| RESEARCH ARTICLE

The Adoption of MOOCs as a Form of CPD: Moroccan EFL Teachers' Attitudes

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| ABSTRACT

MOOCs have gained undeniable popularity in the educational sphere in recent years, particularly in professional development. It is considered a novel opportunity for instructors to take charge of their Continuous Professional Development journeys. However, its reach remains minimal in the Moroccan EFL context. Hence, the present study sought to investigate the attitudes of a sample of Moroccan EFL teachers concerning the use of MOOCs as a form of CPD. Results revealed positive attitudes due to the customizable learning experiences these courses provide. These findings emphasize the conspicuous role that MOOCs could have in improving an overlooked sector in the Moroccan sphere. As such, the study at hand has the potential to contribute to the perpetual conversation on the adoption of MOOCs in teachers' CPD, yielding a foundation for future research in the Moroccan educational landscape.

1. Introduction

Teachers play a vital role in educational reform. Therefore, they should strive to continuously enhance their instructional strategies in order to adapt to the current era of knowledge. Furthermore, governing agencies mandate professional development activities for teachers of all grades. However, based on the research, not all professional development (PD) is considered useful or beneficial to educators' instructional practices unless the training is believed to be effective by the teachers. Instructors' "long-term goals for participating in CPD are motivated by a future idea of who and what they might be as practicing professionals." Ray (2020) Teachers also consider PD as a part of their quest for personal development. Edge (2011) further developed "…the idea that professional development is a part of personal development: that we do not simply amass bundles of pedagogic functions separate from who we are, but rather that we are whole-people-who-teach and that a continuing exploration of what that means in terms of individual congruence is an appropriate companion to the learning of, for example, how to use new techniques and new technologies."

Teachers often regard PD as ineffective, rather worthless, and a waste most of the time. In actuality, teachers often question the effectiveness of PD because it fails to provide them with a sense of accomplishment and satisfaction. Professional development is of utmost importance to transform teachers' beliefs about their jobs' effectiveness and efficiency. As such, stakeholders and administrators must provide teachers with PD activities that are effective, build self-efficacy, and provide valued knowledge.

It is understandable to recognize that the problem is not only the lack of PD opportunities but also their usefulness and meaningfulness, among other issues. As a solution, previous studies suggested the inclusion of online courses into teachers' professional learning programs. Massive Online Open Courses (MOOCs) could be a valuable alternative to achieve sustainable and successful professional learning that supports teachers' collaboration and self-regulation. Although MOOCs were widely recognized as a revolutionary form of online learning, they were only recently applied to the realm of professional development.

(Kellogg & Edelmann (2015); Koutsodimou & Jimoyiannis (2015); Laurillard (2016); Vivian, Falkner & Falkner (2014)). Therefore, there is a compelling need for exploring issues related to MOOCs and teacher continuous professional development, notably in the Moroccan context. This paper investigated Moroccan teachers' attitudes towards the use of MOOCs in professional development. In tandem, teachers' learning experiences shape their attitudes towards PD training encounters.

1.1 Significance of the study
This study provided vital information that can be utilized by stakeholders who invest a significant amount of money to develop and enhance the performance of teachers through continuous professional development. Similarly to governments everywhere else, Morocco has boosted its investments in professional education programs in order to promote educational outcomes, of which engagement in professional learning experiences is a fundamental component.

Constant educational advancements make it difficult for teachers to stay up-to-date. For that reason, it is a prerequisite to have an effective, constant professional development scheme, as it is a critical factor in the success of teachers and learners alike. According to Bostic (2019), "Evidence from research indicates that professional development impacts teachers' knowledge and that teachers need continuous professional development embedded on the job (Guskey (2009); Zepeda (2013)". In essence, an unequivocal grasp of how teachers, notably Moroccan ones, perceive professional development and its impact on EFL teaching is a worthwhile endeavor for the development of the educational system as a whole, mainly on the teacher's level.

1.2 Research objectives
The present study aimed at addressing Moroccan EFL teachers' attitudes towards MOOCs as a professional development model. Additionally, it undertook to unravel the motivations behind the sample's attitudes in the EFL Moroccan context.

1.3 Research questions
This present study will seek to answer the following research questions:

RQ1 – What are the attitudes of English as a Foreign Language Teachers in Moroccan high schools towards the use of MOOCs as a form of CPD?

RQ2 – What motivates these attitudes?

2. Literature Review
2.1 Continuous Professional Development
Continuous Professional development (CPD) has long received great interest in a wide range of fields, especially within the educational field. It is a crucial link for educators to achieve ongoing continuity and improvement in teaching. According to Ray (2021), "Wyatt & Ončevska Ager (2016) drew a contrast between bottom-up "teacher development", which was initiated and directed by the teachers' self-awareness of their own needs, and top-down CPD that limited teacher agency in practice by being directed by those in authority". It has been argued that for educators to perform better in their profession, they need, according to Ray (2020):

> To read and research (Nunan, 1997), to keep and consult records (Wilson & Berne, 1999), to have and later be a mentor (Hobson et al., 2009), to attend training sessions at various scales (González et al., 2002), to observe other professionals (Powell & Napoliello, 2005) and to discuss findings and experiences with peers (Farrell, 2009).

The fact that professional development is vital for the educational sector pushes stakeholders to invest in the development of effective PD programs.

Continuous Professional development, as opposed to Initial Teacher Education (ITE), is the cornerstone of teachers' assertion of their active professional status. In the existing literature, it is defined in a myriad of ways, though similar input is provided. The term

> Continuing professional development is a planned, continuous and life long process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils. (Padwad & Dixit, 2011)

In a similar vein, Joyce and Calhoun (2010) delineate professional development in education as the process of improving teachers' pedagogical skills and content knowledge, conceived to be vital for the production of preeminent educational results. Bostic (2019) further explicates:

> "CPD is the reflective training for educators with practical experience in the classroom. Effective professional development consists of knowledge gained from learning activities that are meaningful, continuous, collaborative, embedded to connect practices in the classroom, and build strong working relationships among teachers (Darling-Hammond & Richardson, 2009)."

In essence, PD programs are essential to educational reform in order to maintain educational quality and learning effectiveness. Villegas-Reimers (2003)

2.2 Forms of Continuous Professional Development

Researchers have classified professional development in different ways. According to the Drago-Severson (2002) model, there are six types of staff development, including training, mentoring, inquiry, observation/assessment, involvement in an improvement process, and self-directed. Overall, there are two categories of continuous professional development formats in the educational sector: traditional and nontraditional. (Stewart, 2014). Traditional formats of one-time pedagogical workshops are ineffective and may actually hinder the cultivation, promotion, and improvement of teachers' instructional strategies. Since a plethora of teachers feel that these formats are inadequate and do not provide them with consistent support. Teachers are customarily provided with pre-determined, traditional, and outdated paradigms of professional development that do not support the learning of all teachers. Whereas teachers are in dire need of processes that push the professional growth of each and every instructor. Drago-Severson and Pinto (2003) divided PD into two forms, namely formal and informal. Differently, Louie and Hargrave (2006) reported a three-category model of PD, including formal, ongoing or informal and online professional development. On the one hand, formal professional development activities could take the form of conferences and seminars held by institutions to deliver knowledge and train teachers in a formal context. Neary (2016) explicated that forms of PD should be operational, experiential, and formal. On the other hand, informal activities could include mentoring and observation classes, which are more flexible in terms of time and place. As for online professional development, it is delivered in a virtual context using Information Communication and Technology (ICT) platforms. While in 2010, online PD programs became the new trend amidst the COVID-19 pandemic, these were rendered essential for the continuous development of teachers. The following figure better explicates the aforementioned forms, as adopted by Van, D. T. H., Thi, H. H. Q., & Khang, N. D. (2022).
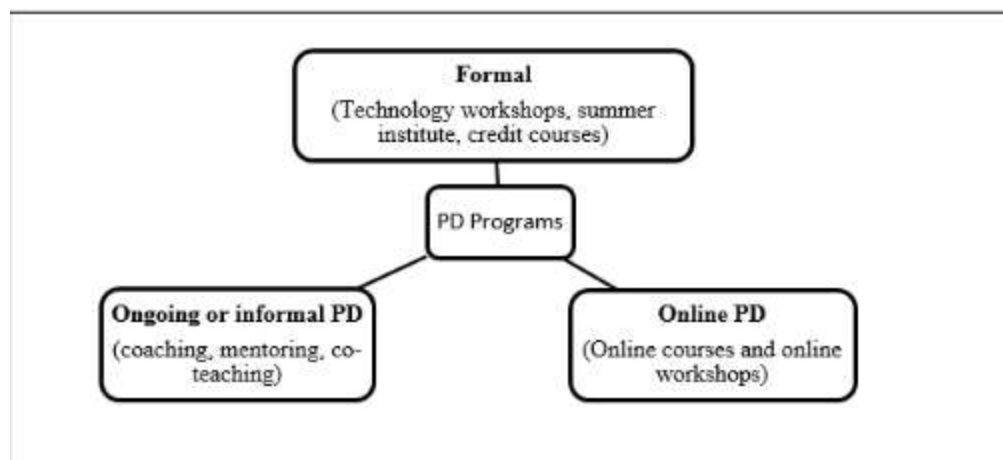

Figure1: Different Forms of Professional Development (Louie and Hargrave(2006))

In the literature, these different forms of PD were analyzed as containing both strengths and weaknesses. In terms of face-to-face activities, Barkley and Bianco (2002) defined four advantages: provision of direct feedback, time to reflect, stimulating environment and threat-free setting to learn and grow. Critics explicate that the cost and inconvenience are the main drawbacks of this format. Sancar et al. (2021) reported that these formal trainings cost a lot of money for educational leaders and government agencies. Moreover, Barkley and Bianco (2002) disclosed that teachers find these to be extremely inconvenient due to timing and location. With regard to online professional training, several advantages were pointed out, including flexibility, practicality, and cost. Sims and Fletcher-Wood (2021) discussed that online professional development is easy and practical for instructors as it only requires a computer and an internet connection. Others further explicated that online PD would alleviate the time and location constraints

of face-to-face PD. Moreover, some online training programs allow teachers to learn and revisit the plethora of resources at any time, as they are available twenty-four hours a day and seven days a week. While several studies attest to the revolutionary advantages online professional development brings, some remain hesitant. According to Bragg et al. (2021), difficulties concerning learner readiness, such as lack of motivation, necessary support, technological failures, and instructors' self-efficacy, are vital to consider.

In the same vein, several other forms of CPD have been identified as effective in meeting teachers' professional needs: engagement with research, record-keeping, discussion groups, mentoring, classroom observations, seminars, workshops or conferences and open access online courses.

2.3 Continuous Professional Development in MOROCCO
Educational reform became the common focus of developed countries, including Morocco. In a similar fashion to other countries, English teachers in Morocco are provided with professional development opportunities. Yet, these occasions are far from satisfactory, as they are scarce and can be characterized as inadequate and ineffective.

In Morocco, The National Charter for Education and Training (1999) specified two forms of in-service training: short sessions with a maximum of 30 hours per year and "in-depth professional update sessions organized once every three years. The content for both is to be organized by governmental agencies. Furthermore, supervisors are given the liberty to choose the processes in which this training takes place, as there is no official standard model. The High Council for Education report (2008) criticized in-service teacher training in the Moroccan educational system as being insufficient in terms of regularity. The report also denoted the significant decrease in supervisor numbers since 1999. Recently, Article 52 of the new educational legislation advocated for professional development and the use of continual training as a cornerstone for teachers' professional performance assessment. In the same vein, the significance of professional development in the Moroccan educational landscape was demonstrated as a result.

2.4 Continuous Professional Development in English Language Teaching
As English is the lingua franca, English as Foreign Language teachers must continuously keep themselves up to date with the developments and changes in their profession. Teachers' CPD is widely researched, though there is little published data when it comes to English Language Teaching (ELT). In the EFL classroom, the continuous reforms in the field push teachers to keep learning and hone their skills, which is only possible through CPD. Vadivel & Namaziandost & Saeedian (2021) explained, "The need to grow professionally as EFL teachers has given rise to professional development programs with activities that prove beneficial for the self-development of teachers (Karaaslan, 2003, p. 4)". Whilst, participation in CPD could enhance teachers' proficiencies and knowledge. Effective professional development may also improve students' learning, progress, and success. Yoon et al. (2007) determined that teachers who received CPD for at least 49 hours a year improved students' performance by 21 percent.

 CPD in ELT is based on a plethora of reflective forms, mainly focusing on mentoring, record-keeping, classroom observations, attending seminars, workshops, and conferences, participation in discussions, and online courses.

2.5 Teachers' attitudes towards Continuous Professional Development
Teachers' attitudes towards CPD are shaped by professional learning experiences, which may or may not have rendered effective and adequate learning or successful professional growth.

In psychology, "Attitudes provide summary evaluations of target objects and are often assumed to be derived from specific beliefs, emotions, and past behaviors associated with those objects" (American Psychological Association, 2020). According to Ajzen (1993), attitudes are" an individual's disposition to react favorably or unfavorably to an object, behavior, person, institution, or event- or any other discriminable aspect of the individual's world". In the same vein, attitudes develop due to the beliefs people form about the object of the attitudes, which are in turn correlated with certain attributes, i.e., former existing objects and their characteristics" (Fishben and Ajzen (1975) as cited in Djahida & Mebitil (2022))

Although central to the discipline of education, teachers' attitudes towards MOOCs as a form of professional development have been scarcely investigated. As explicated by Bostic (2019), "It is important that considerable effort is carried out to ensure that professional development includes an understanding of teachers' attitudes and perceptions (Shady, Luther, & Richman, 2013)."

Teachers' attitudes towards CPD vary and are mainly affected by the effectiveness of the said PD. Beneficial professional learning experiences can possibly enhance teachers' teaching strategies and overall instruction, or they will start to erode. According to the literature, effective PD can lead to heightened degrees of job satisfaction, health, creativity, teaching behaviors in the classroom,

and cognitive intelligence, as opposed to less absenteeism. Ideally, it would offer a clear improvement in teachers' instructional practices, competence, and knowledge. However, some ineffective professional development programs render the complete opposite. Several teachers who have participated in feeble PD programs could have developed negative attitudes and teacher resentment towards future professional development opportunities. As mentioned in the literature, "Some of the currently used antiquated formats have created negative attitudes, lowered teacher self-efficacy, and diminished job satisfaction (Blank, 2013; National Staff Development Council, 2009)." Overall, these ineffective professional development programs cause teachers to become unmotivated and unvalued.

2.6 Teachers' Attitudes Towards Continuous Professional Development in ELT
The realm of English Language Teaching (ELT) is subject to a plethora of changes. Continuous professional development can strengthen the effectiveness of English as a Foreign Language (EFL) teachers by yielding everlasting improvements to instructors' teaching standards.

Existing research recognizes the role of English teachers' perceptions towards professional development activities. However, studies on online professional development are still limited. Alzahrani and Althaqafi (2020) identified positive attitudes towards elements of online training courses. Mohammadi and Moradi (2017) conducted a study on the change in EFL teachers' perceptions of professional development. Their study revealed that "successful professional development and changes should start with teachers, with an acknowledgement of their educational needs and the teaching context in which CPD is to be implemented". Furthermore, they have recognized that CPD is teachers' "own responsibility. The common belief about professional development is that teachers know their field best, and their CPD can be pursued in isolation, too. This supports the teachers' tendency to choose professional development activities they can do alone." In brief, practitioners wish to attain a sustainable CPD program to meet their various demands.

2.7 MOOCS
Massive Open Online Courses, abbreviated as (MOOCs), are a state-of-the-art online educational model that provides learners with open access to knowledge at little to no cost and with no limitations. They offer innovative instructional opportunities, supportive learning materials, and collaboration among the participants.

In his research, Baturay (2015) suggested that the term MOOCs was first coined by Downs & Siemens in 2008 in their course entitled 'Connectivism and Connectivity Knowledge' with the intention of creating an online learning environment. Yousef et al. (2015) explicated the acronym MOOC.

"Massive: the term entails the enormous number of participants taking part in MOOCs.

Open: refers to the free affordance of courses, with no fees or requirements for the entrance.

Online: MOOCs offer online content via the web rather than textbooks based on e-learning patterns. Lately, blended MOOCs have emerged to combine face-to-face and online modules" (Djahida & Mebitil,2022)

In the literature, MOOCs depict a dynamic realm borrowing from different disciplines. A great number of types of MOOCs were introduced. Connectivists or cMOOCs are based on the theory of connectivism, which puts emphasis on collaborative learning and participants' engagement. On the other hand, xMOOCs are based on the model of knowledge transfer, which emphasizes individual learning. Pd-MOOCs relate to professional development in diverse fields.

MOOCs have gained traction in recent years as a form of professional development for teachers. Whilst traditional methods of teacher professional development most often rely on in-person workshops, MOOCs provide an innovative solution to this conundrum by offering online courses to meet the needs and interests of every teacher, which allows educators a personalized learning experience. In addition, MOOCs allow teachers from diverse backgrounds and locations to come together in order to learn and collaborate, forging harmonious professional learning communities. According to Jimoyiannis et al. (2021), MOOCs provide opportunities for self-directed and collaborative learning within peer communities. MOOCs offer flexibility and accessibility, making them beneficial for teachers, particularly those with limited access to professional learning.

2.8 Teachers attitudes towards MOOCs as CPD
Pd-MOOC designs are beginning to show promising results in terms of learning outcomes in recent research as they are considered a more innovative and empowering form of professional learning. According to Laurillad's (2016) exploration, participants considered the course to have a positive impact as it exceeded their own expectations. Similarly, Koutsodimou & Jimoyiannis (2015) investigated the implementation of a pd-MOOC for primary teachers using Web-based tools in teaching. This course

rendered an 82% completion rate, and the majority of the participants were highly satisfied due to the positive impact the course had on their professional development and acquisition of knowledge and skills. In the same vein, participants in the Koutsodimou & Jimoyiannis (2015) study reported course openness and flexibility, personal development needs, and the direct connection between course content and classroom reality as reasons for participation. The findings of Koukis & Jimoyiannis (2019) showed that the majority of participants viewed the MOOC course as an effective environment for professional development. Participants had the opportunity to apply newly acquired knowledge and evaluate it directly by applying it to classroom reality. They further explicate, "Active participants appeared to be good self-regulated learners since they tried to connect new knowledge and achievements in this MOOC with new teaching practices in their classroom." (Koukis & Jimoyiannis, 2019)

In essence, despite the growing research on the application of MOOCs in teacher professional development, teachers' attitudes, perceptions, and beliefs are still an under-researched area. This paper seeks to contextualize and shed light on an understudied area.

3. Methodology
This research study investigated Moroccan teachers' attitudes about MOOCs as an effective form of CPD. In addition, this study aimed at unveiling teachers' motivations for adopting MOOCs for professional development.

3.1 Study Population
The population of the study involved Moroccan teachers of English who teach in different educational institutions all over Morocco during the academic year 2023/2024. Convenience sampling was conducted, and 142 teachers from different schools and regions agreed to take part in this study. Although results from this sample may not be generalizable, data was provided that would be unlikely collected any other way.

3.2 Research design
To scrutinize such attitudes, this study employed a mixed methods design through the lenses of an adapted form of the Technology Acceptance Model scale and semi-structured interviews to further answer the research questions. The Mixed-Method approach helps provide a broader and deeper understanding of the researched area. This approach was used in a way that Creswell (2003) explained as "characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data". Furthermore, this design allows for the triangulation of findings by "combining data sources to study the same social phenomenon" in order to "reduce the inherent weaknesses of individual methods by offsetting them with the strength of another" (Creswell, 2014).

3.3 Data collection tools and procedures
In this study, Moroccan teachers ' perceptions of English were measured via a survey consisting of 17 items, adapted from Davi's (1989) Technology Acceptance Model (TAM). The questionnaire was divided into 5 components, each aimed at identifying a very specific aspect. The first part aimed at revealing the demographic information of the participants. All of the items were used to obtain background information, including age, gender, education, and years of teaching, on the respondents. The rest focused on items in the format of a Likert Scale with five points ranging from Strongly Disagree to Strongly Agree. Respondents were asked to provide input about their preferences with regard to their perceived usefulness, perceived ease of use, behavioral intention to use MOOCs, Attitudes towards using MOOCs, social influence, facilitating conditions, and trust in MOOC platforms. The questionnaire was delivered in an online version via a Web link using Google Forms. Responses were solicited from a plethora of sources, including WhatsApp and Facebook groups that catered to Moroccan English teachers. The data was collected and then exported to SPSS for statistical analysis. The instrument in its online form is provided in the Appendix.

The semi-structured interviews were held to gather more nuanced data about the participants' motivations. They could contextualize the findings for the survey further and triangulate the current sample's findings with wider research. The total number of interviewees was five teachers. According to Dörnyei (2007)

> Qualitative inquiry is not concerned with how representative the respondent
> sample is or how the experience is distributed in the population. Instead, the
> main goal of sampling is to find individuals who can provide rich and varied
> insight into the phenomenon under investigation so as to maximize what we can
> learn.

3.4 Reliability
The reliability of the scale was established via the use of Cronbach alpha coefficient. Overall, the internal consistency ranged from .721 to .925. The analysis for each aspect was as follows: .851 for perceived usefulness, .721 for perceived ease of use, .891 for

behavioral intention to use MOOCs, .925 for Attitudes towards using MOOCs, .773 for social influence, .758 for facilitating conditions, and .847 for trust in MOOC platforms.

3.5 Data analysis
The exploration of English teachers' attitudes towards MOOCs as a form of continuous professional development was investigated through the prism of descriptive tabulation and structured interviews. Descriptive statistics was used to analyse the scale data, while responses from the interviews were also rigorously interpreted through deductive analysis. The latter consisted of the precoding of categories and the mapping of connections, resulting in the identification of key themes prior to the interview process.

4. Results
The purpose of this study was to unveil the attitudes of Moroccan teachers of English towards the adoption of MOOCs in continuous professional development. This research also sought to examine what motivated their attitudes. The participants of the study consisted of 142 Moroccan EFL teachers from various backgrounds, including age, gender, academic degree, and teaching experience. These were analyzed as follows:

4.1 Age
The sample consisted of 142 respondents. Their age frequencies were as follows: 5 (3,5%) Below 25, 35 (24,6%) 25-30, 65 (45,8%) 31-45, and 37 (26,1%) 46 and above.

Table 1 Frequency distribution for Age

		Frequency	Percentage
Age	Below 25	5	3,5
	25- 30	35	24,6
	31-45	65	45,8
	46 and above	37	26,1
	Total	142	100,0

4.2 Gender
The sample consisted of 80 (56,3%) male and 62 (43,7 %) female respondents (N= 142)

Table 2 Frequency distribution for gender

		Frequency	Percentage
Gender	Male	80	56,3
	Female	62	43,7
	Total	142	100,0

4.3 Academic Degree
The sample consisted of 83 (58,5%) BA holders, 46 (32,4%) MA holders and 13 (9,2%) PhD holders.

Table 3 Frequency distribution for Academic Degree

		Frequency	Percentage
Academic	BA	83	58,5
Degree	MA	46	32,4
	PhD	13	9,2
	Total	142	100,0

4.4 Teaching Experience

The sample consisted of 142 respondents. Their teaching experience was as follows: 33 (23,2%) Less than 5 years, 26 (18,3%) Between 5 and 10 years, 48 (33,8%) Between 10 and 20 years, and 35 (24,6%) More than 20 years.

Table 4 Frequency Distribution for Teaching Experience

		Frequency	Percentage
Teaching Experience	Less than 5 years	33	23,2
	Between 5 and 10 years	26	18,3
	Between 10 and 20	48	33,8
	More than 20 years	35	24,6
	Total	142	100,0

This study investigated the attitudes of Moroccan teachers of English. Hence, one hundred and forty EFL teachers were surveyed about their perceptions towards the use of MOOCs as a form of CPD. Upon computing the data in SPSS, the findings below revealed positive attitudes towards the implementation of MOOCs in teachers 4 professional development journeys.

4.5 Perceived Usefulness (PU)

Descriptive statistics for PU revealed an overall mean score of 3,85 (SD= 0.76301). This showed a positive perception of MOOCs' usefulness in professional development. PU2 had the highest mean value, indicating that teachers perceive MOOCs as a valuable asset to their professional development.

	N	Minimum	Maximum	Mean	SD
PU1	142	1	5	3,85	,955
PU2	142	1	5	3,90	,793
PU3	142	1	5	3,82	,853
PU	142	1,00	5,00	3,8568	,76301

4.6 Perceived Ease of Use (PEU)

Descriptive statistics for PEU unveiled an overall mean score of 3,24 (SD= 0.78816). This affirmed a positive perception of MOOCs' ease of use in professional development. PEU1 had the highest mean value, indicating that teachers found the use of MOOC platforms to be easy.

	N	Minimum	Maximum	Mean	SD
PEU1	142	1	5	3,54	,935
PEU2	142	1	5	3,42	1,013
PEU3	142	1	5	2,77	1,001
PEU	142	1,00	5,00	3,2418	,78816

4.7 Behavioral Intention to Use MOOCs (BI)

Descriptive statistics for BI reported an overall mean score of 3,73 (SD= 0.87044). This suggested positive perceptions towards the intention to use MOOCs in professional development. BI2 had the highest mean value, signifying that teachers plan to enrol in MOOCs to enhance their teaching knowledge.

	N	Minimum	Maximum	Mean	SD
BI1	142	1	5	3,73	,961
BI2	142	1	5	3,74	,873
BI3	142	1	5	3,68	,918
BI	142	1,00	5,00	3,7324	,87044

4.8 Attitude Toward Using MOOCs (ATU)

Descriptive statistics for BI divulged an overall mean score of 3,87 (SD= 0.77957). This affirmed positive attitudes towards using MOOCs in professional development. AT3 had the highest mean value, affirming that teachers find using MOOCs for teachers' continuous professional development to be a good idea.

	N	Minimum	Maximum	Mean	SD
ATU1	142	1	5	3,89	,831
ATU2	142	1	5	3,81	,883
ATU3	142	1	5	3,92	,791
ATU	142	1,00	5,00	3,8756	,77957

4.9 Social Influence (SI)

Descriptive statistics for SI reported an overall mean score of 3,44 (SD= 0.68537). This revealed positive perceptions towards the role of social influence in pushing for MOOCs in professional development. SI3 had the highest mean value, signifying that the participants' colleagues would react positively if they knew MOOCs were used as a form of continuous professional development.

	N	Minimum	Maximum	Mean	SD
SI1	142	1	5	3,38	,881
SI2	142	1	5	3,41	,800
SI3	142	1	5	3,56	,795
SI	142	1,00	5,00	3,4484	,68537

4.10 Facilitating Conditions (FC)

Descriptive statistics for FC unveiled an overall mean score of 3,16 (SD= 0.87766). This revealed positive perceptions towards the conditions allowing for the use of MOOCs in professional development. FC1 had the highest mean value, suggesting that the participants had the necessary resources to use MOOCs as a form of continuous professional development.

	N	Minimum	Maximum	Mean	SD
FC1	142	1	5	3,50	1,109
FC2	142	1	5	3,06	1,030
FC3	142	1	5	2,94	1,067
FC	142	1,00	5,00	3,1643	,87766

4.11 Trust in MOOC Platforms (TIM)

Descriptive statistics for TIM unveiled an overall mean score of 3,39(SD= 0.78027). This affirmed positive attitudes towards using MOOCs platforms. TIM2 had the highest mean value, suggesting that the participants believed that MOOC platforms are reliable sources of educational materials.

	N	Minimum	Maximum	Mean	SD
TIM1	142	1	5	3,48	,881
TIM2	142	1	5	3,51	,913
TIM3	142	1	5	3,18	,880
TIM	142	1,00	5,00	3,3920	,78027

In an attempt to further scrutinize the findings, structured interviews were held online to examine teachers' overall perceptions, motivations, barriers, and future outlook, as well as MOOCs' effectiveness, impact, and support systems. Structured interviews were conducted through the use of an array of open-ended questions. The paragraphs below render insights into the interviewees' responses to the set of questions.

Overall, the interviewees' experiences with professional development ranged from conventional methods such as meetings with educational inspectors, which allowed for collaboration with other English teachers, to online workshops, webinars and MOOCs organized by Regional English Language Office North Africa and English Teaching Internship Initiative sponsored by the American embassy. These paradigms offered these teachers valuable insights into new practices, "curriculum updates, teaching methodologies, and effective assessment strategies", as explicated by teacher N. All the interviewees but one had already participated in MOOCs related to a range of topics in EFL, including "innovative teaching techniques, technology integration in the classroom, and strategies for differentiated instruction" as well as "teaching Grammar Communicatively" and unrelated ones such as "a course that teaches Python, a programming language". These experiences were described as enlightening because they were" great in terms of content quality" and offered "a flexible and accessible way .. to deepen .. knowledge and acquire new skills".

Typically, these participants majorly approach learning new methods and skills through active participation in online forums, webinars, and professional learning communities. One teacher viewed the internet as "a massive platform for teachers to discover new teaching techniques and tailor them to their students' needs, learning styles and objectives". In addition, they implement this newly acquired knowledge gradually through experimentation and hypothesizing. As one teacher explicated, learning is "a combination of reflective practice and proactive inquiries".

The interviewees' overall thoughts on using MOOCs as a form of professional development for teachers were all positive for a plethora of reasons. Their rationale consisted of MOOCs being a valuable way of learning that offered "a diverse range of courses, allowing educators to tailor their learning to specific needs and interests". They also agreed on the ease of use, flexibility, cost-effectiveness and accessibility that MOOCs offer. The latter transcends physical constraints and ensures educators "diverse course options and interactive features-that-cater to individual needs". Undoubtedly, among all the advantages, MOOCs' provision of certifications and recognition is of utmost importance because it gives "a tangible and believable layer to the learning process". All in all, the interviewees were motivated because MOOCs allow for customizable learning experiences.

However, some interviewees were skeptical of the online format of MOOCs as, according to one teacher, it could hinder face-to-face interactions; as one teacher explained, "I learn better from attending in-person workshops where I get the chance to interact with other educators and work in groups". Another argument was the technical skills or lack thereof of teachers. One teacher offered training or mentoring as a solution which would remedy this challenge. Furthermore, one recurrent barrier provided by the interviewees was time constraints. One teacher insisted on finding "a nice work-life balance" and that "More time on MOOCs means less time with your family and less time doing the hobbies you like to do in your free time".

In actuality, throughout the interviews, these respondents exhibited highly positive views vis-à-vis the effectiveness of MOOCs in helping teachers enhance their craft. They provided concrete examples of this impact. One instructor explicated how he started "integrating grammatical structures in listening materials, focusing more on communication" through the effective techniques he learned from a course entitled "Teaching Grammar Communicatively". Others further clarified how one course provided them with useful tactics for inclusive education. Though, some remained skeptical towards the application of the knowledge in the Moroccan context. However, one interviewee explained, "You try the practices you learn and see if they work. In either case, it's a win. If they work, you keep using them. If they don't, you abstain from using them and warn your colleagues not to use them". Similarly;

another teacher believes that the integration of MOOCs in the Moroccan sphere is tied to the following aspects: "dedicated time for professional development within school schedules, financial support for accessing premium courses, and structured follow-up sessions or workshops to help teachers apply MOOC learning in their classrooms." In brief, results indicated that this sample of Moroccan teachers of English believed that with technology advancements, MOOCs are likely to gain momentum and play a conspicuous role in future teacher professional development.

5. Conclusion

This paper explored Moroccan EFL instructors' attitudes toward the adoption of MOOCs as a form of continuous professional development. Additionally, it sought to unveil teachers' motivations for using MOOCs. In actuality, the study utilized a mixed-method approach to obtain extensive, reliable data. The present work revealed positive attitudes vis a vis MOOCs from the aforementioned sample. Findings from the vast majority of the sample revealed a willingness to adopt MOOCs as an efficient alternative for EFL Moroccan teachers' professional development. In addition, factors such as peer collaboration, novel pedagogical practices, course flexibility, autonomy and self-direction were key predictors of teachers' motivations. Findings showed that the adoption of MOOCs as an effective model for teachers' professional development allows for a customizable learning experience.

Even though this research study has proven to be fruitful and has shown peculiar findings, conclusions are limited to this context and cannot be generalized. Thus, future research should explore whether MOOCs are an effective learning tool to improve teachers' performance. There is also a need to evaluate EFL teachers' attitudes on a larger scale; this could be done by using a bigger sample. I conclude this paper by observing that the participants of this research study showed positive attitudes and willingness to adopt MOOCs as a CPD model.

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