

# Zhu Siyu

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## Education

**The Hong Kong Polytechnic University**, Ph.D. in Applied Linguistics Sep 2022 – Jun 2025

- GPA: 3.82/4.3
- Thesis: *Individual Profiles in Online Reading: Relationships between Default Psychological Stance, Strategies, and Performance* [Excellent]

**National University of Singapore**, M.A. in Chinese Culture and Language Sep 2020 – Jun 2021

- GPA: 4.7/5.0 (Highest Distinction)
- **Coursework:** Chinese Linguistics; Pragmatics and Politeness; Comparative Grammar (English vs. Chinese); Contemporary Research in Chinese Language

**Southwest Jiaotong University**, B.A. in Teaching Chinese as a Second Language Sep 2016 – Jun 2020

- GPA: 3.80/4.0 (Rank: 3/49)
- **Coursework:** Ancient Chinese; Modern Chinese Language; Traditional Chinese Linguistics; Education Theory

## Work Experience

**Postdoctoral Fellow**, Department of Language Science and Technology, The Hong Kong Polytechnic University Jul 2025 – Present

- Engaged in postdoctoral research on online multimodal reading, literacy assessment, and AI-assisted writing feedback
- Assisted in the supervision and guidance of master's and undergraduate students involved in applied linguistics research
- Contributed to collaborative efforts on grant proposals and large-scale educational projects

**Research Assistant**, Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University Jan 2022 – Aug 2022

- Assisted in research projects on bilingualism, reading strategies, and Chinese language education
- Contributed to data collection, literature review, and manuscript preparation
- Supported departmental academic activities and research dissemination

## Publications

### 10 Journal Papers - First and Corresponding Authors

1. **Zhu, S.**, Zhu, X., Yao, Y., & Cheong, C. (2025). Profiling the differences in strategy use in online multimodal reading: Associations with self-efficacy and reading task performance. *Studies in Educational Evaluation*, 87, 101507. [SSCI, Q1, IF = 3.7]  
<https://doi.org/10.1016/j.stueduc.2025.101507>
2. **Zhu, S.**, Li, J., Yao, Y., Guan, Y., & Zhu, X. (2025). What they give and how they give: An intervention study on pre-service teachers' writing feedback using generative AI. *The Internet and Higher Education*, 101040. [SSCI, Q1, IF = 8.1]  
<https://doi.org/10.1016/j.iheduc.2025.101040>
3. **Zhu, S.**, Li, Q., Yao, Y., Li, J., & Zhu, X. (2025). Improving writing feedback quality and self-efficacy of pre-service teachers in Gen-AI contexts: An experimental mixed-method design. *Assessing Writing*, 66, 100960. [SSCI, Q1, IF = 5.6]  
<https://doi.org/10.1016/j.asw.2025.100960>
4. **Zhu, S.**, Yao, Y., Chan, S., & Zhu, X. (2024). Parental involvement influences the relationship between children's L2 Chinese reading motivation and reading performance: A longitudinal person-centred moderation analysis. *Journal of Multilingual and Multicultural Development*, 1–19. [SSCI, Q1, IF = 3.7]

<https://doi.org/10.1080/01434632.2024.2365947>

5. **Zhu, S.**, Yao, Y., Chan, S.-D., & Zhu, X. (2024). The effect of self-concept and self-efficacy on learning engagement and subsequent reading performance: The difference between L1 and L2 reading in first-grade students. *Early Education and Development*, 1–18. [SSCI, Q1, IF = 3.0]  
<https://doi.org/10.1080/10409289.2024.2338698>
6. **Zhu, S.**, Yao, Y., & Zhu, X. (2024). Exploring the interplay of attitudes: The transfer of self-efficacy and emotions between L1 Chinese and L2 English integrated writing contexts. *International Journal of Applied Linguistics*. [SSCI, Q1, IF = 2.1]  
<https://doi.org/10.1111/ijal.12534>
7. Zhu, X., Chan, S., Yao, Y., & **Zhu, S.\* (corresponding author)**(2023). The different effects of the ideal L2 self and intrinsic motivation on reading performance via engagement among young Chinese second-language learners. *International Review of Applied Linguistics in Language Teaching (IRAL)*. [SSCI, Q1, IF = 2.1]  
<https://doi.org/10.1515/iral-2022-0189>
8. Zhu, X., Yao, Y., Pang, W., & **Zhu, S.\* (corresponding author)**(2023). Investigating the relationship between linguistic competence, ideal self, learning engagement, and integrated writing performance: A structural equation modeling approach. *Journal of Psycholinguistic Research*, 52, 787–808. [SSCI, Q2, IF = 1.7]  
<https://doi.org/10.1007/s10936-023-09947-4>
9. Zhu, X., Liu, Y., **Zhu, S.\* (corresponding author)**(2025)., An empirical study on the construct of high school students' integrated writing ability. *China Examinations*, 4, 60–72. [CSSCI Extension]
10. Zhu, X., Chan, S., **Zhu, S.\* (corresponding author)**(2025).Differences between L1 and L2 integrated writing tasks in international Chinese examinations: A directed content analysis]. *Journal of Chinese Language Education*, 20(1), 54–81. [CSSCI Oversea]

### 13 Journal Papers - Coauthors

1. Guan, Y., **Zhu, S.**, Zhu, X., Yao, Y., & Jiang, Y. (2023). Performance-based differences in the associations among ideal self, enjoyment, and anxiety: A longitudinal study on L2 integrated writing. *Language Teaching Research*. [SSCI, Q1, IF = 4.3]  
<https://doi.org/10.1177/13621688231216295>
2. Liu, Y., **Zhu, S.**, Zhu, X., , , & . (2024). [Classical Chinese reading skills among senior high school students: Structural model validation and performance analysis]. *China Examinations*. [CSSCI extension]
3. Xiao, F., **Zhu, S.**, & Xin, W. (2025). Exploring the landscape of generative AI (ChatGPT) powered writing instruction in English as a foreign language education: A scoping review. *ECNU Review of Education*. [ESCI, Q1, IF = 2.7]  
<https://doi.org/10.1177/20965311241310881>
4. Lee, C., & **Zhu, S.** (2025). Contrasting pragmatic functions of first-person pronouns in three classical Chinese texts. *East Asian Pragmatics*, 10, 53–75.  
<https://doi.org/10.3138/EAP-2024-0213>
5. Yao, Y., Yu, S., Zhu, X., **Zhu, S.**, & Pang, W. (2024). Examining the mindsets toward students' writing competence and feedback-giving practices of Chinese university English writing teachers. *Studies in Educational Evaluation*, 80, 101318. [SSCI, Q1, IF = 2.7]  
<https://doi.org/10.1016/j.stueduc.2023.101318>
6. Lu, Q., Zhu, X., **Zhu, S.**, & Yao, Y. (2024). Effects of writing feedback literacies on feedback engagement and writing performance: A cross-linguistic perspective. *Assessing Writing*, 62, 100889. [SSCI, Q1, IF = 5.5]  
<https://doi.org/10.1016/j.asw.2024.100889>
7. Guan, Y., Zhu, X., Xiao, L., **Zhu, S.**, & Yao, Y. (2024). Investigating the relationships between language mindsets, attributions, and learning engagement of L2 writers. *System*, 125. [SSCI, Q1, IF = 5.5]  
<https://doi.org/10.1016/j.system.2024.103431>

8. Cheong, C., Xu, W., Pang, W., **Zhu, S.**, & Liao, X. (2024). The construct of integrated group discussion (IGD) among undergraduate students: To what extent does group discussion performance reflect performance on IGD tasks? *International Review of Applied Linguistics in Language Teaching*. [SSCI, Q1, IF = 1.4]  
<https://doi.org/10.1515/iral-2023-0073>
9. Yao, Y., Zhu, X., **Zhu, S.**, & Jiang, Y. (2023). The impacts of self-efficacy on undergraduate students' perceived task value and task performance of L1 Chinese integrated writing: A mixed-method research. *Assessing Writing*, 55, 100687. [SSCI, Q1, IF = 4.2]  
<https://doi.org/10.1016/j.asw.2022.100687>
10. Yao, Y., Yu, S., Zhu, X., **Zhu, S.**, & Pang, W. (2023). Exploring Chinese university English writing teachers' emotions in providing feedback on student writing. *International Review of Applied Linguistics in Language Teaching*. [SSCI, Q1, IF = 1.4]  
<https://doi.org/10.1515/iral-2023-0233>
11. Lu, Y., **Zhu, S.**, Yao, Y., & Zhu, X. (2025expected). The effects of information and communications technology literacy on multimodal information-based integrated writing via online discourse synthesis strategies among secondary school students. *International Journal of Applied Linguistics*. (Accepted). [SSCI, Q1, IF = 2.8]
12. Yao, Y., Sun, Y., **Zhu, S.**, & Zhu, X. (2025). A qualitative inquiry into metacognitive strategies of postgraduate students in employing ChatGPT for English academic writing. *European Journal of Education*, 60, e12824. [SSCI, Q1, IF = 2.8]  
<https://doi.org/10.1111/ejed.12824>
13. Zhu, X., Li, J., Yao, Y., Xu, W., **Zhu, S.**, Pang, W., & Sun, Y. (2025). An integrative research review on Chinese integrated writing assessment over two decades. *ECNU Review of Education*. [ESCI, Q1, IF = 2.7]  
<https://doi.org/10.1177/20965311251351987>

## 6 Journal Papers - Under Review

1. **Zhu, S.**, Cheong, C., & Zhu, X. (2025expected). The reciprocal relationships between anxiety, self-efficacy, and online multimodal reading performance: Evidence from a three-wave multiple-indicators random intercept cross-lagged model. *Learning and Individual Differences*. (Under review). [SSCI, Q1, IF = 9.0]
2. **Zhu, S.**, Yao, Y., Cheong, C., & Zhu, X. (2025expected). Latent psychological profiles and their effects on strategy use and performance in online multimodal reading tasks: A mixed-methods investigation. *Learning and Instruction*. (Under review). [SSCI, Q1, IF = 4.9]
3. **Zhu, S.**, Zhu, X., Li, J., Sun, Y., & Ma, H. (2025expected). Emotional profiles and their effects on self-efficacy, strategy use, and performance in multimodal reading among primary school students. *Metacognition and Learning*. (Under review). [SSCI, Q1, IF = 4.7]
4. Zhu, X., Zhang, Z., Yao, Y., Li, J., & **Zhu, S.** \* (correspondingauthor). (2025expected). Profiling pre-service teachers' source use of GenAI-generated content for feedback provision. *Journal of Computer Assisted Learning*. (Under review). [SSCI, Q1, IF = 4.6]
5. Zhang, X., **Zhu, S.**, Yao, Y., & Zhu, X. (2025expected). The influence of different linguistic features on L2 Chinese writing quality among secondary school students with various L1 backgrounds. *Applied Linguistics Review*. (Under review). [SSCI, Q1, IF = 2.1]
6. Yao, Y., **Zhu, S.**, Zhu, L., X.Hu, & Rong, M. (2025expected). Utilizing ChatGPT for personalized writing programs to cultivate growth mindset and enhance motivation in second language learners. *Current Psychology*. (Under review). [SSCI, Q1, IF = 2.9]

## 15 Conference Papers

1. **Zhu, S.**, Li, Q., Zhu, X., Li, J., & Xu, W. (2025). Enhancing postgraduate students' writing feedback and self-efficacy in ChatGPT-powered learning contexts [Poster Session]. In *American Educational Research Association (AERA) Annual Meeting*, Poster Session, Denver, Colorado, United States.

2. **Zhu, S.**, Zhang, Z., & Zhu, X. (2025). Using GPT-generated content as sources in teachers' feedback provision on student writing [Single Paper Presentation]. In *European Association for Research on Learning and Instruction (EARLI) 2025 Conference*, Single Paper Presentation, Graz, Austria, August.
3. **Zhu, S.**, Li, T., & Zhu, X. (2025). Linking reading amount and text genres to multimodal reading: The mediating role of self-beliefs [Single Paper Presentation]. In *European Association for Research on Learning and Instruction (EARLI) 2025 Conference*, Graz, Austria, August.
4. **Zhu, S.**, Zhu, X., Yao, Y., & Huang, S. (2024). Parental effects on motivation and reading skills: A person-centered analysis [Paper Presentation]. In *American Educational Research Association (AERA) Annual Meeting*, Philadelphia, PA.
5. **Zhu, S.**, Zhang, X., Zhu, X., Yao, Y., & Pang, W. (2025). Linguistic influences on L2 Chinese writing quality among learners with different L1 backgrounds [Single Paper Presentation]. In *8th International Forum on Linguistics and Chinese Education & 32nd International Conference on Chinese Language Instruction*, Princeton University, Princeton, United States, August.
6. **Zhu, S.** (2024). Enhancing self-efficacy and the quality of writing feedback: A study on the effectiveness of novice teacher training based on the application of artificial intelligence and pedagogy [Paper Presentation]. In *The 2024 Symposium of China-U.S. Alliance of Teachers of Chinese*, Xiamen, China, June1-3.
7. **Zhu, S.**, Zhu, X., & Yao, Y. (2023). Self-beliefs, intended effort, and reading performance in L1 and L2 younger Chinese learners: A multigroup SEM study [Paper Presentation]. In *ERAS (Education Research Association of Singapore) Conference & WERA (World Education Research Association) Focal Meeting*, Singapore, November22-24.
8. Pang, W., **Zhu, S.**, & Yao, Y. (2025). Impact of parental attitudes on self-beliefs and reading performance of L2 Chinese first-graders [Poster Session]. In *American Educational Research Association (AERA) Annual Meeting*, Denver, Colorado, United States.
9. Li, J., **Zhu, S.**, Zhu, X., & Pang, W. (2025). Advancing MA students' feedback on writing through AI assistance: An intervention study [Roundtable Session]. In *American Educational Research Association (AERA) Annual Meeting*, Denver, Colorado, United States.
10. Li, J., **Zhu, S.**, Yao, Y., & Zhu, X. (2023). The distinctive associations between self-efficacy, emotions, and engagement in the learning of continuous and non-continuous text reading [Paper Presentation]. In *7th Language Assessment and Evaluation Seminar*, Guangzhou, China.
11. Yao, Y., **Zhu, S.**, Zhu, X., & Jiang, Y. (2023). Impacts of self-efficacy on undergraduates' perceived task value and task performance of Chinese integrated writing [Poster Session]. In *American Educational Research Association (AERA) Annual Meeting*, Chicago, IL, April13-17.
12. Li, J., **Zhu, S.**, & Zhu, X. (2025). Exploring engagement and motivation profiles of Chinese L1 learners across reading modalities [Single Paper Presentation]. In *European Association for Research on Learning and Instruction (EARLI) 2025 Conference*, Graz, Austria, August.
13. Sun, Y., Zhu, X., **Zhu, S.**, & Li, J. (2025). Self-efficacy, strategy use, and multimodal reading across emotional profiles in primary students [Single Paper Presentation]. In *European Association for Research on Learning and Instruction (EARLI) 2025 Conference*, Graz, Austria, August.
14. Zhang, X., Yang, D., **Zhu, S.**, & Xu, S. (2024). Multimodal translanguaging practices in English vocabulary learning during shared reading of a bilingual story e-book [Paper Presentation]. In *American Educational Research Association (AERA) Annual Meeting*, Philadelphia, PA, April11-14.
15. Pang, W., Yao, Y., Zhu, X., & **Zhu, S.** (2025). Exploring the impact of growth mindset and bicultural identity on students' Chinese L2 engagement [Single Paper Presentation]. In *European Association for Research on Learning and Instruction (EARLI) 2025 Conference*, Graz, Austria, August.

## Active Reviewer for SSCI Journals

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- Computers and Education
- International Journal of Educational Technology in Higher Education
- Assessing Writing
- System
- Heliyon
- BMC Psychology
- IRAL – International Review of Applied Linguistics in Language Teaching
- InJAL – International Journal of Applied Linguistics
- European Journal of Education
- Acta Psychologica
- Learning and Motivation

## Professional Qualifications, Prizes and Awards

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### Prizes and Awards

- **Finalist**, Best Research Student Award, The Hong Kong Polytechnic University. Selected as one of 11 finalists among all Ph.D. and M.Phil. students 2025
- **Recipient**, DRC Publication Reward Scheme (Tier 2), Department of Chinese and Bilingual Studies, PolyU. Corresponding author paper in *Journal of Psycholinguistic Research*. Matching fund: HKD 15,000 2024
- **Recipient**, DRC Publication Reward Scheme (Tier 3), Department of Chinese and Bilingual Studies, PolyU. Corresponding author paper in *International Review of Applied Linguistics in Language Teaching (IRAL)*. Matching fund: HKD 7,500 2024
- **Recipient**, National Scholarship, Ministry of Education, China 2019
- **Recipient**, Tang Lixin Scholarship, Tang Lixin Foundation, Southwest Jiaotong University 2019
- **Recipient**, Honor of Merit Student, Southwest Jiaotong University 2019
- **Recipient**, Honor of Merit Student, Southwest Jiaotong University 2018
- **Recipient**, Scholarship for Academic Excellence, Southwest Jiaotong University 2018
- **Recipient**, Scholarship for Academic Excellence, Southwest Jiaotong University 2017

### Professional Qualifications

- **Certificate**, Teachers of Chinese to Speakers of Other Languages, China 2018–present

### Skills

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**Languages:** Mandarin Chinese (Native), English (IELTS 7.5), Cantonese (Basic)

**Software:** SPSS, Mplus, R, LaTeX