

Attractive Quality Attributes of English Language Teaching at Two East Asian Universities

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In the emerging global information society, a high level of English proficiency can be an important advantage for Asian countries. Likewise, enhanced quality of English teaching can help universities to better equip their students to achieve global competitiveness. The purpose of this study was to determine the attractive quality attributes of English language teaching as perceived by students at two universities in East Asia. The study consisted of two student populations from two countries. The first sample included 30 undergraduate students in Indonesia. The second sample included 40 undergraduate students in Taiwan. A survey instrument was designed based on the Kano Model to collect data for this study. Quality attributes of English language teaching were categorized in accordance with the Kano evaluation table. This study successfully utilized the Kano Model to identify attractive quality attributes of English language teaching for two different student populations. Findings of the study revealed that English curriculums should be specially developed according to the specific student needs in different countries. It is concluded that the Kano Model can be used effectively to assess quality in English teaching. Further studies should be conducted integrating the Importance-Satisfaction Model to evaluate faculty's quality performance.

Key words: English as a Foreign Language (EFL), English learning, English language teaching (ELT), teaching quality, curriculum development, higher education

INTRODUCTION

As a global language of the world, English has advanced international awareness and cooperation in numerous domains (Graddol, 1997). An increasing number of countries consider the English language as an important skill set for successful international communication (Nickerson, Gerritsen, & Meurs, 2005). Owing to its widespread adoption as the universal language, English is used for a great variety of purposes. English rules cyberspace as the most common language in Internet communication (Singh, Pandian, & Kell, 2002). Additionally, it is also used extensively for business management, technology development, and scientific advancement. English is also the major working language in higher education (Graddol, 1997). Narciso (2005) argued that higher education has an important role in assisting students acquire and develop their skills in using the English language.

The global spread of English has fueled the current demand for quality in English teaching in Asia. Quality English teaching is imperative in preparing Asian students to become a global and highly competitive workforce. Educators are expected to provide excellent English teaching to improve students' English for professional purposes. Therefore, it is necessary to control quality and maintain standards of a language education program to assure effective learning is occurring (De Jong, 1995). Quality teaching helps students move towards the achievement of quality learning. With the intention of assuring teaching quality to maximize students' learning of an important communication tool, constant evaluation is thus necessary. Inherently, the traditional method of evaluation is still essential for understanding the teaching effects on students' learning.

Higher education institutions have long used teaching evaluations with the aim of continuously improving the quality of instruction provided to students. The most universally used method of evaluation in higher education has been through the use of student evaluations. Today, student evaluation is still regarded as extremely important and has a critical role to play in the quality assurance process (Leckey & Neville, 2001). At any rate, student evaluations

are regarded as a key component in teaching improvement. Still, it would be to the educators' advantage to implement an evaluation scheme that will provide a means to analyze quality aspects of teaching. Through the understanding of how students perceive and evaluate specific quality attributes, educators can make improvements in the structures, processes, and outcomes of the teaching provided.

With the expansion of the university sector and the growing consumerism of higher education, students can be considered principal stakeholders in the instructional quality assessment and assurance processes. It is important to obtain their perceptions on the services provided to them. As a result, there has been a significant development of the methods designed to gather feedback from students (Harvey, 2003). In view of these considerations, it is of practical significance to make use of an established quality assessment model to evaluate how students perceive and evaluate specific attributes of instructional quality. This study proposes to use the Kano Model to determine the attractive quality of English language instruction as perceived by university students in two Asian countries.

THE KANO MODEL

In the broad field of quality management, many methods are available for investigating performance quality of service providers and the requirement characteristics of customers. Of the range of methods available, one of the most widely utilized methods by manufacturing industries and researchers is the Kano Model. This model is a practical research tool for a myriad of quality management facets (Center for Quality of Management, 1993). Essentially, the Kano Model is a quality assessment tool that can identify attractive quality attributes (Kano, Nobuhira, Takahashi, & Tsuji, 1984). Utilizing the Kano Model (Figure 1), quality attributes can be put into one of the following five categories:

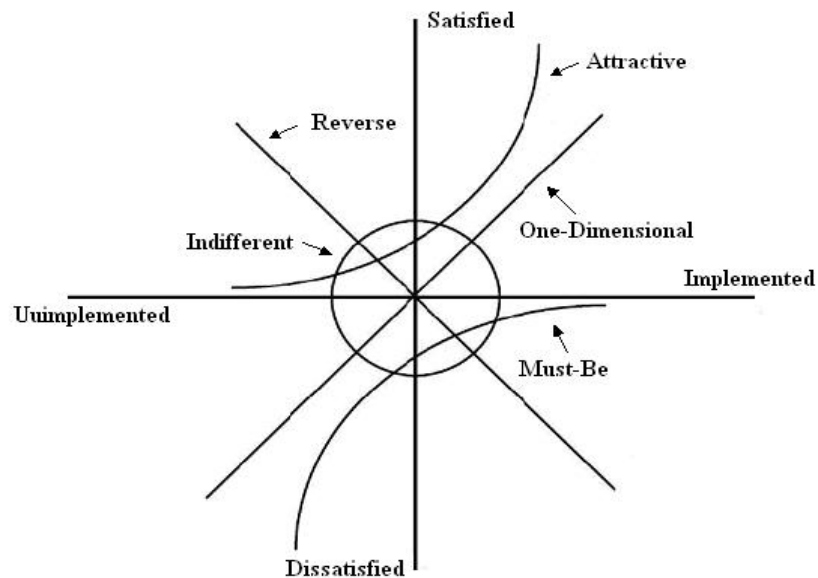


FIGURE 1
The Kano Model

- (1) Attractive quality attribute: an attribute that gives satisfaction if present, but produces no dissatisfaction if absent;
- (2) One-dimensional quality attribute: an attribute that is linearly related to satisfaction and implementation – the greater the degree of implementation, the greater the degree of satisfaction;
- (3) Must-be quality attribute: an attribute whose absence will cause dissatisfaction, but whose presence does not considerably contribute to satisfaction;
- (4) Indifferent quality attribute: an attribute whose presence or absence does not bring about any satisfaction or dissatisfaction; and
- (5) Reverse quality attribute: an attribute whose presence results in dissatisfaction, and whose absence produces satisfaction.

In the English education context, quality attributes of English teaching can be categorized based on the student's responses. When taking the Kano

Model's five categories of quality attribute into consideration, one can see that it may not be adequate for English educators to only satisfy students' basic learning needs. Instead, it is crucial for them to understand and satisfy students' specific English learning needs. Satisfied and motivated students represent an important asset to an educational institution. An institution's success can very well depend on the quality of its educational program and the learning achievement of its students (Zeegers, 2004). Indeed, in a highly competitive global market, institutions need to employ practical strategies and to improve quality attributes targeted specifically at motivating students and satisfying their English learning needs. For the reasons stated, the Kano Model can be considered a promising tool for assessing English teaching quality.

METHODS

The research design and procedures for the study are presented in this section. In order to better comprehend and effectively accomplish the specific purposes of the study, a model of determining attractive qualities of English language instruction (Figure 2) was developed. This model helps in terms of defining the major factors and paths of the study.

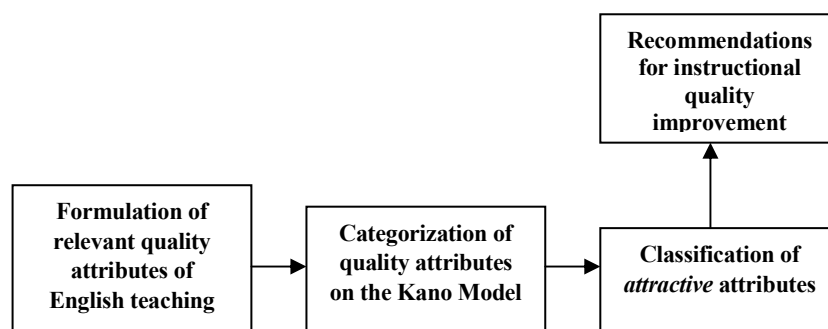


FIGURE 2

The Model of Determining Attractive Qualities of English Language Instruction

The relative scarcity of research on language teaching based on the perspective quality management was the primary reason for the initiation of the study reported here. The following main research questions guided the study:

- (1) What are the attractive quality attributes of English language instruction among university students at the two selected universities in East Asia?
- (2) What recommendations regarding instructional improvement can be made based on the attractive quality attributes determined?
- (3) To what extent can the Kano Model be applied in the field of English teaching?

Population and Sample

The target population for this study represented all university students at two selected universities in East Asia during the Fall Semester of 2006. One university was based in Indonesia and the other was based in Taiwan. The first sample included 30 undergraduate students in Indonesia. The second sample included 40 undergraduate students in Taiwan.

Instrumentation

The survey instrument for the study was designed and developed by the researcher after a review of relevant studies. Two widely used guidebooks in the area of English teaching, by Carter and Nunan (2001) and Harmer (2001), were reviewed for the development of the instrument. Several survey instruments pertaining to teaching effectiveness were reviewed as well. Two Freshmen English classes with 48 and 45 students each, respectively, at the selected Taiwanese university were surveyed for the identification of desirable quality attributes during the spring semester of 2006. A class of 13 graduate students in applied linguistics and language studies at the same university was also surveyed. As a result, 20 quality attributes of English teaching were developed and included in the instrument for study (see Table 1).

The survey questionnaire used a five-point Likert-type scale (1, *very satisfied* to 5, *very unsatisfied*). The questionnaire aimed to determine how students would feel if a quality attribute was either implemented or unimplemented. There were a total of 20 quality attribute items. Each item required the participants to provide a pair of responses. The first response, the answer to a functional question, referred to a situation in which the instructional quality attribute was implemented. The second response, an answer to a dysfunctional question, referred to a situation in which the same attribute was unimplemented.

To assure the validity of the survey designed, all items of the instrument were evaluated. Two experienced researchers in the area of English education evaluated the ability of the instrument to determine teaching quality in English education. The two researchers examined the whether survey items

TABLE 1
Quality Attributes of English Teaching

Item	Attribute
1	Clear English pronunciation
2	Fluent English communication skills
3	Course materials with appropriate difficulty level
4	Designing the course in accordance with students' practical needs
5	Teaching the course almost entirely in English
6	Creating a positive English learning atmosphere in class
7	Having positive interactions with the students in class
8	Utilizing various informal teaching styles in class
9	Providing a variety of learning activities in class
10	Providing opportunities for English conversation practice in class
11	Using Chinese at appropriate times to explain difficult material in class
12	Utilizing multimedia materials in class
13	Utilizing computer-assisted language learning in class
14	Showing relevant videos to teach in class
15	Sharing his or her English learning experience in class
16	Teaching English learning strategies in class
17	Offering relevant cultural information of foreign countries in class
18	Utilizing online learning outside of class time
19	Emphasizing listening, speaking, reading, and writing simultaneously
20	Stimulating students' learning interests of English

related to the research problem and research questions. Minor revisions were made to the survey based on the feedback provided. Two other researchers with extensive experience in applying the Kano Model in quality management research evaluated the appropriateness of the survey. These two researchers examined the survey in accordance with the concepts of the model. They also assessed the clarity of the survey items and the appropriateness of the survey format.

Data Collection

The procedure used for collecting data is survey questionnaires administered to two specific representative samples. The questionnaires were accompanied by a cover letter explaining the purpose of the study. A statement was included in the letter indicating that participation in the study was strictly on a voluntary basis and subjects may withdraw at anytime during the process. The letter also specified that the results derived from the questionnaires were going to be reported for research purposes only, and no individuals or institutions were going to be identified. In addition, the researcher assured the students that their confidentiality would be protected. Return of the questionnaires implied consent of the subject.

The researcher distributed the survey questionnaire to 30 Indonesian students at a selected university in Indonesia in August, 2006. Later, survey questionnaires were distributed to 40 Taiwanese students at a selected university in Taiwan in October, 2006. Both groups of participants filled out the survey at the university. The time that was needed to complete the questionnaire was less than 10 minutes. With the intention of obtaining the best results, the students were given sufficient time to complete the questionnaire. The researcher also encouraged the students to carefully select their best response. After completion, all questionnaires were returned directly to the researcher for data analysis.

Data Analysis

Upon return of the survey questionnaires, all data were checked first to detect if they were usable. Of the 30 questionnaires returned from the Indonesian group, all 30 were complete and used for data analysis. Of the 40 questionnaires returned from the Taiwanese group, six of those were incomplete and were not included in data analysis. All usable data from the complete questionnaires were then entered and analyzed. Quality attributes were categorized in accordance with the Kano Evaluation Table (Table 2). A quality attribute falls into two categories if the difference between the highest rated attribute and the second highest rated attribute is less than 3%.

TABLE 2
Kano Evaluation Table

Attribute Category Implementation	Attractive	One- dimensional	Must-be	Indifferent	Reverse
	Implemented	1	1	2, 3, 4	2, 3, 4
Unimplemented	2, 3, 4	5	5	2, 3, 4	1

RESULTS

The results of data analysis and findings of the study are presented in this section. This section reveals the various quality attributes of English teaching and research findings derived from the data analyses of the study. Items that fell into the *attractive* category are analyzed first, followed by items that fell into the *one-dimensional* and *indifferent* categories. For each category, attributes are discussed in the order of survey item number.

Indonesian University Students

Categorized data of English teaching quality attributes identified by the students at the selected Indonesian university are reported in Table 3.

TABLE 3
Categorization of English Teaching Quality Attributes by Indonesian University Students

Item/ Attribute	Attractive		One- dimensional		Must-be		Indifferent		Reverse		Attribute Category
1	16	53.3%	2	6.7%	4	13.3%	8	26.7%	0	0.0%	Attractive
2	18	60.0%	4	13.3%	0	0.0%	8	26.7%	0	0.0%	Attractive
3	2	6.7%	0	0.0%	4	13.3%	24	80.0%	0	0.0%	Indifferent
4	6	20.0%	8	26.7%	2	6.7%	14	46.7%	0	0.0%	Indifferent
5	4	13.3%	0	0.0%	0	0.0%	26	86.7%	0	0.0%	Indifferent
6	4	13.3%	14	46.7%	0	0.0%	12	40.0%	0	0.0%	One- dimensional
7	10	33.3%	10	33.3%	2	6.7%	8	26.7%	0	0.0%	Attractive/ One- dimensional
8	6	20.0%	2	6.7%	0	0.0%	22	73.3%	0	0.0%	Indifferent
9	10	33.3%	2	6.7%	0	0.0%	18	60.0%	0	0.0%	Indifferent
10	4	13.3%	2	6.7%	0	0.0%	24	80.0%	0	0.0%	Indifferent
11	6	20.0%	2	6.7%	2	6.7%	20	66.7%	0	0.0%	Indifferent
12	10	33.3%	0	0.0%	0	0.0%	20	66.7%	0	0.0%	Indifferent
13	0	0.0%	0	0.0%	0	0.0%	30	100.0%	0	0.0%	Indifferent
14	12	40.0%	0	0.0%	0	0.0%	18	60.0%	0	0.0%	Indifferent
15	8	26.7%	0	0.0%	0	0.0%	22	73.3%	0	0.0%	Indifferent
16	12	40.0%	2	6.7%	0	0.0%	16	53.3%	0	0.0%	Indifferent
17	16	53.3%	0	0.0%	0	0.0%	14	46.7%	0	0.0%	Attractive
18	4	13.3%	0	0.0%	0	0.0%	26	86.7%	0	0.0%	Indifferent
19	6	20.0%	2	6.7%	2	6.7%	20	66.7%	0	0.0%	Indifferent
20	8	26.7%	6	20.0%	0	0.0%	16	53.3%	0	0.0%	Indifferent

Sixteen (53.3%) students identified clear English pronunciation as an *attractive* quality attribute whereas eighteen (60.0%) students identified fluent English communication skills as an *attractive* quality attribute. Sixteen (53.3%) students identified offering relevant cultural information of foreign countries in class as an *attractive* quality attribute. In addition to the three *attractive* quality attributes, having positive interactions with the students in class was found to be an *attractive* quality by 10 (33.3%) students and a *one-dimensional* attribute by another 10 (33.3%) students.

There was only one quality attribute, creating a positive English learning atmosphere, that fourteen (46.7%) students identified as a *one-dimensional*

category.

Of the 20 attributes on the questionnaire, 15 were identified as an *indifferent* quality attribute. Twenty-four (80.0%) and fourteen (46.7% of students identified course materials with appropriate difficulty level and designing the course in accordance with students' practical needs, respectively, as *indifferent* quality attributes. Twenty-six (86.7%) students identified teaching the course almost entirely in English as an *indifferent* quality attribute. Utilizing various informal teaching styles in class and providing a variety of learning activities in class were identified as *indifferent* quality attributes by twenty-two (73.3%) and eighteen (60.0%) students, respectively. Twenty-four (80.0%) students identified providing opportunities for English conversation practice in class as an *indifferent* quality attribute. Twenty (66.7%) students identified both using Indonesian at appropriate times to explain difficult material in class and utilizing multimedia materials in class as *indifferent* quality attributes.

Additionally, thirty (100.0%) students identified utilizing computer-assisted language learning in class as an *indifferent* quality attribute. Eighteen (60.0%) students identified showing relevant videos to teach in class as an *indifferent* quality attribute. Twenty-two (73.3%) students identified sharing his or her English learning experience in class as an *indifferent* quality attribute. Sixteen (53.3%) students identified teaching English learning strategies in class as an *indifferent* quality attribute. Twenty-six (86.7%) students identified utilizing online learning outside of class time as an *indifferent* quality attribute. Twenty (66.7%) students identified emphasizing listening, speaking, reading, and writing simultaneously as an *indifferent* quality attribute. Lastly, 16 (53.3%) students identified stimulating students' learning interests of English as an *indifferent* quality attribute.

Taiwanese University Students

Categorized data of English teaching quality attributes identified by the students at the selected Taiwanese university are reported in Table 4.

A total of six quality attributes fell into the *attractive* category. Fifteen (44.1%) students identified creating a positive English learning atmosphere in class as an *attractive* quality attribute. Having positive interactions with the students in class was identified as an *attractive* quality attribute by thirteen (38.2%) students. Fifteen (44.1%) students identified utilizing various informal teaching styles in class as an *attractive* quality attribute. Fourteen (41.2%) students identified using Chinese at appropriate times to explain difficult material in class as an *attractive* quality attribute. Nineteen (55.9%) students identified offering relevant cultural information of foreign countries

TABLE 4
Categorization of English Teaching Quality Attributes by Taiwanese University Students

Item/ Attribute	Attractive		One- dimensional		Must-be		Indifferent		Reverse		Attribute Category
1	13	38.2%	14	41.2%	2	5.9%	14.7%	5	0	0.0%	One-dimensional
2	9	26.5%	16	47.1%	3	8.8%	17.6%	6	0	0.0%	One-dimensional
3	6	17.6%	11	32.4%	1	2.9%	47.1%	16	0	0.0%	Indifferent
4	14	41.2%	14	41.2%	0	0.0%	17.6%	6	0	0.0%	Attractive/ One-dimensional
5	7	20.6%	4	11.8%	0	0.0%	67.6%	23	0	0.0%	Indifferent
6	15	44.1%	3	8.8%	2	5.9%	41.2%	14	0	0.0%	Attractive
7	13	38.2%	10	29.4%	0	0.0%	32.4%	11	0	0.0%	Attractive
8	15	44.1%	6	17.6%	1	2.9%	35.3%	12	0	0.0%	Attractive
9	12	35.3%	6	17.6%	1	2.9%	44.1%	15	0	0.0%	Indifferent
10	5	14.7%	5	14.7%	0	0.0%	70.6%	24	0	0.0%	Indifferent
11	14	41.2%	7	20.6%	0	0.0%	38.2%	13	0	0.0%	Attractive
12	9	26.5%	2	5.9%	0	0.0%	67.6%	23	0	0.0%	Indifferent
13	8	23.5%	2	5.9%	0	0.0%	70.6%	24	0	0.0%	Indifferent
14	14	41.2%	3	8.8%	0	0.0%	50.0%	17	0	0.0%	Indifferent
15	13	38.2%	5	14.7%	0	0.0%	47.1%	16	0	0.0%	Indifferent
16	16	47.1%	2	5.9%	0	0.0%	47.1%	16	0	0.0%	Attractive/ Indifferent
17	19	55.9%	3	8.8%	0	0.0%	35.3%	12	0	0.0%	Attractive
18	7	20.6%	1	2.9%	0	0.0%	76.5%	26	0	0.0%	Indifferent
19	16	47.1%	8	23.5%	1	2.9%	26.5%	9	0	0.0%	Attractive
20	12	35.3%	12	35.3%	0	0.0%	29.4%	10	0	0.0%	Attractive/ One-dimensional

in class as an *attractive* quality attribute. Lastly, 16 (47.1%) students identified emphasizing listening, speaking, reading, and writing simultaneously as an *attractive* quality attribute.

In addition to the *attractive* quality attributes listed above, three quality attributes (4, 16, & 20) had less than a 3% difference between two categories and fell into another category. Designing the course in accordance with students' practical needs was identified by 14 (41.2%) students as an *attractive* quality attribute and as a *one-dimensional* attribute by another 14 (41.2%) students. Stimulating students' learning interests of English was identified as an *attractive* quality attribute by 12 (35.3%) students and as a *one-dimensional* attribute by 12 (35.3%) students. Furthermore, teaching English learning strategies in class was identified as an *attractive* quality attribute by 16 (47.1%) students and as an *indifferent* attribute and by 16 (47.1%) students.

There were two quality attributes identified as *one-dimensional* attributes. Clear English pronunciation and fluent English communication skills were identified as *one-dimensional* attributes by fourteen (41.2%) and sixteen (47.1%) students, respectively.

Of the 20 attributes on the questionnaire, nine were identified as an *indifferent* quality attribute. Sixteen (47.1%) students identified course materials with an appropriate difficulty level as an *indifferent* quality attribute. Twenty-three (67.6%) students identified teaching the course almost entirely in English as an *indifferent* quality attribute. Fifteen (44.1%) students identified providing a variety of learning activities in class as an *indifferent* quality attribute. Twenty-four (70.6%) students identified providing opportunities for English conversation practice in class as an *indifferent* quality attribute. Twenty-three (67.6%) students identified utilizing multimedia materials in class as an *indifferent* quality attribute. Twenty-four (70.6%) students identified utilizing computer-assisted language learning in class as an *indifferent* quality attribute. Seventeen (50.0%) students identified showing relevant videos to teach in class as an *indifferent* quality attribute. Sixteen (47.1%) students identified sharing his or her English learning experience in

class as an *indifferent* quality attribute. Lastly, 26 (76.5%) students identified utilizing online learning outside of class time as an *indifferent* quality attribute.

DISCUSSION

Teaching is a basic component of higher education to any institution to sustain competitiveness. Quality teaching is recognized by its contribution to enhanced student learning. It has been established that quality instruction helps students move towards the achievement of better learning. Higher education institutions have long used student evaluations with the aim of constantly improving the quality of instruction offered to students (McKeachie, 1990). The present study successfully used the Kano Model and determined two distinctive *attractive* quality attributes of English teaching as identified by Indonesian university students and six distinctive *attractive* quality attributes as identified by Taiwanese university students.

Of all the *attractive* quality attributes identified by either group, offering relevant cultural information of foreign countries in class was the only attribute identified by both groups. It was found to be the most *attractive* one for the Taiwanese students. This finding corresponds with a study by Sung and Chen (2006) that most university English faculty also hold positive attitudes towards incorporating cultures of English speaking countries into their English language teaching. Another study conducted by Sung and Chen (2008) also revealed that most university students hold positive attitudes towards the incorporation of English-speaking cultures into their English. The incorporation of English-speaking cultures into English learning was shown to broaden learners' international perspectives. Since culture is always changing and research on cultural education is constantly updated, it is recommended that educators continue to gain a deeper insight into the cultures of English speaking countries. Educators should also continue to obtain updated information and knowledge of cultures of English speaking

countries via a variety of different sources. Language learning centers at educational institutions are suggested to offer more culturally-related activities to engage the students in the practical learning of related cultures. Not only does this satisfy students' specified needs for more relevant cultural information, it may also build students' learning motivation, communicative competence, and worldview.

There was only one quality attribute categorized in the *one-dimensional* category by the Indonesian students. Improving *one-dimensional* attributes will positively raise student satisfaction. Creating a positive English learning atmosphere in class was found being linearly related to Indonesian students' satisfaction. To accomplish this important task, Indonesian English educators should focus on maintaining positive interactions with the students in class to create a positive learning atmosphere. On the other hand, the Taiwanese group categorized two *one-dimensional* quality attributes. Coincidentally, both attributes categorized directly relate to an instructors' oral communication ability in English. Clear English pronunciation and fluent English communication skills were found being linearly related to Taiwanese students' satisfaction. In other words, the better the instructors' oral communication ability, the greater the students' satisfaction. Seeing that using mostly English to teach an English course has been the latest trend in Taiwan, Taiwanese instructors should be aware of their own English communication ability to maximize their teaching efficiency and students' learning satisfaction.

It is worth noting that no *reverse* quality attribute was identified by either group of students. This result reveals that the items developed and included in the survey instrument were valid in construct, as they identified no item as having an adverse effect on their satisfaction. This may indicate that a survey questionnaire consisted of items constructed by the students can be very valid in representing their perceptions.

The above findings revealed that English curriculum should be specially developed according to the specific student needs in different countries. In this study, students of different countries expressed different learning needs by identifying different attractive quality attributes of English teaching.

Incorporating different teaching approaches into the educational environment of university students with different learning preferences is difficult and demanding, but it does provide a means of meeting individual student's needs and preferences. Giving students the opportunity to pursue learning through their identified means also enhances their involvement in what is to be learned, which in itself fulfills the purpose of the method introduced in this study.

Although the investigations performed were a success and the Kano Model was proven effective in assessing educational quality, the data of the study were collected from relatively small numbers of students from two selected universities. The results would be more representative if data from more subjects can be collected. In addition, it may be advantageous to also assess the importance of the quality attributes. The comparatively new Importance-Satisfaction Model (I-S Model) can be used in addition to the Kano Model to provide further quality improvement (Yang, 2005). The I-S model, based on the importance and satisfaction surveys of the quality attributes, is a practical tool to discover the "to be improved" attributes, which require improvement actions. The use of these two models in conjunction should enable EFL educators to determine not only quality attributes that are attractive, but also quality attributes that need to be improved immediately.

CONCLUSIONS

Student evaluation has a crucial role in higher education. It is still regarded as extremely important in the quality assurance process of university teaching. Understanding students' specific learning needs is essential to quality teaching. Students have preferred means of processing information and acquiring skills. These differences flow from variations in individual aptitude, intelligence, and motivation, as well as personal, family, and cultural influences. The present study used a survey instrument developed based on the Kano Model. This was proven effective as students of two East Asian

countries successfully categorized several key attractive quality attributes of English teaching.

In the English education context at both selected universities, students desire relevant cultural information of foreign countries as well as a more positive English learning environment. Likewise, English educators in Indonesia and Taiwan can make the classroom an improved learning environment by satisfying the attractive quality attributes identified by their students. The one-dimensional attributes identified should be taken into careful consideration as well. The method introduced in this study can be used effectively to assess specific English learning needs. It is concluded that the Kano Model is a good tool for English educators to use in categorizing attractive quality attributes.

Subsequent investigations should be conducted with a greater number of students at the selected universities to ascertain the generalizability of the present study. Furthermore, classroom observation and interviews with the participants should be conducted to gather more detailed findings for the study. With the aim of making more accurate quality decisions, future studies should assess the importance of the quality attributes. The quality performance of the instructors should be evaluated as well. Future studies should integrate the I-S Model to achieve these objectives.

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