

HOW ETWINNING PROJECTS ENHANCE CHILDREN'S MOTIVATION ON ENGLISH LANGUAGE LEARNING

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Curs 2021-2022. Treball de Final de Grau (TFG)

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Vic, 14 de gener de 2022

Acknowledgements

I would like to express my gratitude to Mireia Canals, my tutor, for guiding, supporting and helping me to do this project.

I would also like to thank the school and the pupils that participated in my study. I gladly appreciate the collaboration.

Abstract

The aims of this dissertation are to explore the effects of eTwinning, an innovative way of cooperative learning. In line with this, the present study explores the ways in which eTwinning projects may enhance students' motivation on learning English. A qualitative research design is preferred in order to compare the level of motivation between children participating in an eTwinning project and children that do not and to explore the experience of a Catalan school involved in an eTwinning project together with several European partners.

Keywords: eTwinning, motivation, English as a Foreign Language (EFL), cooperative learning, ICT.

Resum

L'objectiu d'aquest treball és explorar els afectes que tenen els projectes eTwinning en la motivació per aprendre anglès dels nens i nenes de primària. Amb aquest propòsit, es presenta un estudi qualitatiu que parteix dels resultats extrets de la revisió de documents, de qüestionaris i de l'observació directa dels infants durant l'execució d'un projecte eTwinning. Els qüestionaris, d'una banda, ens serveixen per comparar les respostes d'un grup d'estudiants de 5è de primària del Col·legi Sant Josep de Navàs, participants d'un projecte eTwinning titulat "4everwild", amb les d'un grup d'estudiants també de 5è de l'Escola Riu d'Or de Santpedor, que aprenen anglès seguint una metodologia tradicional. D'altra banda, l'observació de diverses activitats part del projecte europeu "4everwild" ens permet analitzar profundament el comportament, actituds i nivell de motivació de nens i nenes involucrats en un eTwinning. Per acabar, els resultats són comparats amb les teories sobre la relació dels projectes eTwinning i la motivació i s'extreuen conclusions.

Paraules clau: eTwinning, motivació, anglès com a llengua estrangera, aprenentatge cooperatiu, TIC.

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1 Introduction

In recent decades, English has been widely regarded as an essential skill for citizens all around the world and it is taught in almost every country. Nonetheless, several social indicators seem to suggest that fluency in English is still a chimera (Valls, 2014).

Most EFL contexts lack of several conditions that contribute to successful second language acquisition: there aren't any opportunities to interact with English speakers, there isn't enough L2 input in the learning context, there aren't enough strong models that promote the language learning, and there isn't widespread enough social acceptance for the idea of becoming proficient in English (Anjomshoa & Sadighi, 2015).

As a consequence, the way in which language teaching has been language conceived has changed considerably. Learning a foreign language is no more seen as barely mastery of language skills (Müller & Schmenk, 2017; Ping, 2017; Tudini, 2016 as cited in Akdemir, 2017). In order to foster language learning, it has been necessary to shift traditional teaching approaches to more effective learning methodologies, approaches and resources.

On the one hand, ICT (Information Communication Technology) has marked a milestone in the global dimension of language teaching due to its potential to get learners closer to real contexts and to target culture. On the other hand, especial attention has been paid to international projects which link group of students around the world for the purpose of cooperatively participating in common activities (Ureña-Rodríguez, 2017).

When it comes to the context of Europe, the main focus is on eTwinning, an educational action from the European Commission that involves 43 countries and more than 130.000 intercultural projects that enhance collaborative teamwork, use of ICT, foster European identity and promote language learning throughout the development of key competences.

With this framework in mind, the present study aims to provide a theoretical framework related to motivation, eTwinning and the relationship between both, to develop a study based on the data obtained from document review, observation and questionnaires and finally, to take conclusions about the way in which participating in eTwinning projects may enhance students' motivation to learn English.

As Kane (2011) says, motivation and engagement have an important role in learning. Motivation is the difference between a student learning something superficially or

permanently. When learners are actively engaged in their learning they feel more control of their learning ending up with improved motivation and self-esteem. Student motivation is dependent on the student's desire to partake in the learning process (Lumsden, 1994). Santrock (2009) describes motivation as behaviour "that is energized, directed and sustained" (p. 460). Activities that motivate children lead to successful learning, as motivation is strongly linked to the kid's active involvement in the learning process (Underwood and Underwood, 1990).

This report is divided into seven main parts. The *Theoretical Framework* is based on the background on which I focus all the content. Several studies related to motivation in Foreign Language Learning and to eTwinning have been conducted and they constitute a point of departure for the research. The following section is the *Research Study*. In this section the objectives and hypothesis are stated, the research design and the participants of the study are explained, and the data collection instruments employed to carry out the investigation are described. The fourth section presents the *Study Results* where the gathered information is objectively displayed and the fifth section the *Discussion* where the collected data is analysed and compared to the existing theories. The main *Conclusions* drawn from this project are then presented and finally, the last sections contain the *References* and the *Appendices*.

2 Theoretical framework

2.1 Motivation

2.1.1 Definitions of motivation

The idea of motivation is a recurring topic throughout the history of language teaching and is considered indispensable for achieving positive results in any task (Redondo & Ortega Martín, 2015). As a consequence of this long journey, motivation has been related to a great amount of definitions. The existence of this variety of definitions shows the difficulty in describing motivation and its role in the process of learning.

Ramli (2014) explained that motivation is a complex part of human psychology and behaviour that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. The author added that motivation reflects students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process.

Motivation has been frequently related to the amount of energy used in learning activities. Motivation is what causes a person wanting to know, act, understand, believe or gain particular skills. It is the drive to satisfy the individual's needs (Filgona et al., 2020).

According to Sardiman (2012), motivation can be considered as the overall driving force in students that lead to learning activities. Motivation is the impetus or stimulus given to a person in order to have the will to act (Ramli, 2014). Spolsky (2000) described motivation as the amount of time a learner is prepared to spend on learning tasks. Ortega-Martín (2000) explained that motivation is an individual's disposition to learning a task that can be modified both by him or herself and by the surrounding circumstances. Additionally, in school context, motivation refers to a student's willingness, need, desire and compulsion to participate and be successful in the process of learning (Filgona et al., 2020).

Motivation is seen as a mental impulse that drives and directs human behaviour, including learning behaviour. Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviour of a learner (Filgona et al., 2020).

2.1.2 Motivation in Foreign Language Learning

Motivation, especially in EFL contexts, is so important that other considerations about teaching methodology seem to pale in comparison. It is essential to consider motivation the essence of language teaching because of the stark realities of learning English for most of our learners (Gilakjani et al., 2012). Most EFL contexts lack of several conditions that contribute to successful second language acquisition: there aren't any opportunities to interact with English speakers, there isn't enough L2 input in the learning context, there aren't enough strong models that promote the language learning, and there isn't widespread enough social acceptance for the idea of becoming proficient in English (Anjomshoa & Sadighi, 2015).

Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning (Gardner & Lambert, 1972 as cited in Xu 2008), motivation is a major factor in the successful study of language acquisition. In fact, motivation provides the primary impetus to start learning the L2 and later the driving force to maintain the learning process (Anjomshoa & Sadighi, 2015).

As Csizér (2019) says, studying motivation of young English learners is not only important because negative experiences at the beginning pertaining to L2 can have a demotivating impact later on (Nikolov, 2001 as cited in Csizér, 2019), but also because in some European contexts, such as Hungary, for example, L2 learning starts at a young age often without curricular support (Öveges & Csizér, 2018 as cited in Csizér, 2019). In this respect, in the following paragraphs some of the most famous theories about motivation in the field of foreign language learning will be presented.

One of the most relevant theories is from Gardner and his educational model, which describes the attitudes and motivation in Foreign Language Learning and makes a distinction between integrative and instrumental motivation (Redondo & Ortega Martín, 2015).

On the one hand, integrative motivation is the students' desire to become part of the culture related to the language they are learning. Students may identify themselves with the features and the values of the culture that represents the language. On consequence, they want to learn the language so as to live, work or study in an English-speaking country or interact with people that speak the language (Redondo & Ortega Martín, 2015).

On the other hand, instrumental motivation is related with the idea of learning a language that will be used as a tool for functional or external purposes such as passing exams, reading, travelling, financial rewards, etc. Students with instrumental motivation believe that English will be useful for them although they do not have a real interest in the language itself (Redondo & Ortega Martín, 2015).

Another theory is the one from Ryan and Deci (2000) that makes a distinction between students that are intrinsically motivated (they develop a skill for a task because it is their will) and the ones that are extrinsically motivated (they receive an external stimuli that influences their behaviour regarding the language).

According to Dörnyei's L2 Motivational Self System theory (Dörnyei, 2005, 2009 as cited in Csizér, 2019), the amount of effort invested into L2 learning is shaped by students' ideal L2 Self, in other words, the extent to which the learner can imagine him or herself as highly a proficient user of L2; the ought-to L2 self that includes the external influences that the individual is aware of; and the L2 learning experience, which involves situated motives that relate to the immediate learning environment, and includes attitudes towards classroom processes.

2.1.3 Factors that influence pupils' motivation

In that respect, many theories have been developed. Some of the most relevant ones will be exposed in this section.

Splousky (1969) says that the most meaningful factors that affect the teaching/learning process are: the teaching method, the age, the aptitude and the attitude. This last factor is the most relevant in relation to the learner's motivation as it directly connects with the education context (teacher, friends and family) that surrounds the learner (Redondo & Ortega Martín, 2015).

Skehan (1991) exposes four motivating factors, the type of activities in the teaching/learning process, the final results (students with good final results are going to be more motivated than the ones with bad results), internal motivation and extrinsic motivation (Redondo & Ortega Martín, 2015).

When it comes to Fernández's (1999) research, some factors that affected motivation were studied too. In this case were: the importance of English in the current society, the personal features of the English teacher, the types of tasks developed in class and the

teaching methodologies implemented, features about the subject itself in comparison with other subjects, environmental factors and the intention of integration in English-speaking countries (Redondo & Ortega Martín, 2015).

Dörnyei (2001) suggests three different factors that affect learners' motivation: course-specific components (the syllabus, teaching material, teaching method and learning tasks), teacher-specific components (the teacher's behaviour, personality, and teaching style) and group-specific components (the dynamics of the learner group) (Redondo & Ortega Martín, 2015).

Finally, Csizér (2019) states that as classroom related processes seem to be crucial for young learners, four issues should be considered as defining for classroom motivation: the role of teachers in students' motivation, task motivation, group dynamics and demotivation (Csizér, 2017 as cited in Csizér, 2019). Based on empirical evidence, Csizér, 2017 (p. 438) as cited in Csizér (2019) collects the following pedagogical implication that are relevant for young learners: 1. Set an example as being motivated by getting to know your students' interests and how they can be incorporated into your L2 lessons. 2. Be aware of the group dynamical processes: how they can help/hinder the learning processes. 3. Know that task motivation is an important part of motivation: even during relatively short task students' motivation can ebb and flow. 4. Do not be afraid of demotivation: it will happen in the classroom. Try students' awareness and show how they can turn demotivation around and motivate themselves.

2.2 New contemporary language learning perspective

In recent decades, the role of English has increased all around the world and the necessity of understanding and fluently speaking it is generally accepted. Nonetheless, how this language is taught in many countries, including Spain, is still inadequate or insufficient. This is clearly proved in the results from *Education First: English Proficiency Index* (Education First, 2012 as cited in Redondo & Ortega Martín, 2015), in which the Spanish country is ranked in the group of “medium level of English” along with other European countries like Portugal, Italy or France.

Taking these data into deliberation, it is important to mention that the consideration of English as an indispensable tool for communication has forced Spanish government, educational institutions and schools to start teaching from a new contemporary language learning perspective.

Learning a foreign language is no more seen as barely mastery of language skills. Contemporary methods involve intercultural competence which lets language learners become “intercultural speakers” (Müller & Schmenk, 2017; Ping, 2017; Tudini, 2016 as cited in Akdemir, 2017). Communicative competence, including the development of personal and social competences, forms pedagogical inference of contemporary language learning perspective seeing English as a lingua franca or an international language (Bayyurt, 2013 as cited in Akdemir, 2017).

As a consequence, language teaching methods, approaches, materials and the learning environment in general have changed over the years. The new perspective combines language use and ICT (Information Communication Technology) skills and reinforces the idea that language skills cannot be learned and practised in isolation from other fields of competence such as maths, social science or art. Besides, when it comes to the organization of the students, it fosters collaboration, cooperation and teamwork throughout methodologies such as PBL (Project Based Learning).

ICT in language teaching

The need for improved learning environment for especially young learners who are completely immersed in internet and new technologies in daily life requires more input that cannot be provided with traditional classroom materials. As it is considered to be a change and innovation in education, ICT is idyllic for this purpose (Hlásná & Klímová,

2017; Tezci, 2009 as cited in Akdemir, 2017). Today the expansion of ICT in the world of education is so common that, as Tsitouridou & Vryzas (2004) said as cited in Akdemir (2017), there can hardly be a country in the world which is not currently engaged in the process of introducing ICT into the education system.

Moreover, the advances in technology have positively altered the quality of language learning too. Nowadays, ICT offers great opportunities for language classroom such as blogging (Bakar & İsmail, 2009 as cited in Akdemir, 2017), collaborative writing (Jimoyiannis & Roussinos, 2017 as cited in Akdemir, 2017), social networking (Aydın, 2012; Blattner & Fiori, 2009 as cited in Akdemir, 2017), assisted language learning applications (Godwin-Jones, 2011; Kukulska-Hulme, 2009; Yang, 2013 as cited in Akdemir, 2017), virtual learning environments (Colomar & Guzman, 2009 as cited in Akdemir, 2017), online collaboration activities, school partnership projects, etc.

CLIL in language teaching

Many schools have recently introduced CLIL (Content and Language Integrated Learning) as an innovative method in order to increase the number of hours that the pupils are in contact with the foreign language and on consequence, improve their level.

In practice, it means that students use English medium to study subjects such as social science, history, arts or mathematics that were originally taught in the native language (Klimova, 2012).

According to Barwell (2005) as cited in Bruton (2011), "Language and content integration concerns the teaching and learning of both language and subject areas (e.g. science, mathematics, etc.) in the same classroom at the same time" (p.143).

Therefore, CLIL is worth implementing into the school curricula. Besides the opportunity of being exposed to the foreign language at least for an extra lesson, which is not a language one, CLIL has a great amount of advantages for the pupils' learning process. It improves language knowledge and communication skills, it accesses subject-specific terminology, it increases learner's motivation and confidence in both the language and the subject being taught, it enables to diversify methods and forms of classroom practise, among others. (Klimova, 2012).

PBL in language teaching

According to new language learning perspectives, it has been necessary to shift traditional teaching approaches in foreign language to more effective learning methodologies such as PBL.

Thomas Markham (2011) as cited in Leto (2018) exposed that PBL (Project Base Learning) integrates knowing and doing. Students learn knowledge and elements of the curriculum, but also apply what they know to solve authentic problems and produce profitable results. In PBL, students cooperate, collaborate, assume roles, investigate, research, use creative tools and stimulate their critical thinking.

2.3 eTwinning

The name eTwinning is made up of two different words: “e” for “electronic” and “twin” for reciprocal relation (Pey, 2014). Therefore, it is a programme of the European Commission which offers an online platform for staff (teachers, head teachers, librarians, etc.) working in a school in one of the European countries involved, to communicate, collaborate and develop projects together with two or more schools from Europe (eTwinning, 2018).

It was launched in Poland in 2004 and the opening conference was carried out in Brussels in 2005. It became part of Comenius, the sectorial programme for schools under the Lifelong Learning Programme (LPP) in 2007. In January 2014 it was included in the new Erasmus+, the EU programme for Education, Training, Youth and Sport (eTwinning, 2018).

eTwinning was born with the need for the use of ICT tools to enhance cooperation and collaboration between European schools through the Internet, to develop joint projects using the tools and internet sites created for that purpose. These projects were to be based on three basic characteristics: collaborative teamwork, use of ICT and fostering European identity. Nowadays, it is open to teachers from nursery to upper-secondary schools (Pey, 2014).

eTwinning has grown rapidly and it currently is the biggest community of teachers in Europe (Pey, 2014). Nowadays, according to eTwinning (2018), there are 976.318

teachers registered, 127.651 projects getting developed and 223.971 schools working in cooperation.

eTwinning has been spread all around Europe. It includes EU 31 member states, plus former Yugoslav Republic of Macedonia, Norway, Iceland, Switzerland and Turkey. Besides, eTwinning Plus includes eight neighbour countries – Armenia, Azerbaijan, Georgia, Moldova, Ukraine, Jordan, Lebanon and Tunisia (eTwinning, 2018).

When it comes to coordination and support, they are catered through three basic organizations (Pey, 2014):

- The Central Support Service (CSS) in Brussels which coordinates the whole action.
- The National Support Services (NSS), responsible for enhancing the development of eTwinning projects, helping teachers, etc.
- A network of 1.500 eTwinning ambassadors coordinated by the NSS that are usually former teachers and help, support and guide the new members.

2.3.1 The impact of eTwinning action on the education process

eTwinning is an experience vivified by the teachers and students. It is a flexible action, without any kind of formal procedures and written agreements, but basically based on teachers' interest to diversify students' learning activities, to share experiences with other European professionals, to overcome cultural boundaries in education and constantly renew their teaching methods (Velea, 2011). According to Pey (2014), eTwinning offers four main services to the professional leading the project and to the school:

- a) Ideas, advice and a safe online platform (Twinspace) in order to set up and carry out the projects with the rest of European partners.
- b) Professional networking in an European context: tools for finding partners, forums to share information, doubts or opinions, and communities of practice such as teachers' rooms, eTwinning groups, etc.
- c) Education opportunities which can be face-to-face like PDW (Professional Development Workshops) or online such as Learning Events, seminars and webinars.

d) Recognition throughout national and European quality labels and awards.

When it comes to the direct impact on students learning, school partnership projects such as eTwinning and online collaboration activities are extremely potential opportunities of pupils' learning. The European Commission, which intensively promotes PBL among European schools, states that Foreign Language teaching-learning has not to be considered as an objective but a tool to acquire other competences. Learning by doing and doing by learning second language is the key. Foreign language is transversal to all curricula (Leto, 2018).

According to the publication by the European Commission and the Directorate-General for Education and Culture titled "Study of the Impact of eTwinning on Participating Pupils, Teachers and Schools" as cited in Pey (2014), eTwinning projects improve pupils' abilities, knowledge and attitude to learning. As Velea (2011) said, learning a language by teaching physics, chemistry or mathematics considerably increases the attractiveness of lessons and pupils' motivation.

Moreover, the communication between teachers and students becomes less formal as it creates a suitable environment for teaching and learning. Pupils are enthusiastic about working in teams and collaborating with other pupils of the same age in other European countries (Pey, 2014). ETwinning contribution to intercultural communication was highlighted by Velea (2011): "Knowledge of a country language paves the way for its culture, and understanding of the *other* means cultural acceptance and appreciation of diversity" (p.143). All in all, taking part in eTwinning projects made pupils feel empowered and more independent.

2.3.2 eTwinning and motivation

Many research studies in education psychology (Deci et al, 1985; Benson, 2010; Little, 1991 as cited in Silva, 2014) have highlighted the beneficial impact that an **autonomy-supporting environment** has on maintaining motivation. By participating in collaborative projects like eTwinning, teachers can foster autonomy and motivation in different ways, including sharing learning responsibilities with their eTwinning partners, involving their pupils in making decisions, and giving them positions of authority (Silva, 2014).

Moreover, a significant impact on students ability and motivation to learn with an emphasis on competences such as **collaborative decision making and teamwork** has

been reported in articles like Gilleran (2019) and Silva (2014). Besides, research into group work in primary schools found that when children work collaboratively in groups, as it is done in eTwinning projects, their self-esteem and motivation is increased (Kane, 2011).

Becta (2007) as cited in Kane (2011), states that both teachers and students are positive about the impact **technology** (constantly used in eTwinning projects) has on motivation and engagement in the classroom. A report commissioned by the Department of Education and Science (DES) in 2008 as cited in Kane (2011) acknowledges that “learning is changing” and that when ICT is used effectively it “enriches learning and enhances teaching” and that it is a “powerful motivational tool that encourages learners to progress in more personalised and self-directed ways”.

The findings of the study made by Kane (2011) in a school where an eTwinning project was developed showed that 75% of students were actively engaged in their learning and were motivated to learn because they enjoyed the project they were involved into. Moreover, the study concluded that students participating in an eTwinning project are both extrinsically and intrinsically motivated as they usually continue their learning outside of school time.

3 Research study

3.1 Objectives and hypothesis

In order to guide the study, a main research question is previously established:

- How do eTwinning projects enhance children's motivation on Foreign Language Learning?

The study is based on the following objectives:

1. To observe the development of an eTwinning project in a primary school.
2. To measure children's motivation to learn English.
3. To compare the level of motivation to learn English of pupils involved in an eTwinning project and pupils not involved in one.

Taking into consideration the aims of this study and the data collection tools used (explained in the following sections), the intentionality of this investigation may be classified as qualitative because its main goal is to explain the relationship between two specific aspects from the EFL classroom, which have been objectively described in the theoretical framework: eTwinning and pupils' motivation.

My hypothesis before doing the investigation is that most of the pupils participating in the eTwinning project will be highly motivated to learn English and that they will definitely be more motivated to learn a new language in comparison to other students that do not take part in any.

3.2 Methodology

3.2.1 Research Design

So as to attain the objectives, the impact of eTwinning on pupils' motivation is measured throughout the **observation** of the development of two English lessons which are part of an eTwinning project in Col·legi Sant Josep, a Catalan primary school in Navàs. By using a previously designed observation guide, the motivation of the students involved in the activity is measured and subsequently analysed.

In order to gather background information about the school where the observation is done, to understand its context and to develop an observation guide, **document review** is previously developed and therefore it is the first data collection method used for this study.

Moreover, the study consists of the comparison of the results from a **questionnaire** answered by pupils involved in an eTwinning project and the ones from pupils not involved in one.

3.2.2 Participants

On the one hand, the sample of the questionnaire consists of 50 pupils who are coursing 5th grade of primary (10-11 years old) from two Catalan schools: Escola Riu d'Or (Santpedor) and Col·legi Sant Josep (Navàs). Pupils from Santpedor do not participate in an eTwinning project whereas children from Navàs do. Therefore, their answers in the questionnaire can be compared.

On the other hand, the behavior of the children from Navàs during an English lesson is also observed in order to do the observation.

3.2.3 Data collection tools

As forementioned in the Research Study section, three data collection tools have been used to obtain the data needed for the study: document review, observation and questionnaire. The three data collection tools are explained in more detail below.

Document review

Document review is a way of collecting data by reviewing existing documents related to a program or an organization. Documents may be hard copy or electronic and may contain reports, program logs, proposals, newsletters, etc. (Centers for Disease Control and Prevention, 2018).

According to CDC (2018), document review is a data collection method that should be used in specific situations. On the one hand, to gather background information so as to understand the history, philosophy and operation of the evaluated program or organization. On the other hand, to determine if implementation of the program reflects program plans, or in other words, to see the difference between formal statements of the

program and its actual implementation. Besides, document review can be useful to develop other data collection tools for evaluation. For instance, it can help you formulate questions for interviews, questionnaires, or focus groups or develop an observation guide. Finally, this method can be also useful when data is needed to answer what and how many evaluation questions related to the number and type of participants, number and type of program personnel and program costs.

In order to conduct a proper document review, it is important to take into consideration some of the issues determined by CNC (2018) and Triad (2016):

- Assess what types of documents exist and determine which ones can be useful for your evaluation questions.
- Ensure confidentiality related to certain individuals that may be involved in the reviewed documents.
- Determine the accuracy of the documents by comparing the ones which may contain similar information, checking them against other collected data, etc.
- Summarize the information from the documents reviewed.

When it comes to this study, document review is chosen as a data collection method because it is essential to proceed with the second data collection method used in this study: the observation of a Catalan school that participates in an eTwinning project.

Several documents related to the school, the school webpage and English blog, and the lesson planning of the eTwinning project (which is facilitated by the English teacher) will be reviewed in order to gather the background of the school, to get to know the school and subject approaches and to contextualize the observed sessions. Moreover, document review will be extremely helpful to develop the observation guide used to guide the process of observation and to facilitate a more impartial analysis.

Observation

Observation is the systematic description of the events, behaviors and artifacts of a social setting (Marshall & Rossman, 1989). Observation is a way of gathering data by watching behavior, events or observing physical characteristics in their natural setting. This type of data collection method can be *overt*, when everyone knows they are being observed, or *covert*, when no one knows they are being observed and the observer is

concealed. The main advantage of covert observation is that usually people behave more naturally as they do not know that they are being observed (CDC, 2018).

Observations can either be *direct* or *indirect*. The first one is when interactions, processes or behaviors are watched as they occurred, for instance, observing a teacher doing a class to determine whether they are doing it properly. In contrast, the indirect one happens when the observation is focused on the results of interactions, processes or behaviors, for example, measuring English speaking fluency of the students to determine the lesson plan of the term (CDC, 2018).

According to (CDC, 2018), there are different situations when the researcher should use observation as a research method. On the one hand, when they are trying to understand an ongoing process or situation. On the other hand, when the researcher is gathering data on individual behaviors or interactions between people. Besides, when they need to know about a physical setting. Finally, when data collection from individuals is not a realistic option because respondents are unwilling or unable to provide it through questionnaires or interviews.

In order to plan an observation, is important to go through the following steps:

1. Determine the focus: think about the evaluation question or questions you want to answer through the research and select a few areas of focus.
2. Design a system for data collection: think about the specific items for which you want to collect data and determine one of the following ways of collecting information:
 - a. Recording sheets and checklists. They include both pre-set questions and responses and are useful for collecting data that can be easily predicted in advance.
 - b. Observation guides.
 - c. Field notes.
3. Select the sites: select an adequate number of sites to help ensure they are representative of the whole population.
4. Select the observers and train them (if necessary): if it is necessary, select other people to help you with the observation.
5. Time and plan the observations appropriately.

When it comes to this study, observation is chosen as a data collection tool because observing the development of an activity helps understanding children’s behaviour and getting to know their motivation in relation to language learning throughout an eTwinning project.

Taking into consideration the criteria established by CDC (2018), the observation is *covert* because the children being observed do not notice it and it is *direct* because the interactions, processes and behaviours are watched as they occurred.

In relation to the system for data collection, an **observation guide** with previously predicted attitudes that should be observed and analysed is designed before the observation so as to guide the process and to facilitate a more impartial analysis. The resulting structure of the observation guide is as follows:

OBSERVATION GRID	
BACKGROUND INFORMATION	
Date of observation	
Duration of observation	
School	
School details and brief description	
Number of pupils in the class	
School year	
Brief description of the school or subject approach	
Contextualization of the observed sessions <i>(Does these sessions fit in a project’s sequence? Are they part of a unit of the textbook?)</i>	
Sessions focus Major intended purpose of the sessions	
OBSERVATION PURPOSE	
OBSERVATIONS	
How are the participants behaving?	
How are they undertaking the activity?	
How are students using help and resources?	
How are students interacting with the learning environment?	
Do they listen carefully to the instructions of the teacher?	
Do students seem interested?	
Are they focused?	

Do they participate actively?	
Do they make an effort to develop the activities developed in class?	
Do students appear motivated/engaged?	
Other observations	

Questionnaires

According to CDC (2018), a questionnaire is a set of questions for gathering information from individuals. They can be administered by mail, telephone, using face-to-face interviews, as handouts, or electronically (i.e., by e-mail or through Web-based questionnaires).

Questionnaires are useful in several situations. Firstly, when resources are limited and you need data from many people. Secondly, to gather data about knowledge, beliefs, attitudes and behaviors. Finally, when it is important to protect the privacy of the participants because it is wanted to preserve the anonymity or confidentiality. (CDC, 2018)

In order to build up a successful questionnaire, CDC (2018) defined several points that should be considered:

- Define your objectives. Define what you want and how you will use the information to answer your evaluation questions. By taking the time to define your purpose you will reduce the likelihood of gathering unusable information.
- Select the number and type of participants for your questionnaire.
- Develop questions that clearly communicate what you want to know. Use clear and simple wording written at the reading level of your participants.
- Decide when to use closed-ended versus open-ended questions. The first ones include a list of predetermined answers from which participants can choose whereas the second ones allow the participant to answer the question in their own words. Closed-ended questions are easier to analyze while open-ended questions can be useful if you cannot predict the answers to questions.
- Include demographic questions such as sex, age, place of residence, etc. as it can be useful for your analysis.

- Place questions in a logical order that flows well and makes sense to the participant.
- Pilot test the questionnaire so as to prove the understanding, its functionality, etc.

When it comes to this study, questionnaires are chosen as a data collection tool because they are useful to gather personal and individual information and opinions related to the pupils' motivation on learning English. The questionnaire is made to be answered by students that participate in an eTwinning project and students that do not participate in one, so as to subsequently compare the answers and the approaches.

The questionnaire used in this study is an adaptation from Valls (2014) and Bravo et al. (2017). The students are supposed to mark the answer on a Likert scale according to their preference. Therefore, they have to choose between 5 alternative answers from '1 = Not all agree' to 5 = Totally agree'.

The questionnaire contains a background information section to collect data with regard to participants' school name and experience with eTwinning programmes; and four main sections, which are detailed as follows:

- Section 1 includes participants' self-perception of motivation to learn English (like or dislike).
- Section 2 investigates the participants' level of interest to learn English.
- Section 3 tries to identify the perceptions of their teachers' stimulation and behaviour to promote engagement in activities to learn English (relationship between teacher's behaviour and pupils' motivation).
- Section 4 analyses their emotional reaction towards English Language Learning.

The shared questionnaire is written in students' first language so as to be sure they understand it and therefore elicit real answers. Although the questionnaire is answered by the students through a [Google Forms](#) template, the resulting structure of the questionnaire is as follows:

QUESTIONNAIRE ABOUT MOTIVATION AND LANGUAGE LEARNING

This questionnaire is a data collection tool used for the development of the Final Degree Dissertation “eTwinning projects enhance children’s motivation on learning” led by Marina Vilà Vendrell from Universitat de Vic – Universitat Central de Catalunya (UVic-UCC). The answers are anonymous and exclusively collected in order to develop the forementioned study.

Name of your school: _____

Are you participating in an eTwinning project? Yes No

Have you ever participated in an eTwinning project? Yes No

SELF-PERCEPTION OF MOTIVATION FOR ENGLISH LEARNING	Strongly disagree 	Disagree 	Neutral 	Agree 	Strongly agree 
Do you feel motivated to learn English?					
Do you like English at school?					
If number 0 is “ super boring ” and number 5 is “ super motivating ”, which number would you give to the English subject?					
Do you participate in non-compulsory or volunteer activities in English lessons?					
Do you feel motivated to do the English homework ?					
Do you want to improve your English skills?					
Do you want to study English until you get a high level ?					
DEGREE OF MOTIVATION IN LANGUAGE LEARNING	Very low 	Low 	Indifferent 	High 	Very high 
My degree of interest in class usually is...					
My effort to learn in class usually is...					
My degree of dedication and constancy usually is...					
My degree of attention in class usually is...					
MOTIVATING EFFECT OF TEACHING-LEARNING SITUATION	Strongly disagree 	Disagree 	Neutral 	Agree 	Strongly agree 
I am motivated by intellectually challenging exercises.					
When I work cooperatively in pairs or groups , my motivation increases.					
When I take part in class and when I participate , I feel more motivated than if I do not participate and remain silent.					
When we use audiovisual and technological aids (like Kahoot,					

Canva, Paddlet, etc.) I am more motivated than when we only use the textbook.					
When things are not done for me, but, on the contrary, I am in a situation where I can discover and draw my own conclusions, I feel more motivated.					
FINAL MOTIVATION. EMOTIONAL REACTION TOWARDS LANGUAGE LEARNING	After having studied L2 up until now, considering your personal experiences in relation to English, how do you feel? To what extent have you experienced the following emotional aspects?				
	Very low 	Low 	Indifferent 	High 	Very high 
Satisfaction					
Relaxation					
Confidence in yourself					
Competitiveness					
Self-esteem					
Interest					
Desire to pay attention in class					
Desire to make an effort					
Desire to study English					
Desire to communicate in English outside the classroom					

4 Study results

In this section I will discuss the results that were collected from the observation and from the questionnaires.

4.1 Results of the observation

In order to understand and comment the results of the observation grid, attached as *Appendix 2*, I organized the questions in three different groups based on their observation purpose: what pupils do (question 1), pupils' interaction with the environment (questions 2 and 3) and pupils' attitude (questions 4-10).

On the one hand, when it comes to what pupils do and how they undertake the activity (question 1), pupils in both sessions listen carefully to the teacher instructions. They interact with their teammates when they start working and also with other groups. They stay quiet and when they have to meet and talk with their European partners they nervously wait and get ready for it.

On the other hand, in relation with the interaction with the environment (question 2 and 3), students work autonomously in both sessions. Most of the students try to solve the tasks on their own by using resources such as the laptops. However, if they have difficulties, they ask for the teacher's help.

When it comes to pupils' attitude during the sessions (questions 4-10), the notes taken in the observation guide showed that pupils in both sessions listen carefully to the teacher instructions and also to what the other teammates and European partners say. Pupils seem fascinated by what the teacher explains so they pay a lot of attention. Moreover, pupils are extremely interested in what they are doing because they constantly make comments and questions related to what the tasks they are solving. They are extremely interested on solving the clues to discover the project and on getting to know their eTwinning partners.

During both sessions, students are focused on their tasks and do not get distracted because they are interested on what they are doing. Although some students participate more actively than others, all of them are implicated and try to collaborate in their team groups doing one thing or another. During the virtual meeting, all the students participate by asking a question or by reading something that they have already prepared at home.

Pupils in general make a great effort to develop the activities in session 1 and session 2. They actively think and use their previous knowledge to solve the clues in session 1. In

session 2, in the virtual meeting, they try to minimize the noise in order to properly hear what their partners say as the sound is not the best.

In general, students appear excited during the whole activity. They are engaged just by the moment the teacher gives the first instructions related to the project hunt. They appear extremely motivated when they have to discover their lesson planning for the next weeks, when they meet their partners and also when they realize that they are going to share the discovered project with them.

4.2 Results of the questionnaires

This section presents the questionnaire results answered via [Google Forms](#) by 22 students from Col·legi Sant Josep and 22 students from Escola Riu d'Or, both groups coursing 5th grade of primary. The summary of answers downloaded from the Google Forms questionnaires are attached as *Appendix 1*. The graphs extracted from the data analysis of the questionnaire are shown in original format. Therefore, the questions and answers are written in Catalan.

In order to present the results and to be able to easily compare the answers between the schools, I created a graphic for each section of the questionnaire. Therefore, the results are presented in 5 different blocks:

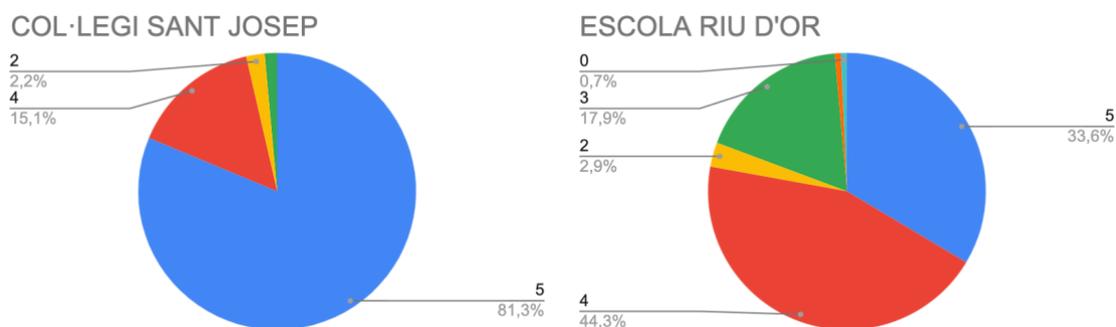
- Contextualization
- Section 1. Pupils' self-perception of motivation for English Learning
- Section 2. Degree of motivation in Language Learning
- Section 3. Motivating effect of Teaching-Learning Situation
- Section 4. Final Motivation. Emotional Reaction towards English Language Learning.

Contextualization

The first part of the questionnaire consisted of 3 questions which were asked to identify the type of student who was answering the questionnaire (if they were from Col·legi Sant Josep or from Escola Riu d'Or, and if they were participating or had ever participated in an eTwinning project or not). 100% of the pupils from Col·legi Sant Josep answered that they had already participated in an eTwinning project and they were also participating in one at the moment. Instead, 100% of the pupils from Escola Riu d'Or answered that they had never participated in one.

Section 1. Pupils' self-perception of motivation for English learning

In this section, students were asked for their self-perception of level of motivation for learning English. In other words, they were supposed to analyse from their point of view the level of motivation to learn English they considered they had.



Graph 1. Pie chart that represents the answers to the questions from Section 1 from children who participate in an eTwinning project (Col·legi Sant Josep).

Graph 2. Pie chart that represents the answers to the questions from Section 1 from children who do not participate in an eTwinning project (Escola Riu d'Or).

Both pie charts show that, in general, students' self-perception of motivation is high as the biggest portions are '5' and '4' in both of them and the smallest portions are '2'.

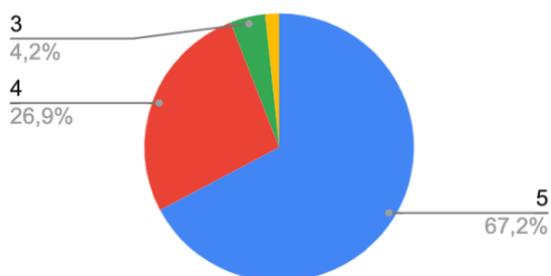
If we analyse the number of children who considered they had a high level of motivation to learn English, we can see that 81'3% of children from Col·legi Sant Josep answered '5' in response to questions like "Are you motivated to learn English?" or "Do you want to improve your English skills?" and 15'1% of children answered '4'. Instead, in Escola Riu d'Or 33'6% of children answered '5' to the same questions and 44'3% answered '4'.

When it comes to the ones that considered that their level of motivation was lower, we can see 2'2% of children from Sant Josep that answered '2' and 1'4% that answered '3'. Instead, 2'9% of children from Escola Riu d'Or answered '2' and a 17'9% answered '3'.

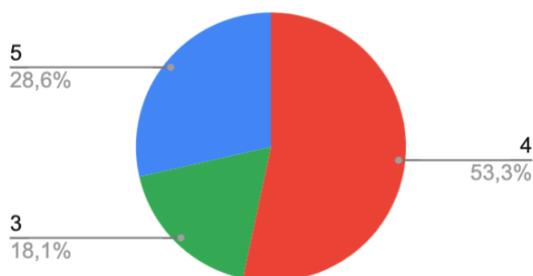
Section 2. Degree of motivation in Language Learning

In this section, pupils were asked four different questions whose answers helped evidencing students' real level of motivation (from an impartial point of view). The questions were related to their interest, effort, dedication, constancy and attention when they do English lessons at school.

COL·LEGI SANT JOSEP



ESCOLA RIU D'OR



Graph 3. Pie chart that represents the answers to the questions from Section 2 from children who participate in an eTwinning project (Col·legi Sant Josep).

Graph 4. Pie chart that represents the answers to the questions from Section 2 from children who do not participate in an eTwinning project (Escola Riu d'Or).

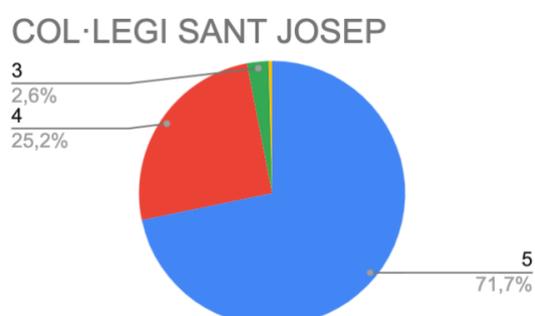
Both pie charts show that, in general, students' degree of motivation according to their interest, effort and dedication in English lessons is high as the biggest portions are '5' and '4' in both cases and the smallest portions are '2'.

If we analyse the number of children who seem to be more motivated to learn English, we can see that 67'2% of children from Col·legi Sant Josep answered '5' and 26'9% of children answered '4'. Instead, in Escola Riu d'Or 28'6% of children answered '5' and 53'3% answered '4'.

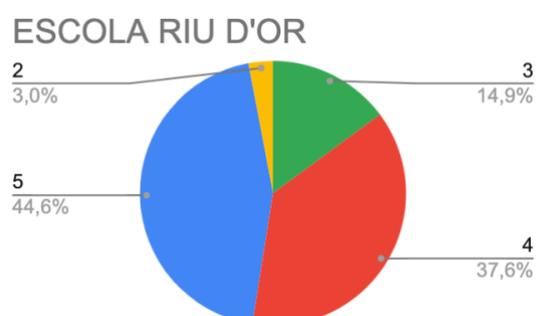
When it comes to the ones that seem to be less motivated in English lessons, we can see that there is 1'4% of children from Sant Josep that answered '2' and 4'2% that answered '3'. Instead, 18'1% of children from Escola Riu d'Or answered '3'.

Section 3. Motivating effect of Teaching-Learning Situation

In section 3, students were asked five questions related to the relationship between their own motivation and the way of teaching English.



Graph 5. Pie chart that represents the answers to the questions from Section 3 from children who participate in an eTwinning project (Col·legi Sant Josep).



Graph 6. Pie chart that represents the answers to the questions from Section 3 from children who do not participate in an eTwinning project (Escola Riu d'Or).

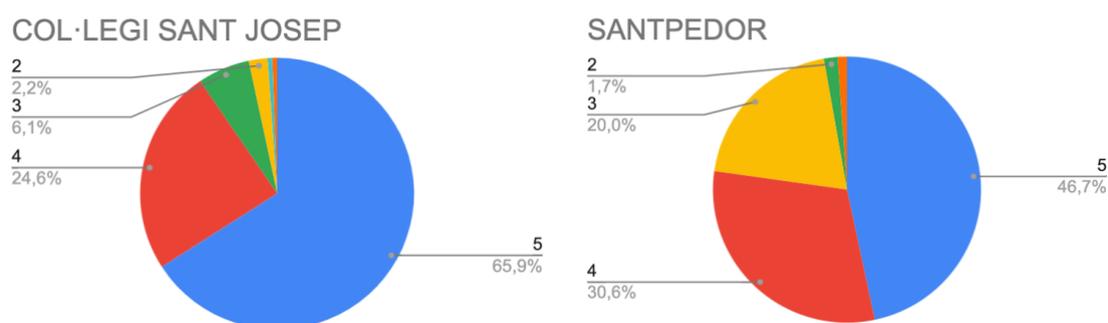
Both pie charts show that, in general, students consider that challenging activities, collaborative teamwork, active learning, use of digital resources and autonomous learning enhance their motivation as most of the students voted '5' or '4' to the questions of this section.

If we analyse the number of children who seem to clearly see this relation, we can see that 71.7% of children from Col·legi Sant Josep answered '5' and 25.2% of children answered '4'. Instead, in Escola Riu d'Or 44.6% of children answered '5' and 37.6% answered '4'.

When it comes to the ones that seem to be less motivated in English lessons, we can see that there is 0.4% of children from Sant Josep that answered '2' and 2.6% that answered '3'. Instead, 3% of children from Escola Riu d'Or answered '2' and 14.9% answered '4'.

Section 4. Final Motivation. Emotional Reaction towards English Language Learning.

In this last section, students were asked to grade several emotions and feelings (such as satisfaction, eagerness to learn, self-esteem, competitiveness, interest, etc.) when it comes to their experience in English learning throughout life.



Graph 7. Pie chart that represents the answers to the questions from Section 4 from children who participate in an eTwinning project (Col·legi Sant Josep).

Graph 8. Pie chart that represents the answers to the questions from Section 4 from children who do not participate in an eTwinning project (Escola Riu d'Or).

Both pie charts show that, in general, have a positive reaction towards their experience in English Language Learning as the average mark is between '4' and '5' in both cases.

If we analyse the number of children who have the most positive reaction towards English, we can see that 65'9% of children from Col·legi Sant Josep answered '5' and 24'6% of children answered '4'. Instead, in Escola Riu d'Or 46'7% of children answered '5' and 30'6% answered '4'.

When it comes to the ones that seem to be less motivated in English lessons, we can see that an amount of 9'5% of children from Sant Josep voted from '1' to '3' compared to 28'8% of children from Escola Riu d'Or that also voted from '1' to '3'.

5 Discussion

The previously established question that guided this study was “How do eTwinning projects enhance children’s motivation on Foreign Language Learning?”. Thanks to this study, it is now possible to compare the ideas from several authors related to the influence of eTwinning in children’s motivation with empirical evidence extracted from the results of this study.

In this section, the theories related to *The impact of eTwinning action on the education process* and to *eTwinning and motivation* are contrasted with the study results.

The European Commission and the Directorate-General for Education and Culture titled “Study of the Impact of eTwinning on Participating Pupils, Teachers and Schools” as cited in Pey (2014) said that eTwinning projects improve pupils’ abilities, knowledge and attitude to learning. The results of the observation done in this study show that children participating in an eTwinning project are highly focused and interested on what they are learning throughout the development of the observed activity. Moreover, questionnaires results demonstrate that children participating in an eTwinning project give a higher mark when it comes to questions related to their likeness, participation and predisposition to learn English compared to children not participating in one.

Velea (2011) said that learning a language by teaching physics, chemistry or mathematics, as it is done in eTwinning projects, considerably increases the attractiveness of lessons and pupils’ motivation. The results of the observation prove Velea’s ideas since children in Col·legi Sant Josep were extremely encouraged to make connections with their previous knowledge related to other subjects (like maths or Science) and to look for information in English about Jane Goodall and animal sanctuaries.

According to Pey (2014), pupils are enthusiastic about working in teams and collaborating with other pupils of the same age in other European countries. On the one hand, the results of the observation done in this study show that children anxiously wait to meet their partners and interact with them. On the other hand, the high percentage (86’7%) of children answering ‘4’ and ‘5’ to the statement “When I work cooperatively in pairs or groups my motivation increases” from the questionnaire demonstrates that pupils feel more motivated when they work in teams. Therefore, we can verify Pey’s idea and state that children feel enthusiastic about working in teams and with students from another country, as it is done in eTwinning projects.

In compliance with Silva (2014), by participating in projects like eTwinning, teachers can foster autonomy and motivation in different ways, including sharing learning responsibilities with their eTwinning partners, involving their pupils in making decisions and giving them positions of authority. Throughout the observation, it was possible to witness how students freely use the laptops and look for information, solve the tasks on their own, fill up the worksheets according to what their European partners were saying, etc. Consequently, we could say that Silva's ideas match with the results from this study.

Becta (2007) as cited in Kane (2011) stated that both teachers and students are positive about the impact that technology (which is constantly used in eTwinning projects) has on motivation and engagement in the classroom. Moreover, a report commissioned by the Department of Education and Science (DES) in 2008 as cited in Kane (2011) acknowledges that ICT is a "powerful motivational tool that encourages learners to progress in more personalised and self-directed ways". The results of the questionnaire corroborate this idea as 89'7% of children gave a punctuation between '4' and '5' to the statement "When we use audiovisual and technological aids like Kahoot, Canva or Paddlet I am more motivated than when we only use the textbook".

Finally, the findings of the study made by Kane (2011) in a school where an eTwinning project was developed showed that 75% of students were actively engaged in their learning and were motivated to learn because they enjoyed the project they were involved into. The observation done in Col·legi Sant Josep showed that children were extremely excited about the project they were starting and anxious to discover the topic and meet their European partners. They were focused doing the tasks and listening to their teammates and pupils from other countries. Therefore, this study verifies the idea of Kane (2011) that establishes a relationship between children's motivation and the attractiveness of the project they are involved into.

6 Conclusions

In this last section of the dissertation, I would like to highlight some of the conclusions I have reached after going through this whole research process. To begin with, I consider that the study's aims set from the very beginning have been achieved. On the one hand, this document includes a theoretical framework related to motivation, eTwinning and the relationship between both. On the other hand, it collects an exhaustive study based on the data obtained from document review, observation and questionnaires. Finally, I have also been able to discuss the information and I am able now to take conclusions about the way in which participating in eTwinning projects may enhance students' motivation to learn English.

After analysing the data and comparing it with some authors that talk about eTwinning and motivation, we could see that learning through the development of projects improve pupils' abilities, knowledge and attitude to learning. Moreover, not to consider Foreign Language teaching as an objective but a tool to acquire other competences increases the attractiveness of lessons and pupils' motivation. The study also proved that pupils are enthusiastic about working in teams and collaborating with other pupils of the same age in other European countries. Besides, the study demonstrates that by participating in projects like eTwinning teachers can foster autonomy and motivation, and that both teachers and students are positive about the impact that technology has on motivation and engagement in the classroom. Finally, it has also been proven that students are actively engaged in their learning and are motivated to learn when they enjoy the project they were involved into. Therefore, taking into consideration that eTwinning projects are characterized by most of the forementioned points, we can say that they do enhance pupils' motivation to learn English.

Nonetheless, as a more personal reflection and after witnessing a real eTwinning context, I would like to say that participating in an eTwinning project as a teacher does not directly imply having the students motivated. Behind every lesson and activity there is a little seed which is an idea that has to be watered and nourished with hours and hours of brainstorming, lesson planning, collaborative teamwork between teachers and innovative thinking, to end up growing and becoming a sweet fruit in the form of children's motivation and eagerness to learn.

Finally, although eTwinning is growing and being spread all around Europe, I would like to emphasize the importance of Catalan schools participating in eTwinning projects and of universities educating future teachers to lead them. It would be a good study proposal

to link this study with a more detailed investigation related to how participating in an eTwinning project can improve pupils' level of communicative competence in English.

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8 Appendices

8.1 Appendix 1: Results of the questionnaires

The questionnaires were done through [Google Forms](#). The following attached charts are the grouped answers from the children that answered the several questions from the questionnaire.

	QUESTIONS 1-7		QUESTIONS 8-11		QUESTIONS 12-17		QUESTIONS 18-25	
	Pupils' self-perception of motivation for English Learning (from 1 to 5)		Degree of motivation in Language Learning (from 1 to 5)		Motivating effect of Teaching-Learning Situation (from 1 to 5)		Final Motivation, Emotional Reaction towards English Language Learning (from 1 to 5)	
	COL-LEGI SANT JOSEP	ESCOLA RIU D'OR	COL-LEGI SANT JOSEP	ESCOLA RIU D'OR	COL-LEGI SANT JOSEP	ESCOLA RIU D'OR	COL-LEGI SANT JOSEP	ESCOLA RIU D'OR
	5	5	5	4	5	3	5	5
	5	4	5	4	5	4	5	4
	5	5	4	3	4	3	4	5
	5	4	5	3	5	3	5	3
	5	5	3	4	5	5	3	4
	5	4	4	4	5	4	4	4
	4	5	5	5	5	4	5	5
	5	4	4	4	5	4	4	5
	5	4	5	4	5	4	5	3
	5	4	4	4	5	5	4	4
	5	4	3	4	5	3	4	4
	5	4	4	3	5	3	5	4
	5	4	4	4	4	4	5	4
	2	5	4	4	5	4	4	5
	4	4	5	3	5	5	5	4
	5	4	4	4	3	3	4	4
	5	5	5	3	5	4	5	4
	4	2	2	3	3	2	4	4
	2	5	5	4	5	5	5	5
	5	5	5	5	5	5	5	5
	5	5	5	5	5	3	5	4
	5	4	5	3	4	5	5	5
	5	5	4	5	5	5	2	4
	5	4	5	3	5	4	5	5
	5	4	4	4	5	5	4	5
	5	4	4	4	5	5	3	5
	5	5	5	5	5	4	5	4
	5	4	5	4	5	5	5	5
	4	4	5	3	5	4	4	2
	5	4	4	5	5	5	4	5
	5	3	5	4	4	4	4	3
	5	4	5	3	5	5	5	3

	5	4		5	4		5	2		5	4
	5	5		4	5		5	3		3	4
	5	4		5	4		5	4		5	3
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8.2 Appendix 2: Observation grid

OBSERVATION GRID	
BACKGROUND INFORMATION	
Date of observation	01/12/2021 and 17/12/2021
Duration of observation	2 hours
School	Col·legi Sant Josep Navàs
School details and brief description	<p>Col·legi Sant Josep is an eTwinning School in Navàs, a small town of 6.000 residents in the region of Catalonia in Spain. The school welcomes 250 pupils from nursery to primary school (4 months- 12 years old). It is a semi-private school, as it receives public funds but also a small fee per month from the parents to cover the extra one- hour lessons offered per day. 15% of students have special needs and 12% are coming from non-EU countries , mainly from Morocco.</p> <p>The school is highly involved in eTwinning projects. The first teacher joined eTwinning in 2009 and since 2020, all 17 pre-primary and primary school teachers are registered in the eTwinning community. eTwinning is embedded in the English language curriculum and it has been slowly integrated in other school subjects as well. In 2019- 2020 school year, almost all classes were involved in an interdisciplinary eTwinning project, where each class participated in short activities throughout the year.</p>
Number of pupils in the class	25
School year	5 th grade of primary
Brief description of the school or subject approach	<p>Col·legi Sant Josep makes small steps towards the shared leadership approach by trying to involve the staff in the decision-making process of the school. There are several teams like on topics such as environment, library, international projects, values, and in each team different teachers take the lead and propose ideas and activities that then are discussed and agreed by all. All actors are taking active part in the decision-making process. A recent example, is the organization of a world café with 2 representative students from each class, 1 parent from each class and teachers, where they discussed about the new ICT and</p>

	<p>music class of their school and came up with different proposals working collaboratively.</p> <p>Collaboration is the main priority for the school. Teachers are collaborating with each other and they realize that skills they learn through participating in eTwinning can also be useful in their subjects and in the development of their level of competences such as digital, cultural awareness and expression. The school started with the interdisciplinary project and now they plan to establish a system where students of different ages and teachers from different classrooms will be mixed and work together according to the goals of the project.</p> <p>According to Fina Vendrell (2020), English Teacher from the school and eTwinning Ambassador, when pupils participate in activities related to eTwinning, they usually feel highly motivated, while also develop their ICT skills by using a variety of ICT tools. Students work autonomously in the TwinSpace and they are confident to work with different ICT tools. During eTwinning projects students work in groups of 3 to 4 and collaborate efficiently while the teacher has mostly the role of the facilitator.</p>
<p>Contextualization of the observed sessions <i>(Does these sessions fit in a project's sequence? Are they part of a unit of the textbook?)</i></p>	<p>The observed sessions are the two first sessions of a whole eTwinning project titled "4everwild" that will be developed in Year 5 together with pupils from two Italian schools and one French school.</p> <p>The motto of the project is: " Every action makes a difference" (Jane Goodall).</p> <p>The project mission is:</p> <ul style="list-style-type: none"> - to foster respect for all living things, especially endangered animals. - to promote understanding of all cultures and beliefs. - to inspire our pupils, teachers , and the whole school communities to take action to make the world a better place for people, animals and the environment. - to learn about Jane Goodall Institute " Roots and Shoots", their work and their impact - to join the campaign " mobilitza't per la selva" - to create a group per participant country in Jane Goodall Institution. <p>Many disciplines are involved in the project (mother tongue, English, Science and biology, geography, art,</p>

technology,...).

When it comes to the **project goals:**

STUDENTS WILL...

enhance skills in these academic fields:

- English by listening/writing/speaking and interacting
- Science by learning about chimpanzees and other endangered animals
- Geography by learning specific terms, by orienting on paper and digital maps to discover where Jane Goodall studied chimpanzees, where other endangered animals live, use of images, descriptions and information.
- Art: by creating dioramas and the project logo
- Digital skills by using the TwinSpace and creating shared digital products
- Physical education by organizing and doing the “ Forever wild race”

train other 21st century competencies like:

- critical and creative thinking
- problem solving
- communication & collaboration
- leadership
- cultural awareness and expression
- initiative

develop:

- respect for the environment
- active citizenship

use:

- Cooperative webtools
- Foreign language (English) in real context

TEACHERS will...

Use:

- Active methods to promote students' competences
- Sharing and peer to peer activities
- Cooperative webtools

Develop:

- A sense of European belonging and spread it in the school community
- New instructional strategies and teaching skills

<p>Sessions focus</p> <p>Major intended purpose of the sessions</p>	<p>Session 1:</p> <p>The main goal of this session is to present the project to the pupils. Students will work in teams and solve some clues to discover what the project will be about:</p> <ol style="list-style-type: none"> 1. Jane Goodall: jigsaw pieces 2. eTwinning: crossword 3. participant countries: pixel art flags and geolocation (Bobbio- Navàs) 4. Roots and Shoots: secret message 5. 2.0 ICT tools used quiz 6. 4everwild: clues to find the letters, order them to guess the title. <p>Session 2:</p> <p>After getting to know the project and the partner countries, students do their first online meeting.</p> <p><i>Part 1: What do we want to know about our partners' school/town/country?</i></p> <p>Each group of pupils from each country have previously talked about what they would like to know about their partners' schools/town/country. When the meeting starts, children from each country ask a question to each of their partners and everybody writes the questions down so as to think about an answer during the Christmas holidays.</p> <p><i>Part 2: Guess the endangered animal</i></p> <p>Each school has previously chosen their favourite endangered animal. During the meeting, with the help of a grid, they play ask questions to the other countries to guess their chosen animal (e.g. Has it got beak?, Does it live in the ocean?, etc.)</p> <p><i>Part 3: Symbolic gift</i></p> <p>Each school has chosen a Christmas gift to virtually give to their partners. They show the others the gift and say why they have chosen it.</p>
OBSERVATION PURPOSE	
<p>To observe, understand and analyse children's behaviour and to get to know their motivation in relation to language learning throughout the development of several eTwinning activities.</p>	
OBSERVATIONS SESSION 1	
How are the participants behaving?	
<p>1. How are they undertaking the activity?</p>	<p>When the teacher is giving instructions at the very beginning of the session, the students listen carefully and are surprised and excited by what she is saying. Once they are told that they will start an eTwinning project which they have to discover in groups by</p>

	<p>solving several clues, they impatiently start to ask questions.</p> <p>When they work in groups, the students are focused and motivated. They happily work in groups and talk with their teammates with a smile on their face. They laugh but at the same time they keep solving the clues. Some of them impatiently ask the other groups what they have discovered.</p> <p>At the very end of the session, together with the teacher, they share their findings. They are especially excited when they know the participating countries and they rapidly ask when they are going to meet their partners.</p>
2. How are students using help and resources?	<p>They freely use the laptops whenever they need. They look for information related to the words found, meanings, pictures... They also ask for help from the teacher who is 100% involved in the development of the activity and keeps going around the class.</p> <p>They solve the tasks autonomously.</p>
3. How are students interacting with the learning environment?	<p>They look for clues hidden around the class. Once they finish, they decorate the class cardboards with the material that they find.</p>
4. Do they listen carefully to the instructions of the teacher?	<p>Although the teacher hardly gives instructions, one she speaks they listen carefully because what they are listening to is super interesting (“find a hidden secret word”, “solve the jigsaw”, “you are the architects of the class”...) they are extremely fascinated.</p> <p>Moreover, the language, intonation and type of words that the teacher uses extremely help to captivate and motivate them.</p>
5. Do students seem interested?	<p>Students are interested in what they are doing. They are constantly asking their teammates questions and making comments related to what they are looking for (e.g. “roots” means “arrels”, we studied it, don’t you remember?).</p>
6. Are they focused?	<p>Students are focused on looking for information in the computer related to “Jane Goodall” or related to questions that are challenging for them because solving them is the only way to get to the main goal: solving the project hunt.</p> <p>They speak with each other and they do not stay sat down during the whole lesson because they go around the class looking for clues and information. However, they are not doing other tasks unrelated to what they are supposed to do, they are not talking</p>

	about other things neither and they keep focused on what they have to solve.
7. Do they participate actively?	Although the task is 100% autonomous and students absolutely work freely (e.g. <i>Go and take a computer and guess who or what is this</i>), all the students are implicated and there aren't any students that are unfocused or lost. They all participate in doing one thing or another, no matter if they are better or worse in English. They continuously have things to do. No moments to get distracted.
8. Do they make an effort to develop the activities developed in class?	They use their previous knowledge, discuss and argue in groups to solve the clues from the project hunt. They need time to think about the answers and the steps to follow to solve the tasks. During the activity, they share opinions, discuss and finally get the answers.
9. Do students appear motivated/engaged?	Just by saying "project hunt" children's eyes are like saucers. "Today you are going to discover what is going to happen from today until the end of the school year. You are going to work in groups, once every group has solved their task, you put the tasks together and you can solve the problem". Just by listening to the first instructions, kids are fascinated. They are motivated and feel excited during the whole activity.
10. Other observations	If you walk all around the class, you can only listen to conversations about what's happening in the class: "Quina eina vam fer servir per fer el projecte de mates?", "Where is segment A? And segment B?" "Què diu aquí? "JONE THODALL?" "LIVE 4 WE" ... The teacher keeps encouraging kids throughout the whole session. Her attitude is fundamental so as to increase children's motivation.
OBSERVATIONS SESSION 2	
How are the participants behaving?	
1. How are they undertaking the activity?	While the teacher is getting connected with the other countries, students are sat down in groups of four and they are focused and anxiously waiting for the virtual connection with their new partners.

	Once they meet their partners they get excited. Some of them are nervous because they have to read the questions to their partners in front of the screen. They stay quiet and listen carefully to their partners.
2. How are students using help and resources?	Students autonomously fill up the worksheet according to what their partners say. They try to hear as much as they can from their European partners that are on the other side of the screen and it is surprising how they do it on their own, without teacher's help.
3. How are students interacting with the learning environment?	Kids are sat down and try to minimize the noise in order to hear their virtual mates properly.
4. Do they listen carefully to the instructions of the teacher?	They listen carefully to the teacher instructions and also to what the other teammates say or ask.
5. Do students seem interested?	Students are interested in what they are doing. They are excited about which endangered animal has been chosen by the other countries and once they guess it they happily celebrate it. They are also very interested on receiving the answers of the questions they have written for the other countries to get to know them.
6. Are they focused?	Students are extremely focused. They do not get distracted as they are eager to know more about their new mates. The sound is not very good so children stay quiet and in silence in order not to lose information.
7. Do they participate actively?	Surprisingly, all the students end up participating in this session. Although it may seem impossible because they are 24 and they spend many minutes listening, all of them ask a question or say something during the virtual meeting.
8. Do they make an effort to develop the activities developed in class?	Yes. The sound is not the best during the virtual connection and sometimes is difficult to hear what the others say, however children try to do their best to be listened and to hear what others say. They stay quiet during the whole hour and pay attention to the lesson.
9. Do students appear motivated/engaged?	Students are super excited about meeting their new friends. They now realize that what they discovered in the last session is going to be real and shared with their mates.
10. Other observations	-