Review research paper

TEACHING ESP IN THE DIGITAL AGE: IMPLICATIONS FOR CRAFTING EFFECTIVE COURSE DESCRIPTIONS FOR ONLINE LEARNING

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Abstract. *As technology continues to advance rapidly, the field of education has witnessed significant transformations. One prominent outcome is the emergence of Massive Open Online Courses (MOOCs), which offer accessible and flexible online learning opportunities. MOOC descriptions play a crucial role in attracting and informing prospective students about the course content and objectives. However, existing studies have yet to provide a comprehensive, step-by-step guide for creating compelling MOOC descriptions in English. This study aims to bridge that gap by offering practical recommendations and implications for instructors and course developers seeking to enhance the effectiveness of their MOOC descriptions. Drawing on previous theoretical frameworks and an empirical investigation, this guide synthesizes the existing body of knowledge and examines recent MOOC descriptions to provide insightful recommendations. By focusing on both the persuasiveness and informativeness of MOOC descriptions, this study equips ESP practitioners with the tools to train educators to engage and captivate potential learners in the online learning landscape.*

Key words: *Massive Open Online Courses, MOOCs, course description, ESP*

1. INTRODUCTION

The advent of technology has facilitated communication and access to online resources, leading to a significant proliferation of platforms offering Massive Open Online Courses (hereafter referred to as MOOCs). According to Hoy (2014), MOOCs can be defined as "online classes that anyone, anywhere can participate in, usually for free. They are made up of short video lectures combined with computer graded tests and online forums where participants can discuss the material or get help" (pp. 85-86). The most popular MOOC platforms in sequence are Coursera, EdX, Udacity, Udemy and Khan Academy (Conache et al., 2016). According to Cetina, Goldbach and Manea (2018), Udemy offered 65,000 online courses on more than 142 topics, and these courses were taken by 20 million students. The students who enroll in Udemy MOOCs are from around 200 countries and one third of them are from the United States (Qiu, 2020).

The increasing numbers of online courses in general and MOOCs in particular may reflect the increasing numbers of tutors (trained and untrained) who are participating in online education. In MOOC platforms such as Udemy.com, writing the course description is a task that is left to the tutor who might not be aware that MOOC descriptions are not merely informative texts but might also have other communicative purposes. Therefore, the aim of this study is to contribute to the field of ESP (English for Specific Purposes) by formulating implications and suggesting recommendations that could help online tutors (who may or may not have training in education) write effective MOOC descriptions in English that are able to persuade students to enroll in a particular MOOC. In other words, the primary objective of the present study is to offer a comprehensive, step-by-step guide for the development of effective MOOC descriptions. This guide is informed by a meticulous examination of both previous theoretical frameworks as well as an empirical investigation conducted by the author to be able to support the recommendations with solid examples. By synthesizing and building upon the existing body of knowledge as well as examining recent MOOC descriptions, this study aims to provide practical recommendations for instructors and course developers seeking to enhance the persuasiveness and informativeness of their MOOC descriptions. So, the research question of this study is: What pedagogical/practical implications and recommendations may be formulated based on the outcomes with regard to writing effective MOOC descriptions?

2. LITERATURE REVIEW: ESP PERSPECTIVES AND THE RELEVANCE OF EFFECTIVE MOOC DESCRIPTIONS

Scholars such as Hutchinson and Waters (1987) have acknowledged ESP as a viable solution to the question of why learners need to acquire a language other than their mother tongue. Strevens (1988) juxtaposed ESP with General English, emphasizing that ESP materials are tailored to specific contexts to meet learners' specific needs. For instance, a particular ESP course might focus on developing a particular skill, such as writing, through innovative instructional approaches (Strevens, 1988).

While Strevens (1988) presents a comprehensive definition of ESP, Dudley-Evans and St John (1998) contend that both Strevens' (1988) and Hutchinson and Waters' (1987) definitions lack completeness. Consequently, Dudley-Evans and St John (1998) proposed a twofold ESP definition. Firstly, they highlight the "absolute characteristics" of ESP, emphasizing that it is designed to cater to learners' specific needs and incorporates the underlying methodologies and activities of the disciplines it serves (Dudley-Evans & St John, 1998, p. 4). Secondly, they outline the "variable characteristics" of ESP, including features such as targeting adult learners, focusing on specific disciplines, employing distinct methodologies from general English, catering to intermediate or advanced students, and presupposing a foundational understanding of the language system, though adaptable to beginners (Dudley-Evans & St John, 1998, p. 5).

The present research context aligns with this definition as it involves the design of a step-by-step guide aimed at assisting learners in composing effective MOOC descriptions in English. Such a course would be responsive to the tutor's needs and would be founded on instructional approaches closely associated with the field of online education and persuasive writing.

The present study contends that MOOC descriptions employ various persuasive techniques to entice readers to enroll, such as highlighting the course benefits and offering incentives to potential students. Hoy (2014) observed that "anyone can design a MOOC", and consequently this may imply that individuals uploading MOOCs may lack the necessary training or knowledge in crafting effective descriptions. In light of this, the current investigation could serve as valuable training material for MOOC tutors, aiding them in enhancing their proficiency in writing compelling MOOC descriptions. Moreover, for tutors experienced in composing offline course descriptions, this research proves beneficial by raising awareness regarding the alterations in the communicative purpose of course descriptions.

Doo et al.'s (2020) research reveals that only a limited number of MOOC designers receive training prior to creating their courses, highlighting the need for comprehensive training programs focused on MOOC design. While the current investigation may not directly impact MOOC design, it undeniably holds implications for crafting effective MOOC descriptions, which play a pivotal role in shaping the initial perception of a given course. Thus, the inclusion of effective MOOC description writing in MOOC designing training programs is deemed essential.

Hajeer (2023) found that many MOOC descriptions were perceived as unappealing to students due to their explicit marketing style. This could be attributed to the insufficient ESP training that instructors receive before crafting MOOC descriptions. Consequently, MOOC instructors may resort to unsuitable training material, unsuited for educational content promotion. As copywriting is a topic with limited academic attention, practitioners on social media platforms and online forums (Blynova & Kyrylova, 2018; Gnezdilova & Selezneva, 2019) are providing education on copywriting. However, the content provided by these practitioners may lack a solid theoretical foundation or sound empirical research.

Several investigations, such as Avand's (2009), Sadeghi et al.'s (2013), have demonstrated the positive impact of genre-based instruction on ESP students. Consequently, an analysis of MOOC descriptions based on the Rhetorical Move Structure (RMS) framework is expected to be of value to ESP practitioners seeking to teach the art of crafting effective MOOC descriptions. Subsequent sections will provide further details on the Rhetorical Move Structure (RMS) analysis of MOOCs.

3. METHODS

This section offers comprehensive information concerning the theoretical framework and previous studies that were utilized to derive the recommendations. Additionally, it outlines the empirical methodology employed by the author to formulate the suggestions and recommendations.

3.1. Elements and Effects of MOOC Description: A Theoretical Framework

To attain a more profound comprehension of the constituent elements comprising MOOC descriptions, a study was conducted by Hajeer (2021) to unveil the rhetorical move structure employed within such descriptions. The rhetorical move structure approach formulated by Swales (1981, 1990) primarily focuses on discerning the communicative purpose of a particular section (consisting of one or more sentences) within a given text. Swales (1981) contends that a text is composed of various parts, each

possessing a distinctive communicative function that contributes towards achieving a specific communicative purpose. This intent is not impartial but rather serves as a crucial element of the overall purpose of the text. Consequently, as defined by Biber et al. (2007), a move can be understood as "a section of text that fulfills a particular communicative function" (p. 23). The RMS analysis of MOOC descriptions holds promise for ESP practitioners aspiring to instruct the crafting of effective MOOC descriptions. The current RMS model (refer to Figure 1) serves as a valuable tool for enhancing the awareness of prospective MOOC instructors regarding the various moves and steps embedded within these texts. This framework provides writers with a structured approach to produce compelling MOOC descriptions, thereby optimizing their effectiveness.
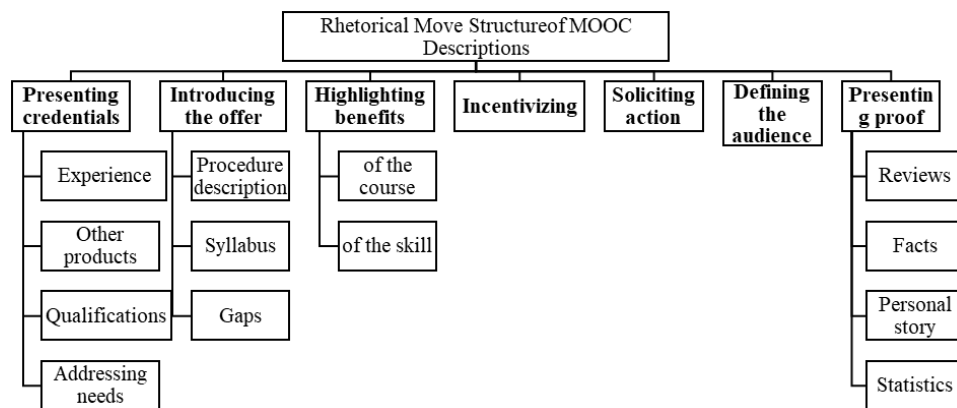

Fig. 1 The Rhetorical Move Structure of MOOC Descriptions, Hajeer (2021)

Hajeer's (2021) investigation showed that MOOC description comprise seven moves (i.e., parts), some of these moves embody a number of steps (i.e., subparts). Each of these moves or steps has a communicative purpose, in other words, a purpose that it seeks to achieve, such as persuading or informing, among others. The following table is constructed based on Hajeer (2021) study and includes all the moves and steps along with their communicative purposes.

As for Measuring the Effect of MOOC Descriptions on Potential Readers. Hajeer and Toptsi (2022), conducted a study to investigate the impact of Massive Open Online Course (MOOC) descriptions on individuals considering enrollment. The objective of the interview-based study was to elucidate and enhance our comprehension of how MOOC descriptions affect prospective students. Furthermore, it aimed to discern the specific elements of the descriptions that influence readers' decisions regarding course enrollment. This study findings indicated that the presence of detailed syllabus, organized and well-ordered subsections, triggered feelings, description of the procedure, incentives, and reviews from previous students have influenced the decision of the readers.

Table 1 The communicative purposes of the moves and steps

Move/step	Communicative purpose
M1 Presentıng Credentıals	Demonstrate the credibility of the tutor of the course.
M1-S1 Experıence	Highlighting the experience of the MOOC tutor.
M1-S2 Other Products	Demonstrating the exceptional knowledge of the tutors by revealing information about their contributions to the field that they specialize in.
M1-S3 Qualıfıcatıon	Strengthening the credibility of the tutors by highlighting their qualifications.
M1-S4 Addressıng Needs	Mentioning the needs of the target audience.
M2 Introducıng The Offer	Presenting the offer (i.e., the course) to potential students.
M2-S1 Procedure Descrıptıon	Offering further information regarding the ways in which the MOOC is delivered.
M2-S2 Syllabus	Familiarizing the potential students with the contents of the course.
M2-S3 Gaps	Highlighting or implicating the drawbacks of the other courses in the platform.
M3 Hıghlıghtıng Benefıts	Adding value to the course.
M3-S1 Of The Course	Listing the benefits that potential students would gain if they took the course.
M3-S2 Of The Skıll	Referring to the positive outcomes that potential students would gain if they learned the skill itself regardless of what MOOC they choose to enroll in.
M4 Incentıvızıng	Attracting the potential students to enroll in their MOOCs by offering them additional gains.
M5 Solıcıtıng Actıon	Encouraging the potential students to take the course.
M6 Defınıng the Audıence	Defining the potential beneficiaries from the MOOC either by listing the features of the MOOC itself, or by describing the target audience.
M7 Proof	Supporting the tutor's statements with statistics, reviews, facts or personal stories.
M7-S1 Revıews	Highlighting the positive experience (with the MOOC) of the previous students.
M7-S2 Facts	Supporting the claims of the tutors with facts.
M7-S3 Personal Story	Proving to the potential students that the skills developed or the knowledge taught in the advertised MOOC are indeed useful.
M7-S4 Statıstıcs	Backing the claims of the tutors with different types of (numerical) proof.

3.2. The Empirical Approach: The Criteria of Corpus Design and Analysis

The corpus design process spanned a one-year period from 2022 to 2023. A total of 25 MOOC descriptions were gathered from the Udemy.com platform for inclusion in the corpus. Since the descriptions are publicly accessible, there was no need to seek permission for access. The selection criteria for texts in the corpus were based on word count and the types of courses offered. The chosen MOOC descriptions ranged between 600 to 1000 words, which represents the average length observed in most MOOC descriptions. In terms of course

variety, preference was given to descriptions of courses that garnered higher student interest. This selection process was not without challenges, considering the wide range of courses available on the platform. Ultimately, the chosen MOOC descriptions primarily focused on computer sciences (e.g., ethical hacking and programming), business (e.g., marketing, management, and financial analysis), and education (e.g., train the trainer, online teaching, and teacher training).

The data analysis procedures commenced with the integration of the corpus into Atlas.ti v7.5.7, a software commonly employed in qualitative research. This particular tool facilitates the manual assignment of tags to text units. The initial stage involved the identification of the rhetorical move structure analysis of MOOC descriptions, as previously outlined in a pilot study by Hajeer (2021). For more comprehensive information, refer to Figure 1.

Subsequently, extracts that exhibited frequent usage were carefully selected and subjected to minimal modifications, thereby transforming them into pre-constructed sentences. These sentences serve as valuable resources for MOOC writers aiming to enhance the efficiency of their course descriptions.

4. RESULTS AND DISCUSSIONS

4.1. General Recommendations for Writing MOOC Descriptions

Drawing from the aforementioned studies, this section presents overarching recommendations that would assist the tutor in developing a comprehensive comprehension of crafting a MOOC description in terms of its length, structure, tone, anticipated reader response, and the sequencing of various sections and subsections within the description.

▪ Length: It is advisable for the authors to refrain from generating extensive descriptions. Certain interviewees reported challenges in maintaining concentration when confronted with MOOC descriptions exceeding 800 words. Consequently, it is recommended that the length of a single description be confined to a range of 600-800 words.

▪ Layout: It is recommended that writers of MOOC descriptions strive to create visually appealing content. This can be achieved through the utilization of text organizing devices, such as bullet points or numbering, to present multiple ideas in a structured manner. Authors may also employ formatting techniques, such as boldface, italics, and underlining, to emphasize specific terms or concepts within the description. Subsequently, it is advised that authors meticulously proofread the text to identify and rectify any misspellings, typographical errors, or grammatical inconsistencies. The interview study findings indicate that such errors can undermine the tutor's credibility. Furthermore, visual allure can be enhanced by incorporating images (e.g., tutor, review providers, or infographics) and videos (e.g., tutor's introduction or recorded testimonials from previous students) into the description.

▪ Tone: Considering that the primary objective of MOOC descriptions is to persuade readers to enroll in the featured courses, it is observed that many tutors frequently resort to an excessive employment of marketing language typically associated with promoting tangible products, such as toys or mobile phones. However, the findings of the present inquiry indicate that adopting such a tone is unlikely to yield the intended outcome of encouraging readers to enroll in the course.

▪ Feelings: It is advisable for authors to strive towards evoking positive emotions in readers when crafting MOOC descriptions. The interviewees highlighted two positive

emotions, namely excitement and assurance. Tutors can incorporate the element of excitement by providing a comprehensive explanation of the course topics accompanied by vivid descriptions of how these topics can be practically applied in the readers' lives. Additionally, to instill a sense of assurance, MOOC description writers can address the concerns of learners, particularly beginners. These concerns may encompass fears of losing motivation or not meeting deadlines. Upon identifying these fears, tutors are recommended to emphasize the solutions offered by their courses. By doing so, tutors effectively remove the obstacles that impede readers from engaging with the advertised MOOC.

▪ Order: First of all, authors are advised to highlight the level of difficulty of the advertised MOOC at the beginning of the description, preferably in the title. For example, "German Course for Beginners." This approach is likely to be well-received by readers, as it provides them with immediate information regarding whether the course meets their needs, without having to read the entire description. Secondly, it is recommended that writers of MOOC descriptions place reviews from previous enrollees towards the end of the description. All illustrations (figures, photographs, line drawings, graphs) should be numbered in series and all legends should be included at the bottom of each illustration. All figures, photographs, line drawings and graphs, prepared in electronic form, should be converted in TIFF or JPG (max quality) files, in 300 dpi resolution, for superior reproduction. Figures, line drawings and graphs prepared using elements of MS Drawing or MS Graph must be converted in form of pictures and unchangeable. All illustrations should be planned in advance so as to allow reduction to 12.75 cm in column width. Please review all illustrations to ensure that they are readable.

4.2. Recommendations Regarding the Moves and Steps

This section intends to provide recommendations with respect to the themes and the language of each part of the MOOC descriptions. These recommendations are hoped to help the writers of MOOC descriptions to enhance the effectiveness of their MOOC descriptions.

4.2.1. *Presenting Credentials*

The aim of this move is to highlight the credibility of the tutor and it encompasses four steps, namely, experience, qualifications, other products, and addressing needs.

▪ Experience: The instructors can accentuate their experience in various ways. The writers of MOOC descriptions can choose one or more of the following approaches:

 o Highlighting their teaching experience:
  I've been teaching (…field...) for (…number…) years.
  I have been teaching (…field...) since (…number…) years.
 o Highlighting experience in their own field:
  I have been working as a (…profession...) since (…year…).
  I am a professional (…profession...) with real experience in (…field...).
 o Highlighting the numbers of years of experience:
  This course is based on my (…number…) years of experience in (…field...).
 o Highlighting the number of their students:
  I have helped more than (…number…) student to (…goal...).
  I've already taught (…number…) students and received (…number…) positive reviews.

▪ Other Products: tutors can also emphasize their experience by referring to their contributions to the field. In what follows the three ways in which this step can be approached will be demonstrated along with ready-made language suggestions.

    o Referring to a website, course or publication:

      My other course (…title…) is the perfect complement to the current one.

      I am the author of (…book….). I run a website called (…website address...).

    o Offering details about the success of the product:

      My published book is available in (…number...) languages.

      My best-seller book has sold (…number…) copies.

      (…number…) students have joined my previous courses.

▪ Qualifications: in this step, the qualifications of the tutor are mentioned. This step can be introduced in one (or more) of the following ways:

    o University Qualifications (e.g., BA, MA, PhD)

      I have a PhD in (…field…) and a master's degree in (…field…).

      I hold a (…academic degree…) degree from (…university…).

    o Non-academic institutions

      I qualified as a (…specialization…) Certified from (… institution …).

      I am a certified (…specialization…) from (… institution …).

▪ Addressing Needs: by addressing the needs of the students, the tutor can show their expertise in their field. These are some language structures that may help in introducing this step:

      When people start learning a new skill they often face (... difficulties…). But in this course, I/we will help you (… solution…).

      Many learners aspire to (…wishes…). In this course we/I will help you achieve this by (…solution…).

4.2.2. Introducing the Offer

The aim of this move is to furnish further details that are relevant to the MOOC itself like the topics that are going to be covered. This Move consists of three steps, namely, Procedure Description, Syllabus and Gaps.

▪ Procedure Description: This step is crucial as it help the reader build an image of the learning procedure. Therefore, it should contain all the necessary details which can help the potential students build a complete image of the MOOC. In order to achieve this, including the following details is recommended:

    o Structure:

      We will go through the entire process of (…task…) This includes the following steps/procedure/parts/practices/levels/.

      This course will guide you through every step starting from (…first step…) to (…final step….).

      I'll show you how you can (… another step…). After that, I will explain (…concept….). Ultimately (…final step…).

    o Methods:

      This course follows a (…practical/theoretical…) approach.

      I teach through cases, so for every tool/technique/framework/model/case I provide an example.

The course is a practical, step by step guide which is accompanied by examples/templates/cases/analyses/….

Motivation is very important in the learning process, so I/we have tried hard to make this course fun/relevant/entertaining/engaging/rewarding/….

o Tools:

Quizzes/exercises/summaries/… are provided during the videos.

o Duration of the course:

This course contains over (…number…) hours or video instruction.

We will spend around (…number…) hours learning this skill.

▪ Syllabus: tutors are strongly advised to diligently strive towards incorporating an organized, coherent, and reader-friendly syllabus. The significance of this section cannot be overstated. It is highly recommended that tutors include a comprehensive list encompassing all the topics to be covered in the course. Furthermore, it is also advisable to provide an elucidation of each topic, accompanied by relevant definitions, illustrative examples, and practical applications that highlight how the acquired skills or knowledge can be applied to real-life scenarios. It is crucial for tutors to refrain from employing technical jargon without providing proper explanations, particularly when the course is targeted towards beginners, as this may lead to confusion. Moreover, tutors should steer clear of presenting the syllabus as an unstructured block of text, and instead utilize organizational devices such as bullet points or numbering. A recommended structure for the syllabus is as follows:

Topic: an example

Example: CSS framework: this help build responsive websites.

Topic: a definition

Example: SPSS: A statistical software for data management and advanced analytics.

▪ Gaps: the aim here is to show the superiority of the advertised course over other ones through comparison. The following aspects of comparison and language structures can be taken into consideration.

o Recency:

Unlike other courses here, this course is updated on a regular basis.

Many courses in (…platform…) are released once and never updated. On contrary, this course is updated regularly.

o Quantity of the content

This course is different from the other ones you'll find on (…platform…) as it contains more video content.

This course will cover topics that are missing from other courses.

o Tutor's experience

The instructor of this course has (…number…) years of experience in (…field…) which is more than most of the course's instructors.

The tutor of this course has more experience in (…field…) than many other instructors in (…platform…).

4.2.3. Highlighting Benefits

This move comprises two steps: the benefits of the course and the benefits of acquiring the skill. In this subsection, the tutor is expected to enumerate the advantages that potential students would gain by enrolling in the advertised course, as well as the benefits of acquiring the skill itself. It is recommended that writers of MOOC descriptions avoid using

exaggerated claims about the benefits of their courses, such as "you will become a millionaire" or "you will master the art of winning any argument." Instead, authors are encouraged to adopt a more realistic approach, such as "The skills learned in this course can contribute to salary growth" or "This course equips you with the tools to construct arguments professionally." The following methods outline how the communicative purpose of this move is achieved. along with suggestions for the language use.

- Of The Course
  o Promising improved professional practice:
    At the end of this course, you will be able to confidently (…benefit…).
    After taking this course you will be able to (…benefit…).
  o Promising a better job:
    You can use the skills you build in this course to get a better job or to increase your hourly pay rate.
    This course includes the set of skills that you need to secure a better job.
  o Promising higher income:
    To get higher income, you need to get the necessary skills and that is what you will get from this course.
    With the right skills, which you will learn in this course, you can increase your income.
- Of The Skill
  o Highlighting the market demand:
    Companies/institutions usually rely on (…people with the advertised skills, e.g., engineers, teachers, planners…) to (…achieve a particular goal…).
    There is high demand in the market for (…e.g., financial analysts…).

4.2.4. Incentivizing

To incentivize readers to enroll in the advertised course, tutors are advised to provide additional incentives. Below, a set of potential options is presented, accompanied by pre-existing language structures.

  o Money-back guarantee
    You are guarded by a (…number…) days money-back guarantee.
    This course offers you the chance to be reimbursed if your expectations were not met.
  o Personal support
    I'll be here for you every step of the way. If you have any questions about the course, content or anything related to this topic, you can always post a question in the course or send me a direct message.
    I/my team/we will be ready to answer your questions within (…number…) hours/days.
  o Recency
    This course is constantly updated to be current with the latest developments of (…field…).
    I regularly update this course to reflect the latest changes to (…field…).

4.2.5. Soliciting Actions

The communicative objective of this move is to motivate readers to enroll in the course. It is advisable to exercise caution when employing this move. Below are suggested language structures for achieving this purpose: Go ahead and click on the enroll button.

  Take this course to (…goal…).

Enroll in this (…course title…) course today.

I hope to see you as a student in the course when we next meet.

Start your journey today learning about (…skill…).

4.2.6. Defining the Audience

In this section, the objective is to identify the individuals who would derive the greatest benefit from the advertised course by specifying the groups to which they belong, such as age or professional groups. Hajeer's study (2021) reveals that the more relevant categories a reader aligns with, the more persuasive the MOOC description becomes to them. Therefore, it is recommended to conduct a thorough analysis of the potential student categories to which they may belong. Below are some categories that can be utilized, accompanied by suggested language formulations.

 o Age

  Anyone above the age of (…number…) can attend this course.

  Only those who are above (…number…) can take this course.

 o Profession

  If you are (…profession…) then this is course is good for you.

  If you are an employee and would like to start your own business.

 o Level of difficulty

  No advanced knowledge is required for this course.

  No previous knowledge on any of the listed topics is required.

4.2.7. Proof

Tutors can employ this move to substantiate their claims with evidence. It encompasses four optional steps: Review, Facts, Personal Story, and Statistics. The following are suggestions on how each of these steps can be introduced.

▪ Reviews: While providing language suggestions for this step (as they are written by previous students) may not be feasible, some recommendations can be offered for selecting appropriate reviews to include in the description. It is advisable to choose reviews that contain valuable information for potential students, such as how the course assisted them in attaining their goals or how the acquired skills were applicable in their lives. Additionally, reviews that offer a detailed opinion about the course can be beneficial. However, it is advised to avoid including reviews that solely praise the course or the tutor, as such reviews had a negative impact on the interviewees in the present study.

▪ Facts: This step involves incorporating facts that substantiate the tutor's claims. One possible reason why many interviewees in Hajeer and Toptsi's (2022) study were not influenced by this step could be attributed to the absence of references to trusted sources. Hence, when tutors aim to present a fact to support their claims, it is recommended to include a verifiable reference. Below are suggested language structures that can be utilized to introduce this step:

 You may not know but (…fact…) (reference).

 It has been reported by the (…source…) that (…fact…).

▪ Personal Story: tutors also have the flexibility to incorporate a personal story wherein they can elucidate how their expertise (the one they are imparting through the course) contributed to their personal or professional achievements. No specific language structures can be

provided for this step, as the choice of language structure depends on the content, length, and purpose of the personal story being shared.

▪   Statistics: this is where the tutors use statistics to back their claims. Like facts, it is recommended to use statistics from trusted sources and mention these sources all the time. Some language structures that can be used to introduce this step are:

According to (…source…) (…statistics…).

As reported by a study conducted in (…date…) by (…source…).

5. CONCLUSIONS

The objective of the present study was to derive implications and propose recommendations to online tutors regarding the creation of effective MOOC descriptions. The preceding section provided overarching recommendations encompassing aspects such as the structure and length of the description, tone and elicited emotions, as well as the sequencing of moves within the descriptions. Furthermore, specific guidance was furnished for each move and step, accompanied by pre-established language structures for authors to utilize. These recommendations aim to assist ESP practitioners with training writers of course descriptions in general, and specifically those crafting MOOC descriptions, in producing compelling and impactful descriptions. It is important to note that the outcomes of this study may not be generalized to all MOOC platforms, as our analysis focused on the Udemy platform. Hence, future research that compares MOOC descriptions across different platforms is anticipated to yield valuable insights.

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