

Master's Dissertation/
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CLIL IMPLEMENTATION RESEARCH THROUGH ETWINNING

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ABSTRACT

Society has evolved along the last years and education need to constantly adapt to these changes. Teaching second languages have recently turned into a more student-centered teaching practise and an innovative method which deals with content and language teaching is already in the educative panorama. This dissertation claims the implementation of student-centered methodologies through the use of online platforms on telecollaboration. Deep research on CLIL methodologies and eTwinning platform is done. Apart from a very exhaustive theoretical framework, the following work deals with a didactical approach of eTwinning projects promoting CLIL methodology as a result of different studies that have declared many benefits of the implementation of eTwinning in language subjects. Not only language but also contents will be included in the project proposal and advantages and disadvantages of this connection will be underlined after having analysed SEPIE studies and measuring the impact of eTwinning in different stakeholders. The dissertation concludes with lines for further research and encourages to invest on CLIL methodology which has already been described as a successful and motivational approach, remarking the aspects which have not been dealt on research yet.

KEY WORDS:

CLIL, eTwinning, student-centered methodologies, didactical approach, research, impact, second language acquisition.

RESUMEN

La sociedad ha evolucionado a lo largo de los últimos años y la educación necesita adaptarse constantemente a estos cambios. La enseñanza de segundas lenguas ha cambiado recientemente hacia una práctica más centrada en el alumnado y un método innovativo centrado en contenido y lenguaje está latente en el panorama educativo. El presente trabajo se centra en la implementación de metodologías centradas en el alumno mediante el uso de plataformas online de tele colaboración. Para ello se ha realizado una investigación profunda en las metodologías AICLE y la plataforma eTwinning. Además de un marco teórico muy exhaustivo, esta tesis presenta una propuesta didáctica de un proyecto eTwinning incluyendo la metodología AICLE como resultado de diferentes estudios que declaran los numerosos beneficios de la puesta en marcha de proyectos eTwinning en las clases de lengua extranjera. Pero no solo las clases de lengua, si no que los contenidos también se incluyen en el ejemplo de proyecto, así como las ventajas y desventajas de esta conexión que serán tenidas en cuenta después de analizar los estudios llevados a cabo por el SEPIE evaluando el impacto de eTwinning en diferentes interesados. La tesis concluye con líneas para futuras investigaciones y anima a invertir en la metodología que ya se ha demostrado ser un exitoso y motivador enfoque, remarcando aquellos aspectos que todavía no han sido fruto de estudios.

PALABRAS CLAVE:

AICLE, eTwinning, metodologías centradas en el alumno, propuesta didáctica, investigación, adquisición de segundas lenguas.

1. INTRODUCTION

Our education is constantly changing and so it is evolving foreign language education. Paradigms and new pedagogical currents are appearing, and an important change needs to be done regarding new methodologies implementation. In Spain, an acronym promoting L2 teaching new methodologies is starting to be remarked, CLIL.

The term CLIL refers to Content and Language Integrated Learning in English, *AICLE* in Spanish (*Aprendizaje Integrado de Contenidos y Lenguas Extranjeras*) and *EMILE* in French (*l'Enseignement de matières par l'intégration d'une langue Étrangère*).

This relatively recent methodology terminology was coined by the University of Jyväskylä (Finland) and the European Platform for Dutch education in 1994.

This work is intended to highlight the feasibility of implementing CLIL in Spanish education through the platform eTwinning, which was aimed to connect educators in Europe to create projects that promote interculturality.

To achieve the purpose of confirming our hypothesis that CLIL methodology is implied in the governmental platform of eTwinning, promoting the European aim of becoming interconnected and communicative people, research on the topic will be done.

eTwinning ambassadors of the Spanish region of Aragón and Andalusia will be contacted throughout the study to highlight their opinions on the topic proposed and different projects will be analysed to see how content and language are integrated through the projects created and developed in the platform.

This work will hopefully set the initial point to become more European and develop new methodologies in Spain, specifically in a small school placed in the center of Zaragoza that has students with different abilities and the goal of reaching equality through the teaching learning process.

Being more technical, the type of research that will be carried out is a mixture of basic/theoretical, which deals with the main principles and theories to bear in mind such as a deep definition and evolution of CLIL methodology; applied research through hypotheses and questionnaires directed to CLIL teachers and eTwinning ambassadors and finally a guided practical example of the connection between CLIL and eTwinning in the school mentioned.

The source of information is primary because the researcher will analyze teachers, and other educational members connected with the aims proposed, such as the eTwinning ambassadors from Aragon and Andalusia. A quasi-experimental method for data collection will be carried out because phenomena will not be altered and analysis in the specific school where projects will be proposed will be accomplished. According to the approach, it is synthetic/holistic research because it refers to a coherent whole with separate parts in an embracing way.

The purpose of the research is a combination of heuristic (theories and truths) and evidence to support or refute the hypotheses presented. That means going from the general to the particular as a system of categories.

As the form of data, observations based on theoretical framework, interviews and diaries will be taken into account as qualitative data which will lead to interpretive research. Timing for the applied research started in March and it will be longitudinal throughout another three months, setting ideas for further research.

2. OBJECTIVES

Along the following work the connection between a recent top-notch methodology as CLIL and the use of online platforms that implement collaboration among teachers is highlighted. The main objectives to be achieved through this research study and practical proposal are:

General Objectives

- ✓ To do research about the reaching limits of eTwinning and its implementation in Spanish schools regarding L2 teaching-learning process.
- ✓ To concrete/exemplify how CLIL is easily implemented when project work is developed.
- ✓ To deep research about the implication of eTwinning platform and CLIL methodology.

Specific Objectives

- ✓ To analyze different eTwinning ambassador ideas and get to know if they consider CLIL is applied through their projects.
- ✓ To clarify that eTwinning is part of an Erasmus program and the first step to start a real communication which really enriches our student's learning.
- ✓ To show and ensure through the research that CLIL is the main goal and methodology of this platform promoted by Project Based Learning.
- ✓ To exemplify with several projects developed the motivation, learning and implementation of CLIL methodology in my school eTwinning projects.
- ✓ To create a didactical approach assuring CLIL is implemented on eTwinning projects.

3. HYPOTHESES

Hypothesis to be developed through research deal with the connection of CLIL methodology with the European platform eTwinning. The type of research includes complementary data triangulation with a theoretical background for granted and applied practical fields. Hypotheses are formulated regarding the points mentioned and principal research questions to be answered are:

- ✓ Is CLIL methodology connected with the way of working proposed in the eTwinning platform?
- ✓ Are eTwinning platform members aware of that connection?
- ✓ Have the eTwinning CLIL projects conducted so far being successful?

4. JUSTIFICATION/ OVERVIEW

Through the research proposed, educators will shed light on the main components needed to develop an eTwinning project and the theoretical framework will report on the educational proposal of the CLIL methodology implementation as well as the possible success of different examples through this e-platform. Then, a project connecting CLIL in eTwinning will be proposed for further application next school year based on clear

examples of already finished eTwinning projects, pointing out the hypotheses of connection among both methodology and tool.

Even though CLIL is a relatively new concept, its usage has soared in the last few years. Research on the topic of its implementation and the triangulation of its components (teachers, students, methodologies...) has been done; but there is not research on the joint topic of CLIL and eTwinning. The literature reviewed deals with examples of application of CLIL and eTwinning projects separately but not with demonstrating of the existing real connection between them, in my opinion. Thus, research on both topics has been done separately and this is a right time to prove the hypotheses suggested.

5. THEORETICAL FRAMEWORK

Reflected on this section I will go back on time to define the term CLIL and its theoretical framework, highlighting theories such as the 4C's or the Language Triptych by Coyle. Then, I will move into eTwinning platform, explaining the main objective and its implication with the curriculum. Finally, in the same division I will deep on communicative competence promotion in Spain; concluding with the particular case of Aragón.

5.1. CLIL: What is it?

The success of an educational program resides on the collaboration of all the stakeholders with a coordinated work. This hypothesis is directed with the idea that CLIL is at present considered a “well-recognized and useful construct for promoting L2/foreign language teaching” (Cenoz, Genesee, & Gorter, 2013, p. 16). However, the exact limits of CLIL are very difficult to determine. CLIL is defined as a generic or umbrella term used to refer to “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (Marsh & Langé, 2000).

CLIL is a new methodology that focus on the teaching of an L2 such as English being the second language the goal, but also the vehicle; and assessing students' abilities to communicate. To better understand this methodology and the extend term as CLIL is, it is necessary to look back and contextualize the communicative approach. It roots in immersion education from the 1970s and 1980s. The most influential source has probably

been Canadian Immersion, designed to foster the second national language acquisition by speakers of the other national language.

But CLIL methodology does not refer only to the teaching of a second language; several authors have been connecting with other strategies such as Project Based Learning (PBL) or Task Based learning (TBL) indeed.

A project (PBL) offers the students the possibility to get involved in the decision on what to do and collaboratively decide how to complete a project whilst the teacher plays a more supporting role, as a facilitator of content.

In a task-based lesson language is subdued to the very nature of the task, the real needs of the learner as she/he is facing the task; task and meaning first seems to be the motto.

A sound way to integrate task-based learning and cooperative groups may be doing cross-curricular project work, like this we can tackle different parts of the curriculum in a natural way using all the skills in the target language with a functional purpose whereas promoting learner autonomy.

Having a global sight, we could understand that student centered methodologies would be promoted as well as the inclusive fundamental principle. Over the last decades, a pedagogical change has been developed from traditional teaching to student center methodologies and this means that it is need a change of focus, in which students' needs, talents and aspirations are taken into consideration with personal growth or the capacity to work together and a more central role of social interaction.

5.1.1. CLIL framework: 4c's

Once we have analyzed the main term CLIL, it is necessary to highlight the theories involved in this connection such as the Communicative Approach.

The referred methodology is based on the promotion of communicative competence, which means that students are more exposed to the goal language and requires "planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle et al. 2010, p. 6).

Coyle, Holmes, and King (2009) propose four key building blocks, known as the 4Cs Framework:

Content:

- CLIL provides learning contexts which are relevant to the needs and interests of learners
- CLIL supports the integration of language into the curriculum
- CLIL can be explicitly linked to literacy, creating conceptual and linguistic bridges across the curriculum.

Communication:

- CLIL involves using language to construct new knowledge and skills
- CLIL offers direct opportunities to learn through language and to make meanings that matter
- CLIL offers genuine opportunities to interact face to face and through the use of new technologies e.g. internet, videocalls, international projects.

Cognition:

- CLIL promotes learner progression in both language skills and content acquisition
- CLIL helps to redefine the curriculum, sharpening the focus on the interconnections between cognition and communication – between language development and thinking skills
- CLIL accelerates creativity in taking independent control of language using: a process leading to refining thinking and applying skills, practical approach.

Culture:

- CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences
- CLIL is an appropriate vehicle for exploring the links between language and cultural identity, examining behaviours, attitudes, and values
- CLIL involves contexts and content which enrich the learners' understanding of their own culture and others

- CLIL strengthens intercultural understanding and promotes global citizenship.

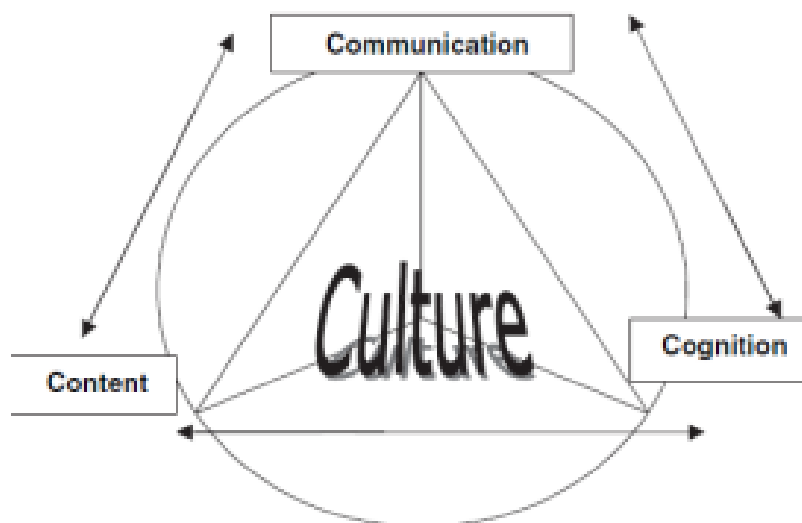


Figure 1. The CLIL 4Cs Framework (Coyle, 2006 in Coyle, 2007, p. 551).

5.1.2 Language triptych

De Bot (2002:32) said that “teaching a subject in a foreign language is not the same as an integration of language and content...Language teachers and subject teachers need to work together ...[to] formulate the new didactics needed for a real integration of form and function in language teaching”. It is in this point when language framework will be analysed.

CLIL is thus, as Coyle & Baetens Beardsmore (2007) denominated it, a triptych linguistic approach. The Language Triptych was constructed with the objective of taking into account the need to integrate cognitively demanding content with language learning and using. Furthermore, “it supports learners in language using through the analysis of the CLIL vehicular language from three interrelated perspectives: language of learning, language for learning and language through learning” (Coyle et al., 2010, p.36).

LANGUAGE OF LEARNING (content), essential vocabulary and grammar associated with the topic, for a communicative approach.

LANGUAGE FOR LEARNING (meta-cognition and grammar system) the kind of language needed to operate in a foreign language environment.

LANGUAGE THROUGH LEARNING (cognition) new meanings would require new language.

Apart from the Language Triptych, Cummins (1999) argues that language learners need to develop at least two types of second language skills: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS refers to the everyday language that is commonly used on playgrounds, also called social language or conversational language. In contrast, CALP refers to a more abstract variety of language used in academic classes, also often denominated as academic language.

5.2. ETwinning: What is it?

Thus, connecting CLIL with PBL through the eTwinning platform seem to be a success of combination already persuaded by millions of teachers every year in Europe. This connection is possible because eTwinning offers a platform for staff (teachers, head teachers...), working in a school in one of the European countries involved; to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe. eTwinning is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport.

eTwinning works with four fundamental pillars which are: Europe, Languages and Curriculum, Project Work (CLIL) and ICT. Since 2005, this European platform looks for the promotion of these four pillars in order to eliminate borders among countries and establish connections that could culminate as Erasmus + projects. Erasmus + is the EU's programme to support education, training, youth and sport in Europe. The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027 and develops the European dimension in sport. SNA (Servicio Nacional de Apoyo) and INTEF (*Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado*) work together to facilitate the eTwinning platform support in Spain.

Flexibility is then, a value which can be beneficial for eTwinning users because they can adapt to real circumstances and learning necessities of their students. There are no limits according to contents, the only premise is that projects need to be connected with the learning educative perspective of the class. An eTwinning project pretend to be a new strategy in the plan of studies to enrich the curriculum. Projects highly recommended to be developed in curricular timing, avoiding asking for homework or over workload home tasks. Obviously, digital competences are developed through projects but depending on the design, other competences can be included as a quality factor. Different learning types are worked such as:

- **Formal learning** (learning based on didactic objectives connected with subjects and stages).
- **No formal learning** (learning through external agents: professionals, specialists, neighbors...)
- **Informal learning** (through interaction with classmates, relatives, teachers, self-learning, socialization, gamification...)

Interdisciplinarity is also an option included in eTwinning projects, this implies multiple areas work which increases the advantages of each subject. Interdisciplinary work contributes to develop a collaborative culture among different teachers, putting together the objectives, contents and activities of all the teachers implied in the project.

5.3. Communicative competence promotion in Spain

All over Spain, schools are asked to design a detailed plan to strengthen the linguistic and communicative competence of their students that is subsequently called upon to be the core of the Educational Project.

It is at this point, when a little reflection must be done regarding the Integrated Curriculum (IC) possibilities. As it is referred by the Andalusian Government, the IC is a relevant document for the School Linguistic Project (SLP) as it is expressed in the Order ECD/65/2015, 21st January, because the communicative competence is relevant for the academic development of the students. There are three differentiated types of IC, explained in the following picture.

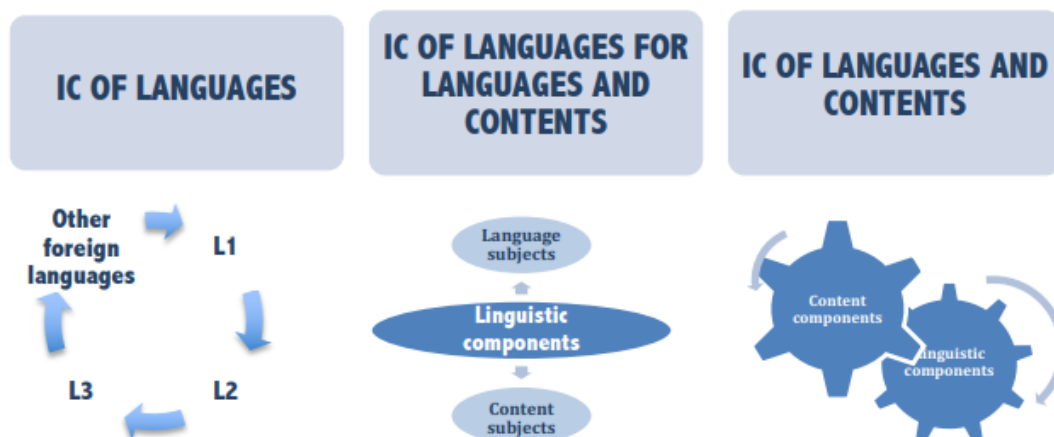


Figure 2. Types of IC. Principles of integrated and intercultural curriculum design Topic 3: Integrated curriculum design II: Concretion and practice in Primary Education, Secondary Education, and Vocational Training. Martinez Marin, 2018. MIEB 2022.

Taking into account these three kinds of IC, the most ideal to reflect on our schools seems to be the Integrated Curriculum of Languages and Contents, after having promoted the language curriculum through the SLP, it is the final step to become bilingual cultural and integrating contents of the Spanish curriculum.

To elaborate an Integrated Curriculum, common aspects must be identified between content and languages curriculum objectives, contents, assessment...Also, as Victor Pavón establishes, the coordination between all the stakeholders will be relevant to the success of the IC with the SLP.

Regarding the School Linguistic Project and focused on the Andalusian perspective there are various specific resources that prove very useful for designing the SLP. The first one is available online and was published by Gómez Vidal and Arcos Cañete (2011). Although both worked in an Andalusian secondary school in the province of Córdoba at that time, it should be born in mind that new regulations came into force in the last few years, so some of the legal references should be updated in any case.

Secondly, the *OAPEE (Organismo Autónomo Programas Educativos Europeos)* published in 2012 a useful guide for the design of a SLP. At the same time the Andalusian government also provided a similar counterpart (Junta de Andalucía 2012) as a guideline to be used in this autonomous community. One year later Proyecto ARCE (2013) compiled a guide with information collected for three years (from 2011). Since the members of this project came from four different regions in Spain, they mainly focused on legislation and other resources and aspects which only apply in Andalusia, the Basque Country, Catalonia, and the Valencian community.

5.4. Aragón: a particular case

Nevertheless, the evolution and implementation of both content and languages has not been equally in the Spanish geography. Thus, in the Aragonese perspective there have been different laws that have affected differently to public or charter/private schools.

Thanks to the evolution reflected on *Asociacion Enseñanza Bilingüe* I have elaborated the following chart to show the evolution in Aragón community, a different community to Andalusia. Andalusian laws seem to be pioneers in this field with many studies and orders supporting a real bilingual education with CLIL implementation, not as the example case of Aragón:

Starting in 2007, Bilingual Education promotion in Aragon	
2013	PIBLEA (<i>Programa integral de Bilingüismo en lenguas extranjeras</i>) - CILE 2 (2 subjects in L2, 30% schedule minimum) - CILE 1 (1 subject in L2, 20% schedule minimum)
2017	PALE (<i>Proyectos de Ampliación de Lenguas Extranjeras</i>) At least 2 curricular activities
2018	Brit-Aragón Communicative Competence and foreign language development Integrated Curriculum (Bilingual itinerary). Only public schools.

As it can appreciated in the chart below, Aragón does not seem to be the perfect scenario for bilingualism. It will be reflected on the proposal later exposed the need of innovative projects, especially in charter schools.

Bilingualism in Aragon has lately been devoted to public schools, since PIBLEA in 2013

promised two different itineraries as CILE1 and CILE2 to promote different subjects teaching in L2 (second language acquisition). Apart from PALE (*Activación de la lengua extranjera*) as a project focused on communicative competence, not other alternatives have been proposed to charter schools or private. Then, due to the BRIT Aragón project implementation since 2018 in public schools with a bilingual itinerary for schools taken part in the program; charter and private schools must focus on innovative projects where Integrated Curriculums could perfectly engage to the Educational Project.

To sum up, all the theories and laws implied are considered in the application of CLIL in eTwinning PBL.

6. ANALYSIS OF CLIL IMPLEMENTATION THROUGH ETWINNING

Along the following section I am going to deal with different stakeholders of CLIL implementation through eTwinning: CLIL teachers and eTwinning ambassadors. To develop the following studio qualitative methods of collecting data have been used such as questionnaires or online meetings. But before to deep in the results obtained and the extraction of conclusions, I will consider a real CLIL project implemented through eTwinning platform.

6.1. Step by step etwinning project

To better understand the use of the eTwinning platform, it is important to describe the process before starting a project: looking for partners. eTwinning, as I have mentioned before, is a governmental supported platform with the goal of connecting teachers across borders in Europe and based on project base learning provide them a space to develop an online connection to achieve the goals established.

To do that, teachers enrol into the platform, a headmaster check from the school where the teacher is working is needed, which assures that teachers in eTwinning are active and working. Then, as it can be seen in the picture below, there is a tab which refers to partner forums. There, teachers resume their ideas and other teachers can react sending their email or asking for more information about the project exposed.

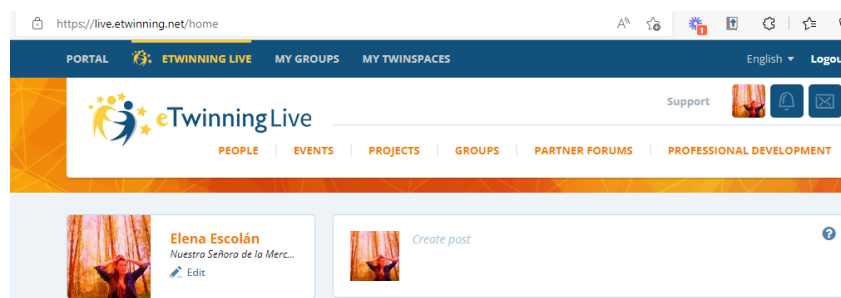


Figure 3. Screenshot from eTwinning platform. *SEPIE*.

Once teachers agree, the project is created and after another validation required from the headmaster, a new webpage with the title of the project in Twinspace, is shown.

6.2. CLIL application: eTwinning example.

Before to start with the example of a successful eTwinning project, I would like to deep on the previous steps done by the teachers implied in the projects.

Agreements between the partners must be done and it is convenient to distribute the work, being in charge of the part of the work that is more comfortable for them; that will make work easier and will give quality to the project, trusting also one partner into the other.

Being aware of the objectives and competences to develop, activities will be prepared looking for collaboration and establishing time, subjects and teachers implied. This will be reflected on the final work of the project.

Once the calendar and the activities are designed, students need to be informed of the project and maybe they will be promoters of next eTwinning projects. Management team and other teachers are also a very important point for dissemination, they can also be an active part of the project.

Apart from all the stakeholders mentioned, families also need to be informed. The TwinSpace project will be the connection with them, among other social networks of both schools. eTwinning is also a preamble for future Erasmus exchanges and families could be host families for project members if needed.

Dissemination is also a very important point in the project, being the reflection of international collaboration as a very enriching activity with motivation and learning quality for our students.

These simple ideas such as a good programming or regular meetings will make our project more successful. Now, I am going to deal with one quality label project from the bank of projects that can be visited from the eTwinning website.

The selected eTwinning project deals with the integration of culture and natural science through the exchange of letter; as it is explained in the own information of the project in eTwinning: “A pen pal project where the children get closer to each other, their daily lives, countries and culture using email, chat, audio and video recordings, PowerPoint presentations and photo albums. Also, the children are divided in 5 mixed nationality groups who compete in different games and activities during the whole school year. Each team has to climb up a virtual hill, a representation of the highest mountain of each country. The Slovakian half teams climb up on the east side (being an eastern European country), and the Spanish half teams climb up on the west side (being a western European country). The more points they win, the quicker they go up. The winner is the team from which both halves have reached the top and finally meet. The topics of the games and activities are based on what the children have learned in their CLIL lessons, since the teachers of both countries are preparing their CLIL lessons together.”

As it is explained in the project card: culture is one of the main aspects to be included in eTwinning projects. Culture promotes motivation among students and help them to connect with their interests while learning.

6.3. CLIL promoters

CLIL is a recent methodology as I have already explained in the theoretical framework, and it counts with promoters and antagonists. To develop this section, apart from a deep analysis of the current situation in Spain, different CLIL promoters have been interviewed. Questionnaires were prepared to be short and clear, and two experts agreed with the questions after a deep reflection on them. Questions from the questionnaires are:

1. What do you think are the main pillars in CLIL methodology?

2. Which other methodologies do you think work perfectly with CLIL? Task Based Learning? Project Based Work?
3. According to your personal experience, what things determine the success of a CLIL implementation methodology?
4. Would you recommend any **collaborative** virtual platform/**environment** which could work with CLIL methodology?
5. Do you know about eTwinning? Have you ever worked with that platform before?

People polled were CLIL promoters who have been in more than five implemented CLIL projects through more than five years. After having analyzed their answers to these questions I am going to summarize their conclusions and put them all together.

To begin with all CLIL promoters claimed 4C's (referenced in 5.1.1. CLIL framework of the present work) as the main pillars in CLIL methodology: content, cognition, culture and communication. Also, the second language acquisition through integration of content and languages is mentioned. Vehicular use of the language is the other highlighted pillar of CLIL among the promoters.

Referring to methodologies which could compliment this methodology, diversity of student-centered methodologies was pointed. Project Based Work, Task Based Learning or cooperative and collaborative grouping are taken into account.

Coordination and L2 mastering of the language were the most mentioned answers to the question of CLIL success factors. Also, the management team support and the teachers' commitment are really important when implementing CLIL methodology for CLIL promoters.

In the question directly linked to collaborative virtual platforms that could work when applying CLIL methodology, only three out of 16 interviewees highlighted eTwinning. In this case it is important to reflect on the term of collaborative platforms which refers to telecollaboration because 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).

Subsequently, being few teachers who had connected telecollaboration between eTwinning and CLIL, only three said to have worked with eTwinning and this could be the answer to the last question too; that deals with the idea of the tandem made between CLIL and eTwinning.

As a conclusion of the questionnaires analyzed lack of awareness about eTwinning could be an important topic to deal with in schools because eTwinning is also a competencies way to work in schools promoting communicative competence. More eTwinning dissemination need to be done and the following figure is the most important role to overcome that action.

6.4. eTwinning ambassadors

As an European platform devoted to teachers, main figures are designed as ambassadors. They are role models to follow by eTwinners users. To develop the figure of the ambassador, I am going to cite the definition proposed by *SEPIE (Servicio Español Para la Internacionalización de la Educación)* on its webpage:

“They are enthusiastic teachers with extensive experience in the program who have participated in numerous projects and achieved the recognition of the National or European Quality Label one or more times, or have been awarded the European eTwinning National Award, which gives widespread publicity to the benefits of the programme and assists other teachers who are getting started in eTwinning, both on technical and educational matters.

All in all, the eTwinning ambassadors are professionals who are not only distinguished by their good practices, but also by promoting collaborative working methodology based on projects. In Spain we have a large group of ambassadors, with representation in all autonomous communities and cities.”

As an eTwinning user I consider eTwinning ambassadors as a close reference to ask when methodological issues appear. This people are usually ready to help teachers taking

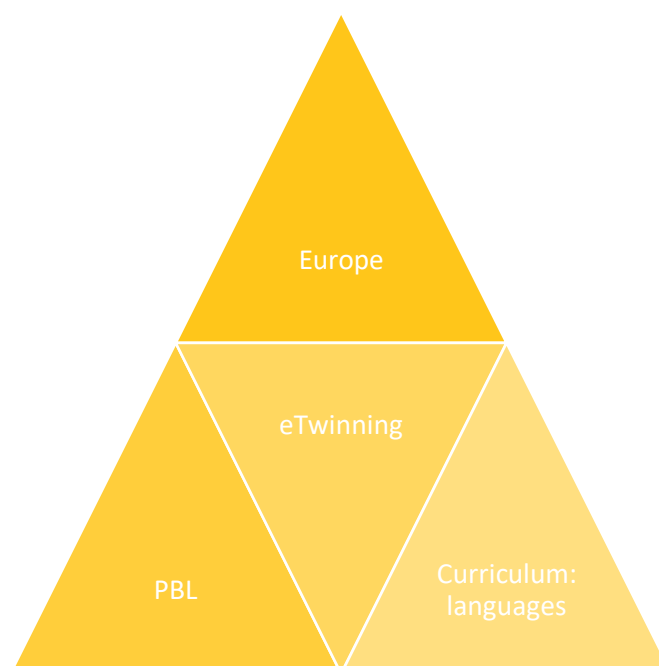
advantage of the platform through email contact or even with videoconferences when needed.

In the particular case of Aragon, currently there are four teachers who are eTwinning ambassadors from Aragon. Unfortunately, only two of three communities are reflected because Teruel does not count with an eTwinning ambassador yet.

A list of examples is also provided by *SEPIE*, writing the main purposes of these characters:

- ✓ They offer online/in-person help and support to teachers.
- ✓ They give advice on procedures in eTwinning.
- ✓ They publicize the eTwinning activities, in both online and in-person activities, social networks, education blogs, training sessions and online Learning Events, ... attending Conferences, Seminars, Meetings.
- ✓ They coordinate working groups, offer workshops in schools and other educational institutions.
- ✓ They recommend the use of the most appropriate ICT tools for a given activity.
- ✓ They present examples of good practices which can serve as models for the uninitiated.
- ✓ They prepare documents for consultation.

As the maximum representants of eTwinning for teachers, I have considered to include ambassadors' opinion on the proposed connection of CLIL and eTwinning. Questionnaires were also prepared for some of them, and a lightning meeting was done with Pepe Mas, user of the eTwinning platform since 2008. He was intended to be a perfect match for our analysis because he is nowadays working as a teaching assessor at *CARLEE (Centro Aragonés de Lenguas Extranjeras para la Educación)*. Pepe Mas defined eTwinning as a meeting point for teachers to develop three main pillars:



Europe as the direct contextualization of projects where learning is going to happen and also with the connection of eTwinning and Erasmus +. This is possible, he explained, because eTwinning is also used as a platform to find schools to make possible exchange of students (known as Erasmus KA221) or even teacher mobilities to share different methodologies.

Project Based Learning because eTwinning projects are mainly developed through cooperative learning. This methodology works also very good with the implementation of CLIL. Actually, when a CLIL project is designed usually it can be referred as a PBL when the School Linguistic Project or the Integrated Curriculum has not been developed yet.

Curriculum is the basis of contents in the different projects. When looking for partners, teachers need to refer which areas are included and also, establish objectives to achieve relating the contents. Blocks of contents from the curriculum are taken into account as well as the competences. As a matter of fact, I could assure that the new law implementation in Spain: LOMLOE, which deals with the development of the students' competencies is directly connected with the values and skills which are usually developed through eTwinning projects, statement that Pepe Mas agreed.

eTwinning, is a platform promoted by SEPIE which counts with the *Servicio Nacional de Apoyo a la Educación*, and also the *Instituto Nacional de Tecnologías Educativas y de*

Formación del Profesorado; these institutions together with eTwinning ambassadors are giving to the second language acquisition a better place in the European map.

eTwinning ambassadors from Aragon, Andalusia and also the main representant of eTwinning in Spain, Iker López, were contacted to answer the following questionnaire, it was distributed in Spanish because there are French teachers and non-English speaking teachers, but I have translated it into English:

¿Desde cuando eres usuario de eTwinning?

→When did you enroll in eTwinning?

¿Conoces la metodología CLIL (AICLE: aprendizaje integrado de Contenidos y Lenguas Extranjeras)? ¿Lo implementas?

→Do you know about CLIL methodology (Content and Language Integrated Learning)?

¿Qué dirías que tiene que tener un proyecto eTwinning para ser exitoso? (entendiendo exitoso que tenga socios y obtenga sello de calidad nacional y/o europeo)

→ What do you consider important in an eTwinning project to be successful? (Considering succesful with partners and the national or European quality label)

¿Cómo te ha ayudado eTwinning en la implementación de CLIL?

→How do you think eTwinning has helped you with CLIL implementation?

¿Qué ves de positivo en la utilización de esta plataforma que podría decirse trabaja mediante metodología CLIL?

→What are, in your opinion, the positive characteristics of eTwinning platform?

¿Has trabajado con eTwinning y CLIL en el mismo proyecto? ¿Recomiendas eTwinning con metodología CLIL ya desde Primaria?

→Have you ever worked through eTwinning a CLIL project? Do you recommend eTwinning from Primary education?

¿Crees que sería interesante que SEPIE mencionara el vínculo entre CLIL y eTwinning?

→Do you think that it would be interesting that SEPIE mentioned the link between CLIL and eTwinning?

It is now the moment for qualitative data analysis.

Users answering the questionnaire were enrolled into eTwinning since more than ten years except one new user since 2021. They all claimed to work with CLIL methodology not only in linguistic subjects, but also in content areas.

Considering their responses to main factors for a successful eTwinning project they have highlighted different opinions. Some people interviewed claimed that the main goal is to have a final product with the students' implication taking into account e-Safety and copyright. Most people taking part in the questionnaire highlighted the competencies perspective assured through eTwinning as well as the creative and motivational direction.

Easy activities to be carried out and a perfect match among teachers preparing the project are also included as important points by eTwinning ambassadors.

As a conclusion, I would like to do a checking list including those aspects that a good eTwinning project should have taken into account ambassadors' suggestions:

- ✓ Attractive topic, inclusive and well-structured.
- ✓ Workload well distributed among partners (it is not easy to find a good partner)
- ✓ Easy tasks and clear deadlines. Regular meetings.
- ✓ Curriculum as a basis complemented with competencial work, and better if implementing new methodologies: CLIL, PBL..

6.5. CLIL and eTwinning, why together?

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.

eTwinning also creates a network of schools and teachers with cohesion and coordination as objectives. The study developed by the Central Support Service of eTwinning-European Schoolnet (Kearney and Gras-Velázquez, 2017) on the impact of eTwinning, reflected too the positive impact on coordination and cohesion among schools, teachers, and students.

Nonetheless, in order to overcome a clear explanation of how to implement CLIL methodology through an eTwinning project, I will explain a project proposal with realistic data and further reflections.

7. PROJECT PROPOSAL FOR ETWINNING CLIL METHODOLOGY

Once I have already been focused on the theoretical framework based on CLIL and eTwinning, and having analyzed one project of CLIL implementation through eTwinning; it is time to deep on a didactical proposal for a concrete group of students. Student centered methodology such CLIL will give us the opportunity to adapt to our students’ need and the platform for telecollaboration will establish the European side of the project, making language real and necessary. I will deal with a specific proposal to develop throughout the next scholar year 2022-2023.

The following project deals with the areas of Natural Science and English in fourth grade of Primary. As CLIL is a student-centered methodology, it is necessary to contextualize the class and the students’ needs.

Nuestra Señora de la Merced is a charter school placed in the city centre of Zaragoza, with more or less 25 students per level and an 8% of students with special needs. Families are middle- lower economical with a lot of immigration among them and not participative in the school activities.

Management staff has been renovated recently and one of the first changes proposed to this educational institution is to implement bilingualism through a School Linguistic

Project based on CLIL and Project Based Learning Methodology. To achieve this goal an involved teacher staff is required.

Among the teachers, participation and implication in new challenges are always considered a way to improve as a school. Nevertheless, time is sometimes a drawback to overcome regarding teaching meetings and cooperation. This eTwinning project is planned by the coordination of an English teacher with a Polish teacher.

To do this connection they have used eTwinning, starting the Spanish teacher posting in the project partners (age 7-11) the idea of developing a project like this with the following description, in May 2022.

“Our school is looking for a serious partner to develop a whole year project with small activities regarding Natural Science and English. Monthly meetings are required and commitment. Students are in 4th grade, but we could adapt to other levels. English will be use as the vehicular language and content and language subjects must be taught in English.”

Fortunately, more than 10 teachers contacted the Spanish teacher interested on this project. It was then, when she had to establish a selection criterion to choose the best partners for the project. Firstly, everybody was invited to a videocall in order to express their feelings and what were their goals.

This videocall only counted with three teachers: a Polish, a Turkish and a French teacher. All of them seemed interested but time was the most important drawback because the partners from Turkey and France only wanted to do small activities during the first term.

Also, they explained that in their countries they did not teach Natural Science in English and they were going to do it in their native languages. The Polish teacher also mentioned that Natural Science was not teach in English neither, but she wanted to implement a real CLIL project with the collaboration of the Science teacher, this was the real point to decide that Spain will be working with Poland.

Once they have already decided to work together, three more meetings were carried out. In the first meeting they needed to choose the contents and objectives of the project. Having a look at their current laws each teacher selected the objectives from the law; we are going to deep on the Spanish curriculum.

The school is placed in Zaragoza, that means that Aragonese curriculum is based on the state Royal Decree 126/2014 which establishes the curriculum for Primary Education. The Spanish teacher had to select maximum three objectives: evaluation criteria to develop the project:

“Est. CN. 1.2.1. Realiza cooperativamente tareas, proyectos sencillos y pequeñas investigaciones sobre el ser humano, la salud, los seres vivos, materia, energía, máquinas, tecnología, sucesos..., iniciándose en el planteamiento de problemas, enunciando alguna hipótesis y extrayendo conclusiones para realizar un informe final simple.

Est. CN. 3.1.2. Observa e identifica las características y clasifica los seres vivos (reino animal y reino vegetal), los animales vertebrados e invertebrados y las plantas con flores y sin flores.

Est. CN. 3.2.3. Conoce la Red Natural de Aragón: Parque Nacional de Ordesa y Monte Perdido, Parque Natural del Moncayo, Reservas de los Galachos, Gallocanta...y algunos Parques Nacionales de España.”

The objectives to be achieved finally, taking into account the Spanish curriculum mentioned and the Polish proposal were:

1. Work cooperatively in small projects answering hypotheses.
2. Observe and identify differences between living things: plants.
3. Know and show different National Parks from their home country.

The project was then organized and the second meeting they talked about grouping and activities. To overcome this, they needed to expose their students' needs.

In the Spanish, Aragonese school there are 25 students very motivated with Project Based Work and two students with special needs. One of them came to school two years ago from Africa without any knowledge of Spanish or English, diagnosed of late arrival to the Spanish educational system and with real linguistic problems due to the lack of knowledge in vocabulary and grammatical structures. The other student has an underdevelopment of the reading process and has difficulties to either read or write in Spanish and any other languages. ICTs will help us to adapt the contents. The role of the teacher is essential as language mediators in order to ‘build bridges’ between the learners and the new subject knowledge.

Both teachers agreed in the second meeting about working cooperatively; both classes count with 25 students which means five groups of four students and one of five. Students from Spain and from Poland are from 8 to 10 years old. They also decided to do one activity monthly and a meeting after the activity between teachers to extract conclusions and reorient the project if needed, adapting to the school reality.

First two activities will be devoted to get to know each other before to propose the hypothesis. Firstly, each group has to prepare a small text, with the rhythm of a song to present themselves. The example to be proposed was with the song of Bruno Mars, count on me, adapt the lyrics such as the following example: we are Ana, Juan, Pepe and Luis we love drawing, playing football and volley and we live in Zaragoza. The idea is to motivate them to work with English songs and prepare small texts. For this activity, collaboration with the music teacher is required in order to adapt the sentences created to the rhythm of the sentences from the song. Six videos will be then recorded and posted in the TwinSpace per school. Students with special needs will always be accompanied by students who feel more comfortable with the English subject in order to help them and reduce anxiety or stress.

The second activity created, for the month of November is to create a small presentation of hour cities and countries. Students in groups will choose one important place in the city and describe it. English teacher will collaborate in this activity to learn the vocabulary related to the city and descriptive texts. Finally, we will all do a shared presentation and post it in our TwinSpace.

Third activity and we do not have still a name for the project; teachers will write a hypothesis in the board: Do plants breathe?

To overcome this hypothesis, students will follow five more activities.

1. To create a logo for the project reflecting on both countries and plants hypothesis. December.
2. To understand that plants are living things and they do three vital functions. January.
3. To identify the parts of a plant and observe different plants. February.
4. To plant seeds and understand the process. March.
5. Expert invitation. A scientist will describe the process of breathing from plants. April.

Finally, both schools will meet in a videocall, and they will exchange ideas including different National Parks from their home countries with pictures and types of plants found there.

Now, I am going to explain the different activities and methodologies implied in the activities proposed, which deals with the third, and last meeting of the Polish and Spanish teachers: materials and resources.

For the first activity students will see a video from YouTube: [Guess the logo in 3 seconds..! | 100 famous logos | Logo quiz - YouTube](#) It is a brand logo quiz to motivate students to identify brands' logos. Then, each class will debate in English the importance of logos and it can relate to Social Science topic about sectors: primary, secondary and tertiary sectors. Social Science teacher could collaborate doing a process of marketing where students need to use the idea of creating a logo as a way of selling something.

After having create the logo for the Social Science project, students will work cooperatively to design the logo for our project, taking into account that connects two different countries around a hypothesis related to living things and plants.

Each school will work separately along a month and the last one they will vote among the logos created by Poland and Spain to see which is the logo that represents our eTwinning project.

For the second activity, an activity outdoors has been planned in both schools. They will need to go around nature looking for living things. Among their ideas, a final conclusion including three vital functions will be done. In this activity, they will need to bring paper cuts from their homes, so families also take part in the project, of living things to do murals. Pictures of Spanish and Polish living things murals will be posted on TwinSpace.

The third activity deals with the idea of plants' parts. For this lesson plan teachers will bring a plant to school and will create debate: do plants breathe? Students in groups will have to accomplish one task with their individual laptops: draw and write the part of the plants and their functions. Once they have finished, they will create a CANVA infographic to upload on the TwinSpace. The question will also carry us to debate, and we will learn the process of the photosynthesis.

For the fourth activity students will need to bring seeds; and they will plant seeds in class in small flowerpot stands. We will observe during more or less a month the process and

identify the parts of the plant learned. We will record small videos each week explaining what we can see, and students will explain it. Those videos will be uploaded to the TwinSpace too.

Most of the activities will be carried out in the subject of Natural Science and productions such as the explanation if plants breathe will be developed in the English class; again, collaboration is needed among teachers as well as commitment.

Last but not least, students will meet an expert that can be a scientific or some parents who work with plants. The idea is to explain the process with more technical vocabulary to be included in the subject of Natural Science. If teachers find difficulties it can be one expert for both classes through a videocall.

It is when all the activities have been done when students will need to get to know their project classmates. In the last videocall students are required to expose in small groups National Park of their home countries including different types of plans such as plants with flowers, bushes...included as content vocabulary for the Natural Science subject.

This eTwinning and CLIL project, involves different subjects and many preparations need to be done. Consequently, teachers will need to dedicate their free time to prepare extra materials or to meet with other countries. A positive point of a long time project is that teachers can be flexible and adapt to the real context in the school; taken into account trips, science fair, cultural week or other activities developed in their schools. In the next section I will deal with the advantages and drawbacks of including eTwinning in our CLIL lessons.

8. ADVANTAGES AND DISADVANTAGES OF IMPLEMENTING ETWINNING PROJECTS WITH CLIL METHODOLOGY

Having developed a didactical proposal taking into account CLIL methodology through eTwinning, it may seem necessary to cite the advantages and disadvantages found by the Central Support Service of eTwinning-European Schoolnet (SEPIE) throughout the last ten years of projects' implementation. Analysis focused on different stakeholders such as students, teachers and schools will be considered for attention, too.

In these lines, according to previous studies carried out by the Central Support Service of eTwinning-European Schoolnet (SEPIE) and funded by the Erasmus+ Programme of the

European Union, eTwinning has been demonstrated 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 educators registered in eTwinning, were polled. Results of this study highlighted the 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).

Thus, SEPIE after this survey considers eTwinning as an innovative tool for educational centers based on the following statements:

- ✓ More than 90% of teachers implied indicated that cross curricular abilities such as cooperative work, creativity or problem solving were the more influenced as a consequence of using eTwinning.
- ✓ More than 90% of people polled declared that motivation and group working among students were promoted.
- ✓ Regarding educational centers, 80% of schools answered that they believed eTwining had affected positively in their educational centers, particularly in the relationship among teachers and students and building a common sense of European citizenship.

8.1. Impact on students

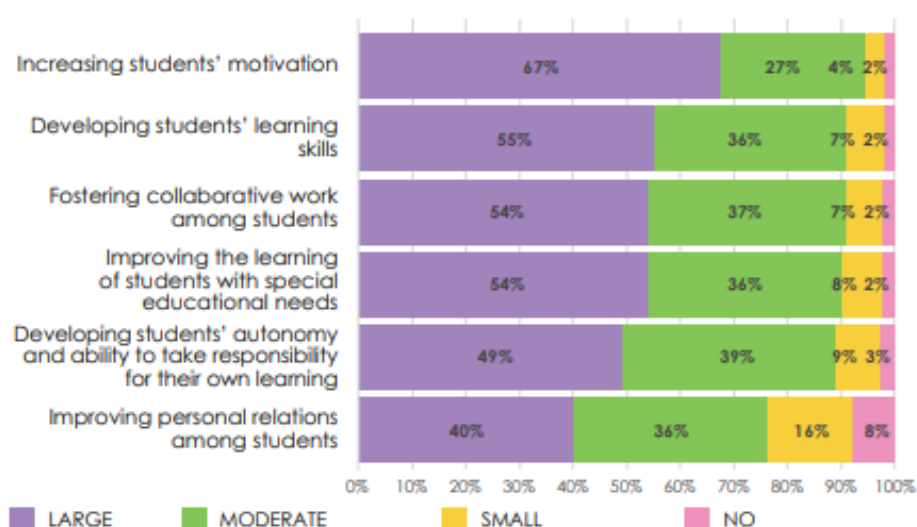


Figure 4. Impact of eTwinning on students' learning. Source: Summary Report. eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners (Kearney and Gras-Velázquez, 2017)

Motivation, learning skills, collaborative work and students' special educational needs were selected as the main impact on students according to the use of eTwinning.

8.2. Impact on teachers

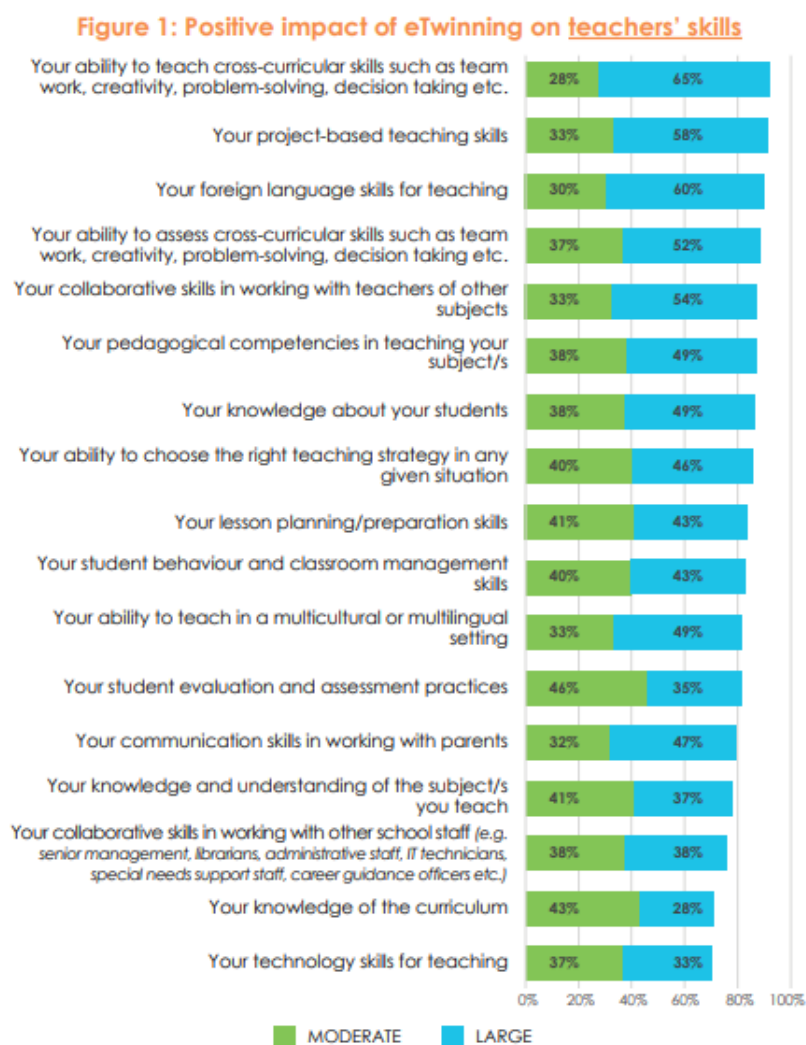


Figure 5. Impact of eTwinning on teachers' skills and teaching practises. Source: Summary Report. eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners (Kearney and Gras-Velázquez, 2017)

Cross-curricular skills teaching, project-based teaching skills or foreign language skills for teaching were said to be promoted through eTwinning use. Regarding the third option, it is important to say that teachers will also benefit particularly using eTwinning because real communication is needed and oral communication is refreshed and ameliorated.

8.3. Impact on schools

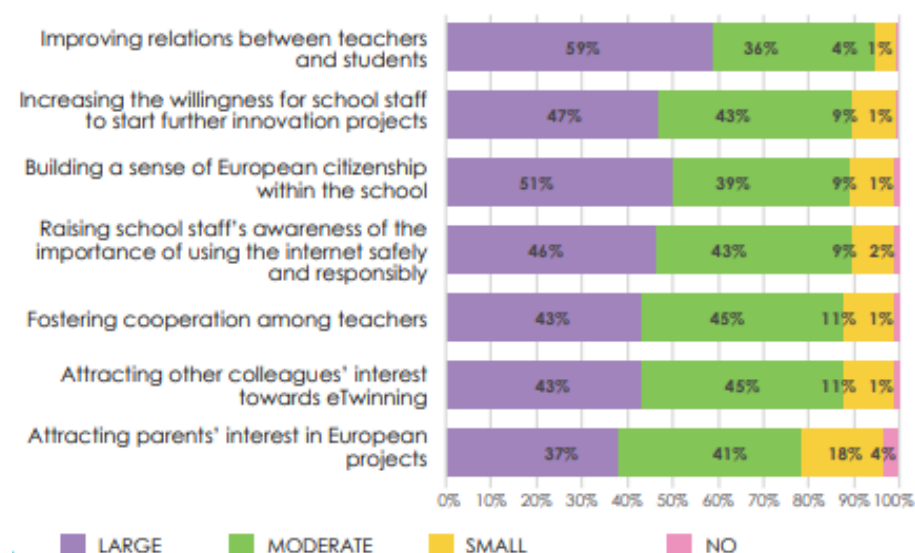


Figure 6. Impact of eTwinning schools. Source: Summary Report. eTwinning Twelve Years On: Impact on teachers' practice, skills, and professional development opportunities, as reported by eTwinners (Kearney and Gras-Velázquez, 2017)

According to schools' relationships improvement and European sense of school were identified as a clear effect of using eTwinning apart from teachers' cooperation or the safety and responsibly use of Internet.

The cited study highlighted the repercussions of eTwinning among teachers, students, and schools and two years later it was developed another study again focus on measuring the impact of eTwinning activities on teachers' practice and competence development. The MeTP 2.0 Framework was developed to measure the perceived impact of eTwinning activities on teachers' practice and competence development, as reported by themselves.

This mentioned study consisted of a self- questionnaire were eTwinners analysed their teaching skills (only teachers) and found their weaknesses to be overcome. 1371 teachers all around Europe took part in these questionnaires. After doing this questionnaire,

activities such as online webinars were suggested, and teachers felt more motivated to take part on them: the vast majority (78%) of the respondents visited the feedback page and used/attended some of the suggested eTwinning activities (Pateraki, I. 2018).

Subsequently, some of the teachers who took part on the first questionnaire also were interviewed as case studies with examples like this:



Figure 7. Case- study of MeTP 2.0 Tool. Pateraki, I. (2018). Measuring the impact of eTwinning activities on teachers' practice and competence development - Monitoring eTwinning Practice Framework. Central Support Service of eTwinning - European Schoolnet, Brussels.

Finally, two significant messages came out of the case studies:

- First, the fact that the MeTP 2.0 tool does not only help with the self-assessment, but also provides inspiration for future goals on how to become a better teacher.
- Second, one of teachers realised, by her involvement in MeTP, the importance of being open to assessment and feedback in every aspect of teaching.

Taking into account these studies which deals with the implementation of eTwinning and mainly its benefits among users, it can be concluded several advantages:

- Teachers, students, and school are benefitted from the work done and it implies a personal and professional improvement.

- European citizenship is highlighted, and students and teachers work together to eliminate borders, to build a better Europe.
- Competences and cross-curricular work are the main benefits of eTwinning projects with a motivational perspective in students.

Nonetheless, among the questionnaires and interviews analyzed there is one main disadvantage that is mentioned by several teachers: lack of time. eTwinning combination with CLIL projects requires extra work to include curricular aspects into cultural activities and commitment and meetings are needed. Obviously, eTwinners who develop successful projects could benefit from quality awards and become eTwinning ambassadors who are models to follow by other users which means that there are more benefits than drawbacks and as Dr Seuss used to say: “Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.”

9. CONCLUSION

This thesis started as a reflecting point on how eTwinning and CLIL are connected and how teachers develop both methodologies when carrying out an eTwinning project among countries. Once the questionnaires for eTwinning ambassadors and CLIL promoters were displayed, answers reflected that a thin line connected both methodologies and the only step missing was to officialise the idea that eTwinning already works with CLIL methodology, in my humble opinion.

Then, after some reflection and due to the journey for Erasmus diffusion of accredited schools developed in Pamplona in June 2022, some SEPIE instructors were asked about this official connection. Among them, Andrés Ajo, director of the unit of education and adults, focused on the new perspective of the Erasmus programme, basis of the eTwinning platform, claimed about inclusion. Inclusion can be understood as a word where everybody is included without labels. It is then when a deeper reflection on this topic can be understood.

The main idea for this dissertation was to persuade SEPIE about the real existing connection of eTwinning and CLIL methodologies in order to convince the National Support to include the name of CLIL in the eTwinning platform methodologies. Nevertheless, as a public organization open to every teacher, including CLIL as a main

methodology in this telecollaboration platform could imply the disapproval of CLIL antagonists. This means, as Pepe Mas (eTwinning ambassador from Aragon before mentioned), closing borders and creating detractors against eTwinning which would not be beneficial for eTwinners.

As teachers, we like to promote motivation in our students; and positive speeches are used for that, but when a student already knows that he/she is good at something he/she will just let it be and enjoy while he/she does it. The main focus of this work is to reflect on the benefits of working through eTwinning as CLIL promoters, but without the need of labelling our work. Teachers are doing extremely good works every day; eTwinning can put the quality label to those projects that implement good practices and there is no need from SEPIE to indicate that eTwinning can help you to become a better teacher; but committed teachers will find in eTwinning the perfect platform to work with.

As it was stated at the beginning of this piece of work in the objectives, research about eTwinning implementation in Spain has been done, including a concrete example of this tandem project work regarding L2 teaching-learning process. Also, deep research about the implication of eTwinning and CLIL have been done regarding impact on different stakeholders.

Included in the specific objectives I had mentioned analysing ambassador ideas regarding CLIL, implied in their projects, which have been determined to be a real connection among CLIL and eTwinning promoters. Further details for Erasmus implication through eTwinning platform have also been mentioned, as well as demonstration of Project Based Learning through CLIL.

Projects carried out in the particular case of Aragón have been exemplified and even a didactical approach considering main goals of CLIL through eTwinning platform has been created to be developed along the next scholar year 2022-2023.

Thus, all the objectives can be considered to be achieved by now.

Considering the hypotheses suggested at the beginning of this dissertation, I will now deal with the possible conclusions and answers:

- ✓ Is CLIL methodology connected with the way of working proposed in the eTwinning platform?

Surely it is, not only in my opinion, but also in the considerations reflected on the questionnaires to both, CLIL promoters and eTwinning ambassadors. It is a clear connection that makes possible to work CLIL methodology through eTwinning platform. Nevertheless, advantages and disadvantages may be taken into account even though there are more positive points to highlight.

✓ Are eTwinning platform members aware of that connection?

This second hypotheses has been really illuminating because among eTwinning ambassadors interviewed, most of them said to have worked with CLIL methodology and asking them to reflect on their practices, they may trace similarities among CLIL methodology and their projects in eTwinning methodology.

✓ Have the eTwinning CLIL projects conducted so far being successful?

Reflecting on this third hypothesis, not many projects have been found which were aware of the connection proposed. Nevertheless, once it was introduced the theory explained along this work, about the proposed connection among CLIL methodology and eTwinning platform projects, users seemed convinced about that.

As a relevant contribution, this study focuses to 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 matches with the main characteristics of CLIL contexts and methodology.

As a personal opinion, this work has helped me to deep on the roots of this Masters and apply into my everyday life as a teacher, connecting the knowledge learnt throughout this scholar year to my five years practice as English and Science teacher. Surely, this deep research will help me become a better teacher towards an European world with National tools such eTwinning and further projects as Erasmus +.

10. LIMITATIONS AND LINES FOR FURTHER RESEARCH

This Masters dissertation deals with the connection between CLIL and eTwinning, being the second one the platform devoted for CLIL methodology promotion across the European map. On the one hand, I have been able to research on both topics but regarding the application of CLIL in Spanish territory there is one limitation that need to be

commented. Formal instrument for internally monitoring the quality and development of CLIL programmes are likely to be scarce. It is necessary that schools work cooperatively with educational institutions to provide a wider range of assessment tools of the CLIL practice implementation. To sum up, CLIL assessment requires implication and involvement of all the possible stakeholders with a clear planning and the best collaboration among teachers (Pavón, 2018).

On the other hand, time is the main limitation selected by eTwinning ambassadors and CLIL promoters, programming needs time and educators need to feel that management teams support them providing them with the timing needed to plan and develop new projects and methodologies. 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 these limitations into consideration, the research could be improved in numerous feasible ways. It would be interesting to develop a further research on the didactical approach selected taking into account advantages and disadvantages and considering teachers, students and families considerations.

Notwithstanding, I hope this modest research have contributed to identify links and unions among those methodologies for future implementation of this perfect tandem in educational ambiances.

David Graddol points out in the Guardian Weekly online CLIL debate “when CLIL works, it works extraordinarily well, but it is actually quite difficult to do well” and this quote is because preparation and collaboration related to the limitations remarked in this aspect have been considered an important issue.

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