



NO. **1**

全球外语大学联盟

GAFSU

Newsletter

2020年6月 / June 2020

Editorial Board

Chair Jia, Wenjian
Executive Chair Ke, Jing
Vice-Chair Zhang, Siying

Members of the Editorial Board of GAFSU Newsletter Issue No. 1 (in alphabetical order)

Aleinik, Siarhei Minsk State Linguistic University
Avilez, Marcos Pontifical Catholic University of Valparaíso
Borja Navarro, Edmundo National Autonomous University of Mexico
Fan, Hua Xi'an International Studies University
Lee, Hye Je Hankuk University of Foreign Studies
Liu, Hong Dalian University of Foreign Languages
Meng, Lingqi SDI München
Nagatomo, Kaori Tokyo University of Foreign Studies
Nakanitanon, Pathamarat Chiang Mai Rajabhat University
Widitama, Laksana Yogyakarta State University
Yuldashev, Khusanboy Uzbek State World Languages University
Zeng, Huijie Shanghai University of International Business and Economics
Zhang, Hongling Shanghai International Studies University
Zhang, Youbin Sichuan International Studies University

Editorial Team

Editorial Director Peng, Donglin
Deputy Editorial Director Ma, Zhongwu
Coordination Editors Guan, Xin; Meng, Jiawen
Production Editor Zhang, Xi
Senior Copy Editors Chen, Haiyan; Zhu, Wen
Designers Zeng, Xinlei; Yan, Hang
Liaisons Du, Shuling; Chang, Yiqun

Welcome Message

Dear partners and friends:

On behalf of the GAFSU Council, I am delighted to celebrate the launch of the *GAFSU Newsletter*, an effective tool for GAFSU members to exchange ideas and philosophies, share information and experience, and disseminate the latest developments in foreign language teaching, research, area studies, and cultural exchange.

Since the inauguration of GAFSU in May 2017, thanks to the joint efforts of all members, we've successfully carried out two major forum events and facilitated a wide range of collaborative activities and programs. As GAFSU enters its fourth year, its membership has mushroomed to include 35 institutions from 19 countries. GAFSU now aims to further develop itself into a world-class collaboration platform for foreign language teaching and research, area studies, and people-to-people and cultural exchanges.

The *GAFSU Newsletter* serves to present different perspectives and ideas from GAFSU members and beyond. It features articles, briefings, communiqués, correspondence, reports as well as publication reviews in areas of common interests and concerns. It provides opportunities for higher educational leaders, administrators, and scholars worldwide to share ideas and practices, and discuss various topics concerning talent cultivation, teaching and research, international exchange and cooperation.

The preparation work of the *Newsletter* coincides with global efforts to combat the COVID-19 pandemic.

We are especially grateful for your timely and invaluable contributions despite all the difficulties during this challenging time. Without your support, we could not have achieved such significant progress.

We are confident that COVID-19 will be eventually defeated. Thanks to innovative modern technologies, international engagement and cooperation will eventually recover and even improve. Let's work together to tide over these hard times and embrace the transformation of higher education.

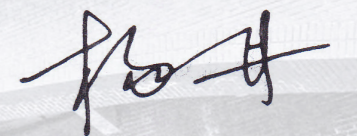
The first issue of the *GAFSU Newsletter* marks a milestone for GAFSU's development and is also a concrete step towards our shared future of collaboration. We welcome submissions for future issues and hope to reach a broader audience as it continues to grow. I do hope that *GAFSU Newsletter* will help fulfill GAFSU's mission of promoting dialogues and exchanges that benefit the international academic community at large.

I would like to extend hearty congratulations to the *GAFSU Newsletter* and my most heartfelt thanks to all GAFSU members!

Prof. Dr. YANG Dan

Chairman, Council of the Global Alliance of Foreign Studies Universities (GAFSU)

President, Beijing Foreign Studies University, China



June 2020 CONTENTS

004 / Overview

About GAFSU
/ 005

Members featured in this issue
/ 006

Beijing Foreign Studies University
/ 006

Chiang Mai Rajabhat University
/ 007

Dalian University of Foreign
Languages
/ 007

Hankuk University of Foreign
Studies
/ 008

Minsk State Linguistic University
/ 008

National Autonomous University of
Mexico
/ 009

Pontifical Catholic University of
Valparaíso
/ 010

SDI München
/ 010

Shanghai International Studies
University
/ 011

Shanghai University of International
Business and Economics
/ 012

Sichuan International Studies
University
/ 013

Tokyo University of Foreign Studies
/ 013

Uzbek State World Languages
University
/ 014

Xi'an International Studies
University
/ 014

Yogyakarta State University
/ 015

016 / Highlights

Global & Smart: The Campus
Innovation
/ 016

Redefining AI Application in Human
Languages
/ 020

World University Presidents
Symposium Was Held in Shanghai
/ 022

Our Blueprint for a World-Class
University
/ 025

Our Vision for the Dynamic Future
/ 027

An Overview of the Sino-Aus Joint
Undergraduate Program
/ 028

Latin America and the Crisis:
The Paths That Open in
Internationalization
/ 030



P₂₀

The Four-in-One Mode: Exploration
and Practice of International
Business Innovation and
Entrepreneurship Education
/ 032

Multi-Level Talent Cultivation for a
Brilliant Future
/ 036

038 / Experiences

Promoting International Business
Communication and Professional
Multilingual Skills for Enhanced
Career Opportunities
/ 038

China MOOCs for Foreign Studies
— Mission and Action
/ 042

An Overview of Recent
Development in Applied Linguistics
and Translation Studies at the
National School of Languages,
Linguistics and Translation
/ 045

An Overview of the Objective of
Top-Notch Talent Cultivation Based
on OBE and Constructivism Theory
/ 050

Chinese Culture, a Vehicle
for Envoys of International
Friendship: Sidelights on Educating
International Students at XISU
/ 054

058 / Publications

Publications of National
Autonomous University of Mexico
/ 058

Key Concepts: To Decode the
Spiritual Genes of Chinese Culture
and Promote Dialogues between
World Civilizations
/ 060

The Center of Intellectual Property
Rights and Journal Publication
/ 062

Publications of Minsk State
Linguistic University
/ 064



About GAFSU

In November 2015, the BFSU Academy of Language Sciences was launched and a Presidents' Forum of Foreign Studies Universities was convened at Beijing Foreign Studies University (BFSU). Representatives from nearly 20 universities signed the Proposal for Establishing the Global Alliance of Foreign Studies Universities (hereinafter referred to as "GAFSU"). On May 19th, 2017, the joint Presidents' Forum of the Global Alliance of Foreign Studies Universities & the 2017 Forum on Regional Studies and Global Governance was held at BFSU. The GAFSU was officially launched during this joint Forum. Thirty universities from 16 countries have joined the GAFSU as the founding members of the Alliance and will take part in GAFSU activities as member institutions.

GAFSU, established by well-regarded universities with strengths in foreign language teaching and research, as well as area studies, is an open, non-profit and non-corporate body. It serves to facilitate foreign language teaching and research, area studies and people-to-people exchange as a platform for educational cooperation guided by the principles of solidarity, mutual trust, and win-win cooperation. The purpose of GAFSU is to complement the strengths of member universities; disseminate world languages and cultures; bridge differences; enhance area studies; and promote people-to-people and cultural exchanges, as well as mutual learning among the peoples of the world.

GAFSU is committed to forging a platform for educational exchange, enhancing talent cultivation, and promoting academic research. Through holding intermittent forums and meetings, GAFSU intends to deepen the understanding among members, facilitate the sharing of educational philosophy and experience, and explore new educational models characterized by transnational programs and cross-border flows. GAFSU facilitates the faculty/student exchange among member institutions and cultivates multi-lingual and inter-disciplinary talents through joint programs, curriculum co-development, and joint degree programs in an effort to address the urgent global demand for high-caliber professionals with an international vision. GAFSU also promotes the exchange and collaboration among the researchers and research institutes of member institutions, encourages joint application for international research grants, and facilitates joint research programs, with the aim of enhancing its members' influence on the teaching and research of foreign languages, area studies, and global governance. [E](#)

Members of the Global Alliance of Foreign Studies Universities (GAFSU)

1) Founding members (2017/05) (in alphabetical order):

- ▶ Al-Farabi Kazakh National University (Kazakhstan)
- ▶ Azerbaijan University of Languages (Azerbaijan)
- ▶ Beijing Foreign Studies University (China)
- ▶ Beijing International Studies University (China)
- ▶ Beijing Language and Culture University (China)
- ▶ Central University of Gujarat (India)
- ▶ China Foreign Affairs University (China)
- ▶ Dalian University of Foreign Languages (China)
- ▶ Guangdong University of Foreign Studies (China)
- ▶ Hankuk University of Foreign Studies (Republic of Korea)
- ▶ Kyiv National Linguistic University (Ukraine)
- ▶ MGIMO University (Russia)
- ▶ Mohammed V University (Morocco)
- ▶ Moscow State Linguistic University (Russia)
- ▶ National Autonomous University of Mexico (UNAM) (Mexico)
- ▶ Pontifical Catholic University of Valparaíso (PUCV) (Chile)
- ▶ SDI München (Germany)
- ▶ Shanghai International Studies University (China)
- ▶ Shanghai University of International Business and Economics (China)
- ▶ Sichuan International Studies University (China)
- ▶ Sofia University (Bulgaria)
- ▶ Tianjin Foreign Studies University (China)
- ▶ Tokyo University of Foreign Studies (Japan)
- ▶ University of International Business and Economics (China)
- ▶ University of International Relations (China)
- ▶ University of Lima (Peru)
- ▶ Uzbek State World Languages University (Uzbekistan)
- ▶ Xi'an International Studies University (China)
- ▶ Yogyakarta State University (UNY) (Indonesia)
- ▶ Zhejiang International Studies University (China)

2) New Members (2019/09) (in alphabetical order):

- ▶ Chiang Mai Rajabhat University (Thailand)
- ▶ Minsk State Linguistic University (Belarus)
- ▶ University of Social Sciences and Humanities, Hanoi (VNU-USSH) (Vietnam)
- ▶ University of Sri Jayewardenepura (Sri Lanka)

3) New Member (2019/12)

- ▶ Jilin International Studies University (China)



Beijing Foreign Studies University (BFSU)

<http://www.bfsu.edu.cn/>



Beijing Foreign Studies University (BFSU) is a prestigious university under the direct administration of the Ministry of Education of the People's Republic of China, and is listed under Project 211, Project 985 Innovation Platform, and Double First-Class University Project of China, all of which comprise top Chinese universities only. As one of the oldest language universities in China, BFSU offers courses in more than 100 languages, and its academic programs offer a full range of degrees from Bachelor's to Doctorate. According to the QS World University Rankings by Subject 2020, BFSU ranks 51–100 in Linguistics and 151–200 in English Language and Literature, representing the top position among Chinese foreign language universities.

Over the past 80 years, guided by its motto "Learn with an open mind; Serve a great cause" and its educational philosophy "nurturing well-rounded, interdisciplinary talent with advanced language competencies," BFSU has produced a large number of high-caliber professionals with language competencies which qualify them as diplomats, translators/

interpreters, educators, businesspeople, journalists, lawyers, bankers, and so forth, both in China and abroad. One in 10 of our students secure employment in the world's top 500 and China's top 500 companies after graduation. Among BFSU alumni, over 400 serve as ambassadors, and over 2,000 as counselors. Our students have been well-received in all walks of life, both at home and abroad, because of their professionalism, critical thinking skills, innovation competence, and overall well-rounded caliber.

As part of its internationalization initiatives, BFSU partners with 382 universities, academic institutions, and think tanks in 87 countries and regions. Building upon its traditional strengths, BFSU continues to strive for excellence in an effort to distinguish itself as a world-class university with Chinese characteristics, and cultivates interdisciplinary, multi-lingual, and high-caliber professionals who are socially responsible, innovative, well-versed in Chinese culture, in possession of a global vision, critical thinkers, and interculturally competent. 📖



Chiang Mai Rajabhat University (CMRU)

<https://www.cmru.ac.th/>

Chiang Mai Rajabhat University (CMRU) was founded in 1924 in the heart of the Chiang Mai city. It was one of the most prestigious educational institutions in northern Thailand. CMRU identifies itself as a university closely connected to local community development. CMRU is determined to be a leading university in educating teachers as well as developing the community. With its two campuses, CMRU is easily accessible and can serve the needs of the people living in the city and in nearby communities. As the first teacher training college in northern Thailand, CMRU has always been seeking ways to be a better resource for our community.

CMRU has five faculties and three colleges with around 20,000 enrolled students. CMRU enjoys collaboration with more than 40 international universities and

institutions in an effort to improve the quality of teaching and research. It offers bachelor's, master's, and doctoral degrees in a wide variety of majors in Humanities and Social Sciences, Sciences, Education, Business, and Agriculture. In addition, there are short-term programs available focusing on languages, such as Thai (for speakers of other languages), other Asian languages, and Western languages. 📖



Dalian University of Foreign Languages (DUFL)

<http://www.dlufli.edu.cn/>

Located in Dalian, Liaoning Province, Dalian University of Foreign Languages (DUFL) is a public university specialized in foreign language education in Northeast China. With two campuses in Lushun and Zhongshan, the university has 21 departments and 40 undergraduate majors covering 15 foreign languages, with about 15,000 full-time students and over 1,000 faculty members.

At present, DUFL has established friendly cooperation and exchange relations with 232 universities and institutions in 37 countries and regions, and set up 10 overseas Confucius Institutes. It has the Office for the Chinese University Presidents' Committee of Shanghai

Cooperation Organization University, the Russian Language Center, and the exchange base for Russian and Chinese university students. The university adheres to the goal of cultivating competent graduates with practical, problem-solving expertise and international vision, striving to become a high-level application-oriented foreign language university with superior quality and distinctive characteristics. 📖





Hankuk University of Foreign Studies (HUFS)

<http://hufs.ac.kr/>

Hankuk University of Foreign Studies (HUFS) is a leading global institution established in 1954 under the founding spirit of “truth, peace, and creation” in its endeavor to nurture talented individuals that contribute to the development of the nation and the prosperity of humanity. Since its founding, HUFS has pioneered the way forward for the Republic of Korea, leading the country’s economic growth and globalization.

HUFS is recognized as the best university in the Republic of Korea for educating students in foreign languages and area studies. The mission of the university is to foster creative experts on the international stage, who can contribute to world peace and the exchange of cultures.

HUFS teaches 45 major languages of Asia, Europe, the Middle East, and other regions of the world, combined with studies in the humanities, social sciences, business, law, natural and computer sciences. HUFS produces global leaders equipped with both professional knowledge and excellent language skills.



HUFS has educational exchange ties with 596 universities and educational institutes in 98 countries worldwide. HUFS operates student exchange and study abroad programs where each year more than 2,000 students are sent all over the world, while over 3,300 students are welcomed at HUFS.

Going forward, we will continue to focus on nurturing globally competitive, talented individuals who can rise to the challenges of our era by continuously expanding our inter-disciplinary “convergence education” programs based on languages and regional studies, which are the university’s unique values. 📖



Minsk State Linguistic University (MSLU)

<https://www.mslu.by/>

Minsk State Linguistic University (MSLU) is a recognized leader in the field of linguistic education in Belarus. It was established in 1948. Today, MSLU provides professional training in 23 languages: English, German, French, Spanish, Italian, Japanese, Chinese, Arabic, Turkish, Korean, Swedish, Polish, Lithuanian, Czech, Dutch, Farsi, Finnish, Urdu, Hebrew, Portuguese, Hungarian, Russian, and

Belarusian.

MSLU comprises six major schools: School of English, School of German, School of Romance Languages (Division of French and Division of Spanish), School of Chinese Language and Culture, School of Translation and Interpreting, and School of Intercultural Communication.

MSLU offers six academic majors: interpreting and translation, teaching, communication services, public relations, international economic relations, and international tourism. The University also offers 18 specializations, including foreign literature, linguistic computing, civilization studies, literary translation, technical translation, simultaneous interpreting, communication technologies in business, graphic design, Belarusian language and literature, Russian as a foreign language, orthophony (teaching a foreign language to learners with hearing impairment), and others.

MSLU also offers Master’s and Doctoral programs in various research fields. Regarding postgraduate education, MSLU provides research-based courses leading to a Master’s degree in the following fields: theory and methodology of teaching and education



(according to fields and education levels), theoretical and applied linguistics, foreign literature research, language education, translation and translation studies, psychology, and linguistic support of intercultural communication. 📖



National Autonomous University of Mexico (UNAM)

<https://www.unam.mx/>



National Autonomous University of Mexico (UNAM), founded in 1551, is one of the most ancient universities in the Americas. It is considered the best university in Mexico and ranked among the most prestigious and largest in the Spanish-speaking world. It has 14 academic

fields of study ranked among the world’s top 50. Its main campus was declared by UNESCO as a Cultural Heritage site in 2007. The University has trained three Nobel Prize laureates in Peace, Literature, and Chemistry.

In the academic year 2019–2020, more than 360,000 students were enrolled at UNAM, of which 8.7% are graduate students, 58.8% undergraduate students, and 32.2% high school students. It has 41,300 faculty members.

At UNAM, there are 129 undergraduate programs (the newest ones were created in 2019) and an open online university system. Furthermore, there are 41 graduate programs and 42 specialization programs in 263 concentrations in Physics and Mathematical Sciences, Engineering, Biology, Chemistry, Health Sciences, Social Sciences, Humanities, and Arts. 📖



Pontifical Catholic University of Valparaíso (PUCV)

www.pucv.cl

Pontifical Catholic University of Valparaíso (PUCV) is the fourth oldest higher education institution in Chile and the first in the region of Valparaíso. PUCV is devoted to the public interest and is in fine tune with the social, political, economic, and cultural needs of the society, by offering high-quality undergraduate and graduate programs, oriented to serve the regional, national, and international needs of growth and development.

PUCV is a Catholic university, nationally and internationally recognized for its academic quality. It projects itself into the world, while keeping its identity rooted in Valparaíso. PUCV continuously grows in the pursuit of knowledge and demonstrates excellence through the results of its educational process.

PUCV demonstrates social responsibility through rigorous and innovative actions, as well as through its versatile relationships with key players in regional, national, and international contexts.

PUCV alumni possess its institutional hallmark values, which include recognized competence in professional

performance, constant attention to continuing education, and their ability to take the lead in different fields and cultures.

PUCV has nine colleges and 66 undergraduate programs, which take on various fields of learning, from Arts and Humanities to Engineering, Sciences, Education, and Theological Studies. PUCV is a heterogenic institution, which welcomes students from diverse social and cultural backgrounds.

Recently, the University has made steady progress by including English courses in all the programs, helping students to accomplish a proficient level of English and to go through valid certification procedures in order to improve their professional qualification. Apart from that, PUCV's Fundamental Formation Unit promotes general education for the 21st century professionals, such as the awareness of different values and the fundamental knowledge for academic, cognitive, and personal development, providing distinctive qualities to its students. 📖



<https://www.sdi-muenchen.de/home/>

SDI München

The SDI (*Sprachen und Dolmetscher Institut*; Institute of Languages and Interpreting) München is an educational institution with many international connections specializing in languages, communication, translation and interpreting. It is a non-profit institution and has been training students to become language professionals since 1952. The SDI has been among the most renowned educational institutions for training translators and interpreters in Europe.

The SDI is an educational network offering a broad spectrum of vocational training and degree programs: The International University SDI München, founded in 2007 in Munich within the 65-year-old SDI, offers a broad range of state-certified BA and MA programs in languages, culture, business, and media. The College of Translation and Interpreting trains students to become interpreters and translators. The Vocational College for

Multilingual Administrative Assistants offers a two-year program. The German as a Foreign Language program offers German courses for every level and exam preparation for various German language certificates.

The Institute's standard languages are German, English, Spanish, French, Italian, Russian, Chinese, and Turkish.

The focus of all degree courses at the SDI München is

culture, communication, and languages. All our students are encouraged to put into practice what they learned by going abroad. The fifth semester abroad is mandatory in our BA programs at the International University and the optional semester abroad for students of our College of Translation and Interpreting is highly recommended. 📖



上海外国语大学
SHANGHAI INTERNATIONAL STUDIES UNIVERSITY

Shanghai International Studies University (SISU)

<http://www.shisu.edu.cn/>

Established in 1949, Shanghai International Studies University (SISU) is committed to preparing future leaders and professionals with advanced language proficiency, extensive global knowledge, and deep intercultural understanding to shape international scholarship across humanities and social sciences, and address critical challenges worldwide.

SISU is known for being one of the earliest institutions where China's higher education in foreign languages took shape. Our pioneering history began in the same year of the founding of the People's Republic of China, with the establishment of the Shanghai Russian School. Over the

past 70 years, SISU has grown from a mono-disciplinary language institute into a national leading and globally recognized university in China for international studies.

From remarkable beginnings and through decades of endeavor, SISU has won an unparalleled reputation in linguistics, literary and intercultural studies, international politics, and global journalism, playing an active role in China's diplomatic decision-making.

Our graduates, including a large number of high-profile diplomats, are at the forefront of China's international affairs. SISU alumni have been contributing to the economic, cultural, and social development of China and to the promotion of friendly exchange with people around the world.

SISU actively encourages a global vision by providing unique and valuable experience for students and researchers from all over the world to interact across national, cultural, and linguistic borders. As of April 2020, SISU has established partnerships with around 430 universities and institutions from 62 countries and regions, and have maintained a close connection with international organizations, including the United Nations and the European Union. 📖





Shanghai University of International Business and Economics (SUIBE)

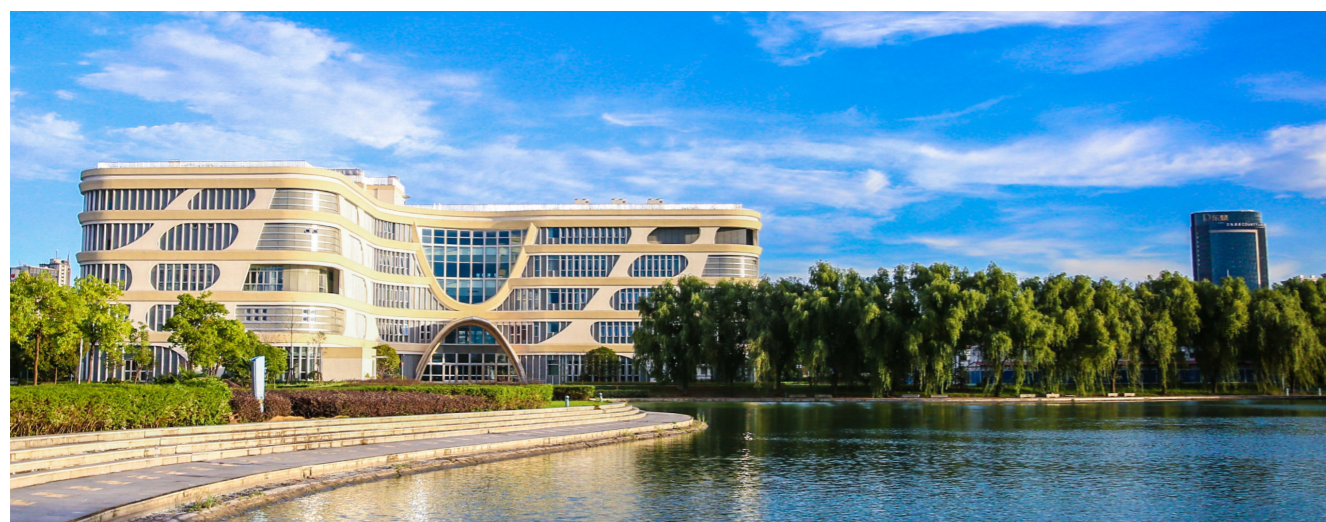
<http://www.suibe.edu.cn/>

Founded in 1960, Shanghai University of International Business and Economics (SUIBE) features economics and trade. It currently has six discipline fields: economics, management, literature, law, science, and engineering.

It has 33 undergraduate programs. Master's degrees are conferred in seven academic fields and 45 disciplines, with its International Economics and Trade, English, Finance, Logistics Management, and Business Management being the Featured Majors of the Ministry of Education of the People's Republic of China.

At present, SUIBE boasts over 1,000 faculty and staff members, among whom there are over 400 professors. In total, the University has over 12,000 domestic and overseas students.

As an incubator for talent specializing in international trade and economics, SUIBE is committed to nurturing professionals needed in related industries. We are also committed to the construction of China (Shanghai) Pilot Free Trade Zone and the implementation of the Belt and Road Initiative and other China's opening-up policies.



As one of the earliest universities in China to set up courses for innovation and entrepreneurship education, SUIBE is one of the member institutions of the Entrepreneurship Education Steering Committee of the Ministry of Education. SUIBE is committed to establishing an open and comprehensive platform for students who are keen on international business innovation and entrepreneurship, which includes not only the experimental teaching and incubation centers but also entrepreneur communities on and off campus.

SUIBE has established extensive partnerships with more than 100 overseas counterparts, and three Confucius Institutes in Slovenia, Croatia, and Slovakia. It has been operating various cooperative programs for students, teachers, and researchers.

SUIBE is one of the host universities for international students supported by the Chinese Government Scholarship Program and Shanghai Municipal Government Scholarship Program. 📄



Sichuan International Studies University (SISU)

<http://www.sisu.edu.cn/>

Sichuan International Studies University (SISU), founded in 1950, is a public university located in Chongqing. The University has 20 research institutions, three key provincial research bases for humanity and social studies, and three research centers for area studies.

SISU teaches 22 foreign languages and offers 48 undergraduate programs and 47 graduate programs in seven academic fields with about 14,000 students. The University has 23 departments and colleges. There are more than 1,300 faculty and staff members, among which 50% are associate professors and professors.

SISU is the only Chinese university officially recognized by Agence Universitaire de la Francophonie (AUF) and is active in international cooperation. Inter-college exchanges have been established between SISU and about 100 universities worldwide. In cooperation

with foreign educational institutions, SISU has set up foreign language centers on campus, such as Alliance Française de Chongqing, Goethe Language Center, Russian Language Center, Cervantes Institute, Centre of Italian, and Belarusian Research Center. SISU has established Confucius Institutes at University of Lomé of Togo and Nizhniy Novgorod Language University of Russia. Cooperating with the University of Newcastle in Australia, SISU is offering a dual-degree joint program in Business English.

SISU started accepting international students in 1983. Students from more than 40 countries are enrolled in degree or language programs. SISU also offers international students scholarships such as the Chinese Government Scholarship, Confucius Institute Scholarship, and Chongqing Mayor Scholarship. 📄



Tokyo University of Foreign Studies (TUFS)

<http://www.tufs.ac.jp/>

Tokyo University of Foreign Studies (TUFS) is one of the oldest national universities in Japan. Founded in 1873 as a government institution for foreign language education, the University has since conducted academic research on languages, cultures, and societies of various regions across the globe for 147 years. When first reorganized as a modern national university under Japan's post-war education system in 1949, TUFS had only one undergraduate school with 12 departments.

Today, TUFS has three undergraduate schools, the School of Language and Culture Studies, the School of International Area Studies, and the School of Japan Studies newly established in April 2019; one graduate school, the Graduate School of Global Studies; and

two affiliated organizations, the Research Institute for Language and Cultures of Asia and Africa and the Japanese Language Center for International Students. The year of 2019 also saw the launch of the Joint Doctoral Program for Sustainability Research as a result of cooperation between TUFS and two neighboring universities.

TUFS currently offers majors in 28 languages and a total of 75 languages to study. The mission of TUFS is to conduct research and instruction, both theoretical and practical, on the world's languages and cultures. We aspire to provide the cultural refinement necessary to engage in international activities and to deepen the understanding of regions around the world through the study of their languages. 📄



Uzbek State World Languages University (UzSWLU)

<http://www.uzswlu.uz/>

Uzbek State World Languages University, one of the leading universities in the country, with eight departments, more than 12,000 students, and 1,000 faculty members, trains highly qualified specialists for different fields in the economy of Uzbekistan.

The University was set up by merging two institutions – Tashkent State Pedagogical Institute of Foreign Languages and Republican Institute of Russian Language Literature. We are working on increasing the number of programs, including intercultural communication, ICT, corporate management, political studies, etc.

More than 20 European and Eastern languages are taught in the University. We prepare qualified translators/interpreters to serve international forums, summits, and high-level events or work in local and international companies, state and private organizations, as well as journalists for international mass media organizations.

Our university has established and has been developing

cooperation with more than 100 universities in the world in various fields. We have a joint master's program with Webster University of the US and double degree undergraduate programs with Moscow State Linguistic University and Adyghe State University. At present, we are working on introducing double degree programs with Joongbu University of the Republic of Korea; IT and business administration programs in Japanese Digital University in Tashkent; and the American Undergraduate Pathway Program on our campus with the University of Arizona of the US. We also offer language and culture courses for the students of foreign universities, as well as internships in Uzbekistan.

The University, being a member of the Silk Road Universities Network, is working on establishing the Silk Road Research Centre to provide opportunities for the scholars around the world to do their research on Central Asian Studies. 📄



<http://www.xisu.edu.cn/>

Xi'an International Studies University (XISU)

Xi'an International Studies University (XISU), one of the earliest institutions of foreign language education in China, was founded in 1952. After 68 years of development, XISU has developed into a multidisciplinary university highlighting foreign language education, humanities and social science studies, with its focus on humanities and a coordinated development of liberal arts, sciences, economics, management, law, education, and art.

Ever since China's reform and opening-up policy was

formulated, XISU has taken the lead in Northwest China to seek out international cooperation and exchanges with overseas universities. It has signed cooperation agreements with 227 universities and research institutes from 42 countries and regions to conduct joint degree programs. Based on these programs, XISU selects each year over 100 teachers and around 1,000 students to study, conduct research, or take internships overseas. During the past years, XISU also attracted over 1,000 foreign students from 37 countries to its language programs

and more than 80 international scholars to teach in the university.

XISU has established three Confucius Institutes in Argentina, Kazakhstan, and the US. Cooperating with the University of Sharjah of the United Arab Emirates, XISU offers joint degree programs for undergraduates



Yogyakarta State University (UNY) is located in Yogyakarta, Indonesia. The university was founded on May 21, 1964, as IKIP Yogyakarta (Yogyakarta Institute of Teacher Education and Educational Sciences). About 35 years later, on August 4, 1999, the President of the Republic of Indonesia officially declared that IKIP Yogyakarta was converted into Yogyakarta State University.

UNY has the vision to become a competitive, creative, and innovative university with piety, autonomy, and intellectuality as the foundational values. In doing so, UNY has initiated and openly welcomed collaboration opportunity with international partners in the form of double degree programs, student exchange programs, staff exchange programs, joint research, credit transfer, internship, and cultural exchange.

UNY has the Faculty of Languages and Arts (FLA) as one of the most competitive schools in the field of foreign language teaching and research. FLA consists of 11 undergraduate programs: 1) Indonesian Language and Literature Education; 2) Indonesian Language and Literature; 3) English Language Education; 4) English Language and Literature; 5) German Language Education; 6) French Language Education; 7) Javanese Language Education; 8) Fine Arts Education; 9) Craft Education; 10) Music Education; and 11) Dance

majoring in Arabic language.

In response to the Belt and Road Initiative, XISU has established the School of Central Asian Studies to offer degree programs to students from Central Asia, as well as eight Belt and Road country and region research centers. 📄

Yogyakarta State University (UNY)

<https://www.uny.ac.id/>

Education.

UNY also offers master's degrees on Applied Linguistics, Javanese Language Education, Indonesian Language and Literature Education, English Language Education, and Arts Education. For doctoral degrees, UNY has Language Educational Science study program.

By joining the Global Alliance of Foreign Studies Universities (GAFSU), UNY has built partnership with Beijing Foreign Studies University, Guangdong University of Foreign Studies, Tianjin Foreign Studies University, and Xi'an International Studies University. 📄



■ Highlights

Global & Smart: The Campus Innovation

■ Hankuk University of Foreign Studies



Hankuk University of Foreign Studies (HUFS) is exercising all its strengths to realize a “global & smart campus.” HUFS has reinforced the global competence by completing the International Education Center in Songdo and establishing itself as a software-centered (SW-centered) university. Moreover, HUFS is becoming a university with a smart campus with the construction of the Smart Library on the Seoul Campus and E-commerce specialization of the Global Campus.

—●—
**Outpost of Strengthened Global Powers:
 HUFS International Education Center in
 Songdo**

The completion of the HUFS International Education Center in Songdo drew attention in early February 2020. The site is located in the Incheon Free Economic Zone of the Songdo International Business District in the high-tech cluster of District B, which is designated as an academic/research zone. Spanning on 43,595 m², the land has cultural centers and community parks nearby and thus has a perfect environment for a pleasant campus. Biotechnology firms are located in the vicinity, making the campus geographically advantageous for industry-university cooperation.

The Songdo site is expected to be developed in multiple stages, the first of which was completed with the opening of the HUFS International Education Center. The center encompasses 20% (8,374 m²) of the total land area with three stories and an underground floor. The center building has 15 lecture rooms, administrative offices, exhibit halls, and an auditorium hall. In addition, the center has a futsal arena built on eco-friendly lawn and ample parking space.

In attendance for the opening ceremony held on February 10 were HUFS Chairman Kim Chong-chul, HUFS President Kim In-chul, Members of National Assembly Lee Jung-mi and Min Kyung-wook, Mayor of Yeonsu-gu Ko Nam-seok, etc.

—●—
**Global SW Gains Competitiveness: SW-
 Centered University**

In September 2019, the Republic of Korea's Ministry of Science and ICT (information and communications technology) selected HUFS as a SW-centered

university. A SW-centered university builds a system of fostering key specialists in SW and innovates the SW education by strengthening the professional curriculum of hands-on problem-solving skills. With this selection, HUFS can educate the students of its software department to become SW-convergent personnel. Through this educational system, the SW students can take part in industry-university projects and internships and thus be equipped with practical abilities which can be used on site after graduation. Moreover, educational programs will be practiced in order to spread SW over schools near the university. In this era of the 4th Industrial Revolution, the quality and influence of the AI are on the rise and the power of SW over the society is increasing around the world. In this context, through the innovation of SW education, our university will foster globally competitive individuals and lead the SW education itself.

—●—
**A True Smart Campus Realized: The
 Smart Library on the Seoul Campus**

HUFS is one step closer to a smart campus with the completion of the Smart Library on the Seoul Campus. Encompassing 14,546 m² with six stories and an underground floor, the Smart Library on the Seoul Campus not only expanded physically but also is now reborn into a space with enlarged usage and characteristics. There is a closed storage for 700,000 books underground and an open-stack library for 500,000 publications on the ground. 1,700 reading rooms, 80 carrels, café lounges, media plazas, and conference rooms have been prepared for the convenience of the students and for some specialized programs. The library also has highly advanced systems such as unmanned rentals, seat reservations, statistics on reading, and recommendations on books.



Moreover, the Smart Library is equipped with smart facilities based on the eco-friendly ICT.

—●—
**Dreaming of the Most Powerful Nation in
 Online Export: HUFS Global Campus as
 an E-Commerce Specialized University**

HUFS Global Campus was selected as one of the E-commerce Specialized Universities by the Ministry of Small and Medium Enterprises (SMEs) and Startups, and Korea SMEs and Startups Agency.

The E-commerce Specialized University project was first launched this year with a total of 350 professional aspirants in e-commerce trained for a year. Six other universities were selected in the country, and HUFS Global Campus established a Global E-Business

Lab course (three credits, Pass/Fail) in the Division of Global Business & Technology, which is run in both the spring and fall semesters. Students who dream of being global sellers are expected to experience online export and marketing practices through global E-commerce platforms, such as Amazon.

The Ministry of SMEs and Startups plans to support graduates in the practicum to become e-commerce experts by connecting them with government-related projects, which is an opportunity not to be missed by students with interest in this field.

Students for the first semester of the practicum have been selected; 98 students applied for 25 slots. The second semester applications will be accepted in June through the university homepage. [▶](#)

Redefining AI Application in Human Languages

■ Beijing Foreign Studies University

The Artificial Intelligence and Human Languages Lab of Beijing Foreign Studies University (hereinafter referred to as “BFSU AI Lab”) was established in December 2019. The board director of BFSU AI Lab is Wang Dinghua (Party Secretary of BFSU); the lab director is Sun Youzhong (Vice President of BFSU); and Gu Yueguo (Senior Researcher of the Institute of Linguistics, Chinese Academy of Social Sciences) is the Chief Scientist. The strategic partners of BFSU AI Lab include Peking University, iFLYTEK Co., Ltd., Huawei Technologies Co., Ltd., and Foreign Language Teaching and Research Press.

With the mission of “exploring the potential of artificial intelligence and decoding the mystery of human languages,” BFSU AI Lab is committed to research in five main areas involving language learning mechanism, language teaching and learning assisted by technology, multilingual corpus, multilingual natural language processing, and foreign language learning and the human brain development.

Brain research was called the last frontier of life science. The exploration of the link between language and cognition represents the most significant advancement in this field. The Research Center for Multilingual Brain Science of BFSU AI Lab is dedicated to conducting research on the brain mechanisms of multilingual processing and multilingual cognition in association with brain development; multilingual cognition and language development; mechanisms of language pathology, clinical treatment, and rehabilitation of people with language impairment; as well as linguistic theories on multilingual cognitive processing.

The Research Center for Computer-Assisted Language



Teaching and Learning of BFSU AI Lab is devoted to the study of language teaching and learning supported by emerging technologies such as artificial intelligence, big data, etc. With the aspiration of “Better Technology, Better Learning,” it aims to serve as a vibrant research hub for innovations in theory and practice of technology-enhanced language teaching and learning. Its research areas include CALL/MALL theory and pedagogy, online language assessment, online curriculum design, innovative pedagogy and research, and technology for less-commonly taught languages.

The Multilingual Corpus Research Center of BFSU AI Lab is committed to the construction and research based on monolingual and parallel corpora of multiple languages. Its research areas cover a wide range of theoretical and applied linguistic issues, for instance, corpus-based contrastive linguistics and linguistic typology; on the applied side, its foci include interlanguage analysis, syllabus design, material development, dictionary compilation, and machine translation.

Natural language processing is an important branch of artificial intelligence that deals with the interaction




between computers and humans using the natural language. The Research Center for Multilingual Natural Language Processing of BFSU AI Lab is committed to exploring the theories and methods of realizing language intelligence by carrying out multilingual, cross-lingual, and multimodal research on natural language processing, including multilingual information processing, sentiment calculation and perception of public sentiment, automatic translation and evaluation, multimodal deep learning, etc.

The Research Center for Building a Robust Aging Brain by Foreign Language Learning of BFSU AI Lab focuses its research primarily on themes of integrated linguistic and cognitive healthcare as well as lifelong learning for wellness in the aging world. The cross-disciplinary research team explores interrelated research areas ranging over neural science, bilingual and multilingual acquisition, human intelligence development, brain-related diseases and rehabilitation, aging and language attrition as well as Alzheimer-related language impairments. The pioneering program of foreign language learning for the aging group is designed with insight into pedagogies for educating

aging language learners to build a robust aging brain.

In order to share the latest research development in AI and human languages and to promote the exchange of high-quality research findings, BFSU AI Lab has been organizing a series of academic activities. On May 13th, 2020, Professor Gu Yueguo, the Chief Scientist of BFSU AI Lab, an esteemed linguist, delivered an online talk titled “The Development of Human, Language, and Intelligence from the View of the Evolution of Hands.” He traced the biological evolution from fins to hands and elaborated the progress from natural language processing, to machine modeling, and to artificial intelligence. Professor Gu pointed out the importance of appropriate ways of integrating innovative technologies into language teaching and learning and showcased the potential of AI in investigating human language and brain development.

The talk was well-received. More than 10,000 enthusiastic netizens from home and abroad participated in the session online. In the future, BFSU AI Lab will continue its endeavors to undertake the cutting-edge research and share its latest findings with the public. 

World University Presidents Symposium Was Held in Shanghai

■ Shanghai International Studies University

In addition to the celebration of its 70th anniversary in 2019, Shanghai International Studies University (SISU) held the World University Presidents Symposium on Disciplinary Development with the theme of Higher Education Towards a Community with a Shared Future for Mankind. Weng Tiehui, Vice Minister of Education of China gave a keynote speech. Chen Jie, President of Tongji University and Florika Fink-Hooijer, Director General of DG Interpretation, European Commission, delivered opening speeches. Participants were from over 50 universities, institutions, and international organizations across 17 countries.

In her keynote speech, Vice Minister Weng introduced China's multiple measures to expand academic disciplines, educate aspired students, and accelerate the improvement of quality and efficiency of higher education. Weng said, Chinese universities have been working hard to spur growth. The administrative work in higher education is being further institutionalized, standardized, and procedure-based, with stronger ties among universities, the government, teachers, and the society. Chinese universities have also been promoting balanced and sound development to increase the quality of their contribution to the society. China will continue to enhance international exchange and cooperation.

During the panel discussion, over 120 participants, including members of the Global Alliance of Foreign Studies Universities (GAFSU), addressed the major

issues of "developing interdisciplinary research and innovation," "promoting excellence in higher education," and "building dynamic eco-friendly campuses." Yang Dan, President of Beijing Foreign Studies University, said in his speech that foreign language universities should be open to cooperation, innovation, and inter-disciplinarity; Irina Kraeva, Rector of Moscow State Linguistic University, shared the experience of creating an inclusive and digital learning environment in order to meet social goals; Kayoko Hayashi, President of Tokyo University of Foreign Studies, said that foreign language universities should help students understand the cultures, societies, and mindsets of people who speak languages other than their own, and contribute to the multicultural coexistence; Yoon Seok-man, Vice President of Hankuk University of Foreign Studies, introduced the HUFS Vision 2025, which aims to train creative students with convergent capabilities and to make foreign languages strategically viable; Alexey Voskresenskiy, Director of the Center for Comprehensive Chinese Studies of MGIMO University, underlined inter-disciplinarity, multi-disciplinarity, and trans-/post-disciplinarity in research and education to deal with deficiencies of traditional methods and rigid disciplinary approaches; Guillermo Pulido, Director of UNAM-China of National Autonomous University of Mexico, said that public universities not only have the responsibility to educate students with skills and capabilities for work, but also are obliged to provide



citizens with multidisciplinary approaches and critical thinking. Other GAFSU members, including presidents and representatives from Beijing International Studies University, Dalian University of Foreign Languages, University of International Business and Economics, Guangdong University of Foreign Studies, University of International Relations, Shanghai University of International Business and Economics, Sichuan International Studies University, Tianjin Foreign Studies University, China Foreign Affairs University, Xi'an International Studies University, Zhejiang International Studies University etc., also shared practices in university governance and their forward-looking programs.

Presidents of the world's top universities and higher education experts also joined the heated discussion

in response to emerging challenges and opportunities for universities. Alan Langlands, Vice-Chancellor of University of Leeds, introduced how they carry out interdisciplinary research and apply research findings to social, pedagogical, and commercial innovations; Dali Yang, Senior Advisor to the President and the Provost on Global Initiatives of University of Chicago, talked about thinking and innovation in improving education; Francisco Darío Villanueva Prieto, Ex-Director of Real Academia Española, stressed the core functions of a university: education and research; Hans-Jochen Schiewer, Rector of University of Freiburg, analyzed supportive networks and practices for developing interdisciplinary research and innovation; Elda Morlicchio, Rector of University of Naples L'Orientale, introduced innovation in the



field of humanities; Mitchel B. Wallerstein, President of Baruch College of the City University of New York, underscored the importance of liberal arts education; José Manuel Páez, Vice Rector of Monterrey Institute of Technology and Higher Education, introduced the TEC21 educational model based on new curriculum to prepare students for a complex world; Kitti Prasirtsuk, Vice Rector of Thammasat University, talked about building “soft skills” and “great characters” in order to create the “Gen Next Academy” for online courses and generate startups among their students.

In his integrated summary, Jiang Feng, Chair of the Council of Shanghai International Studies University highlighted the importance of “complexity, conflicts, consensus, competence, communication, cooperation, and community.” He called on universities to offer better higher education in a globalized world, explore new approaches to advancing the development of modern universities, and provide strong intellectual support for the development of a community with a shared future for mankind. 



Our Blueprint for a World-Class University

■ Yogyakarta State University

Yogyakarta State University (UNY) has a vision to become a world-class university by 2025. UNY aims to be able to improve collaboration quality and competitiveness at the national and international levels in the field of education, culture, research, and community services while maintaining a national identity of Indonesia. The indicators for a successful world-class university can be measured by the Ranking of National Universities, Webometrics, UI GreenMetric,

QS World University Rankings (QS-WUR), and Times Higher Education (THE).

At the national level, based on the assessment of the Indonesian national accreditation agency (BAN-PT), UNY has been institutionally accredited as A. In 2019, UNY has 98 academic programs and 11 vocational programs. In addition, UNY has two professional programs. Among the 109 academic and vocational programs, there are 71 accredited as A and 32 as B

while the remaining are new programs.


To get an international reputation, in 2019, UNY participated in a number of international accreditation processes including ASIC (Accreditation Service for International Schools, Colleges & Universities), ASIIN (Accreditation Agency Specialized in Accrediting Degree Programs in Engineering, Informatics, the Natural Sciences and Mathematics) and AUN-QA (ASEAN University Network-Quality Assurance). Eleven programs have received ASIC accreditation in the first batch with the title of “premier” or “superior.” UNY then proceeded to the second batch conducted at the Faculty of Social Sciences which consists of four programs: Geography Education, Historical Education, Social Sciences Education, and Sociology Education. In addition, 11 postgraduate programs, namely Educational Administration (master’s and doctoral), Educational Research and Evaluation (master’s and doctoral), Technology and Vocational Education (master’s and doctoral), Instructional Technology,



Guidance and Counseling, Applied Linguistic, Social Sciences Education, and Sport Sciences, have also been assessed by ASIC inspectors. In 2019, the total number of UNY programs receiving ASIC accreditation was 26. Then, there were nine programs that have been assessed by ASIIN, namely seven bachelor’s degree programs: Mathematics Education, Mathematics, Chemistry Education, Chemistry, Biology Education, Biology, and Science Education; and two master’s programs: Mathematics Education and Chemistry Education. There are eight programs that have prepared themselves to be assessed by ASIIN in 2020: bachelor’s degree programs of Accounting, Accounting Education, Economic Education, Management, Mechanical Engineering Education, Automotive Engineering Education and master’s degree programs of Economic Education and Mechanical Engineering Education.

Also, there are four programs that will be accredited by the AUN-QA in the first batch: Mathematics Education, Chemical Education, Electrical Engineering Education, and Electronics Engineering Education; and four in the second batch: Special Education, Historical Education, Geography Education, and Craft Arts Education.

In addition, UNY also seeks international accreditation in different disciplinary fields, such as ABET accreditation in technology and AACSB in business and economics.

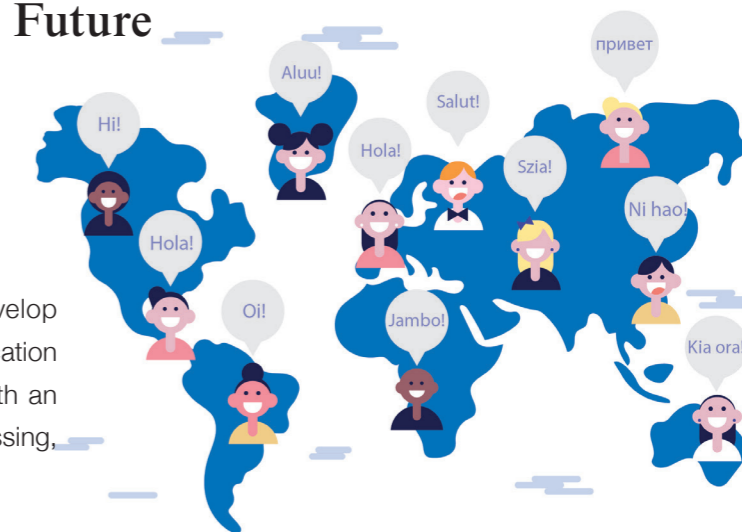
One of the purposes of obtaining accreditation is to support UNY to improve its ranking scores at the global level such as in QS-AUR (QS Asia University Ranking), QS-WUR, and THE. However, UNY regards obtaining accreditation not as an ultimate goal, but as a way to achieve better education outcomes, such as increasing the competence and quality of graduates, improving the quality of research, and engaging more in community services which always has a positive impact on society at local, national, and international levels. 

Our Vision for the Dynamic Future


■ Minsk State Linguistic University

Minsk State Linguistic University aspires to develop into an international innovative research and education center for linguistics and language education with an established set of objectives based on encompassing, underlying, and deep-seated traditions.

- The University will continue developing the specialties and focus areas taught at the University by providing new strategies and approaches to teaching methods, extending the number of languages for learning, and designing and reviewing curriculum focus on competencies and skills to meet the requirements of the international employment market.
- New programs to train highly qualified specialists in foreign language teaching, translation/interpreting, and intercultural communication at undergraduate and graduate levels are to be launched to meet the challenges of global economic development and the globalization in higher education.
- The University pays attention to training the professionals required for economic development and for the era of new knowledge in support of the country’s growth and innovative progress. It will carry out strategies to provide talented and gifted individuals with support to form educational trajectories best for their professional and personal development.
- MSLU strives for excellence in and aims to make contribution to teaching and research in the international academic community, by integrating



global perspectives into curriculum, introducing literature in other languages, and promoting exchange of professors and students, international studies, and international educational collaboration.

- MSLU intends to serve the needs of society by strengthening the existing schools, creating new research groups to conduct fundamental and applied scientific research for implementing innovations in language education so as to deliver high-quality higher education to serve the country’s needs and improve public welfare.
- The University ensures effective systems for research, educational, and practicum activities, which aim at supporting students to become competitive individuals with a set of general and special skills necessary for future professional development.
- MSLU intends to develop an infrastructural environment with modern technology and resources to facilitate research and educational excellence. It also intends to set up highly functional electronic educational environment to introduce innovative technologies and pedagogies as well as new forms of education. 

An Overview of the Sino-Aus Joint Undergraduate Program

■ Sichuan International Studies University

Sino-Aus Program is a four-year full-time program. The joint program focuses on “foreign languages + business/commerce” interdisciplinary education for dual degrees. The jointly made curriculum, the use of English-language textbooks, and the teaching faculty from both sides, along with a quality assurance system, guarantee its smooth operation. Students who meet the graduation criteria from Sichuan International Studies University (SISU) and the University of Newcastle of Australia (UON) are granted dual degrees of a Bachelor of Arts from SISU and a Bachelor of Business from UON.

The Bachelor of Business degree is practical and flexible, with core courses designed to give students a thorough overview of the business world, before they specialize in a specific field such as finance, accounting, economics, politics, marketing, leisure and tourism, the legal system, industrial relations, and statistics. This program delivers both English language courses and business courses in English.

During two to three years' learning, students will greatly improve their English proficiency while learning more about the relevant cultures. Proficiency in English will help students get more career opportunities. Besides,

as part of this program, students will be able to access some other languages including Spanish, French, German, Japanese, and Korean. When they study for a business degree at the UON, they will be equipped with the knowledge to make a smooth transition from classroom to workplace, by acquiring skills that employers value. They will have the opportunity to gain workplace experience through work-integrated learning projects, industry placements, and guest lectures from professionals. A sense of global citizenship is built through international case studies and cross-cultural analysis.

Through various courses, students will gain insight into the interplay among the financial, legal, political, and economic systems and how these factors influence the contemporary business world, both in Australian and global contexts. Many of our graduates consider great personal satisfaction as one of their rewards. They gain deeper appreciation of cultural differences that opens their minds and future to exciting opportunities. And they go to exciting, stimulating, and lucrative careers in the private, government, and not-for-profit sectors in China, Australia, and other countries or regions around the world. 🌍



Dean's Message

Sino-Aus Program is the first joint program in SISU. It stands for research and teaching of the highest quality and the pursuit of knowledge for the common good in the new era. Our fundamental goal is to nurture the best staff and the most promising students, and provide an environment in which they can work for maximum social benefit. We aim to make their SISU experience unique and to pursue the most effective ways to make cross-border education accessible to all who may benefit from it.

SISU was founded 70 years ago, but Sino-Aus Program strives to be amongst the most modern and innovative. It has survived and flourished since the launch seven years ago because we are outward-looking, and we will go on being so.

As a university in Chongqing, we have become a substantial contributor to the economic, intellectual, cultural, and social wellness of Chongqing as well as that of the whole China; we recognize that with this success of Sino-Aus Program relies on brave choices, and on positioning ourselves with confidence in a rapidly changing world. In the future we will act on our core qualities and key ambitions to grow in scale and impact and to consolidate our strengths. We will do this in ways which respect and support our people, our values, and our environment.

Professor Zeng Chuanfang
Dean of College of International Education
Sichuan International Studies University

Graduate's Feedback

Thanks to the Sino-Aus Joint Program at SISU, during the four-year study, I not only brushed up my oral English skills and developed an in-depth understanding of Australia's diverse culture, but also laid a solid foundation to realize, develop, and explore who I really am. My insatiable curiosity was fueled by various extra-curricular activities and hands-on professional experiences. Along the journey of learning at the universities in China and Australia, I've met many like-minded young people and developed my abilities and interests in different areas. And I've realized that leaders are not born but made. In order to solve the world's toughest problems, we need a global network of compassionate leaders to drive innovation, steer change, and navigate the bright future together. With trust, hope, and love, we will see more positive changes in the world.

A big shout out to the Sino-Aus Joint Program's faculty and staff: they have been the backbone in building continued partnerships between UON and SISU to ensure more possibilities for students. Thank you also to the College of International Education at SISU: I will continue carrying what these experiences have taught me to reach my next milestone and bring my alma mater more pride in having an alumna like me.

Ms Wang Yipan
2017 Graduate of Sino-Aus Joint Program
Winner of 2016 University of Newcastle Global Citizenship Reward
ACCA Chartered Certified Accountant
Now working at Woodside Energy (Australia)

Latin America and the Crisis: The Paths That Open in Internationalization

■ Pontifical Catholic University of Valparaíso



In times of crisis, like the one we are currently experiencing due to the global outbreak of COVID-19, the worst thing we can do is waiting for everything to improve and for the situation to return to normal. It is highly probable that the “normality” to which we are accustomed will never return.

It must be taken into account that crises always give us two options: one, to do what the previous paragraph describes; and two, to take over the situation and make things happen.

In this context, a group of national networks working on the internationalization of higher education in countries such as Argentina, Brazil, Colombia, Mexico, Peru, and Chile, have taken an important first step in an effort to unite their voices and actions in order to build an inter-Latin American supra-network.

This group of countries historically represent a wide melting pot of cultures that are not always given to the international cooperation. Now is the time to join forces to have better tools in the field of internationalization of higher education.

On May 13th, 2020, a meeting was held that brought together the university networks for the internationalization of Argentina (FIESA-REDCIUN), Brazil (FAUBAI), Colombia (ASCUN and RCI), Mexico (AMPEI), Peru (REDI Peru) and Chile (Learn Chile). More than 500 representatives of Latin American universities attended the meeting. This meeting focused on the direction that the different networks should come together and on the creation of different working groups. Specifically, the initial kick was given to an unprecedented project that can change the current situation of the internationalization

of higher education in Latin America.

The initiative has a number of purposes, such as fostering a culture of internationalization in higher education institutions (which is not something that is taken for granted in Latin America), better articulation of institutions at the national and international levels, dialogue with governments to promote public policies, promote research, and strengthen previous processes that have been successful. All this always makes quality and innovation as its aim.


The challenges, however, are not minor. In addition to the usual structural problems, such as the lack of funds and the differences and inequalities among the students of the different countries, there are other problems arising in today’s world: the decreased cross-border mobility; the rise in racism, xenophobia and exclusion; possible strategic and operational changes of higher education institutions and the uncertainty in general.

Christian Schmitz, Rector of the Catholic University of Concepcion of Chile, says that the universities have travelled a long way on issues of internationalization, and suddenly they find a STOP sign, which forces them to rethink the path and how to face new opportunities and upcoming challenges. “This is an opportunity to rethink, redesign, and reconfigure a future normality where globalization must be based on closeness, understanding, intercultural respect, common values, and, above all, humanism,” he adds.

Regarding this, the idea of changing the path travelled and building everything from scratch is tempting: “In

this call to action it is easy to fall into a foundational tone, but the truth is that what we have to do is to adapt, be creative and flexible, and that is a feeling that we could hear from many of the participants of this meeting,” says Marcos Avilez, director of International Relations of Pontifical Catholic University of Valparaíso and director of the consortium of Learn Chile.

Alejandro Ceballos, Rector of University of Caldas, Colombia, points out that we must identify and take advantage of the opportunities that this crisis presents us and reinforce the work that is being done in internationalization: “...continue to strengthen cooperation between us. What we are doing now, bringing together more than 500 people to talk about internationalization, would have been almost impossible in face-to-face terms. Right now I consider internationalization to be more important than ever and strengthening these international relations is what will allow us to act in a coordinated way in the future.”

We are now, along with our Latin American colleagues, in the beginning of a new path that we know will not be easy. Where will we get? Time will tell. It is not bad to dream of having a Latin American version of Erasmus Mundus, or better, something improved and with its own seal. Meanwhile, the words of Rector Ceballos must be kept in mind: “We can do like ostriches, put our heads in a hole, and pretend ourselves to be ignorant of what is happening, but remember that universities are always a guide for society.” 

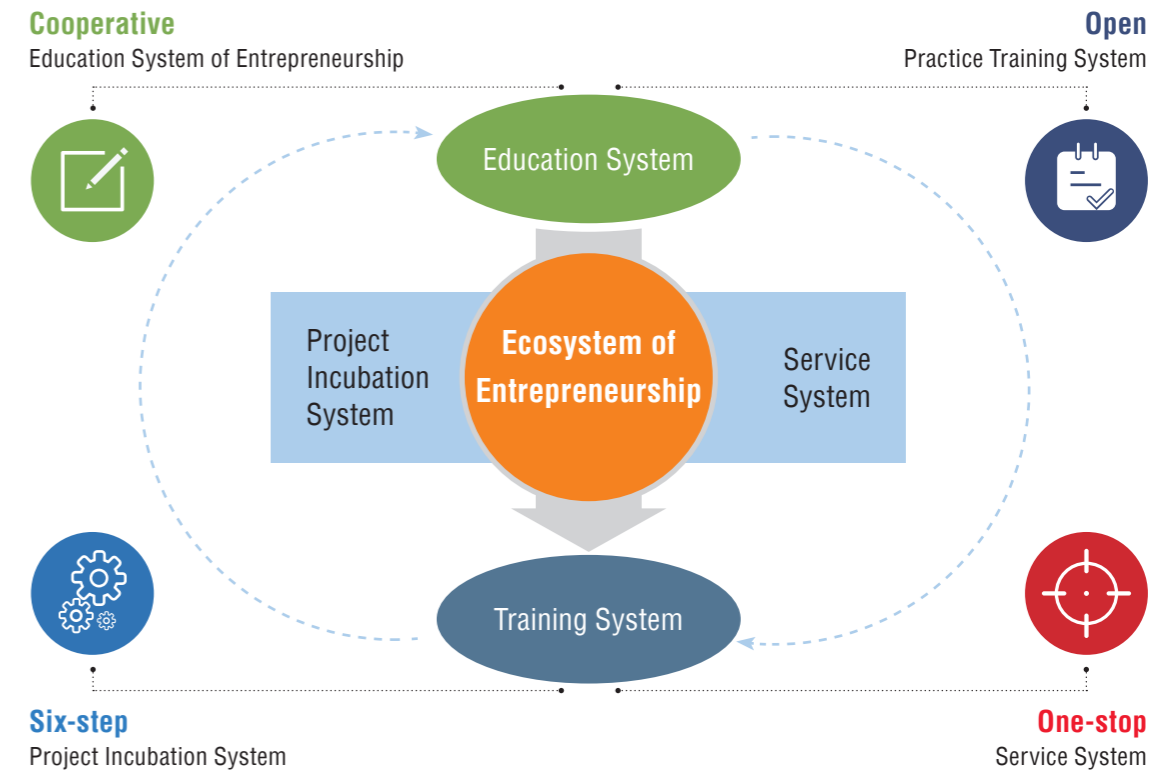
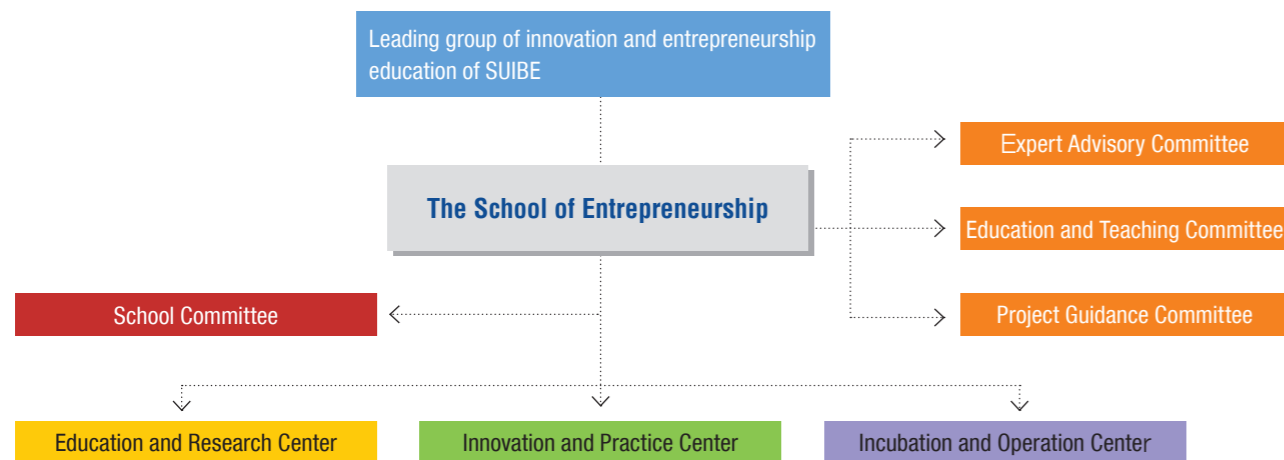
The Four-in-One Mode: Exploration and Practice of International Business Innovation and Entrepreneurship Education

Shanghai University of International Business and Economics

Shanghai University of International Business and Economics (SUIBE) is one of the earliest universities in China to launch innovation and entrepreneurship education and is a member of the first college entrepreneurship education committee of the Ministry of Education. The University is also a featured national innovation and entrepreneurship experience university in 2019. The University has a national-level talent training innovation lab supported by the Ministry of Education and the Ministry of Finance, which consists of the undergraduate entrepreneurship education base and Shanghai University Graduate Entrepreneurship Incubation and Demonstration Base.

The School of Entrepreneurship, founded in January 2016, is a collaborative workspace and idea incubator at SUIBE. The Student Affairs Office leads the coordination; the Educational Administration Office guides the operation; and the School boasts diverse disciplines and education resources.

The School of Entrepreneurship pays attention to the construction of facilities and resources and the creation of atmosphere of innovation and entrepreneurship. The four-in-one mode supported by the cooperative education system, open practice training system, six-step project incubation system, and one-stop service system is striving to move towards higher levels.



1. Cooperative education system

1.1 Set up courses of entrepreneurship and innovation

The School of Entrepreneurship offers a number of courses that connect students to entrepreneurial ideas: KAB Entrepreneurship Fundamentals for College Students polishes students' ability to develop essential knowledge and skills related to innovation and entrepreneurship; Career Design connects students with leaders of business innovation who teach courses and act as mentors; Entrepreneurship Plan and Practice, the key course of Shanghai Municipal Education Commission, strengthens students' idea-pitching skills.

1.2 Offer the "Boshi" training courses for international elites of business innovation and entrepreneurship

Under the guidance of the Shanghai Municipal

Education Commission, and in conjunction with the School Affairs Office, Shanghai Technology Entrepreneurship Foundation for Graduates, and the Shanghai Alibaba Innovation Center, the "Boshi" training courses are offered in July every year aiming to cultivate high-level talent with strong willingness to make innovations and start a business, and proficiency at theories and methods in innovation and entrepreneurship through practical, collaborative, and immersive education.

2. Open practice training system

2.1 Hold Songjiang University Park Entrepreneurship Competition

Songjiang University Park Entrepreneurship Competition was first held in 2005. It aims to cultivate innovation awareness, promote entrepreneurship, and improve creativity in college students. Through training, lectures, marketing promotion, sandbox simulation, and



writing of business plans, the Competition improves students' ability to start their own businesses, inspires them, and guides them to get started.

2.2 Explore and report the entrepreneur community

Since 2011, under the guidance of Shanghai Technology Entrepreneurship Foundation for Graduates, the School of Entrepreneurship has been publishing the magazine *ChuangXiang*. The editorial team composed of college students interview the student entrepreneurs in Shanghai colleges, record the entrepreneurial activities, and promote the entrepreneurial spirit. *ChuangXiang*, as the medium of Global Entrepreneurship Week in China, tracked

and reported all kinds of entrepreneurial activities and projects during the Week. It has published 11 issues.

3. Six-step project incubation system

Angel Fund: Young Eagles Plan

The SUIBE Branch of Shanghai Technology Entrepreneurship Foundation for Graduates was founded in 2008. In 2012, the University, the People's government of Changning District, and Shanghai Technology Entrepreneurship Foundation for Graduates jointly invested 10 million yuan to promote the incubation of entrepreneurship projects and increase the support for innovation and entrepreneurship of university students. In 2019, the administrative

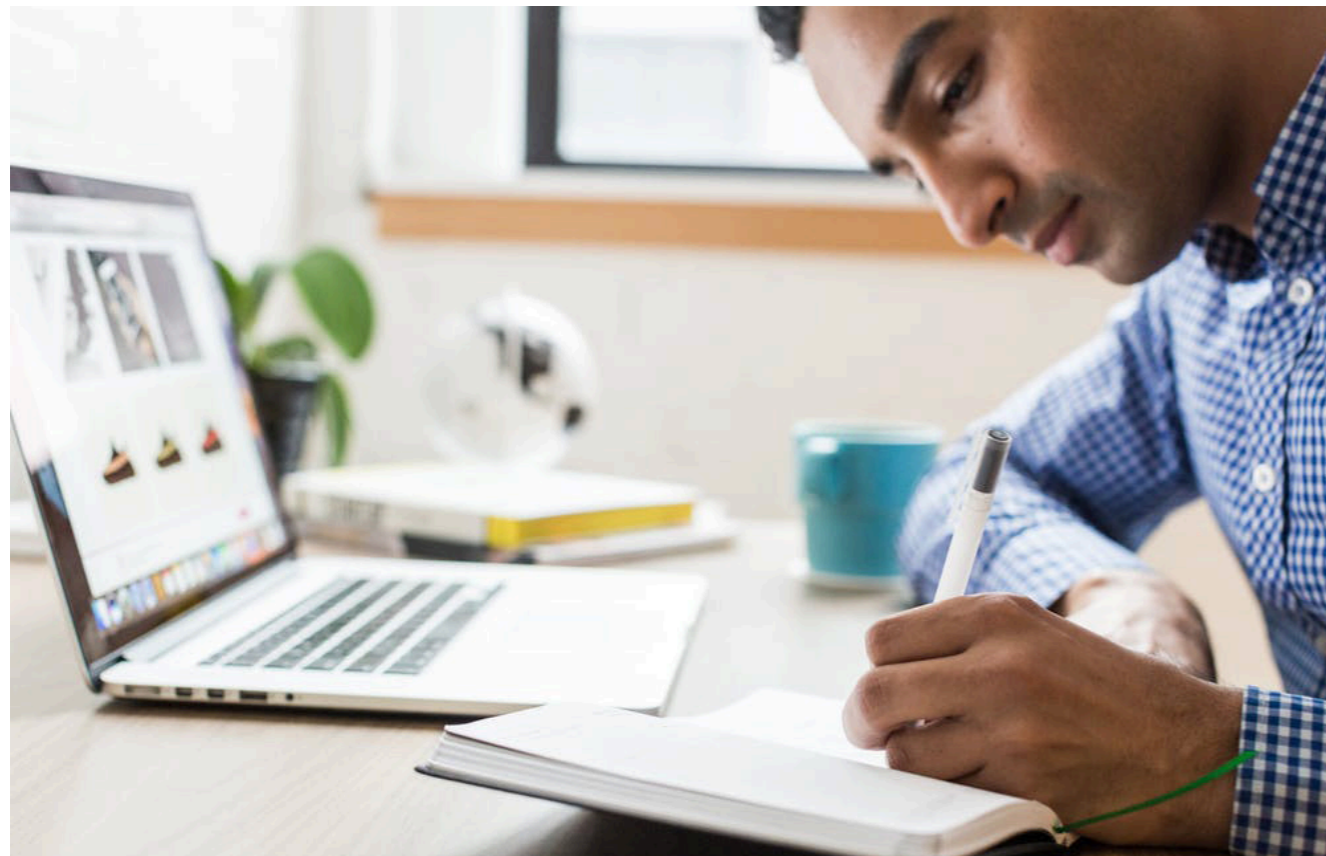
measures for the fund of SUIBE were revised. After the review of the submitted plans, 17 entrepreneurial projects were selected and funded by the Angel Fund's Young Eagles Plan with interest-free loans of maximum 500,000 yuan for a project.

4. One-stop service system

Improve the one-stop entrepreneurship service system

A professional team of entrepreneurial consultants with international and national certification provide individual consultation, group guidance, systematic training, and follow-up guidance and services for students with entrepreneurial intention and potential. The consultants provide all-around and personalized one-stop express service for students who have business ideas and potential. In 2019, according to statistics, the team of innovation and entrepreneurship education consultants provided services to more than 600 students. 





Multi-Level Talent Cultivation for a Brilliant Future

■ Dalian University of Foreign Languages

Since the launch of China-CEEC cooperation in 2012, also known as “16+1” cooperation, China and Central and Eastern European Countries (CEEC) have continued strengthening mutual trust and achieved fruitful results in various areas of cooperation. In 2019, with Greece joining the cooperation, “16+1” was upgraded to “17+1.” The scale of exchange and cooperation among the 18 countries has hence been increasing with growing demand for professional talent. As the only public foreign language university

in Northeast China, Dalian University of Foreign Languages (DUFL) attaches great importance to developing majors of official languages in Central and Eastern Europe and is committed to cultivating talent with an international vision, an understanding of international rules, and proficiency in foreign languages.

In 2017, DUFL’s President Liu Hong visited a number of universities in the Czech Republic and the Republic of Poland. He signed school-to-school cooperation

agreements with Jagiellonian University, University of Opole, and Palacký University, laying a solid foundation for the development of DUFL’s multi-level talent cultivation model. In 2018 and 2019, majors of Polish and Czech were set up in DUFL, dedicated to cultivating “Polish/Czech + English” multilingual talent. The Polish and Czech language programs take the globalization of education as their basis and fully implement the concept of globalization in the development of teaching materials, curriculum, practicum activities, etc.

As DUFL has become increasingly closer to its partners, delegations of universities and embassies from many countries have visited the University to develop diverse cooperation. In May 2018, Polish ambassador to China, Wojciech Zajączkowski, visited DUFL and shared views on the cooperation between Chinese and Polish universities; in the same month, a delegation from Palacký University visited DUFL and discussed joint undergraduate programs; in November 2018, Natalia Popczyk, head of the Education and Science Department of the Polish Embassy in China, was invited to DUFL’s first Polish Culture Week celebration and gave high recognition to the University’s development of the Polish language major; in October 2019, the Chairman of the youth members

of the House of Representatives of the Czech Parliament visited DUFL and shared views on the cooperation between Czech and Chinese universities; and in the same year, delegations from Jagiellonian University and University of Opole visited DUFL, and Jagiellonian University signed an agreement with DUFL for a dual-degree program. In addition, the students and teachers of Polish and Czech language majors have actively participated in cultural exchange activities in Central and Eastern Europe: in the summer of 2018 and 2019, the school sent 71 teachers and students to participate in exchange programs such as Central and Eastern Europe Cultural Training Camp hosted by universities in Poland and Czech; students also participated in the 2019 Northeast China Czech Day, China’s Polish Language Teacher Workshop, the Fifth Group Meeting of Provincial Governors of the China-CEEC Association, etc. Participation in these activities has not only broadened the vision of the students, but also enhanced their cross-cultural awareness.

In order to cultivate talent of international competitiveness and create a bright future of “17+1” Cooperation, DUFL will join efforts with Czech and Polish partners and sister universities in China to build more platforms for a brilliant future together. 🇨🇳



■ Experiences

Promoting International Business Communication and Professional Multilingual Skills for Enhanced Career Opportunities

■ SDI München



Foreign language learning doesn't just mean studying the semantics, lexicons, and grammar, but indicates a huge global career advantage as well. Learning a foreign language offers an opportunity to connect to more markets globally and it upgrades one's professional skills. And, learning German has plenty of benefits. Since Germany is one of the primary destinations of foreigners for higher education and employment, studying the German language offers new global career prospects, increased salary/earning potential for those who are already working in Germany, and easy communication in Europe and around the world. With more than six decades' experience in translation and language studies, the International University SDI München is one of the most renowned educational institutions specializing in business, communication, and media in Europe. Believing that communication is vital in today's world, the SDI München has traditionally been offering young minds a future-oriented, practice-oriented training as translators and interpreters, as well as foreign language correspondents, all under one roof since 1952.



“Our university is part of the SDI, which was founded in Munich as a training facility for translators and interpreters in 1952. In 2007, we took the step of founding a university, offering a BA program for translators and, more importantly, a variety of degree programs at BA and MA levels for budding young professionals who use communication in international and intercultural contexts,” explains Dr. Andrew Williams, Professor of English at the International University SDI München. Today, the University offers state-approved and accredited BA and MA degree programs focusing on business, communication, and media. We

teach foreign languages like Chinese, English, French, Italian, Russian, and Spanish. The students at the International University SDI München benefit from small learning groups and the close contact to the qualified faculty members and are equipped with the necessary skills to further their careers in today’s competitive employment market. Above all, they are ready and able to work internationally, and they have demonstrated their employability during the practice-oriented degree programs at the University, which includes an integrated practical semester.

The special features of the SDI

are the large selection of subject areas and languages, the location of Munich itself and, above all, the practical approach to higher education. The state curricula and accredited course contents on which the lessons are based were designed by staff of the institute and are constantly updated. “We, the SDI, are one of the most respected institutions for job-related education and training in the field of international business and communication. We are distinguished by modern teaching and learning methods, our practical orientation as well as subject-specific and culture-specific competence. Besides our study programs,

the International University SDI München provides a large number of German courses. Our German as a Foreign Language Department draws on more than 65 years of language-teaching experience and expertise,” Williams adds. If you would like to improve your German for academic, professional, or personal reasons, the SDI has the right course for you.

Guided by Subject Matter Experts

The working and learning environment of the International University SDI München is characterized by respect and trust. At the University, 150 lecturers teach with great professional and personal commitment. Most of them work in their respective field while teaching at the SDI. They work as translators, interpreters, philologists, lexicographers, terminologists, lawyers, business administrators, or engineers. Williams adds: “While students in other universities might experience their professor as a ‘sage on the stage’ (a teacher who spends the whole lesson talking), we look to the ‘guide on the side’ model (teachers who let students talk and structure the lesson). Our professors know their students individually and are able to take the time to help them reach their goals. Their rich practical experience coupled with linguistic, technical and didactic expertise guarantees market-oriented training. Students get the

opportunity to work on international job-related projects.”

Since its inception in 2007, the International University SDI München has developed continuously, producing hundreds of graduates who have gone on to become young, successful professionals. In 2011, the University was moved to a new, spacious campus just 10 minutes by subway from the historic city center and the river Isar. The campus offers accommodation for international students and features well-equipped teaching rooms. Here, people from over 70 different countries teach and learn. The University offers

scholarships based on merit and high social and communicative competence for students. With flexibility and willingness to innovate, the University is constantly developing new degree programs to adapt to the international education market. Recently, the University celebrated 12 years of impactful teaching and research. Driven by competence, practical relevance, individual support, cultural diversity, and a relaxed yet lively atmosphere, the International University SDI München wishes to continue its legacy as a center of excellence and to support learning partners to become internationally successful. 📍

Dr. Andrew Williams
 Professor of English
 International University SDI München

Born in Carnarvon, Western Australia, Andrew Williams graduated from the University of Melbourne, Australia, before moving to Germany to complete his doctorate at the Ludwig-Maximilians-Universität in Munich in 2003. He has written several books on the English language and a number of short guides to major works of English literature. He has been at the International University SDI München since 2012 and teaches, amongst other things, corporate communication and negotiation skills.

China MOOCs for Foreign Studies — Mission and Action

■ **Jia Wenjian**
Beijing Foreign Studies University

In the history of education development in the world, MOOCs are undoubtedly a legendary story. MOOCs first came into being in July 2011 in the United States. Till 2019, the number of MOOCs learners reached more than 270 million in China, the world's largest developing country¹. The explosive development of MOOCs has played a huge role in the spread of scientific knowledge and the improvement of human education around the world.

Founded on December 23rd, 2017, China MOOCs for Foreign Studies (CMFS) is a voluntary, non-profit nationwide social organization composed of foreign language colleges and foreign language departments of various universities. It is committed to promoting the development of foreign language and culture MOOCs in China. Actively responding to the Belt and Road Initiative, CMFS accelerates the cultivation of international talent, drives the reform and development

of foreign language teaching, and promotes the innovation in concepts and models of foreign language education. On April 9th, 2019, at the China MOOC Conference held by the Higher Education Department of the Ministry of Education, 10 online open course associations in China jointly established the Union of Associations of the Open Online Courses of Chinese Universities. CMFS became one of the founding members of the Union and has received widespread public attention.

The CMFS Executive Council is composed of 15 top foreign language colleges in China and the foreign language schools of comprehensive universities such as Peking University, Tsinghua University, Nanjing University, and Fudan University. Beijing Foreign Studies University (BFSU) serves as the first chairman unit of the CMFS, which has 166 member schools. The CMFS regularly organizes sharing activities on the MOOC management

mechanism, MOOC development, and MOOC application to serve the members of the CMFS and promote common progress. The business scope of the CMFS mainly includes:

- 1 Promoting the CMFS members to accelerate the development of foreign language MOOCs, promoting the innovation in the mutual use and integration of courses, formulating rules of course use, transaction, etc., coordinating the relationship among members, and establishing and improving the long-term mechanism for the development and application of MOOCs through collaborative innovation in teaching, research, and production;
- 2 In accordance with the overall objectives and plans of the MOOCs development from the national education administration, promoting the development of foreign language



MOOCs' planning and standards, so that the MOOCs can be widely recognized and promoted in the industry at home and abroad, and promoting the establishment and improvement of course certification, quality assessment and other standardizing systems;

- 3 Investigating, collecting, analyzing, and studying the basic data of the development trend of foreign language MOOCs at home and abroad, reporting the development status and existing problems to the respective government departments, reflecting the wishes and demands of the members, putting forward development proposals, and providing a basis for the government to formulate relevant policies;

- 4 Building a platform for the sharing of information, training, and exchanges for the MOOCs development, promoting the effective use of resources, and conducting consulting services and personnel training;

- 5 Developing contacts and exchanges with universities, organizations, and research institutions at home and abroad, carrying out various forms of international exchanges and cooperation, and promoting the joint development and sharing of foreign language MOOCs among Chinese and foreign universities;

- 6 Hosting seminars and competitions

that focus on the development of MOOCs to improve teaching quality, encourage continuous innovation of the curriculum, and promote the growth of the teaching staff in China.

Currently, the UMOOCs website provides courses in 10 languages (English, French, German, Italian, Russian, Spanish, Japanese, Korean, Thai, and Arabic), 12 categories (Linguistics, Literature and Culture, Translation, Business English, Country and Areas Studies, Language Skills, English for Specific Purposes, Language Testing, General Education, English for Graduate Students, Teacher Development, and Vocational Education), and five featured themes (Belt & Road Languages and Cultures, Chinese Culture, International Talent Training, National-Level MOOCs, and Teaching Chinese to Speakers of

1. Pat Bowden & Dhawal Shah. "China vs the World". *Class Central MOOCWatch* 21. Nov 25th, 2019.

Other Languages).

Currently, there are 2.2 million registered users on the website. During the COVID-19 prevention and control period, the UMOOCs opened 153 courses for 350,000 students in 152 colleges and universities for free. The website summarized the MOOC/SPOC-based teaching model and refined the mixed teaching model from PBL (project-based learning) for massive teaching of foreign languages in university. At the same time, with the overall solution of “website + curriculum + teaching methods + high-quality teachers,” the UMOOCs website cooperated with University of International Relations and Beijing International Studies University to jointly explore the training model for multilingual international talent to provide important language talent support for the Belt and Road Initiative.

The CMFS has increased the sharing for west China, offering colleges in west China teacher training, courses, and usage of the website, to promote equality in education. In 2019, a total of 5,722 teachers from 492 western colleges were trained; a total of nearly 100 western colleges used CMFS courses: the Arabic College of Ningxia University used the Basic Arabic course of BFSU on the Ucampus SPOC platform to explore the mixed teaching model of core courses in the Arabic language major to solve the problem of insufficient

teaching personnel; the CMFS and Inner Mongolia University jointly established the Practical College English Grammar course, which has been run for three rounds and had nearly 30,000 learners. In total, nearly 10,000 students, from seven colleges in Inner Mongolia Autonomous Region such as Inner Mongolia University for Nationalities and Hetao College, used courses on the UMOOCs website. High-quality courses on the website were used and developed in the west to promote teaching reform in the region.

The CMFS supports multilingual operations and provides website introduction and course introduction in seven languages, including English, Japanese, Russian, German, French, Spanish and Arabic, which is convenient for learners from different countries. The CMFS will actively promote international exchanges and cooperation to introduce more high-quality courses to meet the needs of Chinese learners. At the same time, the CMFS will introduce more Chinese education concepts, practical experience, and courses to the



world, voicing Chinese ideas in the international education community; featured courses such as Chinese culture and Chinese language will be promoted to the Confucius Institutes and Confucius Classrooms. The CMFS will focus on the mode and effect of course usage, improve teacher training, and contribute the Chinese plan of utilizing MOOCs to the world based on extensive practice.

Looking ahead, the young CMFS hopes to cooperate with the Global Alliance of Foreign Studies Universities (GAFSU) member schools on the development of foreign language MOOCs. With original intentions in mind and in a pragmatic manner, efforts will be made to promote the development of China’s foreign language education and world language and cultural exchanges. Universities need to understand that when appreciating the courses created by themselves, they can also recognize the courses created by others. In this way, the courses from different universities can be put together in MOOCs to ensure mutual benefit for all. 📖

An Overview of Recent Development in Applied Linguistics and Translation Studies at the National School of Languages, Linguistics and Translation

■ **María del Carmen Contijoch Escontria**
National Autonomous University of Mexico

General Overview

The National School of Languages, Linguistics and Translation was founded in March 2017. However, our experience in the teaching of foreign languages dates back to 1966 when the Center of Foreign Languages was founded. At present, the School offers courses in 16 foreign languages and one native language: Náhuatl. These courses are distributed in 707 groups per year and are opened to the university community of different levels of expertise. Last year the School received around 16,700 university students. Among these, 238 students attended Chinese language classes on our campus and 330 at the Confucius Institute.

As for continuing education, since 1980 a diploma program in foreign language teaching has been offered. This program represents a major strength of this area since most of the teaching staff in the School graduated from this diploma

program. In addition, diplomas in the translation field such as the Diploma in Specialized Texts and the Diploma in Literary Translation have also become relevant and highly demanded. The School also offers an online diploma course in the area of Applied Linguistics for language teachers and in self-directed learning for those teachers who want to become specialized tutors in self-access centers.

In 1979 a two-year master’s degree program in Applied Linguistics was created and later on in 1999 the

doctoral program in Linguistics was launched in a joint venture with the Faculty of Philosophy and Letters and the Institute of Philology. Currently, these postgraduate programs are certified and highly recognized for their quality at a national level.

In a joint venture with the Center for Teaching for Foreigners, the School created in 2008 an online postgraduate specialization program in Teaching Spanish as a Foreign Language, offering opportunities for Spanish teachers around the world who pursue professionalization courses.



Table 1: Overview of Programs

Year	Programs	Number of Students/Year
1966	Language courses in 17 different languages	30/class (707 groups)
1979	Master in Applied Linguistics	14—15
1980	Teacher Training Diploma	20—30
2001	Online Diploma in Applied Linguistics	30—36
2005	Online Diploma in Tutor Training for Self-Access Centers	15—20
2005	Literary Translation Diploma	10—12
2005	Specialized Texts Translation Diploma	10—15
2008	Specialization in Teaching Spanish as a Foreign Language	48
1999	Doctorate in Linguistics (joint program)	8—10
2017	BA in Applied Linguistics	30
2017	BA in Translation	30—60

The two new BA programs were launched in 2017. These are the BA in Applied Linguistics and the BA in Translation. The offering of BA degree programs represented a status change of the old Center, making it become the National School of Languages, Linguistics and Translation as it is currently known. Table 1 shows an overview of the courses and programs it currently offers.

As it can be observed, the variety of programs has supported the professional growth of students throughout these past 54 years. The sections below address an overview of the work being developed in the School together with a few examples of research projects carried out by postgraduate students. Additionally, features of the two new BA programs are presented.

Current Projects in the Language Departments

At present, the different language departments are working on the development and evaluation of the language programs and of those related to our online courses through the Quality Project. Our pedagogical model is built on recent educational development based on socio-constructivist and sociocultural views together with eclectic methodologies. We have created a lot of teaching materials, including videos and audios of grammar, vocabulary, language skills, as well as projects targeted to enhance the development of different abilities.

The School also certifies students' language proficiency as other Faculties and Schools demand, either reading proficiency in a foreign language or full proficiency required

for graduation or postgraduate program admission. Some language departments have signed agreements with different institutions for the International Certification of English, German, French, Italian, and Chinese.

Applied Linguistics Department

The Applied Linguistics Department was created to support and fulfill the needs of the language departments, as well as develop exams, courses, and learning materials. Throughout the years, the Department has worked on different lines of research. Two years ago, nine main areas were redefined integrating a total of 28 lines of research. The main areas include: language teaching and learning, discourse analysis, sociolinguistics, psycholinguistics, teacher education, lexicology, terminology and lexicography,

translation and interpretation, digital environments in education, and theoretical linguistics. This new way of dividing and organizing the areas allows researchers to develop projects in the fields such as educational evaluation, course design, language thought and social complexity, systemic functional grammar, language and culture, language ecology and language vitality, language planning, bilingualism, second language acquisition, translation and interpretation studies, social representations, pragmatics and cognition, phonetics and phonology.

In 2019, the Department carried out 43 projects of varied themes, some of which can be seen in Table 2.

Postgraduate Programs

In the postgraduate courses, the most recent topics addressed in thesis work involved research areas that the School develops. Some of the topics are listed below:

- Teachers' Knowledge about English as a Foreign Language: The Case of Sociopragmatic Competence;
- Processing Russian Grammar Negation in Spanish Speakers;
- The Study of Inference in

Reading Comprehension Research: Possible Contributions from the Relevance Theory;

- Students' Attitudes and Motivations in the IB Programme towards Spanish as a Mother Tongue in a Multilingual Context;

• Social Representations of Spanish and Japanese Speakers towards Keigo.

As for the Doctorate in Linguistics, students have been inclined to choose topics such as:

- The Social Responsibility of Assessment: The Voice of Teachers and Learners;

Table 2: Some Projects in the Applied Linguistics Department

Area of Research	Line of Research	Project
Discourse analysis	<ul style="list-style-type: none"> • Semiotics • Pragmatics and Semantics • Systemic Functional Linguistics • Language, Thought and Social Complexity 	<ul style="list-style-type: none"> • Life Stories: Views and Images at the ENALLT • Scalar Numerical Implication in Expressions • Verbal Typology and Attitude Evaluation in Academic Texts • Language as a Complex System
Teacher Education	Language Teaching	Language Teaching and Learning: Exploring Principles and Practices
Language Teaching and Learning	Course Design	Best Practices in Teaching English as a Foreign Language (National Project)
Psycholinguistics	Bilingualism	Bilingual Acquisition of Narrative Discourse
Sociolinguistics	Language Planning and Policy	Language Vitality and Endangerment
Terminology and Lexicography	Lexicography	Rumanian Dialect Dictionary
Translation and Interpretation	Course design	Online Course on Legal Translation

- Analysis of Transitivity and Evaluative Meaning in Academic Writing in Spanish: A Study from the Language of Evaluation;
- Linguistic Diversity in Professional Settings: Uses and Functions of Language;
- Discourse and Clause Relationships in Academic Writing: A Functional Analysis of Research Articles in English and Spanish.

The variety of fields addressed in students' work shows the high academic standard of the tutors responsible for advising on the thesis and how the research lines of the Applied Linguistics Department are able to make adequate connections within the postgraduate unit of the School; it also explains why the programs are considered of excellence by the National Council of Research and Technology.

BA in Translation and BA in Applied Linguistics

These two BA programs are at the piloting stage. To date, we have welcomed three generations for a total of 193 currently registered students: 124 in the BA in Translation and 69 in the BA in Applied Linguistics. The fact that the first generation of students are about to select an area of specialization will open the possibility for the development of new projects, which will enrich the different areas of the School. In order to provide an overall

idea of the programs, Figure 1 and 2 respectively show an overview of each program's curriculum.

Future Plans

At this moment, it is uncertain what to expect in the immediate future. As it is known, the worldwide pandemic

of COVID-19 has abruptly changed the normal academic practices in the educational settings. In spite of this incident, the School has managed to overcome the different challenges and has turned to the online mode for all its programs. This will allow students and teachers to finish the semester

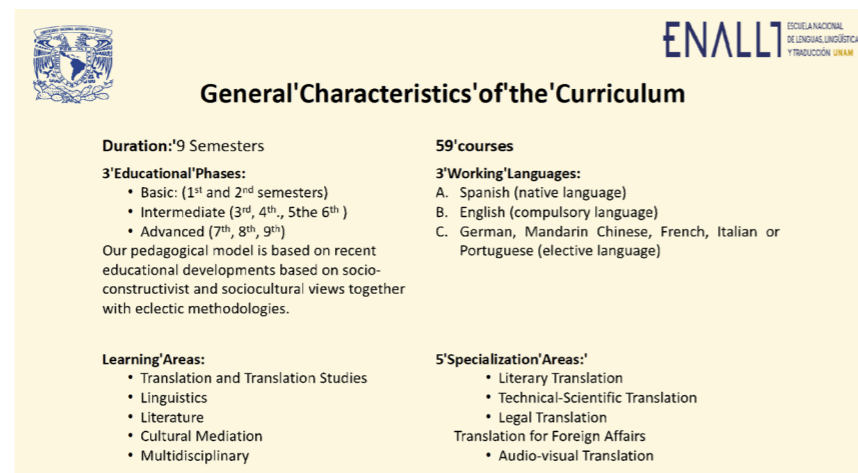


Figure 1: BA in Translation

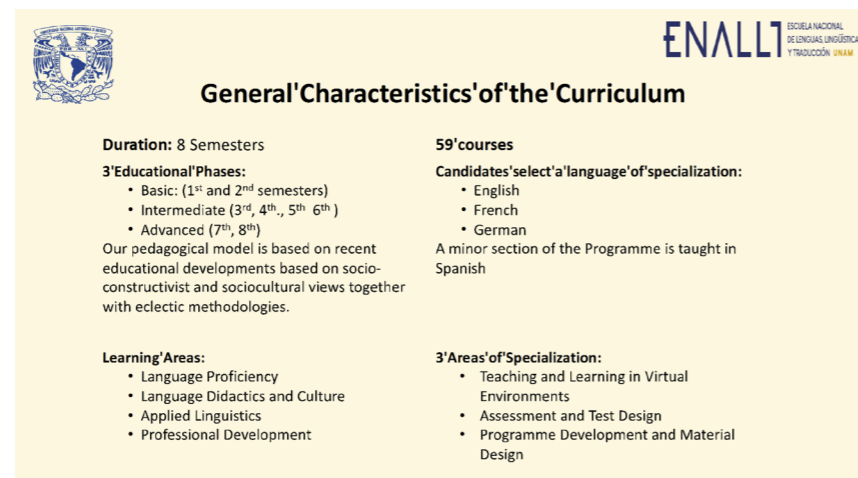


Figure 2: BA in Applied Linguistics

successfully. Probably, the same remote option will be considered to start the next semester in September 2020. During the summer, some academic strategies will be developed in order to provide the faculty with sufficient resources and digital tools to face the new reality. Some of these strategies might include having workshops, presentations, and short-term courses in the use of digital tools. As for the applied linguistics area, it is necessary to consider new research areas of interest such as forensic linguistics and neurosciences. It is also important to promote more academic exchange and increase opportunities for the faculty to pursue online professional development.

The School will always be interested in creating research proposals with other universities in joint efforts at national and international levels. It is of utmost importance that the School will continue contributing to the society by educating responsible, ethical, and committed professionals. 📖



References

- Contijoch, M. C. (2019). Segundo informe de labores. Escuela Nacional de Lenguas, Lingüística y Traducción. México: Universidad Nacional Autónoma de México. <https://www.planeacion.unam.mx/informes/PDF/ENALLT-2018-2019.pdf>
- Contijoch, M. C. (2020). Tercer informe de labores [in press]. Escuela Nacional de Lenguas, Lingüística y Traducción. México: Universidad Nacional Autónoma de México.

An Overview of the Objective of Top-Notch Talent Cultivation Based on OBE and Constructivism Theory

■ Xin Lin / Xu Yonglin

Shanghai University of International Business and Economics

In 2019, the Ministry of Education (MOE) issued *Guidelines on Deepening the Reform of Undergraduate Education and Improving the Quality of Talent Cultivation Comprehensively and Implementation Guidelines on Establishing Top-Notch Undergraduate Courses* consecutively, which ushered in a new era of China's reform of undergraduate education.

1. The theoretical basis for the objective establishment of top-notch talent cultivation

The carrying out of the outcome-based education (OBE) concept requires adherence to four principles: clearly focusing on learning outcomes, expanding students' learning opportunities, raising teachers' expectations, and reverse-designing curriculum and instruction. The constructive learning theory holds that learning is a process in which learners construct new experience from their own experience.

2. The connotation of the objective establishment of top-notch talent cultivation

First, the cultivation objective of top-notch undergraduate talent is a

learner-centered reflection, guiding the direction of professional talent cultivation, displaying educational concept, and expressing the mission of talent cultivation. Second, the cultivation objective of top-notch undergraduate talent shows a clear direction, which is based on historical background, current situation, and future development design of the major. Third, the cultivation objective of top-notch undergraduate talent plays an incentive role, which can incorporate lofty ideals and good wishes of the major, college, and university into a concise text with strong appeal.

3. A case of the objective establishment of top-notch talent cultivation

Shanghai University of International Business and Economics (SUIBE) was formerly affiliated to the Ministry of Foreign Trade and Economic Cooperation (the current Ministry of Commerce). SUIBE has signed cooperation agreements with 108 overseas universities and institutions, and participated in the University Alliance of Belt and Road, the Association of Sino-Russian

Economic Universities, the BRICS Universities League, and the China-Central Eastern European Countries Higher Education Institutions Consortium. The College of Financial Management of SUIBE has cooperated with Canada for more than 20 years. At present, SUIBE is cooperating with the University of Manchester, Pennsylvania State University, the University of Rhode Island, Rennes School of Business in France and many other overseas universities. The cultivation objective of talent in the major of Finance (courses taught in English) has a distinctive feature of internationalization.

3.1 The selection of the objective of top-notch talent cultivation from six dimensions

1) Talent orientation

The goal of the Finance major is to explore the cultivation mode of top-notch students and implement the plan of introducing and cultivating academic leaders for undergraduate talent. It aims to cultivate modern financial management talent with global vision and innovative spirit and future leaders for multinational companies.

2) Knowledge

In this regard, it is necessary for students to understand the international economic environment, be familiar with the rules, laws, and practices of international financial product design and transaction management, have good knowledge of the operation mode in multinational companies, and master the analysis theories, tools, and methods in modern financial decision-making.

3) Competence

There are four competences that students shall develop: language proficiency — adapting to the English working environment; the knowledge of general rules — getting familiar with global business rules; general management skills — cross-cultural adaptability, collaboration, and leadership; general tools — mastering and applying quantitative analysis tools and general software.

4) Character-Building

This refers to cultivating talent who identify with our core values, and have a strong sense of responsibility and pioneering spirit.

5) Research

Incorporate the requirements of cultivating basic academic quality into the development of first-class undergraduate majors, which are expressed as being familiar with basic academic norms and able to

conduct research independently.

6) Service

The basic mission of our education is to cultivate talent who shall serve the great rejuvenation of the country.

3.2 Identification of the University's characteristics and core competences

1) Determining the basic core competences in line with the talent cultivation objective

The core competences developed in the first-class undergraduate education include right values, rich knowledge reserves, good communication skills, extensive general knowledge, teamwork ability, decision-making ability, and the ability of thinking deeply.

2) Identification of the unique core competences according to the University's characteristics

► "English +" characteristic

SUIBE has the distinct characteristic of "English + foreign trade." In the running process, the University has always met the requirements of the six aspects of English learning for undergraduates: listening, speaking, reading, writing, translation, and vocabulary. At the same time, the mode of "general English + academic English + expanded English" is applied throughout the cultivation plan, which is a distinct feature and

advantage for talent cultivation.

► Good business communication skills

SUIBE has a long history of Sino-foreign cooperative education. In the communication and integration process, the University has formed some advanced modes such as discussion-based teaching and blended teaching. Teamwork assignments like group presentation are utilized in the teaching practice of each course, which has been proven helpful in improving undergraduates' communication skills.

3) An empirical test of the core competences in the talent cultivation objective

From September 30th to October 11th, 2019, SUIBE issued the questionnaire SUIBE Undergraduate Education Characteristic Survey through an online questionnaire platform Wenjuanxing. A total of 664 valid questionnaires were collected. The respondents were alumni from different places, including Shanghai, Zhejiang, Jiangsu, Guangxi, Hu'nan, Guizhou, Xinjiang, and Tibet. The average score for the 10 core competences was 4.142 (out of 5), with the highest score 4.37 for "English as a working language" and the lowest 4.02 for "the ability of thinking deeply." AMOS, a professional questionnaire analysis software, found that those 10 competences

can be ordered by importance: making correct decisions, thinking deeply, problem-solving, teamwork, knowledge reserves, critical thinking and creativity, general knowledge, communication skills, values, and English as a working language.

4) The objective of the Finance major talent cultivation

The objective of the Finance major talent cultivation is to cultivate financial business executives and future leaders who have right values, a strong sense of responsibility, and a pioneering spirit, take the

rejuvenation of China as their own mission, are willing to serve the developmental needs of the international financial community, and are familiar with the standards of the global operation in multinational companies. The University will explore the cultivation mode of top-notch students, implement the plan of introducing and cultivating academic leaders for undergraduate talent, and create business talent that can meet the needs of global business activities of multinational companies — they will adapt to the English working

environment; be familiar with general global business rules; have management skills of cross-cultural adaptability, collaboration, and leadership; and master quantitative analysis tools.

4. The framework of the talent cultivation objective based on OBE

The assessment emphases of the graduation standards for the 10 core competences are shown in the following table. 📄

Core Competences and Graduation Standards in the Talent-Cultivation Objective

Core Competences	Graduation Standards
Making correct decisions	Ability to put forward questions, identify problems, analyze problems, make decision among multiple solutions, and reflect on the decision made
Thinking deeply	Ability to see through the appearance to the essence and identify key points
Problem-solving	Ability to solve problems in different environments in a relatively optimal way
Teamwork	Ability to work in teams with respect, appreciation, tolerance, mutual assistance, and to maximize the interests of the team
Knowledge reserves	Ability to apply professional knowledge to problems at work with adequate knowledge in various related fields
Critical thinking and creativity	Ability to recognize, understand, and handle problems at work in an analytical and critical way, and have the courage to work out novel solutions
General knowledge	Basic knowledge of philosophy, society, literature, art, culture, history, science, innovation, mathematical thinking, economic analysis, and global perspective
Communication skills	Ability to effectively communicate with people from different backgrounds
Values	Ability to identify with the social core values and to observe them in professional settings and personal life; awareness of following ethical principles and professional requirements
English as a working language	Ability to communicate effectively in English in different environments, including business environment, academic environment, etc.

References

- Bie Dunrong. The Nature and Characteristics of First-Class University Undergraduate Teaching and Its Construction Strategy. *China Higher Education Research*. 2016 (8). Beijing.
- Fang Hualiang. The Evolution Logic of Professional Education in World-Class Universities: From the Perspective of Knowledge Order Transformation. *Journal of Higher Education*. 2019 (2). Wuhan, Hubei.
- Li Shuohao. The Basic Characteristics of First-Class Undergraduate Education. *China Higher Education Research*. 2018 (7). Beijing.
- Lin Jian. First-Class Undergraduate Education: Construction Principle, Emphasis and Safeguard Mechanism. *Tsinghua Journal of Education*. 2019 (4). Beijing.
- Shang Hongjuan. The Reform and Development Trend of American First-Class Undergraduate Education. *Modern University Education*. 2018 (3). Changsha, Hunan.
- Wang Yansong. Research on the Objective of Talent-Cultivation for the First-Class Universities in China. *China Higher Education Research*. 2016 (8). Beijing.
- Wu Yan. Top Undergraduate, First-Class Majors, Top-Notch Talent. *China University Teaching*. 2017 (11). Beijing.
- Columbia University. An Agenda for the Future Report of the Task Force on Undergraduate Education [R/OL]. [sine loco]: Columbia University Vpaa, 2009. [2017-04-19]. <http://www.columbia.edu/cu/vpaa/docs/TFUE2009.pdf>
- The Board of Trustees of the Leland Stanford Junior University. The Study of Undergraduate Education at Stanford University [R/OL]. [sine loco]: Stanford University Sues, 2012. [2017-04-19]. http://web.stanford.edu/dept/undergrad/sues/SUES_Report.pdf
- YALE Undergraduate Admissions. Make Your Undergraduate Education Count [R/OL]. [sine loco]: Yale Sites, 2014. [2017-04-18]. https://admissions.yale.edu/sites/default/files/files/prospectus-_2016-2017.pdf

Chinese Culture, a Vehicle for Envoys of International Friendship: Sidelights on Educating International Students at XISU

■ Wu Yaowu

Xi'an International Studies University

In the ancient capital of Xi'an known for its time-honored buildings and hospitable people, is located the Xi'an International Studies University (XISU) where harmony, serenity, and inclusivity pervade. Since its establishment in 1952, XISU, with the motto of "patriotism, diligence, erudition, and creativity," has been dedicated to discipline design, talent training, scientific research, international exchange, culture building, and exploring paths in these areas for high-quality development. XISU started to recruit and educate international students early in 1979; it has more than 20,000 graduates who play active roles in all walks of life both at home and abroad, telling China's stories as they become envoys of friendship between peoples.

1. With a Three-in-One curriculum structure, XISU nurtures learners and diffusers of Chinese culture.

After exploration and practices of nearly half a century, XISU

has developed a Three-in-One curriculum structure combining three modules together: Chinese language, professional courses, and cultural experience, in educating international students. Seizing the opportunities of opening-up in education, XISU upholds the ideas of amity, sincerity, mutual benefit, inclusiveness, engagement, and sharing. Combining Shaanxi's unique history and culture with its own professional advantages, XISU endeavors to engage in modern education with Chinese characteristics, build a leading brand of "studying in China" and a sound base of "learning in Shaanxi," and provide a variety of quality majors and courses for international students who are devoted to Chinese culture and international exchanges.

Chinese language courses are the cornerstone of learning Chinese culture. As a foreign language university featuring language education, XISU has a long history in teaching Chinese as a foreign

language. The School of Chinese Studies is one of the earliest and largest Chinese language teaching institutions in northwest China, a training center for students with the Chinese Government Scholarship and the Confucius Institute Scholarship approved by the Ministry of Education, a Multilingual Base for International Promotion of Chinese Language of Confucius Institute Headquarters, a council member of the 11th International Society for Chinese Language Teaching, an executive member of the Sub-Association of Education and Management for Foreign Students of the China Association of Higher Education, Vice-President Unit of the Sub-Association of Education and Management for Foreign Students of the Shaanxi Association of Higher Education, and the earliest and only HSK and HSKK testing site for both written and computerized tests certified by the Ministry of Education in northwest China.

In 2019, XISU accepted over 1,000



international students registered for Chinese language learning from more than 40 countries across the five continents. The students, who chose courses in well-structured programs according to their own language levels, time, and goals, studied avidly. Today, XISU offers degree programs including Chinese Language Studies and Teaching Chinese to Speakers of Other Languages at both undergraduate and graduate levels, as well as non-degree language programs for long- and short-term studies including One-on-One Language Lessons, General Language Training Courses, Advanced Language Training Courses, and HSK Preparation Courses. During each winter and summer vacation, camps for language learning and cultural experience are also available. In addition, custom-made short-term courses are provided to visiting groups with different learning needs.

Hallmark professional courses help honor Chinese culture. As XISU's international exchanges continue to

develop with increased reputation worldwide, more international students travel to XISU to pursue their studies and fulfill their dreams. To meet the growing needs of international students in different majors, XISU has developed a number of hallmark programs that have been open to international students since 2019, in which non-general language professionals, area and country study scholars, and top innovative talent are trained. Now the 16 faculties and 42 programs at XISU are open to international students who seek undergraduate, master's, and doctoral degrees. XISU offers a range of programs in linguistics, literature, economics, management, arts, and other disciplines. Programs in economics, finance, business management, and international relations all use English textbooks and are taught in English. International certification of some programs and courses is under way. Credits gained in courses such as Chinese language education, cross-

cultural communication, and Chinese business management at XISU are recognized by the Kent State University (KSU, USA) and Seton Hall University (SHU, USA).

Cultural experience courses demonstrate the uniqueness of Chinese culture. Xi'an was a place where cultures met, where the Buddhist monk and scholar Xuanzang set on his journey to the west and where the glories of Han and Tang Dynasties unfolded. Each brick of the city wall here is a chronicle, telling the history of the time gone by. Studying in Xi'an, international students can stroll on the city wall built in the Ming Dynasty, read inscriptions from the Song Dynasty, enjoy the songs and dances of the Tang Dynasty, and experience the history of thousands of years. Studying at XISU, they can experience the Chinese tea art, imitate calligraphy and paintings, learn Chinese cooking, savor gourmet food, and appreciate the profound Chinese culture. The

Chinese Culture Experience Center, sitting on the Yanta Campus, is a teaching center that incorporates a Chinese tea culture experience room, a calligraphy and painting experience room, a folk music experience room, a cooking experience room, and a reading room. It has also been listed as the Center for International People-to-People Exchanges by the Ministry of Education, a base of International Exchange Program on Excellent Traditional Culture, and Shaanxi Social Sciences Dissemination Base. Thus, experiential learning is implemented in daily classes, by which international students can continuously improve their language proficiency and cultural literacy in practice. Meanwhile, XISU works to develop English courses on China studies for international students under the context of Chinese culture going global, striving to promote the Chinese culture and cultivate more international talent who will contribute to a community with shared future for mankind.

2. With a coordinated mechanism of admission and education, international students have great access to studying in China.

Adopting an open and international

approach, XISU has signed agreements with 256 colleges, universities, and research institutions in 44 countries and regions across the globe for joint programs at undergraduate and graduate levels. The university has jointly established overseas Confucius Institutes with the Eurasian National University in Kazakhstan, National University of La Plata in Argentina, and University of Pau in France. Additionally, we now offer a joint-degree undergraduate program for students majoring in Arabic language and literature with the University of Sharjah in UAE. Blessed with its strength in foreign language studies and a variety of international platforms of exchanges, XISU has built effective channels from enrollment to cultivation: partner universities, Confucius Institute, and admissions team are opened up for promotion and enrollment; application procedures of material review and professional interview are used for admissions; the principle of “elastic admission and stringent graduation” is embraced for the purpose of talent training. Such a framework, supported by 16 colleges and 42 programs, and a dual-management model of University + Faculty, provides an impeccable guarantee for international students

studying in China.

XISU actively seeks various national, provincial, and municipal scholarships and formulates comprehensive policies for the management and use of scholarships, which provides financial guarantee and attract more foreign students to study at the university. At present, there are five types of scholarships available to international students at XISU, including the Chinese Government Scholarship and the Confucius Institute Scholarship at state level, the Xi’an Belt and Road Scholarship and the Sanqin Scholarship at municipal level, and the Central Asia Scholarship at school level. In 2019, the funds of scholarships and awards amounted to 2.24 million yuan, benefiting more than 180 international students from about 25 countries.

3. Adopting similar management standards for international and Chinese students, XISU creates a harmonious and comfortable learning atmosphere.

Committed to similar management standards for international and Chinese students, XISU implements a dual-management model of University + Faculty, involving a department as the coordinator and

making the different departments responsible for their own students. Such a model highlights the part international students play in the entire student community and requires all faculties and departments to include international students in their instruction, management, and services. XISU has drawn up a series of regulations including the XISU Management Measures for International Students (Trial), XISU Talent Training Program for International Students, and Measures on Disciplinary Sanctions for International Students of XISU (Trial), to further improve the quality of international student education and provide an institutional support for the management of international students.

The university also places high importance on extracurricular activities for international students. They are encouraged to join student clubs and participate in academic activities like Chinese Speaking Contest and Chinese Talent Competition, cultural and sports events including Welcome Party for New Students, Cultural Experience Week, Spring Sports Meeting, and XISU Basketball Games organized by the university. When a traditional Chinese festival comes, events are

organized to help them learn the origin and customs of the festival; traditional delicacies are also made to help them experience the essence and charm of Chinese culture.

In 2019, XISU achieved remarkable results in educating of international students. One student won the title of the Belt and Road Ambassador of Education and Publicity in Shaanxi Province; three students received Excellence Awards in the 2019 “Oracle Bone Inscriptions: Chinese Character and I” Chinese Speech Contest; two students were awarded Prizes for Excellence in the second Chinese Language Teaching Idols Summer Camp hosted by the Confucius Institute Headquarters and organized by the Chongqing Municipal Education Commission and Chongqing Normal University; 23 international students successfully obtained their master’s degrees, of which five continued to pursue their doctoral degrees in China’s first tier universities.

Since the Belt and Road Initiative was launched, XISU has enrolled nearly 10,000 international students from more than 40 countries and regions around the world. Through a variety of programs, students pursue degrees and go on exchanges and study tours at XISU. If you

take a stroll on campus, you will feel inspirations sparked by the communication among students with different skin colors, languages, and cultures. “A broad mind embraces all as the ocean accommodates hundreds of rivers.” With the philosophy of openness and inclusiveness, XISU is committed to creating a harmonious environment of common prosperity, where world civilizations can communicate and learn from each other, and world history can be developed and inherited.

The charm of world civilization lies in its diversity; the human progress is driven by mutual learning and emulation. XISU is such a stage for international exchanges where the earnest teaching happens, various languages echo with each other, fascinating stories are told and retold, and civilizations interact and develop. Upholding the XISU spirit of “combining the past and present, China and the world, virtues and benevolence,” the university will stick to high-quality education for international students and forge ahead in the new era. 📌

■ Publications

Publications of National Autonomous University of Mexico

■ National Autonomous University of Mexico

The General Office for Publications and Editorial Promotion (DGPFE) of the National Autonomous University of Mexico (UNAM), affiliated to the Coordination of Culture Dissemination, has the main objectives as to promote and disseminate the university editorial work; improve the editorial activity of UNAM; as well as distribute

and commercialize the editorial production of the University.

On average, UNAM publishes six books a day and has participated in national and international book fairs promoting the professionalization of the editorial production and distribution of the University's publications.

With the purpose of promoting

Year	2016	2017	2018	2019
Published titles^a	2,739	2,986	2,966	3,270
Books	1,309	1,490	1,608	1,425
Electronic books	635	642	607	800
Periodical publications (journals, magazines)	795	854	751	1,045
Other publications^b	9,702	5,766	7,763	7,306

a: total books, electronic books, and periodical publications

b: total booklets, manuals, guides, catalogs, and agendas

Source: DGPFE, UNAM

reading in the university community and the general public, UNAM organizes different activities, such as:

A. Books and Roses Festival

Since 1995, after UNESCO declared April 23rd as the International Book Day, UNAM has been organizing this festival, whose main venue is the University Cultural Center where attendees can find a wide variety of publications with attractive discounts, along with various cultural and artistic activities. For more information, please visit:

www.fiestadellibroylarosa.unam.mx

B. International University Books Festival (FILUNI)

This festival is one of the main university events that UNAM organizes through the DGPFE. People have a large number of activities to participate in. In 2019, 247 presses attended the festival, among which 226 were university publishing houses from 10 countries. In addition, workshops, round tables, talks, conferences, film festivals, and concerts were offered. For more information, please visit:

www.filuni.unam.mx

Supporting Professionalization

UNAM contributes to the professionalization of publishing activity through continuous training workshops on the use and application



of technologies and good practices that help increase the quality of the editorial production, publication, and digital dissemination of academic books and magazines. The DGPFE offers workshops and courses for both the academic community and the general public.

Furthermore, UNAM offers different online platforms with a wide variety of books and magazines, such as:

1. UNAM Books

More than 5,000 books printed by the University and more than 300 in digital format.

<http://www.libros.unam.mx>

2. UNAM Magazines

Access to the information and content of 140 periodical publications published by the University.

<http://www.revistas.unam.mx>

3. UNAM OA Books

Institutional repository for more than 2,000 of the University's electronic books that are available with free access.

<http://www.librosoa.unam.mx>

UNAM Official Bulletin

The official bulletin of the UNAM (*Gaceta UNAM*) is a publication on cultural, scientific, academic, sporting, and institutional activities and events of UNAM. It is published twice a week, every Monday and Thursday, and distributed in all UNAM facilities while also digitized on the website:

<http://www.gaceta.unam.mx/>

Key Concepts: To Decode the Spiritual Genes of Chinese Culture and Promote Dialogues between World Civilizations

■ Beijing Foreign Studies University

Key Concepts in Chinese Thought and Culture is a publishing project of a series of books published by Foreign Language Teaching and Research Press of Beijing Foreign Studies University. Key concepts are concepts and keywords or phrases the Chinese people have created or come to use that are fundamentally pertinent to Chinese philosophy, humanistic spirit, way of thinking, and values. They represent Chinese people's exploration of and rational thinking about nature and society over thousands of years. These concepts and expressions reflect Chinese people's wisdom, their profound spiritual pursuit, as well as the depth and width of their thinking. Their way of thinking, values, and philosophy embodied in

these concepts have become a kind of "life gene" in Chinese culture, and have long crystallized into common personality and beliefs of China. For the Chinese people today, they serve as a key to a better understanding of the evolutions of their ancient philosophy, humanistic spirit, way of thinking, and values, as well as the development of Chinese literature, art, and history. For people in other countries, these concepts open the door to understanding the spiritual world of contemporary China and the Chinese people, including those living overseas.

In the era of cultural diversity and multi-polar discourse today, cultures of different countries and civilizations of different peoples are integrating faster, in greater depth,



and on a greater scope than ever before. All countries and peoples have their own systems of thought, culture, and discourse, which should all have their place in the civilization and discourse systems of the world. They all deserve due respect. The concepts in thought and culture of a country and its people are naturally the most essential part of their discourse. They constitute the marrow of a nation's thought, the root of its culture, the soul of its spirit, and the core of its scholarship. More and more people of vision have come to recognize the inspirations that Chinese thought and culture might offer to help resolve many difficult problems faced by mankind. The Chinese hold that a man should "have ample virtue and carry all

things," "Dao operates naturally," "heaven and man are united as one," a man of virtue seeks "harmony but not uniformity," "people are the foundation of the state," and "study of ancient classics should meet present needs." The Chinese ideals such as "all nations live together peacefully," "all under heaven are of one family," and a world of "universal harmony" are drawing increasing attention in the international community. More and more international scholars and friends have become interested in learning and understanding Chinese thought and culture in general, and the relevant concepts in particular.

The Project has so far selected and translated into English 900 key concepts in Chinese thought and culture (published as a series of 9

books). These are based on careful research and repeated discussions by over 100 experts in literature, art, history, philosophy, and translation.

As of May 2020, contracts have been signed to publish the book series of Key Concepts in Chinese Thought and Culture in 26 languages, which include Afrikaans, Albanian, Arabic (Lebanon), Armenian, Belarusian, Bulgarian, English, French, Hindi, Hungarian, Korean, Macedonian, Malay (Malaysia), Nepali, Persian, Polish, Portuguese, Romanian, Serbian, Setswana, Sinhalese (Sri Lanka), Spanish (Castilian), Spanish (Mexican), Swahili, Turkish, Urdu, and Zulu. [■](#)

The Center of Intellectual Property Rights and Journal Publication

■ Yogyakarta State University



Services of the Center of Intellectual Property Rights

Yogyakarta State University (UNY) encourages improvement of collaboration in research, scientific publication and protection of intellectual property rights. In line with this, through the Institute of Research

and Community Service, UNY has set up the Center of Intellectual Property Rights (IPR). The main tasks of the IPR Center are supporting the implementation of IPR-oriented research and community service, improving institutional partnership, and facilitating IPR management

support for UNY and the community. UNY's IPR Center currently has 11 programs: 1) Identifying the research findings which can be implemented in the community service programs; 2) Identifying the research findings and community services which have potential to receive protection of intellectual property rights; 3) Conducting workshops on composing patent description and registration of intellectual property rights; 4) Preparing Terms of References of the community services for the lecturers; 5) Conducting training on the writing of community service proposals; 6) Monitoring the process of the community service proposal selection using DIPA UNY funding; 7) Providing coaching service in writing community service proposals; 8) Monitoring initial seminars on the community services conducted by the lecturers; 9) Conducting internal field monitoring on the community

service activities; 10) Evaluating the results of the community services; and 11) Monitoring the issue of the community service certificates to the lecturers.

Journal Publication

LITERA, The International Journal of Linguistics, Literature, and Teaching, was first published in April 2002 by the Faculty of Languages and Arts (FLA), UNY. *LITERA* has been re-accredited by the Indonesian Ministry of Education and Culture. *LITERA* welcomes and acknowledges high-quality theoretical and empirical research papers, case studies, paper reviews, literature reviews, book reviews, conceptual framework, analytical and simulation models, technical notes about linguistics, literature, and teaching practices from researchers, professionals, practitioners, and students from all over the world.

As for specific journal publication on education, UNY published *Cakrawala Pendidikan (CP)*. *CP* is an open-access peer-reviewed research journal that is published by the Institute of Educational Development and Quality Assurance of Yogyakarta State University (LPPMP-UNY). *CP* is providing a platform that welcomes and acknowledges high-quality

empirical research papers about education written by researchers, professionals, and practitioners from all over the world. *CP* has been re-accredited by the Indonesian Ministry of Education and Culture. *CP* has earned the first place for the best scientific journal of the Sinta Awards 2019. [\[4\]](#)



Publications of Minsk State Linguistic University

■ Minsk State Linguistic University

The publishing activity of Minsk State Linguistic University (MSLU) is performed by the MSLU Editorial and Publishing Department in accordance with the Regulations on Editing and Publishing Activity. All academic and research works are authorized for publishing by the MSLU Editorial Board on the basis of peer review. The Editorial Board is chaired by the Rector of the University.

Annually MSLU publishes more than 60 academic textbooks (in Russian, Belarusian, and foreign languages), as well as a wide range of scholarly articles, reference books, both in print and in electronic format.

The University issues two academic journals *MSLU Bulletin: Philology* and *MSLU Bulletin: Psychology, Pedagogy and Methodology of Teaching Foreign Languages*. These journals are included in the list of leading peer-reviewed academic journals and publications recommended by the Higher Attestation Commission of Belarus. The scholars and doctoral students from MSLU and other universities and institutes can publish their research papers on general linguistics, German, Romance, Slavic and Oriental linguistics, contrastive

and applied linguistics, literature studies, methodology of foreign language teaching, psychology of foreign language acquisition, and pedagogy.

The University is in charge of compiling and editing of the peer-reviewed scholarly journal *Foreign Languages*. The journal publishes research findings in linguistics, foreign language teaching, and hands-on learning resources for teachers. The editor-in-chief is the Rector of MSLU.

The MSLU scholars are the authors of national textbooks and teaching materials on foreign languages (English, German, French, Spanish, and Chinese) for secondary education institutions according to the Concept of Language Education, which was introduced by researchers led by the Rector of MSLU. The Concept of Language Education defines the theoretical and educational bases

for teaching foreign languages within the framework of the national language education policy and with the integration of learner-centered, communicative, competence-based, cognitive, and socio-cultural approaches.

The team of authors from the Department of Belarusian Language and Literature of MSLU has created textbooks *The Belarusian Language for the CIS States* and *The Belarusian Language as a Foreign Language for Beginners* for learners of Belarusian in other regions. Currently the Department is working out the textbooks of Belarusian as a foreign language, which are being created to promote the Belarusian language and culture in the world. The Belarusian experts also take part in the creation of the standardized tests to measure the Belarusian language skills of non-native speakers. 📖



ภาษาไทย
русский язык
беларуская мова
Български
O'zbek tili
Español 汉语
English
Қазақ тілі
Azerbaycan dili
Deutsch
Bahasa Indonesia
Українська мова
日本語

