藝術相關科系學生和藝術產業對英語文教師之需求分析

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摘要

本研究之目的在於探討台灣藝術相關科系學生和藝術產業對英語文教師之需求分析。學生在學校學到的東西和實際在職場上所使用和應要的技能有明顯的落差。所以學生和藝術產業對英語文教師之需求為何呢? 本研究共有三十七位藝術相關科系學生和四十六位藝術相關產業的從業人員參與，研究工具為問卷。結果顯示所有參與者希望英語文教師在上課時同時使用中文和英文，他們並不希望由外籍老師或是全英語的本國教師上英文課，對老師的要求，他們希望老師上課內容條理分明，沒有參與者在乎老師是否按照課程大綱上課，本研究結果對教導藝術相關科系學生之英文老師提供具體建議，進而增進英語教學與學習之成效。

關鍵字：藝術相關科系學生;藝術產業;英語文教師;需求分析

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WHAT DO WE NEED FROM AN ENGLISH TEACHER? THE PERSPECTIVES OF ARTS STUDENTS AND THE ARTS INDUSTRY

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Abstract

The purpose of this study was to examine the role and need of English teachers from the perspectives of arts students and the arts industry. A big gap was revealed between the knowledge and skills that students learnt at school and the ones they will use or need in the workplace. What English teachers should teach and what arts students and the industry want were thoroughly discussed in this study. The participants were 37 students and 46 company employees who worked in art-related fields. They were asked to fill out a questionnaire. The results showed all participants preferred a teacher who could understand both English and Chinese. For arts students, they preferred teachers who spoke both Chinese and English to the ones who spoke Chinese in the English class or native speaker teachers. For company employees from the arts industry, they preferred teachers who spoke both languages to native speaking teachers or teachers who spoke Chinese. For the requirements of teachers, they wanted teachers to organize courses in a logical way. In addition, teachers should have more interaction with students and be more enthusiastic. On the other hand, none of the participants cared whether the teachers followed the syllabus or not. The results can serve as a reference for teachers to prepare courses for arts students and prepared them to enter the art job market.

Keywords: Arts Students, Arts Industry, Needs Analysis

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Introduction

The teacher-centered teaching approach has obviously been out of favor in recent years. The student-centered learning approach is advocated by most teachers and researchers. However, when students or parents try to find schools or select courses, “who is the teacher” is still the first question and the top priority in Taiwan. It begins with selecting prestigious kindergartens or elementary and junior high schools for parents, and then students study hard to enter good senior high schools and universities. What they are looking for is a good learning environment, namely a school environment and good teachers…etc. Looking at the various types of teaching approaches, Richards and Rodgers (2001) stated some methods rely on the teacher as a source of knowledge and direction, but others regard the teacher’s role as a consultant, guide, and model for learning. Still others try to limit the teacher’s initiative by providing instructional content and direction into text and lesson plans. In the Audio-lingual Method, the teacher is the primary source of language and of language learning but in the Silent way, the teacher must remain silent and get out of the way (Stevick, 1980). No matter which method is favored, the study delves into the issue of what the university students and industry really need from the English teachers. Do we teach students the knowledge they are going to use and apply when they enter the job market? What do students need to learn and does it fit the expectations of the art industry? Nowadays, there is heated debate surrounding what students learn from schools not matching what they are going to use in the workplace. It is therefore important to analyze the actual needs of students and teachers. The results will serve as a good reference when teachers prepare courses. The following research questions are explored:

1. Do arts students and employees from the arts industry prefer native or non-native speaking teachers?
2. What are their perceptions of the quality and competencies of teachers between arts students and the arts industry?

Review of the Literature

The theoretical foundation of the study will begin with discussing fundamental

principles of needs analysis and provides several relevant studies. Following by that, the teacher's roles and related studies will be elaborated.

Needs Analysis

Needs analysis examines the existing needs within a program by collecting information about present conditions and comparing these conditions to the desired ones (Mitchell, 1993). Another definition of needs analysis given by Nunan (1989) is as the techniques and procedures for obtaining information from and about students to be used in curriculum development. Basically, there are two kinds of needs: target needs and learning needs. For target needs, teachers should have a clear knowledge of what the students need in order to function effectively in the target situations, and what the students already know. Based on this, they can make up the learners' deficiencies as well as what the students want or feel they need. For learning needs, teachers should consider what kind of knowledge and abilities the students have to possess in order to carry out certain activities with the required degree of competence (Hutchinson & Waters, 2004). To design this type of curriculum, Hull (2008) gave three recommendations: (1) review how the current process of curriculum design and delivery is progressing, and be prepared to make recommendations based on these observations; (2) investigate teachers to see how their expected outcomes relate to the curricula they are currently using; and (3) conduct surveys to determine where and why teachers are comfortable or uncomfortable with the curriculum. Berwick (1989) identifies 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).

Several studies were conducted to delve the needs of English teachers. In 1996, Numrich conducted a secondary analysis of 26 diaries by novice English teachers. The participants were graduate students in TESOL and had less than 6 months of teaching experiences. Each participant was asked to write three topics (a) a personal language learning history, (b) diary entries during a 10-week teaching semester, and (c) an analysis of their diaries. The data were examined to identify common themes shared among the novice teachers. General theses were theses novice teacher's preoccupation

with their own teaching behavior, transfer and rejection of teaching skills in their own L2 learning, unexpected discoveries about effective teaching, and continued teaching frustrations. In 2005, Yan investigated the need for development among university teachers of English in China, but a discrepancy was found between the perceived needs for development among teachers and the actual needs for effective teaching in the classroom. Teachers were identified with the learning-oriented teaching beliefs and a significant correlation was found between the learning-oriented belief and the learning-oriented approaches. However, in the study, it was found trivial correlation between teacher's beliefs and their classroom activities. A lack of pedagogical content knowledge and language learning theory components in teacher education curriculum were contributed to the reasons of discrepancy between teacher's beliefs and their classroom behavior. In 2006, Belcher examined the ongoing debates on some major topics in English for specific purposes: needs assessment and its goal, specificity in instructional methods, and the role of subject knowledge in instructor expertise.

Teacher's cognition in language teaching

Teacher's cognition means the unobservable cognitive dimension of teaching. That is what teachers know, believe, and think (Borg, 2003). Teachers are active and thinking decision-makers. They have to make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs. Borg (1997) provides a thorough picture of teacher's cognition (See Figure 1).

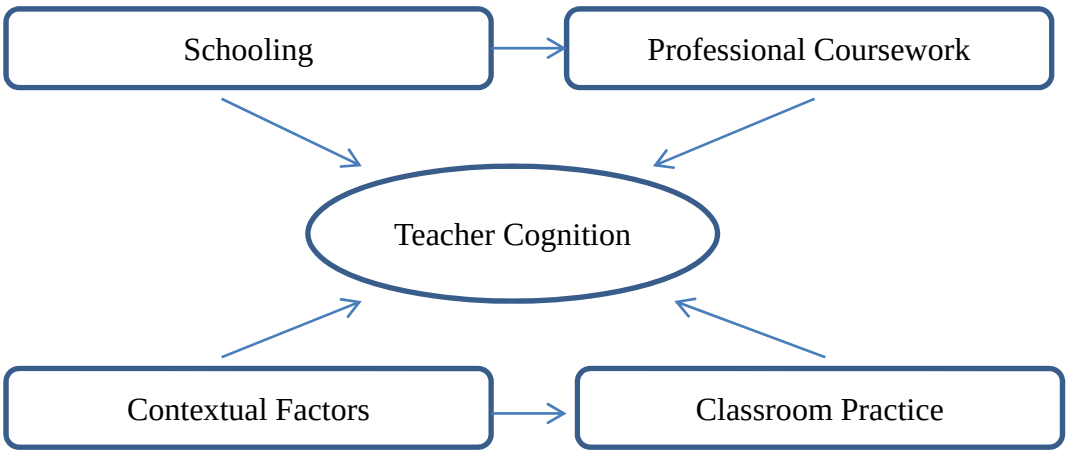

Figure 1. Teacher cognition, schooling, professional education, and classroom practice.

Teacher's cognition includes all aspects of their work such as schooling, professional coursework, contextual factors, and classroom practice. From the aspects of schooling, teachers need to have extensive experience of classrooms which defines early cognition and shapes their perceptions of initial training. The professional coursework may affect existing cognitions although these may limit its impact. The contextual factors influence practice either by modifying cognitions or else directly, in which case incongruence between cognition and practice may result. The classroom practice refers to practice teaching. It is defined as the interaction of cognition and contextual factors. In turn, classroom experience influences cognitions unconsciously and/or through conscious reflection.

The issue between using native or non native speaking teachers has been a big controversy and it certainly arises big debates. Basically, there are two trends standing on the two sides. One argues that it is the learner who should be the focus, whereas the others advocate to get rid of the notion of native versus non-native speakers division. Medgyes (1992) in his article begins to argue the definition of identifying native or non-native speakers is arguable itself. A Briton is. A Hungarian is not. An Australian is, but a French is not. But what about an Indian who is taught in English at school and English has been the language of professional communication? Also, how about an American who live in the United States with father from Mexico and mother from Norway? The parents speak their mother tongue to their children. Is English a native language for the children? Not only it is difficult to define the native or non-native speakers, but also it is not worth doing it. Medgyes specifies that both natives and non-natives have an equal opportunity to achieve professional success. It breaks the stereotype that native speaking English teachers outperform non native speaking teachers because it is their mother tongue. There are a lot of variables, such as experience, age, sex, aptitude, charisma, motivation and training, which play decisive roles in the process of language teaching. He also provides several advantages of non-native speaking teachers. First, non-native speaking teachers are the so called "good learners". If not, they are not qualified enough to teach English. Their successful learning experience can be served as a good model for EFL students to learn. This is one thing that native-speaking teachers cannot offer. English is their mother tongue. It is difficult for them to understand why it is so difficult to learn English and how to be a

successful learner unless they themselves learn how to speak a second language. Thus they might know how EFL students feel and encounter. Second, non-native speaking teachers can teach learning strategies more effectively and provide more information about the language. They know how to use the strategies than natives. Third, only non-native speaking teachers can benefit from sharing the learner's mother tongue, which is an effective vehicle of communication in the language classroom. It can facilitate the teaching/learning process in countless ways.

Several studies were discussing the advantages of disadvantages of native and non-native English speaking teachers. In 1999, Liu explored the labels native speaker and nonnative-English-Speaking professions in TESOL. The data was retrieved from the email and face-to-face interviews for 16 months. The issues investigated included precedence in learning languages, competence in the learned languages, cultural affiliation, social identities, and language environment. The participants, who were 7 professionals in language teaching, were also asked about the power relations imposed by the labels, the impact of the labels on the hiring process, and the pedagogical implications of the labels. Moussu (2010) investigated the attitudes of English as second language (ESL) students towards their nonnative-English-speaking (NNES) ESL teachers and explored the influence of teacher-contact time and other relevant variables on students' responses. Twenty-two intensive English programs in the United States joined the investigation. The results show that students' attitudes towards NES and NNEES teachers were unexpectedly positive. They also found that students' L1 significantly influenced their attitudes towards NES and NNES teachers. The study suggested that the linguistic background of the English teachers was only one variable that affected students' attitudes. The multilayered context in which the teaching was taking place should be taken into consideration. Ma (2012) compared native and non-native English teachers in Hong Kong, 30 students from three different secondary schools accepted semi-structured group interviews. The results show that the advantages of local English teachers i.e. non-native English teachers were the understanding of students'L1, students' learning difficulties, the ease students experience in understanding their teaching, and in communication. On the other hand, the advantages of native English teachers included their good English proficiency and ability to facilitate student learning. The disadvantages revealed students felt anxiety

when speaking to native speakers.

Arts students may have many chances to go abroad for performances or exhibitions. Thus they need to know how to book a flight, make a reservation of hotel, how to introduce themselves at the beginning of the performances or exhibition, how to introduce their own works, and how to greet new friends. To date, there are few studies focusing on art students' English education. Therefore, it was critical to investigate what kinds of students would be the potential employees for the industry. Thus, the English teachers could teach students these skills and prepared them to enter job market.

Methodology

Participants

A total of 83 participants joined the study, which were divided into two groups: arts students and company administrators.

1. Arts Students

Thirty-seven (11 male: 26 female) students majoring in the art-related fields participated in this study. They were all graduate students 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. They took the class of *English for Graduate Students* as one of the requirement for graduation if they did not take any English proficiency tests. Their language proficiency levels ranged from Low Intermediate to High Intermediate. They were asked to complete the questionnaires in accordance with their experiences of taking English classes and prospective job needs.

2. Company Administrators

Forty-six (20 male: 26 female) company employees related to the arts industry or design work were interviewed and invited to fill out questionnaires. Although they worked in various types of companies, they major duties were related with arts such as graphic design, painting, filming, music, exhibition planner, and animation...etc. They were asked about the language skills that they used the most at work, and their expectations of the students who would be their potential future employees.

Materials

Fifteen multiple choice questions made up this questionnaire. Students were asked about how teachers could help them to learn English. The questions included the English courses that should be taught by native speakers or non-native speakers? Are the English courses taught mainly in Chinese, in English, or both? Should teachers have more interactions with students? When students make mistakes, should teachers correct them immediately? In the English classes, should teachers use sufficient activities and games in the classes and give students more opportunities to practice. If students have questions, should teachers answer them immediately? Does the course content meet students' needs? Is the course content diversified? Should teachers be enthusiastic and organize the course content in a logical way? In addition, should teachers care about students' reactions, build up a fair evaluation system, and follow the syllabus.

Procedure

After the revisions, questionnaires were distributed to students. They filled out the questionnaires and answered the questions in the General English class at school. The company administrators answered the questions and were asked to fill out the questionnaires in their workplaces. Upon the completion of questionnaire collection, relevant data extracted were analyzed using an SPSS (Statistical Package for the Social Sciences), 11.0 Program for Windows and Microsoft XP, Excel. One sample t-test was used in statistical processing.

Results and Discussion

The fifteen questions about teachers' qualities and competencies were processed by a reliability test, which is an indicator of the trustworthiness of a questionnaire. It shows the developed questionnaire would give the same results if it measures the same thing (Neuman, 2001). The fifteen proposed questions were based on the calculation of the correlation coefficient between each item score and the score of the whole scale. The Cronbach's alpha was .83, indicating high reliability. The high reliability was considered significant and indicated all items included were reliable.

In the questionnaire, the first three questions concerned the native and non-native speaking teachers (See Table 1). Q3 held the highest mean score compared with Q1 and Q2. The participants preferred teachers understanding both English and Chinese. This was consistent with the lowest mean score of Q1 that participants did not prefer native speaking teachers. The results conformed with Moussu (2010) and Ma (2012)'s research that the understanding of L1 was a critical issue for students. However, comparing the results between the arts students and arts industry, a significant difference appeared in the three questions. Examining the results exclusively for students, they preferred teachers who understood and use both Chinese and English and they did not like native speaking teachers. For company employees, they also preferred teachers mixing both Chinese and English, but they preferred native speaking teachers to the ones who only spoke Chinese.

Table 1

Native and Non-native Speaking English Teachers

Items	Groups	M	S.D.	P-value
1. I think all the English courses should be taught by native speakers	ALL	3.14	1.05	
	Students	2.86	.95	.028*
	Company employees	3.37	1.08	
2. I think all the English courses should be taught in Chinese.	ALL	3.43	.83	
	Students	3.68	.69.3	.016*
	Company employees	3.24	.90	
3. I think all the English courses should be taught in both of English and Chinese.	ALL	3.98	.88	
	Students	4.32	.53	.001**
	Company employees	3.70	1.01	

From the results of all the questions, the highest mean score was Q12 (M=4.31) for participants thinking teachers should organize the course content in a logical way. The second highest one was Q4 (M=4.25) for participants thinking teachers should have more interactions with students and the third highest one was Q11 (M=4.23) which concerned teachers being enthusiastic. For students, the top three were Q3 (M=4.32), Q4 (M=4.30), and Q12 (M=4.24). The arts students hoped their teachers could use both Chinese and English in the class; their teachers should have more interactions with

teachers and organize the course content in a logical way. For company employees, the top three were Q12 (M=4.37), Q11 (M=4.33), Q4 (M=4.22) and Q7 (M=4.22). The company employees expected teachers to be organized, enthusiastic, have more interactions with students, and give students more opportunities to practice. On the other hand, the lowest mean scores were Q15 (M=3.05), Q1 (M=3.14) and Q2 (M=3.43). None of the participants cared if teachers followed the syllabus, they did not expect their English teachers to be native speakers, and they did not want their English teachers to speak too much Chinese in the English class. For students, the lowest three were Q1 (M=2.86), Q15 (M=3.24) and Q8 (M=3.54). Students did not want their teachers to be native speakers, they did not think teachers should follow the syllabus, and they did not think teachers needed to answer their questions immediately after they had asked them. For company employees, the lowest mean scores were Q15 (M=2.89), Q2 (M=3.24), and Q3 (M=3.37). They did not think sticking to the syllabus was important, they did not think the English courses should be taught mainly in Chinese, and they did not expect to have native speaking teachers.

Table 2

Teachers' Qualities and Competencies

Items	Groups	M	S.D.	P-value
4. Teachers should have more interactions with students	ALL	4.25	.81	.658
	Students	4.30	.70	
	Company employees	4.22	.89	
5. When I make mistakes, teachers should correct them immediately.	ALL	4.05	.80	.043*
	Students	4.25	.69	
	Company employees	3.89	.85	
6. I think teachers should use more activities and games in the classes.	ALL	3.75	.92	.269
	Students	3.62	.69	
	Company employees	3.85	.85	
7. I think teachers should give students more opportunities to practice.	ALL	4.10	.76	.106
	Students	3.95	.47	
	Company employees	4.22	.92	
8. If I have questions, teachers should	ALL	3.57	.90	.817

answer them immediately	Students	3.54	.73	
	Company employees	3.59	1.02	
9. I think the course content should meet my needs.	ALL	3.73	.91	
	Students	3.70	.71	.775
	Company employees	3.76	.99	
10. The course content should be more diversified.	ALL	4.07	.84	
	Students	4.05	.74	.860
	Company employees	4.09	.91	
11. I think teachers should be enthusiastic.	ALL	4.23	.77	
	Students	4.11	.70	.202
	Company employees	4.33	.82	
12. Teachers should organize the course content in a logical way.	ALL	4.31	.71	
	Students	4.24	.60	.427
	Company employees	4.37	.80	
13. Teachers should care about students' reactions.	ALL	3.98	.76	
	Students	3.95	.66	.751
	Company employees	4.00	.84	
14. Teachers should build up a fair evaluation system.	ALL	3.96	.80	
	Students	4.08	.72	.235
	Company employees	3.87	86	
15. Teachers should follow syllabus.	ALL	3.05	.87	
	Students	3.24	.68	.066
	Company employees	2.89	.97	

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

From the top three mean scores, it was found all the participants expect English teachers to organize the course content in a logical way. The English teachers should be enthusiastic and have a lot of interaction with students. In Taiwan, a large-size class of about 40 to 60 students is commonly seen. Most of the teachers at universities give lectures. Even when some teachers are asking questions or doing activities, students are reluctant to join in. This is a dilemma for new teachers who begin to teach arts students,

or it can be said to Taiwanese students. One of my colleagues, a native speaker, is suffering from this. He complains he does not like to give one-way lectures and he prepares a lot of activities. However, no matter how hard he tries, students have no willingness to respond. The suggestion I give is to ask him to take a look at the students' backgrounds. There is a tendency for most Fine Art or Design majors who do not like to do activities involving speaking or English performances. I try to bring out their artistic talents in the English class. For example, I ask students to describe their dream houses. These students draw beautiful pictures and introduce their dream houses in oral and written forms. The painting of the dream house gives them the confidence to integrate their professions into the English class. Another example is if students are majoring in Performing Arts, they will love to do performances in the class. For instance, when introducing occupations, I ask students majoring in Drama to play the role of different jobs and let students guess the occupations. In addition, when I teach them a part of Hamlet, I ask students from Drama to do the role play. They do a wonderful job. Therefore, when new teachers teach Taiwanese students, it is important to bear in mind the students' backgrounds. For the lowest mean scores, none of the participants thought it important for teachers to follow the syllabus. It should be adjusted according to students' progress and different backgrounds. They did not expect their English teachers to be native speakers, but they did think it was not right for teachers to speak only Chinese in the English class.

Conclusion

The study examined the needs analysis of English teachers from the views of arts students and the arts industry. The results show all participants liked teachers who could understand both English and Chinese, but they did not like native speaking teachers, especially students. However, the company employees preferred teachers who spoke both English and Chinese, and then their next preference was native speaking teachers. In the future, finding out why students do not like native speakers is worth investigating. For the needs analysis of teachers, participants preferred teachers to organize courses in a logical way. In addition, teachers should have more interaction with students and be more enthusiastic. On the other hand, none of the participants cared whether or not the

teachers follow the syllabus. This contrasted with how schools always command teachers to submit a syllabus and asked teachers to stick to it. However, students really care about how much they have learnt instead of giving them more than they can handle. Arts students are a unique group of students. It is therefore vital to investigate what they really need and use it in the course preparation. Thus, we can prepare them to enter and job market and be more competitive.

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