Welcome!

We would like to extend a warm welcome to all delegates to the 2018 Intercultural Communication Conference sponsored by the Confucius Institute at Bangor University.

Globalisation has been evident for centuries, but has speeded up significantly in the last few years resulting in increased international trade, free movements between countries, greater cultural exchange and complex intercultural interactions. The aim of this conference is to bring together individuals working within and across a range of disciplines to discuss the latest findings, current challenges and exciting possibilities in different methods of teaching foreign language and translation studies, as these are fundamental for successful intercultural communications. Together, we will explore questions using different approaches and discuss several of the main themes attracting increased research attention in this field: from the technical, theoretical and practical perspective. This conference is the first one to be held at Bangor University and we are hoping that we would be able to continue explore a variation on the main themes in the coming years.

To foster diversity, we invited both senior and starting researchers as speakers from a wide variety of disciplines. The conference features a mix of keynote lectures, talks and a workshop and will provide students, postdoctoral fellows and established researchers the opportunity to discuss their latest research in an integrative way. We are delighted to welcome you to the beautiful north Wales for this first meeting of diverse minds, and hope you find the next two days stimulating and enjoyable!

Croeso i Fan ac hwyl fawr!
Lina Davitt, Yanjun Xin and David Joyner- Organisers
Bangor University
Programme – Day 1 – Saturday 9th June 2018

Venue: Reichel Hall Bangor University
Theme 1: Methods for Teaching Foreign Language

09:15 – 09:45 Registration and Coffee

09:45 – 10:00 Welcome address by Dr David Joyner and Prof Yanjun Xin, Bangor University

Paper Session 1

10:00 – 10:20 Lianyi Song
SOAS University of London (UK)
Is there a core approach in Chinese language teaching?

10:20 – 10:40 Qing Zhang
China University of Political Science and Law (China)
Needs Analysis Approach to EFL Curriculum Development: A Case Study in CUPL

10:40 – 11:00 Yuzhen Cui
China University of Political Science and Law (China)
Study on the Teaching of Chinese Internet Hot Words: An Intercultural Perspective.

11:00 – 11:30 Coffee Break

11:30 – 11:50 Hui Yu
Xi’an International Studies University, Xi’an (China)
Bangor University, Bangor (UK)
China and International English Language Test System (IELTS)

11:50 – 12:10 Hongfen Zhou
Kings College London (UK)
Crossing Boundaries: Interculturality in Chinese Language Teaching

12:10 – 12:30 Jian Huang
Central University of Finance and Economics, Beijing (China)
A Case Probe into the Use of Interpretation as a Formative task in Listening Instruction

12:30 – 12:50 Wei Wang
Beijing Jiaotong University (China)
The Relativity and Interaction of Teachers’ Behaviour and Students’ Behaviour in English Classroom Teaching of University in China

12:50 – 13:10 Yingrong Chen
Zhejiang Gongshang University, Hangzhou (China)
The Effectiveness of Classroom Instruction on the Development of L2 Metaphorical Competence: Chinese Students’ Feedback

13:10 – 14:10 Lunch
Programme – Day 1 – Saturday 9th June 2018

Venue: Reichel Hall Bangor University

Theme 2: Intercultural communications

Paper session 2

14:10 – 14:30  Jing Fang  
University of Oxford (UK)  
Intercultural Communication Case Studies in International Chinese Language Teaching

14:30 – 14:50  Chenjia Wang  
Northwest University (China)  
Mechanism & Function of Internationalization of Chinese Culture: From the Perspective of Global Value Chain.

14:50 – 15:10  Wenjie Shi  
Central University of Finance and Economics, Beijing (China)  
Understanding Chinese Traditional Music from a Cultural Perspective: Case Study of Two Musical Works

15:10- 15:30  Xunnan Li  
Royal Holloway University of London (UK)  
The paper aims to analyse how the “conventionalization” characteristic of the Chinese Xi Qu influences the intercultural communication of this traditional type of Chinese theatres.

15:30- 16:10  David Joyner & Olga Leontovich  
Bangor University (UK) and Volgograd State Socio-Pedagogical University, Russia  
A Triple Axis Approach for Positive Intercultural Communication: The UK, Russia and China

16:10 -16:20  Ludmila Milovanova  
Volgograd State Socio-Pedagogical University, Russia  
Teaching Communicative Strategies- video presentation

16:20-17:00  Round table led by Shuai Zhao  
Bangor University (UK)  
The uniqueness and commonality in foreign language teaching and learning

18:00 -20:00  Conference Dinner - Reichel Hall
**Venue: Reichel Hall Bangor University**

**Theme 3: Translation**

09:30 – 10:00  
Coffee

**Paper session 3**

10:00 – 11:00  
**Yan Ying**  
*University of Leicester (UK)*  
Translating between Chinese and English: Position and Direction

11:00 – 11:20  
**Jie Wang & Weiming Liu**  
*China University of Political Science and Law (China)*  
The Influence of Chinese Confucian Cultural Thought on the World: Harmony

11:20 – 11:40  
**Jinquan Yu**  
*Bangor University (UK)*  
The Production of Dylan Thomas’s Works in China: A Sociological Analysis

11:40- 12:00  
**Chunli Shen**  
*Bangor University (UK)*  
Translation and the Creation of Yan Lianke’s Image in Anglophone Countries

12:00 – 13:00  
Lunch

13:00- 13:20  
**Mervyn Jones**  
*Inspector for Estyn, Her Majesty’s Inspectorate for Education and Training in Wales*  
Achieving quality learning for children and young people

13:20 – 13:40  
**Nathalie Thomas**  
*Modern Foreign Language Teacher*  
Practical session on number learning

13:40- 14:40  
**General Discussion, Future Directions & Impact**  
Chair: **Lina Davitt** *(Bangor University, UK)*

14:40  
Conference close
Study on the Teaching of Chinese Internet Hot words: An Intercultural Perspective.
Yuzhen Cui, School of Humanities, China University of Political Science and Law, China

In recent years, the network hot words have spread in the network world. As the frontier words reflecting the phenomenon of social culture, network hot words become a key point in the Chinese teaching as a foreign language. In this paper, the current Chinese network hot words, as the object of the study, are firstly analysed from the form of the words. And consequently the various modes of Chinese network hot words are explored and further interpreted based on the culture. The strategies of intercultural Chinese teaching are finally proposed.

Intercultural Communication Case Studies in International Chinese Language Teaching
Jing Fang, Institute for Chinese Studies University of Oxford, UK

Intercultural communication refers to the communication between people with different cultural backgrounds, and the international Chinese teaching itself is cross-cultural communication. Language is not only a part of culture, but also its carrier. International Chinese teaching is inseparable from Chinese culture, but the former should not become the latter's introduction. The objective of language teaching is to train students' expressional skills and to develop their ability to use Chinese correctly for social communication. The introduction of culture is only a means, not an end. This talk will use some case studies to illustrate some of the principles of teaching Chinese characters, words, grammatical structures and pragmatic systems by means of introducing culture.

Is there a core approach in Chinese language teaching?
Lianyi Song, Department of East Asian Languages and Cultures SOAS University of London, UK

In Chinese language teaching (CLT), as in the teaching of other languages, various attempts have been made to identify a more effective or even optimally effective approach. The aim is to enhance learning on the basis of learners' cognitive processing (e.g. audio-lingual approach) or a pragmatic consideration of language as it is used in real-life situations (e.g. communicative and task-based approaches). Popular Western approaches, old and new, seem to have been introduced and adopted by CLT over the years. This has greatly enhanced the practice of teaching as well as research related to language learning and teaching. However, is there an approach which is (or at least may be) more conducive to learning Chinese? Is there an approach that focuses more on the distinct features of Chinese and then applies them to the learning and teaching of the language? This presentation examines 字本位 (character-based approach), which is one such approach, in comparison to other 本位 approaches (e.g. 词本位 / word-based approach). On the basis of this analysis, a new approach called natural order-based approach (序本位) will be proposed for further consideration.
Translating between Chinese and English: Position and Direction
Yan Ying, FHEA School of Arts, University of Leicester, UK

This talk will discuss the positioning of the translator in translating literary works, and explore the possibility of creating a translational and transnational space which allows the co-existence of different cultural and political references and interpretations. It will draw on three examples, published English translations of two Chinese novels, Yan Geling’s *Flowers of War* and Laoshe’s *Mr Ma and Son*, and my collaboration with Steffan Donnelly in his production of Hao Jingfang’s play, *Burglar and Boy*. The discussion of the translator’s positioning will lead to my tentative suggestion for Chinese language teaching and learning: to emphasise the learners’ awareness of their agency and identity, and develop their abilities to engage perceptively and analytically with another culture as well as their own.

Needs Analysis Approach to EFL Curriculum Development: A Case Study in CUPL
Qing Zhang, China University of Political Science and Law, China

English, viewed as language of international communication, is considered a “lingua franca” since it is widely used as means of interaction between people, especially whose native languages are different. Rapid technological and economic development worldwide and people’s necessity to interact and communicate globally contribute to the increasing use of English, especially among non-native speakers, which has imposed substantial challenges on the current English as a Foreign Language (EFL) at tertiary level education in Mainland China.

With the deepening of globalization, EFL at tertiary level has undergone rounds of reforms in Mainland China since 1999. This paper focuses on the current EFL development of China University of Political Science and Law (CUPL) and is set out to examine the learning needs of Chinese undergraduate students. A triangulation method was adopted in the study with data collected by using two different measures that is questionnaires and interviews. A case study of EAP (English for Academic Purpose) in CUPL was used for the study. The respondents were non-English major undergraduate students who were first receivers of CUPL Academic English Reform in 2012. It is suggested that needs approach to EFL curriculum and content will yield improved outcomes. From the results derived from the case study, the non-English major respondents could adapt themselves to the reformed EFL courses, EAP courses. This study has pedagogical Implications for the EAP teaching innovations for non-native students and contributes to the widening of current research on the genre approach of English teaching.
The Effectiveness of Classroom Instruction on the Development of L2 Metaphorical Competence: Chinese Students’ Feedback
Yingrong Chen, School of Foreign Languages, Zhejiang Gongshang University, Hangzhou China

This paper aims to explore the impact and effectiveness of classroom instruction on the development of L2 metaphorical competence from students’ written and oral feedback. Through a metaphor familiarity questionnaire, 18 English metaphors were selected as the most familiar by 60 university-level Chinese-speaking learners of English. Thirty-two out of the 60 learners with relatively high language proficiency were then invited to undertake a given-topic writing task, and were encouraged to actively use the 18 most familiar metaphors. The analysis of the written work showed that Chinese university learners didn’t really master the English metaphors which they acknowledged as the most familiar. Metaphor avoidance and mismatch of form and meaning were the major problems in written feedback, which indicated a lack of confidence in using metaphor, and an interference of L1 in L2 metaphor production. The oral feedback through interviews conducted later revealed that (1) L2 metaphor is often taught as normal lexicons with a focus on the meaning, (2) L2 metaphor is rarely employed in output unless it is required by teachers, (3) the proper use of metaphor in context is expected more in teaching. The findings suggest explicit scaffolding instruction be applied to enhance the effectiveness of L2 metaphor teaching. Sufficient context and examples need to be provided for students to notice the ‘gap’ between their uses of L2 metaphor and how the metaphor really works in the target language. Besides, L1-L2 cultural comparison and the imitative use of L2 metaphor need to be enhanced and encouraged.

A Case Probe into the Use of Interpretation as a Formative Task in Listening Instruction
Jian Huang, School of Foreign Studies, Central University of Finance and Economics, China

Formative assessment has been proved to be of great value for improving instruction and have been widely implemented in instruction of various language skills. However, there are few studies about application of formative assessment in listening instruction for various reasons. This paper reports a case study of using interpretation as a formative assessment task in listening instruction for translation majors. The study (1) investigates both the teacher’s and student’s perceptions of pros and cons of interpretation task in the listening instruction (2) discusses justification for using interpretation as formative task for listening instruction in relation to relevant existing theories. It is concluded that interpretation task, coupled with teacher questioning, has a great potential of eliciting various learning information to be used by both the teacher and learner to enhance teaching and learning. It is hoped that what has been found and discussed in this paper can serve as a reference for those interested in enhancing listening instructions via a variety of means, especially, formative assessment.
Achieving quality learning for children and young people
Mervyn Jones
Inspector for Estyn, Her Majesty’s Inspectorate for Education and Training in Wales, UK

This talk will address the context and the influential factors that play a role in how well pupils develop their knowledge, understanding and skills during a session learning and overtime. I will cover in detail different parts of a teaching session and discuss best practice approaches for achieving quality learning and teaching evaluation.

A triple axis approach to Intercultural communication: The UK, Russia and China
David Joyner, Bangor University, UK
Olga Leontovich, Volgograd State University, Russia

In this paper the authors present their approach to building understanding between academic and wider communities in their countries (UK and Russia respectively) and China. They propose that viewing historical synergies, connections and exchanges is valuable to catalyse effective intercultural communication. They also explore the potential to use the bridging Russian cultural heritage as a facilitator between Western and Chinese cultures.

The paper aims to analyse how the “conventionalization” characteristic of the Chinese Xi Qu (中国传统戏曲) influences the intercultural communication of this traditional type of Chinese theatres.
Xunnan Li, Royal Holloway University of London, UK

First and foremost, the concept of “conventionalization” is defined and explained through Deconstructionist’s discourses. This is because the concept of “conventionalization” is widely found in the performances of Chinese Xi Qu, but each time is partially different from the others. This is the influence of the spatial and temporal contexts. Hence, the first objective of this paper is to define the concept of “conventionalization” through deconstructing the concept into two minimal elements, including the normalization and the multifariousness.
Then, the two elements are reconstructed in two spatial and temporal contexts respectively featured with the audience’s subjectivity and the performer’s subjectivity. The reconstruction of the two minimal elements aims to contextualize and analyse the representations of the “conventionalization” in the intercultural performances. To correlate the article analogues of “conventionalized performances” with the actors, this paper analyses the case of Mei Lanfang’s (梅兰芳) touring performance in the USA and argues that in terms of actor’s performances, the normalization and the multifariousness elements impede the creativity of Xi Qu’s intercultural communications; on the other hand, in terms of the audience’s reception, this paper takes advantage of Terrece Hawkes’s “elementary model of theatrical communication” to argue that “conventionalized” performances reduce the audiences’ burdens of understanding, because the conventionalization simplifies theatrical informational communications as a result of the “multifarious” and “normalized” performance.

To draw a conclusion, the “conventionalization” characteristic of Chinese Xi Qu is able to support the audience’s understanding or decrease the actor’s creativity. On the opposite, the “conventionalization” has to be manipulated subjectively by the actors or audiences to make the “conventionalized” performance contextualized on the intercultural stages.
Teaching Communicative Strategies
Ludmila Milovanova, Volgograd State Socio-Pedagogical University, Volgograd, Russia

Students learning a foreign language should be aware of communicative strategies which help them to listen, speak, read and write in this language. There are some communicative strategies which can be borrowed from the mother tongue; however, a number of strategies should be taught in the EFL classroom. They include guessing and paraphrase, cooperative and compensatory, mime and avoidance strategies, which usually occur in different types of communicative contexts. To develop them, teachers use such activities as problem solving tasks, discussions, role play, simulation and others, which will be discussed in the presentation.

The Influence of Chinese Confucian Cultural Thought on the World: Harmony
Jie Wang and Weiming Liu, China University of Political Science and Law, Beijing, China

The word [hé] (harmony) is one of the important concepts in the Analects of Confucius. Both [hé] [wěi] [guì] (Harmony is to be prized) and [hé] [ěr] [bù] [tóng] (harmonious, but not adulatory) attaches great importance to [guì] [hé] (cherishing harmony). The Chinese characters are the carrier of Chinese traditional culture and the root of Chinese civilization. The traditional cultural thoughts of [guì] [hé] (cherishing harmony) can be found in many Chinese words covering [hé] (harmony). In Chinese, the words with Confucian traditional cultural thought of [hé] [wěi] [guì] (Harmony is to be prized) have permeated into people’s daily life. The words with the spirit of [guì] [hé] (cherishing harmony) are reproducing many utterances with practical significance of life in the Chinese. All these words and expressions are filled in the long river of history and become the core force of national unity with brilliant contributions, so that they have been through thousands of years and space against the historical ups and downs endlessly. Till now, they have become Chinese national language with love and warmness. Today, this language is spreading to all over the world by Confucius Institutes.

Translation and the Creation of Yan Lianke’s Image in Anglophone Countries
Chunli Shen, Bangor University, UK

This paper explores how Yan Lianke and his fictional works are represented in Anglophone countries through translation drawing on Lefevere’s contention that translation plays a significant role in “project[ing] the image of an author and/ or those works beyond the boundaries of their culture of origin” (Lefevere 1992: 9). It delves into literary criticism, a form of translation and rewriting to examine how it generates the image of the author and his fictional works by the acts of rewriting. It finds that Anglophone literary criticism stresses on the repressive censorship in China mainly in two ways: bringing the “banned”, “controversial” and “sensitive” status of Yan’s works to the fore; focusing on Yan’s outspoken spirit and moral sensibility within China’s suppressed censorship system. In addition to the theme of repressive censorship in China, Anglophone literary criticism places Yan’s works against the backdrop of revolutionary upheavals, projecting Yan’s works as social and political criticism. Given such a reception pattern, this paper seeks to reveal the ideological factors at work in framing such image of Yan Lianke and his fictional works.
Understanding Chinese Traditional Music from a Cultural Perspective: Case Study of Two Musical Works
Wenjie Shi, Associate Professor in School of Foreign Studies, Central University of Finance and Economics, Beijing, China; Academic Visitor in Bangor University

This study aims to shed lights on the cultural and philosophical elements embedded in Chinese traditional music in the context of inter-cultural communication by analyzing two masterpieces of household musical works: Autumn Moon on a Flat Lake (PING HU QIU YUE) and Moonlit Flower Blooming on a Spring River (CHUN JIANG HUA YUE YE). Comparative studies based on selected cases were employed in this study from the perspectives of cultural and philosophical dimensions. It is generally assumed that the two musical works being studied share myriad musical features in terms of melody, instruments applied, theme to be expressed and aesthetical values embedded, which, therefore, give rise to confusion for listeners without being adequately acquainted with musical knowledge and cultural aspects of Chinese traditional music, be they modern Chinese or foreigners. The analysis of musical elements of the two musical works will bring about the musical genres in China and their tonal features on the basis of musical instruments and regional categories: Guangdong music ensemble and Jiangnan Silk and Bamboo music ensemble.

Mechanism & Function of Internationalization of Chinese Culture: From the Perspective of Global Value Chain.
Chenjia Wang, Chinese Culture Research Centre, Northwest University, China

With the entry into the Global Value Chain division, more and more attention has been paid to the dual influence of cultural factor on economic and social development. Firstly this essay attempts to insight Chinese culture gene, reveals its mechanism and role in its spread to global scope. Then from the perspective of global value chain, this paper compares the differences between collectivism & individualism in the economic level, and unfolds the cultural transmission mechanism on the basis of family power level, the mode of property rights and the form of government power. Next, based on the above analysis the paper investigates the mechanism of cultural spread through utilizing the model. The model is set up to test the relationship between the multiple factors of cultural communication and its internationalization via carrying out panel data of China, then do the empirical analysis. Finally, the property rights structure of market economy will be suggested to guide the current status of traditional cultural development. Also it is concluded to take the advantages of diversified civilization, enhance the influence of Chinese culture in the age of globalization.

Practical session on number learning.
Nathalie Thomas, Modern Foreign Language Teacher
The Relativity and Interaction of Teachers’ Behaviour and Students’ Behaviour in English Classroom Teaching of University in China

Wei Wang, Beijing Jiaotong University, China

Classroom teaching of English as well as the other subjects is the main form in university of China. Teachers’ teaching behaviour is of much importance since they play their role as directors in the classroom teaching activities. Simultaneously teachers’ teaching behaviour affects the students’ and they are closely related and interacted.

Student’s achievements can be a standard of testing both the teachers’ teaching and students’ learning behaviour. From the lower score (average 18 of 45) of Vocabulary and Cloze part the students got in the final examination last term in 2017, I found three reasons for their wrong answers. 1. Students didn’t know the basic meaning of these words or phrases at all. 2. They learnt them but not stored them in the long memory. 3. They couldn’t figure them out from the context of the sentence with the interrupting of the other choices from the above analysis, we locate student’s problems and deduce the steps in our teaching and learning that need improving.

Understanding and memorizing are the two big problems in students learning behaviours. As a director, how to help the student strengthen their ability of understanding and memorizing (discussed in other paper) will become a task of teachers. Understanding is the basis of learning knowledge. Phycologist once had research on the concept of “understanding” in theory. Though Gestalt, Pavlov and Cognitive psychologist have different explanation on it, they have the same implication: If you want to learn knowledge/language you must learn to know it clearly. “Learn by analogy” is an effective method used by teachers that leaves the students a deep impression/memory trace. By the way, English learning cannot remain at the level of understanding, Student must change it into a kind of skill. Because learning English not only means learning knowledge but also learning skills. Teachers should help student to train their abilities and tell them the method of training, just as a Chinese saying says: “Give a man a fish and feed him for a day. Teach him how to fish and you will feed him a life time.”

Teachers’ behaviours are integrated with the students’. I have much taste since I have been a teacher of English for years in university. I tried many different methods to arouse students’ enthusiasm in text learning and other classroom activities at underrate level and graduate level. Whatever level I tried I always got the same satisfactory result: creating a warm classroom atmosphere, stimulating students interest and meanwhile setting up teacher’s confidence. Since there is an interaction on classroom teaching activity, the efficiency of students learning was enhanced. I’ll show you some examples and some statistics in my paper.

H. G. Widdowson (1999) points out, a teacher’s main responsibility is to control students’ behaviour in the classroom so as to promote student’s understanding and learning. In the classroom teaching activities he is either an actor or a director. In short, a good teacher should have an effective teaching behaviour to affect students’ behaviour and accelerate their efficiency of their study.

Although I left the teaching post of my university, I still worked in other university for several years after my retirement, keeping an eye on young teachers and innovation of university English teaching. I also pay attention to the development of psychology and linguistics including neurolinguistics which affect that of methodology. No matter how they change and how the new equipment’s are applied, only one thing remains unchanged: a good teachers’ quality and ability to control his and his students’ behaviour in the classroom teaching activities.
Discourse Analysis of Conversations in College English Test (CET) of China and International English Language Testing System (IELTS)

Hui Yu 1 2
1 Xi’an International Studies University, Xi’an, China
2 Bangor University, Bangor, United Kingdom

The language data from various English tests is an important source of input for foreign language learners, which becomes more salient in foreign language teaching and learning of China relying mostly on classroom instruction. However, fewer researchers have conducted comparative study of conversations in listening tests and its influence as an input on learners. Based on the methodology of discourse analysis, 32 long conversations from CET Band 6 and IELTS were analysed on a quantitative level to investigate their differences in vocabulary, turns and moves. On the linguistic aspect, this research mainly investigated the interpersonal function of the conversations, finding that CET designed more monologues while IELTS more dialogues and multilogues. The potential influence of conversations in tests on the development of speaking and listening ability was discussed and two implications for English teachers and tests designers were also provided. On one hand, teachers should be aware of the discrepancy between conversations in tests and in real life. Test designers on the other hand should take the influence of tests as an input on language learning into consideration while compiling conversations.

The Production of Dylan Thomas’s works in China : A Sociological Analysis

Jinquan Yu, Bangor University

Cross-border flows of literature become increasingly frequent and significant with literary and cultural globalization. But they are almost impossible without translation, just as Venuti argues that it is translation that “enables the international reception of literary texts” (Venuti 2013, 193). Welsh literature as minority literature is seldom translated in China due to the hierarchical structure of the global field of translation and the marginality of Welsh culture. But a variety of works by Dylan Thomas, who is a Welsh poet, have been translated in China in recent years. Such a flourishing phenomenon of the translation of Dylan Thomas’s works in China attracts me to explore the reasons for the selection of Dylan Thomas’s works for translation as well as the mechanisms of the production of the translation of Dylan Thomas’s works. As Sapiro points out, the sociologically oriented approaches to translation can provide an analytical framework for exploring the “publishers’ strategies and the list” (Sapiro 2008, 161). In light of such advantages of sociological approaches to exploring publishers, this paper will point to a theoretical consideration that draws from Bourdieu’s core concepts of field and capital. Methodologically, based on interviews with translators and editors, this paper will have a qualitative study of the reasons for selecting Dylan Thomas’s works for translation with the Chinese translation of Dylan Thomas’s poetry published by People’s Literature Publishing House in 2015 as a case study. By so doing, the paper argues that the selection of Dylan Thomas’s works for translation in China is determined by his status as a canonical poet with enormous symbolic capital and potential economic capital for publishers.
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