

Xiaofei Lu

List of Publications by Year in descending order

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Version: 2024-02-01

90
papers

2,997
citations

377584

21
h-index

206121

51
g-index

98
all docs

98
docs citations

98
times ranked

1098
citing authors

#	ARTICLE	IF	CITATIONS
1	Telepresence-place-based foreign language learning and its design principles. <i>Computer Assisted Language Learning</i> , 2022, 35, 319-344.	4.8	8
2	Beyond Differences: Assessing Effects of Shared Linguistic Features on L2 Writing Quality of Two Genres. <i>Applied Linguistics</i> , 2022, 43, 168-195.	1.1	12
3	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.	1.7	11
4	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.	1.2	3
5	Predicting native Chinese readers's perception of sentence boundaries in written Chinese texts. <i>Reading and Writing</i> , 2022, 35, 1889-1910.	1.0	1
6	Noun-Phrase Complexity Measures in Chinese and Their Relationship to L2 Chinese Writing Quality: A Comparison with Topic-Comment-Based Measures. <i>Modern Language Journal</i> , 2022, 106, 267-283.	1.3	6
7	Matching phrase-frames to rhetorical moves in social science research article introductions. <i>English for Specific Purposes</i> , 2021, 61, 63-83.	1.2	25
8	Syntactic complexity of research article part-genres: Differences between emerging and expert international publication writers. <i>System</i> , 2021, 97, 102427.	1.7	18
9	"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.	0.1	3
10	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.	1.2	14
11	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.	1.2	14
12	Syntactic complexity across academic research article part-genres: A cross-disciplinary perspective. <i>Journal of English for Academic Purposes</i> , 2021, 52, 100996.	1.2	23
13	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.	1.2	21
14	Do research articles with more readable abstracts receive higher online attention? Evidence from Science. <i>Scientometrics</i> , 2021, 126, 8471-8490.	1.6	16
15	Sense-aware lexical sophistication indices and their relationship to second language writing quality. <i>Behavior Research Methods</i> , 2021, , 1.	2.3	10
16	Rhetorical and phraseological features of research article introductions: Variation among five social science disciplines. <i>System</i> , 2021, 100, 102543.	1.7	8
17	Assessing Lexical Psychological Properties in Second Language Production: A Dynamic Semantic Similarity Approach. <i>Frontiers in Psychology</i> , 2021, 12, 672243.	1.1	3
18	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.	0.5	14

#	ARTICLE	IF	CITATIONS
19	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.	0.3	1
20	Directions for Future Automated Analyses of L2 Written Texts. , 2021, , 370-382.		0
21	Corpus-based Genre Analysis. <i>Springer Texts in Education</i> , 2021, , 811-816.	0.0	0
22	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.	2.1	26
23	English teachers'™ job satisfaction: Assessing contributions of the Iranian school organizational climate in a mixed methods study. <i>Cogent Education</i> , 2020, 7, .	0.6	10
24	The rhetorical functions of syntactically complex sentences in social science research article introductions. <i>Journal of English for Academic Purposes</i> , 2020, 44, 100832.	1.2	46
25	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.	1.7	30
26	Promoting discipline-specific genre competence with corpus-based genre analysis activities. <i>English for Specific Purposes</i> , 2020, 58, 138-154.	1.2	28
27	N1 of N2 constructions in academic written discourse: A pattern grammar analysis. <i>Journal of English for Academic Purposes</i> , 2020, 47, 100893.	1.2	7
28	Chinese EFL learners'™ misconceptions of noun countability and article use. <i>System</i> , 2020, 90, 102222.	1.7	3
29	Syntactic Complexity in Adapted Teaching Materials: Differences Among Grade Levels and Implications for Benchmarking. <i>Modern Language Journal</i> , 2020, 104, 192-208.	1.3	20
30	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.	0.6	0
31	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.	0.6	1
32	ELF in the Iranian education system: Exploring teacher trainers'™ and pre-service/in-service English teachers'™ attitudes. <i>Cogent Education</i> , 2019, 6, 1622625.	0.6	1
33	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.	0.6	1
34	Constant self-initiated teacher change, factors, and mechanism: A narrative inquiry. <i>Cogent Education</i> , 2019, 6, 1588089.	0.6	1
35	From Novice Storytellers to Persuasive Arguers: Learner Use of Evidence in Oral Argumentation. <i>TESOL Quarterly</i> , 2019, 53, 1151-1161.	1.5	4
36	Iranian EFL teachers'™ perspectives of qualities of a good language teacher: Does educational context make a difference?. <i>Cogent Education</i> , 2019, 6, 1651442.	0.6	1

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37	Iranian EFL teachers' beliefs and practices regarding writing activities and class organization. Cogent Education, 2019, 6, 1651812.	0.6	3
38	Toward an ecological understanding of the relationship between translation willingness and translation frequency of use. Cogent Education, 2019, 6, 1656382.	0.6	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.	0.6	2
40	Developing, globalizing & validating a quality indices rubric in English language teaching: A case of CIPP model. Cogent Education, 2019, 6, 1666643.	0.6	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.	0.6	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.	1.2	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.	0.6	0
46	Chapter 12. Linguistic metaphor identification in Chinese. Converging Evidence in Language and Communication Research, 2019, , 248-265.	0.0	4
47	English teachers' beliefs and practices in teaching vocabulary: The case of teaching experience. Cogent Education, 2019, 6, 1686812.	0.6	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.	1.5	22
51	Automated Scoring of Students' English-to-Chinese Translations of Three Text Types. Journal of Quantitative Linguistics, 2018, 25, 238-255.	0.7	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.	0.6	9
53	The relationship between demotivation and intercultural communicative competence. Cogent Education, 2018, 5, 1531741.	0.6	6
54	A phrase-frame list for social science research article introductions. Journal of English for Academic Purposes, 2018, 36, 76-85.	1.2	42

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55	Effects of corrective feedback on EFL speaking task complexity in China's university classroom. <i>Cogent Education</i> , 2018, 5, 1485472.	0.6	9
56	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.	0.6	6
57	Towards a metaphor-annotated corpus of Mandarin Chinese. <i>Language Resources and Evaluation</i> , 2017, 51, 663-694.	1.8	9
58	Automated measurement of syntactic complexity in corpus-based L2 writing research and implications for writing assessment. <i>Language Testing</i> , 2017, 34, 493-511.	1.7	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. <i>Modern Language Journal</i> , 2015, 99, 740-753.	1.3	28
61	Computerized dynamic assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. <i>Language Testing</i> , 2015, 32, 337-357.	1.7	92
62	Automatic analysis of thematic structure in written English. <i>International Journal of Corpus Linguistics</i> , 2015, 20, 81-101.	0.6	3
63	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.	1.4	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 rBT /Overlock 10 Tf	2.5	0
65	Assessing the Cognitive Demands of a Century of Reading Curricula. <i>American Educational Research Journal</i> , 2015, 52, 582-617.	1.6	12
66	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.	1.4	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. <i>Journal of Pragmatics</i> , 2014, 74, 150-164.	0.8	8
69	A Longitudinal Study of Receptive Vocabulary Breadth Knowledge Growth and Vocabulary Fluency Development. <i>Applied Linguistics</i> , 2014, 35, 283-304.	1.1	26
70	Plain English and legal writing: Comparing expert and novice writers. <i>English for Specific Purposes</i> , 2014, 33, 87-96.	1.2	51
71	Lexical difficulty and diversity of American elementary school reading textbooks. <i>International Journal of Corpus Linguistics</i> , 2014, 19, 94-117.	0.6	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.	1.3	15
76	Challenging the Research Base of the Common Core State Standards. Educational Researcher, 2013, 42, 381-391.	3.3	47
77	A corpus-based comparison of syntactic complexity in NNS and NS university studentsâ€™ 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.	3.2	133
79	The Relationship of Lexical Richness to the Quality of ESL Learnersâ€™ Oral Narratives. Modern Language Journal, 2012, 96, 190-208.	1.3	277
80	The Relationship of Lexical Richness to the Quality of ESL Learnersâ€™ Oral Narratives. Modern Language Journal, 2012, 96, 190-208.	1.3	11
81	A Corpusâ€“Based Evaluation of Syntactic Complexity Measures as Indices of Collegeâ€“Level ESL Writers' Language Development. TESOL Quarterly, 2011, 45, 36-62.	1.5	412
82	Informality Judgment at Sentence Level and Experiments with Formality Score. Lecture Notes in Computer Science, 2011, , 446-457.	1.0	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.	0.2	1
84	Automatic analysis of syntactic complexity in second language writing. International Journal of Corpus Linguistics, 2010, 15, 474-496.	0.6	539
85	Automatic measurement of syntactic complexity in child language acquisition. International Journal of Corpus Linguistics, 2009, 14, 3-28.	0.6	97
86	Hybrid models for sense guessing of Chinese unknown words. International Journal of Corpus Linguistics, 2008, 13, 99-128.	0.6	3
87	Improving part-of-speech guessing of Chinese unknown words using hybrid models. International Journal of Corpus Linguistics, 2008, 13, 169-193.	0.6	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, , .	1.1	2
90	What can corpus software reveal about language development?. , 0, , .		0