

Whose Needs do we fit? Needs Analysis of English Curriculum for Arts Students and the Arts Industry in Taiwan

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Abstract

This study analyzed the requirement of English education for arts students and the language needs for arts administrators in the workplace in Taiwan. A total of 83 participants, comprising 37 graduate students majoring in the arts and 46 company administrators in art-related jobs, responded to a questionnaire requesting their opinions concerning English education. The results indicated that the language skills that the students required were similar to those that company administrators used in the workplace. Reading was the skill that company administrators used the most, and speaking was the least used skill. However, among the 30 language tasks, the comparison of mean scores indicated a discrepancy in needs between the students and company administrators. The arts students required sufficient vocabulary and adequate reading practice, because they were required to take English proficiency tests as a graduation requirement and their course materials included English articles and journal papers. Regarding the company administrators, introducing artwork and presenting products were crucial because they must sell artwork. The results can serve as fundamental information for reforming and preparing English curricula and courses tailored to the needs of arts students in Taiwan.

Keywords: Needs Analysis, Arts students, Arts Industry, Course Design

Introduction

When teachers prepare courses, they are generally aware that student needs are the first propriety. Several scholars (Berwick, 1989; Brindley, 1989; Dudley-Evans & St. John, 1998; Finney, 2002; Hutchinson & Waters, 1987; Seedhouse, 1995; West, 1994) have supported that needs analysis is vital in designing and teaching any language course. Flowerdew (2013) note that needs analysis is to carry out the “what” and the “how” of a course, and it is followed by curriculum design, material selection, methodology, assessment, and evaluation. Therefore, do students know what they want and require? Does what they need fit the expectations and requirements of the industry? Does current English education enable students to acquire excellent jobs in the future?

English proficiency levels of arts students are typically not as high as those of students from other comprehensive universities in Taiwan because the English scores for college entrance examinations are not as critical for art-related departments, and the arts students spend considerable time developing professional skills, such as dancing, painting, acting, and playing musical instruments. Some students value the ability to use English, but others do not. A great discrepancy of English proficiency level can be observed among arts students; thus, designing appropriate English courses is difficult. However, English is vital for arts students because they acquire many opportunities to travel abroad for further education, performances, and exhibitions where English is the major medium of communication. Good proficiency in English helps students in the present study and in their future careers. To date, only a few studies have been conducted to examine English education for arts students in Taiwan. The current study was intended to remedy this deficiency.

As McDonough (1994) stated, the language needs of the learner should be the basis of course development. Thus, the information obtained from learners facilitates compiling a profile to establish coherent objectives and subsequently deciding on the course content. The novel contribution of this study is the comprehensive data culling of stakeholder needs in English education for Taiwanese arts students. Stakeholders are not only defined as students, but also management, including company administrators, from relevant arts industries in Taiwan. Thus far, most research papers have focused on business management and engineering students, and research on English education for arts students is scarce. The variations between the needs of arts students and company administrators have yet to be analyzed. The current study has thus aimed to answer the following research questions:

Q1. Is there a significant difference of the time spent relevant English activities between arts students and company administrators? How often do the participants use each of the four language skills (listening, speaking, reading, and writing) between school and workplace?

Q2. What are company administrators' expectations and requirements regarding their future employees? Do the current English curricula meet their expectations and requirements?

Q3. Does a gap exist between students' needs and company administrators' expectations and requirements?

Review of Literature

The definition of needs analysis (NA) is 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). There exist different definitions of needs. Berwick (1989) identified need as the gap between "what is" and "what should be". "What is" means the current status of learner's knowledge and skills whereas "what should be" refers to the target situation requirements. Needs can refer to students' study or job requirements, and what the students need to do to actually learn a language. It can also be considered as what the students themselves would like to obtain from the language courses (Robinson, 1991).

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. Unlike comprehensive university students who will find jobs in business or technology fields, most of the arts students will become painters, designers, dancers, performers, or musicians. Therefore, it is necessary to find out the real needs from the industry so the results can be used as the reference

for designing the English courses for these students majoring in the arts.

Needs analysis (NA) is a starting point or a guide for course design, syllabus design, materials selection, assessment or even classroom activities. It is important for decision planners to design the course (Berwick, 1989). Prior NA's literature listened to the students' needs alone to represent students' real needs. Later, English teachers' opinions are added as the main sources of information. This combination between the current and previous studies' finding that learners and teachers have a special right when it comes to deciding the content of the course they are to undertake (Brecht & Rivers, 2005; Holliday 1992, 1994; Long, 2005; Nunan, 2001). However, as Elisha-Primo, Sandler, Goldfrad, Ferenz, and Perpignan (2010) pointed out whether listening to the students' needs alone would really represent students' needs and be the basis for changes which will serve the students' English needs. Also, for the English teachers who do not have any experience of working in the industry. Do they really know what students need when they go to workplaces? In this light, more readily accessible sources may be available including other stakeholders such as employers, administrators, and so forth (Al-Saadi & Samuel, 2013).

Relevant research was conducted to investigate the language needs for business or engineering. In 2010, Kassim and Ali investigated the communicative events and skills needed at the workplace for their engineering students in Malaysia. The results show that oral communication skills was more important than written skills, and how to conduct teleconferencing, networking for contacts and advice, and presenting new ideas and alternative strategies were the important communicative events for the engineers. In 2013 Spence and Liu also investigated the language needs of engineers in high-tech industry, namely semiconductor manufacturing companies in Taiwan. The results revealed that writing and reading such as emails, reports and memos, and oral events including meetings, teleconferencing and presentations were considered important communicative events for the engineers. To visit customers and build relationship, speaking skills was fairly important. They also suggested to include authentic training in specific communicative events such as genre-writing (emails, report and memos), CMC communication (telephony and teleconference), and how to deliver presentations. In the same year, Al-Saadi and Samuel analyzed the writing needs of Omani EFL students. The participants included 982 students, 64 teachers, 4 supervisors, and 3 heads of department.

The results show a gap between the content of their curriculum and the needs from the students. Elamin and Osman (2018) investigated the needs analysis of English language productive skills (speaking & writing) for students of Sudanese. They invited 45 instructors from different services. The results showed that learners of the Sudanese needed to learn English language skills in an integrated way to meet the needs of students and teaching English language skills. He and Han (2018) note that most universities and colleges in China had been reforming their EFL curriculum. They investigated different opinions to classification of foreign language teaching, and the classification scheme of English teaching. They analyzed the learners' feedback from the perspective of learner's needs on the current EFL curriculum system of China's science and technology institute. They found that a learning-centered approach to course and curriculum design should be promoted to develop EFL teaching and China's ESP courses and accordingly meet nation's needs for cultivating international and integrated high-quality talents of foreign languages.

Methodology

Participants

A total of 83 participants joined the study. The participants were 37 graduate students

majoring in the arts (11 men, 26 women). They were from the departments of fine arts, motion pictures, graphic communication design, painting, calligraphy, craft and design, performing arts, visual communication design, multimedia and animation arts, dance, music, and Chinese music. Their language proficiency levels ranged from intermediate to high intermediate, based on the General English Proficiency Test. 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 student participants were asked to complete questionnaires regarding their experiences of English classes and their prospective job requirements. A total of 46 (20 men, 26 women) company administrators working in arts-related industries and the design field were invited to complete questionnaires regarding the predominant language skills that are required in their workplace and their expectations regarding future employees.

Instruments

Two questionnaires were designed to elicit answers to the research questions: a student questionnaire and a company administrator questionnaire.

Student Questionnaire

This questionnaire included two principal sections, on background information and time spent on relevant English activities, as well as language skills and courses (Tseng, 2013).

Part 1: Background information and time spent on relevant English activities. This section included 15 questions on gender, age, year in school, experiences abroad, and weekly time spent reading English books, watching English movies or TV programs, browsing web pages in English, listening to English radio programs, and working on English proficiency tests. The purpose of this section was to determine the number of hours students spent on English-related tasks and their current English proficiency levels.

Part 2: Language skills and courses. Thirty-four multiple choice questions were presented to determine the types of language skills and tasks that students regarded as the most difficult and the most useful. Students were also asked which courses and learning tasks were the most necessary. The questions included in the course of study included the following: How often do they expect to use the following language skills? How often do they have difficulty with each of these skills? How crucial are the following abilities to success in their course of study? How crucial are the following abilities to success in their field after graduation? If they had the chance to improve your English, which of the 30 tasks would be helpful to them? The questions were adapted from the questionnaire by Gravatt, Richards, and Lewis (1997), also cited in Richards (2007, pp. 80–86).

Questionnaire for Company Administrators

The questionnaire for company administrators consisted of three sections: background information and time spent on relevant English activities, current language needs, and language requirements for employees and English curricula.

Part 1: Background information and time spent on relevant English activities. This section comprised 10 questions on the company name, departments, affiliations, gender, age,

estimated hours spent on English learning at the time of completing the questionnaire, effective tools for learning English, and their experiences abroad.

Part 2: Current language needs. This section consisted of five questions about language skills in the workplace. The questions included the following: In the workplace, how often are employees expected to use the following skills? How often do they have difficulty with each of these skills at work? How crucial are the following abilities for promotion within their company? Did they ever attend an English cram school after graduation? When they were at university, how much effort did they exert in English classes (from 1 to 100)? How much effort would they exert in English classes (from 1 to 100) if they were afforded the chance to enroll in an English class now, and why?

Part 3: Language requirements for employees and the English curriculum. Nine major questions were listed in this section. The participants were asked about English requirements for employees and the language skills, activities, and courses that should be provided to students. The sample questions included the following: Does their company have any English requirements for new employees? In their company, how often are the company administrators expected to use the following skills? How often do they have difficulty with each of these skills? How crucial were the following abilities to their success in your company? Which of the tasks were helpful to them?

Procedure

Before the experiment, students were told that their identities, scores, and responses remained confidential. The researchers had sole access to process these data and information. The student questionnaires were distributed to the arts students who then completed the questionnaires in their English class at school. The company administrators were asked to complete the questionnaires in their workplaces. It shall take approximately 15 minutes to complete the questionnaire. If any questions encountered, they can raise their hand and ask the teacher questions. Students could put the questionnaire aside if they did not wish to fill out the questionnaire. After the questionnaires were collected, relevant data were extracted and analyzed using the Statistical Package for the Social Sciences 11.0 program for Windows and Microsoft Excel XP.

Results

Regarding the first section of the questionnaires, which concerned basic information and time spent on relevant English activities (Table 1), the average age of the arts students was 25 years.

Table 1. Results of Basic Information for Students and Industrious Administrators

Items		<i>M</i>	<i>SD</i>	<i>P</i>
Total hours in English activities	Students	6.38	6.63	.068
	Industry	12.29	20.07	
Books written in English	Students	.40	.69	.209
	Industry	.83	2.97	
English TV programs and movies	Students	2.87	3.71	.173
	Industry	4.90	10.51	

English web pages	Students	1.64	2.62	.032*
	Industry	4.37	11.00	
English radio programs	Students	.53	1.07	.066
	Industry	1.85	6.48	
Chat in English via MSN or Yahoo messengers	Students	.61	1.72	.961
	Industry	.57	1.34	
English conversation	Students	.30	.93	.321
	Industry	.43	.87	

Note. * $p < .05$.

Among the students, five had experiences abroad, in which they joined study tours, and two planned on becoming exchange students. The graduate students spent approximately 6.38 hr in English-related activities weekly. This time included 0.40 hr per week reading books written in English and an average of 2.87 hr watching English TV programs and movies. The maximal time spent was 21 hr. Most of the participants were majoring in radio and television, multimedia and communication arts, and performing arts; therefore, they spent much time watching English TV programs and movies. In addition, the participants spent approximately 1.64 hr browsing English web pages. Occasionally they searched for information on school work and also for the latest art information. Regarding listening to English radio programs, the participants spent approximately 0.53 hr per week. Because the Internet is an essential tool to maintain friendships, the students chatted with friends and classmates in English on Line, Twitter, and Facebook for approximately 0.61 hr per week. However, their conversations were not entirely in English because they mixed Chinese and English in their dialogs. The time that they spent on English conversation was approximately 30 min.

By contrast, the company administrators spent approximately 12.29 hr on English-related activities weekly, which included 0.83 hr per week reading books written in English. They also spent an average of 4.90 hr watching English TV programs and movies. In addition, the participants spent approximately 1.85 hr browsing English web pages, partly to search for information on their school work and partly for the latest art information. Listening to English radio programs accounted for approximately 0.57 hr per week. Because the Internet is an essential tool to maintain friendships, the company administrators communicated with friends and classmates in English on Line, Twitter, and Facebook for approximately 0.43 hr per week. However, they did not use English throughout the conversations; they mixed Chinese and English in their dialogs.

Each participant was asked about the usefulness of 30 language tasks (Table 2). The 30 questions were processed using a reliability test. The Cronbach's alpha was .94, indicating high reliability. As Neuman (2001) stated, reliability tests are an indicator of the trustworthiness of a questionnaire. The high reliability for the questions was considered statistically significant.

Table 2. *Results of 30 Language Tasks*

	Groups	<i>M</i>	<i>SD</i>	<i>P</i>
1. Accurate Pronunciation	ALL	3.51	1.04	.079
	Students	3.73	.99	
	Company employees	3.33	1.06	

2. Daily conversation	ALL	4.41	.81	.003***
	Students	4.70	.57	
	Company employees	4.17	.90	
3. Workplace conversation	ALL	4.01	.90	.019*
	Students	4.27	.84	
	Company employees	3.80	.91	
4. Understand foreigner talk	ALL	4.54	.70	0.62.
	Students	4.70	.52	
	Company employees	4.41	.80	
5. Oral presentation	ALL	3.60	1.01	.018*
	Students	3.89	1.05	
	Company employees	3.37	.93	
6. Product presentation	ALL	3.14	.98	.229
	Students	3.00	.97	
	Company employees	3.26	.98	
7. Introduce art work	ALL	4.12	.94	.196
	Students	4.27	.99	
	Company employees	4.00	.89	
8. Present paper	ALL	3.59	.96	.002***
	Students	3.95	.94	
	Company employees	3.30	.89	
9. Take notes	ALL	3.01	1.04	.952
	Students	3.27	1.10	
	Company employees	3.24	2.98	
10. Understand academic speech	ALL	3.78	1.12	.009**
	Students	4.14	.95	
	Company employees	3.50	1.17	
11. Group discussion	ALL	3.00	1.00	.272
	Students	3.14	.95	
	Company employees	2.89	1.04	
12. Autobiography and resume	ALL	3.94	1.05	.130
	Students	4.14	.95	
	Company employees	3.78	1.11	
13. Write email	ALL	3.89	1.00	.660
	Students	3.95	.94	
	Company employees	3.85	1.05	
14. Term paper	ALL	3.27	1.00	.013*
	Students	3.57	1.04	
	Company employees	3.02	.91	
15. Creative writing	ALL	3.12	1.17	.001***
	Students	3.57	1.21	
	Company employees	2.76	1.02	
16. Write up artwork	ALL	3.63	1.07	.007**
	Students	3.97	1.01	
	Company employees	3.35	1.04	

17. Write journal and conference paper	ALL	2.99	1.14	.001***
	Students	3.43	1.24	
	Company employees	2.63	.93	
18. Bibliography	ALL	3.16	1.18	.000***
	Students	3.65	1.11	
	Company employees	2.76	1.10	
19. Vocabulary	ALL	4.16	.93	.000***
	Students	4.62	.64	
	Company employees	3.78	.96	
20. Art vocabulary	ALL	3.67	1.21	.000***
	Students	4.32	1.11	
	Company employees	3.15	1.03	
21. Grammar	ALL	3.88	.98	.000***
	Students	4.41	.72	
	Company employees	3.46	.96	
22. Reading	ALL	4.12	.98	.002***
	Students	4.46	.69	
	Company employees	3.85	1.01	
23. Critical reading	ALL	3.27	1.09	.003***
	Students	3.65	.98	
	Company employees	2.96	1.07	
24. Summary	ALL	3.54	1.12	.000***
	Students	4.05	.99	
	Company employees	3.13	1.05	
25. Read journal or conference paper	ALL	3.23	1.22	.002***
	Students	3.69	1.14	
	Company employees	2.87	1.17	
26. Novels	ALL	3.37	1.10	.151
	Students	3.57	1.09	
	Company employees	3.22	1.09	
27. Dramas or plays	ALL	3.17	1.06	.067
	Students	3.41	1.04	
	Company employees	2.98	1.04	
28. Cross culture	ALL	3.23	1.13	.039*
	Students	3.51	1.15	
	Company employees	3.30	1.07	
29. Translation	ALL	3.23	1.21	.022*
	Students	3.57	1.25	
	Company employees	2.96	1.11	
30. Interpretation	ALL	3.08	1.18	.005***
	Students	3.49	1.24	
	Company employees	2.76	1.04	

Note. * $p < .05$., ** $p < .001$. *** $p < .005$.

The total mean score for the 30 questions was 103.55 ($SD = 18.76$). The mean score was 112.61 ($SD = 17.27$) for the graduate students and 96.44 ($SD = 16.83$) for the company administrators. The comparison between the students and company administrators exhibited a significant variation ($p = .000$). The three highest mean scores for all of the participants were for Q4 (“understanding foreigners’ speech”), Q2 (“daily conversation”), and Q19 (“vocabulary”). Regarding the students, the highest mean scores of tasks were Q2 (“daily conversation”) and Q4 (“understanding foreigners’ speech”) (for which mean scores were both 4.70); Q19 (“vocabulary”); and Q22 (“reading”). Regarding the company employees, the top three tasks were Q4 (“understanding foreigners’ speech”), Q2 (“daily conversation”), and Q7 (“introducing artwork”). The language tasks that participants considered the least crucial were Q17 (“writing papers for journals and conferences”), Q9 (“taking notes”), and Q30 (“interpretation”). Regarding the arts graduates, the lowest mean scores were for Q6 (“product presentation”), Q11 (“participating in group discussion”), and Q9 (“taking notes”). Regarding the company administrators, the lowest mean score was for Q17 (“writing papers for journals and conferences”). The three mean scores were the same for Q15 (“creative writing”), Q18 (“bibliography”), and Q30 (“interpretation”). The third lowest mean score was for Q25 (“reading journals and conference papers”). Comparing the opinions of the students and company employees, no significant variations were observed in Q1 (“accurate pronunciation”), Q4 (“understanding foreigners’ speech”), Q6 (“product presentation”), Q7 (“introducing artwork”), Q9 (“taking notes”), Q11 (“participating in group discussions”), Q12 (“writing autobiography and resume”), Q13 (“writing e-mails”), Q26 (“reading novels”), and Q27 (“reading dramas and plays”). The mean score of all graduate students was higher than that of the company employees, except for Q6 (“product presentation”).

Each participant was asked to provide suggestions for improvement to English courses. In the current curriculum, all first-year students must take General English to obtain four credits. In Taiwan, students typically achieve four to eight credits of English classes in their first and second year of university. The suggested courses include basic language training and are listed in Table 3. For all of the participants, the courses they predominantly wanted to take were conversation, and listening and speaking, as well as vocabulary and reading. English typing, translation, and writing did not appeal to the arts students. The company employees mostly wanted to take conversation, listening and speaking, and advanced conversation classes. In the workplace, reading was not considered as crucial as speaking was.

Table 3. *Suggested English Courses for Basic Training*

	Typing	Conversation	Oral Presentation	Basic Writing
Students	1	26	10	12
Company employees	6	36	17	12
Total	7	62	27	24
	Advanced Conversation	Listening & Speaking	Novels	Vocabulary & Reading
Students	3	21	9	20
Company employees	18	24	10	15
Total	21	45	19	35
	Interpretation	Translation	Pronunciation	Grammar
Students	5	1	8	12

Company employees	13	8	14	8
Total	18	9	22	20
Advanced Writing				
Students	3			
Company employees	10			
Total	13			

Regarding the English for specific purposes (ESP) courses (Table 4), tourism English was the most appealing to all of the participants, followed by art English and business English. The students generally wanted to take tourism English, art English, and business English, whereas the company employees considered design English, business English, and art English as highly essential.

Table 4. Suggested ESP Courses

	Art English	English for Craft Design	English for Architecture English	English for Mass Media
Students	20	4	1	11
Company employees	24	9	3	10
Total	44	13	4	21
	Truism English	English News	Radio English	Business English
Students	23	14	7	15
Company employees	23	17	8	25
Total	46	31	15	40
	Drama Appreciation	Language testing	Design English	Secretarial English
Students	10	14	11	1
Company employees	10	9	26	3
Total	20	23	37	4

Discussion

In response to research question 1, the company administrators spent twice as much time studying English as graduate students did (12.29 hr/week: 6.38 hr/week). They read more English books and web pages, watched more English TV programs and movies, and listened to radio programs for longer than the graduate students did. The only activity that graduate students spent more time on than the company administrators did was using English on Facebook and Twitter. The time spent on these activities by the company administrators was short because of work constraints; they did not have time for socializing and they were not allowed to use these social networking applications at work.

In the workplace, reading was the most frequently used skill and writing was the least used skill. Regarding the company administrators, speaking was the most difficult skill and reading was the easiest skill. To advance within the company, being able to conduct a conversation in English was the most crucial skill, and excellent writing ability was least critical. Furthermore, because they were considerably busy in their jobs, the administrators generally had no time to study English at private language schools or with personal tutors. However, they

would study English again if they wished to seek further education or a promotion. Another question compared the effort spent on studying English at school and at work. The survey responses indicated that the administrators would exert greater effort if they could study English again, because of the benefits of excellent English skills for promotion and practical use in the workplace. This result confirmed that English is necessary in the workplace. Arts students must accept that English has become a tool for survival; satisfactory skills in English might benefit them in the future, and focusing on only their professional training is no longer sufficient.

The answers to research question 2 indicated that all of the students were aware of the English graduation requirement, whereas only nine of the company administrators were required to provide language assessment certificates when applying for their job. In Taiwan, nearly every university sets an English benchmark for their students, but in the job market, few companies require their applicants to provide certificates of English proficiency. Nevertheless, satisfactory scores on English tests provide a competitive advantage for applicants. Reading is a frequently used skill for both students and company employees. Students have few opportunities to speak English at school, and unless company employees work with foreign companies, they are not required to write English e-mails. In general, both students and company employees agree that speaking is critical for their future.

Regarding research Question 3 and the gap between students and company administrators, understanding foreigners' speech and vocabulary were the most essential for participants among the 30 language tasks. Students considered reading as essential when they were required to read journal papers and articles for classes at school, whereas company employees considered introducing artwork as crucial for their jobs. By contrast, writing journal papers and articles and taking notes were not relevant to the needs of the participants, particularly for the company administrators, because these two tasks were more academically oriented. The arts graduates were not required to write English articles, and lectures presented by their professors were primarily in Mandarin. Therefore, writing journal papers and taking notes in English was not required. Furthermore, interpretation is considerably difficult for the participants and it is not required for classes or in the workplace. Neither reading and writing journal papers and bibliographies nor interpretation was crucial for company employees.

The comparison between the mean scores of the students and the company employees indicated a significant variation, suggesting a gap between the needs of students the requirements of company administrators. Examining the top three tasks for the two participant groups, "daily conversation" and "understanding foreigners' speech" were essential for the administrators, but possessing sufficient vocabulary and reading ability were essential for students because they were still in school and were, therefore, required to take English proficiency tests as a graduation requirement and must read materials including articles and journal papers for their classes. Regarding company administrators, introducing artwork and products was essential because it is necessary to sell artwork. However, no significant variations were observed in "accurate pronunciation," "understanding foreigners' speech," "product presentation," "introducing artwork," "taking notes," "participating in group discussion," "writing autobiographies and resumes," "writing e-mails," "reading novels," or "reading dramas and plays." The mean score of all of the graduate students was higher than that of the company employees, except for "product presentation" because company employees considered it essential for introducing products. Compared with the results from the studies by Kassim and Ali (2010) and Spence and Liu (2013), conducting teleconferencing was not crucial for the arts students; however, the finding from the current study that speaking is the most difficult skill at school and in the workplace is consistent with their results.

Of the courses that participants wished to take, conversation was the most desired because they lacked confidence in conducting conversations, but realized its importance. Regarding the students, reading remained critical because some teachers prescribe English articles and journal papers for students to read in class; whereas in the workplace, aside from occasionally having to read manuals and e-mails, reading English is not necessary. The students were not interested in writing classes because, unlike other comprehensive universities, arts students are rarely required to write English essays and reports because their artwork and performances carry more academic credit than written words do. The courses that signal a large contrast of needs between graduate students and company administrators are advanced conversation, conversation, and interpretation, which all involve speaking. Speaking was critical for the company employees, but courses on vocabulary, reading, and grammar appeal more to students than to company employees. Among the ESP courses, design English is essential in the workplace, but it was not critical for graduate students. Both the company employees and students wanted to take business English and tourism English, because they might have many opportunities to travel for performances, exhibitions, and competitions. The courses that revealed strong contrasts between students and company employees were design English, business English, and English for craft design. Because the company administrators all work in art-related fields, they must demonstrate their artworks in English, particularly in design-related fields. In addition, students are required to achieve a certain level of English proficiency before they can graduate from universities in Taiwan. Therefore, courses that help students prepare for English proficiency exams are valuable to students, but not to company employees.

The current English curriculum for arts students is the required four-credit general English class in their first year. Furthermore, the elective courses that the students can take are TOEFL and Introduction to Literature. Evidently, the courses do not fit the needs of arts students. Providing courses such as conversation, English oral presentation, listening, business English, and tourism English is suggested. However, providing art English tailored for individual academic departments is suggested because it involves substantial professional knowledge and should be taught by competent teachers.

Conclusion

One caveat of this study is the number of the participants. More participants from the arts students and industry are needed in future study. Another caveat to these findings of the study is in the arts field, there are still many sub fields such as performing arts, communication arts, fine arts, and design. It is worth comparing students from different fields. In addition, the study should invite school teachers or educational policy makers to join the further study.

This study analyzed feedback from arts students and arts administrators and determined that they have similar requirements for English language skills. Reading was the most frequently used skill and speaking was the least used skill. However, a discrepancy in the need for language skills was observed in that vocabulary and reading were more crucial for the arts students, whereas the company administrators wanted to learn how to introduce their artwork. Speaking was the most difficult skill for both the arts students and company administrators, indicating that more emphasis should be placed on speaking skills in university classes. This suggests that conversation classes would be beneficial for students.

Although these opinions from the industry and students are crucial, the study can be further substantiated by adding suggestions from teachers and faculty members in future research. Although teachers and faculty members might not have experience in the industry, they carry and provide professional knowledge. These results can also provide a reference for including

additional English materials in their courses. In addition, when choosing respondents for the needs analysis, various areas and subjects in the arts-related fields, such as dance, music, performing, and fine arts, should be considered instead of recruiting arts students as a whole. Nevertheless, the findings of this study contribute to the literature regarding needs analysis for the arts workplace and provide useful information for developing a more comprehensive English program that meets and exceeds the real needs of students and the workplace.

Pedagogical Implications

At present, university students in Taiwan are required to take General English in their first year, and this four-credit course is the only English course required for them. After that, English courses become elective and the majority of the arts students stop taking any of them. Because of the absence of pressure, most students stop making efforts to learn the language or they think their professional training is much more important than English courses. Consequently, they often find their English proficiency levels decrease and feel frustrated about how to regain their English proficiency levels or even complain about it. According to the results, it is suggested that a series of English courses should be designed for their second, third, and fourth years. The courses should focus on the use of English in the context of the arts. To meet students' professional needs, several courses are highly suggested such as Tourism English. Students in the arts may have many opportunities to go abroad for performances, exhibitions, or competitions. If they can communicate effectively, it will be easy for them to deliver the messages from their work or production.

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