

1. Record Nr.	UNINA9910132277803321
Titolo	Language MOOCs : providing learning, transcending boundaries // Elena Martin Monje and Elena Barcena Madera, [editors]
Pubbl/distr/stampa	Warsaw, [Poland] ; ; Berlin, [Germany] : , : De Gruyter Open, , 2014 ©2014
ISBN	3-11-044124-1 3-11-042250-6
Descrizione fisica	1 online resource (185 pages)
Classificazione	AP 15946
Disciplina	371.3344678
Soggetti	MOOCs (Web-based instruction) Web-based instruction Education, Higher - Computer-assisted instruction Distance education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Front matter -- Contents -- List of contributing authors -- 1 Introduction. Language MOOCs: an Emerging Field / Bárcena, Elena / Martín-Monje, Elena -- 2 What Constitutes an Effective Language MOOC? / Sokolik, Maggie -- 3 A Proposal for the Methodological Design of Collaborative Language MOOCs / Moreira Teixeira, António / Mota, José -- 4 Motivation in a Language MOOC: Issues for Course Designers / Beaven, Tita / Codreanu, Tatiana / Creuzé, Alix -- 5 Language Teaching in MOOCs: the Integral Role of the Instructor / de Larreta-Azelain, M ^a Dolores Castrillo -- 6 The Architectonics of Language MOOCs / Read, Timothy -- 7 Accessibility in Language MOOCs / Rodrigo, Covadonga -- 8 Ethical and Aesthetic Considerations in Language Moocs / Álvarez, Inma -- 9 Teaching Pronunciation and Comprehensibility in a Language MOOC / Rubio, Fernando -- 10 Conclusion. Reflections on Present and Future: towards an Ontological Approach to LMOOCs / Colpaert, Jozef -- Index
Sommario/riassunto	Language MOOCs (or LMOOCs) are dedicated Web-based online courses for second languages with unrestricted access and potentially

unlimited participation. They are generating interest and expectation in the contexts of university education, lifelong learning and online training in general. This pioneering book presents an initial analysis of the theoretical and methodological issues underlying LMOOCs and presents empirical evidence of their potential for the development of language communicative competences, based upon previously unpublished research. It provides a mosaic-like view of LMOOC research, not only with respect to the geographical and institutional origin of its authors, but also to the heterogeneous nature of their respective academic backgrounds, and suggests directions for future development. As in other types of online language courses, the integration of the results of multidisciplinary research projects and teaching experiences related to LMOOCs is fundamental to make the field advance steadily and respond to some of the real challenges and problems faced by individuals working and living in competitive plurilingual societies today.
