

## An overview of less commonly taught languages education in China: historical perspectives and practical concerns

**Jiewei Wu**

Peking University  
China

ONOMÁZEIN | Special Issue IX  
Foreign Languages Education in China: Current Situation and Future Prospects: 38-50  
DOI: 10.7764/onomazein.neg.03  
ISSN: 0718-5758



**Jiewei Wu:** Department of Southeast Asian Studies, School of Foreign Languages, Peking University, China.  
| E-mail: jack@pku.edu.cn

Received: February 2021  
Accepted: June 2021

**Special  
Issue**  
– IX –

Foreign  
Languages  
Education in  
China: Current  
Situation  
and Future  
Prospects

2021

## Abstract

The teaching of less commonly taught languages (LCTLs) in China started in late World War II and developed rapidly after the implementation of China's reform and opening-up policy. In the 21st century, LCTLs education has entered a new stage. The Chinese government has promulgated a good number of policies to encourage the development of LCTLs professionals. In the meantime, the changing international landscape and the adjustment of the national development strategies have raised higher requirements and expectations for the construction of LCTLs majors. With an overview of the history of LCTLs undergraduate education, this paper focuses on the process of LCTLs undergraduate professionals development in China in the 21st century as well as summarizes the achievements and challenges of Chinese LCTLs education from the perspectives of disciplinary planning, curriculum development, teacher development, international training, and artificial intelligence.

**Keywords:** less commonly taught languages; undergraduate degree; history of education; social needs.

## 1. Introduction

The teaching of less commonly taught languages (LCTLs) in China, in the modern sense, began mainly at the end of World War II. In the autumn of 1941, the Ministry of Education of the Republic of China (1912-1949) planned to open a language school (called “grammar school” at the time) to train foreign language professionals to work in neighboring countries. In March 1942, the Ministry of Education took to prepare for the establishment of National College of Oriental Languages (Oriental Languages College). In July 1942, the Preparatory Committee of Oriental Languages College located the school in Shuiyue Temple, Dounan Village, Chengong County in the city of Kunming, and began to recruit students. On November 1, 1942, the Oriental Languages College declared its official opening, which started the training of LCTLs professionals in China. The main programs of the Oriental Language College were initially for four languages: Hindi, Burmese, Vietnamese, and Thai, with Malay and Korean added later. In 1949, the faculty and students of the Oriental Languages Institute were integrated into Peking University, making it an important base for LCTLs education in China.

In June 1949, the Department of Oriental Languages of Peking University was formed. This came from the merger of Korean, Vietnamese, Siamese, Burmese, Hindi, and other majors in the Oriental Languages Institute, with some faculty members from National Frontier College, National Frontier Normal School, and Department of Border Affairs of National Central University during the Republic of China period (1912-1949). In the late 1950s and early 1960s, national independence movements in Asia and Africa flourished, and many Asian and African countries declared their independence from colonial rule one after another. To strengthen the friendship and communication with Asian and African countries, Beijing Foreign Studies University established the Department of Asian and African Languages in 1961. The new department offered five majors: Cambodian, Laotian, Sinhala, Swahili, and Arabic. In 1954, Polish and Czech majors were founded in the Department of Russian at Peking University, and in 1956, the Romanian major was established at the Beijing Foreign Languages Institute, where the training of professionals for less commonly taught European languages began. In February 1959, the Beijing Russian Studies College was incorporated into the Beijing Foreign Studies University, which formed the tradition of LCTLs education in both comprehensive universities and foreign studies colleges in China. Peking University, Beijing Foreign Studies University, Chinese People’s Liberation Army School of Foreign Languages, University of International Relations, Beijing Broadcasting Institute (the predecessor of Communication University of China), University of International Business and Economics, and Guangxi University for Nationalities have established LCTLs majors one after another, where large quantities of teachers have worked hard for the creation and development of the new majors and many outstanding scholars have emerged (Dai & Hu, 2009). The teaching and research for less commonly taught languages is to train foreign affairs cadres and translators urgently needed by the country for diplomacy, cultural exchange, economic and trade cooperation. In the late 1970s, LCTLs education was restored to life during the

reform and opening-up, and the teaching and research for LCTLs were promoted simultaneously (Liu, 2017). Thanks to the policy of reform and opening-up, many LCTLs teachers and students have had the opportunity to go abroad to foreign countries or developed countries for further study. There has been a continuous emergence of distinguished and accomplished scholars in the academic field, who have carried out in-depth exploration in LCTLs professionals training, disciplinary development, foreign exchange, and social services. Many LCTLs teaching traditions have continued to this day.

## 2. Fundamental concepts and research categories

In its 1962 report on disciplinary planning at Beijing Foreign Languages Institute, the Ministry of Foreign Affairs referred to all foreign languages other than English, Russian, French, Spanish, and Arabic as “small foreign languages”. In examining the report, Premier Zhou Enlai changed each of the three references from “small foreign languages” to “less commonly taught languages” (Qi, 2006). In December 1997, the LCTLs Committee was established within the National Foreign Languages Teaching Advisory Board in Higher Education under the Ministry of Education, and the concept of “less commonly taught languages” was officially introduced into the field of foreign languages teaching in Chinese higher education. LCTLs in a broad sense refer to all foreign languages except English; LCTLs in a narrow sense refer to foreign languages other than the six official working languages of the United Nations (Chinese, English, French, Russian, Arabic, and Spanish), as stated in the *Announcement on the Application of Foreign Language Undergraduate Training Bases for LCTLs* issued by the Ministry of Education in early 2000 (Yang & Tong, 2008; Li, 2014). The term LCTLs is a classification concept with Chinese characteristics adopted to facilitate foreign language teaching (Liu, 2017).

In 2008, China’s higher education institutions offered 45 LCTLs language majors, distributed in 71 colleges and universities with 225 majors (Liu, 2008). In 2012, the number increase to 53, including 23 Asian languages, 3 African languages, 26 European languages, and Esperanto. Among the 53 less commonly taught languages, there are more colleges and universities offering majors like Korean (119 programs), Thai (28 programs), Vietnamese (26 programs), Portuguese (20 programs), Italian (19 programs), Burmese (12 programs), Indonesian (11 programs), and Hindi (10 programs); 24 LCTLs majors have fewer than 10 programs; 21 LCTLs majors have only one program; the total number of LCTLs teaching institute nationwide is 324 (Liu, 2017). In 2016, colleges and universities across the country opened 66 LCTLs majors and 391 programs distributed in 167 colleges and universities, and more than 32,000 undergraduates have participated in LCTLs studies (Ding, 2017). In 2019, the number of foreign language majors in Chinese colleges and universities reached 104 (including translation, business English, linguistics), of which 94 were LCTLs (some majors are still at the stage of opening courses and no undergraduates are enrolled). The number of LCTLs majors has doubled in just 10 years, with more universities offering LCTLs courses. This paper mainly takes the whole of LCTLs as the

research subject, examining the development of LCTLs teaching and learning, especially since China's reform and opening-up in 1978. With China's social development taken into account, this paper describes the characteristics and challenges of China's LCTLs development and considers possible development paths of LCTLs in China.

### 3. An overview of LCTLs development

LCTLs education in China has traversed a path full of difficulties and challenges, which embodies the ideals, wisdom, and hard work of several generations of scholars. Since the reform and opening-up, teachers engaged in LCTLs teaching have cultivated a large number of excellent professionals for China, who have made important contributions in diplomacy, foreign trade, and cultural exchanges; thus, they have created an LCTLs professionals community of high quality and with a certain scale (Liu, 2017). China Less Commonly Taught Languages Teaching Research Association (TRA) has played an important role in promoting the development of LCTLs education in China. This association was founded in 1987 as the China Afro-Asian Language Teaching Research Association. In 1998, the European LCTLs joined and the association changed to its current name. The TRA has gradually grown from 6 universities and 21 LCTLs majors in the initial period. Now it has covered more than 30 universities and nearly 100 LCTLs majors nationwide, which has become a national academic association that promotes the teaching and research of LCTLs in China and has made considerable contributions to communication and cooperation among members. In 1997, the National Foreign Languages Teaching Advisory Board (TAB) in Higher Education under the Ministry of Education established a LCTLs committee. Since 2007, the LCTLs committee was renamed Less Commonly Taught Languages Teaching Advisory Board (Sub-TAB). Under the leadership of the Higher Education Department of the Ministry of Education and the TAB, the Sub-TAB focuses on undergraduate teaching and professionals training, and performs work responsibilities like “research and consulting, guidance, evaluation, and service”, which creates an atmosphere of “unity and cooperation”. Therefore, the Sub-TAB has promoted LCTLs teaching and professionals training into a stage of steady development (Liu, 2017). The TAB and the Sub-TAB have jointly assumed the role of the leader and promoter of LCTLs education in China since the reform and opening-up. Under the leadership of both associations, seven projects have been carried out:

1) In 2001, the Ministry of Education approved the establishment of nine “National Bases for Training Undergraduate LCTLs Professionals”, which completed official acceptance at the end of 2007 after seven years of construction. Different regions have also set up corresponding bases for training LCTLs professionals according to specific work needs, such as “China-ASEAN Expo LCTLs Professionals Training Base” (2007) in Guangxi Province and “Belt and Road Foreign Languages Professionals Training Base” (2017) in Beijing.

2) In 2005, the project “3+1 training model for LCTLs professionals” completed by Guangxi University for Nationalities and the project “the training of versatile and highly qualified

LCTLs military professionals” completed by PLA Institute of Foreign Languages won the second prize of higher education national teaching achievement. In 2010, “Thai Intensive Reading” completed by Yunnan Minzu University was rated as a national excellent course. LCTLs majors have also made an important contribution to foreign language-related teaching achievements. For instance, the project “Innovation and Practice of International Experience Teaching Management Model for Foreign Language Majors”, in which LCTLs majors of Peking University participated, focusing on approaches and effects of foreign language students’ international training. In 2019, this project won the second prize of national teaching achievement and the first prize of Beijing teaching achievement.

3) National and local LCTLs teacher training activities were organized to exchange teaching experience. The first Advanced Seminar for Young Backbone Teachers of LCTLs was held at Peking University in 2005, followed by the PLA Institute of Foreign Languages in 2008, Xi’an International Studies University in 2012, Beijing Foreign Studies University in 2014, and Guangzhou University of Foreign Studies in 2017, and Guizhou University in 2019.

4) In 2007, the Ministry of Education and the Ministry of Finance jointly launched the Special Programs Construction Project, and 20 LCTLs programs from more than 10 universities were listed as the second type of special program construction sites. Through the implementation of the undergraduate tutor system, experimental undergraduate research training, and the expansion of practical language education, the programs aim to provide students with a solid foundation in language skills, understand and master the basic methods, means, and processes of scientific research, broaden their academic horizons, exercise their social and practical abilities, and strengthen their foreign language application and scientific research abilities.

5) In 2009, the development of the “Professional Norms for Undergraduate LCTLs Majors in Higher Education Institutions” (“Professional Norms”) was completed, and in April 2020 the “Teaching Guide for Undergraduate LCTLs Majors in Higher Education Institutions” (“Teaching Guide”) was released. The Teaching Guide puts forward the requirements for adhering to intensive, diversified, and innovative development, and emphasizes the goal of cultivating foreign language professionals who are needed by the times and expected by the country. The Professional Norms provides basic principles and general requirements for the admission, construction, and evaluation of LCTLs majors, while the Teaching Guide is the implementation of the Professional Norms, providing specific methods and solutions for the innovative development of LCTLs majors (Sun, 2020).

6) In 2012, the Ministry of Education approved the establishment of four “national off-campus practice education bases for university students” (Peking University - Guangxi Province-ASEAN Expo Bureau LCTLs humanities practice education base, Communication University of China - China Radio International LCTLs humanities practice education base, Beijing Foreign Studies University - Xinhua News Agency LCTLs humanities practice education base, Shanghai

International Studies University - Zhejiang Association for the Promotion of International Trade LCTLs humanities practice education base) (Liu, 2017).

7) In March 2020, due to the impact of the COVID-19 pandemic, LCTLs education across the country shifted to online teaching, through various online teaching platforms, such as MOOC, online classrooms, and social media. The pandemic has caused huge challenges to the training of students, but also has brought huge opportunities for the promotion of online LCTLs teaching.

#### 4. Exploration of LCTLs education in China in the 21st century

As an important part of higher foreign language education, significant changes have taken place in LCTLs teaching in Chinese universities in the 21st century. These are embodied in the conditions and scale of disciplinary development, teaching quality, faculty development, and curriculum construction. Faced with the new international situation and severe challenges, it is necessary to comprehensively upgrade faculty competencies, improve the quality of LCTLs professionals training, carry out in-depth scientific research, and further improve the quality of teaching and research level. In this way, China's LCTLs teaching and professional development can continue to move forward and more and more LCTLs professionals with better language proficiency and higher quality will appear (Liu, 2017). In 2015, the Ministry of Education issued the *Advices on the Implementation of Strengthening the Cultivation of LCTLs Professionals*, which stated that the goal was to "achieve full coverage of the official languages in all countries with diplomatic relations". In 2011, the School of Foreign Languages, Yuanpei College and the Department of History at Peking University jointly established the interdisciplinary major—"Foreign Language and History". In 2017, the "Foreign Language and Archaeology" major was added to expand and optimize the LCTLs teaching mode. In 2015, Shanghai International Studies University established a training base for outstanding LCTLs professionals, focusing on cultivating excellent translators in foreign languages that are urgently needed in China, as well as excellent interdisciplinary LCTLs professionals with backgrounds in journalism, law, and finance. In 2016, Beijing Foreign Studies University's "Russian + Kazakh" major enrolled undergraduates for the first time, and gradually extended this training model to other "Russian + Central Asian or East Slavic LCTLs" and "English + South Pacific LCTLs" models of multilingual training (Su, 2017). Considering that the demand for LCTLs professionals is very small, the language systems of the object countries are complicated where the situation in the concerning countries or regions is unstable, and the necessity and feasibility of enrolling undergraduates for four years of study is not high, the language is taken as an elective course. In addition to LCTLs professional development within universities, various colleges and universities are also actively expanding the ways of international training, forming "3+1" (3 years in China and 1 year abroad) and "2+2" (2 years each at home and abroad) training modes.

Most LCTLs majors are enrolled once every four years, so the teacher-student relationships will continue throughout their entire four-year undergraduate study. On the one hand, building a stable and high-level teaching workforce is an important guarantee for the progress of LCTLs education; on the other hand, one of the significant LCTLs education achievements is high-level faculty development (Sun, 2008). In 2010, the Ministry of Education launched the “International and Regional Studies & Foreign Studies High-Level Professionals Training Program”. This program mainly supports senior research scholars, undergraduates (only for those foreign language majors that are urgently needed by the country but cannot be trained in China), postgraduates, PhD students as well as visiting students in international and regional studies and foreign studies. From 2012 to 2017, a total of 3,454 LCTLs professionals were funded by this program, through which the gaps in 9 LCTLs majors’ teacher workforce in China have been filled (Sun & Liu, 2018). According to a rough questionnaire survey conducted in 2015, the 23 universities offering LCTLs majors had 553 teachers, of whom 37.40% had senior titles and 45.60% were lecturers; 46.65% had master’s degrees and 28.20% have doctoral degrees. Through internal selection, joint training, international exchanges, and other measures, the team of LCTLs teachers has been greatly improved in terms of academic ranks and education background (Liang, 2015).

The teaching system and teaching materials of LCTLs education have also made great progress. Following the requirements of professional training goals, LCTLs majors have carried out large-scale reforms in the curriculum system, which is divided into general education courses for humanities, major courses, and extended courses, as well as career guidance courses. These reforms attach great importance to the completeness of the curriculum system and the comprehensiveness of students’ abilities, in line with the principle of “wide range, solid foundation, and extraordinary abilities”. In terms of teaching materials development, projects of college-level, provincial-level, and national-level have been established and a number of LCTLs core courses textbooks have been published, many of which have won provincial and ministerial-level textbook excellence awards. New media and technologies are also widely used in LCTLs teaching materials. Many universities and colleges have published a large number of teaching materials ranging from language learning to international and regional studies, including LCTLs beginner’s textbooks, national-level tutorials, the national teaching achievement award series, and the teaching materials for LCTLs undergraduate professionals training bases. These teaching materials cover different levels of grammar, listening, reading, translation and include series of readings such as introduction to international and regional studies, culture and investment, economic and social geography, as well as literary history (Ding, 2017).

Besides, international and regional studies based on LCTLs teaching have begun. Among the first batch of international and regional studies centers approved by the Ministry of Education in 2012, both South Asian Studies Center at Peking University and Central and Eastern European Studies Center at Beijing Foreign Studies rely a lot on the LCTLs resources and pro-



fessional advantages. These research centers have played an important role in LCTLs academic research and social services and have made unique contributions to promoting cultural exchanges between China and foreign countries. In 2017, there were more than 390 centers for international and regional studies newly filed in the Ministry of Education. About half of these research centers, such as the Malay Studies Center, Southeast Asian Studies Center, Polish Studies Center, and Italian Studies Center, have strong support from LCTLs majors (Ding, 2017). While conducting international and regional research, it is necessary to reflect on the “nativeness” of local knowledge, especially local knowledge of the non-core regions, which is shaped by both the domestic power structure and the international knowledge production network. In terms of developing country studies, LCTLs researchers have many advantages; they can thoroughly study the targeted regions as well as the international influence on the areas and make a sound judgement based on authenticity and multiple perspectives (Li, 2019).

Sending students to study abroad is also a new exploration in the era of LCTLs education. Living and studying in a foreign country is the most direct and effective way to improve language ability and experience foreign culture. This is one of the characteristics of foreign language professionals training in the 21st century, which allows students to experience foreign cultures for a long period of time, gain an in-depth understanding of foreign countries, get in foreign languages practice, and experience different ways of thinking and living. It is of great importance to create conditions for students to participate in international exchange through improving management system, operation mechanism, and training mode, and formulate management methods that are not only in line with university regulations, but also scientific and reasonable, with certain flexibility, to improve the internationalization level of foreign language teaching (Ning & Peng, 2018). Internationalizing learning is not only the internationalization of teachers and students, or summer study abroad programs, but also the internationalized teaching model, internationalized learning space, and internationalized academic atmosphere (Wang & Zhao, 2019).

The informatization of foreign language education has moved from the initial stage of computer-assisted teaching to the current stage of artificial intelligence (AI) - driven intelligent learning. Smart courses supported by big data are widely favored, which is personalized, flexible, and convenient, regardless of time and space (Wen, 2019). In 2020, due to the COVID-19 pandemic, all LCTLs courses were transferred online. Teachers prepared online lesson plans according to the course syllabus and teaching schedule, through online learning platforms such as Ding Talk, Rain Classroom, Chaoxing Learning, Tencent, Zoom, and XuetangX.

## 5. Challenges of LCTLs education in China

As the depth and breadth of China’s participation in international exchanges continue to increase, correspondingly, the demand for LCTLs professionals in terms of quantity and quality is growing. In particular, the quality of LCTLs training should be considered (Sun & Liu, 2018).

By properly handling the relationship between internationalization and localization, import and export, commonality and individuality, as well as scholarship and application, China's LCTLs education integrates discipline, research, and professionals training, continuously expanding its international influence (State Language Commission, 2017). Through the development over 20 years since 21st century, teachers and students of LCTLs majors have made significant contributions to China's international exchanges, and have been widely recognized by the Chinese society. More and more students choose LCTLs as their undergraduate major, and more and more LCTLs graduates go to work in neighboring countries as well as countries around the world. In the context of the striking development of LCTLs education, there are also some serious challenges to be faced.

Although the total number of LCTLs majors is increasing, the actual number of enrolled majors each year is less than half of the total. In 2017, the total number of LCTLs majors registered by the Ministry of Education of Beijing Foreign Studies University reached 90, but the actual number of enrolled majors was only 19. For instance, School of Asian and African Studies in Beijing Foreign Studies University has 40 LCTLs majors, but only 18 of them meet the requirements for undergraduate admissions. The number of LCTLs majors has increased rapidly, but the practicality of current LCTLs program development remains to be examined (Yang & Tong, 2008).

The curriculum does not match the demand for LCTLs professionals. The structure and the content of the curriculum will influence the future direction of professionals training. At present, the curriculum of LCTLs majors in colleges and universities mainly consists of three parts: language, translation, and culture. The LCTLs professionals trained are mainly engaged in related fields such as translation, diplomacy, and international culture exchange. However, in the process of domestic development and international communication, China needs not only foreign languages professionals, but also interdisciplinary talents who can participate in the construction of various professional fields. The current curriculum of LCTLs in universities cannot meet this demand. There is a lack of training of high-level talents for LCTLs majors (Sun & Liu, 2018).

There is still a shortage of foreign language talents such as high-level interpreters, translators, and international organization employees, as well as comprehensive talents who have a good grasp of the information of the target countries. Such talents must not only be proficient in foreign languages, but also have a deep knowledge of Chinese and western history, culture, and literature, basic knowledge of science and technology, economy and trade, and cross-cultural communication skills (Hu, 2009). In short, LCTLs professionals training needs to be further improved in the breadth of learning and professional level.

There is a mismatch between LCTLs teachers and the scale of LCTLs professionals training, and there are certain problems with the structure of the faculty. On the one hand, the major-

ity of LCTLs teaching in China is only conducted at the undergraduate level, with limited capacity for postgraduate training and limited qualified faculty (Dong, 2017). On the other hand, with the deepening reform of the university personnel system in colleges and universities, the criteria for hiring and evaluating teachers have been raised, and the number of qualified faculty candidates is relatively limited. This has created a systemic challenge, especially in universities in some remote areas.

From “language learning” to “comprehensive study of the target country”, from “language studies” to “international and regional studies”, the transformation from a language-oriented professional training model to a region-oriented talent training model has been quietly taking place, and the integrated talent training model of “multilingual + regional studies” has been explored (Ning, 2020). LCTLs education in China is striving to build a number of research centers that cover key regions and countries and highlight academic characteristics, so that research development can really contribute to high-level foreign language professionals training (Su, 2017). Focusing on international and regional studies is an important milestone in LCTLs education, but the challenge is that LCTLs departments in universities and students themselves tend to focus only on specialized courses and neglect humanities courses, resulting in a lack of humanities immersion (Feng, 2008). Therefore, LCTLs students should be encouraged to venture out of the foreign language field and explore more diversified fields.

Another challenge is that skill-oriented language professionals may gradually be replaced with extensive application of language software, especially translation software. AI language technology is still under rapid development, and its impact on, or even threat to China’s foreign language professional training is obvious. The training of skill-oriented foreign language professionals cannot adapt to the development of the AI era (Xiao & Lu, 2019).

## 6. Conclusion

China’s LCTLs education has its own specific needs and it has gradually developed a training model with Chinese characteristics. From the current status quo of foreign languages education, the training of language skill-oriented professionals has always been the focus of LCTLs education, and there are many professionals who are proficient in listening, speaking, reading, writing, and interpreting foreign languages cultivated by colleges and universities and have contributed to the reform and opening-up of all walks of life (Xiao & Lu, 2019). To meet the country’s needs of LCTLs professionals, it is necessary to combine the tradition and geographical advantages of universities, design LCTLs majors, and educate globally competitive students who are proficient not only in foreign languages but also in certain countries and fields (Wang & Zhao, 2019). LCTLs education in China aims to cultivate high-level professionals with proficient skills and good humanities background who know themselves well and understand both China and the world.

## 7. References

DAI, Weidong, and Wenzhong HU, 2009: *Studies in the Development of Foreign Language Education in China (1949-2009)*, Shanghai: Shanghai Foreign Language Education Press.

DING, Chao, 2017: “An Analysis of the Current Situation of the Construction of the Less Commonly Taught Languages Majors in Chinese Universities”, *Foreign Language Education in China* 10 (4), 3-8.

DONG, Xixiao, 2017: *Reflection and Suggestions on Training European Less Commonly Taught Languages Professionals in China*, Beijing: The Commercial Press.

FENG, Yupei, 2008: *Reflection on the Reform of Less Commonly Taught Languages Teaching and Talent Cultivation Mode*, Shanghai: Shanghai Foreign Languages Education Press.

HU, Wenzhong, 2009: “Achievements and Shortcomings of Foreign Language Education in China in the Past 60 Years”, *Foreign Language World* 5, 10-17.

LI, Maolin, 2014: “An Analysis of the Current Situation and Characteristics of the LCTLs Majors Establishment in Chinese Universities and Colleges: Take the Nine Foreign Language Universities and Universities Administrated by the Ministry of Education in China as an Example”, *University (Academic)* 5, 58-62.

LI, Tingting, 2019: “Reflecting on the ‘Nateness’ of Local Knowledge in Area Studies: With Illustration from the Development Discourse from South Korea”, *China Public Administration Review* 2, 3-14.

LIANG, Minhe, 2015: *Report on the Construction and Development of Less Commonly Taught Languages Programs in China*, Beijing: Foreign Language Teaching and Research Press.

LIU, Shuxiong, 2017. *Report on the Construction and Development of Less Commonly Taught Languages Majors in China (1949-2012)*, Beijing: Foreign Language Teaching and Research Press.

LIU, Shuxiong, 2008: “The Development of Less Commonly Taught Languages Majors” in Weidong DAI (ed.): *Report on the Development of Foreign Language Education in Colleges and Universities*, Shanghai: Shanghai Foreign Language Education Press.

NING, Qi, 2020: “Theory and Practice of Area and Country Studies Talent Cultivation: Take Peking University’s Relevant Talent Cultivation Practice as an Example”, *Foreign Language World* 3, 36-42.

NING, Qi, and Lihong Peng, 2018: “Practice and Reflection on International Training for Foreign Language Majors: a Survey on Students from School of Foreign Languages at Peking University Studying Abroad”, *Foreign Language Teaching and Research* 50 (3), 31-40.

Qi, Yiming, 2006: “Zhou Enlai and the Work of Foreign Affairs Translation in People’s Republic of China: an Interview with Cong Wenzhi”, *Literature of Chinese Communist Party* 5, 39-42.

STATE LANGUAGE COMMISSION, 2017: *Study of Language Policies in China*, Beijing: The Commercial Press.

SU, Yingying, 2017: “Reflection and Exploration: the Belt and Road Initiative Professionals Training Mode of Less Commonly Taught Languages Majors”, *Foreign Language Education in China* 10 (2), 3-7.

SUN, Qi, and Baocun LIU, 2018: “The Situation and Development for the Talents with Less Commonly Taught Languages under the Background of the Belt and Road Initiative”, *China Higher Education Research* 8, 41-46.

SUN, Xiaomeng, 2008: *Opportunities and Challenges for Less Commonly Taught Languages Teaching*, Beijing: Beijing World Publishing Corporation.

SUN, Youzhong, 2020: “To Comply with the Requirements of *National Standards* and Teaching Guide and to Focus on the Building of First-Class Majors and First-Class Courses”, *Foreign Language World* 3, 2-4.

WANG, Xuemei, and Shuanghua ZHAO, 2019: “A Study of the Development of Foreign Language Majors and Curricula at the World-Class Universities in the Countries Along the Belt and Road”, *Foreign Language World* 6, 53-61.

WEN, Qiufang, 2019: “Foreign Language Education in China in the Past 70 Years: Achievements and Challenges”, *Foreign Language Teaching and Research* 51 (5), 35-45.

XIAO, Huafeng, and Ting LU, 2019: “From ‘Foreign Language Fluency’ to ‘Country Studies-Oriented’: Reflection on the Strategic Transformation of Foreign Language Professionals Training in China”, *Contemporary Foreign Languages Studies* 5, 26-31.

YANG, Xiaojing, and Jiameng TONG, 2008: “A Study of the Current Situation and Development Strategies of LCTLs Professionals Training in China”, *World Education Information* 5, 58-62.