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Launching a new English language program

Thuan, Phan Kim 

MAE, Hoa Sen University

Abstract

In the rapidly globalizing world, English language proficiency is becoming increasingly pivotal for academic and professional success. This research article presents a comprehensive study surrounding the launch of a novel English language program, termed the IELTS 4.0, by the Mentor Language School. The article delves into the objectives, development, and promotion processes of the program, aiming to elucidate its distinctive features and potential benefits. Drawing from both qualitative and quantitative data, the research evaluates the program's curriculum design, pedagogical strategies, and its early impact on students' language proficiency outcomes. Initial feedback reveals a positive reception, with particular emphasis on its modern teaching methodologies, expert-led instruction, and cultural immersion components. Additionally, the program's structured approach, segmented into Beginner, Intermediate, Advanced, and IELTS Preparation levels, facilitates tailored learning experiences, catering to diverse student needs. The article concludes by underscoring the potential of the IELTS 4.0 program in shaping the future landscape of English language education, with recommendations for further enhancements based on early observations and feedback.

Keywords: Pedagogical Strategies, Language Proficiency, Cultural Immersion

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¹Correspondence author: Thuan, Phan Kim

Email: thuanphanvus84@gmail.com

1. Introduction

Mentor Language School is a reputable language teaching organization that has been providing high-quality language programs to students from various backgrounds for many years. Our organization has a strong commitment to meeting the needs of our students, and we are continually striving to provide innovative and effective language education programs.

This report introduces our new English language program, the IELTS 4.0 program, and outlines the project's development and promotion process. It includes an overview of the curriculum, objectives, and marketing strategies used to promote the program, as well as feedback received since its launch. The report aims to showcase the program's unique features and benefits while providing insight into its development and marketing process.

2. Overview of the new English program

2.1. Explanation of the program's goals

The IELTS 4.0 program is designed to help high school students graduate from high school and assist other students in improving their English language proficiency to increase their chances of securing better job opportunities. The program aims to achieve the following goals: (Nick Kenny and Bruce Rogers, 2015).

Enhance students' language skills: The IELTS 4.0 program is designed to help students develop their English language skills, including reading, writing, listening, and speaking. By improving their language proficiency, students can communicate more effectively and confidently, which can increase their chances of academic and career success.

Prepare students for academic success: The program aims to help high school students improve their English language proficiency to meet the requirements for graduation. It provides a structured curriculum and expert instructors to ensure that students have the necessary language skills to excel in their academic studies.

Increase employability: The IELTS 4.0 program also targets students who are looking to improve their English language proficiency to increase their chances of finding better job opportunities. By enhancing their language skills, students can communicate effectively with colleagues, clients, and customers in the workplace, making them more desirable to potential employers.

Provide a high-quality English language program: The program is designed to provide a high-quality English language learning experience for students. It includes a comprehensive curriculum, expert instructors, and modern teaching methods to ensure that students receive the best possible education.

Overall, the IELTS 4.0 program aims to provide students with the language skills and knowledge necessary to achieve academic success and improve their employability, ultimately leading to better opportunities for their future.

2.2. Detailed program description and curriculum

2.2.1. Detailed program description

The IELTS 4.0 program is a comprehensive English language program designed to help high school students graduate from high school and assist other students in improving their English language proficiency to increase their chances of securing better job opportunities. The program is divided into four levels, each designed to help students develop their language skills in reading, writing, listening, and speaking. (Nick Kenny and Bruce Rogers, 2015)

Level 1: Beginner

The beginner level is designed for students who have little or no experience with the English language. In this level, students will learn basic vocabulary, sentence structure, and grammar rules. They will also learn how to read and write simple texts and hold basic conversations. By the end of this level, students should be able to understand and communicate basic information in English.

Level 2: Intermediate

The intermediate level is designed for students who have some experience with the English language but still need to improve their language proficiency. In this level, students will learn more advanced vocabulary, sentence structure, and grammar rules. They will also learn how to read and write more complex texts and hold more advanced conversations. By the end of this level, students should be able to communicate more effectively in English and understand more complex information.

Level 3: Advanced

The advanced level is designed for students who have a good understanding of the English language but still need to improve their language proficiency. At this level, students will learn advanced vocabulary, sentence structure, and grammar rules. They will also learn how to read and write academic texts and hold

advanced conversations. By the end of this level, students should be able to communicate fluently in English and understand complex academic information.

Level 4: IELTS Preparation

The IELTS preparation level is designed for students who need to prepare for the IELTS exam. In this level, students will learn advanced vocabulary, sentence structure, and grammar rules specifically for the IELTS exam. They will also learn test-taking strategies and practice taking mock exams to prepare for the actual exam. By the end of this level, students should be prepared to take the IELTS exam and achieve their desired score.

2.2.2. Curriculum

The curriculum for each level includes the following components:

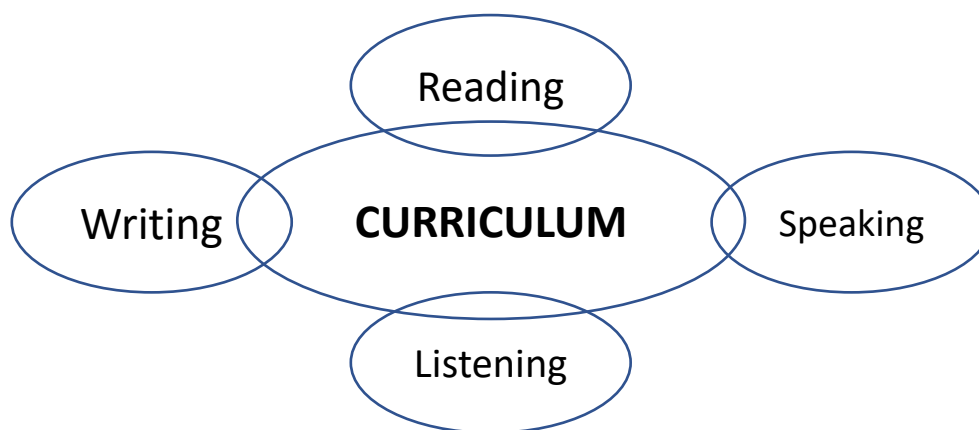


Fig. 1 Detailed program description and curriculum

Reading

- Developing reading comprehension skills
- Building vocabulary through reading
- Identifying and analyzing the main ideas and supporting details of texts

Writing

- Developing writing skills for different purposes (e.g., essays, emails, reports)
- Building vocabulary for writing
- Developing organization and structure in writing

Listening

- Developing listening comprehension skills
- Building vocabulary through listening
- Identifying and analyzing the main ideas and supporting details of spoken language

Speaking

- Developing speaking skills for different purposes (e.g., interviews, presentations, group discussions)
- Building vocabulary for speaking
- Developing fluency and accuracy in speaking

Overall, the IELTS 4.0 program provides a comprehensive and structured curriculum that is designed to help students develop their language skills and achieve their goals in academic and professional contexts.

2.3. Our strengths and features that distinguish our program from others.

The IELTS 4.0 program offered by our language teaching organization is designed to provide students with a high-quality English language learning experience that sets it apart from other programs. Here are some strengths and features that distinguish our program:

Strengths and Features	Description
<i>Tailored curriculum</i>	The program's curriculum is designed to be flexible and customizable, depending on each student's specific needs and goals. This approach ensures that students receive personalized instruction that meets their individual learning needs.
<i>Experienced instructors</i>	The program has experienced and highly qualified instructors who are trained to provide expert guidance and support to students. Instructors are native English speakers who have extensive experience teaching English to students from diverse backgrounds.
<i>Advanced technology</i>	The program uses advanced technology to enhance the learning experience. Multimedia resources, online tools, and interactive activities are incorporated to make learning engaging and effective. Students can access the online learning platform, which includes video lectures, quizzes, and practice exercises.
<i>Small class sizes</i>	The program emphasizes small class sizes to ensure that students receive personalized attention and guidance from their instructors. This approach allows instructors to provide individualized feedback and support to each student, which can lead to better learning outcomes.
<i>IELTS test preparation</i>	The program includes a dedicated IELTS preparation level that is designed to help students prepare for the IELTS exam. This level provides students with the skills and knowledge necessary to succeed on the exam, including test-taking strategies and mock exams.
<i>Academic and career support</i>	The program provides academic and career support to students, including academic counseling, college application assistance, and career counseling. The organization is committed to helping students achieve their academic and career goals.

Overall, the IELTS 4.0 program offered by our language teaching organization stands out from other programs due to its tailored curriculum, experienced instructors, advanced technology, small class sizes, dedicated IELTS test preparation level, and academic and career support. These strengths and features ensure that students receive a high-quality English language learning experience that can help them achieve their goals.

2.4. Some potential weaknesses

While we believe our new English language program has many strengths, it is important to acknowledge that there are also some potential weaknesses. These include:

Potential Weakness	Descriptions
<i>Cost</i>	Our program may be more expensive than other language programs, due to the personalized nature of the instruction and the use of specialized materials and technology.

<i>Availability</i>	Our program may not be available in all locations, as we may not have the resources to expand to all areas.
<i>Time commitment</i>	Our program requires a significant time commitment from students, as it is designed to be comprehensive and thorough. Students will need to dedicate themselves to regular study and practice in order to see the full benefits of the program.
<i>Teaching style</i>	Our program may not be suitable for students who prefer a more traditional teaching style, as it is designed to be interactive and engaging, using a range of multimedia materials and real-life scenarios.

Overall, while our program has many strengths, it is important to acknowledge that there may be some limitations or weaknesses that could impact its suitability for certain students or situations.

In addition to the strengths and weaknesses outlined above, the IELTS 4.0 program offers students *a range of opportunities* to enhance their language skills and gain valuable experiences. These are some of the opportunities of the current situation of the program:

Growing demand for English language proficiency globally, creating opportunities for the program to attract new students.

Increased online education platform use enables the program to reach a wider audience.

Access to a diverse pool of experienced and qualified English language teachers, allowing for the development of a high-quality program.

The ability to incorporate new technologies and teaching methods to improve the program's effectiveness.

2.5. Some threats

While we see many opportunities in the current situation for the English program, we should also pay attention to *some threats*.

1. Competition from other language teaching organizations offering similar English language programs, potentially limiting enrollment and revenue.
2. Economic downturns or recessions affect the ability of individuals to afford language education, decreasing the program's revenue.
3. Changes in government policies or regulations impacting the availability of student visas or funding for language education, potentially limiting the program's reach and appeal.
4. Political instability or social unrest affecting the safety and security of students, potentially impacting enrollment and the program's reputation.

3. Project development process

3.1. Market research to identify student preferences and needs.

To ensure that our IELTS 4.0 program meets the preferences and needs of our students, we conducted extensive market research. Our research involved surveys, focus groups, and interviews with current and potential students, as well as analysis of industry trends and best practices. The findings from our research helped us to tailor the program's curriculum and features to meet the specific needs and preferences of our target audience. We are confident that our program will provide a high-quality English language learning experience that meets the needs and expectations of our students.

Based on the findings of the market research, the IELTS 4.0 program should be designed to meet the preferences and needs of potential students. A blended learning approach that includes both online and in-person classes would be ideal, with a curriculum that is relevant, up-to-date, and includes multimedia

content. The class size should be kept small, with no more than 15 students per class, and teachers should be highly qualified and experienced. By meeting these preferences and needs, the new English program will be well-positioned to attract and retain students.

3.2. Development of program objectives and curriculum

To develop an effective program, several steps must be taken to ensure that it meets the needs of the target audience and achieves its intended learning outcomes:

Needs Assessment: Identify the target audience's English proficiency level, learning needs, and preferences.

Program Objectives: Establish specific, measurable, achievable, relevant, and time-bound objectives.

Curriculum Design: Develop a curriculum that aligns with the program objectives and includes clear learning outcomes, lesson plans, and assessments.

Teaching Methodology: Design an interactive, learner-centred methodology that caters to different learning styles.

Course Materials and Resources: Select and design relevant, up-to-date materials and resources that support the curriculum and teaching methodology.

Program Evaluation: Conduct regular evaluation and feedback to measure program effectiveness and make necessary improvements.

Continuous Improvement: Continuously update and improve the program based on feedback received. Collaboration among program designers, language experts, and potential participants is crucial to ensure program success.

3.3. Timeline and milestones

Developing a timeline and milestones for the new English program is an essential step in ensuring that the program is implemented effectively and efficiently. The following is an example of a timeline and milestones for a 12-week program (Peter Sommerville, 2023).

Week	Activities
<i>Weeks 1-2</i>	Conduct a needs assessment, establish program objectives, design the curriculum, teaching methodology, and course materials.
<i>Weeks 3-4</i>	Recruit and train English language teachers who meet the program's requirements and qualifications. Train teachers on the program's objectives, curriculum, teaching methodology, and assessment methods.
<i>Weeks 5-6</i>	Finalize the program schedule, lesson plans, and course materials. Establish communication channels with participants and provide orientation on the program's objectives, schedule, and expectations.
<i>Weeks 7-11</i>	Implement the program. Participants attend classes and engage in learning activities. Conduct regular assessments to measure progress and adjust teaching strategies and materials if necessary.
<i>Week 12</i>	Conduct program evaluations to measure the effectiveness of the program in achieving its objectives. Participants who have successfully completed the program will receive a certificate of completion.

Overall, developing a timeline and milestones for the new English program will help ensure that the program is delivered effectively and efficiently and that its objectives are achieved within the desired timeframe.

3.4. Budget and resources

Developing a budget and identifying the necessary resources for the new English program is an important step in ensuring the program's success. The following are some of the main expenses and resources that may be needed for the program: (Mike McKeever, 2011)

Personnel Costs: The largest expense for the program is likely to be personnel costs, including salaries and benefits for the English language teachers and program staff.

Course Materials and Resources: Course materials and resources such as textbooks, workbooks, audio-visual aids, and technology equipment will be needed to support the curriculum and teaching methodology.

Facility Costs: The program may require a dedicated facility or classrooms equipped with appropriate technology and learning resources.

Marketing and Promotion: A budget for marketing and promotion may be required to promote the program and attract potential participants. This may include website development, online advertising, and brochures.

Administrative Costs: Administrative costs such as licensing fees, insurance, and legal fees should also be included in the budget.

Program Evaluation: A budget for program evaluation should be included to measure the effectiveness of the program and identify areas for improvement.

Contingency: It is also important to include a contingency budget to account for unexpected costs or emergencies.

In addition to budgeting for expenses, resources such as expert advisors, consultants, and partners may also be needed to support the program's development and implementation. Other resources, such as research materials, training materials, and software may also be required.

Overall, developing a budget and identifying the necessary resources for the new English program is crucial in ensuring that the program is adequately funded and that the resources needed to deliver high-quality instruction are available.

The following table displays the break-even analysis of the new product.

Table 1. The break-even analysis of the new product.

Account	Rate in thousand VND
Revenue	
Tuition (on each course)	20,00
Total per student (on each course)	20,000
Cost	
Variable costs per student	
Material	500
Copying	500
Total variable	1,000
Gross Profit	19,000
Fixed cost	

Personnel Costs (Teaching salaries/ benefits)	57,600
Facility Costs	30,000
Marketing and Promotion	35,000
Administrative Costs	10,000
Program Evaluation	5,000
Contingency Budget	19,000
Total fixed cost	156,600

FC	Fixed costs	156,600
Unit Revenue	Unit revenue or price/unit	20,000
Unit VC	Unit variable cost	1,000
GP	Gross Profit	19,000
BE	Break-even point in units	8.2

And each class with maximum number of students is 15, the profit will be:

Account	Rate in thousand VND
Revenue	
Tuition (on each course) (with 15 students)	300,000
Total of each class (15 students)	300,000

Cost	
Variable costs per student	
Material	7,500
Copying	7,500

Total variable	15,000
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Gross Profit of 15 students class	285,000
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Fixed cost	
Personnel Costs (Teaching salaries/ benefits)	57,600
Facility Costs	30,000
Marketing and Promotion	35,000
Administrative Costs	10,000
Program Evaluation	5,000
Contingency Budget	19,000
Total fixed cost	156,600

FC	Fixed costs	156,600
CR	Class revenue	300,000

CVC	Class variable cost	15,000
GP	Gross Profit	285,000
NP	Net profit	128,400

3.5. Recruitment and training of teachers for the new program

Recruiting and training teachers for the new English program is an essential step in ensuring that the program is delivered effectively and efficiently. The following are some considerations for teacher recruitment and training: (Peter Sommerville, 2023)

Requirements and qualifications: The program development team should identify the requirements and qualifications for English language teachers. These may include minimum educational requirements, teaching experience, language proficiency, and teaching certifications.

Recruitment: The program development team should develop a recruitment plan that identifies potential candidates and outlines the recruitment process. Recruitment channels may include job boards, social media, personal networks, and professional associations.

Selection: Once applications are received, a selection process should be established to identify the most suitable candidates. This may include an initial screening, interviews, and reference checks.

Orientation: Newly hired teachers should receive an orientation that includes an overview of the program's objectives, curriculum, teaching methodology, and assessment methods. They should also be provided with relevant teaching resources and technology equipment.

Training: Teachers should receive ongoing training and professional development to support their growth and development. This may include workshops, mentoring, coaching, and online training.

Assessment and Feedback: Teachers should receive regular assessment and feedback on their performance, including observations, evaluations, and feedback from participants. This can help identify areas for improvement and support ongoing development.

Overall, recruiting and training teachers for the new English program is a critical step in ensuring the program's success. By identifying the requirements and qualifications for teachers, developing a recruitment plan, providing orientation and training, and assessing performance, the program can attract and retain qualified and effective teachers to deliver high-quality instruction to participants.

3.6. Establishment of program pricing

When establishing program pricing, it's crucial to consider multiple factors to ensure accessibility, affordability, and profitability. The team should evaluate program costs, conduct market research, assess program value, consider the target market, and develop a pricing strategy that aligns with program objectives. Promotions and discounts can also attract and retain participants. Ultimately, the pricing strategy should generate enough revenue to cover costs and generate profit to support the program's growth and sustainability.

4. Marketing strategies

4.1. The target audience for the new English program: IELTS 4.0 course would be:

1. High school students who are seeking to graduate from high school without attending the final English exam. This may include students who struggle with the English language or who have failed previous English exams.

2. Individuals who want to improve their English language proficiency to get a better job or advance their careers. This may include individuals who work in industries that require strong English language skills, such as international business, hospitality, and customer service.

4.2. Marketing channels used to reach the target audience.

To reach the target audience for the new English program: IELTS 4.0 course, the program development team may consider using a variety of marketing channels to promote the program and attract potential participants. Here are some examples of marketing channels that may be effective for reaching the target audience: (Simon Kingsnorth, 2019)

Social media advertising: The program development team may use social media advertising on platforms such as Facebook, TikTok, and YouTube to target potential participants based on their demographics, interests, and behavior.

Search engine marketing (SEM): The team may use search engine marketing to target potential participants who are actively searching for English language courses or IELTS exam preparation.

Referral marketing: The team may encourage current and former program participants to refer friends and family members to the program in exchange for discounts or other incentives.

Public relations (PR): The team may use PR strategies to generate media coverage and build awareness of the program, such as issuing press releases or pitching stories to local media outlets.

Community partnerships: The team may establish partnerships with local schools, community organizations, or businesses to promote the program to their networks and members.

Events and workshops: The team may host events or workshops to showcase the program's curriculum, teaching methodology, and outcomes, and to engage with potential participants directly.

By using a combination of marketing channels, the program development team can increase the program's visibility and attract potential participants who are most likely to benefit from the program.

4.3. Measuring the effectiveness of marketing strategies

To measure the marketing strategies' effectiveness for the new English program, the program development team can track website traffic, monitor social media engagement, analyze SEM results, track referral marketing, and monitor enrollment numbers. By analyzing data regularly, the team can evaluate the strategies and make adjustments as needed to improve the program's visibility and enrollment numbers.

5. Accountability

Here are some of the important positions at a language center and their duties: (Peter Sommerville, 2023)

Director of the Language Center: The Director of the Language Center oversees the overall management of the center. He is responsible for developing and implementing the center's policies and procedures, overseeing budget management, and ensuring that the center is meeting its objectives and goals.

Academic Director: The Academic Director is responsible for developing and overseeing the center's academic programs, including curriculum development, teacher training, and evaluation. They ensure that the center's academic programs meet industry standards and that the teaching methodology is effective.

Operations Manager: The Operations Manager oversees the daily operations of the center, including managing administrative staff, scheduling classes, and managing the facility. They ensure that the center runs smoothly and efficiently.

Course Coordinator: The Course Coordinator is responsible for coordinating the center's courses and ensuring that they are running effectively. They work closely with teachers to ensure that course content and delivery meet the center's objectives and standards.

Language Teachers: Language Teachers are responsible for delivering high-quality language instruction to students. They develop lesson plans, deliver lectures, and provide feedback to students. They also evaluate students' progress and adjust lesson plans as needed.

Administrative Staff: Administrative staff members provide support to the center, including managing registrations and payments, answering phone calls, messages, comments and emails, and managing the center's database.

Each of these positions plays an important role in the success of a language center, and they work together to ensure that the center is providing high-quality language instruction and meeting the needs of its students.

6. Results and Feedback

Enrollment numbers and revenue generated are two key indicators of the success of a language program. However, success should not be measured solely by these numbers, as they can be influenced by various factors such as program pricing, competition, and marketing efforts.

To determine the success of the program, it is important to consider other factors such as student satisfaction, teacher satisfaction, student outcomes, and program reputation.

Student satisfaction can be measured through surveys and feedback forms, which can provide information about how students perceive the program, their overall experience, and areas for improvement.

Teacher satisfaction can be measured through teacher evaluations, which can provide information about how teachers perceive the program, their level of engagement, and their satisfaction with their roles and responsibilities.

Student outcomes can be measured through assessments, evaluations, and graduation rates. These can provide information about how well students are learning and achieving their goals.

Program reputation can be measured through word-of-mouth recommendations, online reviews, and other forms of feedback from students and stakeholders. This can provide insight into how the program is perceived in the community and its overall reputation.

By considering these factors in addition to enrollment numbers and revenue generated, the language centre can determine the overall success of the program and make informed decisions about how to improve and grow the program over time.

7. Monitoring & evaluation systems

Monitoring and evaluation systems are essential for assessing the effectiveness of the English program and identifying areas for improvement. Some key elements of a monitoring and evaluation system for the program above include:

Student and teacher feedback: Collecting feedback from students and teachers through surveys, evaluations, and other feedback mechanisms can provide valuable insights into the program's effectiveness, areas for improvement, and overall satisfaction.

Assessment data: Monitoring and analyzing student assessment data, such as test scores and graduation rates, can provide insight into student outcomes and identify areas where the program may need improvement.

Program metrics: Tracking program metrics, such as enrollment numbers, revenue generated, and marketing effectiveness, can provide data-driven insights into the program's performance and areas for improvement.

Performance indicators: Establishing performance indicators, such as student satisfaction rates, teacher engagement levels, and student outcomes, can help to measure the program's success over time and provide a basis for ongoing improvement efforts.

Regular program reviews: Conducting regular program reviews, including external evaluations and internal assessments, can provide a comprehensive overview of the program's performance and help to identify areas for improvement.

By establishing a robust monitoring and evaluation system that incorporates feedback from students, teachers, and other stakeholders, the language center can ensure the program remains relevant and effective over time and make data-driven decisions about program improvements and adjustments.

8. Conclusion

The report on the new English program, IELTS 4.0, for students who want to graduate from high school without attending the final English exam and other students who want to improve their English to get a better job, found that there is a significant demand for such a program in the market. Through market research, the target audience's preferences and needs were identified, which informed the program's objectives and curriculum.

The report outlined the timeline and milestones for the program's development, as well as the budget and resources required for its implementation. The recruitment and training of teachers for the program were also discussed, as were the program's pricing strategies.

In terms of marketing, the report recommended various channels for reaching the target audience, including social media, email campaigns, and advertising. The importance of monitoring and evaluating the program's effectiveness was emphasized, and several plans for future improvements and adjustments were proposed, including curriculum revisions, teacher training and development, and enhanced student support.

The report also highlighted the importance of establishing monitoring and evaluation systems to assess the program's effectiveness and identify areas for improvement. Overall, the report found that the IELTS 4.0 program has the potential to be a successful and profitable venture for the language center, given the high demand for such a program in the market.

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