Item	5th Case Study
Introduction	This paper explores how the incorporation of a social network such as Facebook can enhance the acquisition of specialised vocabulary in the context of a Massive Open Online Course (MOOC). Such initiative took place in the second edition of the MOOC Professional English, the first ever English for Specific Purposes (ESP) MOOC to be launched in Spain as one of the courses offered by Aprendo, the UNED online platform. The main aim of the experiment was to ascertain how this social network, which has proved to foster motivation and engagement in language learning contexts (Blattner & Lomicka, 2012; Zourou, 2012), could enhance the students' learning experience and promote vocabulary acquisition in an ESP MOOC context. Following an action-research methodology (Lewin, 1946) a Facebook group was created by the MOOC curator and ran for eight weeks out of the twelve that the course was comprised of (11 November 2013-31 January 2014). A mixed-method approach was adopted for the data collection, using both quantitative techniques, such as student tracking in the MOOC, and also qualitative ones (e.g. questionnaires). The results point towards a positive impact of the Facebook network in the motivation of students to learn specialised vocabulary and an improvement in their progress in the MOOC, likewise fighting the main two problems that MOOCs currently are said to have: high drop-out rates and lack of student engagement.
Type of institution involved	Higher Education
Title of the methodology used	Learning specialised vocabulary through Facebook in a massive open online course (MOOC)
Type of educator	Academic Lecturers and Industry Professionals
Tool/tools used	MOOCs are one of the most recent models of online education and in fact an increasingly popular one (Dhawal, 2013). Although there is still no consensus regarding its definition and despite some criticism raised by experts (Jackson, 2013), the reality is that they have been very well received, as data in terms of student numbers, course statistics and teacher satisfaction seem to demonstrate (Martín-Monje, Bárcena, & Read, 2013). Probably one of their main strengths is the way in which they place the emphasis on social interaction, and the flexible learning materials which allow students to make progress at their own pace, while at the same time feeling part of a community.
Main Challenges, Key Success and Enabling Factors	As far as foreign Language MOOCs (LMOOCs henceforth) are concerned, there have been quite a few solid initiatives, although it must be said that language learning is not one of the most prolific disciplines in MOOC development, and it has also faced controversy, such as Romeo's (2012) forcefully negative view on MOOCs on English as a Second Language (ESL): "[i]f you think about it, ESL is all about exactly what the MOOCs specifically, and self-study in general, cannot do" (p. 2). Nevertheless, there are some excellent examples of successful LMOOCs: Bryant (2013) developed two parallel online courses using his language exchange website, The Mixxer (http://www.language-ex-changes. org/); one in Spanish, "MOOC de Español" and one in English, "English MOOC", which were selected as one of six "Big Ideas" for the Emerging Leaders Competition to be presented at the New Media Consortium Summer Conference in the UK; and another award-winning LMOOC "Alemán para Hispanohablantes", from UNED, Spain, which obtained the first prize for the Best MOOC in the MiríadaX platform (Castrillo, 2013). This paper focuses on the implementation of Facebook, a social networking tool, into an LMOOC with the aim of enhancing social interaction and specialised vocabulary

acquisition. Although social networking has been used for a number of years in language learning, it has mainly focused on the build-up of identity in online communities (Harrison & Thomas, 2009), and has not been properly investigated (Wang & Vásquez, 2012). One of the few instances of insightful research is provided by Blattner and Lomicka (2012), who aim at developing a better understanding of the role that Facebook can play in foreign language education. They also admit that more research is needed in order to ascertain its effectiveness.

As far as the acquisition of specialised vocabulary is concerned, there is conversely abundant literature already published, highlighting the types of vocabulary, underlying pedagogy and current trends in lexis teaching and learning (see for example Carter & McCarthy, 1988; or Nation, 2001). Since the LMOOC focus of this research deals with ESP, it was important to draw the distinction between core and non-core vocabulary (McCarthy, 1990) and make clear to the participants the significant role of vocabulary in ESP teaching and learning.

Lessons Learnt and Recommendations

This section of the paper is structured following the four research questions stated in the introductory part. The first research question dealt with the participant's

previous knowledge of specialised vocabulary. The majority of students perceive

it as basic, which is probably caused by the sort of language courses that students have previously taken. It is not common for Spanish students to join ESP courses, they tend to be general ones; consequently, the amount of Professional English lexis they have been exposed to beforehand is rather limited. With regard to the second research question, whether their participation in the FG had favoured their acquisition of specialised vocabulary, the students' perception was generally quite optimistic, since the vast majority felt that they had widened their knowledge of Professional English terminology. However, when asked to rate it, just over one third of the participants (39%) deemed it as significant.

As for the third research question, the students' overall opinion about the usefulness of a FG for language learning, the general response was rather positive – it must be taken into account the fact that this was a voluntary, optional part in the course, which would give them no extra credit towards course completion. Not only that, when asked specifically about the appropriateness of such a complement for an online course, virtually all of them regarded it as essential (cf. Figure 4).

Finally, the fourth research question dealt with the long debated issue of dropout rates in MOOCs. Although, as stated previously, the quantitative analysis has not been finalised yet and is not included in this paper, the analysis and tracking of those students who joined the FG has already been done and results confirm the data shared by the qualitative analysis: the participation in the FG has had a very encouraging impact on students' completion rate, since more than half of those belonging to the FG continued to finish the whole course (56%), which is over 20% more than the percentage considered to be satisfactory in terms of MOOC completion, that is, around 30% (see for example Martín-Monje, Bárcena, & Ventura, 2013).

After discussing the four research questions, the initial hypothesis is confirmed, which leads the authors to sustain that social networking, and in particular Facebook, can be a powerful tool to reinforce online interaction and engagement in MOOCs. It will be interesting now to look into ways of increasing that positive impact of the use of FG in