REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

DEVELOPMENT, APPLICATION, AND EVALUATION OF GENERAL ENGLISH LANGUAGE MOOC: A MOOC FOR DISTANT LEARNERS OF ENGLISH

MASTER'S THESIS

EMRE UYGUN

Supervisor
ASSOC. PROF. DR. KÜRŞAT CESUR

ÇANAKKALE – 2024

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Republic of Türkiye
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School of Graduate Studies

The study titled "**Development, Application, and Evaluation of General English Language MOOC: A MOOC for Distant Learners of English**", prepared by Emre UYGUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR and presented in front of the following committee on 24/06/2024, was unanimously accepted as a thesis for the degree of Master of Arts in English Language Teaching Program of Department of Foreign Language Education in Çanakkale Onsekiz Mart University, School of Graduate Studies.

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ETHICAL STATEMENT

In this thesis study, which I prepared in accordance with the Thesis Writing Rules of Çanakkale Onsekiz Mart University School of Graduate Studies, I declare that I have obtained the data, information, and documents I have presented in the thesis within the framework of academic and ethical rules; that I have presented all information, documents, evaluations, and results in accordance with scientific, ethical, and moral rules; that I have cited all the works I have used in the thesis by making appropriate references; that I have not made any changes in the data used; that the work I have presented in this thesis is original; otherwise, I undertake and declare that I accept all the loss of rights that may arise against me.

ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

……

Emre UYGUN

24/06/2024

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Emre UYGUN
Çanakkale, July 2024

ABSTRACT

DEVELOPMENT, APPLICATION, AND EVALUATION OF GENERAL ENGLISH LANGUAGE MOOC: A MOOC FOR DISTANT LEARNERS OF ENGLISH

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24/06/2024, 130

The outbreak of COVID-19 pandemic has increased the popularity of distance education due to its emergent use, which was prevalently observable in Türkiye, especially in the compulsory English courses of higher education where English for general purposes is taught. Being an offset of distance education, massive open online courses (MOOCs) stand as a novel concept emerging at the beginning of this millennium. Such courses make use of online-based distance learning environments and openly present their readily available content to massive audiences at once with infinite scalability. By the same logic, if a MOOC provides language education, it is called a massive open online language course, or LMOOC, which has only been present for a decade and have a leeway to progress, but relevant studies are lacking in numbers, especially in the Turkish context.

Basing its theoretical framework on the use of distance education in the conduction of compulsory English courses in Turkish higher education and the growing use of LMOOCs lately, the current thesis study had the overarching aim of developing, implementing, and evaluating a general English language MOOC (GELMOOC). The course was meticulously prepared by examining the compulsory English course syllabi in some Turkish state universities' open education faculties. Then, following a one-month enrolment period that amassed a number of 2957 participants to the course, an academic term was allotted for the course's completion, thereby starting the implementation. Thirdly commenced the main part

of the study as evaluation, which entailed a quantitative approach with a single group pretest-posttest design.

The evaluation of GELMOOC was three-fold. First, the Massive Open Online Interactive Language Learning Environment framework was used to analyse the effectiveness of the course by a number of 10 ELT instructors, and the results were descriptively analysed, which suggested that the course entailed high interactive language learning environment practices, except for communicational and assessment techniques. Secondly, student achievement in English for general purposes was measured prior to the course and after the implementation of the course, thus the pretest-posttest design. The findings revealed a statistically significant difference between the pretest and posttest scores in English among the course attendees. Thereafter, the participants completed a MOOC student satisfaction survey, the findings of which revealed high levels of learner satisfaction with regard to the course content, design, delivery, support, but with lower scores in assessment and communicational aspects again, parallel to the results of the interactive language learning environment framework. Lastly, whether these high levels of satisfaction had any impact on English achievement was analysed, which did not yield significant results.

Keywords: Compulsory English, distance education, English for general purposes, MOOC, LMOOC, online learning

ÖZET

GENEL İNGİLİZCE KİTLESEL AÇIK ÇEVRİMİÇİ DERSİNİN GELİŞTİRİLMESİ, UYGULANMASI VE DEĞERLENDİRİLMESİ: UZAKTAN İNGİLİZCE ÖĞRENENLER İÇİN BİR KAÇD

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COVID-19 salgınının patlak vermesi, Türkiye'de özellikle genel amaçlı İngilizcenin öğretildiği yükseköğretimin zorunlu İngilizce derslerinde yaygın olarak gözlemlenen uzaktan eğitimin popülaritesini artırmıştır. Uzaktan eğitimin bir ofseti olan kitlesel açık çevrimiçi kurslar (KAÇD), bu milenyumun başında ortaya çıkan yeni bir kavram olarak durmaktadır. Bu tür kurslar, çevrimiçi tabanlı uzaktan öğrenme ortamlarını kullanmakta ve hazır içeriklerini sonsuz ölçeklenebilirlikle tek seferde büyük kitlelere açık bir şekilde sunmaktadır. Aynı mantıkla, eğer bir KAÇD dil eğitimi veriyorsa, kitlesel açık çevrimiçi dil kursu olarak adlandırılır ve sadece on yıldır mevcut olup daha çok ilerlemeleri gerekmekteyken ilgili çalışmalar, özellikle Türkiye bağlamında sayıca eksiktir.

Teorik çerçevesini Türk yükseköğretiminde zorunlu İngilizce derslerinin yürütülmesinde uzaktan eğitimin kullanımına ve son zamanlarda artan dil KAÇD'si kullanımına dayandıran bu tez çalışmasının genel amacı, bir genel İngilizce KAÇD'si (GELMOOC) geliştirmek, uygulamak ve değerlendirmektir. Ders, Türkiye'deki bazı devlet üniversitelerinin açık öğretim fakültelerindeki zorunlu İngilizce ders müfredatları incelenerek titizlikle hazırlanmıştır. Ardından, 2957 katılımcının yer aldığı bir aylık kayıt döneminin ardından, kursun tamamlanması için bir akademik dönem ayrılmış ve böylece uygulama başlatılmıştır. Üçüncü olarak, tek grup ön test-son test tasarımıyla nicel bir yaklaşım gerektiren değerlendirme olarak çalışmanın ana kısmı başlamıştır.

GELMOOC'un değerlendirilmesi üç aşamalı olarak gerçekleştirilmiştir. İlk olarak, Kitlesel Açık Çevrimiçi Etkileşimli Dil Öğrenme Ortamı çerçevesi, 10 İngiliz dili öğretimi eğitmeni tarafından kursun etkinliğini analiz etmek için kullanılmış ve sonuçlar, kursun iletişim ve değerlendirme teknikleri dışında yüksek etkileşimli dil öğrenme ortamı uygulamaları içerdiğini gösteren betimsel olarak analiz edilmiştir. İkinci olarak, öğrencilerin genel amaçlı İngilizce başarıları kurstan önce ve kursun uygulanmasından sonra ölçülmüştür, dolayısıyla ön test-son test tasarımı kullanılmıştır. Bulgular, kurs katılımcıları arasında İngilizce ön test ve son test puanları arasında istatistiksel olarak anlamlı bir fark olduğunu ortaya koymuştur. Daha sonra, katılımcılar bir kitlesel açık çevrim içi ders öğrenci memnuniyeti anketi doldurmuşlardır ki bunun bulguları, interaktif dil öğrenme ortamı çerçevesinin sonuçlarına paralel olarak; kurs içeriği, tasarımı, sunumu ve desteği ile ilgili yüksek düzeyde öğrenci memnuniyeti gösterirken, değerlendirme ve iletişimsel yönlerde daha düşük puanlar ortaya koymuştur. Son olarak, bu yüksek memnuniyet düzeylerinin İngilizce başarısı üzerinde herhangi bir etkisi olup olmadığı analiz edilmiş ve anlamlı sonuçlar elde edilememiştir.

Anahtar Kelimeler: Çevrim içi öğrenme, genel İngilizce, kitlesel açık çevrim içi ders, kitlesel açık çevrim içi dil dersi, uzaktan eğitim, zorunlu İngilizce

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THE LIST OF ABBREVIATIONS

ADDIE	Analysis, Design, Development, Implementation, and Evaluation
AGFI	Adjusted Goodness of Fit Index
ANEF	Anatolian University Open Education Faculty
ANKEF	Ankara University Open Education Faculty
ATEF	Atatürk University Open Education Faculty
AVE	Average Variance Extracted
CALL	Computer-assisted Language Learning
CC	Course Content
CD	Course Delivery
CE	Course Evaluation
CEC	Compulsory English Course
CEFR	Common European Framework of Reference
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CHE	Council of Higher Education
cMOOC	Connectivist Massive Open Online Course
COCEC	Çanakkale Onsekiz Mart University Continuing Education Centre
COE	Council of Europe
COVID-19	Coronavirus Disease of 2019
CR	Composite Reliability
CS	Course Support
CVI	Content Validity Index
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
EGP	English for General Purposes
ELT	English Language Teaching
ESP	English for Specific Purposes
GELMOOC	General English Language Massive Open Online Course
GFI	Goodness of Fit Index
ISEF	İstanbul Open Education Faculty
KÖMA	Kitlesel Açık Çevrim İçi Ders Öğrenci Memnuniyet Anketi

KR-20	Kuder-Richardson 20 Value
LMOOC	Language Massive Open Online Course
MMD	Multimedia Design
MOILLE	Massive Open Online and Interactive Language Learning Environment
MONE	Ministry of National Education
MOOC	Massive Open Online Course
MSSS	MOOC Student Satisfaction Survey
NFI	Normed Fit Index
OS	Overall Satisfaction
PDF	Portable Document Format
RMSEA	Root Mean Square Error of Approximation
xMOOC	Extended Massive Open Online Course

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CHAPTER I
INTRODUCTION

1.1. Introduction

The introduction, as the first chapter, is about the general premises of the current study, informing the reader about the fundamentals of the research. In order to be informed consumers of research, the readers should have adequate knowledge about a study of their particular interest beforehand in order to be aware of what the study intends to do in the overall picture. To this end, the chapter is designed to present information respectively about the background of the study, the purpose of the study, the formulated research questions, the assumptions of the study in conducting the research, and the limitations of the study.

1.2. Background of the Study

The advancements of technology have always influenced education. When a new technological concept or tool arises in the lives of humans, it is attempted to be utilised in education as well. Distance education was a product of such an understanding, the roots of which go as far back as 1439, when the printing press was invented by Gutenberg, making educational resources, such as books, papers, and other printed materials, widely available for much lower prices (Kaplan and Haenlein, 2016). This ground-breaking technological event at the time allowed the common folk in Europe and then other parts of the world to be educated, once a privilege for the noble and the elite. After three centuries, correspondence education began in the UK as the first true sense of distance education (Gunawardena and McIsaac, 2008), later to evolve into its present form in the 2010s. Therefore, distance education is not a novel concept in the processes of teaching and learning but a presently evolving one at that. In compliance therewith, several different offsets of distance education emerged within the last two decades.

A recent extension of distance education stands as MOOCs (Massive Open Online Courses), which can be briefly defined as a compilation of open online resources and video lectures, synchronous and/or asynchronous, in an online distant learning environment that supports infinite amounts of learners. They can be used for any particular subject matter,

ranging from science to language teaching. Furthermore, MOOCs are related to the university administrators' collaborative understanding of integrating higher education into the digital age as a method of teaching (Siemens, 2013). In the last four years, the shift to hybridization in learning and the emergency distance education due to the COVID-19 (Coronavirus Disease of 2019) pandemic may have also played a role in the vast popularisation of MOOCs. Though such a condition might be unlikely as the sole reason because they were already on the rise before the pandemic, it surely accelerated the spread.

Moreover, with COVID-19 emergency distance education, most of the schools around the globe were shut down for convenient face-to-face learning for a year and a half. In this case, Türkiye did not constitute an exception, and thus, educational institutions across the country shifted their learning environments to distant learning platforms (Evişen et al., 2020), which overflowed academia with studies about online distant learning and distance education. Then, following the normalisation processes announced by the government, MONE (Ministry of National Education schools were gradually opened for face-to-face learning. Proceeding from that, Council of Higher Education (CHE, 2020b) also announced several normalisation procedures for higher education institutions in Türkiye to be unshut for partial face-to-face learning and hybrid education, leaving the practical decision-making to the universities about the degree to which they would conduct the classes as online or face-to-face. After complete normalisation, however, CHE (n.d.) announced that compulsory foreign language education in preparatory schools and/or those in the first years could be done online. In accordance with this disclosure by CHE, many universities in Türkiye have embraced either full online or hybrid learning for the education of foreign languages with the possible aims of cutting down on expenses and managing large classes at once.

1.3. Purpose of the Study and Research Questions

In the light of the statements above regarding distance education and MOOCs in Türkiye's context, the study is an endeavour to illuminate the topic of MOOCs in the scope of compulsory English courses being taught, where EGP (English for General Purposes) is learned. Therefore, the purpose of the current study is to develop and analyse the effect of a

general English language MOOC (GELMOOC) on student achievement and satisfaction in compulsory English courses.

With the purpose abovementioned, this quantitative, one group pretest-posttest quasi-experimental thesis study sought to answer the following research questions through the implementation and evaluation of GELMOOC, the development of which is detailly explained in the appertaining part of the methodology section.

- **RQ1.** What is the effective practicality of GELMOOC as reported by the English language instructors considering the MOILLE (Massive Open Online and Interactive Language Learning Environment) framework?
- **RQ2.** Does the implementation of GELMOOC have a statistically significant positive impact on the participants' achievement in the pretest-posttest comparison?
- **RQ3.** What are the participants' self-reported satisfaction levels regarding the GELMOOC implementation?
- **RQ4.** Is there a statistically significant correlation between the participants' posttest scores and their self-reported satisfaction levels?

1.4. Significance of the Study

MOOCs have been on the rise since 2012, which was proclaimed "the year of the MOOC" by Pappano (2012, headline) in the New York Times. Ever since, a growing body of studies has been done around the world on such topics as MOOC design theories and models, features of an effective MOOC, and the practicality and usability of the courses, especially about language MOOCs, as indicated by Sallam et al. (2020). However, as pointed out by Sallam et al., there is a lack of dissertations and theses in LMOOC (Language MOOC) research. In addition, although not explicitly named as MOOCs, the higher education institutions in Türkiye as well include several online, asynchronous courses within the scope of their continuing education centres. Although several studies exist about MOOCs and LMOOCs in the context of Türkiye (e.g., Bilici and Köroğlu, 2022; Karacadal et al., 2018; Yaşar and Polat, 2021; Köse et al., 2022), the research still lacks in numbers, especially regarding those about compulsory English course as in Yaşar (2020a). Furthermore, a quick check of the CHE theses database shows that only one thesis is present with regards to

LMOOCs, done again by Yaşar (2020b). The current study, therefore, aims to fill in this gap with the implementation and evaluation of a GELMOOC.

1.5. Assumptions of the Study

The current study has some assumptions, on which the fundamentals of the research protocols and procedures have been based. Initially, as for the assumptions regarding the participants, a vast number of participants are expected to participate in the study across the higher education institutions from all parts of Türkiye as well as others wishing to partake in a MOOC for EGP. It is, then, assumed that the sampling of the EGP learner population in Türkiye's universities allowed the uncontrollable parameters to be equally distributed and represented accordingly, thus contributing to the study's external validity. It is further assumed that, while studying in a university providing foreign language education in accordance with CHE's Article 5-i law that allows the distant learning of compulsory language courses, the participants of the present study are of beginner English proficiency levels, accustomed to receiving instruction on a distant online learning platform, and not exempt from but obliged to take the compulsory English courses within their departments of study.

In addition to the measures taken to ensure the quantitative data's reliability and validity, to further establish the assumption of a reliable set of data gathered, it is assumed that the participating students have sat the exam with dignity and academic integrity, they have completed the satisfaction surveys with honesty, and their instructors have evaluated GELMOOC properly.

In conclusion, in the light of the assumption statements above, it is lastly assumed that the present study's findings are to illuminate the literature, be beneficiary for further research with regards to the effectiveness of LMOOCs in Türkiye's context in addition to other global settings, and spark attention about the existence of such a field within the scholarly research community.

1.6. Limitations of the Study

Several limitational statements can be made about the present study, which is inherent to the nature of all scholarly research. Initially, most of the study group students are of Turkish nationality, so in order to generalise the student achievement and a similar MOOC's potent practicality to another context, further research should be conducted with participants of diverse cultural backgrounds. Moreover, as the study has been done at a higher educational level, the results may not be generalizable to the compulsory English courses at other educational levels. To overcome such a limitation, more research studies can be done at different educational levels.

The study's design also causes the emergence of some limitations. Since the present study is based on a quasi-experimental single-group pretest-posttest study that builds on the development and implementation of GELMOOC, it lacks a control group to compare the results of those taking GELMOOC with those continuing convenient language learning education. Additionally, the fact that the study only encompasses one term may have led the results to be more different than they would otherwise be if it were a longitudinal design that incorporated the teaching of compulsory English courses in both terms. However, yet again, more limitations could have emerged with such a long study, as there would be many uncontrollable factors due to the long duration of the study.

Lastly, as technology always advances at an unprecedented rate of progression in today's digital world, the MOOC developed in the study as part of the interventional treatment might as well be outdated within a couple of years. In such a case, the results would completely change. Thus, more research studies would have to be conducted in compliance with the updated features of what constitutes an LMOOC.

1.7. Chapter Summary

This chapter aimed to provide the fundamental bases of the current study, on which the research was conducted. With this aim, the chapter presented information regarding the background of the study, the purpose of the study, and the formulated research questions in line with this purpose. Then, the significance of the study in the literature and its stance in the relevant area of research were elaborated. In the end, the study's assumptions and limitation statements were provided to the reader.

CHAPTER II
LITERATURE REVIEW

2.1. Introduction

The aim of this chapter is to place the theoretical framework of the study on a sound basis by explanatorily discussing the relevant literature. Throughout the chapter, several topics are discussed. Initially, information regarding distance education and learning is provided, addressing the historical background and terminology as well. Then, as the main element of the study, MOOCs and their place in language education are presented. Afterwards, since a language education MOOC is to be developed as part of the study, the CEFR (Common European Framework of Reference), a reference for language teaching in general, is disclosed in detail. Proceeding therefrom, in line with the study's reasoning and purpose provided in the previous chapter, the state of ELT in CHE is examined, followed by an analysis of the studies on CEC in CHE. At the end of the chapter, a summative synthesis of the review is done to underline where the current study will stand in the literature.

2.2. Distance Education

Although initially it might be thought of as a novel concept, especially one that has become more prevalent in education with the COVID-19 pandemic, distance education has had its roots in the processes of teaching and learning for over two centuries. Viewed from a historical perspective, the invention of the printing press by Gutenberg in 1439 played a vital role in the emergence of distance education. With the printing press, educational resources like books and papers became more accessible to the common folk in Europe (Kaplan and Haenlein, 2016). This affordability allowed people to read, self-study, and acquire knowledge independently, marking the beginning of distance education's first phase. This phase was characterized by self-directed learning and the democratization of knowledge, as people from various social backgrounds could access educational materials without attending formal institutions.

In 1858, the University of London pioneered the first distance education courses, under what was then known as correspondence education (Mehlenbacher and Mehlenbacher, 2020). This phase relied heavily on the exchange of printed materials between learners and instructors. Socially, this period saw an increase in educational opportunities for those who were geographically or socially isolated, including women and working-class individuals who could not attend traditional schools. This phase expanded educational access and provided a foundation for lifelong learning principles, as it encouraged personal responsibility and self-motivation in education (Gunawardena and McIsaac, 2008).

The second phase of distance education emerged in the 20th century with the advent of audio-visual materials, spurred by the development of radio and television (Gunawardena and McIsaac, 2008). In this era, distant learning became more dynamic and captivating. A larger audience could be reached concurrently through educational broadcasts and televised lectures, which improved the social aspect of learning by giving students a common platform to interact with the material and one another. This era of education featured a multimodal strategy that combined visual and audio cues to enhance comprehension and retention and accommodate a variety of learning styles (Mehlenbacher and Mehlenbacher, 2020).

Lastly, the current phase of distance education has been defined by advancements in computer technology, the Internet, and the World Wide Web (Kaplan and Haenlein, 2016; Mehlenbacher and Mehlenbacher, 2020). This phase provides an incredible array of tools for distance education, such as interactive simulations, virtual classrooms, teleconferencing, and online courses. Socially, this phase has completely changed the way that communities are conceptualized in education by enabling students from all over the world to interact, communicate, and collaborate in real time. Education is becoming more inclusive due to the flexibility and accessibility of online platforms, which serve a variety of learning requirements and schedules. In terms of education, this stage makes use of technology to give students quick feedback, individualized learning experiences, and access to a wide range of materials, all of which help to create a more flexible and responsive learning environment (Kaplan and Haenlein, 2016).

In the present day, numerous tools are available as means for distance learning, including teleconferencing, virtual classrooms, interactive simulations, and online courses.

Socially, the idea of community has been transformed in education by allowing students to connect, communicate, and work together in real time, regardless of where they are in the world (Bates, 2022). Online platforms' adaptability and accessibility accommodate a range of learning styles and schedules, promoting inclusivity in education. Using technology, this stage of education creates a more flexible and responsive learning environment by giving students access to a wide range of resources, rapid feedback, and tailored learning experiences (Kaplan and Haenlein, 2016; Mehlenbacher and Mehlenbacher, 2020).

As for the terminology and definition of distance education, various changes were seen over time, and no consensus existed in the literature for a while. In the modern sense of research, distance education is a broad term "that includes distance learning, open learning, networked learning, flexible learning, distributed learning, and learning in connected space" (Gunawardena and McIsaac, 2008: 358). Distance education involves teaching students who are not physically present in a traditional classroom setting, with the learner and teacher being separated by time and space (Kaplan and Haenlein, 2016). It has several key common features, identified by Keegan (1980) as six in a successful attempt to clarify the problem of terminology. Accordingly, the first of these features is the separation of learner and teacher, which may be in terms of geographical, psychological, or interactional spacing, which is defined as transactional distance by Moore (1991). Even though in distance education, mostly geographical distances are taken into consideration when an instructional design is to be labelled as distance learning, which is a criticism of the literature by Moore as well, others also play a vital role in that a transactional distance exists not only in distance education but also in conventional settings of education. The degree of transactional distance is the key point here. According to Moore (1991), a high degree of transactional distance presents itself when the course design is less flexible, more structured, and has fewer dialogical elements between the stakeholders, whereas a low level of transactional distance is seen if the opposite circumstances are observed. Moving beyond the distance part, the second feature identified by Keegan (1980) as distance learning's other key element is institutional influence, concerned with the planning, organisation, and conduction of distance learning by an educational body, either private or state-owned, which is linked to another feature, "education as an industrialised form" (Gunawardena and McIsaac, 2008: 358). The rest of these key features include the effective utilisation of instructional media to establish connectedness between learners and teacher, communicational exchange, and an

individualistic approach to learning. In line with these, the overall inference is that distance education is providing education to learners separated by different distances from a conventionally physical teaching and learning setting in a distant environment where meticulous planning and instructional designing occur by institutions delivering such education.

The strengths and weaknesses of distance education can also be mentioned briefly. Distance education provides learning unconfined to the limits of time and place to a massive audience of distant learners (Kaplan and Haenlein, 2016), which fosters motivation and engagement if the distance learning environment is goal-oriented, has cooperative interaction among learners and between learners and teacher, incorporates tasks and content that are well-organized, and provides some sort of diploma or certification (Mehlenbacher and Mehlenbacher, 2020). These constitute the elements of low-level transactional distance. On the other hand, if a distance learning environment is highly structured with no interactional elements to compensate for a lack of flexibility, it might negatively impact the process of learning, reducing the effectiveness of distance education. Furthermore, a distance learning environment may inherently lack socialisation when compared to convenient schooling and acquiring real-life experiences in addition to establishing professional relationships with others in the field, as Kaplan and Haenlein (2016) list.

Related to the literature on distance education, several relevant areas of research exist. Having practical implications and being actualized within the modern classroom, these areas of research can be listed as including but not limited to online learning as a general term, flexible learning (Hartnett, 2020), blended or hybrid learning that incorporates a mixture of both distance and conventional education, and MOOCs that offer interpersonal participatory learning at massive scales (Kaplan and Haenlein, 2016). All these share common characteristics in that each of them incorporates either part or full distance learning, most of them are based on computer technologies and the Internet, and they can be used in every classroom context, regardless of content, time, or subject matter. One of them, however, can provide every aspect of distance learning environments for a much wider spectrum of audiences that consist of distant learners, which are MOOCs. As being the core element of research within the current study, therefore, MOOCs are explanatorily discussed in detail below.

2.3. Massive Open Online Courses

Especially with the advent of digital technologies, the development of computers, and the Internet, educational communications technology has also seen progress. In this respect, online environments may have been one of the most influential factors in teaching and learning remotely. Accordingly, as a form of distance education and based upon computer technologies, a new type of education emerged in the last two decades under the name of MOOCs, which has been a development both controversial and highly interested in (Bates, 2022). The term MOOC was first coined in 2008 by Dave Cormier in reference to an online course called Connectivism and Connective Knowledge, provided by the University of Prince Edward Island (Cormier and Siemens, 2010). As an overall definition within this regard, a MOOC can be understood as any type of online course providing a rich variety of open educational resources open to distant learners at unlimited levels of scalability in participation (Kaplan and Haenlein, 2016).

The history of MOOCs does not go far. In fact, as abovementioned, the first MOOC was a non-credit course named Connectivism and Connective Knowledge, the instructors of which were George Siemens, Stephen Downes, and Dave Cormier (Siemens et al., 2011), which can be classified as a cMOOC (Connnectivist MOOC), one of the MOOC designs to be explained later, according to Cormier and Siemens (2010). The course initially started with twenty-five participants enrolled who paid a fee to take it for credit and then was broadened to allow a massive audience to participate, making it open to allow unregistered audiences to attend online in the course with a record-breaking number of over 2300 learners (Cormier and Siemens, 2010), which was an unexpected outcome much to the surprise of the course's instructors. Cormier and Siemens explain how their interests as instructors were raised in being able to take on a broader perspective to the ideas presented when this many learners took their course. Since then, considerable numbers of MOOCs have been provided by various educational institutions across the globe as well as privately owned open-source distant learning platforms like edX, Udacity, or Coursera, to name a few (Bates, 2022). Still, MOOCs have a leeway to prosper in education as more courses are being designed and conducted on a global scale for diverse learning purposes, and many universities in other countries have developed their own MOOC platforms in addition to those in the US and UK regarded as the pioneers of MOOCs, as mentioned by Siemens (2013).

2.3.1. Evaluation of Massive Open Online Courses

What makes MOOCs interesting and popular lies within their inherent features that provide novelty in instruction, some of which can be addressed here on an institutional and educational basis. One of the strengths of MOOCs that makes their application appealing to institutions is their cost efficiency. Although initial expenditure may be high in planning, designing, and recording MOOCs, maintenance is rarely an issue and may create revenue with cost savings eventually, thanks to their capacity to include an infinite number of learners (Kaplan and Haenlein, 2016), provided that the distance learning platform on which MOOCs operate is on par with the standards of current technology and bandwidth requirements. Another institutional benefit of providing a MOOC is the promotion of the institution's name, brand, and public status with regards to their professionalism and precedence in the field (Bates, 2022). In the meantime, on an educational basis, some MOOC features can be listed as flexible learning opportunities that are free of space and time, democratising information available by virtue of communal interaction, creating a spacious online community with similar interests and pursuits, enhancing simple notional learning, and contributing to the overall concept of lifelong learning (Bates, 2022; Kaplan and Haenlein, 2016; Siemens, 2013).

Although, until this point, the positive elements and strengths of MOOCs have been discussed, they also possess some challenging aspects, around which the controversy in the field revolves. Academic concerns predominate in these controversial aspects, with only a few addressing institutional or technical shortcomings since technology has progressed even more since 2012, which was proclaimed "the year of the MOOC" by the New York Times as aforementioned (Pappano, 2012). One obvious weakness of MOOCs is the dropout rates because not even half of the enrolled learners participate actively in the course (Bates, 2022), which might be due to the requirement of learner autonomy in a MOOC, a lack of driving factors for having to complete the course either externally or internally, or becoming disinterested in the topic (Siemens, 2013).

Student participation is the involvement of learners in an effective learning process. So, the element of active participation and engagement in the educational processes holds a

crucial value in the occurrence of learning. Student participation in learning is important in that active participation increases engagement and motivation, allows for more investment in the material, and fosters longer information retention thanks to active involvement (Felder and Silverman, 1988; Fredricks et al., 2004). However, in the literature, MOOCs are highly criticised for inadequate learner participation or complete lack thereof as a result of numerous factors inherent to the nature of MOOCs.

Although MOOCs are aimed to include a wide range of participants of diverse backgrounds with the purpose of increasing access to higher education, general demographics of distant learners in such courses constitute young adults from usually developed countries, who are educated well with high levels of formal instruction (Christensen et al., 2013). As for learners with different demographical features, reasons for not enrolling in a MOOC vary. Most prevalently, they include being unfamiliar with a distant online learning environment, having concerns about not being able to maintain learning, and feeling that MOOCs lack interactional communication and a sense of belonging among their stakeholders (Aldowah et al., 2019; Ma and Lee, 2018; Zheng et al., 2015). If individuals have no prior experience with regards to such distance educational settings, they might refrain from participating in MOOCs, thereby opting for traditional classrooms as Kumar and Kumar (2020) explain. Many learners are accustomed to receiving teacher-directed instruction and thus learning in others' guidance in traditional education, so some individuals may face the feeling of getting lost in MOOCs.

Similar reasons apply for those who are enrolled in but drop out of MOOCs instead of completing them. Motivational factors and autonomy are among the primary causes of dropout rates (Aldowah et al., 2019). Other reasons for withdrawal include but are not limited to losing interest in the course, shortage of adequate communication and proper course design (Kumar and Kumar, 2020), having a high workload, lacking time, and lacking a pushing factor to complete the course (Zheng et al., 2015). Therefore, the main reasons for high dropout rates in MOOCs are lack of motivation, unclear planning, disengagement, and inadequate support.

Another concern in the field regarding MOOCs has been plagiarism, in that MOOC students were able to simply cheat their way out of the course and be credited or certified (Young, 2012). However, now such an issue may not be of rigorous consideration as there are monitoring systems embedded into the distance learning platforms of universities or private institutions offering such services. Nonetheless, online exam supervision technologies as such can raise ethical questions, also posed by Coghlan et al. (2021) in their study inquiring about the issues of accountability in implementing exam proctoring systems, which can be regarded as an institutional weakness of MOOC employment. Therefore, MOOCs should be carefully examined from all aspects prior to their application and effective maintenance thereafter.

2.3.2. Student Satisfaction in Massive Open Online Courses

When considering student satisfaction, it is important to clearly define the term within the context of the study. In this case, student satisfaction refers to how students perceive their learning experiences, which is a crucial factor in understanding the impact on psychological factors such as motivation levels (Astin, 1993; Hew et al., 2020). In distance learning, student satisfaction is highly related to learners' perceptions of educational quality, making it an essential measure to consider when developing and implementing distance education programmes (Elia et al., 2019; Wu et al., 2010). Furthermore, research has shown that there is a strong relationship between student participation and student satisfaction levels as well, with actively engaged students being more likely to be satisfied with their educational experiences (Astin, 1984, 1993). Therefore, in designing or evaluating a MOOC, student satisfaction should be a crucial aspect in order to improve the quality of education and decrease high dropout rates, which is one of the most known drawbacks of MOOCs. Treating MOOC learners as consumers, as suggested by Thomas and Galambos (2004), highlights the value of satisfied students for educational institutions offering MOOCs. A satisfied student is less likely to withdraw or be inactive in the course, and their satisfaction can also attract more students to the course, resulting in financial and prestige benefits for the providing institution (Hew et al., 2020).

Student satisfaction in MOOCs is influenced by a variety of factors that can be divided into two categories as course-related and learner-related. Course-related factors include the planning, design, and implementation of MOOCs, with key elements being the learners' perception of the course's practicality, user-friendliness, and flexibility (Hew et al., 2020; Joo et al., 2018). These elements, when well established, can positively impact satisfaction by promoting effective interactions between the learner and the course content (Gameel, 2017; Shrader et al., 2016). Learner-related factors, on the other hand, refer to the unique attributes of the individuals participating in the MOOC, including but not limited to motivational aspects, learner autonomy, determination, and overall engagement in the course (Kumar and Kumar, 2020; Joo et al., 2018). Both categories of affecting factors are interconnected, as a well-designed MOOC can lead to positive learning experiences. Therefore, understanding the factors that influence student satisfaction in MOOCs is important for educators and course designers to improve the overall experience and ensure learners' satisfaction.

2.3.3. Main Types of Massive Open Online Courses

MOOCs do not come in one size for all and vary in terms of their content, length, flexibility, and overall pedagogy. Even though MOOCs are still a relatively new phenomenon in the field (Bates, 2022), whose designs may change over time or be completely restructured, two main types of MOOCs are presented under this heading. In doing so, brief information is provided regarding their characteristics and the theories of learning they follow. In the end, they are contrastively discussed to reach an ideal model of MOOC design.

The first is the xMOOC, which is currently the most common type of MOOC (Bates, 2022). Kaplan and Haenlein (2016) explain that the term originated in the online versions of the courses provided by Harvard University in its course index, labelling a course with an x prefix to indicate if its online counterpart exists as an eXtended MOOC, hence leading to the use of the letter x in the term. Incidental to xMOOCs are the features of computer-assisted evaluation that is automated to address vast numbers of learners, indirect feedback, and discussions occurring in forums or sections embedded into the distance learning platform,

which is proprietarily designed and records video lectures within the range of 15 to 50 minutes in length (Bates, 2022; Siemens, 2013). In this sort of MOOC, a behaviourist theory of learning is followed, which is often criticised by the proponents of connectivism. Thus, learners are mostly passively receiving education based on preformed and centrical content that embraces a formal curriculum within a rigid time schedule of systematically structured sessions (Kaplan and Haenlein, 2016).

The second type of MOOCs is the cMOOC, one of the most popular sorts owing to its alleged superiority to the one explained above in terms of the pedagogy and theory of learning embraced. This theory of learning put forth is connectivism, put forth by the instructors of the first MOOC, Siemens (2008) and Downes (2012). These theorists claimed that there was a lack of explanation in the present theories of learning, which they categorised as behaviourism, cognitivism, and constructivism in two regards (Clara and Barbera, 2013). To elaborate, they believed that the current learning theories were unable to explain the instant expansion of knowledge, which presents itself as a dynamic concept, and the novel sorts of knowledge output and materialisation, both of which are posed by digital technologies (Clara and Barbera, 2013; Siemens, 2008). Accordingly, connectivism regards knowledge as the "recognition of a pattern in a set of neural events … or behavioural events" (Downes, 2006: 3, as cited in Clara and Barbera, 2013), which is a product of a connection. In this regard, as Bates (2022) summarizes, cMOOCs predominantly treat learning as a networked activity based on the connection between autonomous learners with one another to share and build knowledge. Predefined curriculum and a formal educational relationship between learner and teacher are nonexistent, so the contribution of the stakeholder is the key to information acquisition.

Both xMOOC and cMOOC have weaknesses and strengths within their own respective contexts that can be compared with each other. Firstly, the theories of learning differ significantly in that xMOOC is based on a behaviourist approach, whereas cMOOC has its own learning theory, connectivism. The approach of xMOOCs to learning is seen as the most criticised point, which is highly argued by proponents of connectivism to be merely knowledge transfer through a set of recorded videos that are structured around formal curricular content and provided on a web-based distance learning platform (Clara and Barbera, 2013; Siemens, 2013). On this basis, many scholars in the field support cMOOCs,

which they argue are the superior version of MOOCs with more flexibility, community learning, and knowledge sharing. However, the connectivist approach to learning also has its fair share of weaknesses and most certainly is not the best in light of the three problems posed by Clara and Barbera (2013) about connectivism. First of these is the way connectivism views knowledge since the connectivists' notion of knowledge creates a paradox of learning, which is the question of how a pattern of knowledge is recognised and why it is formed in such a pattern in the first place. In fact, such a paradox leads to a chaotic learning environment where learners with none to moderate autonomy skills may get lost without instructions or facilitation from the instructor in cMOOCs (Kop, 2011). Secondly, the fact that interaction is narrowed down to a dual and static connection of networks is not adequate to explain interaction as a process, which is a dynamic and changing concept in parallel to the process of learning (Clara and Barbera, 2013). Lastly, conceptual developmental stages are not given place in a connectivist approach to learning, which is a lacking point in that concepts develop over time, but no reference thereto exists in connectivism (Clara and Barbera, 2013).

What would be the ideal type of MOOC design, then? The answer to this question would be multifaceted and not clear-cut. In any field of scientific inquiry, no one element is perfect for all, whether it is an approach, methodology, or strategy. Instead, a carefully selected, designed, or adapted procedure befitting one's aims would be their perfect element. In the case of MOOCs, as this literature review and many other previous works have pointed out (see Bates, 2022; Clara and Barbera, 2013; Fidalgo-Blanco et al., 2016; Kesim and Altınpulluk, 2015), types of MOOCs have their strengths and weaknesses. Therefore, the ideal type of MOOC should be the one that incorporates features of each existing type and suits the educational objectives. A study by Fidalgo-Blanco et al. (2016) can be a guide in such a hybridization procedure. In their study, Fidalgo-Blanco et al. suggest the implementation of a pedagogical model that is a hybridization of xMOOC and cMOOC. At the end of their dual case study research, the hybrid models exhibited an enhancement in the completion rates of enrolled participants, encouraged them to cooperate and interact, and positively influenced their beliefs regarding cooperative learning.

2.4. Massive Open Online Language Courses

Considering the growing body of literature and interest in MOOCs, a new field of research and practise has emerged over the last decade, namely LMOOCs. Parallel to two pioneering researchers, Barcena and Martin-Monje's (2014) definition, based on CALL (computer-assisted language learning), LMOOCs can be explained as additional language courses tailored to be online and offered through a web-based distance learning platform with open and uncapped enrolment. The fact that LMOOCs, in accordance with the features of MOOCs, provide instruction to a wide audience with little resources in a context that is not confined by time and place is an appealing part of their nature. In addition, especially in today's modern age, in which such elements as globalisation, multiculturalism, and plurilingualism are increasingly becoming internalised, as Perifanou (2016a) underlines, the trouble of providing costless language learning and teaching at a global scale to a massive audience is immense, which is where LMOOCs step in. However, the area of research regarding LMOOCs is still in its infancy, and only a handful of studies, dissertations, or theses exist according to a meta-analysis of the published literature on LMOOCs by Sallam et al. (2020). Scholarly research mostly focuses on the practicality of LMOOCs, while theoretical grounds and conceptual premises receive less attention (Sallam et al., 2020). Adding to that, the evaluation of such practical studies and the existing LMOOCs with respect to MOILLE, a framework by Perifanou and Economides (2014), demonstrates that few LMOOCs offer potent implementation, which is elaborated in detail under the subheading about LMOOC design.

As for the features of an effective LMOOC with regards to pedagogy, they can be gathered under the broad elements of autonomy, motivation, learner engagement and interaction, and instructor roles. A vital feature of LMOOCs, firstly, is to maintain engagement and interaction throughout the course because these two are elements of motivation, which, as Dörnyei (1998) states, is a crucial factor in providing a relaxed, positive learning environment that is goal-oriented and enhances language learning with the learners being self-directed. To this end, lecture videos in an LMOOC should have an element of engagement and interaction so that the attention and interests of learners are maintained (Anderson and Dron, 2011). Another feature is learner autonomy, which indicates the ability of learners to direct their own learning and know how to learn in short;

in an LMOOC, this autonomy may have to be facilitated by the instructor so as not to let learners feel lost, especially if they are at beginner levels, as in promoting ways of student self-organizing amongst learners (Sokolik, 2014). The actions and roles of instructors in an LMOOC, however, are not confined to facilitation and go beyond, as in the proposed LMOOC teaching framework by Castrillo de Larreta-Azelain (2014), which identifies other instructor roles as structure and tools designer, organiser, assessor, curator, and researcher.

Types of MOOCs have been clarified under the previous heading as being xMOOC and cMOOC. To remind the reader, xMOOC, on the one hand, is regarded as the more traditional type of MOOC in which formally structured and centrally designed content is persistent and more of a cognitive-behavioural learning theory is embraced. The latter, on the other hand, is the type of MOOC claiming to be connectivist, more communicative, and mostly favoured in the field. Which one to choose when designing an LMOOC is a major question to answer. In this regard, cMOOCs would suit the assumptions of a communicative language approach that provides authentic language input (Sokolik, 2014) and urges learners to collaboratively use language to perform communicative tasks for learning. However, what is described here may be difficult for learners to tackle due to the overwhelming nature of navigating through cMOOCs (Sokolik, 2014). The reason for this circumstance is that, as Brennan (2013) points out, mental factors like cognitive load and learners' background knowledge, or lack thereof, are often disregarded in connectivism and not given place either in practise or theory, which is especially an issue for beginner learners. So, embracing a cMOOC design is most suitable for LMOOCs with learners of more advanced proficiencies.

In that case, turning to xMOOCs would be considered logical, as they provide a more familiar way of instruction for novice learners of languages. A general agreement on this statement presents itself in the literature as well, supporting the use of xMOOCs for language learners of beginner proficiency (McLoughlin and Magnoni, 2017; Sallam et al., 2020; Sokolik, 2014). Then again, xMOOCs are highly criticised due to their teacher-centeredness, instructive pedagogy (Clara and Barbera, 2013; Siemens, 2013), lack of authentic activities, and overuse of rote-drilling and language out of context (Sokolik, 2014). These shortcomings can be complemented with the integration of a communicative environment and authentic learning materials, as reported by Ferguson et al. (2016), by shifting to a more

constructivist approach rather than a completely instructive one. In the study's context, therefore, an adjusted xMOOC model would suit the focused learner population.

There are several frameworks that can be used in the processes of both designing and evaluating LMOOCs, one of which is concentrated here as MOILLE. Developed by Perifanou and Economides (2014) with the purpose of assessing the effectiveness and potent practicality of MOOCs in language learning and used in their later studies as well (e.g., Perifanou, 2016a, 2016b; Perifanou and Economides, 2021), MOILLE has six elements, inspired by the framework of Grover et al. (2013). These elements are listed as content, assessment, pedagogy, community, technical infrastructure, and financial issues (Perifanou and Economides, 2014, 2021). The dimension of *content* determines whether an LMOOC consists of open online content, including authentic materials that can enhance language skills. Then comes *assessment,* which evaluates the adequacy of an LMOOC's assessment techniques and approaches and whether they are in line with the learner profile. Thirdly, the *pedagogy* dimension is about how the learning takes place in reference to such factors as learning theories, approaches, and autonomy. The *community* dimension evaluates the extent to which the creation of a learning community has been achieved within the scope of the LMOOC. Lastly, *financial issues and technical infrastructure* are concerned with institutional adequacy.

2.5. Common European Framework of Reference and Language Education

Since an LMOOC entails language instruction as the name suggests, the design thereof has to consider the linguistic proficiency level as well, thus leading to CEFR. Even though the CEFR was first published in 2001, its appearance took time and was the product of continual developments and research by the Language Policy Division of the Council of Europe (COE). The history of the CEFR starts in the 1970s with the language project initiatives for communicative purposes (COE, 2001; North, 2020). As Figueras (2012) points out, the development of the work paralleled a period of international conflicts such as the aftermath of the Second World War and the Korean War, clearly indicating the need for language as a means of transnational communication for knowledge transfer, which probably is concerned with the mass waves of immigration around the world in that particular time

period. So, as a synthesis, the CEFR not only intends to help organise foreign language education by enhancing the quality in terms of learning, teaching, and assessment and setting clear descriptions for language proficiency but also promotes the values of multiculturalism and multilingualism (COE, 2001, 2018). Since the document is an internationally joint product of the COE, one of the members of which is the Republic of Türkiye, curriculum and educational programmes by MONE (2018a, 2018b), those of ELT in the study's context, are based on the principles, levels, and descriptors of the CEFR.

As COE (2001) stresses, the CEFR includes a set of standard descriptors and can-do statements that constitute a global scale for language levels designed to suit the education of every language. In this direction, the CEFR is not specifically written for learning, teaching, or assessing one language but is applicable to the education of any language around the world (COE, 2001; North, 2020). Furthermore, in the CEFR's overall language proficiency structure presented, there are four broad categorisations as general competencies, communicative language competencies, communicative language activities, and communicative language strategies (COE, 2001). Although it would go beyond the scope of the current research to detail these, it can be summarised that such competencies, skills, activities, and strategies increment an awareness of the world around the learners of languages, foster contextual understanding of the language within a given sociocultural setting, enhance the overall communicational abilities of learners, and integrate these individuals into a pluricultural and plurilingual society. So, in line with the words of North (2020), the CEFR surpasses the traditional classification of four main language skills.

On a more formal and practical basis, since its publication, the CEFR has been globally recognised by governments and forms the theoretical basis of any instructional design and programme development in language education (Figueras, 2012). The reason underlying this is the fact that inherent to the CEFR is its generalisable nature with empirically validated research, which provides a set of proficiency levels and descriptors (COE, 2001; Figueras, 2012). These descriptions of language levels by the CEFR (COE, 2001) are summarised in Table 1.

Table 1

The CEFR Global Scale

Levels	Descriptions
A1	Can maintain basic communication with prompting from others.
A2	Can be involved in communication in a set of limited contexts.
B1	Can transfer crucial points and thoughts in familiar contexts.
B2	Can effectively commerce with some fluency in more contexts.
C1	Can resiliently and fluently communicate in wider contexts.
C2	Can use language concisely, very fluently, and in most contexts.

2.6. Compulsory English Course in Turkish Council of Higher Education

The Turkish educational system is bound to government standards and subject to strict regulation, monitoring, and, if needed, revision by two government bodies, MONE and CHE. The former supervises preschool, primary, and secondary education in all years until higher education (MONE, 2013, 2014). The latter, as its name suggests, is an autonomous public entity that organises the entirety of higher education and manages the activities of higher education institutions, which include the design, implementation, and evaluation of educational programmes as well (CHE, 1987). Accordingly, ELT is not an exception to this body of regulations by CHE. The manner in which ELT is practised in CHE can be divided into two categories as ESP (English for specific purposes) and EGP, the first of which is field-specific and vocational programmes as in teacher training, translation and interpreting, the literature departments, or tourism programs. The other categorization is the programmes of EGP, practised as the compulsory English course and encompassing the universities' preparatory English classes and those that are mandatory in associate and bachelor's degree programmes (CHE, 2020a; Gökmen, 2019). When the context of the current study is considered, EGP learners are focused. To this end, therefore, the concentration is on the place of CEC in CHE.

As implied above, general English is taught within the scope of the compulsory English courses in Turkish higher education institutions. Different from ESP, which is designed to suit the needs of a particular discipline's needs in specific situations (Dudley-Evans and St John, 1998), EGP is primarily an initiative for providing learners a broad communicative ability to allow them to manage unforeseen circumstances that necessitate the use of English for daily encounters in a wide range of overall situations (Widdowson, 1983). Embracing this goal in line with the needs and language levels of learners according to the principles of the CEFR, the primary purpose of EGP in higher education, as clearly laid down by CHE (2016), is to provide learners with the fundamentals of English, assist them in expanding their lexicon in the language, foster comprehension in reading and listening, and enhance their oral and written communication skills. Furthermore, learners who enrol in a higher education program, the language of which is Turkish, for the first time are subject to compulsory foreign language courses, the majority of which are in English. The CEC contents must meet the relevant educational level's competency frameworks and be designed in the light of the CEFR and learners' needs (CHE, 2016).

CEC had been typically taught across the nation in a traditional face-to-face learning setting, just like all other courses in higher education, until the COVID-19 epidemic broke out. Most educational institutions throughout the world resorted to distance learning during the pandemic to prevent the virus from propagating further, and Türkiye obliged with this shift (Evişen et al., 2020). Distance education in the COVID-19 era is also known as emergency distance education in the world of educational research since such an abrupt transition was caused by an unforeseen situation (Williamson et al., 2020). Almost a year and a half later, in 2021, the world gradually started to normalize. In accordance with this tendency, the Turkish government first opened MONE schools for face-to-face instruction. Then, in the academic year 2021-2022, CHE (2020b) announced that face-to-face education would be implemented across Turkish higher educational institutions, with institutional procedures to be determined by universities. The following law was enacted by CHE (n.d.) once everything returned to normal in the nation after the lifting of the pandemic precautions:

> Higher education institutions can teach the courses specified in Article 5-i of the Higher Education Law No.2547 by distance education and they can get it from other higher education institutions where this education is provided. (Different; Council of Higher Education General Assembly, dated 19.06.2014)

The majority of Turkish institutions have therefore continued to provide EGP courses via distance education in an online learning environment, as CEC is a course that is included in Article 5-i of the law, which is closely connected to the goal of the research in developing GELMOOC.

2.7. Previous Research Studies

2.7.1. Studies on Massive Open Online Courses in ELT

Both in theory and practice, MOOCs are still in their infancy since the concept itself is not more than two decades old, so when LMOOCs are examined, they should be treated as "positively neonatal", as Sokolik (2014: 16) describes. However, the novelty of the notion does not necessarily mean there is a total lack of research thereon. Rather, as discussed earlier in the LMOOCs heading, quite a few research studies exist in the field, especially in the teaching of English as a foreign or second language (Sallam et al., 2020). Although the previous research dwells much on the design issues and applicability of such courses (Hockly, 2015), there are still a few other studies from both international and Turkish contexts that are noteworthy for setting up the theoretical framework of the current research, some of which are presented in the paragraphs that follow.

Global Contexts. In addition to the studies earlier discussed in the chapter, such as those by esteemed figures in the field of LMOOCs, which generally inform of key concepts and theoretical foundations of research (e.g., Barcena and Martin-Monje, 2014; Castrillo de Larretta-Azelain, 2014; Perifanou, 2016a, 2016b; Perifanou and Economides, 2014, 2021), there are also some MOOC studies across the globe with a practical purpose in the field of ELT, holding key value in understanding the potential of such courses in foreign language education (Balanyk, 2017; Orsini-Jones, 2015; Orsini-Jones et al., 2015, 2017, 2018).

A work by Balanyk (2017), for one, is particularly pertinent to this research in that Balanyk sought to design an English language MOOC as well, called "the Virtual Academic Bridge Program", but unlike this study, he developed his MOOC for learners of English for academic purposes, hence creating a MOOC for ESP. In this regard, Balanyk conducted an extensive needs analysis and developed the MOOC by employing an instructional modelling cycle of analysis, design, development, implementation, and evaluation known as the ADDIE model, which the current study also implements (Morrison, 2010). The MOOC's first three phases of modelling were completed, and the MOOC was previously scheduled to be launched on May 24, 2017, and then assessed based on the successful completion rates of participating learners (Balanyk, 2017). Nevertheless, there have been no updates or further publications regarding whether the steps of implementation and assessment were conducted.

A series of studies by Orsini-Jones and her colleagues, on the other hand, is among the most comprehensive ones in the field, done in the scope of a project entitled "Blending MOOCs for English Language Teacher Training", funded by the British Council (see Orsini-Jones et al., 2018). The project is a three-phased research study, with the first phase taking place in 2015 by Orsini-Jones and her colleagues, who aimed to disclose the thoughts of six ELT department staff members and two graduate students regarding the piloting of blended learning using the proposed MOOC, which was incorporated into the "Theories and Methods of Language Learning and Teaching" course module (Orsini-Jones et al., 2015). Results of the first phase indicated that such an initiative in English language teacher education, despite a few weaknesses like being too complicated to navigate or to collaborate with other participants, is a valuable attempt that is engaging, provides different viewpoints from the field, and presents a unique way for learning.

The following phase, designed to elicit students' reflections on their interaction in a blended learning context with the MOOC, yielded comparable results (Orsini-Jones, 2015). In the final phase, Orsini-Jones et al. (2017) integrated the MOOC into the postgraduate curriculum of the ELT MA programme, and through the sampling of 12 selected students of diverse linguistic and cultural backgrounds, the MOOC's potent practicality was evaluated in terms of language learning and teaching. Overall findings indicated that the MOOC offered a favourable learning experience and positively changed the perspectives of expert ELT students, as revealed by pre- and post-MOOC surveys, but was troublesome in the

aspects of grammar education, autonomy, and content and language integrated learning. On a general note, some important implications can be drawn from the entire project as the designed MOOC fostered overall teaching proficiencies and created a sort of online community among ELT professionals, as well as urging them to reflect on their practises and learning processes, which is both about learner and teacher autonomy (Orsini-Jones et al., 2018). Further research, like the current thesis study, can solidify these findings and contribute to the growing body of LMOOC literature.

Turkish Context. In the Turkish local context, studies on MOOCs from diverse disciplines of research are increasing in quantity, but those on LMOOCs still have a leeway to prosper. Yet, as this research is to be conducted in the same context, there are a few studies on MOOCs in ELT in Türkiye to be presented to establish the current study's theoretical framework (Bilici and Köroğlu, 2022; Köse et al., 2020, 2022; Yaşar, 2020a).

In the first study, designed as convergent mixed-method research, Bilici and Köroğlu (2022) aimed to shed light on the practicality of MOOCs for instructional purposes with the participation of 24 preservice teachers studying at the department of ELT, from whom data were gathered via journal-keeping and an inventory. The findings were encouraging for expanding the utilisation of MOOCs as self-directed educational aids.

Another study on MOOCs in EFL education was by Yaşar (2020a), with the research focus being on the course participants' accomplishment levels through pretest and posttesting following the implementation of the MOOC as well as their opinions on the incorporation of MOOCs into their conventionally taught classes through written interviews. Yaşar revealed that using MOOCs significantly raised student achievement in EFL communication skills and offered fundamentally favourable learning settings for language instruction, including positive features like enjoyment and engagement.

Lastly, Köse et al. (2022) implemented and evaluated an LMOOC for adult learners of English to enhance their speaking skills, which was designed in accordance with the needs, desires, and anticipations of adult English language learners from their partner countries in the project (Köse et al., 2020). The piloting of the created LMOOC was done

with 39 participants from Austria and 35 from Türkiye, from whom quantitative data was acquired using a questionnaire that rated the course in terms of its functioning, substance, authenticity, and overall assessment. In all areas, respondents frequently reacted with high levels of satisfaction, and in the open-ended question section, they positively remarked for the course and considered such endeavours as having the capacity to fetch advantageous outcomes in foreign language instruction.

2.7.2. Studies on Compulsory English Course in Turkish Council of Higher Education

Prior to summarising the whole chapter and proceeding with the methodological section, it would be worthwhile to mention some studies done on compulsory English teaching in the Turkish higher education context as well. These studies contain both master's degree theses and research articles by scholars in the field of ELT. Reporting on these following the MOOC studies done in the literature would strengthen the theoretical framework as the present research intends to develop a MOOC in Türkiye, which serves the demands of beginner-level compulsory English course-takers in higher education institutions.

To the best of the author's knowledge, on the topic of compulsory English education and EGP in higher education, the general trend of inquiry seems to be about student perspectives or attitudes regarding such courses (e.g., Bayram and Canaran, 2019; Evişen, 2020; Gökmen, 2019; Uzun, 2017). Based on conventional face-to-face learning environments, two studies can be mentioned, the first of which is by Uzun (2017), aiming to find out CEC students' foreign language enjoyment and anxiety. In his study, Uzun's element of research revealed whether the English education's being compulsory had a significant impact on the enjoyment or anxiety levels of learners. His results indicated that despite the compulsory nature of ELT, the students were well-motivated and showed little to no anxiety about learning a foreign language, a finding that he thinks is related to positive learning environments that facilitate motivation in the classroom. The second study in a similar setting but with contrasting results is the one by Gökmen (2019), who wanted to investigate preservice teachers' attitudes towards CECs. The departments represented by the

participants included elementary education, teaching of the Turkish language, social sciences, science, primary mathematics, and computer and instructional technology education (Gökmen, 2019). Overall, the study's findings demonstrated that most participants expressed inconvenience at the inclusion of CEC in higher education and that, for the vast majority of them, the only incentive to engage in the course was to pass it. Situational and contextual factors, such as the disparity in study populations, might be used to explain why the results of this research are in contrast. The two research studies aforementioned were carried out in traditional face-to-face learning settings, but a study by Evişen et al. (2020) involved individuals who were participating in a distance learning setting. The results, however, indicate that most of the distant learners of CEC did not enjoy such a learning experience when compared to a face-to-face one. However, it should be noted that the study was conducted during the COVID-19 emergency distance education era, and a number of other factors, such as students experiencing burnout after a while in emergency distance education as they were not prepared either mentally or financially, may have played a role in the findings (Evişen et al., 2020).

The observation has been that most of the studies on compulsory English in higher education, especially master's theses (Çördük, 2019, Gökmen, 2014; Onur, 2019; Uğurlu, 2017), are concerned with learner attitudes or perceptions with regards to MOOCs. Hence, there is a lack of student achievement and satisfaction evaluation studies in general. This being the case, there is another gap in the field within the Turkish context that the current study aims to fill.

2.8. Chapter Summary

The primary topic areas of research that are pertinent to the current study have been outlined throughout the chapter. Originally, the study's context was established in relation to distance education and distant learning, which, contrary to commonly held assumptions, are not new areas of research but have a long historical background dating back to the nineteenth century. Thereafter, in connection with distance education, a comparatively recent concept of MOOCs has been thoroughly presented, with emphasis on its history, features, and kinds. After that, with the aim of relating MOOCs to the setting of the research, the field of LMOOCs was described, based on the principles of CALL and distance education. Following LMOOCs, because the research is about language teaching, the CEFR, a baseline for overall language education, has been addressed to proceed with the existence and goals of compulsory English courses in Turkish higher education. Many studies and master's degree theses have been addressed at the end of the chapter to establish the theoretical framework of the current study and to emphasise its potential value in the area.

CHAPTER III
METHODOLOGY

3.1. Introduction

This chapter provides a detailed explanation of the methodological procedures employed in the study. It begins by describing the research design as a quantitative, quasi-experimental approach and then delves into the specifics of the one-group pretest-posttest research design utilized. The design and development of GELMOOC to align with the study's objectives are thoroughly outlined. Furthermore, data collection tools are detailed in terms of their features, aims of use, and validity and reliability scores. The study's setting, participants, and data collection and analysis procedures are explained, along with considerations of research validity and reliability. Lastly, the meticulous process of translating and adapting the MOOC Student Satisfaction Survey (MSSS) into Turkish is presented.

3.2. Research Design

This thesis study follows a quantitative research design. Quantitative research designs project postpositivist philosophical conjectures, and in essence, as Cohen et al. (2018) explain, postpositivism assumes that the world is an objective and orderly system, the variables of which are controllable, predictable, and rational. Therefore, designs informed by a quantitative approach aim to produce objective information about causal relationships within a given group of parameters by addressing research questions and hypotheses formulated in view of a theory (Creswell and Creswell, 2018). This can be done in two ways, constituting the broad categorization of quantitative research designs as survey design and experimental design, the latter of which is explained under the second subheading with a focus on quasi-experimental research. Then, as followed by a subtype of quasi-experimental research in this study, a one-group pretest-posttest design is elaborated.

3.2.1. Experimental Research Designs

On the basis of the postpositivist assumption that the world is a controllable and predictable system, as aforementioned, experimental research methods aim to answer a theory-driven research question by altering a variable and observing the effect thereof on other variables. In line with this, Cohen et al. (2018) define the primary characteristic of experimental research as the premeditated control and manipulation of circumstances that designate outcomes of research interest, presenting an intervention, and assessing the occurring variation in the end. Such procedures usually involve large groups of participants to obtain numerical data from, thereby being generalizable to other contexts than that of the study in which the experiment is conducted. A strength highlighted by Burrel and Gross (2017) in accordance with these features of experimental research is the ability to make predictions and compare significance based on statistical analyses to be conducted on the data.

There are several different categorizations of experimental designs, but the current study sides with a two-way one, which classifies experiments as true experiments or quasi-experiments. In true experimental research, participants are randomly assigned to grouping variables, so the observation of dissimilarities in a measured attribution of research interest across these variables does not emerge from external parameters or uncontrollable differences (Gribbons and Herman, 1996). True experimental designs include at least two groups, one of which is the experimental group treated with the study's intervention, and the other is the control group, according to which comparisons are made with the experimental group. On the other hand, quasi-experimental research either lacks random assignment to groups (White and Sabarwal, 2014) or only includes one group of participants, thus referred to as pre-experimental research due to its little control over external factors or complete lack thereof (Ary et al., 2009). This study is, therefore, a quasi-experimental research design in line with its purpose of examining the impact of GELMOOC on a single group of distant EGP learners.

3.2.2. One-Group Pretest-Posttest Research Design

A subtype of quasi-experimental research designs, sometimes referred to as a pre-experimental design, one-group pretest-posttest research studies incorporate only one group of participants, with which the procedures of the experiment are conducted. Behavioral researchers mostly prefer such a design (Cranmer, 2017). However, in educational research, a one-group design with pretest-posttest can be employed with the aim of evaluating an educational program's effectiveness, Cohen et al. (2018) note.

In the procedure of one-group pretest-posttest studies, Creswell and Creswell (2018) explain the presence of an initial pretest measure for assessing the feature of research interest, which is followed by an intervention and a posttest for the study group. Hence, in this study's context, the initial pretest is the measurement of student EGP achievement, the intervention is GELMOOC, and the posttest is once again the measurement of student EGP achievement. In addition to these assessments, the study further aims to solidify findings with professional evaluation of GELMOC and student satisfaction.

In the current thesis study, the effectiveness of GELMOOC is evaluated, so a quantitative approach is followed to obtain numerical data with a quasi-experimental research design. An overview of the study's design is presented in Figure 1.

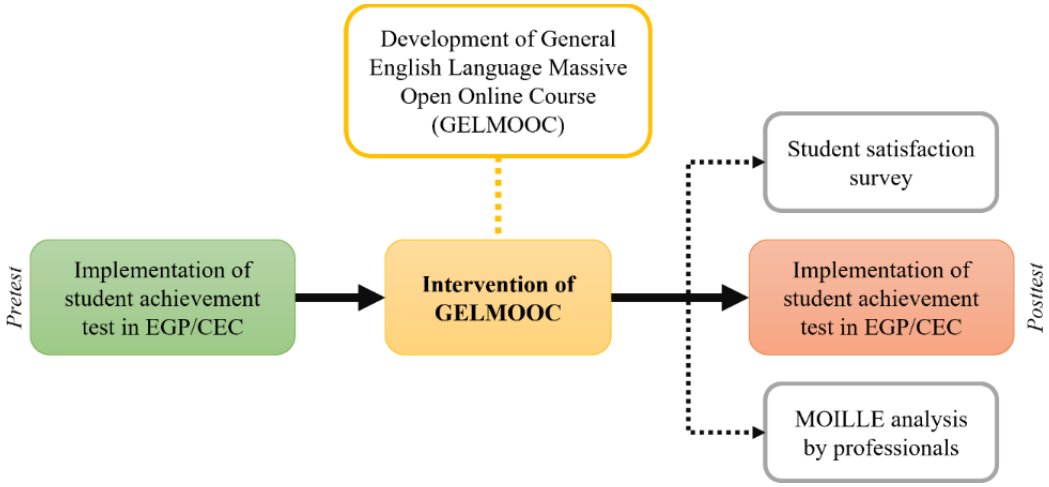


Figure 1. An Overview of the Research Procedures

3.3. Data Collection Tools

3.3.1. Achievement Test

As one of the aims of the study is to measure the effect of GELMOOC on student success in CEC in Turkish higher education, achievement tests are used to obtain data. In line with the focused population's level of proficiency, the achievement tests are structured in accordance with beginner levels. Addressing this need, an already validated achievement test, which was prepared by Küçüktekeli and Yılmaz (2015) for the learners of English at A2 level of linguistic proficiency, was used in this thesis study. In Küçüktekeli and Yılmaz's study, the achievement test was conducted on a number of 98 participants, who were preparatory class students, with the original number of 64 test items. To validate the test, the authors took item discrimination and difficulty indices (P) into account, and as for reliability, they calculated KR-20 (Kuder-Richardson) value of the test. After the validation process, the definitive version of the instrument consisted of 34 items. A number of 17 questions are of easy difficulty ($.61 \leq P \leq .80$), 8 are moderate ($.41 \leq P \leq .60$), and 9 are difficult ($.20 \leq P \leq .40$) according to the item difficulty index (P) values provided by Özçelik (1992, 2010). Additionally, KR-20 value was found to be .90, signifying a high level of reliability owing to exceeding the threshold of .70 (Büyüköztürk, 2004).

3.3.2. Student Satisfaction Survey

Proceeding the implementation of GELMOOC, its evaluation is also to be done about the participating students' satisfaction levels. To achieve such a goal, the researcher either could conduct semi-structured interviews to be held with some participants or employ a survey after the study, the latter of which seems more logical considering the vast number of participants to enrol in GELMOOC and for more generalisable results. So, a scale designed by Kumar and Kumar (2020) in their study was used after its adaptation in the Turkish language because, due to low proficiency levels in English, participants would not be able to answer the questionnaire items if they were in English. Accordingly, Kumar and Kumar's scale, entitled "the MOOC Student Satisfaction Survey" (Appendix 1), was initially translated into Turkish, then piloted with participants who had taken a MOOC on COCEC, and then it was subjected to factor analysis. In the end, validation and reliability of the

adapted survey was established through Cronbach's alpha measurement in the IBM SPSS Statistics software and confirmatory factor analysis in AMOS.

3.3.3. Massive Open Online and Interactive Language Learning Environment

The last data collection tool is the MOILLE framework (Appendix 2), which was filled out by the professional scholars studying instructional technologies and ELT. Thereby, the evaluation of GELMOOC was also done by professionals in a manner that is both systematic and objective. As aforementioned in the literature review section, the MOILLE framework was developed by Perifanou and Economides (2014) to evaluate the effectiveness and practicality of LMOOCS on a four-point Likert-type scale (high, medium, low, none). Inspired by the framework of Grover et al. (2013), MOILLE has six dimensions as content, pedagogy, assessment, community/communication, financial issues, and technical infrastructure (Perifanou, 2016a). The framework is not validated for use as a scale and has no scores for validity and reliability, so it is used to present data descriptively.

3.4. Setting and Participants

Since the current study's main purpose was to develop, apply, and evaluate GELMOOC in the first place, the setting of the study was an online distance learning platform, which is COCEC, Çanakkale Onsekiz Mart University's Continuing Education Centre, that incorporates several online courses and provides certification following their completion. The population of the study consisted of beginner-level distant EGP learners, taking CEC in higher education in Türkiye in addition to anyone of beginner-level proficiency who joined the course as it was online. Of this general population, the sampling procedure for participants choosing to participate in the study was done controllingly, so a convenient sampling is present, which is a feature of the quasi-experimental research designs. To attain the goal of primarily focusing on EGP course-taker students in Turkish higher education institutions, invitation emails were sent to the instructors at Schools of Foreign Languages across the country to urge their learners of A1 and A2 levels of proficiency to take GELMOOC within the scope of CEC. Furthermore, to eliminate any

misassumptions regarding participant choice in terms of language levels, the initial pretest scores was used to determine which participants were to be included in the research dataset.

As for the descriptive statistics pertaining to the study's participants, following the initial dissemination of GELMOOC through cross-sharing and promotional activities on various social media platforms, a total of 2957 individuals enrolled in the course. Of this cohort, 2432 course attendees successfully completed the pre-test, a prerequisite for accessing and engaging with the course materials. Subsequent to the exclusion of outlier participants and those who exhibited insincere responses in both the achievement tests and the satisfaction survey, the dataset was refined to encompass 2410 participants, 714 of whom were male (29.6%), whereas 1696 of them were female (70.4%). Most were of Turkish nationality (n_{Turks} = 2375, 98.5%), while a few international course attendees were present as well (n_{others} = 35, 1.5%). However, within this sizable participant cohort, a notable attrition phenomenon was evident, with a substantial dropout rate observed since only 12.32% of the remaining participants completed the post-test (n_{total} = 297; n_{male} = 79, n_{female} = 218). Out of these, a number of 187 (n_{male} = 53, n_{female} = 134) attendees completed both the post-test and the satisfaction survey, technically meaning that 110 more participants attritted as the requirements to complete GELMOOC included successfully completing both the post-test and the survey.

As for MOILLE analysis of GELMOOC, a number of 10 English language instructors (n_{male} = 4, n_{female} = 6) were conveniently sampled, ages of whom range from 24 to 41, averaging to 27 years old. They were provided access to the course through the COCEC platform and asked to evaluate the online course in accordance with the MOILLE framework.

3.5. Data Collection Procedure

Upon securing the approval of the Çanakkale Onsekiz Mart University's Ethical Board (see Appendix 10) and an approval for application by the Continuing Education Centre (see Appendix 11), the researcher authored a formal email to the heads of the schools of foreign languages across Türkiye asking for their permission to conduct the study on their

preparatory school students as well as those taking CEC in their first year of studies. After being permitted, the researcher then sent emails to the instructors working in the Schools of Foreign Languages, informing them of the study and its importance and requesting that they urge their learners to enrol in GELMOOC, which was freely available on COCEC with the opportunity of certification after the successful completion thereof, in line with the purpose of the study. In the emails to be sent to the English language instructors, MOILLE framework questionnaires and online forms were provided for the volunteer instructors to evaluate the efficiency and practicality of GELMOOC.

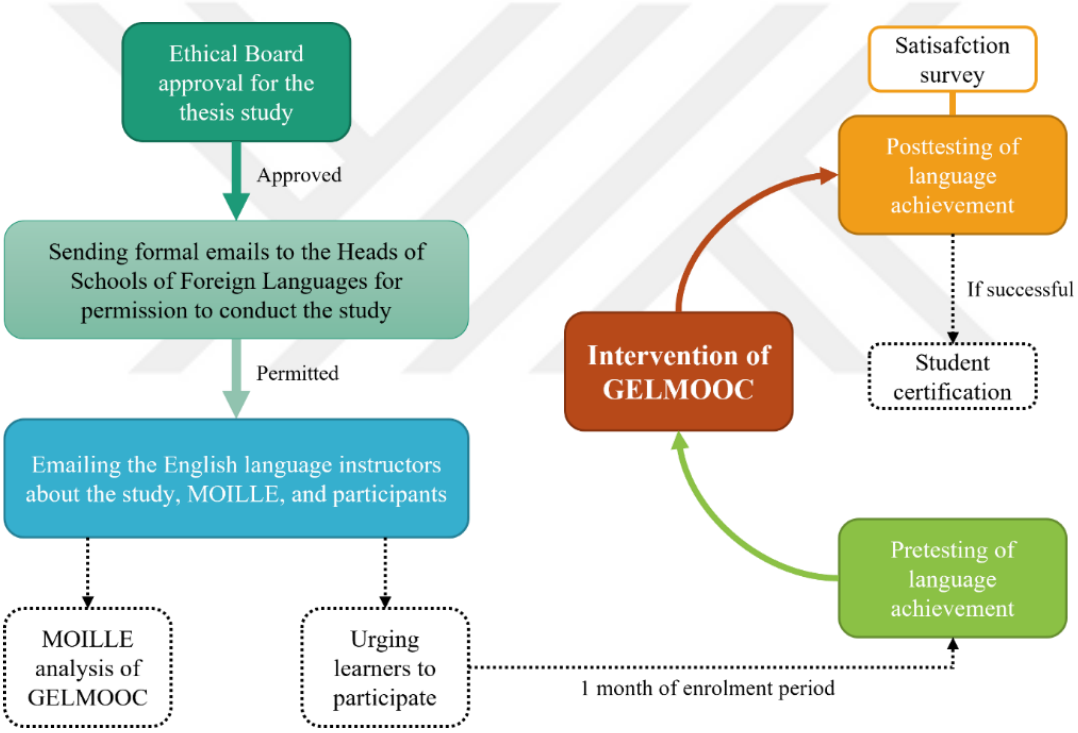


Figure 2. Data Collection Procedures

As for the participants to take part in the study, a month-long enrolment period started prior to the beginning of the study with the pretesting. The students were informed beforehand that after the period of enrolment, they would not be able to take the course freely and thus would not be participants in the study. Following the enrolment period, a pretest was made available on the COCEC platform for the participants to take, and before taking the pretest, they would not be able to watch the lectures. Then, the participants would have two months to finish the contents of GELMOOC and take the posttest. During the posttest,

the student satisfaction survey was embedded, so that the participants' contentment with the MOOC could also be known. In the end, those who were successful in the posttest with at least a grade of 60% were certificated, and the study was finished. Relatedly, an in-depth summary of the data collection procedure is presented in Figure 2.

3.6. Data Analysis

In this part of the study, the statistical analyses and the underlying reasoning behind their use within this study are thoroughly explained. Initially, the reader should be informed that the researcher will conduct the entire data analysis procedure with the use of IBM SPSS Statistics v26.0.0.0. Since the dataset is quantitative and the SPSS software is one of the most known and used software solutions in quantitative statistics, the researcher opted for its use.

Firstly, descriptive statistics are to be run on the dataset to get the participants' demographic information, which was gathered from the COCEC system after the ethical board's approval and the consent of the participants. Then, the instructors' demographic information was provided in addition to that of the students, and quantitative data regarding the effectiveness of GELMOOC will be gathered from the instructors with the use of the MOILLE framework questionnaire.

Secondly, since the normality assumption was necessary for parametric statistical analyses (Field, 2009), whether the variables in the dataset showed a normal distribution was determined in terms of skewness and kurtosis values. If univariate normality tests show a non-normal distribution, non-parametric statistical analyses are to be conducted in its place.

Therefore, in order to answer each research question in the study, both descriptive statistics and inferential analyses were conducted. Table 2 exhibits what kind of statistical or descriptive analyses are done to answer each quantitative question. The analyses to be carried out are subject to change in accordance with the normality distributions and other assumptions, presented in the table's last column as assumptions according to Field's (2009) instructions.

Table 2

Statistical Analyses by Research Question

Research Questions	Statistical Analyses	Assumptions
RQ1. What is the effective practicality of GELMOOC as reported by the English language instructors considering the MOILLE framework?	Descriptive statistics (frequency and percentages)	
RQ2. Does the implementation of GELMOOC have a statistically significant positive impact on the participants' achievement in the pretest-posttest comparison?	Paired samples *t*-test	• Univariate normality • Independence • Interval data
RQ3. What are the participants' self-reported satisfaction levels regarding the GELMOOC implementation?	Descriptive statistics (frequency and percentages)	
RQ4. Is there a statistically significant correlation between the participants' posttest scores and their self-reported satisfaction levels?	Pearson correlation analysis	• Univariate normality • Interval data

3.7. Validity and Reliability

In conducting a research study, validity and reliability of that study should be the vital points to be established. Reliability in quantitative research is about similarity of results notwithstanding such factors as time, place, or context in a study, thereby referring to consistency, inflexibility, and replicability of findings (Mohajan, 2017). Simply put, according to Drost (2011), if a study is reliable, the inferences therefrom should be repeatable even in dissimilar contexts when conducted by different researchers on various sorts of participants under diverse circumstances, which is established through three essential sorts of reliability as equivalence, stability over time, and internal consistency. Reliability in this research, therefore, can be stated to be ensured since the data collection instruments are reliable, the study is designed as a distance learning platform that is free of the confinements

of place and time, and the context is a broad one in that vast amounts of participants are present in the study.

The former term, validity is about how purposeful the elements of a research are (Drost, 2011) and the degree to which requirements for scientific research methodological procedures are adhered to during the study in addition to drawing appropriate, practical, and meaningful inferences (Oliver, 2010). Validity, thus, is concerned with whether a tool or a study can measure what it intends to measure appropriately in line with the research purpose. Accordingly, in the social sciences, when researchers aim to assess a behaviour, their consideration of validity is whether they really measure what they intend to measure in four terms, which are the types of validity, respectively, internal validity, external validity, construct validity, and statistical conclusion validity (Drost, 2011). The first two are addressed in detail in the following subheadings. As for the last two, construct validity is often about validating a new measure to ensure it observes what it intends to (Dilbeck, 2017), whereas statistical conclusion validity, as Shadish et al. (2002) explain, is about choosing and utilising proper statistical analyses to reach answers to the research questions.

3.7.1. Threats to Internal Validity

Creswell and Creswell (2018) define internal validity threats as procedures, interventions, or participant experiences that pose a threat to properly interpreting the quantitative results with regards to the experiment's population. Several threats to internal validity can be mentioned in ensuring the validity and reliability of the quantitative data, as listed by Creswell and Creswell (2018) and Cohen et al. (2018). Although more internal threats can be listed in ensuring a study's reliability and validity, within the context of the current research, whose design is a single-group one, no other threats other than those listed below apply.

History. The threat of history is about the effect of unplanned and uncontrollable events on the study's outcomes. In the current study, however, as the research is conducted on an online distance learning platform, no uncontrollable or unplanned events should occur.

Additionally, since the participants are recruited at the beginning of the fall term, they do not have any extraneous events affecting them during the study.

Maturation. The maturation effect is usually a threat to longitudinal studies that take months or even years, resulting in participants maturing or changing during the experimental period, which has an impact on the outcomes. In addition, such a threat is often applicable to studies with prepubescent children. Since the study is only a two-month one and the ages of the participants are on par, maturation does not pose a threat.

Subject Attrition. As the name suggests, the attrition threat is about the leaving of participants during the experiment. Many factors can play a role in such an action as dropping out of the class, losing motivation, or mortality in elderly participants. In the case of the current research, as GELMOOC is based on an online learning platform, subject attrition does not pose a significant threat.

Testing. The threat of testing is about participant familiarisation with the testing procedures in the study as well as their objectives. Testing often poses a threat for pretest-posttest experimental designs, as in this study. However, a familiarisation as such cannot happen in the current study as the pretest and posttest have a two-month delay.

Instrumentation. Instrumentation threat refers to the difference in the instrument used between the pretest and posttest, thereby influencing the scores of participants. It also is about the lack of reliability in the study's used measures. Since the instrumentation in the current research is valid, reliable, and used both in the pretest and posttest stages, no problem should arise with regards to instrumentational validity.

Regression to the Mean. If individuals with extremely low or high scores are chosen as participants in the study in light of their pretest scores, after the interventional implementation and a posttest conduction, their scores will inherently change over time, regressing towards the mean. To overcome such a threat, the current study has chosen participants with no extreme scores by considering their pretest scores, thereby also meeting

one of the assumptions of the study that every participant is of beginner-level English proficiency.

3.7.2. Threats to External Validity

The other type of threats to validity are about extraneous factors, which are concerned with the study's replicability in other contexts and occur when inaccurate inferences are drawn from the obtained empirical data to other contexts, such as dissimilar individuals, study settings, or situations in different time periods (Creswell and Creswell, 2018). Although different external validity types might be present in the literature, the implications are parallel, so the current study goes with explaining the three sorts of external validity threats proposed by Creswell and Creswell (2018), which are as follows in the subheadings below.

Interaction of Selection and Treatment. The first threat arises when the researcher is not able to generalise the study's outcomes to people with dissimilar features from those of the participants due to the underrepresentation in the sample of the study's aimed population. In this study, the participants are students who are obliged to take the first-year compulsory English lessons. Since the sampling is done with a large number of participants across the country, the results should be generalizable in that the study has a powerful representation of the aimed population.

Interaction of Setting and Treatment. The second sort of threat is concerned with the setting's impact on the outcome of the interventional treatment within the experimental study. In other words, the setting's features may hinder the generalizability of the research's findings. However, since the current study's setting is an online distance learning platform with a variant number of participants in different settings, the interaction of setting and treatment should pose no threat.

Interaction of History and Treatment. Lastly, the interaction of history and treatment poses a threat if a researcher is unable to generalise the study's findings to situations in the past or the future due to the experiment being bound to time. Again, the

study is based on an online distance learning platform, so it is not bound by the confinements of time and can be replicated at any time to see whether the same results apply to another similar group of participants at a given time.

3.8. Development of General English Language Massive Open Online Course

Since the first aim in the current thesis study has been to design and develop GELMOOC then to implement and evaluate its effectiveness in terms of teaching EGP to distance learners, its procedure of development needs to be detailly presented. GELMOOC is a massive open online course for English as a foreign language education, whose target learner audience is distant learners of EGP who are expected to be but are not limited CEC course-takers in the context of Turkish higher education. The course acts as the interventional treatment for the study.

3.8.1. Analysis of Existing English for General Purposes Syllabi

To develop an appropriate EGP syllabus in the MOOC, online course catalogues of four state universities' open education faculties were initially considered, which include syllabi and course contents for each higher education course, including CEC. The institutions of research interest in this phase were Anatolian University Open Education Faculty (ANEF), Atatürk University Open Education Faculty (ATEF), İstanbul Open Education Faculty (ISEF), and Ankara University Open Education Faculty (ANKEF). Out of these, compulsory English course's syllabi and course contents were sampled to compile a weekly content in line with what is provided in the state universities' distance learning programs. Therefore, multiple sources of qualitative data collection were used in the development phase, which is in line with the objective of developing GELMOOC, a MOOC for EGP that aims to provide a distance learning opportunity, which is primarily aimed at but are not limited to CEC course-takers in the Turkish higher education context.

In the development procedure of GELMOOC, qualitative data was obtained. During data collection, a document analysis was conducted, which, in accordance with Köksal and Ulum (2018), is a systematic procedure employed to examine and investigate documentation

or reports that may be hardcopy or softcopy. To this end, with the use of Microsoft Excel, the researcher analysed the existing CEC syllabi and contents in ANEF, ATEF, ISEF, and ANKEF. As Meyer and Avery (2009) state, Microsoft Excel is not only able to provide a variety of mathematical calculations but also provides a substantial amount of support in the analysis of qualitative data. Firstly, the researcher transcribed the document analysis findings into Microsoft Excel to create a list of course contents. Following that, the researcher scanned and sorted out the same linguistic course contents. Afterwards, the remaining contents were brought together under common items to form a syllabus. This tentatively formed syllabus was then structured in accordance with the beginner level's can-do statements in the CEFR.

After a thorough analysis procedure, 24 lecture units and 4 revision units were formulated based on the common elements of the CEC syllabi of four state university's open faculties, the structure of which is parallel to a 14-week syllabus implemented in Turkish higher education institutions in addition to visa and final weeks. Each unit was structured with contents informed by an integrated syllabus design, utilising the types of structural and functional syllabi as the learners are of beginner-level proficiency.

Validity and Reliability. The use of multiple sources of data contributes to the overall validity of the research (see Figure 3). The sources of qualitative data have been four state universities' open education faculties in order to develop GELMOOC.

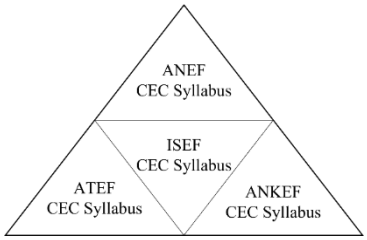


Figure 3. Qualitative Data Triangulation

As for the reliability of developmental phase, according to Yin (2009), qualitative researchers should record their study methodologies and as many phases of the process as necessary. He also suggested developing a precise methodology and documentation to enable others to follow the procedures, all of which contribute to the study's reliability. In

this regard, Gibbs (2007) proposed a set of qualitative reliability measures that include checking for mistakes during the handling of data, as in transcription or notetaking, ensuring that the coding or thematization process is consistent across the dataset, and cross-checking codes or thematizations so that intercoder agreement is established. All these mentioned strategies were considered throughout this phase's execution and reporting so that the document analysis can be conducted reliably.

3.8.2. Constructing the Syllabus

Embracing a qualitative research design, this part of the current study sought to construct GELMOOC through the synthesis of common features, course topics, and instructional elements found in the CEC syllabi of open faculties in four state universities, namely ANEF, ANKEF, ATEF, and ISEF. To achieve this objective, a basic document analysis procedure was employed to identify similarities among the syllabi of English I and II courses offered at these faculties by examining the online course catalogues present on their websites. The descriptive information pertaining each analysed syllabus' type, methods and materials, and the medium of instruction is presented in Table 3, while Table 4 provides the outcomes of the document analysis, individually indicating the presence of the most shared elements among all the scrutinized syllabi.

Table 3

Open Faculties' CEC Syllabi's Overview

Faculty	Lv.	Syllabus Type	Methods	Materials	Medium
ANEF	A1	All of them use an integrated design, which is a mixture of structural, functional, and thematic syllabi.	• Grammar Translation Method • Audiolingual Method • Lexical Approach	Enriched e-books, open educational resources, asynchronized lectures and videorecords, and presentations are abundantly present.	Turkish
	A2				Turkish
ANKEF	A1				Turkish
	A2				Turkish
ATEF	A1				Turkish
	A2				Turkish
ISEF	A1				Turkish
	A2				Turkish

Note. Lv. = Level of the analysed syllabus.

The examined syllabi of the open faculties at four state universities demonstrate an integrated design, incorporating various aspects of structural, functional, and thematic syllabi, as depicted in Table 3. These courses are primarily taught in Turkish, which is a practical choice considering that the target audience of CEC consists of beginner level learners who may struggle to comprehend the content if solely presented in English. Supporting these observations, using the first language within a foreign language classroom is strongly advocated, particularly in the case of a beginner level learner audience comprising adult learners (Gunn, 2003; Pan and Pan, 2010). Moreover, the course materials adopt a deductive and prescriptive approach in presenting grammatical structures. Vocabulary items are introduced through direct translation, and there is a significant emphasis on translation activities, gap-filling exercises, and repetitive drills. These instructional methods align with the linguistic proficiencies of the learner audience and correspond to the syllabus elements employed. Overall, the analysed syllabi and materials adhere to the principles of the Grammar Translation Method, Audiolingual Method, and Lexical Approach.

Table 4

Shared Syllabus Elements Among the CEC Syllabi

	Syllabi (A1 and A2)			
Syllabus Elements	ANEF	ANKEF	ATEF	ISEF
Grammatical structures				
Verb to be	+	+	+	+
Question words	+	+	+	+
Present tenses (simple + continuous)	+	+	+	+
Past tenses (simple + continuous)	+	+	+	+
Future tense (will and be going to)	+	+	+	+
Like, love, hate + V_{ing}	+	+	+	+
Quantifiers and (un)countable nouns	+	+	+	+
There is/are – was/were	+	+	+	+
Imperatives	-	+	+	+
Modal verbs	+	+	+	+
Propositions of time and place	+	+	+	+

Table 4. Continued

Comparatives and superlatives	-	+	+	+
Active and passive voice	-	-	+	-
If clauses	+	-	+	-
Relative clauses	-	-	+	+
Language functions				
Describing people, countries, nationalities	+	+	+	+
Giving instructions and directions	+	+	+	+
Making requests and offers	+	+	+	+
Meeting and greeting people	+	+	+	+
Talking about health	+	+	+	+
Talking about hobbies and routines	+	+	+	+
Talking about plans and activities	+	+	+	+
Talking about wishes	-	-	+	+
Telling the time and date	+	+	+	+
Lexical items				
Animals	-	+	+	+
Colours	+	+	+	+
Countries, nations, languages	+	+	+	+
Frequency adverbs	+	+	+	+
Numbers	+	+	+	+
Professions	+	+	+	+
Weather and sports	+	+	+	+

Note. If a syllabus is tagged "+", it has the element; if tagged "–", it does not have it.

The document analysis in this study was centred on the shared components of the respective CEC syllabi, the findings of which were classified into three primary domains, which are grammatical structures, language functions, and lexical items, as presented in Table 4. To facilitate the analysis, the CEC syllabus of Atatürk University's open faculty, ATEF, was chosen as a reference point due to its inclusion of all identified syllabus elements, which is in alignment with the CEFR's linguistic proficiency determiners for A1 and A2 levels, as also observed in the other three syllabi (COE, 2001).

However, it should be noted that ATEF, ANEF, and ISEF also incorporate certain linguistic elements, such as relative clauses, active and passive voice, and if clauses. Typically, these topics are not introduced until learners reach the B1 proficiency level in the target language (COE, 2001). Therefore, considering the aim of GELMOOC to provide EGP learners with an overall proficiency in beginner-level linguistic abilities in line with CHE's suggested CEC syllabus, such topics were not included in the course developed within the scope of this thesis study. The finalised GELMOOC syllabus is given in Table 5, which includes theme names for each course, course durations, and learning outcomes.

Table 5

GELMOOC Syllabus

Code*	Duration	Thematical Course Name	Learning Outcomes
A1.1	31:00	Get to Know Each Other	▸ Explain and use the verb "to be" along with its negative, affirmative, short, and long forms. ▸ Introduce oneself and family. ▸ Describe one's mood. ▸ Ask and answer question about self and others. ▸ Explain and talk about occupations.
A1.2	22:31	Language and Ownership	▸ Explain and use possessive adjectives. ▸ Differentiate between plural and singular nouns and possessives. ▸ Explain and use the possessive phrases of "have got" and "has got" while stating possession. ▸ Identify the names of countries, nations, and their spoken languages.

Table 5. Continued

A1.3	21:40	Going to Places	▸ Ask for and give directions. ▸ Explain and use the prepositions of place and time correctly. ▸ Identify the similarities and differences among the prepositions of place. ▸ Explain and use the phrases of "there is/are".
A1.4	12:35	Count Together	▸ Identify and correctly use countable and uncountable nouns. ▸ Explain the relation between some/any and countable/uncountable nouns. ▸ Ask questions using the phrases of "how much" and "how many" in accordance with countable/uncountable nouns.
A1.5	21:10	Beyond Better	▸ Explain and use comparative and superlative adjectives, their functions, and features. ▸ Correctly express preferences with the use of the verb "to prefer", "would prefer", and "prefer X to Y". ▸ Interpret reading texts supporting the subject, making sense of it.
A1.6	22:15	Tastes and Talks	▸ Differentiate between and express likes and dislikes. ▸ Explain and use frequency adverbs. ▸ Differentiate between and make suggestions and invitations.
A1.7	17:32	Time to Go	▸ Accept and refuse invitations and suggestions. ▸ Identify the statements of acceptance and refusal. ▸ Ask and tell the time. ▸ Identify and use propositions of time.

Table 5. Continued

A1.8	20:15	A Day for Me	▸ Identify and correctly use object pronouns in both verbal and written communication. ▸ Recognise the differences among English object pronouns. ▸ Highlight specific information in short texts about daily routines. ▸ Talk about daily routines using simple utterances in Simple Present Tense.
A1.9	34:58	Revision I	*Revise the first eight course contents of A1 level.*
A1.10	15:35	Nature and Abilities	▸ Use simple utterances to talk about natural events. ▸ Talk about natural facts. ▸ Use simple utterances to talk about their abilities and talents. ▸ Correctly use "can" to express abilities and talents.
A1.11	19:25	Inside Out	▸ Answer comprehension questions by inferring specific information in short texts. ▸ Describe someone's appearance and personality. ▸ Ask about someone's appearance and personality. ▸ Differentiate between the questions asking about appearance and personality.
A1.12	11:15	Here and Now	▸ Build sentences in present continuous tense with the formula of "am/is/are + Ving". ▸ Ask and answer basic questions in present continuous tense. ▸ Identify daily clothes and their types. ▸ Comment on and talk about casual clothing.
A1.13	15:35	Body and Sports	▸ Identify and state the names of body parts. ▸ Build simple sentences about parts of the body. ▸ Talk about sports and health in a simple manner.

Table 5. Continued

A1.14	19:00	Revision II	*Revise the last four course contents of A1 level.*
A1-L	30:11	Q&A Session	*A synchronous lecture session is held for A1 level.*
A2.1	25:10	Now v Always	▸ Recognise phrases, words, and expressions related to repeated actions in Simple Present Tense. ▸ Recognise phrases, words, and expressions related to current actions in Present Continuous Tense. ▸ Identify the differences between Present Simple Tense and Present Continuous Tense. ▸ Ask and answer questions in Simple Present Tense and Present Continuous Tense. ▸ Express contrast and reason using conjunctions.
A2.2	13:23	Going to Places II	▸ Explain and correctly use prepositions of places and movement. ▸ Build imperative sentences in English. ▸ Ask for and give directions to a place.
A2.3	25:30	Back to Past	▸ Make and respond to suggestions in English. ▸ Explain and use the past form of the verb to be. ▸ Correctly conjugate the past form of regular verbs. ▸ Describe and use Simple Past Tense in English.
A2.4	17:10	Wandering in Past	▸ Identify and correctly conjugate irregular verbs in Simple Past Tense. ▸ Differentiate between the present and simple past tenses. ▸ Differentiate between irregular and regular verb conjugations.

Table 5. Continued

A2.5	27:20	Just Then	▸ Describe and use Past Continuous Tense. ▸ Explain and use the adverbial clauses of "before", "after", "when", "while", "if", and "unless. ▸ Build sentences by using the given adverbials. ▸ Answer comprehension questions by inferring a short text in which past tense is used. ▸ Identify and correctly use reflexive pronouns.
A2.6	18:37	Health and Suggestions	▸ Explain and describe emergency and health problems. ▸ Build meaningful sentences using emergency and health problems. ▸ Make requests in discourse. ▸ Ask for and give advice using the modal verb of should and the phrasal of "had better".
A2.7	22:05	Lasts Till Now	▸ Explain and use Present Perfect Simple Tense. ▸ Differentiate between the uses of Present Perfect Simple and Past Simple Tense. ▸ Describe and express obligations and necessities using the modal verb of must and the phrase "have/has to".
A2.8	18:10	Let's Party	▸ Answer comprehension questions by inferring a short listening text about teeth brushing. ▸ Identify and describe party objects. ▸ Describe and use vocabulary items related to invitations and celebrations.
A2.9	37:10	Revision III	*Revise the first eight course contents of A2 level.*
A2.10	18:10	The Days After	▸ Explain and use the Future Tense with the correct uses of "be going to" and "will". ▸ Identify and differentiate between "will" and "be going to". ▸ Differentiate between future plans and predictions. ▸ Make predictions about the future.

Table 5. Continued

A2.11	13:36	In Communication I	▸ Identify phone call expressions. ▸ Summarize the content of conversations over the phone. ▸ Make and receive phone calls in English. ▸ Interrupt someone politely in a conversation using the related vocabulary.
A2.12	12:10	In Communication II	▸ Identify requests and differentiate between their formality levels. ▸ Make requests by appropriately using expressions of requestions. ▸ Ask for and give opinions using different phrases. ▸ Express agreement or disagreement while giving opinions about a thing.
A2.13	29:43	Rewind Time	▸ Use appropriate tenses while building a sentence. ▸ Recognize and differentiate among tenses. ▸ Identify the adverbs of time in accordance with their respective tenses.
A2.14	23:48	Revision IV	*Revise the last four course contents of A2 level.*
A2-L	31:51	Q&A Session	*A synchronous lecture session is held for A2 level.*

* The code format comprises two components: the first denotes the course's CEFR level, while the second indicates its specific course type. Numerically coded courses entail asynchronous lecture videos, while letter-coded (L) courses are synchronous, allowing learners to interact with the coordinator and instructor through Zoom meetings.

3.8.3. Materializing General English Language Massive Open Online Course

In accordance with the planning phase detailly outlined in the preceding subsections, course materials pertinent to the study's objectives were developed, modified, or incorporated to materialize GELMOOC. Given the nature of GELMOOC as an online learning environment, the utilization of lecture presentations was considered both

convenient and practical. Additionally, portable document format (PDF) versions were also created for each presentation to facilitate self-study when needed by the participants. Relevantly, a comprehensive account of the process involved in materializing the GELMOOC initiative is provided in this section.

The lecture presentations were created using Microsoft PowerPoint 365 software, guided by the principles of multimedia learning theory as elucidated by Mayer (2009). Multimedia learning, at its core, involves the integration of textual and visual elements to facilitate the learning process, while multimedia teaching encompasses the delivery of educational content that incorporates both textual and visual components to augment the overall learning experience (Mayer, 2009). Therefore, in the course of developing learning materials, Mayer's principles of multimedia learning theory serve as a crucial standpoint for effective learning and comprehension (Uygun and Girgin, 2022; Mutlu-Bayraktar et al., 2019). Entailing such strong implications for material design, twelve principles are posited by Mayer (2009), which are listed in Table 6 as multimedia design (MMD) principles with their explanations. All these principles are followed in the design of GELMOOC.

Table 6

Mayer's Multimedia Design Principles and GELMOOC

MMD Principles	Explanations
1. Multimedia principle	The integration of both words and visuals to convey information instead of using just one medium
2. Coherence principle	Excluding irrelevant information to reduce cognitive load
3. Signaling principle	Stressing key information with the use of cues like highlighting or underlining
4. Redundancy principle	Refraining from repeating unnecessary information both in the form of texts or visuals
5. Spatial contiguity principle	Presenting associated words and visuals together in proximity
6. Temporal contiguity principle	Simultaneously presenting associated words and visuals

Table 6. Continued

7. Segmenting principle	Breaking down contents of the material into more manageable parts with clarity
8. Pretraining principle	Presenting fundamental terms or concepts prior to the main content
9. Modality principle	The use of suitable visual or auditory portrayals of dissimilar sorts of content
10. Multimedia interactivity principle	Integrating elements that are interactive with the purpose of engaging learners to foster active processing
11. Personalization principle	The use of authentic language and media to improve engagement with the material
12. Voice principle	The use of a human voice for narration instead of a machine-generated one for instructional content

Note. Explanations are from various sources (Mayer, 2009; Mutlu-Bayraktar et al., 2019; Uygun and Girgin, 2022).

Much of the content in GELMOOC was in the first language of the majority of learners, Turkish. To be more specific, explanations regarding the grammar points given in the content as well as the solutions to the quizzes in lecture videos were provided in Turkish. Such a practice is common in beginner level language courses as in GELMOOC (Gunn, 2003; Pan and Pan, 2010).

When the overall design of GELMOOC within the scope of this thesis study is considered, the pedagogical approach employed in teaching EGP through visually enriched lectures and the incorporation of audiovisual materials in these presentations aligns closely with the tenets of multimedia learning and teaching. This alignment is manifested through the effective utilization of both verbal and visual elements in GELMOOC as well as their design features (see Figures 4, 5, and 6 for sample presentation slides).

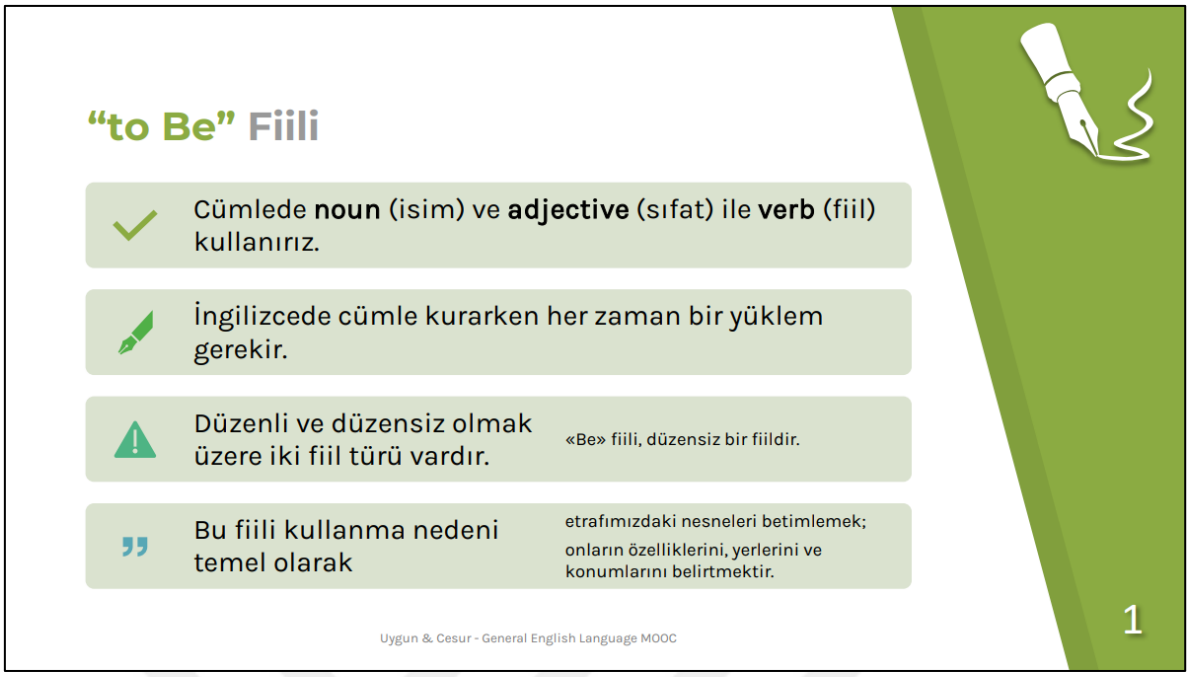


Figure 4. Sample Grammar Presentation Slide

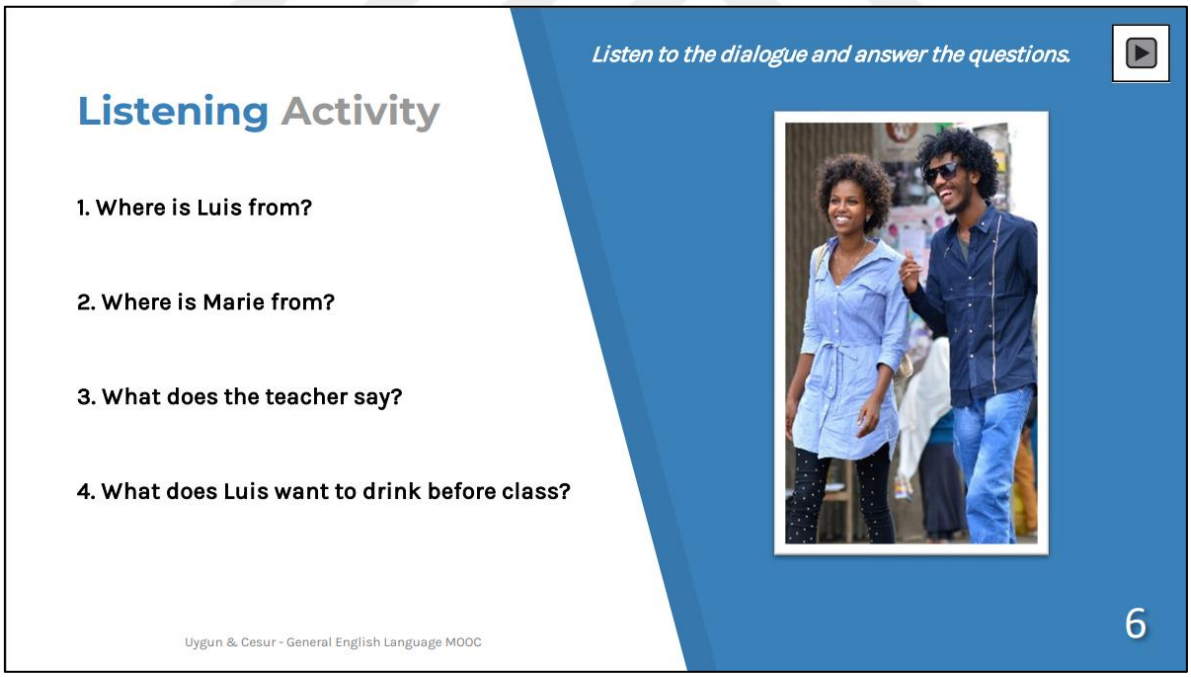


Figure 5. Sample Listening Activity

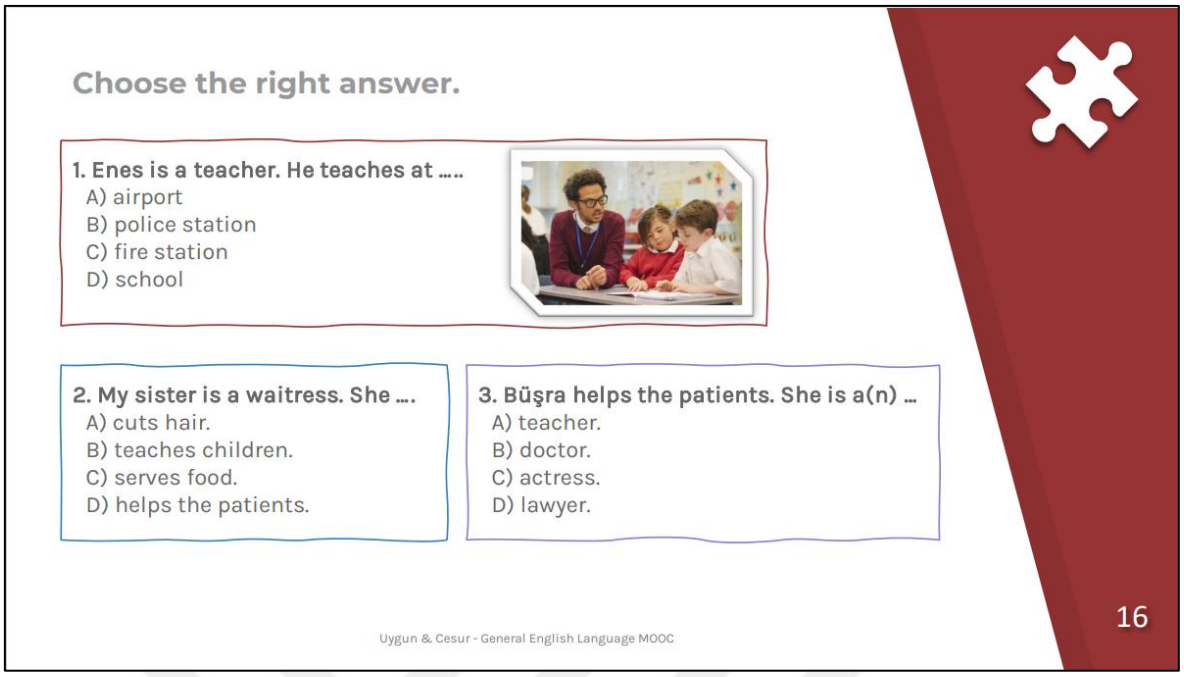


Figure 6. Sample Interactive Test Slide

3.8.3. Launching on ÇOMU Continuing Education Centre and Dissemination

The GELMOOC project, conceived and implemented within the context of the current thesis study, operated on Çanakkale Onsekiz Mart University's Continuing Education Centre's (COCEC) digital platform. COCEC, characterized as a profit-oriented organization affiliated with a state university, primarily features paid MOOCs as a means of sustaining its operations and generating revenue for the institution, course coordinators, and lecturers. This digital platform is intricately connected to the e-Government Gateway (*e-Devlet Kapısı* in Turkish), an online resource facilitating access to governmental services, accessible to citizens through their identification numbers and passwords. Notably, COCEC leverages this official linkage to issue e-Government registered certifications for all MOOCs completed by participants.

In adherence to the regulatory framework, wherein courses involving education or training are designated as negotiable instruments under Article 557 of the Turkish Trade Law (2011), COCEC differentiates between paid and unpaid courses. Paid courses end up with the issuance of a certificate of education, while unpaid courses yield a certificate of attendance. Despite GELMOOC meeting the criteria for a negotiable instrument due to its

comprehensive educational content, it was strategically designed as a non-paid course for research purposes to gather a high number of participants. Consequently, the course awarded the participants with a certificate of completion rather than that of education to ensure compliance with legal requirements. Subsequently, formal agreements and protocols were established between the researcher and COCEC stakeholders.

After the completion of necessary legal documentation, the compilation of lecture video recordings, digital materials, achievement tests, and the satisfaction survey were submitted to the technical staff at COCEC, marking the commencement of the embedment process. An elucidative course description was meticulously formulated to be featured on the course's homepage, serving the dual purpose of explaining the research rationale and functioning as informed consent forms. This comprehensive description explicitly delineated the course's objectives, its instrumental involvement in the study, participant expectations, and a prominent declaration that enrolment signified the acceptance of participation in the study, with the provision for participants to withdraw from the course at any time. They were also informed of the features of the COCEC platform, including the option to ask any relevant questions to GELMOOC lecturers through the system, interact with them, and leave comments on the lecture videos if they wanted.



Figure 7. Sample GELMOOC Ads

Upon the completion of preparations and the course's readiness for publication, a one-month of enrolment period was initiated. Advertisement posters and social media promotional materials were created by a professional designer using Canva, a web-based visual design tool, which were disseminated by the researcher and the project supervisor across diverse social media platforms. Refer to Figure 7 for sample GELMOOC ad posters.

After the conclusion of the enrolment period, a comprehensive bulk e-mail was sent through the COCEC system by the researcher to communicate essential information to course attendees. The e-mail entailed details pertaining to the course calendar and specifically highlighted the schedule for the inaugural synchronous lectures to be conducted on the Zoom platform. Subsequently, periodic reminder e-mails were systematically sent to attendees to facilitate their adherence to the established calendar and ensure their sustained engagement with the course proceedings.

3.9. Adaptation of the MOOC Student Satisfaction Survey into Turkish

Following a quantitative approach in research, the current adaptation study is a survey research design that aims to translate the MSSS by Kumar and Kumar (2020) into the Turkish language. In such a design, the researchers measure the attitudes, behaviours, beliefs, or opinions of a population with the use of a survey or a questionnaire (Creswell, 2002). Additionally, a typical scale translation study involves rigorous adaptational procedures, gathering data from a large sampling group, and statistical analyses for the adapted scale's validation (e.g., Demirci and Akcaalan, 2022; Mendi and Mendi, 2015).

3.9.1. Instrument

In this adaptation, the data collection instrument is a Turkish translation of the survey developed by Kumar and Kumar (2020) in their research, which measures student satisfaction in MOOC learning environments with 20 items in five constructs on a five-point Likert-type scale ranging from 1 to 5. Course Content (CC), Course Delivery (CD), Course Evaluation (CE), Course Support (CS), and Overall Satisfaction (OS) are the constructs involved.

Table 7 contains detailed information about the original scale's constructs, including their items, AVE (average variance extracted) values for construct validity, composite reliability (CR) values, and internal consistency scores. As can be seen, the subscales have a high level of reliability and validity. Nevertheless, when it comes to the overall reliability of the MSSS, Kumar and Kumar appear to have not provided any internal consistency score in their analysis, which is a missing component that is rectified within the adaptation phase of the scale.

Table 7

Reliability and Validity Scores of the MSSS

Construct	Items	AVE	CR	α
Course Content	CC1	.65	.92	.89
	CC2			
	CC3			
	CC4			
	CC5			
	CC6			
	CC7			
	CC8			
Course Delivery	CD1	.73	.92	.88
	CD2			
	CD3			
	CD4			
Course Evaluation	CE1	.60	.86	.78
	CE2			
	CE3			
	CE4			
Course Support	CS1	.72	.88	.80
	CS2			
	CS3			
Overall Satisfaction	OS1	.68	.86	.76
	OS2			
	OS3			

3.9.2. Setting and Participants

The setting of the adaptation procedure is a state university in Türkiye and its online continuing education centre. The study's population consists of learners who have taken a MOOC in the university's continuing education centre. Sampling of the population is done randomly. Since this is a scale development design, it has several stages, detailed in the adaptation procedure, with different participant groups, composing of the Faculty of Education's students in addition to other MOOC participants.

Table 8

Participant Demographics by Profession and Level of Education

		Department of Study or Graduation							
		ELT Department	Preschool Education	Child Development	Other Dpts. of FoE	Other	Language	Other Fields of Study	
Profession	Student	60		1		2		2	
	Unemployed Graduate	4	1	3		3		3	
	English Language Teacher	25		4	1	9			
	Other Branch Teachers	2	10	7	3	2			
	Faculty Member	2	1						
	Other Professions	2	1					2	
Education	Associate degree			2		2		3	
	Undergraduate degree	83	11	7	2	12		4	
	Graduate degree	12	2	6	2	2			

Note. Dpts. = Departments, FoE = Faculty of Education.

In a study aimed at developing or adapting a scale, the suggested number of participants to be sampled varies in the literature. Tay and Jebb (2017), for instance, propose a number of 200 participants as a rule of thumb, while Comrey and Lee (2013) provide a five-point scale for sampling size, ranging from 100 participants considered inadequate to 1000 or more considered excellent. Given that the present adaptation study was partly

retrospective in nature in the sense that it invited former MOOC learners to participate and share their course satisfaction, it was expected that the sample size would be limited. Therefore, the threshold of 200 participants set by the aforementioned authors could not be met. However, other researchers suggest that a ratio of at least five participants per scale item is acceptable, provided that the sample size reaches a minimum number of 100 participants (Ding et al., 1995; Gorsuch, 1983; Tabachnick and Fidell, 1996). Accordingly, a total of 160 participants took part in this study, corresponding to an average of 8 participants per scale item. After the removal of extreme outliers to ensure normal distribution, the number of participants decreased to 150 ($n_{male} = 29$, $n_{female} = 121$), or an average of 7.5 per item. Participant ages ranged from 19 to 50, averaging to 29 years old. Further information regarding these participants can be found in Table 8.

3.9.3. Adaptation Procedure

Initially, the creators of the original satisfaction survey were contacted to obtain their approval for the scale's translation into Turkish. Prof. Dr. Parul Kumar, who is listed as the corresponding author of Kumar and Kumar's (2020) study, approved of the Turkish translation and gave the researchers access to the original scale items. The translation process followed.

Figure 8 depicts the full process of translating and adapting the MOOC Student Satisfaction Survey. The procedure was carried out in five major steps, the first of which was the researcher's tentative translation of the original scale items into Turkish (Appendix 3). Each item was translated from English to Turkish, with any necessary modifications or additions. Due to linguistic differences between the source and target languages, some items could not be translated verbatim, so adaptations construing the same meaning were made if required.

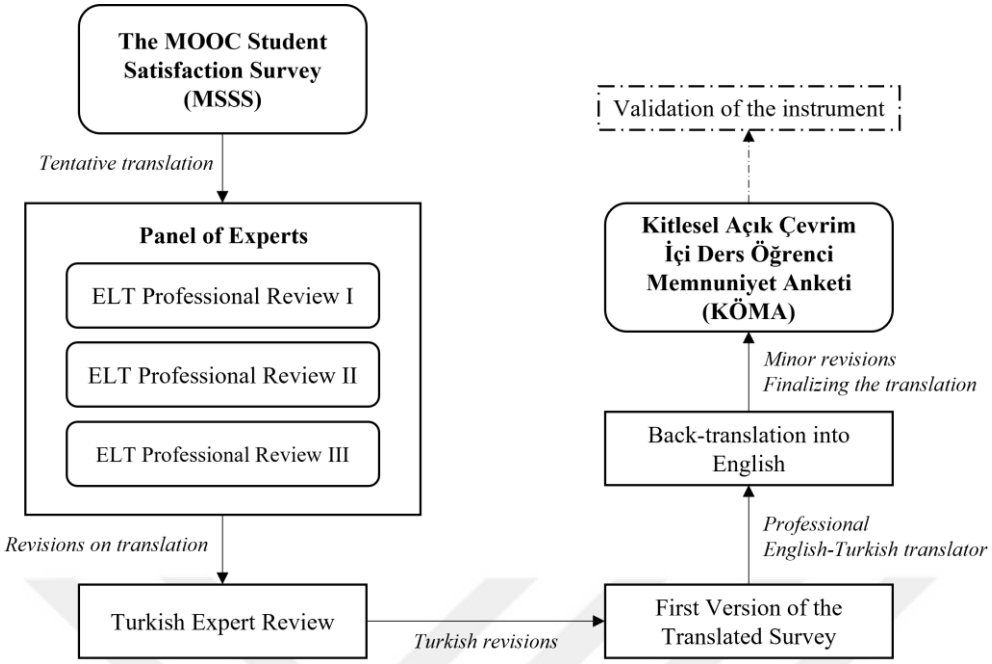


Figure 8. The Translation Procedure of the MSSS

A panel of three ELT department faculty members then evaluated the translated items for relevance on a three-point Likert-type scale and offered any additional comments or their own translation as needed (see Appendices 4, 5, and 6 for the reviewer feedbacks). It is common practice in the literature to turn to a panel or committee of experts when developing or adapting scales (Mendi and Mendi, 2015; Demirci and Akcaalan, 2022). Doing so helps establish the content validity of the items and clarifies any misunderstandings prior to implementing the scale. All three of the ELT experts mentioned few problematic points in translations, some of which are shown in Table 9.

Table 9

Problematic Points in Translation

Item	Original Items	Translated Items[a]	*M*[b]
CC4	I found the multimedia materials (videos) used to be engaging.	Kullanılan multimedya materyallerini (videoları) etkileşimli buldum.	1.67
CD2	I did not have problems with course delivery.	Dersin verilişinde bir sorun yaşamadım.	1.67

Table 9. Continued

CD3	I was able to relate each of the learning objectives to the learning I achieved.	Öğrenme hedeflerinin her birini elde ettiğim öğrenmeyle ilişkilendirebildim.	1.67
CE2	I felt the deadlines were fair.	Verilen görevler için belirlenen son tarihler makuldü.	2.33
CE3	Assignments demand full attention and are quite rigorous.	Verilen görevler tam dikkat gerektiriyor ve oldukça özenli.	2.33
CE4	Quizzes are little tricky.	Sınavlar biraz zor.	2.00
CS1	I was able to navigate the course site easily.	Ders sitesinde kolayca gezinebildim.	2.67
OS3	I am encouraged to enrol in another course in the future.	Gelecekte başka bir kitlesel açık çevrimiçi derse kaydolmayı düşünüyorum.	2.33

[a]Problematic points were underlined. [b]Mean score of total relevance were provided (min = 1, max = 3).

The translated items were then revised in light of the panel's feedback and approved as sufficient by the panel thereafter (Appendix 7). Thirdly, a faculty member from the Turkish Language Teaching department was given this revised version of the survey to review for linguistic comprehensibility and clarity. After the translated items had been adjusted in accordance with the Turkish professional's advice, the survey was prepared for backtranslation into English to make sure no terminology or content had been lost in the translation (Appendix 8). This was done to check whether the original version and the backtranslation were similar as in similar studies (Mendi and Mendi, 2015; Tuğsal, 2020), which is one of the steps in ensuring the quality of the translated research instruments as instructed by Wild et al. (2005). The back translation was carried out by an expert Turkish-English translator who had no prior knowledge of the original scale items. Table 10 compares some of the back translations with the original items, which shows no significant difference in meaning though some linguistic structures appear to have changed.

Table 10

Sample of Original Items and Their Backtranslations

Item	Original Items	Items Backtranslated to English from Turkish
CD1	I was comfortable with the pace of the program.	I was satisfied with the program's speed.
CD3	I was able to relate each of the learning objectives to the learning I achieved.	I was able to associate each learning objective to what I learned.
CE4	Quizzes are little tricky.	The exams were a bit challenging.
CS1	I was able to navigate the course site easily.	I was able to easily navigate the website where the course was taught.
OS3	I am encouraged to enrol in another course in the future.	I would be willing to enrol in another massive open online course in the future.

3.9.4. Data Collection and Analysis

The data collection procedure began with addressing ethical concerns. Due to the inclusion of a group of preservice teachers in the current scale development study, permission was initially sought from the Faculty of Education. Next, former participants of a MOOC were invited to participate in the study via email through the continuing education centre's panel. The email provided a detailed explanation of the study's aims, outcomes, and significance, along with a link to the adapted questionnaire's online version on Google Forms. Data was collected from respondents who voluntarily participated in the study via email.

The handling and analysis of data gathered were done using the software packages, IBM SPSS Statistics (v26.0) and IBM SPSS AMOS (v22.0). The former was used with two purposes, which are to descriptively present the means of responses and to calculate the internal consistency values of the adapted Turkish version of the scale. The latter program, AMOS was used to conduct confirmatory factor analysis (CFA), a statistical technique used with the purpose of testing and confirming the underlying factor structure of a set of survey items (Hair et al., 2010). The factors of a constructed survey can either be assumed or

explored through the use of a statistical technique called exploratory factor analysis (EFA). As its name implies, EFA is used when the researcher has no prior knowledge of the underlying factors that comprise the survey and needs to identify and explain them (Orçan, 2018). Typically, prior to conducting a CFA, EFA is used to determine factor loadings and structures that will be later labelled by the researcher. However, if the factors of the developed instrument are strongly assumed or a translation or adaptation of the instrument is being performed, the step of EFA can be skipped, and CFA can be directly utilized (Orçan, 2018).

With the conduction of CFA, the aim was to measure the extent to which the translated scale showed satisfactory level of validity. Various statistical values were utilized as determinants of validation, including the ratio of chi-square to the degree of freedom (χ^2/df), root mean square error of approximation (RMSEA), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), comparative fit index (CFI), and normed fit index (NFI), as commonly practiced in the literature (Klein et al., 2005; Kline, 2011).

Moreover, the panel of experts was consulted again to identify the content validity index (CVI) of the adapted scale in line with Lynn's (1986) instructions. Lynn suggests that within a group of 6 to 10 experts, a single item CVI of at least .80 and a mean CVI of .90 should be achieved for satisfactory content validity. Since the initial panel comprised only 3 experts, 3 additional faculty members were invited to rate the items on a four-point scale (1 = irrelevant, 2 = somewhat relevant, 3 = relevant, 4 = very relevant), as per Lynn's guidelines.

3.9.5. Validation Results

This section of the adaptation process presents the results of the abovementioned statistical analyses performed on the data collected using the Turkish version of the adapted scale. Prior to conducting these analyses, it was necessary to assume normal distribution among the variables. Table 11 shows that this assumption was met, as evidenced by the skewness values falling within the range of ±2 and the kurtosis values falling within the range of ±7, as proposed by Hair et al. (2010) and Byrne (2010).

Table 11

Descriptive Statistics of the Instrument (N = 150)

				Skewness		Kurtosis	
Construct	Item	*M*	*SD*	Value	SE	Value	SE
Course Content	CC1	4.78	0.43	-1.62	0.20	1.33	0.39
	CC2	4.65	0.57	-1.37	0.20	0.93	0.39
	CC3	4.72	0.48	-1.36	0.20	0.70	0.39
	CC4	4.61	0.65	-1.86	0.20	3.79	0.39
	CC5	4.75	0.47	-1.54	0.20	1.33	0.39
	CC6	4.66	0.55	-1.39	0.20	0.98	0.39
Course Delivery	CD1	4.33	0.89	-1.55	0.20	2.39	0.39
	CD2	4.69	0.54	-1.84	0.20	3.93	0.39
	CD3	4.65	0.52	-1.05	0.20	-0.02	0.39
	CD4	4.65	0.56	-1.55	0.20	2.76	0.39
Course Evaluation	CE1	4.44	0.66	-0.77	0.20	-0.48	0.39
	CE2	4.63	0.60	-1.56	0.20	2.33	0.39
	CE3	4.54	0.65	-1.40	0.20	2.01	0.39
	CE4	3.04	1.27	0.04	0.20	-1.03	0.39
Course Support	CS1	4.61	0.63	-1.69	0.20	3.03	0.39
	CS3	4.57	0.63	-1.16	0.20	0.26	0.39
	CS3	4.41	0.80	-1.13	0.20	0.23	0.39
Overall Satisfaction	OS1	4.69	0.51	-1.59	0.20	3.60	0.39
	OS2	4.71	0.49	-1.27	0.20	0.43	0.39
	OS3	4.58	0.64	-1.41	0.20	1.52	0.39

Firstly, content validity was to be ensured. To this end, Lynn's (1986) instructions were adhered, and a panel of 6 professionals were asked to rate the relevancy of each scale item on a four-point scale, ranging from irrelevant to very relevant. For each item, the number of experts who rate the item as either 3 or 4 was divided by the total number of experts, and the average CVI for the whole scale was also calculated by summing the proportion of experts who rate each item as 3 or 4 and dividing by the total number of items.

As seen in Table 12, some items were found to have an unsatisfactory level of content validity (CVI < .80) according to Lynn (1986).

Table 12

Content Validity Indices Provided by Six Experts

Construct	Item	E1	E2	E3	E4	E5	Experts in Agreement	CVI
Course Content	CC1	+	+	+	+	+	5/5	1.00
	CC2	+	+	+	+	+	5/5	1.00
	CC3	-	-	-	+	+	2/5	.40*
	CC4	+	+	-	+	+	4/5	.80
	CC5	+	+	-	+	+	4/5	.80
	CC6	+	+	+	+	+	5/5	1.00
Course Delivery	CD1	+	+	+	+	+	5/5	1.00
	CD2	+	+	+	+	+	5/5	1.00
	CD3	+	+	+	+	+	5/5	1.00
	CD4	+	+	+	+	+	5/5	1.00
Course Evaluation	CE1	+	+	+	+	+	5/5	1.00
	CE2	+	-	-	+	+	3/5	.60*
	CE3	+	-	-	-	-	1/5	.20*
	CE4	+	-	+	+	+	4/5	.80
Course Support	CS1	+	+	+	+	+	5/5	1.00
	CS3	+	+	+	+	+	5/5	1.00
	CS3	+	+	+	+	+	5/5	1.00
Overall Satisfaction	OS1	+	+	+	+	+	5/5	1.00
	OS2	+	+	+	+	+	5/5	1.00
	OS3	+	+	-	+	+	4/5	.80

*Items were revised with feedback received from the experts as they indicated low CVI.

The items of CC3, CE2, and CE3 demonstrated unacceptable CVI levels, so they were revised in line with the panellists' feedback and resent to them for evaluation. They rated the items again on a four-point scale. Accordingly, this time 5 experts were in agreement for CC3's content validity (CVI = 1.00), whereas for CE2, 4 experts were in

agreement (CVI = .80), and for CE3, 4 experts were in agreement (CVI = .80). As for the overall CVI, the translated instrument had an index value of .90. So, the content validity of the MSSS' Turkish version was ensured.

Secondly, in order to determine the construct validity of the Turkish MSSS, a CFA was run, the model of which is demonstrated in Figure 9. Since the item CE4 indicated the poorest level of standardized loading estimate with a value of .05 lower than the threshold of .50 according to Hair et al. (2010), it was discarded, and the CFA was rerun with the new structure. This time, CE2 showed poor level of standardized loading estimate, as shown in Figure 10, but the item was just below the threshold and was an essential item, so it was kept.

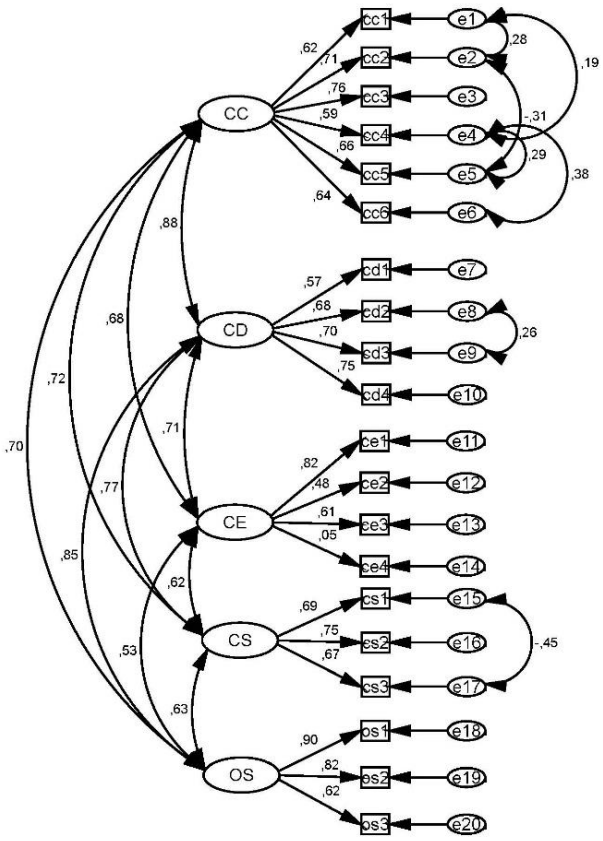


Figure 9. Structural Model for the First Round of CFA

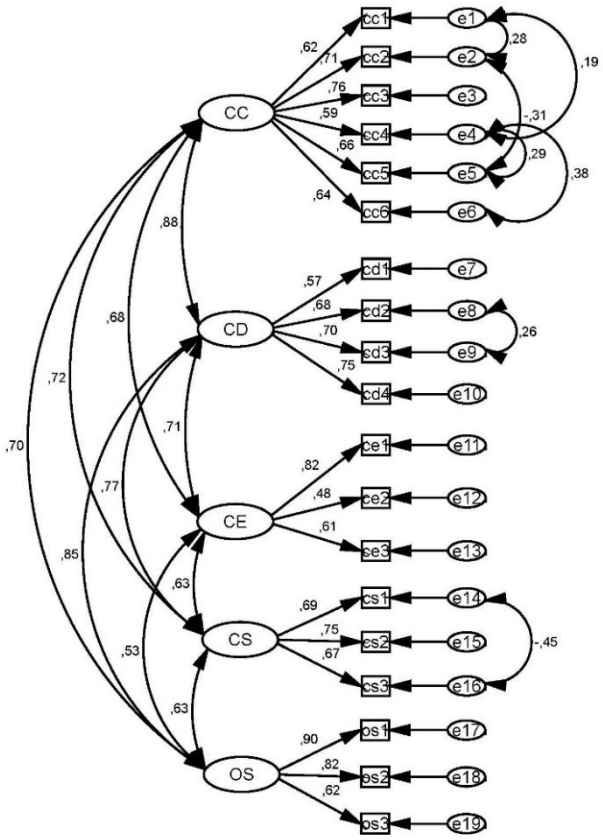


Figure 10. Structural Model for the Second Round of CFA

The results of the CFA demonstrate that the translated instrument has acceptable model fit indices. Firstly, the ratio of chi-square to the degree of freedom ($\chi 2/df$), which measures the goodness of fit of a statistical model, was calculated to be 1.74 (≤ 3), indicating a good fit (Kline, 2011). Secondly, while the GFI (= .86) and AGFI (= .81) values fall below the .90 threshold, they are still considered acceptable as they satisfy the criterion proposed by Baumgartner and Homburg (1995) and Doll et al. (1994), who consider values above .80 as acceptable. Thirdly, the baseline comparisons reveal that the values of NFI (= .84) and CFI (= .92) also indicate acceptable fit levels. Lastly, the RMSEA (= .07) value indicates an acceptable fit as it is in the range of .05 to .08, suggested by MacCallum et al. (1996).

Convergent validity is a type of construct validity that measures the degree to which different methods of measuring the same construct are correlated. Simply put, it refers to the extent to which two or more measures of the same construct produce similar results (DeVellis, 2017). Convergent validity can be established by examining the factor loadings,

AVE, and CR values of a measurement instrument (Fornell and Larcker, 1981). In this regard, Table 13 presents the factor loadings, AVE, and CR values for each subscale of the translated item. Accordingly, convergent validity is established since Fornell and Larcker (1981) suggest that if the CR is .60 or higher, AVE values above .40 are satisfactory.

Table 13

Parameter Estimates of the Turkish MSSS

	Standardized Factor Loading				
Item	Factor CC	Factor CD	Factor CE	Factor CS	Factor OS
CC1	.62				
CC2	.71				
CC3	.76				
CC4	.59				
CC5	.66				
CC6	.64				
CD1		.57			
CD2		.68			
CD3		.70			
CD4		.75			
CE1			.82		
CE2			.48		
CE3			.61		
CS1				.69	
CS2				.75	
CS3				.67	
OS1					.90
OS2					.82
OS3					.62
AVE (%)	.45	.46	.43	.50	.62
CR	.83	.77	.68	.75	.83

As for discriminant validity, which is the second type of construct validity that measures the degree to which different constructs are distinct from each other, it can be established by demonstrating that the measures of the different constructs are not highly correlated (DeVellis, 2017). Although some authors suggest a correlation threshold of .85 (Kline, 2011), some others propose a value of .90 (Teo et al., 2008). As shown in Table 14, the correlational values of the Turkish MSSS fall within the range of .53 to .88, which, therefore, indicate discriminant validity according to Teo et al. (2008).

Table 14

Discriminant Validity of the Turkish MSSS

	CS	CC	CD	CE	OS	AVE (%)
CS	**0.70**					.43
CC	0.72	**0.67**				.45
CD	0.77	0.88	**0.68**			.46
CE	0.63	0.69	0.71	**0.65**		.50
OS	0.63	0.70	0.85	0.53	**0.80**	.62

Note. Bold-type data is the squared value of AVE. The correlation is represented diagonally.

Table 15

Summary of Turkish MOOC Satisfaction Survey's Validation

		Values of Validation			
Construct	Item	CVI	CR	AVE	α
Course Content	CC1	1.00	.83	.45	.84
	CC2	1.00			
	CC3	1.00			
	CC4	.80			
	CC5	.80			
	CC6	1.00			
Course Delivery	CD1	1.00	.77	.46	.75
	CD2	1.00			
	CD3	1.00			
	CD4	1.00			

Table 15. Continued

Course Evaluation	CE1	1.00	.68	.43	.67
	CE2	.80			
	CE3	.80			
Course Support	CS1	1.00	.75	.50	.67
	CS2	1.00			
	CS3	1.00			
Overall Satisfaction	OS1	1.00	.83	.62	.80
	OS2	1.00			
	OS3	.80			
Entire instrument's scores		.95*	–	–	.91

*Overall CVI increased since the item CE4 was discarded.

Lastly, the reliability coefficients of the translated MSSS were calculated. Overall reliability of the instrument was α = .91, and internal consistency values ranged from .67 to .84, which indicate acceptable levels of reliability according to Konting et al. (2009), who suggest that α < .60 is unreliable. The subscale of CC had α = .83 with 6 items; the subscale of CS had α = .67 with 3 items; the subscale of CD had α = .75 with 4 items; the subscale of CE had α = .67 with 3 items; the subscale of OS had α = .80 with 3 items. A summary of all the validation statistics for the latest version of the Turkish translated version of the MOOC Satisfaction Survey (Appendix 9) can be found in Table 15.

3.10. Chapter Summary

Throughout this chapter, the basis of the study's methodological stages and the conduction of the study were presented in detail. Initially, the study's design was provided with reference to a two-phased research design. The overall characteristics of a single-group experimental design were elaborated. The instrumentation was detailed by addressing each of the data collection tools' features, validities, and reliabilities. Then, the reader was informed about the procedures for data collection, and then it was presented how the data analyses were conducted for each research question. Moreover, how the study's validity and reliability was explained in light of the threats to validity along with the techniques to overcome them, or it was stated whether they were already overcome thanks to the study's design and setting. Lastly, the procedure of the MOOC Student Satisfaction Survey's translation and adaptation into the Turkish language was thoroughly presented.

CHAPTER IV
FINDINGS

4.1. Introduction

This section provides an exposition of the research outcomes obtained through the data gathered during the study, following the development and implementation of GELMOOC. The findings encompass various aspects, the first of which is the MOILLE analysis, which is an evaluation conducted by EFL instructors to assess the effectiveness of the developed MOOC. Additionally, the levels of student achievement are examined by comparing pretest and posttest results, shedding light on the impact of the course on their learning progress. Furthermore, the section explores student satisfaction levels with respect to the course, delving into their perceptions and feedback. In addition, the examination of the interplay between student satisfaction and achievement is undertaken to uncover potential correlations. Lastly, a comprehensive chapter summary serves to conclude this section.

4.2. Massive Open Online and Interactive Language Learning Environment Framework Analysis of General English Language MOOC

Entailing the first research question, initially the researcher sought to find the effective practicality of GELMOOC as reported by the English language instructors considering the MOILLE (Massive Open Online and Interactive Language Learning Environment) framework. To this end, a number of 10 English language instructors were reached, they were given access to the course's content, and they were then asked to report their evaluation thereof. Accordingly, Table 16 represents the descriptive statistics of the findings.

Table 16

Descriptive Statistics of GELMOOC's MOILLE Analysis (N = 10)

Subheadings and Items	M	SD
Content	3.60	0.70
C3. Supporting textual and highly interactive (multimedia) material	3.70	0.67
C2. Allowing user generated content and open educational resources integration/production	3.60	0.52
C4. Supporting a variety of activities (individual, group, networked) with clear goals that can promote all basic language skills and cultural awareness	3.60	0.70
C1. Support for the use and creation of authentic language resources	3.50	0.85
Pedagogy	3.40	0.46
P5. Providing teachers' support during the learning process (number of teachers)	3.90	0.32
P3. Supporting autonomous and personalized learning activities (autonomous/self-paced/self-regulated/personal skills-based/reflective learning)	3.40	0.52
P1. Supporting (technically/pedagogically) different types of communication (peer-peer, student-teacher, group-group, open community-natives)	3.30	0.67
P4. Increasing motivation and engagement via interesting, playful, interactive, and often updated activities (playful/game-based learning)	3.40	0.97
P2. Promoting collaboration and collective intelligence (group projects, forums, etc.)	3.00	1.05
Assessment	3.40	0.56
A3. Supporting visualisation of the learning progress (evidence-based improvement with data mining, learning analytics)	3.70	0.67
A2. Supporting "open" ongoing assessment actions such as comments, reviews, likes, shares in social media, or an award automated system for badges and karma	3.40	0.52
A1. Supporting multiple levels of assessment (peer-peer, student-teacher, open, automated) during the whole learning process (pre/while/final assessment)	3.10	0.88

Table 16. Continued

Communication	3.05	0.76
CI1. Offering social community building features (social media, forums, my personal network, third party tool integration and other tech tools, etc.) that can ensure massiveness and openness	3.40	.84
CI2. Promoting communication with native speakers	2.70	1.06
Technical Issues	3.70	0.28
T1. Providing tech infrastructure for asynchronous (private messaging, email, etc.) and synchronous (chat, videoconferencing, etc.) communication	4.00	0.00
T3. Supporting interoperability with other devices (tablet, mobile) and social media/social network integration (blog, wiki, Facebook, etc.)	4.00	0.00
T4. Having a good technical performance with a massive number of participants	4.00	0.00
T2. Supporting technically open educational resources integration/production	3.70	0.48
T5. Providing a high security system in many levels (identification system, clear copyright and intellectual property ownership and usage, payment system for concrete services like certification, ECTS, etc.)	3.70	0.48
T6. Offering good usability/personal dashboard (bookmarks, notes, friend, my SIM, my content, my grades, etc.)	3.60	0.52
T7. Supporting technologically a multi-level assessment/award system (peer-peer, automated self-evaluation, badges, karma, learning analytics, etc.)	2.90	0.88
Financial Issues	3.80	0.23
F2. Supporting certification/accreditation solutions or extra services at low cost	4.00	0.00
F1. Having low costs for development, implementation, and maintenance	3.80	0.42
F3. Potentially having chances to lead a successful business plan	3.60	0.52
Total	3.49	0.37

Developed by Perifanou and Economides (2014) to evaluate the effectiveness and practicality of LMOOCS, the MOILLE framework evaluates a MOOC in online learning environments on a four-point Likert-type scale from 1 to 4 (none, low, medium, high). With this in mind, GELMOOC's assessment by 10 ELT instructors indicated an overall level of medium to high effective practicality, scoring 87.25% effectiveness (M = 3.49, SD = 0.37). As for the subheadings, while consideration for financial issues was at the highest level (M = 3.80, SD = 0.23), followed by the addressing of the technical issues in the second place (M = 3.70, SD = 0.28), content features were in the third place (M = 3.60, SD = 0.70), and subsequently, pedagogy and assessment features were of the same level (M = 3.40, SD = 0.46; M = 3.40, SD = 0.56). The lowest level of effectiveness was hit by the communicative features of GELMOOC with a medium level of concern to its subsequent items (M = 3.05, SD = 0.76).

According to the MOILLE framework, the most notable deficiency in the designed MOOC pertained to its facilitation of communication with native speakers (CI2, M = 2.70, SD = 1.06), which can be attributed to the exclusive involvement of instructors of Turkish nationality, who are the researcher and the supervisor. On the other hand, the GELMOOC exhibited commendable strengths, particularly in the domains of technical infrastructure and financial issues. Addressing the former, the platform demonstrated robust cross-platform support (T3, M = 4.00, SD = 0.00), facilitating engagement with a substantial number of participants without compromising technical performance since the platform, on which GELMOOC was carried out, excelled in preventing issues such as lagging or loss of access to the course's webpage (T4, M = 4.00, SD = 0.00). As for financial issues, the COCEC platform's linkage to e-Government Gateway enabled the provision of certificates of completion to attendees without incurring any fees, which was another strength of GELMOOC (F2, M = 4.00, SD = 0.00).

In evaluating the instructional components of GELMOOC across the dimensions of content (M = 3.60, SD = 0.70), pedagogy (M = 3.40, SD = 0.46), and assessment (M = 3.40, SD = 0.56), the professional perspectives of ELT instructors indicated a medium to high level of effectiveness on average. The foremost strength of the course lay in its consistent provision of instructor support throughout the learning process (P5, M = 3.90, SD = 0.32).

Both the course's lecturer (researcher) and coordinator (supervisor) actively engaged in addressing learner queries, thereby facilitating the accurate construction of knowledge.

Subsequently, the visualization of learning progress emerged as another notable strength across the three dimensions, featuring a learner analytics screen that tracked participants' advancements throughout the course (A3, $M = 3.70$, $SD = 0.67$). The third most prominent aspect within the specified domains related to content, revealing that GELMOOC effectively supported textual and highly interactive (multimedia) materials (C3, $M = 3.70$, $SD = 0.67$).

Conversely, the weakest feature manifested in the pedagogical aspect of the course among the three, specifically in the moderate promotion of collaboration and collective intelligence through mechanisms like group projects and forums (P2, $M = 3.00$, $SD = 1.05$). This limitation may be attributed to the elective nature of group activities within the course structure, with forums only partially integrated in the form of a comment section.

4.3. Student Achievement Levels

The second research question aimed to investigate the potential statistically significant positive impact of GELMOOC implementation on participants' achievement levels in the pretest-posttest comparison. To address this, a paired samples t-test was chosen as the appropriate statistical method. Before conducting the analysis, certain assumptions needed to be satisfied. These included ensuring the univariate normality of the data, independence of data, and that the data adhered to an interval scale. Since the achievement test entails an interval scale in grading, the last assumption was already met. As for the first two, details are as follows.

According to Tabachnick and Fidell (2013), who posit that to assume a dataset shows normal distribution, the values of skewness and kurtosis should be within the range of ± 1.5, student achievement tests are normally distributed as shown in Table 17.

Table 17

Normality Distributions of the Pretest-posttest Data (N = 297)

			Skewness		Kurtosis	
Data	*M*	*SE*	Value	Std. Error	Value	Std. Error
Pretest	49.42	1.40	0.25	0.14	-1.10	0.28
Posttest	72.02	1.21	-0.73	0.14	-0.49	0.28

As for the assumption of data independence, the chi-square test of independence stands out as a widely employed and robust statistical method for assessing the potential relationship between variables in a dataset, probing their interdependence (McHugh, 2013). Consequently, in the current research, a chi-square test of independence was conducted to explore the association between pretest and posttest pairs. The results indicated non-significance, χ^2 (924, N = 297) = 941.65, p = .34, suggesting no significant relation between the two variables. This outcome aligns with the assumption of data independence.

Upon meeting all the statistical assumptions for a paired samples *t*-test according to Field (2009), the test was run to determine whether there was a statistically significant difference between the course attendees' achievement levels before and after they received EGP education with GELMOOC. The results showed that the posttest scores of the participants (M = 72.02, SD = 20.87) were significantly higher than their pretest scores (M = 49.42, SD = 24.17), t(296) = -16.47, p < .001, d = 0.95 with a very large effect size, which is a result indicative of GELMOOC's positive effect on learner achievement.

4.4. Student Satisfaction Levels

The third research question in this thesis study aimed to determine the self-reported satisfaction levels of course attendees regarding the implementation of GELMOOC upon completion of the process. With this purpose, the translated version of the MOOC Student Satisfaction Survey, originally created by Kumar and Kumar (2020), was employed. Descriptive statistics of the results are presented in Table 18.

Table 18

Student Satisfaction Levels (N = 187)

Subscales and Items	*M*	*SD*
Course Content	4.53	0.53
CC1. I understood the objectives of the course.	4.73	0.47
CC3. I found the course modules easy to understand and follow.	4.57	0.68
CC5. I found the multimedia materials used to be relevant to the course contents.	4.56	0.64
CC6. Examples, illustrations, or real-world cases were used effectively to explain things.	4.51	0.74
CC2. I found the course modules adequate.	4.47	0.71
CC4. I found the multimedia materials (videos) used to be engaging.	4.37	0.83
Course Delivery	4.45	0.58
CD2. I did not have problems with course delivery.	4.53	0.75
CD3. I was able to relate each of the learning objectives to the learning I achieved.	4.49	0.63
CD4. The course met my expectations.	4.41	0.72
CD1. I was comfortable with the pace of the program.	4.39	0.82
Course Evaluation	4.01	0.67
CE2. I felt the deadlines were fair.	4.49	0.79
CE1. I believe the evaluation criteria and methodology adequately measures my learning.	4.34	0.77
CE3. Assignments demand full attention and are quite rigorous.	3.19	1.30
Course Support	4.30	0.76
CS2. The MOOCs support service was quick.	4.44	0.81
CS3. Interacting in the forums helped me to clarify things I did not understand.	4.26	0.86
CS1. I was able to navigate the course site quickly.	4.20	1.03
Overall Satisfaction	4.57	0.53
OS3. I am encouraged to enrol in another course in the future.	4.64	0.70
OS1. Overall, I am satisfied with the quality of this course.	4.57	0.66
OS2. Overall, I have improved the knowledge/skills.	4.50	0.71
Total	4.37	0.49

Based on the findings of the satisfaction survey, participants in GELMOOC expressed predominantly high levels of satisfaction with the overall features of the course (*M* = 4.37, *SD* = 0.49). Examination of the survey's subscales revealed that the highest satisfaction score was attributed to the overall satisfaction category (*M* = 4.57, *SD* = 0.53), indicating the significant role of GELMOOC in motivating attendees to enrol in similar courses (OS3, *M* = 4.64, *SD* = 0.70) and positively impacting their knowledge and skills (OS2, *M* = 4.50, *SD* = 0.71), ultimately leading to overall satisfaction with the course quality (OS1, *M* = 4.57, *SD* = 0.66).

The second-highest satisfaction level, as indicated by participant responses, pertained to features related to the course content (*M* = 4.53, *SD* = 0.53). The survey results highlighted the strength of content design, particularly in the clear definition of learning outcomes (CC1, *M* = 4.73, *SD* = 0.47), followed by the ease of comprehension in the presentation of course units (CC3, *M* = 4.57, *SD* = 0.68). Participants acknowledged the incorporation of relevant multimedia materials (CC5, *M* = 4.56, *SD* = 0.64) with an engaging interactive nature (CC4, *M* = 4.37, *SD* = 0.83). Additionally, participants agreed that effective authentic materials were utilized to explain content (CC6, *M* = 4.51, *SD* = 0.74), and their integration within the units was deemed adequate in quantity (CC2, *M* = 4.47, *SD* = 0.71).

Course delivery ranked third in terms of student satisfaction (*M* = 4.45, *SD* = 0.58). The majority of participants reported a smooth experience with the course delivery method (CD2, *M* = 4.53, *SD* = 0.75), indicating that the learning experiences were aligned with the specified learning outcomes (CD3, *M* = 4.49, *SD* = 0.63). Additionally, participants found the course to be delivered at a comfortable pace (CD1, *M* = 4.39, *SD* = 0.82), meeting the expectations of the majority of attendees (CD4, *M* = 4.41, *SD* = 0.72).

Likewise, the support provided by the course received high satisfaction ratings (*M* = 4.30, *SD* = 0.76). Participants acknowledged the promptness of the MOOC support service (CS2, *M* = 4.44, *SD* = 0.81). They also expressed satisfaction with the interactive experiences in the forums, which would correspond to the exchanges between course lecturers and attendees in the present research study's context, as well as comments sections in video lectures, contributing positively to their learning process (CS3, *M* = 4.26, *SD* = 0.86), with

minimal difficulties in navigating through the course (CS1, *M* = 4.20, *SD* = 1.03). The fact that the satisfaction levels are high, especially in this domain, may be attributed to the course instructors' swift and facilitating responses to learner questions. In total, a number of 56 questions were asked as shown in Table 19. A number of 23 questions were content related, whereas the rest were pertinent to technical issues. While those related to course content were answered directly, those needing advanced technical expertise were redirected to the COCEC's staff through emailing.

Table 19

Course Attendees' Questions

Courses	Number of Questions		Total
	Content	Technical	
Introductory Course	0	7	7
A1 Level Courses	11	14	25
A2 Level Courses	12	12	24
Total	23	33	56

Finally, despite course evaluation being the aspect with the lowest student satisfaction, most respondents still reported a high level of satisfaction (*M* = 4.01, *SD* = 0.67). Participants generally agreed that assessment deadlines were reasonable (CE2, *M* = 4.49, *SD* = 0.79), and the evaluation criteria and methodology were adequate for assessing their achievement levels (CE1, *M* = 4.34, *SD* = 0.77). However, they expressed neutrality regarding whether the assessments demanded full attention and were rigorous (CE3, *M* = 3.19, *SD* = 1.30), suggesting that the achievement tests were of reasonable difficulty.

4.5. Relation of Student Achievement and Satisfaction

The final research question in this thesis study sought to investigate whether a statistically significant correlation exists between participants' posttest scores and their self-reported satisfaction levels. Pearson's correlation analysis was applicable for this purpose, assuming that the data variables were normally distributed and on an interval scale. The latter assumption was already met, considering the structure of both the achievement tests and the

satisfaction survey. The analysis was to be conducted with a cohort of 187 participants, representing the number of attendees who completed both the posttest and the satisfaction survey.

To assume normal distribution, skewness and kurtosis values of the variables were taken into consideration. Accordingly, the post-achievement tests (M = 70.51, SE = 1.53) demonstrated normal distribution with skewness (value = -0.59, SE = 0.18) and kurtosis values (value = -0.65, SE = 0.35) falling within the range of ± 1.5, as recommended by Tabachnick and Fidell (2013). Similarly, the satisfaction survey also exhibited normal distribution (M = 4.37, SE = 0.04; skewness = -0.78, SE = 0.18; kurtosis = 0.90, SE = 0.35).

Following the assumption of normal distribution for the data variables, the Pearson's correlation analysis was conducted. The analysis revealed no significant correlation between posttest achievement (M = 70.51, SD = 20.92) and satisfaction levels (M = 4.37, SD = 0.49), $r(185) = .051$, $p = .48$. Therefore, the interpretation would be that satisfaction do not have a significant effect on achievement among the attendees of GELMOOC, which is a situation that might have arisen due to a variety of factors that are to be addressed in the pertaining part of the discussion section.

4.6. Chapter Summary

This chapter provided a detailed presentation of the current thesis study's findings by addressing each of the four research questions. The first research question, seeking to reveal the designed MOOC's effectiveness in terms of ELT instructors' MOILLE analysis, showed that GELMOOC had 87.25% effectiveness according to the professional opinions of 10 ELT instructors, receiving a mean score of 3.49 out of 4.00 (*SD* = 0.37). This is parallel to overall student satisfaction, sought to be revealed within the scope of the third research question, with a mean of 4.37 out of 5.00 (*SD* = 0.49), corresponding to 87.40%. The second research question, inquiring the existence of a possible significant difference between the pretest-posttest achievement scores of the students, indicated positive findings. Posttest scores (*M* = 72.02, *SD* = 20.87) were significantly higher than the pretest scores (*M* = 49.42, *SD* = 24.17), $t(296) = -16.47$, $p < .001$, $d = 0.95$, showing the positive effect of GELMOOC on EGP achievement. Finally, the last research question aimed to determine whether there was a significant correlation between posttest achievement scores (*M* = 70.51, *SD* = 20.92) and satisfaction levels (*M* = 4.37, *SD* = 0.49), the analysis of which yielded negative results as there was no significant relation between the two variables, $r(185) = .051$, $p = .48$.

CHAPTER V
DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.1. Introduction

The final section of this thesis study first discusses the empirical findings with the relevant body of literature in order to draw conclusions. The overall weaknesses and strengths of GELMOOC are discussed in an explanatory manner based on the findings of this study, comparable findings from relevant works are then mentioned, and conclusions are drawn. Subsequently, more implications are drawn for researchers exploring the field of LMOOCs and how such courses might be of further interest to language learners. Finally, practical and theoretical implications for the field of English language teaching are drawn in light of the discussion and conclusions.

5.2. Discussion

Providing learning experiences to massive audiences of individuals at once without the confinements of time and place, distance education has been a prevalent way of instruction since its emergence, the present form of which is based on the advances of digital technologies, the Internet, and the wide use of webtools (Mehlenbacher and Mehlenbacher, 2020). As detailed in the previous sections of this study, distance education as a term can be considered a hypernym for such areas of research as online learning, flexible learning (Hartnett, 2020), hybrid learning, and MOOCs (Kaplan and Haenlein, 2016). The course designed, applied, and evaluated within the scope of this thesis study carries the overall characteristics of all these areas, though predominantly being a MOOC in essence and an LMOOC to be more specific.

LMOOCs, being a relatively new field of research as highlighted by Sokolik (2014), possess some troublesome aspects both in the creation and the running thereof (Barcena and Martin-Monje, 2014). Therefore, their theoretical foundations and practical effectiveness should be evaluated in order for the field to progress. Situating itself in the intersection of distance education and MOOC research, the current thesis study was an attempt to integrate LMOOCs in compulsory English courses within the context of Turkish higher education,

where in such courses EGP is taught. Therefore, the overarching objective was to develop and conduct a general English language MOOC (GELMOOC) on the targeted audience of language learners and thereby evaluate its impact on student achievement and satisfaction in compulsory EFL courses.

To this end, the research was structured around four questions, the first of which aimed to evaluate GELMOOC in accordance with the MOILLE framework, developed by Perifanou and Economides (2014). The second research question examined changes in student achievement in EGP through a pre- and post-course A2 level English language test by Küçüktekeli and Yılmaz (2015). The third question assessed student satisfaction, using the translated version of the MOOC Student Satisfaction Survey, originally created by Kumar and Kumar (2020). Finally, the last research question explored the relationship between student achievement and satisfaction. After a detailed description of the course's overall characteristics, the findings of each question are comprehensively discussed in relation to the literature, under the following headings by research question, finally to conclude with the strengths and weaknesses of GELMOOC.

5.2.1. Massive Open Online and Interactive Language Learning Environment Framework Analysis of General English Language MOOC

The descriptive findings of the first research question indicated a moderately high effective learning environment with an overall mean score of 3.49 (SD = 0.37). This suggests that the course developed within the scope of this thesis study provided an interactive and partially connectivist learning setting for the course attendees, aligned with the overall features of a massive open online and interactive language course as proposed by Perifanou and Economides (2014). This major finding can be attributed GELMOOC's various factors, such as providing course attendees with opportunities to exchange information and get in contact with both the instructors and other participants, which are among the features of successful MOILLE practices according to Perifanou (2016a, 2016b).

Other features of a successful massive open online and interactive language course initiative, all of which are entailed in GELMOOC either fully or partially, include but are not limited to the following (Perifanou, 2016a, 2016b; Perifanou and Economides, 2021):

- Synchronous lectures tailored to course objectives.
- General discussion forums for information exchange and lecture discussions.
- A course news feed and email notification system to keep participants updated.
- Enriched open educational resources.
- A personalized, flexible course calendar.
- Cross-platform support for various devices.
- Social media integration.

Considering the careful incorporation of the abovementioned course elements and design features into the development and implementation of GELMOOC, it would not be farfetched to suggest that the cohort of ELT instructors evaluated the course with a favorable level of MOILLE effectiveness on a general note. More specifically, detailed discussions are provided for each subdomain of the framework in the following paragraphs.

Financial Issues. Since the GELMOOC initiative was initially commenced for research purposes, there were no considerations for it to be a paid course in order to attract a wide range of participants. This practice is similar to that of Cormier and Siemens (2010) in that although they initially started their MOOC as a paid one for credit, they also made their course open for a massive audience of learners to participate, amassing a number of over 2300 attendees. However, there was no certification or accreditation in Cormier and Siemens' MOOC when it was made available free, while GELMOOC supported certification and accreditation without any extra costs as the findings indicate (F2, $M = 4.00$, $SD = 0.00$). Such is an effective MOILLE practice (Perifanou and Economides, 2014, 2021), and as inferred from Mehlenbacher and Mehlenbacher (2020), it can attract large number of students as in the case of GELMOOC with 2957 initial attendees.

Furthermore, although GELMOOC provided a cost-free education, it also was assessed to have low costs of initial development, application, and maintenance (F1, $M = 3.80$, $SD = 0.42$), whereas for most MOOC initiatives, high initial expenditures can be

expected according to Kaplan and Haenlein (2016). Also, the course exerted a potential to ignite a successful business plan as well (F3, *M* = 3.60, *SD* = 0.52) if it were to be a paid one, which has the probability of generating revenue both for the institution and the course providers (Kaplan and Haenlein, 2016; Perifanou and Economides, 2014). Overall, the financial aspects of GELMOOC stand as strengths of the designed course when compared with similar other LMOOC initiatives with varying purposes, the details of which are not specified in the domain of financial issues (e.g., Balanyk, 2017; Orsini-Jones, 2015; Orsini-Jones et al., 2015, 2017, 2018).

Technical Issues. The technical infrastructure of the GELMOOC initiative was no weaker. The COCEC platform provided the participants with an opportunity to engage with the course both asynchronously, which was via private messaging the lecturers as well as emailing them and the technical staff for any issues, and synchronously by teleconferencing with them through periodical Zoom meetings (T1, *M* = 4.00, *SD* = 0.00). All these actions were interoperable from a variety of technological devices, such as computers, tablets, and mobile phones (T3, *M* = 4.00, *SD* = 0.00), with the involvement of a large number of course attendees without a loss of performance in the system (T4, *M* = 4.00, *SD* = 0.00). Hitting the perfect score for the features mentioned so far, GELMOOC displayed the inherently favourable features of a MOOC as it provided learners with a flexible learning environment, on a web-based platform that is suitable for an infinitely scalable, massive participation (Bates, 2022; Kaplan and Haenlein, 2016; Siemens, 2013). Additionally, to a moderately high degree of effectiveness, GELMOOC also supported the integration of open educational resources, but as a limitation, it did not allow the creation thereof (T2, *M* = 3.70, *SD* = 0.48). Although the provision of a rich enough variety of open educational resources might suffice in a MOOC according to Kaplan and Haenlein (2016), Perifanou (2016a, 2016b) asserts the need for and importance of learner's creative engagement with the said materials as well, which the current course lacks. Overall, while the technical infrastructure excelled in providing a flexible and accessible learning environment via the COCEC platform, GELMOOC fell short of fostering the attendees' creative engagement with open educational resources, highlighting a crucial area for future enhancement.

As for digital security cautions taken and considerations for any copyright infringements in GELMOOC, the course scored a moderately high degree of MOILLE

effectiveness according to Perifanou and Economides' (2014) framework (T5, *M* = 3.70, *SD* = 0.48). Foremost, the course required a strict identification system to log in to the course, which used the link of e-Government Gateway, thereby eliminating the need for any other security measurement as e-Government Gateway works with individuals' national IDs and passwords. As for copyright issues, there was no use of commercial materials in the course, and all respective owners of the materials used in the course were informed of the fact that GELMOOC was a research initiative and that their materials can be taken down any time they wish as a disclaimer at the end of each lecture video. Hence, the course effectively navigated digital security and copyright concerns.

A partial integration of personalization and learner dashboards was available in the course (T6, *M* = 3.60, *SD* = 0.52) as the features of GELMOOC were confined with what the COCEC platform's coding provided. These included the navigability of course content with ease, accessing attendee grades, and ability to take notes for each lecture video, which might be deemed as personally interactive elements of the course that partially instil learner autonomy in the attendees, a factor that affects satisfaction and attendance (Kumar and Kumar, 2020; Joo et al., 2018; Perifanou, 2016a, 2016b). Furthermore, a relatively linear and singular assessment and award system was present in the course as it had no peer evaluation, badging system, or karma points but only automated evaluation after the achievement tests were completed, leading the course to have a low to medium level of MOILLE effectiveness in supporting technologically a multi-level assessment/award system (T7, *M* = 2.90, *SD* = 0.88). Such a practice is highly criticisable in terms of assessment as it mostly embraces a behavioural point of view instead of a constructivist or connectivist one (Chong et al., 2022; Bates, 2022). The limited personalization and assessment elements of GELMOOC led to only a limited degree of learner autonomy and a basic assessment system, requiring additional interactive sessions to improve the overall learning experience. Therefore, in line with Chong's (2019) suggestions for assessment practices in an LMOOC, the importance of which was restressed by Chong et al. (2022), the instructors of GELMOOC held synchronous online sessions to compensate for the lack of a multi-level assessment in the course's design features, which enabled the attendees to interact with one another as well as the instructors, facilitating peer assessment and tutoring.

Content. The content of GELMOOC was the third highest scoring aspect in the MOILLE analysis. The use of interactive multimedia materials that were designed in line with the principles of multimedia design by Mayer (2009) was also determined by the ELT instructors that assessed the course's MOILLE elements (C3, *M* = 3.70, *SD* = 0.67). The integration of open educational resources (C2, *M* = 3.60, *SD* = 0.52) as mentioned above in the technical issues domain as well as the support of an enriched variety of activities that served clearly defined learning objectives (C4, *M* = 3.60, *SD* = 0.70) allowed for the high scoring of content design features. In the materials presented, the course instructors made careful considerations to incorporate target language's cultural elements by the utilization of authentic language resources in the course content (C1, *M* = 3.60, *SD* = 0.70).

GELMOOC's content features align well with the literature. Firstly, the creation and use/integration of open educational resources are of primary importance in any MOOC as stated by many in the relevant body of research (Kaplan and Haenlein, 2016; Perifanou, 2016a, 2016b; Perifanou and Economides, 2014; Siemens et al., 2011; Sokolik, 2014). Although GELMOOC excelled at the integration of such resources, it did not allow the creation thereof, which is a limitation, but still, the course content showed elevated levels of effectiveness. Secondly, a learning activity should serve the purpose of achieving the predefined learning objectives, which are indispensable for effective instructional planning as they form the basis of instruction, assessment and enhancement of student learning, and guiding curricular development (Gronlund, 2000). GELMOOC abided these fundamental principles of content design and related each objective with the pertaining instructional activity. Thirdly, as underlined by Sokolik (2014), authentic language input was provided with the use of materials and examples from real world in the target language. In short, GELMOOC's content design and resource integration were in line with educational standards, while it deviated slightly from ideal MOOC principles by not allowing the creation of resources.

Pedagogy. GELMOOC was mostly designed as a hybridized MOOC, bringing together the features of both xMOOCs and cMOOCs in line with its overall purpose as suggested by Fidalgo-Blanca et al. (2016) to be the optimum practical solution emerging in the clash between the types of MOOCs. Therefore, the course's pedagogical elements might vary in terms of the MOILLE practices, the framework of which upholds the connectivist

type of MOOCs as the more favourable one (Perifanou, 2016a, 2016b; Perifanou and Economides, 2014).

GELMOOC provided a high degree of support during the learning process as indicated with the MOILLE analysis (P5, *M* = 3.90, *SD* = 0.32). With the use of forum discussions on each video lecture and learner-instructor engagement, GELMOOC also had a variety of communication types, though limited by the features of the COCEC platform (P1, *M* = 3.30, *SD* = 0.67) as it did not support detailed discussions and peer-peer interactions. In relation with this, medium level of MOILLE practice was observed in the promotion of collaborative and collective activities (P2, *M* = 3.00, *SD* = 1.05), scoring the lowest in the pedagogy domain. However, using updated activities with an interactive nature as delineated above in the content domain, the course increased learner motivation and engagement (P4, *M* = 3.40, *SD* = 0.97) and learner autonomy via partial integration of personalized learning activities (P3, *M* = 3.40, *SD* = 0.52).

Such findings lead to interesting inferences about GELMOOC's interactivity, a concept defined within the context of LMOOCs by Hall et al. (2013) to be means of facilitating interaction both between instructors and learners and among learners. On the one hand, GELMOOC attendees could interact with the course instructors any time they wished, which may have positively influenced the maintenance of the learning and attention according to Anderson and Dron (2011). It also provided the beginner level participants with some guidance so that they would not get lost and be instilled with a sense of self-organisation (Sokolik, 2014). However, forum discussions and collaborative activities requiring peer interactions were scarce in GELMOOC, lacking the basic features of a connectivist pedagogy, thereby impeding the course's interactivity (Bates, 2022; Perifanou, 2016a, 2016b; Siemens, 2013). Mostly, individual learning activities were emphasized in content, which might have increased the transactional distance between the learner and the course (see Moore, 1991).

Nevertheless, given the target audience's linguistic capabilities, such a mixture of design features in pedagogy would only be necessary since there is a tendency to agree upon the use of xMOOC design features for language learners of beginner proficiencies

(McLoughlin and Magnoni, 2017; Sallam et al., 2020; Sokolik, 2014). To compensate for the lacking aspects, a more constructivist learning approach can be embraced as suggested by Ferguson et al. (2016) through the incorporation of authentic materials in a communicative learning environment as in the case of GELMOOC. Overall, despite certain areas for development in peer collaboration, GELMOOC demonstrated its strength in pedagogy by successfully facilitating individual learning and instructor-learner engagement.

Assessment. As previously mentioned, GELMOOC only included summative assessments with the achievement test, and there were no multiple layers of assessment, as indicated by the MOILLE analysis (A1, *M* = 3.10, *SD* = 0.88). This does not, however, mean that the assessment aspect of the course was looked over as it included evidence-based learner analytics (A3, *M* = 3.70, *SD* = 0.67) as well as supporting open ongoing assessment actions, exemplified in the MOILLE framework as comments, reviews, likes, and shares in social media (A2, *M* = 3.40, *SD* = 0.52). Despite having a strong emphasis on summative assessments, GELMOOC demonstrated a balanced evaluation strategy by utilizing learner analytics and open continuous feedback.

The way assessment of learners in LMOOCs is handled relates to the degree of accountability in such courses according to Hall et al. (2013). The level of accountability of an LMOOC is directly proportionate to the degree to which it offers diverse and rich variety of assessment. However, most LMOOCs do not offer such a variety in the way learners are assessed, with only a handful thereof including open-ended tasks, formative assessment techniques, and peer or self-assessment as is the case with GELMOOC as well (Chong et al., 2022; Perifanou and Economides, 2014, 2021). The fact that assessment activities are limited and a medium level of MOILLE effectiveness has been achieved in supporting multiple levels of assessment in GELMOOC (A1, *M* = 3.10, *SD* = 0.88) indicates that the course mostly aligns with a behavioural approach to assessing learners according to Chong et al. (2022: 13), who state that most LMOOCs involve summative and closed assessment, thereby following "a behavioural instead of constructivist view of learning". Thus, it is clear that the dominant pattern in LMOOCs, as demonstrated by GELMOOC, is a predisposition to limited, behaviourally oriented assessment techniques, indicating a disparity between potential for a variety of assessment techniques and their actual application in such courses.

Nonetheless, whether this should be seen as a weakness might be disputable. In designing an LMOOC, which is itself a challenging process as Chong et al. (2022) state, several factors have to be taken into account, which are detailed in the previous sections. Two among them are the learner audience and what the course is to entail. In such a language course as GELMOOC, which aims to teach EGP to an audience of beginner level learners, a hybrid approach can yield the best outcome both in terms of assessment and, as Kop (2011) mentions, guiding the participants through the course so that they do not feel lost (Brennan, 2013; Fidalgo-Blanca et al., 2016). Furthermore, the GELMOOC initiative was commenced for research purposes within the scope of the current thesis study, and a great quantity of data was to be gathered both in the pretest and posttest phases, so a closed type of summative assessment technique was found most suitable.

Communication. The domain of communication scored the lowest level of effectiveness in terms of MOILLE practices entailed in GELMOOC. The overall MOILLE score of GELMOOC's communicative aspects was medium. The first of two total items under consideration was "offering social community building features", which scored a medium to high level of MOILLE effectiveness because the course incorporated social media integration, forums under each video lectures, and a partially personalized learner dashboard. These mentioned aspects can be deemed as connectivist features of GELMOOC when the relevant body of literature is considered (Bates, 2022; Perifanou 2016a, 2016b; Sallam et al., 2020; Siemens, 2013), which contributes to two of the fundamental features of MOOCs as being massive and open according to Perifanou and Economides (2014).

The second item under consideration was the promotion of communication with native speakers of the language, which scored low to medium as might be expected because neither of the course instructors were native speakers of English. The course attendees' only near-instances of getting in communication with the native speakers would be through the listening practices and sample dialogues presented in the course. Although with the incorporation of such materials, GELMOOC did present authentic language input to learners, an important necessity of a successful LMOOC design (Ferguson et al., 2016; Sokolik, 2014) that also increases interactivity (Chong et al., 2022), there was no opportunity to interact with a native speaker in the course, possibly hindering the development of productive skills in the target language and having a negative impact on motivation as well

according to some research (e.g., Pomino and Gil-Salom, 2016). On the contrary, there are some other research studies that report no significant complaint or lack of growth in communicational language skills in the absence of direct communication with native speakers (e.g., Yaşar, 2020a), which contradicts the findings of Sanchez-Gordon and Luján-Mora (2015), who concluded that while taking an LMOOC, foreign language speakers of the target language with different linguistic levels have challenges in using their full mental capacity. Overall, however, while GELMOOC integrates authentic language input and connectivist elements effectively, there might be some room for development for communicational with native speakers to achieve comprehensive communicative competence in MOOC-based language learning.

5.2.2. General English Language MOOC's Effect on Student Achievement

The findings of the second research question, which sought to determine if the GELMOOC implementation had an impact on student achievement, revealed that the EGP exam scores of the participants significantly increased after the completion of the course. Initially, the participants had a mean pretest score of 49.42 (*SD* = 24.17), whereas that of their posttest raised to 72.02 (*SD* = 20.87) in the end. In short, the designed course had a significantly positive impact on student achievement in EGP.

In the words of Breslow et al. (2013), in MOOCs, achievement is defined as successfully performing the given assignments, receiving a passing mark on the testing and evaluation procedures, and being granted a recognition of accomplishment, such as a certificate or a diploma. Accordingly, the criteria of being successful in a MOOC was met by GELMOOC participants as they successfully performed the tasks by completing the pretest and posttest exams, getting a satisfactory mark on the posttest achievement test, and receiving a certificate of attendance.

When looked at the body of literature, the findings corroborate with those of other studies within the Turkish context, which yielded parallel results that indicate the positive effect of MOOCs on the progression of learning (Bilici and Köroğlu, 2022; Köse et al., 2020, 2022; Yaşar 2020a). Conducting a similar study with the same research design with pre- and

posttesting, as embraced by the current thesis study, Yaşar (2020a) revealed that an EFL LMOOC he designed had a beneficiary impact on the development of language skills and overall learning of the target language among the study's participants. Similarly, Köse et al. (2022) created an LMOOC for adult learners of English to develop their speaking skills, which also had favourable results and got positive remarks from the participating learners.

The findings of the current study also conform with those of similar studies done in international contexts, such as a study by Zhao (2015), who concluded that LMOOCs increase learner engagement in the target language and help achieve optimal learning outcomes. Parallel inferences are available in similar LMOOC studies, with all of them indicating the important benefits of such courses on student achievement and acquiring learning objectives (Mee et al., 2016; Hashim and Yunus, 2019; Sun et al., 2019).

As to the reasons why student achievement was significantly affected by the designed course, some reasons can be provided, which are course-related and learner-related as classified by Bingöl et al. (2020) in a comprehensive study revealing factors for achievement and completion in MOOCs. In the following subheadings, these factors are detailly explained in relation to GELMOOC's features.

Course-related Factors. The first and possibly the most important course-related factor that affects student achievement in a MOOC is found by Bingöl et al. (2020) to be course design. According to other researchers in the field of MOOC research as well, properly established course design certainly has an impact on both student achievement and satisfaction (Hew et al., 2020; Joo et al., 2018; Kumar and Kumar, 2020). If a course is easily navigated and user-friendly, practical, and flexible, learners are most likely to hit elevated levels of achievement. Previous findings about the content features of GELMOOC are in parallel with these statements.

Furthermore, according to Loizzo et al. (2017), the most important feature that holds important effect on achievement in MOOCs is the clarity and accessibility of course content, enriched with a variety of instructional materials and resources (Bingöl et al., 2020). Accordingly, if the findings of the first research question are considered again, course

content of GELMOOC demonstrates a prominent level of support for a different variety of activities that serve the purpose of achieving a clearly defined set of learning outcomes in line with the target audience of learners, their level, and backgrounds. The use of multimedia materials that are highly interactive is also a plus in the design features (Mayer, 2009; Perifanou, 2016a, 2016b). Additionally, the course material is arranged logically, divided into meaningful modules, and has lecture videos with a clear theme, making it easier for participants to comprehend and process information (Wright, 2003). These are indicative of GELMOOC's corroboration with similar research in terms of overall content design features.

Another feature which has a positive influence on student achievement in MOOCs stands as interaction among participants and between participants and the instructors, with mostly the former type of interaction outweighing in terms of the level of influence according to Bingöl et al. (2020). As heavily mentioned by connectivists and the proponents of cMOOCs, the community building features of MOOCs like discussion forums, social media integration, free and flexible course content, and community learning increase interaction among MOOC participants (Bates, 2022; Clara and Barbera, 2013; Downes, 2012; Siemens, 2013). However, in a MOOC that is semi-structured and partially inclusive of the mentioned communal features, such as GELMOOC, direct interactions among participants would be minimal. In the case of GELMOOC, for example, the course attendees could only interact with one another through the planned Zoom meetings or by commenting on lecture videos. Other than that, they mostly were in direct contact with the instructors through the distance learning platform, COCEC. Although this still nurtures engagement and interaction within the course that facilitates motivation, a crucial factor both in achievement and satisfaction (Dörnyei, 1998), when the lack of diversified collaborative activities and direct communication among the course attendees are considered, student-student interaction possibly has had the lowest impact on achievement in GELMOOC, contradicting the results of similar research (Bingöl et al., 2020; Loizzo et al., 2017; Perifanou, 2016a, 2016b).

Learner-related Factors. The other type of reasons that might have affected the significantly high increase in student achievement pertains to learner-related factors, which can be categorized into two as internal and external factors as Bingöl et al. (2020) do. The

first of internal factors is having background knowledge about the course content. As the previous body of research indicates, when learners have preexisting knowledge, the newly presented information is integrated with what they have already learnt, creating a cumulative knowledge base, thereby facilitating the process of learning (Bingöl et al., 2020; Bosker, 1999; Smith and Ragan, 2000, Zhou, 2017). Since the target audience of GELMOOC is young adult EGP learners in Türkiye, they have already been taking English classes for a minimum period of eight years within the scope of primary and secondary school compulsory language courses. Therefore, it would not be farfetched to suggest that their previous knowledge about English has had an impact on the increase of mean achievement scores.

Other internal factors affecting success in a MOOC include addressing and maintaining the interest as well as meeting the needs of learners in the course (Bingöl et al., 2020; Siemens, 2013; Zheng et al., 2015). Accordingly, learners of a MOOC would be more likely to perform well if the course they are enrolled in is of their interest and relates to a topic on the rise, such as learning a foreign language as in the case of GELMOOC. In today's world, English is seen as a means of communicating with people around the globe and exchanging information in the internationally modern sense. Therefore, the inference would be that the subject of GELMOOC is of current interest, with LMOOCs already being a recently novel development as Sokolik (2014) underlines, and the course has met the expectations of the learners.

As for the external factors that may have played role in the enhancement of participant achievement in the course, two elements stand out, the first of which is meeting the course requirements and actively engaging in the tasks (Bingöl et al., 2020). Previously, GELMOOC's content features were demonstrated to be of interactive nature, with elements of engagement coming into play during video lectures and presentational materials. The course included activities that nurtured the development of four skills, the materials were designed in line with the principles of Mayer's (2009) multimedia material development, and synchronous lectures were also held to compensate for the lack of face-to-face interactions both among the learners and between them and the instructors. Hence, the participants were actively engaged in the material as much as possible, thereby maintaining their motivation, a notable factor in the completion of a course as stressed by Dörnyei (1998),

and assisting learners to succeed in EGP by creating a pushing factor (Anderson and Dron, 2011; Bingöl et al., 2020; Zheng et al., 2015).

The other external factor affecting achievement is stated as the instructor's professional abilities and pedagogical performance (Bingöl et al., 2020) as the roles of an LMOOC instructor is not just confined to teaching but also designing the structures of the course and the instructional tools incorporated within, organising the overall content, assessing the progress of the course and the learners, curating, and most importantly, as is being done with this thesis study, researching (Castrillo de Larretta-Azelain, 2014). Although this factor might come off as a course-related one at first sight, the reason why it is deemed a learner-related external factor is that the instructor's manners and guidance within a course directly influences the extrinsic motivation of the learner, thereby having an impact on active engagement and achievement of the learners in return (Zheng et al., 2015) in that active participation and motivation are interrelated as noted by Felder and Silverman (1988) and Fredricks et al. (2004).

5.2.3. Student Satisfaction in General English Language MOOC

The third research question aimed to investigate the satisfaction levels of course attendees regarding GELMOOC. Accordingly, a translated version of Kumar and Kumar's (2020) MOOC Student Satisfaction Survey was implemented to a number of 187 participants, the results of which revealed a high level of satisfaction regarding the course with an overall mean score of 4.37 (SD = 0.49), scoring 87.4% learner satisfaction which is parallel to the overall MOILLE practice score of 87.25%. An agreement exists between the two research questions, and such a finding is especially important in the context of the study since there is a lack of similar studies in the field as most researchers focus on learner achievement or perceptions of MOOCs in general. Assessing satisfaction in a course can provide insights into how participation, achievement, and completion in the course may be affected (Astin, 1993; Hew et al., 2020), and therefore, course design and implementation can be done accordingly (Chiu et al., 2005; Elia et al., 2019). The same statements can be applied to distance education, and MOOCs are not an exception to this.

According to Hew et al. (2020), one of the most important factors that affect learner satisfaction in MOOCs is how the content is designed and organized. The same trend can be observed in the case of GELMOOC as the domains of course content (M = 4.53, SD = 0.53) and delivery (M = 4.45, SD = 0.58) were those that scored the highest among others. As for what made this outcome possible, several statements can be made. First, if a course's content can easily be understood and related to learning outcomes by the learners, they are prone to be more satisfied with the course (Joo et al., 2018).

GELMOOC's content was structured in a way that outcomes related to activities, materialized with authentic elements and included real-world cases, all of which are important content features for language courses (Ferguson et al., 2016; Sokolik, 2014). Similar results are present in the studies by Mulik et al. (2019) and Badali et al. (2020). However, the way GELMOOC was developed was not highly flexible, and it was rather semi-structured as to state, which apparently supported the pace of the learners as the majority did not report any problems with course delivery, and most of them felt comfortable with the program's speed. Though this finding corroborates with most LMOOC studies (Hew et al., 2020; Joo et al., 2018), there are also some studies that report less structured course content with more flexible goal setting in the program results in more satisfied learners (e.g., Li, 2019). Additionally, the content was also reported to be highly interactive, which mostly met the expectations of the course attendees. Such features are known to affect the satisfaction of learners according to the literature (Gameel, 2017; Kumar and Kumar, 2020; Shrader et al., 2016). Overall, there is mostly a corroboration between the existing studies and GELMOOC's course content and delivery findings in terms of learner satisfaction.

The third highest scoring aspect in the learner satisfaction survey pertained to overall satisfaction. This subscale assessed the attendees' desire to enrol in similar other courses in the future, satisfaction about the overall quality of the course, and their beliefs about whether they have improved their knowledge and skills with GELMOOC. The results revealed high levels of satisfaction. Accordingly, several inferences can be made in the light of the relevant body of literature. Firstly, if the "learners as consumers" approach is embraced (Thomas and Galambos, 2004), such findings regarding GELMOOC indicate that the satisfied learners may have attracted more students to the course and possibly the other courses provided by

the COCEC platform, yielding both prestige benefits and financial gain (Hew et al., 2020). Secondly, since the overall quality of the course is perceived to be at elevated levels by the attendees, the findings also suggest that the development and implementation of the course has been successful (Elia et al., 2019; Wu et al., 2010), corroborating with the results of similar research (Badali et al., 2020; Kumar and Kumar, 2020; Li, 2019; Mulik et al., 2019).

The other factor that is reported to highly affect the satisfaction of GELMOOC has been the support provided throughout the implementation of the course. In a MOOC, it is imperative that participants receive continuous and timely feedback as well as support (Aldowah et al., 2019; Bates, 2022), so that the massive dropout rates, which are inherent to the features of MOOCs, may be avoided (Zheng et al., 2015), learner achievement is facilitated, and the satisfaction is kept high (Kumar and Kumar, 2020). The course is reported to have provided a swift support system, addressing questions both technical and related to content. Furthermore, the majority of the participants reported that the navigation of the course could easily be done, which is another factor that highlights the importance of user-friendly design, ease of navigation, and interaction (Hew et al., 2020; Joo et al., 2018; Shrader et al., 2016).

As for the domain of course evaluation, although the subscale received a moderately high mean score of satisfaction (M = 4.01, SD = 0.67), it was the lowest score among all the domains. The same situation was observed in the MOILLE as aforementioned. Such a finding may have occurred because GELMOOC did in fact lack a variety of assessment techniques since it only involved an achievement test to evaluate learning. The inference here would be that GELMOOC mostly abided with the features of xMOOC in terms of assessment as there was an automated assessment system, targeted to evaluate massive numbers of learners at once, providing indirect feedback in return (Bates, 2022; Siemens, 2013). However, as Li (2019) states, there should be a variation in assessment techniques, addressing the needs of students with dissimilar background and motivations. Therefore, GELMOOC could have incorporated formative tasks, such as in Badali et al. (2020), self-evaluation, and peer assessment, as suggested by Kumar and Kumar (2020) and Perifanou (2016a, 2016b) to address the necessary variety of assessment techniques.

5.2.4. Relation of Achievement and Satisfaction

The last research question sought to determine whether learner satisfaction had any significant impact on EGP achievement. The results indicated that there was no significant correlation between achievement and satisfaction. Such a finding is indeed surprising in that student satisfaction is a concept that is closely related to several affective factors, such as learners' perceptions of quality learning, their self-regulation levels, and motivations (Astin, 1993; Hew et al., 2020) in addition to how effective a course is designed and implemented (Elia et al., 2019; Wu et al., 2010). Therefore, the result yielded here can be discussed two-folded again, which directs to course- and learner-related factors.

As for course-related factors, they seem to be of rather lesser importance in the result that yielded no significant relationship between satisfaction and learner because GELMOOC mostly exhibits effective learning features and design elements as supported by the findings of the first three research questions. GELMOOC was meticulously planned out and designed in alignment with Mayer's (2009) principles, materialized with authentic materials that incorporated the use of daily language, and the course was also reported to be user-friendly, practical, and flexible. These overall features stated here highlight those of an effectively implemented course design (Hew et al., 2020; Joo et al., 2018), which has enhanced satisfaction through fostering productive engagements between the attendee and the course, corroborating with Gameel (2017) and Shrader et al. (2016) but contrasting with them at the same time as the reported satisfaction levels have no impact on achievement, which also contradicts Astin's (1984, 1993) suggestion that satisfied learners perform better. However, there are also some research studies, the findings of which are similar to the present one. The studies by Cho and Heron (2015) and Kuo et al. (2013) reported no statistically significant between satisfaction and achievement in distance learning settings although their studies centralized on the effect of self-regulated learning more.

As for learner-related factors, although considered theoretically, they were not detailly assessed during the implementation of the course as only the satisfaction survey was implemented, and no direct data was gathered to further reveal their learning experiences. Therefore, other than what has been discussed under the subheading pertaining to student

satisfaction, no further explanations can be made as to whether the course attendees' unique attributes, motivational aspects, self-regulation or autonomy, and continuance were influential on their progress, all of which stand as important learner-related factors for satisfaction (Kumar and Kumar, 2020; Joo et al., 2018).

There may be some other reasons to explain the lack of a statistically significant relationship between achievement and satisfaction. Firstly, there is the caveat that self-reported data like the satisfaction survey employed in this study can over- or under-report the reality (Gonyea, 2005), and such is a fact to be approached cautiously by researchers (Li, 2019), which is apparently overlooked by the current research. The second reason also pertains to the instrumentation in the study. The achievement test and the satisfaction survey measure two different constructs, and the probability that their data may not be related is not completely illogical. The achievement test assessed EGP success among the course attendees, whereas the satisfaction survey mostly evaluated the quality and flow of the designed MOOC. Lastly, the nature of the course itself, including its design, structure, and the participants' prior knowledge of EGP might have played a role in shaping satisfaction independently of achievement since previous knowledge of learners are also of importance as stressed by many research studies (Bingöl et al., 2020; Bosker, 1999; Smith and Ragan, 2000, Zhou, 2017).

5.3. Conclusion

5.3.1. General English Language MOOC as a Hybridized MOOC

Regarding the kind of MOOC that the course was intended to be, an eclectic design was found fit, considering the fact that both xMOOC and cMOOC have their strengths and weaknesses according to the relevant body of literature (see Bates, 2022; Clara and Barbera, 2013; Fidalgo-Blanca et al., 2016; Kesim and Altınpulluk, 2015). Therefore, in line with Fidalgo-Blanco et al. (2016), a hybridization procedure was conducted while in the planning phase of GELMOOC, during which the target audience of the course was of primary concern, who are beginner level EGP learners.

Since the targeted group was assumed to have a limited level of learner autonomy in such a distance learning setting due to their linguistic levels, cMOOCs' free-structured content without instructions or prompting from the instructors would mean getting lost for them as Kop (2011) highlights. Hence, the course content was designed to be predefined and centrical with a formal curriculum to be finished by the attendees in a time period of 4 months, siding with the systematically structured form of xMOOCs as characterized by Kaplan and Haenlein (2016). Such design features can be attributed to justify the high levels of satisfaction with regard to content and pedagogy among the course attendees and similar levels of effectiveness determined by the ELT instructors in the MOILLE analysis. However, the fact that a limited time period was allowed to finish the course and a highly structured achievement test was put into practice to assess learners may have also negatively impacted the course's evaluation in the domain of assessment, which scored comparably lower than the other domains both in the MOILLE analysis and the satisfaction survey.

Another element of concern during hybridization was determining which learning theory to be embraced: if a purely behaviourist approach was to be chosen, GELMOOC would not be any different than a set of audiovisual notes for learners without holding any value for actual EGP skills growth or knowledge construction, one of the most criticized points of xMOOCs (Clara and Barbera, 2013; Siemens, 2013). To overcome such a challenge in design, a constructivist approach was embraced in content, communicative language teaching elements were included, such as the use of authentic language materials and real-life situations as evident by the MOILLE analysis. Also, by adding cMOOCs' features of flexibility and community learning (Clara and Barbera, 2013) through expanding the availability and range of xMOOCs' structured discussions and forums on the platform GELMOOC was developed, bits of connectivism was integrated into the course by allowing a more relaxed and open exchange among learners and between learners and instructors (Bates, 2022; Siemens, 2013).

Other than those discussed so far, it can be stated that GELMOOC incorporated mostly the features of an xMOOC. The attendees were mostly passive recipients of knowledge in the video lectures, an infamous characteristic of xMOOCs highly criticized by Bates (2022) and Siemens (2013). However, the course participants also engaged in some interactional elements integrated within the videos, such as answering questions, doing skills

activities, and exchanging information asynchronously with the instructor, which were complementary to the lacking aspects of an xMOOC, in line with the suggestions of Fidalgo-Blanca et al. (2016) to compensate for the criticized points of xMOOCs. In the end, though, it can definitely be inferred that GELMOOC's type of hybrid MOOC design was guided by the needs of its targeted audience and how an EGP MOOC should be in the Turkish higher education context as the findings of the MOILLE analysis and the satisfaction survey also show.

5.3.2. Overall Features of General English Language MOOC

Conducted within a meticulous cycle of analysis, design, development, and evaluation, highly detailed in the method section of this research, in line with Morrison's (2010) modelling of ADDIE, GELMOOC was a language MOOC that was specifically aimed at EGP learners in Turkish higher education context. What made GELMOOC an LMOOC in nature were the facts that (a) the course specifically targeted its content to teach an additional/foreign language to Turkish learners in the higher education context, and (b) it provided such education in an online setting through a web-based distance learning platform, which is in line with Barcena and Martin-Monje's (2014) two main defining characteristics of LMOOCs.

GELMOOC also carried the inherent features of a MOOC in addition to being a specific type thereof. For one, the course was created with the use of digital technologies and conducted on a web-based platform to a massive number of participants with infinite scalability, denoting two of the design and implementation features of MOOCs as stated by Bates (2022). The course also included an enriched variety of open educational resources, aimed at facilitating the development of a specific set of skills and construction of knowledge among the course attendees, which Kaplan and Haenlein (2016) as well as Mehlenbacher and Mehlenbacher (2020) mention to be a core aspect of such courses.

Moreover, GELMOOC had low initial expenditures with the planning, designing, and recording thereof, and the course maintenance was not an issue and did not necessitate any further investments, other than some time by the course instructors to be in

communication with the attendees. Correspondingly, although high initial expenditures are not uncommon in MOOCs according to the body of literature (e.g., Balanyk, 2017; Orsini-Jones et al., 2018), GELMOOC nearly had none, and the costs of maintenance decrease by time or are completely inexistent throughout the conduction of such courses, so GELMOOC is in alignment with the literature in this aspect as well (Kaplan and Haenlein, 2016; Mehlenbacher and Mehlenbacher, 2020). Lastly, GELMOOC can also be positively attributed with the promotion of the brand and the name of the institution, by which it was being conducted, as the course brought 2957 learners to the university's continuing education centre, among whom it successfully created a small community of language learners, considering the high levels of satisfaction reported by the course attendees.

Although GELMOOC entails the features of a well-designed course and exerts a prominently high level of learner satisfaction as in other similar studies (Cheng, 2014; Köse et al., 2020; Li, 2019; Yaşar, 2020a) according to the satisfaction and MOILLE analyses, there still is a massive dropout rate as only approximately ten percent of the total initial course participants have completed the course and the achievement tests. Furthermore, these elevated levels of learner satisfaction also had no effect on achievement whatsoever, contrasting the findings of similar research, the explanations of which have been previously made in the pertaining subheading of the discussion section.

As for the dropout rates, however, the current research study is limited to examining satisfaction and achievement scores of the attendees, which restrains the analysis of the underlying causes of dropout. Such is a major problem in the field as well, as highlighted by Bates (2022), with many factors affecting it, involving both learner- and course-related reasons, ranging from lack of motivation to unclear planning of the course (Aldowah et al., 2019; Zheng et al., 2015). Nonetheless, as there is no evidence of a serious lacking in the course design or implementation according to the findings, except for communicational features and assessment, learner-related factors may be more likely to have played a role in the attrition rate. These may include having a high workload as the course included 28 lecture videos, lacking time to finish the assignments since only a period of 3 months was given, or not having a pushing factor to complete the course due to its being free of charge, not affecting grade, and being a non-credit course (Aldowah et al., 2019; Kumar and Kumar, 2020; Zheng et al., 2015). In conclusion, while GELMOOC exhibits robust design and high

learner satisfaction, its significant dropout rate highlights the need for further investigation into learner-specific factors to understand and address the underlying causes of this widespread issue in online learning environments.

The current research was an attempt to reveal the effects of a distant learning setting in compulsory EGP courses in the context of Türkiye, and the course developed within the scope of this thesis, GELMOOC, could be considered a contemporary attempt of embodiment of distance education, primarily standing as an LMOOC, tailored for the use of EGP learners in Turkish higher education, a context lacking studies in numbers with only a few studies existing (Bilici and Köroğlu, 2022; Köse et al., 2020, 2022; Yaşar, 2020a, Yaşar and Polat, 2021). In this regard, the current study helped fill this research gap. Furthermore, GELMOOC aligns with the overall attributes of MOOCs, utilising digital technologies and web-based tools to engage a vast number of audiences, while integrating open educational resources to foster skills development and transfer EGP knowledge to its attendees. Not only did GELMOOC adhere to the theoretical frameworks of distance learning (see Barcana and Martin-Monje, 2014; Bates, 2022; Mehlenbacher and Mehlenbacher, 2020; Perifanou, 2016a, 2016b; Perifanou and Economides, 2014, 2021), but also achieved practical success, though in part because a massive rate of dropout was observed, a major weakness of GELMOOC. Even with the massive dropout rate, the course brought an initial number of 2957 students to COCEC, which was beneficial for the university's finances and prestige according to Hew et al. (2020) and Perifanou and Economides (2014, 2021). Overall, these underscore GELMOOC's effectiveness in delivering EGP education online, demonstrating both its potential and the expanding scope of MOOCs in modern educational settings.

5.4. Implications for Further Research

5.4.1. Emerging Limitations

This thesis study was not without limitations although many were delimited thanks to the design and implementation features of the present research. At the same time, some limitations also emerged during the design, planning, and particularly while conducting the study. Main limitations are detailed in the following paragraphs, and some recommendations are made for further research.

First comes time constraints, which are two-folded as pertaining to the gathering of data and the allotted period of time for the course attendees to complete GELMOOC. As for the latter, only one academic term was allocated for the participants to complete the course, which may have triggered a cognitive overload among the participants by expecting much to be covered in a short duration (Sweller, 1988), thereby negatively influencing the continuance rate and hence the massive dropouts, supporting the arguments of Aldowah et al. (2019) on the issue. Additionally, the study did not include a delayed posttest but only one right after the completion of GELMOOC, thus measuring immediate retention, overlooking long term retention. The former element of time constraints, limited period for data gathering, may also be considered a limitation in the design since a single group pretest-posttest design was employed in alignment with the research purposes. Such a design is experimentally weak and only entails data collection from a sole cohort of participants at specific time periods just in the beginning and in the end (see Cranmer, 2017; Creswell and Creswell, 2018). Therefore, no evidence could be provided as to how the EGP achievement or satisfaction levels of the course attendees changed while implementing GELMOOC.

Secondly, although the findings revealed seemingly impeccable content and design features and thus high satisfaction rates with regard to the course, there emerged a high need for improvement in the aspects of assessment and communication both in terms of MOILLE practices and learner satisfaction. There was a single assessment technique to measure the constructs of achievement and satisfaction, the latter of which was measured only once. Furthermore, the number of asynchronous lecture videos far exceeded that of synchronous ones, thereby increasing the transactional distance in the course due to insufficiency of direct interaction and engagement both among the learners and between learners and the course instructors according to Moore (1991). Thus, communicational elements in the course were weakened, a problem consistently present in the literature according to the prominent researchers (see Aldowah et al., 2019; Kumar and Kumar, 2020; Ma and Lee, 2018; Zheng et al., 2015).

Thirdly, since GELMOOC was targeted at beginner level EGP learners in the Turkish context, its design features mostly entailed those of xMOOCs, heavily criticized by some in the field as lacking interaction, community-building features, and holding a strictly behaviouristic approach to distance learning (Bates, 2022; Kaplan and Haenlein, 2016;

Siemens, 2013). Although a hybridisation was sought in the study, communicational aspects of the designed MOOC were not strong as evidenced by both the MOILLE analysis and the satisfaction survey results.

Lastly, learner satisfaction, a construct that is usually expected to have an impact on achievement, was unexpectedly shown to have no significant impact on EGP achievement in this study. Two main reasons were predicted to have played a role in this being, the first of which was the instrumentation. Second is the fact that learners could have been just satisfied with the course's overall design features, implementation, and the positive approach of the instructors, whereas this satisfaction may not necessarily linked to their learning experiences or achievements since the scale used generally focused on the course-related factors while not detailly measuring learner-related factors affecting satisfaction.

5.4.2. Recommendations

Further research should examine increasing the course duration to measure its influence on cognitive overload and participant retention, using longitudinal designs to track changes in EGP accomplishment and satisfaction over time, thus determining the long-term retention of EGP knowledge as well, and include control groups for more robust comparison analysis. Furthermore, utilizing modern data analytics and including cognitive load management techniques may provide more profound understanding of learning outcomes and engagement patterns, which would increase the efficacy of online learning environments. In addition to offering a more sophisticated comprehension of the ideal duration of the course and instructional strategies, these actions would reinforce the research results by employing more thorough and comparable approaches.

In order to more accurately assess student success and satisfaction, future LMOOC studies should also integrate a variety of multimodal assessment approaches, such as formative assessments, peer evaluations, and project-based activities. To enhance interactions and shorten transactional distance, a variety of synchronous and asynchronous communication opportunities should also be incorporated, such as discussion boards, live Q&As, and collaborative projects. Furthermore, looking into adaptive learning systems that

tailor the learning experience to individual requirements and preferences might boost engagement, pleasure, and accomplishment.

With respect to student satisfaction in MOOCs, there is also the possibility of researching the effect of contextual differences. If, for instance, GELMOOC was to be conducted with the same design and content to another major group of learners other than Turkish, would the results change in terms of satisfaction and/or achievement levels? Such a question can lay the foundations for comparative studies in further LMOOC research.

Future research should incorporate additional community-building and interactive elements, utilizing constructivist and connectivist procedures, in order to overcome the constraints associated with the xMOOC-dominant design of GELMOOC. To encourage participation and cooperation, gamification, peer conversations, and group projects might be used. To address complaints of little participation and a behaviouristic approach, the hybridized model can be enhanced to entail cMOOC-dominant design features.

Additionally, benefitting from stakeholder feedback could prove useful in the context of LMOOC research, especially considering the current study. Despite GELMOOC's high satisfaction rates and well-designed content, it had significant dropout rates. In the scope of a follow-up study, the GELMOOC attendees could be reached through email, and their feedback could be gathered to determine the reasons for dropout in addition to providing qualitative explanations for high satisfaction rates, thus getting more comprehensive insights.

Lastly, in order to gain a deeper understanding of the lack of significant impact of learner satisfaction on performance, future research should improve evaluation techniques to fully capture aspects linked to both course and learner satisfaction. Furthermore, investigating the link between achievement and satisfaction using qualitative research methods like focus groups or interviews may provide more in-depth understanding of how contentment affects academic results. Finding subtle elements that either enhance or diminish the educational value of MOOCs and other comparable online learning platforms will be made easier with the use of a mixed-methods approach.

5.5. Implications for ELT

The current research laid out its theoretical framework on the growing use of distance education as well as its use in language teaching, namely that of English when the context of the study is considered (Brennan, 2013; Sokolik, 2014). To this end, a general English language MOOC was developed and implemented on a large cohort of beginner level learners, most of whom were studying in Turkish higher education. In addition, since the course was an open online one, there were also some older participants or those who were already graduates but wanted to strengthen their linguistic backgrounds in English. A massive audience of learners enrolled in GELMOOC, and although large rate of attrition was observed, those that completed the course scored significantly higher in the EGP achievement tests and were left mostly satisfied with the content, design, delivery, and overall features of the course, parallel to the MOILLE analysis. Some relevant implications for ELT can be drawn from these main findings.

LMOOCs have the potential to be an efficient medium for language learning (Sallam et al., 2020), as demonstrated by the success of GELMOOC in increasing participants' English performance. This suggests that distant learning could serve as an effective ELT tool, providing students from a variety of backgrounds with an access to high-quality language instruction. Additionally, the favourable evaluations from students on the course's design, content, delivery, and general features emphasize how crucial these components are to the accomplishment of an online language education (Perifanou, 2016a, 2016b), which also highlights the fact that multimedia materials, interactive activities, and feedback systems can improve performance and satisfaction (Kumar and Kumar, 2020; Li, 2019). Therefore, ELT course design should focus on creating interesting, dynamic, and learner-centred materials appealing to various learner audiences.

Next is the open and online format of the course, which drew a wide range of learners, including undergraduates and senior citizens who wanted to enhance their English. This can be deemed a definitive success as usually, MOOCs attract young adults who are already well education with instruction according to Christensen et al. (2013). The emphasis here would be how crucial it is to provide ELT tools via distance education settings to people outside of

traditional educational environments (Hockly, 2015). GELMOOC and other online ELT courses should aim to be inclusive.

Implications for limitations can also be made. Primarily, it is critical to recognize and address the issue of high dropout rates. This entails using practices like peer interaction, adaptive learning tools, and more responsive feedback channels in distant learning to keep students interested and lower dropout rates (Aldowah et al., 2019; Siemens, 2013). Additionally, the GELMOOC's limited assessment methodology, which only emphasizes multiple-choice exams, highlights a critical issue for ELT via MOOCs and online learning: the integration of various evaluation methodologies. Incorporating self-evaluations, project-based activities, formative feedback, and peer reviews into ELT assessments may improve student engagement and offer a more individualized learning environment in distance education as well. According to Chong (2019), a distance education program with such a wide range of assessments not only can accommodate different learning styles but also would promote a deeper comprehension of the language, catering to the various demands of students and possibly lowering dropout rates in online English language instruction.

Lastly, this study that involved the development, implementation, and evaluation of GELMOOC holds a scientific value as well. As signified by a great body of research in the field of distance education, studies pertaining to LMOOCs are usually informative of key concepts and theoretical frameworks (Barcena and Martin-Monje, 2014; Castrillo de Larretta-Azelain, 2014; Perifanou, 2016a, 2016b; Perifanou and Economides, 2014, 2021), whereas the number of studies with practical purposes are just on the rise. Such studies as this one should guide future research in LMOOCs and provide insight into understanding the potential of these courses in foreign language education.

5.6. Chapter Summary

This chapter initially aimed to provide the reader with a comprehensive discussion of the study's findings. Accordingly, each finding was discussed under their pertaining subheadings, and relevant conclusions were drawn. Then, in the conclusion subsection, GELMOOC's hybrid design characteristics and overall features were highlighted in reference to the strengths and weaknesses of the designed course. Thereafter, emerging limitations were explained, and recommendations were made for further research endeavours, then to finalise the section with implications for the field of English language teaching, underlining the importance of MOOCs, and how they may be of use in different areas in the field.

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APPENDICES

APPENDIX 1

ORIGINAL MOOC STUDENT SATISFACTION SURVEY

The MOOC Student Satisfaction Survey

Dear student,

You are expected to answer the MOOC Student Satisfaction Survey within the scope of an MA thesis study entitled, "Development, Implementation, and Evaluation of GELMOOC: A MOOC for Distant Learners of English for General Purposes" by Emre UYGUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR.

By answering the questionnaire, you accept that you want to participate in the study. If so, please select the most suitable answer for each item on a scale of 1 to 5 (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5).

Thank you kindly,
Emre Uygun, MA Student.

	SD	D	N	A	SA
Course Content - CC					
1. I understood the objectives of the course	1	2	3	4	5
2. I found the course modules adequate	1	2	3	4	5
3. I found the course modules easy to understand and follow	1	2	3	4	5
4. I found the multimedia materials (videos) used to be engaging	1	2	3	4	5
5. I found the multimedia materials used to be relevant to the course contents	1	2	3	4	5
6. Examples, illustrations or real-world cases were used effectively to explain things.	1	2	3	4	5
Course Delivery - CD	1	2	3	4	5
7. I was comfortable with the pace of the program.	1	2	3	4	5
8. I did not have problems with course delivery	1	2	3	4	5
9. I was able to relate each of the learning objectives to the learning I achieved	1	2	3	4	5
10. The course met my expectations.	1	2	3	4	5
Course Evaluation - CE					
11. I believe the evaluation criteria and methodology adequately measures my learning	1	2	3	4	5
12. I felt the deadlines were fair	1	2	3	4	5
13. Assignments demand full attention and quite rigorous	1	2	3	4	5
14. Quizzes are little tricky	1	2	3	4	5
Course Support - CS					
15. I was able to navigate the course site easily	1	2	3	4	5
16. The MOOCs support service was quick	1	2	3	4	5
17. Interacting in the forums helped me to clarify things I did not understand.	1	2	3	4	5
Overall Satisfaction - OS					
18. Overall, I am satisfied with the quality of this course.	1	2	3	4	5
19. Overall, I have improved the knowledge/skills	1	2	3	4	5
20. I am encouraged to enrol in another course in future	1	2	3	4	5

APPENDIX 2

MASSIVE OPEN AND INTERACTIVE LANGUAGE LEARNING ENVIRONMENT FRAMEWORK

MOILLE Framework Questionnaire

Dear colleague,

Within the scope of my thesis, "Development, Application, and Evaluation of GELMOOC: A MOOC for Distant Learners of English for General Purposes", I would like you to evaluate the MOOC that I've created and embedded on Çanakkale Onsekiz Mart University's Continuing Education Centre distant learning platform in accordance with the questionnaire below, on a four-point Likert-type scale (1: none, 2: low, 3: medium, 4: high) regarding each item. The questionnaire is two-pages long. Please do not miss the other page.

Thanks in advance,

Emre UYGUN
MA in ELT, ÇOMU.

	NONE	LOW	MED.	HIGH
CONTENT ITEMS				
C1. Support for the use and creation of authentic language resources	1	2	3	4
C2. Allowing user generated content and open educational resources integration/production	1	2	3	4
C3. Supporting textual and highly interactive (multimedia) material	1	2	3	4
C4. Supporting a variety of activities (individual, group, networked) with clear goals that can promote all basic language skills and cultural awareness	1	2	3	4
PEDAGOGY ITEMS				
P1. Supporting (technically/pedagogically) different types of communication (peer-peer, student-teacher, group-group, open community-natives)	1	2	3	4
P2. Promoting collaboration and collective intelligence (group projects, forums, etc.)	1	2	3	4
P3. Supporting autonomous and personalized learning activities (autonomous/self-paced/self-regulated/personal skills-based/reflective learning)	1	2	3	4
P4. Increasing motivation and engagement via interesting, playful, interactive, and often updated activities (playful/game-based learning)	1	2	3	4
P5. Providing teachers' support during the learning process (number of teachers)	1	2	3	4

1

ASSESSMENT ITEMS				
A1. Supporting multiple levels of assessment (peer-peer, student-teacher, open, automated) during the whole learning process (pre/while/final assessment)	1	2	3	4
A2. Supporting "open" ongoing assessment actions such as comments, reviews, likes, shares in social media, or an award automated system for badges and karma	1	2	3	4
A3. Supporting visualisation of the learning progress (evidence-based improvement with data mining, learning analytics)	1	2	3	4
COMMUNICATION ITEMS				
CI1. Offering social community building features (social media, forums, my personal network, third party tool integration and other tech tools, etc.) that can ensure massiveness and openness	1	2	3	4
CI2. Promoting communication with native speakers	1	2	3	4
TECHNICAL INFRASTRUCTURE ITEMS				
T1. Providing tech infrastructure for asynchronous (private messaging, email, etc.) and synchronous (chat, videoconferencing, etc.) communication	1	2	3	4
T2. Supporting technically open educational resources integration/production	1	2	3	4
T3. Supporting interoperability with other devices (tablet, mobile) and social media/social network integration (blog, wiki, Facebook, etc.)	1	2	3	4
T4. Having a good technical performance with a massive number of participants	1	2	3	4
T5. Providing a high security system in many levels (identification system, clear copyright and intellectual property ownership and usage, payment system for concrete services like certification, ECTS, etc.)	1	2	3	4
T6. Offering good usability/personal dashboard (bookmarks, notes, friend, my SIM, my content, my grades, etc.)	1	2	3	4
T7. Supporting technologically a multi-level assessment/award system (peer-peer, automated self-evaluation, badges, karma, learning analytics, etc.)	1	2	3	4
FINANCIAL ISSUES				
F1. Having low costs for development, implementation, and maintenance	1	2	3	4
F2. Supporting certification/accreditation solutions or extra services at low cost	1	2	3	4
F3. Potentially having chances to lead a successful business plan	1	2	3	4

APPENDIX 3

TENTATIVE TRANSLATION OF THE SURVEY

Kitlesel Açık Çevrimiçi Ders (KAÇD) Öğrenci Memnuniyet Anketi

Sevgili öğrenci,

KAÇD Öğrenci Memnuniyet Anketini, Doç. Dr. Kürşat CESUR danışmanlığında Emre UYGUN tarafından hazırlanan "GİKAÇDD'nin (Genel İngilizce Kitlesel Açık Çevrimiçi Dil Dersi) Geliştirilmesi, Uygulanması ve Değerlendirilmesi: Genel Amaçlı İngilizceyi Uzaktan Öğrenenler İçin Bir KAÇD" başlıklı yüksek lisans tez çalışması kapsamında cevaplamanız beklenmektedir.

Anketi yanıtlayarak, çalışmaya katılmak istediğinizi kabul etmiş olursunuz. Lütfen her bir madde için 1'den 5'e kadar (hiç katılmıyorum = 1, katılmıyorum = 2, kararsızım = 3, katılıyorum = 4, tamamen katılıyorum = 5) en uygun yanıtı seçin.

Teşekkür ederim.

Emre Uygun, Yüksek Lisans Öğrencisi.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
Ders İçeriği – Dİ					
1. Dersin hedeflerini (kazanımlarını) anladım.	1	2	3	4	5
2. Ders modüllerini yeterli buldum.	1	2	3	4	5
3. Ders modüllerinin takibi kolay ve anlaşılırdı.	1	2	3	4	5
4. Kullanılan multimedya materyallerini (videoları) etkileşimli buldum.	1	2	3	4	5
5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	1	2	3	4	5
6. Olayları açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	1	2	3	4	5
Dersin Verilişi – DV	1	2	3	4	5
7. Programın hızından memnundum.	1	2	3	4	5
8. Dersin verilişinde bir sorun yaşamadım.	1	2	3	4	5
9. Öğrenme hedeflerinin her birini elde ettiğim öğrenmeyle ilişkilendirebildim.	1	2	3	4	5
10. Ders, beklentilerimi karşıladı.	1	2	3	4	5
Dersin Değerlendirilmesi – DE					
11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	1	2	3	4	5
12. Verilen görevler için belirlenen son tarihler makuldü.	1	2	3	4	5
13. Verilen görevler tam dikkat gerektiriyor ve oldukça özenli.	1	2	3	4	5
14. Sınavlar biraz zor.	1	2	3	4	5
Ders Yardımı – DY					
15. Ders sitesinde kolayca gezinebildim.	1	2	3	4	5
16. Kitlesel açık çevrimiçi ders destek hizmeti hızlıydı.	1	2	3	4	5
17. Forumlarda (yorumlar, eğiticiyle iletişim, vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	1	2	3	4	5
Genel Memnuniyet – GM					
18. Genel olarak bu dersin kalitesinden memnunum.	1	2	3	4	5
19. Genel olarak bilgi/becerilerimi geliştirdim.	1	2	3	4	5
20. Gelecekte başka bir kitlesel açık çevrimiçi derse kaydolmayı düşünüyorum.	1	2	3	4	5

APPENDIX 4

REVIEWER I NOTES FOR THE SURVEY TRANSLATION

The MOOC Student Satisfaction Survey

Dear sir/madame,

You are asked to provide feedback regarding the translated items of the MOOC Student Satisfaction Survey into Turkish for a scale adaptation procedure within the scope of an MA thesis study by Emre UYGUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR.

Rate the translation relevance from 1 to 3 by underlining and bolding the number (1 = irrelevant, 2 = somehow relevant, 3 = relevant), and provide comments for the translation and revisions of your own if applicable.

Thank you kindly,
Emre Uygun, MA Student.

Original Items	Translated Items	Relevance	Comments and Revision
Course Content - CC	**Ders İçeriği – Dİ**	1 – 2 – **3**	
1. I understood the objectives of the course.	1. Dersin hedeflerini (kazanımlarını) anladım.	1 – 2 – **3**	
2. I found the course modules adequate.	2. Ders modüllerini yeterli buldum.	1 – **2** – 3	"Üniteleri yeterli buldum."
3. I found the course modules easy to understand and follow.	3. Ders modüllerinin takibi kolay ve anlaşılırdı.	1 – **2** – 3	"Üniteler takibi kolay ve anlaşılırdı."
4. I found the multimedia materials (videos) used to be engaging.	4. Kullanılan multimedya materyallerini (videoları) etkileşimli buldum.	**1** – 2 – 3	"Etkileşimli" yerine "ilgi çekici buldum".
5. I found the multimedia materials used to be relevant to the course contents.	5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	1 – 2 – **3**	
6. Examples, illustrations or real-world cases were used effectively to explain things.	6. Olayları açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	**1** – 2 – 3	"İçeriği açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı."
Course Delivery - CD	**Dersin Verilişi – DV**	**1** – 2 – 3	"Dersin İşlenişi"
7. I was comfortable with the pace of the program.	7. Programın hızından memnundum.	1 – 2 – **3**	
8. I did not have problems with course delivery.	8. Dersin verilişinde bir sorun yaşamadım.	1 – **2** – 3	"Dersin işlenişinde bir sorun yaşamadım."
9. I was able to relate each of the learning objectives to the learning I achieved.	9. Öğrenme hedeflerinin her birini elde ettiğim öğrenmeyle ilişkilendirebildim.	**1** – 2 – 3	"Öğrenme hedeflerinin her birini öğrendiklerimle ilişkilendirebildim."
10. The course met my expectations.	10. Ders, beklentilerimi karşıladı.	1 – 2 – **3**	
Course Evaluation - CE	**Dersin Değerlendirilmesi – DE**	1 – 2 – **3**	
11. I believe the evaluation criteria and methodology adequately measures my learning.	11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	1 – 2 – **3**	
12. I felt the deadlines were fair.	12. Verilen görevler için belirlenen son tarihler makuldü.	1 – **2** – 3	"Yapmam gerekenler için" …
13. Assignments demand full attention and are quite rigorous.	13. Verilen görevler tam dikkat gerektiriyor ve oldukça özenli.	1 – **2** – 3	"Kursu tamamlamam için gerekenler" …
14. Quizzes are little tricky	14. Sınavlar biraz zor.	1 – 2 – **3**	
Course Support - CS	**Ders Yardımı – DY**	1 – 2 – **3**	
15. I was able to navigate the course site easily.	15. Ders sitesinde kolayca gezinebildim.	1 – **2** – 3	"Dersin işlendiği internet sitesinde" …
16. The MOOCs support service was quick.	16. Kitlesel açık çevrimiçi ders destek hizmeti hızlıydı.	1 – 2 – **3**	
17. Interacting in the forums helped me to clarify things I did not understand.	17. Forumlarda (yorumlar, eğiticiyle iletişim, vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	1 – 2 – **3**	
Overall Satisfaction - OS	**Genel Memnuniyet – GM**	1 – 2 – **3**	
18. Overall, I am satisfied with the quality of this course.	18. Genel olarak bu dersin kalitesinden memnunum.	1 – 2 – **3**	
19. Overall, I have improved the knowledge/skills.	19. Genel olarak bilgi/becerilerimi geliştirdim.	1 – 2 – **3**	
20. I am encouraged to enrol in another course in future.	20. Gelecekte başka bir kitlesel açık çevrimiçi derse kaydolmayı düşünüyorum.	1 – **2** – 3	"Düşünüyorum" yerine "isterim" yazalım.

Reviewer I

APPENDIX 5

REVIEWER II NOTES FOR THE SURVEY TRANSLATION

The MOOC Student Satisfaction Survey

Dear sir/madame,

You are asked to provide feedback regarding the translated items of the MOOC Student Satisfaction Survey into Turkish for a scale adaptation procedure within the scope of an MA thesis study by Emre UYGUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR.

Rate the translation relevance from 1 to 3 by underlining and bolding the number (1 = irrelevant, 2 = somehow relevant, 3 = relevant), and provide comments for the translation and revisions of your own if applicable.

Thank you kindly,
Emre Uygun, MA Student.

Original Items	Translated Items	Relevance	Comments and Revision
Course Content - CC	**Ders İçeriği – Dİ**	1 – 2 – **3**	
1. I understood the objectives of the course.	1. Dersin hedeflerini (kazanımlarını) anladım.	1 – 2 – **3**	
2. I found the course modules adequate.	2. Ders modüllerini yeterli buldum.	1 – 2 – **3**	
3. I found the course modules easy to understand and follow.	3. Ders modüllerinin takibi kolay ve anlaşılırdı.	1 – 2 – **3**	
4. I found the multimedia materials (videos) used to be engaging.	4. Kullanılan multimedya materyallerini (videoları) etkileşimli buldum.	**1** – 2 – 3	Etkileşimli yerine ilgi çekici kullanırdım. Tabi burada bağlam olarak spesifik bir kullanımı yoksa…
5. I found the multimedia materials used to be relevant to the course contents.	5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	1 – 2 – **3**	
6. Examples, illustrations or real-world cases were used effectively to explain things.	6. Olayları açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	1 – **2** – 3	Olayları açıklamak güzel bir ifade değil. "örnekler, görseller ve gerçek olay durumları etkili ve açıklayıcı bir şekilde kullanılmıştı"
Course Delivery - CD	**Dersin Verilişi – DV**	1 – 2 – **3**	
7. I was comfortable with the pace of the program.	7. Programın hızından memnundum.	1 – 2 – **3**	
8. I did not have problems with course delivery.	8. Dersin verilişinde bir sorun yaşamadım.	1 – 2 – **3**	
9. I was able to relate each of the learning objectives to the learning I achieved.	9. Öğrenme hedeflerinin her birini elde ettiğim öğrenmeyle ilişkilendirebildim.	1 – **2** – 3	Elde ettiğim yerine gerçekleştirdiğim öğrenme demeyi tercih ederim. Bir de her birini ifadesinden sonra virgül koymalısın.
10. The course met my expectations.	10. Ders, beklentilerimi karşıladı.	1 – 2 – **3**	
Course Evaluation - CE	**Dersin Değerlendirilmesi – DE**	1 – 2 – **3**	
11. I believe the evaluation criteria and methodology adequately measures my learning.	11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	1 – 2 – **3**	
12. I felt the deadlines were fair.	12. Verilen görevler için belirlenen son tarihler makuldü.	1 – 2 – **3**	
13. Assignments demand full attention and are quite rigorous.	13. Verilen görevler tam dikkat gerektiriyor ve oldukça özenli.	1 – 2 – **3**	
14. Quizzes are little tricky	14. Sınavlar biraz zor.	1 – **2** – 3	"Zor" yerine belki "zorlayıcı" demek…
Course Support - CS	**Ders Yardımı – DY**	1 – 2 – **3**	
15. I was able to navigate the course site easily.	15. Ders sitesinde kolayca gezinebildim.	1 – 2 – **3**	
16. The MOOCs support service was quick.	16. Kitlesel açık çevrimiçi ders destek hizmeti hızlıydı.	1 – 2 – **3**	
17. Interacting in the forums helped me to clarify things I did not understand.	17. Forumlarda (yorumlar, eğiticiyle iletişim, vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	1 – **2** – 3	Parantez içindeki açıklama güzel ama biraz da sınırlandırıcı. Çok gerekmiyorsa çıkarabilirsin.
Overall Satisfaction - OS	**Genel Memnuniyet – GM**	1 – 2 – **3**	
18. Overall, I am satisfied with the quality of this course.	18. Genel olarak bu dersin kalitesinden memnunum.	1 – 2 – **3**	
19. Overall, I have improved the knowledge/skills.	19. Genel olarak bilgi/becerilerimi geliştirdim.	1 – 2 – **3**	
20. I am encouraged to enrol in another course in future.	20. Gelecekte başka bir kitlesel açık çevrimiçi derse kaydolmayı düşünüyorum.	1 – 2 – **3**	

Reviewer II

APPENDIX 6

REVIEWER III NOTES FOR THE SURVEY TRANSLATION

The MOOC Student Satisfaction Survey

Dear sir/madame,

You are asked to provide feedback regarding the translated items of the MOOC Student Satisfaction Survey into Turkish for a scale adaptation procedure within the scope of an MA thesis study by Emre UYGUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR.

Rate the translation relevance from 1 to 3 by underlining and bolding the number (1 = irrelevant, 2 = somehow relevant, 3 = relevant), and provide comments for the translation and revisions of your own if applicable.

Thank you kindly,
Emre Uygun, MA Student.

Original Items	Translated Items	Relevance	Comments and Revision
Course Content - CC	**Ders İçerigi – Dİ**	1 – 2 – 3	
1. I understood the objectives of the course.	1. Dersin hedeflerini (kazanımlarını) anladım.	1 – **2** – 3	İkisini kullanma, birini tercih et: kazanımlarını ya da hedeflerini
2. I found the course modules adequate.	2. Ders modüllerini yeterli buldum.	1 – 2 – **3**	
3. I found the course modules easy to understand and follow.	3. Ders modüllerinin takibi kolay ve anlaşılırdı.	1 – 2 – **3**	
4. I found the multimedia materials (videos) used to be engaging.	4. Kullanılan multimedya materyallerini (videoları) etkileşimli buldum.	1 – 2 – **3**	
5. I found the multimedia materials used to be relevant to the course contents.	5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	1 – 2 – **3**	
6. Examples, illustrations or real-world cases were used effectively to explain things.	6. Olayları açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	1 – 2 – **3**	
Course Delivery - CD	**Dersin Verilişi – DV**	**1** – 2 – 3	Ben buna "ders işleyişi" derdim.
7. I was comfortable with the pace of the program.	7. Programın hızından memnundum.	1 – 2 – **3**	
8. I did not have problems with course delivery.	8. Dersin verilişinde bir sorun yaşamadım.	**1** – 2 – 3	
9. I was able to relate each of the learning objectives to the learning I achieved.	9. Öğrenme hedeflerinin her birini elde ettiğim öğrenmeyle ilişkilendirebildim.	1 – **2** – 3	"Elde ettiğim öğrenmeyle" yerine öğrendiklerimle yazmak daha mantıklı.
10. The course met my expectations.	10. Ders, beklentilerimi karşıladı.	1 – 2 – **3**	
Course Evaluation - CE	**Dersin Değerlendirilmesi – DE**	1 – 2 – **3**	
11. I believe the evaluation criteria and methodology adequately measures my learning.	11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	1 – 2 – **3**	
12. I felt the deadlines were fair.	12. Verilen görevler için belirlenen son tarihler makuldü.	1 – **2** – 3	"Verilen görevler için" yerine "ödevleri teslim etmek için" daha mantıklı. "Makul" yerine de "uygun" kullanırdım ben.
13. Assignments demand full attention and are quite rigorous.	13. Verilen görevler tam dikkat gerektiriyor ve oldukça özenli.	1 – **2** – 3	
14. Quizzes are little tricky	14. Sınavlar biraz zor.	**1** – 2 – 3	Aslında "zor" yerine *tricky*, çetrefilli veya çeldirici, gibi bir kelime kullanırdım çünkü bazen zor olmaz da biraz dikkat gerektirir ya da düşünme.
Course Support - CS	**Ders Yardımı – DY**	1 – 2 – **3**	
15. I was able to navigate the course site easily.	15. Ders sitesinde kolayca gezinebildim.	1 – 2 – **3**	
16. The MOOCs support service was quick.	16. Kitlesel açık çevrimiçi ders destek hizmeti hızlıydı.	1 – 2 – **3**	
17. Interacting in the forums helped me to clarify things I did not understand.	17. Forumlarda (yorumlar, eğiticiyle iletişim, vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	1 – 2 – **3**	
Overall Satisfaction - OS	**Genel Memnuniyet – GM**	1 – 2 – **3**	
18. Overall, I am satisfied with the quality of this course.	18. Genel olarak bu dersin kalitesinden memnunum.	1 – 2 – **3**	
19. Overall, I have improved the knowledge/skills.	19. Genel olarak bilgi/becerilerimi geliştirdim.	1 – 2 – **3**	
20. I am encouraged to enrol in another course in future.	20. Gelecekte başka bir kitlesel açık çevrimiçi derse kaydolmayı düşünüyorum.	1 – **2** – 3	"İsterim" yerine "düşünüyorum" daha mantıklı.

Reviewer III

APPENDIX 7

REVISED TURKISH SURVEY AFTER TURKISH REVIEW

Kitlesel Açık Çevrim İçi Ders (KAÇD) Öğrenci Memnuniyet Anketi

Sevgili öğrenci,

KAÇD Öğrenci Memnuniyet Anketini, Doç. Dr. Kürşat CESUR danışmanlığında Emre UYGUN tarafından hazırlanan "Genel İngilizce Kitlesel Açık Çevrimiçi Dersinin Geliştirilmesi, Uygulanması ve Değerlendirilmesi: Uzaktan Öğrenenler İçin Bir KAÇD" başlıklı yüksek lisans tez çalışması kapsamında cevaplamanız beklenmektedir.

Anketi yanıtlayarak, çalışmaya katılmak istediğinizi kabul etmiş olursunuz. Lütfen her bir madde için 1'den 5'e kadar (hiç katılmıyorum = 1, katılmıyorum = 2, kararsızım = 3, katılıyorum = 4, tamamen katılıyorum = 5) en uygun yanıtı seçin.

Teşekkür ederim.

Emre Uygun, Yüksek Lisans Öğrencisi.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
Ders İçeriği – DÇ					
1. Dersin hedeflerini anladım.	1	2	3	4	5
2. Üniteleri yeterli buldum.	1	2	3	4	5
3. Üniteler, takibi kolay ve anlaşılırdı.	1	2	3	4	5
4. Kullanılan multimedya materyallerini (videoları) ilgi çekici buldum.	1	2	3	4	5
5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	1	2	3	4	5
6. İçeriği açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	1	2	3	4	5
Dersin İşlenişi – DŞ	1	2	3	4	5
7. Programın hızından memnundum.	1	2	3	4	5
8. Dersin işlenişinde bir sorun yaşamadım.	1	2	3	4	5
9. Öğrenme hedeflerinin her birini, öğrendiklerimle ilişkilendirebildim.	1	2	3	4	5
10. Ders, beklentilerimi karşıladı.	1	2	3	4	5
Dersin Değerlendirilmesi – DD					
11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	1	2	3	4	5
12. Yapmam gerekenler için belirlenen son tarihler uygundu.	1	2	3	4	5
13. Dersi tamamlamam için gerekenler, tam dikkat gerektiriyor ve oldukça özenli.	1	2	3	4	5
14. Sınavlar biraz çetrefilliydi.	1	2	3	4	5
Ders Yardımı – DY					
15. Dersin işlendiği internet sitesinde kolayca gezinebildim.	1	2	3	4	5
16. Kitlesel açık çevrim içi ders destek hizmeti hızlıydı.	1	2	3	4	5
17. Forumlarda (yorumlar, eğiticiyle iletişim vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	1	2	3	4	5
Genel Memnuniyet – GM					
18. Genel olarak bu dersin kalitesinden memnunum.	1	2	3	4	5
19. Genel olarak bilgi / becerilerimi geliştirdim.	1	2	3	4	5
20. Gelecekte başka bir kitlesel açık çevrim içi derse kaydolmayı isterim.	1	2	3	4	5

APPENDIX 8

BACKTRANSLATION OF TURKISH SURVEY INTO ENGLISH

MOOC Student Satisfaction Survey

Dear colleague,

You are expected to back-translate the MOOC Student Satisfaction Survey's Turkish version into the English language in order for the researcher to ensure the appropriateness of the survey's Turkish translation. This is a part of the scale adaptation procedure within the scope of an MA thesis study entitled, "Development, Implementation, and Evaluation of GELMOOC: A MOOC for Distant Learners of English for General Purposes" by Emre UYGUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR.

Thank you kindly,

Emre Uygun, MA Student.

Turkish Version	Your Back-Translation into English
Ders İçeriği – DÇ	**Course Content**
1. Dersin hedeflerini anladım.	1. I understood the course objectives.
2. Üniteleri yeterli buldum.	2. I found the units adequate.
3. Üniteler, takibi kolay ve anlaşılırdı.	3. The units were easy to monitor and understandable.
4. Kullanılan multimedya materyallerini (videoları) ilgi çekici buldum.	4. I found the used multimedia materials (videos) interesting.
5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	5. I found the used multimedia materials corresponding with the course content.
6. İçeriği açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	6. Examples, visuals, and real-life situations were effectively used to explain the content.
Dersin İşlenişi – DŞ	**Teaching Process of the Course**
7. Programın hızından memnundum.	7. I was satisfied with the program's speed.
8. Dersin işlenişinde bir sorun yaşamadım.	8. I did not have any problems during the teaching process of the course.
9. Öğrenme hedeflerinin her birini, öğrendiklerimle ilişkilendirebildim.	9. I was able to associate each learning objective to what I learned.
10. Ders, beklentilerimi karşıladı.	10. The course covered my expectations
Dersin Değerlendirilmesi – DD	**Evaluation of the Course**
11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	11. I believe that the evaluation criteria and method were sufficient to assess my learning.
12. Yapmam gerekenler için belirlenen son tarihler uygundu.	12. The deadlines were appropriate.
13. Dersi tamamlamam için gerekenler, tam dikkat gerektiriyor ve oldukça özenli.	13. The assignments require full attention and are quite elaborate.
14. Sınavlar biraz çetrefilliydi.	14. The exams were a bit challenging.
Ders Yardımı – DY	**Course Assistance**
15. Dersin işlendiği internet sitesinde kolayca gezinebildim.	15. I was able to easily navigate the website where the course was taught.
16. Kitlesel açık çevrim içi ders destek hizmeti hızlıydı.	16. The massive open online course support service was swift.
17. Forumlarda (yorumlar, eğiticiyle iletişim vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	17. Interacting on forums (via comments, having contact with the educator, etc.) helped me clarify points where I didn't understand.
Genel Memnuniyet – GM	**Overall Satisfaction**
18. Genel olarak bu dersin kalitesinden memnunum.	18. Overall, I am satisfied with this course's quality.
19. Genel olarak bilgi / becerilerimi geliştirdim.	19. Overall, I have improved my knowledge/skills.
20. Gelecekte başka bir kitlesel açık çevrim içi derse kaydolmayı isterim.	20. I would be willing to enroll in another massive open online course in the future.

APPENDIX 9

THE FINAL VERSION OF TURKISH SURVEY

Kitlesel Açık Çevrim İçi Ders (KAÇD) Öğrenci Memnuniyet Anketi

Sevgili öğrenci,

KAÇD Öğrenci Memnuniyet Anketini, Doç. Dr. Kürşat CESUR danışmanlığında Emre UYGUN tarafından hazırlanan "Genel İngilizce Kitlesel Açık Çevrimiçi Dersinin Geliştirilmesi, Uygulanması ve Değerlendirilmesi: Uzaktan Öğrenenler İçin Bir KAÇD" başlıklı yüksek lisans tez çalışması kapsamında cevaplamanız beklenmektedir.

Anketi yanıtlayarak, çalışmaya katılmak istediğinizi kabul etmiş olursunuz. Lütfen her bir madde için 1'den 5'e kadar (hiç katılmıyorum = 1, katılmıyorum = 2, kararsızım = 3, katılıyorum = 4, tamamen katılıyorum = 5) en uygun yanıtı seçin.

Teşekkür ederim.

Emre Uygun, Yüksek Lisans Öğrencisi.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
Ders İçeriği – DÇ					
1. Dersin hedeflerini anladım.	1	2	3	4	5
2. Üniteleri yeterli buldum.	1	2	3	4	5
3. Üniteleri, takibi kolay ve anlaşılır buldum.	1	2	3	4	5
4. Kullanılan multimedya materyallerini (videoları) ilgi çekici buldum.	1	2	3	4	5
5. Kullanılan multimedya materyallerini ders içeriğine uygun buldum.	1	2	3	4	5
6. İçeriği açıklamak için örnekler, görseller ve gerçek olay durumları etkili bir şekilde kullanılmıştı.	1	2	3	4	5
Dersin İşlenişi – DŞ	1	2	3	4	5
7. Programın hızından memnundum.	1	2	3	4	5
8. Dersin işlenişinde bir sorun yaşamadım.	1	2	3	4	5
9. Öğrenme hedeflerinin her birini, öğrendiklerimle ilişkilendirebildim.	1	2	3	4	5
10. Ders, beklentilerimi karşıladı.	1	2	3	4	5
Dersin Değerlendirilmesi – DD					
11. Değerlendirme kriterlerinin ve yönteminin öğrenmemi ölçmede yeterli olduğuna inanıyorum.	1	2	3	4	5
12. Yapmam gerekenler için belirlenen son tarihlerin makul olduğunu düşünüyorum.	1	2	3	4	5
13. Dersi tamamlamam için gerekenler, tam dikkat gerektiriyordu ve oldukça zorlayıcıydı.	1	2	3	4	5
Ders Yardımı – DY					
14. Dersin işlendiği internet sitesinde kolayca gezinebildim.	1	2	3	4	5
15. Kitlesel açık çevrim içi ders destek hizmeti hızlıydı.	1	2	3	4	5
16. Forumlarda (yorumlar, eğiticiyle iletişim vb.) etkileşimde bulunmak, anlamadığım şeyleri netleştirmeme yardımcı oldu.	1	2	3	4	5
Genel Memnuniyet – GM					
17. Genel olarak bu dersin kalitesinden memnunum.	1	2	3	4	5
18. Genel olarak bilgi / becerilerimi geliştirdim.	1	2	3	4	5
19. Gelecekte başka bir kitlesel açık çevrim içi derse kaydolmayı isterim.	1	2	3	4	5

APPENDIX 10

ETHICAL BOARD APPROVAL

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma ve Yayın Etiği

Sayı : E-84026528-050.01.04-2300214829 12.09.2023
Konu : Başvuru İncelenmesi

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2023-YÖNP-0606 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 08.09.2023 tarih ve 11/46 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 46- Sorumlu yürütücülüğünü **Doç. Dr. Kürşat CESUR**'un yaptığı ve proje araştırmacısı **Emre UYGUN** tarafından gerçekleştirilen "Development, Application, and Evaluation of General English Language MOOC: A MOOC for Distant Learners of English" başlıklı araştırmanın, Bilimsel Araştırma ve Yayın Etiği Komisyonu ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

APPENDIX 11

THE STUDY'S APPROVAL FOR APPLICATION

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sürekli Eğitim Merkezi Müdürlüğü

Sayı : E-28818374-000-2300183880 07.08.2023
Konu : Sertifika Programı

Sayın Doç. Dr. Kürşat CESUR

İlgi : 01.08.2023 tarihli ve 2300178374 sayılı yazınız.

Danışmanlığınızı yürüttüğünüz Emre UYGUN tarafından hazırlanan "Development, Application, and Evaluation of General English Language MOOC: A MOOC for Distant Learners of English" başlıklı yüksek lisans tez çalışması için (Etik Kurul izni alınmak şartıyla) Sürekli Eğitim Merkezimiz bünyesinde Genel İngilizce A1 - A2 Kitlesel Açık Çevrimiçi Dersinin 14.08.2023 - 31.12.2023 tarihleri arasında ücretsiz verilmesinin uygun bulunması ile ilgili Yönetim Kurulumuzun 01.08.2023 tarih ve 2023-2/04 sayılı kararı aşağıya çıkartılmıştır.

Bilgilerinizi rica ederim.

KARAR 04 : Doç. Dr. Kürşat CESUR'un ekte sunulan dilekçesine istinaden, danışmanlığını yürüttüğü Emre UYGUN tarafından hazırlanan "Development, Application, and Evaluation of General English Language MOOC: A MOOC for Distant Learners of English" başlıklı yüksek lisans tez çalışması için (Etik Kurul izni alınmak şartıyla) Sürekli Eğitim Merkezimiz bünyesinde Genel İngilizce A1 - A2 Kitlesel Açık Çevrimiçi Dersinin 14.08.2023 - 31.12.2023 tarihleri arasında ücretsiz verilmesine ve Ön - test, Son - test ve Memnuniyet anketleri aracılığı ile toplanacak verilerin yüksek lisans tez çalışması kapsamında kullanılmasına, karar verildi.