León 2019: 2nd International Conference of Contemporary China Studies

http://contemporarychinastudies2018.weebly.com/china-studies-leoacuten-2019.html

The Confucius Institute at the University of Leon has the pleasure of inviting you to participate in the international conference "East and West Contact and Dialogue: Current Issues in Contemporary China Studies" on 2-3 May 2019. The aims of the conference are to present the latest research and current issues in Spain and international studies on China, to provide a platform for an academic discussion of the various topics in China studies, to unite several generations and fields of sinologists in the Europe, and to give the scholars in the fields of China studies on opportunity to present their contributions. The conference invites proposals in the fields of China studies for individual, joint papers or for panels. We look forward to putting together a wide-ranging, multi-disciplinary montage of the best research in China studies being done in Spain and overseas.

Organizer: Confucius Institute of Leon, University of Leon, Spain.
Conference date: 2nd -3rd May 2019.
Conference venue: Confucius Institute, University of Leon, Spain
Conference working languages: Spanish, Chinese and English.

The conference will cover the following topics:
1. Linguistics, Literature and Translation
    1.1. Comparative literature in the light of China's diversity.
    1.2. Contrastive study of Chinese language and European Languages.
    1.3. Foreign language translation of Chinese classical works.
    1.4. Overseas dissemination and impact of classical Chinese works in various Dynasties.
2. Education and Teaching Chinese as a foreign language
    2.1. The evolution of Chinese language teaching policies, objectives and methods in different countries.
    2.2. Comparison of education policy in China and Europe, including primary, secondary, and higher education.
    2.3. Studies of teaching Chinese to speakers of other languages; teaching Chinese as a foreign language and new concepts in the methodology of teaching Chinese as foreign language;

2.4. International promotion of Chinese language; Local Chinese teaching training study; local textbooks development.

2.5. Comparative study of Confucius Institute and other language and culture promotion inistitutions; Strength analysis, database buildup and operation model study of outstanding Confucius Institute; Case study of Confucius Institutes' Sustainable development strategy in different countries.

2.6. Teaching innovation in the teaching of language and culture.

3. Culture and International Relations

3.1. Transformation and traditional Chinese culture; European culture and tradition of sinology; Comparative studies in culture.

3.2. The role of China in the contemporary system of international relations and global processes; China's concept for a new type of foreign policy, and current development of international initiatives and projects launched by China.

3.3. China image in the perspective of globalization.

3.4. Discourse study of important Chinese social problems and phenomena; discourse study of China towards world problems.

4. History and History of Art

4.1. New studies in the field of ancient history, and economic and ethno-cultural developmental processes of China.

4.2. History of early exchanges between China and Europe.

4.3. The interaction of China's science and technology, concepts and thoughts with the west in the history.

4.4. History of art and culture.

5. Sociology, Anthropology and Political Science

5.1. New mobilities, typologies, aim trajectories, and directions of Chinese migration between China and Europe. Migration and political institutions, family and generational continuum, identities, mobilities and transnationalism and education.

5.2. Social change and multiculturalism in globalization context.

5.3. Gender equality and other gender topics; Disadvantage groups; Laboral relations and work.

5.4. Considerations about culture and health.

5.5 "One Belt and One Road" in the local and global context.

6. Philosophy

6.1. Studies and new concepts in ancient and contemporary Chinese philosophy, ethics and values, and models of transcendence in Chinese culture.

6.2. Classical Chinese philosophy as social system.

6.3. Confucian studies in different countries: Confucian ideas in the pre-Confucian era; the etiquette thoughts of Confucius and Europe; studies of humanism and universal value in Confucianism.

6.4. Comparative study of Chinese philosophy and philosophy in Europe.

Deadline for submitting application form and abstract (300 words) or panel proposal (600 words), conference registration form and hotel registration form: 15 March 2019.

Notification of acceptance: 31 March 201.

Please submit your application form and abstract/panel proposal (in English/Chinese/Spanish) by sending your email to: ICCCS2018@unileon.es

Publication possibilities: The papers will be published in the Conference proceedings and the selected papers can be peer reviewed for publication in the journal of Sinologia Hispanica

Keynote Speakers: (to be continued with short CV, Speech title and abstract)

El largo camino hacia la búsqueda del sentido. Duelos y quebrantos en la traducción (*Alicia Relinque Eleta阿丽西亚·雷林科·埃莱塔，University of Granada, Spain*)

Chinese Linguistic Politeness – The State of Art (Daniel Kadar 康达，Hungarian Academy of Sciences, Hungaria)

Chinese linguistic politeness is an intriguing theme: understanding how Chinese people use language to build up and maintain interpersonal relationships is not only relevant to the linguist but also to experts involved in other areas of sinology. The past approximately four decades have witnessed a large number of publications on this subject in linguistic pragmatics and sociolinguistics, and also in mainstream sinology both inside and outside of China. Yet, it remains difficult to talk about Chinese politeness without making overgeneralisations, and indeed many accounts on this theme are heavily loaded with stereotypes. In addition, due to the rapid development of China much of what has been valid about Chinese politeness even a decade ago can be problematic, i.e. accounts on Chinese politeness often reflect historically-situated understandings of language use. The present talk aim to fill this knowledge gap, by providing an overview of the key social-communicational characteristics of present-day Chinese politeness, and their relevance of these characteristics (and linguistic politeness research in a more general sense) to other areas of Chinese studies.

Daniel Z. Kadar (D.Litt) is Qihang Chair Professor and Director of the Centre for Pragmatics Research at the Dalian University of Foreign Languages, China. He is also Research Professor and Chair of Research Centre at the Research Institute for Linguistics of the Hungarian Academy of Sciences. His research interests include Chinese sociopragmatics, Sino-Western intercultural pragmatics, linguistic politeness, language aggression and interactional rituals. He is author/editor of more than 20 volumes published by leading international publishing houses such as Cambridge University Press. He has also published a large number of papers in leading journals such as *Journal of Politeness Research* and *Journal of Pragmatics*. He is co-Editor in Chief of the peer-reviewed international journal *East Asian Pragmatics* (with Xinren Chen, Nanjing University). His most recent books include *Politeness, Impoliteness and Ritual* (Cambridge University Press, 2017) and *The Palgrave Handbook of Linguistic (Im)Politeness* (edited with Jonathan Culpeper and Michael Haugh, Palgrave, 2017).

Context for aspectual adverbs in Chinese and Spanish discourse (*Joaquín*

*Garrido*佳华金，*Universidad Complutense de Madrid, España*）

Context is often taken into account when explaining focus particles or aspectual adverbs, in Spanish as well as in Chinese. For example, the role of context is considered in order to explain Spanish 'todavía' "still" in (1) and Chinese 'le', a "change of situation" marker, in (2).

(1) No hay que darse tanta prisa. Todavía son las cuatro.
There is no hurry. It is still four.
(2) Nǐ zhèyàng shuō jiù cōngming le.
你这样说就聪明了。
You got smart when saying so.

In (1), 'todavía' can mark suggested alternatives to being four o'clock in the context (Bosque 2016). In (2), sentence-final 'le' marks a change of state in a given context (Liu 2015). In (3) and (4), Chinese clause-oriented instances of 'cái' "not … until" and 'jiù' "as early as" determine how the sentence is interpreted in the speech context (Biq 2015).

(3) Tā zuótiān cái zǒu.
He didn't leave until yesterday.
他昨天才走。
(4) Tā zuótiān jiù zǒu le.
他昨天就走了。
He left (as early as) yesterday.

'Cái' and 'jiù' trigger a conventional implicature, an expectation held by the addresse or the speaker, or a general assumption (Biq 2015). In Spanish, 'ya' "already" in (5) carries the assumption that storks arrive too early for their habitual behavior, while (6) suggests that given their habitual behavior they should be gone (Garrido 1992).

(5) Las cigüeñas ya están aquí.
Storks are already here.ç
(6) Las cigüeñas todavía están aquí.
Storks are still here.

This information is "aspectual", concerning the continuity or transition of events (Sánchez López 1999); it is a "procedural meaning" (Ning 2018) or a "procedural feature" (Erdely and Curcó 2016), which doesn't affect the truth value of the statements about the events but is crucial for discourse coherence.

Although contextual information is exploited in especific ways in Chinese discourse (Yip and Rimmington 2006, 205), there is a general pattern at work here. The role of context can be explained by means of two hypotheses about discourse. (a) First, utterances or sentences in use are components of larger linguistic units, which provide the necesary speech context for their interpretation. Sentences are considered to be the elementary units of discourse (Garrido 2011). They make up complex discourse units (Afantenos et al. 2012), which display a

constituent structure (Garrido 2013) with coherence relations mostly signalled by markers (Duque 2014), as 'hái' "still" in (7).

(7) 你可以把话说完，我还有10分钟。
Nǐ kěyǐ bǎ huàshuō wán, wǒ hái yǒu shí fēnzhōng.
You can finish telling me. I still have ten minutes.

Complex discourse units are marked by topic continuity (Smith 2003), that is, a discourse topic (Rodríguez Ramalle 2015) that organizes the representation of the discourse as an augmented lexical frame (Fillmore et al. 2013).

(b) The second hypothesis is that discourse frames are an alternative source of contextual information, as "reading newspapers" is in (8) for the denomination in question.

(8) Para cualquiera que haya leído los periódicos en estos últimos seis años la calificación sería asombrosa. Pero ya nadie lee los periódicos.
For anyone reading newspapers in these last six years the denomination would be surprising. But no one reads newspapers anymore.

A discourse topic gives coherence to a complex discourse unit, providing a frame that is enriched with additional information as the discourse procedes and additional elementary units are integrated in the discourse,. Discourse structure, in terms of complex units and frames, thus offers an account of context interpretation in Chinese and Spanish.

Catedrático de Universidad en el Departamento de Lengua Española y Teoría Literaria, Facultad de CC. de la Información de la Universidad Complutense de Madrid. Doctor en Lingüística Hispánica con Premio Extraordinario de la UCM. Ha sido profesor en las universidades de Extremadura, Las Palmas, New Mexico; Director del Instituto Cervantes de Albuquerque, EE.UU.; Vicerrector en la UIMP. Dirige el Grupo de Investigación DIME "El discurso en los medios de comunicación" y la revista "Círculo de Lingüística Aplicada a la Comunicación".Sus líneas de investigación son: El discurso en los medios de comunicación en diferentes lenguas; la política lingüística del multilingüismo; la enseñanza del español como segunda lengua; estudios sobre otras lenguas. Entre sus libros figuran *Lógica y lingüística, Elementos de análisis lingüístico, Idioma e información, Estilo y texto en la lengua, Manual de lengua española*, entre otros. Es autor de artículos como: "Segmentación del discurso e interacción", "Motion metaphors in discourse construction", "Diskurs zwischen Satz und Text am Beispiel von Pressentexten"; "Lengua y estado en España: El debate en artículos de opinión y las opciones de política lingüística", "Lengua y globalización: inglés global y español pluricéntrico", "Estrategia multilingüista y política lingüística en España"; "Lingüística del discurso y enseñanza de la lengua española a sinohablantes", "Profesores y hablantes en la enseñanza del español como segunda lengua", "Adresse et distance communicative en espagnol"; "Connecteurs et opérateurs: 'même'", "Palabra y escritura en chino", "Thème et dislocation dans la langue parlée", "Expectations in Spanish and German adverbs of change", "Caracteres frente a letras: ideografía y morfología en chino".

Language standards and international Chinese Education George Xinsheng Zhang 张新生 （*Richmond the American International University in London, UK*）

Chinese international education is a language policy initiated at the turn of the century characterised with the enthusiastic drives by the Chinese government to make Chinese language learning and teaching available world-wide. Statistically, the results are amazing. Over a period of time of just over a decade, there is a network of over 1500 Confucius Institute and Classrooms in nearly 150 countries and regions, and number of candidates taking the new HSK test has grown multiple times since 2009, a test developed in line with the Scale of Chinese Language Proficiency for the Speakers of Other Languages (2007) by *Hanban* and the Common European Framework of References (CEFR, 2001), a widely used references for describing and measuring language and intercultural communication competence. Meanwhile, many new standards, assessments and tests in Chinese language have been developed in other parts of the world, in the form of national syllabus, school leaving and university entrance or exit exams as well as a language proficiency test. It is reported that over 60 countries have incorporated Chinese language learning and teaching into their national curriculum, and several thousand universities offer courses in Chinese around the world. The American Council for Teaching Foreign Languages (ACTFL) in USA has developed its own Chinese language test, and European Union has its own CEFR-based standards for Chinese, the European Benchmarks for Chinese Language (EBCL). With regards to proficiency test, apart from HSK, there is another Chinese language proficiency test developed in Taiwan, also referenced to CEFR with regards to the description and measurements of its levels of proficiency

The allowance for diversity in the forms and standards of Chinese language is necessary for the successful and sustainable development of Chinese language learning and teaching internationally. It helps to preserve the rich linguistic ecology of the Chinese language, and to develop a sense of belonging and ownership for many local Chinese communities around the world. Therefore, there is a need to collaborate between and synchronise relevant efforts in recognising different types of linguistic forms, standards and their assessments, allowing local diversity while promoting a common form or tool (Putonghua) for verbal communication throughout the Chinese speaking communities in the world, through cooperation and exchange.Economic globalisation is turning the world into a global village. As a result, linguistic and cultural diversities, and mutual tolerance and understanding are increasingly important keys if the world is to be a harmonious and peaceful community. International Chinese education has the opportunity to create a new model as well as a new path towards its goal to make Chinese a true international language in the new era of globalisation characteristic with multilingualism and multiculturalism.

Dr. George X Zhang is Professor of Chinese and Director of the Centre for Modern Languages, in the School of Liberal Arts of Richmond university. He has over

thirty years' experience in language teaching in British and Chinese universities as well as commercial experience in management consultancy and training. Before joining Richmond University, Professor Zhang was the Director of SOAS (School of Oriental and African Studies) Language Centre, University of London and the Director of London Confucius Institute (the first Confucius Institute in the UK). He has participated and managed quite a few projects on Chinese language learning and teaching, including EBCL (European Benchmarks for Chinese Language), the first EU funded non-European language CEFR benchmark project (2010-12), which he coordinated between 2010 and 2011. He was the Chair of British Chinese Language Teaching Society (BCLTS) between 2006 and 2008. Professor Zhang is an Honorary Fellow of the Chartered Institute of Linguists, and an associate researcher of PLIDAM, INALCO (institut national des langues et civilisations orientales). He is a founding member of the European Association of Chinese Teaching (EACT), and serves as a vice president since its establishment in 2015. Professor Zhang has researched and published on language policy, language learning and teaching, teacher training, intercultural communications and cross-cultural business management. He is an author of a number of books, including several Chinese language textbooks, of which the *Chinese in Steps* series won the Outstanding International Chinese Teaching Material Award at the Fifth Confucius Conference in December 2010.

Chinese exchange students in Madrid: stance-taking negotiation in formal and informal events (*Luisa Martin Rojo, Autonomous University of Madrid, Spain*)

As part of a research Project, developed by the Universities of Hong Kong and UAM tracing the everyday interactions of a group of Chinese and Spanish exchange students (see Martín Rojo and Molina, 2017), this presentation analyses the pragmatic process of stancetaking at formal and informal communicative events. The analysis of these interaction events, involving Chinese and Spanish students and lecturers, provides insights into how stance is accretively negotiated in multicultural settings. Furthermore, this approach also expands the role of sociocultural and ideological elements in the stancetaking process, including the reframing and redefinition of the stance object, and in the joint negotiation of face, and the construction of intersubjectivities over successive alignments and misalignments. The way in which international students managed to overcome misalignments, the values and ideologies evoked within the interaction, reveal nuances of cosmopolitanism that point to a globalization of tastes triggered by multiculturalism and the worldwide expansion of capitalism. Sharing a cosmopolitan orientation, however, did not prevent missunderstandings, face threats, and ideological contradictions among the participants. An analysis of how these were voiced and negotiated allows grasping the remarkably wide spectrum of cosmopolitanism(s) today.

Luisa Martín Rojo is Professor in Linguistics at the Universidad Autónoma (Madrid, Spain). She was former President of International Association Discourse

Studies and Society (EDiSo), and member of the International Pragmatic Association Consultation Board (2006-2017). She leads the Research Group MIRCO on multilingualism, racism and social inequality, from a discursive, sociolinguistic and interactional perspective. She has conducted research in the fields of discourse analysis, sociolinguistics and communication, mainly focused on immigration and racism. Since 2000, her research focuses on the management of cultural and linguistic diversity in schools, applying a sociolinguistic and ethnographic perspective and analysing how inequality is constructed, naturalized and legitimized through discourse (*Constructing inequality in multilingual classroom*s, 2010), and the role of linguistic ideologies and values (*A Sociolinguistics of Diaspora: Latino Practices, Identities, and Ideologies*, 2014, co-edited with Rosina Márquez-Reiter). Currently she is exploring the interplay between urban spaces and linguistic practices in new global protest movements (*Occupy: The spatial dynamics of discourse in global protest movements*, 2016), and the effects of neoliberalism in how multilingualism is managed, assessed and valued (*Language and Neoliberal governmentality*, Routledge 2019). She has been invited as Distinguished Professor at the Graduate Center (CUNY) in 2016, and in other European Universities. Currently, she is also a member of the European Science Foundation evaluation committee, and of the editorial boards of the journals Discourse & Society, Journal of Language and Politics, Spanish in Context, Critical Discourse Studies, Linguistic Landscapes, and Journal of Multicultural Discourses.

Taciana Fisac 达西·安娜 *(Autonomous University of Madrid, Spain)*