

Dr. Geva has authored over 80 papers in professional journals, three books and 49 book chapters. The following is a sample of her more recent publications:

### **Selected Books, Edited Books, and Chapters in Books, Review Articles, Policy Papers**

Geva, E., & Farnia, F., (2017, April). Invited editors of a special issue *Language and Literacy Skills of Typically and Non-typically Developing Second Language Learners*. published in Topics in Language Disorders <http://journals.lww.com/topicsinlanguagedisorders/Pages/currenttoc.aspx>

Miller and Koda, K. Eds (Routledge); Title of book *The Routledge Handbook of Second Language Acquisition and Reading. Chapter In preparation.*

Yanyan YE, Tomohiro Inoue, Urs Maurer, and Catherine McBride, (Eds). Title of edited book: *Handbook of Visual-motor skills, Handwriting, and Spelling: Theory, Research, and Practice* co-authored Esther Geva & Todd Cunningham). In preparation

Xi, Yueming and Geva, E. (2021). Morphosyntactic Skills and their role in reading comprehension in English and Chinese: A review to appear in Koh, P., & Chen, Xi, Co-editors, *Oral Language and Higher Order Processes in Chinese Reading*. Springer. In press.

Geva, E., & Kilpatrick, D. (2021). Diagnosing and Providing Intervention for Children with Dyslexia. Chapter 2.7, in E. Cole & M. Kokai, Editors, *Psychological Service in Schools*, Hogrefe Publishing. 2021. <https://www.hogrefe.com/us/shop/consultation-and-mental-health-interventions-in-school-settings-93630.html>

Geva, E., Xi, Y., Garrison-Massey, A., & Mak, J. (2019). Issues in the assessment of children and adolescents who come from linguistically and culturally diverse backgrounds. In Kilpatrick, D., Moates, L., & Joshi, M. (Eds.), *Reading problems at school*, pp. 117-155. New York: Springer. [https://scholar.google.ca/scholar?q=Kilpatrick,+D.,+Moates,+L.,+%26+Joshi,+M.,+\(Eds.\),+Reading+problems+at+school&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholart](https://scholar.google.ca/scholar?q=Kilpatrick,+D.,+Moates,+L.,+%26+Joshi,+M.,+(Eds.),+Reading+problems+at+school&hl=en&as_sdt=0&as_vis=1&oi=scholart)

Geva, E., & Fraser, C., (2018). Multilingual Learners: Vocabulary and Beyond. In Eliane Segers & Paul van den Broek Editors, *Developmental Perspectives in Written Language and Literacy*. Benjamin's, pp. 199- 217.

### **Selected Papers in refereed journals**

Cochrane [Database of Systematic Reviews](#) **Protocol Accepted: Intervention: Vocabulary interventions for second language (L2) learners up to six years (2021, in prep).** Cochran Review, Correspondence to: Department of Special Needs Education, University of Oslo, Oslo, Norway, [h.n.hjetland@isp.uio.no](mailto:h.n.hjetland@isp.uio.no). Contributors: [Hanne Næss Hjetland](#), [Hilde Hofslundsengen](#), [Marianne Klem](#), [Jannicke Karlsen](#), [Åste M Hagen](#), [Liv Inger Engevik](#), [Esther Geva](#), [Courtenay Norbury](#), [May-Britt Monsrud](#), [Kari-Anne Bottegaard Næss](#).  
Version published: 15 September 2021 [Version history](#) <https://doi.org/10.1002/14651858.CD014890>

JinXue, Liyan Zheng &Geva, E. (2021, in press). Human ratings of writing quality capture features of syntactic variety and transformation in Chinese EFL argumentative writing" *Frontiers in Psychology*, section Language Sciences.

Fraser, C., Pasquarela, A., Geva, E., & Gottardo, A. (2021). English Language Learners' Comprehension of Logical Relationships in Expository Texts: Evidence for the Confluence of General Vocabulary and Text-Connecting Functions. *Language Learning* 71(2), DOI:[10.1111/lang.12453](https://doi.org/10.1111/lang.12453)

Chung, S. C., Geva, E., Chen, X & Deacon, S. H. (2021) Do We 'Laugh' or 'La8gh'? Early Print Knowledge and Its Relation to Learning to Read in English and French, *Scientific Studies of Reading*, 25:6, 519-533, DOI: [10.1080/10888438.2020.1863970](https://doi.org/10.1080/10888438.2020.1863970)

Li, M., Koh, P. W., Geva, E., Joshi, R. M., & Chen, X. (2020). The Componential Model of Reading in Bilingual Learners. *Journal of Educational Psychology*. Advance online publication. <http://dx.doi.org/10.1037/edu0000459>

Herbert, K.E.D, Massey-Garrison A, &Geva, E. (2020). A Developmental Examination of Narrative Writing in EL and EL1 School Children Who Are Typical Readers, Poor Decoders, or Poor Comprehenders. *Journal of Learning Disabilities*, 2020, Vol. 53(1) 36–47. DOI: [10.1177/0022219419881625](https://doi.org/10.1177/0022219419881625)

Farnia, F., &Geva, E. (2019). Late-Emerging Developmental Language Disorders in English-Speaking Monolinguals and English-Language Learners: A Longitudinal Perspective. *Journal of Learning Disabilities*. First published August 7, 2019. <https://doi.org/10.1177/0022219419866645>

May-Britt Monsrud, VeslemøyRydland, Esther Geva, Anne CathrineThurmann-Moe & Solveig-Alma HalaasLyster (2019) The advantages of jointly considering first and second language vocabulary skills among emergent bilingual children, *International Journal of Bilingual Education and Bilingualism*, DOI: [10.1080/13670050.2019.1624685](https://doi.org/10.1080/13670050.2019.1624685)

Chung, S. C., Chen, X., &Geva, E. (2019). Deconstructing and reconstructing cross-language transfer in bilingual reading development: An interactive framework *Journal of Neurolinguistics*, 50, <https://doi.org/10.1016/j.jneuroling.2018.01.003>

O'Connor, M., Geva, E., & Koh, P. W., (2018). Examining Reading Comprehension Profiles of Grade 5 Monolinguals and English Language Learners through the Lexical Quality Hypothesis Lens. *Journal of Learning Disabilities*. First PublishedNovember 28, 2018, DOI link: <https://doi.org/10.1177/0022219418815646>

Geva, E., Galili, K., Katzir, T., &Shany, M., (2017). Learning novel words by ear or by eye? An advantage for lexical inferencing in listening versus reading narratives in fourth grade. *Reading and Writing*, DOI [10.1007/s11145-017-9759-8](https://doi.org/10.1007/s11145-017-9759-8)