Bridging the Gaps in Language Learning through LMOOCs

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Overview

1. What are language MOOCs (LMOOCs)?

2. Language learning challenges: the global south perspective

3. LMOOC implementation models

4. Pedagogical implications

What are LMOOCs?

- "online courses offered for a limited period of time by higher education institutions worldwide for anybody wishing to learn a foreign language" (Gimeno-Sanz, 2021, p. 49).
- LMOOC content includes linguistic knowledge, intercultural aspects or daily situations in a target language (English, Spanish, French, Chinese, etc).
- LMOOCs enable learners to develop and practise listening, reading, writing, pronunciation, and speaking in the target language.
- The "tandem LMOOC English–Spanish" course (Appel & Pujolà, 2021). https://mooc.speakapps.org/en/

What are LMOOCs?

Beginners and intermediate learners	Advanced learners
• Use LMOOC audio-visual content to **reinforce** specific grammar/vocabulary and practise skills that are necessary to enhance their language proficiency levels (Conde Gafaro, 2022a).	• Engage with the LMOOC content to **facilitate their understanding** of other aspects of the language, such as: ➔ syntax, ➔ intonation, ➔ sociocultural content, ➔ different types of register used in a video lesson or discussion forum (e.g., formal, academic, colloquial, etc.) (Conde Gafaro, 2022b).

Language learning challenges: the global south perspective

- **A lack of exposure to the target language:** in Thailand, interaction with the target language is limited to input from teachers in formal settings (Jitpaisarnwattana & Chalmers, 2022).

- **A limited exposure to one variety of the target language:** some institutions often use textbooks that only cover linguistic and socio-cultural aspects that represent the typical expressions and behaviours of American English speakers.

- **Large class size with diverse students' proficiency levels:** class sizes in countries in the global south are likely to be relatively large, with an extreme case having nearly 100 students per class (Jitpaisarnwattana, 2020).

Language learning challenges: the global south perspective

- **A low level of learner autonomy:** learners in many contexts in the global south possess relatively a low level of autonomy (Ding & Shen, 2019). ↔ Reactive autonomy (Holec, 1981).

- **The quality of language teachers:** In many local schools, one teacher is responsible for teaching several subjects from science to English. ↔ Lack of confidence.

LMOOC implementation model - Flipped learning

- An LMOOC or sections of an LMOOC can be used as a substitution for some parts of a language course.
- In this model, LMOOCs are deemed as **a source of knowledge** and **a teaching tool** rather than an additional learning material.
- Addressing some of the learning challenges such as teachers' lack of confidence in teaching certain topics or having limited time to cover all learning content.
- This model helps learners to **develop cognitive and resource management strategies**, such as strategic planning and help seeking (de Waard & Demeulenaere, 2017).
- **Role of the teacher:** to choose the right LMOOC, check students' comprehension of the LMOOC lessons and facilitate learning activities.

LMOOC implementation model - Complementary component

- In this model, learners are required to follow a given LMOOC as part of face-to-face course completion.
- This type of implementation is more **suitable for formative or learning-oriented assessment**.
- Using an LMOOC as a remedial tool for students of English who had failed their midterm examination so they can be prepared for their final exams (Jitpaisarnwattana & Chalmers, 2022).
- **Role of the teacher:** to ask students to write about /share their LMOOC-learning experience to the class as part of the implementation process.

LMOOC implementation model - Adjunct component

- Enrolling on an LMOOC is **not compulsory**.

- One or more LMOOCs can be listed **as additional learning resources** for learners to study in their own time.

- **Role of the teacher:** to follow an LMOOC to experience the course content, structure, and assessment; direct learners to specific parts of an LMOOC and inform them of the learning benefits and the connection between the content in the LMOOCs and the face-to-face language course.

Pedagogical implications - Students' role

❏ **To** develop **an autonomous learning mindset**.

❏ To **self-regulate their learning**, employ cognitive and resource management strategies to manage their study time and the resources provided in those online courses (Gimeno-Sanz, 2021, p. 53).

❏ To engage in **goal-directed actions** for a successful LMOOC learning experience.

Pedagogical implications- Teachers' role

- To effectively **curate learning content** from an LMOOC.

- To provide **appropriate support** to students.

- To make sure that **the LMOOC content aligns well with the objectives of the class**, and that the level is suitable for their learners.

- To encourage students to reflect upon their **personal learning objectives** and constantly monitor their work towards goal attainment.

- To carefully **review the content license** presented on LMOOCs before integrating resources from these online courses with the content of their face-to-face language lessons.

Implementing a MOOC-based pedagogical practice within face-to-face language courses is likely to foster a sense of **personal** and **dynamic** learning process that can take place **within and beyond the language classroom**.

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