

The Study of Southeast Asian Languages in China: Provincial Location and the University Teaching Goals

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Abstract: The study of Southeast Asian languages has received growing attention in China since the official launch of China's "Belt and Road Initiative" in 2013. In 2018, there were more than a hundred of Southeast Asian language programs in 56 institutions across China. Graduates from these programs, according to the Ministry of Education of China, will play a crucial role in facilitating interactions among governmental branches between China and many Southeast Asian countries. Even though the majority of Southeast Asian language programs have been developed since the 2000s, surprisingly little work has been published to address the current operational development of the Southeast Asian language programs. In which provinces can we find the majority of Southeast Asian language programs? What are the incentives and challenges of developing Southeast Asian language programs in individual Chinese provinces? To better understand the diverse developments of the Southeast Asian language programs, this paper examines how and why provincial locations may affect the institutional intended teaching and learning outcomes of the Southeast Asian language courses in contemporary China.

Keywords: Southeast Asian languages, language programs, Chinese provinces and municipalities, teaching goals

1. Introduction

As China moves toward a market system after the "reform and opening-up" policy since the late 1970s, the institutionalization of foreign policy-making has been accelerated for multilateral cooperation with all adjacent regions. Among the neighboring regions, Southeast Asia is fabulous not just because of its economic resources, but also because it is also one of the few regions where ethnic Chinese residents are the second largest ethnic minority and constitute about 16 million Chinese population outside China (Wong, 2018). Given the close historical and geographical connections between China and Southeast Asia, in 2018 there more than a hundred of Southeast Asian language programs could be found in Chinese universities across twelve provinces and municipalities in China.

A number of scholars, focusing on the establishment of the Southeast Asian language programs in China, have noted that many of these Southeast Asian language programs occurred in response to the development of China's national strategies toward the Southeast Asian countries since the early 2000s (Chen, 2007; Park, 2013; Tang & Zhang, 2007). The process for setting up Southeast Asian language programs began since November 4, 2002, when the "Framework Agreement on Comprehensive Economic Co-Operation between ASEAN and the

People's Republic of China" was signed in Phnom Penh, Cambodia. This agreement was signed to accommodate the following objectives: (1) to strengthen and enhance economic, trade and investment cooperation between the parties; (2) to progressively liberalize and promote trade in goods and services; (3) to develop appropriate measures for closer economic cooperation between China and Southeast Asian countries; and (4) to facilitate the more effective economic integration among China and the Southeast Asian communities (Association of Southeast Asian Nations, 2002). The formation of the free trade area between China and ASEAN members in 2002, according to Chen, provided the major impetus for the teaching and learning of Southeast Asian languages in China (Chen, 2007). Many of the Southeast Asian countries began to send their undergraduate students to study Chinese language in China, while a number of undergraduate Southeast Asian language programs were established to recruit Chinese students in nine universities across Mainland China, including Peking University, Beijing Foreign Studies University, Communication University of China, Guangxi University for Nationalities, Yunnan Nationalities University, Guangdong University of Foreign Studies, Shanghai International Studies University, People's Liberation Army University of Foreign Languages and the University of International Business and Economics. Nine of these institutions have been considered as the most pioneering units that offer training in Southeast Asian languages, including Thai, Vietnamese, Bahasa Indonesia, Bahasa Melayu, Burmese, Lao, Khmer, and Filipino.

In 2013, the idea of "One Belt, One Road" emerged to build a maritime Silk Road and a Land-route Silk Road to connect over 60 participant countries in Southeast Asia, Central Asia, South Asia, West Asia, North Africa, and Europe. Although the term "One Belt, One Road" has been replaced by the "Belt and Road Initiative" since March 2015 in China's official documents, its main objective for creating routes of cultural interaction and mutual connectivity among various civilizations between China and the participant countries has remained unchanged (The State Council of China, 2015). The teaching and learning of Southeast Asian languages are thereby facilitated by the growing attention of governmental demands and foreign affairs (Wang & Zhao, 2017). Today, there are more than a hundred Southeast Asian language programs in 56 institutions across 12 provinces and municipalities in China, including Beijing, Guangdong, Guangxi, Hainan, Jilin, Shandong, Shanghai, Shaanxi, Sichuan, Tianjin, Yunnan, and Zhejiang, as shown in the following Figure 1. The majority of the provinces listed above belong to the south and east of China, with some being located also in northern and central China, whereas none of them are located in western China.

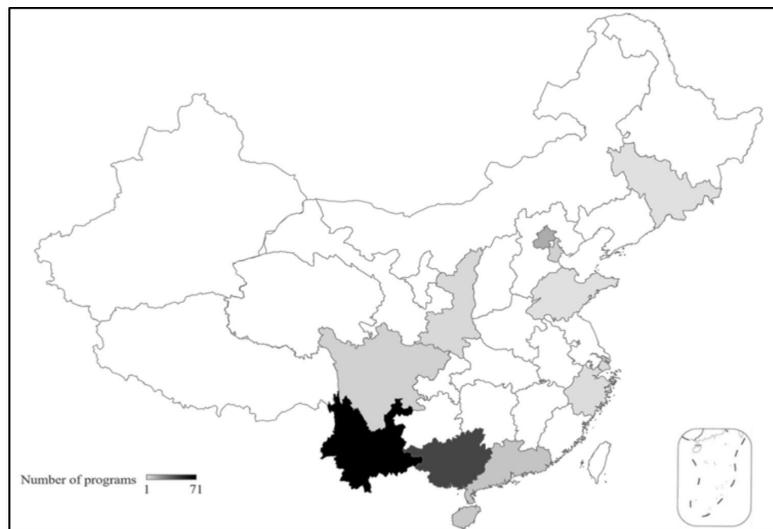


Figure 1. The Distribution of Southeast Asian Languages Programs in China

Like many other countries in East Asia, however, the study of Southeast Asian languages in China does not gain much widespread attention owing to its subordinated position concerning the condescending English language attitude toward other cultures (Hayami, 2006). The progress and development of current Southeast Asian language programs have thus remained unexplored due to a common tendency to neglect Southeast Asian languages in China. In order to get a clearer picture about the diverse developments of current Southeast Asian language programs in China, we analyze in which provinces we can find the majority of Southeast Asian language programs and the process by which provincial locations may affect the university teaching and learning outcomes of the Southeast Asian language courses in contemporary China.

2. Research Methodology and Data Analysis

2.1. Data-Collection

The data for the present research has been collected since July 2018 by studying a database of China's Ministry of Education and the official websites of each Southeast Asian language program in China. The data collection consists of four parts. Part one comprises questions on the provincial location and distribution of the higher education institutions that presently offer Southeast Asian language programs in China, and part two is a comparison between the different Southeast Asian languages currently taught in China. The assessment of language ability in the course settings is the primary concern of part three, while part four focuses on the information of the operational level, i.e. the background of students and faculty members, class size, types of training, etc.

One issue that needs to be pointed out is that the incomplete answers mainly lie in part four due to the restrictions to obtain information about class enrolment and teaching staff from most of the universities. Although phone interviews were conducted in early April 2019, our inquiries for class situations have not yet been fully answered, which explains why the following findings do not offer much information about the class sizes, students and teaching staff.

2.2. Data Processing

This paper divides the Southeast Asian language programs based on their provincial location into four regions, characterized by the “East”, “South”, “North”, and the “Central” regions of China. The East consists of Shandong province, Zhejiang province, and the municipality of Shanghai, and they are the coastal provinces where we can find significant Chinese trading ports and prosperous economic growth. The South includes Hainan Island, Guangdong, Guangxi, and Yunnan province, as they are four of the southernmost provinces of China and the closest to Southeast Asian countries. Jilin province, Tianjin, and Beijing comprise the North; while the Central part consists of two inland provinces, Sichuan and Shaanxi, as they are surrounded by many other Chinese provinces from all different directions.

In this research, ten Chinese Universities are selected regarding the comprehensiveness of the Southeast Asian language programs which are currently offered, as shown in the following Table 1. For instance, in the South, Guangdong University of Foreign Studies, Guangxi University for Nationalities and Guangxi University of Foreign Languages are selected because they have provided up to seven Southeast Asian languages programs (i.e. Thai, Vietnamese, Bahasa Indonesia, Bahasa Melayu, Burmese, Lao, and Khmer), and their program modules cover the most wide-ranging teaching scope compared to many other institutions in South China.

Table 1. List of Selected Institutions and Language Programs

List of Institutions	Southeast Asian Language Programs
East	
Shanghai International Studies University (上海外國語大學)	Thai, Vietnamese, Bahasa Indonesia
Shandong Foreign Languages Vocational College (山東外國語職業學院)	Thai
South	
Guangdong University of Foreign Studies (廣東外語外貿大學)	Thai, Vietnamese, Bahasa Indonesia, Bahasa Melayu, Burmese, Lao, Khmer
Guangxi University for Nationalities (廣西民族大學)	Thai, Vietnamese, Bahasa Indonesia, Bahasa Melayu, Burmese, Lao, Khmer

Guangxi University of Foreign Languages (廣西外國語大學)	Thai, Vietnamese, Bahasa Indonesia, Burmese, Lao, Khmer
North	
Beijing Foreign Studies University (北京外國語大學)	Thai, Vietnamese, Bahasa Indonesia, Bahasa Melayu, Burmese, Lao, Khmer, Filipino
Peking University (北京大學)	Thai, Vietnamese, Bahasa Indonesia, Burmese, Filipino
Tianjin Foreign Studies University (天津外國語大學)	Thai, Vietnamese, Bahasa Indonesia, Bahasa Melayu, Khmer
Central	
Xi'an International Studies University (西安外國語大學)	Thai, Bahasa Melayu, Filipino
Sichuan International Studies University (四川外國語大學)	Thai, Vietnamese

In general, the Southeast Asian language programs in China may be divided into two different categories: “undergraduate” and “vocational”, as shown in the following Figures 2 and 3. Among all the regions, Guangxi and Yunnan province in the South contain a considerable number of vocational programs. Although more Southeast Asian language programs may be found among universities in Yunnan - which have 22 vocational programs in total compared to 17 in Guangxi province - Guangxi University of Foreign Languages is chosen in this research because it offers eight vocational programs, which is the highest in the South compared with two to three programs offered on average by its counterparts at Yunnan province. Following the same principle, Shandong Foreign Languages Vocational College is selected and put in Table 1, although it offers only one vocational program in the Eastern region. In other words, Shandong Foreign Languages Vocational College has been selected for the reason of better reflecting the real situation of a vocational program in the East, even though it offers only one Thai language course in this institution.

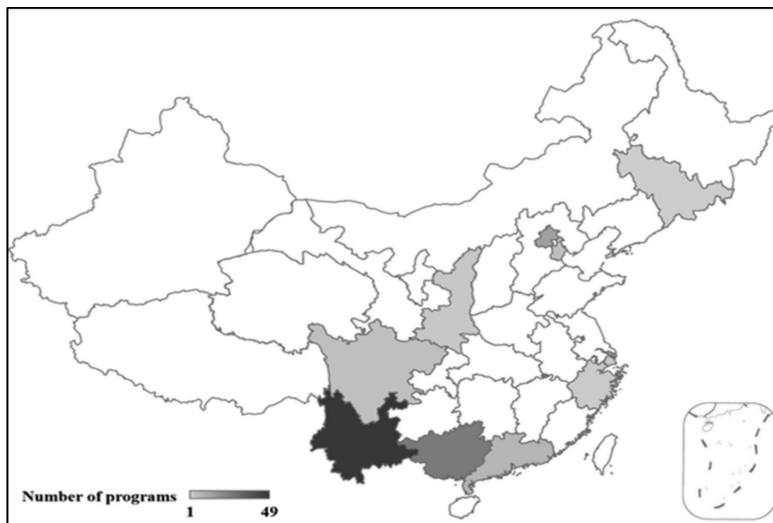


Figure 2. The Distribution of Undergraduate Southeast Asian Language Programs in China

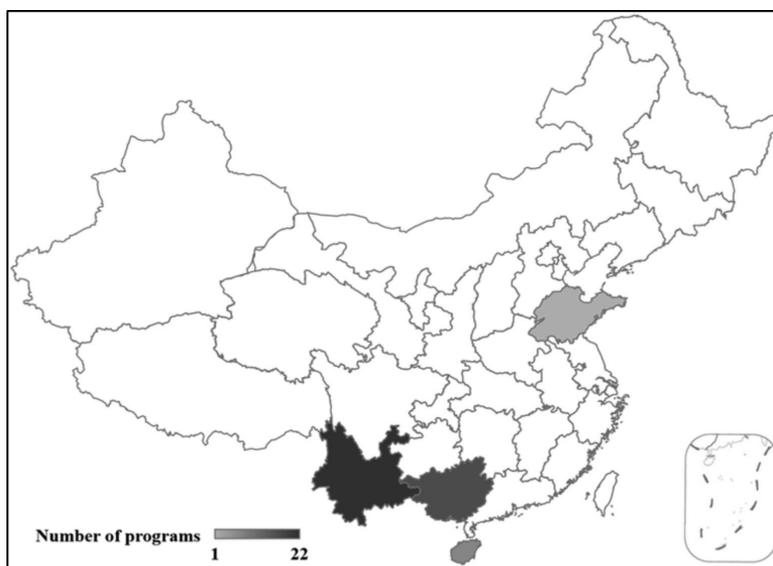


Figure 3. The Distribution of Vocational Southeast Asian Language Programs in China

3. Results and Analysis

The research reveals that there is a significant language course disparity between different provinces in China, as shown in Figure 4. Figure 4 illustrates that the majority of Southeast

Asian languages are taught in universities located in the South and the North. Among all the provinces, Beijing provides the most comprehensive Southeast Asian language program modules that cover up to eight Southeast Asian national languages. In the East and the Central region, however, not more than four Southeast Asian languages are taught in the universities, and languages such as Burmese, Lao, and Khmer are not yet available in the area.

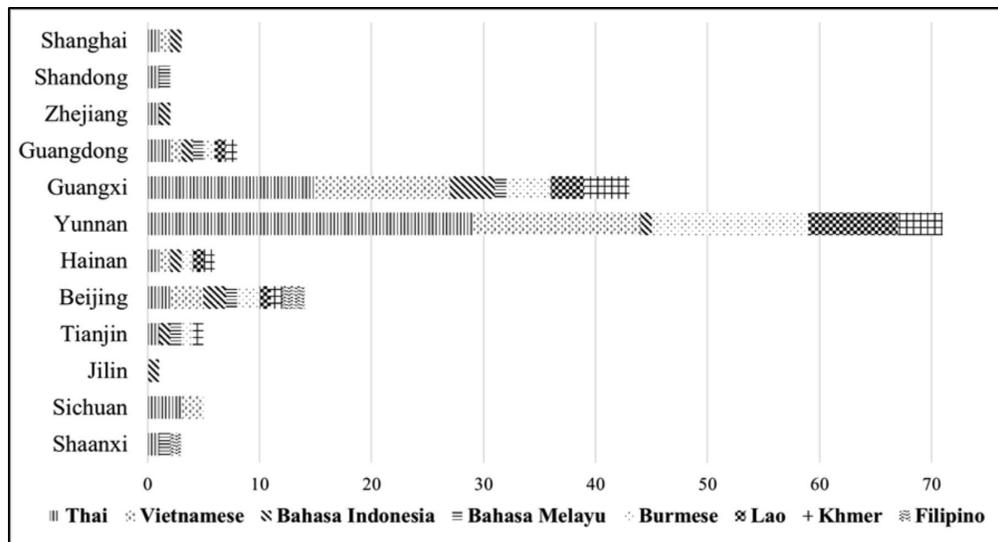


Figure 4. The Distribution of Southeast Asian Language Programs in China

According to Liu He-ping, an honorary Dean of Beijing Language and Culture University, language is a foundation of strengthening mutual connectivity between China and the foreign countries (Luo, 2017). Therefore, the studies of Southeast Asian languages are essential to Beijing as it plays an important diplomatic role at the worldwide level. As a diplomatic center, Beijing requires Southeast Asian language specialists to discuss foreign affairs and generate healthy diplomatic relations. Hence, in this context, Beijing must train and recruit their talents to speak different Southeast Asian languages.

Compared to the North, the language training focus in the South, which includes both vocational and undergraduate Southeast Asian language programs in Guangdong, Guangxi, Yunnan, and Hainan, is more practically-oriented and pays much attention to daily conversation skills. These Chinese provinces are much closer to Southeast Asian countries, and they have long generated regular interactions with each other in tourism, cultural, and commercial sectors. Therefore, it is not inappropriate to say that the language module setting in the Southern region is affected mainly by its geographical factor. As a result, students who are learning Southeast Asian languages in Guangdong, Guangxi, Yunnan, and Hainan often obtain more occasional opportunities to practice their Southeast Asian language skills with neighboring countries.

How do Chinese universities usually assess the language and learning skills among their students? Based on our findings, the assessment of a Southeast Asian language generally merits

skills and progress the students made in the following aspects: the knowledge of the specific Southeast Asian language which the program has covered, English language ability, and the communication skills that show students' ability to integrate a variety of information gathered using Chinese, English, and the Southeast Asian language. The results of each category are listed in the following Table 2.

Table 2 also shows that the majority of Southeast Asian language programs offered in the East, South, and the North region require their graduates to master all four of the following skills: listening, speaking, reading, and writing skills of English, Chinese, and the Southeast Asian language which they enrolled in. The majority of Southeast Asian language programs in the East, South, and the North usually demand their students to have undergone rigorous English language training before graduation. These requirements explain why each candidate must pass the College English Test Band 6 (CET- Band 6) as the essential prerequisite skills while learning Vietnamese, Bahasa Melayu, Lao, and Khmer in Guangdong province (National Education Examination Authority, 2019). As for the Southeast Asian language programs in the East, all candidates are required to achieve CET- Band 4, which is ranked a bit lower than Band 6, after the students have enrolled officially as an undergraduate of Thai and Vietnamese program. Similar to the East, students studying Southeast Asian language in the North (i.e. Peking University) will not be granted a Bachelor's degree unless they get the certificate of CET- Band 4 before the graduation. In contrast, the assessment of English language proficiency is not mandatory for the Southeast Asian language programs offered in Central China. The language assessment applies only to those who learn the Thai language in Central China, such as Sichuan and Shaanxi; while no institution requires a CET certificate before graduation.

Table 2. University Intended Teaching Outcomes of Southeast Asian Language Programs

Program	Institution	SEA language	English	Chinese
Thai	Shanghai International Studies University (上海外國語大學)	√	√	
	Shandong Foreign Languages Vocational College (山東外國語職業學院)	√		
Vietnamese	Shanghai International Studies University (上海國語大學)	√	√	
Bahasa Indonesia	Shanghai International Studies University (上海外國語大學)	√	√	
Thai	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	
	Guangxi University for Nationalities (廣西民族大學)	√	√	
	Guangxi University of Foreign Languages (廣西外國語大學)	√		
Vietnamese	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	

	Guangxi University for Nationalities (廣西民族大學)	√	√	
	Guangxi University of Foreign Languages (廣西外國語大學)	√		
Bahasa Indonesia	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	
	Guangxi University for Nationalities (廣西民族大學)	√	√	
	Guangxi University of Foreign Languages (廣西外國語大學)	√		
Bahasa Melayu	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	
	Guangxi University for Nationalities (廣西民族大學)	√	√	
Burmese	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	
	Guangxi University for Nationalities (廣西民族大學)	√	√	
	Guangxi University of Foreign Languages (廣西外國語大學)	√		
Lao	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	
	Guangxi University for Nationalities (廣西民族大學)	√	√	
	Guangxi University of Foreign Languages (廣西外國語大學)	√		
Khmer	Guangdong University of Foreign Studies (廣東外語外貿大學)	√	√	
	Guangxi University for Nationalities (廣西民族大學)	√	√	
	Guangxi University of Foreign Languages (廣西外國語大學)	√		
Thai	Beijing Foreign Studies University (北京外國語大學)	√		√
	Peking University (北京大學)	√	√	√
	Tianjin Foreign Studies University (天津外國語大學)	√	√	
Vietnamese	Beijing Foreign Studies University (北京外國語大學)	√		√
	Peking University (北京大學)	√	√	√

Bahasa Indonesia	Beijing Foreign Studies University (北京外國語大學)	√		√
	Peking University (北京大學)	√	√	√
	Tianjin Foreign Studies University (天津外國語大學)	√	√	
Bahasa Melayu	Beijing Foreign Studies University (北京外國語大學)	√	√	√
	Tianjin Foreign Studies University (天津外國語大學)	√	√	
Burmese	Beijing Foreign Studies University (北京外國語大學)	√		√
	Peking University (北京大學)	√	√	√
	Tianjin Foreign Studies University (天津外國語大學)	√	√	
Lao	Beijing Foreign Studies University (北京外國語大學)	√	√	
Khmer	Beijing Foreign Studies University (北京外國語大學)	√		√
	Tianjin Foreign Studies University (天津外國語大學)	√	√	
Filipino	Beijing Foreign Studies University (北京外國語大學)	√		
	Peking University (北京大學)	√	√	
Thai	Xi'an International Studies University (西安外國語大學)			
	Sichuan International Studies University (四川外國語大學)	√		
Vietnamese	Sichuan International Studies University (四川外國語大學)	√		
Bahasa Melayu	Xi'an International Studies University (西安外國語大學)			
Filipino	Xi'an International Studies University (西安外國語大學)			

4. Conclusion

4.1. Major Findings

Assuming that it is desirable and appropriate for Southeast Asian language courses to include

intercultural communication training, we may gain a better understanding of the issues of how and why the university teaching and learning outcomes have been designed in response to its provincial location and intercultural encounters with neighboring Southeast Asian countries. By summarizing all the findings above, it is observed that the majority of Southeast Asian language programs in China can be found in the South, i.e. Yunnan, Guangxi, Guangdong, and Hainan; while Peking University in Beijing presently offers the most wide-ranging language modules. The reasons behind this phenomenon may either be an increase in demand for Southeast Asian language talents, i.e. diplomatic talents and government officers; or that there is a more regular contact on both cultural and commercial basis under the international scheme of Belt and Road Initiatives. To better accommodate with current diplomatic and economic purposes, the competence and intended teaching outcomes for the majority of Southeast Asian language programs place most emphasis on the excellent command of English, Chinese, and Southeast Asian languages, in order to achieve a goal of endeavoring more members of the younger generations to become a versatile bilingual or trilingual talent in China.

The intended learning outcomes of the Southeast Asian language programs, nevertheless, seem restricted by the provincial location. Overall, the prerequisite skills and requirements to enroll and pass the language assessment in the South are more complicated than at the universities in the East and the North. As for the Southeast Asian language program in Central region, such as Sichuan and Shaanxi, most of their students could be recruited without prerequisite requirements, and the English language skills and training are not mandatory in the modules. This is believed to be affected by the landlocked characteristic of Sichuan and Shaanxi in the Central region as there is less opportunity to apply and practice Southeast Asian language skills compared to the other three Chinese regions.

4.2. Limitations of the Present Study and Suggestions for Future Research

Given the short time for data collection, the present study is limited in the following ways, which could be addressed in our future studies. First, the present study mainly depended on official online data and website information. Detailed research is needed to analyze the curriculum design, course materials, and practical language training; and data can be collected from students who have received Southeast Asian language training in China. Second, the absence of some of the Southeast Asian languages should also be addressed, such as Tagalog, Hmong, and Tetum. Third, the effectiveness of Southeast Asian language training can be measured in terms of job opportunities and career advancement.

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Appendix 1. List of Institutions and Intended Teaching Outcomes of Southeast Asian Language Programs (Undergraduate)

Institutions	Intended Teaching Outcomes of Undergraduate Language Programs
Guangdong University of Foreign Studies	<p>❖ Thai</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Thai language - Being able to apply English in daily practice - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors - Minor in Law, International Trade, Finance, Tourism, Journalism, Management, etc. <p>❖ Vietnamese</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating the Vietnamese language - Acquire English proficiency; passing the CET-6 is required - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors - Passing the College Computer Test (CCT-2) is required - Acquire professional knowledge from at least one other minor subject <p>❖ Bahasa Indonesia</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Bahasa Indonesia - Having a good understanding of Indonesia - Being able to apply English in daily practice - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors <p>❖ Bahasa Melayu</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating Bahasa Melayu language - Having a full understanding of Bahasa Malaysia - Being able to apply English in practice; passing the CET-6 is required - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors - Basic computer skills are required <p>❖ Burmese</p> <ul style="list-style-type: none"> - Having a good understanding of Myanmar - Being able to apply Burmese and English in practice (especially listening and speaking)

	<ul style="list-style-type: none"> - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors ❖ Lao <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of the Lao language - Having a full understanding of Laos - Being able to apply English in practice; passing the CET-6 is required - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors ❖ Khmer <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Khmer language - Being able to apply English in practice; passing CET-6 is required - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors
Guangxi University for Nationalities	<ul style="list-style-type: none"> ❖ Thai <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Thai language - Being able to work as translator, teacher, and manager in tourism, foreign affairs, trade, culture, scientific research, international broadcasting, publishing, and other sectors ❖ Vietnamese <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Vietnamese language - Having a broad knowledge and being able to deal with affairs independently - Being able to work as translator, teacher, and manager in tourism, foreign affairs, trade, culture, scientific research, international broadcasting, publishing, and other sectors • Indonesia <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Bahasa Indonesia - Having a broad knowledge and being able to deal with affairs independently - Being able to work as translator, teacher, and manager in tourism, foreign affairs, trade, culture, scientific research, international broadcasting, publishing, and other sectors ❖ Bahasa Melayu <ul style="list-style-type: none"> - Acquire proficiency in Bahasa Melayu and Bahasa Malaysian culture - Being able to work as a translator, researcher, teacher, and manager in tourism, foreign affairs, trade, journalism, culture, education, scientific research, international broadcasting, and other sectors

	<ul style="list-style-type: none"> ❖ Burmese - Acquire proficiency in Burmese ❖ Lao - Acquire proficiency in listening, speaking, reading, writing, and translating of the Lao language - Being able to work as translator, teacher, and manager in tourism, foreign affairs, trade, culture, scientific research, international broadcasting, publishing, and other sectors - Graduates can apply for Master's degree in other related subjects ❖ Khmer - Acquire proficiency in listening, speaking, reading, writing, and translating of Khmer language - Being able to work as translator, teacher, and manager in tourism, foreign affairs, trade, culture, education, scientific research, international broadcasting, publishing, and other sectors - Graduates can apply for Master's degree in other related subjects
Beijing Foreign Studies University	<ul style="list-style-type: none"> ❖ Thai - Acquire a broad knowledge and good understanding of China and Thailand - Acquire proficiency in listening, speaking, reading, writing, and translating of Thai language - Basic knowledge in linguistics, humanities, and social sciences is required - Being able to do scientific research in related subjects - Having good presentation skills in Chinese ❖ Vietnamese - Acquire a broad knowledge and good understanding of China and Vietnam - Acquire proficiency in listening, speaking, reading, writing, and translating of Vietnamese language - Basic knowledge in linguistics, humanities, and social sciences is required - Being able to do scientific research in other related subjects - Acquire good presentation skills in Chinese ❖ Bahasa Melayu - Acquire a broad knowledge and good understanding of China and Malaysia - Acquire proficiency in listening, speaking, reading, writing, and translating of Bahasa Melayu language - Having professional knowledge in economics, management, diplomacy, journalism, law, computer science, etc. - Learning a third foreign language is highly recommended ❖ Bahasa Indonesia - Acquire a broad knowledge and good understanding of China and Indonesia - Acquire proficiency in listening, speaking, reading, writing, and translating of Bahasa Indonesia - Basic knowledge in linguistics, humanities, and social sciences is required

	<ul style="list-style-type: none"> - Scientific research skills are required - Acquire good presentation skills in Chinese ❖ Burmese - Acquire a broad knowledge and good understanding of China and Myanmar - Acquire proficiency in listening, speaking, reading, writing, and translating of Burmese language - Being able to do scientific research in related subjects - Acquire good presentation skills in Chinese ❖ Lao - Acquire a broad knowledge and good understanding of China and Laos - Acquire proficiency in listening, speaking, reading, writing, and translating of the Lao language - Basic knowledge in linguistics, humanities, and social sciences is required - Scientific research skills are required - Basic skills in scientific research are required ❖ Khmer - Acquire a broad knowledge and good understanding of China and Cambodia - Acquire proficiency in listening, speaking, reading, writing, and translating of Khmer language - Basic knowledge in linguistics, humanities, and social sciences is required - Scientific research skills are required - Acquire good presentation skills in Chinese ❖ Filipino - Acquire a broad knowledge and good understanding of China and the Philippines - Acquire proficiency in listening, speaking, reading, writing, and translating of Filipino language - Basic knowledge in linguistics, humanities, and social sciences is required - Scientific research skills are required
Peking University	<ul style="list-style-type: none"> ❖ Thai - Acquire proficiency in listening, speaking, reading, writing, and translating of Thai language - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Thailand and the Southeast Asian region - Acquire good presentation skills in Chinese - Passing the CET-4 is required - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors ❖ Vietnamese - Acquire proficiency in listening, speaking, reading, writing, and translating

	<p>of Vietnamese language</p> <ul style="list-style-type: none"> - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Vietnam and the Southeast Asian region - Acquire good presentation skills in Chinese - Passing the CET-4 is required - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors <p>❖ Bahasa Indonesia</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Bahasa Indonesia - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Indonesia and the Southeast Asian region - Acquire good presentation skills in Chinese - Passing the CET-4 is required - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors <p>❖ Burmese</p> <ul style="list-style-type: none"> - Being proficient in listening, speaking, reading, writing, and translating of Burmese language - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Myanmar and Southeast Asian region - Acquire good presentation skills in Chinese - Passing the CET-4 is required - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors <p>❖ Filipino</p> <ul style="list-style-type: none"> - Acquire proficiency in Filipino and English - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors
Tianjin Foreign Studies University	<p>❖ Thai</p> <ul style="list-style-type: none"> - Acquire proficiency in the Thai language - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Thailand and the Southeast Asian region <p>❖ Bahasa Indonesia</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Thai language - Acquire the ability of intercultural communication - Being able to work as a translator, diplomat, researcher, and manager in

	<p>foreign affairs, trade, culture and science, tourism, and other sectors</p> <p>❖ Bahasa Melayu</p> <ul style="list-style-type: none"> - Acquire proficiency in Bahasa Melayu language - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Malaysia as well as the Southeast Asian region <p>❖ Burmese</p> <ul style="list-style-type: none"> - Acquire a broad knowledge and good understanding of Myanmar - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors
Xi'an International Studies University	<p>❖ Thai</p> <ul style="list-style-type: none"> - Must adopt a global perspective in daily training - Acquire proficiency in the Thai language - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors <p>❖ Bahasa Melayu</p> <ul style="list-style-type: none"> - Must adopt a global perspective in daily training - Acquire a broad knowledge and good understanding of Malaysia - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors - Being able to apply Bahasa Melayu in daily practice <p>❖ Filipino</p> <ul style="list-style-type: none"> - Acquire proficiency in the Filipino language - Being able to work as a translator, diplomat, researcher, and manager in foreign affairs, trade, culture and science, tourism, and other sectors
Sichuan International Studies University	<p>❖ Thai</p> <ul style="list-style-type: none"> - Acquire proficiency in the Thai language - Being able to work as a translator, researcher, teacher, and manager in foreign affairs, trade, culture, journalism, education, scientific research, tourism, and other sectors - Being able to apply Thai in daily practice <p>❖ Vietnamese</p> <ul style="list-style-type: none"> - Acquire proficiency in the Vietnamese language - Being able to work as a translator, researcher, teacher, and manager - Being able to apply Vietnamese in daily practice
Shanghai International Studies University	<p>❖ Thai</p> <ul style="list-style-type: none"> - Acquire proficiency in listening, speaking, reading, writing, and translating of Thai language - Must develop a broad understanding of China and Thailand - Translation skills between Thai and Chinese are required

	<ul style="list-style-type: none"> - Passing CET-4 is required - Internships in print media and journalism are required ❖ Vietnamese - Acquire proficiency in listening, speaking, reading, writing, and translating of Vietnamese languages - Must develop a broad understanding of China and Vietnam - Translation skills between Vietnamese and Chinese are required - Passing CET-4 is required - Internships in print media and journalism are required ❖ Bahasa Indonesia - Acquire proficiency in listening, speaking, reading, writing, and translation skills of Indonesian-Malaysian and Chinese language - Must develop a broad understanding of China, Indonesia, and Malaysia - Passing CET-4 is required - Internships in print media and journalism are required
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Appendix 2. List of Institutions and Intended Teaching Outcomes of Southeast Asian Language Programs (Vocational)

Institutions	Intended Teaching Outcomes of Vocational Language Programs
Guangxi University of Foreign Languages	<ul style="list-style-type: none"> ❖ Applied Thai - Must develop a solid understanding of the Thai language - Being able to apply the Thai language in daily practice - Being able to work in foreign affairs, international trade, tourism, and hospitality industry. - Being able to work as a translator, teacher, and manager ❖ Applied Vietnamese - Being able to work in foreign affairs, international trade, international transportation, tourism, foreign-related construction sites, mines, etc. - Being able to work as a translator, manager, public relation personals, officers, and self-entrepreneurs ❖ Applied Burmese - Being able to work in foreign affairs, international trade, tourism, and hospitality industry. ❖ Applied Lao - Being able to work in foreign affairs, international trade, tourism, and hospitality industry. ❖ Applied Khmer - Being able to work in foreign affairs, international trade, tourism, and hospitality industry.

Shandong Foreign Languages Vocational College	<p>❖ Applied Thai</p> <ul style="list-style-type: none">- Must adopt a solid understanding of the Thai language, tourism, and marketing- The ability to apply Thai language in organizing foreign-related activities- Being able to apply the Thai language in tourist spots, hotels, and other retail departments- Being able to apply the Thai language to work as a tourist guide, departure guide, consultant, manager, promotion personnel, marketing researcher, or online business person
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