Qi XU (许琪)

Professor in Applied Linguistics, School of English for International Business,

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Education

2014   Ph.D., Applied Linguistics, The Chinese University of Hong Kong, Hong Kong, China

2010   M.A., Applied Linguistics, Guangdong University of Foreign Studies, Guangzhou, China

2008   B.A., English Language, Shandong University, Weihai, China

Research Interests

- Second language acquisition
- Technology-enhanced language learning
- *Xu*-based approach to language teaching and learning
- Business English teaching
- Corpus linguistics

Teaching Area

- Comprehensive Business English
- Academic Writing for Doctoral Students
- Academic Writing for Master Students

Professional Experience

2023-Present   Professor, School of English for International Business, Guangdong University of Foreign Studies

2023-2024   Visiting scholar, Department of Applied Linguistics, Pennsylvania State University

2019-2022   Associate professor, School of English for International Business, Guangdong

University of Foreign Studies

2017-2018	Lecturer, School of English for International Business, Guangdong University of Foreign Studies
2014-2016	Postdoctoral researcher, National Key Research Center for Linguistics & Applied Linguistics, Guangdong University of Foreign Studies
2013	Visiting scholar, Department of Applied Linguistics, Pennsylvania State University

Publications

1. Xu, Q. & Yuan, Y. (Accepted). Changes in task motivation and their relationship with oral performance in audiovisual-based continuation tasks. *International Journal of Applied Linguistics.* (SSCI)

2. Ding, X., Chen, M. & Xu, Q.* (Online). Anxiety and enjoyment in oral presentations: a mixed-method study into Chinese EFL learners' oral presentation performance. *International Review of Applied Linguistics in Language Teaching*. https://doi.org/10.1515/iral-2023-0161 (SSCI)

3. Wu, J., Yuan, Z. & Xu, Q.* 2025. Exploring Chinese EFL learners' task motivation changes and influencing factors in translation continuation tasks. *Asia-Pacific Education Researcher*, 34, 281–292. (SSCI)

4. 董秀清, 袁媛, 许琪. 2023. 基于移动平台的大学英语视听续说行动研究. 外语与外语教学 (01), 84-95+147. [Dong, X., Yuan, Y. & Xu, Q. 2023. Action research on audiovisual-based speaking continuation practice via mobile-assisted language learning. *Foreign Languages and Their Teaching,* (01), 84-95+147.] (CSSCI)

5. Xu, Q. & Peng, H. 2022. Exploring learner motivation and mobile-assisted peer feedback in a business English speaking course. *Journal of Computer Assisted Learning,* 38, 1033-1045. (SSCI)

6. 许琪, 董秀清, 袁媛. 2022. 任务动机对视听续说口语产出的影响. 现代外语, 45(5), 645-658. [Xu, Q., Dong, X. & Yuan, Y. 2022. Effects of task motivation on Chinese EFL learners' performance in the audiovisual-based speaking continuation task. *Modern Foreign Languages, 45*(5), 645-658.] (CSSCI)

7. Xu, Q., Wu, J. & Peng, H. 2022. Chinese EFL university students' self-efficacy for online self-regulated learning: Dynamic features and influencing factors. *Frontiers in Psychology, 13,* 912970. (SSCI)

8. 吴思珊, 许琪. 2022. 商务英语视听续说中的创造性模仿. 外国语言文学, 39(5), 15-27+133. [Xu, Q. & Wu, S. 2022. Creative imitation in audiovisual-based Business English speaking continuation tasks. *Foreign Language and Literature Studies, 39*(5), 15-27+133.]

9. Xu, Q. 2021. Incorporating reading circles into a task-based EAP reading scheme. *ELT Journal,*

75(3), 341-350. (SSCI)

10. Xu, Q., Chen, S., Wang, J. & Suhadolc, S. 2021. Characteristics and effectiveness of teacher feedback on online Business English oral presentations. *The Asia-Pacific Education Researcher, 30*(6), 631-641. (SSCI)

11. 陆小飞，廖剑，许琪. 2021. 教育机器人在外语口语教学中的应用研究现状及前瞻. 外语界, 01, 11-19. [Lu, X., Liao, J., & Xu, Q. (2021). Applications of educational robots in foreign language speaking instruction: Recent developments and future directions. *Foreign Language World,* (1), 11-19.] (CSSCI)

12. Xu, Q. & Deng, L. 2021. Investigating the use of translation continuation tasks in commercial translation teaching: A study on translating user manuals. *Chinese Journal of Applied Linguistics, 44*(3), 366-381.

13. Xu, Q. 2020. Applying MALL to an EFL listening and speaking course: An action research approach. *The Turkish Online Journal of Educational Technology, 19*(4), 24-34.

14. 许琪. 2019. 视听读后续说对汉语二语口语产出复杂度、准确度、流利度的影响. 第二语言学习研究, 9, 39-48. [Xu, Q. 2019. Effects of the continuation task on CSL learners' oral complexity, accuracy, and fluency, *Second Language Learning Research, 9,* 39-48.]

15. Xu, Q. & Yu, S. 2018. An action research on computer-mediated communication (CMC) peer feedback in EFL writing context. *The Asia-Pacific Education Researcher, 27*(3), 207-216. (SSCI)

16. 许琪, 董秀清. 2018. 基于微信平台的大学英语视听续说教学方法研究, 广东外语外贸大学学报，29(4), 125-130. [Xu, Q. & Dong, X. 2018. Investigating video-based speaking continuation practice via WeChat. *Journal of Guangdong University of Foreign Studies, 29*(4), 125-130.]

17. Xu, Q., Dong, X., & Jiang, L. 2017. EFL learners' perceptions of mobile-assisted feedback on oral production. *TESOL Quarterly, 51*(2), 408-417. (SSCI)

18. Xu, Q. & Peng, H. 2017. Investigating mobile-assisted oral feedback in teaching Chinese as a second language. *Computer Assisted Language Learning, 30*(3-4), 173-182. (SSCI)

19. 许琪. 2016. 读后续译的协同效应及促学效果, 现代外语, 6, 830-841. [Xu, Q. 2016. Alignment effects in the translation continuation task. *Modern Foreign Languages,* 6, 830-841.] (CSSCI)

20. Xu, Q. 2016. Item-based foreign language learning of Give ditransitive constructions: Evidence from corpus research. *System, 63,* 65-76. (SSCI)

21. 陆小飞，许琪. 2016. 二语句法复杂度分析器及其在二语写作研究中的应用, 外语教学与研究, 3, 409-420. [Lu, X. & Xu, Q. 2016. L2 Syntactic complexity analyzer and its applications in L2 writing research. *Foreign Language Teaching and Research*, 48(3), 409-420.] (CSSCI)

22. Xu, Q. 2015. Lexical priming effects of textbooks on EFL learners' use of GIVE. *English Language Teaching, 8*(10), 123-132.

23. Xu, Q. 2013. A corpus-based study of the alternating ditransitive verb TELL in native and Chinese learner English corpora. *ICAME Journal, 37*, 219-239.

24. 许琪. 2012. 相对频率对中国英语学习者习得介词与格结构的作用, 外语教学与研究, 5, 706-718. [Xu, Q. 2012. Exploring the effect of relative frequency on Chinese EFL learners' acquisition of the English dative constructions. *Foreign Language Teaching and Research*, 44(5), 706-718.] (CSSCI)

25. Xu, Q. & Wen, Z. 2011. Book review of Z. Dörnyei (2009) "Psychology of second language acquisition". *Asian Journal of English Language Teaching, 21*, 89-92.

Research Grants

Duration	Title of Project	Role	Amount	Funding Body
2021-Present	Web-based oral feedback in foreign language speaking teaching	PI	RMB 200,000	National Social Science Foundation of China
2019-2022	Incorporating Reading Circles into a blended business English teaching model	PI	RMB 20,000	Department of Education of Guangdong Province
2018-2022	Mobile-assisted feedback on Chinese EFL learners' oral production	PI	RMB 80,000	Ministry of Education of the People's Republic of China
2018-2021	WeChat-assisted feedback in teaching foreign language speaking	PI	RMB 30,000	Department of Education of Guangdong Province, China

Awards

2018   Second Prize of National Teaching Achievement Award, Participant.

2018   First Prize of the Teaching Achievement Award of Guangdong Province, Participant.