- Leong, C.K. (1984). Coding processes in reading alphabetic and morphemic scripts. In A.K. Pugh, & J.M. Ulijn (Eds.), *Reading for professional purposes: Studies and practices in native and foreign languages* (pp. 35-47). London: Heinemann.
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