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Abstract

Findings from cross-cultural theory-of-mind studies highlight potential measurement effects and both general (e.g., East-West) and specific (e.g., pedagogical experiences) cultural contrasts. We compared theory-of-mind scores for children from UK and Italy (two Western countries that differ in age of school entry) and Japan (a Far-Eastern country in which children, like their Italian counterparts, start school later than British children). Confirmatory factor analysis was applied to data from 268 age- and gender- and verbal ability-matched 5- to 6-year olds. Key findings were that (i) all 8 indicators loaded onto a single latent factor; and (ii) this latent factor explained significant variance in each group, with just one indicator showing differential item functioning. Supporting the importance of pedagogical experiences, British children outperformed both their Italian and Japanese counterparts.
Translating a play the translator must bear in mind the requirements of theatrical presentation, and dubbing a film he must see to it that his translation fits the movement of the speakers' lips. The general theory of translation should be supplemented by a number of special translation theories identifying major types of translation activities and describing the predominant features of each type.

**EQUIVALENCE IN TRANSLATION**

Translation equivalence is defined as a measure of semantic similarity between ST and TT. Sometimes books written for adults are translated for children's reading with appropriate Theory of mind development in children has and is presently an extensively researched area within developmental psychology and traditionally has suggested that children acquire a theory of mind at approximately 4 years of age. However, more recent research has debated whether a theory of mind is present much earlier. The theory of mind module enables the child to represent not just actions, but also representational states themselves (Leslie, 1994). They found that several task manipulations help children performance in these false belief tasks such as framing task in terms of trickery, involving the child in actively making the key transformations and highlighting salience of protagonist's mental state.