REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

DEVELOPMENT AND EVALUATION OF AN ESP MOOC FOR PERSONAL TRAINERS

MASTER'S THESIS

İLAYDA ERGÜN

Supervisor
ASSOC. PROF. KÜRŞAT CESUR

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T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

İlayda ERGÜN tarafından Doç. Dr. Kürşat CESUR yönetiminde hazırlanan ve **07/04/2026** tarihinde aşağıdaki jüri karşısında sunulan "**Development and Evaluation of an ESP MOOC for Personal Trainers**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**'nda **YÜKSEK LİSANS TEZİ** olarak oy birliği ile kabul edilmiştir.

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ETHICAL STATEMENT

This thesis has been prepared in accordance with the Thesis Writing Guidelines of the Graduate School of Çanakkale Onsekiz Mart University. All data, information, and documents presented in the study have been obtained in line with academic and ethical principles. All information, documents, evaluations, and results have been presented in accordance with scientific ethical standards and principles. All sources utilized in the thesis have been appropriately cited and referenced, no alterations have been made to the data used, and the study presented in this thesis is original. Any loss of rights that may arise in the event of a violation of these principles is acknowledged and accepted.

ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na 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.

İlayda ERGÜN
07/04/2026

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ABSTRACT

DEVELOPMENT AND EVALUATION OF AN ESP MOOC FOR PERSONAL TRAINERS

İlayda ERGÜN

Çanakkale Onsekiz Mart University

School of Graduate Studies

Department of Foreign Language Education

Master of Sciences Thesis in English Language Teaching

Supervisor: Assoc. Prof. Dr. Kürşat CESUR

07/04/2026, 79

The field of personal training has experienced significant growth in recent years, creating a demand for accessible, high-quality education tailored to fitness professionals. This study aims to develop and evaluate an English for Specific Purposes (ESP) Massive Open Online Course (MOOC) tailored for personal trainers. The research was conducted in two phases. In the first phase, a needs analysis was carried out through the analysis of coaching education curricula offered by state universities in Türkiye and online personal trainer certification programs available on Udemy, as well as semi-structured interviews with 38 personal trainers. These analyses were conducted using Microsoft Excel and aimed to identify the professional English language needs required in the field. The findings from this phase informed the design and development of a 14-week ESP MOOC. In the second phase, the developed course was evaluated through qualitative data collected from five participants who completed the program. The evaluation was conducted via online video conference interviews to explore participants' experiences and perceptions of the course. The findings revealed that the course was preferred due to its flexible online format, its focus on profession-specific English content, and its contribution to participants' professional competence. The integration of multiple data sources in the first phase ensured the validity and credibility of the course design. This study provides important implications for educators, fitness professionals, and policymakers by emphasizing the value of needs-based

ESP course design and the potential of MOOCs to enhance and standardize personal trainer education on a global scale.

Keywords: English for Specific Purposes, Course Design, Fitness Education, Massive Open Online Course

ÖZET

KİŞİSEL ANTRENÖRLER İÇİN ÖZEL AMAÇLI İNGİLİZCE KİTLESEL AÇIK ÇEVRİMİÇİ KURSUNUN GELİŞTİRİLMESİ VE DEĞERLENDİRİLMESİ

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Kişisel antrenörlük alanı son yıllarda önemli bir büyüme göstermiş ve bu durum, fitness profesyonellerine yönelik erişilebilir ve yüksek kaliteli eğitime olan ihtiyacı artırmıştır. Bu çalışmanın amacı, kişisel antrenörlere yönelik İngilizce Özel Amaçlı Dil (ESP) kapsamında bir Kitlesel Açık Çevrimiçi Ders (MOOC) geliştirmek ve değerlendirmektir. Araştırma iki aşamada gerçekleştirilmiştir. İlk aşamada, ihtiyaç analizi kapsamında Türkiye'deki devlet üniversitelerinde sunulan antrenörlük eğitimi programlarının müfredatları ile Udemy platformunda yer alan çevrimiçi kişisel antrenörlük sertifika programlarının içerikleri analiz edilmiş ve ayrıca 38 kişisel antrenör ile yarı yapılandırılmış görüşmeler yapılmıştır. Bu analizler Microsoft Excel kullanılarak gerçekleştirilmiş ve alanda ihtiyaç duyulan mesleki İngilizce beceriler belirlenmiştir. Elde edilen bulgular doğrultusunda 14 haftalık bir ESP MOOC geliştirilmiştir. İkinci aşamada ise geliştirilen kurs, programa katılan beş katılımcıdan elde edilen nitel verilerle değerlendirilmiştir. Değerlendirme süreci, katılımcılarla çevrimiçi video konferans yoluyla gerçekleştirilen görüşmeler aracılığıyla yürütülmüştür. Bulgular, kursun çevrimiçi ve esnek yapısı, mesleki İngilizceye odaklanması ve katılımcıların mesleki yeterliliklerine katkı sağlaması nedeniyle tercih edildiğini göstermektedir. İlk aşamada farklı veri kaynaklarının birlikte kullanılması, araştırmanın geçerlik ve güvenirliğini artırmıştır. Bu çalışma, ihtiyaç temelli ESP kurs tasarımının önemini vurgulamakta ve MOOC'ların kişisel antrenör

eğitimini küresel ölçekte geliştirme ve standartlaştırma potansiyeline dikkat çekerek eğitimciler, fitness profesyonelleri ve politika yapıcılar için önemli çıkarımlar sunmaktadır.

Anahtar Kelimeler: Özel Amaçlı İngilizce, Kitlesel Açık Çevrim İçi Ders, Fitness Eğitimi

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THE LIST OF ABBREVIATIONS

ESP	English for Specific Purposes
EOP	English for Occupational Purposes
EAP	English for Academic Purposes
EMP	English for Medical Purposes
EBP	English for Business Purposes
ELP	English for Legal Purposes
EVP	English for Vocational Purposes
ESCP	English for Sociocultural Purposes
EST	English for Science and Technology
EBE	English for Business and Economics
ESS	English for Social Studies
LSP	Language for Specific Purposes
MOOC	Massive Open Online Course

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CHAPTER ONE
INTRODUCTION

1.1. Background of the Study

Language is a living organism that is constantly transforming and evolving and is an inseparable part of human communication. Throughout time, humans have used language primarily as a means of communication for this very reason. In addition to the basic use of language as a fundamental part of communication, people have also used language for specific purposes in communication. The use of language for specific purposes has led to the development of the concept of language for specific purposes and studies have been conducted in this field. When we think of language for specific purposes, the first thing that comes to mind is English for Specific Purposes (ESP), but this is not the same thing. Gollin Kies et al. define Language for Specific Purposes (LSP) as "a field that extends well beyond this to parallel domains in languages other than English, ranging for example, from Arabic for Religious Purposes and Portuguese for Academic Purposes to Chinese for Occupational Purposes" (2015, p. 11). In other words, language for specific purposes includes not only the teaching of English, but also the teaching of many different languages for specific purposes. Unlike LSP, ESP only covers the teaching of English for specific purposes. But Hutchinson a Waters (1987) define ESP as an approach rather than a product, and they explain that ESP does not involve specific language, language material or methodology. This means that these authors consider LSP and ESP as the same term. However, a review of the literature shows that LSP applies to many languages other than English, whereas ESP is focused on English language teaching and is related to specific areas such as English for academic purposes, English for professional purposes and English for occupational purposes (Baştürkmen, 2010).

Both LSP and ESP involve teaching the language for specific purposes, but what are these specific purposes? According to Stevens (1988, as quoted in Trace et al., 2015) the essential characteristics of specific purpose instruction are that:

"Consist of [teaching] which is: designed to meet specified needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc." (pp. 1-2).

To summarize, both LSP and ESP integrate linguistics and content according to learners' specific purposes and needs. When we consider the aims of ESP, it can be explained as meeting the needs of specific groups and learners and organizing courses and lessons for different groups and learners according to their needs. ESP is distinguished by its emphasis on particular subjects that are essential to a given professional field, such as business, medical, aviation, tourism, etc. (Chovancová, 2014). It can be divided into different groups and the needs of different learners, such as English for academic, occupational medical students, businesspeople, and so on. Hutchinson and Waters (1987) divide ESP into three subcategories: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). In addition, they also mention that there is no precise classification for the terms English for Academic Purposes and English for Occupational Purposes.

So, what does an ESP course require? The term we need to consider here is needs analysis. This term was introduced in order to assess the specific needs of learners and has become one of the cornerstones of ESP. In the early years of ESP (the 1960s and early 1970s), needs analysis involved determining the learners' communication needs and the methods for accomplishing particular instructional goals (Otilia, 2015). And in recent days, the term has taken on broader perspectives, such as acquiring information about students and their target outcomes in ESP courses. After talking about teaching English according to the needs of students in specific subjects and areas, we need to talk about an ESP course that addresses these needs. ESP classes enable students to learn English for specific purposes and needs analysis in ESP classes plays an essential role in designing an effective and suitable curriculum. Paltridge and Starfield (2013) define needs analysis as "carried out to establish the "what" and the "how" of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation" (p.

325). But these stages do not follow a linear sequence; rather, they overlap and interact in relation to each other. In other words, we need to take these factors into consideration when preparing the ESP course and we need to evaluate these factors not in sequential order but in a way that they are interrelated. In short, it is understood that as English language teachers, it is necessary to be aware of various factors in teaching ESP courses and to be knowledgeable about the current changes in the field, methodology and theory developments in terms of course content.

To summarize, ESP is not a separate part of English Language Teaching, but rather the teaching of English for specific purposes according to the specific needs and interests of the students. In this context, it focuses on the purposes for which students want to learn English and develops a lesson plan, syllabus and evaluation according to these specific purposes. Thanks to the development of technology and modern information and communication technologies, ELT teachers can make ESP lessons more modern and applicable at the same time in addition to traditional methods (Bilokcuoğlu, 2012). And as ESP communities continue to develop, the content of work in this field and the scope of ESP will continue to grow.

1.2. Statement of the Problem

ESP continues to grow and develop in the field of English as a Foreign Language (EFL). New studies are being carried out day by day in line with the needs of learners in fields such as English for Medicine, English for Business, English for Science, English for Technology, and English for Tourism (Bilokcuoğlu, 2012). Since these areas are more based on learning professional information, they can be grouped under English for Occupational Purposes (EOP), which is a sub-branch of ESP. EOP consists of specialized areas that are determined according to the needs and interest of students in a particular professional field and prepared according to these areas (Supriadi, 2019). The importance of communication should not be forgotten in our constantly changing and developing world that we are in today.

Because communication is an inseparable part of human nature, and people communicate by talking, body language or facial expressions and socialize in this way.

Since English is the common language, lingua franca, in our globalizing world, English is the most widely used language in international communication, daily life, business life and in almost every field. Considering the general purpose of EOP, it is to ensure that learners can be at an adequate level in a particular job or profession. Zakirovna (2019) states that the development and implementation of an EOP course includes identifying the demands, language requirements, and subject areas of a specific job. So, what are the key principles of EOP? Learners know what they need to learn in this context and what they need to learn for. The materials used in the context of EOP must be authentic and contain components from the real lives of the learners. In this way, learners learn the information and requirements about a job or profession in a way that is connected to real life. In addition, the courses taken in the context of EOP should include content relevant to the profession that the learners want to learn and include appropriate activities. Moreover, the content of the activities used in the lessons should include terms, context and grammatical rules that can be used in communication related to the chosen occupational fields (Sudipa et al., 2020; Brand-Fonseca and Segura-Arias, 2023).

Since EOP is an area to meet the communicative needs of learners in occupational life, learners learn effective verbal and written communication in the workplace. Learners acquire the necessary vocabulary, documentation, terminology and correspondence in the workplace related to their chosen occupational field. Furthermore, as EOP courses include specific activities to prepare learners for specific occupational fields, they also provide learners with the possibility to simulate these occupational fields with activities developed during the course (Koester, 2013). Regarding the fields of EOP, it is seen that there are courses in various occupational fields. For instance, since health is a highly demanded field of study, many resources and courses have been developed in the field of English for medicine. Similarly, in the field of English for sports, there are various resources that have been studied and prepared worldwide, and these resources differ in various sports branches such as volleyball, basketball, football. In addition to these sports branches, there are also

sports branches such as fitness, cross fit, pilates in sports centers. When examining these sports branches more closely, it is necessary to consider the importance of English for coaches and trainers. Since coaches and trainers represent teams, they need to know English, which is a universal language. This is also necessary for personal trainers. Coaches prepare athletes for certain achievements and work to represent them successfully in the international arena. In order to achieve this, knowledge of English becomes essential. Now, as in almost every aspect of our lives, the place of English in sports is indispensable. Almost all of the terms used in any sports branch are in English, which requires coaches to be knowledgeable about these terms. Although there are many studies on English for sport, there are very few resources on English for personal trainers.

1.3. Purpose of the Study

In terms of its overall scope, language teaching encompasses a wide range of subtopics that can be studied in detail. Subtopics such as why language is being taught, for what purpose it is being taught, and in what context it is being taught can be examined and studied in depth. Teaching English for specific purposes is a critical approach that enables language learning to be targeted and efficient. Whereas traditional general English education focuses on teaching the fundamental components of the language and the basic communication skills, ESP education focuses on developing students' language skills in specific professional or academic fields. This approach makes the learning process more meaningful and purposeful by utilizing learners' limited time and resources in the most efficacious manner.

The main purpose of ESP is to facilitate students' achievement of their professional or academic goals by improving their language proficiency in specific fields. Antic (2017) states that the main goal of this approach is to generate knowledge about the specific demands which must be addressed in specialized language classrooms in order to make this type of language instruction as effective as possible. This approach encourages students to actively participate in the learning process and increases their motivation. As students can

instantly apply the language skills they learn, their motivation increases and they participate more actively in the learning process. As a basic example, an English student learning English for academic purposes can directly use the academic terms and communication skills they learn in this process in their articles, speeches, as well as in their future professional life. These circumstances render the student's learning process more pleasant and fulfilling. It is always very important in life to know what you are learning and why, and if you look at it from a broader perspective, you can see that life is fundamentally about pursuing a purpose. Therefore, studying English for specific purposes is of great importance in the field of sports, as it is in every other field. In addition to having a general knowledge of English, students in the field of sports and teachers and coaches who have already started their professional careers should also aim to learn English for specific purposes. When considering their professional lives and workflows, this is an effective way to reach their desired goals, as it involves a goal-oriented process.

In conclusion, because ESP mainly focuses on goal-oriented, effective, and efficient learning, this approach assists students in improving their skills in specific fields, thus enhancing their personal and professional development. The ESP approach promotes learners' engagement in the learning process by making it more relevant, motivating, and, to some extent, easier. As a result, it significantly contributes to their future academic, professional, and personal development. This is the primary objective of this study. It aims to explain why coaches who are studying in the field of sports and coaches who are already working in their profession need to learn English, primarily for their academic and professional lives, and in what ways English may be important for them.

1.4. Significance of the Study

Since English is a lingua franca, it is an indispensable part of communication. Wherever you go in the world, you can communicate in English. Whether it is for a daily conversation, an interview, an academic interview or a lecture, English provides communication and a common understanding in almost every aspect of life. Therefore, in

addition to learning English as a foreign language, ESP courses have been introduced to learn English for specific purposes. These ESP courses are divided into sub-branches as English for Academic Purposes and English for Occupational Purposes. Within the scope of EOP, courses in areas such as health, tourism, economy, and sports courses are organized and new ones are being added every day in our developing and changing world. Due to globalization, increased international professional and interdisciplinary mobility, individuals are no longer considered to be proficient enough with just general English knowledge; instead, they are expected to be able to communicate effectively and accurately in their own fields of specialty. In this context, the ESP approach is of great importance in general, both in terms of increasing learner motivation and making the learning process more efficient and meaningful (Belcher, 2009; García Mayo, 1998).

The research studied on the subject of ESP promotes the empirical character of the field by complementing the theoretical parts of language education with practice-based data and emphasizing the specific language needs of diverse professional groups. (Johns and Dudley-Evans, 1991). These studies offer a thorough examination of terminology, discourse features, communication patterns, and frequency of language usage in a certain field, allowing instructional materials, curricula, and assessment methods to be created in a more realistic and practical manner. Furthermore, ESP research has an impact on teacher education and instructional design by revealing practical uses of learner-centered strategies. (Baştürkmen, 2010). In this regard, studies conducted in the area of ESP add important value to the field by demonstrating that language education is not only an instructional task but also a social and occupational need.

Research on ESP is evaluated based on its contribution to literature, specifically by addressing the limitations of broad and traditional approaches to language teaching and suggesting context-specific techniques (Paltridge and Starfield, 2013). Instead of limiting English instruction to general English, it broadens its reach by including methods such as academic, medical, and business contexts, adapted to the needs of learners under numerous circumstances. The literature on ESP presents both theoretical as well as practical guidelines on subjects such as needs analysis models, experiential instructional processes, original

material design, and proficiency in language concepts in professional contexts, resulting in a comprehensive guide for both researchers and educators (Flowerdew, 2013). Furthermore, a comparative assessment of ESP research conducted across disciplines enables the discovery of interdisciplinary similarities and contrasts, demonstrating that ESP is a dynamic and constantly shifting topic. Hence, each new study not only quantitatively expands the ESP literature but also enhances it qualitatively. In this study, what is expected is that, although there are studies in many different areas within the ESP approach and new studies are still being added to these areas, this approach lacks sufficient resources in the field of sports. The aim is to fill this gap in the literature to meet the academic and professional needs of coaches who are studying and currently working in this field.

1.5. Research Questions

ESP is represented by a limited number of studies, specifically in the field of sports, increasing the importance of research in this area. Professional athletes, personal trainers, students of sports science, and coaches need to communicate with clients, provide training, and follow academic or professional content in an international environment, however, they do not have sufficient access to original and systematic ESP materials that meet these needs (Shmakova et al., 2023). ESP studies focused on the field of sports have the potential to identify the language needs of this professional group and highlight terminology, sentence structures, interactive patterns, and discourse features specific to the sports context, filling an important gap in literature. By providing specific examples of how ESP can be used to various disciplines, these kinds of studies will both improve the professional competence of those working in the sports sector and provide unique and invaluable contributions to literature.

The purpose of this study is to determine the professional English language requirements of personal trainers working in the sports industry, as well as to evaluate the effectiveness of an ESP teaching design designed in response to these requirements. In this sense, the research first analyzes the content offered in coaching education departments at

Turkish universities, with an emphasis on whether themes are presented in English. Following that, it seeks to determine the goals for which personal trainers use English in professional contexts, the language skills they need the most, and the extent to which their existing English competence is sufficient for professional communication. Additionally, the study investigates the impact of the developed ESP-focused teaching content on participants' professional English proficiency and examines how the teaching process is evaluated in terms of participants' perceptions, experiences, and satisfaction levels. Finally, the study is framed within research questions that aim to reveal what kind of pedagogical contributions this ESP approach, designed specifically for the field of sports, offers in the context of field-specific language teaching and how it can serve as a model for similar professional fields. The fundamental questions of this study are as follows:

RQ1: What should the content of an ESP course for personal trainers in the fitness field be?

RQ2: What is the satisfaction level of the participants of this MOOC developed for personal trainers?

Within the scope of the first question, the framework is to prepare content specifically for coaches working in the fitness field, focusing on ESP's work in the field of sports and specifically in the field of coach training. With the evaluation of this content, it is considered that it could serve as a guide for work in the fitness field, based on whether it is sufficient for this field and whether there is a change in the English levels of coaches before and after the course.

CHAPTER TWO
LITERATURE REVIEW

2.1. ESP in Language Teaching

2.1.1. What is ESP?

ESP is an exclusive approach to English language education that goes beyond general language teaching to fulfill the specific needs and goals of students studying specific occupations, mainly academic and professional areas (Anthony, 2018; Baştürkmen, 2019; Paltridge and Starfield, 2013). ESP is a branch of language teaching adapted to students' specific purposes, professional or academic needs. Basically, ESP aims to help students learn the language not just for overall communication, but to use it effectively in a specific context. Hutchinson and Waters (1987), define ESP as "an approach where all decisions regarding content, methods, and materials are based on the students' learning reasons and needs." This perspective reveals that ESP is not a fixed curriculum but rather a flexible teaching approach that is constantly adapted to the student's objective context. Strevens (1988) defines ESP as "teaching designed to fulfill specific needs, considering the language features, content structure, and methodology of the field" and explains this approach through "absolute" and "variable" features. The fundamental elements of ESP depend on the student's requirements and emphasize discipline-specific discourse and language structures. On the other hand, contextualized flexibility is referred to as variable characteristics.

ESP differs from general English education in that it focuses on the language skills, topics, and discourse practices required for a specific discipline or occupation, with the goal of establishing a methodology that corresponds to the target setting. An extensive definition of ESP incorporates both essential and adjustable characteristics (Dudley-Evans, 1998). Absolute features indicate that ESP is constructed to fulfill specific learner needs, relies on the underlying methodology and assignments of the disciplines it serves, and concentrates

on the language appropriate to these assignments in terms of grammar, lexis, register, study skills, discourse, and genre. ESP considers language as a diverse, collaborative, and contextualized phenomenon, structured into unique displays and genres related to specific social practices, disciplines, professions, and the workplace (Paltridge and Starfield, 2013). The primary goal is not to teach the topic content itself, but to empower learners with an adequate comprehension of the language, rhetoric, and study skills required to acquire the subject. ESP teaching requires being centered on learners' educational needs, with education adapted to their specific objectives.

The goal of ESP, an experience and needs-based discipline, is to assist students in acquiring the language and communication abilities necessary in particular academic or professional contexts. In this regard, methods like genre analysis and corpus linguistics (text databases) are crucial since they identify syntax, vocabulary, and discourse patterns particular to a certain subject, stressing the fact that ESP is growing in importance as a result of globalization (Vance, 2021).

According to Hyland, ESP is English language assistance specifically designed to support students' academic study or research. Hyland (2022) defines ESP, a method with over 50 years of research and practical experience, as one that focuses on 'context-reduced' communication: in other words, it is a content-based, goal-oriented approach to language instruction that focuses on contextual effectiveness.

2.1.2. Importance of ESP in Language Teaching

Since the early 1960s, ESP has expanded significantly, inspired by the increasing need for effective communication in English as a lingua franca in academic and occupational fields (Stojković, 2018). As English has emerged as the primary language of international business and studies, the ability to communicate effectively in English within certain fields has grown increasingly important for people attending higher education or professional

training courses around the world (Andriani, 2014). ESP fields comprise multiple sub-disciplines, such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), English for Vocational Purposes (EVP), and English for Sociocultural Purposes (ESCP), among others, indicating its growing expansion and emphasis on distinctiveness. ESP learners improve proficiency in crucial language skills such as listening, speaking, reading, and writing in addition to specific and technical vocabulary related to their subject.

Understanding students' educational requirements is essential to effective ESP teaching, therefore courses should be customized to what students need to learn rather than being standardized (Hutchinson and Waters, 1987). ESP and general English education seem to share certain similarities because they both employ second language learning frameworks. Integration of grammar and vocabulary into common conversation, particularly in professional and educational contexts, is the primary goal of ESP in addition to teaching language skills (Dudley-Evans, 1998). This makes it critical to connect classroom education to real-life situations using authentic resources.

"Needs analysis" is the foundation of ESP. This analysis identifies the circumstances in which learners require language abilities, terminology, and communication functions. (Flowerdew, 2012). As a result, the instructional method becomes more efficient, goal-oriented, and focused. The fundamental goal of this learner-centered strategy is to focus on the specific needs of target individuals in order to achieve their academic or professional goals. ESP is not simply “a course”; it is an approach, field, or mode of instruction in English that focuses on surveys data and needs analysis to determine the specific tasks which students and learners must complete as well as the final goal they hope to achieve. Therefore, ESP is a program in English where the resources and textbooks are developed based on the goals and interests of the students. Hence, ESP serves as a method that is designed to teach learners the grammar, vocabulary, and other concepts they plan to acquire in a particular subject together with a needs analysis. To summarize, ESP is a technique based on a common

basis that allows us to apply the language for specific objectives, rather than a method of instruction (Andriani, 2014; Anthony, 2018; Bui, 2022; Johns, 2012).

Based on this principle, ESP can be considered not only as a method for teaching language for specific purposes but also as a source of motivation for learners during the language learning process. Since its primary aim is to teach specific aspects of the language for specific contexts, learners not only focus on the topics they intend to learn but also achieve more effective learning by excluding abstract and irrelevant content from this process.

2.1.3. The Role of Teachers in ESP

Teaching is an important part of the educational system, which serves as the foundation of modern society. Teachers have a difficult task that includes supporting children's cognitive, social, and emotional development as well as teaching knowledge. Teaching future generations about the past and transferring information to them is the primary objective of the field of education, which has existed for almost as long as human history. Unlike widespread belief, a teacher's role in the teaching profession is multifaceted and includes more than just delivering knowledge. Teachers motivate their students throughout the learning process by offering direction, planning, evaluation, and role models.

The role of the teacher in ESP is precisely to support these multidimensional tasks. The ESP teacher plays the role of an analyst, initially identifying the context in which the learner intends to acquire specific knowledge (Baştürkmen, 2019; Ghafournia, and Sabet, 2014; Luo and Garner, 2017). Based on this, they conduct a needs analysis to fulfill the purpose of ESP. In terms of more detail, ESP embraces a learner-centered approach combined with a needs analysis. Focusing on the student, it adjusts the content to reflect the targeted objectives by implementing various strategies in the learning process in collaboration with the learner (Ugli, 2023). Since this process is learner-centered, it focuses

on individual differences in learning and adjusts according to the needs of various learners. Through this approach, ESP not only actively engages the learner but also enhances their motivation by providing the targeted objectives that are expected to be learned. Students' motivation to learn English is determined by the way the teacher communicates with them, presents the content, and holds their attention. If the teacher is well-prepared, these goals can be accomplished (Indasari et al., 2024).

2.1.4. ESP in Sports and Fitness

ESP is a developing strategy that is becoming increasingly important to addressing the professional communication requirements of people who work in the sports industry. The discipline of sports, that is fundamentally defined by intense global interaction, multicultural interaction, and the frequent use of field-specific terminology, necessitates the use of English not only at a general level but also in a professional context. ESP makes it possible to teach components like technical words, instructional structures, feedback language, and interactive discourse characteristics in an organized way while concentrating on the communication scenarios that occur in the sports industry. As a result, the value of ESP in the sports industry is assessed in terms of increasing people's professional competence, assisting them in communicating effectively in global settings, and supporting their professional performance (Fazio et al., 2018).

Despite the limited number of ESP studies in the sports literature, it is observed that these studies are shaped around specific themes (Shmakova et al., 2023). These studies generally focus on identifying the English language needs of sports science students or professional athletes, developing sports-specific vocabulary and reading skills, or understanding academic sports texts (Fazio et al., 2017). Research conducted at the university level has highlighted the difficulties experienced by sports science students in following international articles, understanding technical reports, and using academic discourse related to the field. However, it is noteworthy that ESP studies in the field of sports remain largely theoretical, with a limited number of practical studies focused on instructional

design or material development (Lourido-Badía, 2023). Meanwhile, the limited number of ESP studies conducted in the fields of coaching and sports management emphasize the importance of targeting skills such as professional communication, presentation, instruction, and athlete-coach interaction. However, most of these studies either remain theoretical or are conducted with limited samples in a specific context.

The importance of ESP in coaching education derives from the fact that coaches are not merely individuals who impart technical knowledge, but also professionals who can communicate effectively, provide guidance, and direct others (Malete and Feltz, 2000). Individuals are expected to conduct communicative activities such as giving athletes instructions, offering performance feedback, providing safety warnings, and employing motivational language while pursuing coaching education (Bolter et al., 2018). Field-specific English fluency is required since these jobs must be performed in international or multilingual settings (Shmakova et al., 2023). Coaching training based on ESP has the potential to improve coaching trainees' professional competency after graduation through the assurance that they acquire the language skills required in a professional context ahead of time. An ESP training program for coaches could include sports terminology, exercise names, instruction and command structures, corrective feedback phrases, language for safety and injury prevention, functional patterns used when interacting with clients or athletes, and professional speaking and listening skills. In addition, given the requirements coaches may face in their professional development processes, such as understanding training videos, participating in international certification programs, and following professional texts, reading and listening skills must be addressed as part of ESP. In this regard, ESP views coaching education not only as language instruction but also as a comprehensive professional competency development process.

Exercise and physical activity have a positive impact on human health and improve the quality of life. The easiest way to achieve this quality of life in our daily lives is through fitness centers. The demand for fitness centers is growing due to the increasing market demand and the easy way to reach a healthy life, thus the demand for trainers working in these centers is also increasing (Ku and Hsieh, 2020). If you are a beginner in fitness and

have no knowledge in this area, you may need a personal trainer. Trainers are an indispensable part of any sports field and an excellent source of exercise and nutrition (Ahmed et al., 2022; Dutchak and Vasilenko, 2013; Sekendiz, 2014) Therefore, the interest in personal trainers is increasing more and more every day. Personal trainers need to develop safe and proper workouts for their clients and need a comprehensive knowledge of health and nutrition (Craig and Eickhoff-Shemek, 2009). Personal trainers not only prepare nutrition and exercise programs for their clients but also help them to plan the goals they want to achieve and support them to keep moving in the process (Jolley et al., 2022). Personal coaching is a job that starts with heart, motivation and above all love. Then, what are the characteristics that a personal trainer needs to have? One of the most important qualities a personal trainer should have is knowledge of the human body, its structure, functions and psychology (Stacey et al., 2010). Thus, coaches can adjust the training according to the client's requests and to the extent that their health condition allows (Karharman and Temel, 2022; Sekendiz et al., 2009). The other important characteristic of a personal trainer is to inform the clients about the exercise program they have prepared for them. In this context, it is to give information about what the movements in the personalized program are for, which muscle group it works, how the correct form is (Craig and Eickhoff-Shemek, 2009). In addition, a trainer's job is to assist the client during exercise, to provide information about the fitness machines in the gym, and to be the first intervention for any injuries that may occur (Zenko and Ekkekakis, 2015). It is inevitable that the personal trainer should be highly knowledgeable and well-trained in exercise movements. High-quality education is essential to prevent injuries, to identify chronic pain in the body and to prepare an appropriate exercise program. Another characteristic of the trainer is to follow the client's progress in relation to the exercise program and to prepare new programs accordingly. In this way, trainers can monitor the development of their clients and see how they have changed over time (De Lyon and Cushion, 2013).

The importance of ESP, particularly in the fitness industry, stems from the nature of this field, which requires a communication style based on one-on-one interaction, instant guidance, and customer satisfaction. Fitness professionals are increasingly encountering situations such as working with clients from different countries, offering online personal training services, and reaching global audiences through social media. In this context, an

ESP approach specific to the fitness field should focus on elements such as exercise instructions, body awareness expressions, motivational language, and lifestyle-oriented communication. Among the most important tasks of trainers in this process is to prepare a personalized nutrition program in addition to the exercise programs they have prepared. It is the responsibility of the trainers to prepare nutrition programs according to the wishes and needs of the clients and to follow up this program. If the client's need is to gain weight, a carbohydrate-heavy nutrition program that can be suitable for this, on the contrary, for the client who wants to lose weight, it is to prepare a low-carbohydrate, high-protein and vegetable-heavy nutrition list. When developing a nutrition program, it is important to consider clients' weight gain and loss goals, but also their specific health conditions. For example, if a client is allergic to a food or has a low lactose tolerance, it is important to choose foods that are suitable for these conditions (McKean et al., 2018). A personal trainer should be as knowledgeable and well-trained regarding nutrition as they are regarding the exercise program.

Another essential characteristic of a personal trainer is good interpersonal and communication skills (Afyon, 2021). Many people perceive people with good communication skills as talkers, whereas good communication in this field requires listening and understanding as well as talking. The role of personal trainers here is to support their clients on their journey. In order to achieve this, a personal trainer needs to have a very good understanding of where their client is and where they want to head (Yiğit, 2019). Since the clients of personal trainers are universal, it is part of the job to meet people from different countries and who speak different languages (Lin, 2019). English serves as a common medium of communication with such clients (Barseghyan, 2020; Hristakieva, 2020; Nastas, 2017). Through English, trainers can communicate with every client and at the same time improve their interpersonal communication skills and, in this context, they can increase the demand for marketing themselves (Pranoto and Suprayogi, 2020). An additional important reason why instructors need to know English is that fitness exercise instructions are in English. Since the trainers will use English when explaining the movements in their exercise programs to their customers, knowing the meaning of these movements and the English content of these movements helps them to explain them to the client with ease (Kongcharoen, 2018). However, the literature shows that ESP studies specific to the fitness field are quite

limited, with existing research generally addressed within the framework of sports science or general sports English. The contribution of ESP studies in the field of fitness to literature is significant in terms of identifying the unique communication needs of this field and demonstrating that sub-disciplines within the field of sports have different language requirements. Such studies emphasize that ESP in the field of sports should be approached in a context-based and field-specific manner rather than as a uniform structure, thereby bringing a new perspective to literature. However, systematic needs analysis studies, instructional designs, and effectiveness evaluations for the fitness field stand out as a significant gap in literature. This gap presents an important research area for the development of unique ESP curricula and digital learning environments for fitness professionals.

2.1.5. Grammar Teaching in ESP

The importance of teaching grammar in ESP has become more prominent in literature, particularly since the 1990s, through functional grammar, discourse-based teaching, and corpus-based studies. Studies have shown that the grammatical structures used in specific professional fields differ from those in general English and that this difference should be reflected in teaching processes (Ilin et al., 2013). In the ESP approach, grammar teaching is not based on abstract and rule-based grammatical structures as in traditional language teaching but is approached functionally in line with the communicative needs of the specific field. In the ESP context, grammar is seen less as a formal element of language and more as a tool that enables professional and academic communication. Grammar is sometimes viewed as a "challenging" or "boring" barrier by students, yet it serves as a "master skill" required for professional reading comprehension, efficient oral communication, and the monitoring of academic output (Ilin et al., 2013).

According to Chen (2016), grammar can serve two roles in ESP learning: one to improve comprehensible input and a second for evaluating effective output. Therefore, grammar teaching focuses on helping learners recognize the linguistic structures they frequently encounter in real communication contexts and use these structures appropriately for their

purposes (Hafner and Miller, 2019). The ESP approach focuses on the questions “in what context, for what purpose, and how often is it used?” rather than “which grammatical structure should be taught?” and thus rephrases the teaching of grammar (Hutchinson and Waters, 1987). The ESP approach uses similar methods, as in basic grammar teaching. In the ESP approach, grammar teaching is goal-oriented, contextual, and needs-based, unlike general English (Akbari, 2014). Therefore, deductive and inductive methods are not just teaching techniques in ESP; they are considered strategic tools depending on the learner’s profile, professional context, and learning objective (Chen, 2016). Explicit grammar instruction, commonly referred to as the deductive approach, teaches students certain linguistic rules as well as information that they can then apply to their language use (Ellis, 2009). In ESP, this method presents students with certain rules required for a specific career field, responding to the requirement for complicated and accurate vocational communication (Syvak, 2018). On the contrary, inductive approach, also referred to as implicit grammar teaching, allows ESP learners to discover grammatical rules through their use of ESP (Ellis, 2009; Talley and Hui Ling, 2014). Students learn grammar not as an abstract rule, but as part of the given context; they use the structure learned while discovering the rule in a permanent and functional way, thus supporting the functional language use, which is the fundamental goal of ESP, through an inductive approach. In the ESP approach, both the deductive teaching method and the inductive teaching method play a fundamental role (Ellis, 2006). However, in inductive teaching, the aim is for learners to discover grammatical structures within natural usage contexts through professional texts, dialogues, case studies, and tasks; explicit teaching is generally short, goal-oriented, and practice-based (Jeong and Frye, 2018). But the main goal is to offer pedagogically effective learning by combining these two teaching methods, thus transforming grammar from a set of rules that hinder communication into a tool that supports communication (Bocianu, 2023; Skenderi and Ejupi, 2018).

In the context of ESP, grammatical competence is assessed not only in terms of grammatical accuracy but also in terms of discourse appropriateness and contextual competence (Enesi et al., 2021). Therefore, grammar teaching in ESP aims not only for learners to construct “correct sentences” but also to be able to use “the correct structure in the appropriate context.” This approach positions grammar as an integral component of communicative competence. However, the ESP approach is limited in terms of studies on

how grammar teaching should be conducted in practice-oriented areas such as sports, fitness, and coaching, and this can be considered a significant gap in the ESP literature. Studies in this area have the potential to make important contributions to the pedagogical dimension of ESP by revealing the impact of grammar teaching on professional performance (Ellis, 2006; Swales, 1990).

2.1.6. Vocabulary Teaching in ESP

Communication is based on words that we conceptualize in our minds as fundamental concepts of speech. Communication is based on words, which serve as mental illustrations of the ideas and concepts that we create in our brains and seek to share with others. Without words to describe these mental conceptions, it would be difficult to express exact meanings, differentiate between distinct thoughts, or interact meaningfully. Thus, vocabulary is more than just a collection of linguistic elements; it is a cognitive tool that links cognition and language, allowing people to externalize their internal ideas and engage in productive communication. Al Zahrani and Chaudhary (2022) support the idea that language is the most crucial communication tool, and having a large vocabulary is essential for good communication. Effective communication depends not so much on how grammatically correct our sentences are, but rather on whether we can convey the message we want to convey to the listener using the proper words. According to Carter and McCarthy (2014) "No matter how well the student learns grammar, no matter how successfully the sounds L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" (p.8). As we can understand from this quote; while grammar is important for providing accuracy and clarity, vocabulary serves as the foundation for meaningful communication since it conveys the message's core meaning. Learners may comprehend grammatical concepts but remain unable to effectively express their thoughts, needs, or opinions if they lack an extensive vocabulary. For example, a learner who understands how to generate proper past tense statements may still be unable to express themselves if they do not have the key words required to explain an event. Even if their grammar includes only minor errors, communication can still be effective when the crucial vocabulary is present, whereas grammatically perfect sentences with inaccurate or missing

vocabulary may fail to convey their intended message (Chirobocea, 2018; Orasta, 2023). Hence, vocabulary knowledge allows students to obtain, convey, and exchange information, whereas grammar primarily organizes that information. This illustrates that vocabulary is not only a component of language, but also a critical component in enabling meaningful and effective communication (Le and Trinh, 2024).

Although the primary goal in vocabulary teaching is to memorize and learn a word, it is important not only to learn the word but also to be able to use it. As McCarthy (1984) argues, learning vocabulary requires more than just memorizing word meanings; it should also entail learning how to find and apply words efficiently and effectively in a variety of contexts. This indicates that learners require constant repetition, context-specific practice, and opportunities for meaningful application so that lexical components become active linguistic skills rather than passive knowledge (Schmitt, 1997). As a result, successful vocabulary teaching depends on fostering automaticity and flexibility, enabling learners to choose and use words properly and spontaneously when communication demands occur. In other words, for the meanings of words to be fully understood, they must be presented in an appropriate context (Gu, 2003; Xhaferi, 2009).

Without vocabulary, imparting meaning is difficult since words provide the building blocks to generate statements that others can understand (Al Zahrani and Chaudhary, 2022). This is particularly relevant for ESP learners, whose success is highly dependent on the ability to use the specialized vocabulary of their profession. Employees in tourism, hospitality, and sports must comprehend and use proper vocabulary in order to deliver outstanding support and avoid misunderstandings (Milán and Ilona, 2025). Even if the employee's language is correct, individuals might have trouble giving information, solving problems, or making a good impression. Additionally, vocabulary knowledge is important in managing intercultural communication since employees require proper language to demonstrate respect, resolve complaints, apologize, or provide suggestions that are consistent with customer expectations. Therefore, mastering field-specific phrases enables ESP learners not only to communicate data precisely but also fulfill their job responsibilities

successfully, develop pleasant connections with clients, and make contributions to comprehensive client fulfillment.

Understanding the specific vocabulary developed for a particular field serves not only a communicative function but also a social and professional one. Every field or profession has its own vocabulary specific to its practices and forms of interaction. When individuals can use this terminology correctly and appropriately, they demonstrate their knowledge of the field and are more likely to be perceived as competent and reliable by their colleagues and, especially, their clients. In this sense, specialized vocabulary demonstrates competence and expertise in the profession. For graduates who work internationally or who need to be knowledgeable in this area due to the requirements of their profession, possessing this highly specialized vocabulary is particularly important, as it requires communication that goes beyond language and cultural boundaries. Employees must be able to understand, explain, and, if necessary, elaborate on technical information in their field. When we consider this for coaches, the most remarkable feature of a personal trainer, regardless of their field, is whether or not they are competent in their field. The fact that the majority of studies in the field of sports are conducted in English also requires coaches working in these areas to have a sufficient level of English. Coaches should learn English not only to increase their competence in the field, but also to be able to use it for communication purposes, as mentioned above.

The ESP approach refers to teaching English for specific purposes; unlike general English teaching, it adopts an approach tailored to students' needs; in this context, it also aims to teach learners field-specific terms and expressions in vocabulary teaching. In other words, vocabulary teaching in the ESP approach aims to teach learners the terms they will encounter in professional and academic fields. Nation and Newton (1997) also make an important point by stating that the teaching of frequently used words should be taken as the primary objective. Therefore, in the field of ESP, vocabulary teaching primarily aims to focus on words that students need and that are frequently used in their field. According to the Nation and Newton (1997, p. 239) “High-frequency words of English should receive attention first because without these, it is not possible to use English in any normal way”. Since ESP focuses on teaching English by targeting vocabulary specific to the learners'

needs, it ensures that learners can understand these words in the appropriate context by eliminating redundant vocabulary (González et al., 2019). In addition, it does not only teach the meaning of the word but also enables learners to use field-specific words effectively in real life and professional communication by using them in the appropriate context (Khamitova et al., 2019). The main objective of this research is to address the lack of English proficiency among personal trainers in their professional field and to develop an English teaching process for this purpose. Briefly, the ESP approach is the path that should be followed to achieve this goal.

2.2. MOOCs in Language Teaching

2.2.1 Definitions of MOOCs

Following the pandemic period, as in other areas of life, the online education phase has rapidly increased in education. Due to the conditions caused by the pandemic, online and distance learning has been implemented worldwide, and following this rapid change in the education process, the concept of online and distance learning has become increasingly important in subsequent years. Open and distance education represents an approach that emerged to address the diverse needs of individuals in the process of social change; and with the development of rapid access to these increasing and diversifying needs from anywhere, new perspectives are emerging in open and distance education (Liyanagunawardena, 2015; Mishra et al., 2021). This concept has also led to an increase in some practices in the existing online education concept. Recently, Massive Open Online Courses (MOOCs) offered free of charge by internationally renowned universities and schools have attracted interest from students around the world (Demirci, 2014). In recent years, MOOCs have increased in popularity as an online learning environment and have gathered interest and attention from researchers all around the world (Irwanto et al., 2023). Given the opportunities offered by today's world and the fact that we live in the age of technology, it is inevitable that online platforms and computer-based education have grown in importance (Uchidiuno et al., 2016). The importance of MOOCs stems from their potential to increase educational equity, enable access to lifelong learning, and promote professional skill development (Martín Monje, 2024). Since MOOCs can reach a wide audience that traditional face-to-face education

models cannot, their global reach makes them an effective educational tool (Al-Rahmi et al., 2019; Littlejohn et al., 2016). MOOCs are a kind of distance education that offers unlimited, open-access learning over the Internet. Al-Rahmi et al., (2019, p.122) defines MOOCs as “merely online courses for the purpose of education they are characterized by being accessible and scalable in the sense that anyone can access to them”. Through combining elements like interactive resources, online discussion boards, video lectures, and mechanized or peer-reviewed assessment systems, MOOCs offer a structured learning experience. Furthermore, MOOCs enable a range of tasks in a single course and provide learning flexibility in terms of location and time (Zhu et al., 2020). In other words, learners can participate in the course at a time and place that is convenient for them, without any prior preparation, and thus benefit from the course in the most efficient way possible for themselves (Kahan et al., 2017). According to Wulf et al., (2014) the term "massive" refers to the fact that a large number of students can attend the course at the same time, whereas "open" indicates to the fact that it is accessible to anyone from any culture or geography, often without prerequisites.

Research on MOOCs has focused primarily on pedagogical structure, learner motivation, interaction levels, completion rates, and assessment processes. Initial research focused on the potential of MOOCs to promote equal access to knowledge, but more recent studies have concentrated on the quality of learning outcomes, personalized learning designs, and course models that are adapted to the needs of learners (Yuan and Powell, 2013; Martín-Monje, 2024). Recent research has shown that MOOCs can be a useful instrument for professional development and specialized education in addition to being a source of academic knowledge (Pilli and Admiraal, 2017). The MOOCs formulated particularly for in-service training, technical training, and professional language instruction are remarkable for their adaptable designs that can be adjusted to the needs of learners (Bárcena and Read, 2015). This indicates that MOOCs offer an appropriate setting for needs-based strategies like ESP. This study is based on the integration of online and computer-based education opportunities, such as MOOCs, with the ESP field, creating a structured education for learners based on their needs, irrespective of time and place.

2.2.2 Advantages and Disadvantages of MOOCs in Language Teaching

An examination of the advantages of online courses reveals that they represent the most recent and modern innovations in education in terms of technology, while also providing opportunities for students to develop their individual learning and communication skills (Zawacki et al., 2018). When considering the advantages of online courses, it is evident that they represent the most up-to-date and modern innovations in education in terms of technology, while also offering opportunities for students to develop their individual learning and communication skills. When considering students' communication skills, the use of MOOCs in the language teaching and learning process is inevitable. Traditional language teaching is mostly teacher-centered in a classroom environment with time and space limitations. In contrast to this traditional approach, MOOCs adopt a more flexible and student-centered approach that is independent of time and place (McAuley et al., 2010). However, MOOCs do not replace traditional methods in language teaching; rather, they adopt an approach that complements and enriches them. In terms of accessibility, flexibility, and need-based content, MOOCs can be considered an effective tool that enhances the effectiveness of language teaching by adopting a contemporary approach to education. In this process, students proceed at their own individual pace, organizing the learning process according to their own needs to increase efficiency. Throughout the language learning process, students will adopt a learner-centered approach, making the most of their exposure to and repetition of the language by organizing the process according to their own pace and needs, and having unlimited access to resources (Littlejohn et al., 2016). Research shows that MOOCs are effective in developing students' receptive skills, such as reading and listening. Students are exposed to the information provided and acquire a large number of repetitions, which leads to the development of receptive skills.

In addition to the advantages of MOOCs in language teaching, it is also important to consider their limitations. MOOCs offer flexible, accessible, and personalized learning opportunities, but they also have limitations in terms of human interaction, immediate

feedback, peer feedback, and course completion rates (Hew and Cheung, 2014; McAuley et al., 2010). Even if students see the language in a meaningful context, they struggle to apply it in real life because there is no human interaction (Rubio et al., 2016). In addition, students need feedback during the teaching process. In traditional teaching, this feedback can be provided by the teacher or other students during class, and the feedback given positively affects the student's motivation during the process (Bárcena and Read, 2015; Nkuyubwatsi, 2013). Furthermore, since error corrections are provided directly during the learning process in traditional teaching, long-term and permanent errors are prevented. Error corrections are provided through methods such as direct correction, self-correction, peer collection, and correction slots. MOOCs' hybrid learning models, peer feedback and assessment, and automatic feedback systems are among the proposed solutions to these limitations (Hew and Cheung, 2014).

MOOCs can be considered an alternative educational model that has been introduced into our lives as part of online education, and their use is increasing each day (Irwanto, et al., 2023). With advances in technology and the need for online education following the pandemic, such methods are increasing in popularity and establishing a permanent space for themselves today (Liyanagunawardena, 2015). Although MOOCs first appeared at renowned universities, content other than university courses can now be accessed on numerous websites under the MOOC framework (Köse et al., 2024). In this study, MOOCs related to personal trainer course content, mostly found on the Udemy platform, were reviewed to contribute to the research. In conclusion, while MOOCs offer content on a wide range of topics, they are also highly beneficial in the language learning and teaching process. Students can manage the learning process according to their own pace and needs, and MOOCs also contribute to the traditional learning process as a supportive tool.

CHAPTER THREE
METHODOLOGY

3.1. Research Design

A qualitative research design based on qualitative content analysis was used in this study. Qualitative research designs are typically employed for examining, understanding, and systematically evaluating the content of written and other documents with a view to uncovering patterns, ideas, and conceptual classifications (Krippendorff, 2018). Such designs emphasize systematic interpretation and category development when working with textual data (Schreier, 2012). Denzin and Lincoln (2018) suggest that a comprehensive framework for meaning-centered analysis of social research contexts is provided through qualitative inquiry. The study attempts to develop 14 weeks of coursework by analyzing existing course materials, along with perspectives from university instructors and active fitness trainers from the field. Creswell and Poth (2018) point out that the qualitative approach aims to identify, structure, and provide justification for what is to be included in the study. A qualitative educational research perspective focuses on understanding how learners create their own meaning rather than measuring variables in isolation (Merriam and Tisdell, 2016).

The research was centered on examining various qualitative data sources, which included information presented in university courses, materials from online courses, and interview data collected from active personal trainers. Information gathered from these sources played a role in various phases of the course's creation. Throughout the entire research, qualitative content analysis provided the common method for examination (Schreier, 2012). Document analysis further enabled systematic comparison across data sets during the course development process (Bowen, 2009). This approach enabled the identification of recurring topics, areas of emphasis, and potential gaps within existing course structures.

The study used a two-phase qualitative design to contribute to the development of the suggested course content. The study design draws on qualitative research principles and uses repeated rounds of analysis throughout each stage of the research process. Phased research designs are particularly suitable for studies in which successive analytical stages inform subsequent data collection and interpretation (Creswell and Plano Clark, 2018). The proposed course content was developed using a step-by-step design process. In the first phase, the topics were identified through qualitative content analysis of university course syllabi and online course materials, along with interview data collected from 38 currently employed personal trainers. These data were analyzed to include practitioner perspectives in topic selection, which guided the design of a 14-week course outline. In the second phase, the draft course structure was reviewed through semi-structured interviews with five participants who attended and completed the 14-week course, with the aim of evaluating the course and gathering feedback on its content and structure. Interviewees reviewed the final 14-week course materials and shared their feedback.

The research design supported a data-informed approach to developing course content by combining document analysis with interview data in one qualitative framework. In curriculum-focused research, integrative qualitative designs are often recommended because they support coherence, strengthen credibility, and allow more detailed analysis (Maxwell, 2012). In addition, qualitative research quality is strengthened when studies demonstrate transparency and methodological coherence across stages of analysis (Tracy, 2010). This design ensured that the suggested course content was both representative of current practices and responsive to expert opinion.

3.2. Setting and Participants

The study was conducted within the context of higher education and focused on the development of a suggested 14-week MOOC. The setting of the study consisted of

curriculum and course content analysis, examining existing instructional materials and expert academic input. This setting allowed the research to concentrate on how course topics are structured, prioritized, and sequenced within university programs.

Documentary materials and interview data were the primary sources of information. In the context of documentary analysis, teaching contents across 55 universities were analyzed through a systematic review to find the most frequently included subjects, as well as learning objectives and weekly distribution. These university course materials represented an institution-specific view and formed a reference point for the proposed course outline.

In addition to university syllabi, 45 Udemy courses related to the target subject area were examined as part of the document analysis process. Udemy was selected as it represents a widely used online learning platform that reflects current trends, practical orientations, and emerging topics in higher education–related content. The inclusion of these courses enabled the study to compare formal academic curricula with market-driven and practitioner-oriented course designs.

The participant group of the study consisted of 38 fitness trainers who were actively involved in professional practice related to the subject area addressed in the suggested course content. In the initial phase of the study, participant interviews were conducted to determine the views of experienced and knowledgeable individuals in the field of fitness training. The selection of participants for interviews was carried out using purposeful sampling based on the participants' experience and knowledge regarding the fitness training field; this allowed their views to contribute to the research topic.

The second phase of the study was conducted through semi-structured interviews with five participants who completed the MOOC. Using this combination of settings and participants, the study worked to ensure that what was proposed in the way of course content

was based not only on existing curricular practices but also embodied expert academic judgment.

3.3. Data Collection Procedure and Instruments

For this research, a two-phase qualitative data collection procedure was used to prepare a proposed MOOC for a period of 14 weeks. As per this research design, data was collected using multiple sources and instruments in a complementary manner. In line with this research design, data collection was conducted in two distinct phases, each having a unique purpose in the context of course development. This research design was used to conduct a critical analysis of contemporary curriculum practices and incorporate academic experts' inputs in course development.

During the first phase, document analysis and interviews with practitioners were conducted to identify significant topics and content structures in this field. Within this phase, university course content and learning materials were analyzed, and inputs were taken from fitness practitioners who are currently working in this field. In the second phase, semi-structured interviews were conducted with individuals who had completed this MOOC to assess this proposed course structure and content.

Regarding instruments, document analysis was used for this research to assess and analyze materials, while semi-structured interview forms were used for this research to collect qualitative data from research participants.

3.3.1. University Course Contents

The first set of data was based on course materials, which were collected from 55 different universities. The course materials were collected from publicly available university websites, Bologna information systems, and course syllabi available in official documents.

Analysis of the content of the course material in various universities was conducted in order to identify common themes that are emphasized in the course material and to establish a general content map based on common curriculum content in universities. In regard to identification of the topics, emphasis was given on the recognition of common themes, subject matters, and content in the course material

Furthermore, this comparison of course content in different institutions helped in recognizing similarities as well as differences in content emphases. There were some commonalities in course content, while some were included in specific contexts, which helped in understanding the diversity in course content in this particular field.

In cases where course content was not available in English, Turkish course content was examined and analyzed to ensure that all aspects of fitness coaching education course content were included in the study to ensure that it was representative of all aspects within the context of higher education in which course content was situated.

3.3.2. Online Course Contents

The second data source included 45 online courses selected from the Udemy platform. Udemy was selected since it is widely used, its course material is updated regularly,

and its courses are mainly designed around practical tasks and applications. The courses were chosen in accordance with the focus of the proposed course content.

Course descriptions, topics, and formats such as weekly or module-based approaches were used as sources of data to identify the current trends, applied perspectives, and emerging topics, which helped support or extend the university curriculum. In the process, emphasis was placed on the approaches used to present the topics, practice the skills, and organize the content.

In addition, these courses provided a view of how subject areas are presented in more flexible and practice-oriented learning environments. Compared to university course contents, online courses often place greater emphasis on application, step-by-step guidance, and real-life scenarios. This made it possible to observe differences in content emphasis and instructional approach.

The inclusion of online course contents allowed the study to combine academic and practitioner-oriented perspectives. This contributed to developing a course structure that reflects both formal educational standards and current practices in the field. The data source included 45 online courses selected from the Udemy platform. Udemy was selected since it is widely used, its course material is updated regularly, and many of its courses are designed around practical tasks and applications. The courses were chosen in accordance with the focus of the proposed course content. Course descriptions, topic lists, and weekly or module-based formats were reviewed to identify current trends, applied perspectives, and emerging topics that could support and extend formal university curricula.

3.3.3. Interview Data

The third data source comprised interview data collected from 38 personal trainers. As part of the first phase of the study, semi-structured interviews were carried out to gather feedback from experts on the initial 14-week MOOC plan that was prepared through document analysis. The participants were posed a primary guiding question such as: "*Which topics could be added to this 14-week course plan?*" The participants were encouraged to provide a minimum of two to four topics to be added to the initial plan based on their academic and professional expertise in coaching education.

The participants were interviewed in person or through video conferencing on the Internet. The interviews were recorded using digital audio devices with the consent of all participants. In total, 25 participants were interviewed in person, and the remaining 13 participants were interviewed through video conferencing. The duration of each interview was between 5 to 10 minutes, which is appropriate for the narrow scope of the guiding question. This made scheduling easier and supported the involvement of participants from different institutions. Audio recordings were transcribed verbatim to preserve the original wording and meaning of participants' responses before analysis. A semi-structured interview format was selected to keep the questions consistent across interviews while still giving participants enough flexibility to explain their views in more detail and to add relevant contextual information.

As noted by Kvale and Brinkmann (2009), semi-structured interviews enable researchers to balance comparability across participants with openness to unanticipated viewpoints. Similarly, Gill et al. (2008) emphasize that this interview type is particularly suitable when researchers aim to obtain focused yet detailed expert input within a limited time frame.

In the second phase of the study, a second set of evaluative semi-structured interviews was conducted with five participants who had completed the 14-week MOOC. The interviews examined how participants viewed the relevance and overall quality of the course content.

These interviews helped identify topics that were missing or underrepresented in current curricula and provided input to refine the course structure. The interviews were conducted to identify topics that participants felt were missing or given too little attention in current curricula, and to include academic perspectives that could help strengthen and refine the draft course structure.

3.3.4. Development of Evaluative Questions

The evaluation questions, which were used towards the end of the course, were developed in a collaborative manner by involving domain experts and language experts. In this regard, two personal trainers and two English language teachers were consulted to contribute to the development of the questions. The questions were developed in a collaborative manner to ensure their context-relevance to the domain and their linguistic appropriateness to the participants. The development process was carried out iteratively. As Creswell and Creswell (2018) states that iterative reviews and revisions are an integral part of qualitative research to improve the relevance and the consistency of the data collection instruments. An initial set of questions was prepared and then reviewed by the experts. Based on their feedback, the questions were revised, and this cycle continued until a full agreement was reached among the reviewers.

Validity was further enhanced by reaching agreement among multiple experts which helped ensure that the items sufficiently represented the constructs relative to research context of the study. In qualitative research, expert review is a frequently used tool to evaluate the relevance of the data collection instruments and refining them accordingly

(Yıldırım and Şimşek, 2018). In addition, both personal trainers and English language teachers were involved to reflect both professional knowledge and language use requirements. Dudley-Evans and St. John (1998) assert that in ESP, it is crucial that the instructional materials are based on the specific needs of the contexts in which the language will be used.

3.4. Data Analysis

The direction of the data analysis process of the present study was guided by qualitative content analysis, which acted as a sole comprehensive approach used for the analysis of two types of data: course materials and interview data. Although the approach used did not change, it was used differently depending on the nature or purpose of the data.

The data were first structured, then analyzed, and finally meaningful units were identified. Identified units were then coded and categorized based on the patterns or commonalities of the data. Same data analysis approach implemented differently for the interview data meaning that the interview data analysis was based on the participants' perspectives.

The coding process was conducted iteratively, with the codes being refined as new patterns were identified. This way, it was ensured that the process remained 'grounded' in the data, as well as offering the flexibility required when working with differing types of data. In conclusion, the qualitative content analysis offered a structured approach, which was flexible and conformed well with the objectives of the two phases of the research.

3.4.1. Analysis of the University Course Contents

First, qualitative content analysis was used to find the data obtained from university course contents. Data such as course descriptions, weekly plans, and lists of topics were reviewed. During this process, recurring themes and thematic emphases were identified using inductive coding.

In order to make data organization and comparison easier, the extracted topics and codes were listed in a spreadsheet. This made it possible to identify the main themes and map the distribution of content visually across sources. After the dataset was reviewed, it was found that 115 unique content topics had emerged from the university course contents. The topics were not considered as fixed or predetermined categories, but rather as an initial set of analytical units based on course titles, weekly overviews, and learning objectives.

As part of the qualitative content analysis process, conceptually similar topics were compared and, where necessary, gathered under overarching thematic labels to avoid redundancy. For example, topics such as *fundamental concepts in movement education*, *basic movement skills and activity examples*, and *applications of fundamental movement skills* were examined collectively due to their shared instructional focus. In contrast, content areas addressing distinct learning purposes, such as *physical fitness assessment tests in motor skills* and *factors influencing motor development*, were treated as separate topics.

The following examples demonstrate how the topics were created using the data outcomes from the analysis of university course contents:

- **Topic:** Developmental Perspectives in Movement and Coaching Education
    - University course contents informing this topic: U1, U4, U7, U10, U13, U18, U22, U26, U31, U37, U42

This topic was derived from the curricular content that addressed different stages of development, characteristics of different age groups, and readiness of learners in movement and coaching contexts. The significance of this topic is derived from the prominence of discussions within university courses that addressed how physical, cognitive, and motor developments shape coaching and movement education programs.

- **Topic:** Health, Safety, and Risk Awareness in Movement Contexts
    - University course contents informing this topic: U6, U11, U16, U20, U24, U29, U34, U38, U44

This particular topic area aligns with the curriculum focus on health-related knowledge, safety principles, and awareness of risks in movement and training environments. The university course materials had covered aspects of injury prevention techniques, first aid, and safe participation, all of which reinforced the need for learners to be prepared for safe professional practice. Accordingly, the final topic structure is the result of an analytical synthesis of 115 originally identified topics.

3.4.2. Analysis of the Online Course Content

In addition to the examination of university courses, qualitative content analysis was conducted with course description, syllabus and learning outcomes on 45 Udemy courses. Course descriptions, topic lists and the presented weekly or modular formats were analyzed to identify practice-oriented perspectives of the courses, skills that were frequently addressed and supplementary fields beyond a formal university curriculum.

Throughout the analysis, online course contents were examined in relation to the topic framework developed through the analysis of university course contents. Rather than generating a separate set of topics, Udemy materials were used to inform, support, and refine the same pool of 115 topics identified across data sources. Topics were identified based on conceptual coherence and repetition across courses rather than individual course structures. For instance, practice-oriented topics such as *fundamental movement skills*, *movement-based activity design*, and *physical fitness development* appeared repeatedly across multiple online courses and were clustered under shared analytical categories. In contrast, more specialized topics, such as *training program design for specific populations* and *injury prevention strategies*, were retained as separate units when they reflected distinct instructional intentions.

Through this inductive approach, the number and extent of topics were derived directly from the data, ensuring that a topic structure was obtained that provided an accurate reflection of the diversity and emphasis of content areas observed in the online course materials, consistent with the analysis of university curricula. To exemplify how topics were analytically derived from online course materials, selected examples are presented below.

- **Topic:** Fundamental Movement Skills and Activity Design
    - Udemy courses informing this topic: W3, W7, W12, W18, W21, W24, W29, W33, W37, W41, W44

The subject was identified based on the repetitive emphasis placed on basic locomotor and non-locomotor skills, variation in tasks, and sequencing of activities in various Udemy courses. The courses, as discussed, all focused on this particular subject through demonstration-based modules, thus ensuring its practical application and hence its incorporation as an essential part within the course structure.

- **Topic:** Motor Development and Age-Related Characteristics
    - Udemy courses informing this topic: W2, W6, W9, W14, W19, W22, W27, W31, W35, W39, W45

The identification of this subject is based on the continuous focus on developmental stages and age-specific traits that appeared in all the studied Udemy courses. The material demonstrated how physical skills, coordination, and movement patterns develop through different age ranges, which required trainers to create suitable activity modifications. The instructors created tasks and teaching methods in multiple courses to meet the needs of various developmental stages while maintaining safety and operational success. The understanding of motor development serves as a vital element for creating training programs which require progressive development, thus becoming essential for the proposed course framework.

3.4.3. Analysis of the Interview Data

Using qualitative content analysis, interview data were examined using an inductive method based on participant responses to identify common suggestions on the topics covered in the course, gaps in content, and practical needs that could not be addressed solely through document review. Examples of participant responses that supported the course development process using interview data are presented below:

- **Participant P12:** emphasized the need to strengthen the applied dimension of the course by suggesting the inclusion of topics related to exercise equipment usage, training implementation in real-life settings, and basic principles of program design. These suggestions indicated a perceived gap between theoretically oriented course contents and practical coaching requirements.

- **Participant P27:** emphasized the need to strengthen the applied dimension of the course by suggesting the inclusion of topics related to exercise equipment usage, training implementation in real-life settings, and basic principles of program design. These suggestions indicated a perceived gap between theoretically oriented course contents and practical coaching requirements.

Interview findings helped group overlapping topics and identify core content areas for the 14-week MOOC. Such a process resulted in a more focused and cohesive 14-week structure.

3.4.4. Integration of the Data for Course Development

The final stage of data analysis involved the integration of findings derived from university course contents, online course materials, and interview data. Through qualitative content analysis, a pool of 115 topics was identified based on the combined examination of documentary sources. These topics did not directly translate into weekly course units; instead, they served as an analytical foundation for subsequent refinement.

During this stage, a thorough evaluation of the topic-level findings obtained through the document analysis was conducted alongside the suggestions from the interview data. The information obtained from the interviews added field-related and practice-based perspectives to the topic analysis as well as identified several areas of the curriculum believed to be lacking or missing. The combined view of the two analyses led to the grouping of overlapping or conceptually related topics, while retaining distinct and pedagogically valuable topics.

The iterative process of refining the content for the core courses resulted in the identification of 14 course elements that have been put together to create a cohesive 14-week course structure. The final version represents the synthesis of prevalent curriculum models, online materials, and academic expert insights. The Findings chapter contains detailed frequency distributions of course content among universities, available online course contents, and occurred data based on the analysis of responses received from interviews with trainers in the field to demonstrate the frequency of the themes appeared within all sources.

3.5. Trustworthiness of the Study

In order to ensure the trustworthiness of the study, data triangulation was employed as a key strategy. Triangulation refers to the use of multiple data sources to enhance the credibility and depth of qualitative research findings (Denzin, 1978; Patton, 1999). In this research, data was collected from three primary sources: the content of courses offered in universities, online content of courses collected from institutional and educational websites, and semi-structured interviews with actively working professionals in the field.

The inclusion of these different sources of data allowed for the research problem to be viewed from multiple aspects. While the university course content offered a structured understanding of education, online sources offered more practice-focused and user-friendly learning environments. Furthermore, the inclusion of the interview allowed for real-life understandings and expectations to be included in the understanding of the content area.

By comparing and cross-checking the data collected from these sources, the study aimed to enhance the credibility of the data collected. The convergence of similar themes through different sources of data helped to improve the interpretation of data, in addition to reducing the chances that a particular source of data could influence the study with a particular form of bias. Therefore, data triangulation emerged as a major factor that improved the trustworthiness of the study.

CHAPTER FOUR
FINDINGS

4.1. Findings Overview

Analysis of course and instructional materials included in this study was used to develop an overall picture of the content. Analysis was done to determine similarity across course and instructional materials with respect to similar course content areas or structural characteristics, as well as any elements that appeared multiple times in the documents analyzed.

4.2. Findings from Document and Course Content Analysis

Document analysis was conducted to examine relevant course contents and instructional materials included in the study. The purpose of this analysis was to identify common topics, structural characteristics, and recurring elements across the examined documents.

4.2.1. Common Topics and Content Features

Through an analysis of the reviewed documentation, it was discovered that a number of common themes are present throughout the materials, which relate to the foundational topics of the course, although the level of detail and breadth of the themes vary among the documents. However, given the repeated occurrence of these themes in different documents, this indicates that there is an underlying theme for each of these content of these materials.

Content overlaps were identified, similarities existing between the contents of each of the documents regarding the presentation of information were noted. Schreier (2012) points out that identification of patterns across documents provide deeper insights on how information is structured and represented in the data. Certain educational practices and content characteristics existed in many of these documents. These findings provide a descriptive overview of the general types of content available for this set of documentation.

4.2.2. Structural Patterns in Course Organization

Through the examination of the course outlines, document analysis also examined the organization of course content. The results showed that most of the documents used a similar set of organizational formats that are likely to represent a widely adopted standard for course design.

Examining relationships between content and structure is an essential dimension of qualitative document analysis (Bowen, 2009). Drawing on this information, documents placed different emphases on certain components such as course objectives and course description, there was a strong correlation between the documents that contain similar types of course content and the documents that have similar types of structural patterns. Therefore, the structural similarities identified across the documents analyzed form an integral part of the results discussed in this chapter.

4.3. Findings from Interview Data

The interview data were examined using a qualitative thematic analysis approach. Qualitative thematic analysis is a widely used method for identifying, analyzing, and reporting patterns in the qualitative data (Braun and Clarke, 2006). The analysis process involved repeated readings of the interview transcripts and the identification of recurring

ideas, expressions, and perspectives shared by the participants. Through this process, meaningful patterns were identified and grouped under broader thematic categories.

4.3.1. General Patterns Identified in the Interviews

The analysis of interviews provided evidence of several patterns reflecting the experiences and perspectives of the participants on the subject of the study. It was clear that there were similarities in topics discussed in each of the interviews; however, there were different methods for how these same topics were expressed by the participants. While some of the participants' focus was on practical experience, others focused on broader considerations like outcomes and implementation.

While there were variations in the way the participants expressed their ideas, there were similarities among the issues addressed by each participant. Many of these similar issues appeared in several interviews, thereby providing evidence of a shared perspective amongst participants. Additionally, the individual differences among participants added to the variety of the collected data.

4.3.2. Organization of the Patterns into Themes

The first step in the analysis process was to identify the patterns that emerged from the interview transcripts and to compile these patterns into higher-level themes and associated sub-themes. Each higher-level theme represents a number of interconnected ideas that emerged from a number of interview transcripts. The comparative method of constant comparison across the coded segments provided a systematic way to examine the similarities and differences between themes as well as the coded segments where the similarities and differences appeared.

The major themes are introduced in this chapter descriptively as a way to provide a general overview of the structure of the findings related to each higher-level theme. The themes represent how the interview transcripts were organized through a systematic analysis of the interview transcripts and how those themes correlate to the interviews conducted with the participants. The presentation of the interview findings in this manner serves to provide the researcher with a framework for presenting the overall findings of the interview data collection process.

4.4. Core Content Domains

Through the analysis of university curricula, online course content, and interviews with fitness trainers, professional domains and topics related to personal fitness training are identified. According to Krippendorff (2018), data comparison between multiple sources and different content, and categorizing the similar patterns is a central process in qualitative content analysis. In the process of identification, contents from different sources were compared and similar topics were gathered under overlapping titles for the course. Thus, differences in professional terminology were taken into account, and topics covering the similar content areas were gathered together.

While the program is organized around key knowledge areas in personal training, these areas are not designed to serve as fitness education. Instead, they are used as contextual domains in which professional English use in personal training contexts can be constructed. In this way, the chosen content areas offer authentic communicative contexts in which learners can exercise domain-specific vocabulary, pedagogical language, and client-trainer communication. The blending of professional subject matter with language-centered learning activities is in line with the principles of ESP, in which language development is situated within occupational contexts. Following the identification and the analysis process, the core content that emerged is presented below:

1. Week 1 – Personal Trainer
2. Week 2 – Testing and Goal Setting
3. Week 3 – Basic Anatomy
4. Week 4 – Health Problems
5. Week 5 – Injuries and First Aid
6. Week 6 – Nutrition and Supplements
7. Week 7 – Basic Movement Education
8. Week 8 – Upper Body
9. Week 9 – Lower Body
10. Week 10 – Core and Cardio
11. Week 11 – Sports Implements
12. Week 12 – Exercise Equipment
13. Week 13 – Home Gym Training
14. Week 14 – Mobility and Flexibility

Based on these identified core content areas, the weekly structure of the program was created, and the content was systematically distributed across a 14-week lesson plan. Through the identified content, the MOOC training program was structured around modules that support terminological development. Weekly content progressively moves from core knowledge areas of the profession towards practice-based components.

4.4.1. Structure of the 14-Week MOOC Training Program

Foundational and Professional Framework Modules

The first two weeks of the program cover the theoretical frameworks and terminology of personal training as a profession. Specifically, physical fitness assessment methods, risk classification, and goal-setting strategies are included early in the program to ensure participants acquire the necessary theoretical foundation before moving on to practice-based modules. The most frequently recurring topics are presented in Table 1.

Table 1

Most frequently identified topics in the foundational and professional framework module

Topic	University Sources (n)	Online Sources (n)	Total (n)
Trainer roles and professional characteristics	42	35	77
Long-term training planning	37	33	70
Physical assessment methods	38	31	69
Risk classification and screening	34	27	61
Goal setting strategies	29	24	53

These findings indicate that professional role definition and assessment processes are prioritized in the starting module of the program. This fundamental framework lays the groundwork for the scientific and practice-based content that is addressed in further modules.

Scientific and Health-Based Knowledge Modules

The third and sixth weeks of the program contain the information about scientific and health-based aspects of the content. These modules cover the domains about human anatomy, sports injuries, and nutrition. The aim is to further provide learners with essential theoretical and scientific terminology knowledge before practice-based content. This module includes the following weeks:

- Week 3: Basic Anatomy
- Week 4: Health Problems
- Week 5: Injuries and First Aid

- Week 6: Nutrition and Supplements

The most frequently encountered topics in this module of content analysis are presented in Table 2.

Table 2

Most frequently identified topics in the scientific and health-based module

Topic	University Sources (n)	Online Sources (n)	Total (n)
Musculoskeletal system and joint mechanics	43	33	76
Common sports injuries and prevention	38	32	70
Basic physiological responses to exercise	34	29	63
Health screening and risk classification	26	35	61
Macronutrients and sports performance	32	27	59

The findings show that topics in anatomy and injury management are strongly repeated across different resource types. This supports the prioritizing mentioned content areas in the program's scientifically based modules.

Movement and Training Modules

Starting from the basic movement principles, contents of this section of the program extend from split-workout practices to equipment use. The content structure is based on both the movement and split-workout training topics covered in academic programs and the practice-based terminology derived from field experience. This module consists of weeks listed below:

- Week 7: Basic Movement Education

- Week 8: Upper Body
- Week 9: Lower Body
- Week 10: Core and Cardio
- Week 11: Sports Implements
- Week 12: Exercise Equipment
- Week 13: Home Gym Training

The topics included in this module were determined based on findings from both academic content analysis and field interviews. The most frequently encountered topics categorized by source type are presented in Table 3.

Table 3

Most frequently identified topics in the movement and training module

Topic	**University Sources (n)**	**Online Sources (n)**	**Interviews (n)**	**Total (n)**
Upper-body resistance exercises	42	36	-	78
Lower-body strength training	40	34	-	74
Fundamental movement patterns	39	33	-	72
Core stabilization techniques	-	-	7	7
Cardio programming strategies	-	-	6	6

These results demonstrate that this section of the program systematically addresses topics such as movement training, regional training, and equipment use. This ensures content coherence for the transition to the final section of the MOOC program.

Mobility and Flexibility Module

The final week of the program is dedicated to mobility and flexibility, which are complementary components of fitness training and coaching processes. This module covers range of motion (ROM), methods for improving flexibility, and pre- and post-training mobility exercises. The aim is to enable participants to understand the role of mobility and flexibility exercises in planning training. The most recurring topics in this module are presented in Table 4. Completing the course as the final module, this module consists of only one week as follows:

- Week 14: Mobility and Flexibility

Table 4

Most frequently identified topics in the mobility and flexibility module

Topic	University Sources (n)	Online Sources (n)	Total (n)
Warm up and cool down routines	38	33	71
Joint mobility exercises	36	30	66
Dynamic stretching techniques	34	29	63
Static stretching techniques	31	27	58
Range of motion development	28	24	52

To see the whole course syllabus see Appendix 5.

4.5. Participants' Evaluation of the Course

In this section, reflections and evaluations from the participants who took the course are presented. After the analysis of the interview data from the course takers, it was found

that the participants' experience of the course fell into similar categories. These categories emerged as themes such as *Course Participation Motivation*, *Advantages of the Course*, *Perceived Learning Outcomes*, *Limitations and Improvement Needs*, and *Overall Evaluation*.

Themes were created according to the repeating and meaningful patterns in the participant answers, and each theme represents a different aspect of the course experience. The process of developing themes helps to organize and interpret patterns of meaning within qualitative data (Guest et al., 2012). In addition to the other themes, the theme *Overall Evaluation* was added to include participants' general reflections and judgement in addition to their comments that are directed at the specific aspects of the course. Table 5 demonstrates the themes mentioned, brief descriptions of the themes, and the number of participants that mentioned each theme in the data.

Table 5

The main themes that emerged from the participants' evaluation of the course

Theme	**Description**	**n**
Course Participation Motivation	Reasons for enrolling in the course	5
Advantages of the Course	Perceived advantages of the course and the course format	5
Perceived Learning Outcomes	Self-reported learning gains from the course	5
Limitations and Improvement Needs	Limitations faced and suggestions	4
Overall Evaluation	General reflection and judgement	5

4.5.1. Course Participation Motivation

This theme represents the motivations and goals of the participants to enroll in the 14-week course. Participants stated several reasons for taking the course that are used in the code creation. Participants reported their awareness of a lack of professional vocabulary, the importance of obtaining a professional certificate, the need to communicate with clients who do not speak Turkish, and the need for understanding scientific sources in the field as factors motivated the enrollment process. These recurring categories were used as codes, including *Professional Vocabulary Gap*, *Client Communication Need*, *Access to Scientific Literature*, *and Certification Motivation*.

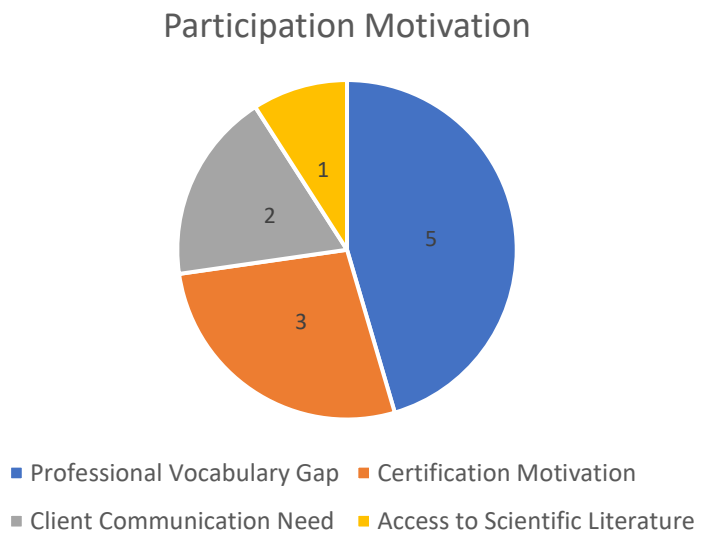


Figure 1. Codes included in the theme Participation Motivation

In general, examining the reasons that motivated participants to enroll in the course demonstrates that the main motivation was professional development that was considered essential by the participants. Certification and CV development were prevalent among the enrollment motivation in particular. As P1 stated, "*The most important reason for me to take this course was to get a professional certificate*". Alongside the certification, participants also reported a need for communicating with clients, having access to scientific literature in the profession as motives to enroll in the course. P2 comments, "*We sometimes have*

international clients; at times I struggle working with them because of my insufficient knowledge of the English language". These findings illustrate that the course is associated with professional development, certification, and the practical and communicative demands of professional settings. The course was mainly considered a means to advance in the English language specifically in the professional domain.

4.5.2. Advantages of the Course

This theme explores the advantages of the MOOC format provided and the course content. According to the participant reports, positive feedback mainly revolves around the MOOC format's ease of access and the flexibility of the learning process. Online course format enabled the participants to access the content at the desired time and place and allowed course takers to progress at their own pace. Being able to pause and replay the course videos established participant control of the learning as P2 pointed out, "*Pausing and replaying the lessons was very useful*". P4 reported, "*I think it was simple, clear, and easy to follow.*". This reflects the participants' views of the course as clear and comprehensible, as well as the accessibility of the MOOC format. Repeating patterns in the theme were *Flexibility*, *Self-paced Learning*, *Opportunities for Repetition*, and *Clear and Simple Explanations* which were included in code creation and are presented in Figure 2.

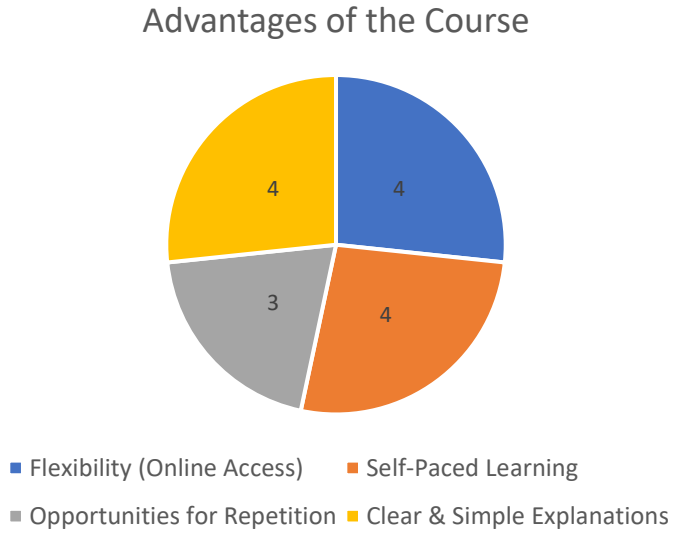


Figure 2. Codes included in the theme Advantages of the Course

Primarily the flexible and the online structure of the MOOC was seen as fundamental advantage by the participants in supporting their learning process, therefore emerging as perceived advantages gained in the course.

4.5.3. Perceived Learning Outcomes

The theme *Perceived Learning Outcomes* presents the outcomes that the participants claimed to have gained throughout the MOOC. The analysis of participant comments revealed that the gains were mainly related to professional language use. Additionally, participants perceived the course as helpful for reinforcing their existing knowledge and increasing awareness of professional English use. These repeating patterns were created into codes under the categories of *Terminology Development*, *Communication Development*, *Knowledge Reinforcement*, and *Professional Language Awareness*. The codes and their preference distribution are shown in Figure 3 below.

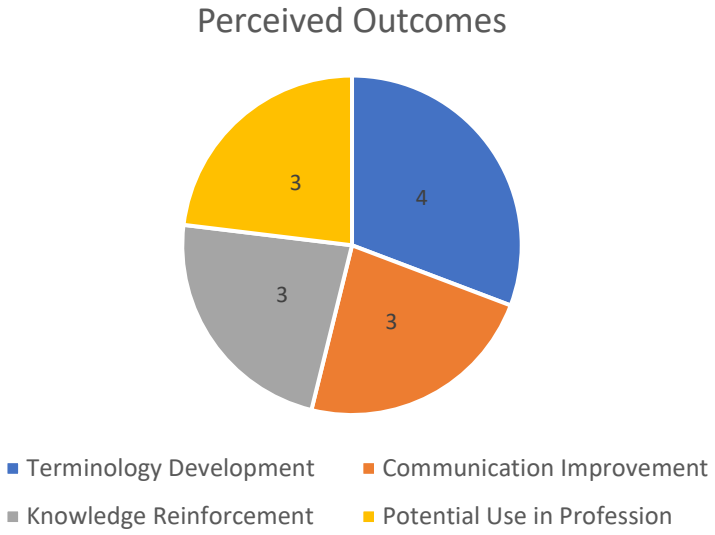


Figure 3. Codes included in the theme Perceived Outcomes

An example of knowledge reinforcement is provided by P2, who stated that "*I think I made progress in terms of the ability to explain the exercises in English and the use of professional terminology in English*". Another opinion stated by P3, "*Course was helpful for strengthening my knowledge…"* demonstrated that the course content and the MOOC format helped participants reinforce and retain knowledge.

Overall, participants were mainly of the opinion that the course increased awareness of the use of the English language, increased and reinforced professional terminology in English, and increased communicative capabilities in English particularly in the professional context.

4.5.4. Limitations and Improvement Needs

This theme reveals participants' suggestions for improving the course and the points they considered to be limitations. An analysis of participant statements shows that the most prominent opinion is that the scope of professional content could be further expanded. Specifically, there was a request for deeper understanding of topics such as anatomy, different training types, and more detailed field content. This indicates that although participants considered the course adequate for beginners, they had expectations for more comprehensive content. In addition, some participants suggested that more practice sessions for speaking could be provided, while others pointed out that opportunities to use what they learned in real-world contexts were limited. These recurring issues within the theme are grouped under the codes *No Opportunity for Practice*, *Speaking Practice Request*, and *Deeper Domain Content Request*. Figure 4 presents the codes and their related prevalence in accordance with participant answers.

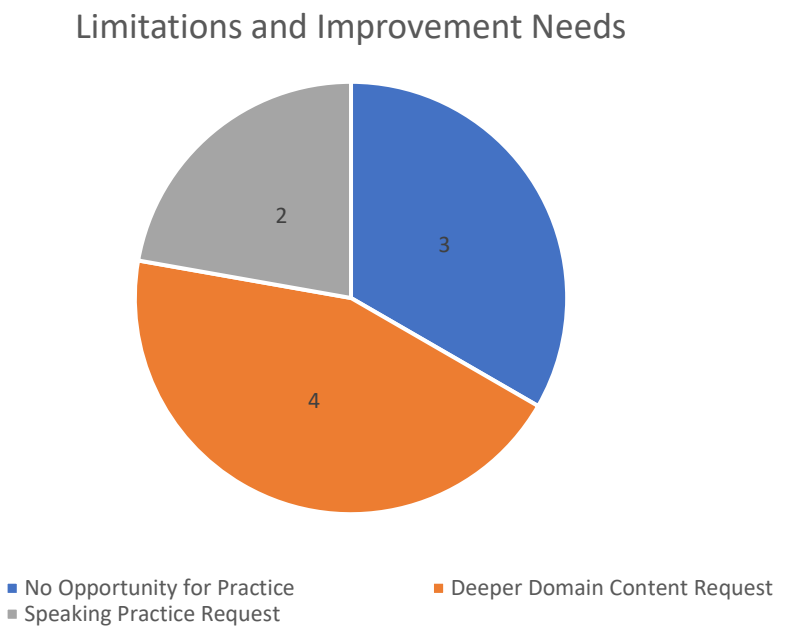


Figure 4. Codes included in the theme Limitations and Improvement Needs

An excerpt from P4 supports the contextual limitation, as it states, "*I am not currently working as a personal fitness coach, in my group lessons there aren't any international clients, so I haven't had the need to speak English at work yet*". Opinion stated by P3 suggests "*It could have included advanced information about muscles, bones, and deeper anatomical knowledge which would make the course even more beneficial*". These interview answers convey the idea that some participants found that the course was suitable for beginner level and suggested that the course needs improvements for deepening and broadening the professional content in terms of knowledge and opportunities for practice.

4.5.5. Overall Evaluation

Overall Evaluation theme presents the general judgement and reflections of participants towards the MOOC format and the course. It was of the general opinion that the course helped increase the awareness of English language use in profession, supported and increased learner control over the learning process with the online format. The course was found flexible, easily accessible, and enriching both English language and professional

terminology in English. On the other hand, some participants also stated that there are areas open for improvement for speaking practice opportunities, and the range of content. For this theme, all participants recommended the course and saw it as a beneficial tool for professional improvement and development.

4.6. Summary

The findings were presented in this chapter in relation to the research questions, allowing for a clearer understanding of how the data addresses each question. The analysis combined information on the contents of university courses, online course materials, and interviews with actively working fitness trainers, which provided a structured overview of the professional domains and topics related to personal training.

There were some common content areas across all sources, which may suggest common concerns in this area. At the same time, some differences were noted in the emphasis on these topics, particularly in terms of the academic course content and online materials, which are practice oriented. The addition of the interview with fitness trainers supported this comparison, which is related to real-world expectations.

The process of comparison and organization of the various parts of the content provided opportunity to identify overlapping areas as well as gaps in the content, which helped shape the final course structure. Therefore, the findings not only revealed what is generally taught, but also how such areas of study can be effectively organized within an ESP context.

CHAPTER FIVE
DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1. Introduction

In this chapter, findings related to the development and evaluation process of an ESP-focused MOOC designed for personal trainers are summarized. First, the course development process and content structure are summarized, followed by an evaluation of the program's effectiveness based on participant feedback. The results reveal the extent to which the course responds to professional needs and how the online platform enhances the learning process. Finally, the findings are discussed based on the literature, and the strengths of the course and aspects that need improvement are identified.

5.2. Discussion

The findings of this study are meaningful primarily when evaluated considering the theoretical foundations of the ESP approach. ESP is a method of teaching English that focuses on the language competencies necessary for a specific professional, academic, or educational subject. In ESP, the key variable in the selection of content, techniques, and resources is the learner's motivation for learning the language; thus, all decisions are influenced by this motivation (Fitria, 2020). Thus, the ESP teaching process is goal-oriented and presents content in various fields according to specific objectives and contexts. This approach involves original materials, needs analysis, and goal-oriented lesson planning to teach language usage specific to the learner's discipline (Belcher, 2009). Thus, ESP programs provide linguistic proficiency in a specific context, unlike general English teaching. While general English teaching involves learning the language in all its details, the ESP approach views language more as a tool and teaches it in the context of the target content Fitria (2020) states that unlike General English, which focuses on overall proficiency, ESP is goal-oriented and centers on the specific linguistic needs of target students. In other words, in ESP

teaching, language is formed in line with the goals of the student's academic, professional, or personal life, while in general English teaching, students learn the language as a whole and adapt it to their own needs during the process. From this perspective, ESP facilitates the language learning process by offering content according to the needs of the students (Hyland, 2022). The fact that professional requirements in the field of personal training were considered in the content design process of the MOOC developed in this study and that participant feedback largely aligned with the content demonstrates that this approach is effective in practice. Although participants had a certain level of general English proficiency, they felt a lack of professional terminology, confirming ESP's emphasis on "specific context."

The importance of ESP in language instruction is increasing as, in the age of globalization, professionals and students need to comprehend their professions' literature, communicate worldwide, and effectively use field-specific terminology. ESP directly contributes to these goals by improving language instruction efficiency and providing learners with skills that are practical in real-world professional contexts.

Dudley-Evans (1998) noted that one of the most important features in the definition of ESP is that it targets language use specific to certain disciplines. In this study, participants' statements that they felt they had improved particularly in professional communication situations such as exercise explanations, instructions for movements, and client guidance indicate that the course responded to the communication needs specific to this discipline. However, the limited nature of speaking practice also reveals that the performance-based aspect of ESP is not fully addressed. This situation can be linked to the theoretical approach that emphasizes the need for ESP programs to focus not only on teaching terminology but also on professional communication performance. ESP's work in sports includes instructional materials, applications, and language programs that target sports terminology and communication requirements. ESP resources, for instance, directly serve students in sports education programs by assisting them in following worldwide sports literature, recognizing sports terminology, and providing feedback on training and educational procedures in English. Such study is critical for improving sports science students' on-field

and off-field communication skills, as well as enhancing their language fluency in international competition and instructional settings. In this regard, ESP should be viewed as a specialized educational method that aims to create professional communication skills based on the real language use of target professional fields, rather than just as language instruction (Penjak, 2024).

Online education refers to the educational process that takes place over the internet and using digital technologies. This educational framework allows instructors and learners to access the learning environment regardless of physical location; learning occurs through a variety of digital resources such as live courses, online materials, video lessons, forums, and interactive assignments (Weller, 2003). Online education is the internet-era version of remote learning focusing on flexibility, accessibility, and focus on learners.

Online education has democratized learning processes while lowering geographical and socioeconomic barriers to learning. Students can take classes, access materials, and complete tasks at their own pace from any location with an internet connection. This function broadens educational prospects, particularly for working people, students living in different time zones, and populations who face access barriers. Along with these prospects for online education, new platforms such as MOOCs have appeared. MOOCs promote learning through time and geographical flexibility, offering free or inexpensive access to teaching resources for thousands of learners. MOOCs are important in online education because of their accessibility, flexibility, and customizable learning structure, which connect individuals with education customized to their goals, providing broad learning options that go beyond the limitations of traditional classroom education (Perifanou and Economides, 2014).

The learning process in the context of the course MOOC can be associated with constructivist and connectivist learning theories. In connectivism theory, Siemens (2005) argues that learning in the digital age occurs through networks and that knowledge is distributed. The MOOC format aligns with this theoretical framework by offering learners

the opportunity to interact with the content repeatedly and determine their own learning pace. Participants' perception of the replay and pause features as reinforcing elements of learning demonstrate that learners acquire the ability to organize the process according to their own learning pace and methods, based on individual differences.

Finally, the contribution of this study to the ESP literature in the field of sports can also be evaluated from a theoretical perspective. Although the sports and fitness sector is growing globally, systematic ESP programs specific to this field are limited, and there are no English studies developed for personal trainers or conducted on this subject in the Turkish context. Considering this, this study lays the groundwork for filling this gap in the field and plays a major role for future studies. This study expands the application areas of ESP by demonstrating that professional language teaching can be structured through online platforms. At the same time, the integration of MOOC and ESP responds to one of the gaps in the field by proposing an interdisciplinary model.

5.3. Conclusion

This study aimed to develop an ESP-focused MOOC targeting English for personal trainers in a professional context, and to evaluate it based on participant feedback following its implementation. A 14-week online course was designed for this study; the content was structured according to the needs of the personal training profession, professional terminology, and communication requirements. In this context, topics in the field of coaching education at universities in the Turkish context were examined as a priority; in addition, courses on Udemy, one of the most popular online platforms, were also examined, resulting in a 9-week content. Afterwards, based on interviews with 38 different personal trainers, the course was completed in 14 weeks in accordance with an academic calendar. The course was then opened to participants and implemented. The findings obtained from the feedback received from participants at the end of the course provide insight into both the effectiveness of the program and the aspects that need improvement.

The development of this course was structured according to the ESP approach. Hutchinson and Waters' (1987) needs analysis-based design approach formed the basis of this work. During the course content development phase, academic programs in the field of coaching and certificate programs offered on Udemy were first examined, occupational job descriptions were analyzed, and the terminology used in the field was determined. Additionally, following interviews with personal trainers working in the field, a 14-week content plan was created to fit the academic calendar. As mentioned above, the course was developed based on the ESP approach, thus achieving a specific structure focused on professional language use rather than general English teaching.

The participant feedback gathered from interviews conducted at the end of the course shows that this course, designed based on ESP principles, meets the needs of the field. Before the course, many participants stated that they considered their general English level to be sufficient but felt that they lacked proficiency in professional terminology. For example, one participant clearly highlighted this difference by stating, *"I think my general English reading and writing skills are quite good. However, I was not proficient in fitness-specific terminology."* This situation validates ESP's approach, which is based on the difference between general language proficiency and professional language proficiency.

This course, developed specifically for personal trainers, focuses on analyzing university content within the Turkish context and therefore consists of 14 weeks of content based primarily on the academic calendar. The 14-week structure of the course, its content density, and weekly progression system are pedagogically designed to create a gradual learning process. First, the course content was based on the content of university courses in the field of coaching and online certification programs. Subsequently, the remaining content was adjusted according to needs with the contribution of coaches actively working in the field. The vast majority of participants stated that the course duration was sufficient. The statement, *"If it were longer, it could be exhausting; if it were shorter, it could be superficial,"* supports the adequacy of the course in terms of both level and content. This

shows that a structure was created that supported the learners' motivation to learn. Learners found the course duration sufficient because they received training appropriate to their level and accessed the information they needed without being exposed to too much content.

The course content integrates professional terminology necessary for personal trainers working in the fitness field, exercise descriptions used in training sessions, movement definitions, basic-level movement descriptions that can be used during training, basic grammar structures, and listening-reading activities. The content language is designed to be simple and explanatory, specifically targeting participants who are at the beginner level and require basic English skills. Participant feedback supports this content design decision. One participant summarized the course as *"simple, understandable, and easy to follow training."* Similarly, another participant emphasized the accessibility of the content presentation, stating that it was *"explained in the simplest and most straightforward way"*. Briefly, the course content demonstrates its suitability by providing both field-specific terminology and simple structures, which are tailored to the needs of beginner-level participants. When evaluating participants' feedback, the course's focus on professional terminology integrated with English also emerged as one of its strengths. Most participants stated that they had general English knowledge and basic knowledge in the fitness field due to the fact that most movement names and muscle names are in English, but they experienced a lack of certain field-specific concepts. The statement, *"I was not very familiar with fitness-specific terminology,"* confirms the primary and fundamental objective of the course. The course's systematic response to this need aligns with the core principle of ESP, which is language teaching focused on professional contexts.

In addition, the majority of participants stated that the course included terms and topics specific to the professional field and exercise descriptions that could be encountered in a training session, indicating that it provided development both in terms of the field and in terms of English. One participant stated, *"I think I have improved in the use of exercise descriptions and professional terms in English,"* supporting that the course achieved its objectives. However, some participants pointed out the importance of repetition and practice for the retention of the information learned. The statement, *"I realized that repetition is*

necessary for the information learned to be retained," points to the continuity of learning. This situation emphasizes that the course meets the necessary requirements and is effective in providing basic knowledge and awareness; however, for long-term learning, the course needs to be repeated regularly, not just once. At this point, we can conclude that the course content, application methods, and materials and strategies used can be increased and diversified. This result can be considered one of the points to be considered when designing the content of similar courses that may be offered in the future.

One of the important points in evaluating the course is the participants' motivation for attending the course. Analysis of these motivations reveals that the opportunity to obtain a certificate that will contribute to the participants' professional development and enhance their competence in this field, the opportunity to work internationally, and the need to communicate with foreign clients are the most significant factors. As one participant stated, "*I decided to take this training because certifications are important in the industry*," indicating that they viewed the course as a means to enhance their professional competence and personal development. Another participant stated, *"I wanted to take my expertise as a trainer to an international audience and work with clients from different countries, so I thought I needed to master English terminology."* This participant emphasized the need to learn English in order to develop internationally, while also stating that English is a necessity rather than an alternative when encountering foreign clients in their profession. According to these findings, personal trainers perceive English not only as a language but also as functional asset in terms of their professional competence and global visibility in the international arena.

According to participants' feedback, one of the reasons the course is preferred is that it is offered in an online format. The MOOC format has been accepted as a preferred learning method by participants because it allows learning independently of time and place (Zhu, Sari, and Lee, 2020). Participant statements also show that the MOOC format, with its online and asynchronous structure, contributes significantly to the learning process. For example, feedback such as *"Being able to open it whenever and wherever I want is very convenient"* and *"It was more useful to watch it over and over again and pause it"* shows that

accessibility independent of time and place facilitates the learning process. These statements show that it is based on an individualized learning approach by allowing learners to control the learning process. In particular, the ability to replay and pause videos, and to pause videos from time to time and make them interactive, has given participants the opportunity to determine their own learning pace; this has created a learning environment that is responsive to individual differences.

Participants mentioned in their feedback that the online format of the course was familiar to them. With the transition to distance learning worldwide due to the pandemic, participants, like almost everyone else, easily adapted to online education. This supports the idea that the MOOC format is compatible with learning habits, both in terms of the post-pandemic educational approach and the current circumstances. One participant stated, *"In this day and age, I don't want to attend a course unless I am required to do so in person,"* showing that online education has become not just an alternative but a preferred model. This situation also suggests that online and distance learning environments are becoming increasingly accepted in the education and teaching process as life conditions change with the impact of the pandemic and advancing technology.

Participants mentioned that while this MOOC-format course offers the advantages of being independent of time and place, it also has certain limitations. Feedback regarding the lack of speaking practice and the absence of opportunities to use the language interactively indicates that content planned for this area should address these needs. Therefore, it can be concluded that the MOOC format is strong in terms of accessibility and flexibility; however, it may require additional supportive applications for skills that require interaction and immediate feedback. At this point, it can be concluded that in future studies, the shortcomings of the MOOC format can be adjusted according to the needs of the learners based on participant feedback and provided in the form of further study.

In general, the MOOC structure has provided an effective learning model for participants, regardless of whether they are coaches working in the field or not, due to its time and location independence. The course's accessibility, the opportunity for repetition, and the ability to adjust it to individual learning speeds have also been important factors in its success. Although the MOOC format has its strengths, its limitations include the inability to meet participants' needs for speaking and interactive communication.

Using simple and clear language suitable for the beginner level of the course, its structure that is accessible regardless of time and place, and the flexibility provided by the MOOC format have created a suitable learning environment for participants in this field. The ability for participants to progress at their own pace and review the content has led to the conclusion that the course is positively evaluated by them. This demonstrates that the online format and MOOC structure are effective in enhancing student motivation and learning continuity.

In conclusion, this study demonstrates that an online, needs-based model such as ESP for teaching professional English in the field of sports is possible and effective, as evidenced by participants' evaluations. The combination of the ESP approach and the MOOC format has produced an effective study for learners in this field by offering learning tailored to the professional needs of personal trainers while highlighting its strengths through time- and location-independent education. In this respect, the study is an original example that contributes to both practice and ESP literature in the field of sports. As this study is the first and only one of its kind in Turkey, it should be considered a unique study in meeting the needs of coaches working in the field of sports, particularly in the fitness sector.

5.4. Implications

The results of this study have significant implications for both practice and the literature. Initially ESP-based online programs customized to a particular professional group,

such as personal trainers, were shown to be useful and functional. According to participant feedback, content design based on needs analysis is closely associated with professional requirements. This demonstrates that targeting language instruction programs to a specific context, rather than using a general English approach, can produce greater success in professional sectors. As a result, educational institutions and certification programs in sports and fitness can systematically incorporate professional English modules into their curriculum. Moreover, it is evident that the MOOC format provides an effective learning model for all learners, whether they work in this sector or not. Aspects that promote participant motivation include time and location independence, the possibility of repetition, and self-regulated advancement. This finding also highlights the need of using flexible and digital learning platforms when designing professional development programs.

In terms of research, this study contributes to the literature as one of the few studies on ESP and MOOC integration in sports. While this study contributes to the literature in the fields of ESP and MOOCs, it also highlights its limitations due to the small number of participants. Further studies could collect quantitative data from bigger groups and evaluate educational outcomes through a pre-test-post-test study design. The long-term impact analyses can also be used to determine the frequency and proficiency with which individuals use English in their professional lives. Furthermore, comparative research can be implemented by developing customized ESP programs for various sports disciplines or group fitness instructors.

Last but not least, this study offers a foundation for creating a modular and progressive ESP model. Including intermediate and advanced modules after the beginner level can help the program remain relevant and have a greater impact. As a result, professional English instruction for personal trainers can be converted into an ongoing development program rather than a single course.

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APPENDICES

APPENDIX 1
PARTICIPANTS INTERVIEW QUESTIONS FORM

Görüşme Soruları

Merhabalar, ben İlayda ERGÜN. Bu görüşme, kişisel antrenörler için tasarlanmış 14 haftalık İngilizce kursu ile ilgili siz değerli katılımcıların görüş ve deneyimlerini toplamayı amaçlamaktadır. Verdiğiniz yanıtlar, "Development and Evaluation of an ESP MOOC for Personal Trainers / Kişisel Antrenörler için ESP MOOC'un Geliştirilmesi ve Değerlendirilmesi" başlıklı yüksek lisans tezim kapsamında yalnızca akademik amaçlarla kullanılacaktır.

Görüşmeye başlamadan önce sizleri şu konuda bilgilendirmek isterim:

- Görüşmenin yaklaşık 5-10 dakika süreceğini tahmin ediyorum.
- Bu görüşme boyunca paylaştığınız bilgiler gizli tutulacaktır, açıklanan hiçbir bilgi üzerinde isimleriniz belirtilmeyecek ve elde edilen bilgiler hiç kimseye iletilmeyecektir.
- İzin verirseniz görüşme sırasında konuşmayı kaydetmek istiyorum, bu şekilde daha iyi analiz yapabilirim. Sizce de uygun mudur?
- Bu araştırmaya katılmayı kabul ettiğiniz ve zaman ayırdığınız için teşekkür ederim.

Görüşme Soruları

1. Bu kursa katılmadan önce mesleki İngilizce seviyenizi ve ihtiyaçlarınızı nasıl tanımlardınız?
2. Bu kursa katılma kararınızı etkileyen en önemli nedenler nelerdi?

3. Kurs içeriğinin kişisel antrenörlük mesleğinizin ihtiyaçlarına ne ölçüde uygun olduğunu düşünüyorsunuz?
4. Kursun 14 haftalık yapısı ve derslerin düzenlenişi (haftalık içerik, ilerleme, süre) sizin için yeterli miydi? Neden?
5. Kursun, mesleki İngilizce bilginizi ve iletişim becerilerinizi geliştirdiğini düşünüyor musunuz? Lütfen örneklerle açıklayın.
6. Kursu online (MOOC) formatta almanın öğrenme sürecinize nasıl bir etkisi oldu?
7. Kursta öğrendiklerinizi gerçek danışanlarınızla çalışırken kullanabilir misiniz/kullanabildiniz mi? Nasıl?
8. Kursun en güçlü yönleri sizce nelerdir?
9. Geliştirilmesi gerektiğini düşündüğünüz yönler nelerdir?
10. Bu kursu diğer kişisel antrenörlere önerir misiniz? Neden?

APPENDIX 2
TÜRKİYE BAĞLAMINDA ANTRENÖRLÜK EĞİTMENLİĞİ BULUNAN ÜNİVERSİTELER

Çanakkale Onsekiz Mart Üniversitesi	U1
Akdeniz Üniversitesi	U2
Hacettepe Üniversitesi	U3
Kocaeli Üniversitesi	U4
Iğdır Üniversitesi	U5
Uşak Üniversitesi	U6
Gazi Üniversitesi	U7
Adıyaman Üniversitesi	U8
Ağrı İbrahim Çeçen Üniversitesi	U9
Aksaray Üniversitesi	U10
Alanya Alaaddin Keykubat Üniversitesi	U11
Ankara Üniversitesi	U12
Ankara Yıldırım Beyazıt Üniversitesi	U13
Atatürk Üniversitesi	U14
Adnan Menderes Üniversitesi	U15
Balıkesir Üniversitesi	U16
Bandırma Onyedi Eylül Üniversitesi	U17
Bartın Üniversitesi	U18
Batman Üniversitesi	U19
Bayburt Üniversitesi	U20
Bingöl Üniversitesi	U21
Abant İzzet Baysal Üniversitesi	U22
Burdur Mehmet Akif Ersoy Üniversitesi	U23
Uludağ Üniversitesi	U24
Çukurova Üniversitesi	U25
Dicle Üniversitesi	U26
Dokuz Eylül Üniversitesi	U27
Düzce Üniversitesi	U28
Ege Üniversitesi	U29
Erciyes Üniversitesi	U30
Erzurum Teknik Üniversitesi	U31
Fırat Üniversitesi	U32
Gaziantep Üniversitesi	U33
Hatay Mustafa Kemal Üniversitesi	U34
İstanbul Üniversitesi	U35
Kırıkkale Üniversitesi	U36
Kütahya Dumlupınar Üniversitesi	U37
Celal Bayar Üniversitesi	U38
Ardahan Üniversitesi	U39
Hakkari Üniversitesi	U40
Karabük Üniversitesi	U41

Kastamonu Üniversitesi	U42
Marmara Üniversitesi	U43
Mersin Üniversitesi	U44
Muğla Sıtkı Koçman Üniversitesi	U45
Niğde Ömer Halisdemir Üniversitesi	U46
Ondokuz Mayıs Üniversitesi	U47
Pamukkale Üniversitesi	U48
Selçuk Üniversitesi	U49
Sivas Cumhuriyet Üniversitesi	U50
Süleyman Demirel Üniversitesi	U51
Trakya Üniversitesi	U52
Yalova Üniversitesi	U53
Zonguldak Bülent Ecevit Üniversitesi	U54

APPENDIX 3
UDEMY ÜZERİNDE ANTRENÖRLÜK VE KİŞİSEL ANTRENÖRLÜK BAĞLAMINDA VERİLEN KURSLAR VE SERTİFİKALAR

Complete Personal Training, Fitness Coach Masterclass Course	W1
NASM CPT Study Prep Made Easy	W2
Complete Fitness Trainer Certification: Beginner To Advanced	W3
Advanced Stretching Techniques For Personal Trainers	W4
Personal fitness trainer	W5
International Fitness Certification approved by ISSA	W6
Ron Betta's Massive Fitness and Wellness Suite Masterclass	W7
Ultimate Body Transformation	W8
Science-Based Workout: Build Muscle, Lose Fat & Get Fit	W9
Fundamentals Of Weight Training & Bodybuilding: Gym Workouts	W10
Personal Trainer and Fitness Business Growth Machine Course	W11
Science-Based Bodyweight Workout: Build Muscle Without A Gym	W12
N.A.S.M CPT Nutrition and Personal Training	W13
Health And Fitness Masterclass: Beginner To Advanced	W14
Science-based hypertrophy & muscle growth optimization	W15
Get Warrior Fit! Build Muscle & Increase Strength	W16
Build Muscle and Burn Fat - Weight Training and Diet Guide	W17
Fitness For Beginners	W18
Fitness Trainer Certification: Gym Workouts & Calisthenics	W19
Beginner Weight Training: 8-Week Daily Trainer	W20
The Complete Fitness & Health Masterclass - 21 Courses in 1	W21
Level 3 Certificate in Personal training	W22
Six Week Shred: The Ultimate 6-Week Fat Loss Program	W23
Be A Complete Fitness Trainer: Beginner To Advanced	W24
Create a complete fitness training program: Beginner to Adv.	W25
Personalized Bodyweight Workouts: Science-Based Home Fitness	w26
Diet And Nutrition Coach Certification: Beginner To Advanced	W27
Functional Fitness: Power Strength And Muscle Developement	W28
TRX Bodyweight Workout: Build Muscle And Lose Fat At Home	W29
No Equipment Home Workout Program	W30
Personal Training Masterclass: Your Complete Training Plan	W31
Simple Fitness and Six Pack Nutrition (Accredited)	W32
Level 2 Certificate in Planning and Delivering Gym Exercises	W33
HIIT & Body Weight Training: A 4-week Home Workout Program	W34
No Gym Cardio Workout for Fitness, Agility and Confidence	W35
Sports Nutrition for Athletes and Fitness Enthusiasts	W36
Internationally Accredited Certificate In Sports Nutrition	W37
Nutrition Made Easy: Beginner's Guide to Fitness Nutrition	W38
The Definitive Sports Nutrition Course	W39
Sports Nutrition for Endurance and Strength Athletes	W40

Certified Health, Wellness & Fitness Coach| ACCREDITED	W41
Nutrition & Fitness Masterclass: ULTIMATE STEP-BY-STEP GUIDE	W42
vFatLoss Mastery: Beginner Guide to Weight Loss and Nutrition	W43
Nutrition for Athletes	W44

APPENDIX 4
ETHICS COMMITTEE APPROVAL

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

Sayı : E-84026528-050.99-2400022846 21.01.2024
Konu : Başvuru İncelenmesi

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2024-YÖNP-0022 nolu projeniz ile ilgili Bilimsel Araştırma ve Yayın Etiği Komisyonu'nun almış olduğu 18.01.2024 tarih ve 01/12 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 12- Sorumlu yürütücülüğünü **Doç. Dr. Kürşat CESUR**'un yaptığı ve proje araştırmacısı **İlayda ERGÜN** tarafından gerçekleştirilen "Development and Evaluation of an ESP MOOC for Personal Trainers" başlıklı araştırmanın, Bilimsel Araştırma ve Yayın Etiği Komisyonu ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

APPENDIX 5
14-Week Course Content

Course Title	English for Personal Trainers
Course Objective	To develop personal trainers' English language skills in professional contexts by focusing on industry-specific vocabulary, communication skills, and practical usage in fitness settings.
Course Content	This course covers key topics in fitness and personal training, including anatomy, nutrition, exercise techniques, equipment usage, and client communication. It integrates English language learning with real-life professional scenarios to enhance both linguistic and occupational competence.
Delivery Method	Video-based instruction
Learning Outcomes	1. Use fitness-related English terminology accurately in professional contexts. 2. Communicate effectively with clients during training sessions. 3. Explain exercises, equipment, and techniques clearly in English. 4. Demonstrate understanding of basic anatomy, nutrition, and injury-related concepts in English. 5. Apply English skills in real-life fitness and training environments.
Weekly Topics	**Week 1:** Personal Trainer **Week 2:** Testing and Goal Setting **Week 3:** Basic Anatomy **Week 4:** Health Problems **Week 5:** Injuries and First Aid **Week 6:** Nutrition and Supplements **Week 7:** Basic Movement Education **Week 8:** Upper Body **Week 9:** Lower Body **Week 10:** Core and Cardio **Week 11:** Sports Implements **Week 12:** Exercise Equipment **Week 13:** Home Gym Training **Week 14:** Mobility and Flexibility
Assessment System	Final Exam