Yiran Du

PhD Applications Unsuccessful (Supervisor Support Confirmed, Interviewed)

2025	University College London, PhD in Cognitive Neuroscience
2024	Boston University, PhD in Psychology

PhD Applications Unsuccessful (Interviewed)

2025	Harvard University, PhD in Psychology
2025	Dartmouth University, PhD in Psychological and Brain Sciences
2025	Columbia University, EdD in Applied Linguistics
2025	University College London, PhD in Education
2025	University of Arizona, PhD in Psychology
2024	Harvard University, PhD in Education
2024	Yale University, PhD in Linguistics
2024	Cornell University, PhD in Linguistics

PhD Applications Unsuccessful (Not Interviewed)

2025	University of Virginia, PhD in Psychology
2024	Stanford University, PhD in Psychology
2024	University of California, Berkley, PhD in Linguistics
2024	University of Pennsylvania, PhD in Linguistics

Master Applications Unsuccessful

2024	University of Cambridge, MPhil in Cognitive Neuroscience
2023	University of Cambridge, MPhil in Education (Second Language Education)
2023	University of Cambridge, MPhil in Theoretical and Applied Linguistics
2023	University of Oxford, MSc in Applied Linguistics and Second Language Acquisition
2023	University of Oxford, MSc in Education (Digital and Social Change)
2023	London School of Economics and Political Science, MSc in Social Research Methods
2023	University of Edinburgh, MSc in Psychology of Language
2023	University of Nottingham, MSc in Psychology

Manuscripts Rejected

2026.1	*International Journal of Human–Computer Interaction*. Exploring acceptance and engagement with ai for EFL reading practice among Chinese primary school Students: A motivational technology acceptance and engagement model perspective.
2025.12	*Innovation In Language Learning and Teaching*. A sequential explanatory mixed-methods study on the acceptance of a social robot for EFL speaking practice among Chinese primary school students: Insights from the computers are social actors (CASA) paradigm.
2025.12	*Computers in Human Behavior*. Enjoyment, satisfaction, anxiety or boredom? A meta-analysis of generative AI's influence on learners' emotions through the lens of control-value theory.
2025.12	*European Journal of Education*. A sequential explanatory mixed-methods study on the acceptance of a social robot for EFL speaking practice among Chinese primary school students: Insights from the computers are social actors (CASA) paradigm.
2025.10	*International Journal of Applied Linguistics*. Predicting students' self-regulation in EFL learning anxiety via psychological and motivational factors: A decision tree machine learning approach.
2025.10	*European Journal of Education*. A large-scale analysis of students' self-regulated learning profiles predicted from motivational support using statistical and machine learning methods.

2025.9	*British Educational Research Journal*. A large-scale analysis of students' self-regulated learning profiles predicted from motivational support using statistical and machine learning methods.
2025.9	*Innovation In Language Learning and Teaching*. Predicting students' self-regulation in EFL learning anxiety via psychological and motivational factors: A decision tree machine learning approach.
2025.9	*Computers in Human Behavior*. Was this person being ironic? The role of emojis in irony comprehension and memory in computer-mediated communication: Insights from the UK and China.
2025.9	*Computers in Human Behavior*. Modelling factors predicting teachers' addiction to generative AI: The roles of self-efficacy, mood regulation, cognitive absorption, and gender differences.
2025.8	*Computers in Human Behavior*. Are teachers addicted to AI? Analysing factors influencing dependence on generative AI through the I-PACE model.
2025.8	*British Educational Research Journal*. A large-scale analysis of students' self-regulated learning profiles predicted from motivational support using statistical and machine learning methods.
2025.7	*Foreign Language Annals*. Does gender matter? Psychological drivers of self-regulation in EFL learning anxiety.
2025.7	*International Journal of Applied Linguistics*. A comprehensive examination of psychological factors affecting self-regulation in EFL learning anxiety: An integrated model from a self-regulation perspective.
2025.6	*British Journal of Educational Psychology*. A large-scale analysis of students' self-regulated learning profiles predicted from motivational support using statistical and machine learning methods.
2025.5	*TESOL Quarterly*. Predicting students' self-regulation in EFL learning anxiety via psychological and motivational factors: A decision tree machine learning approach.
2025.4	*British Journal of Educational Psychology*. Modelling factors predicting teachers' addiction to generative AI: The roles of self-efficacy, mood regulation, cognitive absorption, and gender differences.
2025.1	*Mind, Brain, and Education*. Personality-driven acceptance of ChatGPT in language learning: An extended TAM approach.
2025.1	*International Journal of Applied Linguistics*. Personality-driven acceptance of ChatGPT in language learning: An extended TAM approach.