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*Research Article*

## College English MOOC Teaching on SWOT Analysis\*

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### Abstract

The English MOOC teaching mode has become a new way of Internet-based autonomous learning. This paper elaborates on the internal and external environment faced by college English teaching, and takes English majors of many colleges and universities as the research object to look at the six influencing factors of English MOOC teaching, namely, authentic English resources, autonomous learning, self-pacing control, instant feedback, delight gamification and peer learning atmosphere. Based on SWOT analysis, it conducts statistical and scale analysis of college English teaching data, pointing out that while realizing sharing of quality English resources and consist with values of a learning society, MOOC teaching has encountered such problems as low applicability, poor autonomous learning and low efficiency in its localization. Through SWOT methods, the paper also examines the strengths, weaknesses, as well as opportunities of MOOC teaching, and suggests that MOOC teaching be combined with traditional teaching, a scientific method and theoretical support for the internationalization and front-end development of the MOOC teaching in China.

### Keywords

MOOC • College English • SWOT Analysis • Opportunity

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In recent years, with the booming of Internet and communication technologies such as mobile broadband, Web2.0, streaming media, big data and cloud computing, MOSC (Massive Open Online Course) as a revolutionary method of education and learning has also witnessed astounding development worldwide (Baran, Baraniuk, Oppenheim, Prandoni & Vetterli, 2016).

Supported by Harvard, Oxford, Yale, Tsinghua University, Peking University and other world-class higher learning institutions, and leveraging the existing high-speed broadband and 4G networks, MOOC platform pushes massive premium course resources to computers, tablets and smartphones on the network terminals. It presents the general trend of “Internet +” education. Online learning has a positive impact on material savings and the efficient use of time (Grivani & Gholampoor, 2012). Konstan analyzed the commercialization of MOOC teaching and expounded on the educational significance of this teaching mode (Konstan, Walker, Brooks, Brown & Ekstrand, 2015), and as is pointed out by Hsan, English MOOC teaching can improve the teaching mode and innovate English teaching (Hsan & Metin, 2007).

It has only been 5 years since MOOC entered China. In view of its advantages and disadvantages, opportunities and threats, the paper takes a university as the research object and uses SWOT analysis to examine domestic English MOOC teaching, so as to provide theoretical guidance for college English MOOC teaching.

### Characteristics and status quo of MOOC teaching

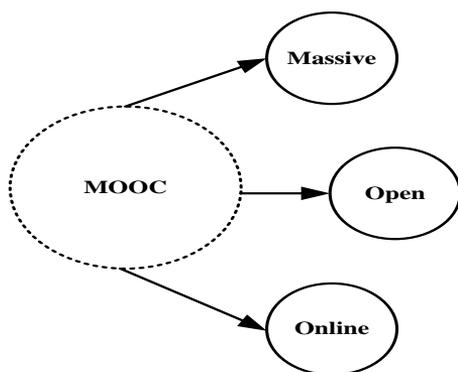


Figure 1. MOOC Basic Properties.

Representative platforms of overseas MOOCs mainly include Coursera, edX, and Udacity. In China, there are IMOOC, open.163.com, ke.qq.com, etc. (Dyson, 2004). Being massive, open, and only, the properties of MOOC are obvious, as are shown in Figure 1. First of all, being massive means MOOC has tens of thousands of, or even hundred thousand registrants. The number of students is not limited, neither are areas and classrooms where MOOC is given. Second, being open means MOOCs makes no social distinctions, including nationality, race, origin and education background, in teaching, and almost everyone can freely choose courses according to their interests and without taking any entrance exam, hence the goal “to educate and cultivate all the talented.” Last but not least, based on the Internet, MOOCs are not limited by space or time, thus allowing students to

adjust their learning progress according to their own situation (Sevkli *et al.*, 2012; Alatabi, 2014). In MOOC teaching, classes are no longer lecturer-led, but student-controlled, and supplemented by teaching methods such as barrage, voice message and video chat for teacher-student or inter-student exchange, students' subjective initiative can be greatly mobilized, so be their interest in learning.

For English teaching, MOOC can improve learning efficiency, and the specific factors are shown in Figure 1, including authentic English resources, autonomous learning, self-pacing control, instant feedback, delight gamification and peer learning atmosphere.

Table 1  
*MOOC Factors and Definitions*

Factors	Factor Definitions
Authentic English Resources	Original Native English-Speaking Lecture from Best University
Autonomous Learning	Student-centered, Self-based Learning Purposes and Interests
Self-Pacing Control	Less limit, Self-control Study Speed; Allow to Repeat Depending on Own Requirement
Instant Feedback	Quickly Feedback Based on Video, Barrage and Online Message. Allow all students to feedback at same time
Delight Gamification	Leverage Students' Natural Desires for Learning, Competition, Achievement, Self-expression as Game or Play.
Peer Learning Atmosphere	Students' "peer-to-peer learning" works as a model to study for everyone, by everyone, about almost anything

Many colleges and universities in China have begun to offer English MOOCs. The number of students in Tsinghua University's "Speaking and Listening" has exceeded one million (Brinton *et al.*, 2014). In March 2018, in the high-end forum on foreign language education reform and development in colleges and universities, Beijing Foreign Studies University, Shanghai International Studies University, Peking University, etc. officially launched the UMOOCs, marking a new development stage of MOOCs in China's institutions of higher learning.

## A study on college English teaching based on SWOT analysis

### SWOT analysis

Originated in the United States, SWOT analysis was first used for enterprise macro-control and environmental competitive analysis. It takes four perspectives, namely, advantages, disadvantages, opportunities, challenges, and relies on system analysis method and matrix arrangement method for opportunity analysis, so as to maximize the advantages of the enterprise and avoid disadvantages and weaknesses to hinder its development (Konstan, Walker, Brooks, Brown & Ekstrand, 2015). Please see Figure 2 for the diagram of the model.

As is shown in Figure 2, factors of SWOT analysis form four types of strategies: growth-oriented strategy, torsion strategy, defense strategy and many kinds of military operations. The first two types feature opportunity, and the last two types, challenge.

Based on the above analysis and guided by SWOT theory, the paper takes English teaching as object of the research to examine development advantages and disadvantages, extract opportunities and challenges, and use matrix analysis method to select method most conducive to English MOOC teaching. It is of great significance for opening up the MOOC teaching market.

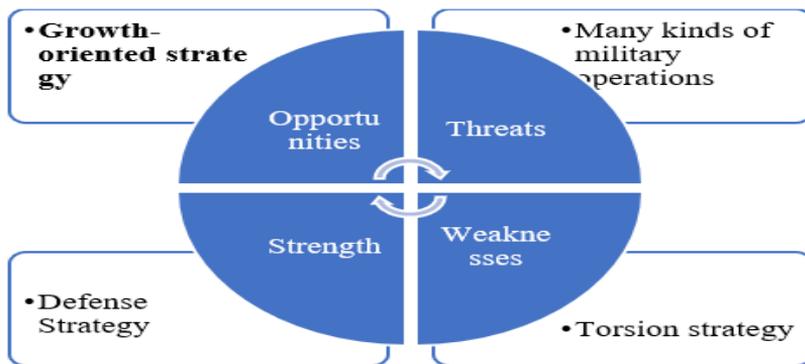
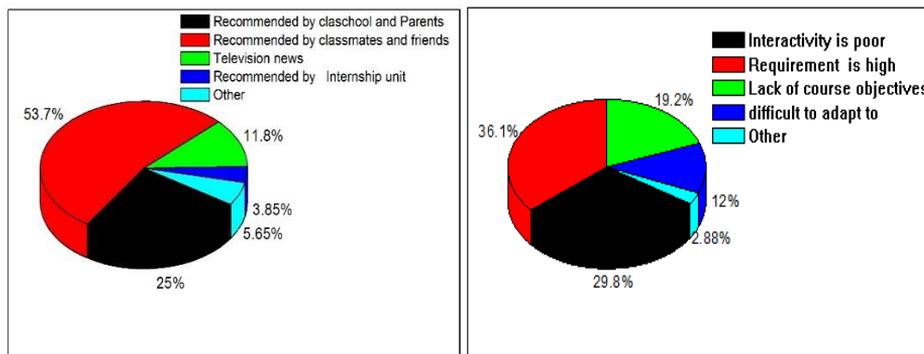


Figure 2. Analyze the method model diagram of SWOT.

**Statistical analysis of college English teaching data based on SWOT analysis**

To gain a comprehensive understanding of the use and the effect of MOOC teaching, the paper surveys a number of college teachers and students in the form of questionnaires and interviews. For the questionnaire, it uses the structured form of Likert Scale. Of the 300 pieces of web-based and written questionnaires, 290 valid questionnaires are collected. The results of the questionnaires can reflect the overall awareness and quite representative.

The basic data is sorted and analyzed to study students’ ways to learn about MOOCs, and their use and acceptance of such courses. The analysis results are shown in Figure 3.



(a) Way of understanding

(b) Acceptance level

Figure 3. The analysis results of students understanding, use and acceptance of MOOCs.

As can be seen from Figure 3, the number of students having no idea of MOOCs accounts for about 50% of the total. About half of the students know it through recommendation from classmates or friends. It indicates that the popularity of English MOOC teaching is still small among the students, and the latter obtains English MOOCs mainly via social media, such as WeChat and QQ. The research role of English MOOCs is even lower, as many students show discomfort in its autonomous learning and openness. From the above analysis, the paper argues that it is an urgent need for colleges and universities to promote and localize English MOOC teaching in China. Only in this way can we maximize the advantages of MOOCs and realize sustainable and healthy development MOOCs.

### Scale analysis of college English teaching based on SWOT analysis

The paper analyzes the questionnaires and uses the five-dimensional Likert scale to analyze the strengths and weaknesses of English MOOC teaching, as is shown in Table 2. Its opportunities and treats are shown in Table 3.

Table2  
*Statistics on the Development Strengths and Weaknesses of MOOCs*

Strengths	Mean	Variance
It is conducive to the construction of a learning society	4.1	0.83
It is conducive to the cultivation of innovative talents	4.0	0.78
It is helpful for students to study independently	4.04	0.72
It is conducive to the sharing of learning resources	4.13	0.81
Evaluate interactions more flexibly	3.94	0.87
Weaknesses		
Difficult to adapt quickly	3.6	0.91
Not conducive to the realization of three-dimensional teaching objectives	3.4	0.96
few effective learners	3.7	0.77
loopholes in the multi-evaluation mechanism	3.8	0.72
Slow course update	3.5	0.86

Table3  
*Statistics on the Development Opportunities and Treats of MOOCs*

Opportunities	Mean	Variance
There is a great demand for social learning in the Internet age	3.9	0.7
The state strongly supports the development of online courses	4.0	0.78
higher education reform	3.84	0.62
Digital Network Technology Development	4.13	0.61
Treats		
It takes a lot of money	3.6	0.89
Foreign monopoly core advanced network technology	3.4	1.1
Lack of long-term education resource integration mechanism	3.8	0.77
The professional skills of business personnel need to be improved	3.8	0.67

From Table 2 and Table 3 we can see that the general recognition of English MOOC teaching is high, as it is deemed to be conducive to students' autonomous learning, the cultivation of innovative talents, and promote the sharing of excellent English resources. Its flexible evaluation method reduces students' fear and conforms to the values of building a learning society.

Nevertheless, there are still problems with English MOOC teaching. For one thing, the acceptance of the MOOC teaching system is low. First, the completion rate of registered students is low due to the difficulty for them to resist temptation and their indolence. Second, when the number of students is large, the instructor cannot take into account everyone, and the quality of teaching is difficult to guarantee. Third, oral and subjective written questions are assessed by the online system, and the scoring mechanism needs to be tested and optimized. Fourth, there are loopholes in the evaluation and certification mechanism of English MOOC teaching, lack of effective supervision, and low level of social recognition, all being difficulties hard to overcome. For the other, the external environment faced by MOOC teaching is complicated. As is shown in the survey, the development of English MOOC is subject to the monopoly of the core technology of foreign network platforms. Moreover, MOOC teaching lacks a long-term mechanism for resource integration and sustainable development. The localization and efficiency of MOOC teaching also needs to be improved.

After years of research, the pioneering colleges and universities in English MOOC teaching (Harvey, Glinsky, Lowe & Lowe, 2015; Kustritz, 2014), in view of characteristics of Chinese education propose a combination of online and offline, MOOC and traditional teaching. This parallel teaching method inherits and develops the advantages of the two, makes up for each other's shortcomings, and makes full use of the advantages and opportunities of the external environment. It implements the S-O strategy and boosts the vigorous development of English MOOCs in colleges and universities in China.

As is shown in the above SWOT analysis, the current MOOC teaching mode is not yet mature, and there are some constraints. Thanks to the country's policy-oriented factors to promote online courses and narrow the gap between regional education resources, as well as internal factors such as college English teaching reform and students' growing demand for English skills, English MOOC teaching enjoys good development opportunities, and "Internet +" MOOC teaching will become the new norm.

## Conclusion

Following the rapid development of MOOC teaching in China, the paper uses SWOT to analyze the strengths and weaknesses of English MOOC teaching. The main conclusions are as follows:

(1) The six key influencing factors are authentic English resources, autonomous learning, self-pacing control, instant feedback, delight gamification and peer learning atmosphere respectively. Controlling these six factors can lead to efficient English MOOC teaching.

(2) The popularity of English MOOC teaching is still small among the students, and many students show discomfort in its autonomous learning and openness. It is an urgent need for colleges and universities to promote and localize English MOOC teaching in China.

(3) It promotes the sharing of excellent English resources. Its flexible evaluation method reduces students' fear and conforms to the values of building a learning society.

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