

Yiran Du

[Email](#) | [Personal Website](#) | [ORCID](#) | | [Google Scholar](#)

RESEARCH INTERESTS

Artificial Intelligence in Education, Computer-Assisted Language Learning, Psycholinguistics, Educational Psychology; Human-AI Interaction

EDUCATION

University of Cambridge, Cambridge, UK **2025 – 2028**
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, MA, 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

***Bold** indicates my name; * indicates corresponding author.*

627 Google Scholar citations; 13 SSCI/ SCI articles (8 as first/corresponding author).

Selected Publications

- **Du, Y.***, Yuan, Y., Wang, C., Zou, B., He, H., & Jia, K. (2026). Was this person being ironic? The role of emojis in irony comprehension and memory in computer-mediated communication: Insights from the UK and China. *Telematics and Informatics*, 106, 102390. [SSCI, IF = 8.3, [DOI](#)]
- **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, IF = 4.9, [DOI](#)]
- **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](#)]
- 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, [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](#)]

Full List

2026

- **Du, Y.***, Yuan, Y., Wang, C., Zou, B., He, H., & Jia, K. (2026). Was this person being ironic? The role of emojis in irony comprehension and memory in computer-mediated communication: Insights from the UK and China. *Telematics and Informatics*, 106, 102390. [SSCI, IF = 8.3, [DOI](#)]
- **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](#)]
- Tang, M., Jia, K., He, H., Wang, C., Zou, B., & **Du, Y.*** (2026). Acceptance and engagement in artificial intelligence-supported reading among primary school learners of English as a foreign language. *International Journal of Applied Linguistics*. [SSCI, IF = 1.7, [DOI](#)]
- Wang, C., **Du, Y.**, & Zou, B.* (2026). Learners' acceptance and use of multimodal artificial intelligence (AI)-generated content in AI-mediated informal digital learning of English. *International Journal of Applied Linguistics*, 36(1), 927-940. [SSCI, IF = 1.7, [DOI](#)]
- Tang, M., Lau, K. L.*, & **Du, Y.** (2026). 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*, 137, 102963. [SSCI, IF = 2.5, [DOI](#)]
- Wang, C., Zou, B.*, Zhang, W.*, **Du, Y.**, & Hu, W. (2026). Understanding EFL teachers' affective and cognitive responses to ChatGPT in higher education. *Humanities and Social Sciences Communications*. [SSCI, IF = 3.6, [DOI](#)]
- Zhang, W., Zou, B.*, & **Du, Y.** (2026). 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*. [[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, IF = 4.9, [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](#)]
- **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, IF = 3.2, [DOI](#)]

2024

- 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, [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*, 127, 103533. [SSCI, IF = 5.6, [DOI](#)]
- **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, [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](#)]
- 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](#)]

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*, 2023(7). [SSCI, IF = 2.0, [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](#)]

2022

- Chen, X., **Du, Y.***, Qu, M., & Gao, S. (2022). *A study on the effect of L1 to L2 transfer on the production of idiomatic expressions in L2 among mandarin-speaking intermediate learners of English: 2021 International Conference on Public Art and Human Development (ICPAHD 2021)*. [[DOI](#)]

CONFERENCE PRESENTATION

***Bold** indicates my name; * indicates corresponding author.*

- **Du, Y.*** (2026). Enabling and inhibitory pathways of university students' willingness to disclose AI use: A Cognition–Affect–Conation perspective. *Poster presented at Future Education and Learning Forum 2026*, Tsinghua University, Beijing, China.
- **Du, Y.*** (2026). Why Stay with AI? Exploring the mechanisms of continuance intention among kindergarten, primary and secondary school teachers. *Paper presented at British Educational Research Association (BERA) Annual Conference 2026*, University of Manchester, Manchester, UK.
- Tang, M., & **Du, Y.*** (2025). Exploring acceptance and engagement with AI for EFL reading practice among Chinese primary school students. *Paper presented at 9th International Conference of Advanced Research in Education*, University of Cambridge, Cambridge, UK.
- **Du, Y.*** (2025). A systematic review of EEG/ERP studies on verbal irony processing. *Poster presented at UCL Neuroscience Symposium*, University College London, London, UK.
- Zou, B., **Du, Y.***, Wang, Z., Chen, J. (2022) An investigation into artificial intelligence speech evaluation programs with automatic feedback for developing EFL learners' speaking skills. *Poster presented at*

Summer Undergraduate Research Fellowship (SURF) poster fair, Xi'an Jiaotong-Liverpool University, Suzhou, China.

- Chen, X., Du, Y.*, Qu, M., & Gao, S. (2021). A study on the effect of L1 to L2 transfer on the production of idiomatic expressions in L2 among mandarin-speaking intermediate learners of English. *Paper presented at 2021 International Conference on Public Art and Human Development, Kunming, China.*

RESEARCH FUNDING & FELLOWSHIPS

Research Assistant Stipend — 200 GBP

- University College London, 09/2024–11/2024
- Research Assistant. Assisted in data collection for the *NeuroLive* project (PI: Guido Orgs, PhD).

Teaching Development Fund — 15000 CNY

- Xi'an Jiaotong–Liverpool University, 03/2023–09/2024
- Co-Investigator. Supported the project “Exploring artificial intelligence technology for enhancing spontaneous speech skills in academic English settings: A case study of EAP Talk” (PIs: Huimin He & Bin Zou, PhD).

Summer Undergraduate Research Fellowship — 2000 CNY

- Xi'an Jiaotong–Liverpool University, 07/2022–04/2023
- Supported the project “An investigation into artificial intelligence speech evaluation programs with automatic feedback for developing EFL learners’ speaking skills” (PI: Bin Zou, PhD).

Undergraduate Research Scheme Stipend — 400 GBP

- University of Liverpool, 07/2022–09/2022
- Research Assistant. Assisted in coding for the project “The APU Writing and Reading Corpus 1979–1988” (PI: Victorina González-Díaz, PhD).

Beacon Project Student Stipend — 200 GBP

- University of Liverpool, 06/2022–06/2023
- Co-Investigator. Supported the project “Students’ sense of belonging in higher education institutions” (PI: Melissa Raines, PhD).

ACADEMIC SERVICE

Editorial Roles

- Editorial Board Member, *Educational Engineering*, 2025–present
- Article Editor, *SAGE Open*, 2024–present

Journal Reviewer (ad hoc)

Acta Psychologica; BMC Health Services Research; BMC Psychology; Behaviour & Information Technology; Behavioral Sciences; Cogent Education; Cogent Social Sciences; Computer Assisted Language Learning; Computers and Education Open; Computers in Human Behavior; Computers in Human Behavior Reports; Contemporary Educational Psychology; Current Psychology; Discover Artificial Intelligence; Discover Education; Discover Psychology; Education and Information Technologies; Frontiers in Education; Frontiers in Psychology; Frontiers In Virtual Reality; Inquiry; International Journal of Applied Linguistics; International Journal of Educational Research; International Journal of Educational Research Open; International Journal of Human-Computer Interaction; International Journal of Industrial Ergonomics; International Journal of Mental Health and Addiction; International Review of Applied

Linguistics in Language Teaching; Internet Research; Journal of Computer Assisted Learning; Journal of Educational Computing Research; Journal of English for Academic Purposes; Journal of Language and Education; Journal of Pragmatics; Journal of Retailing and Consumer Services; Language Learning Journal; Language Teaching Research; Linguistics and Education; PsyCh Journal; Sage Open; STEM Education; System; The Journal of Educational Research.

Conference Reviewer (ad hoc)

- American Educational Research Association (AERA) Annual Meeting, 2027
- British Educational Research Association (BERA) Annual Conference, 2026

HONOURS & AWARDS

- Wiley China Excellent Author, 2025