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Strategic Response in the Intelligence+ Era: Practice and Reflection on Multilingual Talent Development in Foreign Studies Universities — A Case Study of Beijing Foreign Studies University

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Abstract: *The ongoing technological revolution is driving systemic change in higher education. Artificial Intelligence has evolved from an auxiliary support tool into a strategic determinant of university competitiveness and future models of talent development. Using Beijing Foreign Studies University—a leader in China's foreign language education—as a case study, this paper examines its strategic adaptation and practical exploration regarding multilingual and cross-cultural education in the Intelligence+ era. Grounded in theories of Educational Globalization and the Social Shaping of Technology, the study elucidates the framework behind BFSU's integration of AI with its unique linguistic strengths. It further analyzes the university's implementation across four key dimensions: constructing intelligent teaching environments, innovating digital teaching modes, empowering niche language disciplines, and enhancing faculty digital literacy. The findings reveal a clear roadmap that merges frontier technology with traditional academic advantages, offering practical implications and policy recommendations for the digital transformation of foreign language universities and the broader higher education system.*

Keywords: *Artificial Intelligence; Higher Education; Talent Development; Educational Technology; Strategic Management; Social Shaping of Technology*

1. Introduction

The world is currently navigating a period of unprecedented transformation. Driven by a fresh wave of technological revolution and industrial restructuring, the pace and scope of change are accelerating, propelling global connectivity to new heights. Within this macro-context, emerging technologies—epitomized by Artificial Intelligence (AI)—are redefining societal demands for professional competencies and digital literacy. This shift poses urgent challenges for higher education institutions, particularly foreign studies universities tasked with educating the intermediaries of cross-cultural communication. As the primary carrier of culture and the medium of international interaction, language education bears directly on individual development, national image building, and the enhancement of global governance systems. Consequently, effectively responding to and leading this AI-driven educational paradigm shift has become a central strategic imperative for foreign studies universities seeking high-quality, sustainable growth.

Beijing Foreign Studies University (BFSU), has long maintained a premier position in the nation's foreign language education sector. This status is underpinned by its unique capacity to teach 101 languages and its rich heritage in training high-level foreign affairs professionals. Facing the disruptive wave of AI, BFSU must navigate a complex landscape: implementing forward-looking strategies and applying AI prudently while balancing technological empowerment with cultural heritage, identity recognition, and international understanding. How the university manages this equilibrium within its unique educational ecosystem is not merely an internal development issue; it serves as a high-value case study for the digital transformation of Chinese higher education, particularly for specialized humanities and social science institutions. Using BFSU's practical exploration as a primary case, this paper examines the strategic positioning, implementation pathways, and challenges faced by a top-tier foreign studies university integrating AI + Education. It further explores future development directions, aiming to provide theoretical insights and practical references for the reform and innovation of similar institutions.

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2. Theoretical Framework: Educational Globalization and Social Shaping of Technology

To fully grasp BFSU's AI strategy, a theoretical framework integrating macro-contexts with organizational behavior is essential. This study draws primarily on the theory of educational globalization and the Social Shaping of Technology (SST) to unveil the complex motivations and operational logic underpinning the university's strategic choices.

Educational globalization theory, exemplified by the work of Philip G. Altbach, provides the macro-lens for this examination. This theory highlights higher education's pivotal role in global knowledge production, talent mobility, cultural exchange, and the dissemination of international norms[1]. AI has significantly accelerated the digitization and global sharing of educational content, theoretically allowing high-quality language resources to transcend geographical barriers and benefit a broader demographic of learners[2]. However, globalization is neither value-neutral nor equitable; it is embedded with complex power dynamics and cultural politics. The development and application of AI are often concentrated within a few technological superpowers and major corporations. Consequently, algorithm designs, training data, and application scenarios may unconsciously embed specific cultural ideologies. This risks reinforcing the hegemony of dominant languages (such as English) and Western culture, while placing other linguistic cultures at risk of marginalization[3]. Therefore, for a top non-English foreign studies university like BFSU, the AI strategy is not merely a technological catch-up but a cultural strategic maneuver. It involves leveraging AI to enhance the international communication capacity of national culture, providing technical support for Less Commonly Taught Languages (LCTLs) to maintain global linguistic diversity, and cultivating students' critical agency to uphold cultural autonomy within a globalized technological environment

SST challenges technological determinism, emphasizing that technology's development, application, and social impact are not determined solely by intrinsic technical attributes. Rather, they result from the negotiation and co-construction of social, cultural, economic, and political factors[4]. Applying this to BFSU implies that AI cannot be viewed simply as an exogenous, neutral force "introduced" to the campus. Instead, analysis must examine how specific AI technologies are selected, designed, and utilized within BFSU's unique socio-cultural context. Various stakeholders—including administrators, engineers, faculty, students, and government bodies—engage in complex negotiations regarding AI application. For instance, promoting AI in the teaching of LCTLs involves not only practical considerations of efficiency but also deep strategic alignment with national initiatives such as the Belt and Road. Thus, understanding the substantive significance of BFSU's AI practices requires a situated analysis embedded within this specific social context.

In response to the opportunities and challenges presented by AI, BFSU has adopted a strategy of active engagement and proactive leadership, rejecting passive adaptation or reactive following. University leadership recognizes that AI has transcended its role as a mere tool for educational efficiency to become a critical variable in future international competition and cooperation. Consequently, integrating AI with BFSU’s distinctive multilingual strengths and cross-cultural research expertise is positioned as the central pathway for promoting the university's qualitative development and supporting national opening-up strategies. Within this strategic framework, the function of core technical departments has evolved from providing operational technical support to driving strategic empowerment. The guiding philosophy posits that technological innovation must align closely with the fundamental goal of holistic education. The university is committed to fostering professionals who possess a strong sense of national identity, a broad global vision, solid linguistic proficiency, and profound cross-cultural understanding.

3. Practical Implementation: The "BFSU Model" for AI-Empowered Multilingual Education

In recent years, BFSU has leveraged its unique academic strengths to proactively deploy and systematically advance the deep integration of AI and education. Guided by the overarching philosophy of AI-assisted teaching, learning, assessment, governance, and research, the university has developed a series of pioneering practices, gradually forming a distinct model of BFSU.

3.1. Infrastructure: Building a Unified, Secure, and Forward-Looking Intelligent Environment

Innovation in upper-layer applications is predicated on robust infrastructure. BFSU first prioritized the holistic design and systematic construction of an intelligent teaching support environment. On one hand, the university actively introduced and integrated industry-leading smart teaching cloud platforms,

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such as the U-Campus AI Version. Through embedded features like AI teaching assistants, intelligent learning analytics, and adaptive recommendations, AI is seamlessly incorporated into daily classroom instruction, homework, and academic assessment, effectively enhancing management efficiency and personalized learning experiences. However, BFSU's planning extends beyond these tools. More prospectively, the university is concentrating efforts on planning and building GlobeLink, an AI Q&A platform that deeply integrates distinctive institutional data resources. Utilizing advanced, privatized Large Language Models (LLMs) combined with BFSU's corpus of over 100 languages and extensive area studies data, this platform aims to provide a secure, one-stop intelligent service hub tailored to academic and campus needs. Its functions will cover advanced translation assistance, multilingual academic writing polishing, and intelligent retrieval of institutional knowledge. Synchronized with these platform initiatives is a foundational data governance project designed to dismantle internal data silos. This lays a solid, reliable data foundation for developing upper-layer smart applications, precisely assessing teaching quality, and scientifically informing management decisions.

3.2. Mode Innovation: Breaking Traditional Bottlenecks with Generative AI and Digital Humans

Regarding teaching modes, BFSU focuses on utilizing AI—specifically Generative AI and digital human technology—to overcome the twin bottlenecks of traditional language learning: the scarcity of authentic contexts and the lack of personalized interaction. First, the university has scaled the adoption of the iWrite intelligent writing platform and the iTEST intelligent assessment cloud. By providing multi-dimensional, granular diagnostics of student writing and establishing a standardized online testing system, these tools have revolutionized traditional instruction and assessment, effectively closing the loop through an "Assessment-Diagnosis-Improvement" model. Second, recognizing the potential of digital human technology, BFSU plans to build a Digital Human Generation Platform and an Application Assistant. These tools empower faculty to easily create multi-lingual, multi-identity virtual avatars. These avatars are deployed in real-time interactive virtual classrooms and high-fidelity simulations (such as diplomatic negotiations or business meetings), effectively compensating for the lack of real-world language environments and providing students with highly personalized, immersive, and repeatable training experiences [5]. The supporting "AI-Assisted Course Production Platform" further aids teachers in efficiently developing online resources that integrate these advanced technologies, supporting the future construction of a large-scale intelligent curriculum.

3.3. Distinctive Features: Deep Integration of AI with Multilingual and Cross-Cultural Strengths

The integration of technology with BFSU's core linguistic strengths constitutes the most distinct aspect of its model. The university's AI practices are not generic but precisely targeted at its cross-cultural advantages. First, to address the systemic scarcity of resources for LCTLs, BFSU has pioneered a multilingual adaptive learning system. Utilizing Generative AI concepts and a crowdsourcing model, this system rapidly and cost-effectively generates and annotates language data and teaching materials for specific niche languages. Driven by an adaptive engine, it provides personalized learning paths, alleviating shortages in faculty and materials. Second, the university promotes the fusion of VR/AR with AI to foster cross-cultural competence. BFSU has developed a series of virtual simulation courses reflecting both national identity and global vision, such as Entering Korea from an Intercultural Perspective, Telling China's Story, and Global Climate Governance. In these courses, students are no longer passive recipients but active participants who complete communication tasks in highly simulated first-person scenarios. Crucially, these courses embed AI-driven content analysis and multi-dimensional assessment modules, which analyze student speech, behavior, and decision-making to provide feedback grounded in intercultural communication theory. These initiatives have yielded significant improvements in students' cultural sensitivity, empathy, and global competence, earning recognition as National First-Class Undergraduate Courses.

3.4. Faculty Empowerment: Systematically Enhancing Digital Literacy in the AI Era

The success of educational technology ultimately rests on the faculty. Teachers are not merely users of technology but the designers and translators who align tools with educational goals. Consequently, the systematic improvement of faculty digital literacy is elevated to a strategic priority equal to infrastructure construction. The university introduced the iTeach platform to intelligently diagnose and assess teachers' competencies in instructional design, technology application, and data analysis, helping them clearly identify their strengths and weaknesses[6]. Building on this, BFSU implements tiered training programs, including workshops, seminars, and teaching competitions. These initiatives aim to comprehensively

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enhance faculty abilities to understand, evaluate, and effectively employ AI tools for curriculum innovation and data-driven instruction, cultivating a teaching force capable of leading educational change in the intelligent era.

4. Challenges, Reflections, and Future Directions

While Beijing Foreign Studies University has established an effective strategic framework and achieved positive progress, it soberly recognizes that this profound transformation presents severe challenges, necessitating continuous reflection on fundamental issues.

4.1. Reality of Challenges A marked imbalance exists in the depth and breadth of technological application

A significant imbalance exists in the depth and breadth of technological application. Despite macro-level planning and vigorous promotion at the university level, the actual application of AI technology varies markedly across different language majors, course types, and individual teachers. For some LCTLs with relatively sparse data resources, the adaptability and effectiveness of existing AI algorithms are considerably limited, preventing the full realization of technological empowerment. Additionally, some teachers, particularly those who are senior or possess strong humanities backgrounds, still need to improve their cognition, acceptance, and application capabilities regarding AI technology, exhibiting a phenomenon of being unwilling, afraid, or unable to use these tools. Bridging these digital divides to achieve inclusive, equitable, and effective AI application university-wide remains an arduous and complex systematic project[7].

Deeply integrating cultural sensitivity and humanistic care into technological application poses another critical dilemma in practice. The core of language education is the education of people. It is highly challenging to fully reflect a deep understanding and respect for different linguistic cultures in the design of AI systems, the training of algorithms, and the promotion of applications, while effectively avoiding cultural bias, algorithmic discrimination, and stereotypes that technology might introduce. Furthermore, pursuing teaching efficiency and intelligence must not come at the expense of the human temperature, emotional exchange between teachers and students, and subtle value guidance necessary in the language learning process. This remains a core issue that the Information Technology Center needs to continuously explore and resolve in collaboration with teaching units. Caution is required against the trend where technical solution designs overemphasize instrumental rationality[8], thereby neglecting the profound educational values underlying them.

Moreover, the system for data privacy protection and ethical norms urgently requires improvement. The foundation of AI application lies in the collection, analysis, and utilization of massive amounts of learner data. Balancing the full utilization of data to optimize teaching and achieve personalized cultivation with the strict and effective protection of the personal privacy rights of students and teachers is a complex issue involving technology, management, and law. Ensuring the fairness, transparency, and interpretability of algorithms to avoid new educational inequities caused by algorithmic black boxes is equally crucial[9]. Although preliminary regulations exist at the university level, there is a pressing need to establish a more sound and comprehensive set of data management regulations, ethical review mechanisms, and a digital literacy and safety training system covering all teachers and students.

The reconstruction of a supporting modern evaluation system is also imminent. AI has introduced brand-new learning methods, processes, and outcomes, necessitating a rethinking of how to scientifically and comprehensively evaluate learning effects. If the evaluation system remains stagnant in assessing traditional, isolated language knowledge and skills, AI-driven teaching reform cannot be truly deepened. Designing and implementing a novel evaluation system capable of effectively assessing students' comprehensive literacy—including information acquisition and screening, critical thinking, efficient human-machine collaboration, and complex cross-cultural problem-solving in an AI environment—is a fortress that must be conquered in future teaching evaluation reforms and the key link leading the entire teaching reform to greater depth.

4.2. Reflections and Future Directions

Facing the above challenges, Beijing Foreign Studies University will continue to adhere to the core principle of Technology Empowerment, Humanistic Guidance and deepen the application of AI in multilingual education and cross-cultural research in future development. The university will continue to

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increase R&D investment, especially for the construction of AI resources and the development of customized tools for LCTLs, using technical means to transform characteristic advantages into insurmountable competitive barriers. More attention will be paid to deep cooperation among interdisciplinary colleges, actively promoting the cross-integration of information technology with linguistics, pedagogy, international relations, regional and country studies, etc., to jointly explore collaborative innovative teaching modes that maximize the respective advantages of humans and machines. Simultaneously, the university will place ethical norm construction and the improvement of teacher and student digital literacy in a more prominent strategic position, ensuring that the application of AI technology always conforms to the internal laws of education and the spirit of humanism. Ultimately, all technological explorations and model innovations will serve the university's fundamental mission: to cultivate outstanding talents with global vision, deep feelings for the home country, excellent cross-cultural communication skills, and future leadership, enabling them to better serve the country and connect the world in the future.

5. Conclusions

BFSU's systematic practice in the field of AI + Education clearly demonstrates the high degree of self-consciousness, strategic determination, and action path of a top Chinese foreign studies university in the process of coping with global technological changes and serving major national strategies. The core experience of its exploration lies in avoiding the trap of technology for technology's sake and always closely combining AI technology application with the university's unique disciplinary advantages and noble talent cultivation goals, thereby forming an intelligent educational ecosystem with distinct BFSU characteristics. Despite facing multiple profound challenges such as unbalanced application, data ethics, and assessment reform in practice, its unswerving adherence to the core principle of "Technology Empowerment, Humanistic Guidance" provides valuable practical experience and profound theoretical inspiration for the intelligent transformation of similar domestic universities and the entire higher education system. This change driven by AI eloquently proves that in the Intelligence+ era, the strategic response of a university is by no means just a simple upgrade of technology or a superposition of applications; it is a comprehensive and profound systematic reshaping touching upon educational concepts, organizational structures, teacher-student roles, and campus culture.

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