

**KARADENİZ TECHNICAL UNIVERSITY \* THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE**

**APPLIED LINGUISTICS**

**MULTI-DIMENSIONAL FOREIGN LANGUAGE EDUCATION: THE CASE OF AN  
ETWINNING PROJECT**

**MASTER'S THESIS**

**Nalan DEMİR**

**APRIL-2019**

**TRABZON**

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**Supervisor: Assoc. Prof. Dr. Mustafa Naci KAYAOĞLU**

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## APPROVAL

Upon the submission of the dissertation, **Nalan DEMİR** has defended the study “**Multi-Dimensional Foreign Language Education: The Case of An Etwinning Project**” in partial fulfillment of the requirements for the degree of Master of Arts in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous / ~~majority~~ **29.04.2019**.

Committee Member		Decision		Signature
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Approval of the Graduate School of Social Sciences.

Prof. Dr. Yusuf SÜR MEN  
Director

## DECLARATION OF ORIGINALITY

I, **Nalan DEMİR**, hereby confirm and certify that;

- I am the sole author of this work and I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution,
- this work contains no material that has been submitted or accepted for a degree or diploma in any other university or institution,
- all data and findings in the work have not been falsified or embellished,
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Date 29.04.2018

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April, 2018

Nalan DEMİR

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## ÖZET

Çevrimiçi bir işbirliği platform olan eTwinning Avrupa Komisyonu tarafından 2005 yılında oluşturulmuş bir girişimdir. 2009 yılında bu girişime dahil olan Türkiye nispeten daha geç başlamış olmasına rağmen gerek kayıtlı okul, öğretmen ve proje sayısı ile gerekse kalite ödülleri ile portala en verimli kullanan ülkelerin başında gelmektedir. Ancak alanyazında bu konuda bilimsel çalışma eksikliği görülmektedir. Bu sebeple bu çalışma eTwinning girişiminin yabancı dil eğitimindeki rolünü Türkiye bağlamında araştırmayı hedeflemektedir. Ayrıca örnek bir eTwinning projesini katılımcıların gözünden detaylı bir şekilde sunmak ve bu projenin katılımcıların çok boyutlu becerilerine katkısını incelemek de bu çalışmanın amaçları arasındadır. Çalışma katılımcıların bakış açılarını detaylı bir şekilde sunmayı hedeflediği için çalışmanın yöntemi niteliksel durum analizi olarak belirlenmiştir. Çalışmanın katılımcıları Türkiye'deki bir liseden bir İngilizce öğretmeni ile 11 öğrencisini ve Azerbaycan'da bir liseden bir İngilizce öğretmeni ile 12 öğrencisini kapsamaktadır. Veriler katılımcı gözlem, yarı yapılandırılmış mülakat ve Twinspace proje portalındaki belgelerden elde edilmiştir. Ayrıca triangülasyon ve standart veri sağlaması açısından yapılandırılmış mülakat tekniğinden de faydalanılmıştır. Gözlem, yarı yapılandırılmış mülakat ve Twinspace dökümanları içerik analizi yöntemi ile; yapılandırılmış mülakat verileri ise SPSS (23.sürüm) ile analiz edilmiştir. Çalışma bulguları söz konusu projenin katılımcıların İngilizce dil becerilerini geliştirme, Bilişim Teknolojileri kullanma becerilerini artırma, kültürlerarası iletişim becerilerini ilerletme, değerler eğitimi ve iyi arkadaşlıklar kurma gibi konularda gelişme gösterdiklerini ortaya koymuştur. Öte yandan, projede karşılaşılan sorunlar da ele alınmış ve farklı bir başlık altında sunulmuştur.

**Anahtar Kelimeler:** eTwinning Türkiye, Çevrimiçi Hareketlilik, Yabancı Dil Olarak İngilizce

## **ABSTRACT**

As a kind of telecollaboration eTwinning initiation was launched in 2005 by European Commission. Turkey has been the most effective user of eTwinning platform with the number of schools, teachers and projects as well as prizes despite the fact that it was included into the platform in 2009. However, there appears a lack of scientific research covering the role of eTwinning on EFL in the literature. That is why this study aims to find out the role of eTwinning in EFL Turkish context. The study also seeks to portray an eTwinning project in detail from the participants' perspectives and its potential to improve multidimensional skills of the participants. It was conducted in a qualitative nature- a case study, since the purpose is to convey the perceptions of the participants and to present a detailed process of the project. The participants included 11 high school students and their teacher from Turkey and 12 high school students and their teacher from Azerbaijan. The data were collected through participant observation, interviews, project documents on Twinspace and a structured interview ensuring standard data and triangulation. The qualitative data obtained from the observation, interviews and the project documents were analyzed through content analysis and the quantitative data from the structured interview were analyzed through SPSS (version 23). The study revealed that the participants find the project promising in terms of English language improvement, ICT use, boosting ICC and affective issues such as values education and establishing good relationships. The project, on the other hand, was not without challenges and they were covered in a separate part within the findings.

**Keywords:** EFL, eTwinning Turkey, Telecollaboration.

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## LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ICT	: Information and Communication Technologies
NSS	: National Support Service
CSS	: Central Support Service
EU	: European Union
MA	: Master of Arts
ICC	: Intercultural Communicative Competence
CEFR	: Common European Framework of References
METU	: Middle East Technical University
NGO	: Non-Governmental Organization
MoNE	: Ministry of National Education
FATİH	: Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (Movement of Enhancing Opportunities and Improving Technology)
EBA	: Eğitim Bilişim Ağı (Educational Informatics Network)
AS	: Activity System
AT	: Activity Theory
ZPD	: Zone of Proximal Development
CALL	: Computer Assisted Language Learning
ICFLE	: Internet-mediated Intercultural Foreign Language Education
PKM	: Personal Knowledge Management
IM	: Instant Messaging
SPSS	: Statistical Package for the Social Sciences
LYS	: Liselere Yerleştirme Sınavı (High School Placement Exam)

## INTRODUCTION

### Vignette

*Having walked the whole day to visit the fabulous attractions of Rome, we - 4 high school students and their teacher- made ourselves hard at the hotel. We were extremely exhausted. Finding it as a good solution to take our weariness away, we were refreshing ourselves with drinks. I was just enjoying myself, seeing it as a great opportunity to be abroad with my students and sipping my coffee. I was intending to chat with them and exchange our reflections on the experience we were going through. Nevertheless, there was something disturbing me. They were all immersed in their phones and giggling from time to time, which I thought should be due to the chat that they were having on the phone. I asked about the details and was informed that they- the same four students and a few more classmates, were exchanging a talk about their impressions on their visit. They were so busy with texting on their mobiles that they couldn't recognize that I was dying for their chit-chat. In despair I found myself on the bed texting to my husband about the busy day, then failed to stand sleeplessness anymore I closed my eyes... I woke up to laughter sounds before too soon. Feeling annoyed I told them to go to bed since they would have to get up early the next morning. Amazed at how they could endure such a tiring day, I thought their mobiles were a part of their body, always with them and always working... They had to observe my warning and finish their texting abortedly. Musing over the reasons of their behavior, I fell into sleep.*

*(A memory from a partner visit to Rome, Italy 2018)*

As in the case in the vignette, technology is an indispensable part of our students and this fact justifies its value in literature. It is common for teachers or parents to see students killing their whole time on their mobile phones: on the bus stop, during meals, while talking to friends, visiting relatives or even while listening to the teacher during classes. This situation gives us clues on how to communicate with them. With their own channel: technology. That is why learning English as a foreign language, especially in Turkey, cannot be thought without Information and Communication Technologies (ICT). Rather than watching technology capture our students, we, as teachers, may be facilitators who encourage learners to use technology for educational purposes and enable them to achieve themselves as lifelong learners “who are able to work collaboratively in multicultural/multilingual contexts, co-construct knowledge, and think critically” (Antoniadou, 2011:1) Moreover, it is apparent that learners are lucky enough to access to information only with a click of mouse; therefore, they may need educators who can teach them what computers cannot do. A teacher of English language is not an exception to those who are responsible for providing a reason for students to come to school willingly. That's why I should enrich my teaching both with

technology and with what technology cannot do: humanization. Based on these reflections I decided to investigate eTwinning in Foreign Language learning on the grounds of its multi-dimensional role.

eTwinning is a virtual platform for European schools to collaborate and exchange methodologies, best practices and to run projects ([www.etwinning.net](http://www.etwinning.net)). It was initiated in 2005 as a part of e-learning program of the European Commission and has been integrated into Erasmus + (European Union programme for education, training, youth and sport) since 2014. It is directed by European Schoolnet comprising of 34 European Ministries of Education that came together to transform “education processes for 21<sup>st</sup> century digitalized societies” ([www.eun.org](http://www.eun.org)). The Central Support Service (CSS) administers the initiation and provides all kind of technological and pedagogical support. The initiation is also supported by 38 National Support Services (NSS).

This portal introduces teachers to vocational development initiations (i.e. webinars, seminars, workshops, online courses, and online learning events) so as for them to pursue an innovative methodology in their career and integrate technology in their teaching. In order to benefit from the portal, users should register with their email account. Available in 28 languages the portal provides the participants implementing projects with a specific virtual space (Twinspace) where students can access via a username and a password. Participants in projects share their materials (i.e. visuals, audios, videos and files) in this space either through the facilities of Twinspace or using web 2.0 tools. Participants in an eTwinning project may communicate through chat, forum, live event (audio/video conferencing) in Twinspace or may choose another tool or medium for that purpose. Any topic in the curriculum or across-curriculum contents can be the subject of a project and the project may vary in terms of duration from 2 weeks to several years depending on the aim of the project.

In order to be a member of this community it is enough for one to be a teacher, a student, a principle or a librarian in European countries or eTwinning Plus countries (not EU member, but neighboring countries) such as Armenia, Azerbaijan, Georgia, Moldova, Tunisia, Ukraine, Jordan and Lebanon. Although Turkey is not a member of the EU, it joined in 2009 and now it is a member of eTwinning community with the most participants, projects and prizes. There are 649 788 teachers, 204 609 schools and 84 950 projects registered in the portal (as of 1<sup>st</sup> February 2019), while these numbers were 581 008 teachers, 192 148 schools and 75 295 projects in July 2018. This growing number of participants and projects reveals the significance of the initiation for the participants and necessitates more scientific research about it, especially done by individuals rather than those supported and financed by the organisation.



## **Background and Rationale of the Study**

In 2016-2017 academic year I started to take the online courses about eTwinning and web 2.0 tools (through [www.etwinning.meb.gov.tr](http://www.etwinning.meb.gov.tr)) at the recommendation of one of my colleagues. I had been teaching EFL for seven years and I felt I was wearing down. Meeting with eTwinning portal was a milestone in my teaching career. On the other hand, it was not the first time I heard about eTwinning: in 2010 on my second year in teaching I heard about it, yet thinking that it was something bureaucratic I just registered the portal with the push of my Principle and did not go further. I did not dare to do any projects due to the anxiety of unknown and lack of staff to introduce the details and facilities of the portal. However, six years later I re-accessed to the portal upon the advice of my colleague and became aware of the content of it. Then, I felt sorry for those years passed without any attempt to discover the world of eTwinning. On the other hand, during these years I was always in search of new methodologies and practices in order to keep myself active in my career and also my students motivated to learn English. Conversely, although they have more opportunities to learn English with the help of technology, students are neither eager to learn English nor able to maintain their motivation. Indeed, they have appeared to have no idea about what they want to do or where they want to be in the future; that is, their lack of interest is not peculiar to learn English. On the grounds of living in a small and underprivileged city, they constantly complain about their lives especially seeing the opportunities their peers have in big cities through social media. It seems as if the only thing in life that they are not tired of is playing with their mobile phones. When I recognized that technology is an indispensable part of their life, I was convinced that eTwinning may be a promising solution to give them a sound reason to learn English as they are supposed to use it while communicating with real people-their partners.

With these reflections on my mind, I started to take the online courses (on <http://etwinningonline.eba.gov.tr/courses/tumu/>) about eTwinning, eTwinning Live, Twinspace and web 2 tools in education. Although I was not able to do the tasks of the courses at home as I had a family commitment (a 3 year-old son at that time), I managed to complete the courses by studying during break times at school. I still remember how more confident I felt as I learned lots of tools that I could use in my classes. Then I participated in five projects and conducted one myself that year. Meanwhile, Teacher 1 who founded the project, which is the case of this study, was not working as she had a baby that year. In the following academic year Teacher 1 launched her project “Sociallight in TeenEyes”, while I was taking my MA courses and learning about research methods. As Teacher 1 was conducting the project and directing the students, I was helping her with some issues such as supporting during the online sessions and supporting her and the students when they needed. I had not any intention of studying this project as a case study in the first term since I was not aware of the details of qualitative research. However, as I learned the qualitative research designs and as the project developed in such a versatile way, I decided to investigate it as

my MA thesis in June 2018 with the idea that my MA thesis should be something pertaining to my life and career.

Now, while writing this thesis, I feel the urgent need to introduce this action to my colleagues and to the current literature since I believe in its potential to enable students to use foreign language in authentic contexts. Additionally, the students in this study live in a small city in the Black Sea Region where they have little or no opportunity to practice English language in real situations. The only way for them to use English in real conversation is in the classroom or through ICT-mediated portals, eTwinning in this case.

By virtue of my assumption about the quality of the work done in the project, which was also proved by the NSS and CSS with National and European Quality Labels, I explored “Sociallight in TeenEyes” as a case study so as to put light on my pedagogical practice and to display a sample practice as an alternative for my colleagues. However, it is appropriate to remind that eTwinning is only a medium just like computer was once and it is how we use it makes it success or failure. It is not sufficient in itself, our pedagogy and approach shapes it. Therefore, I admit that I did not have an empty mind before starting this research. However, I had my own experiences in eTwinning projects; yet, I was aware of my bias and felt confident enough to leave them outside before entering through the door of this research.

### **The Purpose of the Study**

The aim of this study was to describe the role of an eTwinning project in foreign language learning in a high school. It also aimed to contribute to the Turkish context about a widespread initiation. By providing detailed descriptions as to the process, participants and setting of the project, this study sought to illustrate an exemplary methodological practice in detail. In today’s world learners are introduced to technology at an early age and they may not find the opportunity to use it effectively for educational purposes. With this eTwinning project, however, it was anticipated that appropriate learning environments where they can achieve the necessary skills to use in real life might be provided for students. The aim of this study was, therefore, in the same vein with the purpose of the initiation of eTwinning. It was “...working towards the accomplishment of a goal that results from the needs of modern world in which there is a strong ‘need for digital literacy, without which citizens will be unable to play their full part in the society or to acquire the qualifications and knowledge needed in the 21<sup>st</sup> century’” (The History of European Cooperation in Education and Training 2006: 250 in Gajek, 2009). Considering the integration of four language skills mentioned by the Ministry of National Education in the curriculum of English for high schools, the potential of eTwinning projects to provide students with these skills is promising. Thus, it was aimed to investigate the experience of participants in an eTwinning project and whether it provides an appropriate medium for students to achieve

communicative competence as mentioned in the curriculum. The intent of the proposed case study is, thus, to describe the role of an eTwinning project in Foreign Language Learning from the standpoint of the teachers and the students participating in it. Their experience during the whole process and the design of the project were explored. Additionally, whether this project was found contributing to their Intercultural Communicative Competence (ICC) and Information and Communication Technologies (ICT) use were among the aims of the study. On the other hand, what challenges they encountered during the project was also inquired from the perspective of the participants.

### **Research Questions are:**

**Major Question:** *What is the role of the eTwinning project in the participants' foreign language education?*

**Minor Questions:** What do the participants think about the ICT use for the activities and tasks they carried out during the project?

What are the benefits of this project, if any, for the participants? Is there any ..... beyond language learning aspect?

What kind of problems did they experience during the process?

These are the preliminary questions intended to be answered through this study.

### **Significance of the Study**

Apart from being a teacher-researcher, I also voluntarily serve as one of the coordinators (one of the 81) of eTwinning responsible for the dissemination of it. Turkey has a unique place in eTwinning community due to the number of teachers using the portal, the number of projects and the number of awards including National and European Quality Labels. However, there are only few studies investigating eTwinning in terms of language learning in Turkey. Therefore, this study may fill this gap in the literature thanks to its unique nature as a case study exploring an eTwinning project experience in-depth in Turkish context. Additionally, it presented the perceptions of both the teacher and the students in a way complementing each other unlike most other studies. Although there are some studies with different foci conducted in Romania (Fat, 2012), Sweden (Scott, 2009) and Spain (Overland, 2015; Miriam, 2017), this one is unique in that it illustrates the process in detail with high school EFL learners and teachers in Turkish context. Additionally, I have the chance of being both an insider and outsider simultaneously. Moreover, every project in eTwinning has a unique nature in itself: "the same but different", thus making this study unique thanks to its content. I assume that eTwinning was born in Europe, yet it has been growing up in Turkey, which necessitates the contribution of Turkish context to the current literature.

To conclude the findings of this study are likely to contribute:

- firstly to me as a teacher concerning my pedagogical development
- to teachers of English as an exemplary case for their pedagogical practice and curriculum implementation (as it was an in-depth study of a popular phenomenon in Turkey-eTwinning)
- to eTwinning coordinators as they will have scientific research results to share in their dissemination meetings with other teachers
- to the current literature as there are only few (just 2 to my knowledge) studies related to eTwinning in foreign language learning in Turkey, although it is the country where it is used most efficiently and with the greatest participation
- and finally to policy makers and curriculum designers in terms of promising potential of eTwinning to put theory into practice

### **Nature and Limitations of the Study**

In this study I adopted mainly a qualitative research approach, involving the use of the semi-structured interviews, structured interview (check list), participant observation and Twinspace (the portal of the project where every activity is documented through web 2.0 tools). It was limited to the perceptions and experiences of twenty three students and two teachers participating in the project. Due to the nature of the qualitative case study, the results cannot be generalized to the whole EFL learners; yet this is not a weakness rather it is the strength of case study since it is contextual. However, the same findings can be concluded by another researcher using the same procedures with the same participants and conducting the same case.

As for the structured interview to collect data in the study, it assumes the role of a check-list designed as a result of observation process rather than a source of statistical data. It is known that the number of the participants is too small to implement statistical procedures (N: 23). Moreover, the students from School 1 (N: 11) could be interviewed in depth with follow-up sessions as they were in the school I work in, whereas only five of the students from School 2 could be interviewed as they were the volunteer ones (N: 12). Additionally, while I had the opportunity to observe naturally the participants in School 1 during some activities (marbeling, online sessions, and some conversations of the teacher and the students during break times) the ones in School 2 could not be observed except for the online sessions. During piloting, I was not able to pilot the whole case; yet I managed to pilot the structured interviews and semi-structured interviews for the students.

## **Outline of the Study**

The present study seeks to investigate the role of an eTwinning project in EFL learning of students in a high school in Turkey and Azerbaijan. In the design of the study Chapter 1-under the title of “Literature Review” involves both the theoretical framework for eTwinning practices and related studies on the topic. Chapter 2 contains the methodological section where the rationale for the research, data collection methods, participants, setting of the case and reliability and validity issues are handled. Chapter 3, presents the descriptive findings of the case and these findings are discussed in the light of the theories and studies mentioned in the literature review. Finally, it concludes with pedagogical implications and suggestions for further research.



## **CHAPTER ONE**

### **1. LITERATURE REVIEW**

In this part, first, a brief summary of Foreign Language Learning in Turkey and the philosophy of the curriculum are provided since these issues are required to get an in-depth understanding of foreign language learning phenomenon in Turkey in association with eTwinning projects. Second section covers the Common European Framework of Reference (CEFR) for languages as it is the main basis for foreign language learning in Turkey and has common philosophies with eTwinning practices. The third section depicts the conceptual framework embracing eTwinning practices. Previous knowledge required to understand eTwinning practices are presented in two parts in this section. The fourth section uncovers telecollaboration as the broader community of eTwinning and the final section concludes with related studies on eTwinning specifically.

#### **1.1. A Brief History of Foreign Language Learning and the Curriculum in Turkey**

After the foundation of Turkish Republic in 1923, many tertiary level students were sent abroad in pursuit of studying in diverse programs, thus leading them to learn Western languages like English, French and German (Alptekin and Tatar, 2011). Following this in 1955 there founded 'education colleges' (later renamed 'Anatolian lycees' in 1974'; however, abolished for state schools in 2005) teaching in dual-language medium in addition to some Turkish courses. There also appeared English-medium state universities such as METU (Middle East Technical University) and Boğaziçi University. From then on, private universities, too, started to teach in English-medium. Later, 1997 Education reform followed these tendencies, in which the compulsory education enhanced from 5 years to 8 years. Within this reform learning English started at 4<sup>th</sup> Grade so as to provide more exposure to foreign language. By virtue of the inclusion of communicative approach into the curriculum for the first time, this curriculum is a landmark in Turkish foreign language education (Kırkgöz, 2007). Therefore, the aim of foreign language was focused as to communicate in the classroom settings. Successively, the Ministry of National Education (MoNE) started collaboration with the British Council in 1990s. Finally, latest education reforms in language policy emerged from Turkey's attempts to meet the demands of European Union.

Proficiency at least in a foreign language has been the focus of language policy in Turkey; thus leading to addition of one-year English-based education to Anatolian and Super English Language High Schools (abolished in 2005, though) (Kırkgöz, 2007). As of 2004, the effect of the attempts to join the European Union has accelerated in education. With the initiative ‘Training Trainers on European Union’, a handbook called ‘European Guidelines for Teachers’ was prepared to introduce this new policy to schools in Turkey (ibid). In this book teachers were introduced to guidelines on running projects to collaborate with EU in educational terms with programs including Socrates, Erasmus (Erasmus + as of 2014), Grundtvig, Minerva, Lingua and Leonardo da Vinci. Although not directly related to foreign language learning, new steps were taken so as to meet the new demands in education such as the foundation of the Directorate General of Innovation and Educational Technologies (YEĞİTEK) in 2011. Within this directorate several projects are being implemented such as **FATİH** (Movement of Enhancing Opportunities and Improving Technology) (<http://fatihprojesi.meb.gov.tr/en/>) and within this project **EBA** (Educational Informatics Network) (<http://en.eba.gov.tr/>). FATİH project seeks to provide equal opportunities to all students and to improve technology in educational institutions. With this project, it is aimed to provide each school with high speed internet access, infrastructure and multifunctional printers; classrooms are provided with interactive boards and internet connection; teachers are supported with tablets, cloud account, learning management system and EBA portal; and students are provided with tablets, cloud account, EBA portal and digital identity. With all these facilities learning can be strengthened outside the school and teachers may assign projects, notes and homework to students so as to maintain learning after school, as well.

EBA has been designed to integrate technology into education through the use of information technology tools, with a view to providing appropriate and related content in a safe medium. The content in EBA can be created both by Ministry of National Education (MoNE) and educational companies, teachers and students themselves. In this way students take part in filtering, searching, interpreting and creating process of information. There is a specific part in EBA portal dedicated to Foreign Language the content of which is created by supporting educational companies. Additionally, it seeks to include parents in education by providing them the opportunity to monitor and follow their children through the virtual portal. The portal enables teachers to access to virtual professional development contents and to face to face trainings.

Apart from these innovations, from 2013 onwards, Turkish learners started to learn English from second grade (aged 6) according to the Common European Framework of Reference for Languages (CEFR), which necessitates an action based and communicative approach in foreign language teaching. In 2018, the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum was partly updated based on the views of a larger community including EFL teachers, universities, and non-governmental organizations (NGO) (Yaman, 2018). According to this curriculum in the same direction with CEFR based on action-oriented approach (with a communicative focus viewing language as a tool

to communicate rather than a subject to learn), it is suggested to engage students in “stimulating, motivating and enjoyable learning environments so that they become effective, fluent and self-directed users of English” (the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum, 2018). The curriculum highlights the significance of English language since it is assumed as a lingua franca and used widely in international contexts apart from being the language of science and technology. However, it also reproaches the failure in teaching effective communicative competence on the ground of overrated emphasis on the grammatical competence. To overcome this, it is advised to take into account the functions of the language and four skills as the basis of communicative competence. Project-based and collaborative activities are emphasized as they enable learners to negotiate meaning and develop interpersonal skills in addition to paving way to learner autonomy (ibid: 6). Different from the previous curricula, this curriculum raises awareness of values such as “friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism and altruism” (ibid: 9). As for assessment techniques, it suggests authentic assessment tools displaying can-do abilities of students in accordance with CEFR. Apart from pen-paper tests, participation and teacher observations, self-assessment checklists, rubrics and online/offline reflection reports are also included in the assessment process. The new curriculum also promotes the use of technology and experiential learning, supporting a blended learning, where both face-to-face learning and online activities are combined.

## **1.2. The Common European Framework of Reference for Languages (CEFR)**

Common European Framework of Reference for Language (CEFR) is the main basis for foreign language learning in Turkey and the philosophy of the Curriculum of English is adapted according to this framework. eTwinning projects may enable the marriage of theory and practice in this framework. Therefore, it is necessary to address this framework here.

The Common European Framework of Reference for Languages (CEFR, henceforth) initiated in 2001 by Council of Europe was among the reforms Turkey was supposed to execute as a result of its aim to join the European Union. After several piloting phases, CEFR was started to be realized gradually in 2006-2007 academic year. The aim of this framework is to (Council of Europe, 2001: 5-6):

- promote and facilitate co-operation among educational institutions in different countries;
- provide a sound basis for the mutual recognition of language qualifications;
- assist learners, teachers, course designers, examining bodies and educational administrations to situate and co-ordinate their efforts.

CEFR assumes language learning as a lifelong process and “as a vehicle for opportunity and success in social, educational and professional domains” (Council of Europe, 2018: 25). Learners



are regarded as ‘social agents’ who are responsible for conducting both linguistic and beyond language tasks (Council of Europe, 2001: 9). That is, learner proves his/her agency through engaging in the learning process and exerting autonomy. Following an action-oriented approach, proficiency descriptors include “can do” scales comprising three broad categories including six levels in addition to +levels (i.e. A2+ or A2.2): Basic user (A1 (Breakthrough) & A2 (Waystage)), Independent user (B1 (Threshold) & B2 (Vantage)) and Proficient user (C1 (Effective Operational Proficiency) & C2 (Mastery)). The descriptors in the framework are adapted according to the needs of the process and new descriptors are added in CEFR Companion Volume (2018) such as “using telecommunications” and new scales as to literature (Council of Europe, 2018: 51).

With a focus on language as a tool to communicate rather than a subject, CEFR views language learning as “learning to use language rather than just learning about the language” (Council of Europe, 2018: 27). In the light of the action-oriented approach, learners use language for “the co-construction of meaning” through interaction during the collaborative tasks. In line with the sociocultural perspective in language learning, the interaction can take place both between teacher and learners and among learners themselves. Here the focus is not solely on language learning, but on learning to use language to produce “some other product or outcome (e.g. planning an outing, making a poster, creating a blog, designing a festival, choosing a candidate, etc.)” (ibid: 27).

CEFR, serving to the aims of the Council of Europe, necessitates acquisition of plurilingual and pluricultural competence, which go hand-in-hand so as to strengthen democratic structures and procedures and promote international understanding and cooperation (Council of Europe, 2001: 51). Different from multilingualism (which is the co-presence of different languages in an individual or society), plurilingualism is dynamic and supposes “single, inter-related, repertoire that combine with their general competences and various strategies in order to accomplish tasks” (Council of Europe, 2018: 28). General competences include “knowledge of the world, sociocultural competence, intercultural competence and professional experience” and these are intertwined with communicative language competences, which are *linguistic*, *sociolinguistic* and *pragmatic* competences (Council of Europe, 2018: 29). *Linguistic* competences refer to lexical, syntactical and phonological knowledge and abilities of a language. *Sociolinguistic* competences include sociocultural components of language such as codes of etiquettes, issues related to gender, class and social group. *Pragmatic* competences are related to “the functional use of linguistic resources”. These communicative language competences are used and triggered in four language activities: *reception*, *production*, *interaction* and *mediation* (Council of Europe, 2001: 14). Activities such as silent reading and following media are sort of *reception* activities. *Production* activities involve oral and written presentations, studies and reports. Reception and production activities are prerequisite for *interaction* activities where at least two persons take part in oral or/and written communication/exchange. *Mediation* activities, on the other hand, enable

communication to occur between people who cannot communicate directly and include reception, production and interaction activities all. Although mediation activities were limited to translation or interpretation activities in CEFR 2001, through 2014-2017 project wider perspective of mediation was stressed resulting in new descriptors regarding mediation (Council of Europe, 2018). Mediation as focal to language learning process emphasizes the role of the learner as social agent more reiterating social and cultural mediation so as to co-construct meaning in interaction.

Available in 40 languages including Turkish, CEFR observes the needs of citizens as to quality inclusive education; yet, it is just a vehicle to improve educational reforms not to standardize them. It should be stated that their aim is not “to tell practitioners what to do, or how to do it”; instead, it raises questions and suggests the implementation of needs analysis (ibid: 26).

### **1.3. Theories**

On the grounds of the relationship between language, culture, learning and technology in eTwinning projects and related studies, it was aimed to present the conceptual framework in 2 parts: the first part deals with Sociocultural Theory in Second Language learning since it is one of the theories underpinning eTwinning projects as it assumes language learning “arises from process of meaning-making in collaborative activity with other members of a given culture” (Newman and Holzman, 1993 in Mitchell et al. 2013: 227). The second part depicts project-based learning since eTwinning initiative adopts project-based learning as methodology.

#### **1.3.1. Sociocultural Theory**

Sociocultural Theory with its concepts like collaborative learning, learner as an agent, and mediation of thoughts through language explains how foreign language learning occurs in eTwinning projects and lends itself best to the rationale of these practices. It is also the theory embracing the CEFR with its view of learner and language. Thus, the related details of this theory and equivalent terms in eTwinning projects are presented below.

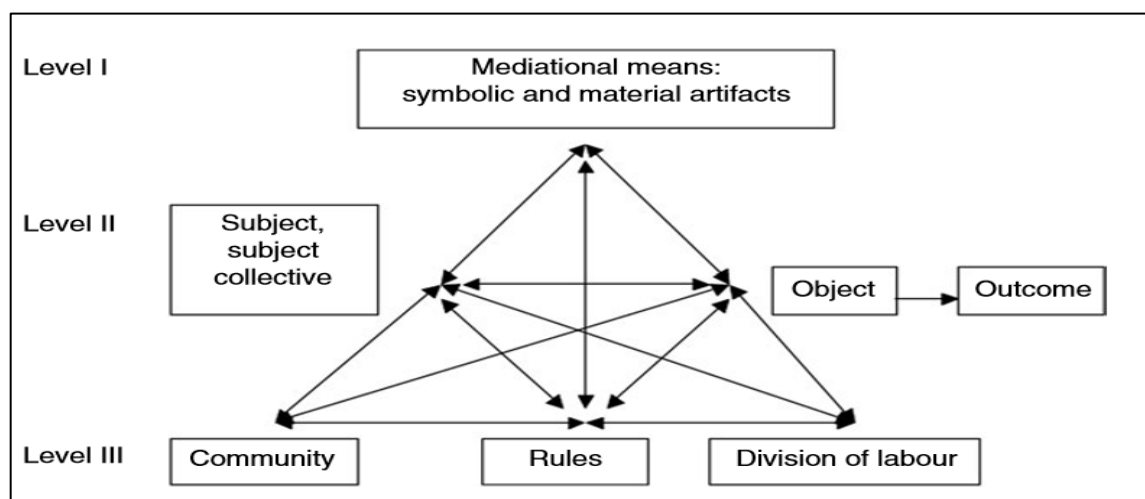
Having its origins in Russian psycholinguist and psychologist Lev S. Vygotsky and his colleagues’ theory of mind, Sociocultural Theory views learning as a social and inter-mental activity where language is seen as ‘tool for thought’ (Mitchell et al., 2013: 221). According to Vygotsky as Lantolf (2000) states human beings do not directly engage in physical world and they exploit tools such as hammers, computers etc. “Mediation, whether physical or symbolic, is understood to be the introduction of an auxiliary device into an activity that then links humans to the world of objects or to the world of mental behavior” (Lantolf, 1994: 418). In order to establish a direct or mediated relationship between human beings and the world, language assumes the role of

a tool just like a hammer. Called as a symbolic tool, language is a ‘tool for thought’, through which mental activities are mediated. Learning is a socially mediated process; that is interaction with others around contributes to the process. Therefore, social environment plays a major role in language learning together with mental processing. Learning is regarded as “first social, then individual” in Sociocultural Theory (Mitchell et al., 2013: 225). A learner is first encouraged to perform a task by others around like a teacher or a peer, which is referred as “other-regulation”, then internalize the process and performs the task autonomously without the guidance or help of them, which is “self-regulation”. During this shift from other-regulation to self-regulation learner faces supportive talk so as to internalize or “appropriate” new skill or knowledge (ibid: 222). This collaborative process, scaffolding, helps them solve the problem successfully. Nevertheless, not every supportive intend is scaffolding as in the case with the tasks in Project-based Learning or in telecollaborative practices. It should be beyond the current level of the learner and meaningful for him/her. The amount of the support should be estimated meticulously and should be withdrawn gradually as the learner assumes the whole responsibility of the task (Stone, 1998 in ibid). That is, scaffolding promotes the process of internalization of new knowledge or skill through a dialogic support; thus enabling the learner to do things first together in collaboration later on his/her own. Here the Zone of Proximal Development (ZPD) coined by Vygotsky refers to the proximity between the learner’s current level before acquiring a skill or knowledge and his/her level after getting scaffolding through which learning takes place. As Vygotsky defines, it is (1978, in ibid: 223) “the difference between the child’s developmental level as determined by independent problem solving and higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. This relationship between an adult (a teacher) or peers and the learner is compared to the relation of master and apprentice or expert and novice. In the same vein, in Project-based Learning and eTwinning projects, teachers or peers assume the role of expert or master to contribute to the development level of a learner while carrying out tasks and collaborating.

Another idea stemming from Sociocultural Theory is Activity Theory (AT), coined by A.N.Leontiev (1981) and introduced by Engeström (1999) (ibid: 226). The actions of individuals are interpreted not only through mediation of physical and cultural tools, but through a larger collaborative setting. As regards to language learning, the classroom is the larger collaborative setting (community), where activities are affected by personal aims of each participants and the relationship between them (Levy and Stockwell, 2006: 28-31). In addition to these, the collaborative setting is influenced by socio-institutional issues such as technological infrastructure and access to technology as well (mentioned in Telecollaboration part) (O’Dowd and Ritter, 2006). All these units compose language learning classroom as an activity system (AS) in educational field. However, this activity in the activity system is more than just learning tasks. Citing from Coughlan and Duff (1994: 175), Müller-Hartmann and Schocker-v.Ditfurt (2010) state that “an activity...comprises the behavior that is actually produced when an individual (or group) performs

a task”. That is, an activity includes the process of before, during and after phases of a task. According to them (Müller-Hartmann and Schocker-v.Ditfurt, 2010: 22-23), AS is comprised of three levels (*perspectives*) affecting an activity in different ways (Figure 1). These levels or *perspectives* simultaneously concentrate on a joint event (here it is foreign language learning).

**Figure 1: Activity System**



**Source:** (Engeström et al., 1999 in *ibid*: 22)

In Level I, students engage in language learning activities or tasks using web tools, materials and foreign language. That is, they mediate their thoughts through these *artifacts*. The teacher is core to this level, as s/he facilitates learners’ use of tools and reduces their anxiety with technical issues as according to Levy and Stockwell (2006), learners ability to use tools and their attitudes towards tools affect their language learning (*ibid*: 35). In addition to the teacher, learners may benefit from their peers, too, in both technological issues and target language competence.

Level II is related to the classroom issues. The teacher is the *subject*; the learners are the *subject collective*; foreign language learning through telecollaborative practices is the *object*; and the final result of the interaction between all these units is the *outcome*: intercultural learner. In addition to the “intercultural learner” of Müller-Hartmann and Schocker-v.Ditfurt (2010: 23), the *outcome* also carries the characteristics of a “lifelong learner” as proposed in CEFR (Council of Europe, 2001).

Level III includes *community*, which consists of the learners, the classroom and the institution and corresponds of these in partner schools for online exchanges; *rules* in the community, which are formed over time and includes codes of etiquette in online exchanges; and the *division of labour*, which regards interaction between participants and actions, cultural identities and social roles of them in addition to the hierarchy between them. The *rules* unit in the Level III is also

crucial as there may raise tensions due to misunderstandings or misinterpretations during the telecollaborative practices that may result in failed communication (O’Dowd and Ritter, 2006).

In telecollaborative practices, the value or interpretation of activities- or tasks in a narrower sense, may vary from person to person, group to group and even from culture to culture as in O’Dowd and Waire (2009), where Spanish and American learners respectively attribute different meanings to tasks. In addition to activities, all facets of the Activity System (AS) (mediational means, the teacher, the learners, telecollaborative language learning process, language learning community, rules, division of labour) influence each other and finally the outcome of the system: ‘intercultural speaker’ or ‘multi-literate’ learner in a broad sense (Guth and Helm, 2011).

### **1.3.2. Project-Based Learning**

The final conceptual framework for eTwinning practices is project-based learning. In the same line with Sociocultural Theory, this approach assumes learning as occurring first socially then individually as in collaborative activities of eTwinning projects. In the same vein, language learning is viewed as action-oriented in project-based learning like in the CEFR. Providing the basis as a pedagogical method for eTwinning practices, it becomes necessary to illustrate the project-based learning here.

Project-based activities in language learning are of great value and encouraged by the curriculum in Turkey as they “increase self-esteem, autonomy, and language skills” (Stoller, 2002). Reviewing the related literature Thomas (2000) provides a general definition of projects and states that they “are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones et al., 1997 as cited in Thomas et al., 1999: 1)”. This definition limits the scope of projects so as them to be included in Project-Based Learning and requires projects to carry these five characteristics (Thomas, 2000):

- should be in the center of the curriculum rather than being a shadow of it. They should enable students to achieve the core of the subject area. This characteristic is a recommended feature in eTwinning projects, yet there are some reservations concerning the integration of eTwinning into curriculum (O’Dowd, 2006; Vides, 2014; Bozdağ, 2015; Akdemir, 2017).
- should initiate questions in students so as to learn the principles and concepts of an area.
- should encourage students to *constructive investigation* where they are challenged by the activities in parallel with the notion of “comprehensible input” (Krashen in Mitchell et al., 2013: 44). That is, the tasks or activities should not be too easy for students to carry

out or reachable through their already-achieved information; otherwise they would be exercises rather than projects.

- should be driven by students rather than teachers or arranged in advance. The role of the teacher is facilitator here, and students are autonomous and take responsibility. However, scaffolding is of ultimate importance and there is a relationship between teacher and students like “master-apprentice” (Blumenfeld et al., 1991).
- should be based on real problems driven out of real life so that they will be engaged in the process and motivated.

In the context of language learning Project-Based learning has been found to be beneficial as it enables students to practice language in an authentic sense, actively participate and become responsible from their own learning (Solomon, 2003). It also strengthens the ties between teacher and students in addition to developing some values in students (Jackeline 2013).

As to the benefits of project work for foreign language learners, Stoller (2006) states that it enhances self-esteem and positive attitudes of students. If the content of the project is chosen by students themselves or students are active participators of project planning, students’ motivation and engagement in the project is assured. Fargoulis (2009) adds that communicative competence, collaborative and social skills of the students improve in addition to listening and speaking skills of the students.

#### **1.4. Telecollaboration**

The second part of the literature review deals with the broader community of eTwinning projects and related studies to eTwinning. In order to figure out the place of eTwinning in a holistic way, it becomes appropriate to depict the larger community of it: telecollaboration. eTwinning is a kind of telecollaboration; thus to understand the part, the whole is described as assumed relevant. To this end, telecollaboration with its types and related issues are mentioned in the following lines starting with a brief mention of the evolution of ICT in foreign language learning.

Technology has always been an indispensable part of human life, so is for language learning. With the advent of Internet after 1990s, language learning with the help of computers (Computer Assisted Language Learning-CALL) gained another dimension and evolved into a ‘Network-Based’ focus. Thus, there has been a great enthusiasm about this network-based technology in language learning and teaching (Warshauer, 1995). As the perspective of language learning and teaching changed, so did the role of ICT in language learning and teaching. For example, based on Crook’s (1994) metaphor for computers (as cited in Warshauer, 2000) when structural approaches were dominant in language learning and teaching, computers were used as “tutors” providing

learners with repeated drilling and keeping learners under control. When these approaches left their place to cognitive approaches, computers were regarded as ‘pupils’ since “the computer provides tools and resources, but it is up to the learner to *do* something with these in a simulated environment” (ibid: 9). Finally, when socio-cognitive approaches have appeared on the stage and with the advent of Internet, computers have evolved into ‘tools’ serving as a medium “via” which learners interact with others (ibid: 11). This latest version for use of technology includes telecollaborative practices one form of which is eTwinning as is the case in this study. Also referred as Internet-mediated Intercultural Foreign Language Education (ICFLE) (Belz and Thorne, 2010: 15), Virtual Exchange (Helm, 2014) or Online Intercultural Exchange (O’Dowd, 2007), telecollaboration can be broadly defined as network-based intercultural exchange of people from different cultural/national backgrounds or geographically different places in order to improve language skills and intercultural communicative competence. The medium of the exchanges in telecollaboration can be bilingual (i.e. Spanish-English: O’Dowd, 2003 and German-English: Belz, 2002), multilingual or with the use of lingua franca (i.e. English as a lingua franca: Guth and Helm, 2012; Karaen and Bayyurt, 2006) as in the case with eTwinning in the Turkish context. Gouseti (2013) refers to some examples of state or NGO (non-governmental organization) -initiated telecollaboration projects such as ‘eLanguages Global Community’, ‘Japan-UK live’, ‘Atlantic Rising’, European Union-funded initiatives like ‘European SchoolNet’ and ‘eTwinning’. Broadly there appear two types of telecollaboration in the literature (O’Dowd, 2015b): e-tandem model and blended intercultural model (Guth and Helms, 2010: 369). Additionally, O’Rourke (2007) defines another model- eTwinning.

#### **1.4.1. eTandem Model**

The e-tandem model refers to the initiatives where two native speakers collaborate together to learn one another’s language. For example an American learner of Spanish communicates with a Spanish learner of English according to a planned schedule and asynchronous (i.e. email, wiki) or synchronous modes (i.e. chat) are used in the process. Learners provide the other’s text corrective feedback concerning the performance of foreign language. Thanks to the text-based communication learners are able to focus more on linguistic forms. On the other hand, they are not prescribed with any particular topic unlike the Blended Intercultural Model. Tandem learners themselves decide on the topic, content and duration. Reciprocity is one of the principles of this model as the learners are both learner and expert at the same time. Appel (1999, as cited in O’Rourke 2007: 46) highlights that as the learners explain linguistic forms and focus on language they realize their “unanalyzed, intuitive knowledge”. Although their native –speaker knowledge of language enable them to check their partner’s language usage, they may not have an enough expertise as that of a linguist or a language teacher. For example the sample conversation is taken from an e-mail tandem project between the Trinity College Dublin (Ireland) and Ruhr-Universitat Bochum (Germany) (Little et al. 1999, as cited in O’Rourke, 2007: 47):

GE1: I have done a Physics test last week. It was no good.

IR1: [correcting the above]: I [have done] (did - I think it's because you put a time in the sentence. Usually you don't put the past perfect and a time clause together. I only just noticed that!) a Physics test last week.

As seen above IR1's correction of his/her partner's language is not accurate concerning "metalinguistic labelling" as s/he refers to the tense as past perfect though it is present perfect and refers to "last week" as time clause although it is an adverb phrase (ibid: 48). Nevertheless, this mislabeling does not seem to interfere with the exchange of meaning between the students. The communication in this model occurs either synchronously (i.e. Instant Messenger, chat) or asynchronously (e-mail). Asynchronous communication through e-mail enables learners to reflect on their messages without the pressure of time and provide corrective feedback to the extent of which learners themselves decide. Synchronous communication, on the other hand, leads the learners to feel the pressure of time. Learners construct their conversation collaboratively without losing time; yet, "Individual contributions to a chat-style interaction may be less carefully crafted, less linguistically diverse, and metalinguistically less penetrating" (ibid: 53).

In this kind of telecollaboration the role of the teacher is minimal or facilitator as students assume the role of 'peer-tutors' and decide the process by discussing topics themselves (O'Dowd, 2015b: 369); thus learner autonomy is core in this model. However, the fact that the learners have the same level of interest or commitment affects the success of the process. There are also other individual and institutional factors influencing the success of the telecollaboration as mentioned by O'Dowd and Ritter (2006). For example, the difference in the number of the groups participating in online tandem learning results in difficulties to match the learners one-to-one, thus there appear groups with three or more learners, which contradicts with the nature of tandem learning. The difference in proficiency of learners, too, leads to difficulties- even "lingua franca effect" in the process (O'Rourke, 2007: 58). For example,

"if the Italian partner can communicate more fluently in Czech than the Czech partner can in Italian, then it is quite likely that Czech will come to be the pair's effective lingua franca, with the result that the Czech partner benefits considerably less than the Italian partner" (O'Rourke 2002; 2005 in O'Rourke, 2007:58).

O'Rourke (2007) grounds such weaknesses of tandem learning on its open nature, which is also the source of its strengths. It is this openness that provides learners with a sense of autonomy making them responsible for their own language learning and motivating them to learn language.



### 1.4.2. The Cultura Model

The Cultura- or Blended Intercultural model (Garcia and Crepotta, 2007) was initiated by G.Furstenberg, S.Waryn and S.Levet from Massachusetts Institute of Technology (MIT) in 1997 and includes participation of groups or classes to implement projects to perform tasks designed by teachers so as to develop cultural awareness, intercultural and linguistic competence (O'Rourke, 2007; O'Dowd, 2015b). According to Fustenberg et al. (2001), the project stems from the idea that cultural competence goes beyond the facts about other culture's history and traditions by embracing other cultures' worldviews, attitudes, beliefs, and cultural concepts. In order to understand other cultures it is necessary to compare one's culture to other culture/s (O'Rourke, 2007). So as to gain a deeper understanding regarding the nature of Cultura model it is appropriate to mention about the paradigms of intercultural development. Although criticized by some scholars (O'Dowd, 2003; Belz, 2007) as they underestimate the role of intra-cultures within a nation, Byram et al. (2002) – as mostly referred, is a sound source to state here. According to them intercultural communicative competence involves five compononets including knowledge, attitudes and skills (*Savoirs*): *savoir etre*, *savoir comprendre*, *savoir apprendre/faire* and *savoir s'engager*. The first type of component (*savoir etre*) that an intercultural person should have, refers to attitudes such as curiosity of other cultures and to perspective of an outsider to his/her own culture. An intercultural competent learner has a "willingness to suspend belief in one's own meanings and behaviors and to analyze them from the viewpoint of the others with whom one is engaging" (Byram, 1997: 34). Citing from Esposito (2002), Belz (2007) explains this with the example of American learners collaborating with Qatari learners. As intercultural competent speakers, American learners should suspend their ideas about the Islamic dress of Qatari learners, which they might see as oppression and outdated. They should interpret it from the perspective of Qatari learners, where Islamic dress is regarded as a significance of "modesty, dignity, self-respect, freedom from sexual objectification and a desire to be evaluated on the basis of one's behavior rather than one's appearance" (Belz, 2007: 132). The second skill (*savoir comprendre*) is about interpreting cultural elements and ending up with the conclusion that they belong to specific cultures. However, this is not a stereotypical knowledge; it is rather an extensive knowledge of one's own culture and the other culture. The third skill (*savoir apprendre/faire*) is to do with discovering and interacting, where learners gain the knowledge of a culture and practice it in real conversations. The fourth skill includes critical stance to cultures, where learners evaluate both cultures as an outsider and finally as the fifth skill, learners grow *critical cultural awareness*. The interaction of these skills and attitudes is dynamic and continuous. The aim of Cultura- or Blended Intercultural Telecollaboration, thus, is to provide learners with the opportunity to observe similarities and differences in two cultures so as to compare them and gain a critical cultural awareness. To this end, learners in this model are gradually introduced to the cultural products of respective cultures. O'Rourke (2007: 69) mentions five stages of the Cultura telecollaboration: Questionnaires, Analysis of Questionnaires, Exchanges and Forums, Analysis of the forums and Broadening the fields of exploration and analysis. At the

first stage learners administer online questionnaires to attract attention to cultural differences. At the second stage, the teachers lead their students to analyze the differences and similarities between the two cultures at home or in the classroom. At the third stage, learners are encouraged to acquire a deeper understanding of the cultural elements and values implicit in the differences. At the fourth stage, learners discuss the conclusions gathered through forums in the classroom and raise more questions to analyze. At the final stage, learners broaden their investigation with supplementary materials and discuss their conclusions with their classmates and partners. So as for this process to be successful, the two schools should have similar settings and experiences as well as the students of similar ages.

In this model, learners take part in online activities, produce publications, and create online materials to introduce their culture or produce a joint work (or ‘bilingual essays’) with the guidance of their teachers. According to Luo and Yang (2018) the difference of this model from the e-tandem telecollaboration is that the former’s focus is both language and culture. Additionally, the form of matching is also different, which is group-to-group in the Blended Intercultural model while it is one-to-one in the e-tandem one. Moreover, the blended intercultural model is integrated into the classrooms or language programs rather than being additional ‘add-on’ activities. Finally the role of the teacher in this model is relatively extensive since s/he is supposed to design tasks, monitor the students and guide the online activities. S/he is also an active participant of the process as s/he learns with the students. Although cultural competence is more apparent in this model, linguistic competence is not ignored. O’Rourke (2007: 71) highlights that students use authentic reading materials (forums, questionnaires) and write to negotiate meaning on cultural issues. They improve their vocabulary through discussion topics. As the correct use of language is crucial to prevent misunderstandings, they improve the “linguistic functions and grammatical features of the target language”.

This model enables learners to collaborate and broaden their cultural horizon as well as improving their language; yet, it is not free from challenges. As for O’Rourke (2007), there are some issues that may cause failure if not handled carefully. For example, if one of the groups is not eager enough to take part in forums and discussion or does not follow the schedule, then this violates the collaborative nature of the project. Institutional issues such as mismatch of academic calendars, teachers’ workload, technological opportunities and intensive curriculum are crucial for the success of the telecollaboration. As it takes a great amount of time and effort to run this project successfully, it should be well-planned regarding collaboration, logistics and time. As for the content of telecollaboration, learners may generate irreversible judgements about the native and target culture; or they may ignore the similarities between cultures; thus exaggerating the differences. Additionally, they may provide socially accepted comments rather than projecting their own ideas regarding culture and “the fact that the students act as informants and perceive

themselves as representatives of their culture could influence the sincerity and spontaneity of their answers” (ibid: 80).

### **1.4.3. eTwinning**

The third kind of telecollaboration, or an evolved version of Blended Intercultural Model, is eTwinning (Miguela, 2007). Officially launched in January 2005, eTwinning is a part of European Commission e-learning Programme and has been integrated into Erasmus +, which is the European Programme for Education, Training, Youth and Sport since 2014. It is a virtual community promoting school collaboration in Europe with the help of ICT. Teachers, administrators, librarians and all school staff can access to the portal through [www.etwinning.net](http://www.etwinning.net). They can share knowledge, collaborate, run projects, or communicate. It is a safe medium for users to exchange ideas, to pursue continuous professional development and to establish intercultural partnerships. It aims to “promote in-service training, the enhancement of the teachers’ and students’ technical, language and intercultural skills” (Gajek, 2009: 13). Within the web page, eTwinning serves to users in 3 levels. The first level is for all users having access to the page and there are some project kits for inspiration, professional development and current news from eTwinning community. In this level the number of the teachers using the portal, the number of the schools and projects created are available. The second level is accessed after registration: “eTwinning Live” where:

- teachers can find other eTwinners and schools,
- access and create online and on-site events arranged by teachers themselves,
- find partners for their projects, or create and join projects,
- exchange information or best-practices through groups,
- finally develop themselves through online Learning Events or online Seminars in addition to onsite workshops and seminars.

This level is also available as a mobile application (which can be downloaded on the Apple App Store and the Google Play Store). The third level of the portal is TwinSpace, which is activated once the teachers launch or participate in projects and used as the black box of the projects, where teachers and students share almost all activities within a project using web 2.0 tools as a means of documentation. Teachers can add their students (visitors or other members) to TwinSpace by providing them a username and password to access to the site. It has facilities such as pages to share and exchange materials (documents, visuals, videos, and audios), forums and chatrooms for users to chat in a safe place (teachers can see the written texts by students) and practice the language, and opportunities to schedule audio or video conferences. All these levels are available in 28 languages including Turkish.

One of the valuable aspects of eTwinning is that there are CSS and NSS (in Brussels) as to provide technical and pedagogical support and monitor activities on the platform. NSS verifies projects and evaluates them.

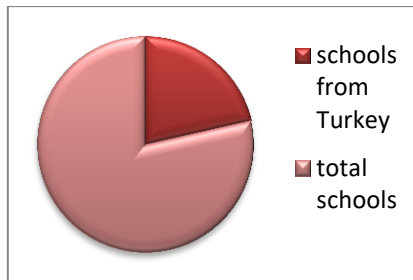
For recognition of the participants in projects or good practices, eTwinning offers several opportunities such as quality labels, eTwinning awards and eTwinning schools. Quality labels are on the two levels: National Quality Label and European Quality Label. The criteria for National Quality label are as such: implementation of ICT, integration into the curriculum, collaboration between project partners, and a mutual output (like e-magazines, demonstrations, exhibitions and story books...). If the project includes a partner from another European country and meets these criteria, then it is nominated by NSSs to win European Quality Label. The NSSs choose the first 1/3 of the projects graded according to the criteria above as nominees for European Quality Label. So as to get the title of eTwinning School label schools should be a member of eTwinning community at least for two years; should be awarded with one of the quality labels and should pursue an e-safety philosophy.

On the other hand, schools do not have to run a project with partners from other European countries; they can implement projects in national level with national schools, as well. The topics of the projects can be flexible. Nevertheless, in order for schools to run European projects and cooperate with their partners, the teachers should be able to communicate through a lingua franca, which is English in Turkish context (German and Spanish follows it as stated by Gajek, 2009). Nonetheless, the projects implemented in national level may be conducted in the national language of that country.

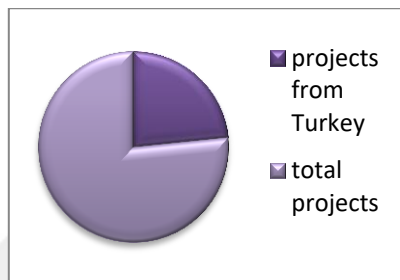
### **eTwinning in the Turkish Context**

Although eTwinning is an action of European Commission, this virtual community also includes Turkey and the other neighboring countries such as Azerbaijan, Armenia, Georgia, Jordan, Lebanon, Tunisia, Ukraine and Republic of Moldova. Turkey participated in the initiation in 2009 and administered within General Directorate of Innovation and Educational Technologies of Ministry of National Education. As in other countries, there is a NSS consisting of eight people providing all kinds of support to eTwinners. They also organize annual conferences, national workshops, seminars, online learning events and webinars. Turkey contributes to the portal with 26 030 projects, 143 329 teachers and 55 937 schools as of February 2019. These numbers were 23 192 projects, 130 705 teachers and 52 419 registered schools in July 2018. The rate of the change in nearly six months implies the potential of the initiation in Turkey. The NSS organizes regional and national workshops, online courses (available on <http://etwinningonline.eba.gov.tr>) and webinars with a view to disseminating the initiation. The following graphics reveal the place of Turkey in the whole initiation (see Graphics 1, 2 and 3).

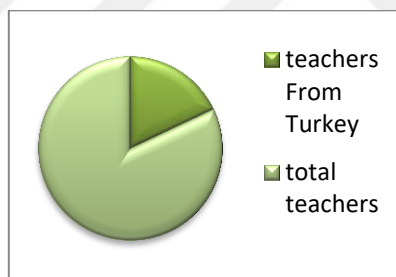
**Graphic 1: The Rate of Schools**



**Graphic 2: The Rate of Projects**



**Graphic 3: The Rate of Teachers**



Nearly one quarter of the participants and projects are from Turkey. Therefore, considering the number of the countries participating in eTwinning, the contribution of Turkey seems promising.

#### **1.4.4. Tasks in Telecollaboration**

As telecollaboration practice includes students in the process of exchanging especially through tasks without which “learners will be unable to negotiate issues that are meaningful to them” (Müller-Hartmann, 2007: 188) tasks in telecollaboration have been the topic of several studies (Appel and Gilabert, 2002; Furstenberg et al., 2001; Müller-Hartman, 2000; O’Dowd and Waire, 2009; Ware and O’Dowd, 2008). To begin, first, with the definition of what is a ‘task’ there appear diverse statements due to the different approaches to it in Task-based language learning; yet there are some aspects for a language activity to be regarded as a task (Ellis, 2009: 223) such as:

- Meaning should be on the center of the activities.
- Activities should have some missing parts that the students should complete (*goal*).
- It should be at the level that learners can carry out through their own linguistic or non-linguistic ability.
- There should be an outcome at the end and language should serve as a medium to achieve that outcome (*outcome-evaluated*).
- It should be related to real world.

In the same vein with the approaches to tasks, there are a number of classifications to distinguish them. As reported by Shehadeh (2005), the categories of tasks can be made according to language functions, cognitive processes, topics, language skills and outcome. Telecollaborative tasks, on the other hand, have a different aspect as they are achieved in intercultural contexts rather than ‘monolingual’ or ‘mono-cultural’ contexts (O’Dowd and Waire, 2009: 174). Therefore they can be classified under “two-way communicative task type” (Pica et al. in Chen et al., 2015: 289). Within this broad category there are two sub-categories: open-ended and close-ended tasks. Open-ended tasks include less guidance from teacher and outcomes are multiple. Close-ended tasks, on the other hand, necessitate teacher to guide learners to achieve joint works or products. Additionally, in close-ended tasks learners develop negotiation more with respect to open-ended ones.

In telecollaboration e-tandem model, tasks are open and learners themselves have the opportunity to decide on what to do, when to do or how much to do. In Cultural- or Blended Intercultural telecollaboration, tasks (linguistic and non-linguistic) are relatively structured or designed by teachers (close-ended). In eTwinning model, too, tasks are designed and guided by teachers; yet in this model both linguistic and non-linguistic tasks are relatively flexible (both open-ended and close-ended tasks). The reason behind the task choice depends on the aim of telecollaboration; yet this choice may be affected by cultural issues, as observed in the studies by O’Dowd and Waire (2009) and Chen et al. (2015). One group of learners may prefer open-ended tasks due to the sense freedom they arouse in learners; while other group of learners may choose close-ended tasks as they offer ‘more focused and effective exchanges’ (Chen et al., 2015: 289).

When it comes to the sequencing of tasks, in Willis’s framework, for example, tasks have three main phases (Shehadeh, 2005: 26): *pre-task phase*, *task-phase* and *report phase (language focus)*. The *pre-task* phase includes the process of preparation to carry out the task such as gaining the necessary information and getting familiar with the task and topic. The *task-phase* is the part where learners are involved in meaning-focused activities, where fluency is valued rather than accuracy. Then, *report-phase* takes place, where learners present their task-phase to a greater community like their class or school. There emerges a *planning-phase* between the task-phase and the report-phase, which prepares learners to form-focused and complex use of language to report the task-phase. In

the same line with Willis's framework telecollaborative tasks, too, have three phases: contact phase, dialogue phase and critical reflection phase (Müller-Hartmann, 2007). The first phase is establishing contact, where learners introduce and learn details about each other. The second phase includes tasks that teachers design for learners to initiate conversations especially on cultural issues (similarities and differences). The final phase comprises of critical reflection, where learners are guided by the tasks (i.e. class discussions) designed by their teachers so as for them to develop intercultural communicative competence. Depending on the proficiency level of learners, teachers can gradually take their linguistic support back (ibid.). However, teachers should be careful to jump into each phase respectively, since it can be risky. For example, encouraging learners to attend critical reflection phase before providing them the contact phase can result in generation of stereotypes that can hardly or never be repaired (ibid.)

In the same vein with the frameworks aforementioned, O'Dowd and Waire (2009) categorizes tasks into twelve types, which can be broadly discussed in three main categories: *information exchange tasks*, *comparison and analysis tasks* and *collaborative tasks*. *Information exchange tasks* are those through which learners introduce themselves, their schools, their towns or their cultures. These tasks can be regarded as "monologic" since learners negotiate meaning not that much (ibid: 175). *Comparison and analysis tasks* include comparison activities and exchange of information so as to do a critical evaluation of cultural issues. These tasks are relatively demanding and encourage learners to compare and contrast their cultures. Through the last type of tasks, *collaborative tasks*, learners collaborate to produce a joint work apart from exchanging information and working on similarities and differences. The joint products may include translated texts, essays, presentations or designing websites (ibid: 178). Since learners are required to agree on the joint product, this process necessitates them to involve in a great deal amount of negotiation of meaning.

#### **1.4.5. Teachers in Telecollaboration**

Although learners seem to be on the focus in the task process of telecollaboration, it should be reminded that teachers have crucial roles for the telecollaboration projects to be successfully accomplished. Müller-Hartmann, (2007: 167) highlights that the role of the teacher in telecollaborative projects is established as "an organizer, but also as a teacher-as-researcher". As this web age enables learners to reach information with a click of mouse, the teacher is no more a source to access to information. S/he is no more the "sage on the stage", but rather the "guide on the side" (Tella, 1996:13). As Müller-Hartmann (2007) cites from Berge (1995), the role of the teacher is multi-faceted including *pedagogical*, *social*, *managerial* and *technical* roles (:169). The *pedagogical* role of teacher includes starting and supporting telecollaborative projects, finding partners, boosting autonomy of learners in these projects and designing tasks. The *social* role of teacher is related to providing a peaceful and happy learning medium, boosting intercultural

communication, collaborative learning and preventing stereotypes or miscommunication. Organizing time and overcoming institutional constraints are involved in the *managerial* role of teacher. Finally, the *technical* role refers to introducing web tools and virtual project medium (i.e. TwinSpace in eTwinning projects) to learners. These roles also bear resemblance to O'Dowd's (2013) depiction of organizational&pedagogical roles, digital competences and attitudes&beliefs. To sum, these roles of the teacher may be included into the socio-cultural role of the teacher as in the "master-apprentice" relationship. Therefore "the teacher is an agent of change and leads the way" (Dooly, 2010: 281). Bearing the position of the teacher in telecollaboration in mind, it cannot be claimed that his/her formerly role as a language expert or instructor has been totally abolished. S/he is still there to support learners- especially younger ones, with linguistic prompts or advices to ease communication during the process (Legutke et al., 2006). However, any failure for the teacher in his/her roles, or in other stakeholders (learners and institutions) may affect the success of telecollaboration to a great extent. That is why such "serendipitous event(s)" rely on the efforts of a courageous and enthusiastic teacher and if continues in this way, they are as fragile as the houses built on sand (Abbott, 2005: 237).

#### **1.4.6. Students in Telecollaboration**

The students in telecollaboration, too, have some characteristics just like coordinator teachers. Due to the fact that they were born into a technological era or Knowledge Society, they are required to possess some skills so as to catch up with the 21<sup>st</sup> century world. In addition to the intercultural knowledge, skills and attitudes proposed by Byram (1997) as aforementioned, 21<sup>st</sup> century learners or Learner 2.0 (or 21) as coined by Guerin et al. (2010) have some other skills such as Personal Knowledge Management (PKM). Since it is significant for today's society to stay critical against online world and produce "educated judgements about what they find online", learners in this age are supposed to use new technologies for educational purposes (ibid: 201). Therefore they are required to learn-to-learn through these technologies so as to be a Learner 2.0 or a lifelong learner. Guerin et al. (2010) defines the Learner 2.0 as those who are able to:

- manage personal knowledge by making the most of the technologies currently available
- interact and telecollaborate in a language (or languages) which may not be the learner's mother tongue.

In the same line, Guerin et al. (2010) define three Basic and four Higher Order Skills that become automatic and spontaneous in expert learners. The Basic Skills are *create*, *organize* and *share*. *Create* refers to editing the online information, integrating recordings or tags, correlating through mind maps or diagrams etc. and managing content and safety matters. *Organize* refers to the abilities of using the appropriate searching engines to reach information, retrieving, storing,



classifying and evaluating it through finding meaning or relevance in it. *Share* includes social actions such as publishing information, managing profiles and keeping contacts, communicating and collaborating so as to achieve common goals. These Basic Personal Knowledge Management Skills establish the base for the Higher Order Skills: *connectedness*, *ability to balance formal and informal contexts*, *critical ability* and *creativity* (Pettenati et al., 2009 in Guerin et al., 2010). *Connectedness* is related to interacting so as to establish and keep social-networks, where they encounter others from different cultural backgrounds and communicate in a respectful manner. The *ability to balance formal and informal contexts* refers to time management and maintaining the balance between formal and informal contexts. *Critical ability* includes the ability to manage resources by comparing and reflecting on them in respect to the personal objectives. In relation to *creativity* learners are supposed to establish a creative mentality for lifelong learning through constructing, interpreting, relating information and resources. Developing these skills is a dynamic and complex process. In order to participate in telecollaboration learners should develop these skills and “deep-thinking processes so as to act ethically” (ibid: 210).

#### **1.4.7. Tools in Telecollaboration**

As aforementioned technology is one of the three stakeholders of telecollaborative projects accompanied with foreign language learning and intercultural competence. Additionally, since it includes the “how” part of telecollaboration, it is significant to mention these tools briefly. Indeed, since the advent of the Internet the number of such tools keeps multiplying and now there is a myriad of web tools used for educational purpose. Nevertheless, some main categories of them will be stated here according to the categorization of Dooly (2007). The main categories are as follows:

- Email: It is an easy to access tool and learners are mostly accustomed to it. However, it takes learners’ time to communicate through it since it is asynchronous.
- Web pages: They provide a multimedia platform for learners to share their autobiographical writings and enable them to present themselves or related topics. They are helpful for teachers to compile tools in a common virtual point. On the other hand, as Dooly (2007: 225-226) states they might pose a menace to learners as they may think that “the teacher is impinging upon and appropriating their space”.
- Blogs: They frequently expose learners to the target language as they embody the writings of other users. Additionally, learners also practice the target language through writing
- Forums (discussion boards): Learners may discuss and reflect on common topics with their partners from geographically distant places. However, if there appear too many entries to be read by learners, they may become overwhelmed.

- Chat / Instant Messaging (IM): As it enables synchronous communication for learners, learners may practice the target language frequently and use it as a complementary tool for other project activities. Nevertheless, it necessitates learners to have a good command of the target language, typing abilities and communication codes. For example, capital letters stand for shouting and learners should know this so as to understand that the sender of the message is angry (ibid: 228). A challenge in using chat or IM is different time zones and daily schedules of partner schools that make it difficult to arrange a common time to communicate at the same time.
- Voice Chat: This tool, too, provides learners with synchronous interaction with their partners. It can also be used for the purpose of inviting some guests or experts to the classroom. However, the learners who are not confident enough in the target language may feel shy to communicate with others (especially if webcam is used). Therefore, Dooly (2007: 229) suggests using this tool towards the end of the project as a ‘culminating activity’.
- Videoconferencing: It is another form of synchronous communication carried out through either desktop-based or room-based form (O’Dowd, 2006). In desktop-based form communication is carried out one-to-one, while in the room-based form communication is on a group-to-group base. The quality of audio and video may play an important role in videoconferences; thus, it requires a careful planning.
- Wikis: They enable learners to store, modify and edit information. The features of these tools such as discussion page and history page make it easier for learners to practice the target language and reflect on it.

The idea of the best tool/s or which tool/s to use has little to do with the tools themselves; rather it is the design or objectives of the activity that defines which tool to use. The point here is that tool is not an end but the mean in telecollaborative projects. As Dooly states (2007: 233):

Of course the teacher should bear in mind that the technology in itself will not suddenly produce a community of multiple language users. The tools can, however, act as a useful resource for teachers to motivate and engage their students in an array of telecollaborative language learning activities that appeals to different learning styles.

The fact that there is a myriad of web tools also arouses criticism since learners may not be able to use them all. However, Guth and Thomas (2010: 47), suggests choosing a main tool as a ‘hub’ to overcome this handicap. Moreover, they state that learners should be introduced to these tools gradually (one at a time).

#### 1.4.8. Promises and Challenges in Telecollaboration

Based on the literature investigating telecollaborative practice, it is clear that foreign language learning benefits from it to a great extent. Considering the three cores of telecollaborative practice, the promises may be categorized into three main dimensions: intercultural, foreign language learning and media literacies. As for the intercultural dimension, the outcomes may be listed as follows:

- As it enables participants to take the advantage of technology to establish virtual communities- especially where physical exchange is difficult due to several reasons, it produces the appropriate medium to improve intercultural communicative competence (Müller-Hartmann, 2000; O’Dowd, 2003; 2006b; Ware and O’Dowd, 2008 and Vides, 2014; Chen and Yang, 2014; Chun, 2015; Belz, 2007; Mirriam,2017 and Helm, 2009).
- Even in the cases where there is the opportunity for physical exchanges such as Erasmus+, it serves as a first phase preparing the participants for the exchange (Helm, 2014; Bozdağ, 2015).
- Negative stereotypes or prejudices of learners towards the other culture/s may change (Chen and Yang, 2014).

Concerning the foreign language dimension of telecollaboration, the participants in such practices are, by and large, from different cultures and languages; thus foreign language competence is crucial so as to maintain these activities. The promises concerning FL competence may be as follows:

- As learners gain the chance to communicate in authentic contexts, they improve their oral skills (Chen and Yang, 2014; Vides, 2014; Abrams, 2003a; Hoffstaedter and Kohn, 2015 and Fat, 2012).
- Learners may improve their lexical and grammatical competence through peer feedback (Lee, 2011 and Dussias, 2006) and pragmatic competence (Belz and Kinginger, 2003).
- The advantage of real communication environments and technology use in telecollaborative activities facilitate the motivation of learners towards foreign language learning (Hoffstaedter and Kohn, 2015; Vides, 2014; Jauregi, 2015; Cassi, 2014; Scott, 2009). With telecollaborative practices in lingua franca medium, learners may feel “being in the same boat”; thus, they become “less anxious to make mistakes, and focused more on content and interaction than on form” (Hoffstaedter and Kohn, 2015: 5).

- During communication activities learners may also improve strategies such as ‘topic management, meaning negotiation, accommodation, and handling of misunderstandings’ (Hoffstaedter and Kohn, 2015: 5).

The third core of telecollaboration is directly related to the nature of environments in which these practices take place. Within the multimedia literacies dimension of telecollaborative projects the followings may be included:

- Learners develop online literacies such as expressing themselves through web tools (Helm, 2014; Guth and Helm, 2012; O’Dowd, 2016). As a result of the nature of the tasks, on the one hand, they develop both autonomy and collaborative working skills (O’Rourke, 2006; Lee, 2014 and Hoffstaedter and Kohn, 2015) and they can develop these skills in a safe environment (Gauseti, 2013).
- In addition to online literacies, learners also develop multi-literacies and higher order skills including critical thinking, communication and media skills (Genet, 2010; Fat, 2012).

Apart from these three dimensions, it can be also added that telecollaborative practices have affective consequences as a result of collaborative nature of the communication. They may maintain a good rapport with their partners or establish long term friendships (O’Dowd, 2011). In addition, the relationship between the teacher and the students may be fostered (Fat, 2012; Vides, 2014).

Although it seems that telecollaboration is a perfect environment for language learning, it cannot be claimed that it is free from challenges. In order for these practices to be successful, all the stakeholders (institution, teacher, student, content and technology) should do their best to overcome the barriers encountered. These barriers may be categorized onto four levels according to O’Dowd and Ritter (2006): *Socioinstitutional level, classroom level, individual level and interaction level*. Concerning *socioinstitutional level*, challenges arouse without the control of the participants (O’Dowd and Ritter, 2006; Belz and Müller-Hartmann, 2003; Ware and Kessler, 2014; Chun, 2015). The technical infrastructure of the participating schools and the technology participants can access to carry out the project play a major role in the exchange. Misalignment of different institutional and course requirements, finding appropriate partners, mismatch of academic calendars, different aims of organizing teachers, deciding the deadlines for the tasks, curriculum demands, flexibility of the teachers in the institution and different time zones cause failure in telecollaborative practices. Additionally, “the differences in prestige values of cultures and languages” may result in unsuccessful exchanges as in the case presented by O’Dowd (2005: 634).

Related to *classroom level* of challenges, lack of explanations before the exchange, classroom dynamics, mismatch of learners in terms of age, proficiency and number, task sequencing and task design, and relationship between the teachers are the main sources of problems.

As for *individual level*, the intercultural communicative competence of learners is a sensitive issue that should be taken into account. As Kern (2000) states “exposure and awareness of difference seem to reinforce, rather than bridge feelings of differences” in intercultural telecollaborative practices. However, if learners are not left with what they have concluded once they encounter conflicts or establish prejudices and if they are encouraged to discuss deeply, compare and contrast cultural products through carefully designed tasks, then these conflicts may gain significance in terms of acquiring intercultural competence (Belz, 2007). Learners’ motivation and reluctance towards the exchange and lack of knowledge concerning the target culture/s also affect the success of the activity (Helm, 2014; O’Dowd and Ritter, 2006). Moreover, workload, motivation and proficiency of foreign language and media literacies of the teachers and the quality of designing tasks are also crucial in telecollaborative practices.

Concerning *interaction level* challenges, misinterpretations in conversations and different cultural communication styles of participants may be included in addition to the technical problems encountered during the interaction (i.e. the quality of audio and video) (O’Dowd and Ritter, 2006).

Concerning the challenges mentioned above, in order for telecollaborative projects to be implemented successfully, stakeholders should keep in mind the experiences of the previous practices. In addition to that as O’Dowd (2013) states dissemination of successful practices should be ensured; and needs analysis of the institutions should be administered. Besides, successful practices and participants should be recognized and awarded so that these practices may be normalized rather than being ‘add-on’ activities.

### **1.5. Related Studies**

Despite the fertile nature of eTwinning concerning research topics there are relatively scarce number of studies especially on foreign language learning in Turkey. However, the Western context is relatively more maybe due to the hometown of the action (Europe). Having a close look at the literature it is clear that some of the studies in Europe on eTwinning are based on the educational opportunities of eTwinning for students and teachers (Fat, 2012; Scott, 2009; Gilleran, 2007; Gajek&Poszytek, 2009; Bacescu, 2016, Gajek, 2018) some are on the perceptions of teachers (Prieto and Escobar, 2017; Akdemir, 2017, Crişan, 2013, Holmes&Sime, 2012); some are on its place for the motivation of EFL learners to language learning (Cassi,2014, Kane, 2011) or on foreign language learning in general (Vettorel, 2012; Vides, 2014; Taralova, 2010; Overland,

2015); some are on content-based language learning (Pratdebasa,2014) and some of them are on its value in intercultural awareness (Miriam, 2017; Bozdağ, 2015; Silva, 2014).

In a project work, Cassi (2014) handles eTwinning projects in language learning concerning its effect on learner motivation. In this study carried out with 17 fifth grade primary school students in France, she implemented a motivational test twice, before and after the eTwinning Project called “Our Country in a box” where the aim was introducing cities the students live in and exchanging culture. The students exchanged objects associated with their country and performed some tasks in TwinSpace. During these activities it is stated that the students practiced writing & speaking on creating materials and reading & listening on taking the materials. According to the results of the motivational test comparing the students’ pre and post level of motivation to English it was seen that the distraction level of the students decreased and their interest level of the course increased.

In Miriam’s case study (2017), eTwinning was depicted from the perspective of Intercultural Approach in language learning. The researcher conducted his study in a high school in Spain and gathered qualitative data through observation, interviews and portfolio. In the eTwinning Project the students exchanged videos and emails about their culture and filled in a portfolio to assess themselves in terms of intercultural competency designed according to the European Language Portfolio’s *Intercultural experience and awareness Templates*. He concluded that eTwinning projects help the students engage in the partners’ culture and improve themselves in intercultural terms. It was also revealed that the students overcome the stereotypes of partners’ culture to a great extent.

Bozdağ (2015) studied intercultural learning through eTwinning projects in her case study of projects in Germany and Turkey. She collected data through participatory observations, interviews with the teachers, students and coordinators of the network. As for the benefits of these online exchange projects she concluded these: “low budget”, “new teaching methods”, “exchange of methodology” between teachers, improving “media literacy skills” and “preparation for physical exchange projects”. When it comes to the challenges of these projects she stated lack of “incentives to encourage or reward good work”, “limited foreign language competence”, “inequalities and deficits in the technical infrastructure”, “lack of media skills” and “socio economic inequalities” (ibid: 6-7).

Pratdesaba (2014) covered eTwinning projects from another perspective: Content and Language Integrated Learning (CLIL). Within the National and European Quality Labelled Project “Addressing the Energy Crunch: Every Little Action Counts”, the researcher investigated the role of eTwinning in terms of learning content in English, where both content and language are of the same importance. He highlighted the opportunities such as learning and teaching a subject in English collaborating with other partners and using language in a real context that eTwinning offers

for teachers and students. He observed that the students felt better at ICT skills apart from feeling more confident and autonomous after the Project.

Scott (2009), on the other hand, examined eTwinning in regard to Swedish national curriculum with 3 Swedish college teachers doing eTwinning projects to improve English skills and intercultural awareness of the students. Among the findings of the study it was highlighted that teachers were the ones that initiated the projects in eTwinning. Teachers in the investigation stated that they did not intend to implement a project based on the curriculum; rather they noticed the similar goals of English course after launching the projects. Moreover, according to the results eTwinning projects were great opportunities for students to practice their English language skills. As for the “Beyond English” results, it was mentioned that the students became aware of other cultures, improved their ICT skills, gained an idea of the cultural diversity and equal rights, and developed social interaction skills. Additionally, according to Scott (2009: 44), the teachers in the study were all “brave” and “not afraid of learning with their students”.

Overland (2015) investigated the use of eTwinning in foreign language (Spanish) classes. She explored the reflections of the lower secondary school students on the use of eTwinning through her project called “Practicamos Espanol”. In her qualitative study she gathered data through interviews (with her 5 students learning Spanish as a third language), reflection logs and questionnaire (with 22 students: 5 of her own and the rest from another partner school). Focusing on the perceptions of the students about authentic communication and intercultural competence in the study she revealed that the project increased the students’ intercultural competence and the use of language in real communication was useful for language learning. In order for language learning to take place, it was found that scaffolding was essential. In addition, it was highlighted that eTwinning developed many skills at the same time.

In the light of the previous studies mentioned above, it has been concluded that there is an immediate need of empirical data concerning the use of eTwinning in Turkish EFL context since it is the place where the portal is used most and due to its potential in language learning. Thus, this study may fill this gap in Turkish context. This study also focuses on the perceptions of the learners as in Overland, yet in this study a more holistic approach is adopted and reflections of two teachers running the project are also referred. Additionally, this study presents a detailed procedure of the process of the project which is on EFL unlike Overland’s study (on Spanish).

To summarize the first chapter, a brief history of foreign language learning and the curriculum in Turkey were reviewed to see the place of eTwinning. Then, theoretical framework of eTwinning was outlined by referring to sociocultural perspective in language learning since it defines how learning occurs in eTwinning. Then, Project-based learning was reiterated as

eTwinning adopts it as its methodology. Finally, the larger family of eTwinning-telecollaboration was reviewed and the related studies were mentioned thematically.





## CHAPTER TWO

### 2. METHODOLOGY

The qualitative research paradigm was followed in this study so as to find answers to the research questions posed in the introduction part. In this chapter, first the qualitative research paradigm and case study strategy were reiterated and the rationale to choose them was provided. Then, the setting where the research was implemented and the participants in the research were presented. The data collection methods followed this part and finally piloting, validity and reliability issues were handled. The chapter ended with the summary of methodology.

**Table 1: The Methodology of the Study**

<b>Methodology of the Study</b>	
<b>Research Method</b>	Qualitative Paradigm: Case Study Design (Descriptive and holistic)
<b>The Setting</b>	Mainly a social sciences high school in Turkey (School 1); partly a high school from Azerbaijan (School 2)
<b>The Participants</b>	From School 1: 1 teacher and 11 students (8 prep graders and 3 ten graders) From School 2: 1 teacher and 12 students (all ten graders)
<b>Data Collection</b>	1. Semi structured interviews: seven in depth interviews (two with the teachers and five with the students from School 2); two in depth group interviews (one with prep students and one with tenth graders from School 1) 2. Structured Interviews: with 23 students in total (11 from School 1 and 12 from School 2) 3. Participant observation (in School 1) 4. Audio-visuals and documents (from the Twinspace of the project such as visuals, videos, presentations, photos and so on)
<b>Data Analysis</b>	Disassembling Data: attaining codes, notes and memos to the data, annotating the data Reassembling Data: combining conceptually higher patterns (to categories and themes) Time series analysis for semi structured interviews Interpretation and reports taken back to the participants to check mutuality Review of the report by two other colleagues and the Supervisor Structured interviews were analysed through SPSS (v. 23)
<b>Piloting</b>	The structured interview was conducted to a similar group. Semi structured interviews were also piloted with the same group.

## 2.1. Qualitative Research Paradigm

Method is broadly “the road map, process and techniques in a research so as to produce scientific knowledge” (Coşkun et al., 2017: 22). In this study my road map is qualitative case study since it lends itself best to the objective of the research. This research does not seek to learn to “‘what extend’ or ‘how well’ something is done” (Fraenkel and Wallen, 2009: 421), but rather aims to portray subjective experiences of students and teachers who participated in a specific eTwinning project. The purpose of the research itself makes it natural and necessary to employ qualitative research paradigm. But what is a qualitative research or what does this research paradigm seek?

The aim of qualitative study is not to explain but to understand a specific event or situation and describe the process of it by providing as many perspectives and details as possible so as to get a holistic view of the event or situation (ibid). In the same way, the aim of this study is to understand how an eTwinning project is implemented in foreign language in a high school; what the participants experience during this process; and how they see their experience.

Denzin and Lincoln (2005: 3) define qualitative research as “a situated activity that locates the observer in the world”. According to them, it enables the researcher to obtain a set of representations as a new form of the world. The world turns into its new form through interviews, recordings and field notes. Therefore, qualitative research grasps this world interpretatively and naturally. To this end, this paradigm prefers to investigate the phenomena or the subjects in their natural settings and inquires the subjective meanings subjects attribute to the things. This means that research should be carried out in the natural setting unlike the controlled one in an experiment where research instruments violate the naturalness of the setting (Marshall and Rossman, 1995: 4). Individuals prefer to take part in activities that have meaning for them and in this way they generate their own social realities. The only place to investigate these realities is their natural setting (Bryman, 2004: 58). So as to grasp these realities in the natural setting the researcher should “see through the eyes of the people” being investigated (Bryman, 2004: 61). To this end, s/he should carve the surface of the setting and ascribe meanings to the backgrounds of the subjects. In the same vein, this study prefers to investigate the participants and the process in their natural setting- in school. In order to see through the eyes of the participants, I took part in several activities and realized some tasks.

Grasping the social realities of the subjects necessitates a holistic approach to the research. So as to do this, researcher refers to multiple sources of data such as interviews, observations, and documents (Cresswell, 2007). Additionally, the researcher should be as close to the subjects as possible so as to gather first-hand and in-depth data and to get the perspectives of them (Bryman, 2004: 61). So as to get a holistic view of the case I referred to several sources of data such as

interviews with the teachers and the students, project documents on twinspace and participant observation.

Briefly, this study aims to describe an experience of a unique Twinning project in foreign language learning; thus the research questions mentioned previously necessitate the implementation of qualitative research since in this way we can reach “a deeper understanding of the participants’ lived experiences of the phenomenon” (Marshall and Rossman, 1995:39). The phenomenon in this study is “Sociallight in Teen Eyes” project conducted in a high school in Gümüşhane, Turkey and the nature of qualitative research such as stressing “the importance of context, setting and participants’ frames of reference” is appropriate to conduct this study (Marshall and Rossman, 1995:44).

As for the research strategy, **Case Study** research is adopted in this study. Case study can be defined as the investigation of “a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes.” (Cresswell, 2007:73). According to Yin (2003: 4-9) a case study research is chosen in these situations: when there are “how” and “why” questions or questions requiring an in-depth description of some social phenomenon; when there is little or no control over and manipulation of behavioral events; and when there is a contemporary set of events. This study is designed as a case study since it seeks to investigate a contemporary phenomenon (a single eTwinning project) in depth in its real context (*What is the role of eTwinning in the participants’ foreign language learning and teaching?*). Moreover, as it aims to describe the phenomenon in its own natural context, it does not have a purpose of manipulation or control of behaviors. That is why case study was preferred as a reasonable research design for this study. Although there are some shared characteristics with other eTwinning projects, the participants, the setting, and the activities and/or the content of the project make this case unique.

The type of the case studies may vary according to the size and intend of the case. Concerning the size of the case this study is a *single case study* since it seeks to demonstrate different points of views on a single project (the students’ and the teachers’) (Yin, 2003). Concerning the intend of the study, it suits best to *instrumental case* study which provides “insight into a wider issue while the actual case is of secondary interest” (Dörnyei, 2007:152). Here the actual case is the eTwinning project and it is of second interest, yet foreign language learning (English) is the main issue. Yin (2003) also highlights three types of case studies differing in their approach: explanatory, exploratory and descriptive. This study is a descriptive case study as it aims to describe a phenomenon/case rather than explain or explore it. As the global nature of an eTwinning project was investigated rather than embedded units in it, this study is also holistic concerning the design of case study. Considering the duration of data collection this study is also

“partially longitudinal in nature” as I spent nearly 8 months to collect data in the natural setting (Dörnyei, 2007:152); thus I also kept the advantage of being an insider.

## **2.2. The Setting**

The study was implemented during the 2017-2018 academic year in Gümüşhane, Turkey in the high school where I have been teaching for 3 years. The city is in the eastern part of the Black Sea Region in Turkey with nearly 50 000 population. It is surrounded by mountains not leaving much space for infrastructure or public facilities. The school is in the center of the city with a gymnasium, a dormitory, a pension for the school staff, two libraries and an ICT lab. Unlike other high schools in the city that provide 4-year education, it requires its students to study for 5 years to graduate including one-year intensive English Prep - 20 hours per week. The rest 4 years include the education of social sciences such as History, Geography, Sociology, Literature as well as Math. One of the aims of the school is to “provide students with Turkish and foreign language so as to follow scientific, cultural and technological innovations” (Resmi Gazete (official gazette)-17/11/2003-no25292). Therefore learning English is fundamental for the students in this school. Students are admitted to this school after a very competitive general (screening) exam held by Ministry of National Education (MoNE) called “LYS” (High School Placement Exam). Although this kind of high schools are among the most preferred ones in other cities (especially in big ones), this is not the case in our city due to the duration of education and mostly students who fail to be placed into their first two choices tend to select this school. Moreover, students learning foreign language find little or no opportunity to practice the target language in real life contexts. However, there have been some initiations in the school to increase the quality of foreign language education. The school employs three teachers of English, two of whom, including me, are experienced at eTwinning projects and have been conducting projects for 3 years. The school has been entitled as “eTwinning School” in June 2018 thanks to its success in the projects. Some of the students also got the chance to visit their eTwinning partners in June and November 2018 thanks to the Move2Learn&Learn2Move, which was an initiation of European Comision to celebrate 30<sup>th</sup> anniversary of Erasmus program in order for teenagers to discover Europe.

## **2.3. The Participants**

The participants from School 1 include Teacher 1-the founder teacher of the project and eleven students participating in the project. Teacher 1 has taught English in the same school for two years and received in-service training in eTwinning projects in Italy for four months. Having Quality Labels from her previous projects, Teacher 1 has the title of “Awarded eTwinner” in her profile in eTwinning platform. With this project, too, she was awarded with both National and European Quality Labels. She also participated in 2018 Rize Regional eTwinning Workshop in October and disseminated “Socallight in TeenEyes” there by preparing a stand. She is an energetic

teacher in search of new methodologies and activities to enrich her teaching. Before this school she worked in a primary school in Ağrı and then Rize, where she joined her first project with Teacher 2-the Azeri partner teacher.

Teacher 2 from School 2 has been teaching English for fifteen years and running projects since 2014, when she founded her first project with Teacher 1. From then on, they conducted 3 projects together including “Sociallight in TeenEyes”. Similarly, Teacher 2 has quality labels, too. She participated in these projects with the same students. Additionally, she serves as an eTwinning ambassador disseminating the initiation to other colleagues in her school and city. She has National and European Quality Labels, as well.

The other partners of the project were from Poland and Italy as can be seen in Figure 2; yet, due to the limitations of the study they could not be accessed to collect data.

**Figure 2: eTwinning Label Displaying the Project Partners**



The Turkish students from School 1 in the project include three male and eight female students who live with their parents (N: 6) or stay at the school dorm (N: 5). They are aged between 14-16. They have been learning English at least for 4 years, yet the preparatory grade students' level of English was A1.1 when they started at this school (according to their English test scores at the beginning of the 2017-2018 academic year). During their 9<sup>th</sup> and 10<sup>th</sup> grades, the 10<sup>th</sup> graders were taught by a substitute teacher who had studied other fields rather than English. Therefore, it can be assumed that their level of English has not been improved. Generally speaking, they are from economically disadvantaged families. One of the students is a bilingual Syrian refugee who has been in Turkey for seven years and the others are either from Gümüşhane or from surrounding cities such as Trabzon and Giresun. The students staying with their family have opportunities to access to technology in their house. However, they are not able to improve their English in a private course if they wish as there are not any in Gümüşhane. From the other students staying in

the dorms, boys stay in their own school's dorm in the school garden. The girls, on the other hand, have to stay in another high school's dormitory, which is one kilometer away from the school. The girls staying in the dorm are supposed to be in the dorm in nearly half hour after school. If they need to stay at school or outside the dorm for reasonable excuses, they have to document this or take the permission of the principle of dormitory. For the activities they participated in the project they had to take a signed document from the school principle justifying their reason for being late to the dorm.

The students from School 2, on the other hand, consist of five male and eight females all of whom are experienced in eTwinning projects and have been taking part in projects with the same teacher since 2014. They all live with their parents and have personal computers in their houses. When the project was conducted they were at 10<sup>th</sup> grade and during data collection (interviews) when they were at the first half of the 11<sup>th</sup> grade they were studying extensively for university exams, which resulted in suspending data collection from them. Although all of them participated in structured interview, five of them volunteered to contribute to the semi-structured interview.

**Table 2: Descriptive Data about the Students Participating in the Structured Interview**

<b>The students responding to the structured interview from School 1</b>						
<b>Number</b>	<b>Student code</b>	<b>Gender</b>	<b>Age</b>	<b>Grade</b>	<b>Stay in dorm?</b>	<b>Participated in the interview?</b>
1.	S1S1	Male	15	Prep	No	Yes
2.	S1S2	Female	14	Prep	Yes	Yes
3.	S1S3	Female	14	Prep	Yes	Yes
4.	S1S4	Female	14	Prep	No	Yes
5.	S1S5	Male	14	Prep	Yes	Yes
6.	S1S6	Female	16	10 <sup>th</sup>	No	Yes
7.	S1S7	Female	14	Prep	No	Yes
8.	S1S8	Male	14	Prep	Yes	Yes
9.	S1S9	Female	16	10 <sup>th</sup>	No	Yes
10.	S1S10	Female	16	10 <sup>th</sup>	No	Yes
11.	S1S11	Female	14	Prep	Yes	Yes
<b>The students responding to the structured interview from School 2</b>						
<b>Number</b>	<b>Student code</b>	<b>Gender</b>	<b>Age</b>	<b>Grade</b>	<b>Stay in dorm?</b>	<b>Participated in the interview?</b>
12.	S2S1	Male	16	10 <sup>th</sup>	No	Yes
13.	S2S2	Female	16	10 <sup>th</sup>	No	No
14.	S2S3	Female	16	10 <sup>th</sup>	No	Yes
15.	S2S4	Male	16	10 <sup>th</sup>	No	Yes
16.	S2S5	Male	16	10 <sup>th</sup>	No	Yes
17.	S2S6	Male	16	10 <sup>th</sup>	No	Yes
18.	S2S7	Male	16	10 <sup>th</sup>	No	No
19.	S2S8	Male	16	10 <sup>th</sup>	No	No
20.	S2S9	Female	15	10 <sup>th</sup>	No	No

**Table 2: (Continue)**

21.	<b>S2S10</b>	Female	16	10 <sup>th</sup>	No	No
22.	<b>S2S11</b>	Female	16	10 <sup>th</sup>	No	No
23.	<b>S2S12</b>	Male	16	10 <sup>th</sup>	No	No

The descriptive data about the participants (age, gender, where they stay and whether they took part in the structured interview or not) were displayed above in Table 2. By virtue of anonymity concerns the students' identities were hidden and codes were used instead. The first "S" in the codes stood for "school" and the second "S" was used of "student". Thus, for example, S1S2 means Student 2 from School 1. Similarly, teachers were coded as Teacher 1 for the teacher in School 1 and Teacher 2 for the one in School 2. School 1 was the school in Turkey, where I work in and School 2 was the school in Azerbaijan. As for the other schools participating in the project (N: 8), three of them were mentioned here (as Teacher 3, Teacher 4 and Teacher 5). However, they were not referred as source of data due to the limitations of this thesis and three of them were never mentioned as they did not take part in the project at all; yet their names appeared in the project certificate downloaded from the portal. Before conducting the study both the students' and the teachers' written consent were assured in addition to the permission taken from the MoNE and the parents of the students (see Appendix 1).

#### **2.4. Data Collection**

Case studies typically rely on multiple sources of data including observations, interviews, physical artifacts, documents and audiovisual materials (Yin, 2003; Creswell; 2007). In the same vein three techniques were used to collect data in this study to find answers to the research questions: interviews, documents and observation. Before data collection a written consent form was taken from the participants and the student's parents as they are under eighteen. The necessary permission from the MoNE was also taken.

In order to capture their perspectives about the project, I conducted semi-structured interviews with the students (11) and their teacher from School 1, participating in the project and their partners in Azerbaijan (5 students and their teacher). Moreover, on the grounds of triangulation concerns and to gain an overview I benefited from a small scale structured interview to serve as a check-list (Galton and Delamont, 1985 in Bryman, 2004). It was administered to eleven students from School 1 and twelve students from School 2 participating in the project. Through "Naturalistic Observation" technique I observed the phenomena in its natural setting (Fraenkel and Wallen, 2009: 442). During the whole 2017-2018 academic year I was with the participant students eight hours a week and I participated in four online sessions of the project. Additionally, I had the chance to observe them while they were working on their tasks in the ICT lab of the school. I also observed the teacher while she was busy with the project both in the ICT

lab and in the teachers' room in the school. I also referred to the observations of the teacher during the interview to get her perception of the case. As a final source of data I referred to the Twinspace of the project where participants shared their photos videos, audios, documents and virtual products related to the activities and tasks they had been carrying out during the project. The details concerning each source of data were presented below.

#### **2.4.1. Data collection from the Interviews**

Interviewing is the practical way of learning how people understands “their world and their lives” through talking to them and trying to grasp their perspective (Creswell, 2013: 1). In order to access to the participants' perspective of the project and learn “what is on their minds” I used semi-structured interview technique (Fraenkel and Wallen, 2009: 446) with eleven Turkish students and their teacher and five Azeri students and their teacher. Before the interviews, I designed an interview protocol (see Appendix 2) adapted from Creswell (2007: 136) to remind me the questions and opening and closing issues such as thanking to the participants for their contribution; time, date, place and participants of the interview. I preferred to record these issues as a part of the interview rather than taking notes since I thought it would be distracting the attention of the participants. I prepared eight fundamental questions for the students and ten for the teachers in line with the research questions. However, during the interviews I did not stick to them strictly and changed the sequence of them as well as requesting more follow-up questions as the semi-structured interview allowed me to do so. With the students from School 1, I conducted group interviews upon the request of them. Although there was the risk of silent students in group interviews, I had to yield to their choice due to reliability concerns. Contrary to what was worried, I was lucky that all of the students contributed during the interview. As I taught these students, I trusted in the good rapport I had with them and the relationship dynamics between them. Before conducting the interviews, I followed the issues related to interview technique reiterated by Cohen et al. (2007) and after the interviews I recognized that I covered nearly the whole of the case and there were only a few points needed to be clarified with further questions.

**Interview with the students in School 1:** As eight of the students in my school are in the same class and three of them are in a different class, I decided to interview them separately. I came up with this idea as a conclusion of the students' preference as they expressed they would feel more comfortable in a group consisting of their classmates rather than being interviewed individually or with different groups. Having implemented the structured interview first enabled to construct bones first and then with interviews I was able to put flesh into the bones. I conducted the first interview with eight prep students on 18<sup>th</sup> October 2018 in the library of the school. For all interviews I conformed to the preferences of time, place and form of the interviews as I should “cater to the interviewees' schedule and availability” rather than mine (Yin, 2003: 68).



Considering that they would be tired in the afternoon and sleepy early in the morning, I decided to conduct the interview after 10am. The eight prep students set the day as Thursday since they wanted to skip their Math class. I asked their Math teacher for permission and interviewed them on that day. The place was also their choice: the school library, which is in a new form with nine computers, a smart board and a printer in it. There are colorful bean bag chairs and comfortable armchairs and white tables in the library and here is by and large the favorite place of all students in the school. We sat around two-pushed-to-each-other- tables and I set between the students so as not to have a superior position. The library was empty and I locked the door with the permission of the principal so as not to be disturbed by other students. I provided my laptop so that they could check the Twinspace of the project to remember the activities. I requested to use my mobile phone to record the interview and expressed my excuse to do so as the practicality of storing the interview and the concern not to miss any point. Then, I started recording before asking questions while they were just talking about irrelevant issues so that they might forget the recording tool and feel easy to uncover their minds. The first 5 minutes of the interview lasted in this way and then I reminded the objective of the research, their contribution to it and that they are free to leave whenever they want. As they had already volunteered to participate, their consent form was taken prior to the interview. I requested them to talk one by one as they are accustomed to the interviewer; thus they might feel themselves at their usual class talking simultaneously. Although I am a novice researcher I felt satisfied when I re-listened to the record and found that all of them contributed and there were only a few points needed more follow-up questions. I asked those few follow-ups during breaks in accordance with their preferences again. During the interview I both allowed the students to ramble to some extent so as to discover any idea related to the topic and sometimes had to remind the scope of the interview. As I used a recording tool, I did not have to worry about missing any point made by the students. I took notes only three times during the interview so as not to forget some follow-up questions while the interviewee was talking. However, I took notes about the time and setting of the interview after it had finished. The interview lasted nearly two hours and to my surprise there were no signs of “interviewee fatigue” and I did not feel myself, too (Cohen et al., 2007: 350). On the contrary, it was the lunch break while the interview was finished and they did not rush for lunch. They even kept talking to each other on the details of the activities while they were leaving after the interview. I transcribed the interview as I could play with the data better and I could highlight the patterns and significant parts with colourful pens. I transcribed this interview on the same day and also annotated memos while transcribing the interview onto a word document.

The second interview with the students in School 1 was with three eleventh graders participating in the project. They also agreed on the idea to be interviewed in a group of their classmates rather than individually. Depending on their choice the interview was conducted on 25<sup>th</sup> October 2018 in the school library again. They requested to be invited for the interview in their Moral course; thus I got the permission of the course teacher. We sat around a table and once again

I reminded the aim of the study and the role of the recorder after starting to record so that they had enough time to forget the record device and fell comfortable. Although I did not teach to these students, I did not feel as an outsider maybe because I had the opportunity observe them occasionally while they were visiting Teacher 1.

**Interview with Teacher 1:** The interview with my colleague was the third one of the interviews. We have two hour free time on Wednesday from 10am to 11.45am; thus we decided to do the interview in the school at that time. On 31<sup>st</sup> October 2018 we came together in the teachers' room at the school. At that time there were no others to disturb us or intervene with the conversation. As it was my third time to interview I felt confident and carried out similar procedures to the previous ones such as explaining the aim of the research, justifying the recording tool (mobile phone), and so on. However as she was the hall monitor during the break times, we had to take a break for ten minutes. During the interview she was really chatty and covered most of the issues before I asked her; nevertheless, I reiterated the questions in order to articulate. It lasted nearly an hour except for the break and we agreed on the fact that we may exchange talks if I had any follow-up questions. As we are at school in the same days and times, this would not be difficult. When I re-listened to the interview I again felt confident that I covered nearly all issues within my curiosity.

**Interview with Teacher 2:** This interview was the fourth of all and had been postponed for once due to the same reasons of busy schedule. As she proposed to be interviewed in the evening, we set (7pm for Azerbaijan and 8pm for Turkey) 1<sup>st</sup> November 2018 as the suitable date. My husband and five-year-old son were kind enough to visit my mother-in-law living upstairs in order not to disturb me. Although Teacher 2, too, has a girl at the same age as mine, I did not witness anyone except for her in the room during the interview. We decided to conduct the interview through Facebook video chat as we already communicate through Facebook texting. Fortunately, there were not any connection problems during the conversation. We, by and large, communicated in English; yet we used our mother tongues for several times to express ourselves better. Although it was my first time to talk to her individually (I participated an online session with my colleague but did not have chance to talk to her), I felt I as if I had already known her for years. The interview lasted nearly an hour with her expression of willingness to contribute with follow-up conversations whenever I need.

**Interview with the students in School 2:** The students from School 2 were contacted thanks to their teacher (Teacher 2). As they were studying extensively for university exam, we were able to appoint the interview time only in the end of the term of 2018-2019 Academic Year. Teacher 2 founded a virtual conversation group in Skype and informed the students about the interview as well as delivering my contact information. Five out of twelve students participated in the video conference held on 23<sup>rd</sup> January 2019 (at 19.00 in Turkish time) and each was interviewed for

nearly twenty minutes. I asked the questions both in English and Turkish while they were responding in their mother tongue Azerbaijani. However, the connection during the interview was so poor that we had difficulty in understanding some points. Therefore, so as not to miss these points I sent them the questions poorly understood in an online document and they typed their responses in this form in their mother tongue. I also reiterated the possibility of follow up questions concerning their responses, which was replied with their readiness.

#### **2.4.2. Data Collection through Observation**

As Yin (2003) highlights, participant observation provides researchers with invaluable data as to the standpoints of the participants and it requires a passive researcher to enable her/him to use documents, archival records, and interviews.

Participant observation in this study enabled me to gather additional data about the project, the participants and the process. Naturalistic observation lent itself best as it involves observing participants in the school- in their natural setting (Fraenkell and Wallen, 2009). Although both Yin (2003) and Creswell (2007) suggest to use observation protocol including descriptive and reflective notes, it was not possible for me to design and implement such a protocol in this study since I decided to investigate the project by the end of it as stated earlier. However, I do not assume this as a significant obstacle because of the fact that I was a guest participant in the project although I was not a researcher at that time. I took part in four online sessions, naturally observed my colleague and my students while organizing, preparing and acting. I observed the relationship between the students and their teacher. On the other hand, I was not able to observe Azeri partners as detailed as the ones in my school except for the times in the online sessions. Nevertheless, as Creswell (2007: 138) cites from Lofland and Lofland (1995: 66) “the essential process is recording information” and “logging data”. To this end, the documentation of the process in Twinspace served as retrievable sources of data for this study.

In the study I informed the participants about my role as a researcher only after I had decided to investigate the project as a case study (nearly at the end of the project); therefore it had to be a covert participant observation (Fraenkel and Wallen, 2007: 441). An advantage of this was that I could observe them without the effect of the observer or researcher and with more valid observations. This might be regarded as passive deception just like “observing people as they go about their business in public places, like restaurants and airports”, yet it should be kept in mind that even I myself was not aware of myself as a researcher at that time. Moreover, informing the participants about this situation and requesting their consent to share the data collected from my experience with them would justify these ethical concerns.

### **2.4.3. Data Collection from the Structured Interview**

Citing from Brown (2001) Dörnyei (2007: 101) defines structured interview as “any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Although they are mostly used with large numbers of participants, they were used in this study to serve as a checklist rather than an instrument to collect a snapshot data. The structured interview (can be found in Appendix 3) included 27 items in the form of Likert Scale (Strongly Disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree) about the perceptions of students to collect data about technology use, language learning and beyond language learning aspects of the project.

While preparing and administering the structured interview I benefited from Cohen et al. (2007), Dörnyei (2007), Fraenkel and Wallen (2009) and Cresswell (2007) to guide me as a novice researcher. I administered the structured interview in their mother tongue to the Turkish students and Teacher 2 did it in English with Turkish translation under each item to the Azeri students. It took nearly ten or fifteen minutes for the structured interviews to be completed. I assured my support to the students by virtue of the concerns of any uncertainties or queries. I took them from their courses with the permission of their teachers as they wished so. I asked the structured interview statements and requested the students to choose the option which suited them best and I marked their option on the paper. I repeated this process for each student.

For the Azeri students the Azeri teacher, Teacher 2 was supportive enough to implement the same procedure. So as to prevent any complications, we agreed on the fact that she would call me in case of any questions or further details.

### **2.4.4. Data Collection from the Documents and Audiovisual Materials**

The virtual platform of the project-Twinspace provided a fundamental source of data since photographing or video-recording the actions of the participants and sharing their virtual or virtualized products in the process is a must so as to provide evidence for what they did. That is, documentation of the activities is a routine part of eTwinning projects. To this end, nearly all actions of the participants in the process were shared either by teachers or by students to demonstrate the whole process. In the same vein, in the Twinspace of “Sociallight in TeenEyes” consists pages including presentations, videos, photos, texts and web 2 products of the participants. These materials and all facilities of Twinspace such as Pages, Materials, Forum, Project Journal and Chat (see Appendix 4 for a screenshot) were used as sources of data collection in the current study with the permission of participants themselves and the parents of the students. In order for me to access to this virtual platform, Teacher 1 was so kind as to share her user name and

password. While investigating the website I took notes about the materials both to provide additional source to the case and to provide triangular evidence to the interviews.

To play with the data (rewriting, annotating, highlighting) I printed out the PDF version of some Padlets involving texts typed by the participants and other audiovisual or not printable materials were revisited for several times. While presenting these sources in the study, their screenshots were taken and clues related to identities of the participants were blackened in Paint. In these sources I was able to observe the participants' use of language, the relationship between the partners, the content of the project, the flow of the activities and the use of web 2 tools for the activities.

## **2.5. Piloting**

Piloting is crucial concerning the validity and reliability of a study. Yin (2003) also reiterates this issue and suggests piloting the case in a case study. However, due to limitations of the current study it was only possible to pilot the data collection phase such as the structured interview used as a check-list and the interviews. The structured interview was piloted with twelve students participating in my own eTwinning project in 2016-2017 academic year. Additionally, we discussed each item in the structured interview and decided whether what they understood and what I intended to ask were the same. This session was also a kind of semi-structured interview; thus enabling me to pilot group interview. I was able to observe these facts, which I felt necessary to amend in real focus interviews: they tended to talk simultaneously; some of them were too quiet while some were too talkative; taking notes distracted their attention and wondered what I was writing. On the other hand, issues such as preferring the time and place of the interview- especially being invited during a course, and reminding them of the project activities were found beneficial to grasp their ideas.

## **2.6. Validity and Reliability**

Although previously defined as the capability of an instrument to measure what it intends to measure, validity has been evolved into a new concept that refers to the quality of a research in terms of "honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher" (Winter, 2000 cited by Cohen et al., 2007: 133). It is not possible to achieve a hundred percent validity in a research by virtue of the fact that both the subject and object of social research is human beings that have values, attitudes and beliefs. Therefore, as Cohen et al. (2007: 133) cites from Gronlund (1981) validity in research is a "matter of degree rather than an absolute state".

Yin (2014) proposes several tactics in case study to enhance validity classified under four tests: construct validity, internal validity (this will not be mentioned here as it is for causal and explanatory studies only), external validity and reliability. Some of these tactics are conducted during data collection, some are during data analysis, some are during composition and research design (see Table 1). These case study tactics used in this study were synthesized with the strategies of Cresswell (2007: 207-209) to increase the degree of validity in this study.

**Table 3: Adapted Case Study Tactics**

<b>Tests</b>	<b>Case Study Tactic</b>	<b>Phase of Research in which Tactic Occurs</b>
<b>Construct validity</b>	-use of multiple sources of evidence -establish chain of evidence -have key informants review draft case study report and peer review -prolonged engagement and persistent observation	data collection data collection composition  data collection
<b>External validity</b>	-use theory in single case studies	research design
<b>Reliability</b>	-develop case study database -rich and thick description	data collection data collection composition

**Source:** (Yin, 2014: 44)

Firstly, triangulation, which means the use of different and multiple sources, researchers, theories and methods, is pursued in this study as a part of construct validity. The data was collected through multiple techniques such as participant observation, semi-structured interviews, check-list structured interviews, audiovisual materials and documents so as to confirm evidence. Additionally, different groups of students (two Turkish groups and an Azeri group) and teachers (a Turkish and an Azeri teacher) were interviewed in order to both triangulate data and reach to different perspectives about the project.

Secondly, it is advised to maintain prolonged engagement with participants or in the field in search of establishing rapport and checking for distortions. This was also assured in this study especially with the Turkish participants. As aforementioned, I used to teach grammar to eight of the Turkish students eight hours a week and also provided support during the project with linguistic and technological issues. This enabled them to see me as their teacher rather than as a researcher, which could have influenced their statements in deed. As for the Turkish teacher, Teacher 1, she is already both a colleague and a friend of mine, which paved the way for her to regard me as her friend rather than a researcher. On the other hand, when it comes to the Azeri participants, the relationship Teacher 1 and they had had since their first year in eTwinning projects enabled for them to see me as a friend of friend, whom they had known and interacted for years. Thus, this situation is assumed to release the effect of the researcher on their statements. Moreover, my

presence as a colleague and/or teacher in the project provided me with participant observation to gather details and establish chain of evidence so that the distortions by the participants could be prevented.

Thirdly, the drafts of the interpretations and findings concluded from the data gathered through the participants were taken back to them and the credibility and accuracy of the preliminary report would be checked in this way. Additionally, the whole research process was reviewed by both my supervisor and an external peers (one was my husband who was also a researcher in Applied Linguistics) leading to some necessary amendments. I also assumed the role of my supervisor as an inner voice as always proposing rival views and directing me how to do and what to do the research. This way, I was able to find my own deficiencies. Peer and supervisor reviews were there to support me once I failed to do so.

Fourthly, detailed description provides reader with the implication of transferability. The rich and thick description of the setting and participants encourage readers with shared characteristics to conclude and transfer similar findings. Therefore, detailed descriptions were chased deliberately in this study concerning the participants, the setting and the project as a whole.

Fifthly, the current study is supposed to be associated with a larger community or outer world; that is, it should be generalizable to the whole population as a must of external validity. However, Yin (2014: 40) rejects the idea of generalization in quantitative sense as this would be misleading. Instead, he proposes *analytic generalization* which is “corroborating, modifying, rejecting, or otherwise advancing the theoretical concepts” in a study or arousing new concepts at the end of a study. In this study, the findings will complement, modify or challenge the theories and concepts previously mentioned in the literature review chapter.

The last issue to enhance the quality of a study is reliability. It is related to achieving the same findings and conclusions by different researchers or at different times. Here as Yin (2003) warns that the case is not replicated in another case study, but it is conducted over again. In order for others to repeat the same case, the procedures of the study should be documented clearly. Yin (2014: 44) suggests using *case study protocol* and *case study database* to increase reliability. *Case study protocol* refers to the standardized agenda in the researcher’s journey of investigation containing overview, data collection procedures, data collection questions and guide for the case study report sections within itself. In this study, a protocol is not used; yet, the contents of a protocol were followed as much as possible. As for *case study database*, all data sources such as recordings, verbatim transcriptions with notes and memos on it and documents are preserved both in a hard disk and in my personal mail in case the former may not be re-accessed.

When it comes to the reliability of the structured interview used as a check-list, its content and layout was discussed with colleagues and the students of piloting. Each item was discussed in detail and it was assured that both the students' and my conclusions of each question were matching.

Apart from the issues mentioned above, it was aimed to analyze the data twice: one just during and after the collection and the other after several weeks so that the data could be digested and time triangulation concerning data analysis could be assured.

## **2.7. Data Analysis**

“You can't make an omelette without breaking eggs. And-to extend the aphorism- you can't make an omelette without beating the eggs together. 'Analysis' too involves breaking data down into bits, and then 'beating' the bits together.”

Dey (2005: 31)

As stated by Dey (2005), data analysis is a process where the raw data is resolved into its components and the characteristic patterns are revealed. To this end, several steps were followed in the data analysis process as in line with Yin (2011) and Creswell (2007). First, the data gathered through interviews were compiled on different word files; Twinspace was investigated and initial notes were taken on a notebook; related evidence was stored in files named accordingly. Then, disassembling data process began by coding the data, making notes and creating memos. Multiple forms of evidence were filed in separate files to support each theme. After that, there came the reassembling data, where the relationships among the codes, combination of codes and conceptually higher patterns were rendered and interpreted. Apart from this inductive analysis, a deductive technique was also employed in order to match the patterns available in the literature. Quantitative data gathered through structured interviews were analyzed through SPSS (v. 23). Figures, graphs and tables were also used to present the case. While interpreting, alternative explanations were examined and the reported interpretations were taken back to the participants to check mutual understanding. Additionally, the draft report was also reviewed by two other colleagues to provide a critical stance.

These steps, however, were not carried out in a raw. Similar to Creswell's (2007: 150) suggestion data collection, data analysis and reporting were all interrelated rather than distinct. However, after data collection the interviews were analyzed twice at different times to provide a “firm foundation for the conclusions” through time-series analysis (Yin, 2014: 144). I ended the first analysis between 5<sup>th</sup>-25<sup>th</sup> November and the second from 15<sup>th</sup> December onwards. Between these analyses, the conclusions were more or less the same except for the memos I attached next to the interview lines. I noticed that I had tried to analyze in such a detailed way to go beyond the



scope of the study. The second analysis, therefore, enabled me to stay closer to the focus. Meanwhile, even before deciding to investigate the case as a research, I had intuitive conclusions in my mind concerning the project. These may be regarded as bias; yet, it is natural to have such assumptions before a study. Nevertheless, as Dey (2005: 66) suggests “The danger is not in having assumptions but in not being aware of them...”. Through systematic and empiric methods and having reviewed the related literature, I became aware of my bias and could “suspend beliefs in familiar convictions and examine evidence in a new and critical way” (ibid: 66).

To summarize this chapter, the rationale to choose qualitative paradigm and case study design was justified and the setting and participants of the study were explained. Data collection techniques were mentioned as follows: two group interviews, seven in-depth interviews, 23 structured interviews, observation retrospections, documents and audiovisuals on the Twinspace of the project. The details during data collection were highlighted, validity and reliability issues were covered and finally how the data analyzed was explained in the chapter.

## CHAPTER THREE

### 3. FINDINGS AND DISCUSSION

In the light of the data gathered through group interviews, structured interviews, observation and documents in Twinspace, the findings were classified under three broad themes: Theoretical Discussion; Promises and Challenges (see Figure 3). Each broad theme was divided into sub themes. In Theoretical Discussion the Project Design, Motives to Join and The Project as an Activity System were covered. Under Promises broad theme, there were EFL Dimension, ICT Dimension, ICC Dimension, Affective Dimension and Other Findings. Within these sub themes were the categories classified under them. While sharing the findings and discussing for Promises and Challenges sub themes, a table was provided to exemplify what constituted each category with short descriptions and extracts from the interviews.

**Figure 3: Findings and Discussion**



### 3.1. Theoretical Discussion

In this section the findings of the study were presented and discussed in the light of the literature and theoretical framework part. First, the project designed was described and discussed to provide details of the case. Then, motives to join or run such a project were revealed and discussed from the sociocultural perspective. Finally, the project was depicted as an Activity System and discussed again in the light of sociocultural point of view.

#### 3.1.1. The Project Design

In this section the aim, plan and content of the project was covered based on the Twinspace portal of the project. First descriptive data was shared about the project and then it was analyzed in the light of the literature part.

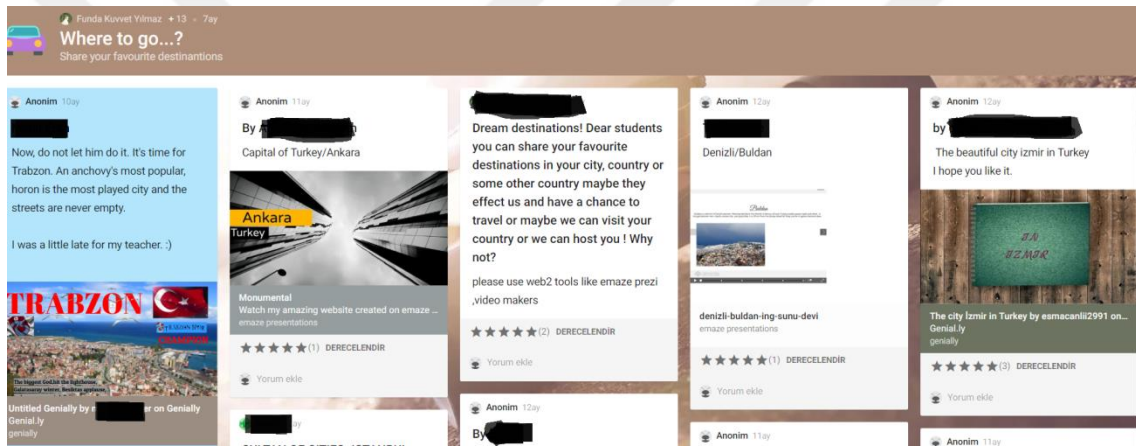
Teacher 1 defined the aim of the project as to learn language through web 2 tools and to raise awareness about technology. Additionally, respect for other nations was also among the aims of the project. Bearing these in mind she searched for partners sharing similar purposes in Partner Forums in eTwinning portal. Together with an Italian teacher she founded the project in October 2017. Then, she added Teacher 2, who has been collaborating with her for 3 years in several other projects, and Teacher 3, who was her previous colleague working in Ordu, Turkey now. In addition to them, four other partners from different countries were also added to the project.

*Teacher 2: While planning each activity we came to decide which one would be best, the best tool for students to use. Teacher 1 suggested many ways and always asked us which one suitable for you maybe this one is difficult this one is not eligible in your country. That's why we always discussed the activities before coming.*

As can be seen from Teacher 2's statements the content of the project was mostly shaped by Teacher 1; yet other partners were also requested to contribute. She wrote down her brainstorming on her notebook that she usually uses to take notes about her eTwinning projects and then typed these onto the portal for her partners to check and/or contribute on 7<sup>th</sup> November. Her topics include: introduction of each other; seasons via photos; potato recipes from each country, no more war; destinations; internet security and techno detox; art; history; science; fun time and preparing an e-magazine at the end of the project as a joint product (see Appendix 5 for the project plan). Three of the partners (Teacher 2, Teacher 3, Teacher 5) agreed on the topics, while four of them did not react in anyway. The teachers decided to contact with each other through Twinspace (Teacher Bulletin and TwinMail) and Facebook Messenger. They also exchanged ideas about the content of the project in Twinspace Forum.

In the same line with the project plan Teacher 1 created pages for each activity and embedded a Padlet for each page for the participants to share their writings, videos, visuals and presentations in web 2 tools such as emaze, prezi, vility, youtube, canva, genially, voki etc. Once they carried out the activities, they shared their documents there as can be seen on Figure 4. Additionally, they organized four online sessions where they exchanged talks via Skype (one with Turkey-Azerbaijan-Poland, two with Turkey- Italy and one with Turkey-Azerbaijan). It took nearly eight months to conduct the activities of the project and at the end of it four of the participants created e-magazines from their perspectives (Teacher 1's, Teacher 2's Teacher 3's, and Teacher 4's schools). They disseminated these e-magazines through school websites and bulletin boards. In addition, Teacher 1 got the chance to present her project in the 2018 Regional Workshop of eTwinning in Rize, Turkey.

**Figure 4: Sample of Shared Presentations on Twinspace**



### 3.1.2. Motives to join

**“...çocuk kendine sağlıklı bir uğraş edinsin” (Translation: in order for child to engage in sound activities” (Teacher 1)**

From a Sociocultural point of view this project as a whole constitutes an Activity System where the actions of the participants are interpreted through both the mediation of physical and cultural tools and a larger collaborative setting. Here the participants interacted and communicated through the mediation of English language and web tools as well as their identity as a member of the project community. As Levy and Stockwell (2006: 28-31) highlights, they influenced each other with different purposes and motives in their mind.

**S1S3:** *Ben hocam puan için olduğunu sadece düşündüm. Yani bize bişe katçağımı pek düşünmüyodum. Onun için not için düşünüyodum yani. Farklı aktiviteler yapacağımız falan aklımıza gelmemişti. Ama ilk duyduğumda sadece not için diye pek şey yapmadım. (Translation: I thought the project was only for credit. I assumed it was for grading. I did not*

anticipate to do different activities. However, when I heard about it first, I did not care much as I regarded it was just for grading.)

**S1S11:** Ben de kesinlikle SIS3 in görüşlerine katılıyorum. Yani ben de ilk başta sadece iyi bir **not** alabilmem için katılmam gerektiğini düşünüyordum. (Translation: I totally agree with SIS3. At first I thought I had to participate in order to have high marks)

**S1S1:** ... Ondan sonra da hani İngilizceyi de zaten çok fazla sevdiğim için konuşması olsun, yazması falan olsun hocam. Ondan katılmak istedim hocam. Sonra web 2 araçları zaten, ben onları hep böyle uygulamalarını, böyle programlarını arardım hocam, bulamazdım. Online üzerinden yapabildiğimi de bilmiyordum hocam. Web 2 araçlarını görünce çok fazla hoşuma gitti. (Translation: Additionally, as I love English, speaking in it, writing in it, I wanted to take part in. Moreover, I loved it much when I saw web 2 tools there since I would search for such tools, such programs and have difficulty in finding. )

**S2S6:** İngiliz dilini daha yaxşı öyrənmək, dünyanın müxtəlif yerlərindən yeni insanlarla tanış olmaq, onların mədəniyyətlərini, adət-ənənələrini daha yaxından bilmək üçün mən bu proyektə qoşuldum. ( Translation: I participated in this project in order to learn English better, to meet new people from around the world, and to learn more about their cultures and traditions.)

**S2S1:** ...to improve my language skills and to have joyful time with my friends.

**Teacher 2:** We actually apply grading because it's also their work coming together in the lessons with; mainly it comes as the basis of the lessons. That's why it's also applied to the grades. We had such cases this year; they asked me if they joined a project will it make any sense in our grading? I told if you work as I say properly, it would make or if you don't, it wouldn't make any sense. You have to work harder.

**S1S7:** Ya, Hocam benim ilk aklıma not gelmedi, yani hiç notu düşünmedim. Hatta hiç sıcak da bakmadım, çünkü hani zor olacağını, yapamayacağımı düşündüm. Ondan sonra da zaten Teacher 1 bahsetti konuşmadan falan, arkadaşlarım yaptıkça onlarda da gördüm. O şekilde katıldım yani, projeye dahil oldum. (Translation: Well, I had never thought of grading at all. As I assumed it to be difficult and I would not be able to manage to do it, I did not enjoy, indeed. However, later Teacher 1 mentioned about the details such as speaking etc... And I observed my friends while conducting the project; I decided to take part in.)

**Teacher 1:** ...Tabi not da vereceğim falan deyince tabi ki işe yarıyor yani. Not verecektim yani, çünkü yaptıkları zaten proje. Proje ödevi veriyoruz ya o aslında. Bütün proje ödevlerinin bu şekilde olması gerekiyor, yani yaparak yaşayarak içinde olarak, uygulayarak, bir ürün ortaya çıkarması gerekiyor. (Translation: Of course when I announced that I would grade their performance, it worked. In deed, what they do is definitely project; therefore why would not I grade them? All kinds of project works should be in this way, I think. I mean they should be active and a part of it, learn by doing at the end of which there appears a product.)

As it is seen from the excerpts above the students had various reasons to join the project such as grading, love of language, relationship with their friends, curiosity of different cultures and technology. At first they thought that it was a traditional project work that they had to carry out for each subject in a year and at the end they would get credited. For Azeri students who were experienced in eTwinning projects their impression of previous projects had been influential. Meeting with friends from different cultures and learning English were, therefore, among the

reasons to join this project. In addition, grading seemed to be a significant reason to join such a project, as well. On the other hand, there are three students who did not get any credits due to their participation in the project since their English teacher was not Teacher 1 but someone else. Nevertheless, in order not to lose their interest in language, as they claimed, they volunteered to take part in the project. There were also some students such as S1S7 who did not take part in the project at first; yet wanted to join as they saw the details and activities (especially online sessions). Here it can be concluded that although grading was always in the students' mind to participate in the project, as time passed and they carried out the activities they recognized a difference between the project and the traditional one. While the former encouraged them to learn English as a tool for communication; the latter would cause them to see the language only as a subject.

**Teacher 1:** ...Etwinning can kattı bana yani, hoşuma gitti. Ondan sonra da devam ettim zaten. Sonra buraya atandım. Burada da devam ettim. İlk senemde işte o English Come Alive diye projeyi yaptım. Yine Teacher 2 vardı. Güzel, onunla ortaklığım güzel, onunla çalışmayı seviyorum. Çalışkan bir hoca. İşte yine hazırlıklarda aynı mantıkla ilerlemek istedim. **Çocuklar için hani ihtiyaç da olsun. Yani dili öğrenebilmeleri için önce bir ihtiyaç doğsun, hani niye öğreniyorum diyor değil mi sürekli. Hani aa bunu burada kullanabilirim. Onlar da öğreniyor bak, başka öğrenci de aynı benim gibi süreçten geçiyor. Bir nevi empati yani oluşturmak...** Çocuklar sonuçta burada, yani X'e baktığımızda sınırlı olanakları olan ve özellikle yurttan kalan öğrenciler için daha çok ben bunu yapmak istedim ki çocuklar iyi şeylere yönelsinler. Boş vakit onlar için farklı ve hani zararlı alışkanlıklara ve davranışlara gidiyor. Yani boşta kalan öğrenci burada ne yapar, canı sıkılır, canı sıkılan insan ne yapar boş işlerle uğraşır yani. Ondan sonra yine boş işler farklı sıkıntıları beraberinde getiriyor. Yine o sıkıntılarla yine biz uğraşıyoruz. Şimdi uğraşmayacaksan yarın öbür gün o çocuk bir şekilde hastanede karşına çıkacak, doktorunu öldürecek, gelecek okulda seni öldürecek belki. Hepsi birbiri ile bağlantılı yani. **Yani çocuk kendine sağlıklı bir uğraş edinsin.** (Translation: eTwinning enriched my life, I mean I really loved it. Therefore, I continued from then on. Later, I was appointed to here, this city. I kept going here, as well. In my first year here, I conducted that "English Come Alive" again with Teacher 2. It fine, I mean I love collaborating with her. She is an industrious teacher. I wanted to teach the Prep grades with the same method and logic. There should be a necessity to learn the language. They are always complaining as why they are learning, right? I mean they can conclude that "a ha I can use it here! Look! They are learning as well. A foreigner student passes through the same processes as mine.". Developing empathy in a way. When we think that they live in an underprivileged city like X, we know that it has limited opportunities for these students, especially for those staying in dorms. I wanted to conduct this project especially for them to tend to decent things. Free time has different meaning for them, they tend to establish harmful habits and behaviour. I mean what does an idle person do, s/he gets bored and tends to engage in unnecessary things. On the other hand, these unnecessary engagement brings different troubles with them. It is us again who has to cope with these problems. If you do not bother now, you may encounter them in the future killing their doctor in the hospital or killing you in the school. These are all related. I mean all is **in order for child to engage in sound activities.**)

**Teacher 2:** After joining the Project- our first project was about history. And after joining the project students' motivation was highly increased. In that case they could get communicate in it, the other students. They could have friends to collaborate. That's why, their learning, striving for learning increased. And they could get in touch in English. That's why ...a level of English began to raise in their mind. Let me say they began to learn hevesle (eagerly)...kindly.

The teachers, on the other hand, had naturally different motives to run or join the project. Teacher 1 and Teacher 2's previous projects and their cooperation in those projects were influential for them to start a new project together. They concluded from their previous projects that Project-

based language learning through eTwinning had increased students' motivation to learn language. For Teacher 2, in the previous projects they had the chance to practice English paving way to improvement in their level. Additionally, as Teacher 1 stated above the project would provide a real reason for the students to learn English and reveal that other students learn a foreign language, too. The project was also intended to provide an authentic medium for students to learn and use English. Furthermore, she continued that due to the limited facilities in the city where her students lived they might get bored and tend to acquire bad habits, which may end up with corrupted behaviours and affect the whole society. Because of this reason she decided to integrate art&sports-oriented activities into a language project.

As seen above, the students would bare grading in their mind before joining this project in addition to their interest in language and technology. The students who involved in such projects previously, on the other hand, decided to participate in the project by virtue of their experience in these projects such as practicing language in an authentic medium and establishing friendships. The teachers decided to run this project due to their belief in the project's potential such as motivating the students to learn English and media literacies and providing them with activities and tasks to keep them active and social.

### **3.1.3. The project as an Activity System**

As typical of an AS (Müller-Hartmann and Schocker-v.Ditfurt, 2010: 22-23), this project is consisted of three levels. In Level I, the participants mediate their thoughts through artifacts such as English and web 2 tools. For instance, they introduced themselves and transferred their ideas, likes, dislikes and hobbies etc. in English and shared them on the Padlet in the "First month Introduction of teachers & students" page (See Figure 5.). Here the participants improved the Basic Personal Management Skills highlighted by Guerin et al. (2010: 30): *created* online materials by producing and/or editing content and integrating recordings; retrieved, stored, classified or found relevance and *organized* information; and finally *shared* information by publishing it on Twinspace.

Figure 5: The Padlet of “First month Introduction of teachers&students” page on Twinspace



The teachers played a significant role in Level I as they introduced web tools to their students and encouraged them to use these tools; provided linguistic support to communicate their thoughts; and designed activities and tasks to reiterate the students’ use of language and web tools. In addition to the teachers, the students themselves were also efficient in this level since they provided peer support in technological and linguistic aspects. Some students were more enthusiastic about technology such as S1S5 and S1S1, while others were not that much (S1S2 and S1S3). Therefore, the less enthusiastic ones got help from the more enthusiastic ones. In the same vein, the students supported each other in linguistic terms while preparing presentations or writing responses. In this interaction Level II of an AS was applied. As components of an AS, the teacher stood for the *subject*; the students were the *subject collective*, learning English and ICT skills through this project was the *object*; and as a result of this interaction between these units was the *outcome*: an intercultural learner with digital skills. Here it is significant to emphasize the changing role of teacher from “the sage on the stage” to the “guide on the side” as Tella (1996: 13) reiterates. However, it took some time for the participants to have such a view. That is, the teachers were more dominant at the beginning of the project organizing the activities, introducing web tools to students, while the students took more control of the activities and their learning towards the end of the project. This change can be supported by Dooly’s view (2010: 281) assuming that “the teacher is an agent of change and leads the way”. Today access to information is as far as a click of mouse; therefore, the role of teacher is no more being the source of information. As in the same vein with O’Dowd (2013) the teachers in this project acted out their four new roles as a teacher: *pedagogical*, *organizational*, *digital competences* and *attitudes and beliefs*. They realized their pedagogical role while they were starting and supporting the project, finding partners and designing tasks. As for their organizational role they were organizing time and overcoming institutional constraints. For example, Teacher 1 organized a swimming course for the girls in the project; and to this end, she



had to contact to and persuade persons in charge in another institution so as for the students to be allowed to take a free swimming course. Teacher 2, similarly, accompanied her students in their sportive activities after school. Related to their digital competences (technical role as Berge (1995 in Müller-Hartmann, 2007) defines it), they introduced web tools and Twinspace to the students. Considering the place of technology in today's society, the teachers' contribution to students in this sense is reasonable. Additionally, the teachers were not just providers or introducers of technology in the project. They were also "not afraid of learning with their students" with Scott's (2009: 44) expressions especially while learning new web tools. When it comes to their role concerning attitudes and beliefs (social role for Berge (1995 in Müller-Hartmann, 2007)), they performed it while they were providing a peaceful and happy learning medium, fostering intercultural communication and collaborative learning of students. For example, Teacher 1 stated that:

*Mesela kendini birilerine yakın hisseden öğrencileri ilk başta hep bir arada oturtuyorum tamam mı, hani işe alışma aşamasında, işe alışınlar diye. Sonra gözlemliyorum kim kimden uzak. Sonra ikinci oturumda bu uzak olanları dağıtıyorum, birbiriyle uzak olanları bir araya getiriyorum. (Translation: For example, I make the close friends sit together at first, while getting accustomed to the work. Then I observe them, I notice who tends to stay away from whom. At the second session I try to bring together those staying away from each other.)*

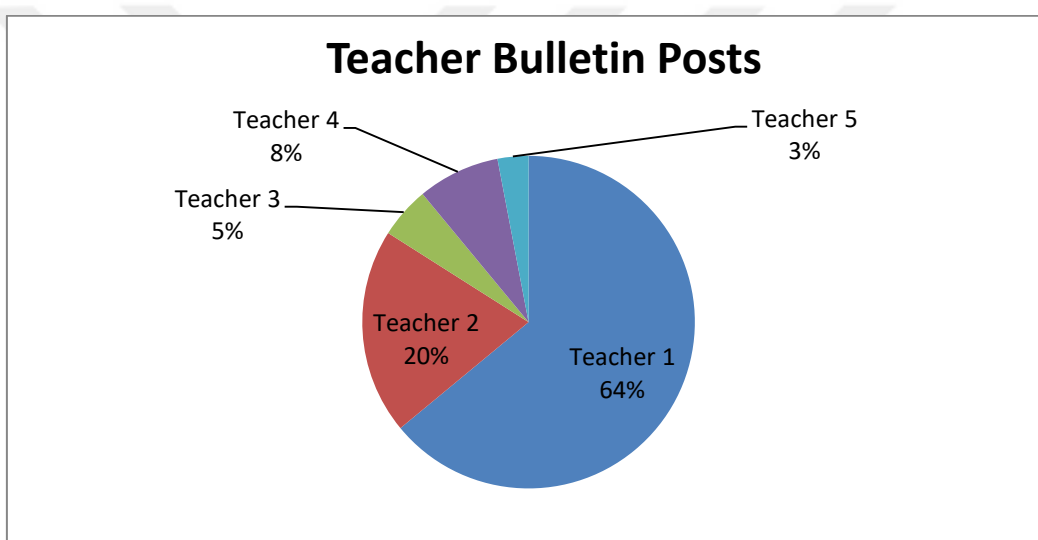
Here she facilitated for her students to work in collaboration by grouping them strategically. Keeping in mind the significance of the intercultural communicative competence in foreign language learning, their role to boost tolerance and to reduce stereotypes filled this gap in the students' learning process.

Level III in the AS included the *community* of the project, the partner students, schools and institutions. This community had *rules* of its own which were formed over time and led by the teachers as scaffolders. In order not to establish stereotypes against the other cultures the teachers directed and facilitated the communication and collaboration between the students. Although they did their best, of course there appeared some challenges. For example, in an online meeting with Turkey-Azerbaijan-Poland, the Polish teacher had to leave the classroom while her students were talking to the Turkish ones due to a phone call. Naturally, her students felt more comfortable and a bit underdisciplined as the Turkish students described them. After this meeting, the Turkish students became less willing to talk to these students once again. Therefore, the value partners attribute to the project affects their codes of netiquette, which may lead to misinterpretation or failed communication in the end as O'Dowd and Ritter (2006) reiterated.

When it comes to the *division of labour* in the Level III in this AS, Teacher 1 and her students shouldered most of the work as the founder partner school; yet there was a lot of support by Kübra (Ordu, Turkey), Teacher 2 (Azerbaijan) and Teacher 4 (Italy) and to some extent by Teacher 5 (Poland). However, the other founder partner did not participated in the activities, did not

responded to the efforts of Teacher 1 to communicate although she had been eager at the beginning. In the same vein, the member school in İstanbul and Bayburt from Turkey were also passive when compared to other partners in the project as Twinspace evidence revealed. On the other hand, the other partners were relatively in contact and encouraged their students to take part in the activities. As seen in Graphic 4 below Teacher 1 and Teacher 2 posted most of the messages in Teacher Bulletin part of Twinspace to exchange ideas about the project. Despite the fact that Teacher 1 mostly suggested the ideas and the others agreed on carrying out them, sometimes other partners were also the owner of the ideas. For example, the idea to arrange an online meeting first came from Teacher 5 (Poland). For the next online sessions, they discussed the appropriate time for each and then realized them.

**Graphic 4: The Rate of the Posts in the Teacher Bulletin of Twinspace**



When it comes to the division of labour between teachers and students, in the same line with Blumenfeld et al. (1991 in Thomas, 2000) the teachers acted as a facilitator and sometimes as a master at the beginning of the project. They initiated the first posts of the activities and taught the students web 2 tools to mediate their thoughts and provided linguistic support to this end. Nevertheless, as time passed and they learned about some tools, they became less nervous and more autonomous. They searched for alternative tools and suggested their teacher and classmates these tools. As they worked in groups most of the time, they provided each other linguistic support, as well.

Concerning the **activities** in the project the tasks can be regarded as carrying the features reiterated by Ellis (2009: 223). As usual with eTwinning projects the tasks were designed and guided by the teachers and consisted of both linguistic and non-linguistic tasks (such as art and sports tasks in the project). As in Müller-Hartmann (2007) the activities in the project can be classified in three groups: contact phase, dialogue phase and critical reflection phase. In contact

phase for example, the students introduced themselves, their schools and cities, touristic destinations in their country. In dialogue phase, they joined in the online sessions first to talk about themselves and then to discuss on topics such as internet security and sports. For critical reflection phase there was not a specific classroom activity to develop intercultural communicative competence as suggested in Müller-Hartmann (2007); yet the teachers provided facilitating discussions after online sessions in order not to allow to any stereotypes. For example, Teacher 2's students questioned the fact that Italian students did not wear uniform and concluded that they were a bit underdisciplined or lazy. However she clarified that wearing casual clothes instead of uniforms at schools did not mean that these students were not disciplined enough or less educated. She emphasized that it was their school policy and they should respect it.

According to O'Dowd and Waire's (2009) categorization of tasks (*information exchange tasks, comparison and analysis tasks and collaborative tasks*) the tasks carried out in contact phase mentioned above can be classified under information exchange tasks, where the participants introduced themselves, their schools, towns, countries and their cultures. Although O'Dowd and Waire (2009: 175) claim that these tasks are "monologic" in the sense that there is not much negotiation of meaning, it is clear that the students read each other's posts, liked them and even sometimes commented under their posts (see Figure 6).

**Figure 6: Negotiation of meaning through comments or likes in exchange of information tasks**



It was also reached with the group interviews that they were eager to read the posts in the "First month Introduction of teachers&students" page in Twinspace. Therefore, it cannot be claimed that there was little negotiation of meaning in these tasks; on the contrary, the participants reacted as much as they did in other activities in information exchange tasks. On the other hand, as comparison and analysis tasks, the participants shared their national cuisine by making

presentations of meals containing potato (“Fourth YOUR Potato” in Twinspace); yet there was not an explicit activity or task to compare cultural issues apart from the short discussions between the teacher and her students. Although there was an activity necessitating the participants to share something about their cultural heritage (“Eighth Cultural Heritages of our countries” in Twinspace), only Teacher 1’s and Teacher 3’s students participated in the activity; thus failing to meet the demands of the task. Finally, in the same vein with the collaborative tasks mentioned in O’Dowd and Waire (2009), the students worked either in groups or sometimes individually to create e-magazines, where they negotiated meaning much to agree on the joint work. Nevertheless, this collaboration was not in an inter-cultural sense as each school created their own magazine on their own. While preparing the magazine the Turkish students collaborated with each other especially in linguistic and technological issues. The students worked in groups to prepare the content of the magazine and those who were better at ICT compiled these works and designed the e-magazine.

In conclusion, all facets of this AS influenced each other in order for the participants to be ‘intercultural speaker’ or ‘multi-literate’ learner as Guth and Helm (2011) proposes. The teachers organized activities through which the students could mediate their thoughts through English and web tools and communicate in intercultural settings. Within this shared activity they internalized knowledge and started to take the responsibility of their own learning. This motivated and boosted their language learning, improved their media skills and paved way for them to be intercultural speakers.

### **3.2. Promises**

In this theme the contribution of the project to the participants were covered under sub-themes such as EFL Dimension, ICT Dimension, ICC Dimension, Affective Dimension and Other Findings out of this categorization. Under these themes the promises of the project were investigated and discussed. However, the project was not of course free from problems. The participants encountered several problems during the project and these were presented and discussed in a separate part under the title of “Challenges”.

#### **3.2.1. Findings Related to the EFL Dimension**

The findings mainly concluded through interviews related to EFL theme and their discussions concerning the literature were presented here in the following categories: Language Competence Improvement, Language Learning Motivation, Lingua Franca Effect and Curriculum Integration. The description of each category and sample evidence concerning that category was presented in Table 4 as follows.

**Table 4: Categories of the Findings Related to the EFL Dimension Theme**

<b>Categories in the EFL Dimension theme</b>	<b>Description and sample statements of the participants</b>
<b>Language Competence Improvement</b>	<p>The project's contribution for the participants to use language in authentic/real situations, to improve language skills, to reduce their anxiety towards oral communication and to enable peer language learning:</p> <p><b>S1S11:</b> <i>Aktiviteler kesinlikle bence bize çok yarar sağladı ve konuşmamızı olsun, yazmamızı olsun ilerlettiğini düşünüyorum. Ben şahsen yaparken hepsini çok eğlendim. (Translation: The activities were absolutely useful for us especially to improve our speaking and writing. I had really fun while doing them all.)</i></p>
<b>Language learning motivation</b>	<p>The project's effect on the participants' motivation to learn the language:</p> <p><b>S1S10:</b> <i>....Ondan sonra 9'a geçtiğimizde tabi İngilizce kullanma seviyemiz de düştü. İngilizce öğrenme hevesim de gitti. Ondan sonra 10.sınıfta bu projeye katılınca İngilizceye karşı daha yine hevesim şey yapmaya başladı. İngilizce öğreneyim falan, bu Erasmus projeleri var, onlara baktım. Onlarla da ilerde yine İngilizcem bu projelerle geliştirmek için bir amaç belirledim kendime. Yani hocam bu proje İngilizce konusunda bayağı şey oldu. (Translation: ...Additionally, when we became 9<sup>th</sup> graders, our level of English decreased. I lost my interest in learning English. When we were at 10<sup>th</sup> grade my enthusiasm for English started to increase. I wanted to learn it. I searched for those Erasmus projects. I set goals for myself to improve my English with those projects, as well. I mean Teacher, this project helped a lot concerning English.)</i></p>
<b>Curriculum integration</b>	<p>The teachers' idea that this project provides an implementation of curriculum:</p> <p><b>Teacher 2:</b> <i>They liked the idea of the project. Let me say that they could do it as they are. it is also in their curriculum and it was in the curriculum of their studying book, textbooks and English I mean.</i></p>

### 3.2.1.1. Language Competence Improvement

This category refers to the findings about the project as an opportunity to use the language in authentic contexts and to practice and improve language skills. Additionally, motivation to learn the language was also investigated under this category. To begin with the online sessions (video conferences), students believed that this project provided them with a real communication situation, where they could improve their **oral skills** as in Solomon (2006). In their traditional courses, they practiced language in the classroom through several activities such as role plays. However, this was not motivating enough for them to use the language and they had a great amount of anxiety to speak to foreigners before the project. Through this project they gained self-confidence in speaking. Because of this reason, they regarded the online sessions as the core of the project as in the example of S1S9 and Teacher 2's students provided below:

**S1S9:** *Öğrencilerde özgüveni geliştirmeye yönelik diyebilirim çünkü karşı tarafla sürekli konuşma içerisindeler ve konuşmak şu anda çok zor bir şey. Hani iki kişinin karşılıklı konuşması insanlara karşı konuşmak çok zor bir şey ve bunu geliştirmelerine yardımcı oluyor yani bu proje. (Translation: I can say that this project is to boost self confidence in students as they are always speaking with other partners and speaking is a hard task now, you know. I mean it is difficult to discourse, talking to people in English. This project helps to improve this.)*

**Teacher 2:** ...I had 12 students in my group and 24 students in the other group whom teaches another man. Other group students could see so they asked me if they could join to some of the activities, or participate in online meetings because in online meetings we had more students than in the project.

**S1S1:** Başka bir yerden yabancı biriyle konuşmak isteyince hani, daha çok heyecanlanırdım. Ne demek istediğimi anlatamayabilirim. Ondan hani, daha iyi olsun diye bence dış ülkedeki öğrencilerle konuşabildik. Bu benim için daha iyi oldu yani en azından heyecanımı yenebiliyorum artık hani konuşurken. (Translation: I would get really nervous when I thought of talking to a foreigner. I may not understand what s/he means. In order to develop this, we were able talk to students from different countries. It was better in this sense for me since I can control my excitement while talking in English now.)

**S1S4:** Hocam ben ilk kesinlikle konuşabileceğimi düşünmüyordum hatta rezil olurum falan çok öyle düşünüyordum. Konuşmak da istemedim. Ama sonra katıldıktan sonra çok hoşuma gitti. Zaten insan bir kere yaptıktan sonra çok eğleniyor, çok da katkısı oluyor. Öyle, sonra hep gitmek istedim. Hep konuşmak istedim, gönüllü olarak yani. (Translation: Teacher, at first I didn't use to think that I could speak; on the contrary, I used to think I would be disgraced. Therefore, I didn't want to speak at first. However, when I attended the first online meeting, I really liked it. After all, if one does it once, then s/he really enjoys and benefits from it. This way, I always wanted to participate and speak from then on. I volunteered to speak I mean.)

**Teacher 1:** ...Speaking derslerinde çocukların online derslerde ilk başta çok korkuyorlar, heyecanlanıyorlar falan böyle. O süreci izlemek benim çok hoşuma gidiyor. Başta öyleler, sonra sonra sonuna geliyoruz kurdu oluyorlar. Özgüvenleri geliyor, konuşmak istiyorlar, iletişime geçmek istiyorlar. Zaten önemli olan da hani kazandırmak istenen şey de. (Translation: The students get anxious for speaking at first. They became nervous. I really like to observe this process. They are in such a mood at first, but when we come close to the end they become hard boiled. They develop self confidence; therefore, they want to speak and communicate in English. What is important is already to establish this.)

Teacher 1 also reported that the main reason for her to run such projects was to provide a reason for her students to learn English in a medium where they could use the language in real contexts. Taking into consideration the fact that they live in a small city where they have little or no opportunity to use the language in real context, this project played a significant role for them to practice the language. As S1S1 and S1S4 stated above in the project the students had had a high level of anxiety to speak in real situations especially to foreigners. After the first online meeting they were observed to overcome their anxiety to large extent and gained self-confidence in oral skills as expressed by Teacher 1, as well. The presence of their teacher as supporter- even sometimes providing translation reduced their anxiety. After the first video conference it was dominantly their peers providing linguistic support rather than their teachers although she was still there to help. On the other hand, the students previously participating in such projects felt excitement rather than anxiety as they experienced the same process beforehand. Therefore, as with the findings of Vides (2014); Fat (2012) and Hoffstaedter and Kohn (2015), this project provided authentic context for the participants to practice and improve their oral skills in English.

During the online sessions the students were also reported to improve their **pronunciation, vocabulary, listening and lexical skills** as concluded from the extracts below.

**S1S9:** *Bence oldu çünkü, hani dediğim gibi konuşurken zaten ister istemez onu anlamam lazım. O yüzden ister istemez de dinleme becerin, algılama becerin de gelişiyor... Yani ben tabi ki de faydasını ister istemez gördüm. Dediğim gibi sürekli bir şeyler hani online görüşmelerde sürekli bir şeyleri tekrarlıyorsun hani, Gramer bilgisi olsun işte telaffuz olsun bunlar sürekli tekrarladığın için ister istemez sende kalıcı oluyor yani. Bir şeyler öğrenmiş oluyorsun. Bu yüzden yani ben projeden gayet de memnunum tekrar yine devam edeceğim, bunun devamı gelecek. (Translation: It has had an effect I think on our language since for example you need to unavoidably understand the speaker while speaking. Therefore, your listening skill necessarily develops...I mean definitely I reaped the benefit of it. As I said you always repeat some structures, grammar and pronunciation during the online sessions. As they are repeated continuously, we learn them permanently. Therefore, I am highly content with the project and I will keep participating, I mean this will go on.)*

**Teacher 1:** *Listeningle ilgili tabi konuşma-dinleme haliyle orada, hani telaffuzlarda bazen zorlandıkları oldu ama zamanla aştılar onu yani sıkıntı olmadı. (Translation: There are naturally listening and speaking activities. There were times of course when they had difficulty, but they overcame them all.)*

**S2S5:** *Daha çok dinleme becerim artdı. (Translation: Mostly my listening skills were improved.)*

**S2S1:** *...we were exploring from websites. In these websites we were reading articles and watching videos. So we improved our reading and listening. Then we had video meetings with other countries, and we wrote letters. So our writing and speaking have been improved too.*

As S1S9, S2S1, S2S5 and Teacher 1 highlighted especially during the online sessions they improved their listening skills while listening to their partners. So as for the communication between the partners to continue they had to listen carefully each other, which boosted their listening and pronunciation skills. Additionally, what they listened to was authentic dialogues which were generated spontaneously at the time of speech (although some were prepared and memorized beforehand). Moreover, they practiced the structures and grammar they had learned in their usual classes.

**Teacher 2:** *...They, one of my students, a boy-his name is Zaman, I think he wrote Turkish girls something, their writing was ...and he wanted to express that "I was in the online meeting and -after online meeting they are speaking and "I was in the online meeting, I could see you"... something like this. Then he showed me the writing, you have written here "broadcasting". What is broadcasting and he doesn't know what is it. But just as a verb to mean online meeting, I told Zaman did we have this meeting on TV or maybe on radio. Was it an official meeting, it was just between us as in the frame of the Project. And when he understood his mistake he told me yes I was mistaken. And in this mistake they can correct their speaking.*

According to Teacher 2 her students improved their vocabulary in the project. They searched for vocabulary to mediate their thoughts and sometimes they mistook some words. At such times their teacher provided them with the necessary support so that they could acquire pragmatic competence and correct use of language. Similar to Lee's (2011) and Belz and Kinginger's (2003) studies, in this project, too, the students improved their linguistic and pragmatic competence through both peer feedback and teacher support.

Concerning **writing** and **reading** skills of the students, the participants claimed that this project contributed to them to a great extent. For example Teacher 1 stated that:

*...E, yazmaları için okumaları gerekiyordu. Bir de mesela padlette başkalarının yazdığı yorumları falan okuyorlar. Hani diğerleri ne yapmış ne etmiş diye. Paylaşımını okuyorlar onun da faydası olduğunu düşünüyorum. Bir de emailleşme de oldu aralarında. Email arkadaşlığı, hocam işte burada ne dedi, hani ben ne cevap yazacağım, ne yazacağım. Bir yandan da nasıl cevap vereceğini falan öğrenmiş oluyor çocuk. Kendileri normal posta ile de mektup yazıp cevap verdiler. (Translation: In order for them to write they had to read in the end. Additionally, they read the comments on Padlet posts written by their friends to learn what the others wrote and did. They read each others' sharings, posts; thus, they benefited from these as well I think. They also exchanged emails with each other. They wondered what was meant and what they intended to learn in their emails, and how they would respond. In this way they learned. They also exchanged mails through posts, as well.)*

Reading and writing were hand in hand in the project. That is, they had to read to understand or comment on their partners' presentations. Although there were not explicit reading activities, they were supposed to read online materials to prepare content for Twinspace on specific topics. Additionally, what they were reading was mostly authentic texts including personal information about the participants, which triggered reading interest in some students. As for writing, on the other hand, they carried out explicit tasks to improve their writing skills. For example, as Teacher 1 stated below

*.... Writing zaten ana temasıydı. Yani, her biriyle ilgili mesela o ourbox da hikaye oluşturma, ondan sonra "Science in Life" denilen bir bölüm vardı, orada da işte bilimsel gerçeklerle ilgili bir poster hazırlamışlardı. ....kendini tanıtma, okulu tanıtma, çevreyi tanıtma. Zaten ders içerisinde bunları ben ödev veriyorum, metinlerini kendileri hazırlıyorlar, iş nereye kalıyor web aracını kullanıp onları oraya yazmaya, tasarıma kalıyor. (Translation: Writing was already in the focus. I mean for every activity they had to write something, for example creating stories in "ourbox", in another part called "Science in Life" where they prepared posters about scientific facts. Introducing themselves, their school and town were also based on writing. I already assign these as homework for them, they prepare the texts, the rest of the work is presenting and re-designing them through web 2 tools.)*

Through web 2.0 tools they practiced writing on some topics such as science and scientists. In addition to that, they also produced writings to share personal or specific knowledge on several themes. Before posting their writings they sometimes requested their teachers to proofread and correct their mistakes/errors accordingly. For their letters or postcards, the teachers checked their writings and provided corrective feedback. Therefore, they improved their writing skills, as well.

The results of the structured interview with twenty three students from two schools also supported the findings above (see table 5). Taking into account the mean of each item in the structured interview, most of the students agreed on the fact that this project boosted their speaking, writing, reading, listening and pronunciation skills.



**Table 5: Descriptive Statistics of the EFL Dimension Theme in the Structured Interview 1**

<b>EFL Dimension</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
1.My English speaking skill has been improved.	23	3,00	5,00	<b>4,5217</b>	,59311
2.My writing skill in English has been improved.	23	1,00	5,00	<b>4,3043</b>	,92612
3.My reading comprehension in English has been improved	23	4,00	5,00	<b>4,4783</b>	,51075
4.My listening skill in English has been improved.	23	3,00	5,00	<b>4,5217</b>	,59311
5.My pronunciation in English has been improved	23	3,00	5,00	<b>4,4783</b>	,59311
Valid N (listwise)	23				

To conclude in the same line with Cassi (2014) and Fargoulis (2000), through this project the students practiced speaking and writing while creating materials and reading and listening while digesting these materials. As a consequence, it was concluded that this project was reported to boost the students' language competence.

### **3.2.1.2. Language Learning Motivation**

Although motivation can be categorized under "Affective Dimension" theme, on the grounds of its closer relation to EFL it was though appropriate to cover it here. Motivation has long been discussed a lot in EFL and it can be defined as "interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment" (Peacock, 1997: 145). It is known that motivation determines the amount of engagement in foreign language learning and personal commitment to language learning (Oxford and Shearin, 1996 a). In the same vein, there appear some studies concluding that eTwinning projects promote motivation for foreign language learning (Cassi, 2014; Fat, 2012; Bozdağ, 2015, Scott, 2009; Hoffstaedter and Kohn, 2015, Vides, 2014). Similar to these studies, enjoyment was reiterated by many of the participants in the project. As noted earlier, online sessions (video conferences) in the project were one of the most motivating activities for the participants. Speaking and listening skills practice and the authenticity of the communication during the online sessions boosted their motivation as frequently stated by the participants.

**S1S5:** *Aslında hocam ben normalde ortaokulda İngilizcem, yani çok iyi bilmiyordum. Hatta hiç bilmiyordum hocam. Buraya geldim, burada uygulama olarak yapınca iyi ezberledim. Şimdi İngilizcem çok süper hocam. (Translation: Actually, I was not good at English at secondary school. I didn't learn it at all. I came to this school and as we practiced and used it, I learned. Now my English is perfect.)*

**S1S3:** *Hocam benim İngilizcem hiç iyi değildi buraya gelmeden önce. Ben 4 sene falan özel ders almıştım, o derece İngilizceyi sevmeyişim için yapamayacağımı düşünüyordum. Yani, sevmiyordum . Dedim görüşmelerde de çok*

heyecanlanırım, dedim yapamam konuşamam gibisinden, zaten İngilizceyi sevmeyen biriydim. Ama hem bu konuşmalar benim İngilizceye karşı tutumumu değiştirdi, hem de bana katkısı oldu. (Translation: My English was poor before here. It was so poor that I took private courses for 4 years. Guess how much I hated it. Before the online sessions I thought I could not do that and I would be anxious. However, these sessions changed my attitude towards English and contributed me a lot.)

**Teacher 1:** ... öğrenciler açısından çocukların dil gelişimini, motivasyonunu ve dil becerilerini artırdığını düşünüyorum. (Translation: I think it boosted their language development, motivation and language skills.)

As S1S3 and S1S5 expressed, they had not been good at English; thus having a negative attitude to learn it. However, through using the language in real situations, they got motivated to learn it. This was also observed by their teacher as seen in Teacher 1's expression. As they learned the language for a real purpose-communication, they wanted to attend to the activities, which in turn boosted their language.

**Teacher 2:** ...I had 12 students in my group and 24 students in the other group whom teaches another man. Other group students could see so they asked me if they could join to some of the activities, or participate in online meetings because in online meetings we had more students than in the project. The same class but not my group. And I think it came from eTwinning motivation. As they could get interest in the theme of the topic of the project.

As Teacher 2 claimed above, online sessions were also the reason for another group in her class to take part in the project. Although they were not included in the project as their teacher was different, they wanted to participate in the online sessions. The idea to communicate with people from different cultures and to use the language to communicate with them motivated these students to attend to online sessions. On the other hand, online sessions were not the only activity in the project to motivate the students to learn English. For example, S1S9 stated that she started to read more after this project. Therefore, her interest to learn the language continued even after the project or with the activities out of it. So as to seem more educated or proficient in the language they started to correct their pronunciation, as well.

**S1S4:** Karşı taraf da öyle oluyordu. Onlar da bizim gibi zaten heyecanlanıyordular. Onlar da hata yapıyordu sonuçta, o yüzden çok şey yapmıyordum. Onlardan farklı değilsiniz sonuçta, onlar bizden iyi değiller. Bence bu bize güven kazandırdı. (Translation: The partner students were so, too. They were nervous and anxious just like we were. They would make mistakes, too. Therefore, I didn't take it much seriously. All in all, we are not that different from them or vice versa. I think this situation improved our self confidence.)

**S1S10:** Canlı görüşmeler yaparken karşıdaki kişinin de hani bizim kadar İngilizce bildiğini şey yaptığım için, kendim daha çok rahatladım ... Rahatlayarak daha iyi konuştum yani. Bu yönden daha iyi konuşmama katkı sağladı. (Translation: As I recognised that the partner students, too, know English as much as we do, I felt more comfortable. I mean I talked in a relaxed way as I felt comfortable. Therefore, it contributed to my speaking.)

**S1S6:** Karşımdaki de benim kadar biliyordu yani, o yüzden daha rahat ve akıcı bir şekilde konuştum diyebilirim. Yani karşımdaki bir İngiliz olsaydı daha farklı olurdu. Kasabilirdim... Daha mutlu olduk. Çünkü yani hani tek

*bilmeyen bizim gibi olsaydık kendimi kötü hissederdim. Ama onlar da bizim gibi Polonya falan mesela grameri falan yanlış yapıyorlardı. (Translation: I mean they know English as much as we do. Therefore, I can say that I talked more comfortably and fluently. I had talked to a native, it could have been different. I would have been anxious. I mean we were happier as I would feel worse if it were only us who didn't know English well. However, they were similar to us in that Poland, for example, had errors in grammar.)*

The medium of the telecollaboration was also found to be motivating for the students. That is, the students expressed that they felt more comfortable while talking to the students who were as proficient as themselves in the language. As reiterated in Hoffstaedter and Kohn (2015), it appeared from their reports that they felt less anxious to make mistakes when they noticed that their partners, too, made mistakes while communicating. They felt confident and courageous to communicate as they knew that their peers would not criticize or ridicule them because of their mistakes since they might do the same mistakes, as well. As S1S6 stated communicating with a native speaker would have aroused the anxiety of feeling inferior with them; thus influencing their language learning on the grounds of getting stressed. On the other hand, communicating in a lingua franca medium (in English) enabled them to feel being “in the same boat” with their far-away partners. As they learned that their partners, too, had to learn the same language for the similar purposes, they felt more comfortable and eager to take part in the communication process. The reciprocal nature of the experience reduced the anxiety towards making errors.

**S1S9:**...Ama 9'da özellikle ve bizim 10.sınıfta hocalarımızın olmaması sebebiyle hani İngilizcede evet birazcık hani körelme gibi bir şeyimiz oldu, fakat tam tersi proje ile tekrar İngilizceye bağlandık. İngilizceyi tekrar bir etkin hale getirme durumum oldu. (Translation: As we didn't have teachers of English at 9<sup>th</sup> and 10<sup>th</sup> grades, our English level started to decrease. However, we re-established our interest in English through this project. I activated my English again.)

**S1S6:** ...Ben gelmeden önce de İngilizcem iyiydi. Hazırlıkta mükemmeldi yani hazırlık harika bir şeydi. Projeye de katıldım o zaman, o zaman proje hani tutkuymuş diyeyim. 9.sınıfta ders sayısının düşmesi, öğretmen olmaması, gibi şeylerle bir ilgisizliğe dönüştü hani. Dedim ki projeye hani projelerin şeyiyle tamam dedim projeye olur bu iş. Biraz daha yürütebilirim, olabilir. İngilizce bağımlılığımı proje sayesinde devam ettirebildim. Söndürmedi yani İngilizce ilgimizi proje. (Translation: My English was good before this school, too. It was perfect at prep grade, I mean prep grade was excellent. I participated in projects then. I can say that projects were a passion for me. At 9<sup>th</sup> grade, on the other hand it turned out to be indifference due to the reasons such as decreasing number of English classes and lack of teachers. Then I said that it's OK now, I could keep a bit more thanks to these projects. I was able to feed my interest in English thanks to this project. I mean this project kept our enthusiasm about English alive.)

For the students in 10<sup>th</sup> grade in Teacher 1's school this project was more than improving their language. As they had reduced number of classes in a week (20 hours at prep grade; 4 hours at 9<sup>th</sup> and 2 hours at 10<sup>th</sup>). Therefore, they claimed that their enthusiasm for English started to diminish although they were more diligent and enthusiastic at preparatory grade, when they had another eTwinning project integrated into the classes. Nevertheless, through this project they were able to revive their motivation to the language. As stated earlier, these students were not awarded

with any credits on the grounds of participating to this project. This also gives clues about the previous project's role in their motivation to learn the language leading them to join another one. The last item in the structured interview also reiterated this conclusion revealing the motivation of the students to take part in such a project in the future (see Table 6).

**Table 6: Descriptive Statistics of the EFL Dimension Theme in the Structured Interview 2**

<b>EFL Dimension</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
27. I would like to join such a project again in the future.	23	3,00	5,00	4,7391	,54082

Taking into account the duration of the project (eight months), they participated in the activities eagerly during this long period despite the fact that some of the activities had to be carried out after school or at the weekends. Additionally, even at the end of the academic year some of them still kept working on the joint product of the project. Sometimes it was not the teachers but the students that requested to carry out some activities as in the example of “No More War” activities. If it had not been for their motivation, this engagement and commitment could not have been continued. The students were so motivated that they wanted to participate in another project in the future, as well. This revealed the potential of the project to keep the students engaged in language learning.

### **3.2.1.3. Curriculum Integration**

Through this project some goals of the 9th-12th Grades English Curriculum in Turkey were accomplished or in other words the theory in the curriculum was put into practice. To start with, the curriculum views project-based language activities as boosting self-esteem, autonomy and language skills. In this project the students gained self-esteem as they noticed that they could communicate in English in real situations. While working on tasks, they both collaborated with their groups or friends and worked on their own. That is, they got the opportunity to experience peer interaction, which is what adolescents long for as Crawford (2007: 17) suggested.

**S1S11:** *...Etkinlikler bir kere sınıf arkadaşlarımla yaparken çok daha eğlenceli oluyor benim için. Arada şakalaşıyoruz falan. Hep beraber bir etkinlik yapmak beni hep çok mutlu eden bir şey. Şahsen ben bütün etkinliklerin çok eğlenceli geçtiğini düşünüyorum. (Translation: On the one hand, activities are much more fun if I do them with my classmates as we giggle and kid around. Performing an activity with my friends always makes me happy. I think all the activities were enjoyable for me.)*

**Teacher 1:** *Bu projeye ben şunu hedefledim, çocukların hem akademik anlamda hem sosyal anlamda hem de sportif anlamda onları geliştirecek etkinlik ve aktivitelere yer vermeye çalıştım. Aynı zamanda derslerle paralel çalışmalar yürütmeye çalıştım. (Translation: With this project I aimed to design activities and tasks so as to improve them in academic, social and sportive sense. By the way, I tried to teach in parallel with the curriculum, as well.)*

As S1S11 exemplified, being together with their friends was one of the aspects of the activities making them entertaining. This collaboration, on the other hand, sometimes left its place to autonomy during some tasks. For instance, during the activities where they introduced themselves; prepared mandalas and created online magazines, they worked individually paving way to autonomy. Teacher 1 gradually withdrew her assistance as the students started to take the control of their own activities. Additionally, Teacher 1 stated that her aim in this project was also to contribute to the students in academic, social and sportive sense. As Brown (2000: 17) highlighted adolescents are in search of discovering and forming themselves. Similarly, in the project they took part in linguistic, sportive, technological and art-oriented activities, which in turn might lead them to find themselves and their potential in these areas. Therefore, to fill this gap in the students' life this project realized its duty as supposed in the curriculum.

Secondly in the curriculum, English is depicted as “a lingua franca”, “an international language”, “the language of science and technology”, therefore, learners are expected to use it “actively” and “communicatively”. Similarly in the project, students used the language actively and communicatively while preparing the content for Twinspace and during online sessions. Criticizing previous Turkish EFL context due to its focus on grammatical competence, the curriculum emphasized the improvement of the other three aspects of communicative competence (Hymes, 1972; Swain, 1980): discourse competence, sociolinguistic competence and strategic competence. Concerning sociolinguistic competence, the students found the chance to communicate appropriately observing the codes of netiquette and cultural issues. The teachers' role here was undeniable as they facilitated the communication phase in all terms. As to discourse competence, for example they exchanged mails through which they practiced letter writing format such as greetings and endings in an informal way (see Appendix 6 for a sample of the letters). Related to strategic competence, they did their best to keep the communication going and successful through strategies such as repetition, clarification, taking turns, using gestures, using headphones to eliminate the background noise and speaking in a slower way during the conversation in online sessions. Therefore, this project fulfilled its duty to put the theory into practice concerning its role for the communicative competence as suggested in the curriculum.

Finally, when it comes to linguistic competence, the teachers (both Teacher 1 and Teacher 2) claimed that they integrated the curriculum in the project. Some tasks and activities were similar to those in the course books in their usual classes.

**Teacher 1:**... müfredatla paralel gittiği için çalışmalar mesela ilk ünitelerde ne var, kendi hakkında kendini tanıtmaya, fiziki özelliklerden bahsetme, okuldan bahsetme ya da şehri tanıtmaya. Bu tür şeyleri zaten 1.-2. üniteye bol bol yapıyorsunuz. Ben onlara diyorum zaten hani çocuklar, bunları saklıyorsunuz. Böyle A4 kağıdına falan yapıyorlar ben onları kontrol edip düzeltip geri veriyorum. Yazıyorlardı mektup olarak gönderiyordum...Ve hani derse dediğim gibi entegre edince onlar, hep kendiliğinden yürüdü yani işler. İki saat verdim, işte o iki saatte dedim ki Ourbox u kullanarak işte hikayelerinizi oluşturun. Zaten önceden hazırladıkları için metinleri, geriye uygulamayı kurcalamak kaldı.

*(Translation: ... it goes in the same line with the curriculum. for example, what we have in the first units introducing oneself, talking about physical appearance, introducing one's school or town. They already do such activities in the first two units. I tell them that you already do such activities. They would do these activities on A4 papers and I would check and provide feedback for them or send them as mails. As integrated into the classes, all became easier then. I assigned them two hours to create their story using "ourbox". Since they had prepared the texts previously, the rest was just designing it in the tool.)*

**Teacher 2:** *...They liked the idea of the Project. Let me say that they could do it as they are..it is also in their curriculum and it was in the curriculum of their studying book, textbooks and English I mean.*

As Teacher 1 and Teacher 2 stated some activities of the project were directly taken from the curriculum. That is, the goals of the course and those of the project were similar as concluded by Scott (2009) as well. Rather than just following the course book, they adorned their pedagogy through various activities especially by integrating technology into the project. The students created materials such as introduction paragraphs about themselves, their school and city. After her corrective feedback for the content, she either sent some of them as mails or encouraged them to use technology to share with their partners. This was also suggested in the curriculum- to use educational technology as in line with the adolescents' real life. They were able to mediate their thoughts through a great amount of web tools.

In sum, through this project the teachers were able to implement the curriculum in an action-oriented medium. They provided their students with real situations to improve their communicative competence skills, to discover their potentials, to integrate technology into their learning process.

### **3.2.2. Findings and Discussions Related to the ICT Dimension**

ICT use is one of the three bases of eTwinning projects (Foreign language learning and Intercultural Awareness are the other two) as well as accounting for "how" part of the exchange. That is, telecollaborative exchanges have always been mediated through technology; therefore, it was anticipated that such a theme would appear in the study. Two categories were covered under this theme: Media Literacies, and Autonomy and Collaborative Working Skills. Among the statements of the participants to support findings those justifying the category explicitly were chosen and presented here. The descriptions and samples of reports were provided below in the Table 3.

**Table 7: Categories of the Findings Related to the ICT Dimension Theme**

<b>Categories in the ICT Dimension theme</b>	<b>Description and sample statements of the participants</b>
<b>Media Literacies</b>	The project's contribution to the participants in ICT use for the purpose of creating, organizing and sharing information: <b>S1S9:</b> <i>Çünkü internet de olduğu için hani internet üzerinden olduğu için mesela fotoğraf indirmeye falan da uğraşmıyoruz direk hani onun üzerinden internetten direk fotoğrafı yükleyebiliyorsun. (Translation: As the photos and stuff are available on the net, we don't have to waste our time on downloading them to upload onto the presentations.)</i>
<b>Autonomy and Collaborative Working Skills</b>	The project's effect on the participants' autonomous and collaborative use of ICT tools: <b>S1S6:</b> <i>... Emaze i hazırlıkta yani çok yormuştu beni ama şu anda hiç öyle bir yorması yok, hatta en kolay o diyebilirim. Çok kolay geliyor bana iki dakikada emaze den hazırlarım ben deyip şey yapabiliyorum yani. (Translation: "emaze" used to be too tiring for me in prep grade, but now it is not the case. Moreover, I can say that it is the easiest. It is very easy for me as I assume that I can prepare through "emaze" in two minutes.)</i> <b>S1S3:</b> <i>... Web 2 de de her zaman S1S1 ya da S1S5'ten yardım aldım. Yapamadım oralara girmek zor geliyordu bazen... (Translation: I always requested help from S1S1 and S1S5. I was not able to manage to surf on those sites; therefore it was sometimes difficult for me...)</i>

### 3.2.2.1. Media Literacies

Literacy can be broadly defined as the ability to access, analyze, evaluate and create messages in a variety of forms (Christ and Potter, 1998 in Livingstone, 2004). As technology never stops changing, there appear new forms of literacies concerning it. Starting with "computer literacy", which is the ability to use computers, keyboards and softwares (Luehrmann, 1972); the advent of the Internet evolved this literacy to include multimedia and digital literacies. Media literacies here were used as the umbrella term to broadly refer to the skills of using information and communication technologies for communication, learning and leisure. They involve "the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet" (Gajek, 2009:49).

In the same line, the participants in the project concluded that this project enabled them to improve their media literacies. As they reported they learned a great number of web tools to create, share and present information. For example Teacher 1 stated that:

**Teacher 1:** *...Özellikle web araçları ve bilgisayar becerilerini artırdığını düşünüyorum. Ya bilgisayarı açmasını bilmeyen öğrencim vardı, yani nereden @ tuşuna basacağım falan. Onlar vardı şimdi hepsi çatır çatır sunum yapıyor. (Translation: ...I think especially their web tools and ICT skills were improved. There were students who weren't even capable of switching on the computer or typing "@" on the keyboard. Now they all are experienced in preparing presentations.)*

**S1S9:** *Ya ben tüm derslerde slaytları falan çok fazla kullandım, hani emaze i özellikle. (Translation: I used presentation tools, especially "emaze", in all courses.)*

According to her, there were students who had not known how to type “@” character on the keyboard and they improved their media literacies in addition to their computer literacy. However, according to the structured interview done during the activities, which inquired the web 2.0 tools the students used, it was concluded that they learned a great number of tools (see Figure 7).

**Figure 7: Web 2.0 Tools the Students Used in the Project**



For example, as concluded from the Twinspace of the project they created presentations to introduce their school, city and local destinations via tools such as genially, voki, prezi, flixbpress and emaze; mind maps to share content about web 2.0 tools themselves via bubblus; posters via postermymwall and canva; videos via biteable, animoto and viva video. Therefore, they were reported to acquire digital literacies while mediating their thoughts through these tools as also concluded in Helm (2014). They practiced synchronous communication through tools such as Twinspace platform and Skype and asynchronous modes of communication by sending text messages to each other through Twinspace chat portal. They negotiated also through commenting on each other’s posts in Twinspace. Beyond the scope of the project they also used these tools to present information in other courses, as S1S9 stated above. They also took the advantage of the smartboards provided through FATİH Project in Turkey during the online sessions (see Appendix 7 for smartboard use in online session). The Italian and Polish students used a PC and a projector to transfer the screen of the PC onto a curtain during the video-conferences, whereas the Turkish and Azeri students used smartboards, PCs and laptops. During the video conference between Turkey and Azerbaijan, the students also had immediate access to multiple sources such as search engines and online dictionaries in addition to the opportunity to blend audio-video channel of communication with text chatting for clarification.

**S1S6:** *...Bizden de yorum yapanlar vardı, hazırlık sınıfından da, karşı taraflardan da. Çünkü ben sürekli bakıyordum hani kim ne yapmış, kim de yorum yapmış hani. (Translation: the students from our school commented on the posts, as well as those from other schools since I usually logged in and observed who did what.)*



**Teacher 2:**...*That's why I can say they are experienced in etwinning. Tools their favourite activities. They are always in the search of new tools. They want to learn something new which would be interesting.*

**S2S3:** *Yeni web siteleri oyrendim. (Translation: I learned new web sites.)*

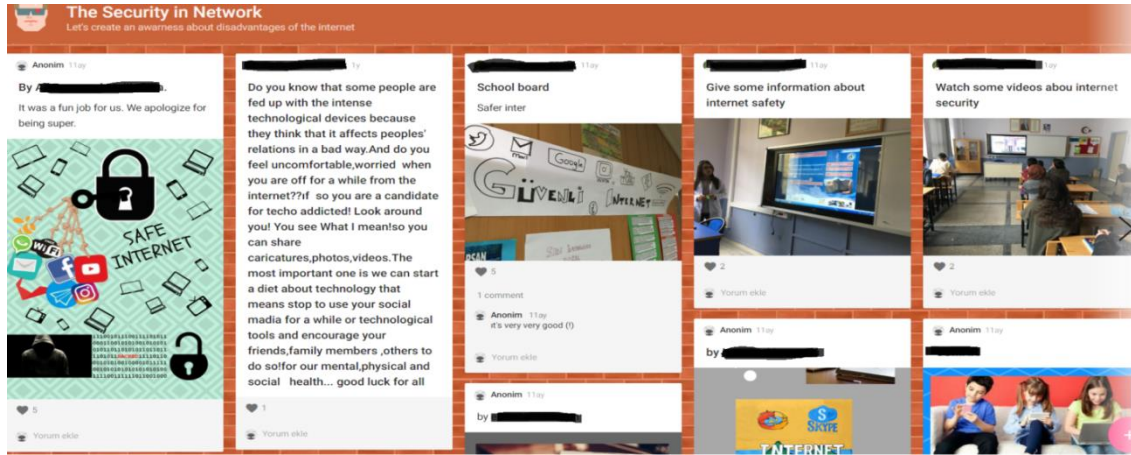
**S1S1:** *Sonra web 2 araçları zaten, ben onları hep böyle uygulamalarını, böyle programlarını arardım hocam, bulamazdım. Online üzerinden yapabildiğimi de bilmiyordum hocam. Web 2 araçlarını görünce çok fazla hoşuma gitti. (Translation: Moreover, I loved it much when I saw web 2 tools there since I would search for such tools, such programs and have difficulty in finding.)*

**Teacher 1:** *Öğrendiler en azından neyi nerede bulacaklarını ve nasıl olacağını mantığını kavradılar. Şimdi hangi aracı versen hani önce sign up yapacağım, sonra log in e tıklayacağım vs biliyor. Evet sunum yaparken biliyorlar artık nereye neye tıklayıyoruz, nereden yazıyorum, nereden görsel arıyorum falan filan, bunu biliyorlar. Ha bu a programı olur, b programı olur... (Translation: At least they figured out the logic of searching and preparing presentations. Now they know what to do with the tools first, how to sign up and log in. Yes, I think they know what to click on first, how to write or search for photos. This tool can be A or B.)*

Taking into consideration that these students were digital natives born into a technological era, virtual world is interwoven with their daily life (Prensky, 2001). They establish friendships, share their lives and learn about each other in this virtual world. They are surrounded by smart boards, computers, tablet PCs, and mobile phones. As also stated in the vignette at the very beginning of the study, their language of communication is technology. Virtual world constitutes a majority of their real world; therefore, it is a significant duty of schools to provide them with a safe opportunity to generate this reality. In the same vein, it was advocated in the curriculum to integrate ICT into language education on the grounds of its advantages. Considering all these, this project enabled the participants to include a fundamental need into language education: ICT. They improved, as Teacher 1 stated, media literacies so that they would not have difficulty in case of the necessity of using a new tool. Moreover, as stated by S1S1 and Teacher 2 above some students were already apt to use technology as a part of their daily life; thus, these students got the opportunity to feed their interests.

In addition to learning new tools to use, the students also got awareness about using the Internet safely and learned the codes of netiquette through this project (see Figure 8). In School 1 they also disseminated the project activities to the whole school through video presentations and bulletin boards (in Turkish).

**Figure 8: The Screenshot of Twinspace Page about Internet Security Activities**



They exchanged ideas in a safe platform through the project as portrayed by Gauseti's (2013) findings as well. For example S1S5 stated below:

**S1S5:** ...Yani böyle bir, internete kitleniyorsunuz hocam. Mesela eskiden bakıyordunuz hocam, herkes internete girmiyordu, kendine uğraşacak bir şey buluyordu. Yani telefona bakmak hocam boş durmak gibi bir şey. Sadece telefonda değil, internet hocam... Yani adam boş duruyor hocam, boş duranı Allah da sevmez. Hocam, başka şeylerle ilgilenip eğer sadece bu telefonla ilgilenmesek hocam belki de biz kendimiz bir şeyler üretip ülkeye daha faydalı olabiliriz yani, yerli bir şey üretiriz hocam. Sadece telefon değil, her şeyin kaynağında sorun telefonda çıkıyor hocam. Mesela ödev yapmıyorlar telefona bakıyorlar, geç yatıyorlar telefona bakıyorlar. Sadece telefon değil hocam internet olduğu için de böyle. Öyle hocam sadece bunun güvenli yönleri ve nasıl kullanmamız gerektiğini de biz anlattık hocam orada. (Translation: You just stick on the Net, Teacher. For example, in the past not everybody had access to the internet; therefore they would engage in something else. I mean being busy with the mobile phone is something like doing nothing. I don't only mean mobiles, also the internet. One does nothing playing with them and even God dislikes who is doing nothing. If we were busy with something else rather than playing with mobile phones, who knows maybe we would be more useful for our country by producing something. We would produce native things. Mobile phone are the source of many problems. For example they don't do homework as they are playing with them; they sleep too late as they are busy with them. The reason for this is also the internet. This way... We tried to explain not only how to use them safely but also how to use them in the project.)

In the project it was significant to inform and warn students about the challenges faced in virtual platforms rather than advocating its use in a blindfolded way. They watched and prepared videos, presentations and posters related to e-safety and challenges or pitfalls of technology.

**Table 8: Descriptive Statistics of the ICT Dimension Theme in Structured Interviews**

ICT Dimension	N	Minimum	Maximum	Mean	Std. Deviation
10.This project contributed to my ICT skill	23	3,00	5,00	4,0000	,67420
11.I learned to use new web 2 tools	23	2,00	5,00	4,0435	,87792

**Table 8: (Continue)**

12.I think I can use these web 2 tools in other subjects, as well	23	2,00	5,00	4,1304	,96786
13. I think web 2 tools make English courses more interesting.	23	2,00	5,00	4,2609	,81002
15. I recognized that I can use my mobile phone for educational purposes, as well.	23	1,00	5,00	4,0870	,94931
Valid N (listwise)	23				

Similar to the findings above, the structured interviews provided supporting findings, as well. A great majority of the students thought that they improved their ICT skills and they noticed that they could use their mobile phones for instructional purposes (see Table 8 above). Considering the amount of time teenagers spend on using mobile phones, it can be regarded as a significant improvement that they could use these devices for education.

### **3.2.2.2. Autonomy and Collaborative Working Skills**

To begin first with the definition learner autonomy, it is the ability of taking the responsibility for one's own learning and it is learned or acquired through formal education or sometimes naturally (Holec, 1981). Collaborative learning, on the other hand, can be broadly defined as "educational approaches involving joint intellectual effort by students, or students and teachers together" (Smith and MacGregor, 1992: 1). Viewing from sociocultural perspective, learning is first social, then individual. That is, as enabled social medium, collaborative working paved the way to learner autonomy for some students. This is, in fact, what happened when the students learned to use web 2.0 tools to mediate their thoughts as in the same vein to Pratdesaba's (2014), Lee's(2014) and O'Rourke's (2006) studies. First, they were grouped by their teachers and were requested to work on tasks such as preparing posters or presentations about introducing their schools or cities. Here they were active as they were searching for information to share and then using web 2.0 tools to mediate their findings. The teachers were more active only when introducing the tools to the students at first. After learning how to use these tools, the students were on their own to share the content through these tools. Some of them were more enthusiastic and experienced about technology and these students assisted their friends in some tasks.

**S1S3:** ...Web 2 de de her zaman S1S1'den yardım aldım. S1S1 ya da S1S5'ten. (Translation: I always requested help from S1S1 and S1S5.)

S1S3, for example, stated that she referred to her friends' support to carry out these tasks. S1S1 and S1S5 were relatively more interested in technology than their friends; thus, they were ready to help their friends. Learning how to use these tools from their friends, the less enthusiastic students too took the responsibility of doing the tasks on their own and learned how to use these tools.

As Teacher 2 stated below, sometimes the students were in charge of their learning and searched for further web 2.0 tools and prepared presentations on these tools. Moreover, the students informed their teacher about alternative tools at times, which can be regarded as natural since the students are digital natives and more apt to use it than their teachers.

**Teacher 2:** *...There are some cases when I try to teach something new, maybe a new web tool; we have to make this tool in the project. We have time for these and they have to fulfill a task on each, show me for checking. When I check them, they have another tool, they find it before me. They are more social than us. They are in search of innovation. That's why I sometimes get news from them, learn from them a new tool, because they are finding everything...My group use prezi for presentation and I don't know if you know we had activity as "no war" ... This was made by students. I mean video was made by students. And also we had Hocalı Genocide in prezi presentation. It was also their own idea to do it on prezi.*

In sum, in this project the students learned about the web 2.0 tools from their teachers or friends to share their thoughts. They collaborated to fulfil some tasks through these tools. They also searched for the tools themselves and prepared these contents on their own as autonomous learners who were in charge of their learning. Therefore, this project enabled to put the theory in the curriculum into practice concerning collaboration and fostering learner autonomy issues. The last but not least, this project set a good example as the needs of the society and adolescents were taken into account following the philosophy of education in general. Rather than just aiming to teach or learn English as a foreign language, the project included timely activities concerning the technology.

### **3.2.3. Findings and Discussion Related to the ICC Dimension**

As the third component of telecollaborative practices also mentioned in Guth and Helm (2010: 20) ICC (Intercultural Communicative Competence) development was among the anticipated findings of the study. According to Byram (1997: 3) it is "the ability to decentre and take up the perspective of the listener or reader" and involves components such as attitudes, skills and knowledge. In the study, categories under this theme were adapted from the literature as "Knowledge (*savoirs*)", "Attitudes (*savor-etre*)" and "Skills (*savoir apprendre/faire and savoir comprendre*)" (Byram, 1997). These are also included within General Competences of CEFR (Council of Europe, 2001). The brief descriptions and sample extracts were provided below in Table 9.

**Table 9: Categories of the Findings related to the ICC Dimension Theme**

Categories in the ICC Dimension theme	Description and sample statements of the participants
<b>Knowledge (savoirs)</b>	<p>The knowledge of one’s own country and of other in interaction:  <b>Teacher 1:</b> ...Mesela Teacher 2 kültürel öge olarak enstrümanları tanıttı. Kendi kültürü ve Türk Kültürü de, zaten ortak. Teacher 3 kıyafetleri falan tanıttı. Yine onlarda da enstrüman falan vardı. Biz de ebru, çini sanatı yaptılar. Bir de Fun Time köşesi vardı, orada da hani farklı kültürlerin hani sanat çalışmaları mangala, origami çalışmaları yaptık eğlence olsun diye... Öteki kültürlerden, İtalya mesela kendi gezilip görülecek yerlerini tanıtmışlardı, yani öğrenmiş oluyorlar bir yandan da ne neredede diye. (Translation: Related to cultural issues, Teacher 2 for example, introduced musical instruments of their own and Turkey, which are similar in deed. Teacher 3 introduced traditional clothes apart from instruments. We introduced and performed marbling and tile art. We also had “Fun Time” corner in the project, where we carried out different arts for fun such as mangala and origami from different countries. Italy, on the other hand, introduced tourist attractions in their country. This way they learn where is where.)</p>
<b>Attitudes (savor-etre)</b>	<p>The relationship between one’s own culture and the other, recognizing similarities and differences between the two:  <b>S1S9:</b> Bence farklı kültürlerin öğrenilmesi diyebiliriz mesela, farklı kültürden insanlarla tanışıyorsun. Hani onların kültürleri... Merak ediyorsun mesela. (Translation: I can exemplify by learning different cultures as you meet with people from different cultures and learn their culture. You are curious about their culture, in deed.)</p>
<b>Skills (savoir comprendre and savouir apprendre/faire)</b>	<p>The ability to view others as individuals rather than representors of a culture and suspending bias:  <b>S1S3:</b> Hocam biz Amanda ile İngilizce konuşuyorduk. Böyle genellikle İngilizce üzerine ne yapıyorsun gibisinden falan konuşuyorduk, bir de canlı yayın yapıyordu, ben onunkine o benimkilere giriyordu. Oradan birbirimizle konuşuyorduk, bir kere beraber canlı yayın açmıştık Amanda ile. (Translation: Teacher we would speak in English with Amanda. I mean how she copes with English, what she does to improve it and so on. Additionally, we would participate in each other’s live events and talk there. Once we even co-organised a live event with Amanda.)</p>

### 3.2.3.1. Knowledge (savoirs)

This category involves the “knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general processes of societal and individual interaction” (Byram, 1997: 58). In the project the participants took part in online intercultural exchange as typical of telecollaboration practices. They gained knowledge about everyday life of their partners, their living conditions, relationships, likes & dislikes, schools, towns and so on. This was done explicitly through information exchange tasks as aforementioned. Within the activities of the project, for example, the participants introduced themselves, their hobbies, their families and friends in “First Month Introduction of teachers & students”; in “Second month Seasons in my Town” they took the photos of landscapes in Autumn around their town; in “Fourth Your Potato” section they shared their traditional or local recipes containing potato; in “Sixth Destinations” they presented tourist attractions in their countries, in “Eighth Cultural Heritages of our countries” they prepared presentations about historical musical instruments on Twinspace pages. In the end they were provided with historical, geographical, and social knowledge of each other’s country.

**S1S11:** ...Farklı kültürlerle ilgili birçok bilgi elde ediyoruz ve yeni insanlar tanış oluyoruz bir kere, en büyük avantajı bu. (Translation: First, we learn many things about different cultures and meet with new persons. This is the biggest advantage.)

**S1S5:** .... Kültürleri araştırdık hocam. Oraların... Sadece kültürler değil, şehirler...Hoca bize herkese şehir verdi. Bizi Teacher 1 hoca bilgisayar sınıfına götürüyordu rehberlik dersinde, orada herkese teker teker iller verdi hocam. Herkes Türkiyenin neresi. Bilmediğimiz şeyler çıktı hocam. (Translation: We searched for different cultures Teacher. Not only their cultures, but destinations, towns... Teacher 1 assigned us different cities as tasks and took us to the ICT room at Guidance class. There everybody searched for different cities from Turkey, some of which we even do not know.)

**S2S6:** Dünyanın farklı yerlerinden bir çok insanlarla tanış oldum, onların yaşam tarzını, boş saatlarını nasıl geçirdiklerini öğrendim(Translation: I have met with lots of people from different countries and learned about their life styles and free time activities.)

**S2S1:** I had got useful information about other countries' cultures.

**Teacher 1:**...Zaten ilk başta ne diyo, kendini tanıtmaya geliyor işte, baştan basit veriyorsun. Sonraki işte ülke tanıtmaya, işte kültürel şeyler daha çok...Mesela Teacher 2 kültürel öğe olarak enstrümanları tanıttı. Kendi kültürü ve Türk Kültürü de, zaten ortak. Teacher 3 kıyafetleri falan tanıttı. Yine onlarda da enstrüman falan vardı. Biz de ebru, çini sanatı yaptılar. Bir de Fun Time köşesi vardı, orada da hani farklı kültürlerin hani sanat çalışmaları mangala, origami çalışmaları yaptık eğlenice olsun diye... Öteki kültürlerden...İtalya mesela kendi gezilip görülecek yerlerini tanıtmışlardı, yani öğrenmiş oluyorlar bir yandan da ne nerede diye. (Translation: First, we already start with introducing oneself in a simple way. Later comes introducing their country especially cultural issues. Teacher 2 for example, introduced musical instruments of their own and Turkey, which are similar in deed. Teacher 3 introduced traditional clothes apart from instruments. We introduced and performed marbling and tile art. We also had "Fun Time" corner in the project, where we carried out different arts for fun such as mangala and origami from different countries. Italy, on the other hand, introduced tourist attractions in their country. This way they learn where is where.)

**Teacher 2:**...And other countries' representations were also in the frame of their understanding and they could easily get other culture, other nations let me say the day which that nation's special, which is more interesting in the history of that country. I think yes, it impacted very positively because they could express what they felt.

**S2S1:** Our country has its own kitchen culture. Meals are different. But there are some similar meals in Turkey and Azerbaijan too.

**S2S4:** Bazı yemeklerde benzerlik var. Bazı ülkelerle kültür farkımız var. (Translation: There are similarities in some meals. We have differences from some countries.)

As expressed in the extracts above the students gained insight into their own culture so as to report to their partners as underlined in Lee and Markey's study (2014). As a prerequisite of intercultural awareness, they first distinguished between themselves and the others. They recognized that there were people pursuing different lives. They searched for the cultural products of their own country and read about those of the other countries.

During the video conferences they also exchanged cultures, as well. They observed their partners' classrooms, clothes, and technological artefacts as can also be concluded from S1S5's statements below:

**S1S5:** *Böyle bir şey var hocam dış ülkelerde düşünüyorum da hocam biz akıllı tahtadan konuşurken onlar projeksiyonla konuşuyordu hocam. (Translation: There is one issue Teacher: the foreigners would use projection while we were using smartboards during video conferences.)*

They gained an insight into the names of their partners and even the ethnic diversity in their classrooms. They also learned about the educational system or disciplines studied in their partners' schools. They noticed that there are schools where wearing uniforms is not obligatory (the Italian students). In sum, they enriched their horizons with factual knowledge about the partner countries. They realized the presence of multiperspectives concerning knowledge of the world as also suggested in the CEFR (Council of Europe, 2001: 101-103).

#### **4.2.3.2. Attitudes (*savor-etre*)**

This component of ICC is defined as “readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction” (Byram, 1997: 94). In this category the curiosity and openness of the participants towards their international partners were included, as well.

**S1S6:** *Bu sefer kiminle karşılaşacağız acaba (S1S9: Aynen.). Böyle yeni insanları tanıma hevesi... Biz insanları genelde mesela dizilerde yabancı dizilerden izledik orada görüyorduk, acaba cidden öyleler mi? Hani görünüşleri kıyafetleri, giyimleri ne tarzdadır düşüncesiyle birazcık. (Translation: We wonder whom we would meet this time (S1S9: Exactly.). We were eager to meet new people...We watched foreigners for example in movies or series and we wondered whether they were really the same as in these movies. I meanwe were curious about their appearance and their clothing style.)*

**S1S9:** *Bence farklı kültürlerin öğrenilmesi diyebiliriz mesela, farklı kültürden insanlarla tanışyorsun. Hani onların kültürleri... Merak ediyorsun mesela. (Translation: I can exemplify by learning different cultures as you meet with people from different cultures and learn their culture. You are curious about their culture, in deed.)*

**S1S3:** *...İşte S1S1 nin Afganistanlı olduğunu öğrenenler mesela bayağı şeyler yazmıştı. Merak ettiler hocam, nasıl geldin falan gibisinden konuşmalar olmuştu. Bize mesela arkadaşlarımız mesaj atıyordu diğer ülkelerden falan. Biz de onlara geri dönüt yapıyorduk. (Translation: For example those learning that S1S1 is from Afghanistan, responded with lots of comments. They wondered how he came to Turkey. Additionally, our friends from different countries would send messages to us and we would reply them.)*

As stated by S1S6, S1S9 and S1S3, the students were willing to learn about other cultures. They desired to know peers from different cultures; therefore, they collaborated and interacted eagerly with peers from different cultural backgrounds. They recognized that they had established

their ideas about these cultures through movies and these might have been prejudices. They checked their pre-views by first-hand experience by participating in an online cultural exchange project. They also got the opportunity to interact with a refugee student, who fled from violence in Afghanistan to Syria and witnessed the war scenes there and ended up in Turkey five years ago. Considering the presence of Turkish citizens who are annoyed about Syrian refugees due to the view assuming them as a menace to their wealth, it makes the project's contribution significant in terms of building empathy towards them.

They also longed for the video conference sessions, where they could communicate with their intercultural friends. Additionally, their curiosity and openness paved the way to establish long term relationships through social media (Instagram). They focused on similarities rather than differences between each other.

**S1S10:** *Onlar da hocam mesela normal yani bizim gibiydiler. Onlar da heyecanlıydılar. (Translation: They were just like us. They were nervous while talking like we were.)*

As mentioned by S1S10 above, they noticed similar points between each other and regarded their international friends as individuals like themselves but not as sole representatives of other countries. In addition to virtual collaboration and interest in different perspectives, the students also revealed their curiosity for other cultures through activities such as sending postcards and letters, as well.

### **3.2.3.3. Skills (savoir comprendre and savoir apprendre/faire)**

*Savoir comprendre* refers to the “ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own”. The students were assigned to prepare presentations about the effect of war on children in “No More War” section of the project. The war concept was depicted from different perspectives by different partners. The Turkish students covered the Syrian War; the Azeri students presented the Khojali Attack; and the Italian students prepared a video presentation about Vietnam War. They noticed that the same event could mean different associations with different people. Additionally, while preparing recipe presentations about potato in “Your Potato” section, they also recognised that different cultures could invent different recipes from the same product. They brought their own culture and those of others into relation with each other and commented on the posts such as “*I like it in Turkish cuisine we also use pepper eggplant or tomato for inside we also add rice and mince it s delicious*” (see Appendix 8 for the screenshot of “Your Potato” Page).

*Savoir apprendre/faire*, on the other hand, is “the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the



constraints of real-time communication and interaction” (Byram, 1997: 52). Online sessions, in this sense, were the time when the students put their knowledge, attitude and skills into practice. Before the video conference with Italy, for example, they searched for the counterparts of the words such as “hello”, “nice to meet you” and “good bye” in Italian language and they uttered these during the online session. They practiced knowledge of that culture during a real conversation, which led to the surprise and applause in the Italian students.

**S1S3:** *Hocam biz Amanda ile İngilizce konuşuyorduk. Böyle genellikle İngilizce üzerine ne yapıyorsun gibisinden falan konuşuyorduk, bir de canlı yayın yapıyordu, ben onunlike o benimkilere giriyordu. Oradan birbirimizle konuşuyorduk, bir kere beraber canlı yayın açmıştk Amanda ile. (Translation: Teacher we would speak in English with Amanda. I mean how she copes with English, what she does to improve it and so on. Additionally, we would participate in each other's live events and talk there. Once we even co-organised a live event with Amanda.)*

**S1S9:** *Yani mesela Sesina instagramdaki paylaşımlarından falan günlük aktiviteleri olsun, özel günleri olsun, hani oradan takip ediyordum ben. Nasıl bir hayat sürüyorlar ne yapıyorlar gibisinden. (Translation: I would follow Sesina from Instagram and could learn about her daily activities, special days an so on through this way. I mean what kind of a life they pursue, what they do in their daily lives etc.)*

As stated by S1S3 and S1S9, they also kept their intercultural communication through social media. In this way they could witness directly the daily lives of their intercultural friends and could continue practicing intercultural dialogue and interaction. Moreover, some of them acquired the ability and desire to keep learning in intercultural contexts as in the example of S1S4 below:

**S1S4:** *İtalyaya merakım var benim o yüzden. Yani zaten kültürünü falan öğrenmiş oluyorsun. Önce araştırıyordum kendi çapımda bir de hocam şeyi duydum ya hani İtalya'ya gidebilme ihtimali falan. Çok heyecanlanmışım, gidip gezmek istediğim bir yerdi. Yani öyle. (Translation:It is because I am curious about Italy. You already learn about their culture. Previously I would search about it on my own, but when I heard about the possibility of visiting Italy (through move2learn&learn2move) I got really excited as I always wanted to visit there.)*

They longed for further opportunities to continue intercultural communication in the future. They also had chance to reduce some biases about their partners.

**S1S7:** *Yani davranış olarak onlar da bizim gibiydiler. Yani sonuçta onlar yabancı olarak belki daha çok hani İngilizce'ye yakındırlar diye düşünüyorduk ama öyle değilmiş. (Translation: In terms of mannersthey were similar to us.We used to think that they were nbetter at English as they were foreigners, but we have learned that this is not the case.)*

As S1S7 expressed, they anticipated that the Italian and Polish students would have higher levels of English than themselves; on the contrary, they discovered that those students were just like themselves and learning English as a foreign language apart from other languages.

**Table 10: Descriptive Statistics of the ICC Dimension Theme in the Structured Interview**

ICC Dimension	N	Minimum	Maximum	Mean	Std. Deviation
6. I have learned about new cultures.	23	2,00	5,00	4,4348	,78775
7. I recognized the common points in different cultures.	23	2,00	5,00	3,9565	,87792
8. I developed tolerance towards other cultures.	23	2,00	5,00	4,1304	,62554
9. I think different cultures affect us badly.	23	1,00	4,00	1,5217	,89796
Valid N (listwise)	23				

In sum, the students took a significant step in their journey to improve critical cultural awareness (*savoirs' engager*) leading to ICC. As also supported by the findings of the structured interview in Table 10 above, the majority of them claimed that they gained knowledge about other culture (*savoir etre*), noticed common points (*savoir comprendre*) and developed tolerance towards other cultures (*savoir apprendre/faire*). Most of them were happy with their encounter with different cultures, while a small minority of them were worried about this encounter. However, it would be too early to conclude that they developed ICC as there were not culturally sensitive topics in the project to trigger conflicts or clashes between cultures. Nevertheless, the participants were privileged to encounter a medium of multi cultures in the age of diminishing borders. They were lucky to experience an intercultural medium without barriers at school as a prototype of real life. Additionally, in the same vein with CEFR (therefore the curriculum), the participants integrated intercultural communication into language learning process as also suggested in Miriam (2017), Overland (2015), Guth and Helm (2010) and Bozdağ (2015).

### 3.2.4. Findings and Discussions Related to Affective Dimension

This theme refers to the emotive issues developed in the project. The categories of “Enjoyment”, “Relationships” and “Values” were covered under this theme and what constitute these categories were provided with brief definitions and extracts from the interviews in Table 11 below.

**Table 11: Categories of the Findings Related to the Affective Dimension Theme**

Categories in the “Affective Dimension” theme	Description and sample statements of the participants
<b>Enjoyment</b>	It refers to the perceptions of the participants viewing the project activities as relaxing and enjoyable: <b>S1S11:</b> <i>Şahsen ben bütün etkinliklerin çok eğlenceli geçtiğini düşünüyorum.</i> (Translation: I think all the activities were really enjoyable)

**Table: 11 (Continue)**

<b>Relationships</b>	It refers to the contribution of the project to the rapport between students and teachers: <b>S1S10:</b> <i>Mesela yüzmeye gittiğimiz zaman çok eğleniyorduk. Daha çok birbirimizle bağ kurduk, bayağı iyiydik yani. Kahvaltıya falan hocayla falan da yani...</i> (Translation: <i>for example, we had really fun when we went swimming or went out for breakfast with the teacher.</i> )
<b>Values</b>	It refers to the contribution of the project to develop human values in the participants: <b>S1S8:</b> <i>Böyle olmak istemezlerdi, herkes kendi ülkesinde, memleketinde kendi yerlerinde olmak isterdi. Yani insanlar için kötü bir şey oluyor. Yani bence savaş gereksiz bir şey. (Translation: They wouldn't like to be in this situation. They would like to be home in their own country. I mean it has bad consequences for people; therefore war is nonsense.)</i>

### 3.2.4.1. Enjoyment

**“Yani böyle saatlerce proje yapsak yaparım” (S1S10)**

(Translation: *if we were busy with projects for hours I would engage in them all*)

The English curriculum in Turkey aims to “engage learners of English in stimulating, motivating and enjoyable learning environments...” (9th-12th Grades English Curriculum, 2018: 4). In the same vein, the aims of the project involved enjoyable and motivating activities according to the participants.

**Teacher 1:** *Ebruyu mesela biz okuldan sonra yaptık, sürekli devam etmek isteyenler de oldu, hani okuldan sonra olduğu için çocuklar yoruluyordu hani, onları da anlıyorum ama hani yine de devam ettiler...Eğleniyorlar. Kafa dağıtıyorlar, maksat biraz da bu yani, oynasınlar, rahatlasınlar. (Translation: We performed marbeling after school and there were those who wanted to keep going. As it was after school I know that they were tired, but they insisted on performing anyway. They have fun in this way. They get relaxed and the aim is already this to some extent. They should play and relax.)*

According to O’Dowd and Ritter (2006) thematic content of the exchange is influential for the success of telecollaboration. Similarly, as highlighted by Teacher 1 relaxing and enjoyable activities were within the frame of the project so as to relieve the students and keep their motivation alive. These activities were viewed necessary as part of their growing process and relevant to them concerning their age. The feeling of enjoyment was highlighted by nearly all of the participants. Within the activities the students had fun during art-oriented and sportive activities most. They performed these activities generally after school, when they were anticipated to be tired. Nevertheless, this did not affect their desire to carry out these activities.

**S1S3:** *... Özellikle yüzme öğrenmek benim için çok eğlenceliydi. Ebru zaten sınıfta yaptık bayağı eğlendik hocam. (Translation: Especially learning swimming was really enjoyable for me. We also tried marbeling in the classroom and had lots of fun.)*

**S1S2:** *İnsanın hem içindeki sıklıkını falan alıyor. Bir şeyle uğraşırken rahatlıyoruz hocam. Ondan sonra hani, güzel şekiller çıkıyor hocam. Güzel şekiller çıkınca da biz de seviniyoruz. Ondan sonra arkadaşlarımızla beraber yapıyoruz zaten genelde tek yapamıyoruz. Arkadaşlarımızla yapınca da beraber birlik falan oluyoruz. (Translation: It relieves you from your troubles. We get relaxed while we are busy with something Teacher. Moreover, we produce nice designs. Once there appear nice designs we become happy. On the other hand, we carry out these with our friends, thus we unite in this way.)*

**S1S5:** *Onlar başlayınca hocam, biz de hani bir nevi onları örnek almış gibi olduk. Yani proje dışında da yapmış olsak bile hocam yani en azından proje sayesinde yaptık hocam. (Translation: When they took up swimming, we followed them in a sense. I mean although we did not go swimming due to the project, we did it thanks to it.)*

**S1S11:** *Şahsen ben bütün etkinliklerin çok eğlenceli geçtiğini düşünüyorum... Yani yurttan oturmaktansa bu etkinlikleri yapıp arkadaşlarımızla eğlenmek yani daha iyi. (Translation: I think all the activities were really enjoyable...I mean instead of staying at the dorm, it is much better doing these activities with our friends and having fun.)*

The most enjoyable activities varied from person to person. For example, from School 1 S1S3, S1S2 and S1S1 revealed the activities they enjoyed most above. They found marbling, calligraphy and swimming as enjoyable. They carried out these activities in collaboration, too. On the grounds of lack of equipment they had to perform marbling in groups of two or three (challenges were discussed in a separate part). This turned out to be an advantage for them since collaborating and working together were what they wanted and enjoyed more. Especially the students staying in school dorm were those who appreciated these activities as they had little freedom to have fun due to the strict rules of the dorm. Through this project, as stated by S1S11, they found a way out and took part in stimulating activities. Additionally, free swimming course in School 1 was only for girls; yet, some of the boys decided to go swimming by paying the fee, as well.

**S1S1:** *...Çok fazla bir ilgim var hocam. Bununla ilgili veya hat sanatıyla ilgili hocam... Zaten çok da hoşuma gider böyle şeyler. Buraya gelince hani böyle bir projede bunları yapabildiğimi görünce çok da hoşuma gitti hocam. Çok da eğlendim. Hani bazı derslerin yoğunluğu yüzünden hani biraz kafamızı dinleyecek vakit bulmuş olduk. Hani daha çok böyle rahatlamış olduk, daha çok el becerimizi böyle geliştirmiş olduk hocam. (Translation: ...I am really fond of it Teacher, marbeling and calligraphy. I like such stuff. When I came here and see I could do such things I really liked it. I had really fun. We created time to rest and relax despite to the overwhelming courses. This way we get relaxed and improved our handcraft.)*

As stated by S1S1 above, they had to study a lot in the school, which became overwhelming for them at times. These activities also acted as rehabilitation for him (as a refugee student) so as to relieve his sad memories about war. According to the findings of the structured interview, as well, the activities were interesting (see Table 12). Thus, the majority of the students agreed on that their desire to go to school increased on the days of the project activities. Moreover, they stated that they would like to take part in such a project again in the future.

**Table 12: Descriptive Statistics of the Affective Dimension Theme in the Structured Interview 1**

Affective Dimension	N	Minimum	Maximum	Mean	Std. Deviation
18. I think the project activities were interesting.	23	2,00	5,00	4,4348	,78775
19. I wanted to go to school more on the days of project activities.	23	3,00	5,00	4,1739	,71682
27. I would like to join such a project again.	23	3,00	5,00	4,7391	,54082
Valid N (listwise)	23				

They were in action during both doing these activities and presenting what they did to their partners in English through ICT (on Twinspace). Rather than listening to their teachers in a passive way, they actively participated into their learning process. Xun Kuang, a Chinese Confucian philosopher, says “*Tell me and I forget, teach me and I remember, involve me and I learn*”. Similarly, the students in this project involved in their own learning process through both language and non-language activities. The project provided them with real world experiences that were rewarding and enjoyable for them. Therefore, as in the same line with Lee (2002), they increased their motivation, engagement and enjoyment through this project.

### 3.2.4.2. Relationships

*“Not in the relationship as a teacher-student, we became friends”* (Teacher 2)

Under this category three kinds of relationship were discussed: the relationship between the students; the relationship between the students and their teacher and the relationship between the teachers in the project. On the grounds of the collaborative nature of the project there observed a dynamic relationship between the participants.

**Teacher 1:** ...*Mesela kendini birilerine yakın hissededen öğrencileri ilk başta hep bir arada oturtuyorum tamam mı, hani işe alışma aşamasında, işe alışınlar diye. Sonra gözlemliyorum kim kimden uzak. Sonra ikinci oturumda bu uzak olanları dağıtıyorum, birbiriyle uzak olanları bir araya getiriyorum ki yani sen... niye uzak hissedersin bir insanı, onu tanımadığın içindir, önyargılara sahip olduğun içindir bu. Onlar o iş başında birbirlerini tanıyorlar, iletişim kuruyorlar sonuçta, bir işi yapmak zorundalar ve iletişim içinde olmak zorundalar. Ha şöyleydi, ha böyleydi falan filan derken, hu aslında bu böyle değilmiş, aslında bu kişi şöyle değilmiş. Şu yönü de varmış falan da varmış diye. Zaten sınıf ortamında da birbirlerine karşı bir o gruplaşma olayını kırmış oluyorsun bu çalışmalar sayesinde. Ben bunu gözlemledim ve faydasını gördüm ben. (Translation: For example, I group close students together so as to get accustomed to work at first. Then, I observe them and spot who are staying away from whom. At the next session, I bring together those staying away. I mean why would you stay away from someone, it is because you don't know him/her and have prejudices against him/her. They know each other better while working as they always communicate so as to carry out a task. One way or another they recognise that they may misinterpret their friends and that they may have other characteristics than they think they know. In this way we also prevent alignment that may occur in regular classes as well. I observed this and benefited from it in this sense.)*

**Teacher 2:** *Yeah, we have group Works, their presentations were in the groups and the group presentations in their group was 3-4 students. And they could collaborate together, have to make presentations together, they have to stay after school maybe visit each other at home, and they could do it...I think their collaboration was mainly based on that way between themselves and other country students.*

Firstly, as also highlighted by Teacher 1 and Teacher 2, the relationship between the students was enhanced as they interacted extensively during the tasks. As also observed by Scott (2009), the teachers separated the students into groups to carry out tasks so that they could improve collaborative working skills. They were supposed to interact during and after school in order to fulfil their tasks. During these interactions the students became more social and improved social interaction skills. They prepared logos or posters for the project, which were aimed to symbolize the project community. It was aimed for the participants to feel themselves a part of this family.

**S1S11:** *Arkadaşlarımla beraber yaptık.... ben daha önceden ebru yapmıştım. Bir kere zaten sınıf arkadaşlarımızla yaparken çok daha eğlenceli oluyor. Böyle şakalaşyoruz falan. Tabi ki de hep beraber bir etkinlik yapmak beni her zaman çok mutlu eden bir şey. Böyle... Şahsen ben bütün etkinliklerin çok eğlenceli geçtiğini düşünüyorum. (Translation: We collaborated with our friends...I had performed marbeling beforehand. On one hand it is much more fun when we do these with our classmates. You know we joke around. Of course doing an activity together makes me really happy. I think all of the activities were really enjoyable.)*

**S2S6:** *Əməkdaşlıq super idi. Hər kəs bir-biri ilə rahat anlaşırdı. əməkdaşlıq qabiliyyətimiz daha da gücləndi.*

**S2S1:** *We worked very good with my friends in groups. We work well in groups now.*

**S2S4:** *Dostluğumuz da ireliledi. (Our friendship was boosted.)*

*(Translation: Collaboration was really perfect. Everybody had a good relationship with each other and our collaboration improved in this sense)*

**S1S9:** *Yani tabi ki şey oluyorsun daha fazla insanlarla daha fazla böyle sıkı fıkı oluyor, böyle kendimi nasıl diyim, insanlara karşı böyle daha yaklaşımcı oluyorsun. Birlikte hani nasıl desem grupta çalışma sorumluluğu oluşuyor. Yani aynı sınıfta olmadığımız için çok fazla sıkı fıkı olamıyorduk hani S1S6yla mesela proje kapsamında bir tanıştık. O sayede hani arkadaşlığımız ilerledi. (Translation: Of course you come closer with your friends. I mean you establish more sympathy towards them. You develop responsibility of working in a group. As we were not in the same class with S1S6, we didn't have chance to become close friends; but through the project we came together and established a good friendship.)*

**S1S6:** *Benim arkadaşım Sesina var.Bireysel şu anda instagramdan takip ediyorum. (Translation: I have a friend called Sesina. We follow each other through Instagram.)*

**Teacher 2:** *... And after that they got their accounts in the social, social accounts in Facebook, Instagram and became friends. We had many Turkish girls from Turkey in Teacher 1's class and also from Polish ss. That's why they got integrated after the online meeting. And that's why other students' interest came from that. They could also have friends from abroad.*

As seen from the extracts, the students developed a good rapport with their friends. The idea of working together on the tasks or activities made them happy and close friends. Additionally, they approached to their friends with sympathy. Recognising that their failure in a task would also affect their friends' success, they tried harder; thus developing a sense of responsibility. These friendships were not only in the school level, they also had intercultural friends with different ethnic and cultural backgrounds. As stated by S1S6 and Teacher 2 they followed each other on social media and they viewed it cool to have friends from abroad. Taking into account the role of peers during adolescence, the students were lucky to have well-established friendships, which would affect their emotional resilience in a positive way.

The second form of relationship boosted in the project was between the students and their teachers as also concluded in Fat (2012), Vides (2012) and Jackeline (2013). As discussed earlier in the role of the teacher in telecollaborative practices, here there was not a traditional teacher-student relationship. Although the teachers were sometimes there to provide technical, pedagogic, social and managerial support, they were like friends learning together.

**Teacher 2:** ....*What I say that it's always easy for me to teach them I don't know when they leave the school, because I'll miss. It was the first class which I began with eTwinning. It was more than 5 years in eTwinning and I began with these students...We became closer. Not in the relationship as a teacher-student, we became friends. But this year they are in the last year of their education ... We are really more than teacher and students, because they are open to me. They can easily express what they feel, not something hidden from them...It was their idea to let us go to the pool, to the gym. I can watch them after school what they do, how they play, I mean football or basketball or how they liked to go to the cinema. It was their motivation and I joined them.*

**S1S3:** *Hocam bu bize verilmiş bir sorumluluktur. Hoca bizim için o kadar uğraştı, çabaladı bir şey ayarladı. Ve bizim ona katılmamız hocayı da mahcup ederdi yani karşıdaki öğretmeni de. (Translation: It was our duty to do this tasks. The teacher made efforts for us to have this opportunity (swimming course). If we hadn't participated in them, this would have disappointed her and the swimming coach.)*

**S1S9:** *Hocayla olan ilişkimiz de gelişti...(Translation: Our relationship with the teacher has been improved...)*

**S2S6:** *Daha da samimi, yakın olduk. (Translation: We became closer and established warm friendships.)*

**S2S3:** *Oyretmenimizin nasıl çalışkan olduğunu bildim. (Translation: I recognised how industrious our teacher is.)*

As stated in the extracts above, they became closer and their relationship was fostered. It is also conclusion from my ten years teaching experience that spending more time with students apart from classes especially outside school, enables to build a good rapport with them. Here, too, the teachers accompanied their students with some non-language activities (after or outside school) such as swimming, marbling, going to the cinema and playing football. As the time they spent together increased thanks to the project activities, they came closer. The fact that their teacher made great efforts for them aroused in the students a sense of responsibility toward their teacher.

They carried out the tasks even so as not to disappoint their teacher; thus, leading a positive attitude towards the activities. Additionally, it was observed in School 1 that even after the project had ended, they kept their close relationship and communication. The students visited Teacher 1 during ten-minute breaks in the Teachers' Room and consulted for different reasons. Although she does not teach them anymore, she still acts as a friend, facilitator and guide for them.

The findings related to the boosting relationship between the teacher and the students and between the students can be supported by the findings of the structured interview in Table 8 below. The majority of the students agreed on that this project contributed to their relationship with their teacher. Concerning their relationship with their classmates, the number of those agreeing were more than that of disagreeing, although most of the students neither agreed nor disagreed on this item (M: 3,8). This, indeed, gives some clues about the challenges concerning relationships between the students, which was discussed in "Challenges" theme.

**Table 13: Descriptive Statistics of the Affective Dimension Theme in the Structured Interview 2**

<b>Affective Dimension</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
20. My relationship with my teacher has been improved	23	4,00	5,00	4,5652	,50687
21. This project contributed to our classroom environment concerning friendship relations.	23	2,00	5,00	3,8696	1,01374

The final version of relationship was between the partner teachers in the project. As a consequence of the collaborative nature of the project, they exchanged ideas, insights, cultures and pedagogies. As founder partner, Teacher 1 acted as a mediator between the partners by suggesting activities and web 2.0 tools and keeping contact although the other partners (except for few) contributed in these issues, as well. They supported each other with problems encountered during the exchange.

**Teacher 2:** ... We could communicate, could come together via Twinspace and I think we had great partnership as well as students... You know we had close relationship with Teacher 1 before this project....That's why I'm maybe much more close with Teacher 1 than others. It comes from that cooperation, we believe that we did better than others....I can say that we are happy to be in the project as Teacher 1, I always tell her that you bring me success even when I work with you, we can make success.

As highlighted by Teacher 2, their experience with Teacher 1 in their previous projects contributed to their collaboration and relationship in this project, too. Inferring from their earlier



experiences, they established a sound partnership, which would be the case for the other partners after this project.

### 3.2.4.3. Values

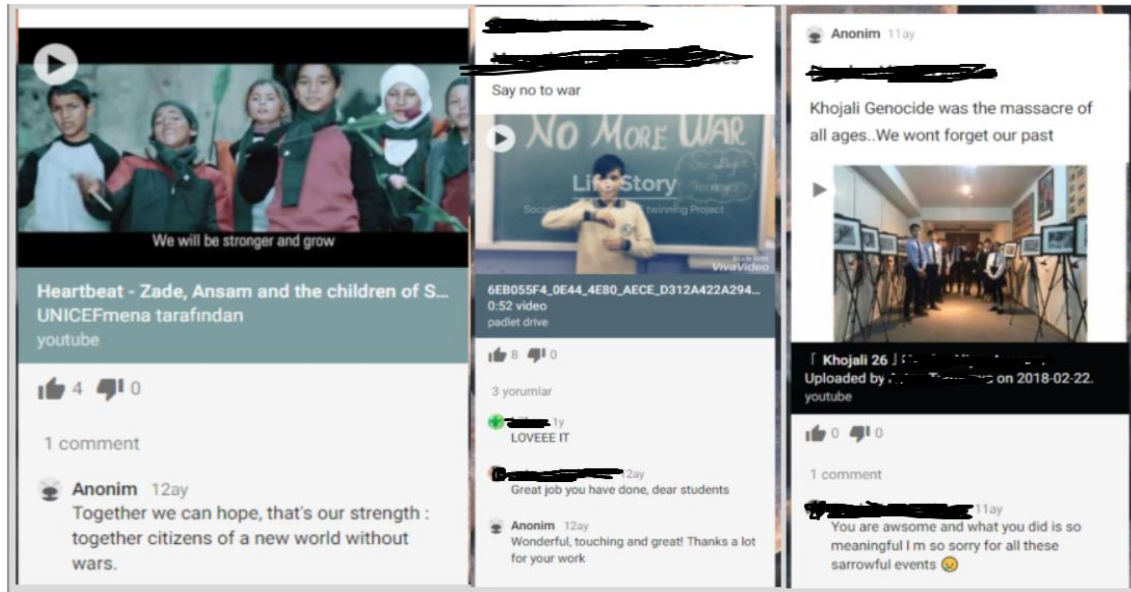
**“Yani duyarlı bir nesil yetişsin diye...”** (Teacher 1)

*(Translation: “it is all to raise a sensitive generation...”*

The last category under the Affective Dimension theme is Values, which refers to the effect of the project to develop awareness of human values in the participants. Similar to the study of Jackeline (2013) the participants in this study concluded that through this project that developed awareness of human values such as friendship, empathy, tolerance, respect, responsibility, patriotism, appreciation of other culture, and cooperation.

**Teacher 1:** *Evet, çocuklar sosyal bilimler lisesi, biraz böyle dünyada olan bitenden haberleri olsun. Haber izlesinler yani, mesela dibimizde Suriye savaşı vardı insanlar ölüyor ya. Küçük çocuklar ölüyor, benim hani izleyince yüreğimin kaldırmayacağı şeyler...Biz burada gündelik hayatımıza devam ediyoruz, ama şu anda orada bir çocuk ölüyor. Benim kendi oğlumun yaşındaki çocuk ölüyor. Hiçbir insan ölmeyi hak etmiyor bu şekilde. Olmaması gerekiyor böyle şeylerin. Çocuklar da bunların farkında olsun, yarın öbür gün bizim de başımıza gelebilir böyle şeyler. Öyle bir coğrafyada yaşıyoruz. Yani duyarlı bir nesil yetişsin diye...ve kendileri yaptılar biliyor musun o şeyleri, kendileri araştırdılar, internette baktılar nasıl yapacaklar, nasıl edecekler falan filan diye. Çok hoşlarına gitti, ben de baktım oluyor, yaptılar yani. (Translation: Yes, these students are in a social sciences high school and they are expected to be aware of the reality around them. They should watch News. For instance, there was the Syrian War killing many people next to us. There died little kids and I can't bear such things...We pursue our daily life here, but a kid dies there now. Kids at the age of my son die there. Nobody deserves to die in this way. There shouldn't be such things. I want the students to be aware of these as these things are probable to happen to us as well. We live on such a field. I mean it is all to raise a sensitive generation. The students themselves searched for the content and how to do through the Net. They really liked it (sign language). I observed them and noticed that they were able to use the sign language.)*

**Figure 9: Screenshot of “No More War” videos shared by the participants and related comments**



As stated by Teacher 1, the students in School 1 prepared a video in sign language to attract attention to the effects of especially on children. The motive, as she revealed, behind this activity was to raise awareness and sensitivity about problems somehow relevant to them. This activity was highly appreciated by the participants in the project (see Figure 9 above).

**S1S6:** ...Ben yoktum ama “No more War” şeklinde yaptığımız o el işaretleriyle bir şey anlatırken, onla ilgili yaptıklarında ben çok etkilendim... (Translation: Although I was absent then, I was really impressed by my friends' presentation in sign language for “No More War” activity.)

**S1S8:** Hocam yani işitme engellilerle ilgili, mesela yani yapamayacağı, anlayamadıkları şeyleri falan o şekilde daha iyi anlıyorlar ve bir mesaj göndermiş oluyoruz başka ülkelere. Bizim için yararlı oluyor. S1S1ler savaştan dolayı buralara geldi. Böyle olmak istemezlerdi, herkes kendi ülkesinde, memleketinde kendi yerlerinde olmak isterdi. Yani insanlar için kötü bir şey oluyor. (Translation: Teacher, the hearing-impaired people communicate through sign language and by doing this activity we also imply a message for other countries. It is useful for us. S1S1 flew from war to here. They would not like to be like this as everybody would like to live in their own country and town. I mean these are all bad for humanbeings.)

In this way, as can be concluded from S1S8 and S1S7's statements, they developed empathy towards both disabled persons and war wearies. The presence of a Syrian refugee as their classmate in the project also facilitated for them to develop this empathy. Knowing that some people in Turkey are annoyed with the refugees as they see them as a menace to their welfare, developing such an empathy through education is both timely and significant.

As also aforementioned in the Relationships category and ICC Dimension, through group works and activities, the students developed cooperation, tolerance, friendship, and responsibility values.

**S1S9:** *Yani tabi ki şey oluyorsun daha fazla insanlarla daha fazla böyle sıkı fıkı oluyor, böyle kendimi nasıl diyim, insanlara karşı böyle daha yaklaşımcı oluyorsun. Birlikte hani nasıl desem, grupla çalışma sorumluluğu oluşuyor. (Translation: Of course you come closer with your friends. I mean you establish more sympathy towards them. You develop responsibility of working in a group.)*

**S1S3:** *Hocam bu bize verilmiş bir sorumluluktuktu. Hoca bizim için o kadar uğraştı, çabaladı bir şey ayarladı. Ve bizim ona katılmamız hocayı da mahcup ederdi yani karşıdaki öğretmeni de. (Translation: It was our duty to do this task. The teacher made efforts for us to have this opportunity (swimming course). If we hadn't participated in them, this would have disappointed her and the swimming coach.)*

As stated by S1S9 above, so as to accomplish the assigned tasks they had to work in groups or together with their friends, which in the end developed collaboration, tolerance, responsibility and friendship with them. Due to the efforts made by their teacher they also felt gratitude and carried out some tasks in order not to disappoint her.

**Table 14: Descriptive Statistics of the Affective Dimension Theme in the Structured Interview 3**

Affective Dimension	N	Minimum	Maximum	Mean	Std. Deviation
23.This project made me aware of some values (i.e.love, respect, tolerance, emphaty, caring)	2 3	3,00	5,00	4,6087	,65638
Valid N (listwise)	2 3				

The findings of the structured interview were also in the same vein with those discussed above, in that the majority of the students agreed on that this project contributed them to raise awareness about human values (See Table 14). Therefore, another issue focused in the curriculum was realized through this project in that values education was embedded into the activities (9<sup>th</sup>-12<sup>th</sup> Grades English Cirriculum, 2018: 9).

### 3.2.5. Other Findings

Findings that were not classiefied under the themes above such as discovering potentials and recognition were discussed here.

**S1S4:** *Yazmam mesela, hiç yazmam ben. Ama yazmaya başladıktan sonra o kadar çok sevdim ki, İngilizce yazmaya başladım.*

(Translation: I didn't use to write, never. However, as I started to write I liked it so much that I take up writing in English.)

**Teacher 1:** ...Hem bir yandan da şeyi keşfediyorum tasarım becerisi olan, görseli iyi olan öğrencileri. Mesela S1S1. Evet arada yeteneklileri keşfediyorum. Kimisinin bakıyorum yazısı çok iyi, yani yazıda çok iyi, kendini ifade etmesi dolu dolu hani. Diyorum ki bu bunda böyleyse Edebiyatta falan da iyidir, mesela S1S4. Gerçekten çok iyi...S1S1 i keşfettim orada, bakış açısı çok farklı. Mesela ondan çok iyi grafiker, tasarımcı, böyle o tarz bir şey olur yani. Çok güzel tasarım yapıyor. (Translation: ...On the one hand, I discover the students who has designing skills with visual talent such as S1S1. Yes, I discover the talented students. I notice that some are good at writing and expressing herself/himself. And I assume that if they are so successful here, they must be better at Literature courses. For example S1S4, who is really good in that sense. I discovered S1S1 in the project and his point of view is really different. He could be a successful graphic designer or something like this. His designs in the presentations are really good.)

**S1S9:** Ben mesela yüzmeyi öğrenmeyi çok istiyordum fakat, Gümüşhane şartlarında bizim yaş grubumuzu almıyorlardı. Fakat Teacher 1 hoca sayesinde bunu da gerçekleştirmiş olduk. (Translation: I really wanted to learn swimming, but the people at our age were not allowed to take swimming courses. However, Teacher 1 enabled us to do this.)

**Table 15: Descriptive Statistics of Discovering Potentials Category in the Structured Interview**

Other	N	Minimum	Maximum	Mean	Std. Deviation
24.I developed skills that I can use in real life.	23	3,00	5,00	4,4348	,66237
Valid N (listwise)	23				

To begin first with discovering potentials as reported above, Teacher 1 became aware of the students' potential interests and skills as also supported by the findings of the structured interview (Table 15). She recognized that some of her students were good at writing, some were at speaking and some were at designing. For example, S1S4 stated that she discovered her skill in writing in English and started to write at times. S1S9 gained the opportunity to realize her interest and started to take swimming courses. In this way, Teacher 1 noticed the students' potential interests and skills and paved the way for their improvement.

**S1S9:** Daha çok şey oluyor böyle ailemizde, hani iyi diliniz o derece ilerlemiş falan insanlar da o yönden bakıyorlar. Onlar da mutlu oluyorlardı, çünkü onlarda o çok fazla soru işareti, hani bir seneniz boşa mı gitti, ne oldu gibisinden. (Translation: As for our parents, they view that our language has been improved. They are happy with this as they were not sure about our school choice and hesitated whether we were wasting one year in this school or not.)

**S1S10:** Anneme anlatıyordum ben. Anne İtalya ile görüşeceğiz falan filan, diyo oo İtalya falan. O da diyordu yani bu kadar güzel bir projeymiş ki yani canlı yayınlarla görüşürüyor falan, sizi ilerletiyor (Translation: I would tell my mum about the activities. I would say "Mum! We are communicating with Italian students" and she would be amazed to hear that She would praise the project as it enabled us to improve our language through online sessions.)

**Teacher 2:** ...I have also colleagues from school, when there is something difficult they always come to me, agree on something, discuss and when they see we get awarded, they also become motivated. We have teachers motivated, to coming closer with other teachers, learning things from others...We had also guests from the Ministry. But the Ministry came just for monitoring how etwinning goes...And it was highly appreciated by the Ministry, by the school principal and also by the guests. And even guests asked that if they could join...They liked so much. They were so surprised when they saw Teacher 1 on screen. Teacher 1 was teaching her students, they said how you could find Turkish teacher. I told them I didn't find we are friends, we make lessons together. It's not for you, we do it every year. That's why we had even publications by the Ministry about the lesson, about the Project, about the guests. That's why it's highly appreciated by the high levels of education...

As reported above the project was also appreciated by the students' parents, as well. The students from School 1 have to study one more year than their peer to learn English. Seeing that their children became capable of using the language and communication with foreigners, they were reported to justify one extra year and feel content. Additionally, as Teacher 2 from School 2 stated, her principle and colleagues praised and appreciated her. On the day of video conferencing with School 1, she also had guests from the Ministry of Education in her country and they were reported to observe the online session with admiration. Defining the activity as a good practice, they prepared publications. The project was also recognised by the National Support Service (NSS) and Central Support Service of eTwinning community and awarded with National and European Quality Labels (see Appendix 9). Moreover, both Teacher 1 and Teacher 2 enabled their colleagues in their schools to get interested in eTwinning projects and supported them in their journey.

### 3.3. Challenges

Although the potential contribution of the project concerning the dimensions mentioned above, it is not, of course, free of challenges. They did not outweigh the promises according to the participants who were eager to participate in such a project in the future again, though. Such a case was also reiterated in the literature by O'Dowd and Ritter (2006: 624) who emphasized that these challenges were not "an exhaustive list". Recognizing the similarities it was decided to categorize the challenges encountered by the participants according to their four levels: Individual, Classroom, Interaction and Socioinstitutional. The brief description of these four categories and sample excerpts were provided in Table 16 below.

**Table 16: Categories of the Findings related to the Challenges Theme**

Categories in the Challenges theme	Description and sample statements of the participants
<b>Individual Level</b>	It refers to the challenges stemming from the students themselves, their psychobiographical and educational background: <b>S1S11:</b> ...Web 2 lere ilgim yok, ilgim olmayınca da hani uğraşmadığım için bir yerde de zor geliyor. (Translation: I am not interested in web 2 tools; therefore it is a bit hard for me to use them.)

**Table 16: (Continue)**

<b>Classroom Level</b>	It refers to the challenges encountered in the local classrooms and methodological challenges: <b>Teacher 1:</b> <i>İşte farklı sınıflarda olunca koordinasyon problemi oluyor yani, (Translation: As there are different classes, it becomes difficult to coordinate them.)</i>
<b>Categories in the Challenges theme</b>	<b>Description and sample statements of the participants</b>
<b>Interaction Level</b>	It refers to the misunderstandings or tension stemming from cultural differences: <b>S1S5:</b> <i>... Polonya ve İtalyanlara karşı birazcık hani nasıl diyim soğuk bir önyargı. Ya bilmiyorum yani böyle hiç böyle ciddiye karşı tarafı bence. (Translation: ...I had a bit negative prejudice towards the Polish and Italians as they did not take us serious.)</i>
<b>Socioinstitutional Level</b>	It refers to the challenges beyond the participants' direct control: <b>Teacher 1:</b> <i>Mesela okulları tatile giriyorlardı, öyle olunca yani arada senkronizasyon sıkıntısı oluyor. Onlar sonradan geliyor, ya da İtalya aynı şekilde, çünkü onların akademik takvimi daha farklı ya. O yüzden arada boşluklar falan oldu yani. (Translation: For example their schools were on holiday; thus leading to synchronisation problems. They had to carry out the activities later than us. Italy, for instance, had a different academic calendar; therefore we had gaps.)</i>

### 3.3.1. Individual Level Challenges

**“Web 2 lere ilgim yok, ilgim olmayınca da hani uğraşmadığım için bir yerde de zor geliyor” (S1S11)**

*(Translation: I am not interested in web 2 tools; therefore it is a bit hard for me to use them)*

In this category the challenges stemming from the participants themselves and their psychobiographical and educational background were presented and discussed. O’Dowd and Ritter (2006) also referred to the challenges emerging from the students’ current ICC level; yet there was not indicated or reported such a challenge in this exchange. However, their current level of ICT skills was a challenging issue for some students.

**S1S11:** *İlgim yok, ilgim olmayınca da hani uğraşmadığım için bir yerde de zor geliyor. (Translation: I am not interested in web 2 tools; therefore it is a bit hard for me to use them)*

**S1S3:** *En çok sıkıldığım S1S11’un dediği gibi web 2 araçlarıydı. Web 2 de de her zaman S1S1 ya da S1S5’ten yardım aldım... Yapamadım oralara girmek zor oluyordu, yazmak falan çok canımı sıkıyordu. Çünkü hocam yok onu oraya koy, yok bunu küçült büyült orası sıkıyor sadece. (Translation: As S1S11 stated wweb 2 tools were the most boring part for me. I always requested help from S1S1 and S1S5...I wasn’t able to use them. It was for me to use them since I was bored while using them.)*

As stated by S1S11 and S1S3, they were not interested in Web 2.0 tools; thus finding these tools boring or complex. As also reported by Teacher 1 earlier, there were students who even did not know how to type “@” on the keyboard. On the other hand, they overcame this obstacle with the help of their friends who were good at ICT. On the one hand, their lack of interest in ICT

caused boredom with them, while this situation, on the other hand, paved way to collaborative working and sharing among the students. It was also concluded by the students previously participating eTwinning projects that this feeling might be temporary.

**S1S10:** *O zaman bir kafam karışmıştı. Çünkü birçok uygulamayı bir arada kullanmıştık o zaman işte Aurasma olsun Emaze olsun hepsini bir arada kullandığımız için birazcık karışmıştı kafam. (Translation: I was a bit confused at that time as we used many tools at a time. As we used many tools at a time “Aurasma” and “Emaze”, it was a bit complex for me.)*

**S1S6:** *İlk öğrenme aşamasında böyle biraz baş ağrısı bile oldu bende, çünkü çok vakit geçiriyordum hani yanlış yapıyordum, bekleme kısmında, kaydediyordu falan, sonra kaydolmuyordu. İlk başlarda yani, ilk bir ay mesela böyle iki defa sunum ödevi aldysak o aralar zorlamıştır hani bir saatte yapıyorsak artık on dakikaya düşürmüştüzdür o sunum hazırlamayı Emaze, hazırlıkta yani çok yormuştu beni ama şu anda hiç öyle bir yorması yok, hatta en kolayı o diyebilirim. Çok kolay geliyor bana iki dakikada emaze den hazırlarım ben diyip şey yapabiliyorum yani. (Translation: At first phase when we were learning these tools, it even caused fatigue as we spent much time on them. At first, I mean in the first month it was challenging for us if we had two presentation tasks at a time. We are preparing presentations in ten minutes, while we used to do them in an hour at the beginning. “emaze” for example used to be really tiring for me at the prep grade, but now it is the easiest for me. I assume that I can prepare in two minutes from “emaze” and I feel relaxed.)*

S1S10 and S1S6 reported that this feeling of compexity and boredom towards Web 2.0 tools was prevalent in the beginning and faded away with practice. S1S6 even felt fatigue due to her numerous attmepts to prepare content easily in minutes. It appeared from their reports that it took more time and effort to use such tools at first, while later they felt confident to use these tools as they practiced.

**Table 17: Descriptive Statistics of the Challenges Theme in the Structured Interview 1**

Challenges	N	Minimum	Maximum	Mean	Std. Deviation
14.I had difficulty in learning how to use web 2 tools.	23	1,00	5,00	2,2174	1,31275
Valid N (listwise)	23				

In addition to the interview reports the structured interview (see Table 17) revealed that there were students who experienced difficulty in learning Web 2.0 tools. As the Mean score suggested (M: 2, 2174) they did not constitute the majority, though.

### 3.3.2. Classroom Level Challenges

*“eTwinning in en zor yanı bu hani, bir insanın nasıl olacağını bilmediğin için...”*  
(Translation: This is the most challenging part of eTwinning that you cannot guess what kind of a person your partner is.) (Teacher 1)

This category refers to the challenges encountered in the classroomsuch as local group dynamics, student matching issues and teacher-teacher relationships. Unlike O'Dowd and Ritter (2006) there were not any references by the participants to the challenges as to task design.

**S2S6:** *Pis cəhəti isə o idiki, bəzilərinə tapşırılan işləri doğru şəkildə yerinə yetirə bilmədikləri üçün anlaşılmazlıqlar oldu. Siz bildiniz. (Translation: The challenge was that some students didn't fulfil successfully some of the tasks assigned to them; thus causing some disagreement. You know whom I mean.)*

**S2S4:** *Ben ortaklarımnan memnunum 1 kişi dışında. (I am content with my partners except for one.)*

To begin first with local group dynamics, it was reported by S2S6 and S2S4 from School 2 that they had problems with one of their friends due to his irresponsibility and poorly-done tasks. As most of the activities necessitated the students to work in groups, failure of one student to do tasks generated a negative attitude towards that person.

The second challenge encountered in the Classroom Level was student matching issues concerning different age groups. Mismatching of the students concerning their age and language level was observed and reported in School 1.

**S1S11:** *Benim rahatsızlığım oldu şahsen. Ben yani biz bize yapmak varken onların... ya benim zaten konuşmuşluğum falan yok. SIS3 zaten onlarla daha samimidir. O yüzden yani ben yardım falan da almadım. Yani ben sadece sınıf arkadaşlarımız olsun istedim, o moddaydım. (Translation: I was annoyed indeed. Although we could continue the project with our classmates...I already don't have any conversation with them (10<sup>th</sup> graders in her school), but SIS3 is closer to them. Therefore, I didn't request any help. I only wanted my classmated to participate from my school rather than other classes.)*

**S1S6:** *Valla ben bazen kendimi üstte görmüyör değıldim. Görüyordum yani (gülmeler). Bazen sıkıldığım da oluyordu çünkü hani aynı şeyleri tekrarlamış oluyorduk. Ama onun dışında hani eğlenceliydi yani. Yani ben genelde hazırlık yapmıyordum çünkü hani genel konular konuşulduğu için hani hazırlık yapmaya gerek kalmıyordu. (Translation: Actually there were times when I felt myself superior to others (laughters). I even got bored at times as I felt repeating the same things. However, everything was really enjoyable except for that. I mean I wouldn't bother to prepare as the topics were the same.)*

**S1S9:** *Şöyle, bunda tabi hocaya karşı sitemde falan bulunamayız çünkü bizim derslerimiz daha fazla, onlar hocayla daha fazla zaman geçirdiği için ister istemez beraber farklı şeyler yapıyorlar. Hani biz elimizden geldiği kadar tabi ki etkin olmaya çalışıyoruz hocamız da bize gerektiği yerde bilgi veriyö. Sonuçta onlar 20 saat beraber oldukları için hani onların farklı yaptığı şeyler oluyordu, biz dersten dolayı gidemediklerimiz oldu. Ama dediğim gibi hani bir sitemde bulunamayız, çünkü onlar daha iç içeler ders saatlerinden kaynaklı olarak. (Translation: We cannot of course reproach the teacher since we had much more courses than prep grades and they would spend more time with Teacher 1; thus they could do different activities together. Sure, we did our best to participate actively and the teacher could inform us about the activities to a great extent. However, they would spend nearly 20 hours a week together and they had more and different activities that we had. There were times we couldn't took part due to our classes; yet, we cannot reproach the teacher in any way as they were closer due to the number of classes they spent together.)*



As students from two classes were integrated in the project (from prep grade and 10<sup>th</sup> grade), some students, especially prep graders, did not feel comfortable with students from different classes. They claimed that they were more relaxed with their classmates. This difference of grade, on the other hand, caused boredom in some 10<sup>th</sup> graders as S1S6 stated. As they were more proficient in language compared to prep graders and experienced in eTwinning they reported that they sometimes found the tasks as repetition of the ones in their previous projects. Therefore, from their reports it was concluded that different level groups did not find the tasks as equally challenging, which was also highlighted by O'Rourke (2007). S1S9, additionally, highlighted another problem emerging from the presence of different groups under the control of the same teacher. As she reported 10<sup>th</sup> graders missed some of the activities as they were in different classes and could not come together with prep graders at the same time in the same place. However, as stated earlier while discussing their motive to join the project, they claimed that they kept their interest in English alive by taking part in such projects.

**Teacher 1:** ...İşte farklı sınıflarda olunca koordinasyon problemi oluyor yani, bir sınıfla yapınca oyüzden bir sınıfla yapmak istiyorum. Diğer türlü çocuğun peşinden koşuyorsun. Yani şu an 9larla bile yapıyorum, dersine girmiyorum, ama hani bir arada olunca daha kolay yürüyor işler. Diğer türlü tek tek dolaşıyorsun o beni yoruyor. (Translation: ... As there are different classes, it becomes difficult to coordinate them. That's why I want to continue with one class only. Otherwise, I have to chase students. I mean, now I am working with even 9<sup>th</sup> grades although I don't teach them. However, it is easier to work when you include the classes you teach. Otherwise, I have to inform each student separately and this makes me tired.)

Converging different classes was also reported as a problem by their teacher. As Teacher 1 stated above, she had difficulty in coordinating different classes. Since she did not teach 10<sup>th</sup> graders at that time, she highlighted the difficulty of assigning tasks or checking them all; thus, bringing her more workload.

As for the last challenge encountered in Classroom Level, teacher-teacher relations can be included. This is not directly related to local classrooms, it has an influence on them, though (O'Dowd and Ritter, 2006). Finding appropriate partners was also covered under this category as also concluded in Bozdağ (2015).

**Teacher 1:** ...Tabi ilanı yazıyorsun şöyle şöyle bir projem var katılmak isteyenler falan. Yazanlara geri döndüm. Ha proje ortaklarım arasında hepsi eşit çalıştı mı hayır. Özellikle kendi kurucu ortağıma ulaşmakta çok zorluk çektim. İtalya dan bir hoca, Sicilya dan. Kurucu ortak olmasına rağmen mesela çok fazla etkinlik göstermedi. Çalışmak istiyorum falan filan. eTwinning in en zor yanı bu hani, bir insanın nasıl olacağını bilmediğin için, tabi sürekli gönderiyorum hani şöyle yapacağız, böyle yapacağız. İnsanın motivasyonunu bozuyor tabi. Sonuçta kurucu ortaksın hani ortak çalışman gerekiyor ve eTwinning'de aranan bir özelliktir. Yani en önemli şeylerden bir tanesi iş birliği. Öğretmenler arası iş birliği okullar arası iş birliği. Yani onu iki ortağımla pek sağlayamadım. İstanbuldan bir ortağımda vardı ona mesela birkaç defa yazdım yazdım hiç cevap vermedi. Çok çalışmak istiyorum deyip de çalışmadı. O şekilde 2 ortağımda vardı. (Translation: ...I announced the project by giving some details and replied to those commenting under the announcement. If you ask whether all my partners worked equally in the project, the answer is of course not. I had difficulty to contact

especially my co-founder, a teacher from Sicily, Italy. Although she was the co-founder she didn't appear in the project at all. She stated at first that she wanted to collaborate. This is the most challenging part of eTwinning that you cannot guess what kind of a person your partner is. I always sent messages informing about the activities. It decreases my motivation, of course, since she is the co-founder and should collaborate a lot as collaboration is a necessity in eTwinning. I mean collaboration among the schools and teachers is one of the most important things. I wasn't able to establish this collaboration with my two partners. We had a partner from Istanbul, whom I wrote several times but couldn't get any response. She insisted on participating at first but then she didn't keep her promise. There were two partners behaving in this way.)

Concluding from Teacher 1's remarks there were a lack of communication and collaboration between some partners including the other founder partner of the project. Despite her attempts to include these partners into the process, she was ignored, which broke her motivation to some extent. Emphasizing the fact that collaboration is significant in eTwinning projects (one of the factors in awarding Quality Labels), she expressed her disappointment with these two teachers' behaviour. Although they themselves insisted on taking part in the project, they kept silence in the project without any excuse or pardon.

### 3.3.3. Interaction Level Challenges

**“...They asked me why they don't wear any uniforms?”** (Teacher 2)

In this level misunderstandings or tension arised from different cultural communication styles, and behaviour (O'Dowd and Ritter, 2006). In one of the online sessions during a video conference, for example, the participants from School 1 claimed that the Polish students were noisy and too comfortable.

**Teacher 1:** *Şeydi mesela onu fark etmiştim. Online görüşme sırasında bizimkiler onları çok gürültücü bulmuştu, Polonyalıları. Spor lisesi ve rahat. (Translation: For example I noticed that our students found them (the Polish students) too noisy during the online session. They were a sports high school and they were too large.)*

**S1S11:** *... Polonyalılara karşı birazcık hani nasıl diyeyim, soğuk bir önyargı. Ya bilmiyorum yani böyle hiç böyle ciddiye almıyorlardı karşı tarafı bence. (Translation: ...I had a bit negative prejudice towards the Polish and Italians as they did not take us serious.)*

**S1S9:** *Zaten Polonya mıydı ne hocaları bırakıp gitmişti mesela. İnsan kötü oluyor yani kendini biraz hani şey gibi hissediyorsun sonuçta hoca bunu bir proje kapsamında yapıyorsun sonuçta, hocanın orada yönetmeyip bırakıp gitmesi falan. (Translation: It was Poland, I guess. Their teacher left the classroom during the video conference. One feels terrible, you know. The teacher carries out this session on behalf of a project and when the teacher leaves you feel weird.)*

**S1S4:** *Çünkü hiç ciddiye almıyorlardı. Hocaları gitmişti, gülüyorlar hiç umurlarında değiliz. Orada sanki tek başına çabalıyorsun. Yani ben öyle düşündüm bence. (Translation: They didn't take us serious at all. Their teacher was gone, they were laughing and not caring about us. It was like you try in vain there. In my opinion it was so.)*

As reported above they observed that the Polish students did not take them or the task as seriously as the other students did; thus leading to a deterioration of rapport between the students. Such uncommitted interaction style was also reported in Belz (2003). The reason for the Polish students to behave in such an abandoned way was, as S1S9 stated, that their teacher left the classroom during the video conference and did not turn back till the end of it. Here the failure of the teacher in her pedagogical and social role to guide them during the conversation paved way to the tension; therefore, the Turkish students attributed negative traits to the Polish students. On the other hand, it is assumed that it was a lack of in-depth discussion in the classroom about the problem that led the Turkish participants to establish a negative rapport with the Polish students. Additionally, such a situation can be regarded as strength of the authentic communication environments where participants face with real life communication problems. Through such problems the participants might be urged to find solutions to these problems through the guidance of teachers.

**S2S6:** ...biz də məktəbə məktəbli formasında gedirik. Ama Polonyalılarda sərbəst geyim idi. Bu da müxtəlifliklərdən biri ola bilər. (*Translation: We go to school in school uniform. However, the Polish students were in their casual clothes; which could be one of the challenges I encountered.*)

**Teacher 2:** *We had with Polish students with Teacher 5 and she had no girls in the classroom she had only boys. Let me say that I would speak frankly because we have some strict discipline rules, to wear uniforms, to be always in the form to the lessons, so so. But when they meet with the Polish students they asked me, why they don't wear any uniforms? Why they are so serbest? O şey yoktu, aralarında münasebet rahattı ki biz de müellim respect meselesi var. I told that maybe it's their school policy because we can learn something we cannot teach another person what to do. That's why we need to respect others' opinion, others.*

As reported above the students in School 2 viewed the Polish students a bit undisciplined since they were too comfortable in their communication with their teacher and did not wear school uniforms. Comparing their behaviour to their own, they concluded that the Polish students did not respect to their teacher as they did. Therefore, this led to a negative evaluation of the Polish students. However, unlike the Polish teacher who failed to provide a medium to boost intercultural communication, Teacher 2 tried to prevent her students from establishing stereotypes. She tried to convince her students to respect others' opinions and decisions.

### **3.3.4. Socioinstitutional Level Challenges**

**“Biz tam görüşecekken bir saat şeyle uğraşıyorduk hocam onların görüntüsüyle, sesiyle.”**  
(*Translation: Just the moment we were going to start the conversation we had to cope with the sound and screen during the online sessions.*) (S1S8)

The challenges in this level refer to the ones “beyond the participants’ direct control” (O’Dowd and Ritter: 632). They include access to technology, technological problems, mismatch of academic calendars, time, procedural issues and lack of equipment.

**S1S3:** *Hocam hatta biz yurtta kalanlar için bizim için hazırlayacağımız bir bilgisayar yoktu, genellikle S1S1’ye yaptırıyorduk ya da S1S5’e, S1S4 falan onlar daha çok ilgileniyordu. Ya da biz okul çıkışları kalıyorduk. (Translation: Teacher as we were staying in dorm wedidn’t have any computers to do the tasks. We would request help from S1S1 or S1S5 generally. S1S4 was kind enough to help as well or we would stay after school and do the tasks at school.)*

To begin first with access to technology, only the girls staying at dorm from School 1 reported problems. As seen from S1S3’s remarks there were not computers in their dorm so as to accomplish some tasks. Therefore, they had to stay at school after the classes or requested support from their friends with computers. However, the findings of the structured interview revealed below the great majority of the students did not have such a problem (see Table 18).

**Table 18: Descriptive Statistics of Challenges Theme in the Structured Interview 2**

Challenges	N	Minimum	Maximum	Mean	Std. Deviation
17.I did not have the necessary technology to do the tasks.	23	1,00	4,00	1,8261	1,23038
Valid N (listwise)	23				

The fact that they had to stay at school after the classes, on the other hand, led to another problem for these students: procedural issues.

**S1S3:** *Her gün için değilse de aktivite yapacağımız günlerde Teacher 1 Hoca kağıt yazdı verdi. Bazen sıkıntı çıkıyordu. X hoca diyordu bizim haberimiz yok falan diyordu, öyle saçma. Öncesinden alın izni diyordu, sonra getiriyoruz yok kabul etmiyor, ailelerinizden haber alacağız falan. Biz de hiç şey yapmadan Teacher 1 hocanın verdiği kağıdı ona götürüyorduk. X hocanın yaptığı çok sinirimizi bozuyordu biz bir şey için emekle uğraşmışız, dışarıda değiliz kağıdımız var. Başka bir şey için değil, yani biz bir proje için oradayız, bir ödev için yani bunu bize yapması hoş olmuyordu. (Translation: Though not for everyday, Teacher 1 had to write a note asking for permission on a paper and gave us. Sometimes this was problematic. X teacher would claim that she wasn’t informed about the fact that the students were working on the tasks at school. She would warn us to take the permission previous to the activities and when we brought the paper she sometimes didn’t accept it; therefore she called our parents to inform them about the situation. Then we started to take the permission note written by Teacher 1 regularly. What X teacher did was really annoying for us as we were making effort for the project but not hanging around outside. We were at school to perform several tasks not ofr something else; thefore it was not pleasant to meet such an attitude.)*

On the grounds of the strick rules of their dorm such as going back to the dorm right after the school, they had to hand in a permission note by their teacher stating that they were at school for the project tasks. Moreover, the dorm principle required their parents to call to inform while they were staying at school after classes. The students regarded this procedure as annoying since they

were sacrificing more time and effort compared to their peers at school; but still they were assumed as apt to get in trouble by the dorm principle.

**S1S11.** *Yani, mesela bazen görüşürken ses mesela, karşı tarafın sesi gelmiyordu veya bizim görüntümüz oraya gitmiyordu. Bu sefer tekrardan mailleşerek o arızayı gidermeye çalışıyorduk. (Translation: During the online sessions sometimes there appeared audio problems such as being unable to hear or see each other. This time we had to compensate for this poor communication through mails.)*

**S1S8:** *Biz tam görüşecekken bir saat şöyle uğraşıyorduk hocam onların görüntüsüyle sesiyle. (Translation: Just the moment we were going to start the conversation we had to cope with the sound and screen during the online sessions.)*

**S2S6:** *Bazı online görüşmelerde kısa müddetli connection problemleri oldu ama sonradan bərpa etdik. (Translation: There were short-terms connection problems during some online sessions; yet we were able to overcome them.)*

**Teacher 2:** *... But I can say the last lessons, the last activities during the Project we had much trouble about internet connection because we even couldn't hear each other. Teacher 1 find that solution we could hear each other by the phone and we can see each other from the screen. If there is any difficulty we can find any way about it. Because we have ability.*

**Teacher 1:** *Yani bağlantıda sorunlar olabiliyordu, zaten okulun interneti Skype ı açmıyor, kendi telefonlarımızdan, çocukların telefonlarından hani faydalanıyoruz. Kendi internetimizi kullandık yani. Okulun interneti işe yaramadı. (Translation: There could be problems in connection. The connection of our school already does not support Skype; therefore we benefit from the connection in our or the students' mobiles. I mean we used our own connections as that of the school couldn't manage to do it.)*

Another challenge encountered in this level was technological problems such as poor connection. As reported by S1S11, S1S8, S2S6 and Teacher 2 above, during video conferences they sometimes had to cope with connection problems leading to poor audio or video exchange; thus causing disappointment with the students. The connection protocol of the school in School1 (the connection provided by FATİH project), on the other hand, was the source of the problem as Teacher 1 stated. They were not allowed to use Skype for video-conferencing at school; therefore, she had to share her personal connection to conduct the sessions. Teacher 2, on the other hand, interpreted this situation not as a serious problem but as an opportunity exert their problem solving skills.

**Teacher 1:** *Aralarında mesela okulları tatile giriyorlardı, öyle olunca yani arada senkronizasyon şeyi oluyor. Onlar sonradan geliyor, ya da İtalya aynı şekilde, çünkü onların akademik takvimi daha farklı ya. O yüzden arada boşluklar falan oldu yani. ...Polonyadaki ortağımız sona doğru biraz boşladı hani, sona doğru çok şey yapmadı, sınavları vardı suydu, buydu, çeşitli mazeretlerle... (Translation: For example their schools were on holiday; thus leading to synchronisation problems. They had to carry out the activities later than us. Italy, for instance, had a different academic calander; therefore we had gaps. Our Polish partner had to abandon some activities on the ground of exams and some other excuses.)*

Misalignment of academic calendars was another source of challenge in the project. As stated by Teacher 1 above, they sometimes had difficulties in conducting the activities synchronously. There were gaps when some of the schools were on holiday the others were waiting for them and when they turned back the others were on holiday. From her remarks, it was concluded that this sometimes failed synchronisation led to lack of collaboration between the partners as in the case of the Polish school.

**S1S10:** ...Böyle çok önemli derste mesela Matematik te falan çıkıyorduk genelde daha önemsiz hani bizi ilgilendirmeyen derslerde çıkıyorduk. (Translation: We didn't leave significant courses such as Math, but we left in less related and important courses for the activities.)

**S1S3:** Başka derslerde de konuştuk. (Translation: We also communicated in other courses as well.)

**S1S7:** Hep derste değil hocam okul çıkışında da çalıştık. Ebruğu mesela hocam rehberlik saatinde falan yaptık. Bazen de yetmeyenler okul çıkışında devam etti. (Translation: We worked not only in English courses but after school as well. For example we performed marbling in Guidance class. Some continued even after school as they couldn't finish.)

As inferred from the excerpts above the participants in School 1 had to sacrifice their time for other courses of after school to conduct the tasks or activities. This means they had to request for other teachers to provide their course time especially for video conferences so as to submit to the appropriate time for partner schools. As for marble activities, they had to stay after school or use guidance classes when they were supposed to be following a different curriculum.

**Teacher 1:** ...Mesela çini sanatı yapacak olduğumuz zaman bize ne lazım oldu. Kağıt, kalem, hani boya kalemi falan. Çok şey değil ama çocuklardan isteyince 5tl de olsa toplamak zorunda kalıyordum. Ben de kattım 50 tl falan. Ebruğu mesela bir kısmını idare karşıladı, yine çocuklardan 5 lira toplayıp aldım, kendi cebimden materyal için bir sürü para harcadım yani. Hiç önemli değil. Yani parasal anlamda çocuklardan bir şey istemek hoşuma gitmiyor, öyle söyleyeyim sana. Ama parasız da hiç bir şey yapmak...illa ki lazım oluyor yani. (Translation: For example when we were engaged in tile art we needed papers, pens, crayons etc. They were not too expensive but sometimes I had to demand the money even 5 Turkish Liras from the students. I donated 50 TL as well. For marbling activities, for example, the Administration sponsored for some equipments and the rest was raised from the students. Additionally, I donated some, but no need to mention it. I mean it is not pleasant to raise money from students, yet it is not possible to do anything without money.)

Teacher 1 stated lack of equipment of financial support to afford the equipments as another source of challenge for School 1. For marbling activities she had to buy two kits with her own money and with some support from the principle. However, as she reports she found it annoying to claim money from her students.

**Teacher 1:** Mesela ben şeye dikkat ettim hani diğer hocalarda mesela sunum istedikleri zaman, mesela 10lar 11ler emaze falan kullanıyorlar. Aradan kaç sene geçiyor işte hazırlık, 9, 10,11 dört sene önceki öğrendikleri ile gidiyor çocuklar. Ama o ara bir sürü şeyler daha çıktı piyasaya, yani şu an mesela benim öğrettiklerim arasında var. Hani bence her öğretmen yenilikçi olmalıdır, yeniliğe açık olmalı. Bu bir tek okulda bir kişinin ya da iki kişinin yapabileceği bir şey

*değil. Bence hani onu sonradan anlıyorsun mesela bu seneki 9 lara baktığımda hep söyledikleri şey ne, hocam biz o zaman daha farklıydık. O zaman çok şey yapıyorduk şimdi bir şey yapmıyoruz. (Translation: I noticed that 10<sup>th</sup> and 11<sup>th</sup> graders use “emaze” when other teachers in the school ask them to prepare presentations. So many years pass from prep grade and they still continue with what they learned four years ago. However, lots of tools have emerged during this time some of which are among the ones I am teaching now. I mean every teacher should be innovative open to innovation. It is not something one or two teachers can manage in a school. I recognize afterwards that the 9<sup>th</sup> grades (those in the project last year) all express that “we were really different then and we used to do many things then; but now we cannot do such things”.)*

The last source of challenge in this level was lack of support from other colleagues as reiterated by Teacher 1 above. Since she did not teach her students after prep grade, they were reported to miss those days while working in the project. She claimed that she could not be omnipotent to support all students in her school especially in ICT field. She complained about the fact that the students had to be content with what they had learned in her projects for nearly three years and interpreted this as a lack of her colleagues not to support their students in this sense (as she only taught prep graders and could not assist the other students). Therefore, she advised all her colleagues to share the responsibility and promote students’ interests by being innovative or open for innovation. Similar findings were also concluded from the structured interview as in Table 19 below.

**Table 19: Descriptive Statistics of the Affective Dimension Theme in the Structured Interview 4**

<b>Affective Dimension</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
25. I think there should be such projects for other subjects, as well.	23	3,00	5,00	4,3913	,78272
Valid N (listwise)	23				

The majority of the students claimed that they would like to participate in such projects in other subjects, as well.

## **CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH**

The aim of the study was to portray an eTwinning project in detail from the participants' perspectives in terms of foreign language education in a high school. It also aimed to explore the participants' ideas concerning ICT use in the project since ICT use is assumed as the core of eTwinning practices. In addition to these, other promises and challenges encountered in the project were also investigated so that practitioners of such projects might inspire and/or take precautions against probable pitfalls. Bearing these aims in mind, data were collected through structured and semi-structured interviews, participant observation and documents of the project. The findings revealed the multidimensional effect of the project on the participants. The findings were briefly summarized below.

As the first dimension speaking, listening, writing, reading, vocabulary and pronunciation skills of the students were reported to improve in the project. The participants appreciated the role of the project as an opportunity to use and practice the language in real conversations and situations. They also took part in their language learning process actively through several tasks. However, participants with different levels of English did not benefit from it to the same extent. Relatively advanced students expressed a feeling of repetition for the tasks and did not find them challenging. For further projects this challenge can be overcome through involving students with the same level of language or employing more challenging tasks for such students.

Apart from meaningful foreign language learning scenarios, it was found that collaborating and communicating through eTwinning virtual platform supported ICC of the participants. They were reported to learn about other cultures and develop skills and attitudes to engage in conversations with people from different cultural backgrounds. They established intercultural friendships. Challenges encountered during the interaction, on the other hand, caused some students to develop a negative attitude towards their intercultural partners. In order to prevent such situations, it should be assured that the aims and expectations of the partners from the project are the same and the participants are provided with sufficient contact opportunities to get a deeper understanding of their partners. Nevertheless, it would be appropriate to assume educational environments as real life occasions, which are not free from challenges. Such challenges can occur in real life conversations as well and teachers may not play the helicopter role by always controlling them. Therefore, through dialogic approaches and teacher-guided indepth discussions these problems can be resolved. That is why such challenges should be regarded as strengths and opportunities to improve the participants' problem solving skills rather than weaknesses.



As another dimension it was reported by the students that through this project they developed awareness of some values such as empathy, tolerance, respect, appreciation of other cultures, cooperation, patriotism and responsibility. Taking into consideration that technology has evolved into such a level that people may not need to go to school to get educated; it becomes essential for schools to offer learners what technology cannot do per se: humanized education. The necessity to raise decent and ethical individuals should always be the core of education. In this sense, the study conveyed a sample practice embedding values education into language education.

Additionally, the project was reported to enable the participants to establish close and long term friendships paving the way to a sound communication and collaboration between the partners. It is anticipated that through such a wide web it could be easier to struggle with universal problems. However, some partners were reported to contribute little or no; thus resulting in discontent with some partners. This can be solved by investigating the profiles of the partners before the project.

The project was observed to enable the teachers to discover the potentials of their students and provide appropriate medium for their students to realize competences. On the other hand, the workload of the teachers was expressed as a pitfall for the teachers to organize such projects. This might lead these diligent teachers to get tired of; thus, making their work a “beautiful house built on sand” that is fragile and temporary (Abbott et al., 2005: 225). The problem was suggested to be overcome by integrating other colleagues in the school into such projects so that the work to be done in these projects may be distributed and such practices can be integrated into any curricula. This way, more secure and sound houses can be built.

The use of ICT, as another dimension, was reported to boost media literacies and collaborative working and autonomy at the same time as necessary skills of 21<sup>st</sup> century learners. On the other hand, some students highlighted that they were overwhelmed with the web 2.0 tools at the beginning while they were learning them. To overcome this problem in the future projects, teachers may introduce as few tools as participants can digest.

All in all, despite the challenges experienced, the findings of this study are likely to embrace some insightful **pedagogical implications** for EFL education in Turkey. The first set of implications is that through telecollaborative practices like eTwinning it could be possible for EFL teachers to put the theory highlighted in the curriculum into practice. It is suggested that they could take all aspects of communicative competence into consideration in real communication scenarios. With the opportunity to practice the language in real situations, such projects can provide a unique experience to improve participants’ oral and written skills. This is vital especially for those living in underprivileged cities where the only chance to use the language communicatively in real and safe situations is through such telecollaborative practices. This way, it could be possible for

teachers to provide learners with enjoyable learning environments where the rationale and need to learn the language can be established due to the view seeing the language as a vehicle to communicate rather than a school subject. On the other hand, teachers could employ lingua franca mediated scenarios in which learners' real needs could be accommodated rather than rigidly adhering to native-speaker based models. Moreover, they could provide project-based, task-based and collaborative learning environments for students where interaction among the students can keep them active in their learning process and lead to collaboration and learner autonomy. Such collaborative practices could also facilitate making new friends; thus paving way for learners to develop a sense of diversity, tolerance and curiosity about others leading to ICC. However, it should be remembered that these practices should be planned and designed meticulously by all stakeholders in contemplation of the risk that participants may develop unrepairable stereotypes.

Additionally, as in the same line with the curriculum, teachers could incorporate values education into language education directly since the nature of eTwinning projects are so flexible as to enable to design such activities. It was revealed in the study that through such practices values education may be integrated into language education in such a way that participants can acquire what technology in itself cannot teach them. As schools should assume the role of life itself, it may be insufficient to provide there foreign language education per se; thus, this study conveyed a sample practice where it was reported to deserve all the money, time and effort invested in schools. Apart from values education, the findings in this study suggest that it is possible for teachers to integrate extra-curricular activities such as art and sports into language education, which could boost learner motivation and keep them active. This is particularly of vital importance for learners in underprivileged areas as they may not have the opportunity reach to such activities with their own means.

Another aspect that EFL teachers are supposed to apply according to the curriculum is active use of technology for educational purposes. Accordingly, considering the amount of time they spend on social media, students seem to be active consumers of the Internet. Rather, they should be producers of such contents as active participants of virtual communities. The necessity to catch up with the era and future job requirements should be made clear to students. As with the practice in this study, they should be taught how to create and share online contents safely and properly observing the codes of netiquette. Through pre-designed tasks they could be guided about how to search for the knowledge, how to organize and share it; thus, they could learn to learn on their own and become responsible for their own learning process.

A second set of implications concluded at the end of this study regards teacher training. As the education process evolves according to the era, so should do teacher training programs. Taking into account the multi-faceted role of teachers in such practices, teacher training programs could be

revised or modified in order to train pre-service teachers accordingly. Considering the multicultural medium of these practices, teachers could be taught how to handle tension and/or misunderstandings among students encountered in the interactions and how to improve ICC of students. As for ICT skills, although teachers do not have to be experts to carry out such telecollaborative practices, they could be trained to acquire some basic media literacies so as to reduce the gap between the digital natives and themselves and be able to manage the process efficiently. For in-service teachers, on the other hand, both online and on-site in-service training events could be organized by MoNE. In this way, such practices could be standardized rather than being add-on activities only carried out by brave and innovative teachers; thus, becoming “secure structures” in educational environments rather than “houses built on sand” (Abbott, 2009: 237).

As anticipated beforehand, this study has also contributed to me as a practitioner of such projects especially in terms of the possible challenges. It could contribute to other teachers of English as well since a sample project was investigated thoroughly making promises and challenges clear; thus, they may wish to conduct such projects and become aware of some feasible pitfalls beforehand. Whilst admitting the impossibility of generalising from such a small case study, it is believed that it provides scientific findings so as to gain an understanding of such projects. In this sense, the study fills a gap in literature especially concerning the Turkish context of eTwinning projects.

As a case study it provides enough evidence to promote further research in such practices. As for the further research, every dimension mentioned in the findings can be investigated separately in different settings and through different research methods. In this study not all the partner schools could be reached; thus for the future research this can be assured. Moreover, a single case was inquired in this study; therefore, more cases can be included in a comparative way or a cross-sectional large scale study can be conducted for the future research.

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# **APPENDICES**

## Appendix 1: Permission from the Participants, the Students' Parents, and the MoNE

Sayın Katılımcımız

Katılacağınız bu Çalışma, *Çok Boyutlu Yabancı Dil Öğrenimi: eTwiningin Örneği Multi-dimensional Language Learning: The Case of eTwining* adıyla, Nalan DEMİR tarafından 2018-2019 Eğitim-Öğretim Yılı içinde yüksek lisans tez çalışması için yapılacak araştırmanın uygulamasıdır.

**Araştırmanın Hedefi :** eTwining proje çalışmalarının öğrencilerin yabancı dil (İngilizce) öğrenimi üzerine etkisini araştırmaktır.

**Araştırmanın Nedeni :** Yüksek Lisans Tez Çalışması

**Araştırmanın Yapılacağı Yer :** Gümüşhane Mareşal Çakmak Sosyal Bilimler Lisesi Merkez-GÖMÜŞHANE

**Araştırma Uygulaması:** Anket, Gözlem ve Görüşme

Araştırma T.C. Millî Eğitim Bakanlığının ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla.

Araştırmacı : Nalan DEMİR

İletişim Bilgileri : Telefon: 0 (307) 3796569 eposta: nlnkn86@hotmail.com

Adres : İnönü Mah. 15 Şubat Cad. İmaj Evler Sitesi B Blok 66/4 Merkez-GÖMÜŞHANE

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

Tarih : .../.../.....

Adı-Soyadı :

İmza :

Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Evrak teyidine <http://e-belge.ktu.edu.tr> adresinden Belge Num.:83282014-199-E-3044 ya Barkod Num.:1876460 bilgileriyle erişebilirsiniz.

## Appendix 1 (Continue):

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "Multi-dimensional Language Learning: The Case of eTwinning" ("Çok Boyutlu Dil Öğrenimi: etwinning Örneği) adıyla, Nalan DEMİR tarafından 2018-2019 Eğitim-Öğretim yılı içinde yüksek lisans tez çalışması için yapılacak bir araştırma uygulamasıdır.

**Araştırmanın Hedefi:** eTwinning proje çalışmalarının öğrencilerin yabancı dil öğrenimi (İngilizce) üzerine etkisini araştırmaktır.

**Araştırma Uygulaması:** Anket, Gözlem ve Görüşme şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı tamamen sizin isteğinize bağlıdır, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Nalan DEMİR

İletişim Bilgileri : Telefon: 05073796569 eposta: nlnkn86@hotmail.com

Adres : İnönü Mah. 15 Şubat Cad. İmaj Evler Sitesi B Blok 66/4 Merkez-GÜMÜŞHANE

Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi .....  
.....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen formu  
imzaladıktan sonra çocuğunuzla okula geri gönderiniz\*).

.....

Adı-Soyadı:

İmza :





**Appendix 1 (Continue):**



T.C.  
GÜMÜŞHANE VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 77146347-604.01.01-E.21613410  
Konu :Anket Çalışmasının Uygulanması

13.11.2018

VALİLİK MAKAMINA

İlgi : a) Bakanlığımız; Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 sayılı Genelgeleri.  
b)Karadeniz Teknik Üniversitesi Rektörlüğü, Genel Sekreterlik, Öğrenci İşleri Daire Başkanlığının 06/11/2018 tarih ve 4097 sayılı yazıları.

Karadeniz Teknik Üniversitesinde Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dil Bilimi yüksek lisans programı öğrencisi Nalan DEMİR'in "**Çok Boyutlu Yabancı Dil Öğrenimi: e Twinning Örneği (Multi-dimentional Language: The Case of e Twinning)**" konulu tez çalışması anketini İlimiz Mareşal Çakmak Sosyal Bilimler Lisesinde, 2017-2018 eğitim öğretim yılında "Sociallight in TeenEyes" adlı e Twinning projesi katılan öğrenciler ve projenin kurucusu öğretmene uygulanmasıyla ilgili Müdürlüğümüz Araştırma İzinleri Değerlendirme Komisyonu tarafından incelenmiştir.

Söz konusu çalışmaların eğitim öğretimi aksatmayacak şekilde; 2018- 2019 eğitim öğretim yılında yapılması gerekmektedir.

Araştırmacının 2017/25 sayılı genelge çerçevesinde hareket etmesi; **izinsiz herhangi bir ses ve görüntü kaydı yapılmasına kesinlikle izin verilmemesi**, elde edilen verilerin çalışma kapsamı dışında kullanılmaması, **mühürlü anket ve ölçeklerin kullanılması** ve sonuçların bir örneğinin Müdürlüğümüz Ortaöğretim Şubesine teslim edilmesi kaydıyla, çalışmanın okul müdürünün uygun göreceği zamanlarda ve kontrolünde uygulanması müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Onur AYDIN  
İl Millî Eğitim Şube Müdürü

Uygun Görüşle Arz Ederim.

Mesut OLGUN  
İl Millî Eğitim Müdür Yardımcısı

OLUR  
13.11.2018

Seydi DOĞAN  
Vali a.  
İl Millî Eğitim Müdürü

Karaer Mah. Sebhattin Aytaç Cad.  
No:4 / GÜMÜŞHANE  
Belge Geçer :0456 213 1017  
E Posta: gumushanemem@meb.gov.tr

Ortaöğretim Şubesi :  
Bilgi İçin :Zeynep BAYAR-VHKİ.  
İletişim: 0456 2131077- 185  
http:gumushane. meb.gov.tr

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden e94a-2472-389a-9aee-bb25 kodu ile teyit edilebilir.



### Appendix 3: The Structured Interview

Sevgili Arkadaşlar,

Bu anket formu yüksek lisans tez çalışmam kapsamında sizlerin "Sociallight in Trendyev" adlı e-Twinning projesi hakkındaki görüşlerinizi öğrenmek için oluşturulmuştur. Lütfen maddelerden her birinin size ne derece uygunduğunu uygun kutucuğa tik (✓) olarak belirtiniz. Verdiğiniz cevaplar bilimsel amaçlarla sadece bu çalışma için kullanılacak olup başka hiçbir yerde kullanılmayacaktır. Katılarınıza için çok teşekkür ederim.

Nilma DEMİR

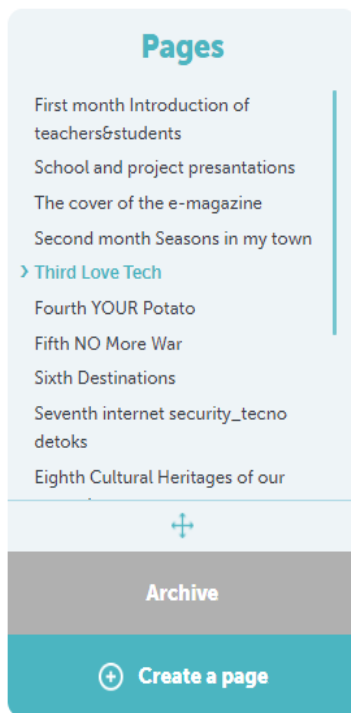
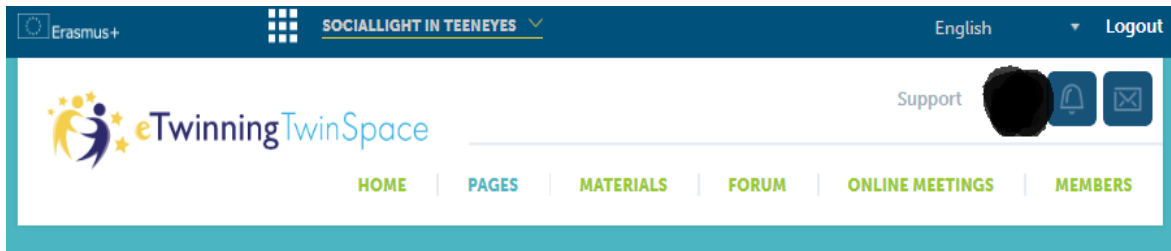
		1.Hiç Kullanmıyorum	2.Kullanmıyorum	3.Korursunuz	4.Kullanıyorum	5.Tamamen kullanıyorum
1	İngilizce konuşma becerim ilerledi.					
2	İngilizce yazma becerim ilerledi.					
3	İngilizce okuma (okuduğumu anlam) becerim ilerledi.					
4	İngilizce dinleme becerim ilerledi.					
5	İngilizce tetatfuz becerim ilerledi.					
6	Farklı kültürler konusunda bilgi sahibi oldum.					
7	Farklı kültürler arasındaki ortak yönleri keşfettim.					
8	Farklı kültürlere karşı hoşgörü kazandım.					
9	Farklı kültürlerin bazı olumsuz etkilerini düşünüyorum.					
10	BT (bilgisim Teknolojileri) kullanım becerilerim gelişti.					
11	Yeni web 2 araçları kullanmayı öğrendim (anason, kahoot, genially gibi).					
12	Öğrendiğim web 2 araçlarını başka derslerde de kullanabileceğimi düşünüyorum.					
13	Web 2 araçlarının İngilizce dersimi daha eğlenceli hale getirdiğini düşünüyorum.					
14	Web 2 araçlarını öğrenmekte güçlük çektim.					
15	Cep telefonumu eğitim amaçlı da kullanabileceğimi öğrendim.					
16	Projelede verilen görevler zordu.					
17	Projelede verilen görevleri yapmak için gerekli teknolojiye erişim imkânım yoktu.					
18	Projelede aktif rollerimi ilgi çekici buluyordum.					
19	Projelede aktif rollerimin olduğu gün okula gitme isteğim arttı.					
20	Öğretmenlerimle olan ilişkim ilerledi.					
21	Sınıf ortamımız arkadaşlık ilişkileri bakımından iyileşti.					
22	Aktivitelede yapmakta zorlandığımda arkadaşlarımdan yardım aldım.					
23	İnsani değerler (sevgi, saygı, hoşgörü, empati, kuruma) konusunda farkındalık kazandım.					
24	Gerçek hayatın kullanabileceğim beceriler geliştirdim.					
25	Diğer derslerimde de böyle projeler yapmanın gerektiğini düşünüyorum.					
26	Arkadaşlarımla birlikte çalışma becerimi kazandım.					
27	Hiçbir projeye tekrar katılmak istemem.					

Bu belge 5070 sayılı e-Devletlik İmza Kanununa göre güvenli elektronik imza ile imzalanmıştır.

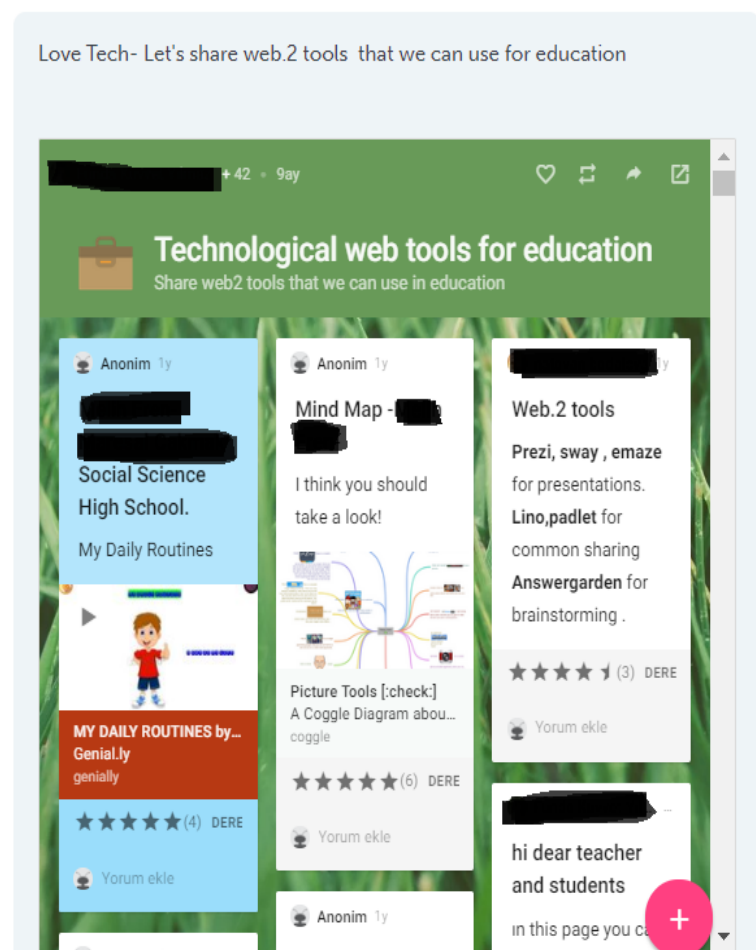
Evrak sayılına <http://evrak.ktu.edu.tr> adresindeki Belge Num. 03282014-004-E-3046 ve Barkod Num. 1876100 bilgileriyle doğrulanabilir.



## Appendix 4: Screenshot of the Project Twinspace

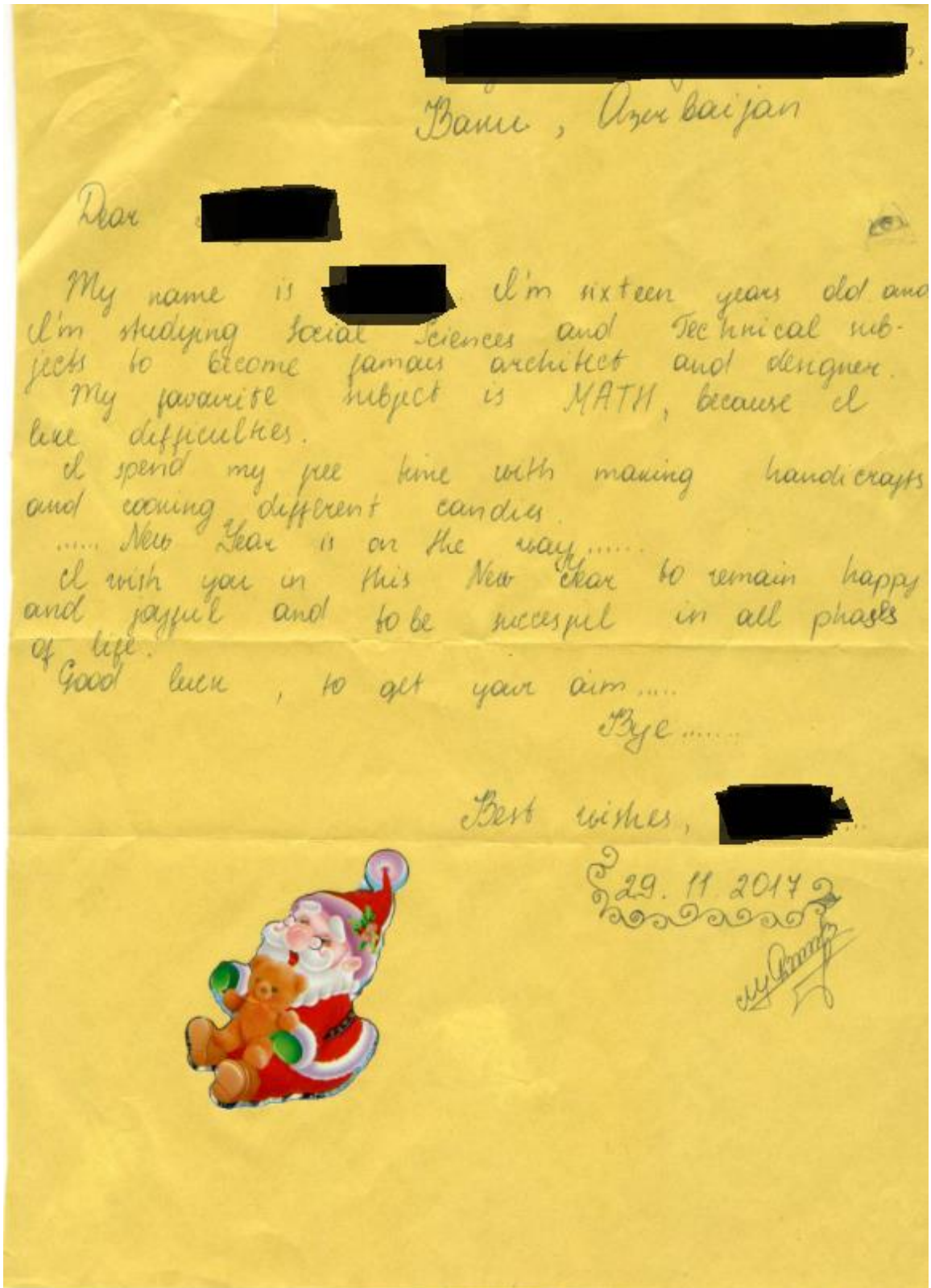


### Third Love Tech





Appendix 6: A Sample Letter



## Appendix 7: Smartboard Use in Online Sessions



## Appendix 8: Screenshot of “Your Potato” Page

**Sayfalar**

- First month Introduction of teachers&students
- School and project presentations
- The cover of the e-magazine
- Second month Seasons in my town
- Third Love Tech
- > **Fourth YOUR Potato**
- Fifth NO More War
- Sixth Destinations
- Seventh internet security\_tecno detoks
- Eighth Cultural Heritages of our

+

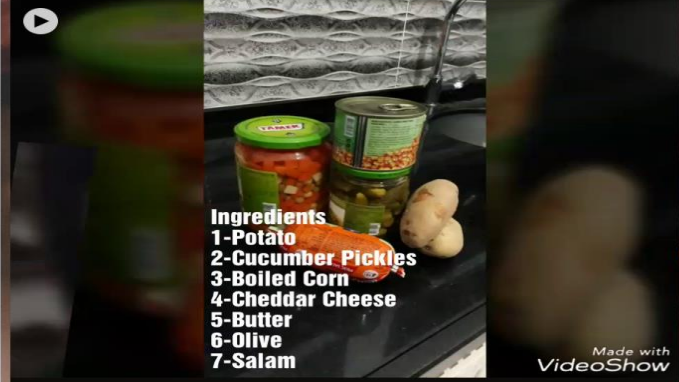
Arşiv

+ Bir sayfa oluşturun

## Fourth YOUR Potato

### Recipes with potatoes

By seyhan and sümeyra I hope you like it



**Ingredients**  
1-Potato  
2-Cucumber Pickles  
3-Boiled Corn  
4-Cheddar Cheese  
5-Butter  
6-Olive  
7-Salam

Video\_20171223184604655\_by\_videoshow  
1:14 video  
padlet drive

★★★★★ (2) DERECELENDİR

1 comment

Made with VideoShow



Appendix 9: Screenshots of the Quality Labels



## **CURRICULUM VITAE**

Nalan DEMİR was born in Kayseri in 1986. She completed her high school education in Behice Yazgan Girls' Anatolian School. She started her university education in 2005 at Ankara University and graduated from the Department of English Language and Literature in 2009. She got an English Language Teaching Certificate from the Faculty of Education at Ankara University. She started her MA degree in Applied Linguistics in 2017. She has been teaching English since 2009.

She is married and the mother of a boy.

