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## COMPARATIVE ANALYSIS OF MASSIVE OPEN ONLINE COURSE (MOOC) PLATFORMS IN ENGLISH LANGUAGE TEACHING

Currently, one of the most important tools in gaining knowledge for students is Massive open online platforms and courses (MOOC). It is a complete course for learners covering all areas of education, where massive open online platforms and courses are organized online by the internet. In order to determine significance of online course on the discipline “Academic writing” taught in higher educational institutions for bachelor, master and doctoral students, in the article was carried out content analysis of the courses prepared and offered by MOOC platforms about this discipline. During the research, review was conducted to MOOC platforms as Coursera, edX, Futurelearn, Openkaznu.kz and Udemy. There were considered the content of the prepared courses in the discipline “Academic writing”, expected results, duration of video lesson, form of final exam, downloading of full course, the evaluation policy and types of feedback of these platforms. The purpose of the research work is to summarize, classify the offered MOOC courses, analyze their content, identify similarities and differences, and recommend the best prepared course of “Academic writing” to students of higher educational institutions. As a result of the analysis, the course of Coursera platform “Writing in the Science” shows the highest percentage in terms of content. While doing research, there were identified strengths, weaknesses, and shortcomings of the course “Academic writing: the structure of research paper” prepared by Openkaznu.kz MOOC platform of Al-Farabi Kazakh National university and content was studied in comparison with courses prepared by other worldwide universities. There can be seen similarities between courses of Futurelearn, edX and Openkaznu.kz in terms of contents. In conclusion, these offered courses can be useful in preventing some of the difficulties that young scientists and doctoral students face in the process of writing scientific articles.

**Keywords:** MOOC, platforms, course structure, academic writing course, teaching English.

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### Ағылшын тілін оқытудағы жаппай ашық онлайн курс (ЖАОК) платформаларына салыстырмалы талдау

Қазіргі таңда жаппай ашық онлайн платформалар мен курстар (ЖАОК) студенттердің білім алуындағы маңызды құралдардың бірі болып отыр. Бұл жаппай ашық онлайн платформалар мен курстар интернет арқылы онлайн түрде ұйымдастырылған білім берудегі барлық саланы қамтитын білім алушыларға арналған толық курс. Мақалада жоғарғы оқу орындарында оқытылатын «Академиялық жазу» пәні бойынша әзірленген онлайн курстың бакалавр студенттері, магистранттар мен докторанттарға маңыздылығын анықтау мақсатында ЖАОК платформаларда осы пән бойынша әзірлеп, ұсынылған курстарға контенттік талдау жасалынды. Зерттеу барысында Coursera, edX, Futurelearn, Openkaznu.kz және Udemy ЖАОК платформаларына шолу жасалынды. Аталған платформалардағы «Академиялық жазу» пәні бойынша әзірленген курстардың мазмұны, күтілетін нәтижесі, видео сабақтың ұзақтылығы, қорытынды емтихан формасы, толық курсың жүктелуі, бағалау саясаты және кері байланыстың түрлері қарастырылды. Зерттеу жұмысының мақсаты ұсынылып отырған ЖАОК курстарын жинақтау, жіктеу, оларға контенттік талдау жасап, ұқсастықтарымен айырмашылықтарын айқындап, ең жоғары деңгейде әзірленген «Академиялық жазу» курсың жоғары оқу орындары студенттеріне ұсыну. Талдау нәтижесінде Coursera платфор-

масының “Writing in the Science” курсы мазмұны жағынан ең жоғарғы пайызды көрсетіп отыр. Зерттеу барысында Әл-Фараби атындағы Қазақ Ұлттық университетінде Openkaznu.kz жаппай ашық онлайн курсына “Academic writing: the structure of a research paper” курсының жақсы жақтары мен қарастырылмаған тұстары, кемшіліктері басқа әлемдік деңгейдегі университеттердің дайындаған курстарымен салыстыру барысында анықталды. Futurelearn, edX, Қазақстанның Openkaznu.kz курстарының мазмұны жағынан ұқсастықтарын көруге болады. Қорыта айтқанда, жас ғылмдар мен докторанттардың ғылыми мақалалар жазу барысында кездесетін кейбір қиындықтарды алдын алу үшін осы ұсынылып отырған курстар пайдалы болуы мүмкін.

**Түйін сөздер:** ЖАОК, платформалар, курс құрылымы, Академиялық жазу курсы, ағылшын тілін оқыту.

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### **Сравнительный анализ платформ массового открытого онлайн курса (МООК) в преподавании английского языка**

В настоящее время одним из важнейших инструментов получения знаний студентами являются массовые открытые онлайн-платформы и курсы (МООС). Это полный курс для учащихся, охватывающий все области образования, где массовые открытые онлайн-платформы и курсы организуются в режиме онлайн через Интернет. С целью определения значимости онлайн-курса по дисциплине “Академическое письмо”, преподаваемого в высших учебных заведениях для студентов бакалавриата, магистратуры и докторантуры, в статье был проведен контент-анализ курсов, подготовленных и предлагаемых платформами МООС по этой дисциплине. В ходе исследования был проведен обзор таких платформ МООС, как Coursera, edX, Futurelearn, Openkaznu.kz и Udemu. Были рассмотрены содержание подготовленных курсов по дисциплине “Академическое письмо”, ожидаемые результаты, продолжительность видеоурока, форма итогового экзамена, загрузка полного курса, политика оценки и виды обратной связи этих платформ. Цель исследовательской работы – обобщить, классифицировать предлагаемые курсы МООС, проанализировать их содержание, выявить сходства и различия и рекомендовать студентам высших учебных заведений наиболее подготовленный курс “Академическое письмо”. В результате анализа курс платформы Coursera “Writing in the Science” показывает самый высокий процент по содержанию. В ходе проведения исследования были выявлены сильные и слабые стороны курса “Академическое письмо: структура исследовательской работы”, подготовленного Openkaznu.kz Платформа МООС Казахского национального университета имени Аль-Фараби и ее содержание были изучены в сравнении с курсами, подготовленными другими университетами мира. Можно заметить сходство между курсами Futurelearn, edX и Openkaznu.kz с точки зрения содержания. В заключение, предлагаемые курсы могут быть полезны для предотвращения некоторых трудностей, с которыми сталкиваются молодые ученые и докторанты в процессе написания научных статей.

**Ключевые слова:** МООС, платформы, структура курса, курс академического письма, преподавание английского языка.

## **Introduction**

In the era of globalization, learning any kind of foreign languages can be very easy and convenient. One of the main effects of globalization to the educational system is – the implementation of ICT technologies and the Internet to the educational process and the emergence of many language platforms. Informatization of the educational system in Kazakhstan has been carried out on the basis of the state programs and policies since 1997. According to the first program (1997-2001) 30 percent of state schools and universities were computerized. During

the second program (2002-2004) multimedia programs, electronic CDs and textbooks began to widely utilized in the educational process. On the basis of subsequent and long-life learning programs for 2010-2020, the Internet network, teaching digital tools, distance learning platforms and courses were used in the teaching process and digital literacy, informative competences of teachers began to develop to apply these mentioned digital tools.

However, during the quarantine in the global pandemic in 2020, the entire educational system used distance learning. In order not to interrupt educational process of state schools of Kazakhstan, on-

line training sessions as “Bilim land” were filmed and broadcast on TV channels. At that time, the world’s massive open online courses have developed rapidly and courses in all areas have been prepared and began to offer to the university students and to the people.

The concept for the development of secondary, technical and professional education for 2023-2029, approved by the Decree of the government of the Republic of Kazakhstan in March 2023, will be prepared measures to modernize the digital infrastructure, widely implement online and hybrid learning system for personnel training, and improve digital skills of employees. Within the framework of this concept, massive open online courses (MOOCs) were prepared and offered to students to implement distance learning in higher educational establishments.

The original goal of MOOCs was to open up education and provide free access to university level education to as many students as possible. Difference of online university courses from traditional, MOOC has two main characteristics:

Open access – anyone can take an online course for free

Scalability – courses are designed to provide unknown number of participants

However, these possibilities may be interpreted by different MOOC providers; some MOOCs are massive but not open, and some are open but not massive. Wiley (2012) noted that equivocality in the MOOC concept may threaten the future development of open educational resources and open courses, where the general public accepts that “free” is good enough and no one cares about “open”. This raises questions about the licensing and permissions of current MOOC provision and how it relates to the creative commons licenses promoted by the OER community.

Massive open online course first was offered to the public by G. Siemens and S. Downes professors of the university Manitoba, Canada. This very course called “Connectivisim and Connective Knowledge”. It attracted over 2,000 students at that time. By 2012 many popular universities and higher educational institutions began launching their own MOOC platforms. One of the first MOOC providers was Coursera, then edX and Udacity. During the pandemic, number of enrolling students from around the world began rapidly to grow (Downes, 2016).

At present time, Kazakhstan is faced with the tasks of creating prospective educational system.

The strategy “Kazakhstan-2050” is to create a unified information and education system, widely application of computer technologies, develop and improve education at schools – higher educational establishments – postgraduate educational system in full-time and distance learning system. In recent years, many positive results have been achieved in domestic education: general school programs are becoming more complicated, requirements for preparing for entrance exams are being updated, and higher educational system is being improved.

One of the main directions of modernization is distance learning, which formed on the basis of UNESCO’s educational programs as “Education for All”, “Education for Life” and “Education without borders”.

In particular, Openkaznu.kz platform of al-Farabi Kazakh National university, in collaboration with the Coursera platforms, is currently translating many courses into Kazakh and Russian and offering them to the students of higher educational institutions. According to the latest program for the development and informatization of education, more than a hundred courses have been prepared on the Openkaznu.kz platform, including the course “Academic writing: structure of a scientific paper” created for future master and doctoral students.

Currently, Massive online open courses are the most popular form of online learning as a form of distance education. In addition to traditional course materials (reading materials, videos, homework), such large-scale online courses allow for the creation of a community of students, teachers and teaching assistants through open user forums.

### Materials and methods

Massive open online course (MOOC) is a distance learning tool for delivering free online courses for anyone to enroll. MOOCs provide and affordable and flexible way to learn new approaches and skills, improve language skills and gain educational experience in various fields.

The materials of the article are included MOOC providers as Coursera, Futurelearn, edX, Udemy and Openkaznu.kz. Coursera is considered one of the most popular providers among them, however based on another comparison as experience of website users, quality of instruction and materials, depth of content, community interaction and special features edX is the best MOOC provider after Coursera, Futurelearn, Udemy.

*Coursera* – is one of the top visited platform which was founded in 2012 by engineering professors Andrew Ng and Daphne Koller from Stanford University.

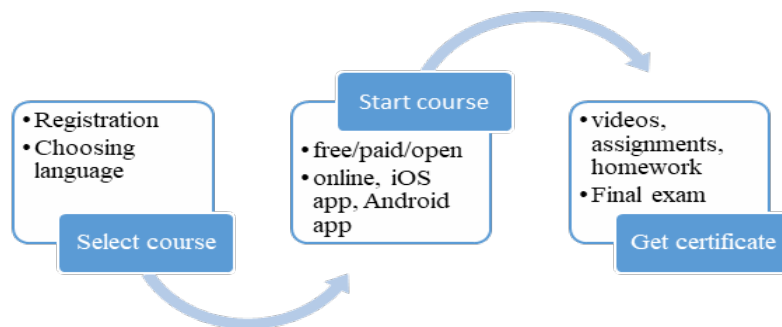
*Udemy* – is a different kind of platform which allows you to teach and attend courses. It was launched in 2010 by Eren Bali, Oktay Caglar and Gagan Biyani.

*EdX* – is one of the most popular MOOC provider that created in 2012 by Harvard university and The Massachusetts institute of technology.

*Futurelearn* – is a British educational platform which founded in 2012 by the Open University. It has a long history of distance learning and online education.

*Openkaznu.kz* – is Kazakhstani educational MOOC provider which was founded by al-Farabi Kazakh National university in 2016. At present time it has more than 100 courses in different fields of education.

We would like to give the guide scheme of applying and submitting to MOOC courses.



**Diagram 1** – MOOC course registration scheme

The article contains the content comparison of MOOC platforms as Coursera, Futurelearn, edX, Udemy and Openkaznu.kz on the subject “Academic writing”. The most relevant courses among the English MOOC platforms is the Academic Writing course. As we have noticed during our research, this “Academic writing” course is found in all teaching programs of world universities, as well as in doctoral educational programs of all universities in Kazakhstan. The requirement for master’s and doctoral students of universities is to write scientific articles or a scientific proposal on their research topics. Therefore, this “Academic Writing” course was chosen as the object of our article from five MOOC providers.

The article used the monitoring method, mass sampling, quantitative statistics, description, group-

ing, and contextual analysis methods. A review of the literature related to the research topic is being conducted

In order to achieve the goal of the study, firstly the analysis of pedagogical literature related to the research topic was carried out. As well as, there were utilized methods as: monitoring, mass sampling, quantitative statistics, description and contextual analysis. Then complete review was conducted in these five MOOCs and collected all course on the subject “Academic writing” which was given in the table below. It can be noted that MOOC platforms as Coursera, Futurelearn, edX and Udemy has a wider catalogue and more courses on each topic while Kazakhstani MOOC platform contains only one course.

**Table 1** – Name of courses on “Academic writing” in different MOOC platform

№	<i>Coursera</i>	<i>Futurelearn</i>	<i>edX</i>	<i>Udemy</i>	<i>Openkaznu.kz</i>
1	Introduction to Academic writing	Deconstructing research articles: How to read and write	Academic writing	Writing a scientific research article	Academic writing: The structure of a research paper
2	Understanding research methods	Designing for research implementation	Academic writing made easy	Scientific writing	

Continuation of the table

<i>Nº</i>	<i>Coursera</i>	<i>Futurelearn</i>	<i>edX</i>	<i>Udemy</i>	<i>Openkaznu.kz</i>
3	Writing in the sciences	Preparing for research	Applied Data Analysis	Research methodology	
4	Introduction to Data analytics	Prepare for your Science degree	Writing, Presenting and Submitting scientific papers	Academic writing styles: APA, MLA	
5	How to write and publish a scientific paper	Discovering your PhD potential: writing a research proposal	Academic English: How to write a thesis	How to write an Academic paragraph	
6	Qualitative research methods		Quantitative and Qualitative research for beginners	How to write a journal article-tips and structure guide	
7	Introduction to Statistics			Dissertation writing made simple	
8	Data Science Foundations			Research proposal	

All these courses are helpful for master and doctoral degree students to conduct their research

papers. Among these courses were chosen the most five courses that was illustrated in the second table.

**Table 2** – Name and description of chosen courses on “Academic writing”

<i>MOOC provider</i>	<i>Name of the course</i>	<i>University</i>	<i>Enrolled students</i>	<i>Authors</i>	<i>Language</i>	<i>Rating</i>
Coursera	Writing in the Science	Stanford university	539,007	Dr. Kristin Sainani	English	4,9
OpenKaznu.kz	Academic writing: The structure of a research paper	Al-Farabi Kazakh National university	Not given	Muldagaliyeva A. Januzakova A.	English	-
Udemy	Academic writing- from basics to quartile and percentile	Russian Economic University named after G. V. Plekhanov	517	M. Zarudnaya N. Fominykh A. Dokukina L. Torosyan	English Russian	4,7
Futurelearn	Deconstructing research articles: How to read and write	NTHU National Tsing Hua university	610	Yun-yin Huang Woan-Shiuan Chien	English	4,7
edX	Academic writing made easy	TUMx Technical university of Munich	Not given	Dr. Stephen Starck	English	-

All of the MOOCs are conducted in English, one has content elements in both English and Russian.

These MOOC courses were prepared and offered to the educators between 2021 and 2023 and were developed by universities from United States, United Kingdom, Taiwan and Kazakhstan. According to the self-description of MOOCs, all courses were developed mostly for bachelor, master and doctoral students.

### Literature review

The implementation of Informative-communicative technologies, digital tools and distance learning courses in teaching process are being investigated since late 1990s. The number of articles written to these topics are still valuable. Since online classes, courses have been created and widely distributed on MOOC platforms by professors of famous world



universities, many scientific articles, research works have been written. These research works are mostly provided topics as comparative analysis of the history of MOOCs, development of platforms, impact of online courses to teachers and learners, integration of MOOCs with traditional classes and others.

Grainne Conole pointed out classification system of MOOCs which are made up of twelve dimensions as following: degree of massiveness, the amount of applying multimedia, utilizing of communication tools, the degree of collaborative learning, level of openness, type of learners' approach, amount of reflection, way of assessment, learning model, autonomy, quality assurance and diversity (Conole, 2013).

Scholars as O. Pilli and W. Admiraal carried out research on the structure of the different types and peculiarities of MOOCs. According to their opinion, MOOC platforms offer wide range of disciplines for gaining knowledge in various fields as Engineering, Humanitarian science, Mathematics, Medicine, Biology, Pedagogical sciences, Business, Information technologies and others. Mostly popular online courses are IT technologies, statistics, business and management (Pilli, 2016: 224).

L.M. Funieru and F. Lazaroiu conducted research on the contents, technical and a user perspective and each detailed characteristic of MOOC platforms. In their research were chosen two types of courses from Coursera and edX MOOC platforms and course structure, communication tools, evaluation methods, usage of multimedia, financial accessibilities and integration options of these very courses were comparatively studied. The researchers also pointed out that original approaches or intelligent technologies are important for users (Funieru, 2016: 37).

The Russian Researcher S.Ya. Polyankin states that and kind of MOOCs dedicated to studying specialized disciplines can be served as a powerful motivating factors of learning English, because great majority of courses offer lectures in English. The courses from MOOC platforms are useful not only English learning students, as well as they are beneficial for students studying in other specialties (Polyankin, 2015: 148).

According to the Kazakh researches as K.S. Kulmanov and M.B. Nurtazina was investigated distance learning platform of L.N. Gumilyov Eurasian National University. Authors carried out research on the courses which are utilized in teaching Philological subjects, Linguistics and languages. There was identified that master and doctoral stu-

dents mostly use multimedia resources in teaching and learning. These distance learning courses allow teachers to implement various ideas in organizing a divers learning process. Researchers also pointed out that giving students of Philology faculty an essay form as a final assignment allows them to reveal their cognitive and creative abilities and capabilities to evaluate their knowledge more qualitatively and objectively (Kulmanov, 2019: 350).

Domestic scholars as E.Elubay, D.M. Dzhusubalyeva conducted research on development of digital competences of teachers using MOOC platforms. The authors came to the conclusion that whether virtual learning process, distance learning technologies and open educational resources such as massive open online courses are applied in practice, then the development and formation of didactic and digital competences will become a perfect opportunity for educators and teachers (Elubay, 2020: 51).

## Results and Discussion

At present time the challenge of MOOC platforms is to enhance the quality and the interactivity of the material to increase the number of enrolments. Coursera and edX are the most popular providers of MOOCs after Udemy and Khan Academy (Conache, 2016: 10).

The presented comparatively characteristics of above mentioned five MOOC platforms were made based on the following measurements such as: number of visitors, rating of users, number of courses, English language support.

Further, to describe the similarities and differences of the "Academic writing" course between the MOOC platforms we determined three main categories of comparison as: the content of the course, duration of video, collaboration and assessment.

The course "Academic writing made easy" of edX platform was created by Technical university of Munich which is easy to download for students. This very course made up of 6 units which includes the following topics as: Rhetorical preference, Genre, Cohesion, Sentence 1,2, Credibility and Punctuation. Duration of video for whole units is 1 hour 25 minutes. In order to fully reveal the topic, some units have 2 videos. After each video was given 1 or 2 exercises which created as multiple-choice questions, true/false statements, correct/incorrect tasks, matching words and analyzing texts.

The course titled as "Academic writing – from basics to quartile and percentile" prepared by Russian Economic University named after G.V. Plekha-

nov of Udemy MOOC platform. This course consists of 4 sections and additional subtopics for each section as following: Scientific publication (Types of articles, theoretical articles, ethical articles), Linguistic introduction, Scientific presentation (speech, steps, preparation and delivering of presentation) and Quartile and percentile. The advantages of this course are that it is free and open, there is no need to sign up and register. Video duration is 64 minutes including all videos of the sections. Some videos are presented in Russian. There is no assignments and tasks and final examination questions, tasks after finishing the course.

The course “Deconstructing research articles: How to read and write” which prepared by National Tsing university of Taiwan and delivered to the students by MOOC platform Futurelearn. The course was designed for 8 weeks. The course is prepared according to these topics and subtopics as: Research writing, Structure and organization (IMRD structure and its variations), FLOW: let’s read for writing, Data and materials in writing (7 moves in methods), Data commentary, Introduction and discussion: from descriptive to analytical writing, CARS model, abstract: the last ingredient. Each topic has 3-4 subtopics, 4 video materials, articles and discussion questions, quizzes in order to consolidate the previous topic. The duration of the video is 3 hours per week. There is no final examination task.

The course titled as “Academic writing: The structure of a research paper” was made by OpenKaznu.kz MOOC provider of Al-Farabi Kazakh National university. The course also is considered the academic writing course topics, especially it is devoted how to write scientific articles to Scopus

based journals and journals recommended by the CCSES of the MES RK. This course topic is created on the basis of the scientific article as: Title of research paper, Abstract, Introduction, Literature review, Materials and methods, Results, Discussion and conclusion. There are 4 modules which consists of 3-4 lectures. As well as, in the platform was given schedule for the registration of the course. Duration of videos for whole course is 49 minutes, the length of each video is maximum 6 minutes and there was given final exam in the form of essay.

The last described course “Writing in the science” offered by Stanford university and delivered by MOOC provider Coursera is very complicated one. While doing the research work, we noticed that this course is available in 22 languages and there are 8 modules with the topics as: Introduction principles of effective writing, Active voice grammar, Punctuation, Prewriting, Overview of writing process (Tables and figures, results, introduction, discussion, abstract), Plagiarism, Interviewing. Video duration of each module is more than 1-hour, whole video duration is nearly 13 hours. Videos and transcripts can be downloaded easily. The homework is assigned to students in each module of the course, as well as there is given graded assignment, demo edit and essays. In the last module of the course are prepared concluding remarks, lay summary exercises. The advantages of this course design, students are able to follow their grades, status and can see teachers’ feedback, evaluation. If students fail, they can retry and re-submit their work. Students have to pass all graded assignments to complete the course and to get the certificate.

**Table 3** – Comparative table of duration and assignment

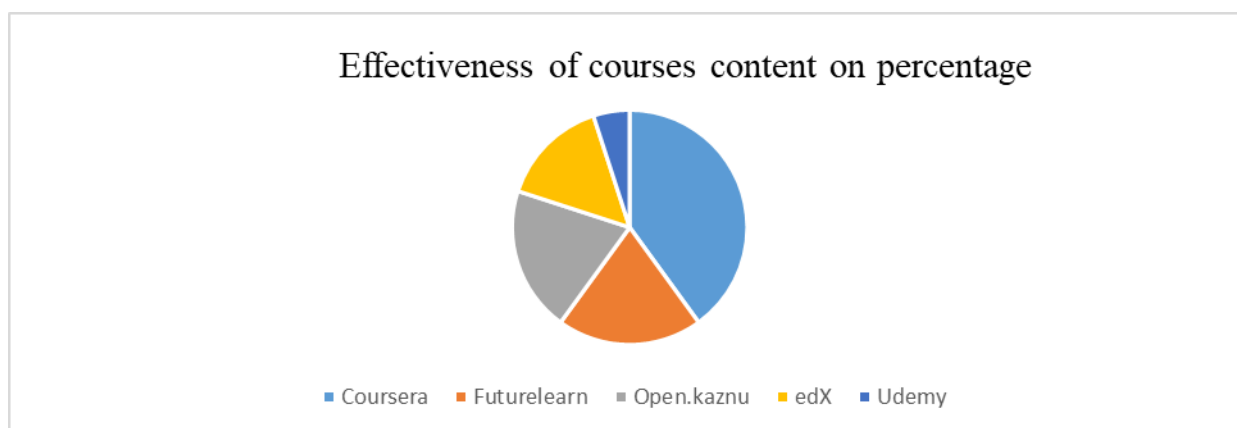
<i>MOOC provider</i>	<i>Coursera</i>	<i>Futurelearn</i>	<i>edX</i>	<i>Udemy</i>	<i>OpenKaznu.kz</i>
Duration of workload	8 modules/ 3-4 hours per week	8 modules/ 10-15 minutes per week	6 modules/ 10-15 minutes per week	4 sections/ 15-20 minutes per week	4 modules, 10 lectures/ 10-15 minutes per week
Form of control	Essays, lay summary exercises, discussion questions	Quiz	Final exam	No	Essay writing
Language support	English, 22 other languages	English	English	English and Russian	English, Kazakh and Russian languages

Most of the topics in MOOCs are devoted to the structure of scientific article and carrying out research. These three MOOCs introduced structure and organization of scientific paper and provide information on punctuation, principles of effective writing, data, analysis and types of methods. Two of the MOOCs supply with the topics as genre, cohesion, sentence structure and scientific presentation, Scopus articles and their quartile, percentile.

The analysis shows that the delivering information, giving tasks, evaluation part, types of assign-

ments and final exams are totally different in the contents of MOOCs as Coursera, Futurelearn, edX, Udemy and Openkaznu.kz. While Coursera platform course “Writing in the science” covers 100% of topics on conducting research and writing a scientific article, other 2 courses of MOOCs only cover 40% of the topics on the course “Academic writing”.

In order to consider similarities and differences of “Academic writing” course delivered by MOOC providers as Coursera, Futurelearn, edX, Udemy and Openkaznu.kz, we offer the next diagram.



**Diagram 2** – Comparative analysis of courses

Here’s a summary of the effectiveness of the “Academic Writing” course across different platforms:

- Coursera – Highest effectiveness at 40%
- FutureLearn – Moderate effectiveness at 20%
- edX – Also at 20% effectiveness
- OpenKazNU.kz – Slightly lower effectiveness at 15%
- Udemy – Lowest effectiveness at 5%

### Conclusion

The creation of some open educational resources was led to the emergence of MOOCs as a modern trend in education. Generally, MOOCs are referred to as e-learning courses or distance learning courses. The main purpose of developing these online courses of leading educational worldwide universities is to provide everyone to get access to high-quality education.

In conclusion, we can say the following that MOOCs have already become the part of global educational system. However, many teachers and

students do not still understand the potential and capabilities of these educational platforms. While doing research work, writing scientific articles to Scopus and journals recommended by the CCSES of the MES RK master, doctoral students have to follow certain types of structures. These mentioned scientific work requires the integration of distance learning and specialized academic courses from MOOC providers.

Currently, many higher educational establishments are integrating MOOC courses based on the educational programs of the majors and some teachers are using MOOC courses as individual work of students or as hybrid types of learning.

The comparative analysis of the MOOC course “Academic writing” reveals that these courses which were taken from five MOOC providers as Coursera, Futurelearn, edX, Openkaznu.kz and Udemy offer accessible and flexible learning opportunities. The effectiveness of these courses largely depends on factors such as instructional design, interactivity, availability of course resources and feedback mechanisms. In general,



MOOCs provide the best opportunities for learners to enhance their academic writing skills. Some researchers pointed out that lack of personalized feedback and direct instructor interaction remains a limitation. Nevertheless, while doing research we noticed that the course “Writing in the science” delivered by Coursera platform gives quick feedback to each participant. And tries to evaluate

students` assignments and final works as quickly as possible.

By continuously evolving, Massive open online courses have the potential to connect traditional teaching with digital education. Despite these difficulties, MOOCs go on playing a crucial role in the democratizing education, making academic writing instructions available to a global challenge.

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