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1 Introduction. Language MOOCs: an Emerging Field

Abstract: In this article the emerging field of Language MOOCs (LMOOCs) is presented. Firstly, the MOOC phenomenon is introduced as a revolutionary and challenging model within the related fields of formal education, lifelong learning and non-formal training, and its impact worldwide is analysed in the light of practical considerations. Secondly, the question of the suitability of different subject matters to be taught in the MOOC format is addressed, with special attention to languages. Thirdly, evidence of the presence of LMOOCs in the main platforms and providers worldwide is presented together with that of the existence of related research in the literature and in international congresses, all of which provides a context and a justification to the present text. Fourthly and finally, the contents of this text are briefly described, together with its intended audience and a few final remarks on the foreseeable research directions within the field of LMOOCs.

Keywords: second language learning, language MOOCs

1.1 Introduction

This book presents an initial analysis of theoretical and methodological issues underlying Language MOOCs (Massive Open Online Courses) and empirical evidence on their potential for the development of language communicative competences, based upon previously unpublished research. Language MOOCs (or LMOOCs) are dedicated Web-based online courses for second languages with unrestricted access and potentially unlimited participation. The ‘MOOC concept’ is far from new, since courses with such characteristics have been around for considerable time before Cormier explicitly used the term ‘MOOC’ in 2008 (Siemens, 2012). MOOCs are arguably the natural evolution of OERs (Open Educational Resources), which are freely accessible learning materials and media to be used for learning/teaching and assessment. Although the differences between MOOCs and OERs are self-evident, they are growing as new didactic approaches to the former appear, given the highly innovative and exploratory nature of the field. The much publicized objective of the MOOC educational model is to promote learning for a huge number of people with a shared interest, by removing most of the usual barriers for access and attendance (such as *numerus clausus*, deadlines, previous certifications and grades, and fees) (Lewin, 2012; Skiba, 2012), while preserving all/most of the defining features of an academic course (a subject matter, one or more learning goals, materials, a method with activities, tasks, etc., and, in

some cases, the achievement of a certain number of credits and/or a certificate at the end). It is not surprising, therefore, that despite the conflict with the interests of formal educational institutions (and their seemingly opposite business model) and the criticisms expressed by some academicians (Romeo, 2012; Jackson, 2013), MOOCs are having a significant impact on the online educational community, with hundreds of thousands of people undertaking these courses worldwide. It is not only about the economic attractiveness or the flexibility of being able to come and go from a course at will. As potential student (that is to say, someone who wants to study something or undergo some sort of highly specific training to update his/her academic/professional capabilities in order to cope with current demands) numbers increase, possibly to more than 100 million by 2020, it will be simply impossible to attend such demand in standard universities and other similar educational establishments (Read & Bárcena, in press).

For the reasons highlighted above, MOOCs represent a challenge to the standard institutional model of education for authorities and particularly for course developers, curators and facilitators. At this moment, there are several well-established MOOC platforms containing thousands of teaching units (e.g., www.moocs.co) aimed at an extremely diverse public. They include topics coming from a wide range of academic disciplines such as modern astrophysics, the Spanish 1978 Constitution, to more skill-based subject matters like engineering mechanics and written Mandarin Chinese, professional training like inspiring leadership through emotional intelligence and an introduction to financial accounting, and other topics, such as, how to register in an American university, how to organize your time and money and, of course, MOOC design (www.mooc-list.com). Without attempting to belittle the enormous challenge involved in designing and undertaking certain MOOCs, there is currently no evidence of any topic that cannot be taught using this educational model. However, it must be acknowledged that, leaving aside the different quality levels in the instructional design of individual MOOCs, there are different degrees of success with which a given subject can be expected to be effectively taught in a MOOC per se, as certain reports have pointed out (Viswanathan, 2012; Bruff et al., 2013).

Before considering the theoretical suitability of MOOCs for learning second languages, the following aspects need to be taken into account: firstly, language learning is not only *knowledge-based*, in the sense that it requires the rather passive assimilation of vocabulary items and combinatory rules, but is mainly *skill-based*, in that it involves putting into practice an intricate array of receptive, productive and interactive verbal (and non-verbal) functional capabilities, whose role in the overall success of the communicative act is generally considered to be more prominent than that of the formal or organizational elements (Halliday, 1993; Whong, 2011). Secondly, and linked to the previous point, assuming that the goal of language learning is language use, it is only common sense to infer that the former should entail considerable *practice* of the latter, just like a student must play the piano to become a pianist or take photographs to become a photographer. Thirdly, all variables being equal, the mind

that learns (a language) best is the *proactive* and *engaged* mind with its high order skills (relating, contrasting, criticising, inquiring, justifying, deducing, etc.) activated, rather than just memorization and mechanical reproduction. Finally, after infancy, one is generally assumed to gradually lose some of the innate language acquisition abilities and acquire a more rule-based cognitive profile (e.g., Meltzoff & Prinz, 2002). Hence, the language learner is likely to benefit from the well-known explicit type of learning model, something partly based on face-to-face/textual/visual explanations with illustrative examples followed by some interesting and creative form of practice. Part of this process will be more effective if undertaken *individually*, particularly for the improvement of certain areas of language, such as pronunciation or punctuation, as it provides the necessary flexibility and adaptation to personal learning styles, rhythms and circumstances, and enhances metacognitive processes.

Furthermore, if the successful language learner is expected to assume an active role in his/her own learning, since knowledge is generally self-constructed rather than transferred, s/he requires the opportunity to *build* strategies and connections that are significant for him/her at a given moment in time, in an *adaptive* manner. However, given the intrinsically social nature of verbal communication, negotiating meaning, engaging in group work, providing mutual assistance, and constructing and sharing new knowledge and skills *collaboratively* with others have all been widely praised in the second language learning literature (Nunan, 1992; Warschauer & Kern, 2000). Although learners' production is bound to contain inaccuracies and the validity of peer feedback, therefore, may not always be reliable, language learning is no longer restricted to the idea of the ceaseless imitation of an ideal, the 'flawless' performance of a single teacher (and/or set of quality recognized materials). Nowadays, the ultimate objective of language learning is generally accepted to be proficient engagement in intelligible, empathic, and effective verbal performance, in a varied set of contexts and situations, with different types of interlocutors (Council of Europe, 2001; The National Capital Language Resource Center, 2003).

The authors claim that these, among other principles, underlie language learning, and that, on this basis, open online courses can be effectively designed to facilitate the development of communicative language capabilities for potentially massive and highly heterogeneous groups, whose only common goal is their desire to learn a given language. Although it is premature to claim that entire languages can be learnt effectively online, particularly when compared to classroom-based instruction, the vast amount of research that has been undertaken in the field of CALL (Computer Assisted Language Learning) for several decades now (e.g., Warschauer, 1993; Bax, 2003; Yang, 2010) has demonstrated the suitability of computer usage for enhancing features which, in turn, are generally accepted to promote language learning (such as an increase of exposure time to the language or interlocutor diversification) and also the development, practice and improvement of discrete language communicative competences. This is particularly the case in the age of digital communication (not only in the international professional environment but also at social and

personal levels), which puts an end to the long-term debate about the inadequacy of computer-based communication for the development of certain verbal capabilities (Meurant, 2009). The question raised here is whether the challenging MOOC scenario (with potentially huge numbers of heterogeneous students to whom constraints in terms of guidelines, deadlines, etc., must be kept to a minimum) can be turned into an opportunity to have many motivated and proactive students undertaking highly valuable peer-to-peer interaction to some degree. The following section presents some evidence that this can, in fact, be achieved.

1.2 The Availability of Language MOOCs

The location of LMOOCs on the different platforms available around the world, ranging from the main MOOC providers (such as Coursera, edX, or Udacity) to the smaller ones which run on a single university's platform (e.g., UNED COMA), was tracked by the authors using MOOC search engines such as Class Central, MOOC List, MOOCs Engine, My Education Path, and Open Education Europa. The validity of the results is limited because there are more than forty different major MOOC providers¹ plus dozens of universities that have created their own platform to showcase their MOOCs, the number of which grow exponentially and whose existence is not consistently reported on the different search engines. Table 1.1 shows the presence of LMOOCs across platforms:

Table 1.1: A sample of platforms that offer LMOOCs (2014)

Name of platform	URL	No. of LMOOCs
Canvas	https://www.canvas.net/	1
Coursera	https://www.coursera.org/	3
EdX	https://www.edx.org/	3
Future Learn	https://www.futurelearn.com/	1
Instreamia	http://www.instreamia.com/class/	1
MiriadaX	https://www.miriadax.net/	4
Open 2 Study	https://www.open2study.com/	1
Open Learning	https://www.openlearning.com/	
Open Learning Initiative	OLI.cmu.edu	2

¹ <http://www.technoduet.com/a-comprehensive-list-of-mooc-massive-open-online-courses-providers/>

Table 1.1: A sample of platforms that offer LMOOCs (2014)

The Mixxer	http://www.language-exchanges.org/	2
UCAM Unidad MOOC	http://www.ucam.edu/estudios/mooc	1
UNED COMA	https://unedcoma.es/	3
Universidad Quantum	http://universidadquantum.es/	1
UPV[X]	http://www.upvx.es/	2
TOTAL		26

The host institutions of LMOOCs are prestigious universities from all over the world: United States of America (e.g., University of California, Berkeley), Australia (e.g., University of New South Wales), Spain (e.g., UNED), United Kingdom (e.g., University of Reading) and Mexico (Tecnológico de Monterrey), to name a few. For a representative list of LMOOCs and related data (platform on which it is located, host institution, country, language offered, title of the course and URL), see the appendix. Figure 1.1 shows the distribution of LMOOCs according to the country of origin:

Figure 1.1: Countries offering LMOOCs

As Figure 1.1 illustrates, the most prolific countries in the world for LMOOCs are the United States of America and Spain and, correspondingly, the most popular languages offered are English and Spanish², which expectedly coincide with some of the

² Only MOOCs specifically related to second language learning have been included in this study. Courses dealing with theoretical linguistics (e.g., “The structure of English”, from Philipps-Universität Marburg, Germany), other areas of applied linguistics (e.g., “Corpus linguistics: method, analysis, interpretation”, from Lancaster University; “An Open Translation MOOC”, from The Open University, both in the United Kingdom; “Interpretación simultánea inglés-español: ejercicios de preparación”, from Universitat Jaume I, Spain), or even theoretical courses dealing with didactics and language teaching methodology (e.g., “ELT Techniques: Listening and Pronunciation”, from WizIQ, USA) have not been considered.

top three languages in the world in the number of native speakers. Table 1.2 shows a summary of the languages offered by LMOOCs according to the compilation made:

Table 1.2: Languages offered in the LMOOCs of the collected sample

Language	No. of MOOCs
Chinese	2
English	11
French	1
German	2
Spanish	8
Valencian	2
TOTAL	26

As has been noted previously, LMOOCs are in the very early stage of development. It is, thus, understandable that they have undergone little research up until now, neither of an empirical nor of a theoretical nature. However, the authors have searched for academic books, journal articles and conference papers dealing with LMOOCs. Entries in blogs, wikis or other pieces of online writing of a more informative nature have not been taken into account, in an attempt to keep the analysis of this field of research within the boundaries of scholarly publications, i.e., the conventional forms of dissemination of expert reviewed academic research.

The texts considered are those included in refereed journals between 2011, the year when the development of MOOCs started spreading internationally, and 2014. In addition to research articles published in scholarly journals, the review also incorporated monographic volumes and published dissertation studies. The underlying rationale was to diversify the study and make it more comprehensive. These journal articles, books, book chapters and dissertations were selected through keyword search in six databases (EBSCO Host, ERIC, IEEEExplore Digital Library, JSTOR Education, Linceo+ [provided by UNED and engineered by ProQuest Summon™ Serial Solutions], MLA International Bibliography, and Sage Full-Text Collection). The keywords chosen for the search were: ‘massive’, ‘open’, ‘online’, ‘course’, and ‘language’. This procedure returned an extremely low number of hits and showed that there are no monographic volumes on LMOOCs published to date, no finished dissertations and only five scholarly articles in refereed journals (one in 2012 and four in 2013). Table 1.3 shows these published articles:

Table 1.3: Distribution of academic literature on LMOOCs in specialized journals

Journal title	No. of articles	Author and date
<i>CALICO Journal</i>	1	Schulze & Smith, 2013
<i>Language Learning & Technology</i>	1	Godwin-Jones, 2012
<i>The Linguist</i>	1	Winkler, 2013
<i>TESL-EJ</i>	2	Stevens, 2013a Stevens, 2013b

The dates of publication, the lack of books and published dissertations and the scarcity of papers are, at present, the consequence of the incipient stage of this field of research. For this reason, the scope of this study was widened subsequently to include other search engines, such as Google Scholar and social presentation repositories, such as SlideShare (<http://www.slideshare.net>). Furthermore, conference proceedings were included in the exploration.

None of the five scholarly publications on LMOOCs were based on empirical research. It is still early for Ph.D. dissertations, although a Google Scholar search highlighted one instance of undergoing student research on LMOOCs at UNED, Spain (<https://www.miriadax.net/web/patventura/perfil>). No monographic volumes have been published on the subject so far. This fact makes the present volume the first book on LMOOCs, although there has been a recent announcement of a volume in the CALICO's Monograph Book Series for 2015 entitled *Researching Language Learner Interaction Online: From Social Media to MOOCs*, to be edited by Dixon & Thomas (<https://calico.org/CFPVOLUME13.pdf>).

The conference proceedings compiled show that in 2013 and 2014 some empirical research on LMOOCs has taken place, although this work has not yet reached the scholarly status of refereed journal articles. Table 1.4 summarizes these findings.

Furthermore, at the time of writing this article, there are two further conferences announced which have LMOOCs as their focus: in Europe, TISLID'14 (<http://www.tislid14.es>), organised by UNED and Universidad de Salamanca in Spain, with one of the key strands on LMOOCs; and simultaneously in America, CALICO Conference 2014 (<https://calico.org/page.php?id=456>) in USA, whose motto this year is "Open, Online, Massive: The Future of Language Learning?". All the data in this study distinctively show an incipient, but expanding, interest in the field of LMOOCs on the part of the research community, and provide the preliminary context for this pioneering book whose contents are described in the following section.

Table 1.4: Distribution of research on LMOOCs in specialised conferences

Conference	No. of papers	Author and date
<i>PLC Symposium 2013</i> (Philadelphia, USA)	1	Rubio, 2013
<i>UNED-ICDE 2013</i> (Madrid, Spain)	1	Martín-Monje et al., 2013
<i>EMOOCs 2014</i> (Lausanne, Switzerland)	1	Bárcena et al., 2014
<i>Massive Open Online Courses in the Arts and Humanities 2014</i> (Preston, UK)	1	Murray et al., 2014
<i>E-Learning Symposium 2014</i> (Southampton, UK)	2	Davis, 2014 Watson, 2014
<i>INTED 2014</i> (Valencia, Spain)	1	Perifanou & Economides, 2014

1.3 The Contents of this Book

As noted throughout this article, MOOCs, including LMOOCs, are generating interest and expectation in the contexts of university education, lifelong learning and online training in general. Accordingly, there are a growing number of these courses available, although little related scholarly research has been published until now. *Language MOOCs: providing learning, transcending boundaries* seeks to fill that gap by offering an analysis of the field from different theoretical and methodological perspectives; namely, pedagogical, linguistic, technological, sociological, ethical and aesthetical.

This book is divided into ten chapters that start by covering the most central aspects of LMOOCs (e.g., pedagogical, linguistic) and move towards more peripheral ones (e.g., sociological, ethical). Thus, after this introductory chapter, chapter two, by Maggie Sokolik (University of California, Berkeley, USA), reflects on the features that make an effective LMOOC, arguing in favour of a combination of the philosophy behind cMOOCs (connectivist MOOCs) and the structure accomplished in the so-called xMOOCs (a term based on the idea of MOOCs as eXtensions), which are provided by the main MOOC platforms and much more regulated and tightly organised. Furthermore, engagement, community, membership, communication and creativity are highlighted as key features for effective LMOOCs. Chapter three, by António Moreira Teixeira (European Distance and ELearning Network, Portugal) and José Mota (Universidade Aberta, Portugal), proposes a methodological model for the creation of

collaborative LMOOCs, based on the success of iMOOCs, which focus on the issues of individual responsibility, interaction, interpersonal relationships, innovation and inclusion. Chapter four, by Tita Beaven (The Open University, United Kingdom), Tatiana Codreanu (Laboratoire ICAR, France) and Alix Creuzé (Institut Français, Spain), focuses on the importance of motivation in LMOOCs and includes supporting empirical data. The authors provide an insightful profile of LMOOC participants, exploring their motivation and expectations prior to undertaking the course and reviewing their perceptions once finished. Based on their own findings, they provide some recommendations for LMOOC designers on motivating learners and keeping them engaged. Chapter five also offers further valuable empirical research. Its author, M^a Dolores Castrillo de Larreta-Azelain (UNED, Spain), is the creator of the first MOOC to gain a prize in her country and in this article she shares her musings on the crucial, albeit complex, role of the instructor in an LMOOC, identifying his/her main roles and competences, both from a theoretical and a practical point of view. Chapter six, by Fernando Rubio (Utah University, United States of America), analyses the issue of comprehensibility contrastively between a second language pronunciation MOOC and a traditional face-to-face course, both typically with highly different types and amounts of student feedback. The different aspects of both learning formats are analysed, giving particularly positive results for the LMOOC.

Chapter seven, written by Timothy Read (UNED, Spain), moves on to deal with architectural aspects of LMOOCs. It analyses what constitutes a suitable platform or provider for this type of course and the associated tool set, resources and activities, and some recommendations are made about how such courses should be built from a technological perspective. Chapter eight, by Covadonga Rodrigo (Fundación Vodafone, Spain), focuses on the aspects within LMOOCs which benefit disabled people, as they allow students to learn at their own pace, collaborate to build knowledge together and improve their social inclusion, and proposes strategies regarding the improvement of accessibility in LMOOCs and references to the relevant standards. Chapter nine, by Inma Álvarez (The Open University, United Kingdom), deals with an uncommon topic: the ethical and aesthetic dimensions of LMOOCs. The article specifically questions and attempts to answer how new language learning environments like LMOOCs have impacted the ethics and aesthetics of language education in general. The different elements that make up such environments are analysed from an ethical and aesthetic perspective, the relevance of all these considerations is justified, and their implications are presented in a broader context.

Chapter ten, by Jozef Colpaert (Universiteit Antwerpen, Belgium), analyses the key affordances and weaknesses of LMOOCs as presented in the previous chapters and situates them in the larger framework of an ontological specification, where future LMOOC research can be undertaken.

1.4 Some Final Remarks

This publication attempts to provide information to language teachers and students on how LMOOCs can help them achieve their learning goals. It is also aimed at researchers, who might be interested in the conceptualization, ontological and technical considerations of LMOOCs; undertaking empirical experimentation; analysing their specific instructional design and mechanics (including multimodality, methodology, feedback, didactic scaffolding, evaluation), the role of the teacher/peers, thousands of student results and other related questions; and obtaining insight about online second language learning in general through new course delivery formats. The authors claim that LMOOCs constitute a novel model with enormous educational potential but can also become true laboratories to study the intricacies of language learning.

Furthermore, education and social authorities facing 21st century problems related to the limitations of academic institutions to face people's language demands and needs in complex and densely populated societies, may have found in LMOOCs an opportunity for reflection. Thus, apart from regular formal education, the goals of LMOOCs can cover foundation building for lower level students; tailored training for people in need of updating specific second language capabilities; and also non-formal training for those outside formal education and even in vulnerable situations of professional and social exclusion. In that sense, LMOOCs might not only assist such learners towards meeting their language needs, but also build bridges towards formal education. However, given the early stage of development of this field, further research, both consisting of empirical experimentation and theoretical analysis, is needed to provide technological and methodological answers to its many operational challenges which, in turn, might shed light upon its unsolved business model. Furthermore, educational authorities are not likely to authorize the necessary investment in technological innovation and human resources until the most practical issues are settled and the whole project is found to be economically sustainable for the corresponding institutions.

Finally, this book 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 meet some of the real challenges and problems faced by individuals working and living in competitive multilingual societies in the 21st century.

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Appendix

Recopilation of Language MOOCs (2014)

MOOC platform/ initiative	University/ Institution	Country	Language offered	Title of the course	URL of the course
Canvas https://www.canvas.net/	University of Utah	USA	Spanish	Improving your Spanish Pronunciation	https://www.canvas.net/courses/improving-your-spanish-pronunciation
Coursera https://www.coursera.org/	Universitat Autònoma de Barcelona	USA/Spain	Spanish	Corrección y estilo en español	https://www.coursera.org/course/correccion
Coursera https://www.coursera.org/	Tecnológico de Monterrey	USA/Mexico	Spanish	Fundamentos de la escritura en español	https://www.coursera.org/course/escrituraesp
Coursera https://www.coursera.org/	Duke University	USA	English	English Composition I: Achieving Expertise	https://www.coursera.org/course/composition
EdX https://www.edx.org/	University of California, Berkeley	USA	English	Principles of Written English, Part 1	https://www.edx.org/course/uc-berkeleyx/uc-berkeleyx-colwri2-1x-principles-1194#.U2PUMFcVeHg
EdX https://www.edx.org/	University of California, Berkeley	USA	English	Principles of Written English, Part 2	https://www.edx.org/course/uc-berkeleyx/uc-berkeleyx-colwri2-2x-principles-1348#.U2PUKVcVeHg
EdX https://www.edx.org/	University of California, Berkeley	USA	English	Principles of Written English, Part 3	https://www.edx.org/course/uc-berkeleyx/uc-berkeleyx-colwri2-3x-principles-1535#.U2PTxlcVeHg
Future Learn https://www.futurelearn.com/	University of Reading	United Kingdom	English	A beginners' guide to writing in English for university study	https://www.futurelearn.com/courses/english-for-study
Instreamia http://www.instreamia.com/class/	Instreamia	USA	Spanish	Spanish MOOC	http://spanishmooc.com/

MiriadaX https://www.miriadax.net/	Universidad de Salamanca	Spain	Spanish	Español Salamanca A2	https://www.miriadax.net/web/espanol-salamanca-a2
MiriadaX https://www.miriadax.net/	Universidad Nacional de Educación a Distancia	Spain	English	Inglés Profesional/Profesional English	https://www.miriadax.net/web/ingles_profesional
MiriadaX https://www.miriadax.net/	Universidad Nacional de Educación a Distancia	Spain	English	Empieza con el Inglés: aprende las mil palabras más usadas y sus posibilidades comunicativas	https://www.miriadax.net/web/ingles_1000_palabras
MiriadaX https://www.miriadax.net/	Universidad Nacional de Educación a Distancia	Spain	German	Alemán para hispanohablantes: Nociones fundamentales	https://www.miriadax.net/web/aleman_hispanohablantes
Open Learning https://www.openlearning.com/	University of New South Wales	Australia	English	Using Sentence Connectors	https://www.openlearning.com/courses/FoundationAcademienglish
Open Learning Initiative OLI.cmu.edu	Carnegie Mellon University	USA	French	Elementary French 1	https://oli.cmu.edu/jcourse/webui/guest/activity.do?context=66b0f47680020ca600d89b07ced3c385
Open Learning Initiative OLI.cmu.edu	Carnegie Mellon University	USA	Spanish	Elementary Spanish I	http://oli.cmu.edu/courses/future-2/elementary-sp-i/
Open 2 Study https://www.open2study.com/	South China University of Technology in Guangzhou	Australia/China	Chinese	Chinese Language and Culture	https://www.open2study.com/courses/chinese-language-culture
The Mixxer http://www.language-exchanges.org/	Dickinson College	USA	Spanish	MOOC de Español: Curso abierto para hablantes de inglés que deseen mejorar su español	http://www.language-exchanges.org/node/106804

The Mixxer http://www.language-exchanges.org/	Dickinson College	USA	English	English MOOC: Open Course for exchanges.org/ Spanish Speakers Learning English	http://www.language-exchanges.org/node/106803
UCAM Unidad MOOC http://www.ucam.edu/estudios/mooc	Universidad Católica San Antonio de Murcia	Spain	Spanish	Easy Spanish/ Español Fácil	http://easy-spanish.appspot.com/preview
UNED COMA https://unedcoma.es/	Universidad Nacional de Educación a Distancia	Spain	English	Inglés Profesional/Professional English	https://unedcoma.es/course/ingles-profesional-professional-english/
UNED COMA https://unedcoma.es/	Universidad Nacional de Educación a Distancia	Spain	English	Empieza con el Inglés: aprende las mil palabras más usadas y sus posibilidades comunicativas	https://unedcoma.es/course/empieza-con-el-ingles-aprende-las-mil-palabras-ma/
UNED COMA https://unedcoma.es/	Universidad Nacional de Educación a Distancia	Spain	German	Alemán para hispanohablantes: Nociones fundamentales	https://unedcoma.es/course/aleman-para-hispanohablantes-nociones-fundamentales/
Universidad Quantum http://universidadquantum.es/	Quantum University	Spain	Chinese	Curso de Iniciación al Mandarín	http://universidadquantum.es/
UPV[X] http://www.upvx.es/	Universitat Politècnica de València	Spain	Valencian	Preparació nivell C1 (Suficiència) de València	http://cursvalenciatic1.upvx.es/ficha
UPV[X] http://www.upvx.es/	Universitat Politècnica de València	Spain	Valencian	Preparació nivell C2 (Superior) de València	http://cursvalenciatic2.upvx.es/ficha