

Needs Analysis and Implications on Multilingual Education at Port Areas of Yunnan Province

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Abstract: *This paper describes the needs for foreign languages at three ports areas of Yunnan Province. Four major findings have been discovered: (1) English is the dominant foreign language in port areas of Yunnan Province. (2) Needs for Southeast Asian languages appear the features of diversity and geographic difference. (3) There is a hierarchy of needs for languages, skills and knowledge, and these needs are integrated with each other. (4) The participants hold high motivations and positive attitude towards foreign language learning, but they haven't got enough satisfaction from their communication with neighboring people for the sake of their incompetent foreign languages. On the basis of the needs analyses, some implications on multilingual education are achieved.*

Keywords: *needs analysis; multilingual education; implication; Yunnan province*

1. Introduction

Language is not only an independent system of symbolic signs but a category of social phenomenon, which is closely related to social activities. On the one hand, language is inevitably influenced by political, economic, cultural, geographical factors and international relations; what's more, it changes with social development. On the other hand, as a tool of international communication, language is closely related to a nation's strategy^[8,9]. In this sense, language, especially foreign languages, is regarded as a kind of resources like other natural resources, such as water resources and mineral resources. Language resources is closely related to a nation's unity, stability and safety. For these reasons, language planning has widely caused attention from policy makers and scholars in recent ten years in China (Hu Wenzhong, 2011; Li Yuming, 2010)^[7,12].

With the advance of the Belt and Road Initiative, Yunnan Province has greatly changed from a remote and under-developed area to the bridgehead of reform and development in China for its advantageous geographical location, abundant natural resources and colorful multi-ethnic cultures. the Belt and Road Initiative has brought Yunnan province new opportunities for its economic and social development. This national strategy is bound to promoting regional communication and integration in many fields, such as economic and cultural exchanges. With this altered situation, linguistic values and language needs begin to diverge with the acceleration of regional communication between China and Southern Asian and Southeast Asian countries.

In recent two decades Chinese scholars take foreign language resources into research and gradually became a hot research focus. Of the researchers, the pioneers are Hu Wenzhong (2009), Li Yuming(2010) and so on. These pioneers reviewed the history of foreign language planning in China and summarized their advantages and disadvantages, then gave some strategic recommendations for future research. In recent years, a group of young scholars and researchers emerged with the establishment of China Foreign Language Strategy Research Center, and they published a series of quality research papers and works in succession. They studied current foreign language policy and planning in China from perspectives of public policy (Lu Ziwen, 2012), comparative and contrastive studies between China and other countries (Zhang Zhiguo, 2012; Shen Qi, 2012), national strategy (Zhao Ronghui,2012), localization (Cheng Xinren, 2012), and needs analysis (Lu Ziwen, 2012)^[6,10,13].

2. Research question

This study aims to explore implications on multilingual education for present language majors, potential learners in the future, and policy makers of foreign language education on the basis of data collection and analysis. To achieve the goal, 3 research questions were designed to accomplish the study.

The questions are as follows:

- (1) Which languages are used and needed in different professional sectors at port areas of Yunnan Province?
- (2) What language skills and linguistic knowledge are most frequently used and needed at port areas of Yunnan Province?
- (3) What sustainable and scientific multilingual education can be made to meet the local social development?

3. Participants and instrument

3.1 Participants

In order to get reliable data, 466 respondents with a large spectrum was selected in three border ports in Yunnan province: Ruili, Hekou and Jinghong, which are separately neighbored Burma, Vietnam and Laoth. The spectrum covers ten professional sectors to ensure that the sample population is representative of the total population. What's more, the participants' demographic information was also taken into consideration, including gender, age, ethnic identity, educational backgrounds, occupations, and linguistic competence.

For methodological clarity and scientific rigor, the sample population was selected by the distribution of professional sectors which most possibly use foreign languages in professional settings. These sectors covered tourism, industry, commerce, banks, and public administration in the research sites. The respondents were categorized by occupational distribution in order to analyze the local situation of foreign language use and discuss their needs in the professional settings, for example, whether the current foreign language planning goals and personnel of foreign languages can meet the local social development efficiently. And if there is any gap between the future social needs and current social needs, the data will show the needs for foreign languages.

3.2 Instrument

This study is guided with the principle that strategic multilingual education should be based on facts and evidence. On the basis of the previous three research questions and selection of participants, a set of questionnaires with 36 items was designed and applied to collect data. The questionnaire was the most important tool to collect data in this study. The contents of the questionnaire are as follows:

- (1) The respondents' personal background, including gender, age, education, ethnic group, and occupation;
- (2) The respondents' foreign language proficiency, such as languages, language skills, learning experience.
- (3) The respondents' foreign language qualifications and skills used in occupational contexts (schools, markets, workplace, hospitals...);
- (4) The attitude of respondents towards English as a school subject, and the importance in professional contexts;
- (5) The attitude of respondents towards less commonly taught languages, and the importance in professional contexts;
- (6) The importance, status, and future of these foreign languages in port areas and the issue of languages as school subjects in Yunnan Province;

4. Results analysis

4.1 Demographic information

In the survey, 466 respondents were involved and the sample population was geographically distributed in three different port areas (Jinghong, Hekou and Ruili). In total, of the respondents, males (39.3%) are largely less than females (60.7%). The gender proportion at the three research sites matches the total gender distribution of the sample population: Jinghong: male (39.7%), female (60.3%); Hekou:

male (33.6%), female (66.4%); Ruili: male (42%), female (58%). This proportion reflects current composition of foreign language learners in Yunnan. That's, there are much more female learners of foreign languages than male ones. On the other hand, the data prove the sampling of the survey is scientific, which guarantees the reliability of this questionnaire survey. As to age factor, the age groups mainly range from 20 to 60 years. The biggest part of the age groups is between 21 to 30 years, which take up 40.6% in total. For those respondents, most of them are new professionals who freshly graduated and have worked for about 1 to 6 years. They have gained enough social experience to judge the value of foreign languages and the importance of language skills and knowledge in their professions. The second big age group is under 20 years old. For this group, most of them are tertiary students. Their opinions are helpful to understand the learners' needs, expectations and attitude to foreign languages. The third age group covers those aged from 31 to 40 years, who make up a very important portion of the sample population. Most of the respondents at this age group are administrators of their sectors. Their views on social needs and personal needs for foreign languages can represent social demands for school education, which will increase the representativeness of this survey. All in all, the wide range of gender and age groups effectively covers most in-service occupants, which backs up the representativeness of the sample population. The data are presented in Table 1.

Table 1: Gender and age groups

Gender, age	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		Total	
	number	percent	number	percent	number	percent	number	percent
male	62	39.7%	84	33.6%	37	42%	183	39.3%
female	94	60.3%	116	66.4%	73	58%	283	60.7%
total	156	100%	200	100%	110	100%	466	100%
below20	11	7%	50	56.4%	62	40%	123	26.4%
21-30	96	61.2%	64	26.4%	29	32%	189	40.6%
31-40	30	19%	54	12.7%	14	27%	98	21%
41-50	18	11.5%	28	4.5%	5	14%	51	10.9%
51-60	1	0.6%	3	0	0	1.5%	4	0.9%
+60	0	0	1	0	0	0.5%	1	0.2%
Total	156	100%	200	10%	110	100%	466	100%

Table 2: Ethnic distribution of the respondents

Ethnic groups	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		total	
	number	percent	number	percent	number	percent	number	percent
Han	96	61.2%	113	66.5%	73	66.4%	282	60.5%
Dai	20	12.8%	8	0.4%	13	11.8%	41	8.8%
Hani	15	9.6%			1	0.9%	16	3.4%
Yi	8	5.1%	9	4.5%	13	11.8%	30	6.4%
Zhuang	3	1.9%	18	0.9%	3	2.7%	24	5.2%
Naxi	3	1.9%			1	0.9%	4	0.9%
Wa	2	1.3%					2	0.4%
Bai			1	0.5%			1	0.2%
Buyi			1	0.5%			1	0.2%
Menggu			1	0.5%			1	0.3%
Miao			13	6.5%			13	2.9%
Yao			36	18%			36	8.1%
Dulong					1	0.9%	1	0.2%
Hui					2	1.8%	2	0.4%
Jingpo					1	0.9%	1	0.2%
No response	9				2			0.4%
Total	156	100%	200	100%	110	100%	466	100%

Besides gender and age, ethnic identity is also taken into consideration in the survey. The 466 respondents are distributed in 15 ethnic groups in the research sites. Table 2 shows the regional characteristics of ethnic distribution in port areas of Yunnan Province. That's, multi-ethnic groups harmoniously live in the same areas from generation to generation, and the composition of the ethnic groups appears obvious regional and geographic features. Although the data show Han ethnic group is the biggest part of the sample population, it is not the dominant one in the three sites. The reason is that

most respondents of Han people are “out-comers”. They came to work and settled down, then became residents there. In fact, the indigenous ethnic groups such as Dai in Jinghong, Yao in Hekou as well as Dai and Yi in Ruili, are dominant ethnic groups both in population size, cultural and religious traditions as well as life customs in these areas.

4.2 Educational and professional background

In terms of educational background, the survey shows most respondents have received good schooling. The respondents without tertiary education take up only about 24%, including 18.2% senior high school graduates, 4.3% of junior high school leavers and 1.1% of primary school leavers. According to the questionnaire survey and the face to face interview, most respondents without tertiary education mainly work in service industry, such as working as waiters or waitresses in hotels or restaurants, and some of them working as tourist guides. In total, 73% of respondents had higher education experience. Specifically, 3.4% of respondents have received postgraduate education; 29.8% have BA degree and 43.1% have received or are receiving three-year college education. For this group of respondents, they have rich personal experience of foreign language learning, and they understand the qualifications for language learners in professional settings. In addition, for the sake of professional development or promotion, these respondents themselves also need improve foreign language skills and ability in order to make them competent in their jobs. Thus the respondents’ qualities can guarantee the validity of this research. The data are presented in Table 3.

Table 3: Educational background

Education, occupation	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		Total	
	number	percent	number	percent	number	percent	number	percent
Primary			4	2%	1	0.9%	5	1.1%
Junior high	11	7%	8	4%	1	0.9%	20	4.3%
Senior high	12	7.7%	64	32%	9	8.2%	85	18.2%
College	72	46.2%	54	27%	75	68.2%	201	43.1%
BA degree	48	30.8%	67	33.5%	24	21.8%	139	29.8%
MA degree	13	8.3%	3	1.5%			16	3.4%
Total	156	100%	200	100%	110	100%	466	100%

Table 4: Distribution of occupations

occupation	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		total	
	number	percent	number	percent	number	percent	number	percent
Teachers	25	16%	7	3.5%	6	5.5%	38	7.1%
Specialists	5	3.2%	43	21.5%	8	7.3%	56	12%
Artists	14	9%	3	1.5%	1	0.9%	18	3.9%
Officials	10	6.4%	29	14.5%	7	6.4%	46	9.9%
Business	9	5.8%	9	4.5%	8	7.3%	26	5.6%
Waiters	11	7%	11	5.5%	2	1.8%	24	5.2%
Policemen	19	12.1%	17	8.5%	9	8.2%	45	9.7%
Students	24	15.4%	46	23%	63	57.3%	133	28.5%
Guides	17	10.9%	13	6.5%	3	2.7%	33	7.1%
doctors	12	7.7%	12	6%	3	2.7%	27	5.8%
Air staff	10	6.4%					10	2.1%
No response			10				10	2.1%
Total	156	100%	200	100%	110	100%	466	100%

In addition to educational background, domains of language use are important factors which will influence language policy making and planning^[11,14]. Usually, most studies deal with states, but it can start with micro-social units, because processes are the same, which operate in macro-level planning also operate in micro-level planning. Fishman, Cooper (1989) argued that language choice is the very core of language policy and it is best studied in the context of sociolinguistic domains^[1]. Domains are sociolinguistic contexts definable for any given society by three significant dimensions: the location, the participants and the topic. Haugen(1966), Fishman (1981), Kaplan & Baldauf(1997), Spolsky (2004) argued that domains are a useful way of making the connection between sociological (macro-sociolinguistic) factors and linguistic (micro-sociolinguistic) realizations^[2,3,4,5]. The domains usually

include home, church, neighborhood, school and workplace. Based on the domain theory above, this research designed as many social sectors as accessible to do needs survey on foreign languages at the three research sites (Jinghong, Hekou and Ruili). The social sectors, or domains investigated by the research team are: local schools and educational bureaus, industrial and agricultural sectors, art sectors, local governments, business and trade sectors, hotels, departments of border security and customs, hospitals and local airports. A wide range of domains were visited and different levels of occupants were investigated in the form of questionnaire survey. Table 4 presents specific occupations surveyed as follows: teachers (7.1%), specialists (12%), artists (3.9%), officials (9.9%), businessmen (5.6%), waiters/waitresses (5.2%), policemen (9.7%), students (28.5%), tour guides (7.1%), doctors (5.8%), and airport staff (2.1%). Table 4 shows the respondents' occupations widely cover a variety of domains in the research sites. This well balanced distribution has laid a solid foundation for the validity of this questionnaire survey.

4.3 Needs analysis

4.3.1 Needs for languages

Table 5: Needs for languages

Use or not , Purposes, Languages	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		total	
	number	percent	number	percent	number	percent	number	percent
Yes	129	82.7%	143	71.5%	93	84.5%	365	78.3%
No	27	17.3%	57	28.5%	17	15.5%	101	21.7%
Total	156	100%	200	100%	110	100%	466	100%
Trading	33	21.2%	58+8	33%	8+4	10.9%	121	26%
Religion	2	1.3%	1	0.5%	2	1.8%	6	1.3%
Visiting	6	3.8%	10+2	6%	4+1	4.5%	23	4.9%
Communication	13	8.3%	10+2	6%	4+4	7.3%	33	7.1%
Marriage	1	0.6%	0		0		1	0.2%
Occupation	58	37.2%	45+2	23.5%	20+3	20.9%	128	27.5%
Exam	9	5.8%	23+2	12.5%	25+4	38.2%	63	13.5%
Traveling	19	12.2%	15+2	8.5%	6+4	9.1%	46	10%
No response	15	9.6%	21	10%	10	9.1%	46	10%
Total	156	100%	200	100%	110	100%	466	100%
English	93	59.6%	79	39.5%	31+36	67%	259	55.6%
Japanese	26	16.7%	4	2%	4+8	10.9%	42	9%
Arabic	3	1.9%	3	1.5%	+4	3.6%	10	2.1%
Vietnamese	12	7.7%	60	30%	1+6	6.4%	79	17%
Thai	60	38.5%	0		5+8	11.85	73	15.7%
Burmese	20	12.8%	0		12+10	20%	42	9%
Lao	31	19.9%	0		1	0.9%	32	6.9%
Cambodian	5	3.2%	1	0.5%	+1	0.9%	7	1.5%
Others			1	0.5%	2	1.8%	3	0.6%
No response			52	26%			52	11.2%
Total	250	160.3%	148	74%	141	123.3%	599	128.6%

78.3% of the respondents used foreign languages in their jobs, and 21.7% didn't use foreign language in their professional settings. And their purposes are: trading (26%), religion (1.3%), visiting friends and relatives (4.9%), cultural communication (7.1%), marriage (0.2%), occupation (27.5%), exam (13.5%), and traveling (10%). However, 10% of respondents didn't give their response. The reason may be that their occupational posts didn't need foreign languages and they didn't have communication with foreigners. According to the distribution of learning motivations, the needs are diverse as well as labor-oriented in professional settings. Globally, the most frequently-used foreign language is English (55.6%); the second frequently used language is Vietnamese (17%); the third one is Tai language; other less-commonly used languages are also used in their work such as Arabic, Cambodian. Regionally, besides English, Thai (38.5%), Vietnamese (30%) and Burmese (20%) are the most widely used foreign languages in the three separate research sites. At the same time, Japanese (9%) and other less commonly taught foreign languages, For example, Japanese (9%), Arabic (2.1%), Lao (6.9%) and Cambodian (1.5%), were also widely used in different professional sectors. To sum up, a dominant percentage of respondents used English to deal with their jobs, and Southeast Asian languages are differently applied with the geographic

difference of target communication groups. The data are presented in Table 5.

4.3.2 Needs for language skills

“What language skills are most frequently used in the professional settings?” The results in Table 6 shows the most frequently used skill is speaking (77.9%), then listening (60%), and reading (34.5%), writing (31.1%) and translation (34.3%) takes up almost the same percentages. Although speaking and listening are more frequently used explicitly, other skills are also involved implicitly when a conversation or communication is carried on. What’s more, needs for languages, language skills and linguistic knowledge integrated with each other. This is easy to understand, as we all know that no single language skill or knowledge is used separately in communication. The four basic skills: listening, speaking, reading and writing are always used together in verbal communication and nonverbal communication in our daily life. This well explains why the statistical number is bigger than the size of sample population, and it throws light on the current language education that more teaching emphasis should be attached to speaking and listening skills in classroom teaching. And language teaching should aim to improve the learners’ ability to use languages instead of to pass exams.

Table 6: Needs for language skills

Skills	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		total	
	number	percent	number	percent	number	percent	number	percent
Listening	96	61.5%	111	55.5%	73	66.4%	280	60%
Speaking	115	73.7%	156	78%	92	83.4%	363	77.9%
Reading	62	39.7%	54	27%	45	40.9%	161	34.5%
Writing	48	30.8%	57	28.5%	40	36.4%	145	31.1%
Translating	53	33.9%	51	25.5%	46	41.8%	160	34.3%
Total	374	239.6%	340	214.5%	296	268.9%	1109	237.8%

4.3.3 Needs for knowledge

As to the needs for knowledge, the respondents think pronunciation (66.3%) ranks the first place; the second is vocabulary (46.1%); then come grammar (35.6%) and foreign culture (35%). On the basis of the hierarchy above, it is easy to understand that basic language knowledge plays important roles in the communication with foreigners. What’s more, foreign culture also plays a vital role in communication, which should be put more emphasis on its education in classroom. Language is the vehicle of culture. Foreign culture teaching should become part of language teaching and training to increase language learners’ intercultural communication competence. The data are presented in Table 7.

Table 7: Needs for knowledge

Knowledge	Jinghong (N=156)		Hekou (N=200)		Ruili (N=110)		total	
	number	percent	number	percent	number	percent	number	percent
Pronunciation	84	53.8%	28+83	55.5%	8+49	51.8%	309	66.3%
Grammar	58	37.2%	6+57	31.5%	6+39	40.9%	166	35.6%
Vocabulary	81	51.9%	7+72	39.5%	13+42	50%	215	46.1%
Foreign culture	77	49.4%	13+31	22%	14+28	38.2%	163	35%
Total	300	192.3%	243	148.5%	199	180.9%	853	420.8%

5. Major findings

This study aims to provide reliable data for decision-makers of foreign language policy and multilingual education by identifying needs for foreign languages at port areas of Yunnan Province. On the basis of needs analyses of foreign languages from multi-perspectives, the major findings are explored in terms of language choice, selection of teaching materials, language skills and language attitude as follows:

- (1) English is the dominant foreign language in port areas of Yunnan Province.

According to literature review, the reasons lie in three aspects: the first reason lies in the dominance of English itself. As an international language, it widely spreads to most parts of the world. The optimistic estimated the number of English learners and users is 2 billion. As a global Lingual Franca, English is also widely and frequently used in the port areas between Yunnan Province and Southeast Asian countries

for the sake of political, economic and cultural exchanges. The second reason is the special history of Southeast Asian countries. These countries were once colonized and ruled by the UK and America. For this reason, a large part of Southeast Asian people were exposed to English, learned and used it during the colonial time, and then they transmitted English to their descendents. During doing field work of this paper, field workers, including the author of this paper, observed and interviewed a few Burmese businessmen at a jade market at Ruili. It was verified that they did speak English fluently, even though they did not receive much schooling. Thirdly, English is one of the official languages of ASEAN countries. English is widely used among these member countries.

(2) Needs for Southeast Asian languages appear the features of diversity and geographic difference.

On the one hand, English and Southeast Asian languages are used together to communicate with neighboring people at the border areas of Yunnan Province. On the other hand, Southeast Asian languages are dominantly used in different geographic locations. For example, Thai language is very popular at Jinghong, while Vietnamese is considered the most desirable foreign language to learn, and the most effective foreign language in professional setting at Hekou.

(3) There is a hierarchy of needs for languages, language skills and knowledge, and these needs are integrated with each other.

In total, English is the dominant language; however, regionally, some Southeast Asian languages share prestigious status in communication, for instance, Vietnamese at Hekou, Thai language at Jinghong. What's more, English and these prestigious languages are used together in the natural communication with neighboring people. As to language skills, speaking and listening are the most frequently used skills, while reading and writing are also attached great importance by the users and learners. In terms of needs for knowledge in communication, pronunciation, vocabulary, grammar, culture all play important roles and they are indispensable in communication.

(4) People in the port areas hold high motivations for foreign language use and foreign language learning, and they hold positive attitude towards intercommunication with neighboring people. On the other hand, they are poorly satisfied with the current communication with neighboring people. The dissatisfaction shows there is gap between their needs for foreign languages and their current foreign language ability. Their command of foreign languages can't meet the needs of current communication in terms of languages, language skills and knowledge. This gap convincingly proves the significance of this research, that's, there are some imbalances in current layout and planning of foreign language policy and foreign language planning, which calls for new necessary strategic foreign language policy and planning to meet the socioeconomic development (Li Yuming, 2010; Zhao Ronghui, 2010; Li Lisheng, 2011; Lu Ziwen, 2012).

6. Conclusion: Implications on multilingual education

Based on the major findings presented above, some implications for multilingual education can be made as follows:

(1) English, the most frequently and proficiently used foreign language in the port areas, should be taught as the first foreign language subject in all local schools, focusing on speaking and listening skills. What's more, English at the port areas was used in the communication between Chinese people and Southeast Asian people. Therefore, it is reasonable that English varieties: China English and Southeast Asian English, should be taken into consideration and taught in English classroom instead of the dominant British and American Englishes.

Although English as a lingua franca plays a vital important role in the communication, target languages of the neighboring countries are increasingly effectively and widely used among different levels of communicators in port areas of Yunnan Province for the sake of shared cultural, geographical, economic, religious factors. However, the current language situations show that the present policy that plans English as the only foreign language taught as a subject in schools at different levels doesn't match the needs of regional development. And the present practice doesn't fully take personal needs and regional development factors into consideration, which leads to some negative influences. For example, English graduates at university level are largely excessive to the social needs, and some graduates of less commonly used languages begin to outnumber the amount of social needs, while most graduates of less commonly taught languages are badly in short in a short term. This imbalanced situation calls for new foreign language planning in Yunnan Province. Based on the survey of current language situation in Yunnan Province, this paper aims to carry out regional survey on needs for foreign language to explore

the development of multilingual education.

(2) Key Southeast Asian languages, especially Tai language at Jinghong, Vietnamese at Hekou, and Burmese at Ruili, should be given higher language status and taught as the second foreign languages at the local vocational schools to cultivate language talents for service industry, putting emphasis on language skills and regional knowledge of ASEAN.

(3) Composite-type language talents, who have both a command of multi-foreign language competence and occupational knowledge, are possible in large need in the future. In addition, the “English + Southeast Asian language” model is promising and accessible to cultivate language majors in the future.

(4) Communicative competence should be the aim of foreign language education, which will improve learners’ language skills and ability to use foreign languages.

To sum up, sustainable foreign language policy and planning should be made in order to suit the local socio-economic development in China (Yunnan)-ASEAN regions. In the context of the Belt and Road Initiative, the port areas of Yunnan province are widely open to Southeast Asian countries, which can create more needs for neighboring languages and English. Although, more and more schools ranged from secondary to tertiary levels provided new language programs to cultivate speakers of Southeast Asian languages in recent years. It quite important to understand the language needs for regional lingua franca is relatively limited. In literature, the population of The Socialist Republic of Vietnam has a territory of 329,000 square kilometers, and a population of 83.1 million. The Union of Myanmar has a territory of 676,000 square kilometers, and a population 55.4 million. The Kingdom of Thailand has a territory of 513,000 square kilometers, and a population of 64.7 million (Liu Zhi, 2007, p.5-6). Compared with Yunnan Province which has the territory of 380,000 square kilometers, and the population of 33.6 million, it is obvious that the exchanges between Yunnan Province and the Southeast countries are relatively limited. Excessive cultivation of Southeast language speakers will lead to the waste of educational resources and human resources. It quite necessary for schools to do needs analysis and make an educational plan before a language program is started.

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