Original Paper

Distance Learning for Social Distancing through LMOOCs:

From Local to Massive and Back

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Abstract

This paper discusses the first step of the adaptation of a Language Massive Open Online Course (LMOOC) offered on EdX4 to be used in higher education contexts as a result of social distancing measures imposed by the COVID19 outbreak and the sudden pivot to online learning. The LMOOC contents recently underwent a process of redesign and conversion from small-scale to massive and now the opposite move is necessary: the LMOOC is to go local by becoming embedded in English classes in higher education contexts. Participants' feedback was analyzed and compared with the criteria from a MOOC analysis matrix in terms of content variety, quality of contents and instructors, linguistic level and adequacy, level of usefulness, and user-friendliness. The paper contributes to material/course design and teacher education insomuch as the process of repurposing this English LMOOC affords insights for course/material design, addressing the pressing need for online materials which many (often underfunded) public universities are currently experiencing.

Keywords

COVID19, English LMOOC, MOOC adaptation matrix, online learning, online materials

1. Introduction

The integration of technological advances into educational practices was already necessary to guarantee an educational landscape aligned with the demands of the 21st century and it has become even more pressing and relevant now with the advent of the COVID19 pandemic-related social distancing measures. This paper revolves around the process of embedding and repurposing a Language Massive Open Online Language Course (LMOOC) of Intermediate English offered on the popular MOOC platform EdX4 as a consequence of the COVID19 outbreak and the sudden pivot to online learning it

has brought (e.g. Sevilla-Pavón & Finardi, 2021). The contents of this LMOOC underwent a process of redesign and conversion from small-scale to massive (Gimeno, Sevilla-Pavón, & Martínez-Sáez, 2018). Thus this process meant that the LMOOC went from being used locally at a Spanish University in the form of the *InGenio First Certificate in English Online Course and Tester* courseware (Sevilla-Pavón, Martínez Sáez, & De Siqueira, 2011) to becoming the 'Upper-Intermediate English' LMOOC (Gimeno-Sanz, Martínez-Sáez, & Sevilla-Pavón, 2018). This move was mainly caused by the need for sustainability as well as courseware updating and maintenance.

Just a few years later and in the context of the COVID19 pandemic, the opposite move became necessary and a careful analysis was required to determine the most suitable way for this LMOOC to go local by becoming embedded in English classes in higher education contexts. In order to analyze the potential adaptation of this LMOOC for local use, embedded in English classes, Tyler's (2016) matrix for MOOC evaluation and adaptation in relation to ergonomic, linguistic and pedagogic criteria was adapted for the purposes of this study and used as reference. This chapter contributes to material and course design as well as to teacher education and reflection in the current scenario insomuch as the process of repurposing this English LMOOC affords insights for course and materials design and repurposing. This way, it addresses the pressing need for online materials which many (often underfunded) public universities are currently experiencing as they go online as part of their social distancing measures.

The study conducted was framed within the first Design-Based Research (DBR) iterative cycle of analysis of participants' opinions and perceptions, expressed in an online forum, in order to determine whether they perceived an enhanced learning experience in terms of the LMOOC's content variety, quality of the contents and instructors, linguistic level, English for Specific Purposes (ESP) learning from the business field, level of usefulness, and user-friendliness.

2. The 'Upper-Intermediate English: Business' LMOOC

The first phase of MOOCs, called cMOOCs, or Connectivist MOOCs (Gimenez, 2013; Sokolik, 2014), used a connectivist approach to co-learning, where most activities occurred in a social learning environment. However, most MOOCs today are mostly content-based - xMOOCs (extended MOOCs, a concept based upon the idea of MOOCs as an eXtension) - and unlike the primary connectivist premise of a MOOC, they are accessed through video lessons and have less interaction, and are offered on management platforms of individual institutions or academics. A third category of MOOCs is institutional MOOCs or iMOOC. The subsequent MOOC model came to be referred to as seamless MOOC or sMOOC, that is, courses which can be accessed from different platforms and through mobile devices so as to become embedded in users' real-life experiences through contextualisation of content and gamification (Brouns et al., 2014).

As for Language Massive Open Online Courses or LMOOCs, these were first defined by Bárcena and Martin-Monje (2014: 1) as "web-based online courses for second languages with unrestricted access

and potentially unlimited participation". The reason why LMOOCs are deemed to belong to a separate category are their numerous particularities regarding a myriad of aspects which range from the inclusion of relevant pedagogical factors to linguistic ones, among those: collaborative learning, constructing strategies, connecting and sharing new linguistic and cultural knowledge (Bárcena & Martin-Monje, 2014); ideologies underlying LMOOCs, engagement, community, membership, communication, creativity, effective LMOOC design, including improved platform design to allow learners to interact more as they do on social media, creating groups and commenting on classmates' posts (Sokolik, 2016); and the kind of intrinsic motivation needed for successfully completing an LMOOC, bearing in mind the Self-Determination Theory (Beaven, Codreanu, & Creuzé, 2014); among others.

The 'Upper-Intermediate English: Business' is an LMOOC offered on the EdX platform, in the categories of Humanities and ESL, which over the last few years has attracted over 200,000 learners to date from 258 different countries. It is the first in a series of four English language MOOCs designed for students with an intermediate level of English, or B2, according to the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001) looking to reach a higher-intermediate level, or B2+ of the CEFR (Council of Europe, 2001). The course comprises video lessons, reading comprehension activities, grammar explanations and exercises, listening comprehension activities and speaking practice. It covers current topics such as successful businesses, risk management, industrial design and radio broadcasting. It includes preparatory materials and recommendations to take the Cambridge University First Certificate in English Examination (FCE). The course stems from the *InGenio First Certificate in English Online Course and Tester* (Gimeno-Sanz, et al., 2011; Martínez-Sáez, 2015; Sevilla-Pavón, 2013), which were developed with a view to providing university students with autonomous study and self-evaluation materials for the preparation of B2-level official English language exams.

This course is part of UPValenciaX's Upper-Intermediate English Professional Certificate, which comprises the following courses: Upper-Intermediate English: Business and Industry, Upper-Intermediate English: Business and Modern Life, Upper-Intermediate English: Business and Globalization and Upper-Intermediate English: Business and Technology. In this first module, participants learn how to write a formal and informal letter in English; how to use English verb tenses in context; B2-level English vocabulary and grammar explanations followed by practice exercises, B2-level listening and speaking practice in English; and preparation for an interview in English. As explained in the webpage of the Certificate (Note 1), the Certificate includes: expert instruction, 4 skill-building courses, and self-paced learning so that learners can progress at their own speed over a period of 4 months, with a 3 - 5 hours per week workload.

3. Method

3.1 Research Method

A Design-Based Research (DBR) approach (Brown, 1992; Collins, 1992) was followed to analyze participants' feedback about the LMOOC in an effort to better understand the relationship and interactions between the various course elements so as to guide the refinement of the different parts over the next iterative cycle. In this way, synergies could be created by linking processes to outcomes (Design-Based Research Collective, 2003).

DBR often takes place in iterative cycles, and such was the case with this study. This chapter focuses on the first iterative cycle, which corresponds to the initial steps taken in order to face the main educational issue identified as a result of the COVID19 outbreak and the sudden pivot to online teaching and learning: the need for repurposing an English LMOOC so that it could be used locally by becoming embedded in English classes in higher education contexts. This measure aimed at tackling the pressing need for online materials in higher education contexts.

The first step within this iterative cycle involved the collection and analysis of data concerning whether the course's characteristics provide participants with an enhanced learning experience in terms of the LMOOC's content variety, quality of the contents and instructors, learning gains, linguistic level, ESP learning from the business field, level of usefulness, and user-friendliness, according to the feedback provided by participants themselves.

3.1.1 Participants

The first iterative cycle of analysis of the LMOOC, conducted with the assistance of Tyler's (2016) matrix to evaluate MOOC considering its ergonomic, pedagogical and linguistic aspects, involved looking into the feedback provided by 41 participants (N=41) enrolled in the first course from the LMOOC series, named *Upper Intermediate English: Business*. These participants were randomly selected among the over 95,000 learners who were enrolled in the latest edition of the course, on June, 12th, 2020. The participants' profile was professionals aged between 21 and 40, with a higher education degree from a wide variety of nationalities: Congolese, Colombian, Ecuadorian, Venezuelan, Spanish, Hongkonger, Russian, Ukrainian, Indonesian, Brazilian, Vietnamese, and Libyan. Their data were anonymised and participants were assigned fictitious names so as to preserve their identities.

As mentioned above, the data analyzed was obtained from the feedback provided by 41 randomly-selected LMOOC participants who voluntarily wrote their comments on the Class Central public online forum (Note 2). Participants provided their feedback once the course had been completed and their work had been graded. The LMOOC chosen was *Upper-intermediate English: Business*, the contents of which were authored by Gimeno-Sanz, Mart ńez-S áez, and Sevilla-Pav ón. This LMOOC was offered at the EdX platform.

3.1.2 Data Collection and Procedure

The feedback provided by participants was the main source of qualitative data used in this study. The data were analyzed using the NVivo software, version 11, by applying the Thematic Units Method.

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Thematic analysis is based on the assumption that comprehension of the phenomena under investigation must emerge from the data itself. This way, it is possible to move beyond preconceived notions formulated by the researchers (Silva & Martins, 2016). In this case, the emergent categories had to do with the participants' perceptions regarding their learning experience in terms of the LMOOC's usability and user-friendliness, the effectiveness and usefulness of the contents, and the clarity of the explanations. The themes were determined by analyzing the content and the sentence structure first. This was followed by the appraisal of significance, which meant some themes were assigned more importance than others depending on their frequency.

4. Results

The written feedback from the randomly selected 41 participants was collected from the Class Central public online forum was provided by participants themselves voluntarily once they had completed the course and students had received their grades. It was organized according to the identified emergent categories. A total of 2647 words were posted in one single forum thread. The average number of words per thread was 30 words. The following Thematic Units (9 in total) were identified: content variety; quality of the contents, instructors and methodology; learning gains; linguistic level; ESP learning (from the business field); overall satisfaction; suggestions for improvement; level of usefulness; and technical difficulties.

The first thematic unit identified was "content variety", which sometimes overlapped with the theme of "suggestions for improvement". Within this theme, students highlighted the great variety of exercises and the fact that several levels of difficulty were available. Suggestions for improvement regarding content included adding more exercises and activities connected to specific grammar points, such as phrasal verbs. This theme was connected to item number 2 from the matrix (Tyler, 2016), "Meaningfulness of the activities", as participants found the content meaningful and relevant, which is considered to favor the user's ability to cognitively change by making the relevance of the activities clear while facilitating L2 acquisition:

Content variety

There are a great variety of exercises of several levels of difficulty.(…) Sarah.

I feel that this course could be more complete if they had more expressions with phrasal verbs, but I can train my skills, so I'm happy. Thanks. Marta.

J'aurais d'ailleurs aimé qu'il y ait davantage de leçons sur la grammaire, surtout pour les temps où il manquait quelques exercices. Sinon, top ! (Note 3) Margot.

The "Quality of the contents and instructors" was a recurrent theme as it was referred to by most participants. This theme often overlapped with that of "learning gains" and was also connected to item number 2 from the matrix (Tyler, 2016), "Meaningfulness of the activities". Some adjectives used to define the instructors were "good", "professional", "enthusiastic", and "well-prepared for the lessons". Moreover, they were said to explain grammar in a "nice, easy-to-understand way". Meanwhile, the

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content was considered "awesome", "excellent", "well distributed", "fun to complete" and "interactive":

Quality of the contents, instructors and methodology

Amazing course! I have enjoyed and learnt so much with this English course! (...)The teachers who appear in the explanatory videos are really good and professional. Sarah.

The course content is awesome and I suggest everyone to take up this course. John.

Great curriculum, through which I got to learn a lot, besides this I learned a lot from upper-intermediate English. Dev.

I appreciate all the course specially the listening and writing exercises. Suliman.

I am so grateful to Edx to develop and make available this course for us. This course helped me to improve my English skills. The content is excellent with a good methodology. Amandine.

Teachers are enthusiastic and well prepared for the lessons. Claire.

The way that they explain the grammar was so nice and easy to understand, the exercises were very well given, the reading passages were very enriching, the listening, speaking and writing exercises were also very well prepared. I encourage everyone to take this course. Marcos.

Good grammar tips [...] Excellent listening & comprehension drills. Mia.

Thank you for sharing your knowledge and allowing us to learn through lectures, dialogue, and the opportunity to be creative within our assignments. I really enjoyed all of the readings and found they were very interesting. I learned a lot. Thxs professors! Regards from Ecuador. Simón.

It was a very good course. I learned a lot and the units were very well distributed. The exercises were really good and fun to complete. Liu.

The course is excellent, with a lot of exercises. Demands a lot of time to complete, and you need to practice a lot. Yassir.

It is a very good course, with a lot of interactive exercises. In my opinion, a good choice to learn. Jamila.

Another recurrent theme was "learning gains", which was connected to item number 2 from the matrix (Tyler, 2016), "Meaningfulness of the activities". Furthermore, these theme is related to item 30, "Expectations and needs Compatibility", since the LMOOC was perceived as proposing activities compatible with their expectations and needs, which meant that learning was facilitated by taking into account their level of experience and particular characteristics, resulting in greater satisfaction and motivation in the performance of their tasks. Most participants highlighted this aspect, alluding to the improvement of their English level, their gratefulness for the opportunity to take this course, their intention to do similar courses in the future and to recommend it to their friends, and their perceived enhancement of linguistic and communication skills, including speaking and fluency. Previous studies about speaking tasks on LMOOCs have yielded similar results, as learners tend to find computer-mediated interactions less stressful than face-to-face ones (Bárkányi, 2018; Melchor-Couto, 2016):

Learning gains

I have improved a lot my English level with everything. I would like to do another course like this one in the future to continue learning with all of you! I am very grateful :) Sarah.

Through this course, I have chance to enhance my English skills in many aspects. (…) After this course, I am more confident of English and more efficient when use English for communication. Not only in listening and speaking but also I know how to use the vocabulary, grammar and writing rules more suitably. I think this course helps me to improve my English fluency a lot. Nela.

The course was excellent and it help me a lot in terms of speaking in public and through writings! Dev

I feel interested in learning this course online. It help us to speak the English language properly and smoothly (in a proper way). Gael.

This course has been very good and interesting. I really enjoyed it, it was helpful for improving my English skills. I would like to continue with my English training. Ali.

Excellent. I would recommended this course to my friends if they really want to improve their English skills. Claire.

I think this course has been an successful experience, 'cause I've learned about topics and issues that I'd never seen before, I'm grateful for having taken part on this. Carlos.

The course helps me to develop my English level because it contains several unit which contains reading, writing, use of English, listening and speaking. Pierre.

This course has been very helpful for improving my English skills, it has been very interesting, and I really enjoyed it. Thank you! Jessica.

I leant much from it[from the course], more vocabulary ,more grammar rules. Marcos.

I enjoyed it very much. I learned a lot of new words in different context. Mia.

En tant que française, j'ai vraiment aimé les sujets abordés, les exercices. Ça m'a vraiment aidé à améliorer mon anglais. Merci beaucoup! (Note 4) Margot.

The course was well-handled and it help me a lot in terms of how to create good compositions. It also gave me the opportunity to increase my level of vocabulary, increase my skills of the English language and get to know interesting articles and stories. Boris.

Great course. I enjoyed doing it. The exercises in speaking were very useful to me. I find it easier now to tell or explain things to people in English. I think this course has helped me to improve my level in English. I recommend it to you too. Antonio.

Muy buen curso con contenido variado y muy explicado, opciones accesibles, muy extenso también. Es una ayuda para usuarios aprendices o expertos (Note 5). Abel.

My name is Dimitri. I have been learning English for five years, but I can't speak fluently. I think this course has helped me to start speaking. Dimitri.

The fourth thematic unit was "Linguistic level". Within this theme, there seemed to be a disagreement in terms of whether the level of the course was high or low. Some participants reported not finding the course "challenging/informative enough for upper-intermediate learners" and considered that the level

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was low and "wished the level had been higher". Meanwhile, other participants found some of the resources offered on the LMOOC to be above the upper-intermediate level. In addition to this, other participants considered that the level was "perfect for attaining a high intermediate level of English". This discrepancy could be explained by the wide variety of learner profiles and levels found among LMOOC participants, as reported by authors such as Read (2014), and Bárcena and Read (2015), who point out management of heterogeneous student groups who are distributed worldwide and have different levels of language communicative competences and goals as some of the main challenges LMOOCs face. The criticism about the level was connected to the fourth item from the matrix (Tyler, 2016), "Knowledge organization and presentation: logic, coherence, conciseness". However, the different levels of difficulty can also be seen as positive, given the heterogeneity of participants, thus connecting with the sixth item from the matrix (Tyler, 2016), "Levels of complexity".

Linguistic level

The level of this course is lower intermediate. Find it not challenging/informative enough for upper-intermediate learners. Alex.

The course has some mistakes (…). Some readings are too large and complicated for an intermediate level. Josh.

The course was excellent and I found it not difficult. Marcos.

The level was quite low. I would say not B1 to B2. It's nice to get a certificate but I couldn't say I learned a lot. The course is well structured and has some interesting topics. Overall it was okay. But I wished the level had been higher. Svetlana.

This UPValenciaX Professional Certificate program is perfect for attaining a high intermediate level of English, advanced enough to use as a working language. Manuel.

As for " English for Specific Purposes learning (from the Business field)", the fifth thematic unit which emerged from the analysis, participants highlighted the prominence and importance of this topic on both this course in general and their careers in particular. They also found that dealing with business-related topics was relevant and rendered the course more interesting, thus enhancing the development of different skills, as well as their motivation and curiosity. This theme was the most closely connected to item number 2 from the matrix (Tyler, 2016), "Meaningfulness of the activities":

English for Specific Purposes learning (from the Business field)

Business which was the theme of my project, this project was the medium of understanding the concept of my English, through it I made great improvements in all four skills. Dev.

It helps us to know the meaning of words spoken by the people during communication. It helps in the world of business/corporate communication. Gael.

This course has been really interesting. The topics treated are on the today's headlines and their variety keeps you curious and active on learning. Thank you very much! Bai.

I think Business English is very important today's world as career and profession. I will finish this course as soon as possible. Zaid.

I have contacted with a lot of Business topics, learned more the Vocabulary and Grammar, especially I can supplement one of the important skills is how to make the business writing properly according to the situations. Nela.

Regarding the sixth thematic unit, "Overall satisfaction", this theme overlapped with other themes, such as "learning gains", and showed very positive feedback from participants. They pointed out that they would recommend the course to friends, they expressed their gratefulness for the course, they highlighted the different aspects of the course which they particularly enjoyed and they encouraged the developers and the platform in which the contents were delivered to keep producing and providing similar contents:

Overall satisfaction

It has been a great course, I thank and I will inform my friends. Alice.

I would like to say a big Thank You to EDX, the Universidad Politécnica de Valencia, and to the lecturers who designed the course. Very interesting course I really enjoyed it. Thanks again. Paul.

Great course indeed! Thank you EDX and Universidad Politecnica de Valencia for providing this brilliant opportunity for English upgrade to everyone. Marta

This is an amazing course. I know that my performance was average but I enjoyed a lot and I learnt so many new things. Dev

One of the best online course I had. May be improved the speaking part, there is not much sense speaking with a recorder. Natasha

The course was really helpful, I actually enjoyed doing it and hopefully [they will] add more useful subjects to know and develop into more advanced levels instead of upper- intermediate levels, the advanced levels focusing on the career concerns and how to be certified and well-qualified when getting down to business in the business world. Habiba.

Would definitely recommend this course to friends. Thanks Edx for this excellent opportunity to take this complete course! Mia

This course was really great and it helped me gain so much knowledge related to different things and I'm really happy that I took this course :) Jalmira.

Thanks for such possibility, it was really interesting to remember some things and to know something new. Good course, I'm glad that I passed it. Qasim.

As for "suggestions for improvement", in this thematic unit, some participants suggested improving the speaking part, as they did not feel comfortable speaking to a machine. Furthermore, they suggested adding examples to all exercises for the sake of clarity, as well as ensuring that all activities were adjusted to the right level, as some of them were perceived as too basic and thus not appropriate for an intermediate-level course. The criticism, which also appeared on the "Linguistic level" theme, was connected to the fourth item from the matrix (Tyler, 2016), "Knowledge organization and presentation: logic, coherence, conciseness":

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Suggestions for improvement

May be improved the speaking part, there is not much sense speaking with a recorder. Natasha

I recommend putting examples on all exercises, just to clear things up. In addition to adequate the level of the course to an intermediate one, because some parts are very basic and don't contribute to the learning experience and others are very close to an intermediate course. Josh.

Another recurrent theme, "Level of usefulness", was closely related to "Learning gains" and included participants' feedback regarding how well they perceived their course had prepared them to face an upper-intermediate examination and how it had helped them to improve different skills.

Level of usefulness

I think this is a very good and useful course for English learners. If you want to learn then you have to try it. Igor.

Excelente curso de inglés de nivel avanzado, una preparación magistral para poder dar el FCE o B2.III sin ningún inconveniente. Hay que tener en cuenta que ofrecen otros cursos de inglés para completar el UPPER INTERMEDIATE PROFESSIONAL CERTIFICATE, sin lugar a dudas una de las mejores inversiones que puede hacerse en un MOOC es realizar este curso (Note 6). Sergio.

It is a very good course, with a lot of interactive exercises. In my opinion, a good choice to learn. Ayaan.

A really valuable course to keep on learning some English or, simply, if you desire to revise it a little. Thanks to it, you may practise all the skills required: writing, speaking, listening, reading and some grammar. Anastasia.

The course is excellent, I recommend it to everyone. The course helped me a lot, it is a very practical course and has more than I expected. Thank you very much for the course. Martin.

The last emergent thematic unit had to do with "Technical difficulties". These included participants' inability to use some of the features of the course, such as the voice recorder, as well as difficulties connected to administrative procedures.

Technical difficulties

The only thing that I could not use was the voice recorder. Mia.

One thing I need to verify with you, I have paid for the course for $50 but I didn't get my certificate. How can I get it and should you send it to me through email? John.

5. Discussion and Conclusion

This study focused on the process of embedding and repurposing an LMOOC in the context of the COVID19 pandemic. The outbreak required repurposing the LMOOC so as to embed it in English classes in higher education contexts. The analysis focuses on the first step of this process: considering LMOOC's participants' feedback in terms of their perceived learning experience with regard to content variety, quality of the contents and instructors, linguistic level, ESP learning, level of usefulness, and user-friendliness, with the assistance of Tyler's (2016) matrix for the evaluation of MOOC.

The thematic analysis of the feedback provided by LMOOC participants on an online forum revealed that their comments fell into 9 main categories. The item from Tyler's (2016) matrix which was more frequently connected to participants' feedback was "Meaningfulness of the activities" since it included "Content variety", "Quality of the contents and instructors", "Learning gains", "ESP learning (from the business field)" and "level of usefulness".

Learners pointed out the great variety of exercises, the various levels of difficulty offered and provided constructive criticism which can be considered a valuable source of information regarding different LMOOC aspects to be added or improved, such as the inclusion of more grammar content and examples in all exercises. Learners also stressed the multiple learning gains and perceived usefulness, including the improvement of their English level, their gratefulness for the opportunity to take this course, their intention to do similar courses in the future and to recommend it to their friends, the enhancement of their speaking and fluency, the good preparation to face an upper-intermediate examination and the improvement of different skills.

Previous studies have shown similarly positive feedback (Bárkányi's, 2018; Melchor-Couto's, 2016), indicating that learners found computer-mediated interactions to be less stressful than face-to-face communication. As for the theme of "linguistic level", which had to do with both "Knowledge organization and presentation: logic, coherence, conciseness" and "Levels of complexity" (Tyler, 2016), the heterogeneity of LMOOC participants (Read, 2014; Bárcena & Read, 2015) could be a possible explanation for the discrepancy among those who considered the level to be too high, too low or just right. As for the last category, "Technical difficulties", it included participants' reported difficulties with the usage of some of the course features as well as issues related to administrative procedures.

Future research could focus on providing guidelines for the repurposing of the English LMOOC and its adaptation so as to enable it to go from "massive" to "local". This in turn would make it possible for the contents to be embedded in English classes in higher education contexts, both for learners of English as a Foreign Language and for teacher-trainees who are being trained to become online course facilitators. It is hoped that this study will contribute to material/course design and to teacher education, given that the process of repurposing this English LMOOC affords insights for course/material design which might in turn help address the pressing need for online materials which many (often underfunded) public universities are currently experiencing as a result of the pandemic and the pivot to online teaching.

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Notes

Note 1. Available at https://www.edx.org/professional-certificate/upvalenciax-upper-intermediate-english?source=aw&awc=6798_1646058344_e06e3146b4f6d74f8d3fee78111c3f38&utm_source=aw&utm_medium=affiliate_partner&utm_content=text-link&utm_term=425997_CoToNet%2C+Unip.+Lda

Note 2. Available at https://www.classcentral.com/course/edx-upper-intermediate-english-business-11800

Note 3. *I would also have loved to have found more lessons about grammar, especially for the times there were fewer exercises. Other than that, great!* Margot (Translation by the authors).

Note 4. *As a French person, I have really loved the topics dealt with and the exercises. It has really helped me to improve my English. Thank you very much!* Margot (Translation by the authors).

Note 5. *Very good course, with varied and well-explained content, accessible options, very extensive too. It is helpful for learners as well as experts.* Carlos (Translation by the authors).

Note 6. *Excellent advanced level English course, a masterful preparation to be able to sit the FCE or B2.III English exams without any inconvenience. You have to bear in mind that they offer other English courses to complete the UPPER INTERMEDIATE PROFESSIONAL CERTIFICATE. Certainly one of the best investments that can be made in a MOOC is to take this course.* Sergio (Translation by the authors).