

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTERS'S PROGRAM

**THE USE OF WEB 2.0 TOOLS IN ENGLISH LANGUAGE TEACHING:
AN ETWINNING PERSPECTIVE**

MASTER'S THESIS

Nur Banu GÜMÜŞ

MAY – 2023

TRABZON

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTERS'S PROGRAM

**THE USE OF WEB 2.0 TOOLS IN ENGLISH LANGUAGE TEACHING:
AN ETWINNING PERSPECTIVE**

MASTER'S THESIS

Nur Banu GÜMÜŞ

Supervisor: Prof. Dr. Mustafa Naci KAYAOĞLU

MAY – 2023

TRABZON

APPROVAL

Upon the submission of the dissertation, **Nur Banu GÜMÜŞ** has defended the study “**The Use of Web 2.0 Tools in English Language Teaching: An eTwinning Perspective**” 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** vote on **19.06.2023**.

Committee Member		Decision		Signature
Title – Name and SURNAME	Mission	Accept	Refuse	
Prof. Dr. Mustafa Naci KAYAOĞLU	Supervisor	☐	☐	
Dr. Hasan SAĞLAM	Member	☐	☐	
Assoc. Prof. Dr. Necat KUMRAL	Member	☐	☐	

Approval of the Graduate School of Social Sciences

Prof. Dr. Tülay İLHAN NAS
Director

DECLARATION OF ORIGINALITY

I, Nur Banu GÜMÜŞ, hereby confirm and certify that;

- 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,
- no data or finding in the work has been falsified or embellished,
- this is a true copy of the work approved by my advisor and thesis committee at Karadeniz Technical University, including final revisions required by them.
- I understand that my work may be electronically checked for plagiarism by the use of plagiarism detection software and stored on a third party's server for eventual future comparison,
- I take full responsibility in case of non-compliance with the above statements in respect of this work.

Signature

Date: 16.05.2023

ACKNOWLEDGEMENT

Words cannot express my gratitude to my thesis supervisor Prof. Dr. Mustafa Naci KAYAOĞLU, who generously provided knowledge, expertise and feedback whenever I needed. He has shed light on my journey with his sincerity. Without his constant assistance, guidance and inspiration, this endeavor would not have been possible. Being one of his students as I pursue my master's degree is an honor for me. I also appreciate the advice I received from committee members Assoc. Prof. Dr. Necat KUMRAL and Dr. Hasan SAĞLAMEL. Their comments were quite helpful in helping me finish my research.

I also could not have undertaken this journey without my school principal Muhammet Ali METOĞLU's help and support in arranging my school schedule to fit best to the MA program, helping me with the eTwinning project and obtaining the necessary consents. I would be remiss in not mentioning my dear friends and my colleagues for their never-ending trust in me. Their moral support made it possible for me to not give into the challenges on my way and finish my thesis successfully.

I had the pleasure of collaborating with Mary, who I could count on and work in harmony throughout the project. I would like to extend my sincere thanks to my dear friend Biset NAİBOĞLU, for her great help and encouragement. I also want to express my gratitude to all of my students in particular for volunteering to take part in my thesis and giving up their time and effort to communicate their perceptions to me.

Last but not least, I'm extremely indebted to my mother Kibariye GÜMÜŞ and my father Ahmet GÜMÜŞ, who instilled patience and courage in me. I am also thankful to my beloved family for their priceless heartening and love.

May, 2023

Nur Banu GÜMÜŞ

TABLE OF CONTENTS

ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS.....	V
ÖZET.....	VIII
ABSTRACT	IX
LIST OF TABLES	X
LIST OF FIGURES	XI
LIST OF ABBREVIATIONS.....	XII

INTRODUCTION.....	1-9
-------------------	-----

CHAPTER ONE

1. LITERATURE REVIEW	10-28
1.1. English Language Teaching in Turkey and the Curriculum	10
1.2. Technology's Role in the Turkish Educational System	11
1.3. Technology in Foreign Language Education	12
1.4. Web 2.0 Tools in Foreign Language Education.....	13
1.5. Foreign Language Anxiety.....	15
1.5.1. Types of Anxiety.....	16
1.6. Telecollaboration	17
1.6.1. Tandem Learning	18
1.6.2. Cultura Model	19
1.6.3. eTwinning Model.....	20
1.7. Project Based Language Learning	21
1.8. Intercultural Awareness in Foreign Language Education	22
1.9. Related Studies.....	25

CHAPTER TWO

2. METHODOLOGY	29-45
2.1. Research Design.....	29
2.2. The Setting	31
2.3. The Participants.....	31
2.4. Data Collection	32

2.5. Questionnaires.....	33
2.6. Interviews.....	34
2.6.1. First Round of Interview.....	35
2.6.2. Second Round of Interview	35
2.6.3. Third Round of Interview	35
2.6.4. Fourth Round of Interview.....	36
2.7. Formative Assesment.....	36
2.8. Observation.....	36
2.9. Twinspace	37
2.10. Validity and Reliability	38
2.11. The Project Plan and Background.....	41
2.12. Tasks and Activities	42
2.13. Data Analysis	44

CHAPTER THREE

3. FINDINGS	46-71
3.1. Intercultural Awareness	47
3.1.1. Data Gathered From The Questionnaires.....	47
3.1.2. Data From Observation.....	50
3.1.3. Data From The Interviews	51
3.1.4. Data gathered from Formative Assesment.....	53
3.1.5. Data Gathered From Project Portal.....	56
3.2. Foreign Language Anxiety.....	61
3.2.1. Data Gathered From The Questionnaires.....	61
3.2.2. Data Gathered From The Interviews.....	65
3.2.3. Data From Observation.....	66
3.3. Technology in EFL	67
3.3.1. Data Gathered From The Interviews.....	67
3.3.2. Data Gathered From Observation	70

CHAPTER FOUR

4. DISCUSSIONS AND CONCLUSION	72-79
4.1. Discussion of Findings	72
4.1.2. RQ1: To What Extent Do eTwinning Projects Affect Students' Foreign Language Anxiety?	72
4.1.3. RQ2: To What Extent Do eTwinning Projects Contribute to Students' Intercultural Awareness Level?	74

4.1.4. RQ3: What is the Role of Certain Web 2.0 Applications Within the eTwinning Project Tools in Foreign Language Classes?	75
4.2. Pedagogical Implications and Suggestions for Further Research	76
REFERENCES	80
APPENDICES	87
CURRICULUM VITAE	93



ÖZET

Bu çalışma, bir tür uzaktan iş birliği uygulaması olan bir eTwinning projesinin Türkiye’deki yabancı dil olarak İngilizce öğrencilerinin yabancı dil kaygısını ve kültürlerarası farkındalık dil kaygısını ve kültürlerarası farkındalık düzeylerini incelemiştir. Ek olarak, öğrencilerin ve öğretmenlerin eTwinning projeleriyle ilişkili belirli Web 2.0 araçlarının İngilizce derslerine entegrasyonuna ilişkin bakış açılarının araştırılması amaçlanmıştır. Çalışma, çalışma kapsamında 10 Türk ve 6 Yunan olmak üzere toplam 17 öğrenciden veri toplanmıştır. Ayrıca çalışmaya Yunanistan ve İspanya’dan projedeki iki öğretmen katılmıştır. Araştırma sorularını ele almak için karma yöntem vaka çalışması yaklaşımının kullanılmıştır. Nitel ve nicel verilerin her iki formu da kullanılmıştır. eTwinning proje uygulamasına ilişkin ön testler ve son testler kullanılmıştır. Nicel veriler, Nicel veriler, Aydın ve arkadaşları (2016) tarafından uyarlanan Yabancı Dil Kaygısı Ölçeği ve Kültürlerarası Farkındalık Ölçeği (Saka & Asma, 2020) ile toplanmıştır. İlki, eTwinning projesinden önce ve sonra öğrencilerin yabancı dil öğrenme kaygı düzeylerini ölçmek için kullanılmıştır. İkincisi ise, öğrencilerin eTwinning projesinden önce ve sonra kültürlerarası farkındalık düzeylerini ölçmek için kullanılmıştır. Nicel veriler SPSS (versiyon 25) kullanılarak analiz edilmiştir. Nitel veriler, biçimlendirici değerlendirme formlarını, yarı yapılandırılmış öğrenci görüşmelerini ve öğretmen görüşmelerini ve gözlemini kapsamaktadır. Bulgulara göre, eTwinning projesinin yürütülmesi, öğrencilerin genel yabancı dil kaygısı ve kültürlerarası farkındalık puanlarını önemli ölçüde etkilememiştir. Ancak ayrı ayrı incelendiğinde sonuçlar bazı maddeler açısından anlamlı farklılık göstermiştir. Ayrıca, öğrencilerin kaygı düzeylerinde azalma ve kültürlerarası farkındalıklarında artış katılımcılar tarafından bildirilmiştir. Genel olarak, proje, İngilizce dil becerilerini geliştirme, ICT araçlarını kullanma, ICC’lerini geliştirme ve kaygı ile başa çıkma açısından katılımcılar tarafından olumlu olarak değerlendirilmektedir. Bununla birlikte, bulgularda tartışılan çalışma ile ilgili bazı zorluklar ve sınırlamalar vardır. Son olarak, eTwinning girişiminin öğrencilerin dil öğrenme süreci üzerindeki etkisine ilişkin bulgular ışığında öğretmenler, kurumlar ve müfredat oluşturucular için çeşitli önerilerde bulunulmuştur.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce, eTwinning Türkiye, Bilgisayar Aracılı İletişim, Uzaktan İş birliği Uygulaması, Yabancı Dil Kaygısı

ABSTRACT

This study examined how an eTwinning project, a type of telecollaboration, affected the foreign language anxiety and intercultural awareness levels of EFL students in Türkiye. Additionally, it was intended to investigate the students' and teachers' perspectives on the integration of certain Web 2.0 tools associated with eTwinning projects into English lessons. The study involved 10 seventh graders as well as providing data from 6 Greek ninth-grade students. Besides, two teachers from Greece and Spain participated in the study. A mixed-method case study approach was used to address the research questions. Both forms of qualitative and quantitative data were gathered. Pretests and posts tests were employed before and after the eTwinning project implementation. The quantitative data were collected through the Foreign Language Anxiety Scale adopted by Aydın et al. (2016) and Intercultural Awareness Scale (Saka & Asma, 2020). The former was used to measure the learners' foreign language learning anxiety level before and after the eTwinning project. The latter was utilized to measure the learners' intercultural awareness level before and after the eTwinning project. The quantitative data was analyzed using SPSS (version 25). The study's qualitative data, which included formative assesment papers, semi-structured student interviews, and teacher interviews and observation. According to the findings, the eTwinning project's execution did not significantly impact the students' overall foreign language anxiety and intercultural awareness scores. However, when analyzed separately, the results yielded significant difference in terms of certain items. Moreover, a reduction in students' anxiety level and an increase in their intercultural awareness was reported by the participants. Overall, the project is favored by the participants in terms of improving their English language skills, employing ICT tools, enhancing their ICC and dealing with anxiety. However, there were certain difficulties and limitation, which were discussed in the findings. Lastly, several recommendations for teachers, institutions, and curriculum makers were made in light of the findings about the impact of the eTwinning initiative on the students' language learning process.

Keywords: EFL, eTwinning Türkiye, Computer-Mediated Communication, Telecollaboration, FLA

LIST OF TABLES

Table No	Table Name	Page Nr.
1	Required Foreign Language Hours Each Week in Middle Schools in Turkey.....	10
2	Classification of Web 1.0 and Web 2.0	13
3	The Participants of the Study.....	32
4	Descriptive Data about the Students Who Participated in the Study.....	32
5	Formative Assessment: KWL Chart.....	36
6	Cronbach's Alpha of FLAS	39
7	Reliability Coefficients of the Pre- and Post-test of Turkish version for FLAS.....	40
8	Reliability Coefficients of the Pre- and Post-test of Turkish version for ICAS	40
9	Project Activities Monthly.....	43
11	Details of the Project Meetings.....	43
12	The Mean Scores of Pre and Post Test Results of Turkish.....	47
13	Items with Significant Difference.....	48
14	The Mean Scores of Pre and Post Test Results of Greek	49
15	The Mann-Whitney U Test for The Pre-Tests of Two Groups.....	49
16	The Mann-Whitney U Test for The Post-Tests of Two Groups	49
17	KWL Chart 1 Before Meeting Spanish Group	54
18	KWL Chart 2 Before Meeting Spanish Group	54
19	KWL Chart 3 After Meeting Spanish Group.....	54
20	Before Meeting Greek Group	55
21	Before Meeting Greek Group	55
22	After Meeting Greek Group.....	55
23	The Mean Scores of Pre and Post Test Results af Turkish	62
24	Items with Significant Difference.....	62
25	The Mean Scores of Pre and Post Test Results of Greek Students.....	63
26	Items with Significant Difference.....	63
27	The Mann-Whitney U Test for The Pre-Tests of Two Groups.....	64
28	The Mann-Whitney U Test for The Post-Tests of Two Groups	64
29	Web 2.0 Tools Favored by Turkish Students	68

LIST OF FIGURES

Figure No	Figure Name	Page Nr.
1	Findings	46
2	A Screenshot of a Padlet Page About Students' Introduction	42
3	A Screenshot of a Kahoot Game from a Meeting Between Spain and Türkiye	56
4	A Screenshot from the Online Meeting Between Greece and Türkiye.....	57
5	Digital Dictionary for Created by Collaboration of Each School	58
6	The Video Version of the Digital Dictionary	58
7	A Screenshot from the Padlet Activity	59
8	Xmas School Bazaar from Greece.....	60
9	Photos of Breadmaking Recipe of Greek Students.....	60
10	Greek Students' Messages About the Earthquake	61
11	Certain Web 2.0 Tools That Were Used by Turkish Students.....	69
12	Collaborative Activity Via Miro.....	69

LIST OF ABBREVIATIONS

CALL	: Computer Assisted Language Learning
EBA	: Eğitim Bilişim Ağı (Educational Informatics Network)
EFL	: English as a Foreign Language
FATİH	: Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (Movement of Enhancing Opportunities and Improving Technology)
FLAS	: Foreign Language Anxiety Scale
FLCAS	: Foreign Language Classroom Anxiety Scale
ICAS	: Intercultural Awareness Scale
ICC	: Intercultural Communicative Competence
ICT	: Information and Communication Technologies
LYS	: Lisans Yerleştirme Sınavı (Undergraduate Placement Exam)
MoNE	: Ministry of National Education Opportunities and Improving Technology
SPSS	: Statistical Package for the Social Sciences

INTRODUCTION

I have been teaching English for 4 years now. Since I started teaching at public schools, I have always heard the concept of international projects, especially eTwinning projects. After a year, I joined a 3-day seminar to learn how to carry out these projects. There were too many details to be considered and paper works to be done, which was intimidating for me. However, eventually it occurred to me that, trying to learn every single detail about these projects is of no use if one does not simply dive into it and start to experience the actual process. This idea prompted me to join a project with my 8th graders in 2020. With lots of questions in mind, I started carrying out the activities and tasks which were assigned by the project founder. Indeed, after two months, I got to a point where I actually understand how things work. Moreover, I was engaged in this project called “Just One Click Away” during the pandemic, where most of our lessons and activities took place online, which was quite appropriate to the idea of the project itself.

I also came to realize that thanks to that project I felt as if I was totally in a different world where I learned so many Web 2.0 tools, met different teachers both from Turkey and around Europe and more importantly my students were so amazed to meet international students. I remember that before our first online meeting, where students of the project were supposed to meet each other and chat in English, my students were shy and reluctant. Nonetheless, just after the meeting they kept asking me when the next meeting was going to happen and said that they were looking forward to it. I believe, this reaction I got from my students was sufficient for me to carry on doing the project and then next year creating my own project.

All in all, before going down this road to write my research, I had been involved in two previous projects where I was awarded with both National Quality Labels and European Quality Labels. As a practitioner working in the field, I had the chance to perceive the contribution of these projects to myself as a teacher, to my students and to the school environment as well. However, most of my colleagues and even the head teacher had no idea what these projects were all about. They all learned something new throughout the process. That being the case, I was blessed with the idea that I could carry out my research doing a project and share my insight and the learners’ experience.

The students in this study reside in a small town called Kalkandere in Rize in the Black Sea Region, where they have little or no opportunity to use English outside the classroom. The school has one computer lab, which is the only door opening to a world in which students get the

opportunity to use English in real conversations and to have interaction in an international sense, by participating in eTwinning projects.

Background and Rationale of the Study

Thanks to technological advancements, the nature of language learning and teaching has immensely changed. A great deal of research has been conducted on integrating technology and Web 2.0 tools into foreign language learning (Bozna & Yüzer, 2020; Lam, 2004; McLoughlin & Lee, 2007; Mohammed, Assam and Saidi, 2020; Stevenson & Liu, 2010; Wang & Vasquez, 2012; Yeşil, 2022). Although the literature seems to be in favor of applying digital tools to improve language learning quality, there are some challenges yet to be addressed and questions on how to use them effectively to be answered.

Although Web 2.0-based language learning platforms may hold great promise for the teaching of foreign languages, little is known about how users presently use these platforms for social interaction and collaborative learning (Stevenson & Liu, 2010: 233). On their study, Kay et. al. (2009) reviews a total of 41 empirical studies on the use of Web Based Learning Tools and concluded that only eight (20%) of them focused on middle or secondary school settings while (70%) focused on higher education. In this regard, this study may hold a great potential to explore the ways of combining Web 2.0 tools with foreign language teaching, specifically for middle school level.

Having said that, this is when eTwinning projects come forward. They present a virtual platform where teachers educational goals are achieved with the aid of technology and teachers can more effectively work with one another thanks to these tools. Educators and learners can edit photos, create talking animations, presentations, quizzes, collect ideas and vote, generate ideas, collaborate and share with others. Moreover, thanks to these projects, teachers can encourage autonomy and motivation in their students in a variety of ways, such as by offering them places of authority, involving them in decision-making, and sharing learning responsibilities with their eTwinning partners (Silva, 2014 as cited in: Vendrell, 2022: 16).

Although the benefits of eTwinning projects are examined, there are not sufficient studies investigating the status or role of eTwinning projects in terms of foreign language education in Turkey, despite the number of projects being done and the number of awards, including National and European Quality Labels. To address these gaps in the field, this study aims to explore the use of eTwinning projects as an online platform for teachers and students to achieve educational goals with the aid of technology. These projects offer a wide range of features that enable learners to engage in collaborative activities, share ideas, and take on learning responsibilities.

Furthermore, one of the main issues teachers commonly encounter in the classroom is the pupils' anxiety and lack of involvement. Students in EFL situations do not have the chance to practice and become exposed to the language because English is not utilized in daily life in these settings. Additionally, learners have some preconceived ideas about learning English. So, learners usually feel indifferent. Furthermore, with this investigation, it is expected to uncover the effect of eTwinning projects, thus the use of technology, on the students' anxiety and engagement regarding learning English.

The Purpose of the Study

With this research, it was aimed to reveal the level of students' foreign language learning anxiety regarding learning English as well as discussing the impact of eTwinning projects on these two aspects.

It can be claimed that technology has been an inevitable part of our daily lives in so many areas. That is to say, it is also a vital part of foreign language teaching. Thus, the use of information and communication technologies (ICT) was one of the study's objectives. Since the 1990s, schools have been urged to incorporate information and communication technology into their curricula due to the growing demand for the usage of modern technical tools, so teachers should be familiar with tools such as computers, email, projectors, smart phones, smart boards, and other 21st century abilities in order to meet the demands of their students (Zengin & Aksu, 2017: 82). Hence, this can mean it is not just a choice but also a requirement for teachers to go beyond traditional methods (Aduwa-Ogiegbaen, 2009: 17). On top of that, considering the drastic change due to the pandemic in recent years, there was a need to integrate technology into not just language teaching but to all educational areas. Hence, this study is an attempt to understand the use of Web 2.0 tools in language learning and to provide pedagogical uses of digital tools for language teachers. It is intended to provide suggestions for incorporating Web 2.0 technology for educational objectives for educators, teachers, and foreign language curriculum designers.

Looking at the nature of eTwinning projects, it cannot be denied that they provide opportunities for teachers and students to work collaboratively with schools from different cultural backgrounds. In line with this, the current study can also serve as a unique instrument to look into students' intercultural awareness level and how it changes throughout the project.

Therefore, the primary objective of this research was to create a setting where learners of English can find an environment where they can have a meaningful purpose to use English. Moreover, the impact of meeting students from other countries who also use English as a means to communicate was explored.

Research Questions:

In order to effectively address the research problem, it was deemed more appropriate to divide the inquiry into smaller, more specific questions. The central issue being explored concerns the impact of eTwinning projects on language learners, particularly with regard to foreign language anxiety and intercultural awareness. However, in order to effectively investigate these complex phenomena, it was decided that the research would be framed through three distinct questions, each of which was designed to explore a specific aspect of the broader issue. By dividing the inquiry in this way, the research aims to produce findings that are both more manageable and more precise, providing a more comprehensive understanding of the impact of eTwinning projects on language learners' experiences.

- To what extent do eTwinning projects affect students' foreign language anxiety?
- Are there any significant differences in the learners' foreign language anxiety levels before and after taking part in an eTwinning project?
- To what extent do eTwinning projects contribute to students' intercultural awareness level?
- Are there any significant differences in the learners' intercultural awareness levels before and after taking part in an eTwinning project?
- What is the role of certain Web 2.0 applications within the eTwinning project tools in foreign language classes?
- What do the students think about the way certain Web 2.0 applications are incorporated into English lessons via eTwinning?
- What do the teachers think about the way certain Web 2.0 applications are incorporated into English lessons via eTwinning?

The Significance of the Study

The first and up most important focus of the study is related to the use of technology. Many researchers have investigated the perceptions of both teachers and students about the integration of technology into the EFL classrooms. Findings suggest that, although teachers seem to favor the use of technology in classroom, many still do not show greater effort to apply such Web 2.0 tools in their teaching context. As a practitioner, I can think of some reasons for that. Firstly, teachers may simply lack the necessary knowledge and skill to use such digital tools and platforms. Moreover, they may not know when and how to apply these digital tools properly. Finally, using digital tools and resources requires extra preparation on the side of the teacher. Hence, this study can contribute on literature by providing some examples to use Web 2.0 technology in foreign language teaching.

Finally, for learners living in Turkey with a native language background of Turkish, foreign language learning is not just about learning a language but also learning the culture of the target language. However, in today's world, when interacting with people around the world, learners of English come across with not only native speakers but also non-native speakers. As Kramsch (2013: 63) puts it, creating meaning always prompts the issue of how our speech and thought processes relate to one another. Hence, understanding the level of intercultural awareness of students is a crucial part of this study so as to find ways to develop their familiarity with different cultures. To quote from Sercu (2006: 16) would perfectly fit into here:

Foreign language education is by definition intercultural. Bringing a foreign language into classroom means connecting learners to a world that is culturally different from their own. Therefore, foreign language educators are now expected to exploit this potential. Teachers are now expected to teach intercultural communicative competence (ICC).

It can be concluded that this study is aimed to serve English language teachers who work in middle schools around Türkiye in terms of bringing world to into the classroom, since students do not have opportunity to go out into the world.

Since the study is a case study that thoroughly examines an eTwinning project experience and the usage of Web 2.0 tools in the Turkish setting, it may thus fill this gap in the literature. Including both the perspectives of students and teachers, which is not the case in most of the studies. In addition, the study will provide insight from students and a teacher from a different country, which can be enriching for the findings.

Therefore, the results of this study will probably add to my professional development as an English language teacher. Secondly, this study will be beneficial to English instructors who desire to make their lessons more attractive and integrate technology into their classes. Here, it should be noted that it is likely that the participant students of the project will also experience certain positive outcomes in terms of language skill, digital literacy and cultural awareness. Objectives such as looking at foreign languages as a means for communication can be achieved for the students as well. Besides, school managements are likely to benefit from this study as it is important for them to understand how these projects work and what they can do to support their teachers and students.

Keeping that in mind, this study also includes data collected from students and teachers in Greece and Spain. Hence, it will be possible to compare and contrast different contexts besides providing a detailed investigation of a trending phenomenon in Türkiye context. Additionally, this research has also potential to serve as a solid example, a theory put into practice, for policy and curriculum developers. Moreover, this study will contribute to the recent literature since the number of studies conducted about eTwinning in foreign language education is only a few. Finally,

this study can provide scientific data for eTwinning coordinators to disseminate information about eTwinning projects.

Researcher as a Participant: Positionality in the Study

Because I co-founded and took part in the project, I, as a researcher, am involved in the entire process along with my students. As a teacher, I adhered to the same project plan, completed the tasks with my students and uploaded them on the project portal. According to Creswell (2009: 164), with the researcher often engaging in a sustained and extensive engagement with participants, they freely acknowledge their prejudices, attitudes, and backgrounds, including gender, history, culture, and socioeconomic level, which may affect how they perceive the results of a study. Therefore, it is important to include stories from the past experience that offer context and help the audience comprehend the subject, the environment, the participants, and the researcher's interpretation of the phenomena (Creswell, 2009: 164). In accordance with this, I, a researcher, am giving my autobiography below, which details my experiences as both a learner and a teacher of English.

I began studying English in the fourth grade at a local public elementary school. We used to follow the course books given by the government and the teacher did not include much else. However, in 6th and 7th grades we had extracurricular English courses after the school hours and our parents had to pay for the course and the special coursebooks. I remember taking these course two years in a row at the end of which I took an exam and awarded the top students with a trip across the Mediterranean region. I was one of the students who ranked among these. Then, during the high-school years, which I spent studying at a public Anatolian Teacher Training high school, I had an English teacher who I loved dearly and who supported me with extra materials when I needed. He saw the potential in me to study English further. Actually, I had always wanted to become an English teacher, but I was not sure how to achieve this goal. I did not have other friends who were as interested as me in studying English. That is why we did not have a foreign language class in our high school. I had to choose studying science and math-based lessons but my English teacher was there whenever I needed help and guidance. Even so, he encouraged me to study English on my own and take the foreign language exam (LYS-5). Each year we bought course books by Oxford since the coursebooks given were not considered sufficient. In the 12th grade however, I bought YDS Publishing test books to prepare for the university entrance exam. My teacher always provided reading books and novels for me as well. I also kept myself engaged listening to songs and watching content in English. I used to have a notebook where I recorded every single new vocabulary and kept a diary. I was very determined on the way to my dream.

After all these efforts and challenges, in LYS-5 I finally became the 31st in Türkiye and got accepted to Boğaziçi University, Foreign Language Education Department. I skipped the prep

school, and I began my undergraduate studies. During my university years, I was exposed to English all the time since the medium language of the university is English. We took writing and speaking courses in the first term, which was something missing from my high-school years. I also had native instructors, which provided additional setting for me to use English to interact. I learnt a lot of skills and theories on how to teach and learn languages during my undergraduate studies. I was fortunate to have some instructors using British English while some adopting American English. Besides, I was also lucky to be able to take other foreign language classes such as German and Arabic. This opportunity allowed me to experience the journey of learning a foreign language from different angles, besides learning English.

Upon graduation, I took the KPSS (Public Personnel Selection Examination) exam and I started working in Rize. But it had not been a year when the pandemic unfolded and we found ourselves struggling with online education. Thankfully, in my undergraduate years, I had taken a course called Technology-Enhanced Language Teaching. I was always interested in integrating technology into classroom not only because I thought it was necessary in the modern world but also because I enjoyed using it and I observed people of all ages enjoy using it. Most of the students were not actively participating in the distance education and as teachers it was challenging for us to make students actively involved in the process. I tried to utilize the digital applications and gradually discovered how these tools could improve the quality of my lessons. Before the pandemic, I had started an eTwinning project for the first time. Although I thought it would not have been possible to pursue since we did not have face-to-face interaction with the students, I noticed with the use of technology it was not hard to carry on with the tasks as eTwinning promotes the use of Web 2.0 tools. The only challenge was the fact that not all the students had access to Internet, computers or tablets at home.

When the lockdown was over, I reminded myself something I had planned long ago but did not spare the time and effort to do it. The idea of pursuing an MA degree was something I always dreamed of. Therefore, I applied to KTÜ Applied Linguistics Master Program and I was accepted. As a teacher who has been teaching English for several years and has completed two eTwinning projects successfully, I became curious to know the impact of eTwinning projects on my students through data-driven research. Students, at first shy, anxious and had low-self-esteem, turned out to be engaged in activities, creating materials and communicating in English. I can say that these projects helped my students see English from a different perspective and feel better and more confident about themselves as language learners. Since eTwinning projects require the use of technology as much as possible, language learning with Web 2.0 tools was much more attractive and engaging for my learners. I also witnessed the use of technology outside the eTwinning during the online education. All of these and the encouragement of my supervisor led me to explore eTwinning and technology integration into foreign language teaching in depth.

Nature and Limitations of the Study

There are a number of limitations to the study, which should be taken into account when interpreting the results. First of all, it was restricted to the data acquired from 7th graders attending a middle school in Rize, Türkiye. Since a case study approach is adopted, the study was conducted within a small number of participants. The students (N: 16) and teachers (N: 3) in the project participated in the study. Hence, it offers little support for generalizing the findings to a larger population. If it had been possible to include more participants, a deeper understanding of how the eTwinning project affected the students' anxiety level and their intercultural awareness could have been achieved. However, the nature of the study made it possible to collect data through various means such as semi-structured interviews, surveys, observation and project portal, which enables the researcher explore deeper.

Second, the study was intended to consist of a total of fifteen weeks and thirty lessons. Throughout the project, the students were typically engaged in asynchronous communication with their foreign peers in the project. During the course of the investigation, only three synchronous online meetings took place. Unfortunately, being in different time zones and having different school schedules made it challenging to plan online meetings with others.

Additionally, the study was carried out in an environment with limited technological equipment. Although, the school had a computer lab where students could work on the project activities, the computers were not sufficient enough to perform online chats where students can easily connect by turning on the cameras and microphones. Hence, the teacher brought her own laptop to the meetings. A final limitation of the study was that the observation was limited to the times when online meetings took place, thus not allowing the researcher to observe students from other countries.

Outline of the Study

The goal of the current study is to explore an eTwinning project in terms of 7th grade students' anxiety level in terms of learning English at a school in Rize, Türkiye. Besides, the study aims to gather data to reveal how teachers and students in the study feel about eTwinning and the use of certain Web 2.0 tools. In addition, the study was intended to determine the impact of an eTwinning project on students' anxiety level, intercultural awareness as well as students' and the teacher's impressions of the inclusion of such projects into English lessons. The theoretical foundation for eTwinning practices and related studies are both included in Chapter 1, "Literature Review" section of the study's design. The methodological section of Chapter 2 deals with the justification of the study, data collection techniques, participants, setting, and reliability and validity issues. The findings are presented in Chapter 3 and examined in relation to the theories and

research cited in the literature review. Lastly, it is concluded with the thoughts for additional studies and educational implications.



CHAPTER ONE

1. LITERATURE REVIEW

The first reference in the current chapter is to the teaching of EFL in primary education schools in Turkey. After that, the definition of “anxiety” in the context of teaching foreign languages is covered. The research on technology use in language instruction is then presented. Additionally, certain telecollaboration models and their framework are explained. Finally, related studies in the field are mentioned.

1.1. English Language Teaching in Turkey and the Curriculum

Although the official language is Turkish, English serves as the first and compulsory language in Turkey, while some schools offer German and French as a foreign language class besides English. The Turkish educational system, which involved switching from the 8+4 to the new 4+4+4 system, has necessitated an urgent overhaul of current curricula (MEB, 2018). Hence, foreign language teaching is mandatory every week for two hours in primary schools (2nd, 3rd and 4th), three hours in 5th and 6th grades and four hours in 7th and 8th grades in middle schools. Depending on the school, there might be supplementary or elective courses as well. Table 1 below shows how many hours are spent on foreign language classes in public middle schools.

Table 1: Required Foreign Language Hours Each Week in Middle Schools in Turkey

Grades	Course Hours
5 th Grade	3
6 th Grade	3
7 th Grade	4
8 th Grade	4

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) was closely consulted when developing the new English language curriculum (MEB, 2018). Thus, the new curriculum model places an emphasis on language use in a real-world communication setting. However, there are some challenges that follows. According to Kızıldağ (2009: 195), problems with the new curriculum model can be categorized as institutional, instructional, and socio economic which are stated to be related and have an impact on one another and Türkiye’s inadequate planning causes the good intentions to have a negative outcome.

1.2. Technology's Role in the Turkish Educational System

Since the internet and technological devices came into our lives, they have also affected our educational systems as well as foreign language teaching around the world. Turkey attempted to integrate technology into the education settings. Until the end of 2005, ADSL secure Internet access and services was meant to be provided to 42,534 educational institutions throughout Turkey for the purpose of “Open a school to the world – connect to the internet” campaign (DPT, 2005). Tenders for the establishment of 4,000 Information Technology Classes in primary schools and preparations for the Education Portal to be used in schools was to be completed in 2005, (DPT, 2005). For the effective and beneficial use of information technologies in order to increase the quality and efficiency in education, some new projects and movements were in progress.

Other than that, The Ministry of National instruction received English language training software and studies on interactive foreign language (DynEd) instruction in 2006 thanks to an agreement between the Ministry and a private enterprise. DynEd (Dynamic and Education) software was first put into practice by the Ministry of National Education in the 4th, 5th, 6th, 7th and 8th grades of primary education institutions in the 2008-2009 academic year (Gökbulut, 2020). It was later applied in the 9th, 10th, 11th and 12th grades of secondary education institutions in the 2014-2015 academic year (Gökbulut, 2020: 148).

Additionally, the FATİH (Movement of Enhancing Opportunities and Improving Technology) Project in Education, aimed to promote educational equity and enhance technology in schools by utilizing IT to involve more senses in the learning process (MoNE). The project was intended to boost 21st century citizenship skills like technology use, effective communication, analytical thinking, problem solving, cooperation, and collaboration. Besides, the project enabled a great number of schools to be provided with smartboards and broadband internet as well as access to e-books and e-content.

Innovation and Educational Technologies General Directorate created the Educational Informatics Network (EBA), an online social education platform that is free for educators and students to access, in order to produce and administer educational content for the use of technology in and outside the school. The EBA offers TV divisions for courses, materials (news, video, visual, audio, book, magazine, and document) and e-courses for remote learning and lifelong learning. Altın (2014) conducted a research with students, instructors, school administrators, and parents to gather remarks regarding the FATİH project. The results suggest that the EBA website is regarded as valuable by the teachers, but the content is insufficient, and it should be used in conjunction with the curriculum and regularly updated.

Moreover, within the scope of distance education, which started with the spread of coronavirus in the world and the suspension of education in schools, EBA served as a crucial education platform. After watching TRT EBA TV, students continued to use EBA for course repetitions, subject deficiencies and questions until the schools reopened (YEGİTEK, 2020). In addition, the EBA Live Classroom application, where teachers and students can meet, was also implemented during this process (YEGİTEK, 2020). The system also made it possible for teachers to assign their students homework through EBA, direct question-answer-test activities and send tasks.

These examples demonstrates that over the past years, there have been certain attempts and efforts to include the use of technology and the internet in education system across Türkiye. Not only for language teaching but also for other school subjects.

1.3. Technology in Foreign Language Education

Internet and technology is becoming more and more dominant in educational settings. In reality, technology and the study of foreign languages go hand in hand frequently (Singhal, 1997: 2). Not long ago, a medium for language learning was supplied by conventional language laboratories, microcomputers, and high-quality CALL software (Singhal, 1997: 2). CALL is still criticized, despite its benefits, especially for its form-focused nature. Various scholars think that the ability of the speaker to create grammatically correct utterances is very little affected by learning and practicing the linguistic rules of the foreign language, although in order to increase the accuracy of the message, students need to practice with forms for a specific period of time (Armstrong & Yetter-Vassot, 1994: 477).

Today, as the technology improves, the creation of interactive video and programs that offer more genuine and communicative task-based activities that are more in accordance with the prevailing theoretical and pedagogical views of learning is underway (Singhal, 1997: 2). Therefore, the use of technology in foreign language classrooms are getting more popular with new tools and devices.

Teachers of the 21st century face new challenges and responsibilities and along with the notable advent of technology, the practice of teaching English has undergone significant changes and technology offers a wide range of choices for both making lessons engaging and improving their effectiveness (Shyamlee & Phil, 2012: 50). According to Graddol (1997: 17) “*The Future of English*” outlines important worldwide trends in economics, technology, and culture that could have an impact on how English is learned and used internationally in the twenty-first century. He further states that technological revolution might even trigger some changes in linguistic traits of

the language or generate new vocabulary. With this rapid development, researchers started to keep beady eye on the issue.

At the moment, computer technology can offer lots of entertaining games and social interactions, lessen learning stresses and anxieties, and provide repeated instructions as often as necessary and when computer technology and the Internet are combined, a channel is created for students to gain a significant quantity of human experience and direct them toward joining the “Global Community” (Lai & Kritsonis, 2006: 3). Therefore, students can find an opportunity to develop their perspectives, ideas, and experiences as well as learn how to function in the real world. Similarly, due to a number of factors, the use of technology today has a significant impact on the process of learning a foreign language, however it may also have an impact on learners’ Foreign Language Anxiety (FLA) levels (Aydın, 2018: 194). In other words, technology not only fosters the learning process but also it might be an effective way for lessening foreign language anxiety.

This study handles with eTwinning with a closer and special attention to technology use. Thus, a general framework for integrating technology into foreign language education has been presented so far. The following section will include the related terms, definitions and conceptual ideas regarding Web 2.0 technologies.

1.4. Web 2.0 Tools in Foreign Language Education

The growth of online services that promote cooperation, communication, and information sharing is referred to as Web 2.0 (Shrivastav & John, 2014: 82). A Web 2.0 social networking community, can be distinguished from a traditional Web 1.0 community by the socialization process (Lai & Turban, 2008: 388). Hence, it can be inferred that, in Web 1.0 individuals are the receivers of particular contents and they do not have control over the information, which is more static. However, in Web 2.0 it is much more dynamic, collaborative, flexible and social, where they can create content, share and interact with others. Horzum (2010: 606) defines the characteristics of the Web 1.0 and Web 2.0 as shown in the table below.

Table 2: Classification of Web 1.0 and Web 2.0

Web 1.0	Web 2.0
The focus is content. The content is static	It has dynamic content. The focus is interaction.
Asynchronous interaction	Simultaneous interaction
Information is sought and browsed	Information is published and structured.
The flow is followed	There is interaction

Despite the fact that the term “Web 2.0” has various definitions, McLoughlin & Lee (2007: 665) describe it generally as a second generation, or more personalized, communicative form of the World Wide Web that places an emphasis on user engagement, connectivity, collaboration, and knowledge and idea sharing. Hence, these modern social software applications promote active involvement, learner autonomy, and the construction of personal meaning (McLoughlin & Lee, 2007: 664). The following is a list of the contributions that Web 2.0 apps have made to learning environments in the literature:

- Constructivist problem solving,
- Effective learning,
- Higher order thinking abilities,
- Information literacy,
- Group work behavior,
- Student suitability (attention),
- Individual growth,
- Taking responsibility, (Karaman, Yıldırım & Kaban, 2008: 39).

While this being the case, in the subject of Web 2.0, it is so elegantly put by Kane & Fichman that (2009: 1): “An old proverb claims that shoemakers’ children often go barefoot. The shoemaker focuses so much attention on helping his customers that his or her own family does not benefit from his expertise.” They claim, it is parallel to the fact that Web 2.0 has grown in fame, accessibility, and strength yet academicians have talked relatively little about whether or how these new technologies might affect how their own professions, specifically their core practices of research, reviewing, and teaching.

Different from the research above, Kay et. al. (2009: 28), put forward that although Web-based learning tools (WBLTs), have been assessed and well-received, few studies have looked at how teachers perceive these tools, especially in middle and secondary education settings. Thus, they investigate how teachers feel about using WBLT in middle and high school classes. Similar to the findings of Liu & Bera (2005), the data from the teachers showed that it was in favor of WBLT use in primary and secondary institutions.

As well as it Web 2.0 has its benefits, it also requires some responsibility and capacity from the teachers. Educators are supposed to have the necessary skills to utilize Web 2.0 tools’ features in their educational processes, to integrate them into their respective disciplines (Çelik, 2020: 452). Finally, the latest version of the Internet is Web 3.0. The term “Web 3.0” is used to characterize the progression of Web interaction and usage, which involves turning the Web into a database (Naik & Shivalingaiah, 2008: 501). They further state that in Web 3.0, the idea of a website or webpage is gone, the data is shared rather than owned, and the services display many versions of the same web

or the same data. Different from Web 2.0, in Web 3.0 information should be accessible at all times, in all places, and in all ways.

This section provided a framework for the kinds of webs we have today. Because eTwinning projects require a great deal of technology use, mentioning Web 1.0, 2.0 and 3.0 was seen as essential to provide a better understanding and a theoretical background for the current study.

1.5. Foreign Language Anxiety

One of the issues the research at hand approaches to eTwinning projects is foreign language anxiety. Hence, it has been decided that presenting the related terms and definitions is necessary for the conceptual framework of the study. The following part will offer some insight to what anxiety is and how it is revealed.

Language anxiety and proficiency in second language acquisition are correlated, according to research. Indeed, anxiety has a negative impact on L2 performance, and while experiencing anxiety, L2 knowledge frequently declines: They make stupid errors and lose track of stuff they should remember (Dörnyei, 2005: 198). Foreign-language anxiety (FLA) is known as the sense of stress and trepidation primarily related to second language (L2) situations, including speaking, listening, and learning (MacIntyre and Gardner, 1994 as cited in: Dewaele, 2013: 284). Since foreign language anxiety concerns performance evaluation within an academic and social context, it is helpful to draw comparisons between foreign language anxiety and three other performance anxieties that are related to it: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986: 127).

Moreover, according to Sarason & Sarason (1990: 476), anxiety manifests in a number of different ways:

- The situation is perceived as difficult and dangerous.
- The person believes he/she is incapable of completing the task.
- The person concentrates on the negative effects of their own shortcomings.
- Strong, task-relevant cognitive activity is hindered or outcompeted by self-deprecating preoccupations.
- The person anticipates failing and losing the respect of others.

Furthermore, “Novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, degree of attention from others, degree of evaluation, and poor history” can cause an increase in anxiety level (Buss, 1980 as cited in: McCroskey, 1984: 25). McCroskey (1984) suggests that the opposites of these circumstances can result in less anxiety.

So far, foreign language anxiety and its indications have been explained. The following sections will cover the types of anxiety and the related studies in order to grasp a better understanding of anxiety.

1.5.1. Types of Anxiety

There are behavioral, affective, and cognitive aspects to social anxiety (MacIntyre, 1995: 91). Any social setting that causes anxiety can have negative affective, cognitive, and behavioral effects (Fischer, 1991: 292). For instance, anxiety's emotional experience includes sensations of dread, unease, and fear (Whitmore, 1987, as cited in: MacIntyre, 1995: 91). On the other hand, cognitive effects of anxiety include worrying about failure and one's accomplishments (Wine, 1971: 99). The behavioral spectrum covers behaviors like silence, speech and gesture restraint, inclination to withdraw from situations, and disarray (Schwarzer, 1986: 3).

Researchers have looked into the topic of anxiety from various angles. MacIntyre and Gardner (1989) examined three kinds of anxiety: trait, state and situation-specific anxiety. Trait anxiety is defined as an anxiety that manifests a personality trait, rather than merely during stressful events. A person with a high trait anxiety level would be quite prone to feel uneasy in a variety of circumstances (MacIntyre & Gardner, 1991: 87). On the other hand, a temporary emotional response characterized by unpleasant feelings of tension and uneasy thoughts is known as state anxiety. As a result, it can be concluded that people with high levels of trait anxiety experience bigger state anxiety spikes during stressful circumstances (MacIntyre & Gardner, 1991: 90).

Moreover, another type of anxiety is called situation specific anxiety, which is defined as anxiety that is felt in a certain circumstance such as public speaking, writing an exam, doing math, or participating in French class (MacIntyre & Gardner, 1991: 91). They further state that the situation under discussion may be very broadly defined, more specifically specified, or both, therefore, it is the duty of the researcher to identify a situation that is precise enough to be relevant for the task but general enough to allow generalizations.

Additionally, Alpert and Haber (1960: 212), mention two varieties of anxiety, one that facilitates performance and the other that hinders it. Thus, it can be inferred that facilitating anxiety can assist performance while debilitating anxiety interferes with the performance. In the words of Scovel (1978: 139): "Facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behavior."

So far, the types of anxiety and definitions were provided since the current study aims to reveal whether eTwinning projects can be used to reduce language learning anxiety. On the other hand, there are studies conducted in Türkiye context and internationally.

To begin with, Liu & Jackson (2008) carried out a study to examine Chinese English as a Foreign Language (EFL) students' nervousness and reluctance to speak in English-language classes. They surveyed 547 first-year undergrads with majors other than English. The findings revealed that anxiety about foreign language was considerably positively connected with the students' unwillingness to communicate. Hence, the more anxiety the student had the less willing they were to speak and use English. Kayaoğlu & Sağlamel (2013) conducted a study to investigate how language anxiety is perceived by students in speaking classes at a Turkish state university. 30 students were questioned using a purposive sampling technique, representing a range of language levels. Language barriers, cognitive issues including fear of making mistakes, the role of teachers, and a lack of knowledge were discovered to be associates of language anxiety. Similarly, concerns about oneself and others, the learner's perspectives on language acquisition, teacher attitudes about language instruction, relationships between teachers and students, the rules in the classroom and language assessment are the reasons cited by Young (1991: 433). Furthermore, different from the studies mentioned, Aydın (2018) adopted a more technology based approach to anxiety and comes to the conclusion that, despite the lack of agreement across research findings, the use of technology reduces foreign language anxiety in the context of the findings from the studies evaluated.

Looking at the related literature it can be concluded that, there are a number of different sources for foreign language anxiety such as teachers, fear of error, lack of knowledge and so on. Besides, research shows that anxiety causes learners to feel nervous and less enthusiastic to speak the target language. However, exploring these sources and reasons for anxiety can help language teachers climb over the barriers associated with anxiety. In that sense, with this study, it is aimed to contribute to the current literature in terms of the relationship between technology and language anxiety.

1.6. Telecollaboration

As the nature of eTwinning projects necessitates cultural exchange between the partner schools and the use of technological tools, it can be considered as an example of telecollaboration. Hence, in the following sections, telecollaboration is discussed along with its various forms and associated matters.

O'Dowd & Ritter (2006: 623) define telecollaboration as the use of internet communication tools to connect language learners from various countries in order to foster teamwork and cross-

cultural communication. Byram (1997: 70) suggests that telecollaboration assists the development of intercultural competence-related abilities and mindsets. Based on the Intercultural Communicative Competence (ICC) model proposed by him, it has three essential characteristics:

- It challenges the concept that a native speaker should serve as a role model for language learners and instead suggests the intercultural speaker as an achievable goal;
- It serves as a template for ICC acquisition in a learning environment and comprises learning objectives;
- It includes details about learning dimensions and student and instructor responsibilities because it has an educational component.

Therefore, it can be said that telecollaboration does not only encourage language acquisition but also cross-cultural understanding (Fuchs, 2016: 2). An example for this is offered by Belz (2002: 64) who examine how German-American telecollaboration's socio-institutional aspects may affect how people learn and use foreign languages. He indicates that increased exposure to the target language due to technology requirements for telecollaborative participation may be advantageous for language acquisition.

Telecollaboration is founded on a sociocultural theory of language acquisition, according to which interaction and collaboration in social environments are key components of language learning, thus, language learners should strive to become intercultural speakers or mediators who have the linguistic aptitude and intercultural awareness required to communicate successfully in a foreign language with individuals from cultures that are dissimilar to their own (Guth & Helm, 2011: 42). These telecollaborative methods to connect learners of English from different cultural and linguistic backgrounds include the implementation of international projects such as eTwinning, which is the focus of this study. The next sections will present types of learning in telecollaboration.

1.6.1. Tandem Learning

When used in relation to language acquisition, the term tandem refers to a partnership between two students who are studying each other's mother tongue. Tandem language learning is autonomous learning, which typically develops from language classes and frequently supplements them rather than replacing them (Little & Brammerts, 1996: 9). The reciprocity concept and the learner autonomy principle are the cornerstones of effective tandem learning (O'Rourke, 2007: 42). Fundamentally, autonomy is the ability to be detached, think critically, make decisions, and take independent action (Little, 1991: 4). Autonomy implies, but also assumes, that the learner will form a specific type of psychological relationship with the nature and scope of his learning (Little, 1991: 52). Additionally, reciprocity is defined as the reciprocal reliance and support of the partners; both

parties should provide equally to their joint endeavors and stand to gain equally from them (Little & Brammerts, 1996: 11). Therefore, it could be argued that tandem learning online is most likely to be successful in settings that already value autonomy in both classrooms and institutional settings, or that tandem learning may have a kind of washback effect on teachers' practices, making them more aware of the need to delegate responsibility to students (O'Rourke, 2007: 42).

Moreover, Little & Brammerts (1996: 13) suggest that learning in tandem might be characterized as a type of open learning in which two individuals with various native languages collaborate in pairs in order to better understand one another's personalities and cultures, to aid one another in enhancing their linguistic abilities and to share extra information, such as about their work lives. E-mail, real-time written conversations over the Internet, and the World Wide Web are three technological domains that are particularly intriguing for tandem learning (Little & Brammerts, 1996: 13).

Undoubtedly, there are certain challenges involved in tandem learning. For example, it's possible that partners don't have the same level of devotion or passion, the same hobbies or interests, or the same sense of humor, which will result in an unsuccessful tandem partnership (O'Rourke, 2007: 47). Likewise, there could be incompatibility of linguistic abilities among partners, in which case one partner receives far less benefit than the other (O'Rourke, 2007: 58).

1.6.2. Cultura Model

Cultura is a web-mediated communication approach that, as its name suggests, focuses on incorporating culture into language learning environments and its theoretical foundations are based on ideas about the nature of culture, intercultural communication, and their link to the newly wired world (Garcia & Crapotta, 2007: 64). As stated by Fustenberg et al., (2001: 56).

The development of electronic media has now expanded the boundaries of "literacy" itself to include "media literacy." The word "media" has added yet another layer to the idea of literacy to encompass not only knowledge of media itself, but also an understanding of how semantic perspectives differ according to the linguistic and cultural background of users. In other words, for communication to be meaningful, we need to do more than link computers: We need to construct an approach to how other people, in other cultures, experience their world.

Two sets of students from two different nations who study in similar school settings and who are students of the language used in the other country are brought together by a project built on the Cultura model and these two groups share a collection of cultural materials, some of which were created by the students themselves (such as questionnaire responses, forum posts, and essays), and others of which come from outside sources (such as online media and links, films, and articles) and were made available at a project website (Garcia & Crapotta, 2007: 64). Furthermore, five stages are suggested by Garcia & Crapotta (2007: 65-69):

- Questionnaires (on-line),
- Analysis of questionnaires (in the classroom and at home),
- Exchanges and forums (on-line),
- Analysis of the forums/further discussion (in the classroom),
- Broadening the fields of exploration and analysis (on-line and in the classroom).

According to this model, the project evolves gradually through a number of stages that expose students to cultural concepts.

1.6.3. eTwinning Model

Since 2005, eTwinning has been the community for schools in Europe and its neighbors that connects instructors and students. The European Commission (Directorate General for Education, Youth, Sport, and Culture) and the European Education and Culture Executive Agency are the primary eTwinning stakeholders, along with its registered users (eTwinners), national support organizations (NSO), the Central Support Service (CSS), and national support organizations. eTwinning is a fully digital platform that is funded by the European Commission as part of the ERASMUS + program. Its users, also known as eTwinners, can use it to find partners, work together on projects, and take part in professional development activities that are organized at the national and European levels. The European School Education Platform offers online professional development options for eTwinners as well. A methodology, a pedagogical strategy, a community of practice, and a platform that promote invention, communication, and cooperation are all part of eTwinning.

The eTwinning network for European schools is currently housed on The European School Education Platform (ESEP) which was introduced in 2022. From early childhood education and care to primary and secondary school, including initial vocational education and training, the ESEP serves as the focal point for all participants in the school education sector, including teachers, researchers, policymakers, and other professionals. Participants can keep up with news and find resources, learn about funding by utilizing the Erasmus+ options, use the possibilities for professional growth to advance their career, participate in projects, work together, and create projects.

eTwinning was welcomed in Turkey in 2009 and more than 40,000 people have registered on the platform so far, representing more than 24,000 schools in Turkey, and educators have taken part in more than 7, 600 projects (Gülnar, 2015: 3). The Turkish National Support Service (UDS), which was founded under the General Directorate of Innovation and Educational Technologies of the Ministry, is responsible for carrying out eTwinning Activity in Turkey. When statistical data

from 2009 until 2015 is examined, it is found that, in terms of project success, Turkey ranks top among the 44 project partners with 11% of the total number of projects coming from Turkey. Additionally, there are prizes granted to initiatives that meet the requirements laid out in eTwinning programs. The National Quality Label (NQL) and the European Quality Label are examples of quality labels (EQL). Considering the number of Quality Label projects that were submitted and approved in Turkey in 2018, it can be said that the contribution to and interest in eTwinning projects from teachers and schools across Turkey is noteworthy.

1.7. Project Based Language Learning

Telecollaboration uses a task-based approach to methodology for language learning (Mueller & Hartmann, 2007 as cited in: Guth & Helm, 2011: 44). Therefore, project-based learning serves as a conceptual foundation for eTwinning projects. This strategy puts emphasis on the idea of “learning by doing”. It is vital to give an example of project-based learning in this context because it serves as the foundation for the pedagogical approach used in eTwinning practices.

A continuous work known as a project typically incorporates language learning through a variety of activities and planning, information collection (via reading, listening, interviewing, etc.), discussion of the material, problem-solving, oral or written reporting, and exhibition are some of the activities that come together to work towards a common objective (Hedge, 1993: 276). Projects frequently include the following features:

- using and studying real English-language resources,
- a focus on student-centered experiences in groups and a reduction of teacher-directed tasks,
- encouraging student initiative in assignment preparation, execution, and presentation,
- a series of tasks performed over time, such as planning, fieldwork, information preparation, and presentation,
- using a variety of talents,
- activity that students engage in outside of class on their own time (Hedge, 1993: 276).

Similarly, as highlighted by Stoller (2002: 110), project works share the following characteristics in all of its forms:

- Instead of focusing on specific linguistic aims, project work emphasizes content learning.
- Working on a project is collaborative rather than competitive.
- The project’s worth is found not just in the outcome but also in the process of getting there.
- Working on a project has the potential to be inspiring, stimulating, empowering, and difficult.

A rising number of researchers have been advocating project-based learning (PjBL), which was first used in language education in the 1980s, as a productive way to teach both subject and languages (Mohamad & Tamer, 2021: 83). Individual PBL fosters autonomous decision-making since it gives students a lot of room for personal choice and independence through individualized learning (Kemaloğlu-Er, 2022: 164). However, for some students, it could be difficult to be in charge of their own education while managing a range of activities at once (Lee, 2002 as cited in: Kemaloğlu-Er, 2022: 164).

While creating a project in a language-learning environment, Stoller (2002: 113) offers certain objectives to consider:

- inspiring children to utilize language to discover new information about topics they are interested in,
- to get kids ready to master subjects in English,
- to expose pupils to information from many sources in order to help them develop their academic language and study techniques,
- to give resources with context for kids to comprehend language and content,
- to replicate the difficulties of schoolwork in a safe setting,
- to encourage students' independence and involvement in learning.

In relation to teachers' role in project-based learning, Bell (2010: 39) states that they are facilitators that monitor every stage of the process and give their approval for each decision before a student chooses a course of action. It can be claimed that this role of the teachers promotes an autonomous learning process and a student-centered language learning environment.

1.8. Intercultural Awareness in Foreign Language Education

With the help of eTwinning, educators may connect, work on projects together, exchange ideas, and advance digital literacies in a secure environment. Not only that but also, the goal of eTwinning, which was introduced in January 2005, was to make school twinning possible so that all students may develop ICT (information and communication technology) abilities and raise understanding of the multicultural European social model. Therefore, it can be said that the eTwinning platform and the projects promote digital literacy as well as intercultural awareness which is another issue undertaken with this study. Hence, the related terms and concepts will be discussed in the following sections.

According to Hanvey (1982: 162), there are five aspects of a global viewpoint which are listed as:

- The understanding on the part of the individual that their worldview is not shared by everyone,
- Understanding of current events and world conditions,
- Understanding the variety of beliefs and customs present in human communities all throughout the world,
- Understanding important characteristics and mechanisms in the global system,
- Understanding of the issues with choice that affect people, nations, and the entire human species.

Hanvey (1982) examines these dimensions in detail and claim that as we shift from a pre-global to a global cognition, we are in a period of transition. With these dimensions, students can become aware of diverse viewpoints, realize global issues and develops awareness regarding the diversity of ideas and practices in other nations.

Kramsch (2012: 69) defines culture as “the meaning that members of a social group give to the discursive practices, they share in a given space and time and over the historical life of the group”. Kramsch (2012: 62) further states that the ideologies, institutions, and beliefs that we refer to as cultural phenomena would not exist without language and other symbolic systems and they need to have meant in order to become culture.

Second language (L2) teaching and learning has traditionally included cultural components, sometimes through an emphasis on the literature produced in target language or an interest in the people and customs connected with the target language (Baker, 2015: 130). According to him, however, over the past few decades, it has grown in popularity thanks to Kramsch (1993, 1998) and Byram (1997).

Byram (1997: 71) defines Intercultural Communicative Competence as the capacity:

- To communicate in a foreign language with individuals from different cultures and countries,
- To negotiate a kind of interaction and communication that is agreeable to both parties,
- To serve as a mediator between individuals with various cultural backgrounds.

The Intercultural Communicative Competence (ICC) proposed by Byram (1997: 70) has three essential characteristics:

- It challenges the concept that a native speaker should serve as a role model for language learners and instead suggests the intercultural speaker as an achievable goal,
- It is model for ICC acquisition in a learning environment that contains learning objectives,

- It offers details about where students will learn as well as the roles that teachers and students play.

Therefore, it is understood that, in ICC model, learners do not need to conform to native-speaker norms, rather they need to be able to negotiate meaning in interactions with people from other cultures. In terms of language teaching, two terms as cultural and intercultural orientation are to be emphasized (Liddicoat, 2011 as cited in: Bal & Savas, 2022: 269). Learners are expected to deviate from their worldviews and create a new international identity as a result of engaging with another culture as part of the intercultural orientation, which is transformative, unlike cultural orientation (Bal & Savas, 2022: 269).

Simply put, intercultural awareness can be considered as the cornerstone of communication and it calls for two characteristics: an awareness of one's own culture and an awareness of another culture, which does not necessarily mean the rejection of one's own culture, that is, being able to understand the differences or/and similarities between one's own culture and others is a crucial part of intercultural awareness (Zhu, 2011: 117). Furthermore, Zhu (2011: 117) indicates that intercultural empathy is essential for successful and ideal cross-cultural dialogue. However, according to Zhu (2011: 118) there may be some walls blocking the process such as:

- The absence of interactions with members of the target culture,
- Putting too much emphasis on cultural universals while ignoring their variations,
- The negative impact on the target culture of people's different thought patterns,
- A lack of awareness of differences in norms, and beliefs.

Integrating technology into classroom to foster intercultural awareness and language learning via virtual exchange is another issue that has attracted attention. For instance, Helm (2014: 6) underlines that virtual exchange programs can give students the chance to communicate with one another in a variety of ways, negotiate meaning, work together on projects and examine their many preconceived notions about the "other" through these interactions. The eTwinning platform is an example for this in primary and secondary education to assist school staff and enable them to communicate, cooperate, and develop projects.

Another common yet crucial term "intercultural turn" can be come across in several studies. To get a better grasp about the term, it is proper to reference Thorne (2010: 139):

In what can be described as the 'intercultural turn' in L2 education, one of the standout developments has been the mercurial rise in the use of communication technologies that enable language learners' direct interaction with speakers of the language they wish to learn, independent of spatial location .

Byram et al. (2013: 251) on the other hand, highlight the importance of the idea of what it means to be able to communicate with people who speak other languages and people who use a lingua franca. Keeping all of these in mind, since eTwinning presents an opportunity for both teachers and students to collaborate with other international schools, the medium language is mostly English. That is, it brings speakers of different backgrounds together and create an environment where non-natives communicate using a lingua franca. This inevitably results in an intercultural exchange between partner schools. Therefore, the current study seeks to understand to what extent these projects contribute to students' intercultural awareness level.

1.9. Related Studies

This section covers the related studies on eTwinning projects. Although the number of eTwinning projects carried out in Turkey context is great, the number of studies done is less while it is slightly more abundant around the world. Some of these studies reveal the perspectives of teachers and students on eTwinning projects (Akdemir, 2017; Prieto and Escobar, 2017; Fat, 2012; Crişan, 2013) while some studies focus on the relation between motivation and eTwinning projects (Kane, 2011; Cassi, 2014). Additionally, there is also research on eTwinning's educational applications for learning foreign languages (Overland, 2015; Taralova, 2010).

To begin with, Pereira Coutinho & Rocha (2007) carried out an eTwinning project to encourage students' moral and social development in addition to a wide variety of ICT skills. They worked with 9th graders and they used a survey for ICT knowledge, another survey for students' perceptions, interview with the teachers, emails and the project blog as instruments. The results suggest that students did not only improve in terms of using the internet and fundamental computer abilities. but also made progress in students' social abilities, and knowledge of diversity, cooperation, teamwork, and tolerance.

Kane (2011) conducted a case study to investigate the advantages of taking part in an eTwinning project in a primary school in Ireland. The project included both an intercultural experience and cross-curricular activities. Students had to use a range of computer programs and tools for the assignment. The participants were aged between 10-12. The research uncovered that taking part in an eTwinning project has a significant positive impact on primary school students' cognitive and affective development. Another highlighted result of this study is the use of target language outside the classroom. On the other hand, the study points out that the effective usage of TwinSpace platform could be challenging for young learners. Overall, the findings are promising in terms of the positive impact of eTwinning projects on young learners, however, since this was a case study and it lasted ten weeks, further research on the topic is needed.

On the other hand, Prentza (2013) discusses the results of an eTwinning project that was designed using a Content and Language Integrated Learning (CLIL) model and implemented using information and communication technology (ICT). The study took place in two primary schools between Italy and Greece and it lasted about four months. The project included the study of history and geography through English, as well as teaching the digital skills. The findings are presented to be positive overall with a higher level of motivation and improved language production.

Similarly, another study on the relation between motivation and eTwinning is by Silva (2014). She conducts an action research to examine the impact of intercultural computer-mediated communication on students' willingness to use foreign languages as well as their perceptions of their own linguistic proficiency. Findings clearly point out that if learners have more chances to interact with people from other cultures, their inclination to use the target language and the perception of their own linguistic skill in that language can both get higher. This means that the more language learners are exposed to people of other cultures, the more willing and motivated they will be to communicate. Also, it can be inferred that eTwinning projects present great opportunities for teachers and students to create this setting.

Similar to this study which focused on the digital and cultural aspect of eTwinning, Masterson (2020) used cross-cultural dialogue as a long-term digital technology assisted teaching strategy. However, German and English secondary school students who were learning a second language worked together online with peers of the same age cohort to strengthen their digital technology abilities and learn about different cultures. The findings demonstrate that students gained a deeper grasp of the culture of their partner as well as the impact that culture has on behavior and thought. By making digital profiles, commenting, asking questions, exchanging cultural information, and experiencing the language and culture of a native speaker in a virtual environment, the students gained experience using digital technology. This study demonstrates how potential for more robust student learning experiences can be encouraged by the thoughtful incorporation of digital tools in foreign language courses especially given the effects of the current COVID-19 pandemic and the difficulties in delivering education.

Likewise, Alcaraz-Mármol (2020) performs an experimental study with 6th graders. English is used as the medium language by two groups of primary school children as they engage on a pollution project. Through the use of the eTwinning, the experimental group collaborates with students from a school in Poland. On the other hand, working in teams made up of peers from the same classroom, the control group completes the same activities. Both groups completed a questionnaire about their awareness of intercultural communication skills after the project. As a result of their engagement with the overseas students, first group's intercultural competency was increased more than that of the control group. Collaboration with students from different nations, thanks to eTwinning, appears to have helped learners develop this competency.

In Turkey context, Akdemir (2017) worked with 7 language teachers who finished eTwinning projects successfully to examine how e-Twinning projects affect language learning. The teachers were from different cities around Turkey and were contacted online to participate in a semi-structured interview about their perspectives. The findings demonstrate the benefits of eTwinning projects for improving the language teaching and learning process, facilitating cross-cultural exchange, student engagement, and language ability development for both language teachers and students. Indeed, the results also show that certain challenges such as absence of technology or ICT expertise. However, Akdemir (2017) strongly suggests that language teaching in today's world should not be limited to the classroom and teachers should use technology to help their students improve language abilities.

Bozdağ (2018) completed a study that provides an in-depth case study of a telecollaboration project between a Turkish and a German school. Based on classroom observations, teacher interviews, and focus groups with students, the essay makes the case that there are two key obstacles that prevent the project under study from fully embracing intercultural learning. The first point focuses on the strong teacher-centered project design and the contrast between teachers' and students' viewpoints. The second issue is the project activities and themes being influenced by a relatively superficial and oversimplified knowledge of culture that reinforces national cultures rather than encouraging a more open viewpoint. Hence, she contends that in order to evaluate telecollaboration projects critically and thoroughly, we must understand how they fit into the context of current educational cultures.

Another intriguing study in Turkey was that of Akıncı & Sağ (2019). They investigate how the eTwinning projects affect students' engagement in the classes and their ability to speak a foreign language. They adopted an action research approach. The study included 3rd grade students. The data collection was through focus group talks, student projects, graded scoring forms, research logs, photographs, and videos. The results demonstrate eTwinning projects promote digital literacy, social and collaborative skills, as well as academic, emotional, and social skills.

Furthermore, Demir & Kayaoğlu (2021) conducted a research on eTwinning projects with high-school students. The purpose was to make contribution to EFL Turkish setting by a detailed account of an eTwinning project from the participants' viewpoints. According to the study, the project is seen as promising by the participants in terms of improving their English language skills, utilizing ICT, enhancing ICC, and dealing with affective problems like teaching morals and building strong relationships. Demir & Kayaoğlu (2021) additionally refer to the challenges of carrying out these projects in terms of individual level, classroom level, interaction level and socio-institutional level. Despite the difficulties, the findings point out some valuable pedagogical implications.

Considering all of these studies carried out so far, it can be understood that conducting eTwinning projects with EFL learners can be inspiring both for teachers and students. These projects lead to an environment where teachers can foster autonomous learning, critical thinking, tolerance, language proficiency, digital literacy and engagement. Last but not least, making use of these type of projects provides a chance to interact with people of other cultures, which is also enhancing for teachers' professional development and students' intercultural awareness as well as communicative competence.

On the other hand, some of these studies either focus on perceptions of teachers and/or students and reveal data about high-school level while less provide data regarding primary school level. Moreover, most of the research are conducted outside Türkiye. Hence, in view of the earlier research indicated above, it has been determined that empirical data concerning eTwinning projects in primary schools is a pressing need in Türkiye context. This study includes data based on the students' perceptions as well as two teachers' who are involved in the project as partners. Besides, different from the mentioned studies, the researcher is also a participant and a partner in the project and gives a thorough description of the project's process.

CHAPTER TWO

2. METHODOLOGY

The research paradigm, together with its methodology, research contexts, participants, data collection methods and procedures and data analysis are all described in this chapter. This research study is a mixed-methods case study that employs both qualitative and quantitative research traditions to explore the research questions. The qualitative aspect of this research uses a constructivist approach to explore the experiences, perspectives, and attitudes of students and teachers towards the use of eTwinning projects in foreign language teaching. This is achieved through interviews, observations, in-lesson observations and analysis of the project portal. The quantitative aspect of this research employs a positivist approach to investigate the effects of eTwinning projects on student engagement and anxiety in learning English through the use of questionnaires. The research participants consist of 10 seventh-grade students from a public school in Turkey, 6 ninth-grade grade students from a public school in Greece and two teachers from Greece and Spain. The data were collected during the English lessons in the fall of the 2022 term. Convenience sampling was used as the researcher is also the teacher of the participants. Additionally, data was collected from international students and teachers in the project to compare the similarities and differences in terms of the project outcomes on foreign language teaching as well providing data from a different background.

2.1. Research Design

The purpose of this study is to determine whether eTwinning projects and their integration to foreign language education makes a difference in terms of language learners' anxiety and intercultural awareness. The research is conducted in two different settings, Türkiye and Greece. Additionally, it has a descriptive and exploratory nature as well. It is descriptive because it focuses on the what, when, where, and how of the study issue rather than the why. It is exploratory since it examines study issues that have not been thoroughly examined before. As this is a case study and has a limited number of participants, it makes it feasible to use interviews and observation to gather qualitative data. Two interviews with the students and two interviews with the teachers were performed. Additionally, the study also adopts a mixed-method approach that used both quantitative and qualitative data analysis techniques and tools for data collection. Before and after the adoption of eTwinning applications, participants are asked how they feel about the assertions in

the two questionnaires to collect quantitative data, which is used as an additional data support findings obtained from qualitative methods.

In terms of research methodology, case study is used in this study. As pointed out by Yin (2009: 14), a case study is an empirical investigation that delves deeply into a current issue and considers it in the context of real-world events. It draws on a variety of sources of data that must converge in a triangulating manner (Yin, 2009: 18). Additionally, according to Creswell (2013: 98), the selection of a particular case is the first step in case study research. This situation could involve a physical entity like a person, a small group, an organization, or a partnership (Creswell, 2013: 98). Creswell (2013: 98) emphasizes that the idea behind case studies is to identify a situation that can be limited or characterized inside a set of boundaries, such a certain location and time. Hence, this study is structured as a case study since it aims to thoroughly examine a current occurrence (an eTwinning project in progress) in its actual setting. This case is unique due to the students involved, the environment, and the project's activities and the content.

Yin (2009: 21) identifies types of classification for case studies: explanatory or causal case studies, descriptive case studies and exploratory case studies. A detailed description of a specific phenomenon is provided in a descriptive case study. When the researcher wishes to give a thorough analysis of the phenomenon, this kind of case study is helpful. Hence, this study is a descriptive case study. Additionally, case studies can be single or multiple case studies. Because the current study aims to illustrate various perspectives on a single eTwinning project this study is a single case study in terms of sample size. According to Yin (2009: 63), by combining quantitative and qualitative evidence, some case study research goes beyond simply a sort of qualitative research. Likewise, although his study makes use of qualitative methods to collect data, it also benefits from quantitative methods to triangulate the data.

On the other hand, mixed methods research combines qualitative and quantitative research in various ways, either during the data collecting or analysis stages (Dörnyei, 2007: 163). According to Sandelowski (2003 as cited in: Dörnyei, 2007: 164) there are two primary objectives for mixing methods, that is to gain a deeper comprehension of a specific phenomenon in its whole and to cross-check one set of findings with another. Since it best fits the research's goal, which is to gain a detailed and thorough grasp of a complicated issue by examining it from various perspectives, this study is a mixed-methods case study. The fundamental advantage of mixed methods research has been the ability of researchers to combine the strengths of quantitative and qualitative research by utilizing both methodologies (Dörnyei, 2007: 163). Therefore, by using different types of methods to collect data the researcher can overcome the drawbacks of another research approach. Additionally, through the *convergence* and *corroboration* of the results, mixed methods research has a particularly strong potential to generate evidence for the validity of study findings (Dörnyei, 2007: 45). Moreover, three main approaches are listed by Creswell (2009: 14) as sequential,

concurrent and transformative mixed methods. The present study uses concurrent approach to as it seeks to provide a thorough study of the research problem by gathering both types of data simultaneously and incorporating them into the interpretation of the overall findings. A mixed methods case study approach was used to achieve the purpose of the study.

2.2. The Setting

The research was carried out in Rize, Turkey, during the 2022–2023 academic year at a middle school. The city is located on a small area of flat land between the sea and the mountains behind it, surrounding a small harbor on the Black Sea coast. Most people associate Rize with its black tea, which was introduced to the area in the 1940s and 1950s and changed the course of the region. The school, on the other hand, is in Kalkandere district of Rize. It is a village school with a computer lab, a library, a conference hall and a wide garden. The school has only one English teacher and it has about 80 students including grades from 2nd to 8th. The target group (7th graders) have 4 hours of compulsory English lessons a week. Unfortunately, most of the students are under the impression that it is pointless to learn English because they do not need it in their daily lives. Similarly, students do not have the necessary atmosphere for interaction in English and exposure to English.

The Greek students who participated in the study are from 3rd Junior High School of Thessaloniki, Greece. The school is located in Karditsis, Thessaloniki. Students have access to Internet and a computer lab in the school. Most of them have computers at home so they can work on the project at home as well. The participants include 5 females and 1 male. Finally, the Greek group has two hours of English in a week.

2.3. The Participants

The participants of the study were chosen based on convenience sampling. The Turkish participants are 10 students who study at 7th grade in Rize. As their English teacher, I also take the role of a researcher. In another project, I met and worked with a Greek teacher, with whom we created the current project called The Mother Under the Weather in October, 2022. She has been involved in carrying out eTwinning projects for many years and she is an experienced English teacher as well.

The Turkish students include 3 females and 7 males. They are 12-13 years old. Students are all living with their families and unfortunately not many have computers at home. But all of them have access to Internet and smartphones or tablets.

Additionally, the study includes data from students and teachers in Greece and Spain who are partners in the project. Table 3 shows the information related to the participants. However, although the Spanish teacher was interviewed, her students did not participate in the study.

Table 3: The Participants of the Study

Teachers	Participant Country	Number of Students
Nur	Turkey	10
Teacher 1	Greece	6
Teacher 2	Spain	10

Teacher 1, one has been teaching English for 28 years to different age groups from primary to secondary students and she has successfully carried out 11 eTwinning projects. She is an experienced and enthusiastic teacher. She attaches importance to social skills, cultural heritage and school partnerships and networks. Teacher 2, on the other hand has been teaching English for over 15 years and has been performing eTwinning for many years now. She is interested in digital tools, cultural diversity and communication skills. She is an eager and devoted teacher too. Table 4 shows the descriptive data about the participants.

Table 4: Descriptive Data about the Students Who Participated in the Study

Participants	Codes	Grade	Participated in another eTwinning project before
Turkish Students	S1T	7th	No
	S2T	7th	No
	S3T	7th	No
	S4T	7th	No
	S5T	7th	No
	S6T	7th	No
	S7T	7th	No
	S8T	7th	No
	S9T	7th	No
	S10T	7th	No
Greek Students	S1G	9th	Yes
	S2G	9th	Yes
	S3G	9th	Yes
	S4G	9th	Yes
	S5G	9th	Yes
	S6G	9th	Yes

2.4. Data Collection

The data were gathered from 23rd November, 2022 to 5th April, 2023 in Rize Kalkandere Yolbaşı Middle School. The teacher/researcher and project owner informed the participants about the eTwinning project called “Mother Under The Weather” in the beginning. Students were

informed about the project and the research as well. As the participants were underage, written consent forms were obtained from both the students and their parents. Besides, an additional and required authorization from the school head teacher and MONE was obtained. These consent papers were specifically designed for the research and additionally another consent form was prepared for the project itself. Before the start and after the end of the project two pretests and posttests were applied to measure students' foreign language anxiety level and intercultural awareness. These two pre-evaluation tests were implemented to all students who participated in the project. The study's tools for gathering data included the following: semi-structured interview, questionnaires, observation, project portal and formative assessments. Project portal provided data mostly about students' work and productions during the project. Questionnaires (pretest and posttest) were supposed to reveal if there was any significant difference. Two formative assessments were implemented after each meeting with a different project partner to understand how students feel before and after an interaction with others from a different culture. To learn more about how students feel about the process, two semi-structured interviews, one in the middle and the other after the project were applied with the Turkish students. The Greek teacher was kind enough to implement the interview with her students, take notes of their answers and share it with the researcher. She also volunteered to be interviewed as well. Finally, since the researcher/teacher had spent 4 hours a week with the participants, she had the opportunity to observe the phenomenon in its environment and take notes (Creswell, 2009: 165).

2.5. Questionnaires

According to Cohen et al. (2007: 118) questionnaires are transparent about its goals, they pose the best possible questions, extracts the most pertinent types of information to address the research's objectives, and any sub-questions that call for empirical information. In line with this, in order to have a better grasp about the impact of eTwinning projects, as well as integrating technology into ELF class, questionnaires were selected to be applied as pre and posttests.

Originally, Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) was used to collect data in the project. The FLCAS was created by Horwitz and her coworkers to measure learners' level of language anxiety and had 33 items. However, to prevent any sort of misunderstanding from the students' side, a Turkish version of this scale which is by Aydın et al. (2016) was preferred, which is 5-point Likert Scale and it consists of 33 items. The questionnaire included negative and positive worded items, hence, the negative worded items (2, 5, 8, 11, 14, 18, 22, 28 and 32) were reversed using SPSS. The FLCAS has three parts such as fear of negative evaluation, communication apprehension and test anxiety. The students scored the statements from 5 (Completely agree) to 1 (Completely disagree). In terms of interpreting the anxiety levels, the higher a score is, the more anxiety a student has. When analyzed, mean scores for each group were compared, instead of individuals. To evaluate the intercultural sensitivity of the participants,

Intercultural Awareness Scale (Saka & Asma, 2020) was translated to Turkish and adapted with item 6, 13, 20 and 23 to be deleted since they were regarded as irrelevant considering the age and level of the students. Although there was not enough time to pilot this questionnaire, it was reviewed by the supervisor and other colleagues. The statements were graded by the students on a scale of 1 (complete agreement) to 5 (complete disagreement). Hence, a lower score indicated a higher intercultural awareness.

I recognize that the sample size of 16 students might be considered small for statistical analysis. However, this was not a deliberate choice but a result of the limited number of students in the class that I was teaching. Due to the nature of the case study, it was necessary to quantitatively measure the anxiety levels of the participants. The use of statistics was essential to obtain precise and objective data regarding the participants' anxiety level. The decision to measure anxiety levels quantitatively with small number of people was not a choice but was driven by the need to ensure rigorous analysis and comparisons among the participants. This is something that cannot be adequately assessed through qualitative methods alone. By employing standardized scales specifically designed to assess anxiety, we were able to obtain numerical data that could be easily analyzed and interpreted. This quantitative procedure allowed for a more comprehensive understanding of the variations in anxiety level across the participant group, enabling us to draw meaningful conclusions and identify potential correlations. There are also similar cases where small number of participants were given pretests and posttests (Ke, 2008; Gromik, 2010).

2.6. Interviews

The interview is an adaptable instrument for gathering data because it allows for the use of verbal, nonverbal, spoken, and auditory channels (Cohen et al., 2007: 349). For this study, a total of four semi-structured interviews took place in order to better grasp what the participants think and how they feel about the project. 2 interviews were with Turkish students, 1 interview was with the Greek teacher and partner and the other interview was with her students. The first interview with Turkish students was scheduled during the middle stages of the project and the second one took place at the end of the project. Students indicated that they were willing to participate in the interviews as a group of 2-3. So, the researcher accepted this offer to make them feel as much as comfortable as she could. The researcher decided to record the interview and transcribe them later since it was more convenient to do so. The interview with the students included 8 questions but the researcher did not exactly follow them, changed their order, and asked for more follow-up questions as it was appropriate for semi structured interviews. The other two interviews with the Greek partners were scheduled at their most convenient times. No personal inquiries were asked during the interview with the Greek partner school, which were conducted in English at their request and in a relaxed setting.

2.6.1. First Round of Interview

The first interview took place on 19th January, one day before the first term ends, so the exams and lessons were finished which made students much more relaxed. The interview, as requested by the students, were scheduled to be among 2-3 students and in their classroom. The meetings occurred during the English lesson hours in the afternoon so that nobody could interrupt it. A total of 9 students were actively involved in this semi-structured interview, as one student was sick and could not make it to school that day. At first, the researcher reminded them that the interview was going to be audio-recorded in case some points might left out. As I asked the questions on the interview protocol, I allowed some time for students to think and reflect on it taking turns. With their comments, reflections, questions, and contributions throughout the process, the subject was free to change and develop. In case they couldn't remember the name of a Web 2.0 tool or an activity, I reviewed what kind of activities we have completed so far to guide them. Sometimes students reminded each other what they learned and did through the project. They showed this while nodding or agreeing with their peers even after finishing their turns. Later, I transcribed the interview so that I could manipulate the data better and emphasize the certain patterns and important information. I had also taken some notes during the interview while recording it.

2.6.2. Second Round of Interview

The second interview was implemented with the Turkish students on the 5th of April 2023. To avoid interruptions, the meeting took place in the afternoon during the English lesson time. Students were already familiar with the nature of the interview due to the first one. However, informed them about the fact that our conversation would be audio recorded in case some information was missed out. I gave the students time to consider and reflect in turn as I posed the interview protocol-related questions. I also took notes while they were answering and I tried to observe their behaviour, gestures and voice tones so that I could also interpret these details later on.

2.6.3. Third Round of Interview

In fact, this interview consists of two steps. One with the Greek teacher and the other with the Spanish teacher. Due to the time differences, arranging and meeting at the same time was not possible. Hence, at first, I made an interview with the Greek teacher on 2nd of March. She was okay with the meeting to be recorded via Zoom. We met online and although I had prepared some questions before, the conversation was flexible. I allowed her to express her mind as much as she would like to. The second online interview with the Spanish teacher took place on 28th of March. Similarly, I did not strictly adhere to the interview questions. It was more like a conversation

between two English teachers. The data was later transcribed and thematic analysis was implemented.

2.6.4. Fourth Round of Interview

The final interviews occurred on 14th March with the Greek students. It was a structured-interview with the same questions asked to Turkish students. I sent the questions to the Greek teacher. She was kind enough to interview her students on behalf of me. Then, she shared their answers in the written form with me. Their responses were all in English. They were able to understand the questions and answer using English. Their interview however was not recorded in any way due to ethical concerns.

2.7. Formative Assessment

Formative assessment, which gives feedback to students (and instructors) about their learning process while teaching and learning, as opposed to after, is becoming a more common term (Bell & Cowie, 2001: 1). In line with this, I used two KWL charts in total as formative assessments. Although I carried on in-depth interviews, gathering additional data right after the tasks seemed of great importance to triangulate the findings. Before meeting our project partners on Zoom, students filled the two columns and after the meeting ended, they completed the rest of it. An example of the KWL chart that was used to collect data is presented in Table 5.

Table 5: Formative Assessment: KWL Chart

What I know about our project partners	What I want to know about our project partners	What I've learned about our project partners
How I feel about this experience:		

2.8. Observation

The term “participant-as-observer” refers to a person who participates in social activities while simultaneously documenting and recording events for research purposes (Cohen et. al., 2007: 404). This allowed me to observe how events change over time and take note of people’s personalities, contexts, and resources. Indeed, this was not the case for getting data from the other

students in the project. Unfortunately, I was only able to observe them during our online meetings, which was limited. I informed the participants about my role as a researcher and got both their consent and their parents' consent. I also explained the issues of anonymity and confidentiality. I think, considering their age, they did not quite comprehend what the research is for and about at the beginning, but they were all volunteered to participate in the study to contribute to my research.

Creswell (2009: 166) advises developing an observational data recording protocol. This might be one page with a line down the middle to distinguish between the reflective and descriptive notes. Since I was with the students all the time as a participant of the project, I avoided being noticed by the students while taking notes so that it might not affect their behaviour. As taking notes during class was not always practical, I found it more appropriate to take mental notes of my observations as soon as possible to ensure accuracy and completeness. By writing down my observations immediately after class, I was able to capture details that may have been forgotten or overlooked if I had waited until a later time. I had a notebook where I wrote down some important details such as times, dates, places and dialogues.

Although I informed my students about my research and collected the consent papers at the beginning of the project, as far as I have observed, they did not feel as if they were put under the scope. Every task or activity was a natural part of the project, not necessarily a part of the study itself. As their teacher, I was also a participant, which made the whole process much easier and more natural. I was not an “outsider” or merely an “observer/researcher” but I was their teacher all the time, with or without the project work. This opportunity allowed me to observe them without having the observer or researcher's influence.

2.9. Twinspace

Twinspace is a platform for eTwinning, the only people who can enter TwinSpace are those who have been given permission by the administration. At the beginning of all, each teacher signs in with their schools and the administrators check them before approving their membership. So, it is a very safe virtual environment. After having access to eTwinning portal, teachers can connect with others and found projects together. When the project is approved, the founders and members of the projects can use Twinspace to upload and share tasks. Also, teachers enroll their students by giving them usernames and passwords, thanks to which parents can also log in to see what's going on. Additionally, teachers can see the movements of their students and the information about their last log-in. Everything done during the project is also uploaded on that platform to be evaluated once the project is submitted. Besides, the meetings can take place in video or text-message form on the portal. Partners can go online, like or comment on posts and keep in touch via Twinspace. There is a section called “Teacher Bulletin” where teachers can post notes and reminders for their colleagues and the students. In short, Twinspace is basically a home for the project.

Throughout this project, the teachers recorded every task or activity, essentially anything that was done as a part of the project and they uploaded on the project portal. Hence, the project's virtual platform, which is called Twinspace, serves as a crucial source of data for the research. Mostly the teachers were actively using the platform to share their works with the other. Normally, middle school students are also supposed to use the platform. However, this year the platform was new and the system was going through some maintenance it was too slow that students couldn't effectively log in and out. That's also the reason why, we as teachers, couldn't upload every piece of work directly to the platform, we rather shared some links that included our original works. As the project founder and a participant, I was not only able to log in, check the pages but I also had access to edit pages and see every move made by students or teachers. On Twinspace, there are photos, videos or audio recordings of students. Therefore, I avoided exposing students faces while getting screenshots from the platform or other pages. I mostly tried to provide examples regarding the type activities, the Web 2.0 tools, some works and language use.

2.10. Validity and Reliability

Cohen et.al (2007: 133) point out to the fact that validity is crucial for successful studies and bias is influenced to some extent by respondents' subjectivity, opinions, attitudes, and perceptions and through cautious sampling, suitable instrumentation, and suitable statistical processing of the data, validity may be enhanced. For this purpose, Yin (2014: 24) makes several suggestion for case studies to improve validity strategies as construct validity, content validity, internal validity, external validity, and reliability.

To begin with, as for the construct validity, in order to provide validating proof, triangulation was applied in this research as a variety of sources, approaches, researchers and theories. For the data collection, a variety of methods were involved such as observation, interviews, questionnaires and other materials from the project platform. In addition, data from a second group of students from Greece were included in the study. As for the other researchers, two teachers from Spain and Greece were interviewed to triangulate the data gathered. Moreover, my supervisor evaluated the research progression. His advice and insight guided me through the research process.

Secondly, regarding the content validity, the instruments must prove that they fairly and completely cover the domain or things that they claim to cover in order to demonstrate content validity (Cohen et. al., 2007: 133). To this purpose, in the current study, the thesis advisor's professional opinion was obtained at various stages of the investigation, and appropriate adjustments were made in response to his suggestions.

To ensure internal validity, the results must appropriately depict the phenomenon under study validity (Cohen et. al., 2007: 133). Data were gathered from a variety of sources, including learners

and teachers, in order to increase the study's validity and credibility and to give a thorough understanding. The qualitative data provided light on how the participants interacted with the procedure and connected to the outcomes discovered through quantitative data analysis.

According to Yin (2014: 43) case studies depend on analytical generalization rather than statistical generalization. This means that the researcher is supposed to attempt to apply a specific collection of findings to a more comprehensive theory (Yin, 2014: 43). Likewise, the aim of this study is to examine the relation between eTwinning projects and the topics mentioned in the literature review. Also, it is aimed to supplement or refute the ideas and theories that were discussed. On the other hand, naturalists and constructivists noted that "transferability", as opposed to generalizability, was a better definition of external validity (Lewis, 2009: 5). Lewis (2009: 5) indicates that "transferability" is best achieved by giving a thorough, in-depth explanation of the study findings and allowing research consumers to make their own deductions about how the research could be applied to various groups, situations, and events. Thus, in order to ensure transferability, the present study purposefully provided extensive explanations of the design of the research and eTwinning initiative as well as the setting and the participants.

Creswell (2013: 165) states that by using a high-quality tape for recording and transcribing the tape, the researcher can increase the reliability of his or her findings if they include comprehensive field notes. For the interviews with the students, I recorded the whole interview and took notes while they were providing their answers. Regarding the interviews with the teachers, they took place online via Zoom and the teachers consented to the recording of the meeting. Thus, I was also able to take notes without worrying that I would miss anything out.

As for the questionnaires, the English version of the FLAS validated by Horwitz (1986) was adopted and translated into the Turkish-translated version of the FLAS by Aydın et. al. (2016). Their study shows that both versions are reliable. The results are shown in table 5. Ideally, the acceptable range for alpha, according to several reports, is 0.70 to 0.95 (Tavakol et. al., 2011: 54). Table 6 presents the reliability coefficient for FLAS original and Turkish version.

Table 6: Cronbach's Alpha of FLAS

FLCAS	Cronbach's Alpha	N of Items
Turkish Version	0.86	33

For the Intercultural Awareness Scale (ICAS), through the Cronbach alpha reliability index, the scale's internal consistency reliability was investigated by Saka & Asma (2020) as to be ($\alpha=.901$). However, there was no Turkish version of this scale, hence, the researcher translated the items into Turkish and they were examined by her supervisor. Although, for the both scales, Greek students were given the English version as they were more able to comprehend the statements.

A coefficient of reliability was evaluated to ensure correct results and to demonstrate the instrument's reliability for the current study. The FLAS has both positive and negative worded items. In the positive worded items, strongly agree is given a score of 5 while in terms of negative worded items (2, 5, 8, 11, 14, 18, 22 and 32) strongly agree is given a score of 1. To get more dependable results, negative items were reversed using SPSS before calculating reliability.

Table 7 and Table 8 presents the Cronbach Alpha reliability value for the current study. It was found to be 0,86 and 0,86 for pre and post-tests of the Turkish version of the FLAS, whereas it was 0,90 and 0.74 for the pre and post-tests of the ICAS.

Table 7: Reliability Coefficients of the Pre- and Post-test of Turkish version for FLCAS

FLCAS	Cronbach's Alpha	N of items
Pre-test	0.86	33
Post-test	0.86	33

Table 8: Reliability Coefficients of the Pre- and Post-test of Turkish version for ICAS

ICAS	Cronbach's Alpha	N of items
Pre-test	0.90	20
Post-test	0.74	20

Besides, a reliability coefficient was assessed to guarantee accuracy and show the instrument's reliability for the current study for the questionnaire applied with the Greek students. Table 9 and Table 10 shows the Cronbach Alpha reliability value for the current study. It was found to be 0,95 and 0,94 for pre and post-tests of the FLAS used with Greek students, whereas it was 0,90 and 0.70 for the pre and post-tests of the ICAS.

Table 9: Reliability Coefficients of the Pre- and Post-test of Greek Students for FLCAS

FLCAS	Cronbach's Alpha	N of items
Pre-test	0,95	33
Post-test	0,94	33

Table 10: Reliability Coefficients of the Pre- and Post-test of Greek Students for ICAS

ICAS	Cronbach's Alpha	N of items
Pre-test	0,94	20
Post-test	0,70	20

2.11. The Project Plan and Background

Based on the project's Twinspace portal, this part covers the project's content, plan, and objectives. With this project called "Mother Under the Weather" it is aimed to explore the ways climate change has made a difference in everyday life. Additionally, the project aims to educate and raise students' awareness of climate change in their area and exchange their observations with their partners by the usage of ICT tools. The topic of environment is preferred as it is also covered in the 7th grades curriculum framework. The matching of the objectives of the eTwinning projects with the Ministry of Education (MEB) curriculum is a necessity. It is also expected to empower students' language knowledge and skills. Finally, another aspect of the project is to exchange cultural and traditional content so that language learners can get engaged in intercultural activities.

The project was founded by the researcher/teacher Nur and her Greek partner Teacher 1. Most of the content and the steps were decided by the two founders however other partners were welcomed to make contributions. Teacher 1 and Nur made a Zoom meeting to discuss the details of the project ahead in October 2022. In that meeting, it was decided that the project was supposed to start on November and end in April. The tasks and assignments were as it follows in the draft form: Introducing ourselves (teachers, students, school, cities, countries), logo design/ contest, other tasks related to global warming, pollution, environment and precautions as well as online meetings and collaborative project outcomes. Although the main project outline was defined, some details and additions were made along the way. When designing the activities of the project, the idea of integrating technology use and language learning was kept in mind. As stated by Gonzalez-Lloret & Ortega (2014: 4):

Language learning tasks which are mediated by new technologies can help minimize students' fear of failure, embarrassment, or losing face; they can raise students' motivation to take risks and be creative while using language to make meaning; and they can enable students to meet other speakers of the language in remote locations, opening up transformative exposure to authentic language environments and cultural enactments, along with tremendous additional sources of input.

Later on, other partners were included in the project and they were contacted through Partner Finding on ESEP Platform and added to the project. Finally, schools from Turkey, Greece, Serbia and Spain were involved in the project. There was another Zoom meeting to get to know partners and discuss the project map. The teachers also shared some responsibilities such as creating/editing the pages on Twinspace, leading a WhatsApp and Viber group for keeping in touch, planning the online meetings and managing the project blog page.

2.12. Tasks and Activities

An extended task, known as a project, typically integrates language skill through a variety of activities that come together to work towards a common objective which may include planning, information gathering through reading, listening, discussion of the information, problem solving, oral or written reporting, and display (Hedge, 1993: 276). In this regard, the first task of the project was the introduction of teachers and students on a Padlet page. Students were supposed to read and comment to other posts as well as writing an introduction of themselves. All of the students in the project used computers to access the Padlet page and wrote about themselves, their likes and dislikes as well as liking and commenting on their peers' posts. Figure 1 below shows a screenshot of a part of the Padlet page from students' introduction.

Figure 1: A screenshot of a Padlet page about students' introduction



As stated by İbrahim (2006: 2) writing is a challenging process and it necessitates juggling a number of factors, including vocabulary, punctuation, spelling, organization, audience and purpose. Since most of the students in the project had not used these Web 2.0 tools before, the teachers were responsible for introducing the tools and guiding students on how to use them. These tasks usually took place in the computer lab with the support of the teachers. There were some students who had access to Internet and computer and preferred carrying on with the activities at home as well. For the language use, students generally needed to use a dictionary and get help from the teacher or a peer. Peer instruction helps students learn, despite broad variations in how it is used (Tullis & Goldstone, 2020: 2). Since this was the case students were generally seated with a peer from whom they could get support. For instance, a weaker student (in terms of linguistic or technological skill) was placed near a stronger student.

The following tasks were separated for each month with a different topic. Each topic brought about certain steps to follow. For instance, students were supposed to search about a problem, brainstorm ideas, come up with suggestions, or simply share what they learned and present their ideas using Web 2.0 tools and finally share them with partner students on Twinspace. These tasks were especially designed to foster the usage of technology and foreign language. The final part of the tasks always includes uploading to Twinspace or presenting our outcomes to other partners, which gives students an audience for their works and a purpose to use English. A detailed description of the monthly activities is presented below in Table 11.

Table 11: Project activities monthly

Month	Topics	Activities	WEB 2.0 Tools
November	Introduction	Pre-Test Introducing students, the city, and the country	Google Forms Padlet ChatterPix
December	Logo design and contest	Designing logos and voting to choose a project logo	Canva Google Forms MentiMeter
January	Global Warming	Searching about global warming, learning key terms, presenting ideas using Web 2.0 tools Meeting Spain (Cultural Activities)	Toonytool Storyboard Word Cloud Maker Zoom Kahoot MentiMeter
February	Pollution	Raising awareness about pollution and sealife, creating an online dictionary using Web 2.0 tools (Terms defined in Turkish, Serbian and Greek)	Toonytool SMS Generator News Generator Google Sheets Vocaroo Zoom
March	Environment	Learning about natural disasters and brainstorming Meeting Greece (Cultural Activities)	Canva Miro Toonytool
April	Precautions	Suggesting solutions Evaluation Post-Test	Google Forms MentiMeter

Through the project there have been several meetings between schools including both teacher and students. Other than that, schools were specifically paired to meet online and exchange ideas. The participants of this research were actively involved in two meetings between Turkey-Greece and Turkey-Spain as well as another meeting with all partners. Students met online via Zoom and communicated in English. The details of the meetings are presented in Table 12.

Table 12: Details of the Project Meetings

Meeting Date	Meeting Schools	Activities Carried Out
10/12/2022	Turkey, Spain, Greece and Serbia	Teachers and students meet for the first time and introduce themselves They exchange ideas about the project map They plan the activities
17/01/2023	Turkey and Spain	Students introduced themselves in English, they made a quiz about the other school.
02/03/2023	Turkey and Greece	Students introduced themselves, they asked each other questions about daily routine, etc.

These meetings will be addresses in depth in the following sections regarding the findings. So far, a general description of the project outline was given and the aims and the steps of the activities were explained. Next section is devoted to the findings related to intercultural awareness.

2.13. Data Analysis

To find answers to the study's research questions, both quantitative and qualitative data analysis techniques were used in the current study. The Statistical Package for the Social Sciences (SPSS) application, version 25, was used to examine the quantitative data obtained using Foreign Language Classroom Anxiety Scale and Intercultural Awareness Scale. The qualitative information from the semi-structured student interviews, and teacher interviews was examined using the content analysis method.

Making meaning of the data in terms of the participants' perceptions of the situation through qualitative data analysis entails organizing, accounting for, and explaining the data while observing patterns, themes, categories, and regularities (Cohen et. al., 2007: 369). According to Cohen et. al. (2007: 369), there is no one single, right method to analyze and present qualitative data as long as the researcher always considers the task's suitability before proceeding. For the data gathered from the formative assesment charts, content analysis was implemented. Concepts and words were counted, coded and described in tabular form.

The interview is an adaptable instrument for gathering data because it allows for the use of verbal, nonverbal, spoken, and auditory channels (Cohen et. al., 2007: 349). Regarding the interviews, they were recorded and transcribed into Word file forms, while also comparing them with the notes taken during the interviews. Twelve strategies are suggested by Miles and Huberman (1994, as cited in: Cohen et. al., 2007: 369) for extracting meaning from transcripts and interview data. I tried to follow some of these steps during the data analysis such as "counting frequencies of ideas, noting patterns and themes, making metaphors, building a logical chain of evidence".

In order to pinpoint the specific difficulties emerging from the data, the researcher first generated transcripts of the audio recordings and read the information from student interviews several times. The codes were discovered through careful numerous readings, and they were organized into categories. The categories were used to help develop the themes. The thesis supervisor's professional judgment was also sought throughout the procedure. They were taken into account when rearranging the categories and topics.

To analyse the quantitative data collected from the questionnaires, SPSS (v. 25) was used. Before running statistical analyses, items 2, 5, 8, 11, 14, 18, 22, 28 and 32 in FLCAS were reverse coded as they were negative worded. The dame reverse coding process was done for item 20 in

ICAS as well. In addition, to check reliability of the findings, Cronbach's Alpha value was calculated for each questionnaire, including pre and posttests results.

Finally, besides the role of a researcher, I was also the English teacher of the participants, which can be considered as 'participant-as observer'. This gave me the opportunity to spend time around participants for the whole process and keep track of what's going on during the lessons and project activities. I was also able to record and take notes of students' conversations, behaviour, dialogues and comments.

In this chapter, selection of a case study and mixed methods design was justified, and the study's setting and participants were described. The following methods of gathering data were mentioned: documents and audiovisuals on the project's Twinspace, interviews, observation reflections, questionnaires and formative assesment files. The chapter first emphasized the specifics of data gathering, then covered validity and reliability concerns, and lastly described how the data was analyzed.

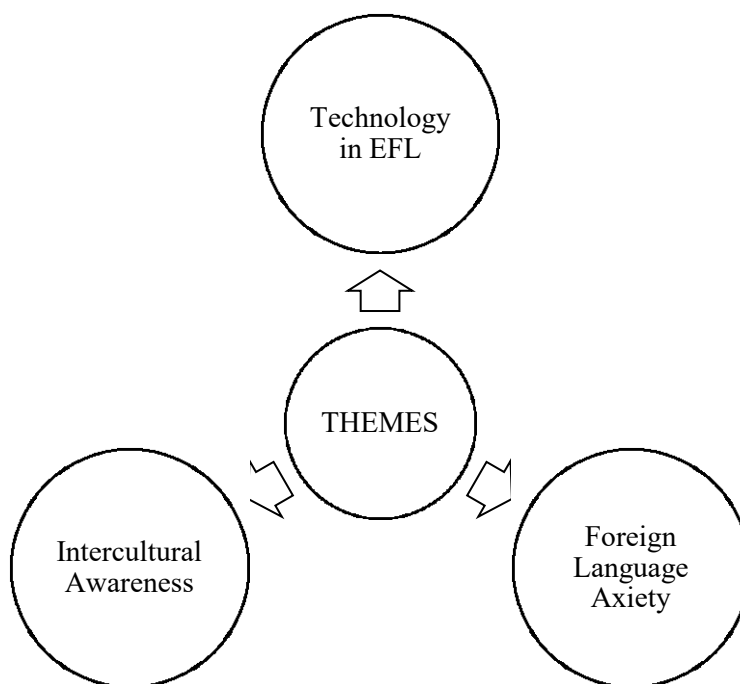
CHAPTER THREE

3. FINDINGS

The purpose of the study presented in this chapter was to determine the impact of an eTwinning-based project on students' foreign language anxiety and intercultural awareness level as well as students' and their teachers' perceptions of the inclusion of such projects into English lessons. The data were collected using both quantitative and qualitative methods, and the results of the analysis of both data formats are reported in the following sections. Essentially, this chapter is divided into four sections. The information related to the project plan and its background is presented in the first section. The second section is concerned with the outcomes of the study regarding intercultural awareness. The third part covers the findings related to foreign language anxiety. Finally, the data regarding the perceptions of teachers and students about technology use in EFL is presented.

The following section includes data collected from interviews, observation, questionnaires, formative assessments and files on Twinspace. The findings are categorized as Foreign Language Anxiety, Intercultural Awareness and The Use of Technology in EFL as can be seen from Figure 2.

Figure 2: Findings



3.1. Intercultural Awareness

The findings related to intercultural awareness is discussed in this section. To answer this, questionnaires, interviews, observation and formative assessment were used to gather data. Each sub-section will provide data obtained from the related data collection instrument about intercultural awareness.

3.1.1. Data Gathered From The Questionnaires

Intercultural Awareness Scale (ICAS) was implemented just before the project started. Students read the items on a handout and rated the extent to which they agree or disagree with each statement below by marking the appropriate box on the scale. The scoring of the scale was as it follows: 1=Completely Agree, 2=Agree, 3=Not Certain, 4=Disagree and 5=Completely Disagree. The items were all positive worded except Item 20, which was code-reversed. Hence, the lower score would indicate a higher level for intercultural awareness. The scores of each student were calculated and the mean scores were measured. Table 4 shows the mean scores of pre and post test results of Turkish students in the project. Then, a Wilcoxon Signed Rank Test was run to see whether there is a significant difference in students intercultural awareness level after the project implementation.

Table 13: The Mean Scores Of Pre And Post Test Results Of Turkish

Scale / Participants	Pre-Test Scores Mean	Post Test Scores Mean	Sig.
ICAS / Turkish Students	47,30	42,80	0,126

Based on Table 13, it can be inferred that although not statically different, there is a decrease in the mean scores, which points out to an increase in their intercultural awareness level. This means that, without time limitations it might be possible to achieve a significant difference in terms of intercultural awareness scores.

Regardless of the lack of significant difference in overall ICAS scores of the Turkish participants, a Wilcoxon Signed Rank Test was also applied for every single item on the questionnaire. Based on the 5-point Likert scale (1=Completely Agree, 2=Agree, 3=Not certain, 4=Disagree and 5=Completely Disagree), for the two positive worded items (1 and 17), there is a significant decrease in the mean scores. That is to say, the participants' answers are closer to the "Agree" option after the post test. In the questionnaire, the only negative worded statement was Item 20, hence it was reversed using SPSS code reversing. Considering this, for the Item 20, the following values were assigned: 1=Completely Disagree, 2=Disagree, 3=Not certain, 4=Agree and 5=Completely Agree. So, it is clear that these three statements have increased in their mean scores

after the post test. To have a better understanding, Table 14 below shows the statistical analysis for the Item 1, 17 and 20.

Table 14: Items with Significant Difference

Items	Pre-Test Mean Score	Post-Test Mean Score	Sig.
1.I am interested in learning about other cultures.	2,00	1,60	0,046
17.I believe cultural events are great opportunities to learn about other cultures.	2,20	1,60	0,034
20.I do not accept the opinions of people from different countries.	3,00	1,60	0,019

Table 14 presents the mean scores for 1, 17 and 20 and their significant difference (p value $< 0,05$). Therefore, it could be interpreted that after the eTwinning project implemented, the participants became more interested in learning about other cultures and learning the values of different cultures. In addition, their tendency to believe that events are great opportunities to learn about other cultures have increased based on the post test results. Finally, the mean score of the negative worded statement (Item 20) in the questionnaire was decreased in the post test results. In other words, their answers are closer to “Disagree” after the project. Thus, it can be claimed that students’ attitudes towards accepting the opinions of people from different countries have improved positively.

Other than these three items, there was no significant difference in the results. Considering the limitations of the study such as the duration of the project and the limited number of interaction among the students with other group of students, even these small improvements can be sufficient enough to crack a window for certain potentials and benefits of eTwinning projects for language teachers.

Thanks to Teacher 1, Intercultural Awareness Scale (ICAS) was also shared with the Greek students and they completed the questionnaire before starting the project. However, her students had access to the scale through Google Forms and did it online.

The scoring of the scale was as it follows: 1=Completely Agree, 2=Agree, 3=Not Certain, 4=Disagree and 5=Completely Disagree. The items were all positive worded except Item 20, which was code-reversed. Hence, the lower score would indicate a higher level for intercultural awareness. The scores of each student were calculated and the mean scores were measured. Table 6 shows the mean scores of pre and post test results of Greek students in the project. Then, a Wilcoxon Signed Rank Test was run to see whether there is a significant difference in students intercultural awareness level after the project implementation.

Table 15: The Mean Scores of Pre and Post Test Results If Greek

Scale / Participants	Pre-Test Scores Mean	Post Test Scores Mean	Sig.
ICAS / Greek Students	31,66	26,66	0,345

Based on Table 15, it is clear that there is no significant difference in students overall intercultural awareness scores. However, it is seen that there is a decrease in the mean scores, which means an increase in their intercultural awareness level. That is to say, if it had been not for the certain limitations of the study, this difference might have been meaningful.

The Mann-Whitney U test was used to compare the results of the pre-tests for the study's two different participant groups, as indicated in Table 16. The results show that there was significant difference between the pre-scores of the groups since the significance level was (.023), which is lower than the required significance level of (.05). Since the Turkish students' mean rank was higher than the Greek students', this indicates that the first groups' pre-test scores were higher than the Greek students. Based on the scoring of the scale, it means that before starting the project, intercultural awareness level of Turkish students was lower compared to the Greek students.

Table 16: The Mann-Whitney U Test for The Pre-Tests of Two Groups

Scale	Group	Number	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Pre-Tests ICAS	Turkish Students	10	10,60	106,00	,023
	Greek Students	6	5,00	30,00	

Participants in the groups reported post-test results for the study after the eTwinning implementation. Based on these results, the significance was determined to be (.004). As shown in Table 17, there is also significant difference between the group' post-test scores. The fact that the mean rank of the Turkish students was greater than that of the Greek students suggests that the first group's pre-test scores were higher than those of the Greek students. According to the scale's scoring, Turkish students' intercultural awareness level was still lower after the project than that of Greek students.

Table 17: The Mann-Whitney U Test for The Post-Tests of Two Groups

Scale	Group	Number	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Post-Tests ICAS	Turkish Students	10	11,15	111,50	,004
	Greek Students	6	4,08	24,50	

Overall, the quantitative data gathered revealed that, although both groups' overall scores do not have significant difference between pretests and posts test results, Turkish students' mean scores regarding three items have decreased, which points out to an increase in their intercultural awareness. When the two group is compared, it is seen that Greek students overall mean scores are

lower than Turkish students. In other words, Greek students had a higher level of intercultural awareness before and after the project.

3.1.2. Data From Observation

As a participant researcher, I was around the students the whole process. We first met with Spanish group and then the Greek group. Indeed, meeting online made them feel shy, nervous and excited at the same time. One thing that did not go unnoticed was the prejudice against meeting with “others”. The students kept asking me questions such as “*What if they don't like us? Why do we have to learn English? They should learn Turkish. What if their English is better than us?*” Since the participants of this study were 7th graders living in a village in Rize, they had never had an interaction with a foreigner before and they thought even Spanish or Greeks speak English, so they might judge their language skills. Turkish students were also under the impression that while they are learning English, “others” should be learning Turkish. After these interactions they found out that the Spanish and Greek students also have their own native languages just like Turkish students and they are trying to learn English as a foreign language. As far as it was observed, this issue was related to their sense of identity and these experiences gave them a different window to look through and question why they are learning English and understand that they do not need to speak perfectly.

Additionally, the tasks and online meetings brought student from different backgrounds together and gave them a setting where they could exchange information regarding their daily lives. For the Turkish students, even learning one word from a different language and teaching others a Turkish word was a life changing experience. Although they were shy and unsure about the online meetings in the beginning, after that they started asking me questions like “*Teacher, when will we meet again?*”. They were much more eager and enthusiastic about getting to know other students, learning more about them and their lifestyles.

This project was obviously powerful in terms of raising students’ awareness. For instance, upon learning that there would be a meeting between Greek students and Turkish students, one of the students made a comment about meeting Greek partners by implying that it was useless and waste of time, thinking they should only meet Spanish students. However, I observed that other students warned him not to be racist and prejudiced before getting to know them. There were similar comments from time to time especially for Greek students, but after meeting online, they kept saying things such as “*Teacher, they are so friendly, we have hobbies in common. I did not think I would like them.*”. Therefore, considering the political tension between the two countries, it may be common for students to have such preconceived ideas. Yet, these projects present opportunities to students to experience interaction with peers from different cultural backgrounds and help them to respect others.

All in all, the dialogues and reflections of students demonstrate that their attitudes and ideas regarding other cultures have changed for the better. The project helped them improve values such as empathy, tolerance and respect for others.

3.1.3. Data From The Interviews

There were several interviews during and after the project, both with teachers and students. Overall, the Greek teacher, the Spanish teacher, the Greek students and the Turkish students participated in these interviews. Data from those interviews certainly reveals numerous benefits of eTwinning projects in terms of cultural awareness. For instance, according to Teacher 1:

Of course, there are various benefits of these projects. The first is to contact with other cultures, they become motivated, to get in a different world apart from their own. And see different things, and meet new people of course, and improve their learning skills, which is reading, listening, speaking. In general, they learn how the world works. What I see is that they become more connected first with the language and then with people from other countries of the world. They meet new people; they share experience. Other benefits have to do with social skills, communicative skills, to learn to be other in people's positions, the ability to see other people's problems and other people's perspectives sometimes. Empathy, for sure.

Based on the 15 years of teaching experience and observations of Teacher 2, the Spanish teacher in the project, she states that:

First of all, this is a more motivating way to learn a new language. My students love working with students that are their same age or similar and live far away. They also love communicating and playing with them. They work harder when they know that are going to speak to foreign students.

The interview with the students included this question “*Did you learn anything new about the cultures of your foreign peers involved in the project?*” For that question, it can be definitely claimed that the Turkish students generally think they have learned something new about their foreign peers. The following are some of their utterances:

Yes. For example, their favorite food is omlette. Huh, Spanish Omelette. There was one more dish... At the same time, in the questions they asked us, I learned their capitals, the names of their schools, the city they are currently in and many of their features. And now that I know their culture, I feel like a ‘scholar’. (S4T)

We learned that they are respectful and new things about their school, for example, lessons in their school take 55 minutes. It's too much for me, teacher. Their classrooms were larger and wider. Their famous dish is Spanish Omlette. There is Laliga league in their city, I like it very much. (S1T)

They were funny and respectful, they had 6 lessons a day, it sounded so little to me. The name of the city they lived in started with P... Oh Paella, it was a food they ate. They had good teams in their city. (S2T)

Teacher, if I remember correctly, we learned where their schools are. And what city it's in or state, I don't know which one... we have provinces but... we also learned the name of their school. (S9T)

As it can be understood from the answers, students seem to have enjoyed this experience, learn some details about the other group and they compare and contrast with their own lives, which is a part of intercultural awareness. In some sentences, it is clear that the students found similarities between themselves and the others such as learning English as a foreign language. On the other hand, they also noticed some differences like lesson hours and cultural objects like food. Moreover, one student expresses that she feels like a “scholar” now that she engaged in such an activity and learned about others. This quote actually shows how powerful these interactions can be from the eyes of a 7th grade student.

For the same question, the following statements include data from the Greek students:

Yes, especially during the meeting with Türkiye. I learned a lot of things about their school program. (S2G)

Yes, I did. They taught me some words of their language and some traditions too.” (S1G)

Yes, I have learned some things. And I am pretty sure that the project keeps going, I will learn more and more things about them (S6G)

Regarding the question “*What do you think about your foreign peers involved in this project?*”, the answers suggest that although students were nervous and suspicious about this activity at first, they seemed to have gotten used to the idea of meeting people from different cultures. For instance, some students said that:

It would be great if there was another meeting. Teacher, the foreign peers, they seem very prepared. But since we were so worried about being careless... they also did a good job, my teacher. They enter the stage without any fear and spoke faster. We were few in number, but it took longer for us to introduce ourselves. We were embarrassed. (S9T)

I mean, I loved them. They speak English as well as we do, which I loved very much. Then, I can't explain right now that they too had difficulties and then they too got help from their teachers. I mean, they're just like us. (S5T)

These answers point out to the fact that although students felt worried before the activity, they appreciated that there was nothing to be afraid of or be anxious about given that they witnessed other students are just like them who are middle school students learning English, making mistakes and getting help from their teachers. Finally, the answers also point out to the fact that, students desire to have a similar experience again. In other words, these kind of activities help learners get past their prejudice and see English as a communicative tool.

For the same question, “*What do you think about your foreign peers involved in this project?*”, the Greek students’ answers are as follows:

We have learned together and made really good conversations. I am really looking forward meeting them again. (S3G)

Having people from all over the world participating in this project is interesting. Because we get to learn more about their cultures. (S5G)

I don’t really talk to them but they seem pretty interesting. (S1G)

I think that they are very polite and sweet but some of them doesn’t know English well. So, it is hard to communicate. (S2G)

As can be seen above, the other group also reflects on this activity positively. However, the level difference in terms of language skills between the two group was a bit of a challenge and a barrier. Like any project activity, these tasks and activities during the project was planned and organized carefully, although it had its challenges and they were not perfect. Yet, even with the limited amount of time and time difference among countries, availability of the teachers and students, the teachers tried their best to come up with appropriate activity and setting for the interactions to take place. This being the case, the efforts and the outcomes are considered valuable.

3.1.4. Data gathered from Formative Assesment

The primary act in formative assesment is the learner’s perception of a difference between a desired objective and their current level of understanding and in order to reach the intended outcome, the learner will attempt to close the gap (Black & Wiliam, 1998: 20). Hence, to get immediate feedback from the students during the project activities seemed as a crucial step to include in the data collecting process. Two KWL (Know-Want to Know-Learn) charts were implemented before and after the meetings with Spanish and Greek students in the project. The students filled the first two columns before the meetings and filled the third column after the meeting. Additionally, they wrote how they felt about this experience in general. The first meeting with Spanish students took place on 18th February. The fundamental process of coding entails selecting a cohesive section of your empirical material—a word, a paragraph, or a page—and labeling it with a single word or phrase that captures its essence (Linneberg & Korsgaard, 2019: 6). Hence, the data gathered from the students’ answers were examined and coded. Table 9, 10 and 11 below show the details of students’ answers.

Table 18: KWL Chart 1 Before Meeting Spanish Group

What I know about our project partners	Number of Students
The fact that they are from Spain	9
They know English like us	2
La Liga and other football leagues	2

Table 19: KWL Chart 2 Before Meeting Spanish Group

What I want to know about our project partners	Number of Students
Their school and lessons	5
Whether they have visited our country	2
Whether they like our country	3
Their culture and country	4
Whether they play football	1

Table 20: KWL Chart 3 After Meeting Spanish Group

What I have learned about our project partners	Number of Students
Their school's name	4
Their traditional food (Paella) (Spanish Omelette)	5
Their capital	1
The city they live (Cuenca)	4
Their lesson hours	3
Students' names	1
They all love football	2
We have 2 hours difference	2

Table 18, 19 and 20 present students' answer to KWL chart before meeting Spanish students for the first time. Based on Table 18, they only know they are from Spain. Also, while two of them know about their football leagues, the other two say they know English like themselves. Table 19 shows answers regarding what they want to know about them. The most frequent written answer is their school hours and lessons. Clearly, school is a big part of their daily lives and they want to know about Spanish students' school life to compare and contrast. Finally, Table 20 presents the part which was completed after the online meeting. Obviously, the most frequent answer is Paella and Spanish Omelette. Then, their school and their city are the second frequent answer. Others are also listed on the table.

Upon completing the KWL charts, students were asked to write a short answer about how they were feeling. The following include some answers:

I am happy because I have learned about different cultures
We felt very good

Çok iyi hissettim, çok iyiydi. (Translation: I felt very good, it was good)

I had fun

It was a nice activity. I would love to do it again. I was excited, it was good and I was a bit shy

I liked it

Exciting

It was beautiful

The second implementation of the same chart was done before and after meeting the Greek students. Table 21, 22 and 23 demonstrates their answers. Based on Table 21, they only know they are from a secondary school in Greece. Besides, while three of them says they sent help after the earthquake while only two indicates they learn English like them. Table 22 shows answers regarding what they want to know about them. The most frequent written answer is their school. Finally, according to Table 23, they learned that some Greek students know a few Turkish words and they know about a Turkish football team.

Table 21: Before Meeting Greek Group

What I know about our project partners	Number of Students
They are in secondary school	4
They sent help after the earthquake	3
They learn English like us	2
That they are Greek	4

Table 22: Before Meeting Greek Group

What I want to know about our project partners	Number of Students
Their city	2
Their hobbies	1
Their food	2
Their school	4

Table 23: After Meeting Greek Group

What I have learned about our project partners	Number of Students
Turkish words that they know	3
The fact that they speak English better than us	2
They are mostly girls	2
That they like Fenerbahçe	3
Their age	2
Their hobbies	2

Similarly, after completing the KWL charts, students were asked to fill in the blanks about how they were feeling. The following include some answers:

I felt shy
Shy, excited
It was good. I did not appear much so I haven't learnt much but it was nice. I liked it. It was nice to meet them.
I had fun. They called me beautiful
Good
Very good

The data obtained from students formative assesment papers reveal what students think and know before the online meetings with international peers and how they feel about these experiences. It is clear from their answers that Turkish students were feeling shy and nervous, but also excited about the activities. Table 11 and 14 presents what they learned after meeting Spanish and Greek students. That is to say, these activities surely benefited them and they were perceived positively by the students.

3.1.5. Data Gathered From Project Portal

Everything done as a project task or an outcome is shared on Twinspace platform with other partners. Sometimes it can be in the form of written, audio, photo and a video material or sometimes through a link. This project's main theme was environmental issues. However, it also included the use of Web 2.0 tools and some cultural content exchange. To start with, our first cultural exchange occurred through a Zoom meeting with Spanish group.

In the first meeting with the school from Spain, students' age and English level were similar and low. The two teachers (Nur and Teacher 2) helped students to speak up and express themselves. After they met, each school prepared a Kahoot quiz about their school and the city, the other team played the quiz. For instance, the participants of the study answered the questions prepared by team Spain and vice versa. And the Spanish group answered the questions prepared by the Turkish team. Figure 3 shows some examples from the quiz prepared by the Turkish team and played by the Spanish students.

Figure 3: A Screenshot of the Kahoot Game from a Meeting Between Spain and Türkiye

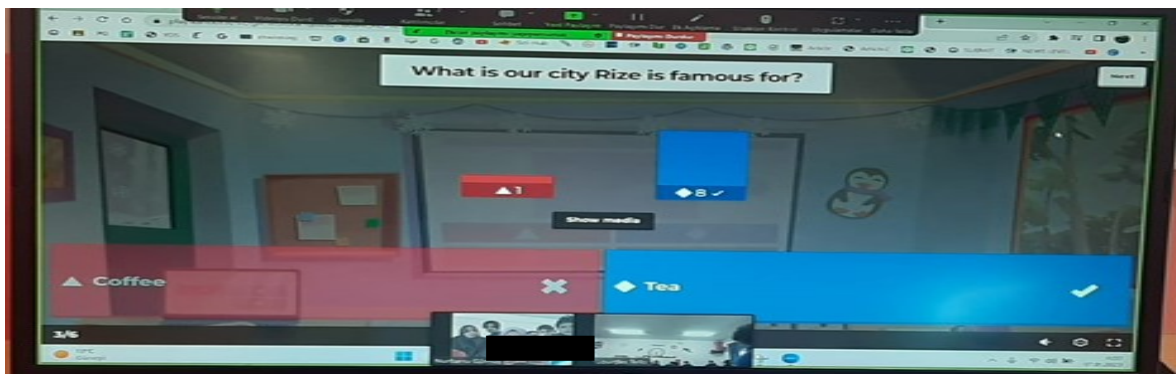
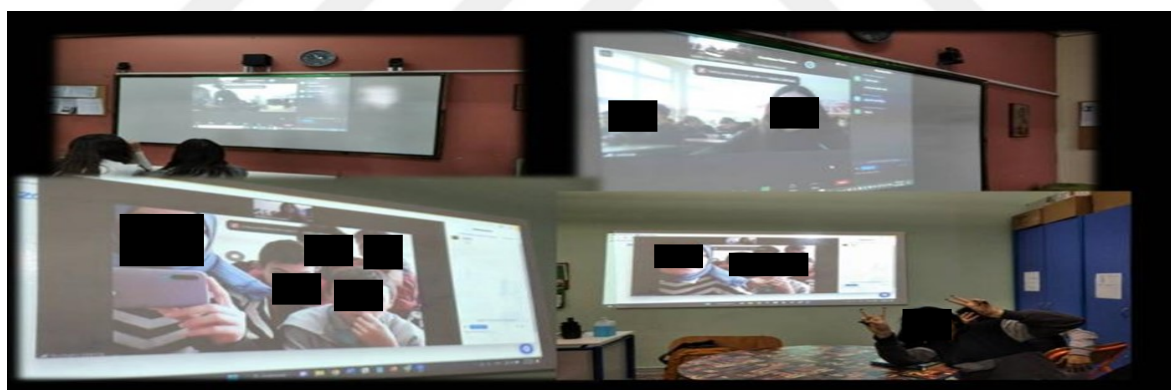


Figure 3 shows a shot from the quiz played during the online meeting between Spain and Türkiye groups. The idea behind was to guess and find out information about the target schools, cities and educational settings. And the use of Kahoot made it much more interesting and fun. It was also considered as an ice breaker since the students had no idea about each other and they were nervous. Both groups prepared the questions in English trying to keep the sentences as simple as possible to make students understand easily. This experience included the objectives such as getting to know students from different countries, learning about their setting and culture as well as using technological devices.

In another meeting with the school from Greece, students' age and English level were not similar. The Greek students were older, hence, more capable users of English. The Turkish students needed support from the teacher to understand and keep up with the communication during the online meeting. After they introduced themselves in English, students who were voluntary, stood up and asked personal and daily life questions to the other group, they had a casual conversation, they talked about their hobbies, daily routines, schools and cities. Finally, they taught each other some Turkish & Greek words. The Figure 4 shows some moments captured during the meeting between Türkiye and Greece schools.

Figure 4: A Screenshot from the Online Meeting Between Greece and Türkiye



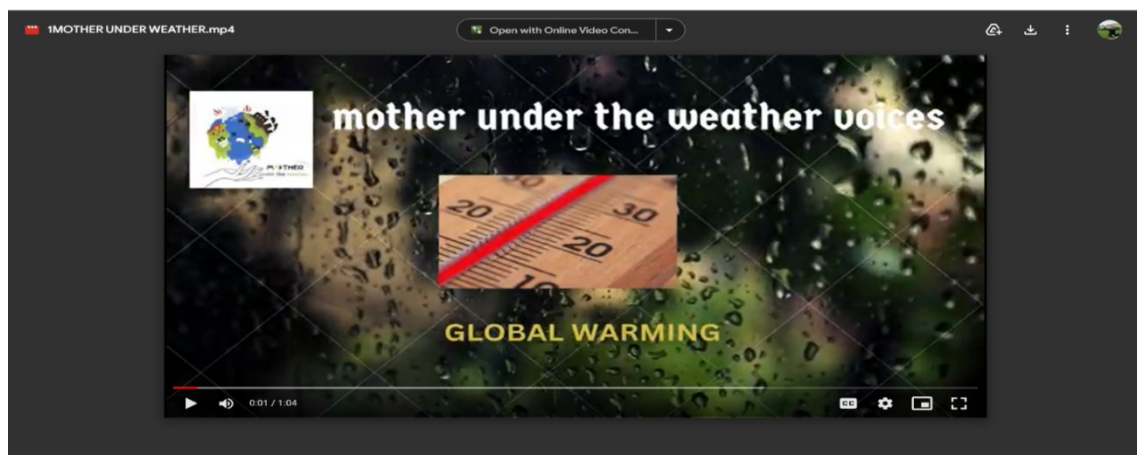
As eTwinning projects require great amount of collaboration and cultural exchange between partner schools, the teachers discussed and came up with a digital dictionary idea as the project outcome. Each school was supposed to think of the English words with their definitions related to the climate change and provide meaning in their mother tongue as well as writing and recording voice of the pronunciation by the students. Creating a digital dictionary for the project topic was considered to be our collaborative output for the project combining cultural exchange and the use of digital tools and also foreign language learning.

Figure 5: Digital Dictionary for Created By Collaboration of Each School

			GREEK	SERBIAN	TURKISH	SPANISH	
B	Biodiversity	The variety of animals, plants, fungi, and even microorganisms like bacteria that make up our natural environment are all included in what is known as biodiversity.	βιοποικιλότητα	биодиверзитет	biyoçeşitlilik Biodiversity	biodiversidad	
C	CARBON DIOXIDE	a colourless, odourless gas produced by burning carbon and organic compounds and by respiration. It is naturally present in air (about 0.03 per cent) and is absorbed by plants in photosynthesis	διοξειδιο του ανθρακα διοξειδιο του ανθρακα	Углекислотина	Karbondioksit	dióxido de carbono	

As can be seen from Figure 5, the words, their definitions and the recordings are included in this Google Forms in each language edited by the related partners. The voice recordings for each term were recorded through Vocaroo. Each school from the target country recorded the words in their mother tongue as well providing an English definition. The Turkish participants of this study provided the Turkish pronunciation for the target words. Then they shared the links to these recordings on this page. After that, Teacher 1 collected all these recordings and images and turned them into a video and made it available for every participant to watched it. The following screenshot is from one of the videos. Since there were many terms, totally the material consisted of 4 videos.

Figure 6: The Video Version of the Digital Dictionary



As seen in Figure 6 above, the video includes the voice recordings of each word in the digital dictionary with the images and logos designed by the students using Canva. This video was shared with the students and they listened to their own recordings as well as their peers', hence, enabling them to learn the terms in different languages as well. This activity was designed to raise students' awareness towards different languages and cultures other than their own.

As a final cultural activity, which was kept optional and flexible. Every teacher could choose a topic and present an activity as long as it included some cultural content of their own country. The researcher of the present study decided to have a traditional food related task. She assigned the students to choose any traditional food and introduce it on Padlet and share it with others.

Figure 7: A Screenshot from the Padlet Activity

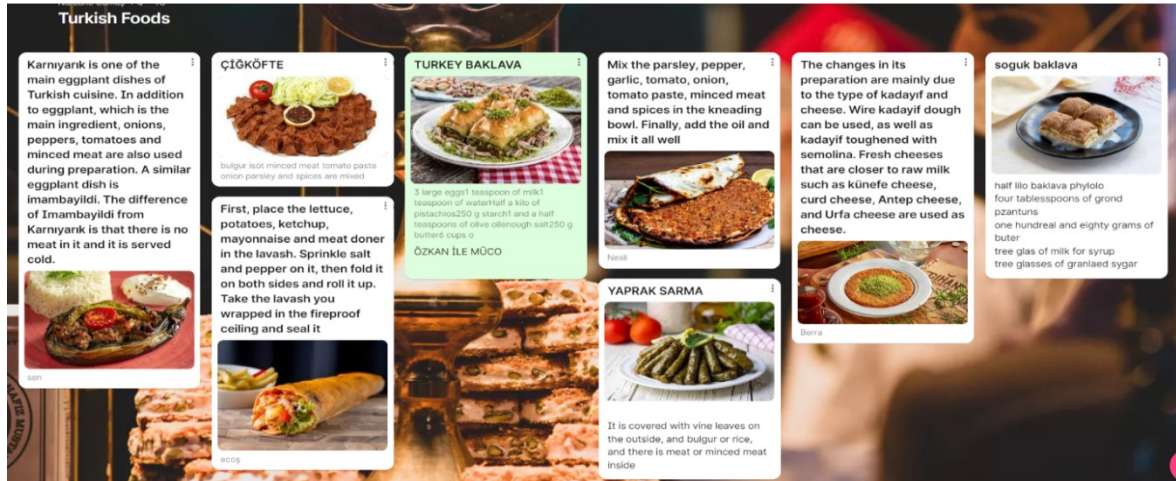


Figure 7 shows the works of Turkish students. The teacher took them to the computer lab, they searched about Turkish foods, recipes and ingredients. Then, they wrote down an introduction about the chosen food on Padlet. Finally, the teacher shared the Padlet link on Twinspace, which made it visible to all partner teachers and students.

Following this, the Greek team also shared some images from their Xmas School Bazaar and a traditional bread making recipe they followed step by step. Figure 8 and 9 presents some examples from the cultural activities done by Greek students and shared on Twinspace.

Figure 8: Xmas School Bazaar from Greece



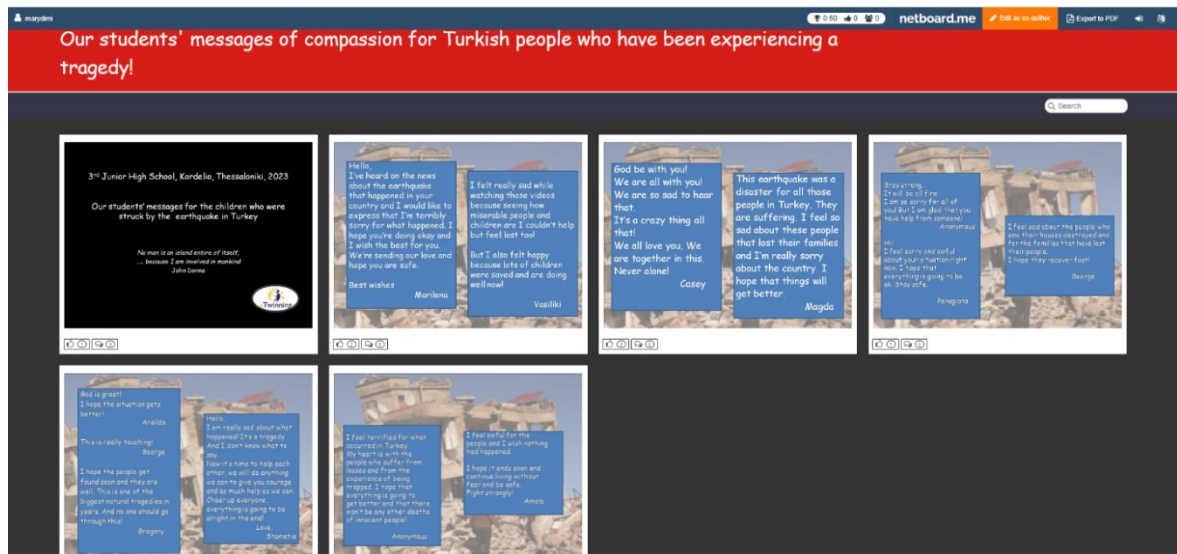
Figure 9: Photos of Breadmaking Recipe of Greek Students



Figure 8 shows some materials from their Xmas School Bazaar and they include students' handmade works made from reused materials. Figure 9 is a screenshot from a recipe of a traditional Greek bread. Students followed the steps, made a traditional bread while taking photos of the steps and shared it on Twinspace. Since the Turkish group did not have the opportunity to prepare a dish and record the process, they preferred giving a recipe of Turkish traditional foods on a digital platform. That is an example of how Greek and Turkish students engaged in culture related activities together.

Finally, the partners of the project were concerned with the well-being of our students after the earthquake so they sent their condolences and support to us. Since the Serbian and Spanish team included photos of their students, only one example from the Greek team can be presented here. Figure 10 presents the messages of Greek students.

Figure 10. Greek Students' Messages About the Earthquake



Overall, with the activities and meetings related to cultural awareness, it was aimed to expose the students of this study to different worlds, get to know students from different countries and cultures than their own, discover differences in others and indeed use English to communicate with them. Just like the Spanish teacher, Teacher 2 puts into words:

We also have another project with a school from Italy. My students like it too, but they love meeting with Turkish students more because I think, they perceive Italians to be more similar to us while Turkish students seem more interesting and different to them so they can learn about new cultures and countries.

This comment definitely indicates that, these projects offer learners of foreign language an environment where they can encounter students from different background but also have similar interests and aims such as learning English as a foreign language. This also gives them a chance to interact in the target language and get exposed to it, which may not made available otherwise, for most learners in Türkiye setting.

3.2. Foreign Language Anxiety

The findings related to the foreign language anxiety are examined in this section. To explore this issue, questionnaires, interviews and observation were used to gather data. Each sub-section will provide data obtained from the related data collection instrument foreign language anxiety.

3.2.1. Data Gathered From The Questionnaires

In order to measure whether there is a significant difference between students' level of foreign language anxiety, FLAS was implemented just before the project started and after the

project ended. Students read the items on a handout and rated the extent to which they agree or disagree with each statement below by marking the appropriate box on the scale. The scoring of the scale was as it follows: 1=Completely Disagree, 2=Disagree, 3=Not Certain, 4=Agree and 5=Completely Agree. The items were all positive worded except 2, 5, 8, 11, 14, 18, 22, 28 and 32, which were code-reversed later for scoring. Hence, the higher score would indicate a higher level of foreign language anxiety. The scores of each student were calculated and the mean scores were measured. Table 13 shows the mean scores of pre and post test results of Turkish students in the project. Then, a Wilcoxon Signed Rank Test was run to see whether there is a significant difference in students' anxiety level after the project implementation.

Table 24: The Mean Scores of Pre and Post Test Results of Turkish

Scale / Participants	Pre-Test Scores Mean	Post Test Scores Mean	Sig.
FLAS / Turkish Students	84,50	86,30	,721

As can be seen from Table 24, when the mean scores of pre- and post-test results are compared using Wilcoxon Signed Rank Test, there is no significant difference regarding participants overall FLAS scores. The scoring was based on that fact that a score between 33-75 is low, 76-119 is medium and above 120 is high. Before starting the project, student had a medium level of foreign language anxiety, after the project they still had medium level of foreign language anxiety. However, when each statement on the questionnaire was analyzed as a single item, some of them revealed significant difference in terms of pre and post test results.

Considering the fact that when the p-value is 0.05 or less than 0,05, it is regarded as statistically important. In this case, the data shows that there is significant difference in some of the statements in the questionnaire. That is, the p value for items 5 and 11 are less than 0,05. Hence, it can imply that for these statements, students' perceptions have greatly changed after the project implemented. To make it clearer Table 25 shows the items and their mean scores.

Table 25: Items with Significant Difference

Items	Pre-Test Mean Score	Post-Test Mean Score	Sig.
5. It wouldn't bother me at all to take more foreign language classes.	3,20	2,00	0,048
11. I don't understand why some people get so upset over foreign language class.	3,40	2,10	0,41

The 5 Likert scale consisted of 1=Completely Disagree, 2= Disagree, 3=Not Certain, 4=Agree and 5=Completely Agree. Bearing that in mind, negative worded items in the questionnaire including 5th and 11th were reverse coded to obtain more accurate results. Hence, looking at the change in the mean scores of Item 5, it can be said the degree to agree "It wouldn't

bother me at all to take more foreign language classes.” has increased after the project implementation. Hence, it is clear that the participants are now more eager to take more foreign language classes. Also, considering the significant difference in Item 11, it is seen that the extent to agree with “I don’t understand why some people get so upset over foreign language class.” has also increased greatly. In other words, students started feeling more positive about foreign language classes after the project.

To put it simply, the analysis above clearly put forward that after the project students became less anxious and more eager about taking more foreign language classes. Likewise, their perceptions towards English lessons have dramatically changed for the better and more positive.

Thanks to Teacher 1, Foreign Language Anxiety Scale was also shared with the Greek students and they completed the questionnaire before starting the project and after ending the project. However, they had access to the scale through Google Forms and did it online.

Table 26: The Mean Scores of Pre and Post Test Results of Greek Students

Scale / Participants	Pre-Test Scores Mean	Post Test Scores Mean	Sig.
FLAS / Greek Students	67,33	66,16	,753

As can be seen from Table 26, when the mean scores of pre and post test results are compared using Wilcoxon Signed Rank Test, there is no significant difference regarding participants overall FLAS scores. The scoring was based on that fact that a score between 33-75 is low, 76-119 is medium and above 120 is high. Before starting the project, student had a low level of foreign language anxiety, after the project they still had low level of foreign language anxiety. However, when each statement on the questionnaire was analyzed as a single item, one of them revealed significant difference in terms of pre and post test results.

Taking into account the fact that a p-value of 0.05 or less is considered statistically significant, the data displays that there is significant difference in one of the statements in the questionnaire. That is to say, the p value for the Item 17 is lower than 0,05. Thus, it may suggest that for this statement, students’ perceptions have significantly altered as a result of the project’s implementation. The accompanying table illustrates related data to provide more clarity.

Table 27: Items with Significant Difference

Items	Pre-Test Mean Score	Post-Test Mean Score	Sig.
17.I often feel like not going to my language class.	1,50	2,83	,038

Interestingly, looking at the results concerning the Greek students, it can be interpreted the students mean scores have increased merely for Item 17 after the post tests. Item 17 is categorized under fear of negative evaluation based on Horwitz (1986). Hence, after the project implementation, students might have felt like they are being evaluated, which may have caused them to feel less eager about going to language classes.

Finally, to understand whether there is difference between the two groups' FLAS scores, The Mann-Whitney U Test for the pretests was applied. Table 28 shows that there was no significant difference between the group' pre-test scores for FLAS. This means that, before the start of the project, the students of both groups had similar levels of foreign language anxiety.

Table 28: The Mann-Whitney U Test for The Pre-Tests of Two Groups

Scale	Group	Number	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Pre-Tests FLAS	Turkish Students	10	9,80	98,00	,158
	Greek Students	6	6,33	38,00	

The Mann-Whitney U Test for the pretests was applied for two groups' posttests FLAS scores. After eTwinning project, participants of the groups provided post-test scores for the study and based on these scores, the significant difference was found to be (.073). As shown in Table 29, there was no significant difference between the group' post-test scores. However, based on these results, Turkish students had a higher mean rank as 101,50 while the mean rank was 34,50 for the Greek students.

Table 29: The Mann-Whitney U Test for The Post-Tests of Two Groups

Scale	Group	Number	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Post-Tests FLAS	Turkish Students	10	10,15	101,50	,073
	Greek Students	6	5,75	34,50	

Overall, the quantitative data gathered showed that, although both groups' overall scores do not have significant difference between pretests and posts test results. Additionally, Turkish students' mean scores regarding two items have decreased significantly, which means for these items students anxiety level has also decreased. Besides, Greek students' mean scores regarding one item have increased significantly, which means for this item their anxiety has increased. When the two groups' mean ranks were compared, it is seen that there is no significant difference. However, the Greek students had a lower level of anxiety before and after the project.

3.2.2. Data Gathered From The Interviews

Concerning the relation between eTwinning projects and foreign language learning anxiety, it would be inevitable to claim that they most certainly have a positive impact on the students. As it was put by the co-founder of the project, Teacher 1:

First of all, to start with, I think any project contributes positively, yes, they have foreign language anxiety but not high, a little maybe. And I think they are brave enough to talk and communicate. Of course, this program is very helpful. Because they are different levels, they are not on the same level, in their language skills, there are problems in their effort to understand and communicate in English.

She implied that her students, which is the second group, does not have a high level of anxiety and they are brave enough to talk and use English. Although there are some challenges, such as the differences in learners' language ability, the benefits cannot be underestimated. Some of her students' comments to the question *"Has there been a change in your level of anxiety about learning a foreign language with this project? If so, how?"* are presented below:

No, I wasn't afraid of learning a new language. (S2G)

No, there has not been any change at all. (S5G)

I was so shy to speak in front of others, neither because I had anxiety, nor because of my being scared of making a mistake. I just wasn't used to it. (S3G)

No, it has not changed because I did not have a learning foreign language anxiety. I love learning about pronunciation and writing rules. (S6G)

As can be inferred from these comments, the second group generally feel confident and willing about foreign language learning. Unlike the first group, Turkish students. Here are their answers to the same question:

For example, I thought other countries would look at me strangely like this, and I was too embarrassed to go in front of them. At the same time, I thought that I could not speak the language. But then I was more interested in English and with this activity, I thought to myself that I could do it. (S4T)

I was very nervous in English lesson. I thought I couldn't do it. But now, I am not that nervous. (S8T)

For now I don't think anything has change, teacher. But with more time, maybe. (S1T)

Now my anxiety level was initially like this. We were introducing ourselves on Zoom, I was embarrassed, teacher, when we were speaking English. After that, I thought... I was a little worried when I saw the kids there. I started to feel ashamed. My face was red. After that, teacher, after talking with friends, I said there is nothing to be ashamed of here. I said I should talk too. (S9T)

When the students' answers are compared, it is obvious that the Turkish students in the study had doubts and concerns towards the project activities, but their following comments are evidence

that this has changed over time. *“How did you feel at the start of the project? How do you feel now?”*

When we first started, I was excited. I was not sure if I could do it or not and get scolded. After that, I checked, there was no need, after all, life goes on. Everything was so easy” (S5T)
Honestly, teacher, i was too excited. It was the first time for me to speak to foreigners so I was stressed. But these feelings have changed, they are people like us. They have eyes and legs like us... (S9T)

I was very excited, overly excited at the beginning, I was a little scared, after all, you meet new people, it could be anything, but in the end you get used to it, so you just do it that way. Yes. For example, I am more open now. I started to socialize more and more. Well, at first, for example, I was cold to other countries, but now I understand that they are also Warmer people and they may be like that towards us. (S4T)

Lastly, another participant in the project, Teacher 2 indicates that:

This project has surely contributed to relax them in terms of using a foreign language. They have seen a more practical usage of it and have also learnt that they can make themselves understand more easily than they thought.

She further adds:

They were a little bit scared at the beginning because they thought they wouldn't be able to speak to others in English and they feel more confident now (although their English isn't too good yet, they feel confident and are willing to try to speak English).

The interviews with both teachers and students clearly demonstrate that this particular project had touched students' educational lives and critically impacted the way they perceive the process of learning and using English. Students of the Turkish group acknowledge that it was their first time getting in touch with students from different countries hence it was distressing for them. However, the written and oral interactions throughout the project made them understand this experience was not as challenging as they thought it would be.

3.2.3. Data From Observation

Before the first online meeting with another school, the participants were observed to be nervous and even reluctant to some extent. Especially, on the day when the meeting was supposed to happen, some students expressed that they were not feeling ready and they would prefer standing nearby and just watching their friends. As their teacher I did not put pressure on them and let them know they could just participate passively. However, as the activity started and some students introduced themselves, they became more relaxed and they wanted to talk with the other group. After the meeting, a common question I got from the students was *“When will we do this again,*

teacher?”. I was surprised to see their reaction and feelings had changed for the better. This can be also supported from an excerpt from the interview:

So, I loved them. They speak English just like we do, which I loved very much. Then, I can't explain that they too had difficulties and then they got help from their, erm, teacher or something. So, they're just like us. (S5T)

The thing that made the participants feel more relaxed was the fact that the students in the other group also needed their teachers support to communicate. Turkish participants were feeling nervous because they were not good at using English, but witnessing other students, who live in a different country, going through the same experience made them realize it was totally okay to make mistakes.

3.3. Technology in EFL

One of the inquiries of this research is to look into the pedagogical use of Web 2.0 tools in primary schools and examine both teachers' and students' perceptions. This chapter is based on the data gathered from interviews and observation.

3.3.1. Data Gathered From The Interviews

To get a better grasp of the matter, two separate interviews with teachers and two separate interviews with Turkish and Greek students were conducted. Firstly, the information collected from teachers is presented. Here's how the Greek teacher, Teacher 1, interprets the issue at hand about the pedagogical uses of Web 2.0 tools:

If there is the possibility to have a computer lab, digital tools, we integrate them into foreign language by assigning various tasks to students. For example, for writing, or listening skills, or writing a piece collaboratively, to make a survey, and evaluate the results later. To gather information and present them with an online tool in class. To comment on a photo or to the project with the help of a tool, to present a specific topic, putting the key words... Anyway, we will find some ways to integrate to our lessons by making students more active.

The key idea she highlights here is to make students more active. By assigning tasks and giving them responsibilities, prompting them with a question or a topic, getting their ideas, she enables her students to create a product or produce a piece of work at the end. This might be also a way to foster autonomous learning process since the students are expected to be more involved and the teacher acts as a facilitator.

Similarly, the Spanish teacher, Teacher 2, also mentions the fact that students are actively engaged in the process:

I started to use technology in my classes almost since my first year of teaching. I first used to use grammar websites so students could do the typical fill in the gap exercise and get the results straight away. Then, I took several courses about using technology and now I work on projects and both my students and myself use technology all the time. They create digital presentations, podcasts, and videos using chroma; and I also use different apps like Socrative for evaluation.

On the other hand, what can be emphasized here is the responsibility and burden on the teacher side. In order to familiarize students with digital tools and make effective use of them in the class, first teachers need the necessary skills and training as well as the required technical equipments. These issues can be a challenge in the way of integrating technology to foreign language learning.

Other interviews conducted with the students also provide data for this issue at hand. For instance, when asked “*What is your favourite Web 2.0 tool?*”, students’ answers vary greatly. Table 30 below shows the frequency of certain Web 2.0 tools preferred by Turkish students in the project at hand.

Table 30: Web 2.0 Tools Favored by Turkish Students

Web 2.0 Tool	Turkish Students
WordArt	5
Canva	2
Toonytool	2
Padlet	1

The application WordArt was used generally for brainstorming key terms about the activity topics. It was easy and fun for students to use. They were able to search about the topic, find key words and write them in the shapes of anything they liked. Other than that, the project included a great deal of other Web 2.0 tools, which were firstly introduced to students and then they were encouraged to use. After that, they searched about the assigned topics, they created posters, word arts, cartoons, news or SMS talks. Figure 11 shows example works that students produced during the first month of the project. The image includes the following Web 2.0 tools: WordArt, Canva, Toonytool and News Generator.

Teacher, I do not understand much English, but we learned good things with this activity. The tools we used were fun, useful, necessary, in fact, they both helped us learn and relieved our stress. We learned about other people. (S9T)

Me too... I found it fun too. And you know, at first, I thought I couldn't do it because my English wasn't that advanced, but with your help, I could do it at work or on the internet etc. I learned that I can get help and do it. And that made me happy. It increased my attention to English more (S5T)

Oh, I think it was a lot of fun. By doing such activities, I am both interested in the lesson and I mean... I love such things. I don't feel very suitable for such things, I thought I couldn't do it. Because I have nothing to do with technology. (S4T)

Last but not least, as well as having various benefits, eTwinning projects has certain challenges that teachers can face along the way. For instance,

Teacher 1 highlights the challenges they faced while carrying out eTwinning projects by reporting that:

Of course, well first, we have the new platform which is slow and upsetting. The other thing is it is almost impossible to find a suitable time to meet with all partners, the time difference, schools' hours etc. all these things can be discouraging when you're dealing with the project. These are not easy to solve. Because they work against the sense of this project which is interaction and communication. That's my main interest.

Similarly, in the words of Teacher 2:

The main difficulty we have this time is the problems we are having with the new eTwinning platform. It isn't working as good as it used to and that's been a real problem. Apart from that, the only difficulty we have is the lack of time. My students aren't used to work at home and it is a bit difficult to finish all the tasks on time.

The comments above clearly demonstrate positive attitudes towards learning and teaching English with technology. Both students and teachers favor the integration of technology into foreign language classes. The usage of ICT was found to improve media literacy, collaborative working, and autonomy at the same time. However, timing, technical problems and time zone differences can pose great challenges to teachers. Additionally, among the other challenges are poor Internet connection, limited number of devices, and nonfunctional PCs.

3.3.2. Data Gathered From Observation

The subsections up to this point have looked at the reflections of teachers and students in relation to foreign language anxiety and intercultural awareness in EFL. All of these conclusions are founded on the participants' perceptions of expectations, opinions, and remarks. The eTwinning experience gives participants the opportunity to step into the real world, where idealized scenarios

and projections do not always play out. The participants were involved in the process during the 5 months by engaging in tasks and activities assigned on them. They completed and presented their works as well as checking their peers' works. While doing so, they were not only encouraged to learn and use digital tools but also, they needed to use these tools. Because, in this project the digital tools were the basic means to step out of the classroom and get in touch with others and their world.

Bearing that in mind, as their teacher, every week I was asked by the students when we would be visiting the computer lab again and work on the project. They all seemed enthusiastic about the works and some of them even offered to do more than they were assigned. It also occurred to me that students liked the idea of working with computers and learning to use new fun tools. As put by Prensky (2001: 1), today's kids and their lives are largely reliant on computers, the Internet, mobile phones, and instant messaging and they were raised in the digital age and grew up around computers, video games, digital music players, video cameras, mobile phones, and all the other devices of the digital age, certainly have different *learning* and *thinking* styles.

To sum up, with the interviews and observation, it was discovered that eTwinning promotes the development of ICT abilities not only for students but also for teachers. ICT can be used as a charming way for communication within nonnative interactions as well as creating and designing tasks or presentations at schools.

CHAPTER FOUR

4. DISCUSSIONS AND CONCLUSION

The conclusions drawn from analysis of both qualitative and quantitative data are discussed in this chapter. The interpretations of the results are offered in relation to each research question and are based on the relevant literature. The related studies and findings from earlier research are used to determine the practical implications.

4.1. Discussion of Findings

The goal of this research is to identify and describe various aspects of integrating Web 2.0 tools into foreign language classroom with the use of eTwinning projects in a primary school in Rize, Türkiye. To put it in other words, the degree to which these projects play a role in reducing students' level of foreign language learning anxiety and increasing their level of intercultural awareness was investigated in depth. Consequently, a case study approach is adopted and quantitative methods are also implemented to support data gathered from qualitative instruments. The conclusions drawn from the data that are from the interviews, questionnaires, observation, formative assesment and project platform (Twinspace) are presented in this section based on the research questions and associated subthemes outlined. The discussion of the results for each research question is presented in the section that follows, with references to relevant academic works.

4.1.2. RQ1: To What Extent Do eTwinning Projects Affect Students' Foreign Language Anxiety?

The first research question is extended with another question to be investigated with regard to whether there are any significant differences in the learners' foreign language anxiety levels before and after taking part in an eTwinning project. The purpose of the study's first question is to determine if there were any significant difference in the learners' foreign language anxiety levels in terms of before and after eTwinning implementation. In order to answer the first research question, FLAS questionnaire was used as a pre and posttest. When the findings of Turkish students were analyzed via SPSS, a significant difference was found in students' foreign language anxiety levels regarding the 5th and 11th items after the project implementation. To sum up, the results of the analyses revealed that the eTwinning project's implementation had a favorable impact on the

English language learners' foreign language anxiety levels by increasing their willingness to take more foreign language classes as well as changing their perceptions of foreign language classes for the better.

Firstly, virtual worlds created to support synchronous (online) versus asynchronous (offline) communication between users have emerged as a result of advancements in network technologies coupled with asynchronous CALL techniques and have enormous capacity as educational resources in EFL environments (Gorjian et al., 2011). In this regard, Arnold (2007) explored how communication anxiety is affected by synchronous and asynchronous computer-mediated communication (CMC). This experimental study consisted of 44 foreign language learners' self-reports, pre- and post-test communication apprehension ratings, and assignments to control and experimental groups. Results revealed that during CMC meetings, learners had little communication anxiety. Similarly, eTwinning offers synchronous and asynchronous interaction to learners of English and the data gathered from Turkish students' pretests and posttests point out to a similar result by reducing anxiety in terms of fear of negative evaluation. Besides, the qualitative data also demonstrates that after the project students started feeling calmer and more willing about the activities assigned to them. They also indicated willingness to participate in a similar project again. Moreover, the participants expressed satisfaction with the project activities and reported a reduction in their anxiety levels. Thus, it can be said that the project activities improved their perceptions towards English while also encouraging them to be eager about foreign language learning. Additionally, the majority of students said that as the project progressed, the international interactions they had with others through the use of various online tools and telecollaborative assignments helped them feel more confident and less uncomfortable using English, which is in agreement with Demir and Kayaoğlu's (2021) study. They stated that eTwinning projects provide learners with less stressful education settings, and that as they become used to the target language for intercultural conversation, they start feeling more relaxed and at ease.

On the contrary, the data gathered from the same questionnaire applied with the Greek students presents different results. For the Greek students, there is no significant difference after the post test. However, the data obtained from the interview with the Greek students demonstrate more neutral perceptions regarding their language anxiety level. Likewise, some studies show that using technology has little effect or no effect on reducing anxiety. For instance, Poza (2011) looked at how a computer voice conferencing program called Wimba affected language learners' anxiety level when speaking in a foreign language. There were no significant differences between the two environments when anxiety levels were compared in face-to-face and voice board settings. For this study, the quantitative data showed no significant difference, students reported having less anxiety for the language classes in the interviews.

Finally, the mean scores of the two groups were compared to investigate whether there is significant difference in participants foreign language anxiety level both before and after the project implementation. The analysis showed that there is not significant difference in their foreign language anxiety levels for pretests and posts tests. The tasks that were given to the participants in each group were designed in a similar way, so no statistical difference could be observed between the groups. However, the analysis of mean ranks revealed that the Greek students had a lower level of anxiety before and after the project compared to the Turkish students. A reason for that might be the fact that Greek students have participated in another project before. Hence, this experience may have made them more relaxed and less anxious.

Besides, these results can be explained by the qualitative data. Similar to the case of Poza (2011), although interviews revealed that eTwinning includes characteristics that help with anxiety reduction, the study's participants may not have profited fully from them. Additional reasons behind this might be due to unanticipated anxiety-provoking factors such other people's presence, the limited hours, and the potential for technical difficulties.

4.1.3. RQ2: To What Extent Do eTwinning Projects Contribute to Students' Intercultural Awareness Level?

The second research question is extended with another question to be investigated with regard to whether there are any significant differences in the learners' intercultural awareness levels before and after participating in an eTwinning project. The second research question seeks to determine whether there were any significant differences in the learners' levels of intercultural awareness prior to and following the eTwinning project. The ICAS questionnaire was utilized as a pre- and posttest to help answer the second research question. After the project's implementation, there was no significant difference in overall scores of Turkish students. However, three items (1, 17 and 20) revealed significant difference when the means scores were analyzed separately. Turkish students' tendency to learn about other cultures, to think that cultural events are great opportunities to learn about other cultures and accept the opinions of people from different countries have increased statistically. Taking into consideration of the qualitative data as well, it is clear that the integration of the eTwinning project contributed to students' intercultural awareness level.

Furthermore, Camilleri (2016) reviews the advantages of intercultural learning and student participation in eTwinning programmes via interviews with educators across different European countries. She concludes that teachers believe eTwinning promotes intercultural interaction, which improves and advances global education. The findings of Camilleri (2016) can be supported by the results of this study as data gathered from both qualitative and quantitative methods demonstrate that the project fostered students' international competence by providing them a natural environment for the multicultural interactions as well as chances to use the target language. Thanks

to the project activities, participants reported that they were more conscious of human values including cooperation, friendship, empathy, tolerance and respect. For instance, all teacher partners in the project prepared posters and uploaded condolence messages with their students after the earthquake in Türkiye and Turkish students expressed great appreciation for this activity. Similar to the findings of Demir & Kayaoğlu (2021), the participants were engaged in activities where they introduced their own cultures and learned about that of their partners. They compared and contrasted their opinions on related subjects, shared their knowledge, and used communication skills via online tools, and they wanted to learn more about their intercultural peers.

In the same way, the analysis of the data gathered from the Greek students present similar findings. Based on the quantitative data, there is no significant difference in students' overall intercultural awareness scores before and after the project. However, the mean rank scores point out to an increase, although not statistically meaningful. Likewise, in the interviews, they reported a growing awareness in terms of respect for other cultures, collaboration, empathy and tolerance. Furthermore, when the quantitative data obtained from the two groups were compared, it revealed a significant difference in the mean rank scores. In other words, before and following the project, Turkish students' intercultural awareness level lagged behind Greek students. Although they engaged in the same project design and related activities, this difference might be explained with the Greek students' prior exposure to eTwinning projects.

4.1.4. RQ3: What is the Role of Certain Web 2.0 Applications Within the eTwinning Project Tools in Foreign Language Classes?

In order to answer the third research question, the perceptions of students and teachers in the study were taken into consideration. Therefore, for this inquiry qualitative data gathered from both teachers and students was employed. To start with the teachers' perceptions regarding Web 2.0 applications and their integration into English lessons via eTwinning, the teachers in the study appreciate the digital tools and the innovation these tools bring to the class. The eTwinning project was regarded as an effective instrument for fulfilling curriculum goals, enhancing students' digital literacy, making students more actively involved, making the lessons more attractive as well as reducing anxiety. Other benefits highlighted by the teachers is the students gained important abilities including responsibility, tolerance, sympathy, respect, communication and social skills while working in collaboration with others (Camilleri, 2016; Demir & Kayaoğlu, 2021).

Nevertheless, the implementation procedure was not without its difficulties and these difficulties might hinder teachers from carrying out the projects at all. The school environment, lack of certain technical tools or other technical problems and timing were among some of the challenges the teacher highlighted. Additionally, according to Akdemir (2017) teachers in Türkiye are required to adhere to the suggested curriculum by the government and most teachers believe

that this is one of the key restrictions for why they chose not to carry out the projects. As this is the case, due to the limited lesson hours, teachers can feel puzzled between conducting eTwinning projects and following the curriculum while also preparing students for the exams. Likewise, Camilleri (2016) reports that to fit in eTwinning activities in the classroom, all of the participant teachers acknowledged they need to carve out additional time.

Regarding the students' perceptions about Web 2.0 applications and their integration into English lessons via eTwinning, both group of students perceive using Web 2.0 tools as fun and effective way of learning English. This notion can also be supported with the findings of Kopinska (2020). In her study, based on the participants learners' perceptions, she concludes that technology plays a positive role in facilitating classroom activities and making the EFL learning process and classes more engaging. Furthermore, the students indicated that the eTwinning project helped them extent their knowledge of subject and foreign languages by learning new vocabularies and learning about the content of the project. The development of foreign language skills was also mentioned in a number of earlier research as one of the advantages of integrating technology (Liu, 2009; Li et. al., 2014; Kopinska, 2020; Akıncı & Sağ, 2019; Demir & Kayaoğlu, 2021; Fat, 2012). Besides, some students highlighted the fact that they did not consider themselves as being good at using technology however upon the involvement in eTwinning project, they started improving their computer skills. Similarly, Fat (2012) states that one of the many objectives of eTwinning is to create opportunities for all students to develop their information and communication technology (ICT) skills. Moreover, the tasks were designed in a way that learners were given help from the teacher and the peers in a collaborative learning environment. Also, interaction was supposed be at the center of each task, which is another factor that facilitated the learning.

4.2. Pedagogical Implications and Suggestions for Further Research

Overall, despite the difficulties encountered, the research's pedagogical implications for Türkiye's EFL instruction are likely to be illuminating. To begin with, the results of the study showed that eTwinning initiatives have a reducing effect on students' foreign language anxiety level, reported by the participants. The eTwinning practices gave the participants the chance to hinder their anxiety. Additionally, technologically enhanced activities were used to improve language learning and the development of digital skills. They also enjoyed learning to use different Web 2.0 tools throughout the project. Hence, the incorporation of such projects could, to some part, prevent certain problems such as anxiety, reluctance and lack of motivation observed in EFL learners. Another implication is that EFL teachers may be able to put the theory emphasized in the curriculum into practice through telecollaborative activities like eTwinning by providing learners with an opportunity to practice the language in actual scenarios.

Besides, the study's findings revealed that eTwinning programs have a positive impact on students' intercultural awareness by giving them a chance to interact with international peers. The participants utilized English in situations that were comparatively more natural as they collaborated with students from Greece and Spain. In addition, these activities offered students a safe setting where they could learn about other cultures by communicating with their project partners. Besides, these collaborative learning tasks may also help students make new connections, fostering the spirit of diversity, tolerance, and open-mindedness that will raise awareness towards different cultures. Taking into account these results, the inclusion of eTwinning programs into English lessons can benefit students who are less likely to utilize English outside of the classroom because of geographical or economical limitations. Furthermore, the incorporation of eTwinning initiatives into English courses could assist teachers in creating fun and attractive activities that encourage students to use the language as a medium of communication and recognize English's importance beyond seeing it merely as a school subject. Additionally, because eTwinning projects are flexible enough to allow for the design of various kinds of activities, teachers could directly incorporate any topic or content into foreign language education in keeping with the curriculum. All in all, the study's results presented that despite the challenges faced, the participants preferred eTwinning methods and expressed their desire to take part in similar projects in the future.

The study's final conclusions also include some implications for teacher training. Considering how much time learners spend on the Internet, active use of technology in the classroom is gradually becoming a must. Although teachers do not need to be experts to engage in eTwinning activities, they could be given training to learn some fundamental media literacy skills in order to bridge the gap between themselves and the digital natives and effectively manage the process. Furthermore, as was expected, this study has helped me as a practitioner of such projects, especially in terms of the potential difficulties. It could benefit other English teachers in general, who would like to integrate eTwinning and digital tools into the classroom. While acknowledging that generalizing from such a limited case study is not possible, the study addresses a gap in the literature, particularly with regard to eTwinning projects in Türkiye.

In addition to the contributions of this project, I would like to add that, besides using technology to collaborate while learning English, this study was unique to have included data from Greek students and their teacher(s). Considering the political tension that is seen on media between the two countries, exploring students' intercultural awareness was expected to be a tough task. As a researcher and also a teacher participant of the project, the communication and interaction between two group of students always took place in a respectful environment where they appreciated the differences but also could find a common ground to bound with each other and work in harmony for a shared goal during the online meetings and the collaborative activities. I need to admit, some of my students were inclined to refrain from talking to or working with their Greek peers at first. However, after the first encounter, I could clearly observe that their attitudes and reactions have

altered for the better. One pivotal moment that solidified this transformation was when the Greek students sent messages of support and solidarity during a devastating earthquake that struck our country. This act of kindness and empathy was greatly appreciated by my Turkish students, and it served as a catalyst for building stronger bonds of friendship and understanding. I firmly believe that this project went beyond its immediate goals of improving digital skills and foreign language education. They learned firsthand the importance of appreciating cultural differences, breaking down stereotypes, and embracing diversity. Witnessing the positive change in their attitudes and witnessing the power of human connection transcending borders was a testament to the transformative potential of such projects. Therefore, I am convinced that the benefits of this project extend far beyond the realm of academic achievement. It has instilled in my students a sense of empathy, open-mindedness, and an appreciation for different perspectives. These are invaluable qualities that will serve them well as they navigate an increasingly interconnected and diverse world. I am immensely proud of their growth and the role this project played in shaping them as global citizens.

Last but not least, as a researcher and practitioner I am of the opinion that telecollaboration projects such as eTwinning can benefit not only students and teachers but also other stakeholders such as the school and parents. As someone from the field, I know from experience that in order to carry out successful projects, one needs the support of school administrator as well as other teachers in the school. Likewise, for the meetings taking place between different country schools, it is challenging to find a suitable time that fits best to my school schedule. Thus, I might ask a favor from my colleagues to switch classes with me. However, sometimes these stakeholders might be under the impression of finding these initiatives impractical or too much work. Hence, studies like this might provide the necessary data about advantages of eTwinning for those who do not have the necessary knowledge. Similarly, when carrying out these projects, we as teachers definitely need the support of parents. Firstly, they need to give consent for their children and usually when they are asked to sign a consent paper, they tend to think it is not safe. Also, the project sometimes might require students to work on the tasks at home, which means that they need the support of the parents. As an eTwinning participant, I have gone through all of these challenges and seen that most of the parents, administrators and even teachers do not know much about eTwinning. So, when it comes to asking help and support from them, they tend to get reluctant and avoid being part of it at all. Even from my case, after I started learning about eTwinning and performing it at my school, my colleagues and the head teacher came to realize how it benefitted the students and only then they appreciated eTwinning. Therefore, we still need research on eTwinning from different angles and perspectives so that it can be disseminated to all stakeholders in the educational system.

Finally, it should be noted that, the present mixed-method case study offers several suggestions to encourage additional research on eTwinning practices. Despite the fact that the study's findings have some important instructional implications, the study included only 16

students and 2 teachers, thus, longer studies with a greater number of participants could give deeper insights into this issue. Also, participants were 7th grade and 9th grade students. Participants of various ages and levels could make contributions to the field. Since not all of the partner schools could be contacted for this study, this can be taken into consideration for future research. Lastly, when the perceptions of other stakeholders, such as administrators and parents, are taken into account, more in-depth findings about the implementation of eTwinning practices at state schools in Türkiye may be explored.



REFERENCES

- Alpert, Richard and Ralph Norman Haber (1960), "Anxiety in Academic Situations", **Journal of Abnormal and Social Psychology**, 61(2), 207–15.
- Alcaraz-Mármol, Gema (2020), "Developing Intercultural Communication in the EFL Primary Education Classroom: Internationalization Through Virtual Team Collaboration with ETwinning" **Tejuelo**, 32, 147–70. DOI: <https://doi.org/10.17398/1988-8430.32.147>
- Akdemir, Ahmet Selçuk (2017), "ETwinning in Language Learning: The Perspectives of Successful Teachers", **Journal of Education and Practice**, 8(10), 182–90.
- Akıncı, Bilge and Sağ, Ramazan (2019), "The Contribution of Etwinning Project Practices on Students' English Learning Process", **Electronic Journal of Education Sciences**, 8, 152–71.
- Armstrong, Kimberly M., and Cindy Yetter-Vassot (1994), "Transforming Teaching Through Technology", **Foreign Language Annals**, 27(4), 475–86. <https://doi.org/10.1111/j.1944-9720.1994.tb01225.x>
- Arnold, Nike (2007), "Reducing Foreign Language Communication Apprehension with Computer-Mediated Communication: A Preliminary Study", **System**, 35(4), 469–86. <https://doi.org/10.1016/j.system.2007.07.002>
- Aydin, Selami (2008), "An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners", **Asian EFL Journal**, 421–44.
- Bal, Nur Gedik and Perihan Savas (2022), "Intercultural Language Teaching and Learning: Teachers' Perspectives and Practices", **Participatory Educational Research**, 9(6), 268–85.
- Bell, Beverley and Cowie, Bronwen (2001), The Characteristics of Formative Assessment in Science Education. Sci. Ed., 85: 536-553. <https://doi.org/10.1002/sce.1022>
- Bell, Howard (2010), "Test Anxiety." *Minnesota Medicine* 93(11):24–28.
- Belz, Julie A (2002b), "Social Dimensions of Telecollaborative Foreign Language Study", **Language Learning and Technology**, 6(1), 60–81.
- Black, Paul and Wiliam, Dylan (1998), "Assessment and Classroom Learning, Assessment in Education: Principles, Policy & Practice", 5 (1), 7 -74.
- Bozdağ, Çiğdem (2018), "Intercultural Learning in Schools through Telecollaboration? A Critical Case Study of ETwinning between Turkey and Germany", **International Communication Gazette** 80(7), 677–94. <https://doi.org/10.1177/1748048518802221>

- Camilleri, Rose Anne (2016), “Global Education and Intercultural Awareness in ETwinning” **Cogent Education**, 3(1). doi: 10.1080/2331186X.2016.1210489.
- Cassi, Clara Valls (2014), **Project: A Way to Motivate Young EFL Learners**, Unpublished MA Thesis, University of Vic, Catalonia.
- Cohen, Louis et al. (2007), “Case Studies”, **Research Methods in Education**, 253-26, Routledge, New York.
- Creighton, Theodore B. (2018), “Digital Natives, Digital Immigrants, Digital Learners: An International Empirical Integrative Review of the Literature”, **Education Leadership Review**, 19(1), 132–40.
- Creswell, John W. (2009), **Research Design: Qualitative, Quantitative and Mixed Methods Approaches** (3rd ed.). Sage Publications, Inc.
- Crișan, Gabriela I. (2014), “How do Romanian Teachers Capitalize the Experience of Curriculum Integration Gained Through Participation in eTwinning Project? “ **Acta Didactica Napocensia**, 6(4), 19-28.
- Demir, Nalan and Kayaoğlu, Mustafa Naci (2021), “Multi-Dimensional Foreign Language Education: The Case of an eTwinning project in Turkey”, **Computer Assisted Language Learning**, 35(9), 2201–2238. <https://doi.org/10.1080/09588221.2020.1871027>
- Dewaele, Jean-Marc (2012), “Personality in Second Language Acquisition”, **The Encyclopedia of Applied Linguistics**, (1992). doi: 10.1002/9781405198431.wbeal0904.
- Dornyei, Zoltan (2007), **Research Methods in Applied Linguistics**, Oxford: Oxford University Press.
- European School Education Platform. Retrieved May 1, 2023, from <https://school-education.ec.europa.eu/en>
- Fat, Silvia (2012), “The Impact Study of eTwinning Projects in Romania”, **The 8th International Scientific Conference eLearning and Software for Education Bucharest**, 152–156.
- Fischer, William F. (1991), “The Psychology of Anxiety: A Phenomenological Description”, **The Humanistic Psychologist**, 19(3), 289–300. doi: 10.1080/08873267.1991.9986769.
- Fuchs, Carolin (2016), ““Are You Able to Access This Website at All?” – Team Negotiations and Macro-Level Challenges in Telecollaboration”, **Computer Assisted Language Learning**, 29(7), 1152–68. doi: 10.1080/09588221.2016.1167091.
- Furstenberg, Gilberte et al. (2001), “Giving a Virtual Voice to the Silent Language of Culture: The Cultura Project”, **Language Learning & Technology**, 5 (1), 55-102.

- García, Jesus Suarez and Crapotta James (2007), "Models of Telecollaboration (2): Cultura", **Languages for Intercultural Communication and Education**, 15: 62–84.[Google Scholar](#)
- Gorjian, Bahman et al. (2011) "The Impact of Asynchronous Computer-Assisted Language Learning Approaches on English as a Foreign Language High and Low Achievers' Vocabulary Retention and Recall", **Computer Assisted Language Learning**, 24(5), 383-391, DOI: 10.1080/09588221.2011.552186
- Gökbulut, Bayram (2020), "İngilizce Öğretmenlerinin Bilgisayar Destekli DynEd İngilizce Öğretim Yazılımı Hakkındaki Görüşleri" , **OPUS International Journal of Society Researches**, 15(26), 4134-4165.
- Gromik, Nicholas A. (2012), "Cell phone video recording feature as a language learning tool: A case study", **Computers and Education**, 58(1), 223–230.
- Gülınar, Süreyya (2015), "eTwinning : Avrupa Okulları Çevrimiçi Ağında Web 2.0 Araçlarıyla Tasarım Temelli Öğrenme", **XVII. Akademik Bilişim Konferansı**, 4-6 Şubat 2015: Eskişehir.
- Hanvey, Robert G. (1982), "An Attainable Global Perspective", **Theory Into Practice**, 21(3), 162–67. doi: 10.1080/00405848209543001.
- Helm, Francesca (2014), "Developing Digital Literacies Through Virtual Exchange" **eLearning Papers**, 38, 1-10.
- Horzum, Bar Mehmet (2010), "Investigating Teachers' Web 2.0 Tools Awareness, Frequency and Purposes of Usage in Terms of Different Variables", **Computer Education and Instructional Technologies**, 7(1), 604-634.
- Ibrahim, Hany (2006), "The Effect of Using the Reading for Writing Approach on Developing the Writing Ability of Egyptian EFL Learners and Their Attitudes Towards Writing", **Scientific Methodologies in Educational Research**, Online Sub.
- Kane, Geraldine (2011), **Exploring the Benefits of Participating in an eTwinning Project for Small Collaborative Groups in a Primary Classroom Setting**, Unpublished MA Thesis, University of Limerick, Ireland.
- Kane, Gerald C. and Robert G. Fichman (2009), "The Shoemaker's Children: Using Wikis for Information Systems Teaching, Research, and Publication" **MIS Quarterly: Management Information Systems**, 33(1), 1–17.
- Karaman, Selçuk et al. (2008), "Öğrenme 2.0 Yaygınlaşıyor : Web 2.0 Uygulamalarının Eğitimde Kullanımına İlişkin Araştırmalar ve Sonuçları", **Orta Doğu Teknik Üniversitesi**, 35–40.
- Ke, Fengfeng (2008), "A Case Study of Computer Gaming for Math: Engaged Learning from Gameplay?", **Computers & Education**, 51, 1609-1620.

- Kendall, Philip C. et al. (1976), "The State-Trait Anxiety Inventory: A Systematic Evaluation." **Journal of Consulting and Clinical Psychology**, 44(3):406–12. doi: 10.1037//0022-006x.44.3.406.
- Kizildag, Ayşe (2009), "Teaching English in Turkey: Dialogues with Teachers about the Challenges in Public Primary Schools", **International Electronic Journal of Elementary Education** 1(3), 188–201.
- Kopinska, Marta (2020), "Beyond the Novelty Effect: EFL Learners' Attitudes Towards ICT Use in the Classroom", **Hungarian Educational Research Journal**, 10(1), 1-15. doi: <https://doi.org/10.1556/063.2020.00001>
- Lai, Linda S. L. and Turban, Efraim (2008), "Groups Formation and Operations in the Web 2.0 Environment and Social Networks", **Group Decision and Negotiation**, 17(5), 387–402. doi: 10.1007/s10726-008-9113-2.
- Leary, Mark R. and Robin M. Kowalski (1990), "Impression Management: A Literature Review and Two-Component Model", **Psychological Bulletin**, 107(1), 34–47. doi: 10.1037/0033-2909.107.1.34.
- Lewis, John (2009), "Redefining Qualitative Methods: Believability in the Fifth Moment", **International Journal of Qualitative Methods**, 8(2), 1–14. <https://doi.org/10.1177/160940690900800201>
- Linneberg, Mai S. and Korsgaard, Steffen (2019), "Coding qualitative data: a synthesis guiding the novice", **Qualitative Research Journal**, 19(3), 259–70. DOI:10.1108/QRJ-12-2018-0012
- Little, David (1991), **Learner autonomy 1: Definitions, Issues and Problems**, The Routledge Handbook of English Language Teaching (Issue January 1991). Authentik. <https://doi.org/10.4324/9781315676203-29>
- Liu, Meihua and Wenxia Zhang (2008), "An Exploration of Chinese EFL Learners' Foreign Language Anxiety, Personality and Self-Esteem", **Journal of Applied Linguistics**, 5(2), 181–203. doi: 10.1558/japl.v5i2.181.
- MacIntyre, Peter D. (1995), "How Does Anxiety Affect Second Language Learning? A Reply to Sparks and Ganschow", **The Modern Language Journal**, 79(1), 90. doi: 10.2307/329395.
- MacIntyre, P. D. and Gardner, R. C. (1989) "Anxiety and Second-Language Learning: Toward a Theoretical Clarification", **Language Learning**, 39(2), 251–75. doi: 10.1111/j.1467-1770.1989.tb00423.x.
- Macintyre, Peter D. and Catherine, Charos (1996), "Personality, Attitudes and Affect as Predictors of Second Language Communication", **Journal of Language and Social Psychology**, 15(1), 3–26. doi: 10.1177/0261927X960151001.

- MacIntyre, Peter D. and R. C. Gardner (1991), "Methods and Results in the Study of Foreign Language Anxiety: A Review of the Literature", **Language Learning**, 41(1), 85–117.
- Masterson, Mary (2020), "An Exploration of the Potential Role of Digital Technologies for Promoting Learning in Foreign Language Classrooms: Lessons for a Pandemic", **International Journal of Emerging Technologies in Learning**, 15(14), 83–96. DOI: 10.3991/ijet.v15i14.13297.
- McCroskey, J. C. (1984), "The Communication Apprehension Perspective", **Avoiding Communication: Shyness, Reticence and Communication**, 13-38, Beverly Hills, CA: SAGE Publications.
- MEB (2018), **İngilizce Dersi Öğretim Programı**, Milli Eğitim Bakanlığı, Ankara.
- MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü. Retrieved May 1, 2023, from <https://yegitek.meb.gov.tr/>
- McLoughlin, Catherine, and Mark J. W. Lee (2007), "Social Software and Participatory Learning: Pedagogical Choices with Technology Affordances in the Web 2.0 Era." **ASCILITE 2007 - The Australasian Society for Computers in Learning in Tertiary Education**, (May 2014), 664–75.
- Mohamad, Akharraz and Tamer, Youssef (2021), "A Review of Literature on Project-Based Learning inside Language Education", **Turkish Online Journal of English Language Teaching**, 6(2), 79–105.
- O'Dowd, Robert and Ritter, Markus (2013), "Understanding and Working with 'Failed Communication' in Telecollaborative Exchanges", **CALICO Journal**, 23(3), 623–42. doi: 10.1558/cj.v23i3.623-642.
- O'Rourke, Breffni (2007), "Models of Telecollaboration (1): ETandem." **Online Intercultural Exchange: An Introduction for Foreign Language Teachers**, (1), 41–61.
- Øverland, Liv Jorun Aarnes (2015), **A Door Out: eTwinning in Foreign Learning a Qualitative Study on Student' Reflections on The Potentials for Language Learning When Participating in an eTwinning Project in Lower Secondary School**, Unpublished MA Thesis, Norwegian University of Science and Technology.
- Pereira Coutinho, Clara and Catarina, Rocha (2007), "The Etwinning Project: A Study with Portuguese 9th Grade Students", **IMSCI 2007 - International Multi-Conference on Society, Cybernetics and Informatics Proceedings 2**, 84–88.
- Poza, Maria Isabel C. (2011), "The Effects of Asynchronous Computer Voice Conferencing on L2 Learners' Speaking Anxiety", **IALLT Journal of Language Learning Technologies**, 41(1), 33-63.

- Prensky, Marc (2001), "Digital Natives, Digital Immigrants Part 1", **On the Horizon**, 9(5), 1–6. DOI: 10.1108/10748120110424816.
- Prentza, Alexandra (2013), "CLIL & ICT in English Foreign Language Learning : The ETwinning Experience of a Primary School of Intercultural Education", **International Conference on ICT for Language Learning**, 6th Edition 2–5.
- Prieto, Paz-Albo Jesus, and Escobar Hervás, Aranzazu (2017), "The eTwinning Experience: Beyond School Classrooms", **ICERI2017 Proceedings**, 10th Annual International Conference of Education, Research and Innovation: 8848-8851. IATED Academy. <http://dx.doi.org/10.21125/iceri.2017.2445>
- Regier, Terry and Paul Kay (2009), "Language, Thought, and Color: Whorf Was Half Right", **Trends in Cognitive Sciences**, 13(10), 439–46. DOI: 10.1016/j.tics.2009.07.001.
- Saka, Fatma Özlem and Asma, Burak (2020), "A Study on Developing Intercultural Awareness Scale (ICAS) and Examining ELT Students' Intercultural Awareness" , **International Journal of Current Approaches in Language, Education and Social Sciences (CALESS)**, 2(1), 445-461.
- Sercu, Lies (2006), "The Foreign Language and Intercultural Competence Teacher: The Acquisition of a New Professional Identity", **Intercultural Education**, 17(1), 55–72. doi: 10.1080/14675980500502321.
- Scovel, Thomas (1978), "The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research", **Language Learning**, 28(1), 129–42. doi: 10.1111/j.1467-1770.1978.tb00309.x.
- Shrivastav, Preeti and Kishor, John (2014), "Web 2.0 Technologies and Its Application: A Study of Management Science Students DAVV, Indore, M. P." **IOSR Journal of Humanities and Social Science**, 19(5), 82–87. DOI: 10.9790/0837-19538287.
- Silva, Maria Piedade Carvalho (2014), "LOA eTwinning project: An Intercultural Approach in Foreign Language Teaching to Foster Motivation", **Synergies Portugal**, 2, 131–143. <https://gerflint.fr/Base/Portugal2/carvalho.pdf>.
- Singhal, Meena (1997), "The Internet and foreign language education: Benefits and Challenges", **The Internet TESL Journal**, 3(6). Retrieved from <http://iteslj.org/Articles/Singhal-Internet.html>.
- Stevenson, Megan P. and Min Liu (2010), "Learning a Language with Web 2.0: Exploring the Use of Social Networking Features of Foreign Language Learning Websites", **CALICO Journal**, 27(2), 233–59. doi: 10.11139/cj.27.2.233-259.
- Stoller, Fredricka L. (2011), "Project Work: A Means to Promote Language and Content", **Methodology in Language Teaching**, 107–20. DOI: 10.1017/cbo9780511667190.016.

- Suárez-García, Jesús and James Crapotta (2007), “Models of Telecollaboration: Cultura”, **Online Intercultural Exchange: An Introduction for Foreign Language Teachers**, (2), 62–84.
- Taralova, Tsvetelena (2010), “The Use of eTwinning in Secondary Schools in Bulgaria”, **Teaching English with Technology**, 10(2), 21-34.
- Tavakol, Mohsen et al. (2011), “Making Sense of Cronbach’s Alpha”, **International Journal of Medical Education**, 2, 53-55.
- Thorne, Steven L. (2014) “The ‘Intercultural Turn’ and Language Learning in the Crucible of New Media”, **Telecollaboration 2.0 for Language and Intercultural**, 139-164. P.I.E. - Peter Lang
- Trinity Coll., Dublin (Ireland) Centre for Language and Communication Studies (1996), **A Guide to Language Learning in Tandem via the Internet. CLCS Occasional Paper No. 46.** [Washington, D.C.] : Distributed by ERIC Clearinghouse, <https://eric.ed.gov/?id=ED399789>
- Tullis, Jonathan G. and Goldstone, Robert L. (2020), “Why Does Peer Instruction Benefit Student Learning?”, **Cognitive Research: Principles and Implications**, 5(15). <https://doi.org/10.1186/s41235-020-00218-5>
- Vendrell, Marina Vila (2022), **How eTwinning Projects Enhance Children’s Motivation on English Language Learning**, Unpublished MA Thesis, University of Vic, Catalonia.
- Vinagre, Margarita and Maria, Lera (2005), “Long-Distance Tandem Learning by E-Mail: Evaluation of a Case Study”, **ES: Revista de Filologia Inglesa**, 26, 241–63.
- Yin, Robert K. (2009), **Case Study Research: Design and Methods** (4th Ed.). Thousand Oaks, CA: Sage.
- Young, Dolly Jesusita (1991), “Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?”, **The Modern Language Journal**, 75(4), 426–37. DOI: 10.1111/j.1540-4781.1991.tb05378.x.
- Zengin, Özlem and Aksu, Meral (2017), “A Review Study on the Integration of Technology into Foreign Language Education in Turkey”, **Journal of Faculty of Educational Sciences**, 50(2), 79–104.
- Zhu, Honglin (2011), “From Intercultural Awareness to Intercultural Empathy”, **English Language Teaching**, 4(1), 116. doi: 10.5539/elt.v4n1p116.



APPENDICES

Appendix 1: Research Ethics Committee Approval



GİZLİ

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

28.10.2022 10:35
E-82554930-050.01.04-303928
03736867

Sayı : E-82554930-050.01.04-303928 - 4443
Konu : Nur Banu GÜMÜŞ'ün Etik Kurul Kararı

ACELE
28.10.2022

İlgi : 28.10.2022 tarihli ve E-26014373-050.06.04-303856 sayılı yazı.

Sn. Nur Banu GÜMÜŞ

KTÜ-Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Yüksek Lisans Programı öğrencisi Nur Banu GÜMÜŞ'ün "**İngilizce Dil Öğretiminde Web 2.0 Araçlarının Kullanımı: Bir e-Twinning Bakış Açısı (The Use of Web 2.0 Tools in English Language Teaching: An a Twinning Perspective)**" adlı çalışmada kullanmak için gerekli Etik Kurul incelemesi yapılmış ve başvuruza onay verilmiştir.

Bilgilerinize ve gereğini rica ederim.

Prof. Dr. Akif CİNEL
Rektör Yardımcısı

Ek: Nur Banu GÜMÜŞ'ün Etik Kurul Kararı

Bu belge güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kod: A8B5F8AB-5620-420A-B5DD-2D5E41F74650 Doğrulama Adres: <https://www.turkiye.gov.tr/karadeniz-teknik-universitesi-ebys>

61080 – Trabzon /
TÜRKİYE
Tel: 04623772107

Faks: 04623774399

www.ktu.edu.tr

Ayrıntılı Bilgi İçin İrtibat
Belgin ŞEN
hukukmusavirligi@ktu.edu.tr

Sayfa
1 / 1



Appendix 2: Interview Protocol

Interview Purpose	To get information about the e-Twinning project named “Mother (Earth) Under the Weather” carried out in the 2022-2023 academic year within the scope of the graduate study.
Place of Interview	Zoom Rize Kalkandere Yolbaşı Secondary School
People to Be Interviewed	Project partner teachers and students from Greece and Spain 7 th grade students of Kalkandere Yolbaşı secondary School Rize, Türkiye
Interview Date	On a date deemed appropriate in the 2022-2023 academic year
Teacher Interview Questions	1) What kind of benefits did you see regarding the e-Twinning projects on the students? 2) How did you integrate digital tools into foreign language education? 3) Do you think your students benefited from this project? How? 4) Do your students have a high level of foreign language learning anxiety? If so, can you say that this project contributed positively? 5) What do you think about using technology while teaching a foreign language? 6) Were there any difficulties you faced during the project? What? 7) Do you think that eTwinning projects contribute to the foreign language learning process? If yes, how? 8) Do you think that eTwinning projects contribute to the intercultural awareness of students? If yes, how?
Student Interview Questions	1) Have you been involved in an eTwinning project before? 2) What did you think when you started the Project? 3) What do you think about the technological tools (Web 2.0) you used throughout the project? 4) Did your English level change with this project? If so, how? 5) Has there been a change in your level of anxiety about learning a foreign language with this project? If so, how? 6) Has your participation in foreign language classes changed with this project? If so, how? 7) What do you think about your foreign peers involved in the project? 8) Did you learn anything new about the cultures of your foreign peers involved in the project?

Appendix 3: Turkish Adaptation of Foreign Language Anxiety Scale

Lütfen aşağıdaki her bir ifadeye ne ölçüde katılıp katılmadığınızı ölçekte uygun kutucuğu işaretleyerek derecelendiriniz.	Hiç Katılmıyorum(1)	Katılmıyorum(2)	Ne Katılmıyorum Ne De Katılmıyorum (3)	Katılmıyorum(4)	Tamamen Katılmıyorum(5)
1. Yabancı dil derslerinde konuşurkenkendimden asla emin olamıyorum.					
2. Yabancı dil derslerinde hata yapmak beniendişelendirmiyor.					
3. Yabancı dil derslerinde bana söz verileceğizaman titriyorum.					
4. Öğretmenin yabancı dilde söylediklerianlamamak beni korkutuyor.					
5. Daha fazla yabancı dil dersine girsem bilesıkılmam.					
6. Yabancı dil derslerinde kendimi derstenbaşka şeyler düşünürken buluyorum.					
7. Diğer öğrencilerin yabancı dil konusundabenden daha iyi olduklarını düşünüyorum.					
8. Yabancı dil derslerinin sınavlarındagenellikle rahatım.					
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.					
10. Yabancı dil derslerinde başarısız olmamınsonuçları beni endişelendiriyor.					
11. Bazı insanların yabancı dil derslerindeneden mutsuz olduklarını anlamıyorum.					
12. Yabancı dil derslerinde bildiğim şeyleriunuttuğumda çok sinirlenebiliyorum.					
13. Yabancı dil derslerinde parmak kaldırmayautanıyorum.					
14. Yabancı dilimi ana dili olarak kullananbiriyle konuşurken gerilmezdim.					
15. Öğretmenimin yaptığı düzeltmeyianlamadığımda üzülüyorum.					
16. Çok iyi hazırlanmış olsam bile yabancı dildersinde kaygılı hissediyorum.					
17. Sıklıkla yabancı dil derslerine gitmeyiistemiyorum.					
18. Yabancı dil derslerinde konuşurkenkendime güveniyorum.					
19. Yabancı dil öğretmenim yaptığım herhatayı düzelterek diye korkuyorum.					
20. Yabancı dil derslerinde bana seslenildiğizaman kalbimin çarptığını hissedebiliyorum.					
21. Yabancı dil dersinin sınavına ne kadar çokçalışırsam kafam o kadar karışıyor.					
22. Yabancı dil derslerine çok iyi hazırlanıncakendimi baskı altında hissetmiyorum.					
23. Diğer öğrencilerin yabancı dili benden dahaıyi konuştuklarını her zaman hissediyorum.					
24. Diğer öğrencilerin önünde yabancı dildekonusurken çok sıkıldığımı hissediyorum.					
25. Yabancı dil dersleri öyle hızlı ilerliyor kigeride kalmaktan endişeleniyorum.					
26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.					
27. Yabancı dil dersinde konuşurkensinirleniyorum ve kafam karışıyor.					
28. Yabancı dil dersine giderken kendimi rahatve güvenli hissediyorum.					
29. Yabancı dil öğretmenimin söylediklerinikelimesi kelimesine anlayamayınca sinirleniyorum.					
30. Yabancı dili konuşmak için öğrenmemgereken kuralların sayısı beni boğuyor.					
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.					
32. Öğrendiğim yabancı dili ana dili olarakkullananların yanında kendimi muhtemelen rahat hissedirdim.					
33. Yabancı dil öğretmenini hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.					

Appendix 4: Turkish Version of Intercultural Awareness Scale

Lütfen aşağıdaki her bir ifadeye ne ölçüde katılıp katılmadığınızı ölçekte uygun kutucuğu işaretleyerek derecelendiriniz.	Kesinlikle katılıyorum (1)	Katılıyorum (2)	Kararsızım (3)	Katılmıyorum (4)	Kesinlikle katılmıyorum (5)
1. Diğer kültürleri öğrenmekle ilgimi çeker.					
2. Yunan kültüründen öğrenciler tanımak keyifli olabilir.					
3. Diğer toplumların inançlarını keşfetmeyi severim.					
4. Başka kültürleri deneyimlemeye açığım.					
5. Farklı kültürlerin değerlerini öğrenmek ilgimi çeker.					
6. Yunan kültürü hakkında bir şeyler öğrenmek isterim.					
7. Bir toplumun kültürel çeşitliliğine saygı duyarım.					
8. Farklı kültürlerin karşılıklı anlayışına inanıyorum.					
9. Diğer kültürlere saygı duyuyorum.					
10. Öğrendiğimiz dilin kültürünü öğrenmek önemlidir.					
11. Kültürlerarası etkinliklere katılmak keyifli olabilir.					
12. Yeni kültürler hakkında bilgi edinmek, kişiliğimi geliştirmeme yardımcı olur.					
13. Yunan kültürünü keşfetmek isterim.					
14. Projemizde Yunan öğrencilerle iletişim kurmak isterim.					
15. Kendi kültürümle diğer kültürler arasındaki farklılıkların farkındayım.					
16. Proje ortağımız Yunanistan'ın ana dilinde ifadeler öğrenmek isterim.					
17. Kültürel etkinliklerin diğer kültürleri öğrenmek için harika fırsatlar olduğuna inanıyorum.					
18. Diğer kültürlerden insanların farklı davranış biçimlerini tolere edebilirim.					
19. Farklı kültürlerden insanların değerlerine saygı duyarım.					
20. Farklı ülkelerden insanların görüşlerini kabul etmem.					

Appendix 5: Foreign Language Classroom Anxiety Scale

Dear Students, This scale was prepared to find out anxiety level of students. Your answers will be kept confidential and will be used solely for scientific purposes. Thank you for your cooperation and interest. Please rate the extent you agree or disagree with each statement below by marking the appropriate box on the scale.	Completely Disagree(1)	Disagree(2)	Not certain (3)	Agree(4)	Completely Agree (5)
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I do not worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I do not understand what the teacher is saying in foreign language.					
5. It wouldn't bother me at all to take more foreign language classes					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at language than I am.					
8. I am usually at ease during my tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class					
11. I don't understand why some people get so upset over foreign language class.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand my teacher's correction.					
16. Even though I am well prepared, I feel anxious in a foreign language class.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak English in my English classes.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

CURRICULUM VITAE

She graduated from Ziya Gökalp primary school in 2007 and Ziya Gökalp middle school in 2010. She finished Akyazı Anatolian High School in 2014. She studied Foreign Language Education in Boğaziçi University between 2014-2018. She has been teaching English as a foreign language since 2018. She started her Master's Degree in Applied Linguistics in Karadeniz Technical University in 2021.

GÜMÜŞ is single and she knows two additional foreign languages, German and Arabic. Currently, she is working as an English language teacher in a public school in Kalkandere, Rize.