

Curriculum Vitae

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Contact and Personal Information:

National Research Center of Linguistics and Applied Linguistics,
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MAJOR EDUCATION

09.1994- 07.1997 Ph.D. Program in Linguistics & Applied Linguistics,
Guangdong University of Foreign Studies, China
Doctor of Philosophy in Psycholinguistics, May, 1998

MAJOR WORK EXPERIENCE

09.1997-present Bilingual Cognition and Development Lab/
National Research Center of Linguistics and Applied Linguistics /
Faculty of English Language and Culture,
Guangdong University of Foreign Studies
● *Associate professor of English (from 1998-2003)*
● *Professor of English (from 2003 to present)*
● *Deputy director of the center (from Jan.2011-Dec. 2014)*
● *Director of the lab (from Jan. 2016-)*

01.2004-12.2004 Department of Psychology
Carnegie Mellon University, USA
● *Visiting scholar*
● *Adjunct teaching staff member in Modern Languages
Department*

08.2007-06.2008.1 Department of Modern Languages
Carnegie Mellon University, USA
● *Visiting scholar*
● *Adjunct teaching staff member*

RESEARCH INTERESTS:

My major interests are in two areas of psycholinguistics: 1) bilingual processing and acquisition, e.g., bilingual mental lexicon, language transfer, language and cognitive control. 2) psycholinguistic study of interpreting (with related topics in

language teaching and learning). I believe that interpreting, the most demanding task in foreign language learning, is a typical task of bilingual processing and may provide a way to push traditional topics of bilingualism to new frontiers.

RESEARCH GRANTS

- 2015-2018 PI, Key project funded by National Social Science Foundation (15AYY002) (¥ 350,000) “Neurocognitive Studies of Interpreting Training Effects”
- 2010-2014 PI, National Social Science Foundation (10BYY010)(¥ 150,000) “Interpreting competence getting optimized during interpreting training”
- 2009-2014 PI, Education Ministry Foundation (2009JJD740007) (¥ 200,000) “Language control for Chinese-English bilinguals—evidence from Chinese-English interpreting”
- 2009-2012 PI, Guangdong Province 211 projects (¥ 80,000)(GDUFS211-1-007) “Development of interpreting competence”
- 2002-2005 PI, Education Ministry Foundation (02JAZJD40022) (¥ 200,000) “Second Language lexical representation and development”
- 2000-2003 co-PI, Education Ministry Foundation (2000ZDXM740010) (¥ 200,000) “Development of lexical competence in formal classrooms”
- 2001-2003 PI, Education Ministry Youth Foundation (01JC740001) (¥ 30,000) “Chinese-English bilingual mental lexicon”
- 2001-2003 PI, Foreign Language Teaching Foundation (JJWYZD2001017) (¥ 20,000) “Development of English spelling for Chinese children”

MAJOR PUBLICATIONS

1) Book and Edited Volume

- Dong, Y.** 2005. *Psycholinguistics and Foreign Language Teaching*. Beijing: Foreign Language Teaching and Research Press.
- Dong, Y.** & Wang, C (ed.). 2001. *Language Research and its Applications in China – Tribute to Prof. Gui Shichun*. Shanghai: Foreign Language Education Press.

2) Articles in Peer-Reviewed Journals or Books

Publications in English (* as corresponding author)

- Dong***, Y., Li, Y. & Zhao, N. (2019). Acquisition of interpreting strategies by student interpreters, *The Interpreter and Translator Trainer*, DOI:10.1080/1750399X.2019.1617653. (SSCI)
- Yu, Z., & **Dong***, Y. (2019). The neurocognitive mechanisms of semantic gender processing in L1 and L2 personal nouns by Chinese-English bilinguals. *Language, Cognition and Neuroscience*, 1-15. <https://doi.org/10.1080/23273798.2019.1591472>. (SSCI)

- Dong*, Y.** & Zhong, F. (2019). The Intense Bilingual Experience of Interpreting and its Neurocognitive Consequences. *The Handbook of the Neuroscience of Multilingualism* (ed. J. Schwieter). 685-700. Wiley-Blackwell.
- Dong*, Y.** (2018). The complex dynamic systems in students of interpreting training. *Translation and Interpreting Studies: The Journal of the American Translation and Interpreting Studies Association*, 13(2), 185-207. (SSCI)
- Dong*, Y.,** Liu, Y. & Cai, R. (2018). How does consecutive interpreting training influence working memory: a longitudinal study of potential links between the two. *Frontiers in Psychology (Cognition)*. 9:875.doi: 10.3389/fpsyg.2018.00875. (SSCI)
- Chen, X., **Dong*, Y.,** & Yu, X. (2018). On the predictive validity of various corpus-based frequency norms in L2 English lexical processing. *Behavior research methods*, 50(1), 1-25. <https://doi.org/10.3758/s13428-017-1001-8>. (SSCI)
- Liang, L., Wen, Y., & **Dong*, Y.** (2018). Gender constraint in L1 and L2 reflexive pronoun resolution by Chinese-English bilinguals. *Journal of Neurolinguistics*, 45, 1-12. (SSCI)
- Dong*, Y.** & Zhong, F. (2017). Interpreting experience enhances early attentional processing, conflict monitoring and interference suppression along the time course of processing. *Neuropsychologia*, 95(2017):193-203. doi: 10.1016/j.neuropsychologia.2016.12.007. (SSCI)
- Xie.Z. & **Dong*, Y.** 2017. Contributions of bilingualism and public speaking training to cognitive control differences among young adults. *Bilingualism: Language and Cognition*, 20(1): 55-68. (SSCI)
- Dong*, Y.** & Liu, Y. 2016. Classes in translating and interpreting produce differential gains in switching and updating. *Frontiers in Psychology (Cognition)*. doi: 10.3389/fpsyg.2016.01297. (SSCI)
- Wei, H., **Dong*, Y.** Boland, J. & Yuan, F. 2016. Structural priming and frequency effects interact in Chinese sentence comprehension *Frontiers in Psychology (Language science)*. doi: 10.3389/fpsyg.2016.00045. (SSCI)
- Cai, R. & **Dong*, Y.** 2015. Interpreting training and students of interpreting in China. *Journal of Translation Studies*. 167-191
- Cai, R. **Dong*, Y.,** Lin, J. Zhao, N. 2015. Factors contributing to individual differences in the development of consecutive interpreting competence for beginner student interpreters. *The Interpreter and Translator Trainer*, 9(1): 103-120. (SSCI)
- Dong*, Y.** & Cai, R. 2015. Working memory and Interpreting: A commentary on theoretical models. *Working Memory in Second Language Acquisition and Processing*, ed. By Z. Wen, M. Mota & A. McNeill. Multilingual Matters. pp.63-84.
- Dong*, Y.** & Li*, P. 2015. The cognitive science of bilingualism. *Language and Linguistic Compass*, 9(1): 1-13.
- Dong*, Y.** Wen, Y., Zeng, X. & Ji, Y. 2014. Exploring the cause of English pronoun gender errors by Chinese learners of English: evidence from the self-paced reading paradigm. *Journal of*

Psycholinguistic Research, 1-15. (SSCI)

Dong*, Y. & Xie, Z. 2014. Contributions of L2 proficiency and interpreting experience to cognitive control differences among young adult bilinguals. *Journal of Cognitive Psychology*, 26(5): 506-519. (SSCI)

Dong*, Y. & Lin, J. 2013. Parallel processing of the target language during source language comprehension. *Bilingualism: Language and Cognition*, 16 (3):682–692. (SSCI)

Dong*, Y., Gui, S., MacWhinney, B. (2005). Shared and separate meanings in the bilingual lexical memory. *Bilingualism: Language and Cognition*, 8 (3): 221–238. (SSCI)

Publications in Chinese

Yu, Z. & Dong*, Y. (2018). The neurocognitive mechanism of gender agreement processing in L2 pronoun resolution by Chinese EFL learners. *Modern Foreign Languages*.

Cai, R. & Dong*, Y. 2017. Developing a questionnaire for motivation of interpreting training. *Foreign Language World*.

Liu, Y. & Dong*, Y. 2017. The influence of early-stage interpreting training on young adults' cognitive control abilities --- evidence from a longitudinal study. *Foreign Language journal*. 2017(4): 73-78.

Wei, H. Dong*, Y. & Yuan, F. 2017. Representation of the Chinese ambiguous phrase V N1 de N2: evidence from structural priming. *Journal of PLA Foreign Language Institute*, 77-84.

Cai, R., Peng, B., & Dong*, Y. 2016. Foreign language effect in risky decision-making. *Foreign Languages*

Lin, J., Dong*, Y. & Cai, R. 2015. The hierarchical relation in resource allocation between source language comprehension and language reformulation in interpreting. *Foreign Language Teaching and Research*, 47(3):447-457.

Yang, B. & Dong*, Y. 2014. Early acquisition of Chinese modal verbs: A case study. *Journal of Foreign Languages*. 37(1): 83-92.

Yang, J. & Dong*, Y. 2014. Neurolinguistic studies of Chinese nouns and verbs. In *Contrastive and Translation Studies of English and Chinese*, ed. by Pan, W. Shanghai Foreign Language Education Press.

Dong*, Y. Chen, H. & Yu, Z. 2013. Developing an interpreting anxiety Scale. *Foreign Language World*. 159: 57:64.

Dong*, Y. Cai, R., Zhao, N. & Lin, J. 2013. An empirical study on interpreting competence structures in student interpreters. *Foreign Languages*. 36(4): 76-86.

Dong*, Y. & Wang, B. 2013. General v. interpretation-specific language comprehension and production: A two-stage account of the interpreting process. *Translation in China*. 2013(1):19-24

Yang, B. & Dong*, Y. 2013. A case study of early acquisition of Chinese dynamic modal verbs. *Journal of Chinese Teaching and Research*, 49(1): 1-9.

Zhao, Z. & Dong*, Y. 2013. A validating study on consecutive interpreting test using many-facet Rasch model. *Journal of PLA Foreign Languages Institute*, 36(1):86-90.

Cai, R. & Dong*, Y. 2012. Effects of information type, encoding modality and encoding language

- on working memory span: Evidence for the hierarchical view. *Foreign Language Teaching and Research* (p376-388).
- Cai, R. & **Dong***, Y. 2012. Effects of working memory on bilingual control at the lexical level. *Contemporary Foreign Languages Studies*.
- Li, G. & **Dong***, Y. 2012. The effects of phonological awareness training on English language learners' word reading skills. *Journal of PLA Foreign Languages Institute*.
- Zhang, Q. & **Dong***, Y. 2012. A study of language non-selective access to Chinese-English bilingual phonological representations. *Contemporary Foreign Languages Studies* (Chinese).
- Dong***, Y. & Yan, H. 2011. Lexical production in Chinese: the state of the art. *The Journal of Foreign Languages*.
- Dong***, Y. & Li, Q. 2011. The mixed use of He /She for Chinese learners of English: Gender Information missing in the preverbal message. *Foreign Languages in China*.
- Dong***, Y. & Jia, T. 2011. Language transfer in the preverbal message: evidence from Chinese learners of English. *Modern Foreign Languages*.
- Dong***, Y. 2011. Asymmetrical limited parallel processing. *English Education in China*.
- Lin, J. & **Dong***, Y. 2011 The time course of reformulation in Chinese-English interpreting: serial processing or parallel processing. *Foreign Languages*.
- Yan, H. & **Dong***, Y. 2011. The effect of conceptual accessibility on positional processing during language production: Evidence from Chinese NP conjunctions. *Foreign Language Teaching and Research*.
- Dong***, Y. & Lu, S. 2010. Interference effect from English on Chinese EFL children's pin yin. *Foreign Languages in China*.
- Cai, R. & **Dong***, Y. 2010. An empirical study of the psychological reality of the gap in Chinese topicalization: Evidence from filler priming. *Modern Foreign Languages*.
- Zhao, C. & **Dong***, Y. 2009. The resolution of English lexical ambiguity by Chinese learners in sentential contexts. *Foreign Language Teaching and Research*.
- Dong***, Y. & Yuan, Y. 2008. The necessity of collecting baseline reaction time in priming experiments. *Psychological Science*.
- Cai, Z. & **Dong***, Y. 2007. Language transfer in bilingual sentence comprehension. *Modern Foreign Languages*.
- Cai, Z. & **Dong***, Y. 2007. Semantic cues in the competition model: animacy per se. *Foreign Languages*.
- Dong***, Y. & Cai, Z. 2007. Representing lexical semantics in the competition model : Argument specification satisfaction. *Foreign Language Teaching and Research*.
- Dong***, Y. & Wang, L. 2007. The role of Language proficiency and information abstractness in text representation building for Chinese learners of English. *Foreign languages and foreign language teaching*.
- Dong***, Y. & Liu, Y. 2006. Word order and animacy as sentence processing cues for Chinese-English bilinguals. *Foreign Language Teaching and Research*.
- Liu, Y. & **Dong***, Y. 2006. The phonological awareness and English word reading of Chinese primary school children. *Psychological Science*.
- Cai, Z. & **Dong***, Y. 2005. Recalling words not presented in lists: Mental representation of Chinese compounds. *Journal of PLA University of Foreign Languages*.

- Dong***, Y. & Liang, J. 2004. Constructions in the comprehension of English sentences by Chinese EFL learners. *Foreign Language Teaching and Research*.
- Dong***, Y. & Zhou, C. 2003. A study of acquisition of receptive and productive knowledge of highly familiar polysemous words. *Journal of PLA University of Foreign Languages*.
- Dong**, Y. 2003. The Chinese way of thinking and linguistic studies in China. *Modern Foreign Languages*.
- Dong**, Y. 2003. Are We Ready for “an Early Start in Foreign Language Learning”? ---- A Survey of Primary School English Education in Guangdong Province. *Modern Foreign Languages*.
- Dong**, Y. & Gui, S. 2002. On the representational structure of the bilingual mental lexicon. *Journal of Foreign Languages*.
- Dong***, Y. & Liang, J. 2002. A constructional approach to grammar. *Modern Foreign Languages*.
- Dong**, Y. 2001. Data Pitfalls in Language Research. *Journal of PLA University of Foreign Languages*.
- Dong**, Y. 2001. Direct and indirect L2 vocabulary learning in the communicative approach, *Foreign Language Teaching and Research*.
- Dong***, Y. & Ke, W. 2001. An Experimental Study of the Effect of Context on the Direct Learning of L2 Vocabulary. *Modern Foreign Languages*.
- Dong**, Y. 1998. On the experimental methods for bilingual lexical memory. *Journal of PLA University of Foreign Languages*.
- Dong**, Y. 1997. Review of Jackendoff’s *Languages of the Mind*. *Modern Foreign Languages*.
- Dong**, Y. 1996. Constraints on Wh- question constructions in English. *Modern Foreign Languages*.
- Dong**, Y. 1990. Computer-aided phonetics teaching. *Modern Foreign Languages*.

MAJOR TEACHING EXPERIENCE

- 2001- present: Psycholinguistics
- 2006- present: Language, brain and computer;
- 1989- 2010: English prosody; English reading, listening, writing.....

MAJOR AWARDS

- 2010-2014, Program of New Century Talents by the Ministry of Education in China (¥200,000)
- 2004-2008, Program of Qian Bai Shi Talents in Guangdong Province in China (¥30,000)
- 1998: Excellent Graduate Students in Guangdong Province in China, Zeng Xianzhi Award (first class, ¥2000)
- 2015: Nanyue Excellent Teacher

MAJOR PROFESSIONAL SERVICES

- 1) **Founder and Director**, Bilingual Cognition and Development Lab (July 2016-); **Deputy director**, Key National Center of Linguistics and Applied Linguistics (Jan. 2011-Dec. 2014) ;
- 2) **Deputy Chair**, China Association for Comparative Studies of English and Chinese (2014-)
Founder and Chair, Chinese Association of Psycholinguistics (2011-)
- 3) **Member of Board** for *Bilingualism: Language and Cognition* (2011-), for journals in Chinese: *Modern Foreign Languages* (2014-), *Journal of PLA Foreign Languages Institute* (2014-)
Member of Advisory Board for the series of *Bilingual Processing and Acquisition* by John

Benjamins (Jan. 2014-).

4) **Reviewer for grant, promotion, journal papers, theses...**

5) **Conference organization**

Organizer, The Inaugural Conference of the Chinese Association of Psycholinguistics, 2011

Organizer, Conference on Psycholinguistics and Foreign Language Teaching, 2002.

Co-organizer, the 2nd International Conference of Psycholinguistics in China, 2013.

Co-organizer, the 1st Summit Conference of Psycholinguistics in China, 2014.

Co-organizer, the 2nd Guangwai Conference of Applied Linguistics, 2012

Co-organizer, the 3rd Guangwai Conference of Applied Linguistics, 2014.

Co-organizer, the 10th Guangwai PhD Candidates Forum, 2012

Co-organizer, the 11th Guangwai PhD Candidates Forum, 2013

Co-organizer, the 12th Guangwai PhD Candidates Forum, 2014.

Co-organizer, the 3rd International Conference of Psycholinguistics in China, 2015, Nanjing

Co-organizer, Conference of Language and Cognition in China, 2016, Beijing

Co-organizer, the 4th International Conference of Psycholinguistics in China, 2017,
Guangzhou