

# Using PEST, SWOT and LFA to plan for embedding

Deborah Cobbett  
University of Sheffield  
[d.cobbett@sheffield.ac.uk](mailto:d.cobbett@sheffield.ac.uk)

With help from Robert Akparibo, School of Health and  
Related Research (SchARR) at the University of Sheffield

# Aim of session

to observe EAP from outside its box

- Objectives:
  - Consider external factors (PEST)
  - Assess our own strengths and weaknesses (SWOT)
  - Explore LFA planning framework

All in relation to developing closer collaboration between EAP teachers and academic staff

Appendix shows how far we got!

# PEST: bigger picture

- Political factors
- Economic factors
- Social factors
- Technological factors

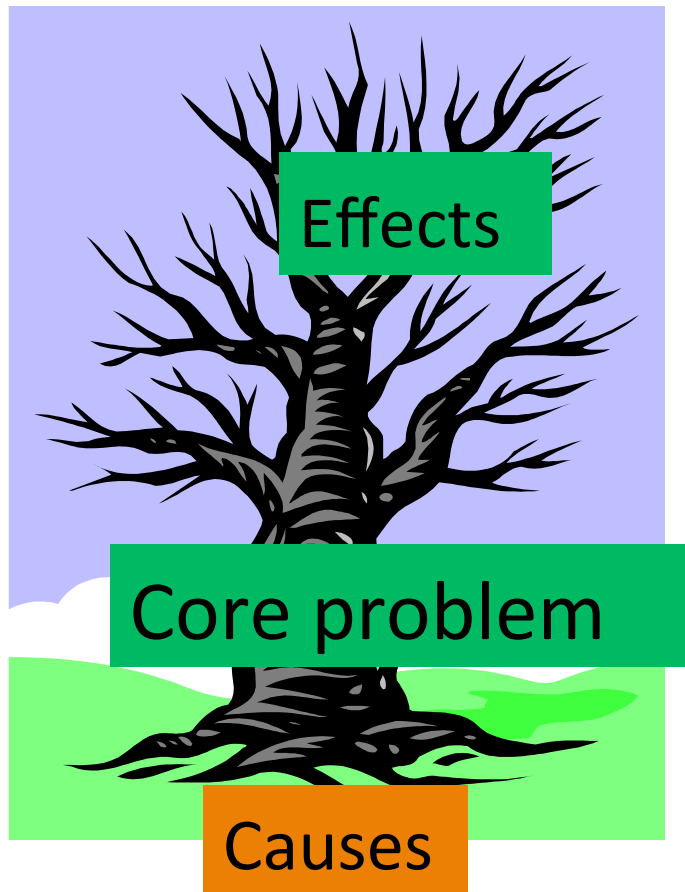


# SWOT explores our potential

- Strengths
- Weaknesses
- Opportunities
- Threats

Aim to convert W and T into more S and O!

# LFA: Logical Framework Approach



- Identify core problem: little collaboration?
- Explore hierarchy of causes: immediate and underlying causes
- Our PEST and SWOT ideas can help here

# Example from public health

## PROBLEM: high infant mortality

- IMMEDIATE CAUSES
  - Birth trauma, diarrhoea, malaria, measles, malnutrition...
- UNDERLYING CAUSES
  - Closely spaced births, lack of TBAs, poor hygiene practices
- ROOT CAUSES
  - Poor healthcare policies, lack of clean water, poor education, gender issues, lack of political will

# LFA exercise

- Identify the problem
- Identify 3 or more immediate causes
- Take one of these immediate causes
- Trace the chain down to the root cause
- If time, take another immediate cause and do the same
- Next step: build a solution tree

# Solution tree: narrative logic

Where do we want to be?	Goal
What are the steps on the way?	Outcomes
How will we see progress?	Results
What do we need to do?	Activities
What resources do we need?	Inputs



# Evaluation logic: measuring progress

- How will we know **we** are making a difference? Assumptions
- What about external factors? Risks
- What will show we are having impact?  
Indicators
- How will we measure success? Verification
- How will we evaluate the process?

# Logical framework project matrix

<b>VERTICAL LOGIC: narrative (if...then)</b>	<b>HORIZONTAL LOGIC: assumptions and indicators</b>			
	Narrative summary	Indicators (objective and measurable)	Means of verification	Assumptions
	Goal	How much have we contributed to the goal?	How do we know? (sources of info and methods of data collection and reporting)	We make assumptions at each stage.
	Outcomes	How did these results contribute to outcomes?		..that outcomes are linked to the goal.
	Results	How far did activities achieve results?		..that results are linked to outcomes
	Activities	Resources needed to carry out the project activities: where will they come from?		..that activities are linked to the results

# Some useful sources

Businessballs (2009) *PEST Analysis Template* [[www.businessballs.com](http://www.businessballs.com)]

Carroll J and Ryan J (eds) (2005) *Teaching International Students: Improving Learning for All* London: Routledge

Jensen G (2013) *The logical framework approach*

[<http://www.bond.org.uk/data/files/resources/49/The-logical-framework-approach-How-To-guide-December-2013.pdf>]

Mind Tools (2013) *PEST Analysis* [<http://mindtools.com>]

Mind Tools (2013) *SWOT Analysis* [<http://mindtools.com>]

National Archives (2004) *Tools for development* [

[http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/foi/tools/chapter\\_05.htm](http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/foi/tools/chapter_05.htm) ]

Sheffield Student Union (2013) *We are all international students* [video

[http://www.youtube.com/watch?v=fsX\\_yg6ovol](http://www.youtube.com/watch?v=fsX_yg6ovol) ]

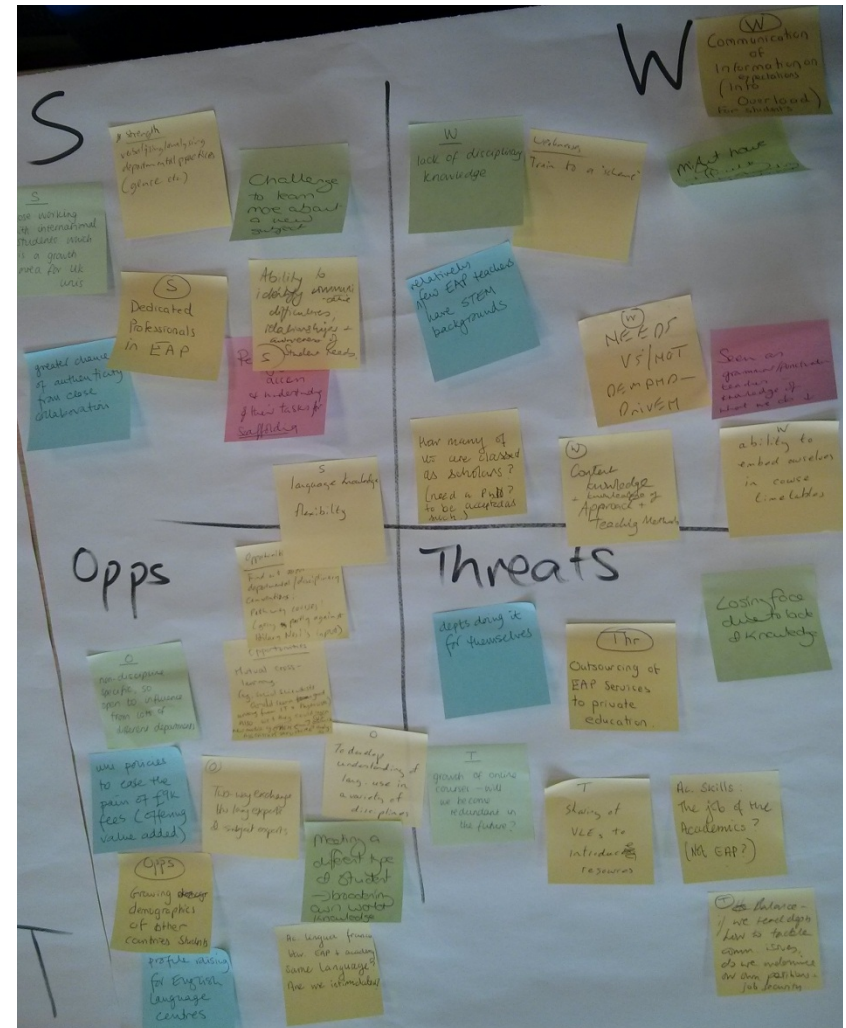
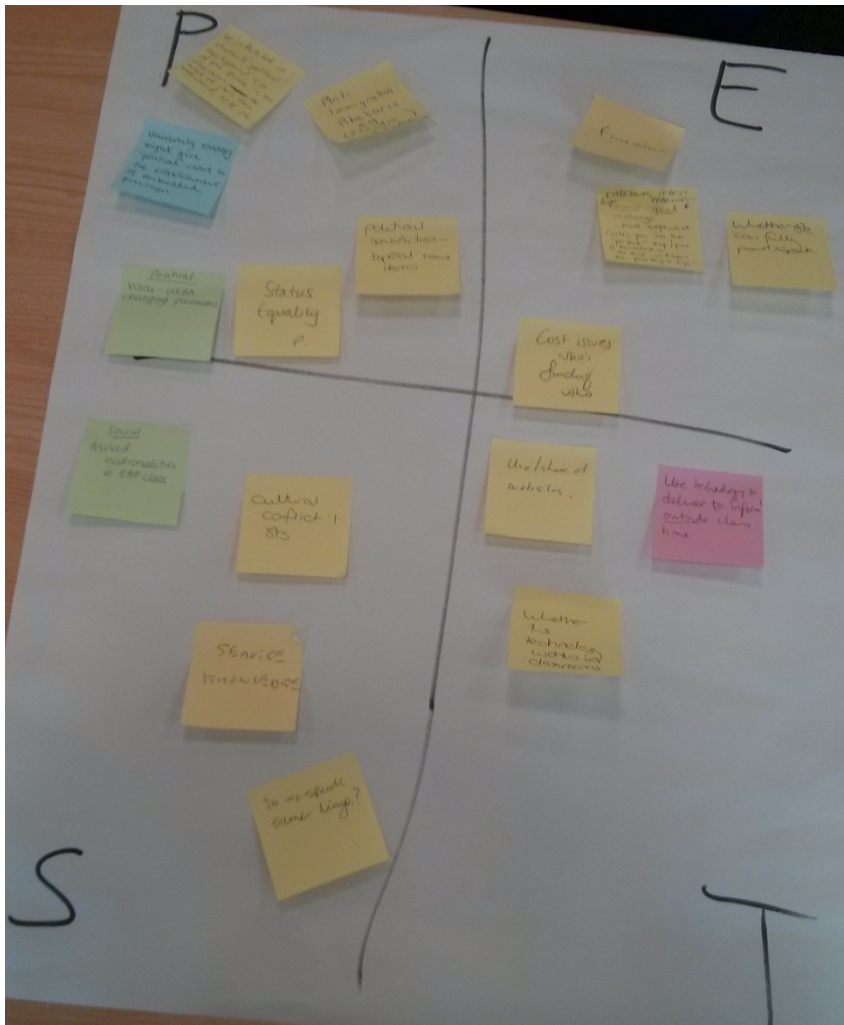
The University of Sheffield (2013) *Ground-breaking film encourages talented Indian students to study in the UK: additional information*

[<http://www.sheffield.ac.uk/news/nr/we-are-international-1.327513>]

The University of Sheffield (2014) *Why international students are vital to the UK* [

<http://www.sheffield.ac.uk/news/nr/why-international-students-are-vital-to-the-uk-1.348492> ]

# Workshop activities: sorry, no LFA!



<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>Areas of expertise (ss, tt, depts)</li> <li>Knowledge base</li> <li>Dedicated EAP professionals</li> <li>Language knowledge</li> <li>Flexibility</li> <li>Pedagogy: eg, scaffolding tasks</li> <li>Ability to identify communicative difficulties</li> <li>Awareness of students' needs</li> <li>Can verbalise/analyse dept practices (genre etc)</li> <li>Close working with international students</li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>Lack of time</li> <li>Lack of expertise</li> <li>Inflexibility 'we know best'</li> <li>Low expectations</li> <li>Status of ELTUs</li> <li>Difficulty understanding target subject</li> <li>Info overload</li> <li>Seen only as grammar teachers</li> <li>Can't embed ourselves in dept timetables</li> <li>Not classed as scholars: few TEAPs have PhD</li> <li>Few TEAPs have STEM backgrounds</li> </ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>To build on knowledge and share good ideas</li> <li>To improve learning for all/inclusive L and T</li> <li>Mutual learning: language and subject experts</li> <li>Develop understanding of language use</li> <li>Greater chance of authenticity</li> <li>Open to influence from lots of departments</li> <li>Ease the pain of fees by adding value</li> <li>Meet different types of students Raise profile of English language centres</li> <li>Growing numbers of students from other countries</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>Resistance to change</li> <li>Power conflicts</li> <li>Outside factors beyond control</li> <li>Are we intimidated by academic lingua franca?</li> <li>Departments doing it for themselves</li> <li>Will collaboration undermine job security?</li> <li>Growth of online courses: future redundancies?</li> <li>Losing face due to lack of knowledge</li> <li>Outsourcing EAP services to private sector</li> </ul>

<p>Political</p> <p>Macro: 'Cool Britannia' and PMI; immigration policies, anti-immigration rhetoric, UKBA changing parameters; sensitivity to topical news items; funding issues; wars, conflicts Privatising public services</p> <p>Micro: inter- and intra-departmental issues Students' political issues in the classroom Teacher status/equality University strategy might give clout to embedded provision</p>	<p>Economic</p> <p>14% of UG, 46% of PGT students in UK (UKISA); education and training exports worth £14bn to UK economy; 10% of inward investment to Sheffield comes from IS</p> <p>Funding/ Cost issues: who's funding who? Embedding has a high price tag</p>
<p>Social</p> <p>Student demographics: ebbs and flows Mixed nationalities: cultural conflicts? Lifestyles, fashions, trends Diversity of religions and ethical values Environmental impact Do we speak the same lingo?</p>	<p>Technological</p> <p>Implications of VLEs, DL, MOOCs Management info systems Whether the technology works in a classroom Use/share of websites Use IT to deliver info outside class time</p>