

## Appendix C: Situation Analysis

<b>SWOT Analysis</b>	
<b>Internal Strengths</b>	<b>Internal Weaknesses</b>
<ul style="list-style-type: none"> <li>• Motivated to improve oral fluency</li> <li>• Clear end goal (public performance)</li> <li>• Enthusiastic teachers with relevant background and experience with target population</li> <li>• Small class size</li> <li>• Sufficient time for planning syllabus</li> <li>• Complex knowledge domain</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals tend to have a lower risk-taking ability</li> <li>• Doubt that class will help them accomplish personal goals</li> <li>• Low self-confidence in dramatization abilities</li> <li>• Few prior experiences in dramatization (feels awkward for them)</li> <li>• Don't view ELI (Elective for Language Improvement) as a "real" class because focus is not explicitly on academics</li> <li>• Material is unfamiliar to students</li> </ul>
<b>External Opportunities</b>	<b>External Threats</b>
<ul style="list-style-type: none"> <li>• Myriad of human resources in the PIE</li> <li>• Teachers are highly motivated</li> <li>• Other teachers are supportive</li> <li>• Opportunity to have a public performance as a culminating event for the course</li> <li>• Instructional design is simple</li> <li>• Instructional design is well-researched</li> <li>• Materials are simple</li> <li>• There is extensive time for class (2 hour sessions)</li> <li>• The theory underlying the course is adequate to solid</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of current, relevant texts to support drama-based class</li> <li>• Regular attendance and participation is unpredictable</li> <li>• Students' openness to innovation</li> <li>• Learning group is difficult to teach</li> <li>• Funds are limited</li> <li>• Authentic, relevant, and interesting scripts are limited</li> <li>• Societal factors such as communicative language learning is not common in the student population</li> </ul>