

# **ETWINNING PROJECT: A WAY TO MOTIVATE YOUNG EFL LEARNERS**

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## 1. Acknowledgements

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Lastly, my family also had an important role during my research by supporting and encouraging me.

## 2. Abstract

The aim of this research is to investigate how an eTwinning project influences on the motivation of a group of 5<sup>th</sup> grade students.

I believe that in order to enhance pupils' motivation, the teacher should give them real reasons to learn. For this reason, the eTwinning platform can be a useful instrument because the students would have real communication in English with other ESL students from another European country.

I will explore the impact of this program on the learners' motivation and compare it with their initial motivation.

**Key words:** motivation, English As a Foreign Language class (EFL class), eTwinning project.

### Resum

L'objectiu d'aquest treball és investigar com influeix un projecte eTwinning a la motivació d'un grup d'alumnes de 5è de primària.

Crec que per augmentar la motivació dels alumnes, el mestre hauria de donar-los motius reals per seguir aprenent. Per aquesta raó, sóc de l'opinió que eTwinning pot ser un instrument útil ja que els estudiants tindran comunicació real en anglès amb altres estudiants europeus que també estiguin aprenent l'anglès com a segona llengua.

Observaré l'impacte d'aquest programa en la motivació dels alumnes i la compararé amb la motivació que tenien inicialment.

**Paraules clau:** motivació, classe d'Anglès com a llengua estrangera, projecte eTwinning.

### 3. Theoretical framework

English is a language that has great reach and influence; it is taught all over the world under many different circumstances. Nevertheless, different social indicators seem to suggest that fluency in English is still a chimera. This is why education has become the answer to increase our social competence and therefore many schools are rapidly implementing programs to improve their teaching of this subject and give more opportunities to their pupils in a future.

It is clear that language and cultural knowledge are key concepts in human communication but the question could be... How can we motivate our students to engage in language learning? What instruments do we have to engage them in learning and in appreciating?

Technology appears to be a possible solution to that question. Many researchers such as Mahadozadeh, Biemans and Mulder (2008) have investigated the role of technology in the class and the motivational impact it may have on the pupils. The results seem to be overwhelming: there is a clear evidence, that using new technologies at school can provide authentic cultural context and can help increase the students' motivation and learning interest. The next question could be... what is really motivation?

#### 3.1. Motivation

Motivation is usually considered one of the most important factors when learning. Nevertheless, it is a complex area to approach and there are different theories that may explain the term, even if they adopt different perspectives. I have selected the most relevant ones in terms of my study: Starting from the earliest, according to the *psychoanalytic theory* by Freud (1915), every person lives in conflict between their instinctive drives and the imposed restrictions by society. Motivation rules come from this dilemma between the instinctive needs and inhibitions. Freud based his theory on two main concepts. One is homeostasis and refers to the state of internal

balance that all humans want. If there is a need that is not satisfied, there is an imbalance. The other concept is hedonism. This term refers to the search for pleasure and happiness. In the author's point of view, a satisfied person does not attempt to get any type of stimulus.

Another relevant theory could be *The drive theory*, whose most known representative is Hull (1943-1951). In his writings he defends the idea that the impulses or learnt behaviours of individuals are unleashed by certain incentives or stimulus. The main factors which are included in his approach are the following (Weiner, 1989):

1. Anxiety: it is reinforced by the appropriateness of the difficulty in the tasks and minimised by complex works.
2. Conflict: The most prevalent conflict in students is an approach-avoidance conflict. It occurs when both hopes and fears are associated with the same action.
3. Frustration: it appears when students do not reach the goal.
4. Principle of social facilitation: subject's behaviour and performance with the presence of other people.

A third doctrine is often referred to as *The Achievement theory*, which is based on how important the environment of the students is, their context or experiences. Reserchers such as (Stipek, 1984; Atkinson, 1964; Nicholls, 1984) said that pupils appreciate their academic achievement when they see their progress. It must be said that their impressions of their knowledge vary depending on their experiences in the learning.

A fourth set of principles could be *The Attribution theory*. It was developed by Weiner (1989) and it stems from two socio-psychological theories, from Heider (1958) and Rotter (1966). It explains three concepts to determine how subjects feel about their successes and failures:

1. Place: the individual's behavior is inherent or external to him.

2. Constancy: there is a distinction between stable causes, for instance, aptitude, and variable causes such as effort that can vary depending on the situation.
3. Responsibility: the control and the nature of individual actions.

Attribution theories reflect two different causes:

1. Internal causes: intelligence, personality, aptitude or effort
2. External causes: the difficulty of the activity, external help or luck.

All types of teachers have to bear in mind all these theories since they apply to general learning.

### **3.2. Motivation in an EFL class**

As we have seen before, motivation seems to be an indispensable aspect to success while learning a new language. At this point, several theories, which support this statement, should be mentioned.

First of all, *The Monitor Theory* (1981, 1982, 1985; Dulay, Burt, and Krashen, 1982) is composed by 5 hypotheses of second language acquisition. One of them, the *Affective Filter Hypothesis*, is based on the importance of emotions and motivation when acquiring a language. Krashen argued that learners with high motivation, self-confidence and low level of anxiety are better outfitted to success in their acquisition of the second language. On the other hand, low motivation, low self-esteem and anxiety can form a mental block that prevents learning. These negative feelings reduce the amount of language input that the listener is able to understand by being a filter between the speaker and the listener. According to the author, there are two main issues that could prevent the diminishing of the affective filter. The first one is that the teacher does not allow his students to have a silent period so that he expects that his students will speak before they are prepared. On the other hand, the second issue is correcting the pupils' errors too early, which may lead to frustration and low self-esteem.

From another point of view, the conscious reinforcement model by Carrol (1981) defends the idea of using reinforcement as a resource to motivate and facilitate learning through successive habit formation. There are two positive consequences caused by reinforcement:

1. The probability that the response may be repeated in similar contexts is increased.
2. It provides you with information of the responses in the situations where they are used.

Another theory to consider is Bialystok's (1978) model on the role of strategies in second language learning. According to this scholar motivation is a key element again to transform explicit linguistic knowledge into more intuitive, spontaneous and implicit linguistic knowledge. Such a transformation is reinforced in motivated pupils, since they look for participating in more communicative situations.

Dörnyei (2001) is one of the most important scholars in the field of motivation and EFL learning. He said that "motivation is an essential element of successful language acquisition and is a dynamic process subject to continuous flux". As we know that motivation is not fixed, teachers need to work hard to improve their pupils' motivation. In order to do so, an important point is to connect the contents of the subject with their social and cultural context as well as offering opportunities to the students where they can have social interaction and self-expression.

Taking into account all these theories, many teachers have tried to find different strategies and activities to increase their students' motivation. To do so, some teachers have opted to start working through projects

### **3.3. Projects in a EFL class**

In a not too distant past, teachers used to focus on grammar and vocabulary in their English lessons following a traditional approach rather than speaking or listening. Contents were taught from a grammar point of view and speaking the language



was not always the main goal of language teaching. In the past twenty years, the communicative approach has paved the way to a more comprehensive teaching. Concepts such as skill teaching and communicative competence have been widely accepted as benchmarks in language teaching. In line with communication, the idea of teaching English through meaningful projects has also gained ground in many school syllabi. Projects are seen as a vehicle for enhancing motivation and authenticity.

The task-based approach is one of the most successful approaches in this direction, trying to fulfil teaching goals by doing activities with real meaning, where the students need to use the language as an instrument to complete the task they are doing. Researchers in the field, such as Ricard Ribé and Núria Vidal (1993) agree that projects are usually seen fun and engaging by the students. However, language acquisition requires also other conditions such *comprehensible language input* (Krashen) and *comprehensible language output* (Swain). When the project doesn't include these aspects, the students will only use the language that they already know because they will not have the necessity to improve. For this reason, the activities must have new content for the students but also new language needs.

Focussing on the project structure, Ribé and Vidal say that there are three basic elements that the projects should contain:

- Input

The pupils need a language model in order to interact and write. This input should be provided through the project. It is the teacher's work to conduct his/her students to useful sources for them and the role of input is essential to promote language learning.

- Processing

It refers to language and content. On the one hand, content processing requires two aspects: information to be processed and criteria to analyse and choose what is interesting for us.

On the other hand, language processing includes different sub-skills such as recognising elements of the language, prediction about the message, the

structure of it and verifying the hypotheses. There are two needs that make all these processes start: understanding the language and producing it.

- Output

According to Swain (1985), comprehensible output is another requirement for the language acquisition. It also takes place during the project and it is done by the students, individually or in group, and usually with the teacher's help. Many language aspects may be well acquired from the input materials. However, some of them may also need a special treatment such as reinforcement exercises or an explanation.

Many teachers have already started teaching through projects and some of them have started pushing the envelope and have engaged in using the ICT to enhance their meaningfulness and overall interaction.

### **3.4. Technology in an EFL class**

In order to enhance pupils' motivation, a large number of EFL teachers wonder whether to use ICT in their classes or not. Many of them have some doubts and are scared for various reasons. Firstly, they are not sure that their pupils are going to take advantage of it and benefit from using ICT in the long term or they are just going to surf the Internet and waste instructional time. Secondly, many teachers do not know how to assess what their students do and that fact does not promote technology in the class either.

However, more and more teachers start using the ICT tools for their EFL classes. They are used to preparing materials or doing activities related to pronunciation (Lee, 2008), grammar (Al-Jarf, 2005), vocabulary (Tsou, Wang, & Lee, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003). To do so, different tools are used such as computers, laptops or digital boards. Applications, either learning applications or commercially, are used to promoting collaborative learning of English skills (Beatty & Nunan, 2004). There are a large variety of applications such

as drills, tutorials or computer-based tasks. Moreover, there is another reason to use ICT in EFL class: the computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication (Mahfouz & Ihmeideh, 2009).

Although it has been demonstrated by research that using the ICT in a EFL class is helpful to enhance pupils' motivation, it has been also found that students will only accept using technology with two conditions: they need to find it useful and also easy to use (Davis et al., 1989). In addition, the work should be divided into sub-tasks due to the fact that they are more motivating than if the task itself is too difficult (Story and Sullivan, 1986). Although the use of ICT is very motivating for the pupils and it improves their autonomy, it is essential the teacher's intervention and guidance so that the motivational aspects of technology can be fully effective.

### **3.5. ETwinning projects**

In order to motivate the students, some teachers wonder whether to use technology in the class or not. There are many resources in the net to use in our lessons. One of them could be the eTwinning portal. It is a webpage where you can find schools from other European countries and do projects together. This way, students has a real need to communicate in English and, in addition, they can share their thoughts and ideas and learn about other cultures within the European context.

eTwinning is a way to communicate, collaborate, share and develop projects through the use of ICT. It is a European Commission initiative, based on relationships among schools or high schools from the continent. It is not a very old programme, it started in Poland in 2004 but the opening conference was in Brussels the very next year. As it is a quite new programme, very little research has been conducted about it and about its benefits for the students. Nevertheless, the statistics released from the eTwinning press corner in August 2011 seem to indicate very positive results. 85.642 schools were registered with 11.309 active projects and

this number is constantly increasing. The number of countries that participate in the program is also boosting. The complete country list can be read below.

Germany	Austria	Bulgaria
Belgium	Cyprus	Croatia
Denmark	Slovakia	Slovenia
Spain	Estonia	Finland
France	Greece	Hungary
Ireland	Iceland	Italy
Latvia	Lithuania	Luxembourg
Malta	Norway	The Netherlands
Poland	Portugal	The United Kingdom
The Czech Republic	Republic of Macedonia	Romania
Switzerland	Sweden	Turkey

The eTwinning portal webpage is addressed to teachers so that they can establish a partnership with other partners. Each project between two schools has its own platform called TwinSpace and this place is used by the students to communicate and work together using a variety of ICT tools. A variety forms of media are used by the students such as text, images or videos. Consequently, pupils may develop different skills while working in the project (Komninou, 2010). A visual scheme of how eTwinning works can be read below.

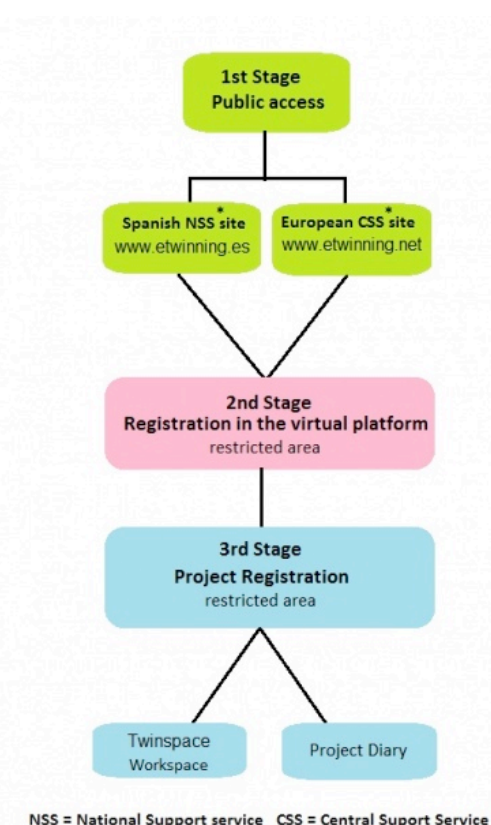


Figure 1. Schematic representation of how eTwinning works. From [http://www.etwinning.es/apls/cursos/curso\\_en/index.php/Document\\_s\\_1.a:\\_What\\_is\\_eTwinning%3F](http://www.etwinning.es/apls/cursos/curso_en/index.php/Document_s_1.a:_What_is_eTwinning%3F)

The eTwinning is structured in the following three branches:

- European dimension: The eTwinning program is formed by teachers and students from 33 European countries, as it has been said before. For the teachers, it is a chance to meet partners from other countries and have the opportunity of sharing knowledge, ideas and create new projects for their pupils. For the students, it is the opportunity to keep in touch with children from their age from another culture and have real communication in their second language.
- The use of ICT: eTwinning provides a large number of virtual tools to integrate ICT in teaching. For this reason, it is a very useful programme to develop the students' digital competence.
- Work in collaboration: in a good eTwinning project, collaboration is carried out at three levels:
  - o Among teachers: The contents, objectives and methodologies should be agreed
  - o Among students: both within their school but also with the partner school. It is important not to do the same activities in both schools and then share the final work. Children from both schools have to work together in order to do a collaborative work.
  - o Between students and teachers: both groups can give ideas to design the project.

## **4. Methodology**

### **4.1. Objectives and hypothesis**

The main aim of this research is to investigate if an eTwinning project influences on the EFL students' motivation. The impact will be measured by a motivational test done twice, before and after doing the project.

Bearing in mind this principal objective, the intentionality of this investigation may be classified as explicative, because its goal is to explain the relationship between two specific aspects from the EFL classroom: the eTwinning project and its impact on pupils' motivation.

My hypothesis is that students will be more motivated to learn English after including an Etwinning project in the class. I strongly believe that it enables children to have real communication and allow them to see the meaningfulness of learning a foreign language and for this reason they are very motivated.

### **4.2. Participants**

This research project was carried out in a small Public Primary school called Escola L'Olivar, located in Castellnou de Bages, where I did my last placement. The 5<sup>th</sup> grade students were the learners who participated in the project. 17 pupils aged ten and eleven composed the class. Also, there were two teachers that took part of the project: the EFL teacher of the school and homeroom teacher from the city of Grosseto in Italy. As the participants of the study were the students of the class, the sample was non probablistic.

### **4.3. Dimensions or specific aspects of study**

The factor observed in this research is students' motivation and how it is influenced or not after having taken part in an Etwinning project. As the motivation is the

aspect that I am going to observe and see whether it changes or not, it is considered as the dependent variable. On the other hand, the factor that may influence it, the Etwinning project, is the independent variable. There are also some other variables, called the control variables, which must be taken into account because they may influence on the results. They are the age and the context.

	INDEPENDENT VARIABLE	DEPENDENT VARIABLE	CONTROL VARIABLE
WHAT TO CHECK	Methodology	Motivation	Age, context
HOW TO CHECK IT	<ul style="list-style-type: none"> <li>- Etwinning project</li> <li>- Current classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>- Like or dislike</li> <li>- Level of interest</li> <li>- Level of distraction</li> </ul>	<ul style="list-style-type: none"> <li>- 10/11 year-old students.</li> <li>- 5<sup>th</sup> grade</li> <li>- Escola L'Olivar, Castellnou de Bages.</li> </ul>

#### 4.4. Instruments

I decided to do a pre-post questionnaire for the students about motivation in the EFL class. It was given to the students before doing the Etwinning project and afterwards to see its effects. The second questionnaire was given two months later than the first one. I carried out the questionnaire with closed and open questions. Although I knew that if the questionnaire was all closed it would be easier to have conclusions for me, the results wouldn't be as real as if I included open questions. Open questions also gave me relevant qualitative information, which was very useful to help me understand more complex aspects of my learners' motivation.

In total, there are nine questions, six of them closed and three open. The open questions are designed to ask more details about one closed question. They all can be grouped in the three following aspects:

1. Like or dislike
2. Level of interest
3. Level of distraction

I wrote the questionnaire in Catalan, that way it would be easier to elicit real answers from the students.

### QÜESTIONARI

1. T'agrada l'assignatura d'anglès?

- Sí
- No

2. Digues què és el que t'agrada més de les classes d'anglès.

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3. Cada quant entres al blog d'anglès de l'escola?

- Cada setmana
- Cada dues setmanes
- Un cop al mes
- Abans de fer examen

4. Normalment quan entro al blog d'anglès és...

- Perquè m'ho ha dit la mestra a l'escola
- Per voluntat pròpia

5. Vols aprendre anglès?

- Sí
- No

6. Per què sí o per què no?

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7. T'acostumes a distreure a les classes d'angles?

- Sí
- No
- A vegades

8. En quin tipus d'activitats?

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9. Has fet activitats voluntàries?

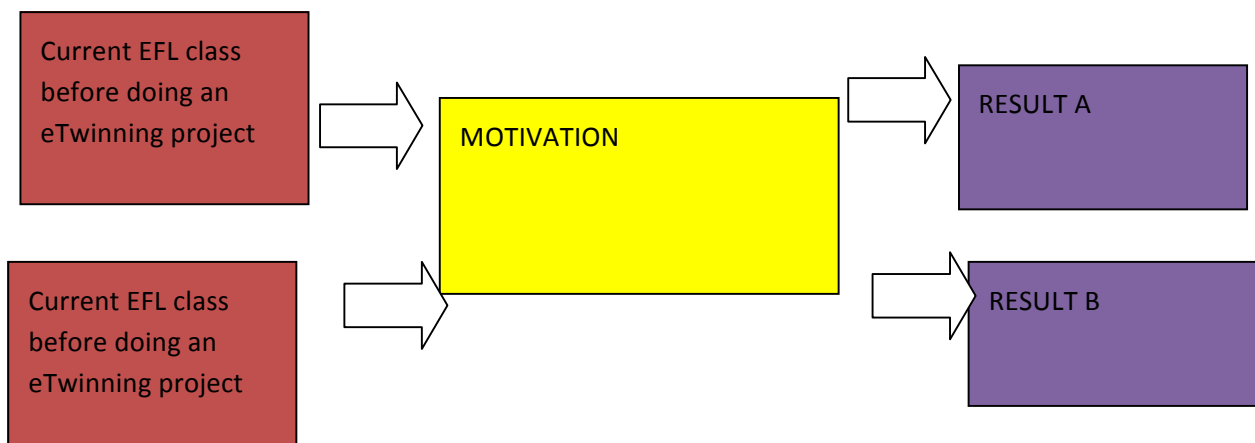
- Sí
- No

The relationship between the questions and the three previously mentioned items is the following:

1. Like or dislike → Questions 1 and 2
2. Level of interest → Questions 3, 4, 5, 6 and 9
3. Level of distriction → Questions 7 and 8

#### 4.5. Procedure

By starting an eTwinning project with the 5<sup>th</sup> graders, I wanted to see its impact on my students' motivation.



The first week of my placement, I asked the students to fill in the questionnaire in order to qualify their motivation towards the English subject. After it, I started doing an eTwinning project with them with an Italian school from Grosseto. The aim of the project was to share culture and get to know the partners' city. The project was called "Our country in a box" because the main activity was to send a box with objects related to our country and receive our partners' box. Furthermore, the students were able to contact with the Italian children and share some other tasks with them using the TwinSpace platform. While carrying on the project the students practised the four skills: writing and speaking while creating materials to send to their partners and listening and reading while receiving the materials from the Italian school.

When the project finished, I gave the pupils the same motivational questionnaire in order to be able to compare the results. From their answers to both questionnaires, the initial and the final, I have established the following results of this study.

## 5. Results and discussion

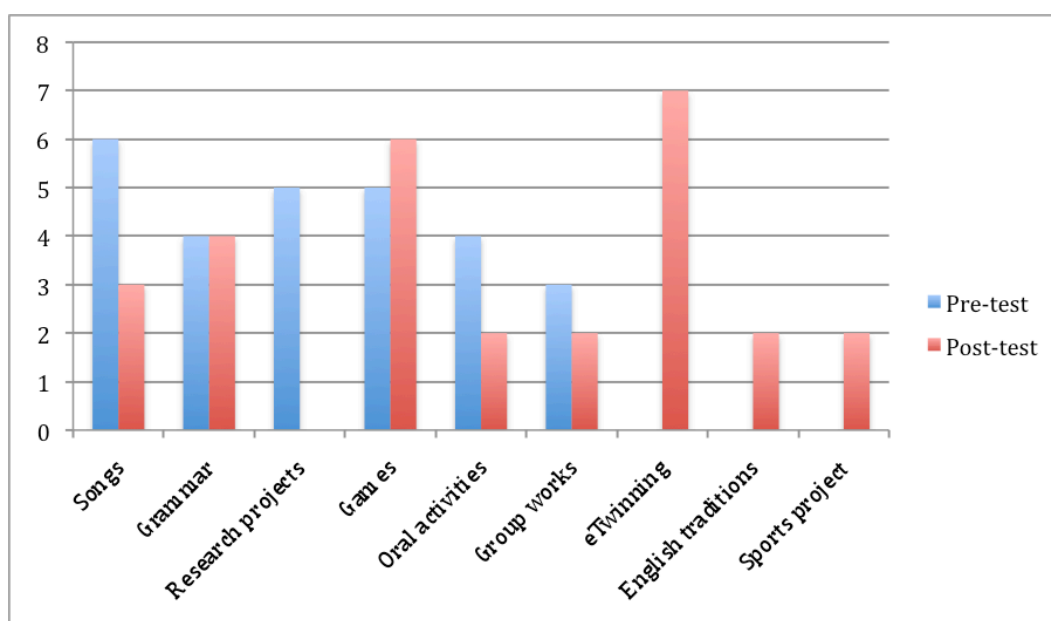
In order to analyse the results, I'll give an overview of every item of the questionnaire.

### Like or dislike

The first question that the students had to answer was a simple close question about whether they liked or not the English subject. There were two possible answers: Yes or No. This question has not been relevant for my study since all the students answered in the same way in the pre-test and the post-test. The answer of the 100% of the sample was affirmative. This fact demonstrates that the group was already very motivated to learn English.

However, the second question was open and there we can observe some differences. I asked the students what they liked the most of the English sessions, and they answered differently from the pre-test and the post-test. Since the question was open, the children mentioned more than one type of activity that they had liked. Their answers to this question can be read below. The numbers on the right side of the graphic are the number of the students that answered the categories.

### Pre-test and post-test comparison. Which activities students like the most.



As we can see in this graph, the students' answers have changed. First of all, the categories are not exactly the same in both tests. In the post-test, there are three new categories: eTwinning, Sports project and English traditions. Whereas one category from the pre-test has disappeared: research projects.

These changes might be explained by different reasons. The students hadn't started either the eTwinning or the sports project when they answered the first questionnaire so they couldn't have written that they liked these activities. About the English traditions, it might have influenced their answers that they had celebrated Saint Valentine's Day few weeks before I passed out the post-test.

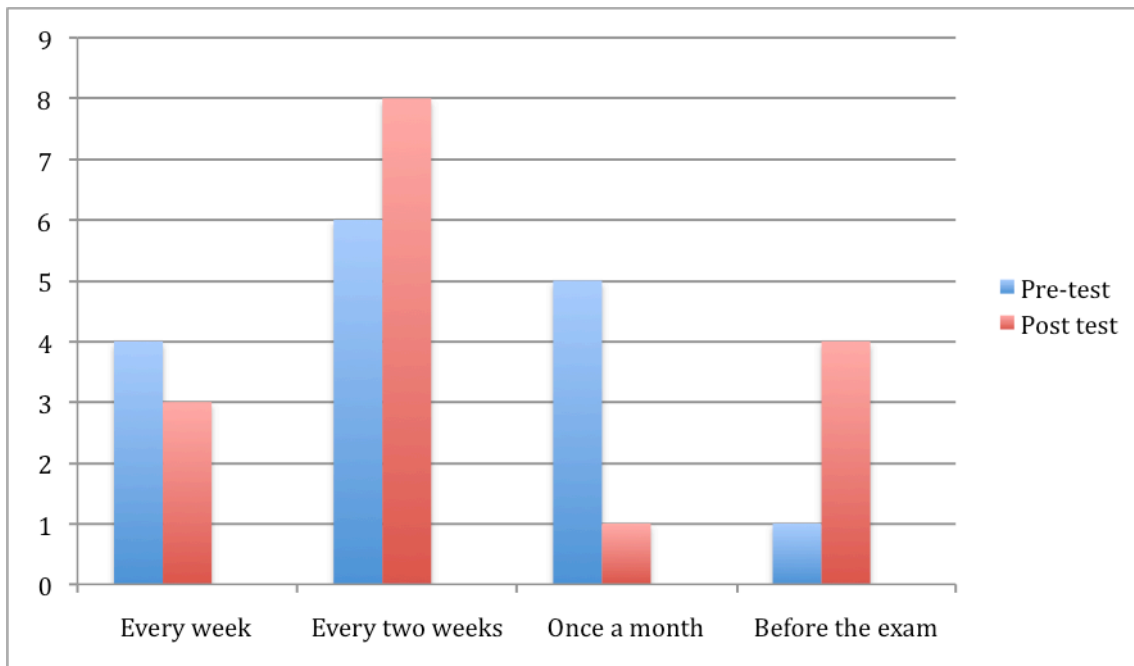
There are also other differences. On the one hand, the songs and the oral activities have declined and what's more the group works have also slightly declined but just one point. On the other hand, we can see that one more student answered that he/she liked games in the post-test.

About the new categories, the English traditions and the Sports project have not done too well either, just two students. Whereas, 7 of the 17 students of the class have said that what they liked about the English sessions was the eTwinning project.

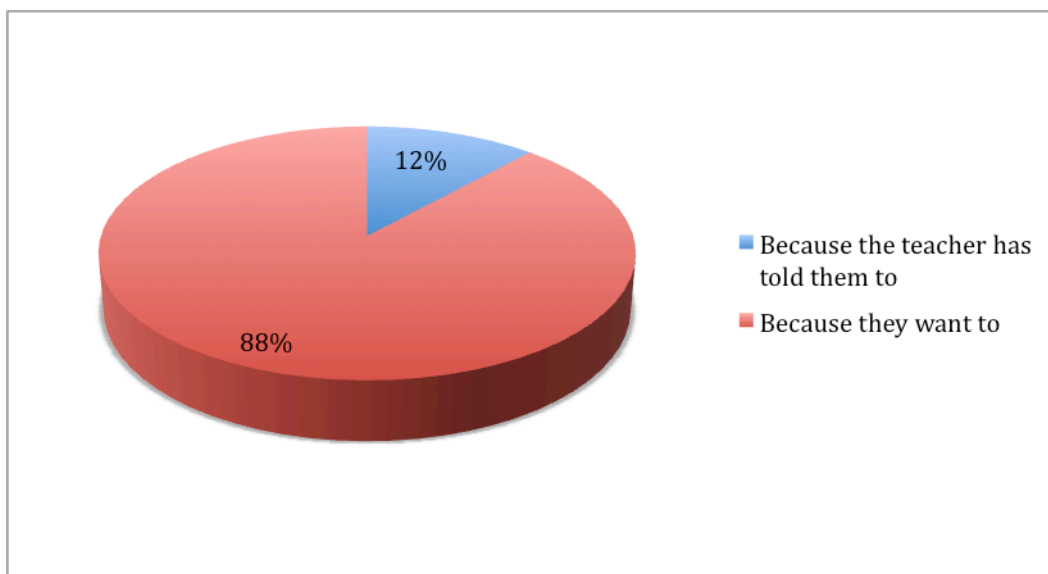
### **Level of interest**

The first two questions of this item were related to the English blog that their teacher has. The aim of them was to check the pupils' interest when they were at home. The answer of the first question hasn't changed very much whereas the second question hasn't undergone any change at all. See the graphs below.

**Pre-test and post-test comparison. How often do the students check the English blog?**



**Pre-test and post-test. Why do the students check the English blog?**



In the first question, there was one student in both pre-test and post-test that didn't answer the question. As we can see in the graph, the changes are not very significant. The most relevant differences are the decline of the students that answered that they check the blog once a month and the increase of the students

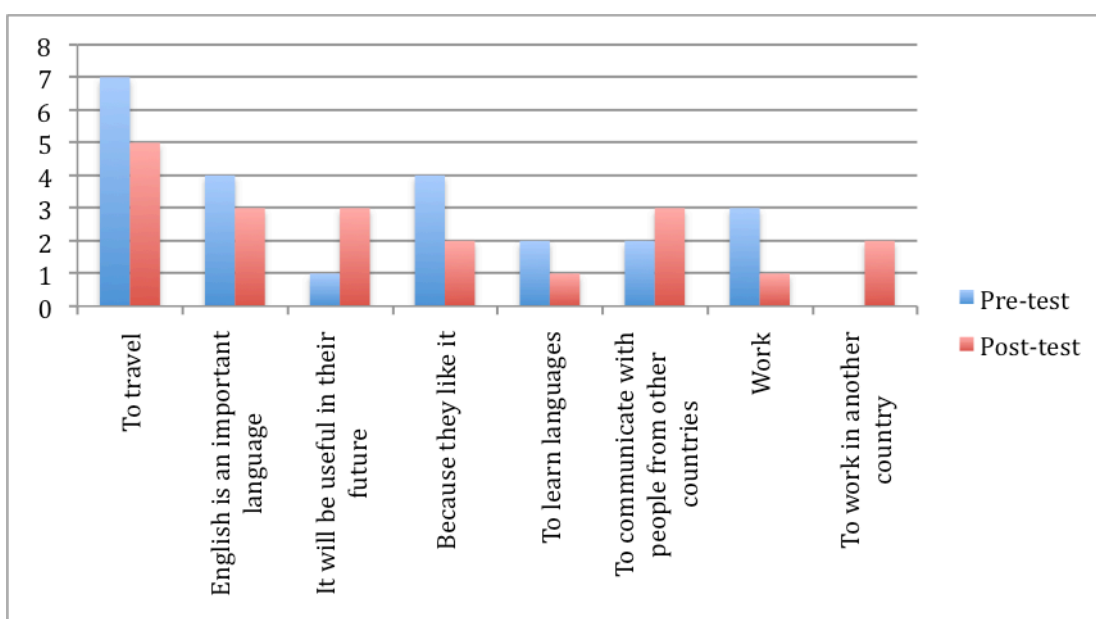
who answered that they only check the blog before the exam. However, I believe that these changes are not very significant because the students might have one exam every month/two months more or less. That's why the answers can be said to be very similar.

Related to the second question, the students' answers were exactly the same. While 2 students (12%) said that they only checked the blog when the teacher told them to, the majority of the class, 15 pupils (88%), answered that they checked it because they wanted to.

After these two questions, I asked the students about their interests in learning English. The first question was very simple and close, the students had to answer if they wanted to learn English or not. The answers of all of them were affirmative. While looking at their answers I realised that I might have them another question since it is quite obvious that everyone wants to learn.

After that, there was an open question where the students had to write why they wanted or not to learn English. Since it was open, some students said more than one reason. I grouped them in different categories. Their answers can be read below.

**Pre-test and post-test comparison. Why do the students want to learn English?**

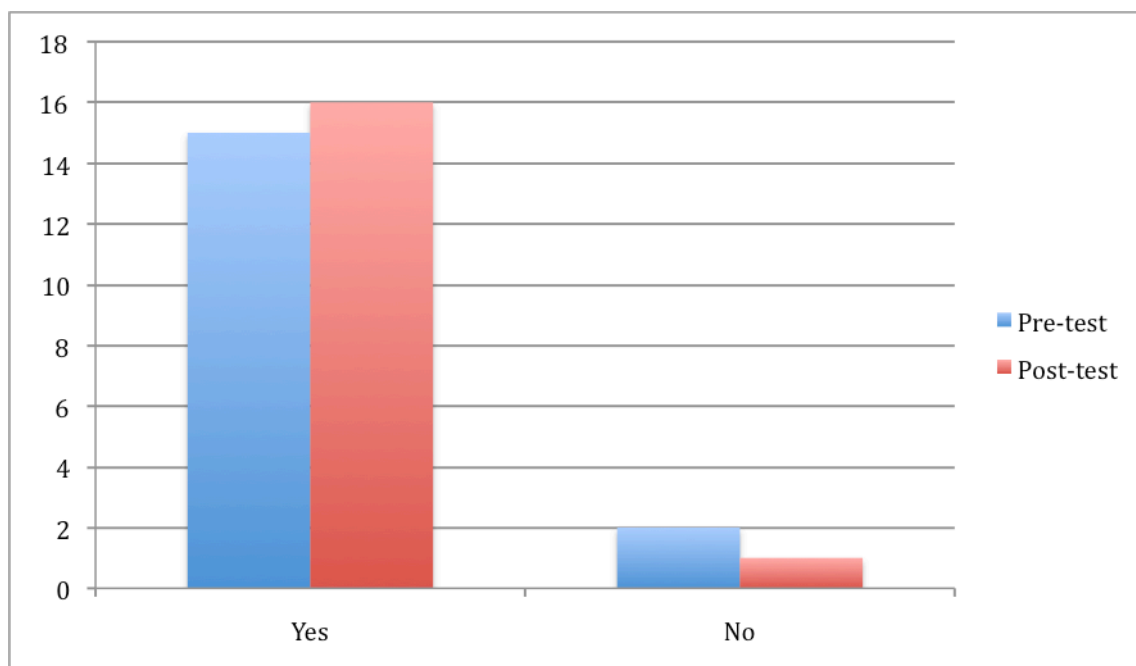


As we can see, the results of the pre-test and the post-test have not changed very much. All the categories from the pre-test have also appeared in the post-test. In addition, there has been a new one on the second questionnaire: To work in another country. This new answer might be influenced by the fact that students saw the importance of speaking English to communicate with people from around the world through the eTwinning project.

In the other categories, differences can be seen. On the one hand, the categories *To Travel*, *English is an important language*, *Because they like it*, *To learn languages* and *Work* have slightly declined. On the other hand, the categories that have increased are *It will be useful in their future* and *To communicate with people from other countries*. This last category change might be also attributed to the eTwinning program.

The last question of the *Level of interest* item was about the optional activities. I knew that their teacher gives them extra activities to reinforce the contents taught but they were not compulsory. The question was simple and close: *Have you done any optional activity?* The students had to answer yes or no.

**Pre-test and post-test comparison. Have the students done any optional activities?**

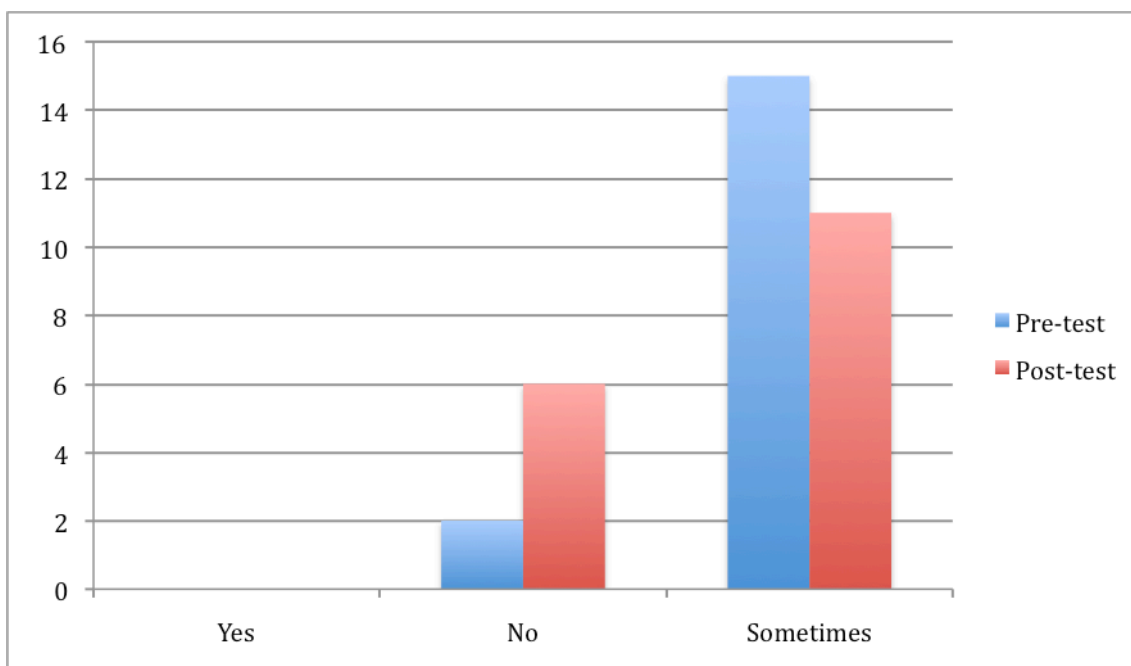


The results in both the pre-test and the post-test are very similar. In fact, in the pre-test there were only two students in the class that had not done any optional activity. After two months, they answered the post-test and one of these students changed his/her answer. This is the only difference between both tests.

### Level of distraction

There were two questions for this item. The first one was closed with three possible answers. The students were asked whether they were distracted or not in the EFL class. They could answer yes, no or sometimes. Their answers can be read below.

#### Pre-test and post-test comparison. Do the students usually get distracted in the EFL class?



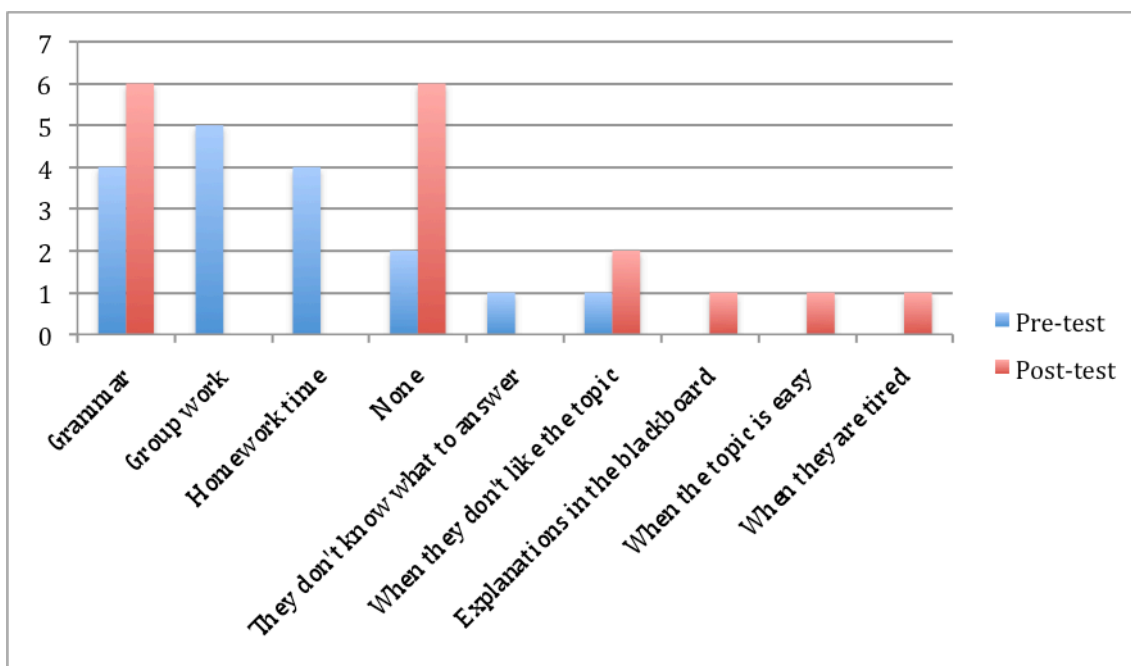
Between the pre-test and post-test there are different changes. On the one hand, the similarity is that in both tests there are not any students who have answered that they are distracted in the EFL class. On the other hand, there are 4 more students that answered that they never get distracted in the class. These 4 pupils



answered that they sometimes get distracted in the initial questionnaire. Therefore, the level of distraction of the students has decreased. The eTwinning project might be a possible answer for this decline.

After this question, the students were asked to answer an open question about what kind of activities make them get distracted. Their answers can be read below.

**Pre-test and post-test comparison. What type of activities makes the students get more distracted?**



As we can see above the answers are very different. First of all, the categories in both tests are not the same, only three of them appeared in the pre-test and in the post-test: grammar activities, when the students don't like the activities and no kind of activities distract them. In all of these cases, the number of students who answered it has increased: 2 more students in the grammar activities, 4 more students in any kind of activities they get distracted and 1 more student when they don't know about the topic.

Moreover, in the pre-test the categories group work and homework time appeared whereas none of the students mentioned them in the post-test. Also, there was one student that didn't know what kind of activities made him/her distract the most. It

must be said that in the pre-test there was one answer that hasn't been counted since it was wrong because the pupil didn't understand the question.

If we look at the graph, we can also see that there are 3 new categories in the post-test, even though only one student mentioned each of them. These categories are the explanations on the blackboard, when the topic is easy or when they are tired.

For this research, it is interesting that no student answer that he/she gets distracted in the eTwinning project. Even though it might not be the favourite activity for all of them, it has been demonstrated that it is not the worst for any of them.

## 6. Conclusion

As it has been previously said, this thesis' aim was to discover the impact of an eTwinning project on the motivation of 5<sup>th</sup> graders. Before doing the study, my expectations were that, by giving a chance to students to communicate in English in a real context, they would see the need for learning a language and for this reason their motivation will increase.

I tried to achieve my goal through a project in which language served a meaningful purpose in a real situation, as suggested by Ribé and Vidal (1993). In order to do so, I thought of an eTwinning project since that platform would allow students to be in touch with pupils from another country. Besides, the project also involved technology, an aspect that I was also interested in. The program included the two conditions needed by the students to accept technology as stated by Davis et al.,1989: it is easy to use and also useful for the students. In addition, eTwinning projects imply a number of sub-tasks which may cater to all students' needs since they do not focus on just one long or too difficult tasks, as Story and Sullivan (1986) stated.

When I first passed out the initial tests I didn't expect that the students would be as much motivated as they were. For this reason, I was concerned because I thought that I would not have any changes to report with the post-tests. However, the final results were positive for my research. Despite the students' high initial motivation, which continued when the final questionnaires were given, there were some differences in the pupils' answers that clearly demonstrates that eTwinning was a motivating project for them.

On the one hand, a large number of students answered that eTwinning was one of their favourite activities in the EFL class. On the other hand, none of the pupils said that they didn't like the project. Therefore, their level of distraction decreased in the post-test and eTwinning might be the reason for this decline.

While doing the project with the pupils, I realised that it was a difficult study to do with such a short time since the foreign school did not respond too promptly and I

couldn't finish all the activities that I had previously planned to carry out with the children. It was an ambitious research since the whole project did not entirely depend on our side. Nevertheless, the activities that we were able to implement were enough to observe changes in the results of the children's responses.

Before this thesis, I believed that eTwinning program could be an excellent tool to enhance pupils' motivation by giving them real communication in English. Now that I have had the experience, I have no doubt of its usefulness. Nevertheless, I also believe that an EFL class can not be carried out only with these types of projects, they must be a tool to show the students the importance of what they are learning but not the only project on which a class should focus.

Bearing in mind that I could observe changes when giving the post-test before the eTwinning project was finished, I wanted to find out if the results would change some time after the project had finished.

Also, I did the study with a small sample of primary students that were already very motivated initially. It would be interesting to investigate the impact of eTwinning on a lower motivated group of pupils or also compare its effects with different students' ages: primary students and high school students.

To sum up, I believe that EFL teachers have a large variety of tools to use in their classrooms. One of them could be eTwinning, which may be a way to enhance their pupils' motivation and give them the opportunity to practise all the language skills in a real communication situation. English becomes alive.

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## 8. Annexes