

The 3rd International Conference on Cognitive Research on Translation and Interpreting

第三屆翻譯傳譯認知研究國際研討會

Programme

ORGANIZERS:

Centre for Studies of Translation, Interpreting and Cognition, FAH

Department of English, FAH

University of Macau, Macao SAR, China

3-4 November, 2016



**Centre for Studies of
Translation, Interpreting and Cognition
University of Macau**

About CSTIC

Established in 2014, the Centre for Studies of Translation, Interpreting and Cognition (CSTIC) at the Faculty of Arts and Humanities, University of Macau, is an academic platform for cross-disciplinary research with a focus on research of neurocognitive processes of translating and interpreting.

At CSTIC, a combination of three approaches – behavioral, neurological and corpus-assisted – is regularly deployed for investigating and probing into the underlying cognition of the working translator/interpreter, covering a range of research topics. Original and front-line research has been conducted independently as well as through international collaborations. Theoretical and methodological developments are based on an informed understanding of the nature and properties of translating/interpreting as the act of bilingual processing in the brain of the translator/interpreter. In addition, CSTIC also serves as a functionary for a broader range of research and scholarly activities on and out of UM campus, including providing professional services and forging closer regional and international ties for collaboration and cooperation.

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CSTIC-QR Code (Wechat)

About the Conference

This is the 3rd international conference on cognitive research on translation, interpreting and language acquisition organized by the Centre for Studies of Translation, Interpreting and Cognition (CSTIC) and the Department of English at the University of Macau. While the first conference (in 2014) focused entirely on cognitive research on translation and interpreting, the conferences of last year and this year are extended to include cognitive research on language acquisition. Renowned scholars of translation/interpreting process research and language acquisition have been invited to address the conference, which we hope will serve as an international forum for up-to-date cognitive research on translation, interpreting and language acquisition.

Major Themes of the Conference

- Conceptualizing process studies in Translation Studies
- Psycholinguistics in translation/interpreting as bilingual processing
- Cognitive linguistics in translation/interpreting as bilingual processing
- Neurocognitive processes of translation and interpreting
- Cognitive processes of second language acquisition
- Cognition and translator training
- Bilingual processing and language education
- Research methods in cognitive translation/interpreting studies
- Corpus application in bilingual processing and language acquisition
- Tools for the cognitive study of translation/interpreting processes

Organizing Committee

- Yuanjian HE (Coordinator)
- Defeng LI (Director of CSTIC), Jinjin CHEN, Wenzhao HE, Yan HE, Linping HOU, Qihong HUANG, Xin HUANG, Yue LANG, Victoria LEI, Xiaodong LIU, Jiayi WANG, Liuqi WANG, Shanshan YANG

Programme

Thursday Morning, 3 November 2016, FAH Building (E21, E22), University of Macau

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|-------------|--|--|
| 08:00–08:30 | REGISTRATION | Site: Ground hall, main entrance, E21 |
| 08:30–08:45 | Opening Speeches: Chair: Defeng LI Honggang JIN, Dean, FAH John CORBETT, Head, English Dept. | Venue: E22-G010 |
| 08:45–09:00 | PHOTO-TAKING | Site: Outside FAH Building, E21 |

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|---------------------------------------|--|
| PLENARY SESSION 1 E22-G010 | |
| Speech (25 minutes) + Q&A (5 minutes) | |
| Chair: Youbin ZHAO | |
| 09:00–09:30 | Arnt Lykke Jakobsen <i>Converging Evidence from Keystroke Intervals and Gaze Shifts Identifies Translation Processing Units</i> |
| 09:30–10:00 | Minhua Liu <i>Interpreters' Cognitive Ability: Domain-general Bilingual Attributes vs. Domain-specific Benefits</i> |
| 10:00–10:30 | Amparo Hurtado Albir <i>Establishing competence levels in translation</i> |
| 10:30–10:45 | TEA BREAK |

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|---------------------------------------|--|
| PLENARY SESSION 2 E22-G010 | |
| Speech (25 minutes) + Q&A (5 minutes) | |
| Chair: Wenhao TAO | |
| 10:45-11:15 | Marije Michel <i>Eye-tracking text chat in a second language</i> |
| 11:15-11.45 | Nan Jiang <i>From Processing Data to Acquisition Issues</i> |
| 11:45-12:15 | Mingjun Wu, Yuncai Dai <i>The Influence of Implicit Causality of Verbs on the Resolution of L2 Pronouns</i> |
| 12.15-12.30 | CSTIC & LAB VISIT (E21-1052/1053) |
| 12:30-13:30 | LUNCH (Learning Commons, E21, G Floor) |

Thursday Afternoon, 3 November 2016, FAH Building (E21, E22), University of Macau

| Special Sessions for Language Acquisition: Teaching and Cognitive Research (E21-1055) Speech (20 minutes) + Q&A (5 minutes) Session 1 Chair: Honggang JIN | |
|--|--|
| 14:00-14:25 | Xin Jiang <i>Effects of Stroke Length on the Writing of Chinese Characters by Non-native Chinese Speakers with Zero Level of Chinese Characters</i> |
| 14:25-14:50 | Xingshan Li <i>How Chinese Readers Segment Words During Chinese Reading</i> |
| 14:50-15:15 | Guoli Yan <i>Visual Attention of Deaf Readers is Enhanced in Parafovea during Lexical Processing</i> |
| 15:15-15:40 | Jorge Bidarra <i>Studies and Reflections on the Acquisition and Use of Brazilian Sign Language</i> |
| 15:40-16:00 | TEA BREAK |
| Session 2 Chair: Nan JIANG | |
| 16:00-16:25 | Honggang Jin <i>A Comparative Study on CFL Teachers and Learner's Perception of Corrective Feedback and their Impact on CFL Development</i> |
| 16:25-16:50 | Sun-A Kim <i>Learner- and Language-specific Factors in Learning L1 and L2: Learning Chinese Characters</i> |
| 16:50-17:15 | Yinglin Ji <i>The Expression of Caused Motion Events by English Learners of Chinese</i> |
| 17:15-17:40 | Zhisheng Wen <i>Effects of Cognitive Aptitudes on Acquisition of L2 Formulaic Sequences</i> |
| 17:40-18:20 | LAB (E21-1052) / CAMPUS VISIT |
| 18:30 | BANQUET (Fortune Inn) |

PLENARY SESSION 3 E22-G010

Speech (25 minutes) + Q&A (5 minutes)

Chair: Lingling GE

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| 14:00 -14:30 | Youbin Zhao <i>Principles and Strategies of Translating Public Signs in Scenic Spots</i> |
| 14:30-15:00 | Meifang Zhang <i>A Cognitive Approach to Conceptual Metaphor Translation in Political Texts</i> |
| 15:00-15:30 | Wenhao Tao <i>Reform of English Majors of BNUZ --- "CBC+BBB"</i> |
| 15:30-15:45 | TEA BREAK |

PARALLEL SESSIONS

Speech (15 minutes) + Q&A (5 minutes)

| Group 1 Lab- and Corpus-based Research, E21-G038 | |
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| Session 1, Chair: Olivia KWONG | |
| 15:45-16:05 | Yanmei Liu <i>A Cognitive Study of Strategies in C-E Translation Process</i> |
| 16:05-16:25 | Yan He, Mengyun Wang <i>Directionality in Sight Translation: A fNIRS-based Study</i> |
| 16:25-16:45 | Sijia Chen <i>Note-taking in Consecutive Interpreting: New Data from Eye Tracking</i> |
| 16:45-17:00 | TEA BREAK |
| Session 2, Chair: Deyan ZOU | |
| 17:00-17:20 | Ting Guo <i>On Foreign Language Creation: And Rootless Back Translation Based on An English-Chinese Bilingual Corpus</i> |
| 17:20:17:40 | Lin Zhu <i>Translation Ability, Translation Directionality and Translation Process: A Multimodal Cognitive Illustration</i> |
| 17:40-18:00 | Senlin Liu <i>Cognitive Multimodal Research on Children's Conceptual Competence and Performance via Children's Literature</i> |
| 18:30 | BANQUET (Fortune Inn) |

| Group 2 Approaches to Translation, E21-3121 | |
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| Session 1, Chair: Guangrong DAI | |
| 15:45-16:05 | Shizhuo Yang, Wenrui Yang <i>Translational Writing: A New Approach to Translation Ontology</i> |
| 16:05-16:25 | Ronald Fong <i>The Constructional Approach to Translation—With Special Reference to English and Chinese</i> |
| 16:25-16:45 | Xiaojiang Yan <i>Expressing Emotions and Translating Poems with Affections—Comments on English Versions of Chu Ci by YANG Xianyi and Gladys Yang</i> |
| 16:45-17:00 | TEA BREAK |
| Session 2, Chair: Ming XU | |
| 17:00-17:20 | Jia Yan <i>Image or Meaning: Translation of Poems in Notes of a Desolate Man</i> |

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| 17:20-17:40 | Chunfang Huang <i>The Conceptual Metaphors in Legal Text and the Translation</i> |
| 17:40-18:00 | Wen Zhong <i>A Study on Film Title Translation from the Perspective of Socio-semiotics</i> |
| 18:30 | BANQUET (Fortune Inn) |

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| Group 3 Translation/Interpreting Teaching, E21-3118 | |
| Chair: Zuyou WANG | |
| 15:45-16:05 | Ming Xu <i>Research on the Necessity and Approaches of Cognitive Skills Training in the Teaching of Consecutive Interpretation</i> |
| 16:05-16:25 | Deyan Zou <i>Differences of Working Memory Competence in Consecutive Interpreting Between Beginners and Advanced Learners</i> |
| 16:25-16:45 | Claire Yi-Yi Shih <i>Web Search for Translation: An Exploratory Study on Six Chinese Trainee Translators</i> |
| 16:45-17:00 | TEA BREAK |
| Session 2 Chair: Shizhuo YANG | |
| 17:00-17:20 | Jun Wang, Minyu Zheng <i>A Macro-Cognitive Mode of the Basic Structures of English and Its Application to Teaching Translation from Chinese to English</i> |
| 17:20-17:40 | Linlin Qiu, Mingjian Zhang <i>从生态翻译的角度看同声传译中“脱离语言外壳”与顺句驱动的关系</i> |
| 17:40-18:00 | Shair Ali Khan <i>Self-Video Translation Technique and its Impact on the Translational and Interpretational Level of Students: An Empirical and Analytical Study</i> |
| 18:30 | BANQUET (Fortune Inn) |

Friday Morning, 4 November 2016, FAH Building (E21), University of Macau

PLENARY SESSION 1 E21-G035

Speech (25 minutes) + Q&A (5 minutes)

Chair: John CORBETT

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|------------|--|
| 9:00-9:30 | Adolfo M. García <i>The Impact of Bilingualism on Cognitive Function: A Balanced View of the Evidence</i> |
| 9:30-10:00 | Michael Carl <i>Literal translation, default translation and the similarity of language systems</i> |

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| 10:00-10:30 | Yuanjian He <i>et al.</i> <i>Past Two Decades' Research on Neurocognitive Processes of Translation: A Critical Review</i> |
| 10:30-10:45 | TEA BREAK |

PLENARY SESSION 2 E21-G035

Speech (25 minutes) + Q&A (5 minutes)

Chair: Yuncai DAI

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| 10:45-11:15 | Binghan Zheng <i>fMRI as a Research Method in the Neuro-cognitive Translation/Interpreting Studies: A Case Study of English-Chinese Sight Translation</i> |
| 11:15-11:45 | Lingling Ge <i>et al.</i> <i>A Criterion for Translating Chinese Humorous Texts Based on a Diachronic Chinese-English Bilingual Corpus</i> |
| 11:45-12:15 | Guangrong Dai <i>Nominalization Features in Translated Chinese: A Corpus-based Cognitive Study</i> |
| 12:15-12:45 | Defeng Li <i>et al.</i> <i>The Speaker, the Screen or Both: Where shall teachers tell their students of simultaneous interpreting to look in the conference setting?</i> |

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| 12:45-13:00 | Closing Speech: Chair: Defeng LI Yuanjian HE, Convener, Translation Studies, English Department | Venue: E21-G035 |
| 13:00 | LUNCH (Fortune Inn) | |

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Studies and Reflections on the Acquisition and Use of Brazilian Sign Language

Jorge BIDARRA

(State University of West Paraná)

The acquisition of the sign language and its use in many aspects differ from the patterns of oral languages. Composed of gestures made with the hands, with the participation of the body or parts of it, with movements determined by well-established rules of their grammar, over a long time, the sign languages have produced a number of theoretical challenges for linguistic community. Starting from the way their sentences are structured till the consideration of the specific linguistic phenomena, including the lexical ambiguity, ways to reference objects and the recurrent use of classifiers, topics of our particular interest, both the linguistic and cognitive mechanisms triggered by the deaf individual demand a way of thinking, organize and express themselves differently from the one we are accustomed to oral languages. Because this is not an alphabetic language, but an iconic language, the building of scenarios for communication, for example, is not a choice, but a requirement of the language. Try to understand how the deaf perceive the world as well as express their feelings through the language of signs in general, but especially in relation to the Brazilian Sign Language (Libras, in Portuguese), it has been one of the main theoretical motivations of our research team. We will not present here details on cognition, otherwise we intend to address some methodological theoretical aspects that we believe may be useful to clarify several issues, including in the field of cognition, which are not still resolved. As support for our discussion we bring data extracted of a large bilingual parallel corpus, still under construction, in which sentences written in Portuguese and their equivalents in Libras, both in glosses as filmed, are registered. Based on this corpus, we are going to present some partial results obtained so far with the linguistic and cognitive studies ongoing.

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Literal Translation, Default Translation and the Similarity of Language Systems

Michael CARL
(Copenhagen Business School)

In this paper I address the literal translation hypothesis from an empirical view. Following Halverson (2015:320) we distinguish between literal translation as patterns of "intertextual correspondence" and default translation as an "immediate production mode". Drawing on previous work, we discuss a measure of translation literality which is based on 1) the similarity of the word order in the source and the target sentences 2) the word-for-word compositionality of translation equivalences and 3) the conceptual similarity of the two language systems. According to these definitions, a translation is absolutely literal if all criteria are fulfilled. We show that translations from English into relatively similar languages (Danish, Spanish, German) are more literal as compared to more remote languages like Japanese and Hindi. We also provide evidence for the monitor model (Tirkkonen-Condit, 2005) which posits that immediate text production is likely to result in more literal translations.

Dr. Michael Carl is a Professor mso. for Human and Machine Translation and Director of the Center of Research and Innovation in Translation and Translation Technology (CRITT) at the Copenhagen Business School/Denmark. His current research interest is related to the investigation of human translation processes and interactive machine translation. Prior to his position in Denmark, he has been working on machine translation, terminology tools, and the implementation of natural language processing software.

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Note-taking in Consecutive Interpreting: New Data from Eye Tracking

Sijia CHEN

(Macquarie University)

Unlike in the much of translation and interpreting research, there is limited focus on cognitive processing in the field of consecutive interpreting (CI). Note-taking provides a unique opportunity to investigate the CI process. This study approaches note-taking from a cognitive perspective using eye tracking.

Previous note-taking studies are focused mainly on three variables: the choice of form (language vs. symbol; abbreviation vs. full word), the choice of language (source vs. target language; native vs. non-native language), and the relationship between note-taking and interpreting performance. However, two limitations are confining a deeper understanding on the topic: a lack of empirical data and a lack of process research. Eye tracking offers a promising avenue to approach the process of CI and note-taking while contributing ample empirical data. Tracking the eyes of interpreters while they take notes and interpret might help resolve part of the controversies in previous studies, and some fundamental principles that guide interpreters' note-taking choices might be unveiled.

This paper introduces how to apply eye tracking in CI research, with a special focus on cognitive load in the process. Using the SMI Eye Tracking Glasses 2, a synchronous recording of the eye data and the interpreting process (in the form of a scene video) could be achieved. The study reports eye tracking data such as the number and duration of fixations, and examines their relationship with interpreters' note-taking choices and interpreting performance.

Eye tracking appears to be a powerful method to tap into the process of note-taking and CI, and the collected data could potentially serve as useful indicators of cognitive load, leading to meaningful results for interpreting research and interpreter education.

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Nominalization Features in Translated Chinese: A Corpus-based Cognitive Study

Guangrong DAI

(Fujian University of Technology)

This article focuses the nominalization features in translated Chinese which different from the features presented in the native Chinese, adopting a cognitive approach with the help of corpus data. “Nominalization” means in essence turning something into a noun (Comrie & Thompson, 2007). Different languages adopt different methods for nominalization, such as morphology, syntax, semantics and pragmatics (Gerner, 2012). In modern Chinese, the main nominalization method involves adding ‘de’ (的) after a verb, a verb phrase, a sentence, or a portion of a sentence including the verb/verb phrase (VP), so the ‘VP’ can be nominalized as ‘VP + DE’ (VP 的) (Li & Thompson, 1981), and adding ‘zhi’ (之) and ‘zhe’ (者) which are descended from classical Chinese (Zhu, 1983; Eifring, 1995; Lü, 1999). Other methods and nominalization markers(NMs) in modern Chinese (Dai, 2016) are also discussed. It presents the different frequencies of NMs in translated and native Chinese with the help of parallel and comparable, synchronic and diachronic corpora, and the evidence suggests a significantly greater frequency of NMs being used in translated Chinese, which has the effect of making the translated texts more explicit lexically. It also investigates the influence of language contact and in particular, translation for the increasing of NMs in translated Chinese.

Guangrong Dai, professor and vice dean of School of Humanities at Fujian University of Technology, New Century Excellent Talents in Fujian Province University(2016). He obtained his Ph.D in Linguistics (Corpus Translation Studies) from the Department of English, University of Macau, China. His research interests include translation studies, corpus linguistics, contrastive language studies and designing software for automatic sentence alignment of Chinese / English parallel corpora. As a principle investigator, he has finished several projects, such as “A Corpus-based Study of ‘SL Shining Through’ in Translational Languages” (China National Foundation of Social Science), and published around 30 journal articles and book chapters on corpus-based translation studies and contrastive language studies. He also published books (“*Source Language Shining through in Translated Languages*” 2013, Shanghai: Shanghai Jiaotong University Press; and “*A Practical Course for International Business Translation*” 2013, Beijing: Beijing Jiaotong University Press and Tsinghua University Press; *Hybridity in Translated Chinese: A corpus analytical framework*. Springer. 2016).

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The Constructional Approach to Translation-with Special Reference to English and Chinese

Ronald FONG
(University of Macau)

There has been growing interest in various constructional approaches to the study of language for the last two decades. Applying a constructional approach to translation has, to my knowledge, not yet been carried out carefully. This paper argues for such approach to translation and in particular it will discuss the motion-directional constructions in English and Chinese, pointing out the difficulties of translating the constructions in both languages largely because of the structural differences of the two languages as construed by their speakers. It is also argued that proper translation requires both the lexical and constructional information.

Keywords: construction, directional motion, argument structure

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The Impact of Bilingualism on Cognitive Function: A Balanced View of the Evidence

Adolfo M. GARCIA
(Universidad Nacional de Cuyo)

Bilingualism is a widespread phenomenon worldwide. More than half the world population is estimated to possess communicative skills in at least one non-native language. In recent years, multiple studies have examined how the bilingual experience impacts neurocognition at large? Guided by selected results, several researchers and science commentators have disseminated the idea that bilingualism (i) improves executive functions, induces increases of grey matter in regions associated with that domain, and (iii) confers protection against Alzheimer's disease. However, a growing body of research has challenged those claims. In this talk, I will summarize the state of the field, considering results which both support and contradict each hypothesis. Numerous discrepancies in the literature seem to reflect methodological problems (e.g., sampling inadequacies) and theoretical limitations (e.g., vague definitions of central constructs). Having discussed such limitations, I will outline strategies to foster progress in future research and reflect on the biases which oftentimes frame the circulation of research results in scientific settings and in the mass media.

Dr. Adolfo M. García specializes in the neuroscience of language. He is the Scientific Director of the Laboratory of Experimental Psychology and Neuroscience, at the Institute of Cognitive and Translational Neuroscience (Argentina). He is also Assistant Researcher at the National Scientific and Technical Research Council (Argentina); Adjunct Professor of Neurolinguistics at the Faculty of Elementary and Special Education (National University of Cuyo, Argentina); and member of the TREC (Translation, Research, Empiricism, Cognition) Network, based on the Autonomous University of Barcelona (Spain). He is also associate editor for the Journal of World Languages and a reviewer for dozens of leading journals in neuroscience, neurolinguistics, and linguistics.

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A Criterion for Translating Chinese Humorous Texts: A Corpus-based Study

Lingling GE, Guangwei LI, Jia LU
(The University of South China)

Abstract

Humour is regarded as a universal human phenomenon, and funny situations, funny stories, even funny thoughts occur everyday to virtually everybody (Raskin 1985: 1). Humour represents a multidisciplinary and fertile research field. So is Translation Studies. Both draw from linguistics, psychology and sociology, among other disciplines, for their descriptions and their theoretical models and constructs (Zabalbeascoa 2005: 185). What is surprising is that the link between translation and humour has not received sufficient attention from scholars in either field (ibid), let alone the theory related to Chinese humour and its translation.

This research attempts to explore how Chinese humorous texts are transferred into English and what factors affect humour transference in the target text, with a focus on the universality of humour translation and speciality of Chinese humour translation, by tapping on fresh methodologies of modern Translation Studies such as a self-compiled diachronic bilingual corpus and the General Theory of Verbal Humor (Attardo & Raskin 1991; Attardo 1994, 2001) and its Extended Theory (Ge & He 2012, Ge 2014). The diachronic bilingual corpus includes corpus from representative Chinese humorous works of influential writers, for instance, the corpus of *Rue Lin Wai Shi* (The Scholar) by Wu Ching-Tzu, *A Q Zhengzhuan* (*The True Story of Ah Q*) by Lu Xun, *Er Ma* by Lao She, *Wei Cheng* (Fortress Besieged) by Ch'ien Chung-shu. It is assumed that corpus may contribute a lot to research on humour in Chinese and its translation in that it provides an objective approach to the analysis on all the regards concerning humour, i.e. generation and interpretation, properties and linguistic features. Based on the corpus, it is hoped that the Extended Theory of the General Theory of Verbal Humor may well interpret the generation of Chinese verbal humour and provide a criterion for humour translation.

Lingling Ge is Professor and Dean at College of Foreign Languages, University of South China, Honorary Professor of the Center for Translation Studies, Guangdong University of Foreign Studies. She got her PhD in Translation from the Chinese University of Hong Kong. She was Visiting Scholar at the Cambridge University, and the University of Alberta, Canada. She is the author of several monographs and textbooks including *A Corpus-based*

Study on Translating Humorous Texts: A Case Study of Fortress Besieged by Ch'ien Chung-shu (Foreign Language Teaching and Research Press, 2014) and more than 40 research papers published on translation studies, corpus linguistics and pragmatics. Her journal papers appear in *International Journal of Translation*, *Chinese Translators Journal*, *Journal of Foreign Languages*, *Foreign Languages Research Journal* and *China High Education Research*. She completed some research projects including *On Chinese Verbal Humour and Its Translation Based on a Chinese-English Diachronic Bilingual Corpus* granted by State Social Science Fund, China, *A Corpus-based Compilation of Teaching Platform for College English* granted by State Educational Science Fund, China Education Ministry. She got the 1st Prize for her contributions to education awarded by the Department of Education, Hunan Province, China. She was twice Supervisor of Excellent MA. Thesis awarded by the Department of Education, Hunan Province, China. She is also Vice President of Hunan Translators' Association and Vice President of Hunan College English Teaching Association.

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*On Foreign Language Creation and Rootless Back Translation Based on An
English-Chinese Bilingual Corpus*

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“Foreign language creation” refers to a novel of Chinese culture written in English. And its Chinese translation belongs to “rootless back translation”, that is, back translation of English version into the non-existent Chinese “original version”. With Adaptation Theory as its theoretical basis, this research makes comparison between the original version of Foreign Language Creation and the Chinese Rootless Back Translation based on a self-compiled English-Chinese bilingual corpus. It aims at exploring the choice of language and the choice of translation methods in the Foreign Language Creation and rootless back-translation, discussing whether these choices adapt to the source language or the target language, with the aim of exploring how English express Chinese culture by cross language and cross culture translation in foreign language creation and how to reconstruct Chinese culture to the native Chinese reader who are very familiar with Chinese culture and language in rootless back translation, and finding out the communicative effects they have achieved. The preliminary results show that various kinds of translation methods are used to keep the original flavor of Chinese culture and make the reader understand Chinese culture better in Foreign Language Creation; and no matter which kind of translation method is chosen in rootless back-translation, the choice of language in the translating process should adapt to the target language rather than the source language so as to make the translated version native, accurate and smooth.

Keywords: corpus, Foreign Language Creation, rootless back-translation, Adaptation Theory

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Directionality in Sight Translation: A fNIRS-Based Study

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Directionality has been an important concern in translation/interpreting studies. It refers to the difference in performance of the translator between translating/interpreting L1-L2 and L2-L1. Although research has been conducted on this issue, there is little congruent result so far either in performance studies or in process studies.

Applying functional near-infrared spectroscopy (fNIRS), the present study investigates directionality effects in C-E and E-C sight translation, focusing on task time, error patterns and brain activation in Broca's area and dorsolateral prefrontal cortex (DLPFC). An intra-group experiment was done with 13 MA translation students, in which four tasks, including sight-translating and reading-aloud manipulated Chinese and English texts as baseline tasks, were performed while fNIRS was adopted to detect the cortical oxygenation changes during the tasks. Major findings include: 1) L1-L2 sight translation appeared to take longer time than L2-L1 direction, indicating more cognitive efforts in L1-L2 direction; 2) more grammatical but less semantic errors occurred during L1-L2 sight translation, and more self-repairs were also observed in this direction yet without statistical significance; 3) a directionality-modulated brain activation pattern could be observed in Broca's area, with L1-L2 direction eliciting more oxygenation changes in contrast to L2-L1 direction.

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*Past Two Decades' Research on Neurocognitive Processes of Translation: A Critical
Review*

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Research on the neurocognitive basis of translation process over the last two decades has branched into three approaches: (a) neurological studies with application of lab equipment and techniques like functional magnetic resonance imaging (fMRI), positron emission tomography (PET), electroencephalograms (EEG), event-related potential methods (ERP), etc.; (b) behavioural studies applying Think-Aloud Protocols (TAPs), eye-tracking and key-logging or a combination of both; and (c) text-translating-pattern studies with the help of large bilingual parallel corpora containing multiple translated texts from the same source, and the corpus-generated translating-strategy patterns implicate the decision-making processes of the translators and the underlying cognition of the translation processes. While the (a) and (b) approaches have to use experimental data which may lack some ecological validity of the working translator, the (c) approach has the advantage of using naturalistic data but is at the risk of not handling a multitude of variables rationally and as a result being unable to produce valid generalized observations.

This paper critically reviews all approaches and discusses in particular some of the proven and potential technical problems using bilingual parallel corpora to study the English-Chinese translation processes. The digitalized source and target texts must be aligned where each textual unit of both texts are comparable to each other. This leads to a proper segmentation of both STs and TTs with certain textual unit. After all texts have been properly segmented and aligned, it is again significant to determine whether certain part of the corpus needs to be tagged. Technical and descriptive challenges of each step will be analyzed in this paper in detail. And only a rigorously-designed and well-built corpus could allow us to have a more confidently generalization of data patterns, which in turn shape the results more testable and comparable to results from other data patterns, and make the research paradigm more replicable.

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The Conceptual Metaphors in Legal Text and the Translation

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Metaphors are not just a stylistically attractive way of expressing ideas by means of language, but a way of thinking about things. Conceptual metaphor, put forward by Lakoff & Johnson in their book *Metaphors We Live By*, refers to the understanding of one idea, or conceptual domain, in terms of another. Two domains are posited in conceptual metaphors: the source domain and the target domain. The attributes of source domain are systemically mapped onto the target domain. And the mappings are unidirectional, the process typically going from the more concrete (the source) to the more abstract (the target), and not the other way around. The links between the two concepts which do not seem to belong together are established via mappings. The cognitive foundations of metaphors are image schemas, which are firmly grounded in human experiences, such as space, time, moving, controlling, etc.

Metaphors are ubiquitous, existing in language, thought and action of human beings. There exist conceptual metaphors in legal language. Conceptual metaphors facilitate judges and lawyers to interpret legal rules and legal concepts so that the laymen can understand them. This paper presents conceptual metaphors in legal texts: journey metaphor, war metaphor, plant metaphor, human body metaphor and building metaphor etc. Then it explores the functions of conceptual metaphors: interpretation, visualization, concretization, and discusses the translation strategies: foreignization and foreignization with annotation.

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Establishing Competence Levels in Translation

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The aim of this paper is to present the research project PACTE is carrying out on “Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation”.

Translation lacks a common description of competence levels, unlike other disciplines; language teaching, for example, has the CEFR, the Common European Framework of Reference for Languages. Such a description would provide a common framework for use in translator training and professional translation, facilitating comparisons between different grading systems and serving as a basis for progression and assessment design. Additionally, such a description would offer indications for establishing professional quality control guidelines, designing translation syllabuses, issuing certificates, recognising and validating qualifications, establishing educational and professional profiles, and producing textbooks and teaching materials.

The aim of the project is to establish performance levels in the acquisition of Translation Competence in the European context, describing the learning outcomes corresponding to each level. The research involved in the project is based on results obtained in PACTE's previous experimental investigations into Translation Competence and the Acquisition of Translation Competence. Actors from translation's academic and professional arenas are participating in the project.

The paper will describe the project's objectives, conceptual framework, methodology and expected results.

Amparo Hurtado Albir is Full Professor at the Universitat Autònoma de Barcelona (Spain). She is the team leader of a number of research projects on translation pedagogy and the acquisition of translation competence and head of the PACTE group. She is the author of numerous publications on the theory and pedagogy of translation and on translation competence, the most prominent of which are: *La notion de fidélité en traduction*, Paris, Didier Érudition, 1990; *Enseñar a traducir*, Madrid, Edelsa, 1999 (3rd ed.2007); *Traducción y Traductología*, Madrid, Cátedra, 2001 (5th rev. ed. 2011; 7th ed. 2014); *Aprender a traducir del francés al español*, Castellón / Madrid, Universitat Jaume I / Edelsa, 2015; *Researching Translation Competence by PACTE Group*, ed., Amsterdam: John Benjamins (in press). She is also general editor of the *Aprender a traducir* series.

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Converging Evidence from Keystroke Intervals and Gaze Shifts Identifies Translation Processing Units

Arnt Lykke JAKOBSEN
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When we speak or listen to speech, and when we read, write or translate text in our first or a foreign language, we do so in chunks. Questions concerning how big or small chunks are, what they represent, and what factors influence their scope have been asked for decades because answers to these basic questions are of great interest from a variety of perspectives: neurocognitive, pedagogical, technological, ergonomic, but primarily from the point of view of understanding human language processing. What are the neural constraints on how much linguistically represented meaning can be processed in one go? What obstacles are there to efficient processing, and how can processing be facilitated? Do chunks change in scope with experience and training? Should a system be devised to separate the representation of processing units graphically like the way written languages separate words visually to accelerate or improve processing? Could electronic text (on teleprompts, web pages, movie screens, etc.) be designed in a way that would facilitate our comprehension and make the interaction more pleasurable? – These are just some of the questions to which solid knowledge of processing units might provide answers.

In translation research, chunking is also of great interest for similar reasons. If translational chunking is fully understood, it will help us understand cognitive translation processing in general. It will help us design translation training programs better, and if CAT tools come to be built to accommodate users' chunking behavior, this will have the potential both to increase productivity and create a more pleasurable ergonomic working environment.

How do we find evidence that will help us identify processing units in naturalistic language tasks? In spoken communication, processing units are signaled by prosodic features, especially stress and intonation. Reading pedagogy is full of chunking advice, but reading research based on gaze data has not been much concerned with evidence of chunking, as continuous adult reading does not clearly reveal regular units of processing. By contrast, writing has been demonstrated to be clearly segmented into units, bounded by typing intervals typically lasting between one and three seconds. Translation of on-screen text provides an outstanding opportunity to combine evidence from typing with evidence from gaze shifts from the ST to the TT and back. The key claim of the present paper is that this dual combination of converging evidence provides an opportunity to identify a translator's processing units with exceptional accuracy, as will be illustrated in a detailed analysis of extracts from recordings in the CRITT-DB.

Prof. Arnt Lykke Jakobsen is professor of translation and translation technology at Copenhagen Business School (CBS). From 1990-1994 he headed a major research project on 'Translating Specific-Purpose-Language Texts'. A growing interest in translation processes and methods of exploring them led to his invention of the keylog software program Translog, the first version of which was developed in 1995. Subsequent versions of the program have been a key technology in a wide range of experiments, including two major EU research projects, the Eye-to-IT project (2006-2009) and the CASMACAT project (2011-2014). In 2005 he established CRITT, the CBS Centre for research and innovation in translation and translation technology, which he directed until 2014. He was CETRA Chair Professor in 2014.

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The Expression of Caused Motion Events by English Learners of Chinese

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Although spatial understanding by human beings tends to be universal, the linguistic system to represent one's spatial experience varies significantly across languages. This study explores implications of this contrast in the field of second language acquisition by focusing on how adult English learners of Chinese at different proficiency levels acquire arguably more advanced linguistic skills in the syntactic packaging of caused motion information.

Our results show that Chinese L2 learners are not trapped in their source pattern when packaging a set of particularly dense semantic information (Cause, Path and varied types of Manner), even, if they have not yet entirely acquired the target system. They have arrived at an inter-language, showing considerable resemblance to the target system rather than traces of the L1 influence. Additionally, no developmental tendency was observed at the initial and intermediate stages of acquisition; changes occurred only when learners progressed to an advanced level, suggesting that, unlike lexicalisation of motion components, syntactic strategies of packaging information are more complex and need to be adapted to over a longer period of time. On the whole, our findings indicate that the L1 linguistic pattern which is carried out from one's childhood may not be particularly resistant to restructuring in adult second language acquisition, thus shedding some fresh light on the relationship between language and thought in general.

Yinglin Ji was the recipient of the Gates Cambridge Scholarship for her academic excellence from the University of Cambridge where she received her PhD degrees in Applied Linguistics. She is Professor of Linguistics at Shenzhen University where she directs the Research Centre for Language and Cognition (RCLC). Her broader research interests cover cognitive linguistics, psycholinguistics, applied linguistics and cognitive science. Her more specific interests within linguistics include motion event typology, language and thought, universal versus language-specific influences in L1 and L2 acquisition, and semantics-syntax interface in discourse.

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From Processing Data to Acquisition Issues

Nan JIANG

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Language acquisition, including second language acquisition (SLA), is first and foremost a cognitive process. The essence of this process lies in the resulting changes in the mental representations of a language which will affect an individual's language use. Thus, we can establish a causal relationship among the three elements of language acquisition: acquisition → representation → use (or behavior). Both the mental process of acquisition and the resulting mental representations cannot be observed directly even with today's technology. Instead, they can be examined and inferred through the observation of a learner's linguistic behavior. This observation can be done in a naturalistic setting or a controlled experimental setting. The latter approach is more efficient and more effective in the sense that it allows the observation to focus specifically on a particular structure or a particular variable, and it allows the assessment of language behavior to be done with multiple and often more sensitive measures than naturalistic L2 production. L2 processing research is an emerging field of inquiry that aims to study L2 use from a psycholinguistic and cognitive perspective and in a systematic and controlled manner. Its findings are directly relevant to SLA research. However, L2 processing research has not received sufficient attention in SLA. This presentation is intended to explain and demonstrate the importance and effectiveness of L2 processing data for understanding core SLA issues. It begins with an explanation of the relationship between acquisition, representation, and processing. It then goes on to highlight characteristics of L2 processing research. Recent research on L2 learners' sensitivity to morphosyntactic errors is then discussed to illustrate how processing data can help answer many challenging SLA issues.

Nan Jiang received his PhD in Second Language Acquisition and Teaching from the University of Arizona. He was a postdoctoral fellow in the Department of Psychology at Penn State University, and taught at Auburn University and Georgia State University before joining the School of Languages, Literatures, and Cultures at University of Maryland as an associate professor of SLA. His main research interest involves the study of cognitive/psycholinguistic processes and mechanisms involved in adult second language acquisition. Specific topics include bilingual language processing, lexical representation and development in L2, language transfer, the integration of linguistic knowledge in adult learning, and the relationship between language and thought.

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Effects of Stroke Length on the Writing of Chinese Characters by Non-native Chinese Speakers with Zero Level of Chinese Characters

Xin JIANG, Yulin CHEN
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There has been relatively little research on the writing of Chinese characters compare to research on the reading of Chinese characters. This study investigated the stroke order in writing Chinese characters by non-native Chinese speakers with zero level of Chinese characters in order to understand how the first or second stroke looks like in their writing of Chinese characters and how the stroke length influence the writing of Chinese characters. In this experiment, two groups of native Thai speakers and native English speakers who can't read any Chinese characters were asked to copy Chinese characters using digital pen which can record the processes of writing. Then the first and second stroke of each character was identified and the frequency of these two strokes was calculated. The results showed that for both native Thai speakers and native English speakers, most subjects firstly wrote the longest stroke in a character, such as the stroke“乚”in “粘”, the stroke“ ” in “戔”。 This result suggested that the stoke length in a character influence the writing and visual perception of the shape of a character by people who can't read Chinese characters; the longest stroke is the perceptual salient stroke which can attract subjects' attention first. This can explain partly why zero level beginners often made mistakes in stroke order when they learned to write Chinese characters.

Xin Jiang received her Doctor's degree from Institute of Psychology, Chinese Academy of Sciences. In 2006, she went to Harvard University as a visiting scholar. She is currently a professor in the Centre for Studies of Chinese as a Second language, Beijing Language and Culture University. Her research interests mainly focus on second language acquisition, specifically on cognitive studies on language processing, including Chinese character, lexicon and reading.

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*A Comparative Study on CFL Teachers and Learner's Perception of Corrective
Feedback and Their Impact on CFL Development*

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In the past 20 years, second language acquisition research (SLA) has systematically investigated roles and functions of corrective feedback (CF) in formal second language learning settings. Using empirical evidence from meta analyses, SLA researchers are able to demonstrate with confidence ($d=.74$) that corrective feedback plays an important role in helping L2 learners notice the relationship between form and function and restructure incorrect rules. These studies are also able to pinpoint the effective sizes of different types of corrective feedback, with explicit feedback being the largest, $d=.84$, and self-correction a close second, $d=.83$, and recast being a distance third: $d=.53$ (Lyster and Saito, 2010). However, these results need to be further validated by different languages through a careful examination of how different types of corrective feedback is perceived and identified by both L2 learners and L2 teachers.

In this presentation, I will report a study which investigates CFL teachers and learners' perception and identification of four types of corrective feedback in a formal CFL setting. Specifically the presentation will proceed with three focal points: 1. report on two groups' perception and identification results on four types of target corrective feedback: explicit corrective feedback, rule explanation, self-correction, and recast; 2. present a comparative analysis between the two groups on differences and similarities in their perception and identification of the target corrective feedback; and 3. discuss a possible linkage among three factors: corrective feedback perception, noticing effect, and modified output in CFL development.

Honggang Jin received her Ph.D. from the University of Illinois at Urbana-Champaign, and joined Hamilton College in 1989. After her 25 years of service at Hamilton College, Jin was appointed as Chair Professor of Applied Linguistics and Dean of Faculty of Arts and Humanities. Her primary research interests include cognitive processing of languages, first and second language acquisition, input, interaction, and output analyses, foreign language curricular design, and teacher development.

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Self Video Translation Technique and its Impact on the Translational and Interpretational Level of Students: An Empirical and Analytical Study

Shair Ali KHAN

(International Islamic University Islamabad Pakistan)

Translation is now considered the most complex cross-linguistic, cross-cultural and cross-communicative activity. It is being taught in almost all over the world. The area of teaching translation is expanding day by day with the growing areas of translation, with the induction of new subjects in the fields of translation. Video translation is an area which is considered the most communicative and fluent way of translation; pacing with the voice, speed, tune, pitch of the speakers. At the department of Translation & Interpretation a study carried out through a technique coined as 'self video translating technique'. Through this technique some videos were distributed among Chinese, Arabs, Thais and Pakistani students. They were assigned videos of various nature for self translating with the guide line to translate the video according to their 'own style' using the 'tools of their own choice'. After a period of one week student were supposed to present their translated work along with their videos. After finishing the presentation students raised questions about the style, translation tools, time duration and the problems faced by the student during this activity. The present paper deals with technique of 'self video translating' through a set of questionnaires distributed among the students. The result shows fruitful outcomes for the teaching of video translation and interpretation.

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Learner- and Language-specific Factors in Learning L1 and L2: Learning Chinese Characters

Sun-A KIM

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This study examined how learner-internal factors (e.g., L1 and L2 proficiency, and cognitive abilities) and language-specific factors (e.g., Chinese character types) affect learning novel Chinese characters. Adult L1 Chinese readers and L2 Chinese learners at beginning or intermediate levels participated in two experiments, which were formulated by manipulating Chinese character types (i.e., simple and phonetic compound characters) and participants' use of working memory (WM).

Experiment 1 was designed to induce participants toward relying more on a visual strategy and visual WM by asking them to learn to read 18 novel simple Chinese characters without any pronunciation cues; these were divided into three levels of visual distinctiveness. Experiment 2 intended the participants to rely more on a phonological strategy and phonological WM by requiring them to learn another 18 unknown phonetic compound characters of varying consistency levels. In addition, two visuospatial and phonological WM tasks (i.e., a letter rotation task and a reading span task) were administered.

The following results were found. In Experiment 1, only significant WM effects were found. The involvement of WM differed between L1 and L2 Chinese readers in learning simple characters; L1 Chinese readers relied on visuospatial WM, while L2 Chinese learners used phonological WM. In addition, L1 Chinese readers outperformed L2 Chinese learners in the visuospatial WM task, which is consistent with the findings of previous studies. In Experiment 2, interaction effects between consistency levels and Chinese proficiency were found in learning to read phonetic compounds, but there were no WM effects. L2 learners with higher Chinese proficiency learned fully consistent characters significantly better than those with lower proficiency. The results are discussed in terms of how reading experience in the L1 affects the use of cognitive resources such as WM in learning simple characters, why Chinese proficiency contributes to learning fully consistent characters, and how the findings can be applied to developing new methods for teaching Chinese characters to L2 learners, with some examples.

Sun-A Kim received her Ph.D. in Second Language Acquisition from University of Illinois, Urbana-Champaign. She is now teaching in the Hong Kong Polytechnic University as an assistant professor. Her areas of scholarship include second language acquisition, psycholinguistics, teaching Chinese/Korean as a second language.

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The Speaker, the Screen or Both: Where shall teachers tell their students of simultaneous interpreting to look in the conference setting?

Defeng LI, Zhen YUAN, Victoria LEI
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It has been repeatedly stated that it is important for conference interpreters to have a good view of the conference setting as it provides cues conference interpreters use to assist with their interpreting, e.g., the speaker's body language, the speaker's PowerPoint slides, interactions and dynamics in the room, etc. (e.g. Jones, 1998; Besson et al. 2004). An eye tracking experiment was conducted to (dis)confirm the assumption. Details of the experiments are:

1. Subjects: 5 professional interpreters
2. Materials: 90-second video recordings of real-life conference presentation on economics
3. The Subjects were asked to watch the video clips presented on the eye tracker and interpret the speeches under varying conditions:
 - a. With preparation in advance and without preparation in advance
 - b. Low input rate vs high input rate
 - c. Low lexical density vs high lexical density
4. Their eye movements and their interpreting were recorded via the eye tracker
5. Follow-up interviews were conducted

The analysis of the eye tracking data focuses on the defined areas of interests (AOIs), which cover the speaker and the screen displaying the PowerPoint Presentation. The interpreting outputs were transcribed, graded by two interpreting trainers and analyzed with corpus technology.

Differences found in the patterns of eye fixations and movement professionals demonstrated as they perform SI tasks under different conditions, and how patterns of eye fixations interact with output quality, may shed light on where students should direct their attention to in the conference setting.

Victoria Lei is an Assistant Professor at the University of Macau. Her research interests include Victorian Literature, Women Studies, Children's Literature and Translation Studies and Macao. She is a member of the Federation of Translators and Interpreters of Macao and the International Association for Translation and Intercultural Studies (IATIS). She provides conference interpreting service at local, national and international levels. At the moment she is particularly interested in cognitive processes of simultaneous interpreting.

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How Chinese Readers Segment Words during Chinese Reading

Xingshan LI

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Unlike that in alphabetic writing system, there are no explicit word boundaries in Chinese reading. Even so, Chinese readers could read Chinese text very efficiently. How do Chinese readers segment words during reading? In my talk, I will report some studies that explore this question. First, I will review evidence that show words are important in Chinese reading. Then, I will report a model on how Chinese reader segment words during Chinese reading. Finally, I will present our recent work on how Chinese reader segment ambiguous strings.

After receiving his Doctor's degree from University of Massachusetts Amherst, Professor Xingshan Li joined in Vanderbilt University as a postdoc research associates. He is currently a professor in the Institute of Psychology, Chinese Academy of Sciences. His research interests mainly focus on the cognitive and neural mechanism in Chinese reading through eye tracking, computing modeling and modern cognitive neuroscience.

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Interpreters' Cognitive Ability: Domain-general Bilingual Attributes vs. Domain-specific Benefits

Minhua LIU

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Interpreters are often considered a special group of bilinguals who not only enjoy the benefits of bilingualism, but also possess abilities derived from their training or experience in interpreting. There is evidence to suggest that bilinguals, compared with monolinguals, have an advantage in executive functions such as attention control and conflict resolution, which is considered to result from the need to manage parallel activation of both languages. In simultaneous interpreting, not only are the interpreter's two languages constantly activated, but the production of one language also continues to interfere with the function of the phonological loop for rehearsing the other language. Research has shown that interpreters are less affected by the suppression of the rehearsal mechanism. The phonological loop is posited to be responsible for carrying out task-switching. It is possible that interpreters employ non-verbal strategies for switching between tasks that bypass the need to maintain the plan for task-switching in the phonological loop. In this talk, domain-general benefits such as working memory and the executive function will be discussed in their relationship to possible attributes that may be specific to the domain of interpreting.

Minhua Liu is Professor at Hong Kong Baptist University (HKBU), where she teaches Mandarin–English interpreting and research courses. She received her M.A. degree in translation and interpretation from the Middlebury Institute of International Studies at Monterey (MIIS) and a Ph.D. degree in Foreign Language Education from the University of Texas at Austin. Before joining HKBU, she taught interpreting at MIIS and in Taiwan and was once director of the Graduate Institute of Translation and Interpretation Studies of Fu Jen University. She is co–editor of the journal *Interpreting* and sits on the advisory board of a couple of translation and interpreting journals. Her main research interests lie in the cognitive aspects of interpreting and evaluation and testing in interpreting. One of her research projects led to Taiwan's first certification examination for translators and interpreters. She is an interpreter and has interpreted for international conferences in Asia and North America for more than twenty years.

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*Cognitive Multimodal Research on Children's
Conceptual Competence and Performance via Children's Literature*

Senlin LIU
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This paper is an attempt to sketch the outlines of a multimodal approach to Children's conceptual and performance development via children's literature such as picture books, movies and cartoons in second language acquisition. The proposal is cast in terms of the theory of conceptualization, which is central to any understanding of our conceptual system and to any understanding of how human beings function and what makes us human. Chomsky defines linguistic competence as the ideal user's knowledge of the rules of his language, and performance the actual realization of this knowledge in linguistic communication. In this study, conceptual competence refers to a person's subconscious knowledge of the rules governing the formation of conceptual structure in his or her language, and conceptual performance the realization of his conceptual structure in linguistic communication. Conceptual structure can be the meaning construction of a syntactic unit from certain mapping mechanisms such as conceptualizer, conceptual synthesizer and linguistic coder. The discussion is not only intended to lay a cognitive foundation for second language acquisition, but is also meant as an attempt to show that children can acquire the new language with multimodal devices in the ways of reading materials like *Father and Son* etc. This means that the outcome of this study is significant to children's linguistic meaning construction and children's second language teaching and learning practice.

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A Cognitive Study of Strategies in C-E Translation Process

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This study, aimed at investigating features of strategy use displayed by translators at different levels during C-E translation process, endeavors to explore the answers to the following three questions:(1) What are the general features of strategy use when C-E translation is done by groups of translators with different translation proficiency? (2) Are there tendencies and differences of strategy use when C-E translation is done by groups of translators with different translation proficiency, and if so, in which aspects and why? (3) Are these tendencies and differences affected by text types, and if so, in what ways do text types affect strategy use between groups?

A triangulation technique was adopted combining multi-sourced data from concurrent TAPs, Translog files, Camtasia files, questionnaires, interviews and translated texts. The participants in this study were divided into three groups (six participants in each group) according to their translation proficiency: the novices, the advanced learners and the professional translators. Translation tasks consisted of an operating instruction, a poem and an advertisement representing the informative text, the expressive text and the operative text respectively according to the categorization of text types by Reiss. Participants were required to translate three types of Chinese texts into English without time limit.

Based on the results regarding three groups' translation processes and features of strategy use in three types of texts, this study made attempts to interpret and discuss the main findings and compared them with those of previous studies. It has been found that the influences of translation proficiency on translators' mental processes and strategy use follow some patterns, which can be acquired through translation training; The degree of aforementioned influences caused by translation proficiency varies with text types.

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Eye-tracking Text Chat in A Second Language

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Written synchronous computer mediated communication (SCMC or text-chat) is a pervasive means of human interaction in modern society – in particular, among generations using social media such as Facebook and Skype. In a globalized world, SCMC often occurs in a second language (L2), not least in English being used as a lingua franca. As such, SCMC is an acknowledged site for language learning practice and development. Despite its widespread use, we have a rather limited understanding of how SCMC influences L2 development. In particular, it remains poorly understood what role written chat interactions among L2 learning peers might play in Second Language Acquisition (SLA). Earlier research has identified written SCMC as ‘the ideal medium for students to benefit from interaction’ (Smith 2005: 34) due to its specific nature: a hybrid between ephemeral interactive spoken and slow long-lasting written communication. Written SCMC creates relevant opportunities for learners to attend to and reflect on both the form and the content of an L2 message. In this talk I will first review the current literature on how and why peer interaction via SCMC may add to L2 development. Then I will present eye-tracking data from my ongoing research into cognitive processes during SCMC and discuss the effectiveness of peer text chat interaction when used for second language practice.

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从生态翻译的角度看同声传译中“脱离语言外壳”与顺句驱动的关系

Linlin QIU, Mingjian ZHANG
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The strategy of deverbalization in simultaneous interpreting is proposed by the Paris School in 1960s, which has break the old theory of word to word translation for the first time. The rule of deverbalization paved the foundation of modern interpreting theory. At the same time. The strategy of syntactic linearity is also the golden principle for many simultaneous interpreters. But the correlation between the two arise many disputes among scholars and these disputes still exist by now. This thesis puts its focus on the correlations between the two strategies from the perspective of eco-translation theory and give an in-depth discussion on the mechanism of simultaneous interpreting.

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Web Search for Translation: An Exploratory Study on Six Chinese Trainee Translators

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Early studies on translators' use of information sources tend to focus on paper-based dictionaries (e.g. Atkins & Varantola 1998; Livbjerg & Mees 2003, etc). However, in recent years, a new focus emerges in the field of translation process research where human-computer interaction has been taken into account (e.g. O'Brien 2012), even though research specifically addressing translators' web search and their translating behaviours is scarcely available (EnríquezRaído2014). The present paper therefore aims to tap into this area by investigating qualitatively how six Chinese trainee translators used the web as their information sources for translation, paying special attention to their "cognitive ergonomics" (see Ehrensberger-Dow and Massey 2014). Preliminary findings suggest that the ways in which the combination of different varieties of web-based resources chosen by trainee translators may have direct impacts on their cognitive ergonomics and this in turn may influence their affective state while translating. Another finding is that boundaries among information seeking, post-editing and translating are increasingly blurred in web search. Pedagogical implications are drawn as a result.

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Reform of English Majors of BNUZ ---“CBC+BBB”

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The reform of English Majors of BNUZ was made over two aspects: curriculum design and education model. The reform has experienced 6 years, starting from 2008 and finished in 2014. The main idea of the reform is in the following aspects: 1. Developing the competence for thinking and analysis of English major students; 2. Cultivating English major students' cultural and literary attainments; 3. Acquiring bilingual ability; 4. Achieving bi-major and bi-degree competence. Reforms have been carried out on the curriculum design of courses such as intensive and extensive reading, listening as well as speaking, which are converted into content-based courses after the reform. Specialized courses are developed and offered, covering areas of culture, literature, history, philosophy, rhetoric device, speech art, thinking and analyzing competence, etc. Reform in education model is reflected in three “bi”s, namely, an education model of bilingual, bi-major and bi-degree.

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*A Macro-Cognitive Mode of the Basic Structures of English and Its Application to
Teaching Translation from Chinese to English*

Jun WANG¹ , Minyu ZHENG²

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Most C-E translation text books attempt to introduce general translation skills such as adding and deleting words, combining and disintegrating sentences, etc. assuming students all have a good command of English. Another feature of the present teaching strategy in translation class is product-oriented rather than process-oriented as teachers tend to illustrate what have happened by comparing the SL texts with the TL texts instead of describing the thinking process of the translator while he is translating a specific text. For the sake of solving the problems mentioned above, this paper intends to apply “the Macro-Cognitive Mode of the Basic Structures of English” proposed by Wang Jun to the translation class from Chinese to English. This mode attempts to draw a tree diagram to present a whole picture of English structures by dividing them into major part and minor part at the first layer. As far as the major part is concerned Subject and Predicate are highlighted. The minor part consists of Clauses and Phrases. As this mode is a cognitive approach to English structures by no means does it endeavor to explain all kinds of English structures. Instead with the back ground of the panorama, the mode focuses on helping students acquire the most difficult structures such as present and past participle phrases and their absolute structures. The macro-cognitive approach displayed by this mode has proved to be very efficient and practical in solving the problems existing in present translation classes as it has simplified the English structures to the extent that they are easily to be remembered. With the application of the mode, the translation class has turned out to be process-oriented and TL-text oriented. The significance lies in the fact that the teacher seems to show the students how to catch fish with different fishing nets.

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Effects of Cognitive Aptitudes on Acquisition of L2 Formulaic Sequences

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The present study sets out to elucidate the relationships between two cognitive aptitudes, i.e., language analytical ability (as measured by MLAT's 'Words in Sentences') and working memory (as measured by a complex span task) and their respective roles in the knowledge and acquisition of L2 formulaic sequences.

Recent years have witnessed considerable research from phraseology, corpus linguistics, psycholinguistics and TESOL suggesting that formulaic sequences are ubiquitous in both native and second language and that their mastery can serve as an important indicator of high-level proficiency in L2 ultimate attainment. Despite this, how formulaic sequences can be best acquired by L2 learners and taught in L2 classrooms is still not clear. For example, more research is still needed to further explore the relationships between cognitive individual difference factors and the acquisition and development of formulaic sequences in L2 learning and performance.

To fill up the gap, the present study sets out to elucidate the relationships between two cognitive aptitudes, i.e., language analytical ability (as measured by MLAT's 'Words in Sentences') and working memory (as measured by a complex memory span task). Participants were a group of intermediate-level English as foreign language (EFL) college students, who also completed a measure of formulaic sequences in L2 English. Statistical analyses will be conducted to answer the following two broad research questions:

- 1) Given the importance of formulaic sequences, do L2 learners in this context acquire considerable amount of L2 formulaic sequences? If so, to what extent?
- 2) What might be the possible effects of individual differences on L2 learners' acquisition of formulaic sequences? In particular, do cognitive aptitudes such as language analytical ability and working memory play some roles? If so, to what extent?

Based on results from the current research and findings from other recent studies, the paper will further discuss and summarize how formulaic sequences can be best acquired inside and outside the L2 classroom.

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The Influence of Implicit Causality of Verbs on the Resolution of L2 Pronouns

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Implicit causality is defined as a property of a group of interpersonal verbs in which one or the other of the verb's arguments is implicated as the underlying cause of the action or attitude (Garvery & Caramazza 1974; Koornneef & Sanders 2012; Stewart, Pickering & Sanford 2000). Numerous studies have indicated that native speakers and listeners recruit verb-based implicit causality information rapidly in the service of the pronoun resolution. However, it is unclear to what degree implicit causality information affects the resolution of pronouns embedded in the subordinate clauses connected by *because* by L2 learners. This study was undertaken to address this void, investigating the role implicit causality features in the pronoun resolution by L2 learners in an offline sentence completion task and a timed sentence comprehension task. In the offline task, participants were required to complete a questionnaire consisting of sentence fragments in the form of NP1 verb-ed NP2 *because* he/she... (John blamed Jack *because* he ...) and to give a reason or motive for the action. After that, they interpreted the pronoun as being co referential with either the NP1 or the NP2 of the main clause. The results indicate that implicit causality of verbs is determinant factor in the L2 assignment of antecedents to pronouns.

If the implicit causality of verbs determines the direction of pronoun assignment in a sentence completion task, it is supposed to help facilitate the choice of an appropriate antecedent in a speeded comprehension task. In the timed comprehension task, pairs of sentences (e.g., Alice won the money from Helen *because* she was a skillful player/*because* she was a careless player) were constructed for each verb empirically classified into those that bias assignment toward the first noun phrase of the main clause and those that bias assignment toward the second noun phrase such that the subordinate clause in one sentence established a reading consistent with the natural bias of the verb while the others established a reading inconsistent with the bias of the verb. Participants were required to decide the coreferentiality of a pronoun. The results demonstrate that implicit causality is an important factor in determining coreference of potentially ambiguous anaphoric pronouns in a timed comprehension task ($F(1,51) = 4.399, p = .041$). Significantly shorter latencies were obtained for sentences with a gender cue than for those without such a cue ($F(1,51) = 13.381, p = .001$). In addition, a significant reading time delay follows a pronoun that is inconsistent with the implicit causality bias of the verb ($F(1,51) = 5.167, p = .027$).

It was argued from these results that implicit causality is an important determinant of pronoun assignment and that ambiguities are normally resolved at clause boundaries.

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*Research on the Necessity and Approaches of Cognitive Skills Training in the Teaching of
Consecutive Interpretation*

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Based on the existing mainstream consecutive interpretation teaching materials on the market, this study has analyzed the existing theory support and skills training way of the consecutive interpretation teaching. The adoption and use of cognitive factors in the teaching material have been especially summarized. On this basis, combined with the classic research paradigms in the Cognitive Science, we have deeply explored the necessity and possible approaches of the cognitive skills training in consecutive interpretation teaching.

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Visual Attention of Deaf Readers is Enhanced in Parafovea during Lexical Processing

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In low-level visual perceptual tasks, deaf individuals are more distracted by irrelevant information in extrafoveal vision, when focusing centrally is required for deaf individuals. Does this happen when the deaf readers were reading the Chinese? In the present study, we aimed to explore whether the foveal processing were more easily distracted by the enhanced parafoveal processing for deaf readers during lexical decision. In experiment 1, participants were required to complete the lexical decision task with distracter in parafovea. In experiment 2, we adopted the gaze-contingent foveal masking paradigm to investigate whether the deaf readers have more efficient processing in parafoveal vision. Participants were asked to fixate the foveal fixation and the parafoveal prime character was presented briefly. If the participants moved their eyes across the boundaries, the parafoveal prime would turned to a mask of ✖. We compared the RTs of the targets in lexical decision across the three groups. In the experiment 1, we found that deaf readers took longer times to make a lexical decision with parafoveal distracter than the other groups. In experiment 2, we found that deaf readers got larger priming benefits which were faster in the orthographic priming condition than the other groups. This result showed that the deaf readers were more efficient at processing parafoveal information. In sum, visual attention of deaf readers is enhanced in parafovea during lexical processing.

Guoli Yan received his PhD from East China Normal University in 1998, and was a visiting scholar at University of Massachusetts between 2001 and 2002. He has been a professor in Tianjin Normal University since 2003, where he serves as associate director of Academy of Psychology and Behavior. His main research interest includes experimental psychology, educational psychology, and developmental psychology, especially on eye-movement studies on Chinese language processing.

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Image or Meaning: Translation of Poems in Notes of a Desolate Man

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Notes of a Desolate Man won the first prize in Award Novel of Taiwan Times in 1994 and its English version rendered by Howard Goldblatt and Sylvia Lin won the American translation of the year award in 1999. The poems cited in the novel offers a glimpse of the glamour from Chinese ancient poems. However, it is found that some poems were translated word-for-word with the complete loss of the original meaning. With view to the Chinese poem composition tradition, this thesis classifies the mistranslations into two kinds, metonymy and allusion. Then it proceeds to point out that in the translation of a color periodic table in the novel, a translator finds himself situated in a dilemma of retaining the image or the meaning. At the end, it is proposed that the Chinese sources provision should be enhanced in order to facilitate the poem translation.

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Expressing Emotions and Translating Poems with Affections
——*Comments on English Versions of Chu Ci by YANG Xianyi and Gladys Yang*

Xiaojiang YAN
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Chu Ci is the first romantic poetry collection which has profound impact on Chinese literature. Translation of *Chu Ci* is an activity of across time and space, which includes intralingual translation and interlingual translation. Under the situation of introducing Chinese culture to the world, at present it particularly needs Chinese translators' active participation, who not only have rich knowledge in Chinese and English but also doing translation and research at the same time. Translators should pay more attention to keep combination of foreignization and readability. *Selected Elegies of the State of Chu*, translated by YANG Xianyi and Gladys Yang, was published in 2001 by Foreign Languages Express. "Expressing one's emotions" is a poetic concept of writing put forward by QU Yuan. YANG Xianyi and Gladys Yang translate poems with affections in order to convey the emotional power, moral state and cultural implication. They also try to reflect QU Yuan's feelings such as "grief and sorrow", "fear and pity" and "yearning for hometown and monarch". Taking spreading Chinese culture's values and soul as the translation purpose, they try to keep the spirit of the source text by focusing on Chinese culture. Meanwhile, they also take into consideration of target readers' and acceptance and expectations. Literal translation, free translation and interpretation are used to make similar aesthetic effect of the original text.

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Translational Writing: A New Approach to Translation Ontology

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It is generally taken that traditional translation studies focuses solely on translation skills, without the consciousness or awareness of building a systematic study of the writing problems involved in the process of translating, therefore we develop a theory of translational writing. The problems to be dealt with are not only of the source language but also of the target language, and problems of the target language will be even more studied and emphasized. The theory of translational writing can be regarded as a contribution to the development of translation studies.

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A Cognitive Approach to Conceptual Metaphor Translation in Political Texts

Meifang ZHANG
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Metaphor is a figure of speech that is typically used in persuasive political discourse, and translation of metaphor has been widely discussed within the discipline of Translation Studies. Most of the previous studies, however, have predominantly focused on translatability of metaphor and transfer methods. This paper takes a cognitive approach to the translation of conceptual metaphors in *The Governance of China* (2014), a collection of public speeches by President Xi Jinping. Conceptual metaphors, according to Goatly (2007), are as much historical and cultural constructs as reflections of bodily experience. Taking from Goatly, Zinken (2003) calls metaphors that capture our cultural experience as “intertextual metaphors”, and those projecting features of our physical experience as “correlational metaphors”. The present study examines translation of the metaphors based on Zinken’s two-type classification and discusses the translations of those metaphors from Xi’s speeches in relation to two cognitive schemes, namely “similar mapping conditions” and “different mapping conditions”. The assumption for this research is that the more two cultures conceptualize experience in a similar way, the more the first strategy, ‘similar mapping conditions,’ applies and the easier the translation task will be.

Meifang Zhang is Professor of Translation Studies at the University of Macau. Her main research interests are in translation for the media, discourse analysis, text typology and translation strategies, translation criticism and translation assessment, translation teaching, contrastive study of Chinese and English languages and cultures, and translation process research.

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Principles and Strategies of Translating Public Signs in Scenic Spots

Youbin ZHAO
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Public sign is used to show information to the tourists. The fact that more and more foreigners come to China for business or for a tour makes the translation of public signs important and necessary. However, errors in the translations of the public signs exist in many places. Therefore, the study of public signs and their translation become urgent and significant. This thesis discusses the definition, classification, features of the public signs, some common errors of translating the public signs, and the causes for the errors; and at the same time the writers try to suggest several countermeasures accordingly, which aims at making an overall study of Chinese public signs in scenic spots and their translations. The purpose of the thesis is to attract the attention to the translation of the public signs in scenic spots and make it more standard and normative.

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fMRI as a Research Method in the Neuro-cognitive Translation/interpreting Studies: A Case Study of English-Chinese Sight Translation

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The theoretical and methodological boundaries of translation process research (TPR) are expanding with the rapid development of empirical exploration of the cognitive processes of translation based on observation and logging of translation behavior in the last few decades. The classic TPR model including the triangulated eye-tracking, key-logging and retrospection data could now be further enriched by some state-of-the-art technology developed in neuroscience, such as functional magnetic resonance imaging (fMRI).

In this collaborative research, we designed to use fMRI to study the processing of visually presented sentences in two tasks, that is, reading aloud and sight translation between Mandarin and English, two languages from remote language families. We recruited 25 participants from Chinese/English female bilinguals with Mandarin Chinese as L1 and English as L2. A set of 96 simple sentences was used as the stimulus materials, half of them inauthentic English and half in their Mandarin counterparts. We used the reading task as the baseline in comparison with sight translation to find out cortical areas that specifically subserve sight translation, and how they active differently in different translation directions. Three areas of research converge in this study: research on process of English-Mandarin sight translation, neuroimaging research on visually presented sentences, and research on translation directionality.

Dr. Binghan Zheng is a Senior Lecturer, Director of Taught Postgraduate Studies, Director of Chinese Studies at the School of Modern Languages and Cultures, and the Director of Centre for Intercultural Mediation at Durham University. He is the Chairman of the British Chinese Language Teaching Society. He also works as a By-fellow at Churchill College, Cambridge University, visiting Professor at University of International Business and Economics and Guangdong University of Foreign Studies, as well as a Senior Research Fellow at Communication University of China. He has published widely in high impact translation journals, such as *Babel*, *Perspectives, Translation & Interpreting Studies*, *Across Languages and Cultures*, *Asia-pacific Translation & Intercultural Studies*, *Foreign Language Teaching & Research*, and *Journal of Foreign Languages*. He is currently working on several interdisciplinary projects, such as “Neuro-cognitive Studies of Translation and Interpreting”, “Beyond Boundaries of Translation”, and co-editing (as a guest editor) a special issue of *Translation and Interpreting Studies* (John Benjamins) entitled “Towards a Comparative Studies of Translation and Interpreting Studies”. His

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A Study on Film Title Translation from the Perspective of Socio-semiotics

Wen ZHONG

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With the development of science and technology, as well as frequent exchanges and deepening of world economy and culture, film, as the world's eighth biggest art form, is one of the important means of intercultural communication. As the film title and symbol, the translation of film title cannot be separated from the use of symbols, and integrated approach is needed for research. Besides, semiotics has a profound philosophical foundation and it also has the function of cascading theories. This thesis, from the perspective of socio-semiotics, combining the characteristics of film titles, makes use of socio-semiotic approach to probe into principles of film titles translation to be followed, and summarizes film titles translation methods with examples , with the intent of providing new perspective for the research of film title translation.

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*Translation Ability, Translation Directionality and Translation Process:
A Multimodal Cognitive Illustration*

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Previous studies on the cognitive psychology of translation basically adopted a single psychological model of illustration, which was mainly based on the information processing theory in cognitive psychology and psycholinguistics, as in Bell (1991), Gerver (1976), Moser-Mercer (1997), Kiraly (1997), Setton (1999), to name just a few. This kind of psychological models, however, was too general to present the variety of cognitive processing in the translation process brought about by the difference in translation ability and translation directionality.

From the perspective of developmental psychology, one's translation ability develops from the novice level to the intermediate level and then to the advanced or expert level. The different levels of translation ability arise from the translator's different stages and levels of cognitive development, which accordingly could be reflected by distinct features of cognitive processing in the translation process and meanwhile would result in the difference in translated texts. Obviously, those distinct features of cognitive processing brought about by the different levels of translation ability cannot be illustrated by a single general psychological model, let alone the cognitive difference caused by translation directionality. Therefore, it is necessary to establish different psychological models to present respectively the abovementioned differences in cognitive processing.

This paper, from the process-oriented perspective, constructs five cognitive-psychological models of translation for the abovementioned three levels of translation ability and two translation directions in order to explain the variety in cognitive processing of the translation process. Then, from the product-oriented perspective, it argues that the different cognitive psychology based on different levels of translation ability would lead to the difference in translated texts. This multimodal cognitive illustration provides a more fine-grained explanation of the variety, complexity and dynamic nature of the psychological process of translation and meanwhile sheds new light on the development of translation ability from the above two perspectives.

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*Differences of Working Memory Competence in Consecutive Interpreting Between
Beginners and Advanced Learners*

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Taking as its theoretical foundation skilled memory effect and long-term working memory and under the framework of cognitive competence development, this study explores the dimensions and the measurements of working memory competence in the special cognitive activity of consecutive interpreting. This study analyzes the differences of working memory competence in consecutive interpreting between beginners and advanced learners from three dimensions of skilled memory capacity, the speed of information transition and the effectiveness of information transition. Furthermore, this study explores the degree of correlation between working memory competence of interpreters and their working memory capacity, working memory subfunctions of shifting, updating and inhibition, with the aim of enriching the measurements of working memory competence.

This study yielded the following results: (1) Better working memory competence in consecutive interpreting is reflected in bigger skilled memory capacity, faster speed of information transition, and better effectiveness of information transition; (2) There is no significant correlation between general working memory capacity and the working memory competence in special cognitive field of consecutive interpreting; (3) Three subfunctions of working memory, i.e. shifting, updating and inhibition, are dividable, and the subfunction of inhibition is interrelated with the experience of learning and the performance in interpreting. This study probes into the cognitive process of interpreting, especially that of consecutive interpreting, with the aim of providing theoretical elaboration and empirical data to the teaching and research of consecutive interpreting. In consecutive interpreting teaching, training of the flexibility of the EVS and the speed of information transition may improve the effectiveness of information transition during the process of source language input, which may ultimately ameliorate the quality of interpreting. In the meantime, training of working memory, especially by applying general working memory training methods, inhibition subfunction tasks, and interpreting-related skill training methods, may enhance the working memory competence of individuals.

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