



**International online Conference on
“MOOCs, language learning and mobility:
design, integration, reuse”**

9 – 10 April 2021

Book of Abstracts

<http://conference.mooc2move.eu/>

The conference is an activity of the project “LMOOCs for university students on the move” (MooC2Move) funded by the Erasmus+ Programme of the European Union and organized by



**Federazione Nazionale Insegnanti
Centro di iniziativa per l'Europa**

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PRESENTATION

The Organising Committee warmly welcomes you to the online International Conference on “MOOCs, language learning and mobility: design, integration, reuse”. This conference is organised by the Federazione Nazionale Insegnanti Centro di iniziativa per l’Europa (FENICE) (IT) in the framework of the project “LMOOCs for university students on the move” (www.MOOC2move.eu), funded by the Erasmus+ Programme of the European Union. We thank the Universities of Grenoble Alpes (FR), Alicante (ES) and the Open University (UK), partners of the project for their collaboration.

The organizing institution of the conference, FENICE, is a professional non-profit association of high schools and universities teachers and has the aim to contribute to the construction of a common European educational space. To reach this objective – in collaboration with Universities, national and international institutions and bodies – FENICE carries out projects funded by the European Community, produces and publishes all sorts of teaching materials and holds either in-service courses or training courses for teachers.

This international conference aims to bring together higher education professionals, CALL (Computer assisted language learning) and applied linguists and language technologists from around the world to debate issues relating to three topical areas of research, such as MOOCs, language teaching/learning and student mobility. Accordingly, it provides a forum for exchange of ideas, research outcomes and technical achievements.

The conference will explore three main phenomena:

- MOOCs as a challenging model within the related fields of formal education, lifelong learning and non-formal training, its use in language learning and its impact worldwide;
- innovation in language teaching and learning methodology in an increasingly multilingual society;
- self-directed learning and the support MOOCs and other tools and resources (e.g. videos from YouTube) can provide to encourage it.

We have invited colleagues to submit abstracts in English, French, Spanish or Italian. The Call for Papers has been a considerable success. We received 81 abstracts from fourteen European countries (Austria, Cyprus, France, Greece, Italy, Latvia, Lithuania, Luxembourg, Poland, Portugal, Romania, Spain, Switzerland and United Kingdom) plus nine from non-European countries (Algeria, Brazil, China, Iran, Kazakhstan, Morocco, Taiwan, Tunisia, Trinidad and Tobago).

In order to select the abstracts, a Scientific Committee of thirteen members was set up (their profiles are visible on <http://conference.mooc2move.eu/team.php>). The Scientific Committee, to which we owe our thanks, have carried out a double-blind peer review. 42 abstracts have been selected and are presented here in alphabetical order by surname. Some of them discuss highly relevant theoretical issues, while others have the objective of analyzing different experiences and experiments in this constantly expanding field. This area of research impacts on a significant portion of language teaching activities in higher education. It concerns both students preparing for their future working life, and those more mature learners engaging in lifelong learning and relying on higher education institutions in order to keep up with the rapid pace of change in their jobs and occupations.

Giampiero de Cristofaro
Chair of the Organising Committee

CONFERENCE ABSTRACTS IN ALPHABETICAL ORDER BY SURNAME

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From classroom to online: foreign language anxiety of academic personnel

In view of rampant internationalisation of universities and ensuing policies mandating English as a medium of instruction, English language proficiency becomes indispensable to work in academia. The sustainable development of the European Higher Education Area requires the European Council to allot significant funds helping national governments with professional development of their academic personnel. After addressing urgent needs in digitalisation, the next issue the supporting programmes address is often English language proficiency, offering English for Academic Purposes (EAP) for university teachers, turning them back into foreign language students. In Latvia, one of the initiatives serving “to increase [HE] quality, internationalisation and labour market relevance” (OECD 2017: 18) is the EU funded project under specific objective 8.2.2 “To strengthen academic staff of higher education institutions in strategic specialisation areas” of the Operational Programme “Growth and Employment” (EsFondi.lv).

Foreign language anxiety (FLA) is among factors recognisably affecting student performance. Although there exist multiple studies on FLA, by default, researchers regularly address it targeting formal education, i.e., learners in their childhood or young adulthood. Being a very specific, hardly homogenous and reflexive group of learners, academic personnel may help to add a different dimension to the study of FLA. Secondly, the COVID-19 crisis and the prompt shift of all classes to the online mode, created invaluable experience allowing to compare two modes of learning EAP in terms of related FLA.

Thus, the study attempts to elicit the data on the FLA experienced by academic personnel when studying EAP, to compare the levels of language-skill specific anxiety and their variation in face-to-face mode and online, as well as to define benefits and drawbacks of e-learning from the perspective of FLA. The research is conducted among academic staff of higher education institutions in Latvia, and the data are collected with the use of quantitative and qualitative methods, including questionnaires and open-ended interviews. The findings reveal that overall high FLA levels differ significantly for test state and classroom anxiety, as well as vary for different language-skill specific anxiety, with listening and speaking anxiety being the highest. Despite some prejudices exposed toward online language learning, overall, classroom FLA tends to decrease in the remote studies, though it does not necessarily lead to better performance.

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**Integrating intercultural skills and Business English as a Lingua Franca (BELF) in a Language for Specific Purposes (LSP) course:
Proposal for a MOOC project**

In Europe, the internationalisation of higher education has led to the implementation of English-taught programmes, also in countries in which English is not an official language, but it represents the preferred means for teaching non-linguistic subjects. In the field of business and economics, in particular, English is used as an international lingua franca in multicultural and multilingual contexts. However, having a high language proficiency is not sufficient for business students and graduates, who are required to possess also intercultural skills, and the knowledge of domain-specific vocabulary, to be competitive candidates on the global world of work. Although these competences are part of the curriculum of business schools programmes, they may not be sufficiently linked together, or explicitly developed across all the various disciplines. In the case of intercultural skills, it is difficult to assess them and their impact on the students, while the acquisition of discipline-related vocabulary is performed mostly in Language for Specific Purposes (LSP) courses, and it is considered an implicit component of English-taught courses. With the aim of fostering students' language awareness, and to provide them with a tool for increasing their understanding of international work environments and developing their global citizenship, a MOOC is proposed. The syllabus for the language MOOC is based on the Business Intercultural Communicative Competence (BICC) model, which has been adapted from Louhiala-Salminen and Kankaanranta's model (2011), and inspired by Deardoff's Model of Intercultural Communicative Competence (2006). The model tries to integrate the practical "knowhow" of the business domain with the dimensions of intercultural competence, knowledge of Business English as a Lingua Franca (BELF) and language-specific vocabulary. After giving a concise description of the model, its application for the design and delivery of the MOOC will be presented and commented on. Moreover, the pedagogical implications of the model and the MOOC will be discussed from the perspective of language learning theories.

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The Virtual Classroom: Enabling or Disabling Anxiety in Student Teachers' Lx Class?

The present study intends to collate and analyse student teachers' accounts of their emotions when teaching a foreign language and presenting in a virtual learning environment (VLE). Because of the global COVID-19 pandemic of 2020, students on their initial teacher training programme at the Haute Ecole Pédagogique BEJUNE were required to switch to teaching and presenting online for their end-of-module evaluation. How did this online evaluation impact on their performance? Did the VLE help reduce their anxieties or did it exacerbate them? The impact of the virtual context is explored in the light of a body of literature on foreign language anxiety (FLA), namely the work of Horwitz (1986, 2001), to measure students' level of FLA. The work of Garrison et al. (1999) is also looked at in relation to social presence in a virtual educational context, with the contribution of their community of inquiry (CoI) framework. The present project is situated in the exploratory tradition and draws on concepts from reflexive practice and action research. It also discusses the affective factor of the online social presence (the other two aspects being the cognitive presence and the teaching presence from Garrison et al.'s framework). Two questionnaires investigating the impact of the VLE on FLA levels and a more qualitative exploration through the CoI framework were sent and students' accounts were thus obtained, helping us to build a much clearer understanding of online teaching and evaluating practices in the VLE. A taxonomy of emotional indicators was then established, adding more detail on the emotion indicator of practitioners' social presence when teaching languages online. The implication for language teacher trainers is that student teachers need help to be able to control their emotions when being evaluated online and coping strategies need integrating into their programme of study. Teacher trainers also need to build evaluation strategies which will not exacerbate the problem but which will take into account students' negative emotions impacting on their performance.

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Design solutions for mobile lexicography: the case of *Idiomatica*

Sociolinguistic competence is achieved at higher levels of language proficiency when non-native speakers learn to master expressions of folk wisdom such as proverbs, idioms and other fixed formulae. These expressions “are frequently used, or perhaps more often referred to or played upon” (CEFR) in everyday conversation or public communication, including commercials and newspapers. Given their multiword structure, morphosyntactic and semantic unpredictability, idioms must be learned one by one and special resources addressing their idiosyncrasies are needed to support autonomous learning. Nation, for example, overtly recommends the use of dictionaries.

Starting with a preliminary investigation demonstrating users' inability to retrieve information from general language dictionaries, a design project set out to develop an Italian idiom dictionary, called *Idiomatica*, with enriched lexicographic description of the type known from the OWID *Sprichwörterbuch* (Steyer & Ďurčo, 2013), packaged in a format appealing for younger foreign learners, namely a dictionary app.

In the proposed contribution, selected design solutions will be presented to outline the methodology used for developing an effective and efficient dictionary app. The ergonomics approach followed, Human-centred design for interactive systems, is “concerned with ways in which both hardware and software components [...] can enhance human-system interaction” (ISO 9241-210:2010) and foresees active involvement of the prospective users in the design process. To achieve this aim, Lexicographers worked together with Human Factor specialists (HF, experts in Human-Computer interaction) and planned role-playing activities and brainstorming sessions for working with real users during a co-design workshop (Halloran et al. 2009) held with 14 Chinese learners. The workshop results helped Lexicographers and HF specialists to sketch several dictionary prototypes, one of which was tested with real users (10 Chinese students of L2 Italian) in a second study, based on a think-aloud protocol (McDonald, 2012), for improving the dictionary usability before releasing the final app.

By describing the two design steps and the results of the testing sessions carried out so far, the paper will show how the ‘scrollable’ layouts of currently available dictionaries (see Figure 1 for an example) can be enhanced using hybrid solutions which optimize the display space of the smartphone screen. As an illustration, figure 2 shows the ‘clickable’ entry prototype developed so far for *Idiomatica* which is provided with a composite layout structure: basic information (meaning, one usage example, and common lexical variants) is found at the top of the page, while further information is accessed by clicking on the labels of the corresponding data types, which are listed as separate rows of a table view (iOS-Human Interface Guidelines).

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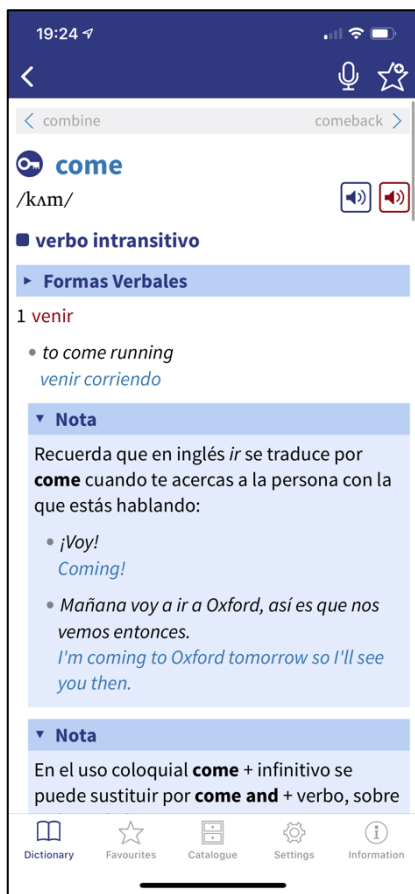


Fig. 1. A commonly used 'scrollable' layout



Fig. 2. Prototype entry with a 'clickable' layout

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Exploring engagement in online videos for language learning through YouTube's Learning Analytics

Online videos have become an important content-delivery tool for Language Learning in flipped, blended, and online courses in recent years. They are integrated as part of face-to-face courses, serve as a base of many blended courses, and are usually the main content delivery tool in online courses (Brame, 2016). Authors strongly argue that online videos are an essential tool to improve learning, because they activate audio-visual pathways and help students reinforce their knowledge more efficiently (Tackett et al., 2018). In this sense, video analytics should provide insights into student learning activity and their engagement.

Until a few years ago, video analytics were not accessible to learning stakeholders, such as researchers and educators, mainly because online video platforms did not share the interactions of the users with their systems. However, this scenario has changed, and currently YouTube, the world's largest media sharing site offers these data. With more than 1.9 billion users watching hundreds of millions of hours of video a day (YouTube, 2019) it is the most extensively used tool as a learning source in Open and Distance Education. YouTube is also the main tool for transmitting audio-visual content in Language MOOCs (massive, open, online courses), and its video engagement data can be monitored through the YouTube Studio channel, which provides free and Open Access to video analytics.

In this paper we present our research based on the analysis of viewers' engagement with 35 videos of the Language MOOC entitled 'Alemán para hispanohablantes' (German for Spanish speakers). The data provided by the YouTube Studio Learning Analytics platform has enabled new insights related to participants' watching of these videos in Language MOOCs (LMOOCs). Student retention is an outstanding issue in MOOCs, and we believe that the analysis of their engagement with the videos contained in the LMOOC can help us understand why they drop out of these courses. As engagement is usually measured by the watching time of videos, our research begins with the assumption that there are meaningful differences in the retention of different groups of viewers, and that the retention also varies depending on the intrinsic difficulty of the videos. The results of our study provide pedagogical implications for FL instructors concerning video recording for language learning.

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New medium but old messages?

The paper attempts to address a hidden issue in the increasing use of MOOCs for language learning, with implications for all subjects, and proposes principled reflection on the content of OERs.

Starting from the observation that many online language materials are highly innovative technologically, but less so theoretically, the paper explores and questions the implicit assumptions of much online teaching and learning and asks what exactly we should be aiming to teach on English language MOOCs or with other OERs, what learning experience we intend our participants to have, and what successful outcomes will really mean.

The role of the English language in MOOCs, with its assumptions and predominant discourses, is analysed, and observation of OER content provides illustrations of the linguistic and pragmatic elements that define much of the educational, social and political nature of the process; ones that are not always obvious to the user or the educator at first glance.

An additional theoretical problem identified is the 'deception of choice' which faces any potential participant in a MOOC, or indeed any educator who would like to make use of OERs: there is already an excess of material available, making selection an onerous or intimidating task, and undermining confidence and motivation. At the same time, the sophisticated technological media involved in enabling this choice tend to conceal a surprising lack of variety in approaches to language education and sometimes reflect a lack of awareness of the real meaning of language learning in different settings (traditional or web-based).

These observations lead to reflections on LMOOCs. Clearly language learning should help us to appreciate otherness and to understand different narratives that explain the state of the world. Here language is not simply a tool to aid understanding but also an experience of difference. This means that OERs need to ground language teaching and learning in a multilingual experience and so lead us to question the poverty of the monolingualism and monoculturalism evident in some online material. The paper suggests a change in approach, perhaps emphasising process and experience more, and the product (usually represented in questionnaires, tests and results) a little less. This approach will include intercomprehension, multilingualism in online materials, cooperation and collaboration, the reception of minority voices and a renegotiation of colonial history and power. In other words, there is no reason why OERs should ignore the big questions of education in the 21st century, and, on the contrary, they might be the ideal place to reflect our philosophical educational thinking, and to initiate changes, not merely of techniques and skills, but also of outlook and the understanding of roles.

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Is the use of LMOOCs for promoting self-regulated language learning skills the new normal?

The COVID-19 pandemic has disrupted our way of learning and teaching. Teachers and learners around the globe have stepped into online learning environments to replace the traditional classroom-based lessons. In the field of foreign language education, for instance, the use of Massive Open Online Courses (MOOCs) has been considered to support language learning at a distance (Innovating Pedagogy, 2020). The (re)launch of language MOOCs (LMOOCs) has increased amidst the pandemic – with 293 language courses offered by the main providers at the time of writing (Shah, 2020). Even though there is ample research that has examined learners' motivation, beliefs and attitudes when engaging with LMOOCs (Sallam, Martín-Monje, & Li, 2020), little do we know about the skills learners employ to plan, observe and assess their learning in those online language learning environments that usually lack the support to scaffold such self-regulated learning skills among their users. MOOCs remain under-researched, especially in relation to language learning (Gillespie, 2020), and those aspects that relate to the self-regulated learning behaviours of learners who engage with LMOOCs.

By way of response to this gap in the literature, a case study research was conducted to investigate the self-regulatory skills that a group of 10 adult language learners employed during four weeks of engagement with LMOOCs as part of their classroom-based language courses in Spanish, Italian and French. Participants were asked to take part in two semi-structured interviews, take a screenshot of their favourite activity in the online course, complete four monitoring surveys and an online questionnaire. The findings of this study may contribute to improving the design of LMOOCs to scaffold self-regulated learning and last, but not least, understand how learners assume a responsible role towards their online language education in which active learning is the new normal.

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Position of the educational technologist in creating videos for a MOOC

Learning design, instructional videos and MOOCs are each profusely studied subjects, though they are studied together only on very rare occasions. As the educational technologist helping with the development of a French for Academic Purposes MOOC as part of the European project Mooc2Move, I worked closely with the other actors to create most videos from scratch: storyboarding, filming and sometimes even editing. This led me to the following question: what is the position of the educational technologist in creating videos for a MOOC?

Feedbacks from the people working on Mooc2Move's French team have been collected through an online survey. Those data have been compared to the content of interviews with other people (an educational technologist and an audiovisual technician) regarding their experience in creating a MOOC for other projects. Through the process of creation of the videos, various aspects of the educational technologist's work come to light: he/she is sometimes part of the audiovisual team, sometimes part of the teachers' team, and mostly in the middle. Standing as a mediator between the educational and technological aspects, he/she is always keeping in mind the technological limitations while offering new perspectives.

"Educational technologist" isn't a well-known occupation, though he/she will have the clearest overview of the project's progress over time. Communicating with every other actor, he/she is able to offer appropriate and consistent advice and solutions to both contents and format in order to encourage learning. As a matter of fact, the student is always the main point of focus: motivation is to be ensured, especially for online self-learning courses where the teacher cannot adapt his/her content on the go to the needs and feedbacks he/she receives from the class. The main factors for motivation have been theorized as "attention, relevance, confidence and satisfaction" (De Boer, Du Toit, Scheepers & Bothma, 2013: 250). Each action from the educational technologist can thus be studied in regard to these factors as a way to ensure the target audience will be captivated by the course and will be less likely to give up the MOOC after watching a couple videos.

Finally, once the position of the educational technologist is understood for the process of creating videos, I'll try to offer an insight as to whether and how it is possible to link it to his/her position on every aspect of creating an online course.

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Enhancing the French language learning experience with WhatsApp

The 21st century has changed the way we learn and teach. Modern technology has indeed entered most classrooms, whether for example in the form of videos, platforms, online quizzes, or forums. However, these tools remain mostly directed by the teacher. Godwin-Jones states “Smartphones (...) have indeed become an extension of ourselves (...). It is that level of interconnection that has made the smartphone such a potential game-changer in education.” (2017). Indeed, mobile assisted language learning (MALL) has been gaining ground rapidly in and out of classrooms, so learners have taken a more active role. The smartphone adds to language learning, because it is a familiar device, easy to use, providing a flexible and personalized learning experience while increasing motivation (Pagel et al., 2018).

WhatsApp application is a solid example of a tool that can be applied in MALL. Indeed, it is popular and simple to use, making it straightforward to adopt in the language class. Collaboration and group work are made easy, students can participate in discussions in the target language, documents can be shared and consulted anywhere anytime. A study shows indeed that “the tool plays a great role to the largest extent in helping students learn English interactively and collaboratively” (Mwakapina, 2016). Manan adds “besides, there is an improvement in students’ motivation to practice English.” (2017). Adopting WhatsApp can improve teaching, students’ enthusiasm to learn and it also aims at giving students more autonomy in their language learning experience.

Being mostly young and avid users of their smartphones, and particularly of the WhatsApp platform, the students led the implementation of this innovative practice themselves. They were longing for something that would pique their interest. Research has shown the benefits of using mobile phone activities into the language classroom, so including this social media in the teaching and learning process was a way to associate learning a language with a familiar tool, hence limiting the distance between them and the foreign language, while adding an entertaining element to it. This addition to my class was done at the Centre for Language Learning, in UWI, Trinidad and Tobago, with the beginners and advanced levels of the French classes.

WhatsApp was an innovative tool of choice in the French classes and was used not only for communication and sharing of documents, but also to promote autonomous learning, for homework activities and for students’ language practice. It did motivate some students and allowed numerous debates in the target language between students. However, because it was additional practice, not all students felt compelled to perform the tasks outside of the classroom environment.

This study conducted throughout one semester involved about 50 students of three different French language classes. Data was obtained via a questionnaire to assess the use of this social media in the classroom, pinpointing its advantages and drawbacks while presenting students’ feedback about it. The activities presented were generally successful and added a new element of motivation, however, more regular ones need to be offered throughout the semester, so the students do not get intimidated to produce recordings and see the tasks as integral part of the learning process. Finally, we will offer ways to use the application in an optimal manner to render the language learning experience most beneficial.

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Assessing Bilinguals' Metalinguistic Skills with Technology: the Case of Llama-F Test

Metalinguistic Awareness (MLA) is a complex expression for a powerful concept. It is "the learners' ability to think of language and of perceiving language including the ability to separate meaning and forms, discriminate language components, identify ambiguity and understand the use of grammatical forms and structures" (De Angelis, 2007). Previous and current research has highlighted that MLA enhances learning strategies in monolinguals and bilinguals at any school level and that well developed general MLA, at university level, is correlated with argumentative abilities in cognitive tasks (Pinto, Iliceto, Melogno, 2012). Particularly, in bilingual learners, it has been demonstrated that interlinguistic contact accelerates the speed of development of MLA and that those skills, in turn, facilitate the learning of a Third (or additional) Language Acquisition (TLA)(Jessner, 2009). Language awareness and learning strategies are crucial aspects of language learning, considered as devices which a learner may use to acquire knowledge and operations to facilitate the acquisition, storage, retrieval or use of information. Therefore, it is fundamental to use appropriate and reliable tools to assess MLA in empirical research, with both monolingual and bilingual learners, in order to have an accurate portrait of a fundamental factor which may predict success in additional language learning at any stage of educational contexts.

The present work examines a number of reasons for selecting the artificial grammar task Llama-F as an effective technological tool to assess bilinguals' MLA, developed in previous languages, and to predict successful performance in TLA. It is a test of grammatical inference, which focuses on the participants' ability to learn additional languages in an informal setting. Loosely based on the Modern Language Aptitude Tests by Carrol & Sapon, it is part of the battery of Llama tests developed by Meara (2005) as shorter, free, language-neutral tests. First, it is entirely based on picture stimuli and has eliminated the need for an L1 database. This is the main, practical reason for choosing this test when dealing with research into bilingualism. Second, not only does it allow to control for participants' L1, but it also allows to control for the amount of exposure and level of competence in L3. Being an artificial language, test takers are not supposed to be familiar with the language of the task involved. Indeed, it would be difficult to find participants with the same level of proficiency in any natural language as an L3, the same amount of exposure to the language, the same method of acquisition and level of formal instruction received. Third, the task does not explicitly focus on grammar and MLA of the language as no instruction or request about the formal aspects of the grammar was included. Instead, the grammatical rules beyond the artificial language are only implicitly inferred to match the sentence description with the picture. Additionally, the restricted time that participants have at their disposal to passively observe the unknown language and figure out the mechanism beyond it, as well as the fact that they are not allowed to take notes, make the task more similar to the implicit learning process of a language. Accordingly, the task does not directly facilitate those bilinguals with higher levels of MLA and language learning experience that are supposed to perform better in TLA.

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Perfiles del participante en MOOC de lenguas extranjeras: un análisis bibliográfico

Introducción

El estudio realiza un análisis bibliográfico sobre estudios de caso en MOOC (Massive Open Online Course) de lenguas extranjeras para revisar el estado de la cuestión en lo que a perfiles de comportamiento y socio-económicos se refiere. La definición de estos perfiles permite responder a dudas que surgen ante los modelos pedagógicos que están funcionando en la actualidad que siguen teniendo un concepto próximo a propuestas didácticas más tradicionales en lo que se refiere a definición del éxito en el curso y la forma de rastrear el progreso del participante, donde se le sigue dando un peso importante a tareas evaluativas de corte tradicional en detrimento de la práctica real del idioma, algo que resulta esencial en el estudio de lenguas.

La respuesta de los estudiantes LMOOC ante estos modelos se refleja en cierta manera en su comportamiento online pues es frecuente el abandono una vez comenzado el curso y también una participación poco activa. Se intenta proponer posibles actuaciones para determinar los motivos por los cuales hay tan alto número de abandonos, los cuales no tienen por qué suponer un fracaso por parte del participante en su proceso formativo.

Por otra parte, el estudio de los perfiles refleja cómo de manera mayoritaria los participantes actúan bajo patrones similares en el caso de los LMOOC, y como estos a su vez muestran similitudes con los perfiles del participante MOOC en general. Estos diferentes perfiles y patrones de uso deberían llevar a los creadores de los cursos a reflexionar sobre si la forma de acceso a los cursos son las adecuadas y se realizan los esfuerzos suficientes para superar las barreras con las que se encuentran muchos usuarios.

Objetivos

El objetivo general de este trabajo es poder trazar el perfil del estudiante que participa en MOOC (Massive Open Online Courses) de lenguas extranjeras o LMOOC mediante una revisión del estado en esta materia con la revisión de la literatura existente.

Las preguntas de investigación que surgen son: 1) ¿Qué características socio-económicas definen de forma mayoritaria al estudiante de MOOC de lenguas extranjeras? 2) ¿Cuál es el perfil de aprendizaje dominante en los LMOOC teniendo en cuenta patrones de comportamiento?

Marco Teórico

Papel y principios básicos de los MOOC

En el marco de la era digital, los MOOC han tomado un papel relevante como evolución natural, en esencia, del movimiento de aprendizaje abierto (Open Learning Movement) (Atenas, 2015). Se reúnen tres principios básicos que toman forma en este tipo de cursos: gratuidad, masividad y ubicuidad (Cormier et al., 2010).

Democratización y acceso libre a la enseñanza y el conocimiento

Tomando en cuenta las características intrínsecas de estos cursos, se ha teorizado con la idea de que han de favorecer la democratización de la educación y por lo tanto, al derecho universal a esta (Vázquez-Cano et al., 2016). Existen diversos motivos por los cuales no se cumple este propósito. Incluso otros autores explican la poca certeza de que el propósito de democratización de la educación se vaya a conseguir en algún momento, a pesar de su alto potencial para ello (Carver et al., 2013). La publicidad que se le da a los cursos masivos no está enfocada en la dirección de la población que más podría beneficiarse de cursos en abierto y gratuitos: los colectivos más desfavorecidos y aquellos que se encuentran fuera del marco de la educación formal (Bárcena et al., 2014). Otro de estos motivos son las barreras que encuentran los estudiantes a nivel global para poder acceder a

los cursos. Vázquez-Cano et al. (2016) indica que las plataformas que soportan los cursos masivos han de transformarse en una opción formativa accesible superando carencias actuales, contemplando escenarios multilingües y multiculturales.

Otro ejemplo es la necesidad de considerar cómo trabajar con un público tan masivo teniendo en cuenta sus diferentes experiencias y creencias educativas (Ross et al., 2014). También en referencia a la masivo o multitudinario, Knox (2014), explica cómo la idea de percibir al estudiante MOOC como categoría universal y reducirle a una única identidad impermutable esconde el hecho de que la población que accede a estos cursos es altamente diversa.

Pros y contras de la utilización de los MOOC en la educación

Una de las preocupaciones que surgen sobre los LMOOC es su alta tasa de abandono (Martín-Monje, 2019). Tan solo un 10% aproximadamente de los estudiantes que se inscriben en los cursos masivos, logran completarlo. Para comprender los motivos por los que en los LMOOC hay una tasa tan reducida a nivel de compleción, Sokolik (2014) propone preguntar a los estudiantes, entre otras cosas, qué es lo que esperan de estos. La cuestión sobre el éxito entre los usuarios diferirá entonces dependiendo de las motivaciones de cada uno de ellos de manera particular.

Para ir solventando estas dificultades se recogen diversas propuestas que tienen como finalidad la disminución de las barreras con las que se enfrenta el participante MOOC. Desde el enfoque psicológico-social, Gardner (1985) propone que una actitud positiva ante la lengua es fundamental para que esta se aprenda de manera más efectiva. No obstante, en el estudio hecho por Ushida (2005) se constata que independientemente de esa motivación, no todos los estudiantes pueden aprovechar el formato online como método para manejar su propio aprendizaje. Se defiende un conocimiento mayor sobre las características del participante en el MOOC de idiomas que tiene que lograr el que por parte de la comunidad docente se deje de percibir la educación online como el reto de educar a completos desconocidos (Castrillo et al., 2018). El seguimiento del comportamiento online del usuario permite proponer tareas específicas teniendo en cuenta las preferencias detectadas en cada tipo de estudiante acorde a su perfil, en el intento de evitar la ansiedad que se da de manera principal al principio de la instrucción cuando los estudiantes aún no están familiarizados con el entorno virtual de aprendizaje (Ushida, 2005).

Diseño LMOOC: características adaptativas

Lo que diferencia a los LMOOC de los MOOC de otras disciplinas es el hecho de que el aprendizaje de una lengua supone el desarrollo de destrezas comunicativas transversales que tienen como fin el uso real del lenguaje que se está aprendiendo (Martín-Monje et al., 2018). Por lo que se necesitan adaptar las plataformas que los ofrecen para el desarrollo de las habilidades comunicativas (Martín-Monje et al., 2018) y estas han de ofrecer variedad de materiales basados en las competencias lingüísticas que se puedan adaptar a las preferencias de los estudiantes. Por otro lado, desde la fase de diseño y planificación, es preciso evitar las generalizaciones, y realizar propuestas inclusivas y de adaptación. Se debe incluir en esta adaptación, a estudiantes con diversas intenciones o motivaciones de cara al aprendizaje, y también a los que se encuentran con limitaciones personales o técnicas durante la instrucción del curso (Kizilcec et al., 2013).

Principios metodológicos del Enfoque Comunicativo

El Enfoque Comunicativo es respaldado en el campo de la enseñanza de idiomas de manera amplia y profunda (Richards et al., 2001). Este paradigma trata de forma primordial necesidades específicas del estudiante de la lengua (Cassany, 1999). Según Hughes y Reeb (2017), se detectan una serie de rasgos comunes que definen las características de manera holística que tiene el Enfoque Comunicativo. Una de ellas es el alto valor que se le da al lenguaje en uso y el propósito de desarrollo de la competencia comunicativa. Por otra parte, se intentan enlazar las metodologías de enseñanza que se emplean con tareas comunicativas apropiadas y se entiende el error como una parte natural del progreso a la comprensión más precisa de la lengua objeto de estudio. Richards et al., (2001), hacen una descripción de los principios que reflejan el proceder del Enfoque Comunicativo en el lenguaje y en el aprendizaje de idiomas. Reiteran la afirmación sobre que la forma idónea para aprender de un idioma es hacerlo mediante actos comunicativos significativos. También defienden la simbiosis que ha de darse entre el acto comunicativo fluido y el que integra las diferentes competencias del lenguaje.

El Enfoque Comunicativo, surge pues, derivado de necesidades específicas y carencias latentes con

procedencia en las prácticas llevadas a cabo con anterioridad, y de esta manera se acepta en nuestro tiempo su papel determinante en la enseñanza de lenguas. Aunque no ha de ser visto como relevo de los anteriores, sino como el que readapta principios pedagógicos y los optimiza (Maati, 2013).

Cambio de rol del alumno y el profesorado

La masividad que caracteriza a estos cursos es una propiedad que replantea, entre otros, el papel que han de adquirir los docentes ante este nuevo escenario donde la comunicación continua entre profesor-alumno no es posible. Castrillo (2014) propone una clasificación de los nuevos roles del docente en función de las tareas que surgen en las diferentes etapas de los LMOOC. Las funciones del profesor que pasan a tener más peso son el diseño y la planificación del curso y sus contenidos, y la etapa de tutorización es sustituida por tareas de facilitación y curación. También y mediante el aprovechamiento de los datos generados por el Learning Analytics, el docente puede embarcarse en tareas de investigación.

El hecho de capturar y analizar digitalmente los datos tiene gran potencial para entender y mejorar la enseñanza y el aprendizaje (Veletsianos et al., 2015).

Las plataformas que contienen cursos masivos dedicados a la enseñanza de lenguas extranjeras, pueden almacenar una gran cantidad de datos que servirían para analizar la situación personalizada de estos, seguir su desarrollo y adoptar las técnicas del Learning Analytics o Análisis del Aprendizaje (LA) (Martín-Monje et al., 2018) que permiten intervenir ante una situación de dificultad de los aprendices, y proponer ritmos o caminos alternativos para que el proceso de aprendizaje tenga lugar.

Perfil del estudiante LMOOC: perfiles de aprendizaje y socio-económicos

Kizilcec et al. (2013) realizan una clasificación relacionada con el compromiso con el curso y el grado de participación que resulta en cuatro perfiles: 1) completing, refiriéndose a aquellos que intentan realizar todas las evaluaciones independientemente de su resultado, 2) auditing, interactúan de manera principal con las video-lecturas ofrecidas en el curso, pero no realizan evaluaciones aunque suelen seguir el curso hasta su finalización, 3) disengaging, estudiantes que normalmente en el primer tercio del curso se desvinculan de él, aunque durante el tiempo que están son activos y 4) sampling, estudiantes que solo acceden casi de manera exclusiva a vídeos durante un tiempo limitado.

Por otra parte, Anderson et al. (2014) proponen una categorización reflejando los diferentes perfiles de participación en los cursos masivos: 1) Los espectadores (“viewers”), los cuales de manera principal acceden al visionado de las lecciones, pero no entregan prácticamente ninguna actividad; 2) los solucionadores (“solvers”), que si entregan tareas pero por el contrario, no acceden prácticamente a la consulta de los materiales disponibles; 3) los versátiles (“all-rounders”), que son un término medio entre los dos anteriores, por lo que encuentran el balance entre consulta y entregas; y los 4) recopiladores (“collectors”), los cuales descargan el material disponible, pero no acceden al visionado de este, ni completan prácticamente tareas.

Otro factor que hay que tener en cuenta para alcanzar una perspectiva más amplia de los perfiles de los estudiantes en los LMOOC, es el que viene dado por rasgos sociales, culturales y económicos de los participantes. Chacón-Beltrán (2014) toma en cuenta: edad, motivación, dedicación, contexto de aprendizaje, disponibilidad de recursos, influencia de la primera lengua, etc. Aunque la investigación sobre los perfiles LMOOC no es muy amplia todavía, si existen estudios donde los investigadores solicitan a los participantes datos personales adicionales a los mencionados con anterioridad: país de origen, sexo, situación laboral y nivel de estudios (Bárcena et al., 2014; Beaven et al., 2014; Wolfenden et al., 2017; Whitmer et al. y Yousef et al, 2014).

Metodología

El trabajo sigue principios de investigación cualitativos. Para este trabajo se acota su descripción en base a: 1) los rasgos más representativos de esta metodología según Mackey et al. (2005) y Gurdíán-Fernández (2010) en relación al estudio que se presenta y 2) la categorización de las variables que se aplican en los casos que nos ocupan (Rodríguez, 2019).

Contexto y selección de referencias

Se realiza un análisis bibliográfico adoptando técnicas de la investigación bibliográfica que intentan determinar qué se ha escrito en la comunidad científica sobre el tema mediante la búsqueda,

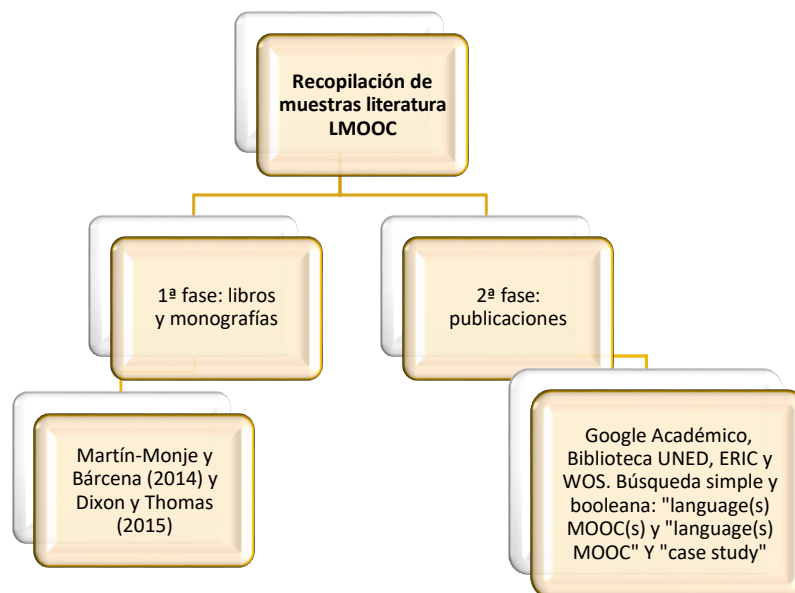
recopilación, organización, crítica e información de datos. El ámbito en el que se ubica esta parte de la investigación es el científico, y las fuentes de consulta provienen de la utilización de los llamados datos secundarios. provienen por lo tanto de publicaciones realizadas en 1) libros y monografías y 2) publicaciones periódicas.

Aplicando esta metodología se pretende que la selección del material documental tenga criterios de pertinencia, exhaustividad y actualidad y los resultados muestren publicaciones revisadas sobre estudios de caso en LMOOC con mención a 1) perfiles de comportamiento, 2) perfiles socio-económicos o 3) ambos.

Técnicas e instrumentos para la recogida y análisis de datos

El instrumento cualitativo utilizado para la revisión bibliográfica es el análisis documental que consta de diferentes etapas. En la primera se recopila, en este caso, la literatura existente sobre los LMOOC de idiomas en los que se detallan estudios de caso. En una segunda fase se seleccionan los textos que se ajusten a los parámetros buscados, para su posterior clasificación. Por último, se cotejan los datos haciendo una lectura detallada de los textos en cuestión para poder sintetizar los puntos de interés de manera que se pueda comprender la realidad a estudio.

La recopilación de muestras se realiza en dos fases que corresponden a la procedencia de los datos.



Se detecta que la mayoría de autores se centran en perfilar a los participantes en relación con el compromiso con el curso y el grado de participación que deriva en tasas de compleción, para estos se utiliza la clasificación de perfiles de Kizilcec (2013). También se utiliza la medición del uso de materiales y compleción de tareas evaluativas en las descripciones, en este caso se usarán los perfiles definidos por Anderson et al. (2014). Se considera que el uso de ambas clasificaciones es necesario para poder matizar la información que ofrecen los estudios.

Análisis de datos y discusión

Se observa que, de manera mayoritaria, los participantes en MOOC de lenguas tienen perfiles que concuerdan con la descripción de los participantes en MOOC de manera general. Aunque los cuestionarios que recopilan los datos demográficos no son contestados en ninguno de los casos por la totalidad de participantes, se considera que los resultados son suficientemente representativos para la clasificación de los perfiles. Se observa, por lo tanto, que normalmente se trata de mujeres adultas jóvenes, con empleo y con estudios universitarios, provenientes de países desarrollados. Referente a la situación laboral de los estudiantes de LMOOC, se muestra que de una forma mayoritaria son personas con empleo. En los datos referentes al origen o nacionalidad de los estudiantes, no hay duda de que provienen de países desarrollados.

De acuerdo con los datos obtenidos en cada estudio de caso específico, puede confirmarse que una gran mayoría de los LMOOC son cursados por un perfil de participante que adquiere poco compromiso con el curso que se traduce en bajas tasas de compleción y abandono durante los

primeros módulos de la formación. En la mayoría de casos el abandono es gradual, por lo que normalmente decrece el número de participantes según avanza el curso. Por otra parte, analizando la relación de los estudiantes con los materiales y recursos ofrecidos y la entrega de tareas, se puede observar como en un alto número de casos, los participantes no entregan tareas evaluativas salvo en contadas excepciones, aunque durante el tiempo que permanecen en el curso son participantes activos que acceden a las herramientas de comunicación y acceden al visionado del material siendo el material audiovisual el preferido, tal y como se remarca de manera puntual. Aunque el perfil dominante en relación con los materiales, los recursos y la entrega de tareas es el de observador (“viewer” en la descripción de Anderson et al. (2014)), hay otro perfil que puede considerarse ligeramente usual: los versátiles (“all-rounders” en la denominación original). La descripción de los casos específicos deja ver como estos participantes no tienen especial interés en abarcar todo el contenido del curso, por lo que acceden a los materiales y también presentan evaluaciones, pero no de una manera exhaustiva.

Conclusiones previas

Tras el análisis de los datos se consideran remarcables varios aspectos que se resumen a continuación.

- a. La combinación más habitual en la descripción de perfiles teniendo en cuenta compromiso con el curso, participación, acceso a materiales y entrega de tareas evaluativas es la de “disengaging-viewers”. Seguida por la combinación “completing-all-rounders” (Anderson et al., 2014 y Kizilcec et al. 2013). Se intuye que el interés de estos estudiantes no está relacionado con la finalización del curso. Un punto interesante para futuras investigaciones es en qué medida el curso es provechoso para este rango, tan amplio y demostrado el más usual, de participantes LMOOC.
- b. El nivel de compleción de los cursos no es elevado de manera habitual, por lo que es sugerible el análisis en profundidad de los casos en los que esto sucede para detectar los elementos generadores de buenos resultados, sean externos o del mismo diseño.
- c. Se confirma que los perfiles socio-económicos de los participantes de MOOC de lenguas son similares a los del resto de participantes en MOOC de otras disciplinas. La repetición del mismo patrón permite apuntar a que aunque los LMOOC tienen características distintivas, los motivos por los que no se llega a un público más heterogéneo, de manera general, están relacionados con las barreras que existen en el acceso a estos cursos para personas que no cumplen con el perfil estándar.
- d. Ante los resultados obtenidos habría que replantearse la definición de “éxito” en el contexto de los LMOOC ya que de manera habitual se entiende tener éxito con el hecho de finalizar el curso. En esta relación no se tiene en cuenta las preferencias y/o necesidades de aprendizaje que pueden ir enfocadas a un objetivo específico o práctica de una competencia única del lenguaje que no conlleve la compleción del LMOOC.

Conclusiones

Las propuestas de investigación derivadas de las conclusiones son solo una mínima parte de las posibilidades que ofrece este formato. En este escenario se abre un gran abanico de oportunidades a aplicar en la práctica, que abarcan cuestiones desde el propio diseño relacionado con la metodología, contenidos, seguimiento del participante y aprovechamiento; pasando por la manera en que se ofrecen los LMOOC y el público objetivado, hasta la aplicación de propuestas que logren romper las barreras existentes. Estas posibilidades reflejan una realidad en la que el formato MOOC en general y el LMOOC en específico son susceptibles y tienen el potencial de integrar elementos que enfoquen la enseñanza en un público más amplio, autónomo e interesado en la posibilidad de acceder a formación a lo largo de la vida siguiendo sus propios objetivos. Lo cierto es que la propia naturaleza abierta, flexible y modular de los LMOOC permite aprovechar al máximo la experimentación basada en combinaciones entre los elementos que conforman un curso para lograr

encontrar modelos adaptativos que puedan llegar a más usuarios y adecuarse a sus propios objetivos específicos. Estos modelos tienen que respetar las necesidades de los estudiantes de lengua extranjera donde la práctica real del idioma a estudio por medio de las interacciones se sabe primordial.

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Fostering speaking skills through Self- and Peer-Assessment: Student Engagement and Moodle

A complex society such as our own requires individuals to acquire skills sets which enable them to become autonomous learners. This is evident in the present situation of the global health emergency which has highlighted the importance of learner autonomy for online courses which schools and colleges have been forced to adopt.

Moreover, one should note that school-acquired knowledge may easily become insufficient owing to individual's personal and social changes. It is not by chance that autonomous learning is central in the CEFR which encourages teachers to consider learning to learn an essential part of linguistic acquisition.

According to Diadori, in L2/FL acquisition this kind of autonomy can be achieved through self-assessment. In fact, as Allwright had already pointed out, students' responsibility to identify and correct their own mistakes would lead to an improvement in L2/FL. Assessment has therefore a twofold function: to clarify and formalize students' competences and to "orientate and support their motivation by being able to predict possible further developments in their learning process.

This presentation aims to analyse a pedagogic experiment which has unfolded during the present year with a group of students following their second year of bachelor degree in LLCR Italian (Langues, littératures et civilisations étrangères et régionales) at Paul-Valéry University, Montpellier, France. The initiative was implemented using the online tool "workshop" of the Moodle platform, one of the most widespread learning platforms both in Italy and abroad. The exercise required that documents relating to an oral task be uploaded onto the platform in video/audio format. Each student was then asked to assess 2 videos/audios (their own and a fellow student's) with the aid of a provided grid populated with descriptors from the CEFR. The activity had two objectives:

1. To compare peer and self-assessment in order to highlight similarities and differences and to verify its effectiveness
2. To verify if the exercise leads to tangible improvement in the students' oral skills and motivation.

This presentation will focus on the various stages of the experience with reference to the theoretical framework that has guided it and the results obtained.

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Le sous-titrage plurilingue dans les MOOCs: une ressource pour l'apprentissage des langues?

Si du point de vue de la conception, les MOOCs possèdent une structure assez figée, notamment lorsqu'il s'agit des cours diffusés par de grandes plateformes, du point de vue de la réception, les pratiques peuvent être extrêmement diversifiées. Cette diversité semble encore plus importante lorsque les MOOCs bénéficient d'un sous-titrage plurilingue, permettant à des usagers qui ne partagent pas la même langue du cours ni la même culture disciplinaire/éducative de le suivre (Stratton et Grace, 2016).

Dans nos précédents travaux (Fonseca et Gajo, à paraître) nous avons tenté d'illustrer les différentes fonctions que peuvent investir le sous-titrage plurilingue, à partir d'une analyse qualitative des réponses des usagers à des questionnaires Limesurvey, que nous avons conçus et intégrés à deux MOOCs, à savoir : Introduction aux droits de l'homme et Drugs, drug use, drug policy and health. Ces MOOCs, disponibles sur la plateforme Coursera, appartiennent à différents champs disciplinaires et ont différentes langues principales et de traduction, ce qui permet l'activation de démarches variablement plurilingues d'apprentissage.

Afin de classer la diversité des pratiques documentées par notre recherche, nous avons proposé un schéma heuristique composé de deux axes principaux : à la verticale, nous avons placé, d'un côté, le pôle "contenu", et, de l'autre, le pôle "langue(s)". A l'horizontale, nous avons inscrits, dans une extrémité, la fonction véhiculaire du discours (lorsque les langues sont prioritairement envisagées comme des supports à la communication), et, dans l'autre, la fonction constitutive (quand les langues sont considérées comme des outils de problématisation) (Berthoud et Gajo, 2020). Cela nous a permis de catégoriser les réponses des usagers à travers dix positions graduelles, pointant soit sur l'apprentissage de la langue, soit sur celle du contenu, envisagés tantôt dans leur fonction véhiculaire, tantôt dans leur fonction constitutive.

Dans cette communication, nous nous concentrerons sur les commentaires des participants qui renvoient à l'apprentissage des langues (quadrant de notre schéma où se croisent les pôles "langue" avec la "fonction véhiculaire du discours"). Notre objectif est double : du point de vue quantitatif, il s'agira d'observer la représentativité de cette utilisation des sous-titres et de montrer s'il y a des différences en fonction de la discipline de référence, des langues principales et de traduction. Du point de vue qualitatif, il s'agira d'illustrer la diversité des pratiques en lien avec l'apprentissage des langues étrangères - entraînement à la compréhension d'une L2 ; double apprentissage, à la fois linguistique et disciplinaire ; apprentissage d'une terminologie spécialisée en langue étrangère, etc. - dans des MOOCs qui n'ont pas été conçus dans l'objectif d'enseigner une L2.

Ce travail, même si limité à un corpus restreint, devrait contribuer à documenter en détail les pratiques en lien avec l'utilisation du sous-titrage plurilingue pour l'apprentissage des langues dans des MOOCs qui n'ont pas cette vocation première (Kerr, Merciai et Eradze, 2018). Il apportera ainsi des pistes de réflexion non seulement aux concepteurs, mais également aux enseignants de L2, qui, sans le savoir, peuvent trouver dans des MOOCs bénéficiant d'un sous-titrage plurilingue un matériel authentique prêt à être exploité.

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From Classroom to Screen: Lessons Learned in Lectures' and Students' Perceptions

Due to the coronavirus outbreak the whole education system has been experiencing an unprecedented revolution, which forced lecturers, teachers and students first to adjust to the unusual circumstances of Emergency Remote Education (ERE) and then to a New Normal of online and hybrid lessons. Universities had to brace themselves to cope on a massive scale with issues of concern such as the digital divide, the insufficient interaction between lecturers and students, the need for new teaching strategies to involve students and provide them with meaningful experiences. The system worked, even though ERE took a toll on both lecturers and students in terms of increased workload, additional responsibilities and emotional burden and anxieties. Thanks to the wisdom learned during the first lockdown faculties were able to plan a flexible educational offer for the new academic year to meet different students' needs and to respond effectively to an ongoing crisis. Though dramatic, the unprecedented, global massive challenges lecturers and students had to face brought side effects, which in the long run could turn into benefits. They shed light on new teaching tools and strategies, necessary literacies to provide students with effective, diverse and flexible teaching to meet their new needs.

This paper relies on an ongoing study concerning lecturers' emergency and planned response to the challenges posed by the COVID-19 outbreak and their students' perceptions. It aims to provide an insight into issues of concern and best practices referring to ERE and the uncertain New Normal, which could prove useful to enhance both in-person and online courses. Twenty-four lecturers from different Italian universities have been involved in this research project since March 2020: they allowed the researcher to observe their lessons (online, live and recorded, and hybrid), filled in two online questionnaires (one concerning ERE and another one investigating the New Normal teaching experience) and encouraged their students to respond to two online questionnaires on their difficulties, experiences in the two periods of interest and their suggestions (so far more than 1000 students have answered). Open and closed-ended answers provide useful quantitative data to identify issues of concern, whereas the respondents' comments are relevant to pinpoint perceptions and suggestions which could enhance the digital experience in higher education.

In conclusion, lecturers and students acknowledge they increased their digital literacy, found new ways to communicate and interact, and experimented new dimensions of teaching and learning. After two semesters spent to cope with a changeable and uncertain situation, it can be noted that there are also positive outcomes. On the one hand, lecturers seem more aware of their students' needs and keener on experimenting alternatives to traditional teaching. On the other hand, students feel universities are more inclusive, appreciate being offered different options to attend lessons, have become more autonomous and feel they can organize themselves better. Since quality education (inclusive, equitable and promoting lifelong learning) is one of the goals of the ambitious Agenda 2030, it seems that we should capitalize on the wisdom learned during the various phases of the pandemic and embrace the possible changes which have emerged under these unusual circumstances.

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Using OERs to promote learner autonomy in distance language learning. A case study.

Due to the lockdown due to the Covid-19 outbreak in the spring of 2020, lecturers and students had to adjust to the new circumstances almost overnight: on the one hand, lecturers had to adapt the activities and contents planned for in-person classes to online classes; on the other hand, students could not rely on constant exposure and immediate feedback and had to learn more autonomously. Indeed, the Covid-19 pandemic forced us to reconsider the entire higher education system and offer distance education. However, lecturers at the University of Torino had an advantage over their colleagues, since the University had already launched a series of open online courses in the academic year 2018-2019 with the start@unito project. In particular, the Department of Foreign Languages offered 6 first-year undergraduate modules in Modern Languages (French, German, English, Portuguese, Russian, Spanish), aimed at both prospective students and first-year students. While the former can test themselves in academic subjects and gain credits for their future university career, the latter can use the available resources to consolidate and revise exam contents and self-evaluate. The aim of our research is to understand if and how the start@unito Open Education Resources (OERs) have been integrated in Emergency Remote Education (Bozkurt, 2020) in order to promote learner autonomy in achieving the required level in the 4 linguistic competences (listening, reading, speaking, writing). Autonomy is, in fact, an essential skill for both academic and life-long learning, as suggested also by Benson (2001) and Pekkanli Egel (2009), who claims that “ The shift in focus of language instruction from teacher-centered to the learner-centered has given learners the responsibility of their own language development”. With a blended methodology combining direct observation and questionnaires administered to students, we focused on the specificity of teaching foreign languages online and, in particular, on what types of technologies, materials and resources instructors deemed more appropriate to teach students how to become autonomous learners of the 4 basic language skills.

As far as the results are concerned, the sample analysed underlines the students' lack of autonomy both in researching and using the resources offered by the university and a lack of awareness in self-assessing their language skills. In fact, both before and during the emergency, students used the available OERs only to carry out assigned tasks. In addition, their comments show that the resources for written and oral production need to be strengthened and more specifically targeted at passing the final language exam. Therefore, the data shows that the integration of start@unito OER resources was only partially effective, and that the kind of improvement we should aim for resides mainly in teaching how to become autonomous and take advantage of the available resources, updating Nunan's (Pekkanli Egel, 2009) five-level model for encouraging learner autonomy to fit the new distance learning model.

To conclude, though limited to a relatively small number of respondents, our research can be considered a reflection based on experience in order to integrate and enhance OERs as an additional resource for teachers and students. Evidence shows that OER could prove to be very useful to improve students' autonomy, provided that lecturers are trained on how to use them more effectively.

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Ecosistemas didácticos digitales para el aprendizaje: análisis pragmático

Educación y aprendizaje en el actual contexto socio-cultural es un hecho que supone un reto ante los nuevos medios y mecanismos de aprendizaje. La escuela, entendida como ubicación en la que se genera el conocimiento, ha de facilitar cuantas posibilidades se den para que el alumnado cree conocimiento en cualquiera de sus formatos. La Educación, entendida como una realidad en la que convergen numerosos agentes, ha de propiciar que la sociedad digital también sea partícipe en las aulas.

En la presente comunicación se abordará el análisis de prácticas docentes que han irrumpido con éxito significativo para su alumnado a través de la tecnología educativa. Lo que puede constituir una oportunidad es, para un amplio sector de los docentes, un objetivo a medio plazo que se ha visto incentivado tras la irrupción de la COVID-19. La digitalización, una asignatura pendiente en muchos entornos escolares, ha apremiado a los docentes a la intervención en las aulas para digitalizar tanto procedimental como metodológicamente las aulas españolas (Romeu-Fontanillas et al., 2020). La brecha en cuanto a conocimiento previo y desarrollo de competencias digitales docentes es una realidad que se intenta paliar a través de la creación de redes de conocimiento compartido por profesorado, alumnado y familias (Burgess & Sieversen, 2020; Rodicio-García et al., 2020). El objeto de este estudio extensivo de casos que compone la investigación lo constituyen 67 aplicaciones didácticas a disposición del alumnado y el profesorado de Educación Secundaria Obligatoria (ESO). El análisis descriptivo determina que dichas aplicaciones son escogidas atendiendo a factores como la facilidad de uso, la presencia de tutoriales en YouTube y su rápida aplicación en el aula. Asimismo, se ha realizado una clasificación taxonómica que pueda ser empleada por docentes y científicos a fin de establecer correlaciones entre herramientas educativas de características comunes para favorecer tanto los procesos de digitalización didáctica como la consolidación de la competencia digital docente entre el profesorado de Educación Secundaria Obligatoria (Cabero-Almenara & Palacios Rodríguez, 2020). Destacamos como relevante la convivencia de herramientas digitales que tienen la misma finalidad pedagógica y que conviven de forma aleatoria en las aulas (Kahoot-Socrative-Forms; Genially-PowerPoint-Keynote), etc. Lo que nos conduce a plantearnos si existe un criterio tecnológico o pedagógico en su elección o si, por el contrario, responden a tendencias impulsadas por campañas de mercadotecnia.

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LMOOCs - tra vecchie sfide e nuove possibilità

Nell'ultimo decennio lo sviluppo e la diffusione dei MOOCs sono aumentati rapidamente. Anche le ricerche dedicate all'argomento segnano un notevole progresso, come testimoniano le numerose pubblicazioni (Liyanagunawardena et al. 2012, Zawacki-Richter et al. 2018). Ma soltanto una parte piuttosto esigua riguarda le lingue, i LMOOCs. Il motivo non sembra essere dovuto alla mancanza di interesse nell'uso dello strumento o ai dubbi sul beneficio fondamentale di MOOCs per le lingue, come si evince da una prima raccolta di studi rilevanti (Martín-Monje/Bárcena 2014), e dai numerosi contributi sull'argomento in vari convegni scientifici. Inoltre, i MOOCs corrispondono agli attuali modelli di apprendimento della didattica delle lingue straniere moderne, che considerano l'apprendimento come un processo di connessione tra differenti fonti di informazione, e ritengono una competenza fondamentale la capacità di percepire le connessioni tra forme di presentazioni differenti. Tuttavia, questo potenziale dei MOOCs, specialmente nell'ambito dell'apprendimento/insegnamento delle lingue straniere moderne, è controbilanciato dalla sfida persistente che i MOOC innescano sin dalla loro comparsa: la mancanza di interattività e interazione, entrambe riconosciute essenziali per la costruzione del sapere e per il processo di apprendimento. Si osserva e si lamenta tendenzialmente un approccio "istruzionistico" alla didattica nei MOOC (Richter et al. 2018, 252).

La ricerca che vorremo presentare mira in primo luogo ad evidenziare i punti forti e i punti deboli di tre LMOOCs sviluppati nell'ambito del Progetto MOOCs "Per un percorso sperimentale della didattica delle lingue straniere moderne" (su finanziamento del MIUR FFO 2016). Nel 2018-2020 sono stati sviluppati tre MOOCs dedicati uno ciascuno alla lingua francese, alla lingua inglese e alla lingua tedesca. Questi LMOOC, destinati a supportare i corsi di lingua e seminari tenuti presso le tre università, sono molto diversi tra di loro in termini di livelli di competenza da raggiungere e contenuti accademici.

Lo scopo della ricerca quantitativo-qualitativa è stato anzitutto quello di misurare la frequenza e la durata delle attività svolte attraverso il login degli studenti; in secondo luogo di ottenere una valutazione dell'offerta e focalizzare i punti di forza e le criticità attraverso interviste agli studenti condotte con focus-group differenti a seconda del livello linguistico nelle varie lingue, o questionari. L'obiettivo è quello di contribuire al miglioramento dei LMOOCs nel contesto universitario e di colmare il divario tra il grande potenziale, e le correlate alte aspettative, riguardo a questo formato, da una parte, e un successo ancora oscurato da un significativo tasso di abbandono da parte degli studenti, dall'altra.

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LMOOCs and multilingualism: designing and adjusting an LMOOC in a Multilingual Perspective

In the larger context of Open Education and Open Educational Resources (OERs), LMOOCs still have a unique place in the educational ecology, providing instruments for non formal learning in a globalization era. Breaking out of bounded restricted spaces, they gather heterogeneous communities positing that what is important is to be able to use different languages for authentic purposes. But openness and lack of co-construction are "most problematic aspects" of LMOOCs (Barcena et al., 2015, p. 169). Among many, one question remains: what can participants actually learn from LMOOCs and, which design and epistemological stance can best support co-construction in LMOOCs?

This paper analyses an ongoing LMOOC project design, its approach and its implementation. The project includes a deliberate research strategy to enquire into what actual language learning can take place. A key result of research in the past couple of years in a former LMOOC has proved that though a Translanguaging approach was a secondary element, learners were very sensitive to it. Data also indicate that this approach can be looked at with potential to leverage collective efficiency and motivation. Based on this findings, the development of this new LMOOC project relies on the assumption that the learner's plurilingualism is an asset as a combination of metalinguistic knowledge and strategies that are transferable from one language to another (Narcy-Combes et al., 2019, p. 104). Along with these researchers and Garcia et al. (2017) the LMOOC project relies on "the full language repertoire of students as a resource, never as a deficit, and plurilingualism as a dynamic and complex process and not as linear and unidirectional". The design challenge is to connect multilingual pedagogies to an open and massive learning environment and adjust appropriate learning materials to develop metalinguistic and interlinguistic awareness. A more heteroglossic perspective and a multilingual approach may be effective to both co-construction and individual success in a massive learning environment.

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Implementación y evaluación de MOOC en la enseñanza-aprendizaje de la gramática española para los alumnos sinohablantes

En los últimos años, MOOC ha irrumpido con fuerza en los contextos de las tecnologías de la información y la comunicación y de la educación superior, planteando nuevos retos y posibilidades en el marco de la enseñanza y del aprendizaje. A lo largo de la historia de la enseñanza de lenguas extranjeras, se han sucedido los métodos diferentes con el objetivo de mejorar y resolver los problemas educativos y de aprendizaje que surgían en el proceso educativo. Dado que en la época actual se ha producido una evolución en los métodos de enseñanza, nos adherimos una metodología apropiada, siempre va a resultar más motivador para el estudiante. Por esta razón, ¿Qué enfoque metodológico adoptamos para enseñar la gramática a los alumnos sinohablantes de español? ¿Cómo programamos una clase de gramática de la manera más eficaz posible?

En este trabajo, se presenta un diseño e implementación de MOOC elaborado en la asignatura de Gramática Española Básica para los alumnos universitarios en Taiwán. Seguidamente, se muestran los resultados cuantitativos de la experiencia desde el punto de vista de los estudiantes. Además, se hace un análisis entre los datos estadísticos de aprendizaje de MOOC y el rendimiento de aprendizaje de gramática de los alumnos para verificar si existen diferencias significativas por la situación de aprendizaje de MOOC y conocer en qué medida abre un nuevo camino hacia el aprendizaje de idiomas.

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Open Educational Resources (OER) and Universal Design for Learning (UDL): A Winning Combination to Enhance Human Diversity and Uniqueness

Open Educational Resources (OER) to study Latin language, literature and culture are rare. Even rarer are those created respecting the principles of the Universal Design for Learning (UDL), an educational framework attentive to the employment of methods, tools and strategies that are able to give everyone equal opportunities to learn. The UDL aims to reduce learning barriers and limit the need for individual educational solutions, as it is driven by the idea that tools and curricula must be flexible and accessible, in order to promote human diversity and uniqueness.

The UDL has inspired the ideation and the realization of Latin Fables (<https://www.oercommons.org/courses/latin-fables>) an OER for Latin didactics that makes it possible to discover Phaedrus's most notable fables.

Latin Fables is a responsive web-app. It includes a storytelling process structured in four steps: See, Listen, Read and Act, and it is designed to enable not only the knowledge of the narrative contents, but also the acquisition of phono-morphological abilities in Latin, Italian and English. The tool uses the symbol writing system of the Augmentative and Alternative Communication (AAC). In fact, Latin Fables employs a set of pictograms, specifically produced or selected from an open source symbol system, the Aragonese Portal of Augmentative and Alternative Communication (ARASAAC) to translate the text of the fables and for the entire user experience. The parts of speech can be filtered in such a way to practice vocabulary and specific morphological abilities, or to reduce the complexity of the symbolization. The AAC strategies are complemented with ulterior methods of representing the fables, among others: an animated version, reading by human voice or vocal synthesis, translation in Italian Sign Language (LIS), the opportunity to interact with the contents and with the text through games and activities produced using the open source tool H5P. Furthermore, the text fruition is optimized thanks to the employment of OpenDyslexic, an open source font with a high degree of legibility, and thanks to the use of chromatic values and hues that respect the principles of the Color Universal Design (CUD).

The goal of Latin Fables is to create a digital learning experience that is intrinsically inclusive, integrating and enhancing several strategies that are usually employed in a specific manner for people affected by learning disorders and disabilities. In addition, the project is an invitation to teachers to work as a team, even remotely, to create contents and tools able to set the conditions for a didactic and organizational intervention on a wider scale, working towards a truly universal school, with no adjustments and no categorizations.

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University students' perceptions of simultaneous online interaction in English as a Foreign Language classes

Currently, online interaction has become central both in real life and in language teaching and learning. While production and reception (both written and oral) used to be the four most common language learning communicative activities, as a result of COVID-19, online interaction has been dominating in foreign language classes. Notably, online interaction was introduced as one of the core foreign language activities in The Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion Volume (Council of Europe, 2020) even before the global pandemic. However, as it did not become mainstream in foreign language classes, including higher education, before March 2020, research into this emerging phenomenon is sparse. The current study aims to fill this gap and to understand how students of the university course Academic and Professional Communication in English (Level C1) perceive this form of communication.

The research questions focus on students' self-assessment of their online interaction, challenges they face and differences between online and face-to-face communication. Data was collected via an anonymous online survey which included both open-ended and closed questions; 187 respondents participated in the survey. The results revealed that the majority of students feel confident about their ability to do activities related to two major parts of online interaction, i.e. online conversation and discussion as well as goal-oriented online transactions and collaboration. Challenges and differences related to online interaction centred on themes that may be attributed to online communication in general and did not pertain to the usage of a language other than native. This study demonstrates that students do not see using a foreign language at C1 level as a challenge in interactional activities online. Future studies could extend this research by focussing on students' actual usage of English as a foreign language in online interaction.

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Des formations hybrides à défaut de mobilité

La crise sanitaire de 2020 a accéléré la nécessité de mettre en place une offre de cours adaptée à cette situation sans précédent, plébiscitant l'enseignement/apprentissage en ligne, à distance, dans l'urgence (Villiot-Leclercq, 2020) ou encore hybride. Avant ce basculement soudain vers un enseignement presque entièrement en ligne et à distance, en mode synchrone et/ou asynchrone, les formations hybrides combinaient des moments d'enseignement/apprentissage à distance (Nissen, 2007) et en présentiel, c'est-à-dire la présence dans un même lieu de l'enseignant et de ses étudiants. Cette situation a eu des répercussions sur l'ensemble de notre communauté estudiantine à l'Université du Luxembourg, y compris sur les 140 étudiants qui n'ont pas pu réaliser leur mobilité universitaire obligatoire. Les destinations francophones et germanophones sont traditionnellement privilégiées par nos étudiants pour renforcer leurs compétences dans les langues officielles de notre université (français, allemand et anglais).

En conséquence, nous élaborons en priorité de nouveaux cours de français et d'allemand en mode bilingue. Le Centre de Langues de l'Université du Luxembourg a récemment développé deux cours hybrides en partenariat avec les universités voisines franco-allemandes de la Grande Région : le premier pour préparer ou accompagner linguistiquement et culturellement les étudiants en future mobilité ou en cours d'échange dans un pays germanophone ou francophone, le deuxième pour un apprentissage autonome, flexible et interactif du français et/ou de l'allemand.

Étant donné le contexte actuel et les conséquences directes sur les projets d'études des étudiants de nos universités, nous allons dans cette présentation nous interroger sur les deux points suivants:

Comment adapter notre offre de cours en ligne à un besoin soudain en mobilité virtuelle ? Et comment cet enseignement est perçu par les premiers étudiants qui l'ont suivi dans l'urgence ?

Des enquêtes composées de questionnaires et d'entretiens sont menées auprès des étudiants ayant participé, ou participant, aux deux cours mentionnés précédemment, pour mesurer leurs impressions sur leur mobilité virtuelle en partie accompagnée par notre offre et recueillir leurs suggestions quant aux améliorations.

Nous présenterons dans un premier temps les offres de cours hybrides que nous avons pu proposer à nos étudiants pour pallier l'absence de mobilité. Dans un second temps, nous reviendrons sur les commentaires de ces derniers quant à leur souhaits et besoins en terme de développement de compétences. Enfin, nous verrons comment nous avons fait évoluer, et comment nous continuons à faire évoluer, ces offres. Par ailleurs, nous verrons comment nous avons transposé le volet « présentiel », permettant généralement de maintenir le lien social et la motivation des étudiants dans les formations hybrides (Demaizière & Othman, 2019) de nos cours en mode « distanciel synchrone ».

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LMOOC and self-regulated learning in a university education

In the context of online education, research has shown that this type of training is intended for self-taught (Albero & Kaiser, 2009) and that the possibilities of learners' autonomy have been overestimated in this framework (Linard, 2003). However, research on self-regulated learning has been conducted for years now on online education (Zimmerman, 2008) and, more recently, researchers are investigating learning processes in MOOCs (Onah & Sinclair 2017). Even if the dropout rate of participation in LMOOCs remains very high (Bakki et al., 2015), human support, which was lacking especially in self-learning systems (Barbot, 2000), seems to be supported in LMOOCs (for its specificities, cf. Chotel, 2017; Mangenot, 2017).

This proposal examines the integration of two LMOOCs [the first one is the “DéfiDEL” of the University of Lille 3 (session 2 in 2018) and the second “Study in France: French Intermediate course B1-B2” of the École Polytechnique (session 1 in 2019)] in a blended learning French course for university purposes. We consider that to progress in a foreign language, the learner needs to interact and practice the language, and thus taking charge of his own learning would be essential (Holec, 1981; Little, 1991; Nissen, 2012). The goal of this study is to examine whether the integration of an LMOOC in an institutionalized training, with its specificities and a guided pedagogical scenario, would contribute to the self-regulation of the learner.

The research questions we attempt to answer in this study are the following: 1) During a learner's participation in an LMOOC, can we observe any traces of the conditions which favour his learning process? 2) What is the role of the teacher in this self-regulated learning. Based on students' (3rd year) reflective journals, we analyse their discourse and examine whether there is an awareness of their self-regulation. Our corpus consists of: 1) student reflective journals (N = 26) and 2) observant participation notes of the teacher (two sessions). Our research is descriptive and is part of a qualitative empirical-inductive approach (bottom-up approach).

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Les forums dans un MOOC de langue, analyse et pistes d'amélioration

La formation en ligne Mooc2Move, le français pour l'université, développée et testée en grandeur nature (plus de 5700 inscrits) dans le cadre d'un projet européen Erasmus+, est clairement un xMOOC, c'est-à-dire qu'elle peut accueillir un nombre illimité d'utilisateurs, sans qu'il y ait un tutorat conséquent (Mangenot, 2017). L'objectif pour les étudiants envisageant ou venant de commencer un séjour d'étude en France (niveau B1 - B2) est une meilleure maîtrise du langage académique, à travers une démarche réflexive. Six thèmes sont abordés lors des six semaines de formation. L'essentiel du MOOC est constitué de vidéos brèves et de quiz autocorrectifs, mais il existe également des forums thématiques, au nombre de neuf, avec des consignes assez variées (ces consignes seront en annexe de l'article). C'est à ces forums qu'est consacré cet article, avec une visée d'amélioration pour des sessions ultérieures du MOOC.

Dans la plupart des MOOC, les échanges par forums (appelés « Discussion » dans FUN-MOOC.fr) sont le seul lieu où apprenants et tuteurs peuvent communiquer, où les échanges peuvent être plus horizontaux. Cette communication est d'autant plus importante quand il s'agit d'un MOOC de langue (LMOOC), dans la mesure où on ne peut pas apprendre une langue sans la pratiquer. Cependant, en raison du faible encadrement dans les MOOC, les tuteurs sont généralement peu présents et les apprenants se répondent peu les uns aux autres (ce qui a déjà été constaté, à propos des forums pédagogiques en général, par plusieurs auteurs, comme Bullen (1997), ou dans le cas des forums de langues (Mangenot, 2017, Meeus, 2020). Dans tous les cas, la structure des échanges est le plus souvent Consigne / Production, sans qu'un feedback, notamment correctif, soit envisageable et sans que les productions se réfèrent forcément les unes aux autres.

La question à laquelle on tentera alors de répondre est : « de quels leviers dispose-t-on pour enrichir la communication par forum dans un MOOC de langues ? ». On mettra notamment l'accent sur les consignes d'une part et d'autre part sur la situation de communication instaurée par l'ensemble du dispositif (vidéos / consigne / forum) : y a-t-il un « information gap » ou un « opinion gap » (Ellis, 2003) susceptible(s) d'encourager les apprenants à à interagir ?

Au plan méthodologique, cet article s'appuiera sur une analyse des interactions en ligne (Mangenot, 2007). La brièveté de l'exposé ne permettra pas une analyse détaillée des messages. Une lecture flottante du corpus fait ressortir quatre critères constitutifs d'une communication plus fructueuse : l'interactivité (le fait de répondre aux messages des autres), le socio-affectif, le socio-cognitif, et l'interculturel (Meeus, 2020).

On se contentera d'analyser, pour chaque critère évoqué ci-dessus, quelques échanges correspondant aux attentes des concepteurs et quelques échange(s) ne correspondant pas aux attentes. Ces analyses déboucheront sur une série de leviers permettant de « piloter » les échanges : rédaction précise de la consigne, type de tâche et de scénario de communication, exploitation des différences culturelles au sein du public, interventions tutorales (même si limitées).

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Open Language Learning and MOOCs, a utopian endeavour?

The turn of the millennium marked a significant milestone in the field open education and open access to knowledge. Wikipedia (www.wikipedia.org) was launched in January 2001 as a multilingual open-collaborative online encyclopaedia created and maintained by a community of volunteer editors. Collaborative digital creation was enhanced during this first decade of the 21st century and the appearance of Creative Commons licenses enabled the free distribution of work acknowledging authorship.

In the context of language learning this trend was welcome with open arms, since Open Educational Resources (OERs onwards) would lead to less work on the part of the language instructor. However, soon publishers of language resources and language teachers themselves started to show some resistance (Colpaert, 2012): Although they admitted open language learning and the use of OERs would be an ideal step forward and were eager to retain, reuse, revise, remix and redistribute content from other language teachers (Wiley, 2014), they were quite reluctant to share their own resources. The second decade in the 21st century has been led by the appearance of MOOCs (Massive Open Online Courses). They have been strongly supported by Higher Education Institutions, who have seen in this new educational model a novel way to lure more people into their university courses. Defined by Barcena & Martín-Monje (2014, p. 1) as “dedicated Web-based online courses for second languages with unrestricted access and potentially unlimited participation”, language MOOCs have been part of this trend and have experienced an exponential growth since their appearance in 2013, with nearly 300 courses being currently offered by the major MOOC providers (<https://www.classcentral.com/subject/foreign-language>).

This presentation provides an overview of the current state of the art, focusing on how research on Language MOOCs has developed. It is part of a larger study (Sallam, Martín Monje & Li, in press) and, in line with the conference themes, it draws attention to the current research trends in Language MOOCs: 1) conceptualisation of LMOOCs and their distinctive features; 2) attempts to find the most suitable model for language teaching and learning beyond the MOOC/cMOOC dichotomy; 3) suitability of LMOOCs for languages for specific purposes (LSP) courses; 4) focus on the learners and their motivation and experience throughout the course; 5) reflection on the new role of the teacher; 6) instructional design and how it affects participants' learning and possible attrition; and 7) importance of social learning in LMOOCs. Furthermore, it suggests possible areas on which scholars doing research on LMOOCs should focus, such as the creation of a strong theoretical framework, or transitioning from small-scale research projects to proposals with a broader approach.

Finally, we will also reflect on whether this path towards Open Language Learning is a utopian enterprise, or LMOOCs can truly consolidate as a relevant sub-field in Computer-Assisted Language Learning.

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By pupils for students: Experience with the MOOC “Tenses Explained”

Usually, it is the university teachers who develop educational resources for their students. The development procedure presented in this article differs significantly from common processes: Students aged about 15 years (9th grade) were actively involved in the production of videos for a language learning MOOC, which is primarily aimed at university students. The article pursues the question of how and with what effects students were involved in the video production for a language MOOC. In addition, the aim is to share the experience in the form of insights in processes as well lessons learned. Therefore, the article first gives an overview of working on such a project with young students and adolescents in related areas, for example with the inclusion of students in science citizen projects (Hatton et al., 2019; Luczak-Roesch et al., 2019), in the creation of learning videos and open educational resources (Schön 2012, 2013, 2016) and in the longer history of media production with pupils (e.g. Armour, 1978). We then systematically describe the background and processes of the development of the MOOC “Tenses Explained” and the youth involvement. As shown in Figure 1, the pupils of a partner school (BG/BRG Judenburg) were trained and prepared in advance to act out dialogues in real-life situations for videos, which were professionally produced by the Educational Technology team of TU Graz. As the pupils are no English natives and learn English as a second language, good, accurate pronunciation and acting was a challenge which at the same time encouraged their own learning.



Fig. 1: Screenshots of a video co-produced with students of the 9th grade (about 15 years old) for the MOOC “Tenses Explained”. URL: <https://imoox.at/mooc/course/view.php?id=83> (2020-12-01)

So far, more than 500 participants have registered for the massive open online course “Tenses Explained” at the Austrian MOOC platform iMooX.at, which hosts only courses under open license (Ebner et al., 2016; Kopp, Ebner & Dorfer-Novak, 2014). The MOOC started in May 2020 and is still available as a self-learning offer (December 2020). The target group, apart from the interested public, is about 300 students of the Graz University of Technology (TU Graz) who participate in the university’s regular language learning courses every semester. The levels of these courses range from B1 to C1 according to the CEFR (Common European Framework of Reference for Languages). The online course consists of three units, each with at least one video and a quiz. After having answered 75% of the self-assessment questions successfully, participants subsequently get an automatic confirmation of participation. We also present learning analytics results and feedback from the participants about the unique method of learning with the help of younger pupils, which was positive. We then describe the medium-term consequences for the students and the school involved, as well as the feedback from MOOC participants.

Finally, our case study will be critically analysed concerning potentials, challenges and recommendations for imitators. We will also present an outlook on open questions and future work.

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Internationalisation in the time of Covid. Online and English as Media of instruction at the University. A case study.

The whole sector of higher education (HE), and particularly the process of internationalisation, has been severely affected by the current restrictions on global mobility due to the COVID-19 pandemic. Nonetheless, the abrupt mass migration of traditional university courses to the internet has led to the intersection of two emerging trends (Querol-Julián & Crawford Camiciottoli, 2019) in international HE: English-Medium Instruction (EMI) and Online Distance Learning (ODL).

EMI involves a shift to English as instructional language in university settings. Current literature on EMI in Europe has shown that EMI lecturers often lack good oral communication skills in English, while their lack of self-confidence as non-native speaker (NNS) English lecturers often prevents them from effectively engaging students in extended verbal exchanges (Picciuolo & Johnson, 2020; Johnson & Picciuolo, 2020). As a result, interactive strategies could easily be underused or even misused, thus affecting the teaching and learning of content (Muijs & Reynolds 2001; Lo & Macaro 2015).

Online Distance Learning (ODL) concerns “the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance” (Roblyer & Edwards, 2000: 192). In their systematic review of the impact of ODL on university lectures in international learning contexts, Querol-Julián and Crawford Camiciottoli (2019) point out that “[o]nline teaching formats have a multiplier effect in terms of access, since international students can virtually attend SVLs [synchronous video-lectures] from all over the world, also taking advantage of the bilingual policy of many universities that [...] use English as the international language of instruction” (2019:17). However, the capacity of ODL to enhance the effectiveness of lectures in EMI settings is still under scrutiny. More recent studies have focussed on the need for EMI lecturers to adapt even further their discourse strategies to ensure comprehension as well as to facilitate learning and engagement, which is even more challenging in online contexts when eye contact is not possible.

It is this area of study that this research wishes to extend and develop in new ways.

The case study presented in this paper aims to investigate one lecturer’s classroom talk in two different learning formats: conventional face-to-face (F2F) instruction, and online SVLs at the School of Engineering of the University of Bologna. By making use of a Systemic Functional Linguistic (SFL) and multimodal framework (see Morell, 2018) this study analyses video-recordings of six lectures delivered by the same lecturer in two different learning formats (F2F and ODL), revealed that, in ODL: 1) lecturer’s talk tends to be less monologic and is characterised by a greater variety of speech acts; 2) given that online learning settings are characterised by a higher combination of modes – e.g. speech, writing, gesture, image and space, but also clickers, emoji, gif, chat, hyperlink, instant poll – which need to be orchestrated by the teacher in order “to make and elicit meaning” (Morell, 2018, p. 70) “[m]ultimodal competence plays a crucial role in effective interactive lecturing, especially when the language of communication is other than one’s own” (ibidem). The findings of this study have implications for designing customized support training for EMI lecturers.

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eLearning and ESP. Teaching English for Tourism.

The paper describes a module of online collaborative reading within a large class of ESP students of English for Tourism at the University of Turin. Collaborative Strategic Reading (CSR) is an instructional practice combining cooperative learning and reading comprehension strategies (Klingner and Vaughn, 1998).

CSR addresses educational challenges such as

- teaching comprehension strategies for professional and academic texts that require advanced language competence
- how to access professional contents
- how to provide EFL learners opportunities to interact effectively with peers and enhance their achievements.

There exist software (e.g. Perusal, Amanote) that are designed or adapted to enhance CSR, either to support pre-reading or to stimulate a better understanding of course bibliography. In our case study, the module was set up as part of a learning environment on Moodle along with other activities, lectures, and tests to understand tourism English. Students used Amanote as a Moodle integrated tool during Webex live meetings.

We discuss the pros and cons of this practice by evaluating students' responses, comments, and notes, emphasizing the concept of sharing. CSR aimed at promoting mutual engagement through the communal reading of a single text and supporting students' active knowledge with or without teacher management. Each reading session promoted joint enterprise through comments and questions that encouraged a shared understanding of the text. Finally, students were asked to extract keywords and summaries carried forward into new discussions of other readings for the course, thus building a hypertextual net of ideas around the texts. In this way, the course could change from being a mere knowledge provider to real collaborative learning environments. This study offers insights for instructors about new approaches for developing community in online educational contexts and suggests the need to make students aware of the purpose of each item of their learning environment.

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Insegnare online lingua italiana a studenti in mobilità internazionale: un esempio di testo argomentativo cooperativo attraverso breakout rooms di Zoom Meeting e Padlet

La presente relazione intende illustrare i primi risultati di un'attività didattica condotta nell'anno accademico in corso con studenti internazionali iscritti ai corsi di lingua italiana del Centro Linguistico di Ateneo dell'Università di Salerno.

Questo studio parte dall'assunto che ormai è impensabile svolgere una qualsiasi mansione di "insegnamento" senza l'ausilio informatico, ma in questo particolare momento in cui la didattica è completamente online, è fondamentale per i docenti, specialmente nel contesto universitario, continuare nella formazione per potenziare conoscenze glottotecnologiche e sfruttare anche altri strumenti non nati specificamente per l'insegnamento delle lingue (come le webapp).

Partendo da queste premesse, si è cercato di rispondere ai seguenti quesiti di ricerca: qual è il profilo degli studenti in mobilità iscritti ai corsi di lingua italiana di questo anno accademico? quali sono le tecniche e le strategie che possono stimolare e migliorare l'apprendimento collaborativo? quali gli strumenti tecnologici di supporto che possono favorire la motivazione?

A tal fine, è stata proposta un'attività didattica per la stesura di un testo argomentativo a studenti di livello intermedio B2 e avanzato C1 di un corso di lingua italiana per studenti universitari, svolto completamente online sulla piattaforma Zoom Meeting. L'attività è stata realizzata in tre momenti, utilizzando le Breakout rooms: lo scambio di opinioni e l'organizzazione del lavoro di gruppo, la stesura delle argomentazioni ricorrendo all'uso della webapp Padlet e la fase di riflessione e valutazione. Il questionario è stato lo strumento per raccogliere dati sul particolare contesto didattico in cui gli allievi studiano e per il feedback valutativo alla fine dell'attività proposta.

Gli obiettivi principali, quindi, sono stati comprendere e soddisfare i bisogni linguistici degli apprendenti tenendo conto della particolare situazione di insegnamento/apprendimento, favorire la motivazione attraverso attività stimolanti, valorizzare le risorse tecnologiche a disposizione e incoraggiare lavoro tra pari/attività di tipo collaborativo.

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De la construction d'une communauté de pratique de concepteurs à la production de ressources éducatives pour étudiants internationaux : le cas du projet ENVOL

Notre contribution vise à présenter une étude de cas d'un dispositif en Français sur Objectifs Universitaires (FOU) qui a été mis en place dans le cadre du projet ENVOL (Étudiants Nouveaux-Venus Objectif Langue). Ce projet est financé par l'appel du ministère français Bienvenue en France, dans le cadre de l'action «Accompagnement linguistique et méthodologique des étudiants allophones en LMD ».

En collaboration avec l'université Savoie Mont Blanc, Campus FLE - ADCUEFE propose la conception de ressources pédagogiques numériques à destination des étudiants étrangers déjà intégrés dans les différentes composantes de nos universités. Ces ressources, librement accessibles à l'ensemble des centres membres de l'association, ont été conçues comme des modules indépendants pour pouvoir les intégrer dans différents dispositifs hybrides avec différentes modalités pédagogiques (Nissen, 2019) en autonomie guidée ou complète dans un centre de ressources en langues (Rivens, 2013). Ces ressources interactives, principalement autocorrectives, en FOU sont divisées en deux familles : 10 modules visant l'intégration à l'environnement universitaire, et 20 centrés sur l'acquisition des éléments de langages nécessaires à une poursuite sans tension des études dans la discipline de spécialité.

Une équipe projet nommée "Bureau Exécutif" a été instaurée, intégrant plusieurs spécialistes en didactique des langues et intégration du numérique ainsi qu'un ingénieur pédagogique. Nous avons mis en place une Communauté de Pratique (Dillenbourg et al., 2003) par le recrutement d'enseignants-concepteurs des centres FLE de l'association. Ces derniers ont accepté de s'impliquer dans la conception de ressources, en retour chaque centre bénéficie de l'ensemble des productions qu'il pourra intégrer dans les formations et les dispositifs médiatisés dont il dispose. Cette équipe s'est lancée dans un projet innovant et collectif, qui semblait correspondre à un besoin partagé par les acteurs de sa conception.

Dans cette communication, nous nous interrogerons sur les apports de cette organisation de travail collective et participative. Nous nous focaliserons sur deux axes d'analyse ; le premier concernant le produit de cette collaboration (les ressources) et le second, les acteurs de cette production (les concepteurs). En effet, d'un côté, ces ressources pédagogiques seront-elles réellement adaptables à différents contextes ? Pourront-elles être considérées à terme comme des Ressources éducatives libres (REL) ? D'un autre côté, comment l'implication dans une communauté de pratique autour des ressources a-t-elle permis d'augmenter la participation des concepteurs ? Quels développements professionnels et quelles compétences collectives et individuelles (Le Boterf, 2018) ont été rendus possibles grâce au projet ? Quelles compétences ont été développées dans le cadre de cette communauté de pratique ?

Pour explorer ces questionnements, nous avons initié une phase de tests de modules avec une dizaine de centres FLE. Les modules y sont testés en situation réelle d'apprentissage. Le protocole d'analyse est composé d'un questionnaire-enquête quantitatif (un pour l'enseignant et un pour chaque apprenant) accompagné d'une synthèse qualitative. En parallèle, nous allons réaliser des entretiens semi-directifs avec un panel représentatif de concepteurs afin de mieux identifier les pratiques et compétences développées.

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Proyecto Formativo: Prosumirtuación de Contenido digital en un Marco de aprendizaje de Aprendizaje-Servicio (ApS) en la Enseñanza del Español como Lengua Extranjera en Ámbitos Universitarios

La comunicación que presentamos es una investigación en acción de un programa de trabajo basado en el Aprendizaje-Servicio y la prosumirtuación en el aprendizaje del Español como Lengua Extranjera en el ámbito universitario. La investigación se basa, por un lado, en la estructuración de un marco teórico que pueda servir para la reproducción de proyectos que sigan el aquí analizado; y por otro, en el desarrollo en los participantes de las siguientes bases pedagógicas: reflexión y actitud crítica, competencia digital, dimensión afectiva y emotiva, servicio, participación y cooperación

A partir de un enfoque cualitativo se han interpretado datos obtenidos por medio de cuestionarios, uso de diarios reflexivos de aprendizaje, tutorías-entrevistas, rúbricas de evaluación y notas de campo. Este estudio se enmarca dentro de la identificación de affordances educativas en la enseñanza-aprendizaje de lenguas en la Educación Superior. Así es como hemos investigado la manera en que un entorno basado en unos principios teóricos que, a través de la creación de un ecosistema de trabajo apoyado en herramientas digitales y por medio de la interacción y la creación de un servicio informativo, pueden potenciar y facilitar procesos de aprendizaje conscientes y profundos.

En el proyecto participaron un grupo de estudiantes del Curso de Relaciones Internacionales de la Laurea Magistrale in Relazioni Internazionali de la Universidad de Cagliari creándose ex profeso un servicio de contenido digital acerca de las tradiciones y la actualidad de la isla de Cerdeña. El contenido o servicio informacional es accesible mediante el siguiente enlace:<https://relazioniinternazionaliunica.blogspot.com/2019/03/proyecto-formativo.html>.

En concreto el contenido creado se refiere a los siguientes contenidos informacionales:

Protesta de los pastores sardos por el precio de la leche
La fiesta de San Efisio
Parque de Molentargius y Sa gente arrubia
Luna Rossa en Cagliari
Pinuccio Sciola y el Jardín Sonoro
Murales de San Gavino Monreale
Supersticiones en Cerdeña

La creación en español de contenido digital inédito, dirigido a la comunidad hispanohablante, comportó que los estudiantes se adiestraran en procesos inherentes a la metacognición y en el aprender a aprender, actitudes y competencias relacionadas directamente además con la competencia comunicativa digital. Como consecuencia, la propuesta didáctica aboga por un aprendizaje experiencial ligado a una pedagogía crítica, encaminada a terminar con la separación educativa entre el conocimiento, la acción y los valores. Un recorrido formativo que mediante el ApS aspira a desarrollar procesos conscientes de aprendizaje y promover la adquisición de conocimientos, capacidades y competencias.

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Geolocalizando la literatura a través de las TAC: nuevos recursos educativos abiertos en la didáctica de ELE

En el contexto educacional del siglo XXI existe la necesidad de integrar las capacidades tecnológicas junto con los contenidos curriculares y las actividades didácticas. Desde la perspectiva aportada por el AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) o CLIL (Fernández Molina & Tabuenca Cuevas, 2019), proponemos una innovación tecnológica que consiste en la transformación de contenidos digitales previos, principalmente Massive Open Online Courses (MOOC) en Recursos Abiertos Educativos (REA) con una perspectiva interdisciplinar que nos permita desarrollar contenidos ELE para alumnado universitario de distintas titulaciones. Partiremos de unos materiales digitales previos, el MOOC Geolocalizando la literatura a través de las TAC (<https://uamooqm01.appspot.com/geoliteraturatac1>) para adaptar sus clases como REA, apropiados para el aula de ELE, especialmente para el alumnado que realice su estancia Erasmus en la Universidad de Alicante, dentro del Proyecto Europeo MOOC2Move. Transformamos dinámicas y vídeos implementados en actuaciones docentes del ámbito de ciencias sociales y literatura en instrumentos para la clase de idiomas con módulos como: “Rutas, callejeros y geografías literarias” o “Las constelaciones multimodales como itinerario de lectura interdisciplinar”. El empleo de este recurso puede favorecer la toma de contacto de nuestro alumnado en movilidad con la cultura y la geografía de Alicante creando rutas literarias por nuestra provincia; utilizando esta herramienta para facilitar su día a día como estudiante Erasmus entre otras acciones didáctico-formativas. La combinación de textos, tecnología e imágenes permiten la adquisición del idioma de una forma más eficaz al tiempo que contribuye de manera decisiva al conocimiento del entorno espacial en el que el estudiante realiza su movilidad. Los REA derivados de este MOOC nos permitirán trabajar en la lengua meta (español) generando materiales para el objeto de aprendizaje reales y contextualizados, además de ofrecer contenidos de interés cultural y turístico de perfil formativo para nuestro alumnado.

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MOOC y REA desde la didáctica de lengua y literatura: de la práctica a la reflexión docente

Desde que en 2012 el área de Didáctica de la Lengua y la Literatura de la Universidad de Alicante comenzó a participar en el diseño de XarxaMOOC. Introducció al llenguatge d'especialitat en les universitats de llengua catalana <http://xarxamooc.uaedf.ua.es/preview> (Rovira-Collado, Montserrat i Buendia, Escolano-López, Conca-Pardo, 2013), el interés por el aprendizaje en abierto y la docencia a través de Internet ha sido uno de los ejes de actuación principales para adaptarse a las nuevas metodologías docentes. Con el paso de los años, también se han ido incorporando otros conceptos y dinámicas, como los Recursos Educativos Abiertos (REA) (Comas-Quinn 2011), una dinámica de publicación de materiales que nos permite mejorar nuestra práctica docente. Este concepto ha ido ganando importancia rápidamente (Wiley, Bliss, MacEwen, 2014) y su difusión nos permite conocer y aprovechar materiales docentes de todo el mundo para cualquier tipo de asignatura. MOOC y REA se convierten por lo tanto en dos espacios de innovación docente y tecnológica imprescindibles para cualquier área de conocimiento (Teixeira, Neves, Hevia, Santos, Teixeira Pinto y Morgado (2019). Con la incorporación de nuestro departamento al proyecto MOOC2move: LMOOCs for university students on the move. 2018-1-FR01-KA203-0481 <http://www.mooc2move.eu/index.php>) se ha profundizado en ambas herramientas, realizando un análisis de sus posibilidades distintas áreas de conocimiento (Gómez Trigueros, Rovira-Collado, Ruiz Bañuls, 2019).

Esta comunicación está dividida en tres partes. En primer lugar, se hace una exploración de los principales repositorios de REA, para conocer algunos ejemplos útiles para nuestra práctica docente. En segundo lugar, se explica el proceso de adaptación como REA del MOOC Aprende español académico (Future Learn, <https://www.futurelearn.com/courses/academic-spanish/2>), objetivo central de nuestra participación en MOOC2move. Para finalizar se presentan dos prácticas específicas con ambos conceptos realizadas con nuestro alumnado a través de las etiquetas #INVTICUA20 y #4DLE20.

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Compétences et outils numériques pour les études françaises

L'objectif de cette communication est de présenter le projet de création d'un MOOC sur l'usage des outils numériques et sur la pratique des compétences linguistiques pour les études françaises (en anglais French Studies). Le projet est encadré dans le programme d'innovation dans l'enseignement de l'Universidad Complutense de Madrid (Proyectos INNOVA 2020-2021) et fait partie d'un projet plus large de la Faculté de Philologie: le développement d'une collection de MOOC de thématiques similaires pour les différentes langues enseignées dans la Faculté (espagnol, anglais, allemand, chinois...). Chaque MOOC sera adapté selon les spécificités de la langue et du public ciblé. L'équipe du présent projet est composée de six chercheurs de différents domaines des études françaises (linguistique, culture, littérature, didactique), ainsi que de deux stagiaires, dont le travail d'implémentation et de mise en marche du MOOC sera clé.

La conception de ce MOOC prend appui sur le Cours d'initiation aux outils numériques pour les études françaises -totalement en ligne depuis 2018- que la Faculté propose aux étudiants primo-arrivants du Grado (Licence) en Langues Modernes. Le format MOOC oblige, néanmoins, à opérer des changements importants dans la structure et dans les contenus élaborés précédemment. Les adaptations concernent, entre autres, le nouveau public ciblé (ouvert et non restreint à des futurs spécialistes), le niveau de français des utilisateurs (ce qui peut limiter ou élargir le nombre d'utilisateurs potentiels), la simplification ou la complexification des contenus, le moyen d'évaluation des compétences pratiques enseignées (i.e. la méthodologie pour la production écrite académique de tradition française) (Kwak 2017), la stratégie pour l'animation du forum (plus ou moins guidée), la manière de tester la qualité du MOOC, etc. Seront considérées également les éventuelles limitations techniques de la plateforme d'accueil du MOOC et le degré de compétence des chercheurs impliqués dans l'utilisation du logiciel d'implémentation. Toutes ces problématiques exigent un travail de conception en amont, dont les tenants et aboutissants seront exposés au cours de la présentation.

En ce qui concerne la méthodologie employée dans ce projet, le processus de création du MOOC est basé sur le modèle ADDIE (Analyse, Design, Développement, Implémentation, Évaluation) (Bates 2016). Étant donné que la première édition du MOOC est prévue pour juin 2021, lors de notre exposé nous nous trouverons entre les phases de développement et d'implémentation. Nous serons en mesure de présenter la structure détaillée du MOOC, les premières vidéos enregistrées et les systèmes d'évaluation envisagés pour chaque module. Nous présenterons également les difficultés survenues et les stratégies de résolution. L'évaluation de la qualité du MOOC correspondra à la dernière étape du projet, pour laquelle nous utiliserons la grille d'évaluation des matériaux éducatifs numériques, conçue par l'unité e-campus de l'Universidad Complutense de Madrid (UCMOOC 2020), ainsi que le rapport "MOOC et critères de qualité", élaboré par le groupe CRUE-TIC de la Conferencia de Rectores de las Universidades Españolas (Gea 2015).

En définitive, le projet que nous concevons aujourd'hui fera l'objet, lors de notre présentation, d'une analyse technique et méthodologique sur l'utilisation du format MOOC pour l'enseignement des outils numériques et des compétences linguistiques dans les études françaises.

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MOOC in Portuguese language teaching: a research projet Portugal-Brazil

This research proposes a theoretical-practical reflection on the aspects to be considered in the elaboration of a MOOC (Massive Online Open Course), destined to undergraduate and graduate students in Humanities and Linguistics. The importance of inserting Information and Communication Technologies (ICT) in Portuguese language teaching has been the subject of academic and pedagogical debates. Technological innovations make a transformative education possible, supporting the elaboration of activities, the use of varied tools and resources beyond those generally used in the classroom, besides providing greater interaction between teachers and students and greater student autonomy (Haguenauer, Bechara, 2010; Seara, Dias, Barros, 2016). In addition, ICTs can promote greater access to information and curriculum flexibility, favoring the dissemination of research and inclusion. However, the adaptation of theoretical themes to online courses requires didactic-pedagogical and theoretical reflection, and the creation of MOOCs is still relatively recent in the area of Humanities and Linguistics. Thus, the main focus of this research is to discuss the didactic-pedagogical strategies used in the elaboration of a MOOC about referential process.

It is true that ICTs can promote more access to information and curriculum flexibility, favoring the dissemination of research and inclusion. However this practice is not very common in Brazil and in Portugal and it is still less common to take part in a MOOC (Massive Online Open Course). That's why we decided to create a MOOC about referencing processes, in Universidade Abertas's platform. This course is destined to undergraduate and graduate students in Humanities and Linguistics, and it is written in Portuguese (<https://aulaberta.uab.pt/blocks/catalog/detail.php?id=41>). We aim to collaborate to create a digital educacional content in these countries (Brazil and Portugal), and, as most of the students are also teachers, we aim to help them understand the importance of ICT in education.

Our theoretical foundations regarding the use of ICTs in education were based on Lévy (2000), Rabello e Tavares (2017), Cabral and Seara (2014), Ramos, Alves Filho and Santos (2017), among other authors. We will discuss the structure of the MOOC regarding referencing - a linguistic content, which is relevant in the reflection on the language, in the reading and in the production of different texts. We also aim to discuss the specificities of the elaboration of this MOOC directed to graduate students, and the difficulties found in the preparation of the materials and in the use of the tools. Our goal, therefore, is to collaborate on the agenda of research in distance education, presenting theoretical and practical reflections on ICT and education. The success of this course in 2019 - with more than 400 enrolled - led to making a second edition available in 2020, with equal success, with a frequency of around 500 trainees. It should be noted that the great innovation of this course was to be conceived and taught in Portuguese (official language of the two countries, Brazil and Portugal) and to be able to anchor the analyzes in texts of the current political and social nature of the two countries, thus allowing a knowledge and plan comparative and constructive studies that need to be continued.

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Evaluación de la expresión escrita en un MOOC de lenguas con la herramienta G-Rubric

En este trabajo se presenta el proyecto de innovación docente "Data Driven Language Learning para la mejora de la competencia escrita en inglés", desarrollado dentro del IUED (Instituto Universitario de Educación a Distancia) de la UNED, por el grupo de investigación GLOBE (Innovative Didactic Group for Languages in Open and Blended Environments). Este proyecto pretende explorar los avances de los últimos años en aprendizaje de lenguas con datos lingüísticos, tales como la lingüística de corpus (Boulton & Cobb, 2017) y el Data-Driven Learning (DDL en adelante) (Boulton, 2017), con la identificación de patrones lingüísticos de tipo léxico-gramatical que favorece un aprendizaje más efectivo de la lengua extranjera -mejorando la producción escrita- y facilitando el aprendizaje autónomo.

En la primera fase del proyecto se ha establecido el marco teórico, a través de la investigación y recopilación de la literatura existente sobre DDL en enseñanza de lenguas extranjeras. Asimismo, se ha procedido a la adaptación de la herramienta G-Rubric, inicialmente desarrollada por investigadores de la UNED para lengua española, la cual proporciona actividades de aprendizaje basadas en escritura formal y ofrece retroalimentación automática personalizada (Santamaría et al., 2018). Finalmente, se ha realizado la migración del LMOOC a la plataforma de UNED Abierta con la actualización de sus contenidos para ajustarlos a los objetivos del proyecto y aprovechar los avances en DDL (Karpenko-Seccombe, 2020).

En segunda fase del proyecto el LMOOC se pondrá a disposición del público en general, y también se animará a los estudiantes de Grado y Máster de la UNED a realizarlo, integrando así perfiles variados de enseñanza formal y no formal en un mismo espacio de aprendizaje. De momento se ha hecho un pilotaje con resultados satisfactorios, aunque hay que realizar algunas modificaciones en el feedback, de manera que resulte significativo para los estudiantes y puedan mejorar su competencia escrita de forma efectiva y autónoma, algo que hasta ahora ha supuesto una asignatura pendiente en los LMOOC.

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Un'esperienza CLIL in aula 3.0

Le azioni intraprese dall'Ateneo di Urbino attraverso il progetto Aula 3.0 e Multimodalità didattica costituiscono una prima risposta organica alla necessità di riqualificare l'offerta didattica dotandosi anche di strumentazioni tecnologiche che incontrino i bisogni e le motivazioni delle nuove generazioni di digital natives. Già nel documento programmatico di Ateneo del 2013-2015 era stata individuata la necessità di trasformare i corsi erogati con modalità tradizionale in corsi blended, attraverso la capitalizzazione di esperienze altamente innovative che hanno visto la Carlo Bo sperimentare, per prima in Italia, l'erogazione in modalità mista di corsi di studio tradizionali con sedi d'esame all'estero e procedure d'esame approvate dal CUN. Nel Piano strategico di Ateneo relativo al triennio 2016-2018 tra gli obiettivi generali dell'area della Formazione troviamo quello di: "Migliorare gli strumenti didattici e promuovere nuovi metodi complementari/alternativi alla lezione frontale". La tendenza è confermata anche nel Piano strategico di Ateneo relativo al triennio 2018-2020 nel quale troviamo l'obiettivo F.1.2 rivolto a "Migliorare la professionalità e le competenze didattiche del corpo docente (F.1.2), anche attraverso l'utilizzazione di metodologie didattiche innovative, complementari alla lezione frontale".

Questo è il contesto istituzionale nel quale si è sviluppata la sperimentazione condotta durante il corso di Didattica delle lingue Moderne impartito in modalità CLIL in lingua inglese in un'aula 3.0. Nell'aa. 2018-19, 20 studenti del I anno di laurea magistrale in Lingue e Studi Interculturali dell'ateneo Carlo Bo hanno seguito, in un'aula altamente tecnologizzata (munita di sedie e tavoli semoventi, tablets, lavagna interattiva, computer, connessione e doc-cam) un insegnamento tenuto - in ambiente CLIL - con un approccio multimodale e ampiamente interattivo che ha coniugato attività collaborative svolte con l'utilizzo della tecnologia a esercitazioni individuali e spiegazioni impartite dal docente. Scopo della ricerca è stato quello di registrare la risposta degli studenti nei confronti di uno stile di insegnamento/apprendimento totalmente innovativo per l'ambiente accademico e di verificare l'efficacia delle diverse attività e il grado di soddisfazione percepito dai partecipanti.

Questo contributo descriverà l'esperienza e riporterà i risultati di un questionario somministrato online ai partecipanti al termine del corso, fornendo anche qualche spunto per migliorare la modalità didattica applicata ad un ambiente altamente tecnologizzato.

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Is culture important in MOOCs?

The European project MOOC2MOVE proposes the creation of a learning path that facilitates the development of linguistic fluency in academic contexts. This learning path has initially been proposed as a Massive Open Online Course (MOOC), it is designed for self-learning and to be accessible to the greatest number of students on mobility. The objective of this study is to identify cultural elements that can affect the design of a MOOC and its use by students from different cultural backgrounds. A systematic review of the literature published on culture in MOOCs between 2014 and 2020 was carried out using an established procedure proposed by Siddaway (2014). The initial searches were carried out using the keywords "MOOC" or "massive open online course" and "culture" to ensure the maximum number of relevant articles and only empirical studies were included. The language was limited to English and filtered results based on full text availability in these databases. The limited number of articles on the topic made it apparent that little attention in general has been paid to cultural aspects that could influence the MOOC movement (Liu et al., 2016). However, this review of recent literature on culture in MOOCs indicates that cultural issues are important and that greater analysis is required related to this topic (Bozkurt, Akgun-Ozbek & Zawacki-Richter, 2017; Sánchez-Gordon & Luján Mora, 2018; Al-Rahmi et al., 2019).

Four key areas in the literature have been identified regarding culture and MOOCs. Firstly, there is a predominance of MOOCs from institutions of West which means that English is the lingua franca. The result is that the majority of MOOCs are in English and on platforms that use English (Altbach, 2014; Shah, 2017; Bozkurt et al, 2018; Adam, 2019; Lambert, 2020). The second category highlights that the cultural perspective affects not only the evaluation methods in a MOOC, but also the evaluation of a MOOC by participants, and drop-out rates of a MOOC (Buholzer, 2018; Bozkurt & Akbulut, 2019). The third category shows the need for instructional strategies that include a cultural perspective (Bayeck & Choi, 2018; Che, Luo, Wang, & Meinel, 2016; Phan, 2018; Loizzo & Ertmer, 2016). The final category identifies cultural dimensions for the design of MOOCs based on Hofstede (Denen & Bong, 2018; Yang, 2019; Malaquias & Junior, 2020).

The results of this literature review show that there is a need for further studies in this field. The categories demonstrate the extent of culture in the design, use and evaluation of a MOOC. According to Kurek (2016) this is essential as content available on a large scale should be designed for culturally diverse appropriation and it must provide learning tasks, technologies and instructional support that allow choice, flexibility and different perspectives. This may be one of the challenges of the MOOC2MOVE project to create a culturally adapted MOOC as cultural awareness can lead to flexibility of instruction and creation of materials that are culturally adapted.

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Mobile Apps for Russian language learning

This paper presents a first comprehensive and systematic review of main existing apps for the teaching of Russian as a Foreign Language (RFL).

As many recent studies show, Mobile Assisted Language Learning (MALL) considerably fosters RFL, and, more in general, any Foreign Language Acquisition (FLA). The rapid increase in adoption of devices like smartphones, iPod, tablet, laptop, iPad for language teaching and learning is due to the fact that mobile technology provides access to FLA anytime and anywhere.

Among MALL devices, apps are particularly useful to scaffold FLA. However, as concerns RFL, despite the attention paid by scholars to Information and Communications Technologies (ICTs), the role of apps has generally been understudied.

This research employs an exploratory-qualitative-interpretive approach. Firstly, the RFL top commercial apps for Apple iOS and Google Android mobile phones will be selected through the app analytics engine App Annie. Both general FLA apps (also covering RFL, like Babbel, Duolingo, Clozemaster, Memrise, HelloTalk, Busuu, etc.) and RFL-specific apps (like Learn Russian: Language Course, Russian Language Learning App, Russian Language with Animals, Russian Language for Beginners, Learn Russian Language Free, etc.) will be included. Secondly, apps will be analyzed to collect qualitative and quantitative data through a specially designed analysis grid with selected-response checkboxes, according to a grounded set of subcriteria (i.e. target audience age-range, modes of grammar instruction, types of activities, corrective feedback, etc.).

The aim is to investigate differences and similarities between RFL apps and to test their effectiveness in relation to three main areas (which will be object of extensive analysis): design, method and implicit or explicit pedagogical theory. Moreover, since RFL apps, like general FLA apps, are developed to improve language proficiency, this study will take into special consideration the enhancement of language skills (reading, listening, writing, speaking) through MALL.

In summary, this paper will give a precise overview of the designs, methods and pedagogical theories that underpin RFL apps. Thanks to its analysis of RFL apps, this study would open new avenues of investigation for RFL, thus contributing to move forward MALL (and ICT) research in RFL field.

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Motivation to engage in MOOC courses

Open learning programs have been growing exponentially in recent years. Mass Open Online Courses (MOOCs) list thousands of course titles with millions of students around the world. Registering the motivational reasons behind this student attitude may help organizers shape courses in a way meeting market needs.

In this paper, an attempt is made to record the declared motivational reasons for the participation of people, with different ages, to MOOCs around the world. An internet survey was administered in 91 countries. There were 611 valid answers from participants which were received, in response to the call, and completed questionnaires formulated the sample of the study.

The responses showed that interest in lifelong learning and professional development were the strongest motivators on average in our research sample. Also, a strong motivation is the brand name of the institution which offers the MOOC and other personal or family reasons. Despite the low external validity of research findings, due to the small sample, these two constructs (lifelong learning and professional development) depict the two basic needs to be addressed in MOOC learning environments.

As sciences and knowledge on different topics is constantly evolving, open source course designers may need to link real-world professional development with enriched courses and dedicated thematic areas and subjects related to the job market, combining all the innovative material and technical infrastructure of current era. In this light, students may take up new roles not only as attendants learning from the experts but also as sources of knowledge contributing to the initial content.

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MOOC2move : quand le beta test devient outil d'apprentissage

À l'horizon de cet article, nous proposerons une analyse des résultats enregistrés par le groupe d'étudiants roumanophones en FLE (licence, L2) et en LEA (option traduction-interprétation comprise) à l'Université de Bucarest, qui ont été des testeurs (volontaires) du MOOC français. Nous avons soumis systématiquement à une analyse des erreurs, les messages postés par tous ces testeurs roumanophones, sur deux forums de discussion (« Pourquoi la France » et « Mon prénom ») et avons trié les éléments susceptibles de faire l'objet d'un enseignement structuré intéressant non seulement les étudiants en question, mais d'autres apprenants de FLE ou de FOA.

Un questionnaire de satisfaction (activity perception questionnaire) à réponses ventilées selon une échelle Lickert à cinq degrés a été administré à un échantillon représentatif d'étudiants du groupe, pour déceler les rapports entre motivations extrinsèques (y compris introjetées) et intrinsèques (Ryan & Deci 2000) de leur participation au test du MOOC. Une analyse quantitative des résultats sera incluse dans l'article.

Mais ce sont surtout les conclusions d'ordre méthodologique de l'analyse des données qualitatives (l'analyse des erreurs dans les productions écrites libres) qui s'avèrent, croyons-nous, intéressantes. L'un des principaux objectifs du projet MOOC2move a été de contribuer, par les activités du MOOC d'abord, par des REL ensuite, au développement de la fluence d'expression des étudiants, en contextes académiques. À cet égard, les tâches ouvertes (dont les conversations en différé sur les forums de discussions) intégrées à une approche du type « apprendre à apprendre » sont envisagées par les concepteurs du MOOC de FOA (l'équipe de l'UGA) comme essentielles et de toute manière nettement supérieures per se, aux « simples exercices » (micro-tâches fermées au sens de Mangenot 2017).

La recherche dont nous allons présenter ici les résultats suggère au contraire qu'au niveau des REL censées pérenniser les résultats du MOOC, REL qui proposent des outils d'approfondissement voire de possibles extensions thématiques, en particulier pour ce qui est des discours de spécialité, les tâches ouvertes, tout en continuant d'occuper le devant de la scène, devraient être étayées par des séquences d'enseignement-apprentissage à progression linguistique articulée autour d'explications structurées de lexique-grammaire et de micro-tâches fermées, et faisant un usage (immodéré !) de la pédagogie par l'erreur (dont le recours à des supports corrigés).

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7Ling nel panorama delle app per l'apprendimento linguistico: analisi, descrizione e valutazione

Il contributo dà conto di attività e ricerche intorno a 7Ling, applicazione open access per l'apprendimento delle lingue europee, che è stata sviluppata nell'ambito del progetto Erasmus+ KA2 XCELING - Towards Excellence in Applied Linguistics. Innovative Second Language Education in Egypt (<https://xceling.usal.es/>). Quest'ultimo, di cui è partner l'Università di Bologna, è volto alla promozione di pratiche aggiornate e avanzate nell'ambito dell'insegnamento delle lingue straniere si rivolge a utenti target arabofoni in condizioni socio-economiche svantaggiate: 7Ling è stata sviluppata da università europee ed egiziane e finanziata dal programma Erasmus+, con l'obiettivo di facilitare l'apprendimento delle lingue per migranti e rifugiati, in modo completamente gratuito. L'app nasce con l'obiettivo di offrire a migranti e rifugiati la possibilità di imparare francese, inglese, portoghese, spagnolo, tedesco e italiano, e include anche traduzioni in arabo, rivolgendosi in modo specifico ai parlanti di questa lingua. La metodologia di apprendimento, dinamica e autonoma, è stata studiata in modo che gli utenti possano comunicare efficacemente nelle situazioni reali più immediate.

Nella prima parte del contributo verrà analizzata e descritta l'app 7ling e la sua collocazione nel panorama delle applicazioni per l'apprendimento linguistico e della ricerca sull'argomento. Ne verrà tracciata sinteticamente l'evoluzione a partire dalle indagini preliminari sul campo, che hanno portato alla definizione dei contenuti, agli obiettivi di apprendimento, all'approccio privilegiato rispetto al pubblico target, per arrivare a un'analisi dei singoli contenuti e delle diverse parti di cui si compone l'ambiente di apprendimento digitale. Particolare riferimento verrà dato nell'esemplificazione alla sezione dedicata all'italiano, curata dall'unità bolognese del progetto.

Nella seconda parte del contributo si darà conto delle attività di valutazione e validazione della sezione relativa all'italiano della app, sulla base di focus group e questionari forniti a utenti di prova, docenti e apprendenti (arabofoni) di lingua italiana, arricchita da commenti di esperti linguistici provenienti dal consorzio delle università partner del progetto.

Si cercherà in particolare di mostrare attraverso esempi come gli stimoli emersi nelle attività di validazione si siano concretizzati (e si stiano ancora concretizzando) in modifiche tese al miglioramento dell'efficacia didattica e interculturale della app. L'idea di fondo del contributo è quella di fornire un'analisi con risvolti pratici, che portino cioè alla correzione degli errori e alla rimessa in circolo dei contenuti di una fonte di conoscenza come quella rappresentata dalle applicazioni per il language learning.

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