

Xiaofei Lu

List of Publications by Year in descending order

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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	Telepresence-place-based foreign language learning and its design principles. Computer Assisted Language Learning, 2022, 35, 319-344.	7.1	8
2	Beyond Differences: Assessing Effects of Shared Linguistic Features on L2 Writing Quality of Two Genres. Applied Linguistics, 2022, 43, 168-195.	2.4	12
3	Revisiting the predictive power of traditional vs. fine-grained syntactic complexity indices for L2 writing quality: The case of two genres. Assessing Writing, 2022, 51, 100597.	3.4	11
4	English verb-argument construction profiles in a specialized academic corpus: Variation by genre and discipline. English for Specific Purposes, 2022, 66, 94-107.	2.8	3
5	Predicting native Chinese readers's perception of sentence boundaries in written Chinese texts. Reading and Writing, 2022, 35, 1889-1910.	1.7	1
6	NounPhrase Complexity Measures in Chinese and Their Relationship to L2 Chinese Writing Quality: A Comparison with TopicComment-Based Measures. Modern Language Journal, 2022, 106, 267-283.	2.3	6
7	Matching phrase-frames to rhetorical moves in social science research article introductions. English for Specific Purposes, 2021, 61, 63-83.	2.8	25
8	Syntactic complexity of research article part-genres: Differences between emerging and expert international publication writers. System, 2021, 97, 102427.	3.4	18
9	"Maybe complicated is a better word": Second-language English graduate student responses to syntactic complexity in a genre-based academic writing course. International Journal of English for Academic Purposes, 2021, 2021, 95-114.	0.2	3
10	A multi-dimensional analysis of the Management's Discussion and Analysis narratives in Chinese and American corporate annual reports. English for Specific Purposes, 2021, 62, 84-99.	2.8	14
11	Applying local grammars to the diachronic investigation of discourse acts in academic writing: The case of exemplification in Linguistics research articles. English for Specific Purposes, 2021, 63, 120-133.	2.8	14
12	Syntactic complexity across academic research article part-genres: A cross-disciplinary perspective. Journal of English for Academic Purposes, 2021, 52, 100996.	2.5	23
13	The relationship between syntactic complexity and rhetorical move-steps in research article introductions: Variation among four social science and engineering disciplines. Journal of English for Academic Purposes, 2021, 52, 101006.	2.5	21
14	Do research articles with more readable abstracts receive higher online attention? Evidence from Science. Scientometrics, 2021, 126, 8471-8490.	3.0	16
15	Sense-aware lexical sophistication indices and their relationship to second language writing quality. Behavior Research Methods, 2021, , 1.	4.0	10
16	Rhetorical and phraseological features of research article introductions: Variation among five social science disciplines. System, 2021, 100, 102543.	3.4	8
17	Assessing Lexical Psychological Properties in Second Language Production: A Dynamic Semantic Similarity Approach. Frontiers in Psychology, 2021, 12, 672243.	2.1	3
18	Towards the Synergy of Genre- and Corpus-Based Approaches to Academic Writing Research and Pedagogy. International Journal of Computer-Assisted Language Learning and Teaching, 2021, 11, 59-71.	0.8	14

#	ARTICLE	IF	CITATIONS
19	From Xu to the Development of L2 Interactional Competence: A Conversation Analytic Case Study. Chinese Journal of Applied Linguistics, 2021, 44, 273-291.	0.7	1
20	Directions for Future Automated Analyses of L2 Written Texts. , 2021, , 370-382.		0
21	Corpus-based Genre Analysis. Springer Texts in Education, 2021, , 811-816.	0.1	0
22	Effect of the linguistic complexity of the input text on alignment, writing fluency, and writing accuracy in the continuation task. Language Teaching Research, 2020, 24, 364-381.	4.0	26
23	English teachersâ€™ job satisfaction: Assessing contributions of the Iranian school organizational climate in a mixed methods study. Cogent Education, 2020, 7, .	1.5	10
24	The rhetorical functions of syntactically complex sentences in social science research article introductions. Journal of English for Academic Purposes, 2020, 44, 100832.	2.5	46
25	Effect of prompt type on test-takersâ€™ writing performance and writing strategy use in the continuation task. Language Testing, 2020, 37, 361-388.	3.2	30
26	Promoting discipline-specific genre competence with corpus-based genre analysis activities. English for Specific Purposes, 2020, 58, 138-154.	2.8	28
27	N1 of N2 constructions in academic written discourse: A pattern grammar analysis. Journal of English for Academic Purposes, 2020, 47, 100893.	2.5	7
28	Chinese EFL learnersâ€™ misconceptions of noun countability and article use. System, 2020, 90, 102222.	3.4	3
29	Syntactic Complexity in Adapted Teaching Materials: Differences Among Grade Levels and Implications for Benchmarking. Modern Language Journal, 2020, 104, 192-208.	2.3	20
30	An investigation of Iranian IELTS test takersâ€™ performance in bar chart and table prompts of academic writing task 1. Cogent Education, 2019, 6, 1640655.	1.5	0
31	The effect of soft vs. hard scaffolding on reading comprehension skill of EFL learners in different experimental conditions. Cogent Education, 2019, 6, 1631562.	1.5	1
32	ELF in the Iranian education system: Exploring teacher trainersâ€™ and pre-service/in-service English teachersâ€™ attitudes. Cogent Education, 2019, 6, 1622625.	1.5	1
33	L1 domain-specific knowledge as predictor of reading comprehension in L2 domain-specific texts: The case of ELT student teachers. Cogent Education, 2019, 6, 1631019.	1.5	1
34	Constant self-initiated teacher change, factors, and mechanism: A narrative inquiry. Cogent Education, 2019, 6, 1588089.	1.5	1
35	From Novice Storytellers to Persuasive Arguers: Learner Use of Evidence in Oral Argumentation. TESOL Quarterly, 2019, 53, 1151-1161.	2.9	4
36	Iranian EFL teachersâ€™ perspectives of qualities of a good language teacher: Does educational context make a difference?. Cogent Education, 2019, 6, 1651442.	1.5	1

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37	Iranian EFL teachers' beliefs and practices regarding writing activities and class organization. Cogent Education, 2019, 6, 1651812.	1.5	3
38	Toward an ecological understanding of the relationship between translation willingness and translation frequency of use. Cogent Education, 2019, 6, 1656382.	1.5	0
39	Comparing the effects of explicit and implicit teaching using literary and nonliterary materials on learner's pragmatic comprehension and production. Cogent Education, 2019, 6, 1662979.	1.5	2
40	Developing, globalizing & validating a quality indices rubric in English language teaching: A case of CIPP model. Cogent Education, 2019, 6, 1666643.	1.5	0
41	Evaluating the effectiveness of the training program on direct and semi-direct oral proficiency assessment: A case of multifaceted Rasch analysis. Cogent Education, 2019, 6, 1670592.	1.5	2
42	With the rapid development: A contrastive analysis of lexical bundles in dissertation abstracts by Chinese and L1 English doctoral students. Journal of English for Academic Purposes, 2019, 39, 21-36.	2.5	32
43	Acquisition of the Chinese Particle le by L2 Learners: A Corpus-Based Approach. Chinese Language Learning Sciences, 2019, , 197-216.	0.3	3
44	Computational and Corpus Approaches to Chinese Language Learning: An Introduction. Chinese Language Learning Sciences, 2019, , 3-11.	0.3	0
45	Iranian EFL learners' perception of the English verbs' argument structure and their language proficiency: A semantic-syntactic approach. Cogent Education, 2019, 6, 1674576.	1.5	0
46	Chapter 12. Linguistic metaphor identification in Chinese. Converging Evidence in Language and Communication Research, 2019, , 248-265.	0.1	4
47	English teachers' beliefs and practices in teaching vocabulary: The case of teaching experience. Cogent Education, 2019, 6, 1686812.	1.5	9
48	Measuring and Supporting Second Language Development Using Computerized Dynamic Assessment. Language and Sociocultural Theory, 2019, 6, 92-115.	0.3	12
49	Features Measuring Vocabulary and Grammar. , 2019, , 123-137.		2
50	A Data-Driven Approach to Text Adaptation in Teaching Material Preparation: Design, Implementation, and Teacher Professional Development. TESOL Quarterly, 2018, 52, 457-467.	2.9	22
51	Automated Scoring of Students' English-to-Chinese Translations of Three Text Types. Journal of Quantitative Linguistics, 2018, 25, 238-255.	1.2	0
52	The effect of strategy-based instruction on motivation, self-regulated learning, and reading comprehension ability of Iranian EFL learning. Cogent Education, 2018, 5, 1556196.	1.5	9
53	The relationship between demotivation and intercultural communicative competence. Cogent Education, 2018, 5, 1531741.	1.5	6
54	A phrase-frame list for social science research article introductions. Journal of English for Academic Purposes, 2018, 36, 76-85.	2.5	42

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55	Effects of corrective feedback on EFL speaking task complexity in China's university classroom. Cogent Education, 2018, 5, 1485472.	1.5	9
56	Investigating effects of criterial consistency, the diversity dimension, and threshold variation in formulaic language research. International Journal of Corpus Linguistics, 2018, 23, 158-182.	1.4	6
57	Towards a metaphor-annotated corpus of Mandarin Chinese. Language Resources and Evaluation, 2017, 51, 663-694.	2.7	9
58	Automated measurement of syntactic complexity in corpus-based L2 writing research and implications for writing assessment. Language Testing, 2017, 34, 493-511.	3.2	120
59	Computerized Dynamic Assessments for Young Language Learners. , 2017, , 214-233.		5
60	The Relationship Between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge. Modern Language Journal, 2015, 99, 740-753.	2.3	28
61	Computerized dynamic assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. Language Testing, 2015, 32, 337-357.	3.2	92
62	Automatic analysis of thematic structure in written English. International Journal of Corpus Linguistics, 2015, 20, 81-101.	1.4	3
63	Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. Journal of Second Language Writing, 2015, 29, 16-27.	3.0	198
64	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 r gBT /Overlock 10 Tf	3.3	0
65	Assessing the Cognitive Demands of a Century of Reading Curricula. American Educational Research Journal, 2015, 52, 582-617.	2.7	12
66	Different topics, different discourse: Relationships among writing topic, measures of syntactic complexity, and judgments of writing quality. Journal of Second Language Writing, 2015, 28, 53-67.	3.0	193
67	Computational Methods for Corpus Annotation and Analysis. , 2014, , .		69
68	Oral proficiency and pragmatic marker use in L2 spoken Spanish: The case of pues and bueno. Journal of Pragmatics, 2014, 74, 150-164.	1.5	8
69	A Longitudinal Study of Receptive Vocabulary Breadth Knowledge Growth and Vocabulary Fluency Development. Applied Linguistics, 2014, 35, 283-304.	2.4	26
70	Plain English and legal writing: Comparing expert and novice writers. English for Specific Purposes, 2014, 33, 87-96.	2.8	51
71	Lexical difficulty and diversity of American elementary school reading textbooks. International Journal of Corpus Linguistics, 2014, 19, 94-117.	1.4	10
72	Syntactic Analysis. , 2014, , 115-145.		0

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73	Lexical Analysis. , 2014, , 67-93.		0
74	Syntactic Annotation. , 2014, , 95-114.		0
75	Variability in Chinese as a Foreign Language Learners' Development of the Chinese Numeral Classifier System. Modern Language Journal, 2013, 97, 46-60.	2.3	15
76	Challenging the Research Base of the Common Core State Standards. Educational Researcher, 2013, 42, 381-391.	5.4	47
77	A corpus-based comparison of syntactic complexity in NNS and NS university students' writing. Studies in Corpus Linguistics, 2013, , 249-264.	0.2	48
78	The semiotic ecology and linguistic complexity of an online game world. ReCALL, 2012, 24, 279-301.	5.2	133
79	The Relationship of Lexical Richness to the Quality of ESL Learners' Oral Narratives. Modern Language Journal, 2012, 96, 190-208.	2.3	277
80	The Relationship of Lexical Richness to the Quality of ESL Learners' Oral Narratives. Modern Language Journal, 2012, 96, 190-208.	2.3	11
81	A Corpus-Based Evaluation of Syntactic Complexity Measures as Indices of College-Level ESL Writers' Language Development. TESOL Quarterly, 2011, 45, 36-62.	2.9	412
82	Informality Judgment at Sentence Level and Experiments with Formality Score. Lecture Notes in Computer Science, 2011, , 446-457.	1.3	16
83	Review of Xiao, Rayson & McEnery (2009): A Frequency Dictionary of Mandarin Chinese: Core Vocabulary for Learners. Chinese Language and Discourse, 2010, 1, 125-129.	0.4	1
84	Automatic analysis of syntactic complexity in second language writing. International Journal of Corpus Linguistics, 2010, 15, 474-496.	1.4	539
85	Automatic measurement of syntactic complexity in child language acquisition. International Journal of Corpus Linguistics, 2009, 14, 3-28.	1.4	97
86	Hybrid models for sense guessing of Chinese unknown words. International Journal of Corpus Linguistics, 2008, 13, 99-128.	1.4	3
87	Improving part-of-speech guessing of Chinese unknown words using hybrid models. International Journal of Corpus Linguistics, 2008, 13, 169-193.	1.4	1
88	Hybrid methods for POS guessing of Chinese unknown words. , 2005, , .		2
89	Corrigendum to: Beyond Differences: Assessing Effects of Shared Linguistic Features on L2 Writing Quality of Two Genres. Applied Linguistics, 0, , .	2.4	2
90	What can corpus software reveal about language development?. , 0, , .		0