Yiran Du

Email | Personal Website | GitHub | ORCiD | ResearchGate | Web of Science | Google Scholar

EDUCATION

University of Cambridge, Cambridge, UK   **2025 – Present**
Doctor of Philosophy in Education   Supervisor: Phung Dao, PhD

University College London, London, UK   **2024 – 2025**
Master of Research in Cognitive Neuroscience   Supervisor: Sarah White, PhD

Harvard University, Cambridge, US   **2023 – 2024**
Master of Education in Human Development & Education   Supervisor: Nadine Gaab, PhD

University of Liverpool, Liverpool, UK   **2021 – 2023**
Bachelor of Arts in English & Business Studies   Supervisor: Ursula Kania, PhD

Xi'an Jiaotong-Liverpool University, Suzhou, CN   **2019 – 2021**
Bachelor of Arts in English & International Business   Supervisor: Bin Zou, PhD

PUBLICATIONS

Note

- *My research focuses on AI-enhanced education, particularly in second language acquisition contexts.*
- *Names in **bold** denote myself whereas an asterisk * identifies the corresponding author*
- *Total citations in google scholar: 349*

2026

- **Du, Y.***, Tang, M., Jia, K., Wang, C., & Zou, B. (2026). Are Teachers Addicted to AI? Analysing Factors Influencing Dependence on Generative AI Through the I-PACE Model. *Journal of Computer Assisted Learning*, *42*(1), e70174. [SSCI, IF = 4.6, DOI]

2025

- **Du, Y.*** (2025). The impact of emojis on verbal irony comprehension in computer-mediated communication: A cross-cultural study. *International Journal of Human–Computer Interaction*, *41*(8), 4979–4986. [SCI, SSCI, IF = 4.9, DOI]

- **Du, Y.***, Wang, C., Zou, B.*, & Xia, Y. (2025) Personalizing AI tools for second language speaking: The role of gender and autistic traits. *Frontiers in Psychiatry*. *15*, 1464575. [SCI, SSCI, IF = 3.2, DOI]

- Du, C., Tang, M., Wang, C., Zou, B., Xia, Y., & **Du, Y.*** (2025). Who is most likely to accept AI chatbots? A sequential explanatory mixed-methods study of personality and ChatGPT acceptance for language learning.1-22. *Innovation In Language Learning and Teaching.* [SSCI, IF = 4.6, DOI]

- Wang, C., **Du, Y.**, & Zou, B.* (2025). Learners' acceptance and use of multimodal artificial intelligence (AI)-generated content in AI-mediated informal digital learning of English. *International Journal of Applied Linguistics*. [SSCI, IF = 1.7, DOI]

2024

- **Du, Y.***, He, H., & Chu, Z. (2024). Cross-cultural nuances in sarcasm comprehension: A comparative study of Chinese and American perspectives. *Frontiers in Psychology*. *15*, 1349002. [SSCI, IF = 2.9, Cited by 15, DOI]

- Zou, B., Liviero, S., Li, M., Zhang, W., **Du, Y.***, & Xing, P. (2024). Exploring EFL learners' perceived promise and limitations of using an artificial intelligence speech evaluation system for speaking practice. *System*, *126*, 103497. [SSCI, IF = 5.6, Cited by 50, DOI]

- Wang, C., Zou, B., **Du, Y.**, & Wang, Z.* (2024). The impact of different conversational generative AI chatbots on EFL learners: An analysis of willingness to communicate, foreign language speaking anxiety, and self-perceived communicative competence. *System*, 103533. [SSCI, IF = 5.6, Cited by 101, DOI]

- He, H.*, & **Du, Y.** (2024). The effectiveness of dialogical argumentation in supporting low-level EAP learners' evidence-based writing: A longitudinal study. In B. Zou & T. Mahy (Eds.), *English for Academic Purposes in the EMI Context in Asia: XJTLU Impact* (pp. 45–75). Springer Nature Switzerland. [DOI]

- **Du, Y.*** (2024). A streamlined approach to scale adaptation: Enhancing validity and feasibility in educational measurement. *Journal of Language Teaching*, *4*(3), 18–22. [DOI]

2023

- Zou, B., **Du, Y.**, Wang, Z., Chen, J., & Zhang, W.* (2023). An investigation into artificial intelligence speech evaluation programs with automatic feedback for developing EFL learners' speaking skills. *SAGE Open*, *13*(3). [SSCI, IF = 2.0, Cited by 152, DOI]

- **Du, Y.*** (2023). A corpus-based study to evaluate the generativist explanation of children's error patterns in questions. *Journal of Language Teaching*, *3*(3), 26–38. [DOI]

Preprints

- He, H., Zou, B., & **Du, Y.*** (2024). Can acceptance lead to performance gain? A mixed-methods study on AI-assisted EAP speaking practice. [under review by *Computer Assisted Language Learning*, DOI]

- **Du, Y.***, Wang, C., & Zou, B. (2024). A systematic review of EEG/ERP studies on verbal irony processing. [under review by *Acta Psychologica*, DOI]

Under Review

- **Du, Y.*.**, Yuan, Y., Wang, C., Zou, B., He, H., & Jia, K. (under review). The impact of emojis on irony comprehension and memory in computer-mediated communication in the UK and China. *Telematics and Informatics*.

- **Du, Y.*,** Cui, K., Wang, C., & Zou, B. (under review). Why Stay with AI? Exploring the mechanisms of continuance intention among kindergarten, primary and secondary school teachers. *British Journal of Educational Technology*.

- **Du, Y.**, Li, J., Yuan, Y., Wang, C., Zou, B., & Tang, M.* (under review). Exploring how Chinese primary school students accept and engage with an AI app for EFL learning: An environment–cognition–behaviour perspective. *Journal of Computer Assisted Learning*.

- Li, J., Tang, M., He, H., Wang., C., Zou, B., & **Du, Y.*** (under review). 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. *Educational Technology Research and Development*.

- Cui, K., Jia, K., He, H., Wang., C., Zou, B., & **Du, Y.*** (under review). Exploring psychological pathways to pedagogical ai overreliance among Chinese teachers through cognitive–affective–conative framework. *Journal of Research on Technology in Education.*

- Guo, W., Zhang, Y., & **Du, Y.*** (under review). A large-scale analysis of students' self-regulated learning profiles predicted from motivational support using statistical and machine learning methods. *Educational Researcher.*

- Guo, W., Tang, M., Pan, Y., & **Du, Y.*** (under review). Predicting students' self-regulation in EFL learning anxiety via psychological and motivational factors: A decision tree machine learning approach.

- Yuan, Y., Si, W., Ding M., & **Du, Y.*** (under review). Enjoyment, satisfaction, anxiety or boredom? A meta-analysis of generative AI's influence on leaners' emotions through the lens of Control-Value Theory. *Educational Psychology Review*.

- Tang, M., Du, F., He, H., Wang, C., Zou, B., & **Du, Y.*** (under review). Exploring acceptance and engagement with AI for EFL reading practice among Chinese primary school students: A motivational technology acceptance and engagement model perspective. *International Journal of Human–Computer Interaction*.

- Wang, C., **Du, Y.**, & Zou, B.* (under review). Understanding EFL teachers' affective and cognitive responses to ChatGPT in higher education. *Humanities and Social Sciences Communications*.

- Tang, M., **Du, Y.**, & Lau, K. L.* (under review). Effects and moderators of dialogic reading on children's reading literacy: A three-level meta-analysis on studies from 2000 to 2025. *International Journal of Educational Research*.

- Zhang, W., Zou, B.*, & **Du, Y.** (under review). Teachers' Perceptions of the Current Practices and Challenges in English for Academic Purposes: A Survey Study at Universities in Shanghai, China. *International Journal of English for Academic Purposes: Research and Practice*.

EDITORIAL ROLES

Ad-hoc Reviewer

Computers in Human Behavior Reports, Education and Information Technologies, International Journal of Educational Research, Journal of Educational Computing Research, System, Sage Open, Acta Psychologica, Internet Research, Language Learning Journal, Current Psychology, Contemporary Educational Psychology, Frontiers in Psychology, BMC Health Services Research, Computer Assisted Language Learning, International Journal of Educational Research Open, Journal of Language and Education, Cogent Social Sciences; Computers and Education Open, Linguistics and Education, Cogent Education, Journal of Computer Assisted Learning, Behavioral Sciences, The Journal of Educational Research, International Journal of Applied Linguistics, International Journal of Human-Computer Interaction, Language Teaching Research, Journal of English for Academic Purposes, Journal of Retailing and Consumer Services