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**SWOT analysis as a tool for selecting text materials
for the formation of English communicative competence
of students of non-linguistic specialties**

**Analiza SWOT jako narzędzie doboru materiałów
tekstowych do kształtowania kompetencji komunikacyjnej
w języku angielskim studentów kierunków
nielingwistycznych**

Abstract

The study is devoted to the implementation of SWOT analysis as an auxiliary criterion for the selection of text material in the formation of English communicative competence for students of non-linguistic specialties. The article examines the concept of communicative competence, as a complex phenomenon of students' availability of appropriate abilities and skills for high-

quality foreign language communication. The main groups of criteria for the selection of text material have been outlined, including 1) subject-scientific ones; 2) linguistic stylistic; 3) methodological; 4) person-oriented. The concept of SWOT analysis has been summarized and the components of the matrix of this analysis have been analyzed, namely: the factors of positive influence of the internal environment are – Strengths, the negative factors – Weaknesses, and the factors of external influence are Opportunities, and the negative ones are Threats. The use of SWOT analysis, based on the classic qualitative criteria for text selection has been proposed as follows: Strengths – linguistic stylistic criteria of variety of types and genres and professionally oriented lexical units; Weaknesses – methodological criteria of authenticity, accessibility, adaptability, etc.; Opportunities – subject-scientific criteria of novelty, informational value and the presence of paralinguistic components; Threats are person-oriented criteria of relevance and practical value. An analysis of the English-language text has been carried out according to the proposed SWOT-analysis model and qualitative criteria for the selection of text material have been highlighted as well.

Key words: *communicative competence, text selection criteria, SWOT analysis.*

Abstrakt

W pracy zaprezentowano zastosowanie analizy SWOT jako kryterium pomocniczego doboru materiału tekstowego w kształtowaniu kompetencji komunikacyjnej języka angielskiego u studentów kierunków nielingwistycznych. W artykule zbadano koncepcję kompetencji komunikacyjnej, jako złożonego zjawiska, w którym uczniowie posiadają odpowiednie zdolności i umiejętności umożliwiające wysokiej jakości komunikację w języku obcym. Zarysowano główne grupy kryteriów doboru materiału tekstowego, do których należą: 1) przedmiotowo-naukowe; 2) stylistyka językowa; 3) metodyczny; 4) zorientowany na osobę. Podsumowując koncepcję analizy SWOT, poddano analizie elementy macierzy tej analizy, a mianowicie: czynniki pozytywnego wpływu otoczenia wewnętrznego to mocne strony, czynniki negatywne to słabe strony, a czynniki wpływu zewnętrznego to szanse, a negatywne to zagrożenia. Proponuje się wykorzystanie analizy SWOT w oparciu o klasyczne kryteria jakościowe doboru tekstu w następujący sposób: Mocne strony – językowe kryteria stylistyczne charakteryzujące się różnorodnością typów i gatunków oraz profesjonalnie zorientowanych jednostek leksykalnych; Słabe strony – kryteria metodologiczne autentyczności, dostępności, zdolności adaptacyjnych itp.; Szanse – przedmiotowo-naukowe kryteria nowości, wartości informacyjnej i obecności elementów paralingwistycznych; Zagrożenia to kryteria zorientowane na osobę, mające znaczenie i wartość praktyczną. Przeprowadzono analizę tekstu

anglojęzycznego zgodnie z zaproponowanym modelem analizy SWOT i określono jakościowe kryteria doboru materiału tekstowego.

Słowa kluczowe: *kompetencja komunikacyjna, kryteria wyboru tekstu, analiza SWOT.*

The development of the global economy and expansion of external political connections has created a pressing need for enterprises to have qualified specialists in various fields, one of the requirements for which is fluent proficiency in the language of globalization – English. Therefore, the necessity for the professional training of future graduates of higher education institutions with the appropriate level of English communicative competence becomes crucial. It is known that to achieve educational goals, particularly the formation of English communicative competence, it is advisable to select relevant materials and model effective communicative situations. In this regard, it is important to adhere to criteria for selecting such materials or tasks according to the students' professional orientation or the topic of the lesson.

The purpose of the article is to outline the method of SWOT analysis as an effective means of selecting educational text materials for the formation of English communicative competence among students of non-linguistic specialties. Achieving this goal involves a thorough examination of the concept of communicative competence, criteria for selecting educational text materials, the concept of SWOT analysis and ways to apply it in selecting educational materials for students of non-linguistic specialties.

The concept of communicative competence is encountered in the works of many Ukrainian and foreign scholars. These include the works of D. Hymes, T. Lillis, S. Nikolaieva, V. Tereshchuk, I. Chorna (Hymes, 1972; Lillis, 2005; Nikolaieva, 2013; Tereshchuk, 2013; Chorna, 2017) and others. This issue is also highlighted in certain regulatory documents, particularly in the Common European Framework of Reference for Languages. (Common European Framework of Reference, 2002). It is worth noting that the famous author of the term "communicative competence" is the linguist D. Hymes. (Hymes, 1972) According to the researcher, this concept consists of the ability to interpret language statements or expressions according to their meaning, as well as the ability to effectively use such expressions based on the customs of communicative interaction, which are privileged in the linguistic society, that is, the foreign-language society (Hymes, 1972). T. Lillis (2005), who researched

communicative competence, emphasized that D. Hymes used this term to repulse several key points on knowledge and use of language:

- The ability of a well language appliance involves knowing (both distinctly or marginally) how to use language accordingly to any provided context.
- The ability of language comprehension and language use are not merely based on grammatical knowledge.
- What is defined as proper language differs due to the given context and is able to include a number of modes such as, speaking, writing, singing, etc.
- Learning proper language proceeds through a social acceptance in circumstantial ways of language application to the core of participation in separate communities. (Lillis, 2005)

While investigating the topic on foreign communicative competence, I. Chorna (2017) came across another crucial theory by Hymes focusing understanding communicative competence – communicative approach to the language learning. This concept consists of four key principles: Possibility, Feasibility, Appropriateness and Occurrence. To sort out each of the key principles, language uses have to provide an answer to the following questions:

1. Whether (and to what extent) something is formally possible concerning grammar and cultural aspect of the communication.
2. Whether (and to what extent) something is feasible based on psycholinguistic factors such as memory and other cognitive, emotional and behavioral limitations caused by the peculiarities of the human mind and body according to their environment.
3. Whether (and to what extent) something is appropriate according to the context and communicative actions, social factors of influence and expected behavior in a certain communicative situation.
4. Whether (and to what extent) something is actually performed and what are the consequences – the empirical overview of a certain communicative situation here is needed. (Hymes, 1972, pp. 284–286; Chorna, 2017, p. 60)

To summarize the views regarding the understanding of the phenomenon of communicative competence, it can be said that the concept can be interpreted as a set of skills and abilities of an individual that contribute to the formation of his or her speech culture in particular, the ability of the individual to form and maintain relations with the social environment, to effectively build dialogue, polylogue, etc. and flexibility in changing the topic of communication. We understand that the subtleties of communicative situations directly affect the participants of communication, so educational tasks should be relevant and adapted to various topics, situations, problems, etc. in students' speaking

activities. Communicative competence involves the formation of communicative skills and abilities in all types of speech activity, namely: speaking, reading, writing and listening. Within the scope of our research, we focus on the reading component respectively work with the teachers' textual material (choice of material, adaptation, student centeredness, etc.). The reading competence is not only about the lines running around the eyes of a student. To achieve reading competence teachers have to implement educational solutions in several areas of reading activities:

1. To form the reading skills and provide students with awareness of main types of reading – introductory, in-depth, search, viewing.
2. To provide readability competence – understanding and using of literary concepts, awareness of educational materials and themes provided for each specialty that are to be studied;
3. To ensure the students ability to work with a text or article – selecting and defining reading materials by genres, topics, etc.
4. To equip students with skills of actual reader activity (versatile work with the reading material), including the perception of the text, its interpretation and final evaluation of the work. (Toshtemirova, 2019)

As can be seen from the description of reading competence provided above, the formation of competence in reading, accordingly communicative competence is impossible without proper material selection. So, first of all, it is worth considering the criteria for choosing educational text material for the formation of English communicative competence. The problem of choosing text materials in the process of forming foreign language competences was dealt with by many researchers in the field of teaching methods, whose research vector focuses on qualitative and quantitative criteria. (Піддубцева, 2019, p. 1-2) Quantitative ones usually include the amount of text material in accordance with the form of students' educational activities (auditory or homework with the text). (Вавіліна, 2012, p. 67) There are more qualitative criteria for the selection of educational materials (see Table 1). Researchers divided them into 4 main groups: 1) subject-scientific, which include novelty, informational value, presence of paralinguistic components in the text; 2) linguistic-stylistic criteria, which include a variety of genres and types of text "canvas", the presence of professionally oriented lexical units; 3) educational, in particular adaptability, accessibility, correspondence, authenticity, thematic and substantive synonymy of text materials; 4) personally oriented, meeting the needs of professional training of students and the practical value of such materials (criterion of compliance with professional needs of students, criterion of practical value of information). (Піддубцева, 2019, p. 2) To gain a deeper understanding, we recommend examining each group of qualitative criteria for selecting educational

text materials, as proposed by scientists, in more detail in Table 1, which we have summarized.

Table 1. Qualitative criteria for the selection of educational materials
(O. Piddubtseva, 2019, p. 2; V. Tereshchuk, 2013, p. 223).

<i>Subject and scientific</i>		
Criterion 1	Criterion 2	Criterion 3
The novelty of the texts	Informational value	Presence of paralinguistic components
Current, non-standard and latest achievements in the field of future professional activity of students, as well as new ideas or interpretations of already known facts.	Unknown and previously unprocessed information on professional topics by students through the prism of the author's view of a certain problem.	Visual supports of the text "canvas" (pictures, photos, diagrams, graphics, etc.).
<i>Linguistic-stylistic</i>		
Criterion 1	Criterion 2	
Variety of types and genres	Professionally oriented lexical units	
Texts relevant to the topics of students' specialties, with which students of higher education will mainly work in the future professional field (for example, scientific articles of economic direction).	Text material filled with vocabulary of general use, scientific lexical units and a terminological glossary.	
<i>Personally oriented</i>		
Criterion 1	Criterion 2	
Meet the needs of professional training of students	Practical significance of text materials	
Text materials, which consider the current problems of the future professional activity of students, selected based on the professional topics of higher education applicants.	Texts filled with theoretical and practical content, with appropriate vocabulary of a general scientific and professional nature, which will serve as a tool for expanding students' knowledge of professionally oriented issues, in particular in English.	

<i>Educational</i>				
Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
Adaptability	Accessibility	Conformity	Authenticity	Thematic and substantive synonymy
<p>The student-centered nature of the text material (ensuring comprehensive development of the student's personality, taking into account the study profile, interests, abilities, etc.).</p> <p>The texts should correspond to the students' level of English language proficiency, be adapted in terms of volume and degree of complexity for each level of knowledge.</p> <p>The relevance of the text material to the general or professional subject of the lesson and the corresponding level of knowledge of the students.</p>			<p>The use of original English-language text materials from authentic sources, selected taking into account the degree of complexity, relevance of information, lexical content of professional topics.</p>	<p>The selected text materials should clearly correlate with the topics of the specialty chosen by the students, in particular, other professional subjects studied by students in higher education institutions.</p>

Sharing the reasoning of educationists regarding the traditional criteria for selecting text materials for the formation of English communicative competence, we can come to the conclusion that each criterion is significant for the selection of texts, articles, etc. However, as indicated in the table above, some qualitative criteria closely overlap, so their autonomous use makes it impossible to correctly select the text material. In particular, the methodological criteria of adaptability, accessibility, and appropriateness are closely related to the personally oriented criteria of compliance with professional needs, and the criteria of thematic meaningfulness and authenticity resonate with the practical value of texts for students of non-linguistic specialties. Therefore, referring to the classic criteria for the selection of text educational materials in the methodology of teaching foreign languages, we suggest taking into account their classic distribution, additionally based on the SWOT analysis.

Let us delve into a more comprehensive examination of the concept of SWOT analysis. The abbreviation SWOT stands for "Strengths, Weaknesses, Opportunities, Threats", which translated from English to Ukrainian means "Strengths and weaknesses, opportunities and threats". (Zosim, 2022) SWOT analysis is widely used in various fields as a qualitative tool for determining enterprise development strategies, analysis of external and internal markets, business projects, development programs, etc. The acronym SWOT was first proposed by Professor Kenneth Andrews in 1963 at a conference on business

issues held at Harvard. The acronym was interpreted as a means of reflecting the current state and trends of business development. In 1965, the scientists Edmund P. Learned, C. Roland Christensen, Kenneth R. Andrews, D. William (Harvard University) developed the SWOT model, which aimed to form a company's behavioral strategy. (Zosim, 2022) The driving force for the SWOT analysis was the work of Professor Heinz Weichrich. (Просіна, Швєнь. 2020, p. 31-32), in which the authors proposed a so-called "matrix" of the ratio of internal and external factors of influence and development of the project, which served strategic planning. The SWOT matrix itself is divided into internal and external properties, which, in turn, are divided into those that have a positive and negative impact. Factors of positive influence of the internal environment include Strengths (strengths) and negative – Weaknesses (weaknesses). To the factors of the external environment, the positive influence factors are Opportunities (opportunities) and the negative influence factors are Threats (risks). Historically, SWOT analysis was developed as an auxiliary tool for analyzing available data and prospects for further development and improvement. In view of this, it can also be used in the methodology of teaching foreign languages.

The implementation of the SWOT analysis in the higher education system is being updated with the aim of developing and improving the management of the institution of extracurricular education. (Просіна, Швєнь, 2020) The problem of our research is somewhat narrower, so we will try to demonstrate how exactly we see the application of SWOT analysis as an auxiliary criterion for the selection of text materials for the formation of English-language communicative competence in students of non-linguistic specialties.

The unit for our SWOT analysis is the text (text material). Let us take for example the text "The harder hard sell" from the English-language textbook "Intelligent business. Upper-Intermediate. Coursebook". Let's try to analyze the specified text using the SWOT matrix, relying on the traditional criteria for choosing text materials in the methodology of teaching foreign languages. This text is of an economic orientation, which tells about the use of advertising in business and its role in marketing. The level of the textbook, as well as the text, is above average (Upper-Intermediate or B2). The text glossary is terminological and in general use, visual supports are available in the form of diagrams and graphs. The text from the above textbook is shown below in the photo (see detailed Fig. 1).

For our convenience, we outline the traditional qualitative criteria for the selection of text material, presented in the above table, by categories of the SWOT matrix:

- the positive influence of the internal environment, the text itself (Strengths) – linguistic stylistic criteria of variety of types and genres and professionally oriented lexical units;
- negative influence of the internal environment, the text itself (Weaknesses) – methodical criteria of authenticity, accessibility, adaptability, etc.;
- the positive influence of the external environment, the actual usefulness of the text (Opportunities) – subject-scientific criteria of novelty, informational significance and the presence of paralinguistic components;
- negative impact of the external environment, probable gaps in the specific text (Threats/risks) – personal-oriented criteria of compliance and practical value.

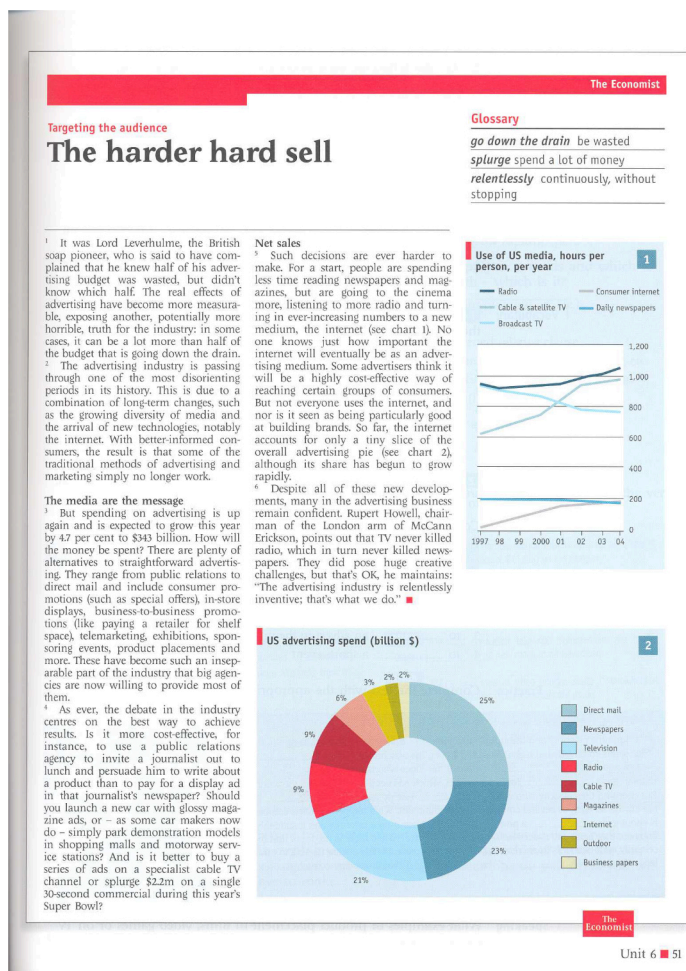


Figure 1. *Intelligent business. Upper-intermediate. Coursebook (2006, p.51)*

The observations made so far give a good reason to state that our text is of an economic orientation, designed for a higher average level of English language proficiency, focused on the marketing components of the enterprise's economic activity, filled with general and specialized terms. Positive aspects of the text are compliance with linguistic stylistic criteria, as the reading material presents professionally oriented lexical units. The type and genre of the text correspond to economic journalism and subject-scientific criteria for the text contains paralinguistic components (diagrams and graphics) and is informative because it contains statistical analysis of marketing (advertising costs). As for the negative factors, the text does not fully meet the personally oriented and methodical criteria, as it is adapted for future analysts and marketers, but it is not so practically valuable, it does not correspond to the thematic content of other specialties (for example, future personnel management specialists). A visualization of the above is presented in the Table 2.

As we have demonstrated through the analysis presented in Table 2, this model proves to be a highly effective tool for educators in selecting appropriate

Table 2. Text «The harder hard sell»
Compiled by the author based on the analysis of the works of scientists
 (M. Zosim, 2022; O. Piddubtseva, 2019, p. 2; V. Tereshchuk, 2013, p. 223).

Traditional qualitative criteria for the selection of text materials + SWOT analysis			
Internal environment (text material)	Strengths	Linguo-stylistic criteria	Professionally oriented vocabulary, optimal type and genre
	Weaknesses	Methodological criteria	Accessibility, adaptability for students with a higher average level of English proficiency, accordingly, the difficulty of understanding the text for students with a lower level of knowledge, narrow correspondence to thematic content (the text is not a general economic topic).
External environment (usefulness and perspective of the studied text)	Opportunities	Subject and scientific criteria	The presence of prolinguistic components (visual supports), the text is informatively valuable for certain economic specialties.
	Threats	Personally oriented criteria	It meets the professional training needs of students of only certain areas of training, so the practical value for other specialties decreases.

text materials. By leveraging SWOT analysis, teachers can accurately determine which texts are suitable for enhancing the communicative competence of students at different levels of knowledge and professional preparation. This approach allows for tailored assignments that challenge students appropriately, fostering growth in reading comprehension within non-linguistic disciplines.

In conclusion, adopting such a student-centered approach holds significant promise for developing communicative competence among higher education students. The integration of SWOT analysis into various aspects of students' speech activities within non-linguistic fields presents exciting avenues for future research. This methodology not only enhances pedagogical practices but also contributes to the broader exploration of effective teaching strategies in diverse educational contexts.

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