DESIGNING, DEVELOPING AND IMPLEMENTING A MOOC: IMPROVE YOUR WRITING SKILLS

Màster Universitari en Professor/a d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i Ensenyaments d'IdiomesCurs 2013-2014

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ABSTRACT

This paper is the final project of the *Máster Universitario en Profesor/a de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas.*

New technologies have changed the ways in which we obtain information and thus, the paradigms of education have evolved too. The emergence of the ICT and the LKT has resulted in the appearance of new types of methodologies. These new methodologies do not require attending class or depend on the teacher anymore. Students have the opportunity of developing their learning process autonomously.

This paper is based on the design and implementation of a *Massive Online Open Course* or MOOC in a second year of *Bachillerato* with the objective of improving the students' writing skills for the composition of the *Selectividad* exam.

This implementation has been carried out using the blended learning methodology, using jointly on-site classes and autonomous work.

The results have suggested that using new technologies is very motivating for the students, that this MOOC has been successful and that autonomous learning can offer significant improvement for the motivated students.

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1. INTRODUCTION

1.1 DIGITAL COMPETENCE. ICT AND LKT.

According to Drotner (2008) in dynamic societies the demands made on people's competencies change over time, and children are a particular focus of adult concern, since adults are in a position of power to shape these competencies.

In this technological era, the society requires to develop the digital competence, as defined by the European Community in the EC Recommendations on Key Competences (EC, 2006) digital competence is the ability to use ICT confidently and critically in order to learn, self-develop and participate in our society. This definition offers the context needed for working, living and learning in the knowledge society.

The role of the digital competence in education has been profusely discussed, Mutka et al (2008) claimed that learning digital skills should not only be a secluded subject, it should be inserted in the formal instruction of all subjects.

This convergence between ICT and the learning process is known as LKT (learning and knowledge technology). Lozano (2011) stated that LKT does not merely focus on learning how to use ICT, it also stands for the exploitation of these technologic tools at the service of learning and knowledge acquisition.

LKT is not only student oriented, as teachers need to adapt their knowledge and improve their digital competence. Prensky (2001) coined the terms *digital native* and *digital immigrant* to define this abrupt discontinuity between two generations that have different patterns in terms of learning and acquiring knowledge:

> "A big problem facing education: digital immigrant instructors are struggling to teach a population that speaks an entirely new language whereas digital natives are being brought up in a population of heavily accented unintelligible foreigners to teach them." (Prensky 2001)

The reasons of the evolution of the educational paradigm are due to the joint evolution of the technologies and the changing needs of the students. Prensky (2001) argues that the current educational system was designed to teach students that differ considerably from the actual students, due to radical changes over time.

1.2 WEB 2.0

The term "Web 2.0" is referred to a sensed second generation of web development and design with the purpose of ensuring communication, safety while sharing information, interoperability and cooperation on the Internet. This has generated the appearance of new communities based on the web, hosted services, and applications like social-networking sites, wikis, blogs, podcasts, tags…. (Web 2.0, 2009)

Anderson (2007) lists the six major principles of the Web 2.0 in the following manner:

1. It involves individual production and user generated content
2. It is based on the power of a multitude
3. It contains an enormous quantity of date
4. It demands participation
5. It works thanks to multiple interconnections
6. It is open

The use of this software in the classroom demands further research and new pedagogical strategies. In this particular case, teachers have to apply their forementioned role as counsellors (Camilleri, 1997) and urge their students to be aware of the risks that the misuse of these resources implies.

Bartolomé (2008) claims that the inclusion of the Web 2.0 resources has not been made effective yet to the extent of changing the old learning paradigms on which nowadays' curricula are designed. In order to be able to speak about a new paradigm there should be a change in the trend of using only resources oriented towards the production and distribution of documents to the use of the eLearning courses to achieve a proper collective intelligence, horizontal relations, new tools and dynamic knowledge.

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1.2.1 PERSONAL LEARNING ENVIRONMENTS

Personal learning environments or PLEs could be defined as a set of tools that can be considered open, with capability to interoperate and controlled by a learner. Therefore, PLEs are the compilation of both, tools and the conceptual notions that define the manner and the reason of the selection of each part. (Siemens, 2007)

Downes (2005) adds that a PLE is a compilation of the skills of an individual when collecting, shaping and customizing information and the final result is unique because it is designed to fill idiosyncratic needs.

Adell (2011) explains in *Jordi's Personal Learning Environment* (ConoCity, 2011) that a PLE is a learning approach with no extern evaluation as it is considered as informal learning. In this approach, learners have the chance to choose their objectives, their teachers, tools and contents. In order to create an effective PLE the learner has to be properly trained.

Adell (2011) asserts that PLEs have three major parts:

-Tools: Of personal choice

-Information source: magazines, blogs, wikis, research articles…

-Personal Learning Network: All the individuals with whom the learner shares knowledge directly or indirectly in form of virtual objects. A learner's circle of trust.

Adell (2011) refutes Prensky's concepts of digital native and immigrant to state that PLEs are designed for digital residents, those who spend a certain daily time on the Internet (White and LeCornu, 2010)

1.2.2 WIKIS

Cunningham (1994) first coined the word wiki (meaning 'quick' in Hawaiian) to name the tool he developed to share and edit information collaboratively. The users of wikis can fully edit its content, re-organise it, add or remove pictures as they please. This is called *open editing* (Leuf & Cunningham, 2001). The most well-known wiki all over the world is Wikipedia, a collaborative encyclopaedia (Wikipedia, 2004). All that is needed to read or edit a wiki is a web browser.

One of the uses of the wikis is to facilitate computer supported collaborative learning, also known as CSCL. This type of learning was created in the early 1990s as the result of the development of participation and collaboration technology in order to improve education and academic researches. It favours the sharing and delivering of information and the opportunity of improving skills for a group of learners (Lipponen, 2002).

The central role in Collaborative leaning exercises is the student, and therefore he is the manager and responsible of his own learning (Myers, 1991)

Two different types of wikis can be found. The first one is *document mode.* In this one, the contributor creates a paper that can be read and edited by any other people willing to contribute. All the information is added anonymously: As time passes, the document is more and more complete, evidencing thus the shared knowledge (Leuf & Cunningham, 2001). A wiki can also be written in *thread mode.* Contributors argue about certain information by posting messages. Other users can answer or add information but they cannot edit the original information written by their peers (Leuf & Cunningham, 2001)

1.2.3 BLOGS

'Blogging' - a contraction of the term 'web logging' - is perhaps best described as a form of micro-publishing. Easy to use, from any Internet connection point, blogging has become firmly established as a web based communications tool. The blogging phenomenon has evolved from its early origin as a medium for the publication of simple, online personal diaries, to the latest disruptive technology, the 'killer app' that

has the capacity to engage people in collaborative activity, knowledge sharing, reflection and debate (Hiler, 2003)

According to Duffy and Bruns (2006) the distinctive traits of a blog are:

- Post Date — date and time the post was published
- Category — category the post is labelled with (can be one or more)
- Title — main title of the post
- Body — main content of the post
- Trackback — links back from other sites
- Comments — comments added by readers
- Permalink — the URL of the full, individual article
- Footer — usually at the bottom of the post, often showing post date/time, author, category, and stats such as number of reads, comments or trackbacks.

1.2.4 FORUMS

Forums are websites in where any participant can open a discussion topic, called 'thread', organized in different knowledge areas. The structure of the threads is formed of a first document, called post, introducing information or formulating questions. Other users can add information or reply the questions in the first post. Summarizing, each thread of a forum is a discussion of a topic. (Liu et al, 2010)

Before a prospective member joins a group and makes posts to others, he or she is usually required to register. The prospective member must usually agree to follow certain online rules, sometimes called *netiquette*, such as to respect other members and refrain from using profanity. When a member is approved by the administrator or moderator, the member usually chooses his or her own user name and password, although sometimes, a password is supplied. An avatar, or photograph or picture, supplied by the member might appear under the member's user name in each post. (WiseGeek)

Regarding its structure a forum consists of a tree like directory structure. The top end is "Categories". A forum can be divided into categories for the relevant discussions. Under the categories are sub-forums and these sub-forums can further have more sub-forums. The topics (commonly called threads) come under the lowest level of sub-forums and these are the places under which members can start their discussions or posts. Logically forums are organized into a finite set of generic topics (usually with one main topic) driven and updated by a group known as members, and governed by a group known as moderators (Wikipedia)

1.2.5 PODCASTS

A Podcast is referred to audio content on the web focused on mobile digital devices. Therefore, it can be listened whenever and wherever and even downloaded. Being this simple, podcasts can be considered a technological advantage towards mobile learning. (Cebeci and Teckdal, 2006)

The major pedagogic characteristic offered by podcasts is practicing the listening skill. Many people consider reading more tedious than listening, and the human being is genetically predisposed to have listening as the first method to receive language input. It is also a source of motivation. (Cebeci and Teckdal, 2006)

Another advantage of podcasting is that it can be used to facilitate the learning of a foreign language for the visually challenged. (Cebeci and Teckdal, 2006)

1.2.6 SOCIAL NETWORKING SITES

A social networking service is a platform to build social networks or social relations among people who, share interests, activities, backgrounds or real-life connections. A social network service consists of a representation of each user (often a profile), his social links, and a variety of additional services. Social networking is web-based services that allow individuals to create a public profile, to create a list of users with whom to share connection, and view and cross the connections within the system. (Herring, 2007)

According to Abhyankar (2011) one of the advantages of social networking sites is that they are "knowledge pools", since the users can find experts willing to share their knowledge and information about a certain topic.

Regarding the pedagogical implications that social networking sites may have the National School Boards Association reports that nearly 60% of the students that have a profile in any social networking sites write about education topics, and more than 50% talk specifically about academic topics. Moreover, many educators and education institutes may be on social networking sites facilitating information and exercises to their students. (Wikipedia)

1.3 MOOCS

MOOC is an acronym standing for Massive Open Online Course. According to Parr (2013) the first time this term was used traces back to 2008 and it was coined by Cormier and Alexander (2008) to define the course *Connectivism and Connective Knowledge* led by Siemens

Cormier et al (2010) defines it as an online phenomenon gathering momentum over the past two years or so, a MOOC integrates the connectivity of social networking, the facilitation of an acknowledged expert in a field of study, a collection of freely accessible online resources. Perhaps most importantly, however, a MOOC builds on the active engagement of several hundred to several thousand "students" who self-organize their participation according to learning goals, a prior knowledge and skills and common interests. Although it may share in some of the conventions of an ordinary course, such as predefined timeline and weekly topics for consideration, a MOOC generally carries no fees, no prerequisites other than Internet access and interest, no predefined expectations for participation, and no formal accreditation.

Due to the increasing success that this type of courses have experienced, private initiatives appeared, in collaboration with leading experts in each subject and lecturers from the most prestigious universities in the United States. The most important organizations dealing with MOOCs are Udacity, Coursera and Edx. (www.mooc.es)

The New York Times published in their education section an article titled *2012, the year of the MOOC* and they wrote "the paint is barely dry, yet edX, the non-profit start-up from Harvard and the Massachusetts Institute of Technology, has 370,000 students this fall in its first official courses. That's nothing. Coursera, founded just last January, has reached more than 1.7 million — growing "faster than Facebook," boasts Andrew Ng, on leave from Stanford to run his for-profit MOOC provider."

Depending on their structure and functionality, MOOCS can be classified in:

- xMOOC: (Guàrdia et al, 2013) it is the more traditional approach to learning and a source of information and knowledge. The role of the teacher is 'mediated'; he or she records the classes or lessons and provides a full set of resources, exercises and automated tests. xMOOCs favour the information sharing and duplication. The pedagogical approach embedded in this type of MOOC is behaviourism (Bates, 2012)

- cMOOC: (Guàrdia et al, 2013) these type of MOOC may not be as popular as the previous one but they have a connectivist base. Thus, they are focused on the networks and PLEs that a learner should develop. It is not as structured as a xMOOC because it relies on the confidence and the self-organizing and co-participating capacities of the students. They favour 'knowledge creation and generation' (Siemens, 2012)

- DOOC: (E-learning) Distributed Online Collaborative Courses are courses in which the same core course material is distributed to students at multiple institutions, but the exact administrations of the material can vary. Students can also engage with each other across institutions via the online component

- BOOC: (E-learning) Big Open Online Courses are similar to MOOCs but limited to a smaller number of students; typically 50.

- SMOC: (E-learning) Synchronous Massive Online Courses differ from xMOOCs in that the lectures are broadcast live, requiring students to log in at specific times in order to hear the lectures.

- SPOC: (E-learning) Small Private Online Courses are similar to BOOCs, in that the class sizes are limited, but the student-teacher interactions are more closely modelled after traditional classroom interactions. SPOCs are similarly referenced in the "flipped classroom" model

- Corporate MOOCs: (E-learning) MOOC courses designed for employee training or continuing education typically subsidized or uniquely accredited by employers.

The duration of a MOOC usually ranges from 6 to 12 weeks and it is always accessible during that time. The content is shared asynchronously so each student can visit, read and learn at his or her own pace. In contraposition to this, there are webinars that require to be connected at the same time as the teacher.

The videos that form a MOOC are usually 5-10 minutes long and the final assessment is a multiple-choice test.

MOOCs often require the students to upload assignment solutions into the platform where the MOOC is hosted in order to be evaluated (automatically, by the teacher or peer-to-peer)

Another part of this platform is the forum designed to post questions and doubts that are usually answered by peers.

The pre-requisites for taking a MOOC are having access to the Internet. The previous formal instruction completed by the student is not relevant.

(http://desarrolloweb.dlsi.ua.es,)

Popenici (2013) states in his blog (popenici.com) that the use of MOOCs can be a much needed solution for a certain type of higher education. He makes reference to 'junk'

education that consists in a reading list delivered the first day of class plus some exercises and practices. He argues that introducing MOOCs in the traditional educational system may cause less expensive universities and more easily affordable courses.

1.4 AUTONOMOUS LEARNING

The concept of autonomous learning has been linked to second language acquisition (SLA) at least since when Holec (1981) defined it as taking charge of one's learning, to have … the responsibility for all the decisions concerning all aspects of this learning.

Nunan (1996) analysed the different factors that can have an effect on the development of the autonomous learning and on the SLA; he stated that autonomy is not an absolute concept. There are degrees of autonomy, and the extent to which it is feasible or desirable for learners to embrace autonomy will depend on a range of factors to do with the personality of the learner, their goals in undertaking the study of another language, the philosophy of the institution (if any) providing the instruction, and the cultural context within which the learning takes place.

This type of learning offers the student different advantages, not only for SLA, as it also foster the improvement of their learning skills by facilitating them to build up a skillset to direct their own learning. The starting point for enabling language learning autonomy is for the student to develop effective strategies for pursuing individual learning, while being willing and able to change and improve those strategies over time, as the language learning progresses. (Godwyn-Jones, 2011)

The increasing amount of LKT available provides the autonomous learner an extensive number of resources. According to Reinders and White (2011) technology has the potential to not only provide access to resources for learning in a superficial sense, but also to offer increased affordances for autonomous learning.

Regarding the role of the teacher in the autonomous learning it has three main features; the teacher is a manager, a resource person and a counsellor (Camilleri, 1997)

- Manager: They are the suppliers of knowledge and need to be able to regulate the learning opportunities
- Resource person: They are capable of pointing adequate materials and appropriate learning styles depending on each individual.
- Counsellor: They guide the learning process

Thus, teachers are no longer the only 'authorized' source of information and they become a coordinator and foremost a catalyst in the whole learning process.
Students, meanwhile, are leaving their role as passive receivers to become agent and protagonists of their own learning. And now the goal, the ultimate objective of training is not to acquire certain knowledge, but learning to build it up using critically diverse information sources. (Macías, 2006)

1.5 LKT AND THE EDUCATIONAL PARADIGM SHIFT

It can be said that an important paradigm shift is happening in educational systems all over the world due to the new learning environments provided by ICT. Majumdar (n.d) suggests that:

'*Whereas learning through facts, drill and practices, rules and procedures was more adaptive in earlier days, learning through projects and problems, inquiry and design, discovery and invention, creativity and diversity, action and reflection is perhaps more fitting for the present times'*

To evidence the exponential growth of the new technologies in Spanish homes, figure 1 represents in tabular format a longitudinal analysis of the data collected by INE (Instituto Nacional de Estadística). The results are given in percentages and the lapse is from 2006 to 2013.

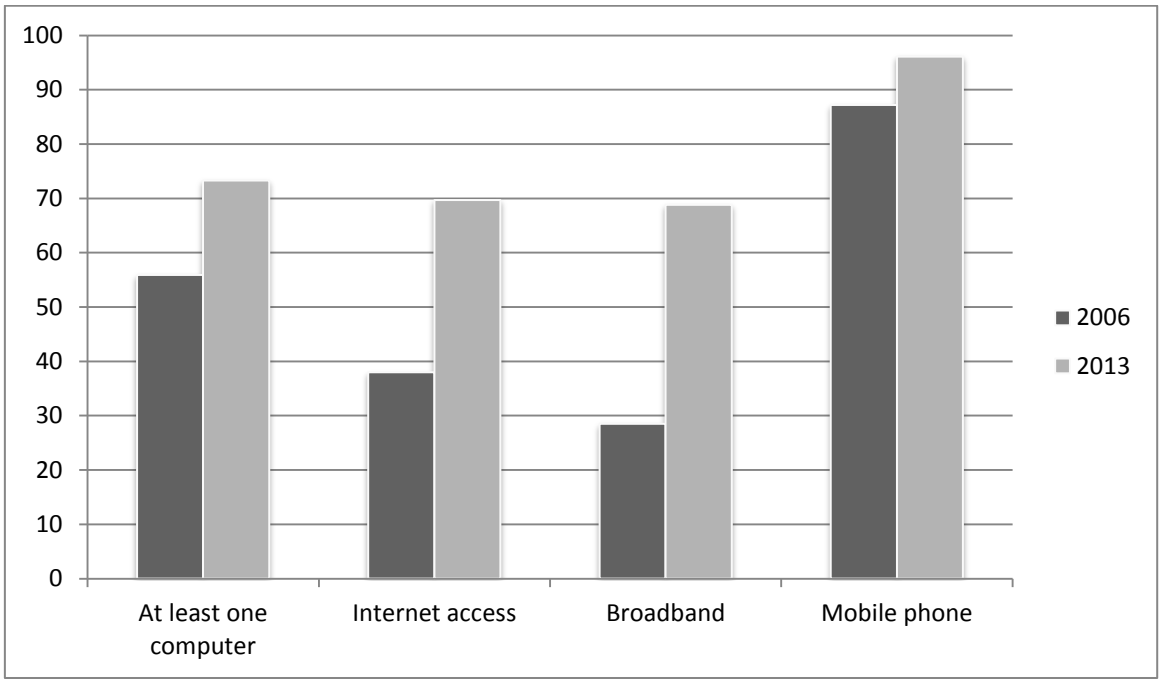

Figure 1: New technologies in Spanish homes based on INE statistics

It is irrefutable that the access to information and the learning and research process are dramatically changing accordingly to the evolution of new information technologies, as Langlois stated (in Collis, 1998)

In this fashion Brown (2005) argues that as our educational practice changes, so our approaches to teaching and learning also change. These changes impact on our teaching and learning paradigms - our viewpoint and mind-set about teaching and learning.

Regarding the impact of LKT in the paradigm shift Senapaty (n.d) states that the challenge confronting our educational systems is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment.

Majumdar (n.d) claims that the most significant change has to be from emphasizing teaching to learning. Thus, he lists all the major changes that this would imply at different levels of the teaching-learning process:

Changes in Teachers' Roles	
From	**To**
Transmitter of Knowledge	Guide & Facilitator of Knowledge
Controller of Learning	Creator of Learning Environment
Always Expert	Collaborator & Co-learner
Learning to use ICT	Using ICT to Enhance Learning
Didactive/ Expository	Interactive/Experiential/Exploratory

Table 1: Changes in teacher's roles. Retrieved from http://www.unevoc.unesco.org/fileadmin/up/emergingtrendsinictforeducationandtraining.pdf

Changes in Learners' Roles	
From	**To**
Passive Learner	Active Learner
Reproducer of Knowledge	Producer of Knowledge
Dependent Learner	Autonomous Learner
Solitary Learner	Collaborative Learner
Solely Learning Content	Learning to Learn/Think/Create & Communicate

Table 2: Changes in learners' roles. Retrieved from http://www.unevoc.unesco.org/fileadmin/up/emergingtrendsinictforeducationandtraining.pdf

Changes in Curricula & Delivery	
From	**To**
Memorizing Facts	Inquiry Based
Artificial Teaching Exercises	Authentic Learning
Rigid Delivery (Fixed Time & Space)	Open & Flexible Delivery (Any Time & Anywhere)
Single Path Progression	Multi Path Progression

Table 3: Changes in curricula and delivery. Retrieved from http://www.unevoc.unesco.org/fileadmin/up/emergingtrendsinictforeducationandtraining.pdf

1.6 Writing skill and formal instruction

Nunan (2003) establishes that writing is both a physical and a mental act. It is physical as it demands to set words or ideas into a medium. It is also mental because the production of written texts requires thinking and considering the target audience, the content, the structure, the style… In other words, writing is a complex cognitive process that requires the writer to have control of different aspects that have an effect in the

sentence level and beyond it. At the sentence level the aspects or variables can be classified as spelling, punctuation, content, format, sentence structure and vocabulary. Regarding the level beyond sentence, the good writer needs to take into account coherence and cohesion in order to be able to deliver a clear and understandable message (Bell and Burnaby, 1984)

Language learning is divided into four different skills that have to be mastered in order to be considered as a proficient user. Namely, listening, reading, speaking and writing. Among these four skills, speaking and writing are categorized as productive skills, since they involve producing language rather than receiving it as stated by Spratt (2005).

Bachani (2003) stated that the major difference between the speaking skill and the writing skill is that the former requires face-to-face communication while the latter offers the opportunity to the writer and the readers to be separated in time and space.

Brown (1994 cited in Weigle 2002) lists the differences between the two productive skills as follows:

-Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.

-Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.

- Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessities greater explicitness on the part of the writer.

- Orthography, which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).

- Complexity, written tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).

-Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.

- Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

Kellogg (2008) states that the major difference between writing and speaking is that the human being seems to be naturally predisposed to speak from our early stage. On the other hand, writing is a cultural achievement. Therefore, the expertise of writing demands mastery of mechanical skills and creative production.

The writing skill has to be considered as key factor during the education not only in the acquisition of a language but also as a strong writing skill may indicate more chances of being successful during the process of education (Adams 1991; Alexander 2008)

Regarding the formal instruction of this skill, Nunan (1989) listed some of the components required in order to be a successful learner of writing.

- *mastering the mechanics of letter formation,*

- *mastering and obeying conventions of spelling and punctuation,*

- *using the grammatical system to convey one's intended meaning,*

- *organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment statement,*

- *polishing and revising one's initial efforts,*

- *selecting an appropriate style for one's audience.*

Richards and Renandya (2002) claim that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brain storming, clustering, and rapid free writing.

The process of teaching and learning the writing is often divided in four different stages: planning, drafting, revising and editing. According to Krashen (1984) the stages should be neither sequential nor orderly- writing a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages.

Regarding teacher's role Harmer (2004) thinks that there are a set of tasks that must been performed by the teacher before, during and after their students' written productions. These are demonstrating, motivating and provoking, supporting and evaluating.

Furthermore, Turbill and Bean (2006) wrote a list of four basics that should have been taken into account in order to teach writing effectively. The first basic is titled 'writing is a language act' and assures that '*effective writers need to understand that like talking, listening, and reading, writing is also a language act and therefore draw on similar semantic, syntactic and graphophonic knowledge'*. The next basic, '*writing is worth learning', states that effective writers need to be confident writers. They need to understand that writing is life empowering and therefore worthy of learning*'. The third basic, 'writers need to understand the roles of audience and purpose', says that '*effective writers need to understand the roles that audience an purpose play in shaping different types of genres of writing'*. And finally, the last basic 'writers need to understand the writing process' establishes that '*effective writers need to have an understanding of the process of writing including an understanding of why it is important to learn to spell, punctuate, and understand appropriate use of grammatical features'*.

1.7 Objective

The first objective of this project is to design a MOOC with the purpose of improving the writing skills of the students, offering a resource to improve their written production in the Selectividad exam and to encourage them to develop a habit of learning autonomously using the LKT.

The second objective can be defined as the implementation of the aforementioned MOOC in a 2nd year of Bachillerato class, since the majority of them are going to take the Selectividad exam in a short period of time.
Finally, the results of a previous and a posterior composition will be compared in order to analyse the validity of this blended-learning course.

2 METHOD

2.1 Students and school setting

This didactic unit has been implemented in Castellón de la Plana, the capital city of the province of Castellón. In this city with 180.1815 inhabitants and with a population density of 1676,14 pop/km^2 there are thirteen high schools.

The IES Francesc Ribalta is a public high school located in Avinguda Rey don Jaime a central avenue of Castellón de la Plana (2.4 kilometres from Universitat Jaume I),. The building's dimensions are remarkable, measuring 7,123 m^2 taking into account the three different floors and the four playgrounds.

The facilities available are an assembly hall, a library, a chemistry museum, a biology museum, three nature laboratories, a historical archive, a multifunctional sports yard, two sports centres, three computer laboratories, three audio-visual laboratories, two music classrooms, two technology classrooms and two art classrooms.
It is worth mentioning that all the classrooms destined to Bachillerato sessions are equipped with a laptop, a screen, a projector, a set of speakers and internet access.

The human resources of this educative institution gather over 160 teachers divided in 23 different departments, 11 administrative clerks and nearly 2,000 students.

This didactic unit has been implemented in a second year of *Bachillerato* class in the modality of humanities and social sciences. There are 16 students participating in this project.

There are appreciable differences among the students' command of English. There is a student with a notorious level of truancy due to serious familiar problems. Two students are attending this subject because they did not reach the basic requirements last year and they need to pass it in order to sit the *Selectividad* exams.

This group prefers writing activities rather than oral and they have the possibility of submitting compositions and *Selectividad* exams at any time to be corrected by the teacher.

All the students are from Castellón or from nearby localities and commuter towns.

2.2 General objectives

At the end of this unit students will be able to:

- Use LKT for their personal and academic development.
- Be aware of the *Selectividad* correction criteria for the composition
- Develop an autonomous learning habit.
- Manage and organizing the time in order to complete the *Selectividad* exam in the English subject successfully.

2.3 Specific objectives

- Write a well-ordered and neat composition.
- Organize sentences properly.
- Display grammatical correctness.
- Organize a composition in different paragraphs.
- Organize paragraphs using linking words and phrases.
- Avoid the most common mistakes.
- Use vocabulary in an accurate, varied and rich manner.

2.4 Contents

CONCEPTS	PROCEDURES	ATTITUDES
-*Selectividad* correction criteria for the composition - Definition of web2.0 and school2.0 - MOOC definition and main traits -Parts of a composition -Parts of a paragraph -Awareness of common errors -Techniques to improve written productions	-Exploiting online resources with educative purposes -Learning autonomy - Managing time under stressful situations -Directing own learning -Applying theoretical knowledge to writings -Revising and editing -Paraphrasing	Autonomy, responsibility, organization, cooperation, respect, perseverance, effort, self-awareness and assertiveness.

Table 4: Concepts, procedures and attitudes

2.5 Basic Competences

The basic competences practiced during the implementation of this didactic unit are the following ones:

2.5.1 Linguistic competence

This is the most important competence since every single part of this didactic unit is close related to the development of their linguistic competence. They will be practicing their listening skill through the viewing of the videos and their writing and reading skills via exercises and compositions.

Concerning the speaking skill, they will exercise it during the in-site sessions. In these sessions they can have oral interaction with the teacher or with their peers in order to work cooperatively.

2.5.2 Discursive competence

They will use this competence to interact effectively in conversations and to be aware of the type of composition they are required to write, mainly opinion and for-and-against compositions.

2.5.3 Autonomy and personal initiative competence

This competence is paramount as this didactic unit demands a lot of off-site work and it is not strictly regulated by the teacher. The learning process is conditioned by the level of interest and effort that the student is willing to use.

2.5.4 Digital Competence

A large amount of the work is done by means of a computer or other digital devices, software and online resources. The student will learn how to exploit them with a didactic objective.

2.5.5 Learning to learn competence

They will learn different techniques to improve their learning process being the most important one the autonomous learning. They need to be aware of their needs and act consequently.

2.5.6 Cultural competence

Most of their writings deal with subjects of their everyday life, and therefore they need to be informed about the significant events of their background and of all around the world.

2.6 Methodology

The methodology used in the implementation of this didactic unit can be defined as blended learning, a student learns, at least in part, at a brick-and-mortar facility and through online delivery with student control over time, place, path, or pace (Heinze & Procter, 2014)

All on-site sessions are held completely in English. The use of definitions and synonyms is imperative, rather than translation.

2.7 Materials

This didactic unit required the use of a computer with internet access (a laptop in this specific case), a screen, a projector and speakers. Students will need access to a computer with Internet access and speakers during off-site sessions.

A questionnaire (Annex 1) has also been used with the purpose of gathering students' opinions and beliefs towards the viability of using LKT in class, the motivating function of new technologies, the use they make of LKT through their autonomous learning, their time management to use LKT, the usefulness of this MOOC and its effectiveness.

The final part of the questionnaire consists of two questions to check whether the students have watched the videos or not.

2.8 Timing

This didactic unit has been planned to be implemented in three non-consecutive in-site sessions of 50 minutes approximately plus some off-site sessions with a varying duration depending on the needs of the student (ranging from 3 to 10 hours). The students have the opportunity to ask doubts during the normal class sessions but they also can send their doubts via e-mail.
The in-site sessions will be the first and the last session plus another one after leaving the students enough time to use the MOOC.

2.9 Schedule

First on-site session

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Brainstorming	-Learn what they know about LKT -Explain the concept of MOOC	-Presentation -Debate	5 minutes
Instructions	-Explain the functioning of the MOOC -Give guidelines	-Presentation -Doubts and questions	5 minutes
Writing	-Analyse their command of written English -Obtain a documentary evidence of their starting point before taking this unit	-Individual work	40 minutes

Table 5: First on-site session

Second on-site session

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Correction delivery	-Show the students their weaknesses and strengths	-Individual work -Questions and clarifications	20 minutes
Suggestions	-Explain and justify what videos and exercises could be useful for each student	-Individual work -Questions and clarifications	15 minutes
Common Errors	-Ensure that the students are aware of the error with more occurrences in their compositions	-Presentation -Questions and doubts	15 minutes

Table 6: Second on-site session

Final on-site session

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Video	-Highlight the importance of revising	-Video display	5 minutes
List of common errors	-Advise them to avoid a set of errors	-Presentation	5 minutes
Writing	-Obtain a documentary evidence of their evolution after taking this unit	-Individual work	40 minutes
Questionnaire	-Record their opinions -Check if they have seen the videos	-Individual work	3 minutes

Table 7: Final on-site session

2.10 Development

-First on-site session-

Introductory task

- The students are requested to explain how they use new technologies
- The students debate about the possibility of using LKT in the classroom
- A brief introduction to MOOCs is delivered
- They receive further instructions about the way they are supposed to use the MOOC 'Improve your writing skills'

Task

The students have to write a composition with a length of 130-150 words (to simulate the *Selectividad* composition) about one of these two topics:

Option A -Do you think new technologies have changed the educational system?

Option B -What are the dangers of using social networking sites?

Both topics are related to what the students have been debating during the introductory task.

Meanwhile they are writing the composition they are not allowed to talk with their classmates, to ask questions to the teacher or to use dictionaries.

It is compulsory to facilitate their personal e-mail to the teacher since some of their feedback and doubts resolution is made by these means.

-Second on-site session-

- The students receive their composition with their respective correction.
- In the right top corner of their composition the students have a suggestion about the videos and exercises that they can find useful in order to avoid the specific errors and mistakes that they have made in their compositions.
- A list is written in the blackboard with a set of errors made in their compositions
- The list is:
- Omission of subject or articles
- Misuse of prepositions
- Irregular plurals (‘persons’ occurs in 7 different compositions)
- Use of a non-existent or incorrect word (i.e. using Spanish words)
- No subject-verb concordance
- Wrong use of this/these
- Adjectives made plural (adj+s)

-Final on-site session-

➔ *This final session takes place after all the students have watched every video in this MOOC and after they have decided whether they do the exercises or they do not.*

Pre-task

- Video III (Lexical variety, richness and accuracy) is displayed in front of the class.
- Another list is written on the blackboard containing the most common errors that native Spanish speakers make when they use English.
- The errors listed are numbered as follows:
    1. Plural adjectives
    2. 3rd person singular present simple –s
    3. Irregular verb
    4. Subject omission
    5. Same tense all over the composition
    6. Negative structure
- The students are encouraged to be aware of these errors and to revise their written productions in order to avoid them.

Task

- The students are asked to write a final composition taking into account everything they have learnt and practiced during the duration of this MOOC.
- Topics:

  Option A Pros and cons of hosting events as the Olympic Games or the football World Cup

  Option B What would be your best advice to a person who wants to learn English?
- They are told that they will receive feedback on their composition via e-mail.

Post-task

- The students are asked to complete a questionnaire designed to have a documentary proof of their opinion and to evidence if they have seen the videos.

-Off-site sessions-

The students have been instructed to direct and manage their own learning process while being aware of their needs and lacks. Although there is an extensive set of activities suggested, they have the responsibility of deciding what to do.

2.11 MOOC: 'Improve your writing skills'

This MOOC consists of four purpose-made videos and a set of peripheral exercises and videos that facilitate the learning process of the students.

The four videos were recorded and edited using *Camtasia Studio 8.1*, a program with trialware license (can be used freely with commercial benefit restriction).

The avatar speaking in the videos belongs to the website www.oddcast.com (US English – Paul version).

All four videos had been uploaded to *Youtube* in the channel *MOOC IYWS. (https://www.youtube.com/channel/UCptNW58wTpo7oFMQ6nJMlcA)Youtube* offers the opportunity to insert subtitles automatically and in these videos they are almost always accurate and precise.

The design of entire MOOC takes as a starting point the composition *Selectividad* correction criteria established in 2013. These criteria are classified in 4 subgroups. These are:

STRATEGIC ASPECTS – 0.5 MARKS	**CLARITY OF EXPRESSION AND TEXTUAL ORGANIZATION – 1 MARK**
-Clear and properly organized presentation (margins, indents, etc.) -Correct spelling. -Text arranged in paragraphs -Adequate use of the punctuation marks -Clear and legible hand-writing -Written in ink	-Logical and clear textual organization and sequencing -It has not excessive repetitions -It is not a confusing and disordered text - Adequate use of linking words and phrases for the different ideas -Coherent and original approach of the topic -Ideas structured into paragraphs

Table 8: Correction criteria A

GRAMMATICAL CORRECTNESS – 1.5 MARKS	**LEXICAL VARIETY, RICHNESS AND ACCURACY – 1 MARK**
-Correct sentence organization (SVO...) -Correct agreement (S-V, pronouns...) -Correct use of pronouns -Correct use of quantifiers -Correct negative structure -Adequate and correct use of tenses -Appropriate use of temporal particles (for, since, ago, already...) -Correct use of articles - Awareness of irregular plurals -Correct use of modals and defectives -Adjective invariability -Correct use of prepositions	-Non-existent or Spanish words are not used -Specific words are properly chosen -There is not confusion regarding basic lexical elements -There is not confusion regarding grammatical categories -There is not an overuse of idiomatic expressions

Table 9: Correction criteria B

Furthermore, after analysing the errors made by the students in the first composition (during the first on-site session) it has been decided to focus on those items in order to provide solutions and different techniques to avoid them.

2.11.1 Structure

Youtube's user interface is very simple and intuitive and all the students are familiar with the use of this website.

This MOOC has got a clear structure. The video is presented by an introductory sequence showing the title and the number of the video.

A speaking avatar explains the theoretical content of the chapter while the students can read keywords on the right side.

Automatic subtitles can be activated in the toolbar.

Below, in the information section the students can find the correction criteria and a list of links to exercises related to the content of the video. These exercises are self-correcting in order to foster their autonomous learning.

Figure 2: Introductory sequence

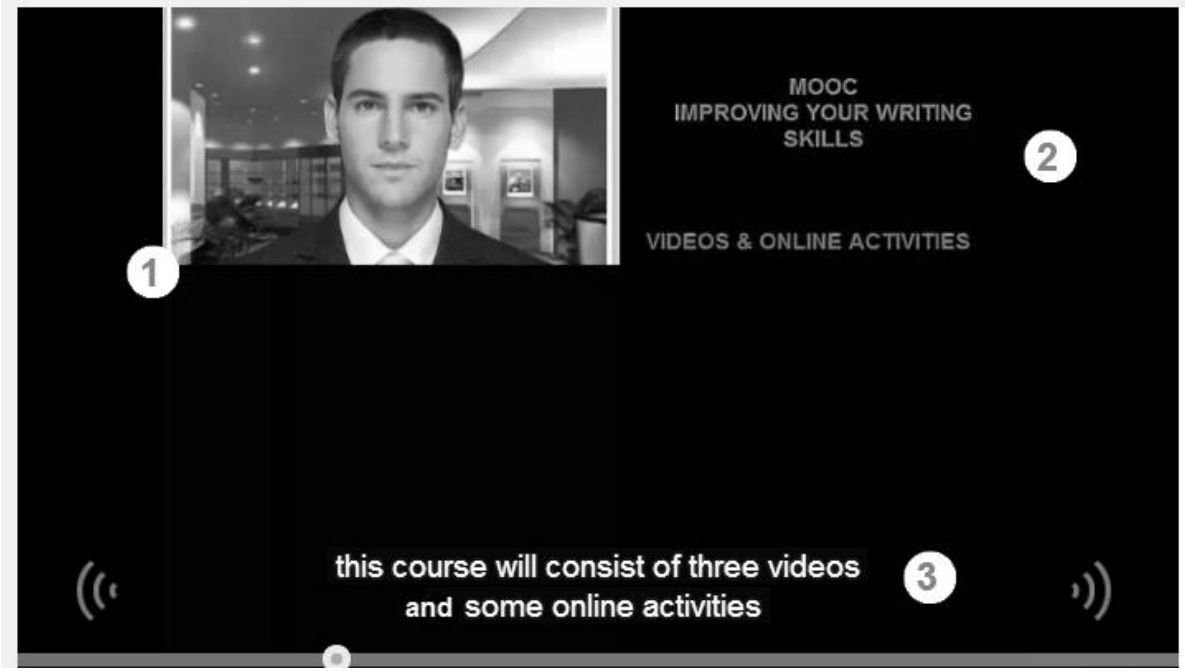

Figure 3: Theoretical exposition

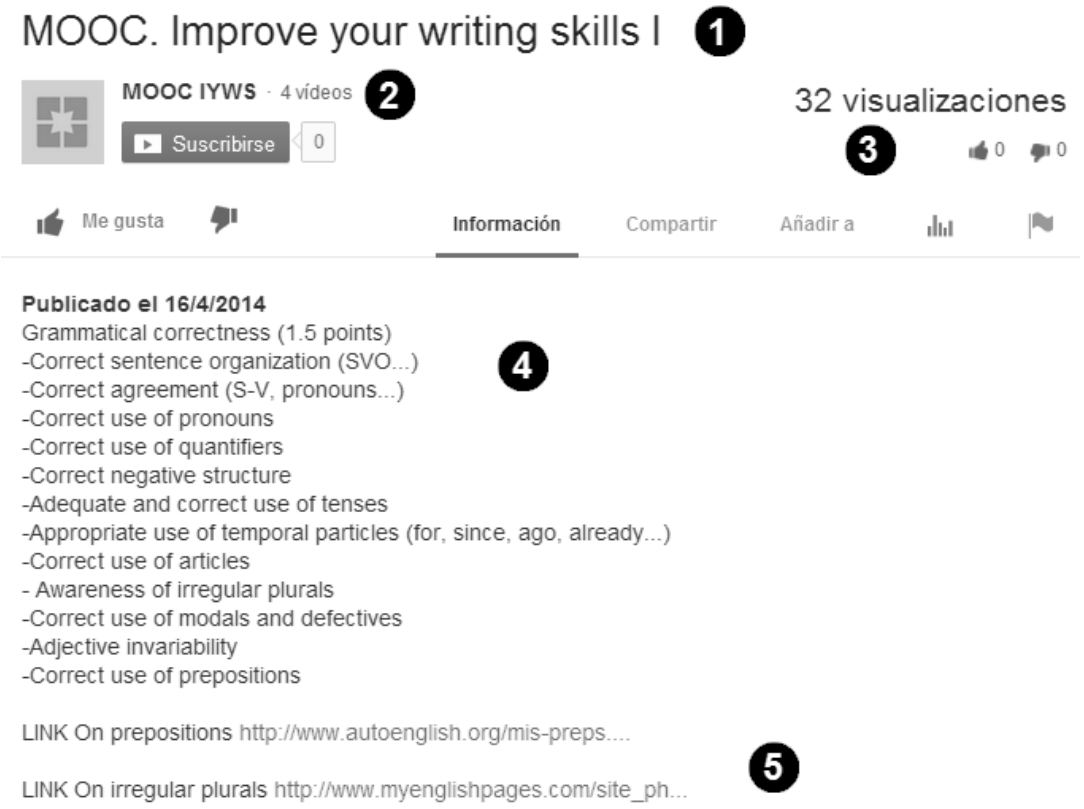

Figure 4: Information section

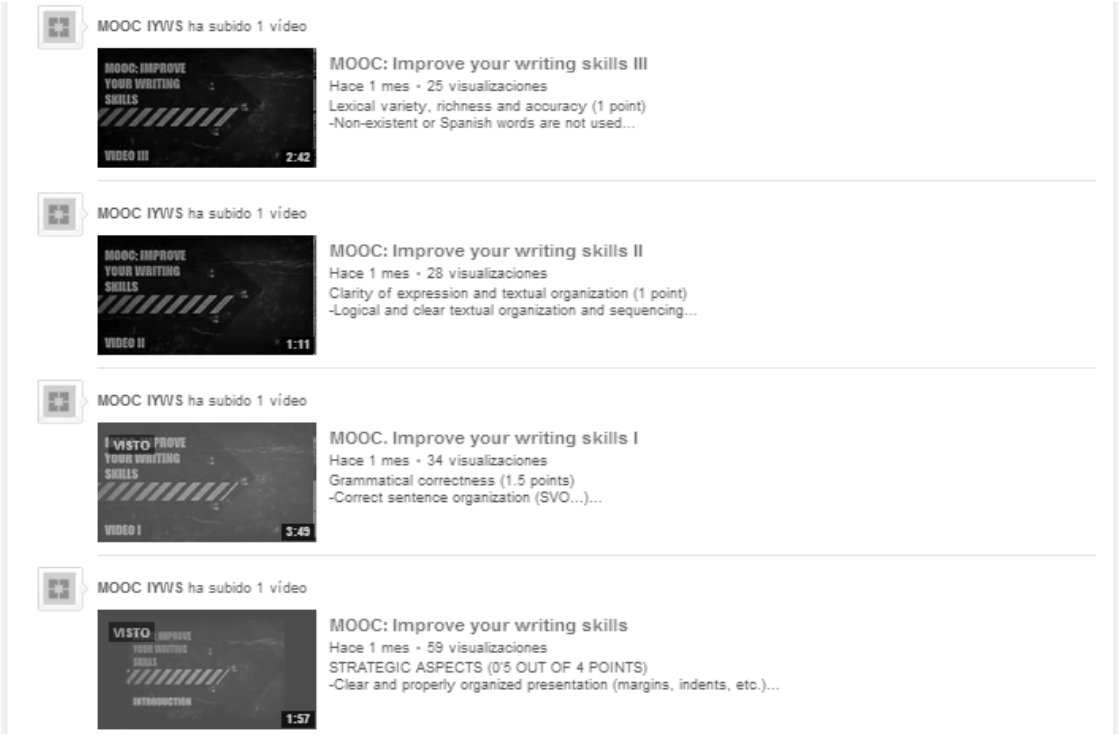

Figure 5: MOOC IWYS' channel

Figure 2 is a screenshot of the aforementioned introductory session showing the title of the MOOC and the respective number of the video.

In **Figure 3** we can recognise three different items. Number 1 is the speaking avatar, Paul, who is in charge of the off-site sessions. The number 2 points the place where all the keywords and examples are shown. Finally, number 3 pinpoints the automatic subtitles (available in all Youtube's videos)

Figure 4 represents the information section that appears below the video. The numbers in circles show:

1. Title of the video
2. Link to the channel MOOC IWYS
3. Viewers count (used as a reference of the students' work)
4. Correction criteria list
5. Exercises, extra information and other videos of interest

Figure 5 is a general picture of the channel where all four videos are hosted.

2.12 Assessment

The assessment of this didactic unit is divided in two parts. The first one evaluates the individual performance of each student in the production of written texts while the second one assesses the evolution during the process of implementation of this didactic unit. I designed these two rubrics specifically for this purpose.

COMPOSITION ASSESSMENT RUBRIC

	OUTSTANDING	GOOD	POOR
Strategic Aspects	-The text is organized -It is neat -Intelligible calligraphy -It is divided in paragraphs -It is written in ink -None or few spelling mistakes	-Some spelling mistakes (3 to 5) -Not as neat as necessary	-Chaotic text -It is not neat -Unintelligible calligraphy -Not divided in paragraphs -Written in pencil -Lots of spelling mistakes
Grammatical correctness	-Any subject omission -Respects agreement -Always uses complete sentences -No grammatical order errors -No 'plural' adjectives -Good use of prepositions -No irregular verb errors	It has some of the errors described in the adjoining cells but not in a large quantity.	-Subject omission -No agreement - Incomplete sentences -Grammatical order errors -'Plural' adjectives - Preposition misuse -Irregular verb errors
Clarity of expression and textual organization	-Each paragraph represents an idea -Paragraphs are properly structured -Uses linking words or phrases for a better cohesion -The content is appropriate -The content is original	- The text is not completely structured in an acceptable manner -Certain cohesion errors -The content does not respond completely to the suggested topic	-There is no correlation between ideas and paragraphs -Paragraphs are not structured -The content is not related with the topic suggested -Plagiarism (serious error)
Lexical variety, richness and accuracy	-Uses '*le mot juste'* -Uses different vocabulary	-It does not always use the appropriate specific word	-Uses wrong or inadequate words repeatedly -There is a constant repetition of vocabulary
Basic errors	There are not any basic errors	There are very few basic errors	There are many basic errors

Table 10: Composition assessment rubric

EVOLUTION ASSESSMENT RUBRIC

	OUTSTANDING	GOOD	POOR
LKT KNOWLEDGE AND EXPLOITATION	-The student is aware of how new technologies can improve his/her learning process -The student exploits educative online resources	-The student is aware of how new technologies can improve his/her learning process - The student does not exploit educative online resources	-The student does not know about LKT -The student never uses online resources with educative purposes.
1ST AND LAST COMPOSITION COMPARISON	-The student has improved significantly his/her written production completing this didactic unit	-The student shows some positive evolution but it is not enough if the time spent is taken into account	-The student shows a similar level.

Table 11: Evolution assessment rubric

2.13 Diversity awareness

After a short rendezvous with the tutor of the practicum period, it had been decided to leave out of this didactic unit a total amount of 4 students due to their high command of the English language, both written and oral. It had been considered that alternative activities could be more useful and interesting for them.

During the development of the didactic unit, they attended different classes inside the same classroom. The activities they did were:

- Preparing *Escola Oficial d'Idiomes* exams
- Doing and correcting *Selectividad* exams
- Reading magazines and writing reports
- Reading novels and discussing some of their main themes.
- Oral debates with the tutor

3. RESULTS

In this section the results of the students' performances in the two compositions are objectively analysed. As mentioned earlier, the first composition was made in the first session of the implementation of this MOOC, whereas the second took place after completing this didactic unit.

In order to obtain evidence of the progressive improvement (or not) of the students' awareness of LKT and their writing skills, their evolution has been analysed and the results are showed here.

These three results are evaluated according to the assessments rubrics reflected in tables 10 and 11.

Regarding the students' beliefs and opinions about the peripheral issues that affect this type of e-learning, the anonymous questionnaire (annex 1) is also analysed. In addition, it contains two questions to check that they have watched all videos.

3.1 Analysis of the first composition

	OUTSTANDING	GOOD	POOR
Strategic Aspects	68.75%	25%	6.25%
Grammatical correctness	18.75%	56.25%	25%
Clarity of expression and textual organization	87.5%	12.5%	0%
Lexical variety, richness and accuracy	18.75%	68.75%	12.5%
Basic errors	56.25%	31.25%	12.5%

Table 12: Analysis of the first composition

Table 12 shows the student's writing skills level before taking this didactic unit. It can be observed that this group has a deficient command of grammar. A 12.5% of the students make basic errors repeatedly.

It is worth mentioning that they proof a good level of textual organization since they all follow a pre-established guideline supplied by their English teacher.

3.2 Analysis of the second composition

	OUTSTANDING	GOOD	POOR
Strategic Aspects	81.25%	12.5%	6.25%
Grammatical correctness	31.25%	62.5%	6.25%
Clarity of expression and textual organization	87.5%	12.5%	0%
Lexical variety, richness and accuracy	25%	62.5%	12.5%
Basic errors	62.5%	31.25%	6.25%

Table 13: Analysis of the second composition

In this table 13 it can be observed that the only aspect with the exact same parameters when comparing table 12 and 13 is *Clarity of expression and textual organization*.

The MOOC seems to have relativized their grammar problems, and the performances qualified as *outstanding* have increased in a 12.5%.

Their abilities in the use of *lexical variety, richness and accuracy* show an upward trend.

The occurrences of basic errors have decreased.

3.3 Analysis of the evolution

	OUTSTANDING	GOOD	POOR
LKT knowledge and exploitation	81.25%	12.5%	6.25%
1st and last composition comparison	31.25%	56.25%	12.5%

Table 14: Analysis of the evolution

During the implementation of this MOOC the students presented a favourable evolution in their knowledge of the new technologies and the different manners to apply them to their education. They used the distinct resources contained in the course plus some additional resources that they considered appropriate for their learning. Nevertheless, one of the students totally refused to use other online support and guidance material.

Regarding the evolution of their performances in the two compositions, it can be said that an 87.5% of the total quantity of students in this group evidenced a positive evolution.

3.4 Analysis of the questionnaires

The questionnaire (annex 1) is divided into two sections: *Personal evaluation* and *Work check questions.*

The *Personal evaluation* part has 6 different questions, each one of them is related to a different peripheral issue affecting this type of courses. These questions can be marked from 1 to 10, being 1 strongly disagree and 10 strongly agree. Therefore, the questions and the results are analysed below.

3.4.1 Viability of improvement through the inclusion of LKT in their learning process

The students were asked to grade the following statement according to their beliefs: *I think that using new technologies in education can improve my learning process.* The results are shown in table 15.

1	2	3	4	5	6	7	8	9	10
-	-	6.25%	-	-	12.5%	25%	37.5%	12.5%	6.25%

Table 15: Students' answer to question 1

According to these results, it can be observed that students' consider that LKT are capable of improving their learning process significantly. Only a 6.25% of the students disagree with this statement.

3.4.2 Motivation

In order to obtain an evidence of their opinions about whether the motivating potential of new technologies they were asked to answer: *I think that new technologies are motivating*.

1	2	3	4	5	6	7	8	9	10
-	-	-	-	-	-	-	18.75%	43.75%	37.5%

Table 16: Students' answer to question 2

These results show that students consider that new technologies are a motivating asset worth of taking into account while designing a didactic unit.

3.4.3 LKT and autonomous learning

In this question the objective was to observe the frequency of their autonomous use of LKT. Therefore, the statement was *I exploit new technologies with my autonomous learning*

1	2	3	4	5	6	7	8	9	10
6.25%	-	-	6.25%	18.75%	25%	6.25%	25%	-	12.5%

Table 17: Students' answer to question 3

The results of this question can be analysed as a set of different opinions and patterns of use. Having occurrences in both extremes, 1 and 10, may suggest a wide range of differences between the students.

3.4.4 Time management and stress

According to the opinion reflected by some of the students during the implementation of this didactic unit, facing the *Selectividad* exams is often stressing and time-consuming for them. Thus, in order to know if implementing a time-demanding course like this one is worth in a second of *Bachillerato* course they had to grade this statement: *I do not have enough time during this year to use new technologies for my education.*

1	2	3	4	5	6	7	8	9	10
37.5%	12.5%	-	-	18.75%	25%	-	-	6.25%	-

Table 18: Students' answer to question 4

Only a 6.25% of the class considers that they do not have enough time to use new technologies as much as they need. The rest of the class show mixed results. A 37.5% consider that they have enough time available to use LKT during this year.

3.4.5 Usefulness of the MOOC 'Improve your writing skills'

This question was included in order to obtain the opinion of the students toward the MOOC they had been completing. The statement was *I believe that this MOOC is useful.*

1	2	3	4	5	6	7	8	9	10
-	6.25%	-	-	-	6.25%	6.25%	12.5%	37.5%	31.25%

Table 19: Students' answer to question 5

Taking into account these results, it can be observed that 37.5% and a 31.25% (a total of 68.75%) considered this MOOC very useful. There seems to be consensus in its usefulness but not in the grade of its usefulness, ranging from 6 to 10, with the exception of a 6.25% that considered that it was not useful.

3.4.6 Self-evaluation

This last question of the questionnaire is focused on their self-evaluation and their opinion about whether their writing skills have improved or not. The statement is *after watching the videos I have improved my writing skills.*

1	2	3	4	5	6	7	8	9	10
-	-	-	6.25%	-	-	18.75%	50%	12.5%	12.5%

Table 20: Student's answer to question 6

The half of the class thinks that they have improved significantly their writing skills through the use of this MOOC. However, a 6.25% consider that they have not improved enough. It is worth to analyse that besides that 6.25% the rest of the class rated their learning through this course from good to excellent.

3.4.7 Work check questions

The objective of including these two questions was to check if the students had watched the four videos. The results obtained certified that the 100% of the class watched the four of them.

Further data suggesting this, could be the number of viewers that the videos have on *Youtube.*

Video 1: 63 views Video 3: 36 views

Video 2: 35 views Video 4: 37 views

Data collected on 11/06/2014

These data suggest that the students' level of engagement with this MOOC has been satisfactory and they have been watching the videos regularly and more than once.

4. CONCLUSION

With this paper the author tried to implement an innovative didactic unit and methodology.

The use of a *Massive Online Open Course* as a starting point of this investigation has been useful to learn how the students use their studying time and their awareness of new technologies applied to education. As stated before, the ways of obtaining information

have changed drastically and it is necessary that the paradigms of education change with them. McLuhan argued that, "it is the framework which changes with each new technology and not just the picture within the frame" (McLuhan and Zingrone, 1997)

Furthermore, using a new methodology based on the students' responsibility can be risky, but not in this case due to their need to improve their oral texts productions for the *Selectividad* exam. Consequently, the methodology used has been described as blended learning since it is an amalgam of a traditional methodology where the teacher guides the process and the knowledge with a more innovative methodology in which the teacher facilitates a significant amount of information but it is the duty of the student to analyse it and decide what to retain.

Finally, the inclusion of different online resources has been decided because they result to be more motivating for the students and in addition, they show a very high proficiency in their use.

As a conclusion, the results of the analysis of the data suggest that:

-The MOOC has helped the students to improve their writing skills for the *Selectividad exam.*

-Using online resources motivates the students to learn and to develop habits of autonomous learning.

-Autonomous learning can produce good results if the student is motivated enough.

5. LIMITATIONS AND FURTHER IMPLEMENTATION

The design of this MOOC has been a difficult task since the tools and programmes used to develop it have several limitations in terms of form mainly. It should been taken into account that the content has been designed after the analysis of the errors and needs of the students, and therefore the time has been a strong restriction to the resulting project.

I consider that the final product has been useful for the students but I firmly believe that a collaborative work with a designer could have offered even better results.

Concerning the process of implementation, the students have shown a great rate of engagement with this course but a limited participation via e-mail. The vast majority preferred to ask question during the classes rather than sending an e-mail.

Finally, I think that the implementation of this MOOC would have been better if it lasted a whole academic year. The students would have had more time to develop their autonomous learning and I believe that the evolution would have been more salient.

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Paragraph Structure – Smrt English https://www.youtube.com/watch?v=NLzKqujmdGk

Revising and editing **http://www.uq.edu.au/student-services/phdwriting/phlink09.html**

Basic structure of for-and-against and opinion composition
http://www.slideshare.net/freshneda/for-and-against-and-opinion-essays

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Linking words I

http://www.learn-english-today.com/lessons/lesson_contents/exercises/linking-words-ex.htm

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II **http://www.englishexercises.org/makeagame/viewgame.asp?id=2163**

Linking words III **http://library.bcu.ac.uk/learner/writingguides/1.33.htm**

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http://www.buowl.boun.edu.tr/students/Paragraph%20Writing%20Exercises.htm

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ANNEX 1

MOOC QUESTIONNAIRE

Personal evaluation

Please circle the number that corresponds with your level of agreement
1= Strongly disagree 5= Disagree 10= Strongly agree

I think that using new technologies in education can improve my learning process	1 2 3 4 5 6 7 8 9 10
I think that new technologies are motivating	1 2 3 4 5 6 7 8 9 10
I exploit new technologies with my autonomous learning.	1 2 3 4 5 6 7 8 9 10
I do not have enough time during this year to use new technologies for my education	1 2 3 4 5 6 7 8 9 10
I believe that this MOOC is useful	1 2 3 4 5 6 7 8 9 10
After watching the videos I improved my writing skills	1 2 3 4 5 6 7 8 9 10

Work check questions

In video #1 it is said that English is a 'Subject+verb+object' language.	True	False
According to the videos linking words can only be used at the beginning of the sentence.	True	False

ANNEX 2

COMPOSITION 1 TOPICS

Option A -Do you think new technologies have changed the educational system?

Option B -What are the dangers of using social networking sites?

ANNEX 3

COMPOSITION 2 TOPICS

Option A Pros and cons of hosting events as the Olympic Games or the football World Cup

Option B What would be your best advice to a person who wants to learn English?