谢承芸 Subtitling stereotyped discourse in the crime TV series Dexter(2006) and Castle (2009)Blanca Arias Badia and Jenny Brumme, Universitat Pompeu Fabra, Spain

**Introduction:T**he abstract notes that there is no introduction in this abstract.Typically,an introduction would provide background information on the research topic,but this section is omitted here.

**Aim:**The aim of the study is to investigate the longitudinal changes in Chinese EFL learners' deployment of logical metaphors in argumentative writing as a result of a one-semester academic writing instruction.The aim is clearly defined,indicating the specific focus of the research.

**Materials &Methods:**The study involved twenty-two undergraduate students who participated and completed five argumentative writing tasks.The framework used for analysis was systemic functional linguistics (SFL),and the data were analyzed in terms of frequencies and wordings of four sub types of logical metaphors.This section provides a concise overview of the participants,tasks,and analytical approach.

**Results:**The results showed a significant increase in the use of logical metaphors by the students over the semester,with a particular increase in the use of "cause as verb."The comparison between texts of various grades revealed differences in both the quantity and quality of logical metaphors used,with higher-scored texts showing a greater and more appropriate use of these metaphors.

**Conclusion**:The conclusion states that the findings provide evidence for the effectiveness of academic writing instruction in helping EFL learners use logical metaphors to convey logical reasoning in argumentative writing.It also highlights the value of logical metaphor analysis in tracking the development of L2 academic literacy and suggests pedagogical implications for successful L2 academic writing.

吴欣怡 Multimodal Transcription in the Analysis, Translation and Subtitling of Italian Films

Introduction: The study delves into the intricate process of multimodal transcription, a methodological tool for analyzing audio-visual texts as proposed by Thibault (2000). It emphasizes the complexity of translating Italian films into various languages, highlighting the need for a nuanced approach that accounts for the interplay of multiple semiotic modalities in film.

Aim: The study is to demonstrate the adaptability of multimodal transcription methodology for formulating subtitling strategies. It aims to provide insights into how meaning is constructed in films and how the verbal message in subtitles can be effectively integrated with other meaning sources.

Materials & Methods: The study employs a multimodal transcription approach to break down films into frames, shots, and phases, analyzing the semiotic modalities at play. The methodology is adapted from Thibault's model, focusing on the translation of Italian film material into English, German, French, and Spanish. The analysis includes visual frames, kinesic action, soundtrack, and the integration of these elements into a comprehensive understanding of the film's meaning.

Results: The results of the study showcase the effectiveness of multimodal transcription in capturing the subtleties of film translation. It illustrates how the method can guide subtitling decisions, particularly in scenarios requiring the condensation or omission of verbal elements when non-verbal cues convey the intended meaning.

Conclusion: The finding concludes that multimodal transcription is a valuable tool for sensitizing translation students to the demands of multimodal translation. While it may be time-consuming and not commercially viable for professional subtitling, it offers a significant educational advantage in teaching how to optimize subtitling strategies. The study also suggests that audience preferences lean towards minimal subtitling, underlining the importance of judicious reduction strategies in subtitling for entertainment purposes.

王晓兰 How existing literary translation fits into film adaptations: the subtitling of neologisms in Harry Potter from a multimodal perspective

**Introduction:**The introduction sets the stage by discussing the prevalence of intralingual and monomodal analysis in adaptation studies and the need for an interlingual and multimodal approach. It highlights the significance of J.K. Rowling's lexical creativity and the role of neologisms in the Harry Potter series for world-building and audience engagement. The introduction also underscores the challenge of translating these neologisms across media, especially from novels to films, and the potential impact on audience reception.

**Aim:**The aim of the study is to address the under-researched area of how existing literary translations are applied to film subtitles, focusing on the Chinese subtitling of neologisms in the Harry Potter films. The study seeks to understand the interaction between subtitles and other multimodal resources in films and the effects on meaning construction when literary translations are used.

**Materials & Methods:**The research data includes the full transcription of the English dialogues from the Harry Potter films, sourced from the Internet Movie Screenplay Database (IMSDB).

The study identified 164 neologisms from the films and analyzed their Chinese translations found in the official DVD versions distributed in China. A Systemic Functional Linguistics (SFL)-informed multimodal framework was developed to account for the multimodal nature of film, focusing on how subtitles interact with other semiotic resources.

**Results:** The results are presented both quantitatively and qualitatively, showing a high degree of consistency between the translations used in the novels and the films.

Four types of translation techniques were identified: transliteration, literal translation, explicitation, and creation, with explicitation being the most common.The study found that explicitation may lead to information redundancy in subtitled films and potentially affect the audience's sense of inclusion in the fictional world.

Conclusion:The conclusion emphasizes the complexity of applying literary translations to film subtitles, especially for widely recognized works like Harry Potter. It suggests that the reinforced intersemiotic relation due to explicitation in subtitles may hinder the target audience's involvement with the film, which is crucial for the Harry Potter series. The study advocates for a balanced approach when using literary translations for subtitles, considering both the original's effect and the multimodal nature of film. The research opens new paths for studying film adaptations from a multimodal and interlingual perspective and calls for future reception studies to provide empirical evidence of audience interpretation and reception.

吴婧雯 Multimodal Transcription in Film Translation: A Nuanced Approach to Subtitling

**Introduction:** This study explores the complexities of translating Italian films into multiple languages, underlining the significance of a multimodal transcription methodology in capturing the interplay between various semiotic modalities within audio-visual texts, as initially proposed by Thibault (2000).

**Aim:** The primary objective of this research is to demonstrate the adaptability of multimodal transcription for developing subtitling strategies that effectively integrate verbal and non-verbal meaning sources in films, providing a comprehensive understanding of how meaning is constructed on screen.

**Materials & Methods:** Adopting a multimodal transcription approach, the study dissects films into frames, shots, and phases to analyze the visual, kinesic, and auditory modalities. This methodology, adapted from Thibault's model, is applied to the translation of Italian films into English, German, French, and Spanish, focusing on how these elements integrate to form the film's overall meaning.

**Results:** The findings illustrate the method's effectiveness in film translation, particularly in guiding subtitling decisions. It showcases how multimodal transcription can accommodate scenarios requiring the condensation or omission of verbal elements, relying on non-verbal cues to convey meaning.

**Conclusion:** The study concludes that multimodal transcription is an invaluable educational tool for translation students, offering insights into the intricacies of multimodal translation. Despite its time-consuming nature and limited commercial viability for professional subtitling, it enhances subtitling strategies in educational contexts. Additionally, the research indicates a preference for minimal subtitling among audiences, emphasizing the need for strategic reduction in subtitling for entertainment.