

Conducting a SWOT Analysis of the Existing English Educational Language Programmes and Curricula in England



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Project meeting in Budapest
2-3 June 2014



Background

- An investigation into existing English language courses for those studying English as a foreign language in UK.
- Teaching and learning of English as a second language (ESL) also known as:
 - English for Speakers for other languages (ESOL)
 - English as a Foreign Language (EFL)
 - Teaching English as a Second Language (TESL)
 - Teaching English to Speakers of other Languages (TESOL) (preferred)

Background

- Learning to speak English in UK is mostly relevant to:
 - People who are wish to develop expertise in speaking and writing English for pursuing a job or for their continuous professional development as part of an existing job
 - People keen to learn English for general purposes, normally as a communication mechanism for every day interaction.
 - Different teaching and learning strategies based on context of study, training qualifications and learning outcomes
 - SGI has provided a report which provides a strengths, weaknesses, opportunities and threats (SWOT) analysis of TESOL courses offered in England.

English as a Foreign language in England: Setting the context

- Communicative English competencies through communicative language teaching preferable approach in UK
- Development of language proficiency through interactions embedded in context
- Communicative competence: Demonstrating an understanding of the use of English language appropriately as means to communicate and interact fluently in educational and social environments.

Communicative Competences

Linguistic (Understanding and using)

- Vocabulary
- Language conventions (grammar, punctuations and spelling)
- Syntax (e.g. Sentence, structure)

Strategic (Using Techniques to)

- Overcome Language gaps
- Plan and assess the effectiveness of communication
- Achieve conversational fluency
- Modify text for audience and purpose
- Using technology for learning and improve competences in a self-directed way

Communicative
competence in
TESOL

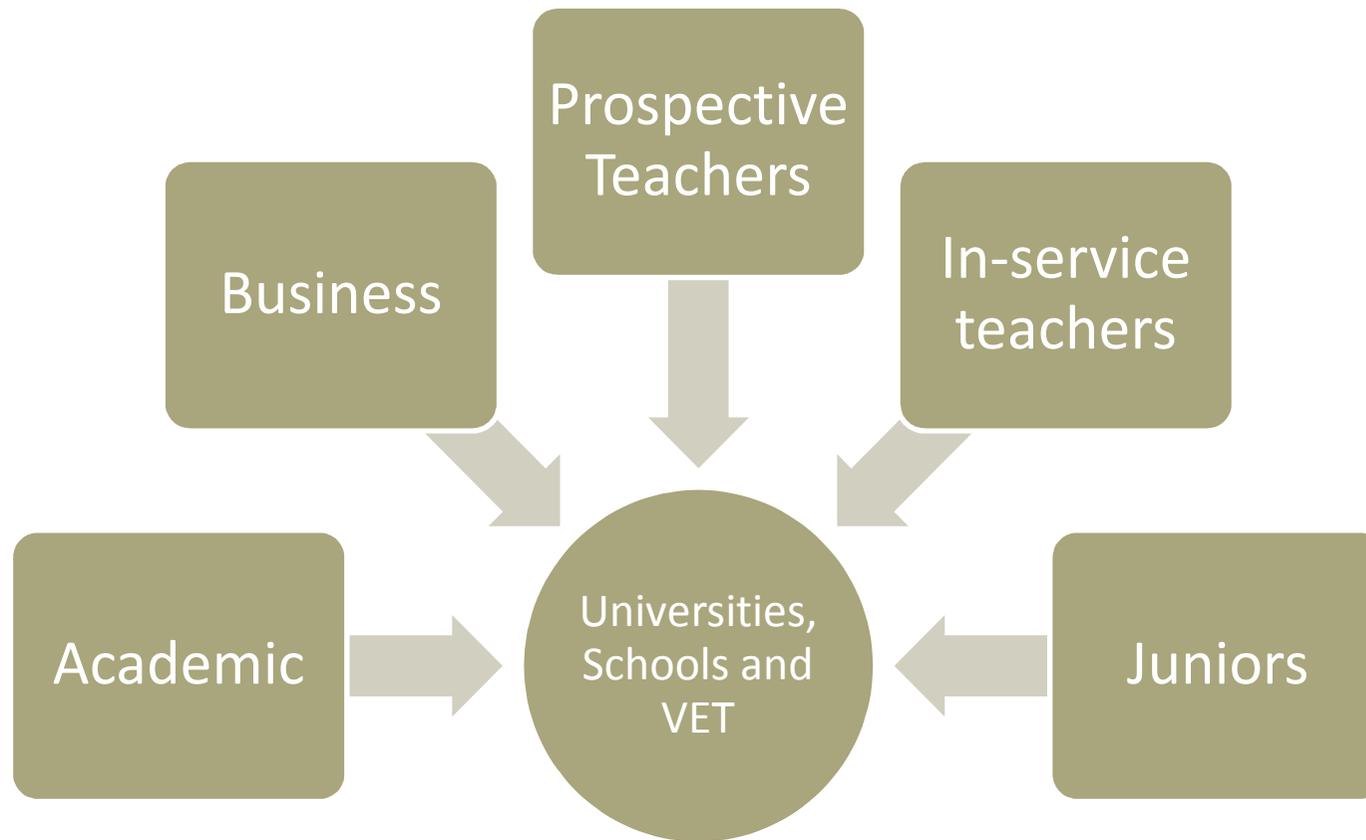
Socio Linguistic (Having awareness of)

- Social rules of language (e.g. Formality, politeness, directness)
- Nonverbal behaviours
- Cultural references (e.g. Idioms, expressions, background knowledge)

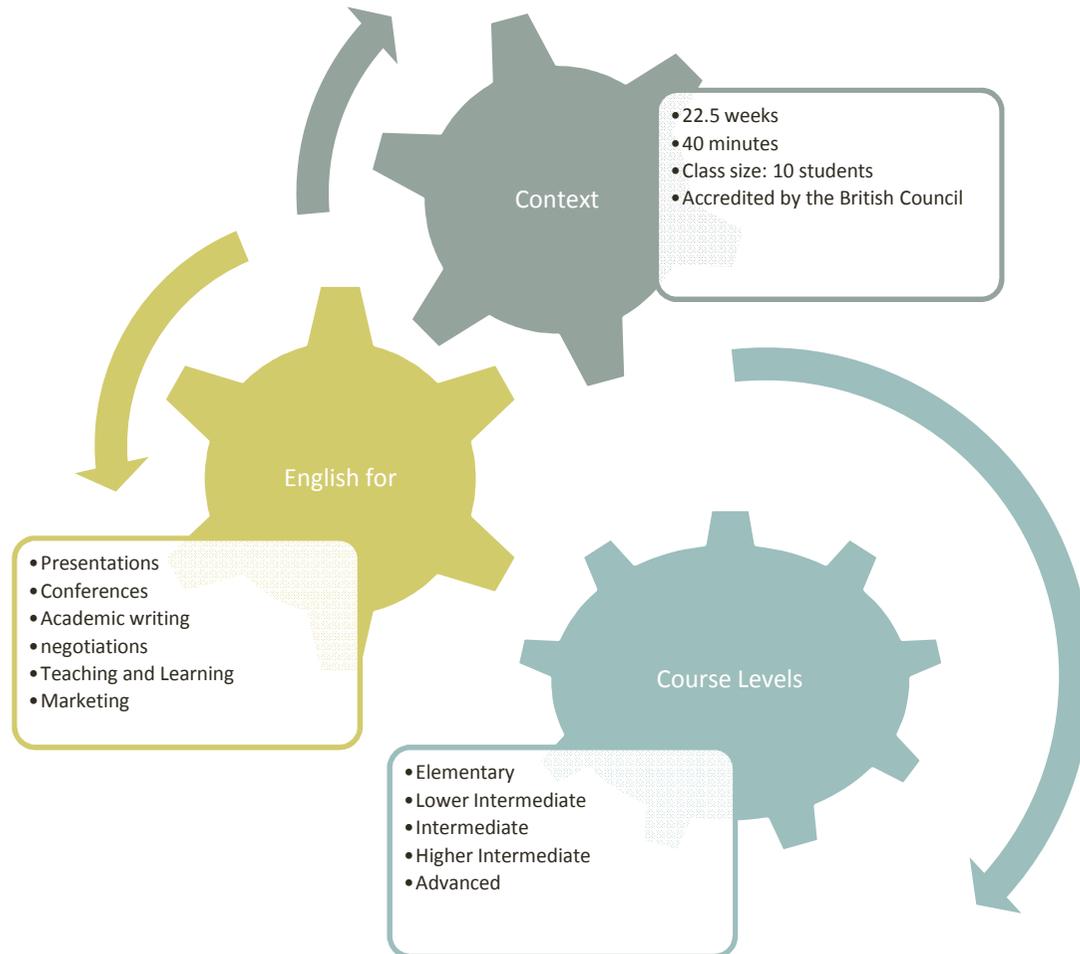
Discourse (Understanding how ideas are connected through)

- Patterns of Organisation
- Cohesive and technology devices

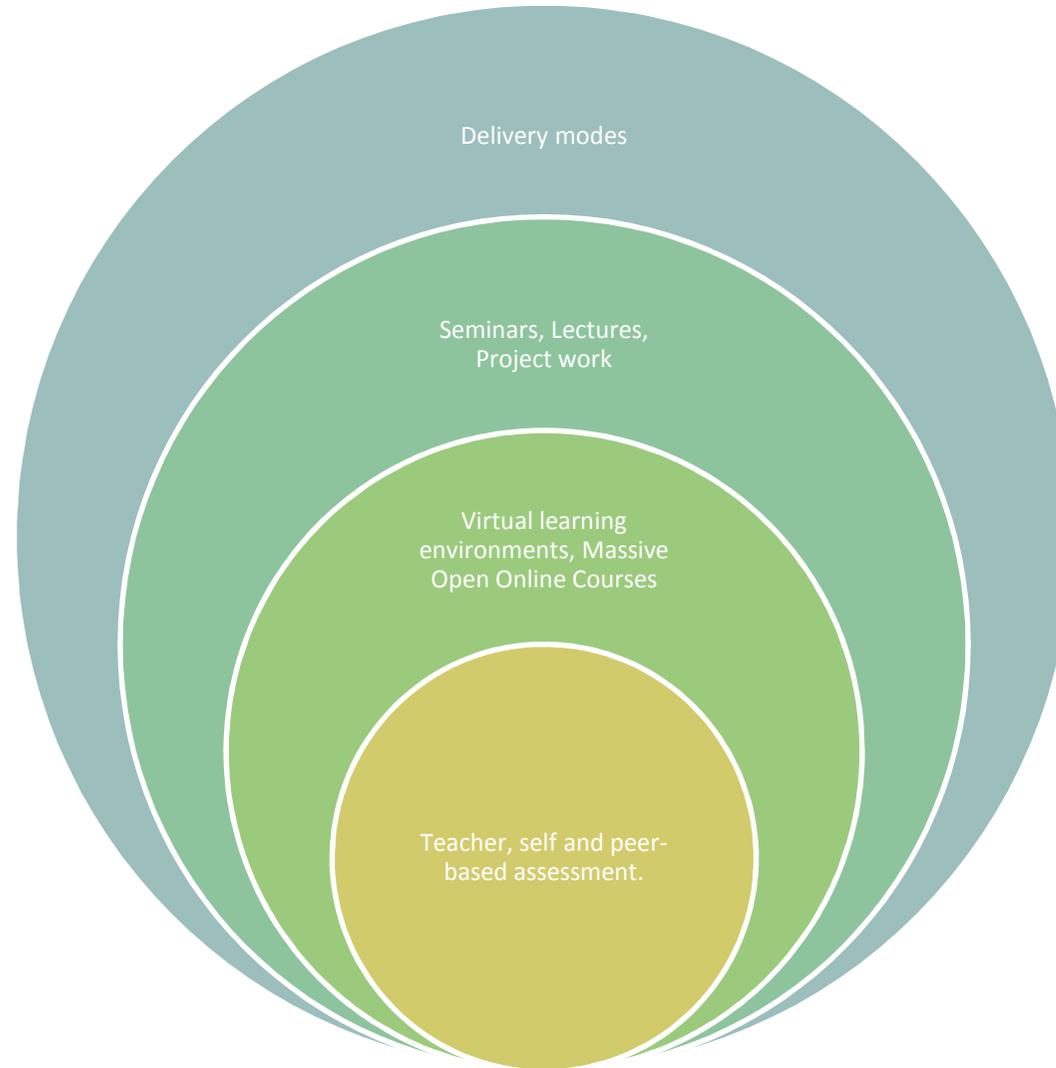
Structure



Structure



Delivery modes



Assessment and Feedback

	Individual	Group
Listening	<ol style="list-style-type: none"> 1. One-to-one interview during class time 2. Listening task in which students complete oral or written responses to orally given prompt 	<ol style="list-style-type: none"> 3. Observation during class discussions, demonstrations and cooperative learning 4. All students complete written responses to orally given prompts
Speaking	<ol style="list-style-type: none"> 5. One-to-one interview during class time <ul style="list-style-type: none"> • Interaction during routine reading assessment • Video or audio recording 	<ol style="list-style-type: none"> 6. Observation during class discussions, demonstrations and cooperative learning <ul style="list-style-type: none"> • Video or audio recording
Reading	<ul style="list-style-type: none"> • During silent reading, student reads excerpt from book • Online and in-class reading assessments 	<ul style="list-style-type: none"> • Students read excerpts collaboratively in classroom • Group reading online • Organised group reading online and in-class • Group-based report using collaborative online tools (e.g. GoogleDrive) • Group based assignments with group and individual completion submitted online and in-class.
Writing	<ul style="list-style-type: none"> • Individual writing prompt using a web blog or in-class • Individual writing assignments based on templates provided by the teacher or online. 	

Role of the teacher

Facilitator

Understanding subject matter

Knowledge transferability

Motivator

Engage students into a number of blended learning activities

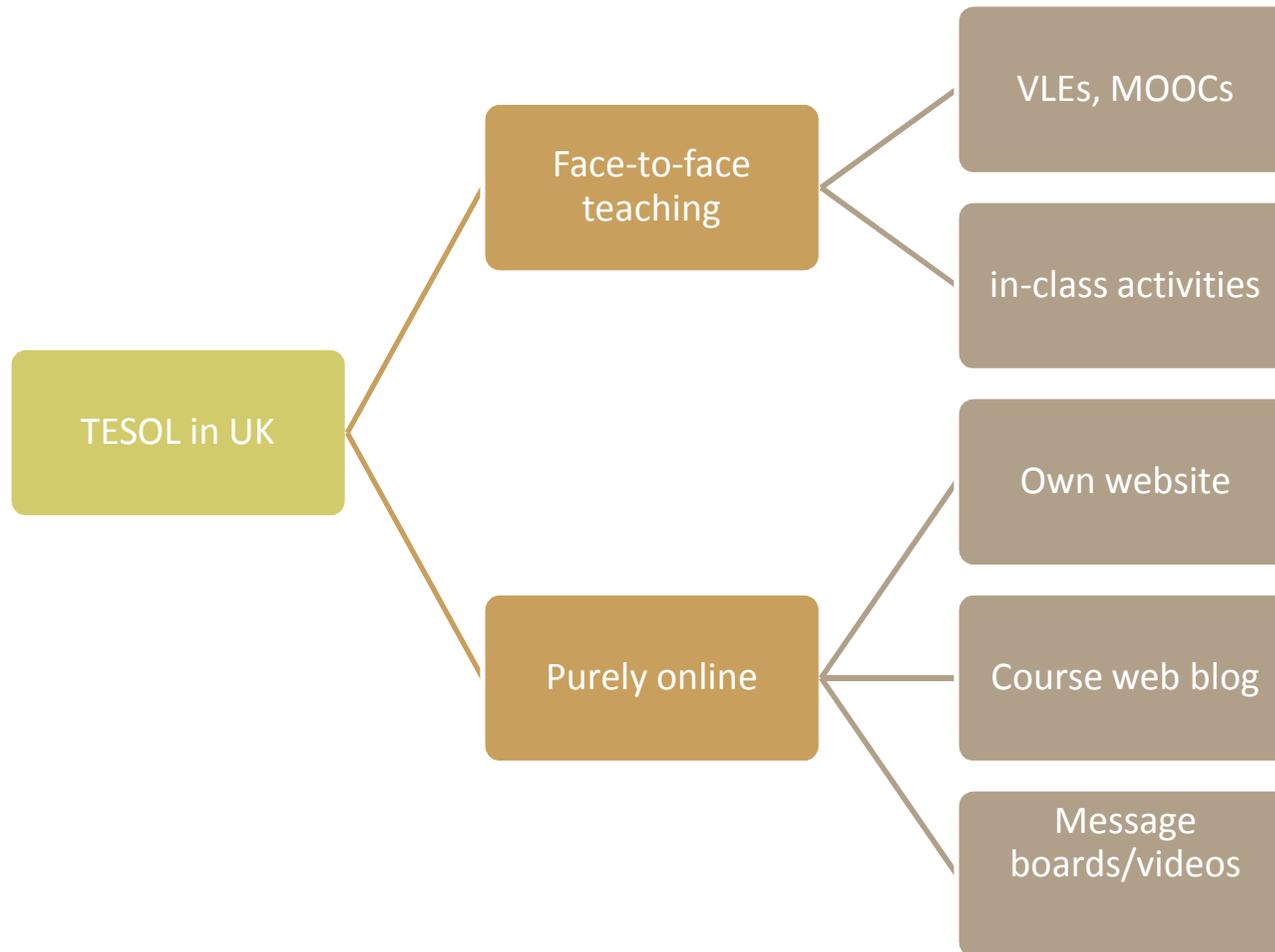
Use technology and tools for participatory activities in class and out-of-class

Designer

Designing rich mediated content for language learning

Designing more advanced learning experiences and content often mediated through mini games, simulations and virtual worlds

Technology



Challenges and barriers

Challenges and barriers

Practice both listening and speaking skills with different mini-activities in class.

No engaging and motivational features – gamifying class with points, scores and leaderboards (PBL) could help.

No strategic framework for identifying risks and possible threats in terms of the ways TESOL is being designed and delivered and the role of teacher and student.

SWOT Analysis

- Explore possibilities for new efforts or solutions to problems
- Make decisions about the best path for a strategic-focused initiative
- Determine whether change is possible
- Adjust and refine plans mid-course

SWOT Process

- Curriculum design
- Teaching approaches
- Assessment strategies
- Technology
- Role of the teacher

SWOT process

	Strengths (internal)	Weaknesses (internal)
Opportunities (external)	<ul style="list-style-type: none"> Curriculum rigorous and diverse considering all basic aspects of learning English (listening, speaking reading, writing) for a wide range of target groups. Student-centred pedagogical approaches focusing on collaboration, inquiry, participation and negotiation of meanings Assessment strategies: both summative and formative with the teacher providing constructive feedback 	<ul style="list-style-type: none"> Technology. Not the latest technology is currently being used. Conventional taping recorders are used for listening, no interactive software, only static web-pages to upload content and tests; no language games focused on specific linguistic aspects. Role of the teacher: in some cases static and fragmented, not available after classroom due to workload.
Threats (external)	<ul style="list-style-type: none"> The increased digital literacy or tech savvy students The commercialisation of HE in UK The plethora of language software/apps currently exist The rapidly changing nature of teaching and learning Different purposes for learning English The diversity of students' cultures learning English at the same time. 	<ul style="list-style-type: none"> Assessment of risk is key When risk is low, focus on opportunities and innovation When risk is high, change the current approach in terms of enhancing the experience of learning English both from a socio-pedagogical and technical perspective. Try to establish a controlled environment for students where support is provided in and outside of the classroom for personalising the learning experience of English in UK.

SWOT Process

Strengths (internal)

Curriculum rigorous and diverse, student-centred pedagogical approaches; both summative and formative strategies

Weaknesses (internal)

not the latest technology currently being used
Role of the teacher in some cases is static and not available after classroom due to workload

SWOT for TESOL in UK

Threats

Increased digital literacy of tech-savvy students
Commercialisation of HE in UK
Plethora of inefficient TESOL mobile apps
Diversity of students' cultures

Opportunities

Assessment of Risk is key
When risk is low, focus on opportunities and innovation.
When risk is high, change the current approach in terms of enhancing the experience of learning.
Establishment of a controlled environments for students where support is provided in and out of the classroom