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SWOT Analysis in Teaching ESP

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Abstract. The article deals with the SWOT analysis as a strategic tool to help higher educational establishments to adapt to modern changes. Analysis is said to be the early and very important step in the work of designing an ESP course. Key elements in organizing pre-designing work are represented. The article shows that a well-planned ESP course works out when all the needs and requirements are met. Current changes in the learners' needs and professional environment are taken into consideration. Various skills can be developed depending on the subject sphere.

Keywords: *SWOT analysis, ESP, communicative, professional environment, skill, subject sphere.*

Introduction. Current processes of integration in Ukraine demonstrate new possibilities for students to know more about the events and take an active part in cultural, economical, medical and other advances of the world's civilization. Therefore, learning a foreign language is considered to be the top priority as the means of communication as well as an essential tool that makes possible the integration of students to the process of discovering new knowledge, innovations and gaining new experience in the sphere of professional orientation [3, 4].

Changes always make people create new methods to achieve goals and desirable effects. It has special influence on educational process where changes always are called on to think of better techniques to teach and learn effectively [2]. Nowadays globalization and rapid development of new technologies, and scientific and human connections require new approaches to the formation of a set of competencies including communicative and sociocultural ones [9].

These factors have demonstrated a growing interest in learning foreign languages, in particular English in its professional environment in different subject spheres. Students being the main source of people interested in future, progress and career tend to learn English relevant to their professional needs. English taught according to various professional fields is called ESP.

The term ESP (English for Specific Purposes) took its origin in the 1960s in English-speaking countries. It appeared both as a scientific approach and a type of teaching English that meets the needs of those who are taught. A basic ESP reality is to meet specific learners' needs as much as possible [14]. The factor that has led to change in the type of teaching is the change in the orientation on a language functioning in real life. This has drawn attention to the strategies of teaching, motivation, needs and interests, which is in other words a psychological component. The attention has been shifted to learning the language in a limited sphere and using specific ways.

Recent years have shown interest in the way of teaching English for Specific Purposes. The requirements of real life have shown that students need to develop the communicative skills as well as academic purposes while studying the English language [4]. Both students and teachers are interested in effective cooperation and successful achievements. English includes specialized programmes designed to develop the communicative use of the language in a specialized field of work. The purpose of ESP is to prepare a specialist able to use a foreign language as the main means in communicating and cooperating with foreign partners in the professional field and

real-life situations [12]. Therefore, teaching or learning ESP is claimed to be specialty-oriented. It is difficult to determine where the language learning ends and where subject learning starts. Teaching ESP is aimed at developing students' skills of professional communication in English depending on the area of their professional field [5, 7].

ESP is mostly oriented on adult learners who have basic ideas about the language system and some skills in language learning. Profession-oriented course has proved to be a relevant phenomenon according to present day needs. Students' lack of experience and knowledge as for the professional activity, duties, skills needed in their specific sphere lead to few motivating factors.

ESP is said to be based on a learner and specific fields. The way ESP is taught depends on the present situation in the country or in the world. The example of it is perfectly understood when teaching undergoes necessary changes taking into consideration the needs of specialists, a state or a society. This makes teachers meet modern needs in teaching the language that is always developing [8].

Education cannot stand apart from this global phenomenon. For the past decades, the educational area has recognized that special planning is necessary to be up to date to rapidly changing environment [9].

Designing an ESP course is always time consuming because it is necessary to meet both learners' and teachers' needs. Special attention is paid to the thing that the concept of learners' needs is often interpreted in two ways. These two ways are about learners' needs and wants. This problem arises every time a teacher starts a course. Then it is important to keep to the point that making the course successful and really effective a teacher should take into account both needs of an institution and a learner [6]. The main challenge for a teacher is using authentic materials because the main purpose is to make students talk and lead some conversation with native speakers. Teachers cannot be only like robots and provide the material of the course. They should find a certain balance and be some kind of mediators between the course program and real life usage of the language.

ESP course needs several analyses to be provided before designing and implementing. Among them there are such important ones as Needs Analysis and SWOT Analysis. SWOT Analysis is the first step to be made on the way to a productive planning. Each university can work effectively if strategic planning is implemented according to a changing situation. However, universities may lack the ability to react quickly and effectively [11]. Every course needs special detailed planning. ESP context re-

quires deep considerations and attention as it forms a circle of several significant features that are of great value for English-speaking environment.

The method of strategic planning is very important in the context of changes and the development all over the world. It is essential to evaluate the present situation and to make some kind of prognosis of the expected results. SWOT is a tool designed to be used at the stage of preparing for curriculum design. ESP teaching follows the principle of learner-centered approach. The main idea is to meet the learners' needs. SWOT analysis demonstrates how these needs can be met taking into consideration all the factors [15].

SWOT is known for its components. It stands for Strengths, Weaknesses, Opportunities and Threats. It takes into account Strengths and Weaknesses as the factors that exist within an organization and Opportunities and Threats as the factors that exist outside of the organization. We can divide them into two parts that will represent inner features that are strengths and weaknesses, and outer ones that are opportunities and threats. SWOT is a good tool to develop at the same time both responsibilities and competencies of the staff. The first step is to design the image or the mission, which is defining the perspectives.

The future universities as organizations require new conditions and a new set of organizational responses. Surviving and making progress in this highly competitive environment implies that university leaders are required to classify their strengths, lessen their weaknesses, benefit from the opportunities and reduce the effect of threats. In fact, it is how a SWOT analysis as a strategic component is conducted [16].

The **aim** of the article is to analyze the importance of outer elements of the strategic planning as they influence the design of the program and course in general.

In course evaluation and design, attention should be given to both strengths and weaknesses in meeting learner's needs so that the strengths can be maintained and the weaknesses improved. In the 1960s and 1970s Humphrey developed this consideration to be a constituent part of an analysis for strategic management [1].

Designing instructional materials involving authentic materials using which students can practice the language will be a source of stimulation and motivation of learning in real situations [13].

The modern stage of any organization management demands the use of scientifically grounded systems, theories and practice that would lead to successful work both inside and outside the organization. This precise understanding of being active and perspective-oriented is of special value for educational establishments. The organizations of this kind have great responsibilities for the process of creating proper conditions and atmosphere as well as for the results of their work directed towards win-win relationships where both teachers and students have one common aim and are equally interested in cooperation.

This process of adjusting the system of strategic planning to educational sphere is relevant nowadays as it is determined by the transformational processes in all aspects of modern life. Wide adjustment of the method of strategic planning in management shows certain scientific interest in doing research concerning its possibilities and

advantages. The recent studies have shown the mechanism and specific points of its elements and the main idea is the analysis of the inner state of an organization.

Thus, all these findings and strategies will result in successful planning for organizing the educational process in professional teaching of foreign languages, in particular English. Nowadays the present stage of pointing out the possibilities and advantages of strategic planning, the practice of its use encourages providing the analysis of its perspectives concerning the elements in the inner structure while designing the course.

Professional learning as a kind of integrated learning suggests taking into account all language skills to provide a correct plan of the academic process. As every process it needs control at every level of its formation. It requires reconsidering and analyzing and making conclusions towards its future possible work.

Person's relationships with his/her work environment and job satisfaction define his/her attitude towards the process of acquiring necessary competences. Students are generally taught to think about the needs and demands of educational and social institutions but not their own needs. They are taught according to the programme that will help them to survive in modern world. All students as well as all people are different and perceive information and the results of their work differently. They have different skills, wants and needs. The teachers have to assess the learners' needs first. Then it is the turn of other stakeholders as the responsibility for the course design in ESP cannot be laid upon only on learners and teachers. Other stakeholders also claim their wishes towards how they see the outcomes. They have to present their vision of the process and skills and responsibilities needed for future effective employees.

Students have more chances to work and develop their careers after overcoming their threats of communicating freely in professional environment. The outer factors of the SWOT analysis result in using a communicative approach in teaching ESP.

Communication needs are believed to be met when what learners are taught involves what they will really use, and this has to determine an ESP course contents [5]. Specific knowledge in the English language alone is also argued to be unsatisfactory. The ability to communicate entails understanding the situation where the language is used and in which learners will operate [10]. The second step is to evaluate what outer world suggests. The third is to see what you have (your inner resources). The fourth is to develop the system of goals and tasks. The fifth is to perform the plan. The last one is to see the progress and look at your plan once again. The process of planning depends on the formal informational system. Making all the stakeholders cooperate and end up with a consensus is the key element at every level.

According to Robinson there are key steps to conduct a SWOT analysis:

1. to make a list of strengths, weaknesses, opportunities, and threats;
2. to arrange lists of ideas and reduce items to the top five;
3. to review each category separately;
4. to look at the internal strengths and weaknesses of the organization and see how they are related to the opportunities and threats;

5. to analyze the information to determine if there is both a strength of the organization and an opportunity in the outer environment: which is to represent a potential area for growth, or there is both a weakness of the organization and threat in the outer environment: to represent an area for improvement [14].

You have to be creative and proactive, not only follow the items of the plan. Use brainstorming no matter your goal is because every plan is imperfect and needs constant reconsidering on the way to success. The analysis should not be the goal itself, it is not the ultimate goal. It is only a tool to help the organization to perform the mission. SWOT analysis is used as the basis for further successful work of people who want to achieve one common goal. Making a plan means forming certain strategic objectives as a system that involves correction, reconsidering the means and their performance on the basis of systemic control over the changes that occur both inside and outside.

Strategic planning can be adapted to any sphere of any organization. The more serious the task is, the more formal the process should be:

1. defining the perspectives.
2. evaluating outer surrounding.
3. evaluating inner resources
4. developing objectives and tasks.
5. putting a plan into reality.
6. checking the results and reconsidering plans.

We have to define where we are, where we would like to be, how we can get there. There should be certain techniques that will help to meet the students' needs. The researches have shown that there is need in motivation of learning the foreign language and developing the methods of learning it. The process of getting knowledge is not only as one of the aspects of realizing the university course programme, but also as one of the ways to broaden the limits of professional training based on foreign experience where knowing the language is an obligatory element of applying such skills as reading, translating and communicating with native speakers. It was the turning point to implement appropriate changes in linguistic and social and psychological aspects of learning professional communication.

Nowadays teaching and learning the language has changed according to their tasks. The focus has been shifted to the real needs students have in real professional life and communication. The needs of being able to use foreign language skills have raised the level of professionals today. The spheres of communication for different specialties have their own peculiarities and require different approaches.

New motivation in learning English has been shifted to the professional skills development for the professionals in a certain area. Specific professional needs form the circle of skills needed to be worked upon to have positive outcomes. New ways and views as for learning and teaching a foreign language for professional usage allows to design the process according to the model of their real communication. Thus, a teacher has a chance to make the sphere of using narrower, so it will meet certain students' needs and make the process easier to mastering a language.

Carter states three characteristics common to ESP courses:

1. authentic materials are used adapted or unmodified. The students are usually encouraged to do tasks using a variety of different resources including the Internet; (we can consider an outer part)
2. orientation on purpose refers to the model of communicative assignments required by the target situation. Being ready to express your points of view while negotiating, preparing papers, reading for different purposes, taking notes and writing formal and informal letters. (we can consider an outer part)
3. self-direction supposes that the course gradually turns learners into users. The learners have to be encouraged enough to use various sources of information by themselves and use necessary information in new foreign circumstances. (we can consider an inner part)

Conclusions. The study of languages for specific purposes demonstrates a synthesis of linguistics and methodology of teaching foreign languages and includes the aspects of lexicology, terminology, translation and discourse analysis. Since ESP courses are of various types, it is obvious to meet the needs of students in different professional spheres, each of which has its specific vocabulary. Materials must be available and necessary changes have to be made according to the field of interest if they are up to date.

Being a teacher means being a true professional, a researcher and an organizer of the students' knowledge necessary to be achieved. The teacher always uses pedagogical skills and helps to achieve the necessary competencies in a given time. The purpose of teachers is to enable students to deal with authentic material in their specific professional fields despite their level of English.

Model of real life professional communication helps the students see what they can and what needs to be improved and learned. They can see if they understand what other people are saying and check if they are understood. They have to read and analyze a problematic situation and find the way to solve the problem by means of linguistic skills.

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Метод стратегического планирования в преподавании профессионального английского языка

Аннотация. SWOT-анализ (метод стратегического планирования) является стратегическим инструментом, который помогает высшим учебным заведениям адаптироваться к современным изменениям. Анализ является первым и очень важным шагом в системе планировании курса ESP (преподавание профессионального английского языка). Представлены ключевые элементы в подготовительной работе организации курса. План курса действует в условиях, когда все требования удовлетворены. Учитываются изменения в требованиях и профессиональной сфере. Каждая предметная сфера развивает определенные необходимые умения.

Ключевые слова: SWOT – анализ, стратегическое планирование, профессиональный английский язык, профессиональная сфера, умение, предметная сфера.