

Xiaofei Lu

List of Publications by Year in descending order

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Version: 2024-02-01

90
papers

2,997
citations

331670

21
h-index

182427

51
g-index

98
all docs

98
docs citations

98
times ranked

975
citing authors

#	ARTICLE	IF	CITATIONS
1	Automatic analysis of syntactic complexity in second language writing. <i>International Journal of Corpus Linguistics</i> , 2010, 15, 474-496.	1.4	539
2	A Corpus-Based Evaluation of Syntactic Complexity Measures as Indices of College-Level ESL Writers' Language Development. <i>TESOL Quarterly</i> , 2011, 45, 36-62.	2.9	412
3	The Relationship of Lexical Richness to the Quality of ESL Learners'™ Oral Narratives. <i>Modern Language Journal</i> , 2012, 96, 190-208.	2.3	277
4	Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. <i>Journal of Second Language Writing</i> , 2015, 29, 16-27.	3.0	198
5	Different topics, different discourse: Relationships among writing topic, measures of syntactic complexity, and judgments of writing quality. <i>Journal of Second Language Writing</i> , 2015, 28, 53-67.	3.0	193
6	The semiotic ecology and linguistic complexity of an online game world. <i>ReCALL</i> , 2012, 24, 279-301.	5.2	133
7	Automated measurement of syntactic complexity in corpus-based L2 writing research and implications for writing assessment. <i>Language Testing</i> , 2017, 34, 493-511.	3.2	120
8	Automatic measurement of syntactic complexity in child language acquisition. <i>International Journal of Corpus Linguistics</i> , 2009, 14, 3-28.	1.4	97
9	Computerized dynamic assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. <i>Language Testing</i> , 2015, 32, 337-357.	3.2	92
10	Computational Methods for Corpus Annotation and Analysis. , 2014, , .		69
11	Plain English and legal writing: Comparing expert and novice writers. <i>English for Specific Purposes</i> , 2014, 33, 87-96.	2.8	51
12	A corpus-based comparison of syntactic complexity in NNS and NS university students'™ writing. <i>Studies in Corpus Linguistics</i> , 2013, , 249-264.	0.2	48
13	Challenging the Research Base of the Common Core State Standards. <i>Educational Researcher</i> , 2013, 42, 381-391.	5.4	47
14	The rhetorical functions of syntactically complex sentences in social science research article introductions. <i>Journal of English for Academic Purposes</i> , 2020, 44, 100832.	2.5	46
15	A phrase-frame list for social science research article introductions. <i>Journal of English for Academic Purposes</i> , 2018, 36, 76-85.	2.5	42
16	With the rapid development: A contrastive analysis of lexical bundles in dissertation abstracts by Chinese and L1 English doctoral students. <i>Journal of English for Academic Purposes</i> , 2019, 39, 21-36.	2.5	32
17	Effect of prompt type on test-takers'™ writing performance and writing strategy use in the continuation task. <i>Language Testing</i> , 2020, 37, 361-388.	3.2	30
18	The Relationship Between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge. <i>Modern Language Journal</i> , 2015, 99, 740-753.	2.3	28

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19	Promoting discipline-specific genre competence with corpus-based genre analysis activities. <i>English for Specific Purposes</i> , 2020, 58, 138-154.	2.8	28
20	A Longitudinal Study of Receptive Vocabulary Breadth Knowledge Growth and Vocabulary Fluency Development. <i>Applied Linguistics</i> , 2014, 35, 283-304.	2.4	26
21	Effect of the linguistic complexity of the input text on alignment, writing fluency, and writing accuracy in the continuation task. <i>Language Teaching Research</i> , 2020, 24, 364-381.	4.0	26
22	Matching phrase-frames to rhetorical moves in social science research article introductions. <i>English for Specific Purposes</i> , 2021, 61, 63-83.	2.8	25
23	Syntactic complexity across academic research article part-genres: A cross-disciplinary perspective. <i>Journal of English for Academic Purposes</i> , 2021, 52, 100996.	2.5	23
24	A Data-Driven Approach to Text Adaptation in Teaching Material Preparation: Design, Implementation, and Teacher Professional Development. <i>TESOL Quarterly</i> , 2018, 52, 457-467.	2.9	22
25	The relationship between syntactic complexity and rhetorical move-steps in research article introductions: Variation among four social science and engineering disciplines. <i>Journal of English for Academic Purposes</i> , 2021, 52, 101006.	2.5	21
26	Syntactic Complexity in Adapted Teaching Materials: Differences Among Grade Levels and Implications for Benchmarking. <i>Modern Language Journal</i> , 2020, 104, 192-208.	2.3	20
27	Syntactic complexity of research article part-genres: Differences between emerging and expert international publication writers. <i>System</i> , 2021, 97, 102427.	3.4	18
28	Do research articles with more readable abstracts receive higher online attention? Evidence from Science. <i>Scientometrics</i> , 2021, 126, 8471-8490.	3.0	16
29	Informality Judgment at Sentence Level and Experiments with Formality Score. <i>Lecture Notes in Computer Science</i> , 2011, , 446-457.	1.3	16
30	Variability in Chinese as a Foreign Language Learners' Development of the Chinese Numeral Classifier System. <i>Modern Language Journal</i> , 2013, 97, 46-60.	2.3	15
31	A multi-dimensional analysis of the Management's Discussion and Analysis narratives in Chinese and American corporate annual reports. <i>English for Specific Purposes</i> , 2021, 62, 84-99.	2.8	14
32	Applying local grammars to the diachronic investigation of discourse acts in academic writing: The case of exemplification in Linguistics research articles. <i>English for Specific Purposes</i> , 2021, 63, 120-133.	2.8	14
33	Towards the Synergy of Genre- and Corpus-Based Approaches to Academic Writing Research and Pedagogy. <i>International Journal of Computer-Assisted Language Learning and Teaching</i> , 2021, 11, 59-71.	0.8	14
34	Assessing the Cognitive Demands of a Century of Reading Curricula. <i>American Educational Research Journal</i> , 2015, 52, 582-617.	2.7	12
35	Beyond Differences: Assessing Effects of Shared Linguistic Features on L2 Writing Quality of Two Genres. <i>Applied Linguistics</i> , 2022, 43, 168-195.	2.4	12
36	Measuring and Supporting Second Language Development Using Computerized Dynamic Assessment. <i>Language and Sociocultural Theory</i> , 2019, 6, 92-115.	0.3	12

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37	The Relationship of Lexical Richness to the Quality of ESL Learners'™ Oral Narratives. <i>Modern Language Journal</i> , 2012, 96, 190-208.	2.3	11
38	Revisiting the predictive power of traditional vs. fine-grained syntactic complexity indices for L2 writing quality: The case of two genres. <i>Assessing Writing</i> , 2022, 51, 100597.	3.4	11
39	Lexical difficulty and diversity of American elementary school reading textbooks. <i>International Journal of Corpus Linguistics</i> , 2014, 19, 94-117.	1.4	10
40	English teachers'™ job satisfaction: Assessing contributions of the Iranian school organizational climate in a mixed methods study. <i>Cogent Education</i> , 2020, 7, .	1.5	10
41	Sense-aware lexical sophistication indices and their relationship to second language writing quality. <i>Behavior Research Methods</i> , 2021, , 1.	4.0	10
42	Towards a metaphor-annotated corpus of Mandarin Chinese. <i>Language Resources and Evaluation</i> , 2017, 51, 663-694.	2.7	9
43	The effect of strategy-based instruction on motivation, self-regulated learning, and reading comprehension ability of Iranian EFL learning. <i>Cogent Education</i> , 2018, 5, 1556196.	1.5	9
44	Effects of corrective feedback on EFL speaking task complexity in China'™s university classroom. <i>Cogent Education</i> , 2018, 5, 1485472.	1.5	9
45	English teachers'™ beliefs and practices in teaching vocabulary: The case of teaching experience. <i>Cogent Education</i> , 2019, 6, 1686812.	1.5	9
46	Oral proficiency and pragmatic marker use in L2 spoken Spanish: The case of pues and bueno. <i>Journal of Pragmatics</i> , 2014, 74, 150-164.	1.5	8
47	Telepresence-place-based foreign language learning and its design principles. <i>Computer Assisted Language Learning</i> , 2022, 35, 319-344.	7.1	8
48	Rhetorical and phraseological features of research article introductions: Variation among five social science disciplines. <i>System</i> , 2021, 100, 102543.	3.4	8
49	N1 of N2 constructions in academic written discourse: A pattern grammar analysis. <i>Journal of English for Academic Purposes</i> , 2020, 47, 100893.	2.5	7
50	The relationship between demotivation and intercultural communicative competence. <i>Cogent Education</i> , 2018, 5, 1531741.	1.5	6
51	Investigating effects of criterial consistency, the diversity dimension, and threshold variation in formulaic language research. <i>International Journal of Corpus Linguistics</i> , 2018, 23, 158-182.	1.4	6
52	Noun'™Phrase Complexity Measures in Chinese and Their Relationship to L2 Chinese Writing Quality: A Comparison with Topic'™Comment'™Unit'™Based Measures. <i>Modern Language Journal</i> , 2022, 106, 267-283.	2.3	6
53	Computerized Dynamic Assessments for Young Language Learners. , 2017, , 214-233.		5
54	From Novice Storytellers to Persuasive Arguers: Learner Use of Evidence in Oral Argumentation. <i>TESOL Quarterly</i> , 2019, 53, 1151-1161.	2.9	4

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55	Chapter 12. Linguistic metaphor identification in Chinese. <i>Converging Evidence in Language and Communication Research</i> , 2019, , 248-265.	0.1	4
56	Hybrid models for sense guessing of Chinese unknown words. <i>International Journal of Corpus Linguistics</i> , 2008, 13, 99-128.	1.4	3
57	Automatic analysis of thematic structure in written English. <i>International Journal of Corpus Linguistics</i> , 2015, 20, 81-101.	1.4	3
58	Iranian EFL teachers' beliefs and practices regarding writing activities and class organization. <i>Cogent Education</i> , 2019, 6, 1651812.	1.5	3
59	Acquisition of the Chinese Particle <i>le</i> by L2 Learners: A Corpus-Based Approach. <i>Chinese Language Learning Sciences</i> , 2019, , 197-216.	0.3	3
60	Chinese EFL learners' misconceptions of noun countability and article use. <i>System</i> , 2020, 90, 102222.	3.4	3
61	"Maybe complicated is a better word": Second-language English graduate student responses to syntactic complexity in a genre-based academic writing course. <i>International Journal of English for Academic Purposes</i> , 2021, 2021, 95-114.	0.2	3
62	Assessing Lexical Psychological Properties in Second Language Production: A Dynamic Semantic Similarity Approach. <i>Frontiers in Psychology</i> , 2021, 12, 672243.	2.1	3
63	English verb-argument construction profiles in a specialized academic corpus: Variation by genre and discipline. <i>English for Specific Purposes</i> , 2022, 66, 94-107.	2.8	3
64	Comparing the effects of explicit and implicit teaching using literary and nonliterary materials on learner's pragmatic comprehension and production. <i>Cogent Education</i> , 2019, 6, 1662979.	1.5	2
65	Evaluating the effectiveness of the training program on direct and semi-direct oral proficiency assessment: A case of multifaceted Rasch analysis. <i>Cogent Education</i> , 2019, 6, 1670592.	1.5	2
66	Hybrid methods for POS guessing of Chinese unknown words. , 2005, , .		2
67	Features Measuring Vocabulary and Grammar. , 2019, , 123-137.		2
68	Corrigendum to: Beyond Differences: Assessing Effects of Shared Linguistic Features on L2 Writing Quality of Two Genres. <i>Applied Linguistics</i> , 0, , .	2.4	2
69	Improving part-of-speech guessing of Chinese unknown words using hybrid models. <i>International Journal of Corpus Linguistics</i> , 2008, 13, 169-193.	1.4	1
70	Review of Xiao, Rayson & McEnery (2009): <i>A Frequency Dictionary of Mandarin Chinese: Core Vocabulary for Learners</i> . <i>Chinese Language and Discourse</i> , 2010, 1, 125-129.	0.4	1
71	The effect of soft vs. hard scaffolding on reading comprehension skill of EFL learners in different experimental conditions. <i>Cogent Education</i> , 2019, 6, 1631562.	1.5	1
72	ELF in the Iranian education system: Exploring teacher trainers' and pre-service/in-service English teachers' attitudes. <i>Cogent Education</i> , 2019, 6, 1622625.	1.5	1

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73	L1 domain-specific knowledge as predictor of reading comprehension in L2 domain-specific texts: The case of ELT student teachers. <i>Cogent Education</i> , 2019, 6, 1631019.	1.5	1
74	Constant self-initiated teacher change, factors, and mechanism: A narrative inquiry. <i>Cogent Education</i> , 2019, 6, 1588089.	1.5	1
75	Iranian EFL teachers'™ perspectives of qualities of a good language teacher: Does educational context make a difference?. <i>Cogent Education</i> , 2019, 6, 1651442.	1.5	1
76	From Xu to the Development of L2 Interactional Competence: A Conversation Analytic Case Study. <i>Chinese Journal of Applied Linguistics</i> , 2021, 44, 273-291.	0.7	1
77	Predicting native Chinese readers'™ perception of sentence boundaries in written Chinese texts. <i>Reading and Writing</i> , 2022, 35, 1889-1910.	1.7	1
78	Automated Grammatical Error Detection for Language Learners, Second Edition Claudia Leacock¹, Martin Chodorow², Michael Gamon³, and Joel Tetreault⁴ (¹CTB McGraw-Hill; ²Hunter College and the Tj ETQq0 0 0 rBT /Overlock 10 Tf	3.8	0
79	Automated Scoring of Students'™ English-to-Chinese Translations of Three Text Types. <i>Journal of Quantitative Linguistics</i> , 2018, 25, 238-255.	1.2	0
80	An investigation of Iranian IELTS test takers'™ performance in bar chart and table prompts of academic writing task 1. <i>Cogent Education</i> , 2019, 6, 1640655.	1.5	0
81	Toward an ecological understanding of the relationship between translation willingness and translation frequency of use. <i>Cogent Education</i> , 2019, 6, 1656382.	1.5	0
82	Developing, glocalizing & validating a quality indices rubric in English language teaching: A case of CIPP model. <i>Cogent Education</i> , 2019, 6, 1666643.	1.5	0
83	Computational and Corpus Approaches to Chinese Language Learning: An Introduction. <i>Chinese Language Learning Sciences</i> , 2019, , 3-11.	0.3	0
84	Iranian EFL learners'™ perception of the English verbs'™ argument structure and their language proficiency: A semantic-syntactic approach. <i>Cogent Education</i> , 2019, 6, 1674576.	1.5	0
85	Syntactic Analysis. , 2014, , 115-145.		0
86	Lexical Analysis. , 2014, , 67-93.		0
87	Syntactic Annotation. , 2014, , 95-114.		0
88	Directions for Future Automated Analyses of L2 Written Texts. , 2021, , 370-382.		0
89	Corpus-based Genre Analysis. <i>Springer Texts in Education</i> , 2021, , 811-816.	0.1	0
90	What can corpus software reveal about language development?. , 0, , .		0