

# Curriculum Vitae

DONG, Yanping

## 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      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)*

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. & Zhong, F. (2017). Interpreting experience enhances early attentional processing, conflict monitoring and interference suppression along the time course of processing. *Neuropsychologia*. 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

interactinChinese 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.
- Cai, R. **Dong\***, Y., Lin, J. Zhao, N. 2015. The development of consecutive interpreting: The role of working memory capacity and second language proficiency. *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*. (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*. (SSCI)
- Dong\***, Y. & Lin, J. (2013). Parallel processing of the target language during source language comprehension in interpreting. *Bilingualism: Language and Cognition*. (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**

- Cai, R., Peng, B., & **Dong\***, Y. 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. *Journal of the 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 proeses; 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:**  
Faculty promotion referee (Carnegie Mellon University...)  
Phd theses examiner (totaling around 40 theses)  
National Social Science grants, grants from the Ministry of Education (totaling around 300)
  - 5) **Reviewer for journals**  
Bilingualism: Language and Cognition. Studies in Second Language Acquisition...  
Journals in Chinese:....
  - 6) **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 2<sup>nd</sup> International Conference of Psycholinguistics in China, 2013.  
Co-organizer, the 1<sup>st</sup> Summit Conference of Psycholinguistics in China, 2014.  
Co-organizer, the 3<sup>rd</sup> International Conference of Formal Linguistics in China, 2011.  
Co-organizer, the 2<sup>nd</sup> Guangwai Conference of Applied Linguistics, 2012  
Co-organizer, the 3<sup>rd</sup> Guangwai Conference of Applied Linguistics, 2014.  
Co-organizer, the 10<sup>th</sup> Guangwai PhD Candidates Forum, 2012  
Co-organizer, the 11<sup>th</sup> Guangwai PhD Candidates Forum, 2013  
Co-organizer, the 12<sup>th</sup> Guangwai PhD Candidates Forum, 2014.