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Bio:

Prof Cuiling Zhang is Vice Dean of School of Criminal Investigation, Southwest University of Political Science and Law, and Director of Chongqing Institutes of Higher Education Key Forensic Science Laboratory. She has also been a visiting researcher at Forensic Speech Science Laboratory, Aston University(UK); University of New South Wales(Australia); Australian National University(Australia); and Lund University(Sweden). She has been working on forensic science, especially forensic speech science and forensic data science. Her research interests include forensic voice comparison and forensic evidence evaluation within the framework of likelihood ratios. She has published more than 80 papers in China and in leading international journals. She also has 28 years of forensic casework experience, and has been featured in the “Partners in Crime” television documentary series.

Paradigm shift of the evaluation of forensic speech evidence in the era of big data

Abstract:

With the advancement of science and technology and the arrival of the big data era, the evaluation of forensic speech evidence is undergoing a paradigm shift. The traditional paradigm based on expert experience and subjective judgment is being replaced by a new paradigm based on probabilistic reasoning and quantitative evaluation. This presentation will introduce the core elements of the new paradigm including the logical framework of likelihood ratios and quantitative evaluation the value of evidence using relevant data, quantitative measurement, and statistical models. Real case examples will be also introduced to demonstrate its application and significance.



Name: Prof. Rtree Wayland

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Deep Learning Metrics for Foreign Accent

Abstract:

In this talk, I will present a deep-neural network known as 'Phonet' as a potential new method to quantify gradient phonetic variations in second language (L2) speech. Phonet is a phonologically motivated, language-specific, and largely automatic model. It is trained to recognize input phones as belonging to different groups, defined by their phonological features. Once trained, posterior probabilities for different phonological features of the target segments are computed by the model. Input to the model is log energy distributed across triangular Mel filters computed from 25 ms windowed frames of each 0.5 s chunk of the input of the target language phones, thus using acoustic information for a given phonological feature of the target language. Phonological feature sets can be customized for a given target language with different assumptions of their underlying specifications and physical correlates. Lastly, it only requires a phonological feature set and a segmentally-aligned acoustic corpus which can be obtained using forced alignment for an automated segmentation method). Phonet has been shown to be highly accurate in quantifying degree of lenition in Spanish and modelling the speech impairments of drunken individuals and patients diagnosed with Parkinson's disease.

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陈卓铭教授个人简介

陈卓铭，暨南大学附属第一医院脑科医院副院长，康复医学科主任、教授、主任医师、博士、博士生导师、博士后合作导师。



科技部国家重点项目主持专家，担任亚太听力言语专业委员会（APSSLH）理事，第九届亚太听力语言大会（9th APCSLH）执行主席。中华医学会物理医学与康复学委员，全国言语语言学组组长，广东省残疾人康复协会副会长，广东省物理医学与康复学会副主任委员。

在科研上曾主持科技部国家重点项目主动健康重点项目，多项国家自然科学基金，国家 863 课题、国家十一五、十二五重大攻关课题等省部级以上重大课题 15 项。共获广东省科技进步二等奖 3 项及广州市科技进步二等奖，三等奖各 1 项。汉语言脑机制及康复应用获 2018 年中华医学会科技进步三等奖，中国康复医学会一等奖。

利用手机采录大数据语音特征预测帕金森病

摘要：本讲座将探讨如何利用手机采录的语言特征对帕金森病进行预测。帕金森病是一种神经系统疾病，影响患者的语音和言语能力。通过手机应用程序采集帕金森病患者的语音样本，并提取相关的语言特征，利用机器学习技术建立预测模型。

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Bio:

Yueh-chin Chang is Research Fellow and director of the phonetics laboratory at the Institute of Linguistics, National Tsing Hua University. Prof. Chang works on experimental phonetics, Chinese and Austronesian phonetics, and speech perception. Prof. Chang serves on the editorial board of Tsing Hua Journal of Chinese Studies and has published in internationally renowned journals such as Journal of Phonetics, Journal of Acoustical Society of America, and the Linguistic Review.

On the liquids in Taiwanese Mandarin: Acoustics and articulation

Abstract:

There are two liquid sounds in Mandarin, /ɹ/ and /l/. The /ɹ/ sound has been claimed to exhibit many variants only. Our ultrasound and acoustic results from multiple speakers confirmed that /ɹ/ may be realized as an approximant and/or a fricative in Taiwanese Mandarin. The kinematics of the rhotic and lateral sounds, in particular, the parasagittal tongue movement, show distinctive patterns, using electromagnetic articulography. We will also explore why /ɹ/ is more subject to interspeaker variation.



Name: Prof. Hsieh Feng-fan (謝豐帆)

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Bio:

Feng-fan Hsieh is associate professor at the Institute of Linguistics, National Tsing Hua University. Dr. Hsieh is specialized in theoretical phonology and experimental phonetics, with research interest in Southern Sinitic languages. Dr. Hsieh is the recipient of Ta-you Wu Memorial Award (Early Career Award) from National Science Council in 2013. He is an associate editor of *Language and Linguistics* and a section editor of *Open Linguistics* and serves on the editorial board of *Journal of East Asian Linguistics*. Dr. Hsieh has published in internationally renowned journals such as *Journal of Phonetics*, *Journal of Neurolinguistics*, the *Linguistic Review* and *Journal of East Asian Linguistics*.

Articulatory correlates of stress in Mandarin: A cross-dialectal study

Abstract:

Controversy exists with respect to the status of lexical stress in Mandarin. One of the main reasons is that lexical stress is perceptually speaking not salient, nor is it acoustically confirmed. The aim of this study is to investigate if lexical stress can be reflected in articulation. Two experiments, using Electromagnetic Articulography, were conducted. Results show a mismatch in acoustic-articulation in Taiwanese Mandarin: the final syllables are longer in duration but the gestural durations are longer in word-initial onsets, while the initial syllables are longer in Southwestern Mandarin. In sum, lexical stress can be experimentally confirmed, although it may be masked for other reasons.



Name: Zhuo JING-SCHMIDT (井茁)

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Bio:

Zhuo Jing-Schmidt (井茁) is Professor of Chinese Linguistics in the Department of East Asian Languages and Literatures, University of Oregon. She holds a BA and an MA in German Language and Literature from Peking University, an MA in Germanic Linguistics from UCLA, and received her PhD in General Linguistics from the Institute for Linguistics, University of Cologne, Germany. A recipient of the Lise-Meitner Award, research grants from the Fritz-Thyssen Foundation and the German Research Foundation, as well as federal grants for Chinese Flagship from U.S. Institute of International Education, Dr. Jing-Schmidt engages in research and teaching at the interface of language, culture, emotion, cognition, society, and second language learning. She publishes in three languages – English, Chinese, and German and has placed her work in leading international journals and academic presses. She is currently Executive Editor of the peer-reviewed international journal *Chinese Language and Discourse*.

Creative economy for a theory of linguistic innovation

Abstract:

Zipf (1949) proposed the principle of Least Effort as a general prognosis of human behavior including verbal behavior. In linguistics, the effect of this principle, commonly known as linguistic economy, refers to how speakers achieve their communicative goals using the least amount of linguistic resources. It has been widely observed, both in synchrony (e.g., Altman 1985; Horn 1984; Grice 1989; Sperber & Wilson 1995; Prince & Smolensky 2004, *inter alia*) and in diachrony (Hopper & Traugott 2003; van Gelderen 2004; 2021) and has led to renewed theoretical interests (e.g., Xiang 2017). Recent studies have argued for the effect of economy on linguistic creativity and innovation (Axel-Tober 2017), raising interesting questions regarding the relationship and interaction between economy and creativity. However, existing research that engages with such questions mostly draws on data from European languages. On the other hand, research on new variants of the Chinese canonical *bei*-passive construction has showed pragmatically driven innovations lead to categorial expansions of the canonical lexical class of transitive VP to intransitive VP and NP in the predicate. This kind of change allows creative construal of novel stances and the conventionalization of innovative constructional subtypes (Wang 2011; Xiao 2016; Peng 2017). While this linguistic innovation has been analyzed from the perspective of semantics, pragmatics, and construction grammar, little has been said about the mechanisms underlying the categorial changes at various linguistic levels that characterize the fundamental innovations in form-function pairing of the construction. Nor have theoretical attempts been made in explaining the innovations within the broader framework of language change. Drawing on a large set of corpus data, this study proposes the Principle of Creative Economy (CE) to account for multi-level innovations in the *bei*-construction and articulate it as a theoretical mechanism of linguistic innovation and change. This study has both theoretical and empirical implications for language change and its underlying mechanisms.

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Name: Prof. Wei Naixing

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Bio:

Wei Naixing is currently honorary Chairman of Corpus Linguistics Society of China and Professor of English at Beihang University. His major research interests cover Corpus Linguistics, Learner Interlanguage Studies, Discourse Analysis and Contrastive Studies of English and Chinese. He has published profusely and led numerous state-sponsored research projects. Over the years, he has also served as Adjunct/ Visiting Professor at many other key universities and research centers across China, helping train corpus linguists of the younger generation and push forward corpus linguistics in China.

Corpus Approaches to Discourse Studies in the Big Data Era: methods, challenges and prospects

Abstract:

This talk sets out to offer a systematic review of major corpus linguistic approaches to discourse studies, including the corpus-based discourse studies (CBDS), corpus-assisted discourse studies (CADS) and corpus-informed discourse studies (CIDS). I start with identifying distinctive methodologies, common analytical instruments of each approach, commenting on their similarities and differences. Along the way, I address the challenges brought about by the ongoing waves of information/ AI technologies, in an attempt to suggest possible solutions for future development.

Key words: discourse analysis; methodological approaches; total accountability; AI technologies



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Bio:

Feng Zhiwei, born in 1939, is one of the earliest pioneers in Chinese computational linguistics and a senior member of the Chinese Computer Society. He received his postgraduate degrees from Peking University and the University of Science and Technology of China. In the 1970s, he was the first to measure the entropy of Chinese characters, which was 9.65 bits, providing linguistic support for eight-bit encoding of Chinese characters. During his studies in France, he studied under the first president of the International Association for Computational Linguistics, Prof. Vauquois, and developed the world's first machine translation system that translates Chinese into multiple foreign languages. He was the first Chinese scholar to attend the top international conference on computational linguistics (COLING) . He has long been engaged in interdisciplinary research in linguistics and computer science, serving as a professor at universities in Germany and South Korea, teaching courses on natural language processing. He published more than 30 books, and over 400 papers. He has also led the development of one international standard, one national standard, and three national regulations, and participated in the development of 13 national standards. He has served as an editor for well-known journals both domestically and internationally, was formerly the Vice President of the Modernization Society of the Chinese Language, and currently holds positions as a council member of the Chinese Association for Artificial Intelligence, advisor to the Journal of Chinese Information Science, associate editor of the Chinese terminology journal, and works at the Institute of Applied Linguistics of the Ministry of Education. He was awarded the Austrian Wüster Prize in 2006, the Outstanding Contribution Award of NLPCC from the Chinese Computer Federation (CCF) in 2018, and was named a fellow of the Chinese Information Processing Society in 2021.



中国术语学研究的特点

冯志伟

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Abstract:

摘要：现代术语学可以分为四个学派：德国-奥地利学派、俄罗斯学派、捷克斯洛伐克学派、加拿大-魁北克学派。中国的术语学研究应成为世界术语学研究的一个重要组成部分。文章分析了中国术语学研究的特点，提出了建立中国术语学派的建议。

关键词：术语学；潜在歧义理论；术语形成的经济律； FEL 公式； 中国术语学派

Distinguished Features for Terminology of China

FENG Zhiwei

Abstract: There are four academic schools in modern terminology: German-Austrian school, Russian school, Czech-Slovakian school, Canada-Quebec school. The terminology of China is an important part of terminology in the world. This paper analyzes eight distinguished features for terminology of China, and proposes a suggestion to establish the Chinese School of terminology.

Keywords: terminology; potential ambiguity theory; economical law for the formation of terms; FEL formula; Chinese School of terminology

Name: Prof. Hsin Shih-Chang (信世昌)

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Bio:

Dr. Shih-chang Hsin, professor of Teaching Chinese as a Second language in National Tsing Hua University (NTHU) in Taiwan. Ph.D. in Instructional Systems Technology at Indiana University–Bloomington, USA. He was the vice president of NTHU and president of Taiwan's Association of Teaching Chinese as a Second Language. He was also a visiting professor/scholar for several institutes including Free University (Germany), Chulalongkorn University (Thailand) and Harvard University (US). He has also served as the External Examiner for the Faculty of Education in the University of Hong Kong.

His research interests include Chinese instructional design, e-learning and distance education, and Chinese education development in global context. He has published several books and compiled over 20 Chinese textbooks published in Germany, France, Japan and Taiwan respectively.

The Global Spread of Chinese Language from the Perspective of Teaching Chinese as a Second Language

基於華語教學視角的華語國際散播

Abstract:

Since the beginning of this century, the number of people learning Chinese around the world has increased rapidly, which has promoted the rapid development of the field of Chinese language teaching, and has also been able to promote Chinese to all parts of the world. From the perspective of Chinese language teaching, Chinese language dissemination and Chinese language teaching should be mutually causal and mutually influencing, and Chinese language teaching can be regarded as one of the important ways of Chinese language dissemination. In fact, the main reasons for the global demand for Chinese learning are economic factors, immigration factors and the efforts of the Chinese-speaking regions themselves. Economic factors have greatly increased the willingness of foreigners to learn Chinese, and Chinese immigrants have brought the most fundamental spread of Chinese.

The spread of the Chinese language did not start today. It started slowly hundreds of years ago. From the Tang and Song Dynasties, a large number of Chinese immigrated to Southeast Asia, and it has not stopped until modern times. At the end of the 19th century, the Chinese also began to immigrate to Europe and Americans. Chinese dialects and Mandarin are brought overseas, not only taking root in families and communities, but also setting up thousands of Chinese schools overseas, which promotes the spread of Chinese.

This report intends to discuss several key factors affecting Chinese language teaching, including the nationalization of Chinese language teaching, the development of professional Chinese language, and the inheritance of overseas Chinese language. In addition, the concepts of "Chinese + X" and "X + Chinese" that have been receiving attention in recent years will also be discussed together.

自本世紀起，全球各地學習華語的人數遽增，促使了華語教學領域快速發展，也順勢得以將華語推廣至世界各地。從華語教學的視角觀之，華語散播和華語教學應是互為因果並且相互影響的，華語教學可視為華語散播的重要方式之一。其實，造成全球華語學習需求的主要原因是經濟因素、移民因素及華語地區本身的努力推動，經濟因素使得外國人士學習華語的意願大增，而華人移民帶來最根本的華語散播。

華語的對外散播並非起於今日，早自幾百年前即緩慢展開，從唐宋即有大批華人移民東南亞，直到現代仍未停歇，在 19 世紀末華人也開始移民歐美至今，這些華人移民將各種漢語方言以及普通話帶到海外，不只在家庭與社區紮根，也在海外各地並設立數千所華文學校，促使了華語散播。

本報告擬討論幾個影響華語教學的關鍵因素，包括華語教學的國別化、專職華語的發展，以及海外華人語言的傳承。此外近年開始興起的「華語+X」和「X+華語」的概念也將一併討論。



Name: Prof. Ianthi Maria Tsimpli

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Bio:

Professor Ianthi Maria Tsimpli is Fellow of the British Academy, Chair of English and Applied Linguistics at the University of Cambridge, and Professorial Fellow of Fitzwilliam College. She has taught and published extensively on Bilingualism and Multilingualism, First and Second Language Acquisition, Language attrition, Language Impairment and Theoretical Syntax. Apart from Cambridge, she has taught at University College London, University of Newcastle, University of Thessaloniki, University of Reading and University of Ca' Foscari in Venice. A large part of her research is externally funded through research projects from the European Union, the Economic and Social Research Council, British Academy and British Council. In the last 8 years she's been working on primary education in India focusing on the role of multilingualism, cognition, school skills and language education. She is a member of the Editorial Board of a large number of international journals in the field such as *Bilingualism: Language and Cognition*, *Second Language Research*, *Linguistic Approaches to Bilingualism*, *Language Acquisition: A Journal of Developmental Linguistics*. Her published work includes three monographs and a large number of journal articles.

Multilingualism and linguistic diversity raising costs and benefits for language and cognition: lessons from India

Abstract:

Children who learn through the medium of a language which is not the same as their home languages have different levels of learning outcomes than those children whose home and school languages are the same (Romaine, 2010). In a linguistically highly diverse country, like India, millions of children are at a disadvantage in this respect. In a recent, large-scale study (Tsimpli et al, 2019; 2020) we assessed 2,500 primary school children's school skills in Delhi, Patna and Hyderabad. Reading comprehension and low problem-solving skills examined through mathematics word problems were notable challenges for learners. Multilingualism and linguistic diversity seem to predict, to some extent, cognitive skills in non-verbal tasks showing an advantage of children coming from bi/multilingual households. At the same time, findings from language production and comprehension reveal interesting asymmetries in these learners of English as a second language. Findings are considered from the perspective of (low) language input affecting vocabulary and morphosyntax differently with multilingualism and linguistic diversity compensating for learning challenges.



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Bio:

Chen Ying (陳瑩) is professor of linguistics in School of Foreign Studies and director of MIIT Key Lab for Language Information Processing and Applications at Nanjing University of Science and Technology. She received her PhD in linguistics at University of Oregon and was a visiting scholar in linguistics and cognitive science at University of Rochester. Her research interests involve phonetics and psycholinguistics, especially second language speech perception and production. She has published over thirty academic articles in recent years and been granted by National Natural Science Foundation of China, National Social Science Foundation of China, and Humanity and Social Science Foundation of China Education Ministry.

Directing Attention in Perceptual Training for Urdu Speakers to Learn Chinese Consonants and Tones

Abstract:

Two perceptual experiments, both including pre- and post-training discrimination tests and two sessions of identification training, were conducted to train Urdu speakers to learn consonants and tones in Mandarin and Southern Min. While all Urdu learners participated in the same pre- and post-training tests, half of them were directed to attend to consonants and the other half to tones during perceptual training. Experiment 1 with Mandarin as the target language, which Urdu participants had been learning, revealed that orienting attention during training facilitated learning both consonants and tones. Experiment 2 with Southern Min as the target language, which was a novel language to Urdu participants, found no effect of orienting attention on perceptually learning either consonants or tones. These results reconfirm the role of language experience in learning nonnative phonetic categories.



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Bio:

Ding Nai received his PhD from University of Maryland in 2012 and was a postdoc associate at NYU from 2012 to 2015. He Joined Zhejiang University in 2015 as a principal investigator. His research focuses on the neural mechanisms underlying speech and language comprehension, and published over forty articles in journals such as Nature Neuroscience, Nature Communications, and PNAS. Several research paradigms and analysis methods he proposed are now widely used in the field.

A big-data approach to study the rhythms of speech

Abstract:

Speech is often described as a quasi-rhythmic sound. Furthermore, since speech is hierarchically organized based on linguistic units of different sizes, e.g., phones, syllables, words, and phrases, it is often assumed that speech features of different time scales carry information about speech units of different sizes. Here, we revisit these assumptions based on large speech corpora. The analyses confirm that there are clear statistical regularities in the timing of speech units. Nevertheless, the interpretation of these statistical regularities, and the mapping between linguistic units and speech features is much more complex than it is typically assumed in neurolinguistic studies.

Photo



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Bio:

Cao Xianwen is a professor and doctoral supervisor at Nanjing University, associate dean of the Institute for International Students, and a researcher at the China Center for Linguistic and Strategic Studies. He has been engaging in teaching and research in the field of applied linguistics and international Chinese language education at home and abroad, and has spent several years exchanging and teaching at universities in the United States. He has published over 60 academic papers, more than 10 books and textbooks. He leads multiple research projects supported by the National Social Science Fund, and also holds academic positions, such as being a board member of the International Society for Chinese Language Teaching.

曹賢文，南京大學教授、博士生導師、海外教育學院副院長、中國語言戰略研究中心研究員。長期在國內外從事應用語言學與國際中文教學和研究工作，曾在美國大學交流和任教多年。發表學術論文 60 餘篇，出版著作、教材 10 餘部。主持國家社科基金等科研專案多項，擔任世界漢語教學學會理事等學術職務。

A Comparative Study of the Oral Performance between American Advanced Chinese Heritage Language Learners and Foreign Language Learners

This study compares the differences in oral performance between Chinese heritage language learners and foreign language learners by analyzing the oral language materials of American advanced Chinese learners in terms of complexity, accuracy, fluency, and content quality dimensions. The results show that there are significant differences between Chinese heritage language learners and foreign language learners on several indicators of the above four dimensions. For example, accuracy is the main dimension that distinguishes the oral performance of Chinese heritage language learners and foreign language learners, and the number of complex noun phrases and empty categories are valid indicators that distinguish the linguistic forms of the two types of learners. Chinese heritage language learners produce better content quality when completing tasks related to descriptions and comparisons, while both types of learners are deficient in form and content when completing the argumentative tasks.

美國高級中文祖語生與外語生口語表現的比較研究

本研究從複雜度、準確度、流利度和內容品質等維度，通過分析美國高級水準中文學習者的口語語料，比較了中文祖語生與外語生在口語表現上的差異。研究結果發現，祖語生與外語生在以上四個維度的多項測量指標上存在顯著差異，例如，準確度是區別祖語生和外語生口語表現的主要維度，複雜名詞短語和零形成分量是區別兩類學習者語言形式的有效指標，祖語生在完成描述類和比較類任務時的內容品質更好，在完成評論類任務時，兩類學習者在形式和內容上均有所欠缺。

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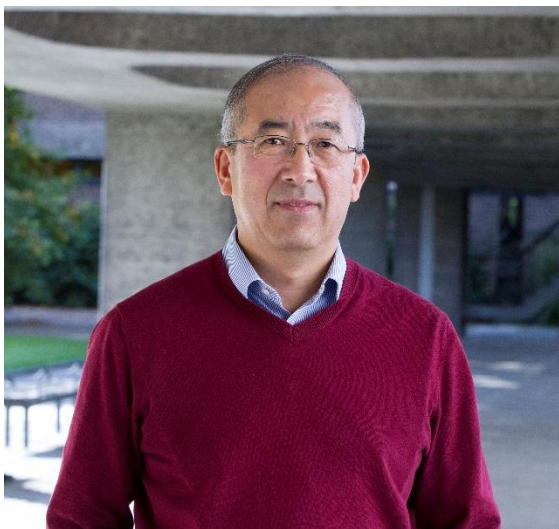
Yuan Boping is a Professor Emeritus in Chinese Language and Linguistics at the University of Cambridge. He continues to be a PhD supervisor at Cambridge and Fellow of Churchill College, Cambridge. He is currently also a Distinguished Professor in Linguistics at Shanghai Jiao Tong University. His research interests are in linguistic approaches to second/third language acquisition, particularly in non-native language acquisition of Chinese. He has recently developed interests in bilingualism and aphasia and is involved in a joint project in this area at SJTU. He has published numerous articles in internationally prestigious journals, and his forthcoming monograph *Interlanguage Grammars of Mandarin Chinese* is going to be published by Cambridge University Press.

Absence of L1 transfer until L2 post-initial stages:

Evidence from L2 Chinese oral production by English and Korean speakers

Abstract:

Chinese allows both vP ellipsis and Σ P ellipsis. While the former is allowed in English but not in Korean, the latter is allowed in Korean but not in English. Results of an Utterance Recall Task (URT) indicate that there is absence of L1 transfer at English and Korean speakers' initial stages of L2 Chinese oral production development, as both English- and Korean-speaking learners of L2 Chinese produced few utterances with vP or Σ P-ellipsis in the URT. Instead, they produced an overwhelming number of non-elliptical utterances, in spite of the fact that they were primed with vP and Σ P-ellipsis utterances in the URT. The absence of L1 transfer at initial stages is accounted for on the basis of a syntax-stylistics interface. L2 production mechanisms at initial stages are believed to strive for syntactic completeness and derivational simplicity and are immune to the syntax-stylistics interface involved.



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Michael Yoshitaka ERLEWINE received his PhD in Linguistics from MIT in 2014 and is currently an Associate Professor at the National University of Singapore. His research combines linguistic theory with original grammatical description, with particular interests in the syntax and semantics of movement and focus constructions and cross-linguistic variation therein. Much of his work is based on fieldwork on languages of Southeast Asia, especially of the Austronesian and Tibeto-Burman families, with additional work on Mandarin Chinese, Vietnamese, Japanese, and English.

Anti-pied-piping mismatches between focus syntax and semantics

Abstract:

Anti-pied-piping is a widespread but understudied phenomenon where a language targets a proper subpart of the logical focus for focus morphosyntax: for example, focus particle placement or focus movement. We show that anti-pied-piping is attested in over 60 languages from over 40 distinct language groups and develop a theory of focus particle syntax/semantics that successfully accounts for both anti-pied-piping and pied-piping behavior. (Joint work with Kenyon Branam.)



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Tang Sze-Wing is Professor and Chair of the Department of Chinese Language and Literature at The Chinese University of Hong Kong and concurrently serving as Associate Head of United College and Director of the T.T. Ng Chinese Language Research Centre of the Institute of Chinese Studies. He received his BA and MPhil from The Chinese University of Hong Kong and PhD from the University of California, Irvine. His research interests lie primarily in Chinese syntax, theoretical approaches to the study of Chinese dialects, and comparative grammar.

Some Notes on the Syntax of Metalinguistic Negation in Chinese

Abstract:

In this lecture, the syntactic relationship between negation and questioning through the use of rhetorical questions in Chinese languages, such as Mandarin and Cantonese, will be investigated. More specifically, the syntactic properties of metalinguistic negation in the peripheral structure of Chinese sentences will be explored under the cartographic approach, aiming to provide a comprehensive analysis of the unique features of Chinese metalinguistic negation and their syntactic properties, thereby enhancing our understanding of this linguistic phenomenon and illuminating a new angle on the subtle nuances of Chinese rhetorical questions and their significance in Chinese.



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Randy J. LaPolla (PhD in Linguistics, University of California, Berkeley) is a Professor in the Center for Language Sciences, Institute for Advanced Studies in Humanities and Social Sciences, Beijing Normal University, Zhuhai Campus, China, a Cheung Kong Scholar, and a Fellow of the Australian Academy of the Humanities. His research started with a focus on the history and typology of Sino-Tibetan and Austronesian languages but expanded to issues related to the nature of communicative behaviour and functional explanations for the patterns found in human behaviour generally and the cognition that motivates it.

Why ChatGPT is still just Artificial Narrow Intelligence and the role of abduction in true meaning creation

Abstract:

ChatGPT can search a large amount of data and, on the basis of the statistical probability of possible collocations, can put together something that seems like human-produced text, which should not be surprising, as the data used *is* human text. But these algorithms do not understand what they are writing, and cannot go beyond Artificial Narrow Intelligence. To achieve Artificial General Intelligence will require algorithms to imitate human meaning creation, which depends on abductive inference of the communicative intention of the communicator by the addressee. Abductive inference is essentially guesses as to why the communicator did what they did (which may be languaging or just gesture or facial expression, or all three). It is causal reasoning, asking why some observed phenomenon is the way it is, and this is applied in creating general knowledge, and in inferring the motivations of others when they perform some action, including its use in communication. This causal reasoning is the core of our consciousness.

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LI Defeng is Distinguished Professor of Translation Studies and Associate Dean of Faculty of Arts and Humanities at University of Macau. Prior to his current appointment, he served as Chair of the Centre for Translation Studies and Reader in Translation Studies at SOAS, University of London, Director of MA in Translation and Associate Professor at the Chinese University of Hong Kong. He has published in *Target*, *Meta*, *Interpreter and Translator Trainer*, *Literary and Linguistic Computing*, *Babel*, *International Journal of Applied Linguistics*, *Perspectives*, *TESOL Quarterly*, 《外语教学与研究》 and 《中国翻译》

**Advance preparation, Eye Movement Patterns and Interpreting Performance
In Simultaneous Interpreting:
An Eye-Tracking Study**

Abstract:

Advance preparation has long received much research attention both for its practical relevance for professional interpreters and its theoretical implications for interpreting process research. It is believed that advance preparation provides the interpreter with an opportunity to gain topic-specific knowledge, compile a bilingual glossary of key terms and gather other information seen as essential to the forthcoming interpreting assignment, hence likely to reduce the interpreter's cognitive load and lead to improved performance. However, our earlier project (Li & Lei 2016) found that last-minute preparation involving a quick skim through of the PowerPoint presentation slides changed the professional and novice interpreters' eye movement patterns and in turn caused a drop in their interpreting performance.

In this project, we are going to investigate how simultaneous interpreters behave by looking at their eye movement patterns when performing SI tasks of the same level of difficulty under three different pre-task conditions simulating three different conditions conference interpreters are likely to encounter in reality: given 2 hours to study the PowerPoint presentation slides, given 15 minutes to study the PowerPoint presentation slides, and given no presentation materials to prepare in advance. The study will then examine how the interpreters' eye movement patterns correlate with their interpreting performance.



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Wang Binhua is Chair/Professor of interpreting and translation studies at University of Leeds in the UK. He is a Fellow of the Chartered Institute of Linguists (CIoL). His research interests include interpreting and translation studies, intercultural communication studies and language education studies, in which he has published over 70 articles in refereed CSSCI and SSCI/A&HCI journals and in edited volumes published by Routledge, Springer, John Benjamins, Brill and Palgrave. His recent research has appeared in *Babel*, *Perspectives*, *Language and Intercultural Communication*, *Translation Review*, *Chinese Translators Journal* and in *Routledge Handbook of Conference Interpreting* and *Routledge Handbook of Chinese Discourse Analysis*. He has authored the monographs *Theorising Interpreting Studies* (2019) and *A Descriptive Study of Norms in Interpreting* (2013) and edited with Jeremy Munday *Advances in Discourse Analysis of Translation and Interpreting* (Routledge). He serves as the chief editor of *Int'l Journal of Chinese and English Translation & Interpreting*, co-editor of *Interpreting and Society* (SAGE Publishing), associate editor of *Frontiers in Psychology* (Language Sciences) and on the editorial boards of *Babel*, *ITT*, *Forum*, *Foreign Language Teaching & Research* (外语教学与研究), *Chinese Translators Journal* (中国翻译) and *Translation Quarterly* (翻译季刊)

How do interpreters process the additional layer of data from live captioning in simultaneous interpreting on remote meeting platforms? Triangulation analysis of eye-tracked process and recorded product

Abstract:

Simultaneous interpreting is like tightrope walking, in which interpreters work near saturation level of their cognitive capacity for most of the time. When real-time automatic captioning has become available on some remote meeting platforms recently, can it be used to facilitate interpreting? How do interpreters process the additional layer of data of live captioning in simultaneous interpreting on the platforms? This empirical study investigates the cognitive processing of live captioning in interpreting on the remote meeting platform of Zoom Meetings. 13 interpreting trainees in a postgraduate professional training programme were recruited for an eye-tracking experiment of simultaneous interpreting under two conditions: with live captioning off and with live captioning on. Their eye movement data and interpreting performance data were collected during the experiment. Three questions were explored: 1) Is there a significant difference in interpreting accuracy between interpreting with live captioning and interpreting without live captioning? 2) How do the interpreters process the additional layer of visual data from live captioning? 3) Which types of information segments tax more cognitive resources in interpreting with live captioning?



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Prof. Wang Lidi is Head of Division of Translation Studies and Associate Dean of the School of Humanities and Social Science, Chinese University of Hong Kong, Shenzhen. He served as Dean of Graduate School of Translation and Interpretation, Beijing Foreign Studies University and member of the National Steering Committee for MTI Education. He is executive member of Translators Association of China (TAC) and was as an advisor to the China Accreditation Tests for Translators and Interpreters (CATTI) and representative of member institutes of CIUTI. His research interests cover: T&I studies; T&I training and assessment, Chinese cultural and linguistic studies. He has been a long-time translator, interpreter and trainer himself and has published on Chinese linguistics, cognitive studies of translation and interpretation, translator training and assessment. He can be reached at wanglidi@cuhk.edu.cn

The Impact of AI Technology on Interpreter Training

Abstract:

The development of AI is apparently gathering speed and attracting attention of people from different walks of life. While most would see it a welcome sign for technological progress, which brings benefits to the society and its members, the challenges it brings are looming large in the minds of many, not the least teachers and students of languages. There has been growing concerns over issues such as IPR, performance assessment, job security and others. It is useful to know how our students respond to the new technologies now available, which could help us maximize its benefits and to regulate the downside it has on language education.

For that purpose, we are conducting a survey of college students majoring in T&I studies in Mainland China to understand how they are adapting themselves to the technological advancement in their studies and their concern over how this will affect their professional career development as the next generation of interpreters and as language professionals in general.



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Professor **Xiao Weiqing** is a PhD Advisor of Translation Studies at the Shanghai International Studies University. She is also Chair of the Department of Translation and Interpreting. She is a former Senior Fulbright Scholar at the Middlebury Institute of International Studies at Monterey (2010-2011). Her research interests are audiovisual translation and T&I teaching. Her recent publications include “A New Blueprint for Constructing Undergraduate Degree Programs in Translation and Interpreting with Chinese Characteristics” (*Chinese Translators Journal*, 2021, Vol 2), “Mapping Pedagogy-oriented Translation Technology Research (2000-2020)” (*Foreign Languages World*, 2021, Vol 1) and *A Practical Guide to English-Chinese AVT* (East China University of Science and Technology Press, 2017). She has given presentations on AVT studies and T&I pedagogy at conferences, seminars, and similar events held in China, UK, US and New Zealand. She is also a prolific translator of 12 books.

How Non-professional Subtitlers Embrace Technologies: A Survey Study on Fansub Groups in China

Abstract:

Non-professional subtitling is a thriving translation practice both in the language industry as well as in scholarly research of audiovisual translation. To date, little attention has been paid to what extent non-professional subtitlers interact with technologies. In this setting, this paper sketches out profiles of Chinese non-professional subtitlers and investigates the status quo of their awareness of technology. The survey was disseminated among Chinese non-professional subtitlers. The data collected from 356 respondents offer a comprehensive portrait from three aspects: (1) their profiles, (2) the adoption of and attitudes towards specialised subtitling technologies and (3) the application of and attitudes towards language technologies. The profiles show that most non-professional subtitlers are ‘Generation Z’ and half of them have prior experience in translation training. The results further reveal that non-professional subtitlers are inclined to use subtitling freeware and regard technical skills as a necessity. They are willing to embrace specialised subtitling technology in the future. Although non-professional subtitlers demonstrate positive attitudes towards the future adoption of language technologies, the current quality of machine translation (MT) and automatic speech recognition (ASR) is not satisfactory enough in their view. Some suggestions are put forward on this topic, which may shed light on future research.



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Dr Chang Chenguang is a professor of linguistics at the School of International Studies, Sun Yat-sen University. Professor Chang's research interests include systemic functional theory, discourse analysis, lexis and lexicography, and translation studies, and he has over 80 publications in these areas. His most recent publications include the following edited volumes: *Linguistic Sustainability* (Chang Chenguang & Yu Changsen, Guangzhou: Sun Yat-sen University Press, 2020), *Critical Discourse and Corpus Approaches to Systemic Functional Grammar* (Josef Schmied, Chang Chenguang & Matthias Hofmann, Göttingen: Cuvillier, 2021), and *Functional Approaches to Translation Studies* (Si Xianzhu & Chang Chenguang, Guangzhou: Sun Yat-sen University Press, 2022). He is also the series co-editor of *The M.A.K. Halliday Library of Functional Linguistics Series* (Springer).

Heightening evaluative force: the use of idiomatic expressions in English and Chinese

Abstract:

Many idiomatic expressions in both English and Chinese have clear evaluative functions and are used to express different kinds of attitude. Working within the Appraisal framework developed by Martin and his colleagues (e.g. Martin 2000; Martin & Rose 2003/2007; Martin & White 2005), this talk focuses on how these idiomatic expressions in both languages serve to upgrade the evaluative force and heighten the interpersonal effect in discourse. It will be shown that while English and Chinese idioms share some common upscaling features such as the use of lexical metaphors, exaggeration and manipulation of metaphorical images, assumption of knowledge of shared cultural background on the part of the reader, Chinese idioms tend to make more use of repetition as an amplification device in general. This appears attributable to the typical conjoining internal structure of many Chinese idioms and the way in which synonymous idioms are used in combination in discourse. The use of number in Chinese idioms also seem to be a prominent feature as compared with English.

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