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they wanted to study and which language skill(s) they wanted to improve most. He also interviewed managers of the human resou

Kazakhstan, the United Kingdom, Singapore, India, Germany, Pakistan, and Malaysia. In the same procedure as described in

Figure 4: weighted scores of the top 10 foreign languages

4. Discussion

The results are discussed in this section. in light of college graduate supply and functional differences between foreign languages.

4.1. Needs Analysis in Light of Supply

As mentioned above, previous needs analyses (Dai, 2016; Shu, 2013; Zhang, 2011) failed to take supply into consideration. In fact, a foreign language should not be prioritized merely on the basis of its utility worldwide, or even in China. Priority should

Gong, T. ; Guo, Y, nB/F9 6.96 Tf 0 0 1 83.784 638.28 T0ng0 GpAAA>16230B49Pna5

Figure 6: Most commonly developed foreign language programs (2014-2017)

Needless to say, Spanish, Japanese and Russian are useful foreign languages in China. According to our needs analysis, they rank tenth, second, and fourth respectively on the top 10 foreign language

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