

## LANGUAGE NEEDS ANALYSIS FOR TAIWANESE ARTS STUDENTS: WHAT DO YOUNG ARTISTS NEED TO KNOW?

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### ABSTRACT

This study investigated the language needs for the arts university students in Taiwan. In a time of globalization and technological revolutions, the arts majors need to learn English not only because it is the medium of teaching and learning, but also because it is the medium of attending international performances, conferences, concerts, and exhibitions. This paper seeks to determine what the students' needs for language courses are, especially in the training of speaking, listening, reading and writing skills. The participants were eighty-three undergraduate students majoring in areas such as Fine Arts, Motion Pictures, Applied Drama & Theatre, Music, and Dance. The results show that the two main language skills in need of improvement were conversation and writing, because the large-sized English classes made it impossible for each student to practice speaking or writing. In addition to the required courses, the students wanted to be trained in speaking and listening skills.

**Keywords:** Arts students, Language Need, Language Skills.

## INTRODUCTION:

With the current trend of globalization and the growing popularity of the Internet, English is clearly the international means of communication. Students learn English not only out of interest in the language, but also for necessity; it is a tool required for their studies, career, and daily life. Most of the arts courses in Taiwan focus on professional training with students spending most of their time practicing musical instruments, dancing, painting, and acting. Thus English study is often neglected in this field. However, with the increasing demand on students' English proficiency when attending international exhibitions, performances, competitions, and conferences as well as in the future workplaces, the arts students have to face the fact that English is essential and necessary. Having strong English skills will help them to gain benefits in their future academic, professional, and personal domains.

In Taiwan, English is one of the subjects in the Joint College Entrance Examination (JCEE). Students study hard in order to obtain good scores in English and enter good universities. Most Arts majors have attended art classes such as Music and Fine Arts since junior or senior high school. Some of them do not need to take the JCEE in order to get into colleges or universities. Therefore, their English proficiency levels are usually not as high as that of other students from comprehensive universities. For some art-related academic departments, English is not even one of the requirements for admission, and students enter the departments based on their artwork, performances, or the prizes they win from various types of contests. English is not required in their academic performance, so while some students value the ability to use English, others do not. Also, the English course they take is a four-to-eight hour General English course in their first year of university life. Upon completion they do not have any required English classes anymore. Elective English courses would be their only other opportunity to study English. As a result, they spend most of their time focusing on their professional training. Even when they are in English class, some teachers teach conversation and the others teach reading. There is no appropriate curriculum or plan for the arts students. Kaur (2007) points out that developing English courses is challenging and can cause many problems in language teaching and learning if the English instructors do not know about students and their needs. Therefore, the study aims to address the following research questions:

1. What are the needs of university students majoring in the Arts in Taiwan for English courses and skills (namely speaking, listening, reading, and writing)? What kind of English tasks do the arts students wish to practice?
2. What are these students' expectations and needs for their English proficiency and English learning resources and activities?

## REVIEW OF THE LITERATURE:

Needs analysis is defined as the processes of gathering information about the needs of a particular group in industry or education. In educational settings, needs analysis focuses on the learning needs of students. Once the needs are identified, they turn into learning objectives, and serve as the foundation for future development and preparation of teaching materials, learning activities, and tests (Brown, 2009). Needs analysis involves a process that attempts to estimate deficiency, to determine needs and activities that bridge gaps and insufficiencies (Royse, Staton-Tindall, Badger, & Webster, 2009).

In the context of English teaching and learning, Language Needs Analyses (LNA) refers to using systematic means to explain the specific sets of skills, texts, linguistic forms, and communicative practices pertaining to a special group of students. It informs the design and development of a language program's curricula and materials and underlines the prismatic engagement of the program with occupational, academic, and professional realities (Hyland, 2007). In LNA, Long (2005) synthesized three major information sources. The first one is the published and unpublished literature, including relevant materials related to a specialized domain such as textbooks, instructional programs, contract, official documents, manuals, and performance standards. This information can provide detailed information about the descriptions and requirements of a specialized domain. The second information source is language teachers or applied linguists. Most of the language programs are designed and developed by the language teachers and applied linguists, providing rich information about the language itself and the philosophy about language teaching and learning. The third source comes from domain experts. To build concrete language programs, it is important to receive support and suggestions from the domain experts, who can provide information about real-life situations of language use.

Altschuld and Witkin (2000) point out that needs analysis is meaningful under the assumption that learners' specific needs have not been properly concerned and addressed. Needs analysis here means an organized,

ongoing process through which learners' present proficiency, required proficiency, and the gap between the two points is described. The results of needs analysis can be used for setting proprieties and making decisions in a language program design or evaluation. Therefore, one of the important characteristics of needs analysis is a systematic data collection procedure. All kinds of objective or subjective information should be taken into consideration to ensure a complete and precise description (Brown, 1995). Also, since learners will never have enough time to acquire all language skills, it is important to identify what to teach first (Brindley, 1989). As it is often used as a reference for decision making, needs analysis is mainly concerned about future-oriented questions. The focus is on "what to attain" not "how to reach it", although needs analysis may sometimes help decide the method (Stufflebeam, McCormick & Nelson, 1985; Witkin & Altschuld, 1995). The other characteristic of needs analysis lies with the problematic issue about what needs really are. Many researchers (Kaufman, Rojas & Mayer, 1993) explain needs as the gap or discrepancy between *the present state* and *the desired state*, the controversy over needs definition has moved on, leading the extensive discussion (Brindley, 1989).

The importance of needs analysis is to help teachers, school administrators, and students to develop learning materials, curricula, and teacher trainings. The courses are more flexible and responsive. Students can bring their thoughts to the course and explain what they want and need to know. Needs analysis also aids teachers in detecting students' weaknesses in their overall academic achievement, and helps schools to decide the needs of teachers for additional training (Mousavi, 2002).

Needs analysis is implemented by many researchers in difference academic fields and different countries. Choi (2005) conducted a needs analysis of students of tourism English. The participants were 120 students of day-time regular classes, 40 students of night classes, and 40 students who worked during the day for their regular jobs. The results show that students lacked strong grammar and communicative abilities. Their desire to improve speaking was very strong. They learned English for jobs rather than for use in daily life and or to pass exams. They were interested in the content regarding hotels, airlines, and travel agencies. Students thought foreign language ability was more important than professional knowledge of work in getting a job, and English was the most important language in workplaces. Watanabe (2006) investigated Japanese high school's EFL programs. The survey reported that both teachers and students acknowledged the importance of preparing for tests and having the ability to carry on a conversation. However, teachers seemed to value the necessity of expressing opinions and thoughts more strongly than students did. The reason could be attributed to their assumption that telling or exchanging opinions were difficult activities for them. Also, the topics which students liked the most were causal issues relevant to their daily lives. They did not like topics about academic or social problems. The communication ability that students needed the most was to carry out simple daily conversation and the ability to express or exchange thoughts, feelings, and opinions about daily issues. In 2007, Chuang and Shih discussed the English courses in art and design departments. They examined the English courses on the basis of numbers of semesters and courses, course categories, category combination, school years, and course titles. Their results show that technological universities or colleges offer more semesters and courses. Both comprehensive and technological universities emphasized General English courses according to the sequence of language learning. Moreover, only 10% of English courses offered were for specific purposes. In recent years, Eslami (2010) investigated the English program from the perspective of teachers and students in Iran. The results show that there was a discrepancy between the perceptions of students in different academic fields and between teachers and students. In 2011, Pawanchik, Kamil, Hilmi, and Baten investigated the English language needs of non-native foreign students. The study was conducted in New Zealand, but the participants were Asian students from China, Thailand, Korea, Qatar, and Saudi Arabia. They found that the propriety of language skills that students needed were firstly reading and speaking, and then writing and listening. The tasks that were important for students were reading instruction for assignments or projects, reading English textbooks, studying notes, course handouts, writing assignment, listening to lectures, instructions for assignments, and giving oral presentations. In 2012, Wu studied college business English course by using needs analysis, especially in target situation needs, learning situation needs and present situation needs. The study revealed that college business English should mainly focus on elevating students' listening and speaking skills. Task-based teaching approaches were best implemented to give students sufficient practices and experience. Students can be assigned to observe the real work situation and collect relevant information, materials, and activities to compensate for the limitations of classroom teaching. Among these studies, one common observation was that speaking was the skill that students from Asia needed the most (Choi, 2005; Watanabe, 2006; Pawancjik et al, 2011; Wu, 2012). However, the topic of Chuang and Shih's study (2007) was similar to the present study but they examined the courses and compared them with technological universities instead of the language skills or

tasks. Also, the study was different from Pawanchik's study because of the background of the participants. In light of the insufficient studies on interpreting the learning needs of the arts students and the fact that the few studies on interpreting them seem to be ill-proportioned, the present study was devoted to delving into the needs of the arts students and reforming the English courses for them.

## **METHODOLOGY**

### **PARTICIPANTS:**

A total of 83 undergraduate students participated in this study. They majored in art-related fields. Sixteen participants came from Department of Radio and Television. Fifteen majored in Motion Pictures and another fifteen students majored in Graphic Communication Arts. Ten students studied in Visual Communication Design. Eight students came from Multimedia and Animation Arts, and another eight students majored in Drama. The rest of the students studied in Craft Design, Fine Arts, Chinese Music, and Dance. Their English language proficiency level ranged from intermediate to high-intermediate level on the basis of their GEPT (General English Proficiency Test) score. The GEPT was developed by the Language Training and Testing Center at National Taiwan University. It is divided into five levels: Elementary, Intermediate, High-Intermediate, Advanced and Superior. The GEPT is commonly recognized by various government institutions, companies, and schools in Taiwan.

The arts university students in Taiwan are accepted into a program mainly from two tracks: one is the JCEE and the other is entrance examinations in individual colleges. The JCEE is open to all students coming from senior high schools, technology institutes, and vocational high schools. Students must take the JCEE for acceptance into majors which they like according to the scores they obtain. For the examinations held by individual school, each department sets its own requirements. Some departments such as Motion Pictures require students to pass a high-intermediate level English exam, and others such as Graphics Communication Arts, Radio and Television, and Drama require students to pass only the average level. Many art-related departments focus on students' creative skills and pay less attention to their English proficiency. In some departments, students do not need to take any English test for their entrance exam. Thus there are great discrepancies in the English proficiency levels of the arts students.

### **MATERIALS:**

The questionnaire used in this study was composed of two main parts (See Appendix I): language courses and the school's language learning resources (Tseng, 2009).

### **PART I LANGUAGE COURSES:**

Twenty-nine multiple choice questions and ten open-ended questions were designed in order to find out the kinds of language skills and activities students found the most difficult and the kinds of skills that students found the most useful. Students were asked about frequencies of use and their perceived importance of the four skills of language in the course of study and perceived importance for success in their fields after graduation. Also, students were asked to gauge the importance of twenty-five language tasks such as accurate pronunciation, daily conversation, understanding of foreigner's talks, oral presentation, note-taking, essay writing, etc. The questions were adopted from Gravatt, Richards, and Lewis's (1997) questionnaire cited in Richards (2007, pp.80-86). Each question was determined by using a reliability test and Cronbach's alpha was .889. It reached a high reliability. As Neuman (2001) points out, reliability tests are an indicator of the trustworthiness of a questionnaire. The high reliability was considered as significant and signaled that all items included were reliable. In the open-ended questions, students were asked to identify the circumstances in which they would be most likely to use English, their expectations for their own English proficiency levels, and how much effort they would need to make to achieve that goal.

### **PART II LEARNING AND TEACHING RESOURCES:**

Six open-ended questions were constructed to ask students about the learning resources and facilities that could help them improve their English proficiency levels. The questions included what kind of English facilities should the school provide? What kind of activities or learning resources should school arrange to help students to practice English?

## PROCEDURE:

The estimated completion time for the questionnaire was twenty minutes. After the completion of questionnaires, relevant data from multiple-choice questions were extracted and analyzed using SPSS (Statistical Package for the Social Sciences), the 11.0 Version of Windows program, and Microsoft XP, Excel. One sample t-test and a reliability test were used for statistical processing. The data from open-ended questions were classified into different categories manually according to the answers provided by students.

## RESULTS:

### PART I LANGUAGE COURSES:

To investigate students' needs for language skill training (listening, speaking, reading, and writing), results show that reading was the skill students expected to use the most, with a mean score of 3.89 (See Table 1). Speaking was the skill that students expected to use the least, with a mean score of 2.66. Normally, General English is taught in large classes where it is difficult to practice conversation. Among the four skills, speaking and writing were more difficult, but listening and reading were comparably easy for them. The participants had taken the JCEE about three to six months previously. This exam focuses mainly on reading, and so most students found reading to be relatively easy. Regarding the importance of English ability for success in their course of study, all four skills had a mean score of over 4. The highest one was listening, followed by speaking. The arts students have more opportunities to listen, watch, or conduct performances or exhibitions, and the ability to understand and convey the meanings of their works in English was considered fairly important. After graduation, the four skills were also ranked above a mean score of 4. All students thought speaking was the most important element to success, while writing was the least important.

**Table 1: The Use and Importance of Four Skills**

In the course of study, how often are you expected to use the four skills?					
		Listening	Speaking	Reading	Writing
All Students	M	3.80	2.66	3.89	3.12
	S.D.	.80	.75	.90	.89
How often do you have difficulty with the four skills?					
		Listening	Speaking	Reading	Writing
All Students	M	2.93	3.56	2.77	3.42
	S.D.	.77	.78	.63	.75
How important to success in your course of study are the four skills?					
		Listening	Speaking	Reading	Writing
All Students	M	4.42	4.39	4.30	4.00
	S.D.	.68	.82	.79	.87
How important to success in your field after graduation are the four skills?					
		Listening	Speaking	Reading	Writing
All Students	M	4.67	4.80	4.40	4.10
	S.D.	.54	.44	.66	.82

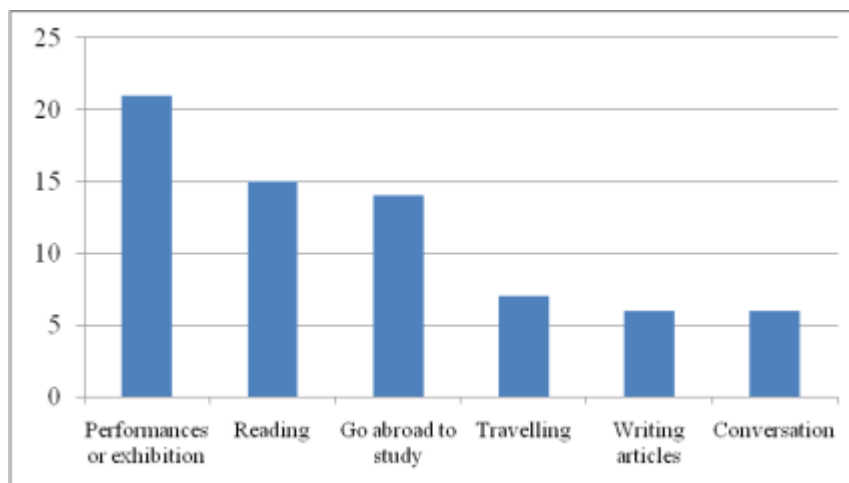
Participants were asked which activities or topics were helpful to them to improve their English (see Table 2). Among the twenty-five tasks, the most important was being able to understand foreign people speaking English. The second highest was daily conversation, and the third one was listening comprehension. On the other hand, participants gave a mean score of 2.95 in how to write references, a mean score of 3.14 in academic papers, and a mean score of 3.31 in taking English notes. All the three tasks involved writing. This was because the arts students did not need to write any English essays, reports, or papers in their professions.



**Table 2: English Related Activities or Topics**

	<b>M</b>	<b>SD</b>
1. Accurate pronunciation	4.05	.92
2. Daily conversation	4.48	.85
3. Understanding foreigner talks	4.60	.78
4. English oral presentations	3.89	1.00
5. Publishing English journal papers	3.66	1.03
6. Taking notes	3.31	1.02
7. Listening Comprehension	4.45	.83
8. Travel English	4.12	.89
9. Group discussion	3.61	.97
10. Writing English essays	3.64	.82
11. Email	3.65	1.02
12. Greetings	3.53	.85
13. Making a short speech	3.52	.98
14. Writing introduction of art work	3.89	1.01
15. Writing English academic articles	3.14	.95
16. How to write references	2.95	1.05
17. Increase vocabulary	4.37	.79
18. Reading comprehension	4.37	.71
19. Critical reading	3.57	.97
20. Make an oral introduction of art works	3.47	.99
21. Reading journal papers	3.36	1.11
22. Novels	4.16	.78
23. News	4.36	.73
24. Translating art articles	3.95	.84
25. Hosting art activities	3.63	.93

In the open-ended questions, students were asked about the kind of situations in which they would use English after graduation (See Figure 1). Twenty-one students thought they would use English when they went abroad for performances or exhibitions. They had many chances to be invited or to join international performances, concerts or exhibitions, and it was important for them to be able to deliver a clear message of their work. Fifteen students thought they would need English to read articles, news items, or books. They also needed to browse the Internet for updated information about their professions. Fourteen students commented that they would use English when they went abroad to study. Seven students thought English would be used when they took a trip. Five students thought English would be used when they wrote articles. Five students thought English would be used when they had conversations.



**Figure 1. In what kind of situations they would use English after graduation.**

Since there are usually many students in one General English class, they were asked about the ideal number of students in one class. Thirty-seven students chose 10 to 20, thirty-one students chose 21 to 30, ten students

chose 31 to 40, and five students chose below 10. This indicates that the ideal number of students was between ten and twenty according to students' opinions.

Examination of the English courses and materials showed that the only required course was General English. That means if students chose no other elective English courses, General English was their last English class before graduation. Therefore, students were asked about the English courses they wished to have and the courses that would benefit their future. Table 3 shows the results. Conversation was most needed by the students, with 48 students choosing it. Reading was the second priority, and they wish to read English novels or articles in English about art. Ten students wished to learn how to write. Eight students wanted to improve their listening comprehension ability. Four students wished to have News English or Tourism English. For their future, speaking was still the course they wanted to take the most, followed by Business English and Art English. Also, they wished to have News English and writing class, especially how to write scripts or short plays.

**Table 3: English Courses that students wish to have from the perspective of Learning English and Future Job**

Learning English	
Courses	Numbers of Students
Speaking/Conversation	48
Reading	20
Writing	10
Listening	8
News English	4
Tourism English	4
Future Job	
Courses	Numbers of Students
Speaking/conversation	33
Business English	13
Art English	10
News English	4
Writing	3

Asked about how to motivate students to enhance their English proficiency level, nineteen students stated that it was important to design interesting classes. Thirteen students agreed with setting up an English graduation requirement that could force them to increase their English proficiency. Ten students said that self-motivation was the most important incentive, and they had to realize the importance of English for their future or job. Nine students said that the school should provide scholarships. Seven students urged building up an environment such as an English corner or related activities. Six students said going abroad would improve their English considerably.

Then students were asked about any useful learning experience and the kind of courses they thought unnecessary or inappropriate. Forty-three students thought they needed to practice the four language skills. Eleven students suggested movies, TV series, or songs could arouse their interest in learning English. Five students agreed to memorize more vocabulary and grammar. Two students thought taking tests could force them to study English. Inappropriate course content was considered to be test-oriented and teacher-centered. When asked whether the English courses would be supported by more interesting teaching styles, sixty students had no opinions.

When students were asked what kind of content or topics should be included in an ideal English class, 36.96% of them said they wanted a class covering listening, speaking reading and writing; 32.61% of the students wished to learn more daily conversation; 23.91% to read more news to provide up-to-date information; and the remaining 10.87% to learn more grammar and vocabulary.

## **PART II LANGUAGE LEARNING RESOURCES:**

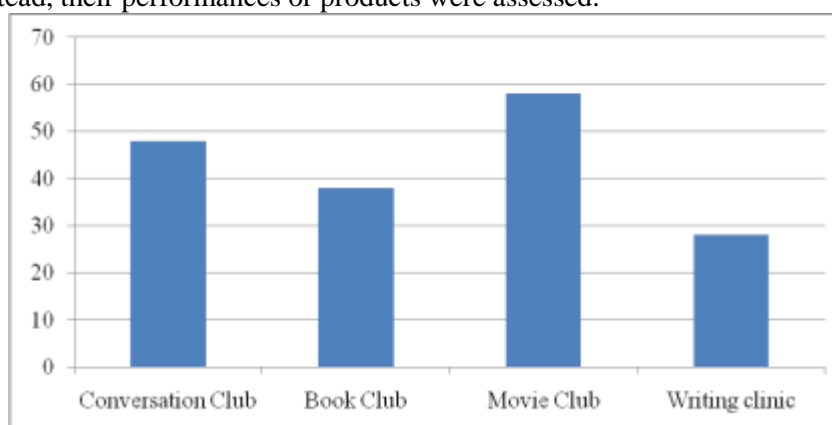
Table 4 shows the resources that could help students learn English. Seventy-one students found that computers were extremely useful in studying English. Next were earphones for improving their listening skill. The third one was television since English TV programs or series could help them study English. The least important was a recording system since they could only hear their own voices and were not sure if their pronunciation was correct or not. For printed materials, magazines were the most useful materials, followed by books. Students

also liked to watch DVDs and read newspapers.

**Table 4: English Learning Resources**

	All
<b>Equipment</b>	
Computers	71
Headset	49
Television	36
Tape-recorder or CD player	26
<b>Printed materials</b>	
Magazines	75
Books	67
DVD	54
Newspaper	54

The last question concerned the types of activities that could motivate students. According to Figure 2, a movie club was the activity that students liked the most, followed by conversation. Students also liked book clubs. A writing clinic which provided service for students in writing composition or journal papers was the activity least preferred. Unlike other comprehensive university students, the arts students usually did not need to write any English reports. Instead, their performances or products were assessed.



**Figure 2. Activities that would motivate students.**

## DISCUSSION:

Regarding language skills, students expect to use English in reading and listening during their course of study. English classes in Taiwan are generally large, and teachers or professors usually assign to students a lot of reading materials and listening practices, so students have few opportunities to practice conversation. Also, most universities in Taiwan have established an English graduation requirement with the threshold set at the first phase of GEPT either at the Intermediate Level or High Intermediate Level. The first phase contains two parts: listening and reading. To help students pass the examination, teachers usually focus on these two skills. This explained why students think speaking is the most difficult skill for them, and they wish to have conversation classes. As Altschuld and Witkin (2000) mentioned earlier in the literature review, needs analysis becomes relevant when student's specific needs are not correctly addressed. In this study, every university in Taiwan sets their English graduation requirement. The English proficiency tests usually consist of listening and reading tests, but what students actually want is to improve their speaking skill. There is a gap between what schools require and what students really need. Nevertheless, setting up a conversation class means providing small-size classes and recruiting more teachers or even native speakers, meaning an increased financial burden for the school. Nonetheless, universities still need to balance what students need and what can be actually done. As Brindley (1989) said, the controversy between the present status and the desired status of needs will still go on.

Among all the English-related activities or topics, students are eager to understand foreign speakers, have daily conversation, and improve their listening comprehension. In Taiwan, all universities are enthusiastically



promoting international academic cooperation programs, so there are many invited speakers, professors, or exchange students who speak English on campus. The students want to understand and to be able to talk with them, but listening to a spoken conversation is quite different from taking a test. The topics of these lectures or conversation are often associated with students' fields of study, so it is important for the students to understand them. On the other hand, there is no writing class for students and no teachers asked students to give reports written in English. Therefore, writing is not a skill they are interested in or have been motivated to work on. Apart from courses required by the school or the department, conversation is the course that students most wish to take, and the second one is reading. Some students wish to have courses focusing on writing, News English, and Tourism English. For their future employment, students think conversation is important, and so they need a lot of opportunities to practice speaking. The results verified Choi's (2005), Watanabe's (2006), Pawancjik et al' (2011), Wu's (2012) studies that speaking was the skill that Asian students want to improve the most. They wish to be able to speak fluent English.

To motivate students to enhance their English proficiency level, students think it is important to design interesting classes. They do not like to just sit in the class and listen to teachers' lectures. As creative Arts students, they prefer more activities and more chances to let them express themselves since they have many experiences of performing in front of the public. Almost all 95% of the students think their English is not as good as they had hoped. But even though they feel their English is insufficient, they do little to improve it. Students are also asked about useful leaning experiences. They think it is important for teachers to teach all four language skills, and the teachers could use more movies, TV programs, or songs to trigger their interest in learning English. Test-oriented or teacher-centered approaches are considered inappropriate. One quarter of the students suggest reading English news, so they could acquire new information and vocabulary at the same time. As Brown (2009) mentioned, it is important to retrieve information from students in the course development. The results are served as valuable references for teachers who prepare classes for these arts students. The results of students' needs from this study also echo what Mousavi (2002) said that students are encouraged to bring their opinions to the course about what they want and need to know. It helps teachers to find out the weaknesses of students, and provides information for school to decide or revise current English courses.

Results from the question regarding learning resources show that students prefer to use computers in language learning. This is consistent with the results regarding the five English activities, that the computer is the activity they use the most. They could listen to online English radio programs, watch TV series and movies, and browse English web pages. Earphones are the second most desired tool. This is consistent with the results that listening is the skill that students need to improve the most and the fact that students are expected to take listening courses. Magazines were the printed materials that students would use the most. There are many different kinds of English magazines available to students and they are less expensive and contain more current topics than books. DVDs are another resource that students would like to use, and the library's Media Center provides various kinds of DVDs. However, the library's Media Center is general-purpose, not especially directed to learning English. If there could be instructions or activities showing how to use these materials and how to learn English via these resources, they could be used more effectively. In response to Royse, Staton-Tindall, Badger, and Webster's (2009) explanations of needs analysis, it is important to investigate the existing needs within a program, collect information about the present situation, and compare them to the desired outcomes. Because of the result obtained from this study, the school that the author is currently teaching in is willing to purchase five computers with multimedia functions and several online learning and testing programs in the language center.

## CONCLUSION:

Being an arts student does not mean only practicing one's own professional skills. An arts student needs to take part in international concerts, contests, performances, and exhibitions. This study found that students recognized the importance of English, especially the skills of speaking and listening. Unlike the traditional method of teaching English through textbooks, students preferred activities such as watching movies, reading newspapers and novels, and having discussion. More specifically, teacher-centered and lecture-giving teaching styles are no longer favored by students. To meet their future job requirements, training in conversation, giving oral presentations, attending international concerts or performances, listening to speeches given by foreign guests, and using authentic materials are needed to prepare them to cope with their professional life after graduation. Because the working environment of the arts is changing rapidly, it is important for English teachers to examine and adjust their teaching programs and pedagogical materials in order to effectively meet the changing realities within this field.

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## APPENDIX I

### LANGUAGE NEEDS ANALYSIS FOR TAIWANESE ARTS STUDENTS

**Instructions:** The questionnaire is designed to investigate the English education for art students in Taiwan. It should require about 10 to 15 minutes of your time to complete the survey. Usually it is best to respond to it with your first impression without giving any single question too much thought. Your answers will remain confidential and only researchers of this study will have access to your responses. Your participation will certainly benefit the revision and adjustment of English education in possible future. Thank you for your precious time!

#### PART I LANGUAGE COURSES:

1. In the course of study, how often are you expected to use the following skills?

	Never	Rarely	Sometimes	Often	Very Often
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

2. How often do you have difficulty with each of these skills? (please circle)

	Never	Rarely	Sometimes	Often	Very Often
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

3. How important to success in your course of study are the following abilities?

	Low		Medium		High
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

4. How important to success in your field after graduation are the following abilities?

	Low		Medium		High
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

5. If I have the chances to improve my English, which of the followings are helpful to me? (Please circle from 1 to 5 according to the level of importance) L = Low, M= Medium, H=High

	L		M		H
1. Accurate pronunciation	1	2	3	4	5
2. Daily conversation	1	2	3	4	5
3. Understanding what foreigners talk about	1	2	3	4	5
4. English oral presentations	1	2	3	4	5
5. Publishing English journal papers	1	2	3	4	5

6. Taking notes	1	2	3	4	5
7. Listening Comprehension	1	2	3	4	5
8. Travel English	1	2	3	4	5
9. Group discussion	1	2	3	4	5
10. Writing English essays	1	2	3	4	5
11. Email	1	2	3	4	5
12. Greetings	1	2	3	4	5
13. Making a short speech	1	2	3	4	5
14. Writing introduction of art work	1	2	3	4	5
15. Writing English academic articles	1	2	3	4	5
16. How to write references	1	2	3	4	5
17. Increase vocabulary	1	2	3	4	5
18. Reading comprehension	1	2	3	4	5
19. Critical reading	1	2	3	4	5
20. Make an oral introduction of art works	1	2	3	4	5
21. Reading journal papers	1	2	3	4	5
22. Novels	1	2	3	4	5
23. News	1	2	3	4	5
24. Translating art articles	1	2	3	4	5
25. Hosting art activities	1	2	3	4	5

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