Hart, C., & Fuoli, M. (2016). Event frame, affect, blame assignment, and perception of aggression in discourse on political protests. Applied Linguistics.

Abstract:

This paper reports findings from a critical discourse analysis of media representations of political protests, using a combination of corpus linguistics and experimental methods. The study examines how different framing strategies can influence readers' affective responses and perceptions of aggression and blame assignment. Results indicate that frames emphasizing violent aspects of protests lead to higher perceived aggression and increased blame attribution to protesters, while frames highlighting peaceful protest activities evoke more sympathetic responses and reduced blame. The findings have implications for understanding the role of media in shaping public opinion on social movements.

Hart, C., & Fuoli, M. (2020). Objectification strategies outperform subjectification strategies in boosting credibility: Experimental evidence from the evaluation of corporate social responsibility. Journal of Pragmatics.

Abstract:

This paper examines the relative effectiveness of objectification and subjectification strategies in enhancing the perceived credibility of corporate social responsibility (CSR) messages. Using an experimental design, we tested the impact of these strategies on participants' credibility assessments. The results demonstrate that objectification strategies, which employ factual and statistical evidence, are more effective than subjectification strategies, which rely on personal testimony and opinion. The study contributes to the literature on persuasion and credibility in corporate communication by providing empirical evidence for the superiority of objectification strategies in CSR discourse.

Fuoli, M., & Hart, C. (2018). Trust-building strategies in corporate discourse: An experimental study of the effects of vagueness and precision on credibility. Discourse & Society.

Abstract:

This study investigates the role of vagueness and precision in corporate communication and their effects on perceived credibility and trustworthiness. Through an experimental approach, we analyzed how varying degrees of linguistic precision in corporate messages influence stakeholder perceptions. Findings reveal that precise language enhances credibility and trust, while vague language detracts from these perceptions. The research highlights the importance of clear and specific communication in corporate contexts to foster trust and credibility among stakeholders.

Gong, Z. (2024). A comparative study of research questions written by L1 English authors and Chinese EFL scholars. Journal of English for Academic Purposes.

Abstract:

This study compares the construction of research questions by native English-speaking authors and Chinese EFL (English as a Foreign Language) scholars. By analyzing a corpus of academic articles, we identify differences in the formulation and complexity of research questions between the two groups. Results show that L1 English authors tend to use more complex and nuanced research questions, while Chinese EFL scholars often employ more straightforward and less elaborate questions. The findings suggest that targeted training in research question formulation could benefit Chinese EFL scholars, enhancing their academic writing skills and research outputs.

Li, W. (2024). A study of ERP acquired during handwritten and printed Chinese character processing in a lexical decision task. Neurolinguistics.

Abstract:

This research investigates the neural mechanisms underlying the processing of handwritten and printed Chinese characters using event-related potentials (ERP). Participants engaged in a lexical decision task involving both types of characters. The findings reveal significant differences in ERP components associated with handwritten versus printed characters, indicating distinct neural processes. These results contribute to our understanding of the cognitive and neural underpinnings of Chinese character recognition and have implications for educational practices and the development of reading materials.

Lukin, A. (2024). War in LAR: A corpus linguistics study of the lexical item "war" in the LARs of war. Applied Corpus Linguistics.

Abstract:

This paper presents a corpus-based analysis of the lexical item "war" within the LAR (Lexical Approach to Reading) framework. Using a large corpus of war-related texts, we examine the frequency, collocations, and semantic prosody of "war" to understand its usage patterns and implications. The study finds that "war" is frequently associated with negative connotations and is often used in contexts emphasizing conflict and destruction. The findings have pedagogical implications for teaching vocabulary and reading comprehension in contexts involving historical and contemporary discussions of war.

Nejjari, W. (2024). Nativeness perceptions and speaker voice as predictors of non-native English speaker evaluations in four EFL contexts. Lingua.

Abstract:

This study explores the impact of nativeness perceptions and speaker voice on the evaluation of non-native English speakers in different EFL (English as a Foreign Language) contexts. Through a series of experiments, we assess how these factors influence listeners' judgments of non-native speakers' proficiency and overall language competence. The results indicate that both perceived nativeness and speaker voice significantly affect evaluations, with native-like accents and confident voice qualities leading to more favorable assessments. The findings highlight the importance of considering these factors in EFL teaching and assessment practices.

Pan, X. (2023). The effectiveness of metaphor in Chinese video advertisement for depression: An experimental study. Lingua.

Abstract:

This paper investigates the role of metaphor in Chinese video advertisements aimed at raising awareness about depression. Using an experimental design, we evaluated the effectiveness of metaphorical versus non-metaphorical advertisements in terms of emotional engagement and message retention. The results show that metaphorical advertisements are more effective in capturing viewers' attention and enhancing message retention. The study contributes to the literature on health communication and advertising by demonstrating the power of metaphor in conveying complex emotional and health-related messages.

Ren, W. (2024). Low spirits & high spirits: How failure and success influence sharing in social media groups. Journal of Pragmatics.

Abstract:

This study examines the influence of personal success and failure on sharing behavior in social media groups. Using a mixed-methods approach, we analyzed the content and frequency of posts related to personal achievements and setbacks. The findings suggest that success stories are more frequently shared and receive more positive engagement compared to failure narratives. The research highlights the social dynamics of sharing on social media and provides insights into how personal experiences are communicated in online communities.

Sippel, L. (2024). Is corrective feedback during telecollaborating beneficial? The effect of peer and teacher correction on L2 writing proficiency. Journal of Second Language Writing.

Abstract:

This paper explores the impact of corrective feedback provided during telecollaboration on L2 writing proficiency. By comparing the effects of peer and teacher feedback, we assess improvements in students' writing skills. The study finds that both types of feedback are beneficial, but teacher feedback has a more significant impact on the overall quality of L2 writing. These results have implications for the design of telecollaborative language learning programs and highlight the importance of incorporating corrective feedback in such contexts.

Taguchi, N. (2023). Stative verbs and perception of intensity: The case of "believe" in simple and progressive aspect. Applied Corpus Linguistics.

Abstract:

This research investigates the use of stative verbs, specifically "believe," in simple and progressive aspects and their perceived intensity. Through corpus analysis, we examine how the aspectual choice affects the perceived intensity of the verb. The findings indicate that the progressive aspect of "believe" conveys a higher intensity and a stronger commitment to the belief compared to the simple aspect. The study contributes to our understanding of aspectual variation in English and its implications for language teaching and learning.

Tan, X. (2024). A dynamic metaphor perspective on Trump and Xi's trade negotiation in governmental discourse. Language & Communication.

Abstract:

This study analyzes the use of dynamic metaphors in governmental discourse related to trade negotiations between Trump and Xi. Using discourse analysis, we identify and interpret the metaphors employed by both leaders to frame their positions and strategies. The results reveal distinct metaphorical patterns that reflect each leader's approach to negotiation and diplomacy. The research highlights the role of metaphor in political communication and its impact on shaping public perception and international relations.

Wang, D. (2024). Tracking the development of logical metaphor usage in argumentative writing: A longitudinal study with EFL learners. System.

Abstract:

This longitudinal study tracks the development of logical metaphor usage in argumentative writing by EFL learners. By analyzing students' essays over time, we identify patterns and changes in the use of logical metaphors. The findings show a gradual increase in the sophistication and frequency of logical metaphors, suggesting that targeted instruction can enhance metaphorical competence in argumentative writing. The study provides insights into the development of advanced writing skills in EFL contexts and offers practical implications for teaching metaphor usage.

Wong, M. (2024). A comparison of learning and retention of a syntactic construction between Cantonese-speaking children with and without DLD in a priming task. Brain and Language.

Abstract:

This study compares the learning and retention of a syntactic construction in Cantonese-speaking children with and without Developmental Language Disorder (DLD) using a priming task. The results indicate that children with DLD show significantly lower retention rates and slower learning progress compared to their typically developing peers. The findings have implications for understanding the linguistic challenges faced by children with DLD and for developing targeted interventions to support their language acquisition.

Yang, S. (2024). Musical pitch processing predicts reading development in Chinese school-age children. Brain & Language.

Abstract:

This research explores the relationship between musical pitch processing and reading development in Chinese school-age children. Using behavioral and neuroimaging techniques, we assess the correlation between pitch discrimination abilities and reading proficiency. The findings suggest that musical pitch processing skills are a significant predictor of reading development, highlighting the potential of musical training as a tool for enhancing literacy skills. The study contributes to the field of neurolinguistics by demonstrating the link between music and language processing.

Zhao, N. (2024). A corpus-based comparison study of first-person pronoun "we" in English-language abstracts. Journal of English for Academic Purposes.

Abstract:

This paper offers a corpus-based study of how the first-person plural pronoun "we" is used in English-language RA abstracts published in Chinese-language journals in comparison to corresponding RA abstracts published in English-language journals in the fields of Finance and Accounting. Using a range of corpus-based methods of investigation, this study finds that abstracts written by the two groups of writers display characteristic differences in the usage of this first-person pronoun, such as its phraseological patterns. In general, the study demonstrates that the uses of "we" in RA abstracts written by Chinese Finance and Accounting academic writers diverge in a substantial number of important ways from those written by their international peers. The study also discusses some reasons for such differences. This paper identifies a number of points of difference that could be devoted to the teaching of RA abstract writing skills in English for Academic Purposes course.