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TELECOLLABORATION IN CLIL CONTEXTS: ETWINNING PROJECTS

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ABSTRACT

This dissertation focuses on an important topic in the current foreign language teaching scenario: the use of telecollaboration in CLIL (Content and Language Integrated Learning) contexts. The chief aim of the dissertation is to canvass the great potential of online communication technologies to support the understanding of contents and language acquisition, being telecollaboration an innovative way of engaging students while promoting interaction and collaboration. In order to achieve this overarching goal, the dissertation is divided into two main sections. To begin with, it explains the key traits of CLIL methodology and telecollaboration and its implementation in CLIL contexts, including eTwinning as a tool to develop international collaborative projects. Then, an overview of eTwinning projects will be presented to identify the impact of eTwinning on students, teachers and school community regarding content, language and motivation outcomes. The dissertation concludes by highlighting the main outcomes and provides self-reported limitations to take into account in future lines of research.

Key words: CLIL, Telecollaboration, eTwinning, Impact, Pupil and student assessment, Pedagogical methods, Teaching of languages

RESUMEN

El presente trabajo se centra en un tema de actualidad en la enseñanza de lenguas extranjeras: el uso de la telecolaboración en los contextos AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras). Su principal objetivo es mostrar el gran potencial de las tecnologías de la comunicación en línea para apoyar el proceso de enseñanza-aprendizaje de contenidos e idiomas. Para lograr este objetivo, el trabajo se divide en dos partes. En la primera, se describen las principales características de la metodología AICLE y la telecolaboración, así como su integración en contextos AICLE. También se presenta eTwinning como herramienta para desarrollar proyectos colaborativos internacionales. La segunda parte corresponde al resumen de una selección de proyectos eTwinning a través de los cuales se identifica su impacto en alumnos, docentes y comunidad escolar en cuanto a resultados en contenido, idioma y motivación. El trabajo concluye señalando las principales conclusiones y recoge las limitaciones que se han de tener en cuenta en futuras líneas de investigación.

Palabras clave: AICLE, Telecolaboración, eTwinning, Impacto, Evaluación de alumnos, Métodos pedagógicos, Enseñanza de lenguas

1 INTRODUCTION

Society has undergone significant change since the emergence of new technologies and digitalization. We are living in a globalized and digitalized world and the use of digital resources and the internationalization process is a real fact which is also present in schools.

While the use of digital resources and materials in regular Teaching English as a Foreign Language (TEFL) courses in secondary Education has been amply studied (Banegas, 2017; Fernández-Fontecha, 2006; Izquierdo, De-la-Cruz-Villegas, Aquino-Zúñiga, Sandoval-Caraveo, and García-Martínez, 2017; Marsh, 2010; Wong, Chai, and Aw, 2017), research focused on Content and Language Integrated Learning (CLIL) at primary level is scarce. This is mainly due to the fact that CLIL is a fairly recent methodology that has spread throughout the continent of Europe in a rapid manner, with Lorenzo, Casal and Moore (2009) claiming that ‘multilingualism is seizing schools and the CLIL scheme has grown stronger as a solution’ (p. 29).

Early research on CLIL focused on the definition and categorization of the methodology (Coyle, 2008; Coyle, Hood and Marsh, 2010; Dalton-Puffer, 2011; Pérez Cañado, 2012). Measuring learners’ foreign language proficiency levels was the main concern of the following research (Admiraal, Westhooff, and De Bot, 2006; Lasagabaster, 2008; Dalton-Puffer, 2011), along with their mastery of specific communicative subcompetences or skills (Lasagabaster, 2007; Nieto, 2016).

It is only lately that attention has been drawn to CLIL resources and materials. Recent research on materials that can be used in CLIL classrooms describes frameworks and guidelines for the design and assessment of material and provides specific examples of CLIL activities (Banegas, 2017; Ball, Kelly, and Clegg, 2015; Coyle, Hood, and Marsh, 2010; Fernández-Fontecha, 2012; Mehisto, 2012; Meyer, 2010; Moore and Lorenzo, 2007, 2015; Morton, 2013; Smit, 2007). However, there are no studies on the real use and integration of digital resources and materials in CLIL classrooms, teachers’ and learners’ perceptions and its impact on the teaching and learning process.

This is precisely the niche which the present study seeks to fill. It canvasses the great potential of the use of online communication technologies to support the understanding of contents and the development of students’ foreign language skills in content and language integrated learning contexts. Telecollaboration or virtual exchange offers an innovative and motivating way of

engaging students in online learning while promoting task-based interaction and collaborative projects with other students in other locations -which may be another country- under the guidance of their teachers.

Different ways in which telecollaboration can contribute to CLIL approaches and bilingual contexts will be drawn upon and prior investigations carried out into the way digital resources are used in CLIL context will be canvassed. Guidelines for the design and adaptation of materials and the use of digital resources, together with the implementation of collaborative teaching, will be depicted through the use of eTwinning, the community for schools in Europe, which offers a platform for teachers and students to communicate, collaborate and develop projects by using Information and Communication Technologies (ICT). Some guidelines for good practice will be presented, which teachers can consider when planning to introduce telecollaboration into their bilingual classroom.

In doing so, this dissertation will begin by identifying the key traits which the specialized literature has allotted to CLIL methodology and telecollaboration and will then go on to canvass the chief studies which have focused on the use of telecollaboration in CLIL contexts, examining prior research on this topic and conducting a SWOT analysis of this practice. Then, eTwinning as a means to develop telecollaboration in CLIL contexts will be presented. This is the first part of our dissertation, which will then be followed by the second part: an overview of eTwinning projects, examining their impact on students', teachers' and schools' outcomes.

The need for a study such as the present one will subsequently be substantiated and an overview of a group of eTwinning projects will be presented as examples of good practices for those teachers interested in implementing this methodology. Also, as a result of this overview, a common pattern will be discerned to establish common features of projects that may have a positive impact on students' outcomes -in terms of language, content and motivation-, teachers' outcomes and schools' outcomes. The latter will hopefully contribute to shed light on how telecollaboration can be implemented in practice in CLIL contexts and to determine whether it has fulfilled its pedagogical innovation promise.

2 THE THEORETICAL BACKDROP

The present section will strive to provide a comprehensive picture of the evolution of CLIL. In doing so, it will begin by expounding on the chief traits of CLIL and telecollaboration, tracing their origins. It will then canvass prior investigations carried out into the way digital resources are used and telecollaboration is implemented in CLIL contexts, offering insight into the strengths and weaknesses of telecollaboration within CLIL schemes and capitalizing on their threats and opportunities in order to contribute to a successful implementation in the teaching and learning process. The heading will conclude by presenting eTwinning as a tool to implement telecollaboration in CLIL contexts by using ICTs in order to develop collaborative projects. It will trace its main features and principles and expound on how eTwinning projects are developed.

2.1 CLIL: Basic principles

CLIL (Content and Language Integrated Learning) can be considered a communicative approach. In the language teaching panorama, the communicative shift started to develop in the 1970s, when the theoretical framework of linguistic competence (Chomsky, 1965) was substituted by the concept of communicative competence (Hymes, 1972), shedding light on notions related linguistic proficiency. It was only then that new methodologies based on communicative principles started to emerge, such as content-based instruction, task-based language teaching, bilingual and multilingual programmes, language immersion and CLIL (Dalton-Puffer 2011, Dalton-Puffer et al., 2014; Ruiz de Zarobe, Sierra, and Gallardo, 2011).

CLIL was defined by Coyle, Hood, and Marsh (2010) as ‘an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content’ (p. 3). Coyle, Hood and Marsh (2010) substantiate this allegation by supporting that globalization and social and economic changes have shaped the profile of language learners, the language they decide to learn and in what way they learn. This instability and constant changes led to the urgent need to restructure language learning strategies and Content and Language Integrated Learning emerged in the European panorama as a response to the increasing need to be competent in more than one language (Madrid Fernández, 2006) and to be capable of switching between them depending on the circumstances to accomplish the purpose of communication.

CLIL entails a methodology that focuses on the integration of both linguistic and non-linguistic contents in the teaching-learning process. Due to this dual focus, we can state that it shares some of the principles of communicative language teaching. Certainly, communication is, according to Coyle's 4Cs model (2008), together with content, culture, and cognition, a central aspect of CLIL, since language is used not only as a means of teaching, but as a tool to communicate and build knowledge on non-linguistic content.

Content acquisition, together with foreign language mastery, responds to the dual objective of CLIL methodology. This coincides with Cummins' view (2002) that the objective for a language learner, far from being the achievement of the proficiency level of a native speaker, is to master the language in a sufficient manner that enables him/her to use it correctly in order to accomplish a given task. Thus, according to Cummins (2002), we can state that CLIL promotes creativity and knowledge-building among students as it engages them to use the available resources in order to accomplish a task, promoting their communication strategies and problem-solving abilities.

CLIL methodology should be reinforced by meaningful, communicative teaching and fluent and oral skills should be preferred over accuracy and written abilities. Project-based and cooperative learning, task-based language teaching (TBLT) and curricular integration, all of them under the umbrella of student-centred methods, should be part and parcel of CLIL programs (Pérez Cañado, 2018).

In line with these constructivist approaches underpinning CLIL, we can state that it promotes learning by doing. This is the reason why an active role of learners is essential; they are protagonists of the learning process developing a more interactive, participative and autonomous type of learning.

In harmony with the abovementioned, CLIL also entails a reconsideration of teacher roles. Regarding teachers' roles, Marsh (2010) states that the instructor teaching in a CLIL context must develop certain skills, including personal reflection, CLIL methodological knowledge, evaluation of teaching practice and interest in researching in order to improve the resources to be used in the teaching and learning process, taking into account students' needs. Thus, teachers need to perform their role as mediators or facilitators of learning instead of solely transmitting their knowledge to learners; thereby they should promote the change towards a class steered by students (Pérez Cañado, 2018).

This aims to achieve a meaningful type learning which enables students to build knowledge through interdisciplinarity and the development of competences. Also, according to the study carried out by Lancaster (2016) with students and teachers in bilingual context, CLIL methodology seems to enhance teacher collaboration in accordance with results from previous literature (Cabezas Cabello, 2010; Gálvez Gómez; Lorenzo et al., 2009) (cf. sections 3.5.2 and 2.4.3.) In general terms, a predominantly positive outlook on CLIL is detected. Countries such as Austria, Finland or The Netherlands determine that student and parent attitudes are optimistic (Södergard, 2006). However, some weaknesses are also evidenced by some authors: the lack of CLIL materials has emerged as one of the main obstacles teachers currently have to face (Infante, Benvenuto, and Lastrucci, 2009).

As a consequence of this lack of existing materials, such as textbooks, teachers collaboratively prepare and design materials. They must also collaborate to a greater extent with their colleagues in order to promote the integration of languages in the curriculum and to foster cooperation based on the development of projects (Pérez Cañado, 2018). It is crucial that designed materials are adapted to student interests and diverse learning styles, being information and communication technologies a useful resource for the design and development of CLIL activities.

Finally, in terms of evaluation, according to Cummins (1999), assessment within CLIL should be diversified, formative, and holistic. It should devote more attention to the oral component and follow the CEFR (Common European Framework of Reference for Languages) and ELP (English Language Portfolio), thereby attaining a balance between content and language.

Digital resources offer an enormous potential to respond to the CLIL methodology supporting the understanding of contents and the development of students' foreign language skills. In the following section we will focus on telecollaboration as a means of promoting CLIL methodology and motivation in the classroom.

2.2 Telecollaboration: digital resources

Since digital resources and ICTs emerged, society has experienced a constant and rapid change. As it has taken place throughout the years when different revolutions took place, some have adapted better than others to the use of new technology. Since O' Reilly started to use the term 'web 2.0' (2005), it has spread to other contexts, including education. This inclusion in

educational contexts shows a shift towards a more interactive and participative experience of the user, giving way to terms such as ‘social web’.

Telecollaboration, or virtual exchange, requires communication and interaction to achieve collaboration. Thus, digital resources or ICTs enable the creation of content and knowledge and the possibility to share it online, entailing an adequate resource to respond to collaborative learning, collective building of knowledge and social interaction (Augustsson, 2010). Thus, we can claim that there is a relation between the potential of digital resources and an adequate pedagogy since both are based on constructivist approaches and personalised and experiential learning (Conole and McAndrew, 2010). Due to its features, telecollaboration offers an innovative and motivating way of engaging students in online learning while promoting task-based interaction and collaborative projects with other students in other locations -which may be another country- under the guidance of their teachers.

The purpose of a virtual exchange is not to identify the absolute truth or to establish right or wrong statements. Instead, the objective is, together with the use of the foreign language and content acquisition, to develop students’ understanding of how living in different cultural contexts can lead people to see and experience events differently. In doing so, students are engaged in a process to compare critically their own beliefs, norms and values and those of their online partners (O’Dowd, 2018).

As mentioned in the previous paragraphs, an active role of teachers is essential in CLIL contexts and it is also crucial in order to establish and run a successful virtual exchange, as opposed to their role in traditional classroom settings (O’Dowd, 2018). Teachers work in collaboration with one or more partner teachers from different countries or contexts and integrate the topics of the interaction into their class contents, develop interdisciplinary projects, offer linguistic support and prepare students for their online interaction (cf. section 2.1). This means that telecollaborative teachers are required to develop their intercultural skills to successfully collaborate with their colleagues, as well as to coordinate the exchange, and so are students.

In virtual exchange projects, students need to be prepared for their online interaction and it is the teacher who needs to prepare them to establish contact with their partners. In order to attain a successful exchange and prepare students for it, it is essential to integrate the themes of the interaction into their class contents and tasks (Furstenberg, 2010), which involves curricular integration. In doing so, telecollaborative projects will become part of the daily task and not an

extra task, being the latter an aspect what deprives some teachers and students from participating in these types of projects (cf. section 2.4.2.).

Language support is also essential in a virtual exchange. When students write their online contributions, especially at the beginning of the exchange, support and feedback are needed in order to start a communication thread and relation with their online partner. One option is to encourage them to share drafts of their online messages before sending them to the international partner so that the teacher can provide grammatical and formal feedback of the text. It is also important to take into consideration that international partners may not use language appropriately and teachers should discuss it with students so that they reflect on it too, distinguishing good use of language or particular expressions. Sometimes it can be necessary to help them when interpreting what the other partner meant in their message or even provide students with writing models so that they feel more comfortable when sharing information in their international group forums (O'Dowd, 2018).

Activities included in these projects should go beyond superficial self-presentation and exchange (O'Dowd, 2018), which are unlikely to have a real impact on the learner. However, they may be useful at the beginning of a project with ice-breaking activities or presentation tasks in order to know and start a relation with the online partner. Consequently, the topic around which the projects evolves should not be based on a superficial approach to culture based on traditional themes such as sports, travel or music, as many of the telecollaborative tasks described in the literature often reveal. The potential of virtual exchange is being studied to tackle more complex topics, such as intercultural dialogue, responsible digital citizenship or democratic participation, which are a relevant outcome of CLIL approaches (Mehisto, Marsh and Frigols, 2008) (cf. section 2.4.2.).

Exchange of knowledge and material is possible through communication facilitated by telecollaboration. This innovative way of connecting people in order to share ideas enables the creation of communities of students and teachers. The tool that will be presented in the second part of this dissertation, eTwinning, also contributes to the creation of online groups and networks of schools, teachers and students, promoting the exchange of good practices among users from different countries (cf. section 2.4.2.). Thus, the potential of telecollaboration to support and promote learning and adapt learning processes is evidenced, motivating students towards a more autonomous progress.

This technological environment entails a challenge for teachers and students, offering an enormous potential, but also with the limitations it entails. Thereby, it is essential to promote the development of digital competence in students and teachers to attain an adequate level. Consequently, great interest in developing digital competence has emerged and the INTEF (Spanish National Institute for Educational Technologies and Teacher Training) has established a Digital Competence Framework for Teachers (INTEF, 2017), which is an adaptation from the European Digital Competence Framework for Citizens v.2.1 (DigComp) (Carretero et al., 2017) and the European Digital Competence Framework for Educators (DigCompEdu) (Redecker, 2017) and defines this competence as the competence teachers need to develop in the 21st century to improve their teaching practice and for their continuous professional development (INTEF, 2017). ETwinning, the tool for telecollaboration presented in the following paragraphs, also contributes to the development of digital competence in both students and teachers and a higher level of competence has been documented through the use of ICTs (cf. sections 2.4.3.1., 3.5.1. and 3.5.2.).

2.3 Telecollaboration in CLIL contexts

Now that the concepts of CLIL and telecollaboration have been examined and hopefully clarified piecemeal, let us focus on them jointly. The adequate use of resources and materials is essential for the achievement of a successful teaching and learning process (Tomlinson, 1998), as they are the mediators between learners and the reality that is the object of study (Manrique and Gallego, 2013). In the case of CLIL, it is through these resources and materials that students gain access to both language and content.

The features of CLIL described above suggest a methodological preference for the use of digital resources and materials over analogue ones. This is further reinforced by the fact that the emergence of CLIL in the 1990s (Pérez Cañado, 2012; Fernández-Sanjurjo, Fernández-Costales, and Arias, 2017) coincided with the spread of digital tools and media in education and elsewhere (Henderson and Romeo, 2015).

Nonetheless, the real integration of digital resources and materials as the basis for CLIL pedagogy promoting learner autonomy, knowledge-building, interpersonal communication and collaborative work in the classroom is still far from being realised. The literature also denotes

that there is a deficiency of CLIL materials linking theory and practice (Fernández Fontecha, 2012).

2.3.1 Prior research

Let us start with an analysis of prior research on telecollaboration in CLIL contexts. New forms of communication in society imply the necessity for a new learning paradigm. The inclusion of digital resources and materials in CLIL by using interactive (as opposed to passive) devices promotes learner autonomy (Maggi, Cherubim, and García-Pascual, 2014). Some of the devices that can be used are the interactive whiteboard, which allows new ways of interacting with information; 2.0 content websites such as blogs and wikis, where knowledge is built collaboratively; and synchronous and asynchronous forms of computer-mediated communication, through which interpersonal communication across time and space is made possible.

Even though it is widely agreed that the use of these resources and materials per se does not automatically involve a methodological change, their potential for transforming educational paradigms is usually acknowledged (Fernández Fontecha, 2006, 2012). Thus, digital resources and materials must be seen and used not as a tools but rather as pathways for building knowledge so that the educational shift occurs (Lesmes, Rodríguez and Naranjo, 2010).

Several studies have included the use of digital resources and ICTs in CLIL contexts. The most relevant results will be highlighted in this section to provide an overview of the integration of ICTs, computer-mediated communication or telecollaboration in CLIL contexts.

The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis carried out by Lancaster (2016) through the administration of questionnaires to 692 students and 53 teachers in the province of Jaén showcased a mediocre use of ICTs, together with an almost complete absence of the incorporation of computer-mediated communication (CMC) techniques in the classroom. The same results were found by Pérez Cañado (2018), where it was also documented that students' view of the materials used in the classroom was in accordance with that of their teachers on the use of online resources and on the limited employment of CMC. Also, in this case study which illustrates the evolution of bilingual education in Andalucía and carried out among teachers of primary and secondary education, it is stated that English as a Foreign Language teachers hold the most positive outlook on the greater use of CMC.

In tally with these results, in Navarro-Pablo et al. (2019), the results of a study carried out in eight schools in the province of Seville regarding CLIL teachers' and learners' opinions on the integration of digital resources and materials in the classroom showed that CMC or telecollaboration are rarely used. This was showcased in item 11 of the questionnaire, which showed that only 35.2% of teachers and 16.2% of students had used it in primary education. Regarding secondary education, teachers' and students' perceptions also agreed when considering item 11 (47.6% of teachers and 52.3% of students). This study revealed similarities in respondents' answers regarding digital resources and materials, and most respondents stated that online reference materials and interactive whiteboards were more frequently used than computer-mediated communication. Results of this study also evinced that the digital sources and materials were more likely to foster collaborative knowledge building, interpersonal communication and learner autonomy, as stated in sections 2.1. and 2.2. Some of the digital resources mentioned were 2.0 content websites, social media, e-mailing and online learning environments. However, they were the least used by teachers, both at primary and secondary level, which confirms what was stated in section 2.3., namely, there is a lack of materials and the use of ICTs in CLIL contexts is far from being realised. ETwinning could be a useful tool to address this problem since projects are visible to other registered teachers (cf. section 2.4.2.).

Regarding the activities developed by learners outside the school setting, it is claimed in the study that they follow a more communicative and contextualised approach (Navarro Pablo et al., 2019). In this investigation, the results showed that there are discrepancies between teachers' and learners' opinions on the integration of digital resources and materials in the classroom and that the type of digital resources and materials in English that learners use outside the classroom is determined by those used in the classroom. They are also found to be used differently depending on the context. This leads us to state that it is essential to adapt classroom practices to learners' own independent uses so that they can achieve meaningful learning.

Lancaster (2016) also found that that students agree on the use of authentic, interesting and innovative materials, collaboratively prepared by teachers in CLIL contexts, which supports the findings of prior studies which evinced coordination had a beneficial presence in bilingual sections (Cabezas Cabello, 2010; Lorenzo et al., 2009).

Communication in CLIL implies that tasks must be real, so that they replicate how the learner uses language outside the classroom, and also purposeful, so that the language use has a function (Navarro Pablo et al., 2019). In addition, truly communicative tasks have three common features (Larsen-Freeman and Anderson, 2000): information gap (when one of the

interlocutors knows something the other interlocutor does not, contributing to fill an information gap), choice (allowing the interlocutors to decide what to say and how to say it), and feedback (from both interlocutors in order to check if communication has happened). When one or more of these requirements are not met, communication is not taking place. This must be taken into account when designing materials and is an essential part of the eTwinning projects presented in the second part of this study (cf. sections 2.4.2 and 3.3.).

We can conclude from the foregoing that digital resources should be used in a way that resembles the manner in which learners interact with them outside school and which is adapted to students' reality. By doing so, we are promoting more communicatively and socially relevant activities which have a greater potential to foster collaborative knowledge-building, interpersonal communication and learner autonomy. When incorporating these aspects, distance between formal and informal access to knowledge will be reduced and the real integration of digital resources and materials in the classroom in accordance with CLIL principles will occur.

In an initial investigation carried out by Lorenzo et al. (2009) which polled 1,329 learners, 398 teachers, and 972 parents through questionnaires, it was observed that CLIL methodology was not being fully exploited. Lorenzo et al. (2009) embrace a positive attitude towards this fact and they do admit that CLIL is still unknown terrain and it is too early to generalise outcomes. All in all, as stated in Pérez Cañado (2018), we can claim that new technologies have a gained presence in the bilingual classroom, but still need to be fully exploited in all their options, like, for example, through telecollaboration.

2.3.2 *SWOT analysis of telecollaboration*

Once prior research about telecollaboration and CLIL has been presented, a more detailed analysis in CLIL contexts will be depicted, including its strengths, weaknesses, opportunities and threats. The conceptualization of communication and communicative competence detailed in previous paragraphs (cf. sections 2.1. and 2.2.) makes the CLIL classroom a suitable place for the use of ICTs for telecollaboration, as communicative situations and tasks may be easily replicated, promoting successful performance by students (Larsen-Freeman and Anderson, 2000). Furthermore, digital media and materials allow the recreation of varied contexts and situations and provide a great variety of interlocutors, even from different countries, promoting real and purposeful communication in the classroom.

CLIL aims to form prosperous citizens, capable of adapting to various different situations they will need to face in their professional and personal lives (Cummins, 2000). From a methodological perspective, CLIL attempts to bring innovation into the classroom and respond to new educational contexts. A SWOT analysis of the use of Telecollaboration in CLIL contexts will be provided in this chapter, according to prior research and real practices mentioned in previous sections (cf. headings 2.1. and 2.2.).

Taking into account that in CLIL contexts knowledge is also built around non-linguistic content (Coyle, 2002), we could state that the use of telecollaboration promotes language acquisition together with content acquisition, coinciding with the dual purpose of CLIL. This feature is undoubtedly one of the main strengths of the use of telecollaboration in CLIL contexts. Through the use of telecollaboration, language can be understood as a tool for content learning, achieving the dual purpose of CLIL.

The creation of real situations, authentic materials and the opportunity to communicate with other learners (even from other countries) also shows the adequacy of telecollaboration in these contexts, since it promotes active learning, interaction and interpersonal communication (cf. section 2.3.). In addition, the communication with people in other parts of the world promotes the creation of communities, both of learners and teachers, to share knowledge and opinions, developing critical thinking and cultural awareness (O'Dowd, 2018). Moreover, when communicating with a purpose, taking into account the gap-filling in task design, learners feel more motivated to use the language when sharing ideas with others (Larsen-Freeman and Anderson, 2000).

Digital media used in telecollaboration also promotes new ways of interacting with information via email, instant messages, web 2.0 tools or other collaborative resources that contribute to learners' autonomy (Maggi, Cherubim, and García-Pascual, 2014). Accordingly, communicative situations and tasks may be easily reproduced and successfully performed through the use of digital media and allow a great variety of contexts and interlocutors without the need of a physical mobility since it enables communication with learners from other parts of the world (O'Dowd, 2018). By communicating and sharing knowledge with others, collaboration becomes essential in the teaching-learning process, thus, allowing the creation of common final products that may arise when establishing a relation with the interlocutor (see 2.2.).

Telecollaboration also promotes the development of digital, communicative and intercultural competence, contributing to innovation of the teaching learning practice (cf. section 2.2.). In addition, in virtual exchange, cases of intercultural communication breakdown are considered opportunities for learning (O'Dowd, 2018).

Even if the use of telecollaboration offers great potential in the educational field, there are still many weaknesses or challenges which still need to be redressed. As mentioned in previous paragraphs, the weaknesses that can be encountered respond to the lack of knowledge and training in the use of ICTs and CLIL methodology among teachers and lack of time for teachers who need to redesign their classes. Devoting time to sharing experiences and knowledge can be considered a weakness, as well as the insufficient level of digital competence in both teachers and students (cf. section 2.2.), but both issues could be addressed with the adequate measures from government and authorities at any educational level.

Threats when considering the use of telecollaboration in CLIL contexts include the lack of materials. Greater guidelines also need to be provided within materials and resources for the design and adaptation of materials, the elaboration of the integrated curriculum, the implementation of collaborative teaching and the use of Web 2.0 tools (Pérez Cañado, 2018). This is to be addressed in the following section, suggesting eTwinning as a tool for telecollaboration.

To summarize the conclusions of the SWOT analysis, strengths are represented by communicative methodology and teacher collaboration, weaknesses involve increased workload and scarcity of materials, opportunities are clearly observed in improved levels of the digital and communicative competences, and threats draw upon lack of knowledge and training on CLIL methodologies and the use of digital resources, such as the use of ICTs for telecollaboration. On the whole, a high level of optimism can be detected, although the maximum potential of telecollaboration is still far from being achieved.

2.4 Etwinning: a tool for telecollaboration

Let us now proceed to narrow down the level of concretion a step further by focusing on a specific type of computer-mediated communication: eTwinning. New ways of learning are developing through learners' independent uses at home. These uses afford them opportunities to access the foreign language in a real context, which differs greatly from the kind of exposure

that they receive in the classroom. With eTwinning as a tool for telecollaboration or virtual exchange, the foreign language is used in and outside the classroom, but it is always guided by teacher (cf. sections 2.1. and 2.3.1.) and with an educational purpose.

In the following paragraphs, eTwinning will be described as a tool to promote telecollaboration in CLIL contexts and online learning through the use of ICTs and web 2.0 tools. Based on a project-based approach, communication and collaboration are key elements to allow the development of eTwinning projects that are carried out among students of different countries, involving students, teachers, schools and families. The origins and main principles of eTwinning will be first presented, to continue with an analysis on previous studies about the impact of eTwinning, being a potential resource to promote telecollaboration through communication.

2.4.1 *Origins*

The origins of eTwinning will now be portrayed to understand this type of computer-mediated communication. ETwinning offers a platform for teachers and learners from the 44 countries involved, to communicate, collaborate, develop projects, share and be part of a learning community in Europe. It promotes school collaboration in Europe through the use of Information and Communication Technologies by providing support, tools and services for schools. Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning is co-funded by the Erasmus+ and the European programme for Education, Training, Youth and Sport, since 2014. Nowadays, more than 719,646 teachers from 197,865 schools and 94,887 projects are enrolled in eTwinning (CSS eTwinning Europe, 2019), from which 57,069 teachers, 13,927 schools and 2,520 projects are Spanish (NSS eTwinning Spain, 2019).

This platform allows registered teachers to meet partners from other countries or schools in order to develop a collaborative project with their students. This methodology, grounded on project-based activities, is very convenient and motivating for students in CLIL contexts, since the foreign language is used as a tool to acquire and collaboratively build knowledge.

Once the partner is selected according to the teacher interest, field, educational level, chosen work language or school profile, the project can be started. Objectives and tasks are described in a previous project plan which will be accessible in a TwinSpace, the place allocated online

where the project is going to be developed by students and teachers. Both stakeholders will have access to this space and will start working collaboratively with their international partners using the foreign language in order to complete the tasks. In this sense, the teacher's role and task design are very important (cf. sections 2.1. and 2.3.1.) in order to promote collaboration, communication and motivation among students and offer support so that the foreign language is used as a means to acquire knowledge and develop competences. The steps to set up a project can be found in the following infographic:

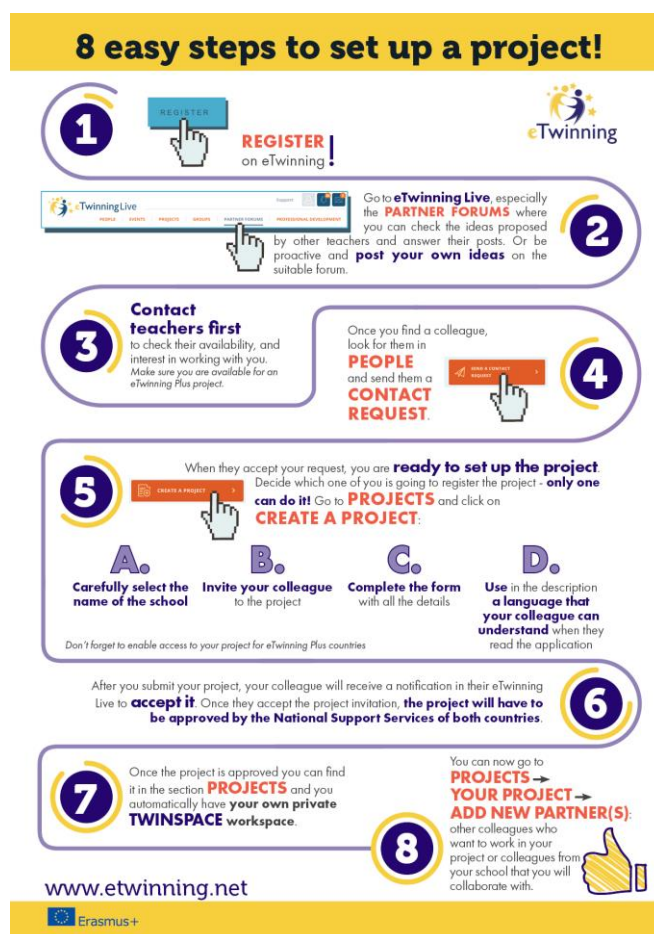


Figure 1. 8 easy steps to set up a project

Source: Central Support Service eTwinning Europe <https://www.etwinning.net/en/pub/get-started/begin.htm>

ETwinning as a form of telecollaboration has already been mentioned in previous studies. In both Lancaster (2016) and Navarro-Pablo et al. (2019), eTwinning is mentioned as an example of the use of computer-mediated communication within the questionnaire for teachers and students related to digital resources used in the CLIL classroom. It is interesting to note that in Navarro-Pablo et al. (2019), as opposed to teachers, learners associated the use of digital media such as eTwinning with items not expressly related to digital resources and materials. This can be due to the fact that they may see it as a social network and do not consider it an educational

resource. This could be positive too, closer and more motivating. It is important to include the use of digital resources out of the classroom too and design materials and tasks closer to the way the learner would use the language in a real situation (cf. section 2.3.1.).

ETwinning has been promoted by Erasmus+ exchanges and eTwinning initiatives, which are favouring the connection between the development of competences and real-world problems which the students are asked to face from a more critical, autonomous, and creative stance. The extent to which Erasmus+ and eTwinning can influence teaching practice has led to the creation of a guide that can be found in the eTwinning National Support Service web portal so that teachers can find some guidance when starting such projects (Spanish National Support Service eTwinning, 2019).

2.4.2 Principles

As regards the methodological principles of eTwinning projects, they respond to innovative approaches which have been documented to have a positive effect in CLIL contexts. In the study by Pérez Cañado (2017) regarding CLIL practices, teachers stated unanimously that students were more participative, interactive, and interested in the bilingual class. This motivation allowed teachers to assume their role as facilitators and guides to a greater extent (see 2.1). In harmony with these findings, eTwinning is based on these principles and promotes the implementation of student-centred methodologies, such as project-based learning, task-based learning and cooperative learning, along with the use of ICTs and integrated didactic units, which are now being incorporated in the CLIL classroom (Cabezas Cabello, 2010; Lorenzo et al., 2009).

Accordingly, one of the most important elements of eTwinning is collaboration among teachers, students, schools, parents and local authorities. In eTwinning, teachers work together and organize activities for their students, who also work collaboratively with students from other schools. In order to achieve this goal, communication is essential, using a common language to address the aim of communication. Students become more motivated and engaged as they have an active role, interact, investigate, make decisions, respect each other and learn 21st-century skills. ETwinning projects involve the contribution of each member of the team, making each individual responsible for its performance.

Lorenzo et al. (2009) consider CLIL ‘an extremely rich environment’ (p. 433), referring to the combination of teachers involved. They affirm that CLIL fosters cohesion in schools and coordination between teachers, echoing Cabezas Cabello’s (2010) conclusions in this sense. These statements are echoed in eTwinning, where networks of schools and teachers are created, promoting cohesion and coordination. This is also documented in the study carried out by the Central Support Service of eTwinning-European Schoolnet (Kearney and Gras-Velázquez, 2017) on the impact of eTwinning, where its positive impact on coordination and cohesion was evinced.

The use of eTwinning entails curricular integration so that themes of the interaction are included into class contents and tasks (see 2.2.). Thus, telecollaborative projects, far from being considered as an extra task, will become part of the daily routine. Accordingly, activities encompassed in these projects should address topics of interest for students and be integrated in school subjects, going beyond superficial self-presentation and exchange (O’Dowd, 2018). This does not impede that presentation or ice-breaking activities can imply more general topics such as music, sports or hobbies.

Communication facilitated by telecollaboration allows the creation of communities of students, teachers and schools. ETwinning allows the establishment of online groups of teachers and schools to foster the exchange of good practices among users from different countries (cf. section 2.2.). This also responds to the lack of materials (cf. section 2.3.1.), as different templates for activities and online resources can be found in these groups.

Based on these principles, we can state that eTwinning offers a great potential to promote student-centred methodologies, develop competences and foster the use of ICTS, which have been documented to be beneficial in CLIL contexts through the use of language to learn content.

2.4.3 The impact of eTwinning

According to previous studies carried out by the Central Support Service of eTwinning-European Schoolnet and funded by the Erasmus+ Programme of the European Union, eTwinning has been documented to have a positive impact on teachers, students and schools. In the last study about the impact of eTwinning after 12 years of the programme, 5,900 eTwinners, or teachers registered in eTwinning, were polled. The results evince the notorious

positive impact of eTwinning on the development of teaching practice, learners' motivation and learning process, and in innovation processes in schools (Kearney and Gras-Velázquez, 2017).

In the following sections, the impact of eTwinning on teachers, students and schools will be described.

2.4.3.1 *The impact of eTwinning on teachers' skills*

According to the respondents of the eTwinning monitoring survey (Kearney and Gras-Velázquez, 2017), teachers claim that eTwinning has had a particularly positive impact on their cross-curricular teaching skills, project-based teaching skills and foreign language teaching skills. ETwinning has also positively influenced their collaborative skills in working with teachers of other subjects, their knowledge about students, their pedagogical competencies in teaching a particular subject, their ability to choose the right teaching strategy in any given situation, and the ability to teach in a multicultural or multilingual setting. This evinces what was mentioned in previous paragraphs concerning CLIL and telecollaboration methodologies.

As a result of teachers' involvement in eTwinning, they become engaged in more multidisciplinary teaching and focus on developing students' competences as much as their knowledge acquisition. A large majority of teachers have integrated new tools, resources and teaching methods into their practice thanks to their involvement in eTwinning (cf. Fig. 2).

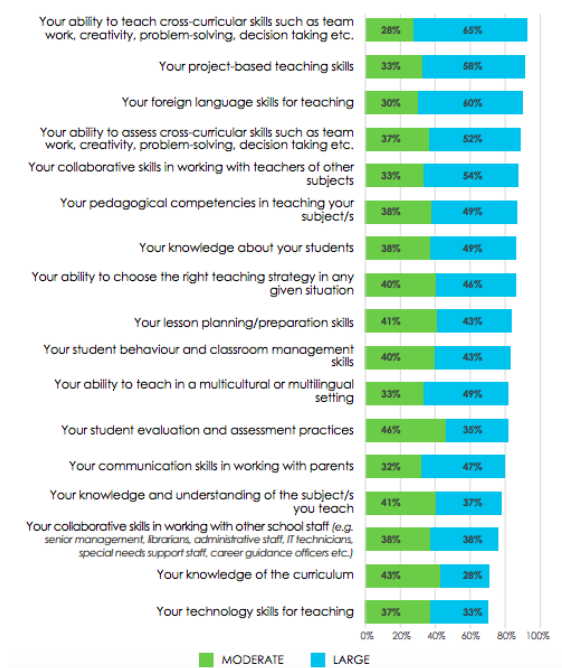


Figure 2. Positive impact of eTwinning on teachers' skills

Source: Summary Report. eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners (Kearney and Gras-Velázquez, 2017)

2.4.3.2 The impact of eTwinning on students' learning

The survey (Kearney and Gras-Velázquez, 2017) showcased that an overwhelming majority of eTwinners believe eTwinning increases students' motivation and improves their interpersonal relations through promoting collaborative work among students. Students are more engaged in project work, small group work focused on collaborative problem-solving, and also create, together with their teachers, new materials and resources. This could be due to the cultural aspect (cf. section 2.2.) included in international projects through telecollaboration, as students work with learners from other countries thanks to the creation of a real context where the foreign language is the tool for communication, enabling content knowledge and information exchange (cf. Fig. 3).

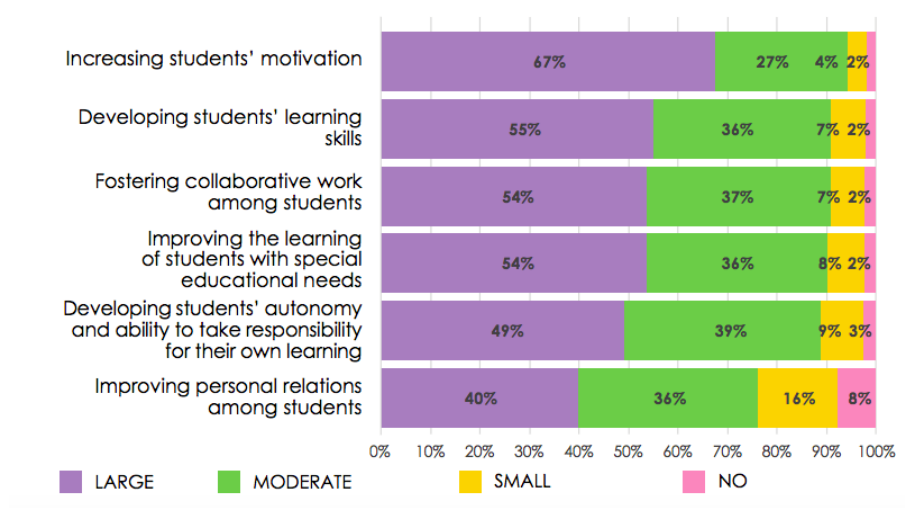


Figure 3. Impact of eTwinning on students' learning

Source: Summary Report. eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners (Kearney and Gras-Velázquez, 2017)

2.4.3.3 The impact of eTwinning on schools

The results culled from the survey (Kearney and Gras-Velázquez, 2017) show that eTwinning has had a particularly positive impact at school level, improving the relationship between students and teachers and in building a sense of European citizenship. However, eTwinning is yet to have such a positive impact on attracting parents' interest. Internationalization and

innovation are also fostered through the use of ICTs to successfully complete eTwinning projects (cf. Fig. 4).

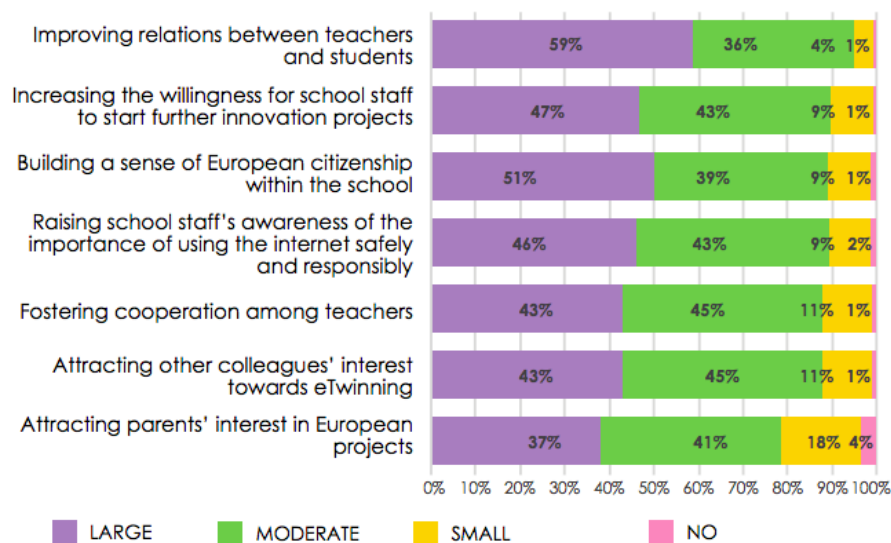


Figure 4. Impact of eTwinning on schools

Source: Summary Report. eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners. (Kearney and Gras-Velázquez, 2017)

3 OVERVIEW

Once the theoretical backdrop has been established in the previous sections, we will continue with the second part of the dissertation: the overview of eTwinning projects.

Using a systematic review approach, this study examines eTwinning projects on the effects of the use of telecollaboration in CLIL contexts. According to the previous headings, eTwinning seems to be an appropriate tool to be used in these contexts, since it meets the methodological principles of CLIL (cf. section 2.1.). Given the need to conduct more research on CLIL resources and tools, it is important that an assessment be conducted on whether eTwinning projects actually have a positive impact in CLIL contexts.

In order to assess this, our study conducts a systematic review of eTwinning projects to determine the effects of the use of this tool in different CLIL contexts taking into account the outcomes of the project. Language outcomes, content outcomes and motivation outcomes in students, teachers and schools will be canvassed to pattern the effect of the use of eTwinning as a telecollaboration tool in CLIL.

17 projects met the inclusion criteria for this dissertation and were examined. The results will be presented in the following headings, together with a discussion about the outcomes of eTwinning projects in different CLIL contexts.

3.1 Method

For this dissertation, we reviewed 17 eTwinning projects developed in different contexts. In all of them, content was taught through language, which means that a foreign language, usually English, was used as a means of communication by both students and teachers to carry out different tasks. This responds to a CLIL approach, where content is taught through language, by using telecollaboration in order to develop collaborative projects between schools from different countries.

The objective of this overview is to establish whether the use of eTwinning as a tool for telecollaboration has a positive impact on the teaching-learning process. Since students and teachers are the main agents in this process, we will take them into account to gauge the impact on them. Also, the school as a whole will be affected by the use of this tool, so effects at school level will also be depicted, including families and other teachers.

The use of eTwinning projects in CLIL contexts aims at improving content acquisition together with language acquisition, being these relevant aspects that will be studied with our overview. Also, as mentioned in the first part of this dissertation, this innovative tool will contribute to promote motivation among students and teachers, so we will also include this element in our overview.

All in all, we will study three educational agents: students, teachers and schools. For each of them, we will take into account content and language acquisition and motivation outcomes.

In order to establish the outcomes of each project, we have used the information about the project which can be found in the eTwinning platform and the information about the results and evaluation of the project -carried out by teachers- which is gathered in the Twinspace of the project.

In order to access to the general information about the project, namely, its main objectives, members, expected outcomes or a general description, we looked for the project in the eTwinning platform, where we are already registered as teachers.

Then, for more specific information, we analysed the TwinSpace of the project, the site where all the project materials and activities are stored. This TwinSpace is public, so that everybody who has the link can access. As mentioned in previous paragraph, teachers decide whether the information in the TwinSpace, organised in different pages, is visible to everyone or just for project members. Each project has a TwinSpace which is available online for everyone so that all the activities and final products are shared and may serve as inspiration for others.

Evaluation is crucial in every project and we can find it in the final steps of eTwinning projects. There are no common rules to carry out an eTwinning project evaluation to measure its impact, so teachers decide how to do it. They usually use surveys, forms or questionnaires to carry out this final evaluation among students, teachers, or parents. We will focus on this part of the 17 eTwinning projects in order to carry out this overview and establish a common effect of the use of this telecollaboration tool. The criteria for the selection of the projects of this overview will be specified in the next section.

3.2 Criteria

Inclusion and exclusion criteria were used to further narrow the projects selected for this overview. The main inclusion criterion is quality. An eTwinning project receives recognition for its quality in the form of a “Quality Label” (QL). In order to achieve this, teachers participating in the project can apply to be awarded a QL for their project. There is a QL rubric which includes different criteria to establish if a project receives this label or not. The rubric (see Appendix 1) is public and each National Support Service translates it into the official language. It includes six criteria, which are:

1. Pedagogical innovation
2. Curricular integration
3. Communication
4. Collaboration
5. Use of ICT
6. Results, impact and dissemination

According to these criteria (NSS eTwinning Spain, 2018), a project can be graded out of 30 points, with five points being awarded to each criterion. If the project gets 15 points or more, it receives the QL. These criteria are public and known by teachers and school communities and

can be found in the National Support Service webpage. Apart from being a tool for project evaluation, the rubric is a pedagogical resource for teachers when designing a collaborative project, which could be considered as a guide for teachers who want to develop a successful project, promoting innovation, interdisciplinarity, communication, collaboration, use of ICTs and evaluation processes.

When teachers complete the application form, which includes the six criteria specified in the QL rubric, they clarify how they have developed the different aspects in the project and how they are evidenced in TwinSpace, so it is also a reflection tool for teachers once the project is completed or in its last stages. The project is evaluated by a group of educational experts, by members of the eTwinning National Support Service and by a representative of the regional authorities. Teachers are given a mark and feedback about their work according to the different criteria. The projects included in this overview are considered quality projects since they have received the National QL and also the European QL. In order to achieve a European Quality Label, the project must have several Quality Labels from different countries. When a project has been awarded with the national Quality Label, it can run for the National Prizes and with the European Quality Label it can participate in the European Prizes, which some projects have received (cf. Appendix 2).

Some of them have even received National or European Prizes. Since we are focusing our overview on the impact of the project, we will take into consideration criterion number six: “Results, impact and dissemination”.

This means, according to the rubric, that “the documentation of the project is exhaustive and gathers information about the project and its evaluation”. More precisely, as part of the evaluation of the project, it “gathers information about the impact on students’ skills and learning, impact on teachers’ abilities and impact on the rest of school community” (cf. Appendix 1). It is on these last aspects that we will focus for our overview (cf. 3.5.).

The selected projects include an evaluation of students’ and teachers’ outcomes regarding content, language and motivation, together with the impact at school level, measuring impact in families or other teachers in the school.

Apart from Quality Labels, the projects included in this overview meet the following requirements:

1. Recent in time (school year 2017-2019)

2. CLIL topics
3. Different levels (pre-primary, primary, secondary education and VET)
4. At least one Spanish school as a member of the project
5. Foreign language
6. Public access
7. Awards and recognitions

ETwinning projects are increasingly more numerous and their quality is getting higher, that is the reason why we have selected recent projects. They also reflect the current situations in many schools and classrooms, so we chose projects developed during the school years 2017-2019. Also, these projects have been evaluated and received a QL, so we have made sure they include a final evaluation of the project which mentions their effects on students, teachers and the school as a whole.

Regarding topics around which the projects evolve, the selected projects respond to CLIL content learning, within which eTwinning is used as a tool and has a real impact in the CLIL classroom. However, the topics do not always refer clearly to the subjects involved, so we have also specified the subjects participating in the project to show the interdisciplinarity of eTwinning projects.

Projects developed in different educational levels were preferred, so that impact in different stages can be analysed. CLIL contexts can be found in different moments of the educational system, so impact of eTwinning projects at different levels should be studied. In our selection of eTwinning projects, we have included pre-primary, primary, secondary educational projects or VET projects. However, in many of them, we can find that groups of students of different levels work together within the same project, which shows the adaptability and interdisciplinarity of eTwinning projects.

Subsequently, a close approach to the current situation in Spain will be depicted. In order to comprehend whether eTwinning projects have a positive impact in the Spanish context, projects with Spanish participation (one or more Spanish schools involved) have been chosen. The rest of the members include schools from other countries (one or more) so that we can see the added value of the motivation and need to communicate in the foreign language. Also, since the majority of CLIL contexts include English as a foreign language, projects in which teachers have decided to teach content through English have been selected, even though sometimes Spanish is also used in order to facilitate communication and it does not impede the

development of the project. It is used sometimes to clarify or to address other teachers who were not directly involved in the project or families, who are also part of the school community. However, to show English is not the only language that can be chosen for an eTwinning project, we have included some projects with other foreign languages, such as French.

Public access online was also preferred, so that everybody can visit the pages and content to find inspiration, take it as an example and see the results of the evaluation, which has been our main focus for the overview. The fact of setting a page as public or not depends on the teachers participating in the project, since they decide how to organise it and are responsible for the content of the pages. It is also important to have the proper permission and parents' authorisation regarding privacy and personal data treatment for these purposes. Regarding the assessment part of the project, we excluded projects where the evaluation process is not completely evidenced or cannot be accessible to public.

After considering inclusion and exclusion criteria, 17 projects remained and were included in the study. This is the sample of the study and will be described in more detail in the following section.

3.3 Sample

According to the previous criteria, 17 projects have been selected for the overview and can be found in the following table:

	Project	School Year	Topic	Access	Subjects	Age and Level	Members	Language	Awards
1	Culturoscope	2018–2019	Culture and history of the 2 countries: Spain and France. Students will create a collaborative ebook about the culture of the different countries after a series of activities to discover cultural and historical aspects.	https://twinspace.etwinning.net/78935	Foreign Languages, Geography and History	14–18 Secondary	Spain and France	French Spanish	National QL European QL
2	Let's be Sherlock	2018–2019	Literature and culture. Students will work as detectives on the topic of the well-known literary figure of Sherlock Holmes, delve deeper in the works of Sir Arthur Conan Doyle and on the films and serials inspired by his work. Using deductive methods, students will learn about each other and their countries and	https://twinspace.etwinning.net/71807	Foreign Languages, Geography and History	15–17 Secondary	Greece, France, Spain and Turkey	English	National QL European QL

			cultures and they will also create collaborative stories and case-solving activities.						
3	Creative Writing Around The World	2018–2019	Literature and culture: Students from different countries will write a short story together and illustrate it, exchange poems to introduce themselves, their country and their culture and will present famous poets from the partner countries.	https://twinspace.etwinning.net/70218	Foreign Languages, Citizenship and Informatics / ICT	10–16 Primary-Secondary	Greece, France, Sweden, Spain, Romania and Czech Republic Guests: Korea and Morocco	English	National QL European QL
4	SAYWOW (Sailing Across the Youthful World of Words)	2018–2019	Environment, refugees and production of different types of texts. Students will discover 7 islands, their natural habitat and migrants' routes. By doing so, they will produce different type of texts, depending on the island.	https://twinspace.etwinning.net/70995	Foreign Languages, Citizenship, Natural Sciences and Social Studies	13–14 Secondary	Spain, Italy and France	English	National QL European QL

5	RUTAS MOLONAS : UN TURISTA POR EUROPA	2018– 2019	Culture, current affairs, history and art. Students will create a tourist guide with information about the countries participating in the project. They will study aspects related to cultural heritage, current affairs, and any other topics of interest for our students as European tourists.	https://twinspace.etwinning.net/78354	History and Foreign Languages	12–16 Secondary	Spain, United Kingdom and France	English	National QL European QL
6	Treasure HunTwinnin g-La c@za de tesoro europea 2018-2019	2018– 2019	Cultural heritage, history, Maths. Students will discover European cultural heritage by creating different “Treasure Hunting” through the different European cities of the schools participating in the project. Maths, operations and different activities will be created by students in order to know more about the cities. Presentations, quizzes,	https://twinspace.etwinning.net/77035	Foreign Languages, Maths, History and Media	14–17 Secondary	France, Spain, Poland and Italy	English	National QL European QL

			videoconferences or debates will precede the final Treasure HunTwinning.						
7	ONCE UPON A TIME: a trip through cultural heritage	2018–2019	Cultural Heritage, legends, music, theatre. Students have worked collaboratively in different topics related to cultural heritage. Activities have been divided in 3 blocks: legends, music and art, gastronomy and theatre. Students have worked in different subjects this topics and have created a final product, which was a play called “Travel in time”.	https://twinspace.etwinning.net/73312	History, Foreign Languages and Music	4–16 Pre-Primary, Primary, Secondary	Slovenia, Spain and Portugal	English	National QL European QL
8	ETI II: the sequel	2018–2019	Texts production, history, culture, geography and biology. Students will create 5 imaginary planets and will include their main features, including nature,	https://twinspace.etwinning.net/73668	Natural Science, Biology and Foreign Languages	14–18 Secondary	Ukraine and Spain	English and Spanish	National QL European QL

			origin, lifestyle, etc. By doing so, they will work collaboratively to share information and debate in order to make decisions and create a final product.						
9	eSafety First	2018–2019	ESafety, critical thinking. Students will reflect on the dark side of modern technologies. They will go through a set of challenges to gain confidence and become more responsible digital users. They will create and analyse the results of the whole-school survey and finally express themselves through multimedia to raise awareness about e-safety in their schools.	https://twinspace.etwinning.net/77453	Citizenship, Foreign Languages and Informatics / ICT	14–18 Secondary	Belgium, Poland, Italy, Hungary and Spain	English	National QL European QL
10	Somos lo que comemos	2017–2018	Healthy eating, politics, economy, sociology Students will study the new trend of “slow food” in contrast with	https://twinspace.etwinning.net/24444	Ethics, Foreign Languages	13–14 Secondary	Spain and Italy	English, Spanish and Italian	National QL European QL

			“fast food” and the dangers it triggers for society. They will also study aspects related to this fact, such as politics, economy or social changes. Working in international teams, they will create poster, interactive boards, and brochures and investigate about the topics by sharing information and debating to make decisions. They will also create a “Slow Food Fair” to raise awareness about the problem among their school partners and local communities.		and Maths/ Geometry				Spanish National Prize 2018
1 1	Mi self	2017– 2018	Multiple intelligences The “Secret club of eTwinning” sends emails to students setting different challenges they will need to solve in order to continue the game. By doing so, they will	https://twinspace. etwinning.net/299 23	Art, Drama, Geography, Informatics/ ICT, Language and	3–11 Pre- Primary and Primary	Spain and Cyprus	English	National QL Europea n QL Spanish National

			develop the different multiple intelligences, since every challenge aims to develop one of them. Songs, raps, karaoke, gamification, quizzes, dances, Scratch projects or Superheroes against bullying were some of the activities that engaged other agents, such as local authorities, radio stations or families.		Literature, Mathematics, Music, Natural Sciences				Prize 2018
1 2	Healthy teeth, healthy smiles and healthy children	2017–2018	Dental health. The aim of the project is that students learn habit of brushing their teeth regularly. Families will be engaged in the project and their support will be emphasized as an important part of the project. Dentists will go to lessons to inform students about the importance of dental health and will show them how to brush	https://twinspace.etwinning.net/54405	VET, Pre-Primary and Primary Education	3– >18 Pre-Primary, Primary and VET	Spain, Lithuania and Turkey	English	National QL European QL

			their teeth properly. Also, VET students will teach the little ones (pre-primary) how to do it by creating videos, posters and other activities.						
1 3	PS: JOIN OUR CULTURAL PLEDGE	2017– 2018	Cultural heritage Students will encourage others to join the commitment of preserving cultural heritage. Students will learn about the cultural heritage of each country, searching for common aspects and values which make us part of a bigger community: Europe. At the end students will draw conclusions and we create a common pledge with a list of commitments in order to preserve any kind of human heritage. The final product is an online	https://twinspace. etwinning.net/624 09	Foreign Languages, ICT, Geography, Social Studies.	15–18 Secondary	Spain and Poland	English	National QL Europea n QL Spanish National Prize 2019

			magazine with articles, videos, quizzes and interactive games.						
1 4	Lo que escondía mi espejo / ce qui cachait mon miroir	2017–2018	Mystery solving, history, creative writing. Students will create a film in which, by solving different challenges, they will help their teachers to solve a final question: “What is the relation between the French and Spanish teacher?” The story evolves around a letter a Spanish migrant left to her daughter and giving her instructions to know another daughter she never met. Students solve a challenge in every subject participating in the project (English, French, Maths, History) to get all the pieces of the letter and discover the mystery.	https://twinspace.etwinning.net/34023	Citizenship, Foreign Languages, Geography, History, Natural Sciences,	15–16 Secondary	France and Spain	French	National QL European QL Spanish National Prize 2018

1 5	Staying alive: first aid for everyone	2017– 2018	First Aid, Biology, social aspects. Students will investigate to raise awareness of first aid among youngsters, teenagers and young adults. Using live demonstrations of different situations and types of injuries, students of the schools will share knowledge about first aid and teach students in their local communities (younger students in elementary schools and the peers in their schools) how to act in different situations in which human lives are threatened.	https://twinspace. etwinning.net/502 90	Biology, Foreign Languages, Health Studies, Informatics / ICT, Psychology	15–19 Secondary	Croatia and Spain	English	National QL Europea n QL Spanish National Prize 2019
1 6	Hands on CLIL	2017– 2019	CLIL activities resources for different subjects. All project activities will lead to our common aim - to develop CLIL methodology and	https://twinspace. etwinning.net/453 64	Arts, Natural Science, Music, PE, Citizenship	5–12 Primary and Secondary	Portugal, Turkey, Slovakia, Romania, Spain.	English	National QL Europea n QL

			implement it into schools curricula according to students' individual needs. Teachers will enhance their teaching techniques in the field of innovative methodology as well as ICT skills. Students will improve foreign language communication skills while learning content of different topics and subjects by using the language in meaningful and real life situations, resulting in motivation for learning.						
17	ICT WORLD - Imaging, Coding, Transforming and	2017–2019	Apps, 2.0 web tools, ICT tools. Students will create real life with software tools like GIMP, GeoGebra and SketchUp, code and transform situations by using SRATCH and ARDUINO or simulate social or economic	https://twinspace.etwinning.net/16691	STEM (Science, Technology, English, Maths) and Foreign Languages	12–15 Secondary	Latvia, Spain, Germany, Finland, France, Czech Republic	English	National QL European QL

	Simulating the World		aspects of life with EXCEL or Gapminder. The activities will facilitate cooperative work and sometimes will be designed by students.						
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Table 1. Sample projects

According to the criteria, all the projects are recent in time, with nine projects being developed in the school year 2018-2019, six projects in the school year 2017-2018, and two projects in 2017-2018. ETwinning does not require a specific duration for the development of projects, so project members decide whether it will develop over the course of some weeks, months or years, being the most common duration of a project that of one school year. Then, teachers usually change their students and groups, so they start a new project. The range of topics of the projects is wide and varied, from culture, literature, environment, eSafety, politics or health to treasure hunts, coding and mathematical operations. All of them are dealt with as part of different subjects, such as Natural Science, Geography, History, Social Science, Maths, Music, Art, Drama or Foreign Languages.

Considering the different educational levels, there are three projects developed in pre-primary education, five projects with groups of students of primary education, and 15 projects with groups of secondary education students. It is interesting to mention that there is one project that includes the participation of a VET group. Not all the projects respond to a unique educational level, but they are developed between groups of students of different levels, primary and secondary or pre-primary and primary. This is also a consequence of the interdisciplinarity that can be developed with these types of projects. Countries involved in the different projects are many, including France, Greece, Turkey, Sweden, Romania, Czech Republic, Italy, United Kingdom, Poland, Slovenia, Portugal, Ukraine, Belgium, Hungary, Cyprus, Lithuania, Croatia, Slovakia, Latvia, Germany or Finland. It is relevant to mention that the project “Creative Writing Around The World” includes two countries which are not part of eTwinning community: Korea and Morocco. That is the reason why they participate as guests, which means they can see what is being done in the project but cannot change the TwinSpace. However, if member teachers agree, guests could also participate in the activities out of the platform. Any person with a guest account, which can be created by a member teacher, can see what is being done in the TwinSpace. This is also used to provide parents or other teachers with access to see what students are doing.

Regarding the foreign language used to communicate, most of the projects are developed in English even though we can see two of them in French. There are also projects where students use several languages (projects number 1, 8 and 10) due to the use of the foreign language and also the mother tongue, sometimes to clarify some aspects, content or instructions. Finally, as regards the last criteria, awards and recognition, all the projects have been awarded a National and European QL and five of them have also received the Spanish National Prize. For more

information about the projects, the link for the TwinSpace of each project is indicated in the previous table (cf. Table 1).

All in all, as mentioned before, all the projects respond to the criteria established for this overview: they are recent projects, CLIL topics and subjects are dealt with in a foreign language, usually English, there is at least one Spanish school as a member of the project, all of them have received awards and recognition for their quality and they respond to different examples of school levels, pre-primary, primary, secondary education or VET. Thus, we can say they represent real CLIL situations we may find in Spanish schools and we can take them as an example of how eTwinning projects influence outcomes in this context.

Once the projects have been selected, they will be analysed in terms of outcomes in students, teachers and schools. The procedure and results will be described in the following sections.

3.4 Procedure

After the previously mentioned criteria were followed in the projects, their evaluation section was examined taking into account criterion number 6 of the QL rubric “Results, impact and dissemination”, where it is specified that the project “gathers information about the impact on students’ skills and learning, impact on teachers’ abilities and impact on the rest of school community” (cf. Appendix 1). Content, language and motivation were the factors studied since they are crucial in CLIL contexts. Content is taught through language, so both aspects are relevant to be measured when developing an eTwinning project in a CLIL context. Also, motivation is important in the teaching-learning process and it is an added value when students need to communicate with students from other countries, since they do not share a common mother tongue, culture or knowledge. Consequently, the selected projects include an evaluation of students’ and teachers’ outcomes regarding content, language and motivation, together with the impact at school level, measuring impact on families or other teachers in the school.

In order to extract this information, the TwinSpace of the different projects was examined. According to criterion 1 of the QL rubric, a good project is organized and well planned (cf. Appendix 1). Therefore, a final page with information related to evaluation of the project can be found in the TwinSpace. Accordingly, the evaluation of the projects included in this overview is allocated in pages of the TwinSpace. These pages allow teachers and students to embed different web 2.0 tools and collaborative documents, so evidence of the outcomes can

be found there. The selected projects show the use of different tools to carry out the project evaluation and measure the impact of the projects, following criteria number 1 and 5 of the QL rubric “Pedagogical innovation” and “Use of ICT” (cf. Appendix 1). Tools are chosen by members of the project and they can be used by all the members, including teachers, students and families or each member can decide to use a different one, since tools are defined by teachers according to students’ characteristics, age, profile, learning style or educational level. For example, pre-primary students used smiley faces to answer questions, whereas secondary students completed more thorough surveys related to their progress. Regardless of the tool used, all the projects show the results of the evaluation followed by a reflection on them and future proposals for the improvement of the project. Different tools used for evaluation purposes are specified in the information about the project outcomes (cf. Appendix 2), some of them including Google Forms, Padlet, Framaforms, SurveyMonkey, WordCloud, SlideShare or Mentimeter.

The analysis of the outcomes of the projects selected for the overview can be found in Appendix 2, where students, teachers and schools outcomes can be accessed. The analysis has been elaborated by examining the evaluation page of the projects, where different tools show the results of the assessment. Other relevant aspects and interesting facts have been depicted too. Having followed the procedure portrayed in this fragment in order to extract the information about evaluation, projects outcomes will be described in the next section.

3.5 Results

Following the aforementioned procedure, results of the evaluation process of the projects have been analysed and outcomes regarding students, teachers and schools have been examined, focusing on the content, language and motivation aspects. The evaluation results do not include the same criteria in all the projects, as teachers decide what they want to measure with the evaluation process. This means that the tools and questions suggested to students, teachers and other school agents have not been the same in all the projects. However, all the projects include the 3 agents (students, teachers and school) regarding content, language and motivation. These aspects have been covered with different questions or tools that are specified in Appendix 2. In the following sections, outcomes of eTwinning will be summarized taking into account the results of all the projects included in the overview and will be divided in student, teacher and school outcomes.

3.5.1 *Student outcomes*

Students have an active role in eTwinning projects, following CLIL principles mentioned in previous sections (cf. 2.1.) so measuring eTwinning projects outcomes in students is of high importance. In CLIL contexts, content is taught through a foreign language, so content and language outcomes are key aspects to be discussed when examining eTwinning projects outcomes. Another common aspect in virtual exchanges or telecollaboration is motivation. Students need to communicate in order to complete a task with a specific purpose. The fact that they exchange information and collaborate with students from other countries can be an added value in the learning process as a motivation fact. We will see the detailed outcomes regarding language, content and motivation in students in the following paragraphs.

3.5.1.1 *Language outcomes*

Language outcomes are a common interest for teachers when evaluating an eTwinning project, since communication and collaboration are principles of eTwinning and telecollaboration. While the project is being developed, students need to communicate in a foreign language, previously established by teachers so the use of the language makes students improve it. This can be proved in students' own answers when asked directly if they improved their foreign language level and also in teachers' answers when asked if their students had improved their level. If not all students felt they have improved, some said they had not learnt much because they already knew, but none of them said it had decreased. On the teachers' side, all of them confirmed to have seen a positive impact on the foreign language level. In some projects, students were asked why or how they had improved their level. Depending on the students' age, they were more or less specific when giving reasons, but many said that communicating with people they did not know before and from other countries was fun and they felt the only way to communicate was to use the foreign language. Videoconferences, chats or interactive boards were the preferred forms for communication among students. They also enjoy the first steps of a project, when they need to know their partners and carry out some ice-breaking activities. Later on, activities more focused on contents are developed and students sometimes find some difficulties. They confirm they find obstacles to communicate when they need to use specific vocabulary or when their partners did not complete their individual tasks. However,

many of them were happy at the end of the project because they could understand each other and had improved their communication skills in the foreign language.

3.5.1.2 Content outcomes

The foreign language used is the tool to learn new content. When inquired about the new content learnt about the subject, most of students said they learnt about the subject content and agreed that they had done it in a very fun and motivating way (cf. 2.3.1.). When asked what they had liked about learning content with an eTwinning project, they said it was fun because they could use the computer to communicate and also to look for information quickly. They also enjoyed the fact that they had to work together and were responsible for a final product that was visible to all of them. They felt proud of their work, which they could share with other friends or with their families at home. They liked sharing their knowledge with other students and seeing how they studied other things. Regarding content, students not only learnt about the subject specific content and vocabulary, but also about how to use different web tools and digital devices, so their technological competence was also enhanced.

Students and teachers also confirmed some obstacles when learning in a foreign language difficult contents, but students specified they were solved by using online dictionaries or other online sources, which was easy to do because they were using digital devices most of the time to complete the tasks.

3.5.1.3 Motivation outcomes

Both students and teachers agreed students were very motivated since the beginning of the project because they were going to meet new people and work together. Also, the use of ICTs in class and also at home was a positive aspect for them, accordingly to what was mentioned in previous sections (cf. 2.4.3.2.). Students declared to have enjoyed their participation in the project, some of them considered they had made new friends and apart from learning content about the subject, they had learnt about other cultures (cf. 2.2.). The fact that they worked in groups was highly appreciated, since students could be helped by others and could help other students too.

3.5.2 Teacher outcomes

Teachers' role as a guide in the teaching-learning process is essential and their task when designing and coordinating the project is crucial. By doing so, they not only improve their students' skills, but also their own abilities and knowledge. Detailed outcomes regarding language, content and motivation in teachers will be depicted in the following paragraphs.

3.5.2.1 Language outcomes

While developing the project together with students and teachers from other countries, teachers are using the foreign language, so it contributes to their improvement in the foreign language. When reflecting about this aspect, they consider to have improved their level in the foreign language because they needed to coordinate with other teachers, design the project and tasks together and sometimes they even made new friends. Also, they claim to have improved their skills when teaching in a foreign language and they feel more comfortable. The fact of sharing opinions and views with other colleagues has helped them to feel more confident and learn from others. They do not feel alone when they see they have many aspects in common with colleagues from other places and are happy when they learn from each other.

3.5.2.2 Content outcomes

According to the results extracted from the surveys about the evaluation of the project, it transpires that teachers do not learn new content related to their subject, but thanks to the interdisciplinarity of eTwinning projects, they consider they have learnt about other subjects by participating in the project. Regarding digital content, teachers state that eTwinning has been the perfect excuse to learn about new web tools with which they were not acquainted previously (cf. 2.4.3.1.). Sometimes they learnt from other teachers and even from students, who also suggested the use of some tools in class. Also, in line with the study by Pérez Cañado (2017), teachers highlighted the multidisciplinary, cross-curricular and transversal nature of the tasks and projects carried out, as they were considered to be very positive.

3.5.2.3 Motivation outcomes

Results reveal that teachers also show motivation towards working in eTwinning because they see motivation in their students, which makes it easier for teachers to work with them (cf. 2.2.). Also, since the platform enables public access to the project materials, teachers are proud to show their work and their students, and this, in turn, becomes an inspiration for other colleagues. They also claim it has been motivating because the use of ICTs is naturally integrated in class and they were happy to learn how to use new web tools and, consequently, it has helped them to improve their digital competence, which had been a real challenge for some of them. Along with that, the fact of being awarded a QL or prizes is a motivation element for teachers, since they receive recognition for their work, which sometimes is not visible.

3.5.3 School outcomes

The school community includes other teachers of the school and staff, families and institutions. They are also part of the learning process and the impact of eTwinning is equally visible on them. The multiplier effect of eTwinning can be seen after a project has been successfully completed; more teachers get involved in the following year and include eTwinning in their teaching practice. Sometimes, other teachers are not members but collaborate in the project, which also enriches the project and contributes to interdisciplinarity (cf. 2.4.3.3.).

The management team of a school has a crucial role in the development of the project, providing support for teachers, organising timetables to allow students to use the computer room or the digital devices available in the school, making the project visible to other schools or teachers, and offering training when needed. Also, some teachers state that they have found partners for their Erasmus+ partnerships thanks to their project in eTwinning, which is an added value.

Families have declared to be very happy to see what their children are doing in class because the teacher has provided them with a guest account, especially in pre-primary and primary levels. As opposed to Kearney and Gas-Velázquez (2017), families seemed to be engaged and interested in the projects (cf. 2.4.3.3.). They are also proud to collaborate when international fairs are organised for the eTwinning project or when their children need to record a video about a specific topic where parents can help. As for institutions and local authorities, they have also contributed to the dissemination of the projects and collaborated in certain activities, involving

the local community and encouraging them to participate in the internationalisation of education.

3.6 Discussion

The results thus show clear evidence of the effectiveness of eTwinning projects on student, teacher and school outcomes, with all the projects exerting positive effects on language and content acquisition and motivation. We can firmly state, after this analysis, that eTwinning projects have been proved to be positive in content and language acquisition results. The fact that students need to communicate in order to complete a task with students from other countries with a different mother tongue makes it necessary to use the foreign language to achieve their goal. Also, when communicating and exchanging information students are learning content, since communication has an established purpose which is defined by teachers in the task design according to the topic of the project. Also, motivation has been proved to be present in these projects and can be considered an added value. Students get more engaged when they are responsible of a certain task that must be completed in a group and the fact that they need to use ICTs to complete the task is very attractive for them.

In addition, positive outcomes have been proved in teachers, who also claim to learn and improve the foreign language when communicating with other teachers to coordinate the project. They also learn new content -mainly related to new cultures and the use of new web tools- and are motivated to develop these type of projects because they share experience and learn from colleagues from other countries, finding inspiration in their practices.

If teachers are guides of the student learning process, the school community, other teachers, families and institutions also influence it and eTwinning has impact on them as well. Families get involved in the projects by participating in some activities and sometimes they even have access to the project as guests in the platform. Making families aware of their children's learning process facilitates communication among teachers, students and families, who feel part of the community. Also, it has been evinced that the school community is also affected by eTwinning, collaborating in some activities of the project even if they are not part of it and sharing good practices. Regarding institutions around the school and local communities, they are also positively affected when contributing to disseminating the project or providing materials or resources to develop the project.

The evaluation results have also revealed some drawbacks, mainly related with teachers, who declare that, despite having enjoyed the project they found some obstacles, such as lack of time and support by some members of the school management team or other teachers. Sometimes they also have problems when communicating with some members of the project who finally did not complete their contribution in the project. This is all based on the surveys carried out at the end of the projects; more research on this should be conducted, including objective tests to determine if the level of the foreign language has truly increased, for example (cf. section 5 below).

4 CONCLUSION

This dissertation has conducted a study on the use of telecollaboration in CLIL contexts, filling a gap in the expanding field of CLIL studies and of digital media in language education. The literature review has provided us with an insight into how CLIL has evolved and how it has now achieved recognition in the educational scenario. Our overview of eTwinning projects has allowed us to appreciate the predominantly positive influence of eTwinning in CLIL contexts as a tool for telecollaboration. On the other hand, we have been able to identify deficits in the evaluation of the effects of eTwinning in CLIL contexts, regarding the school community, students' and teachers' language level, content acquisition or motivation, from which this present study ensues. It is precisely this niche which the present study seeks to address, by analyzing the overview of eTwinning projects which supersedes the lack of previous studies on this topic. As a main contribution, this study brings to the fore the need to adapt classroom practices to learners' use of language in real life situations and to use digital resources and materials in class. For this purpose, eTwinning is an appropriate tool since it responds to the main characteristics of CLIL contexts and methodology.

After the literature review and the overview of the eTwinning projects, we can state that telecollaboration seems to be exerting positively on students' language and content acquisition and their motivation within the classroom. Increasing the offer of courses on eTwinning should thus become an area of attention, particularly considering the positive impact which it has on students' teaching-learning process, according to the results in this overview.

5 LIMITATIONS AND LINES FOR FURTHER RESEARCH

Our overview of research results has allowed us to appreciate the predominantly positive influence of eTwinning projects on students, teachers and school communities. On the other hand, we have been able to identify deficits in the evaluation of the real effects, from which this present study ensues. Further research on the context around teachers' and learners' experience would be needed to shed light on the real effect on their content acquisition and language level. Also, the effects on digital competence through the use of telecollaboration may provide interesting information about the relation between the use of ICTs and the teaching-learning process. The need for empirical evidence to assure the effectiveness of eTwinning in CLIL contexts and make projections regarding the extent of its potential is essential.

In line with the foregoing, taking all of these limitations into consideration, the research could be improved and followed up in numerous feasible ways. It would be interesting to conduct a study on the effects on the content and language level by administering objective tests or to closely measure the effect and development of an eTwinning project in a CLIL classroom. In any case, this modest investigation hopes to have contributed to signposting some of these avenues for future research, while concomitantly furnishing empirical evidence on the positive effects of eTwinning and telecollaboration for all the chief stakeholders within CLIL scenarios.

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APPENDIX 1.

QUALITY LABEL RUBRIC

1. Pedagogical Innovation	
The teachers in the project have tried out a variety of pedagogical methods with their pupils during the project such as; posing leading questions for the pupils to research and analysis, organising collaborative team work, allowing the pupils to choose the ways to find and display information etc. Depending on the context and age of pupils etc. the situation should be such that the pupils are encouraged to become the main force in the project, creative, responsible, autonomous and not merely be in the position of carry out the ideas of the teacher.	
Grading	
0	There is no attempt to involve others either pupils or teachers (rare to find this).
1	The project is limited to exercises devised by the teachers carried out by the pupils in all (or almost all) the activities. Not much opportunity for pupil involvement.
2	At least some of the activities are designed to use classroom methods other than information delivery but the teacher. The methods used encourage pupils and their partners to interact (for example: comparing information ... working together to achieve one or more product or outcome.
3	The project is designed and implemented for pupils to: - Interact with their partners. - Have a variety of working arrangements (individual, sub-groups, in mixed teams ...).
4	The project involves an interactive and collaborative active pedagogy: Learning methods implemented are clearly identifiable (information gathering, comparative work, problem solving, collaborative creation-literary, artistic, technical, scientific, journalistic, etc.).

5	All of 4 plus the following. There is a very strong association between academic rigor and creativity in the development and management of the project by partner teachers, originality in theme of work chosen.
2. Curricular integration in one or many subjects The project work is based on the school curriculum and syllabus. The main part of the project work done by pupils is done during school time, the project is not based just on work done by the pupils at home The project has clear strategic efforts to try to develop pupil competences as required in the various subjects The project work is an integral part of the school work in some subject/s; the teacher is clearly delivering the curriculum through this eTwinning project work.	
Grading	
0	No attempt is made to link work to any aspect of the curriculum.
1	Some attempts are made, but they are incomplete or failed.
2	Occasionally for projects that are run as part of an extracurricular club or workshop, with volunteer pupils. In these cases, curricular integration may not be a priority. Their goals may be more educative and less pedagogical. But since these projects are very often excellent, creative, original and the pupils are very involved, they receive high marks in other areas.
3	Curricular integration is obvious, but not very explicit in the teacher's application and project description, and not very clear in the pupils' activities.
4	Curricular integration is very clear: the project is obviously a project-based pedagogy whose goal is to allow pupils to effectively develop skills and acquire knowledge as laid out in the curriculum of the different subject areas involved in the project.

5	Same as 4, but in addition, the teacher has explained the project-based pedagogical framework, for example, by describing the objectives of the activities the teachers propose to their pupils.
3. Communication and Interaction among the Partner Schools Most eTwinning projects develop exchange some processes for the communication and sharing of information among teachers and pupils. This criterion assesses the quality of communication activities that teachers have designed for or with their pupils for sharing the work of each class on the themes of the project. This communication can be either individually or in small groups and may include voting, quizzes etc., which are designed to encourage pupils to read, listen and view the work of their partners.	
Grading	
0	Very little evidence of any communication either between teachers or pupils. For example no pupils in TwinSpace or similar communication areas, teacher work only, no positive impact on pupils.
1	The pupils are asked to communicate in a very limited way, such as a basic email exchange based on a model (closer to practice exercises than in project tasks). Basic pen-pal/ « getting to know you » project, but no/few pupils using the TwinSpace or other communication tools; teachers upload pupils' work, no final product.
2	Partner pupils create a variety of productions and share them on the TwinSpace or other communication tools such as external blogs. However, the teachers have offered little or no activities that ensure that the pupils have actually engaged in real sharing. Partner classes do mostly separate work, little coordination on topics between partner teachers, no final outcome planned, some pupils in the TwinSpace or other communication tools.
3	Pupils have really shared their productions and have been enriched by the exchanges, because the teachers developed specific activities to ensure interaction with the partner pupils and their work. The work done by both

	partner classes was done on the same theme with the same or similar instructions, so that the pupils would be curious to see what their partners created and would want to react. Shared themes (decided by teacher), no shared final product, intermediary pupils work uploaded in TwinSpace or other communication tool.
4	The information sharing has clearly identified goals: comparison, developing knowledge, widening the students' horizons. These goals are reached particularly through the pedagogical processes developed by the teachers and implemented by the pupils. The communication between pupils was a clear goal for the teachers (excellent use of Pupils' corner and Forums in TwinSpace or other tools such as Videoconference / ...) ". Shared work, same theme, discussion between pupils on themes; organised material but no shared final product, pupils final work uploaded in a well-organized TwinSpace, or other communication area even if there's no cooperative final product.
5	Same as 4, and more: the teachers developed the exchanges and information sharing as the first step towards collaborative work between pupils. Shared work, same theme, discussion between pupils on themes, final outcome.
4. Collaboration between partner schools Collaborative activities go beyond communication: the partners are not just recipients of information; they are team-members, co-authors and co-creators. Collaboration means that both classes need the contribution of their partner class to complete the activity. Some examples of collaborative final products are: a newspaper, a report, a collaborative summary of all the subjects worked on during the project, a collection of letters written on a given theme, a cookbook, a collection of poems, a fictional work (mystery novel, fairy tale, cartoon, movie...), etc. This list is not exhaustive as there can be many more examples.	

Mixed-nationality teams are a very effective best practice for collaborative work. (small group from one class + small group from another class = mixed-nationality team).	
Grading	
0	No collaboration of any sort.
1	No real collaborative activities or productions, but signs of an attempt (even failed) to implement collaboration. Teacher needs encouragement and suggestions!
2	Same as 1 but the attempt at collaboration didn't completely fail and the teacher may do a better job in her/his next project.
3	Clear signs of cooperative activities: a very well organized TwinSpace or similar communication tool that displays pupil work (by theme, for example). Another example would be a well-organized blog used to publish all the work done by pupils and that gives a good idea of the sharing and cooperation between pupils.
4	Both types of activities are at work in this project. The collaborative activities have resulted in a shared piece of work or product that was made using tools particularly suited to collaboration (wiki, for ex.) and that is finalized in the form of a tangible outcome such as a video, eBook etc.
5	Same as 4, but especially well done: very original productions, very rigorous work done by the mixed-nationality teams, etc.
5. Use of Technology How well is the technology used by the teachers and pupils in discussing activities and sharing information between pupils? How has technology been used to further the work of the project, creating final products etc. This criteria focuses on assessing the good adaptation of tools both the TwinSpace and all other tools used by the teachers and pupils to conduct collaborative activities and	

sharing information so that real communication and interactions take place between them. The tools are used in such way that they ensure the success of the pedagogical objectives of the project.	
Grading	
0	No activity or sharing. No use of the TwinSpace or any other tools.
1	Very little use of communication tools such as the TwinSpace or similar tools All pupils are not included in the TwinSpace or other tools Documents intended for pupils and teachers stored in the wrong areas Work is not evenly distributed; one teacher seem to do all the blog posts for example. When information is displayed there is little regard for eSafety issues such as not publically posting pupils photos, listing their names , picture or music copyright issues.
2	Only some pupils enrolled in the TwinSpace or other tools Some use made of communication tools or the TwinSpace - basic tools used to exchange information (texts, photos and possibly video slideshows) Not all inputs are authentically produced by pupils; e.g. documents consist of Internet Information copied and pasted Some awareness of eSafety issues insofar pupils are not identifiable, but copyright issues on images, music etc. are not observed.
3	Using some of the communication tools TwinSpace (Blog, corner of students, etc.). Maybe using free commercial blogs but no thought given to the advertising elements. Using creative tools for exchange between pupils such as Voki, etc. Creation of documents with software slideshow, video, etc. Awareness of

	eSafety issues insofar pupils are not identifiable, copyright issues on images, music etc. are observed in some but not all cases.
4	Use of communication tools TwinSpace or external communication tools (like blogs). Use of commercial blogs without advertising with full participation of ALL pupils involved in the project. Use of creative tools to exchange information Production of multimedia documents with appropriate software like video production editing. Use of wikis. Full awareness of eSafety issues insofar pupils are not identifiable, copyright issues on images and music are observed
5	Same as 4 but with particular clever and creative use by the pupils.
6. Results, impact and documentation Visible: - project results and/or how they are presented online - activity/involvement of pupils (in TwinSpace) - project documentation (planning, evaluation & reflection, feedback possibilities etc.) Invisible: impact of the project - on teachers' skills - on pupils' skills and knowledge - social, personal (teachers and pupils) - on wider community	

- The invisible part can only be evaluated indirectly by reading the project documentation and comparing it to the visible part	
Grading	
0	No visible project results, no pupil activity to be seen, no project documentation.
1	Very few project results (intermediate or final) presented or project results clearly not created by pupils (but by teachers). No or little pupil involvement in activities documented. No or fragmentary documentation of project.
2	Some project results (intermediate or final) presented, sporadic pupil involvement. Project documentation incomplete or not consistent with the material presented.
3	Many project results (intermediate or final) presented, created by pupils, mostly with suitable, basic tools. Project documentation contains evaluation evidence (at least feedback possibility for pupils) and some reflection on objectives achieved. Material mostly consistent with documentation, some notes on impact (pupils, teachers, wider community).
4	A variety of project results presented, created by pupils with suitable tools, some of them of outstanding quality. Project documentation is complete and contains evidence of evaluation (skills of and impact on pupils, reflections by teachers) and shows that set objectives have been achieved as well as impact on wider community. Material presented is consistent with the documentation.
5	A variety of project results presented, most of them of outstanding quality. Exhaustive project documentation with information on evaluation (of most or all parts of the project), on impact on pupils and their skills/knowledge, on impact on teachers' skills and impact on wider community. Set objectives have clearly been achieved and this is thoroughly documented. The material presented is consistent with the documentation.

APPENDIX 2. ETWINNING PROJECTS INFORMATION

eTwinning Project 1. 'Culturoscope'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google forms to collect data from teachers and show the results. Questions are formulated in Spanish and French and graphics results are published in the TwinSpace (TS) together with a brief reflection about the data collected. Frama Forms was used to design a bilingual French/Spanish questionnaire for students. Graphics of results and reflections are shown in the TS.		
Language outcomes	Students value positively their foreign language learning and interaction and communication with other students. They enjoyed the videoconferences as a tool to communicate.	Communication in the foreign language when coordinating and developing the project the helped teachers to improve their communication skills.	Other school members, like other teachers or students, joined some activities and read the digital magazine, so they also learnt about culture.
Content outcomes	They gained knowledge by enjoying the activities developed in the project. Content was mainly cultural and students declare to enjoy the investigations carried out in order to elaborate the digital magazine.	Teachers learnt about other cultures and about digital tools, such as MadMagz, the tool used to create the digital magazine.	School community learnt about other cultures thanks to the dissemination of the digital magazine among other students, families and school members.
Motivation	Most of students enjoyed while working on the project and they would be happy to participate in another eTwinning project. For most of them it was their first eTwinning project but would like to repeat the experience. They declare there is nothing they would change or do differently in the project, showing it met their interest and needs.	Teachers highlight that seeing their students motivated to complete the project activities was also motivating for them. They also learnt from other teacher practices.	Other teachers who were not members of the project collaborated in the elaboration of the final product (the digital magazine), showing their interest for the project.
Other benefits	Development of digital competence in students and teachers. Training sessions with teachers from other schools about the eTwinning project and how to use web tools.		

eTwinning Project 2. 'Let's be Sherlock'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google forms to collect data from teachers and students. Questions are formulated in English and results are shown and commented in a presentation in ISSU.		
Language outcomes	Students consider interaction and communication in English with other students very positive, improving their communicative competence. Teachers declare they noticed students improved their skills when producing oral presentations and written texts in English.	Coordination of the project first and development of activities later has foster teachers communication skills and their improvement of the foreign language level.	The project was presented to the schools and QR codes which were part of the project, were hanged on the walls in the schools, so other school members also participated in the activities.
Content outcomes	Activities helped students acquire knowledge about culture, which was integrated in History, and digital tools.	Cultural aspects were the main content gained by teachers along with the use of digital tools, such as Pbworks, which they declare will use in their teaching practice.	School community learnt about other cultures thanks to the dissemination of the project in the school building and the web page, which was visited by families and other school members.
Motivation	Students were motivated with the project, valuing most their abilities to organise group and individual work, value diversity and solve problems.	Teachers highlight that they were very satisfied with the result of the project since a change in students' attitude was noticed: they listened to other opinions with respect and they were motivated while doing the tasks.	Students and teachers presented the project during Open Days at their schools, involving families and other students in them.
Other benefits	Etwinning has contributed to teachers' professional development. Development of digital competence in students and teachers. Improvement of teachers' skills to plan, collaborate and integrate contents from different subjects.		

eTwinning Project 3. 'Creative Writing Around The World'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Mentimeter is used to gather students' views. Survey Monkey and Padlet collect data from teachers. Results are shown in the TS.		
Language outcomes	Students consider they have improved their English level, especially when creating written texts and they highlight the use of eTwinning as the best way to learn English.	Communication during the project has fostered teachers' foreign language level and they state they didn't expect students to be able to write poems in English and were positively surprised by their final performance.	The project was presented to the schools by disseminating the final product, an ebook with poems created by all students and was read by other school members.
Content outcomes	Knowledge about different cultures, poets and writers from other countries was acquired. They learnt to communicate and write in a creative way and use new web tools. They highlight their interest towards the 2 guest countries, Korea and Morocco.	Cultural aspects were the main content gained by teachers along with the use of digital tools and creativity they have gained and will use to design activities.	Thanks to the dissemination of the project in the school web page and in other groups of students, they learnt about writers and cultures of the project.
Motivation	Students were motivated with the project, they consider it was fun and interesting and they would recommend the use of eTwinning to other classmates. Some students would like to repeat their participation in the project next year.	Teachers highlight they are very proud of what they have learnt about digital tools and educational technology. They share their intention to continue working with eTwinning.	Students and teachers presented the project in interviews disseminated in webradio, involving families and the local community. Even other institutions were involved; in France, the project was presented to the President of the Council of Oriental Pyrenees Department.
Other benefits	Development of digital competence in students and teachers.		

eTwinning Project 4. 'SAYWOW (Sailing Across the Youthful World of Words)'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google forms to collect data and show results. Youtube videos in English with reflections about the project and its results.		
Language outcomes	Students value positively their interaction and communication with other students and have improved their communicative competence in English.	Communication in English during the project is said to have enabled their improvement in communicating in English.	Families state that students have learnt new vocabulary in English and other countries.
Content outcomes	They gained knowledge about environment and Geography by enjoying the activities developed in the project. Students learnt how to use new web tools. They declare the use of eTwinning tool was easy and they enjoyed working with it.	Teachers learnt about other cultures and views regarding environment and migrants.	School community learnt about pollution and migration, reflecting on ways of protecting environment and refugees.
Motivation	Students enjoyed the fact they could work with students from different countries, they developed their social competence by working in teams. They consider the project to be innovative, creative and interesting. 97,4 % would like to participate in another eTwinning project. They feel proud of being able to communicate with students from other countries.	They enjoyed seeing their students motivated to complete the project activities. They also learnt about other teacher practices.	Families declare the project has been enriching and they value very positively their participation in the final festival with their children. They also highlight the organisation involving school community and families. School community noticed motivation of students towards this type of projects.
Other benefits	Development of digital competence. Teamwork is highly valued by students, they made friends and knew each other better.		

eTwinning Project 5. 'RUTAS MOLONAS: UN TURISTA POR EUROPA'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google forms to collect data and show results. Teachers also create a rubric to evaluate students' participation in the project. The rubric includes 10 criteria and provides students with an individual grade.		
Language outcomes	Students value positively their interaction and communication with students from other countries or cities and have improved their communicative competence in English. According to question 9 of the questionnaire, students claim that it was a good way to learn English.	Communication in English in real life situations when discussing with other teachers helped teachers to improve their English. Also, real life situations could be taken into class so that students could communicate with a purpose.	The project was also announced in the local press, so people from the local area and school community were interested about the project and participated in some activities, involving communication in English.
Content outcomes	They gained knowledge about culture, politics, history and geography of other countries by enjoying the activities developed in the project and using new web tools to do research activities.	Teachers learnt about other cultures and teaching practices from their colleagues. Specially, digital tools and resources.	Teachers from this school and other schools in the local area learnt about the project and some of them even participated in the activities.
Motivation	Students enjoyed the fact they could work with students from different countries, they developed their social competence by working in teams. They consider the project to be innovative, creative and interesting. 97% of students would like to participate in another eTwinning project. They feel proud of being able to communicate with students from other countries.	Teachers had already worked on eTwinning, so they were motivated to develop more creative and dynamic methodologies, taking advantage of eTwinning. However, obstacles such as lack of time and sometimes difficult tasks are identified by teachers.	NSS eTwinning Spain visited the school as a recognition for the implication of the school community in the project. School community noticed motivation of students towards this type of projects.
Other benefits	Role of teacher as a guide in the teaching learning process: 91% students said the teacher helped them when they had problems. Collaboration with teachers of the same school and other subjects.		

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Framaforms to collect data from students. Google Forms to collect data from teachers.		
Language outcomes	Interaction and communication is highly valued by students, especially videoconferences. They claim they have improved their communicative competence in English. 3 out of the 4 teachers consider students have improved a lot their foreign language and 1 considers they learnt a bit.	Communication in English when discussing with other teachers helped them to improve their communicating skills.	Other school members showed interest in the project, reading about it when it was disseminated in social networks or the school webpage.
Content outcomes	Students liked the topic of the project and activities that were carried out. They learnt about culture and the use of digital tools.	Teachers learnt about other cultures and teaching practices. Digital tools were a challenge for many teachers but all of them improved their digital skills.	Other teachers knew about this project and learnt new web tools when teachers shared their experience.
Motivation	Students were motivated to communicate with people from other countries and work together to design cultural quizzes. 25 out of 32 students were beginners in eTwinning but all of them would like to participate in another project.	Motivation was enhanced by collaboration and communication with people from different countries.	Teachers also affirm that motivation of students to attend TIC and foreign language classes increased.
Other benefits	Development of digital competence in students and teachers.		

eTwinning Project 7. 'ONCE UPON A TIME: a trip through cultural heritage'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Students', teachers' and families' reflections about the outcomes of the project can be found at the end of the book created as a final product of the project. A panel with posts from different countries with their opinions about the project outcomes is visible in the instagram account of the project. A word document gathers data from students, teachers and families.		
Language outcomes	Students consider their English level increased and they also learnt about other language, like Slovenian or Portuguese.	When discussing with other teachers improved their communicating skills in the foreign language, even though for them the language was a challenge they were happy to complete succesfully.	Other schools were interested in the project, reading about it when it was published in magazines, newspapers and radio posts.
Content outcomes	They learnt about culture, traditions history or geography about other countries and the use of digital tools.	Teachers learnt about other cultures and teaching practices, especially about the use of digital tools for the teaching process.	The project was presented in a conference about educative innovation, so many people from other school communities learnt about the project and its results.
Motivation	Students were motivated to work with people from other countries and state they enjoyed the project and would like to repeat. As for pre-primary students, they completed the questions with emojis expressing "like" or "don't like".	Motivation was enhanced by collaboration and communication with people from different countries.	Families claim that their children have made new friends and were very motivated to prepare presentations with other students. They were very happy that they could meet students' virtual friends thanks to the Erasmus+ partnership with the members of the project.
Other benefits	Development of digital competence in students and teachers.		

eTwinning Project 8. 'ETI II: the sequel'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	SurveyMonkey, survey in the TwinSpace and a Youtube video are the tools used to collect data from students. Teachers evaluate the project during a videoconference and create a final rubric to evaluate students giving them a grade.		
Language outcomes	Students consider their English level increased because they had to communicate in English to be understood. We can see in the final video that students liked the fact that they had to speak in English.	Teachers improved their communication skills in the foreign language by speaking with other teachers and in the class with students.	Dissemination of the project on the school web page, blogs and social networks helped to raise awareness about the project and internationalisation of school.
Content outcomes	73% of students announce they have learnt new concepts about exoplanets and space and 69% declare to have learnt about aspects related with culture when communicating with students from other countries.	Teaching practices and content sharing was highly valued in the project, especially about the use of digital tools.	The project and content outcomes were presented to other teachers and schools during training sessions and conferences.
Motivation	62,5% of students liked the activities developed during the project and 87% liked working together with other students. Most students would like to repeat their participation in a similar project.	Coordination among teachers helped to solve challenges and difficulties, so teachers were motivated to work with other colleagues and learn from them.	Primary education students were involved in the project, even though they were not members of it, so it expanded to other sectors of the school community, showing the interdisciplinarity of eTwinning projects.
Other benefits	Development of digital competence in students and teachers. Relation between teachers and students improved. Students declare to have an active role in the project.		

eTwinning Project 9. 'eSafety First'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google Form is the tool chosen to collect data from teachers and students about the evaluation of the project. Padlet gathers final impressions about the project outcomes from students.		
Language outcomes	Students' English level increased when communicating with other students, who did not speak Spanish, to be understood. We can see some statements confirming this fact on the Padlet, where students related learning English to having fun.	Teachers only used English when communicating with their partners so their communication skills improved, along with their skills to teach in English, since they also used this language in class.	Dissemination of the project through the creation of infographics, videos, and presentations that were published in the school web and in the building helped to raise awareness about eSafety, so other members of schools also used English to know more about it.
Content outcomes	Students also claimed to have learnt new vocabulary in English and also concepts related to eSafety and new technologies. They discovered new digital tools and how to use them.	Teachers learnt about active methodologies and new technology and this influenced their teaching practice towards an active role of student and the integration of ICTs in class.	Other members of the school and from the local communities learnt about negative aspects of new technologies, such as cyberbullying, overuse of smartphones and social media dangers.
Motivation	Students were very committed to the project and participated very actively in the fora where they could discuss with other partners. They were motivated to share common tasks in groups.	Teachers were motivated by the results they could observe in the students and they even state that they will perform better in the next project.	All teacher members of the school were aware of the project and some of them showed interest to know how they worked. The project was approved by all the school teachers and is part of the school's development plan.
Other benefits	eSafety awareness. New digital tools. Development of digital competence and critical thinking.		

eTwinning Project 10. 'Somos lo que comemos'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google Form is the tool chosen to collect data from students, teachers and families about the evaluation of the project.		
Language outcomes	Students' English level increased when communicating with other students, who did not speak Spanish, to be understood. We can see some statements confirming this fact on the Padlet, where students related learning English to having fun.	Communication with other partners facilitated communication in English in real life contexts and situation, so they could improve their English level. However, sometimes they also used Spanish to clarify some aspects.	Local experts were invited to participate in the project and students visited some stores to interview buyers and sellers. The final Fair in the schools was highly valued by families because the topic of healthy eating is very useful for their children.
Content outcomes	Students learnt about new eating habits, slow food, gastronomy and health issues. They learnt concepts such as fair trade, sustainability or biodiversity thanks to the integration of the project in different subjects.	Teachers learnt about other methodologies when sharing experience with other teachers and variety and quality of the tasks increased. They also learnt about gastronomy and different cultures.	Due to the contents learnt, discussion topics at home with the families changed and students could contribute with their own views about healthy habits.
Motivation	Students were very engaged in the project and consider that collaboration was very important in the project. They liked working in teams and classify the project as very interesting, innovative, creative, entertaining and useful.	Teachers were motivated since they could exchange ideas with other teachers and learn from them as well as from students, mainly referring to the use of new web tools.	Families were invited to participate in dissemination days but not all of them could participate, they said the time established for that was not adequate for parents who were working at that time.
Other benefits	New digital tools. Local community, experts and families' engagement.		

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	SurveyMonkey gathers data from students, teachers and families. Results are shown in a presentation (Google Slides). A Youtube video portrays students' opinions about the project in the form of a news programme.		
Language outcomes	Students state that they could improve their English level because they had to communicate with students from other countries in order to develop group activities and they even made new friends.	Communication in English in real life contexts and situations helped them improve their English level. However, many activities were translated into the 3 languages.	Families were very happy their children could communicate with students from other countries and speak in other languages, specially families from Cyprus who felt isolated and far from the other countries.
Content outcomes	They learnt about environment, art, problems of bullying or multiple intelligences by carrying out tasks such as treasure huntings and Kahoots. They also participated in interactive tasks with Google maps and Scratch.	Teachers learnt about other methodologies and Scratch; an expert collaborated to explain how to programme with Scratch. The fact that many subject teachers participated in the project enabled teachers to learn about other topics and to integrate content from different subjects.	Radio interviews in Cope and Cadena Ser and in the TV in Cyprus helped to spread the project outcomes, to the school and local and national community learnt about the project and the topics it dealt, multiple intelligences and digital tools.
Motivation	Motivation was present among students, most of whom rate the project with 10 out of 10 points being the lowest grade 7 out of 10.	Teachers declare the project was a challenge for them because they had to work very closely with their partners to coordinate the project and it was also exciting for students.	Families were invited to complete a questionnaire as a way to communicate with their children and talk about the project to share their experiences.
Other benefits	Multiple intelligences. Curricular integration. Experts collaboration. Development of digital competence (coding and programming)		

eTwinning Project 12. 'Healthy teeth, healthy smiles and healthy children'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Teachers use a word cloud to show their opinion about the results of the project and use a SWOT analysis to describe the project in the school context. Students, the head teacher and other school members use a Youtube video to collect their data.		
Language outcomes	Students have seen their skills to communicate in English increased because they communicated with students from other countries. It is described in the SWOT analysis of the project.	According to the SWOT analysis of the project, teachers consider they have improved their communication skills when speaking with colleagues from other countries and carrying out the activities with students.	Families, teachers and students share videos with their opinions about the project. All of them try to say something in English, although some parents only speak their mother tongue.
Content outcomes	They learnt content through games, as they name the tasks suggested for the project and when investigating about the topics suggested. They acquired contents related to dental health and good dental habits.	Teachers learnt about dental health and new methodology when sharing experiences with other colleagues.	Families also learnt about dental health and helped their children with the activities, mainly pre-Primary students.
Motivation	Motivation was fostered by the cooperation between students, who made new friends and were able to teach other students, mainly VET students taught pre-primary and primary students. Pre-primary students were happy to collaborate with their poster, used by the older students.	Teachers declare they were very motivated to improve and learn by working collaboratively with their colleagues and because the topic chosen was very useful for students.	Motivation towards the project was present in the school community, resulting in the creation of a network of schools and implication of more teachers, who will work together in future projects.
Other benefits	Curricular integration and interdisciplinarity (pre-primary, primary and VET students). Experts collaboration. Development of digital competence.		

eTwinning Project 13. 'PS: JOIN OUR CULTURAL PLEDGE'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google Form to gather students' information. Dotstorming to collect teachers' data.		
Language outcomes	Students felt more comfortable speaking English at the end of the project than at the beginning. They say they realised they could express themselves even if they made some mistakes. They improved their written skills, which can be seen in the magazine, and oral skills, visible in the final video.	Teachers declare communication was very fluent among project members and they specially enjoyed videoconferences.	The school and local community were involved in the project and other teachers of the school who were not members of the project, collaborated in the 'time capsule' created during the project. Also, the project was integrated as part of the Cube project, a Swedish project about human rights. Teachers presented the project to members from other schools, institutions and companies and to the Swedish Ambassador in Spain, who also attended the event.
Content outcomes	Students learnt about different cultures and the importance of the cultural heritage by using new digital tools. Teachers also state that students' grades were positively affected.	Teachers learnt when sharing experiences with other colleagues about the use of new digital tools and methodologies.	
Motivation	They made friends and were happy to work collaboratively with other students in order to complete a task. 90% would like to repeat their participation in an eTwinning project.	Teachers declare students with a passive attitude in class changed their behaviour and become more active and engaged in the project. This was also a motivation for teachers to work in eTwinning, apart from the collaboration with other colleagues, from whom they learnt.	Other members of the school communities and out of the school showed interest in the project and were willing to collaborate, as they finally did with the time capsule activity.
Other benefits	Cultural heritage awareness Development of digital competence.		

eTwinning Project 14. 'Lo que escondía mi espejo/ ce que cachait mon miroir'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	SurveyMonkey to collect data and show results in students, teachers and school community.		
Language outcomes	The use of the foreign language in real life situations helped students to improve their communication skills. They claim their French level has improved a lot and their reading skills have been developed. They would have liked to work more on pronunciation with their partners.	Communication in the foreign language in real life situations enabled teachers to improve their skills in the foreign language.	Students taking part in the project visited other French classes in the school to present the project to other students. Thus, more members of the school community got involved in the project by using the foreign language to communicate.
Content outcomes	Students learnt about geography and history of the two countries and more specifically about migrants' movements between countries.	Teachers learnt about other cultures and teaching practices from their colleagues. Specially, digital tools and resources.	Other subjects collaborated with the project, so more member of the school community learnt about history and culture of the other country.
Motivation	Students changed their view about the Foreign Language subject and enjoyed sharing their interests and views with students from another country. They were also interested to meet their partners personally and their city. They highlight the structure of the project with different challenges as very motivating.	Team work and collaboration with teachers from other schools and other subjects was inspiring for the teachers participating in the project. They also enjoyed seeing their students, and other students of the school, motivated.	When presenting the project to other classes and involving other students and teachers, member students explained the story and the challenge, so motivation among other students arise to see how the plot was solved.
Other benefits	Collaboration with teachers of the same school and other subjects. Management team was also involved in the project, providing support to teachers participating in the project. They state the project was a virtual trip for students who do not have the opportunity to do it physically. Development of many competences and skills (team work, critical thinking, autonomous learning or social skills)		

eTwinning Project 15. 'Staying alive: first aid for everyone'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Padlet and comments section in the TwinSpace gather students' and teachers' information.		
Language outcomes	Students valued positively that they were able to practice English while learning other concepts thanks to this international project.	Communication in the foreign language in real life situations enabled teachers to improve their skills in the foreign language, in formal and informal conversations.	The final product, an eBook with first-aid kit information in English was presented to the rest of the school and other students could use their communication skills to understand and ask questions about it.
Content outcomes	Students learnt about first aid, protocols and professional careers related to this field. This topic was of their interest, so they enjoyed working on it. They also found that working in workshops helped them to acquire the concepts in an easier and practical way.	Teachers learnt about other cultures and teaching practices from their colleagues, introducing new methodologies and digital resources in class.	There was an Open Day when students informed other students of the school about first aid and protocols using the activities they developed during the project. The project was also published in a Polish newspaper.
Motivation	Students were motivated by the methodologies used and specially the use of digital tools in class. They also liked collaborating with students from other schools.	Team work and collaboration with teachers from other VET departments, like Graphic Design, were motivation assets for teachers.	A new project will be designed with other teachers from the school and other schools.
Other benefits	Collaboration with teachers of the same school and other subjects. Development of digital competence in teachers and students.		

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	SurveyMonkey to gather students, teachers and families information. Results of evaluation are shown on a dossier (pdf document) embedded in the evaluation page of the TwinSpace of the project.		
Language outcomes	Students valued positively that they were able to practice English while learning other concepts in real life situations thanks to this international project. Teachers state that student improved their grades in the Foreign Language subject.	Teachers were satisfied with the fact that they could communicate and exchange ideas with teachers from different countries thanks to the common language used: English.	Parents have participated in the project activities, which has contributed to raise awareness about the importance of learning languages.
Content outcomes	Arts, Science and PE were the main subjects involved, thus the concepts related to this subject were acquired during the project. Students liked to learn music with songs or Art and Science through gamification.	Teachers have learnt about CLIL methodology and the use of new digital tools. They have implemented this in their teaching practice.	Parents also consider their children have improved their English level while learning concepts of other subjects.
Motivation	61% of students claimed that Learning language and content at the same time was a better way to learn a foreign language, so they were motivated to carry out the activities of the project. They state it helped them to become more confident and responsible.	Teachers were motivated to exchange materials with other colleagues that they could implement in their CLIL lessons. Some teachers didn't know many concepts about CLIL and were satisfied when they created their own materials and could exchange experience with other teachers.	The fact that parents could participate in some of the project activities, presentations and workshops. Parents even suggest to spread CLIL methodologies in other subjects that are taught only in the mother tongue.
Other benefits	Professional development. Collaboration with teachers of the same school and other subjects. CLIL methodology implemented in class through the development of the project. Development of digital and social competences.		

eTwinning Project 17. 'ICT WORLD - Imaging, Coding, Transforming and Simulating the World'

	STUDENTS	TEACHERS	SCHOOL
Evaluation tool	Google Forms is the tool chosen to collect information from teachers, students and school community including families. Results are gathered in SlideShare and embedded in the project TwinSpace.		
Language outcomes	Students have improved their English level and their confidence when communicating in English.	Due to the cooperation and collaboration with other teachers, they improved their communication skills and used language in real life contexts. Also in communicating with students, they improved their teaching in other language skills.	Families and school community consider the project contributed to the internationalisation of the school and all agents involved could develop their communication skills in the foreign language.
Content outcomes	STEM contents were learnt while using the foreign language, and according to teachers, students performed very positively. Students also learnt how to use new web tools.	STEM subjects content ways of teaching were varied thanks to the teachers' experiences exchange. They also learnt new methodologies and the use of digital tools. Some teachers declared they discovered new ways of teaching STEM.	The content learnt in the project were disseminated to other agents through interviews on the radio or open days celebrated at schools, involving local and regional authorities.
Motivation	Students enjoyed team work and making new friends. 80% of students declared to be very involved in the project. friends team work Different subjects with the same project	Work with other teachers who also teach STEM subjects was very motivating since they could share experiences and made STEM subjects more visible in the school.	Families and school community (head teacher, other teachers) consider there is a better relation between teachers and families after the project completion. School community and other agents become involved in the project.
Other benefits	Professional development. STEM subjects teachers discovered new methodologies. Soft skills development. Development of digital and social competences.		