

T.R.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE
EDUCATION



**A PHENOMENOLOGICAL CASE STUDY ON TURKISH
EFL PRE-SERVICE TEACHERS' AND FACILITATORS'
EXPERIENCES AND PERCEPTIONS OF TRANSNATIONAL
TELECOLLABORATION PROJECTS**

MASTER OF ARTS

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ABSTRACT

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This thesis investigates the perceptions and experiences of pre-service English as a foreign language teachers and facilitators after the integration of a transnational telecollaboration project on teacher identity formations. The study involved 51 Turkish pre-service teachers and 5 facilitators who participated in and conducted an eight-week-long telecollaboration project focusing on pre-service English teachers' identity formations in the scope of language and culture courses between Türkiye and the United States. The research addressed two primary questions: "What are the experiences and perceptions of telecollaboration projects on ELT pre-service teachers as future educators?" and "What are the facilitators' perceptions regarding the integration of telecollaboration projects?" Following the telecollaboration project, both groups of participants were interviewed to gather qualitative data. The findings revealed that most pre-service English teachers perceive telecollaboration positively, noting potential enhancements in intercultural communicative competence (ICC), technological proficiency, and linguistic skills, aligning with existing literature. Facilitators highlighted crucial stages for executing successful telecollaboration projects, emphasizing the importance of meticulous planning and management. Overall, the study underscores the potential of telecollaboration in enriching language teacher education and fostering essential professional skills in future language teachers.

KEYWORDS: Telecollaboration, Virtual Exchange, Intercultural Communicative Competence (ICC), Pre-service Teachers of English

ÖZET

**YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMEN ADAYLARI
VE YÜRÜTÜCÜLERİN ULUSLARARASI ÇEVİRİMİÇİ İŞ BİRLİĞİ
PROJELERİ HAKKINDA DENEYİM VE ALGILARI ÜZERİNE
FENOMENOLOJİK BİR DURUM ÇALIŞMASI
YÜKSEK LİSANS TEZİ**

SERDAR ŞEN

**BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ
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YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
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xiv + 143**

Bu tez, öğretmen kimlik oluşumları üzerine çok kültürlü çevrimiçi iş birliği projesinde yer alan İngilizce öğretmen adaylarının ve proje yürütücülerinin tecrübelerini ve algılarını araştırmaktadır. Çalışma, Türkiye ve Amerika Birleşik Devletleri arasında dil ve kültür dersleri kapsamında öğretmen adaylarının kimlik oluşumlarına odaklanan sekiz hafta süren bir çevrimiçi iş birliği projesine katılan 51 Türk öğretmen adayı ve 5 yürütücüyü içermektedir. Araştırma iki ana soruyu ele almıştır: Birincisi, "Çevrimiçi iş birliği projelerinin ELT öğretmen adayları üzerindeki algılanan etkileri ve entegrasyonu nedir?" ve ikincisi, "Çevrimiçi iş birliği projelerinin entegrasyonu hakkında yürütücülerin algıları nelerdir?" Çevrimiçi iş birliği projesinin ardından, her iki grup katılımcıyla da nitel veri toplamak amacıyla görüşmeler yapılmıştır. Bulgular, öğretmen adaylarının çoğunun çevrimiçi iş birliğini olumlu olarak algıladığını ve bu projelerin, mevcut literatürle uyumlu olarak, kültürlerarası iletişim yetkinliği (ICC), teknolojik yeterlilik ve dil becerilerini geliştirmeye katkı sağlayabileceğini ortaya koymuştur. Yürütücüler, başarılı bir çevrimiçi iş birliği projesi yürütmek için kritik aşamaları vurgulamış ve titiz planlama ve yönetimin önemine dikkat çekmiştir. Genel olarak, çalışma çok kültürlü çevrimiçi iş birliği projelerinin öğretmen eğitimi zenginleştirme ve gelecekteki dil eğitimi verenler için gerekli becerileri kazandırma potansiyelini vurgulamaktadır.

ANAHTAR KELİMELEER: Çevrimiçi İş birliği, Sanal Değişim, Kültürlerarası İletişim Becerisi, Öğretmen Adayları

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LIST OF ABBREVIATIONS AND SYMBOLS

EFL: English as a Foreign Language

ELT: English Language Teaching

ICC: Intercultural Communicative Competence

ICT: Information and Communication Technologies

L2: Second Language

PT: Prospective Teacher



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1. INTRODUCTION

In this chapter, first of all, the relevant information about the background of the study is given; secondly, the problem statement concerning the research and the purpose of the study is explored; thirdly, the significance of the study is described; and finally, the limitations of the study are discussed.

1.1 Background of the Study

English Language Teaching (ELT henceforth) is a broad field of educational research covering various domains, including students and teachers, language acquisition theories, instructional methodology, and educational technologies. As unstoppable technological advances, educational applications rapidly changed with the invention of computers and the internet, education transitioned into an era of integrated computer assisted language learning (CALL henceforth), where technological tools are seamlessly incorporated into foreign language curricula (Bax, 2003). These applications have become commonplace in language classrooms, not only being a broader social trend. This integration of CALL technologies into syllabuses had many positive impacts on language learning, such as vast of accessible recourses (Schank, 1993), enhanced language learning experience (Tharamma & Sunil, 2020; Tinio, 2002), supported high-order skills (Young, 2003; Pegrum, 2009; Anderson, 2010), personalized education opportunities (Sturm et al., 2009) and culture integration (Belz, 2002). Even if information and communication technologies (ICT henceforth) offers many tools and benefits, using such advances does not guarantee better learning experiences at all since individual differences, pedagogical focus, and many other variables are in the educational setting, and they each should be considered accordingly while integrating ICT (Bayraktar Çepni & Çepni, 2024). One of the most essential educational applications is telecollaboration. Telecollaboration involves collaborative endeavors conducted online, allowing individuals from various ethnic, linguistic, or national backgrounds to engage in intercultural exchange, regardless of geographical separation (Guth & Helm, 2010). Its potential is relatively high since its nature enables educators to arrange the activities based on the learners' needs, such as the e-tandem model for language learning with one-to-one interaction (O'Rourke, 2007) focusing on learner autonomy (Demir &

Kayaoğlu, 2021) or cultura model for an intercultural communicative competence (ICC henceforth) focused education in multiple areas (García & Crapotta, 2007; Thorne, 2010) based on Byram's (1997) principles. Its rich nature has many advantages (Kern, 2006) for linguistic improvement (Blake, 2000; Lee, 2006; O'Dowd & Dooly, 2020; Schenker, 2016, 2017; Yanguas, 2012), enhanced technological competence (Blake, 2000; Lee, 2006; Tudini, 2003), improved ICC skills of a language learner (Belz, 2002, 2003; Chun, 2011; O'Dowd, 2016; Üzümlü et al., 2020; Peiser, 2015) such as critical cultural awareness (Eren, 2021), also preservice teachers' ICC skills (Alghasab & Alvarez-Ayure, 2021; Sardegna & Dugartsyrenova, 2021) and their teaching competencies (Wu, 2021). However, this kind of multilayered approach should be carefully planned because it has many limitations, such as design issues (Sardegna & Dugartsyrenova, 2021), personal differences of participants (Makaramani, 2015; O'Dowd, 2013; Ware & Kramsch, 2005), time considerations (Ware & Kramsch, 2005; Yang, 2020a). So, it is crucial to support in higher education programs with telecollaboration to emphasize pedagogical task design in English language teachers (Dooly & Sadler, 2020).

In a telecollaborative learning atmosphere, students and teachers have different roles and duties than a traditional classroom. Now that students can be very intertwined with a foreign culture, their role is being an "ethnographer" who autonomously participates, observes, describes, and analyzes the language interactions and the culture (Carel, 2001; O'Dowd, 2006). To enable and scaffold students with their new roles, teachers should be "guides on the side" (Tella, 1996), rather than being an "omniscient informant and instructors" (Müller-Hartmann, 2007) who designs projects, facilitates, and acts as managers (Berge, 1995). To conduct a successful telecollaborative activity, a facilitator should carefully plan, develop, evaluate, and manage exchanges (Waldman et al., 2016). Also, teachers should collaborate with more than one teacher from different cultures and institutes for that (Vinagre, 2017). To achieve a successful telecollaboration project, teacher(s) have to act harmoniously on behalf of their students' needs. They need to agree on the project theme, particular topics, tasks, and learning paths, and finally, observation through process and evaluation must be done carefully (Furstenberg et al., 2001). Further, they should make micro arrangements such as designing different tasks for multiple intelligences, scheduling tasks, identifying necessary technologies (Akayoglu et al., 2021).

1.2 Statement of the Problem

As demonstrated in the background of the study, educational settings, exceptionally multicultural and ICT-supported environments, have a very authentic, delicate atmosphere that requires multiple planning stages with educators and institutions from different cultures. That shows educators while telecollaborative platforms hold significant promise, cross-cultural, virtual settings can present many obstacles and challenges to collaboration for educators and students who want to benefit from them. Studies on telecollaboration, especially in Asian countries, considering both participants' and facilitators' perspectives are so little in the literature. Last but not least, not only perceptions of pre-service teachers (PT henceforth) of ELT are underexplored but also engaging them with critical pedagogy around the themes such as identity in collaborative environments is so little. That is why it is vital to investigate the perceptions of teachers and students from different settings and areas who have experienced telecollaborative applications to better understand its benefits and setbacks and provide better learning opportunities in the future.

1.3 Purpose of the Study

The present study aims to reveal and investigate the PTs' and facilitators' perceptions and experiences of a multicultural telecollaboration project conducted between Türkiye and the US from the analysis of their interpretations.

This study is designed to investigate and answer the following research questions:

1. What are the experiences and perceptions of telecollaboration projects on ELT pre-service teachers as future educators?
2. What are the facilitators' perceptions regarding the integration of telecollaboration projects?

1.4 Significance of the Study

Telecollaboration is a very promising application in both language education and the field of teacher education. Even though there are outstanding studies on telecollaboration centered on English language teachers, the number of such works in the Eastern globe, including Türkiye, is very low. The existing works in Turkish educational settings, such as Üzümlü et al. (2022) focusing on teacher agency for social justice, Toscu and Erten (2020) focusing on ICC skills, Keleş et al. (2024), center their research scope to language learners'/teachers' skills.

However, research centered its scope on telecollaboration as a means of considering the perspectives of both project facilitators and project participants is relatively low globally.

Even though the studies that have been mentioned provided valuable insight for the Turkish ELT literature and the designing of this study, there is a gap in the literature consisting of telecollaboration as a tool both at the participant and conductor level. Further, telecollaboration use in EFL PT's is quite low both in research level as well as applicational level.

For this reason, this study aims to reveal the Turkish PTs' and Teacher educators' perspectives and experiences of a multicultural telecollaboration project conducted between Türkiye and the US in the context of language teacher education for contributing to this literature to put forward better telecollaboration application for language learners and PT's in Türkiye.

1.5 Limitations of the Study

This study is constrained to fifty-one Turkish and thirty-eight American PTs, conducted in fall 2022 with five facilitators. The telecollaboration project took only six weeks because of the overlapping semester limitations in both parties. Although the study includes participants from two countries, it only comprises Turkish PTs, and the five facilitators participated in the project. As it excludes American PTs, the study does not represent all demographics. Also, the telecollaboration project that this thesis' foundation designed on the topic of teacher identity formations only, and it aimed to work with Turkish EFL PTs. So that, the data represents a specific group of people. Furthermore, the findings do not apply to all EFL PTs based on the nature of the chosen sampling method.

1.6 Definitions of the Keywords

Telecollaboration: In terms of its origins, telecollaboration can be understood as a combination of "collaboration" with the prefix "tele," derived from Greek, signifying "distance," as it is in the telephone (Dooly, 2017).

Telecollaboration refers to collaborative activities conducted over the Internet involving individuals from diverse ethnic, linguistic, or national backgrounds who are geographically distant from each other (Guth & Helm, 2012).

Information and Communication Technologies: The acronym "ICTs" (Information and Communication Technologies), tagged in plural, is a common core. It encompasses various technologies for facilitating communication such as

Cellular Phones, radio, video, television, computers, and satellite systems, among others” (Sharndama & IJemofwu, 2013).

Computer-Assisted Language Learning: It is “The expression ‘computer-assisted language learning’ (CALL) refers to a variety of technology uses for language learning including CD-ROMs containing interactive multimedia and other language exercises, electronic reference materials such as online dictionaries and grammar checkers, and electronic communication in the target language through email, blogs, and wikis” (Chapelle, 2009).

Web 2.0 tools: A diverse range of online applications enables users to generate content collectively and to interact with individuals globally (Butler, 2012).

Intercultural Communicative Competence: It is “Intercultural communicative competence is the dynamic interaction of various attitudes, skills, and knowledge which play a role in an individual’s effective and appropriate acts of communication in a foreign language with an interlocutor who has perceived different cultural patterns of interpretation, as experienced by the individual and/or the interlocutor” (Boye, 2016)

2. THEORETICAL FRAMEWORK OF THE STUDY AND RELATED RESEARCH

This chapter provides a review of the relevant literature, starting with social constructivism and its place in the ELT field, with reflections on how it is reflected in teachers' and students' roles. Secondly, it focuses on technological improvements in the ELT field and how they affected the current applications and educational settings, considering teacher and student roles once again. Finally, it highlights a specific application in the field of ELT called telecollaboration by reviewing multiple research studies to assess teachers' and students' experiences with it.

2.1 Constructivism

How language learning occurs is a question as old as human history. For centuries, scholars worldwide have been questioning this phenomenon and are known as behaviorists, nativists, constructivists. Socrates is one of them and can be considered the first constructivist because he advocated the idea that "teachers and learners should interpret and create the knowledge hidden in their souls by talking to each other and asking questions." (Erdem & Demirel, 2002). There have been several learning theories have been developed over the years.

It would be more suitable if constructivism counted not as a theory by itself but as a cohesive system combining multiple theories as it blends cognitive and behaviorist principles (Caffarella & Merriam, 1999). In contrast to the other language learning theories, constructivism holds that learning involves mental construction on the part of the student. Unlike other learning theories where the teacher ('as the expert') pours information into passive students, the constructivist model views the students as actively engaged in their process of learning, and that is why in a constructivist classroom, educational developments are geared toward the students constructing, rather than the teacher (Cooper, 1993).

Constructivism emphasizes that students should not just be passive consumers of knowledge but also have the creative and independent ability to explore the world uniquely and forecast the future through experience (O'Dwyer, 2006). By entering the learning process, students can test theories and methods based on their past learning and experience, applying them to a novel circumstance and fusing the newly acquired knowledge with previously held beliefs; they are

"constructing" their knowledge (Kanselaar, 2002). Furthermore, students develop mental models to comprehend a new subject, also known as schemas. The schemes are modified to account for new information (Rannikmäe et al., 2020).

Since constructivism shapes the learning process around the students, students' active engagement is crucial in problem-solving and critical thinking related to a learning task that they find exciting and relevant, as this is the foundation of constructivist learning (Kanselaar, 2002). Only in this way students can create meanings for themselves by drawing on their own experiences and connecting them to new information (Rannikmäe et al., 2020). However, even if every human has schemas and constructs knowledge, language learning rarely occurs when learners are unaccompanied since language use is a social skill and humans are social beings. Thus, constructivists often hold that students create their knowledge and that social interactions significantly impact the process of creating knowledge (Woolfolk, 2014). According to Kanselaar (2002), constructivism has two main strands: the cognitive constructivist perspective (a) and the social-cultural perspective (b)—also known as the socio-constructivist perspective.

2.2 Cognitive Constructivism

According to Piaget (1964), the human mind develops by organization and adaptation. The process of adaptation involves both assimilation and accommodation: on the one hand, ideas absorb external events, and on the other side, novel and atypical mental structures are integrated into the mental landscape. Vygotsky's (1978) beliefs regarding language, thought, and society's mediating role are primarily relevant to constructivism. He adopts the anti-realist stance that knowledge is a disjunctive process mediated by community and culture and entailing other people's agency. According to him, the formation of cooperative behavior begins in childhood and involves the instrumental application of social speech at the intersection of speech and practical activity.

That is why constructivist scholars emphasize that students should be exposed to real-world scenarios and social communication exercises. These scenarios and exercises will increase their motivation and effectiveness in building knowledge and skills through problem-solving in pertinent contexts (Liu & Zhang, 2014). All things considered; constructivist methods work incredibly well in experiential learning settings. They assist students in connecting the material to real-world situations while working in groups, which also helps students develop

the critical social skills they need, enables them to support one another, and subtly teaches them to respect the opinions of others (Rannikmäe et al., 2020).

2.3 Social Constructivism

One might think of social constructivism as a subset of constructivism, and the primary distinction is the increased focus on social contact as a means of learning (Kukla, 2013). Culture, community, and interaction are all embedded in the language processes and cannot be separated. Constructivists argue that each person develops understanding uniquely and that different people have various perspectives on the same issue (Liu & Zhang, 2014). Which means collaborative learning is essential. Social constructivism emphasizes the social aspect of cognition and offers strategies that support discussion, action, and introspection among students in a community of learners.

It also pushes students to pursue autonomy, engage in reciprocal interactions when addressing social relationships, and take greater responsibility for sharing their ideas with others (Rannikmäe et al., 2020). According to Vygotsky, that gives students the cognitive environment they need to grow, and adults and peers in the students' surroundings act as a channel for culture to play a constructivist role (Vygotsky, 1978). Also, Ratner et al. (2002) found that students who participated in collaboration settings also gained more excellent knowledge than kids who did not. That is why peer collaboration, which embodies the idea of communal activity, is an important subject in education (Bruner, 1984; Ratner et al., 2002).

In addition to peer interaction, when learning a language, cooperation with a more knowledgeable mentor, in a classroom context, with a teacher helps learners go beyond their current intellectual knowledge since co-construction is supported. Vygotsky called this theory zone of proximal development (ZPD).

Meece (2002) explained the principles of ZPD:

- a. Social connections are meaningful because two or more people co-construct knowledge.
- b. Internalizing the behaviors and thought processes that take place in social interactions leads to the development of self-regulation.
- c. Language and symbols are instruments passed down via cultures and contribute to human growth via social relationships.
- d. Language is the most essential tool. Language evolves from social to private to covert (inner) communication.

- e. The gap between what students can accomplish on their own and what they can accomplish with help from others is known as the zone of proximal development or ZPD—social interactions with classmates and adults in the ZPD foster cognitive growth.

In order to help learners to concentrate and grasp the aspects of the learning material they can comprehend, "scaffolding" is the technique of regulating task parts that are beyond their capabilities (Bruning et al., 2004). In the ZPD, a learner (adult/child, tutor/tutee, master/apprentice, expert/novice) collaborates with a teacher on a task that is too challenging for the learner to do on their own by making meaning and being scaffolded by their novices (or master and apprentice) via collaboration (Schunk, 2014). Teachers should be aware of these approaches and be vigilant in directing the students' engagement in learning tasks to create the desired communicational atmosphere via dependable rapport in the classroom. Because as a teacher and student exchange with cultural tools in the ZPD, cognitive change occurs in this culturally mediated interaction when the student internalizes it (Bruning et al., 2004; Cobb, 1994). Effective communication always takes place in particular situations, which is why teachers should also foster an intercultural environment and create realistic, real-world scenarios in the ideal classroom atmosphere so that students can construct their language learning firsthand (Liu & Zhang, 2014).

The main difference between social constructivism and other language learning theories is that social constructivism puts students at the center of the learning process and does not ignore the student's potential and abilities throughout the way. In order to counteract the impacts of teacher-centered, teacher-dependent English learning practices in traditional schooling, one of the main goals of constructivist teachers in EFL classrooms is to encourage self-directed learning (O'Dwyer, 2006). In this case, students should be directed to use their skills effectively on tasks, and to achieve that, teachers should be aware of what to do. According to Woolfolk (2014), scaffolding is the core component of these approaches, involving "teachers and students making meaningful connections between what the teacher knows and what the students know and need to help the students learn more." With the help of the scaffolding, other applications, according to Windschitl (2002), include challenging, meaningful, problem-based activities; gathering students' opinions on particular subjects and planning appropriate

learning opportunities to help them advance their knowledge; task-oriented, group-based collaborative activities involving numerous students; asking students to apply their knowledge and experiences in elucidating concepts, interpreting phenomena, and formulating arguments that are supported by evidence; and employing a variety of assessment techniques to gauge students' progress and provide feedback.

According to Bruner (1960), enactive representation, which offers chances for "learning by doing," is an essential stage of learning. These suggestions indicate that providing opportunities for students to create new knowledge in scenarios representative of real life is critical, ensuring that it is produced in an authentic, constructive environment (Rannikmäe et al., 2020). However, directing students into an active position and centering them does not mean an inactive teacher. This way of learning puts them in a position where they should act as mentors and tutors while monitoring and facilitating at the same time. Rannikmäe et al. (2020) indicate that constructivism affirms the instructor's need to take an active role because to allow students to self-construct their own knowledge, teachers play a crucial role as facilitators of student learning and a holder of expert knowledge. However, the teacher's role may need to be modified or adapted accordingly.

According to Jordan et al. (2008), the instructor:

- a. Uses methods that take into account the knowledge that students already possess rather than adhering to a curriculum or textbook presentation;
- b. Must provide flexibility to foster student inquiry;
- c. Creates an environment that is engaging and motivating for student interactions;
- d. Primarily relies on open-ended questions, student-led problem-solving through inquiry-based learning, and setting up circumstances that inspire students to ask questions while reflecting on what they have learned;
- e. Promotes students' growth (in groups or with instructor assistance) and pushes them to strive for performance that is just a little bit above their capabilities while working independently;
- f. Encourages pupils' drive, autonomy, and self-control while fostering their innate curiosity;
- g. Makes use of embedded and formative assessment;

- h. Encourages students to work collaboratively to generate knowledge rather than competing with one another by exposing them to a variety of opinions and other points of view held by their peers.

When the learning environment changes, each part of the education system must adapt to the other since each is in continuous interaction. Unlike a traditional educational system, in a social constructivist context, students are suggested that to support and strengthen their critical thinking skills, students require the chance to voice their own opinions because social interactions with others promote learning (Capel et al., 2001). Because not only the teacher but also the students in a constructivist classroom consider knowledge as dynamic or constantly evolving and believe that students must learn how to properly expand and investigate their points of view rather than just memorizing inert bits of information (Rannikmäe et al., 2020). Applying prior knowledge and practical experience, learning to hypothesize, testing theories, trying likely ineffective notions, asking questions, sharing with others, and reflecting on experiences are all parts of the learner's role in this setting, which means students create their understanding of the world in which they live by incorporating new information into their existing knowledge and accommodating it as the theory highlights the importance of cooperation for constructing meaning (Rannikmäe et al., 2020).

According to Jonassen (1994), constructivist learning environments differ based on these eight features:

- a. They offer various depictions of reality.
- b. Several representations capture the richness of the real world while avoiding simplifying.
- c. They place more emphasis on creating information than on replicating it.
- d. Authentic tasks within a relevant context are prioritized beyond abstract instruction taken out of context.
- e. Rather than using preset lesson plans, they offer learning environments like real-world situations or case-based learning.
- f. They promote thoughtful reflection on past experiences.
- g. They make it possible to generate knowledge that depends on context and content.
- h. Rather than encouraging learners to compete for recognition, they encourage cooperative knowledge-building through social negotiations.

A great deal of research has been done on cooperative learning, and it is known that it significantly increases student accomplishment in most subjects and grade levels (Slavin, 1995). Furthermore, cooperative learning can be used not only in physical settings but also in computer-mediated environments. Brown and Palincsar (1989) introduced the concept of virtual learning communities, where students engage in discussions regarding the assigned material. These learning communities encourage introspection on the knowledge created in a virtual constructivist setting.

In the 1980s, Scardamalia and Bereiter began working on a Computer-Supported Learning Environment (CSILE). Scardamalia et al. (1994) created the (CSILE), where students build their knowledge databases within their knowledge-building community to facilitate deliberate student learning. It is an online platform for electronic conversations and student note organization. Cognition and Technology Group at Vanderbilt (1993), Pellegrino, Brandsford, and Goldman at Vanderbilt University created audiovisual tools for their learning environments. In these environments, they presented a problem embedded in a real-world setting, using CD-roms as resources to facilitate students' solving of the challenges. In addition, they presented engaging problems as stories. They all impacted today's language education systems using technology while supporting students' constructive skills. Students and teachers need skills different from those in traditional classrooms to achieve educational goals in computer-mediated environments.

2.4 ICT

Now that in humans live in an integrated CALL era, stakeholders use ICT's everywhere in education. As Anderson (2010) defined, "*ICT is an all-encompassing term that includes the full gamut of electronic tools by means of which we gather, record, and store information, and by means of which we Exchange and distribute information to others*" (p. 4). These technologies came in people's life and become a part of them that they can not abandon.

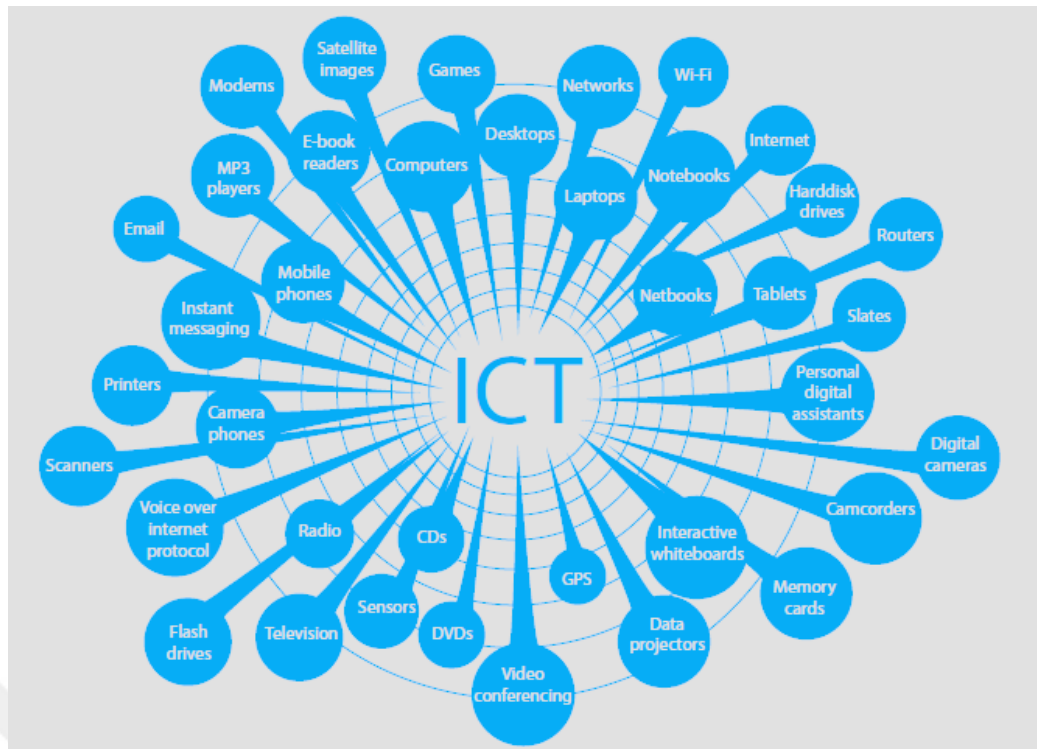


Figure 2.1 The character of ICT (Anderson, 2010)

With the introduction of computers into schools in the late 1970s, the terminology shifted from "computers in education" to "IT" (Information Technology), encompassing computers along with peripherals like printers, floppy disk drives, scanners, and digital cameras, until the advent of the internet, which introduced computer networks, the World Wide Web, email, and search engines, leading to the adoption of the term "ICT" (Anderson, 2010). In the past, time constraints posed significant challenges to learning, such as traveling costs. Still, technology has transformed this situation positively, enabling learners to access lessons anytime and anywhere, with online technology allowing for lessons to be watched as much as the learner wants freely; the integration of ICT has thus enhanced teaching and learning methods by providing 24/7 accessibility to virtual libraries, removing traditional barriers of time and place (McLuhan, 2012) especially with the integration of the internet.

Initially, the internet did not begin as a read-write web but rather mostly as a read-only source in its first stages. Yet, it still eased the students' and educators' access to authentic, real-context materials, significantly impacting language learning worldwide (Rüschhoff, 2009). This technology is called Web 1.0. The term Web 1.0 means one-sided and "information-oriented" web (Pegrum, 2009), as the

users can only receive information and cannot share anything. Web 2.0, in other words, social web hosts users across the globe who actively communicate and collaborate by using their online identities via social technologies such as blogs, wikis, social networking sites, virtual worlds (Pegrum, 2009). This kind of learning understanding, unlikely Krashen's (1994) idea of one-sided comprehensible input, embraces students' engagement with meaningful activities and clarification of their intentions, thoughts, and opinions in a way that permits a mutual understanding of the parties and communities (Sturm et al., 2009).

Rheingold (1993) asserts in his study on virtual communities that an online community exists on the internet, where *"we plan, brainstorm, gossip, argue, flirt, make and break friends, play games, engage in intellectual discourse, carry out business transactions, exchange information, offer emotional support, and even fall in love. These are the activities people do when they get together, but we do it with words on computer screens, leaving our bodies behind. Our identities blend and interact electronically, regardless of local time or location."* (p. 60). In contrast to the traditional education models where learning materials were only provided by book publishers and lessons designed by instructors, Web 2.0 allows students to interact in such a way. Students can produce the learning materials while structuring their plans themselves which makes them responsible for all parts of their learning experience including content creation (Anderson, 2008). Freedmann (2006) explains this technology by saying that Web 2.0 allows its users to publish anything and let anyone join any conversation, which makes this platform quite participative, and this allows knowledge construction that requires a change of attitude to the conversation.

In order to support the improvement of such learning objectives of students with Web 2.0 tools, Palloff and Pratt (2005) suggest some applications such as small group assignments, peer research assignments, case study group work, asynchronous discussions, saying these activities help students for a creating a sense of social presence, community, and autonomy. Moreover, not only students, but also teachers and researchers can benefit from ICT applications by attending online workshops, seminars, and symposiums and school administrators who need to manage the school as a facility. ICT's practicality has profoundly impacted schools, teaching, and learning. Institutions now use various software for tasks similar to small businesses, such as accounting, inventory control, communication,

document preparation, and printing. Specialized software also aids in timetabling, electronic reporting, behavior tracking, student profiling, attendance monitoring, and library management (Anderson, 2010). These tools are essential for improving school administration efficiency and meeting community demands in education.

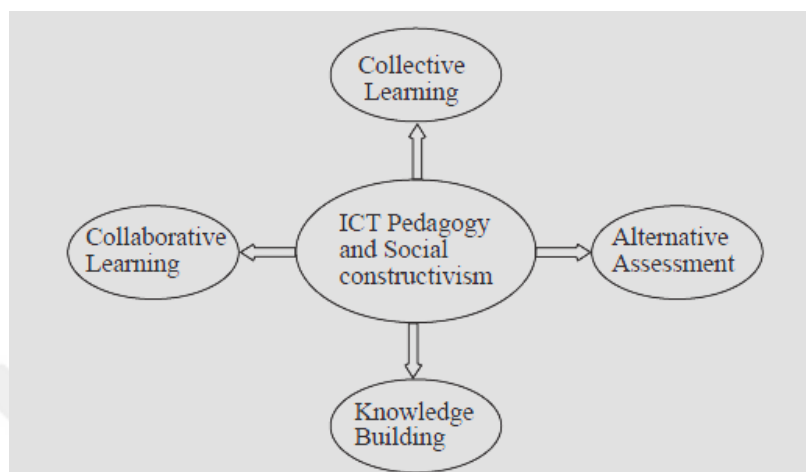


Figure 2.2 Components of ICT pedagogy in Social Constructivism (Jha, 2017)

One of the best potentials of ICTs is their adaptability. Since ICT tools can be adapted to students' pace and skill level, technology applications can meet students' needs when they are used regularly (Sabiri, 2019). Because of their student-centered, context-based learning environments, modern ICT-based learning methodologies offer several potentials for constructivist learning (Oliver, 2002). ICT also supports students' learning not only in class but also out of class by enabling educators to send students chunks of information in small pieces after class regularly, which may enable them to digest information in chunks in time (Pegrum, 2009). In this way using social software, it is important for students to be engaged in their learning out of class as well in a self-governed, problem-based, and collaborative way with ICTs (Dalsgaard, 2006).

According to Tharamma and Sunil (2020), the benefits of ICT in education are manifold. It enhances the quality of student work by providing practical examples through visualization techniques and improves language skills by addressing issues with poor handwriting through the use of word processing. ICT supports self-paced learning, accommodating various individual learning styles, and allows students to work at their own pace and intensity. It facilitates collaborative learning, minimizing feelings of isolation among learners, and

encourages peer coaching and peer review processes. Furthermore, ICT cultivates communication skills and fosters an understanding of diverse audiences. It ensures the consistency and accuracy of information, thereby enhancing the authenticity of learning tasks by providing pragmatic and advanced information. Additionally, ICT boosts learner motivation through engaging in practical activities, visual demonstrations, and enhanced modes of presentation, and it encourages independent learning by accommodating individual preferences for processes, outlines, methods, and designs. Also, Anderson (2010) highlights that when ICT is used in the classroom, it raises the students' potential to the highest level. Students are more likely to engage in virtual field trips and to be active researchers since they may conduct web searches to find information for individual or group projects, communicate with students and teachers in other schools via email, blogs, and social media, and draw conclusions based on the information they have gathered with instructional activities (Anderson, 2010). That is why ICT is a significant tool in education. However, its adequacy does not guarantee a successful lesson by itself because the question is not whether or not to use the technology but how to integrate the tools best for a class anymore (Bayraktar Çepni & Çepni, 2024).

In the realm of teaching, there are observable aspects such as planning, teaching strategies, assessment, evaluation, learning environments, and management, alongside less visible but crucial dimensions involving teaching structures, the roles of participants, and the context (including time, place, and purpose) in which teaching occurs (Orlando, 2013). ICTs can benefit from enhancing these variables. Sivin-Kachala and Bialo (2000) observed positive and consistent patterns in student engagement within technology-rich environments. Yet, the presence of technology tools in classrooms does not guarantee improved educational outcomes or enhanced student learning, nor does it ensure their utilization at all. Despite the efforts of schools, governments, and businesses to regulate teaching practices involving ICT, the complex nature of teaching, influenced by multiple factors, ensures that change and adaptation in these practices remain uncertain as teachers, being social subjects, navigate a multifaceted classroom environment (Orlando, 2013). As a result, it is impractical to expect a single variable, such as having computers in the classroom, to elevate education in a certain way (Orlando, 2013). Gooden (1996) clearly indicates that while technology is not a replacement for effective instruction for sure, the success of

incorporating technological tools into education hinges on the instructor's ability to employ instructional approaches that engage diverse learners with multiple learning styles in the classroom.

With the infinite ICT technologies and Web 2.0 tools, there can be a limitless number of activities can be produced. As Pelgrum and Voogt (2009) suggest, integrating ICT into educational practice has the ability to support pedagogical methods and learner-centered instructional practices rather than just bringing in new tools. It is the teachers' job to find appropriate applications with technology for their context.

Technology enables teachers to cater to the diverse learning styles of the students and prepare them for a broader spectrum of intelligence, recognizing that meaningful learning encompasses various styles, which cannot all be accommodated within a traditional classroom setting (Koç, 2005). However, the integration of ICT tools into educational practice presents a vast array of possibilities for enhancing pedagogical methods and fostering learner-centered instructional practices with the shift of students and teachers roles, and the responsibility ultimately falls on teachers to discern and implement appropriate applications of technology within their unique classroom contexts. The following table, adapted from Berge (2000), illustrates the changing roles of students and teachers in the educational landscape.

Table 2.1 Students' and Teachers' Changing Roles (Berge, 2000)

Changing Students' Roles	Changing Teacher's Roles
a. Transitioning from passive recipients of knowledge to active constructors of their own understanding b. Prioritizing complex problem-solving skills over rote memorization for students c. Engaging students in activities that encourage self-directed inquiry and exploration d. Implementing collaborative assignments to enhance group interaction	a. Evolving from being perceived as oracles and lecturers to serving as consultants, guides, and providers of resources for students b. Transitioning towards becoming skilled question facilitators rather than sole providers of answers c. Offering structure to student work while fostering self-directed learning

and teamwork among students, fostering multicultural awareness e. Provided opportunities to master tools and methods utilized by experts in their respective fields f. Promoted autonomy and self-motivation, who manage their time independently g. Facilitating discussions centered around students' own work rather than solely focusing on textbook content or instructor-led activities h. Shifting focus towards the application of knowledge rather than mere observation of teacher expertise i. Cultivating learning strategies, both individually and collaboratively, rather than solely focusing on passing the test j. Resource availability is expanded	d. Shifting from the solitary teacher model to participating as a member of a collaborative learning team, potentially mitigating the isolation often experienced by educators e. Moving away from total control over the teaching environment to sharing authority with students as fellow learners f. Breaking down the traditional hierarchy between teachers and learners
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This table illustrates the evolving roles of students and teachers in modern education. Students are transitioning from passive recipients to active learners engaged in problem-solving, collaboration, and self-directed inquiry, while teachers are shifting from authoritative figures to guides and facilitators who share control and foster a collaborative learning environment.

2.5 ICT for Teachers

In a social-constructivist learning style, teachers are typically viewed as facilitators who assist students in collaborating with one another, interacting with course material, and guiding them toward constructing knowledge through social interchange within a conducive learning environment (Sturm et al., 2009). Furthermore, this applies to both classroom and online teachers. However, an online learning environment necessitates a distinct set of strategies, and an online teacher, defined by a variety of attributes, must possess the technical know-how to successfully navigate and contribute to the online learning environment, as well as the technical skills and efficacy needed to meet the unavoidable technical hurdles of these new settings (Anderson, 2008).

Sabiri (2019) found that EFL teachers primarily utilized ICT tools such as PowerPoint and word processors, occasionally incorporating language dictionaries and online videos, yet they demonstrated minimal usage of ICT for tutorials, drills, or web-based activities. Additionally, according to findings, they generally lacked experience with online communication tools to aid teaching and student learning, despite utilizing ICT for email communication. Based on this context, Hughes (2005) states that in order to effectively incorporate technology into their teaching, educators must possess a foundation of knowledge and abilities related to technology-supported pedagogy.

Koç (2005) further emphasized that there is a shift in teachers' and students' roles within the changing educational world, and teachers' evolving role in technology-oriented classrooms emphasizes moving beyond being a mere dispenser of information to passive learners, instead encompassing responsibilities such as managing information, coaching, guiding, organizing, initiating, and diagnosing. The evolving role of teachers should not be to keep up with the rapid technological advancements, but it should help them to transform into lifelong learners and innovators by cultivating vast technological resources (Tharamma & Sunil, 2020). However, if teachers do not understand the advantages of using ICT tools, they won't use them (Sabiri, 2019). Furthermore, since educators are likely to transfer the methods they have been imposed to their own applications (Tweed, 2013), teacher candidates who are trained in traditional classroom settings as language learners should be educated to use ICT tools to adapt their skills.

In this context, teachers may encounter some barriers while implementing ICTs. According to Ertmer (1999), there are two kinds of barriers to implementing ICT: internal ones that represent instructors' attitudes, such as lack of confidence, conservative views towards technology, and inadequate understanding of the advantages of technology, and external ones that are related to limitations on time and resources, limited technical support, and unaddressed technical issues. Some teachers also may develop resistance towards technology because they are afraid of facing such barriers.

Hannafin and Savenye (1993) identified various reasons for teacher resistance to computer use such as, doubts about its effectiveness in enhancing learning, resentment towards computers competing for students' attention, lack of support from administrators, increased time and effort demand on teachers, fear of

losing control or appearing incompetent in front of the class. However, when teachers lack experience, they should feel at ease letting students investigate new areas for information by themselves, and they should serve as role models for students, modeling flexibility and problem-solving during the learning process when teachers encounter a problem (Jonassen et al., 1999). Teachers should be aware that a good face-to-face educator may not be the best online teacher, and those experts in-person teachers might struggle with adjusting online applications in the classroom (Salmon, 2011). Egbert (2006) highlights the need for teacher training programs to not just teach teachers about computers but also to show them how to use computer knowledge in different teaching situations. In line with this suggestion, Top et al. (2021) indicated that mentoring teachers for their ICT applications successfully increases educators' openness to ICT, satisfaction, and communication skills.

Porter and Sturm (2006) present a set of guidelines for successful ICT implementation in education, encompassing various crucial aspects. These guidelines advocate for the effective utilization of assessment tools, both synchronous and asynchronous online instruction methods, and constructive feedback in online settings. Furthermore, they stress the importance of fostering motivation, creating a supportive online environment, and overseeing project work effectively. The guidelines emphasize the need for ongoing skill development and adaptation to evolving technologies in education. This includes utilizing assessment tools effectively in distance learning, implementing both synchronous and asynchronous online tools for instruction, providing constructive feedback in online settings appropriately, motivating and fostering encouragement among students who are at a distance, and establishing a conducive and supportive online learning environment. Additionally, it involves moderating discussions effectively within chat rooms, structuring and overseeing project work in an online environment, enhancing student retention rates in online learning contexts, incorporating technology into language learning programs proficiently, facilitating learning within a web-based educational setting, and identifying avenues for ongoing skill development while staying updated as new online communication and student support technologies evolve. Keengwe and Onchwari (2011) argue that with the appropriate setting and technological resources, educators have the potential to cultivate a positive environment with ICTs where they can foster connections

between active learning and teaching practices, cultivate an understanding of technology's potential and develop proficiency as effective technologists and instructors, enhance leadership skills and serve as role models for successful integration, recognize the impact of technology adoption and integration, design curriculum activities that seamlessly integrate technology, understand the advantages of utilizing technology in educational settings, foster a sense of ownership over technology through authentic experiences, motivate students using technology, achieve success through informed and reflective decision-making, and advocate for the integration and utilization of technology.

2.6 ICT for Students

With the increasing integration of ICT into education, there has been a notable shift in the roles of students as well as teachers. With the pervasiveness of educational technologies and Web 2.0 tools in the classroom, students are transitioning from passive recipients of information to active participants in knowledge creation, engaging in self-designed, self-controlled, and collaborative learning paths within social constructivist classes mediated by ICTs (Phillips et al., 2007). Traditional, face-to-face training frequently places the responsibility of knowledge ownership on the teacher and transfer to the student, whereas ICT-supported learning ought to be designed with the student at the center of the learning environment. A social-constructivist method aids in concentrating resources and providing learners with support so they may actively apply new material instead of just passively absorbing what is taught to them, which means the locus of knowledge shifts to students from the educator (Anderson, 2008).

Students must be willing to put in the effort to become more self-directed and independent in order to fulfill their multi-dimensional connections with other participants in the same place if they are to be most successful in any online program by acting as the most essential part of the education process, and this is most of the time different from traditional classroom settings (The University of Illinois, 2007). Prensky (2001) introduced the concepts of "digital immigrant" and "digital native" to distinguish between generations raised before and after the emergence of personal computers, suggesting that digital natives possess a brain structure adapted to multitasking, networking, and rapid response times due to their exposure to varied forms of input which also supports the idea of role shift. Nowadays, nearly every student in the classroom is a digital native. However, many

studies show that even digital native students may lack ICT skills (Bennett et al., 2008; Demirbilek, 2014; Helsper & Eynon, 2010).

Inexperienced students may primarily encounter more challenges with technologies, the course management system, or errors in submitting work online, whereas experienced students, who typically exhibit stronger performance, may engage in more frequent communication, often seeking clarification on advanced course concepts; nonetheless, at every stage, students must undertake self-assessment as an essential component of achieving success in online learning (Porter & Sturm, 2006). In an online learning program or an in-class program supported by ICT, students should receive continuous support through regular interaction with teachers across various channels, such as email, instant messaging, chat, or telephone contact, while also being encouraged to engage in online learning from the earliest of their language learning journey (Sturm et al., 2009). As the needs of the new technological age change, the things that students need to do regarding their education process have also changed a lot.

In this context, the University of Illinois (2007) shared that students should embrace the idea of sharing personal life, work, and educational experiences as integral to the learning journey, demonstrate self-motivation and self-discipline, be proactive in addressing issues as they arise, commit to meeting the program's minimum requirements, embrace critical thinking and decision-making as essential aspects of learning, take the time to thoroughly consider ideas before responding, and believe in the possibility of high-quality learning outside of traditional classroom settings. Learning in web-based environments requires learners to possess self-regulatory skills as expected to embrace being autonomous, and it is also inherently a social process where cooperation and interaction play vital roles in knowledge creation within a social context and framework (Nevgi et al., 2006). When students engage with computer technologies, rather than being controlled by them, they augment the capabilities of the computer while the computer enhances their thinking and learning, resulting in an intellectual partnership where the overall learning experience surpasses the sum of its individual components (Jonassen et al., 1998). When autonomy is promoted in the classroom, Sabiri (2019) found that even though learners tend to have fun when their teachers implement ICT into classes, they enjoy it even more when they use the tools themselves independently.

Porter and Sturm (2006) suggest that if learners are actively engaged with ICTs in the learning process, they can develop several competencies. These include maintaining focus and concentration on tasks, persevering through challenges, and remaining committed to tasks or problems. Learners also attempt to solve problems independently before seeking assistance and know when to seek help when encountering difficulties. They exercise autonomy in decision-making and resolve issues and challenges on their own, which fosters a sense of confidence in their abilities and accomplishments.

Additionally, learners become adept at organizing both their work and personal life effectively, engaging in self-directed learning, and establishing personal goals. Efficient time management, evaluating their own progress and performance, and embracing opportunities to learn new things are also crucial skills they develop. Demonstrating self-sufficiency in learning, taking accountability for their actions, seeking constructive feedback on their work, and actively exploring new experiences and endeavors are further indicators of their competence.

Relating this to language practice and identity, the integration of ICTs can significantly enhance students' engagement and proficiency in language learning. By fostering these competencies, ICTs support students in developing a stronger sense of identity as autonomous and confident language learners. This not only improves their language skills but also encourages them to take ownership of their learning journey, ultimately leading to a more personalized and meaningful language practice. Makaramani (2015) indicates that both educators and students now must be able to think critically, apply their knowledge to new contexts, analyze information, comprehend new concepts, communicate, collaborate, solve issues, and make decisions, and further suggests telecollaboration projects for improving learning activities via ICT tools. According to Phillips et al. (2007), collaborative learning is the most efficient way to support teaching and learning in digital environments since it allows access to wider information sources.

Gooding Oran (2011) also highlighted the importance of telecollaboration, especially for developing students' ICC, defining it as “projects completed collaboratively by students and teachers through the use of online tools and/or ICT.” About the importance of telecollaboration tasks, Dooly (2013) indicates that it is the best approach that suits the interconnected society in which we currently live since it promotes a non-linear, socially-distributed cognition where students

improve their capacity to think together called “participatory power.” Following the idea of an “interconnected society” education for learners by Dooly (2011), Guth and Helm (2010) explain that the goal of telecollaboration is to prepare students to make them ready for traveling abroad, but it is to teach them how to effectively operate, communicate, collaborate, create, and negotiate in multilingual, multicultural global societies using any number of languages in environments regardless of whether they are using a foreign or their native language, a lingua franca or oral, visual, textual or synchronous, asynchronous communication.

2.7 Telecollaboration

The pervasive integration of technology into daily life, from communication devices like cell phones and digital cameras to web-based platforms, has fundamentally reshaped how humans interact and its incorporation into education for innovative learning experiences, as mentioned before (Kern, 2006). Online collaborative projects involving language learners in different locations began to emerge in the early 1990s as foreign language educators and learners started to have regular access to the Internet (O’Dowd, 2007b). These applications are called telecollaboration. Telecollaboration entails collaborative activities over the internet for intercultural exchange among individuals from diverse ethnolinguistic or national backgrounds despite being geographically distant (Guth & Helm, 2010). With the ongoing development of technologies, intercultural foreign language education’s popularity has increased over the years, which has made telecollaboration one of the most important cornerstones of language educational applications (Belz & Thorne, 2006). Fuchs (2016) called telecollaboration projects a “cost-effective” method for fostering ICC among language learners. For over 20 years, an enormous number of projects and studies, including articles, journals, books, dissertations, and conferences, have been conducted on this topic. Many other names have been used for this mean, such as virtual exchange (Helm, 2016), online intercultural exchange (Thorne, 2010), e-tandem learning (O’Rourke, 2007), internet-mediated intercultural foreign language education (Belz & Thorne, 2006), collaborative online international learning (Rubin, 2016). One of the pioneering initiatives in collaborative project work among primary and secondary school foreign language learners from various countries was the Learning Circles project (Riel, 1997), supported by the American telecommunications Corporation AT&T (O’Dowd, 2007a).

According to the literature, telecollaboration can cater to several learning needs based on how it is designed. When it first started to become popular in the ELT field, different models were more common. O'Dowd (2007a) classified these models into three main categories: e-tandem, Cultura, and eTwinning.

The e-tandem model aims to enhance language skills, promote learner independence, and provide authentic language practice beyond traditional classroom settings (O'Rourke, 2007). In e-tandem language learning, two participants engage in collaborative learning, offering mutual support to acquire each other's native language using a variety of online tools, whether synchronously or asynchronously (Demir & Kayaoğlu, 2021) promoting learner autonomy based on the understanding that becoming autonomous learners is not a natural progression. Hence, the learners need to practice, particularly those who accustomed to an educational model focused on transmitting knowledge without active engagement in the learning process (O'Rourke, 2007). E-tandem language learning is not a model born from theory but a traditional practice acknowledged for its effectiveness by numerous generations of language learners due to its positive impact on learners' language skills and autonomy (O'Rourke, 2007).

The Cultura model aligns with the growing emphasis on intercultural and sociocultural dimensions of foreign language education during the late 1990s and early 2000s (Thorne, 2010). As described by O'Dowd (2016), the Cultura model emphasizes culture and language learning over language acquisition alone while having implementation stages in contrast to the e-tandem model, integrating the development of linguistic skills with cultural knowledge, awareness, and ICC, and establishes stronger ties with learners' academic settings and language curricula. Based on Byram's (1997) principles, foreign language acquisition is seen as the "acquisition of the cultural practices and beliefs," and language learners are frequently referred to as "intercultural speakers," "border-crossers," "cultural mediators," or "meaning negotiators" (García & Crapotta, 2007). A Cultura model-based project unites students from different countries studying each other's languages, facilitating cross-cultural dialogue through shared cultural materials available on a project website, including student-generated content and external sources, fostering ongoing analysis and discussion within and between classrooms (García & Crapotta, 2007). In a cultura project designed in the context of a French language course between MIT undergraduate students of French as a foreign

language department and engineering majors in France, Furstenberg et al. (2001) focused on cultural understanding via web-supported materials and activities. They found that the model of telecollaboration holds a significant potential to reveal the hidden dimensions of culture for students to understand.

The eTwinning model, distinct from previous models, lacks specific language use or thematic guidelines, functioning as a network within the European Union where schools and educators utilize the eTwinning portal tools and platforms to involve students in collaborative cross-curricular international projects (Miguela, 2007). Researchers suggest that while sharing similarities with the Cultura model in aiming to boost ICC and foreign language proficiency through technology, eTwinning offers greater flexibility regarding task organization and project duration (Akıncı & Sağ, 2019). The primary aim of the eTwinning telecollaboration model is to instill a sense of European identity and appreciation for linguistic diversity, offering students the opportunity to authentically use a foreign language for communication with peers from other countries and teachers to institutional tools to find partners and applications (Miguela, 2007).

In their early eras, such projects started from only written and asynchronous communication, such as wikis, forums, and e-mail. Then, the project evolved into multimodal learning environments which offer both asynchronous and synchronous communication supported by advanced media-sharing platforms with the abrupt development of technology (Anguera Cerarols, 2013; Lamy & Hampel, 2007). Lewis and O'Dowd (2016) categorized four primary forms of technologies prevalent in telecollaboration research: asynchronous text-based communication, video conferencing, Web 2.0 tools, and virtual environments throughout telecollaboration's development. However, tasks created by using more advanced technologies do not mean they are more influential in language learning (Bayraktar Çepni & Çepni, 2024). In the past, asynchronous communication tools such as wikis, e-mails, and forums were more popular because the possibilities of technology were so available at the time (Anguera Cerarols, 2013; Lamy & Hampel, 2007), and they had many advantages, such as allowing the students to with their own pace (Pegrum, 2009). However, while old trends such as asynchronous communication exclude facial cues, intonations, and body language, videoconferencing allows students to think more critically about these variables in discourse (O'Dowd, 2016). Synchronous delivery entails students engaging in the

activity simultaneously, utilizing the same delivery method. This approach closely resembles traditional classrooms where instructors primarily employ Internet tools to present information, address queries, or oversee discussions (Dooly, 2007).

Meanwhile, asynchronous delivery allows learners to access the material and input at their convenience, whether during the day or night (Dooly, 2007). In her studies, Helm (2015) showed that synchronous interactions resulted in more project participation and increased motivation among students. However, Kern (2014) found from the students' reflections that videoconferencing may create discomfort and "paradoxically" produce less intimacy than using only audio-based interaction. Also, Chen and Yang (2014) indicated that even if intercultural communication via telecollaboration offer many opportunities, online tasks can be found stressful and make learners feel nervous. Thanks to the developing technology, nowadays, teachers have the choice to implement and adapt appropriate communication means for online exchanges instead of sticking only text-based based on the students. As Dooly (2007) said, such projects have to be designed based on the needs of the students, not the tool or mean itself.

Through the years, as educators increasingly recognize the educational benefits of telecollaborative learning, they are incorporating online intercultural collaboration into various instructional formats and study programs in social media or integrating telecollaboration with Massive Open Online Courses (MOOCs) and university work placement and mobility programs (O'Dowd, 2016). Later, games and 3D simulation environments also started to be recognized for their virtual exchange possibilities in the ELT area. Massive multiplayer online games (MMOs) like World of Warcraft (Thorne, 2010) gained popularity among language learners, while Second Life, a well-known virtual reality platform, has been promoted for online intercultural exchange in recent times (Sadler, 2012).

With the increasing trends, not only pure language education but various fields have explored telecollaborative initiatives, especially for higher education levels, including disciplines like music, education, history, anthropology, geography education, business studies, and more. There has been a notable rise in cross-disciplinary telecollaborative initiatives involving students in collaborative projects from growing numbers not only in Europe and the US but also in multiple different places of the world, spanning various subject areas, with significant implications for the ELT field (O'Dowd, 2016).

As the need for telecollaborative projects increased, another demand started to surface: a network to collaborate. Numerous networks have arisen to support practitioners in coordinating their exchanges and projects, effectively connecting language educators worldwide who seek to establish intercultural collaborations. For this reason, eTwinning (<https://school-education.ec.europa.eu/tr/etwinning>) was established to facilitate collaboration between schools and partner institutions across European countries, serving as a cornerstone of the European Union's eLearning Programme aimed at seamlessly incorporating ICT into education and training systems across Europe (Miguela, 2007). Another example of such a union is The Teletandem Brasil Project (<http://www.teletandembrasil.org/>), originating from Universidade Estadual Paulista in Brazil, pairs Brazilian university students seeking to learn a foreign language with counterparts learning Portuguese in other countries was established in 2006. Further, the network has expanded to involve Brazilian students in structured online language exchanges with over 40 partner universities across the US, Mexico, Colombia, Germany, and Italy (O'Dowd, 2016). Due to the growing demand for telecollaboration, a new academic organization called UNICollaboration (<https://www.unicollaboration.org/>) has been launched. The International Association of Telecollaboration and Virtual Exchange aims to advance the integration of telecollaborative research and practice across disciplines and advocate for awareness of telecollaboration and virtual exchange in institutional and policy-making contexts, with initiatives including conferences, workshops, partnership support, and the launch of a dedicated online journal (O'Dowd, 2016).

In recent years with the unexpected global pandemic, universities have had to use online platforms in a crisis response (Adedoyin & Soykan, 2020). People lived in unprecedented times where only technology can connect people and the need for it has never been so clear (Barbosa & Ferreira-Lopes, 2021). This necessity also meant each and every part of the education system had to disseminate the idea of online education and work together for internationalized online education environments (Kim, 2020). As nearly every school started offering %100 online courses, it is evident that COVID-19 had a huge impact on the popularity of telecollaboration (Dwivedi et al., 2020) and led educators to advance themselves in using the mean.

2.8 Telecollaboration in ELT Teacher Education

As telecollaboration has gained significant importance in teacher education pedagogy, particularly during the COVID-19 pandemic, emerging as an appealing alternative to traditional study-abroad programs (Yazan et al., 2023). Teacher educators have utilized telecollaboration to achieve various pedagogical objectives with PTs. O'Dowd (2016) emphasizes the need to reclaim the critical and transformative purposes of telecollaboration in language learning and teacher education by adapting such applications (Yazan et al., 2023). Telecollaboration aims to promote ownership of knowledge among ELT teacher candidates. Hauck and Wernecke (2013) highlight the importance of 'exploratory' teaching practices and the need for 'experiential modeling' in teacher education. Reflective practice through discussion is crucial for bridging the gap between theory and practice (Akbari, 2007). In this context, Slaouti and Motteram (2006) underscore the value of student-teacher reflection in ensuring transformative learning, advocating for reflective learning as a reconstructive process that requires facilitation through class activities to move beyond mere critiquing towards true understanding and application of theory.

The ultimate goal of any teacher education course is to prepare future teachers for classroom success. Telecollaborative interactions between student-teachers from different cultural backgrounds help achieve this objective (Dooly & Sadler, 2013). Current educational policies, such as those of the European Commission, emphasize fostering competencies like diversity, tolerance, and respect in teacher education, aligning with the diversity education approach (Pfingsthorn et al., 2021). The CEFR also advocates for the development of plurilingual and pluricultural competence, encouraging participation in intercultural actions (Pfingsthorn et al., 2021).

According to the OECD, it is vital to offer students opportunities to learn about global developments and cultivate a critical and realistic perspective on current affairs, promoting diversity and involving students in intercultural relations (Garcia-Esteban, 2020). Waldman et al. (2019) found that extended telecollaboration practices in teacher education improved participants' skills and boosted their confidence in intercultural communicative abilities of the participants. Sadler and Dooly (2016) highlighted the significant impact of telecollaborative experiences on both educators and students, noting the importance of changing the

mindsets and roles of the teacher to support teacher education via telecollaboration. So that equipping novice EFL teachers with tools to raise intercultural awareness in the classroom is crucial, providing hands-on experience with related activities and materials. Teacher education programs need to develop both the knowledge base and belief system of teachers, facilitating their interaction and integration (Müller-Hartmann, 2006).

Even though in pre-service teacher education telecollaboration activities aim to enhance language skills and intercultural competence through synchronous or asynchronous communication models (Guth & Helm, 2010), yet studies on its potential are often underrated, typically focusing on participants' attitudes in asynchronous models and overlooking the cultural aspect in language teacher education (O'Dowd, 2013) which points to smart, and critical approaches to telecollaboration in ELT teacher education. Byram's model of ICC offers a comprehensive framework for analyzing and facilitating intercultural encounters for PTs, incorporating cognitive factors, interactional skills, and critical cultural awareness, all essential for becoming an intercultural speaker (Müller-Hartmann, 2006). Although short-term interventions, like an eight-week telecollaboration project, can lead to meaningful improvements, measuring intercultural competence, particularly attitudes, requires more time, multiple applications and effort (Eren, 2021).

Scholars are increasingly focusing on leveraging telecollaboration in foreign language teacher education. The aim today is to equip language teachers with the skills necessary for effective engagement in global communication networks and intercultural communicative practices (Alptekin, 2002). However, the literature indicates that teachers' knowledge of subject matter does not automatically translate into the ability to integrate appropriate technology, adding another layer of complexity to English language teacher education programs alongside the focus on intercultural learning (Rienties et al., 2013).

In conclusion, telecollaboration presents a valuable approach in ELT teacher education, offering opportunities for PSTs to develop intercultural competence and reflective practices while navigating the complexities of integrating technology into their teaching. The insights from various studies underscore the importance of a well-structured telecollaborative framework to ensure the transformative impact on future educators.

2.9 Potential of Telecollaboration

Due to its flexible and social nature, telecollaboration offers ELT PTs and practicing educators the chance to apply their pedagogical expertise in interactions with individuals from diverse cultural contexts (Yang, 2020a), a vital aspect considering the significance of ICC in educational settings (Byram, 1997). Telecollaboration projects have the potential to improve learners' communicative competence while enriching the participants' perception of other cultures as they provide a context for them to see their own culture from another one's perspective (Kern, 2006). In a project conducted between Germany and the US, Belz (2002) explains how virtual exchange is a multilayered process and how it is affected by inter-relationships of social constraints, institutional affordances, individual differences in biographical and social levels, and power relationships.

Another project conducted by Belz (2003) was a three-year multidimensional research project to search for the effects of virtual exchange on college-level German and American students of foreign language learning and teaching programs. Findings underlined that increasing internet-mediated intercultural foreign language education is vital since the researcher found significant improvement in the students' ICC skills. Further, they underlined the potential and nature of telecollaboration in terms of supporting communicative skills. Another study conducted between Spain and the US, both second-year university students, O'Dowd (2003) focuses on whether online virtual exchange actually develops students' understanding of their partners' cultures and worldviews. Based on their positive findings, they suggest key characteristics for e-mail exchanges to improve learners' ICC skills. The findings of the study by Chun (2011) conducted between German and English learners also correlates with this finding. The researcher showed how culture is embedded in language as discourse to the learners improving their cross-cultural attitudes, knowledge, and awareness by providing them opportunities via their telecollaboration project by making them navigate interactional pragmatics in intercultural engagement. These studies all hint to a linguistic improvement and ICC development with their participants.

Peiser (2015) investigated the intercultural understanding of lower secondary school students via a telecollaboration project involving English and German schools. The study revealed that students cultivated favorable perceptions and dispelled stereotypical notions of their partner countries. Additionally, they

emphasized commonalities between the countries over differences. Various research investigations have documented numerous outcomes stemming from diverse telecollaborative projects, predominantly in higher education settings, including heightened motivation and linguistic production, advancements in language proficiency encompassing accuracy and fluency, ICC, pragmatic competence, learner independence, digital literacy, and multimodal communication abilities (Blake, 2000; Lee, 2006; Tudini, 2003). Blake (2000) found in the project he conducted for Spanish learners who are native speakers of English that well-designed tasks with online tools synchronously can provide many benefits to the student's language learning journey, including their oral communication skills if the learning tasks are designed and supported within the light of SLA theories. Lee (2002) also revealed that based on their experiences with telecollaboration applications with less structured but more open-ended exchanges significantly influenced the language learning process, as students engaged in online task-based activities requiring diverse functional skills to collaboratively construct and negotiate meaning with an increased grammatical competence of the participants.

In another study, Tudini (2003) indicated, based on the data gathered from the students of the University of South Australia, that collaborating in online chatrooms can neither replace face-to-face interaction nor goal is to however, they can serve as a great authenticity and purposeful environment for multicultural, translingual language exchange opportunities for autonomous learners which otherwise only can be provided from a ELT teacher.

In their seventh week's exchange project between German learning participants from the US and English learners in Germany, both at the college level, Von Der Emde and her colleagues (2001) shared those collaborative applications designed with the principles of autonomous learning, peer teaching resulted in developing the participants' not only ICC skills but also high order thinking skills. Telecollaboration should be used in second language (L2, henceforth) classrooms for numerous reasons. Virtual exchanges, above all, can help students strengthen their language skills (Schenker, 2016, 2017; Yanguas, 2012) and intercultural competency (O'Dowd & Dooly, 2020). In her telecollaborative studies for Spanish-American participants, Lee (2006) also found out that telecollaborative applications are crucial when motivating language learners to be autonomous learners who continue learning beyond the classroom and provide unique opportunities for users

to engage in meaningful communication, which may improve their communicative language competence as if it is face to face interaction, and furthermore motivating participants to build learning communities.

Traditionally, telecollaborative projects pair foreign language learners with native speakers. Still, educators have recognized the growing importance of using English and other languages as lingua franca among non-native speakers in diverse settings (Luo & Yang, 2018). In her study with more than two hundred in-service telecollaborative foreign language teacher participants across Europe, Helm (2015) revealed the increasing use of lingua franca exchanges and moving away from the native speaker ideology. Furthermore, she suggested further research since the subject nature is multidimensional and requires various research from different aspects. In their big project with the use of English as lingua franca, the pairs of B1 level students from France, Germany, Netherlands, and Spain, Kohn and Hoffstaedter (2017) found the development of ICC as students engaged in real-life scenarios beyond the foreign language classroom. They added that this increased learner agency in various aspects, such as communicative participation, topic development, and rapport building while fostering a sense of satisfaction and trust in one's creative abilities among non-native speakers.

Even if there are many good examples in databases, various research on literature shows that telecollaboration itself does not necessarily promote cultural understanding just because it is applied in an educational context (Belz, 2002, 2003; O'Dowd, 2003; Ware & Kramsch 2005) and it has many setbacks and potential to fail. Makaramani (2015) conducted a telecollaboration project named 'Food for Life' with the objective of providing modern learning opportunities for PTs from Thailand and Mongolia. The project encountered challenges due to time zone disparities, and achieving goals was particularly challenging with learners of lower proficiency levels. Yang (2020a) revealed that, in their project, the most common feedback they got from their students was expressing curiosity towards other cultures. Despite this, they also found out that American PTs faced challenges primarily due to the time difference between the two countries, affecting the frequency of communication because blog posts by American participants were made during US daytime, corresponding to nighttime in Korea, resulting in delays of three to seven days for feedback.

Another study conducted between Germany and the US by Ware and Kramsch (2005), focusing on the participants' overall perception of communication with technology and their interpretive choices online, identified different tensions based on individual differences (motivation, different options of using time), social and institutional factors, and having different expectations from telecollaboration directing further researchers to being careful handling such issues and motivates to conduct more research. In this topic, O'Dowd and Ritter (2013) developed an inventory for classifying possible problems that can intervene in a successful telecollaboration project in four domains, each including multiple project elements. They classified these as individual, classroom, socio-institutional, and interactional level problems. Moreover, they included these items that can be problematic in a project: learners' current level of ICC, learners' motivation and expectations, teacher-teacher relationship, task design, learner matching procedures, local group dynamics, pre-exchange briefing, technology, organization of the study, and prestige of target language and culture. Furthermore, they suggested teachers utilize various methods and strategies to prevent such mishaps, such as (a) involving students in analyzing past instances of communication breakdown during exchanges, (b) effectively communicating with partner teachers to comprehend their class's sociocultural context, and (c) adopting an ongoing action research methodology by collecting and evaluating online interactions and student feedback (O'Dowd & Ritter, 2013).

So that students and teachers should be ready and prepared to ensure a successful telecollaboration project. Factors such as learners' ICC, motivation, and task design should be carefully considered. Teachers can play a pivotal role in prevention strategies, such as analyzing past communication breakdowns, fostering effective communication with partner teachers, and adopting an action research approach to monitor online interactions and student feedback. By proactively addressing these issues, telecollaboration projects can maximize their educational benefits and enhance intercultural understanding.

2.10 Telecollaborative Learner

In telecollaboration, participants take on roles similar to ethnographers as they observe, participate in, describe, analyze, and interpret the language interactions of their counterparts in real and meaningful contexts, as noted by several scholars (Carel, 2001; O'Dowd, 2006; Robinson-Stuart & Nocon, 1996).

Now, students can observe and experience being a part of the culture virtually and discover culture via virtual simulations within genuine interactions with the environment and people (Carel, 2001). Telecollaboration offers secondary and university learners the chance to engage in extended one-on-one communication, facilitating personal introductions, sharing biographical details, expressing identity through text or visuals, exchanging personal or professional experiences, and fostering potential personal connections.

In telecollaborative learning, students' attitudes toward the target language speakers and their culture improved, leading to an increased desire to learn the language, and students developed the life skill of active listening, facilitating better intercultural communication and understanding (Robinson-Stuart & Nocon, 1996). However, O'Dowd (2006) discovered that some students could not successfully carry out their role as ethnographers in tasks. So, he added that their objective isn't to express cultural agreement or disagreement with their partners but rather to gain insight into both their partners' worldviews and their own, highlighting the need for telecollaborative students to receive explicit instruction in cultivating cultural awareness. Learners have to grasp the idea that there is no "right" or "wrong" in such a role as they are autonomous explorers (O'Dowd, 2006). In numerous telecollaborative collaborations, learners participate in a sequence of progressively intricate teacher-led tasks or projects, typically encompassing activities focused on (a) personal bonding, (b) exploring linguistic and cultural rich points, and (c) product-oriented intercultural collaboration (Belz, 2007). An example of a cultural rich point is found in bullfighting "Los toros," where perspectives diverge sharply: while some view it as a cruel spectacle involving animal suffering, others perceive it as a tradition symbolizing courage and fair competition between humans and animals (O'Dowd, 2003).

In the concluding phase of numerous telecollaborative collaborations, participants collaborate across continents to develop a website, delving into a theme that emerges during their semester-long intercultural investigations. Precise products such as websites, forums, videos, posters, and directives from instructors are essential for the successful execution of these Internet-mediated collaborative projects. In this context, telecollaborative learners should co-produce while having a mutual objective with their partners and achieve knowledge-building collaboratively in geographically distanced parties both synchronously and

asynchronously (Sadler & Dooly, 2016). Moreover, involving PTs as a learner in telecollaboration projects provides a chance for "exploratory" teaching practice where PTs can find opportunities to self-reflect in the future (Guichon & Hauck, 2011) and "experiential modeling" as they find themselves confronted with real situations of online engagement (Guichon, 2009), which has been observed to promote the growth of multimodal communicative competence, multiliteracy, autonomy, and the necessary teacher competencies for utilizing multimodal technologies in teaching (Fuchs & Müller-Hartmann, 2012). These skills are necessary for a PT to become a telecollaborative teacher which is achievable with telecollaborative practice.

2.11 Telecollaborative Teacher

Since telecollaboration completely changes the traditional atmosphere of an educational setting, the roles of a teacher, skills, and expectations from a telecollaborative teacher are also changed. First of all, being a proficient online tutor requires more than just technical know-how; it extends beyond basic tasks like sending emails or uploading images to encompass a broader set of skills (Bennett & Marsh, 2002). In this context, Hampel and Stickler (2005) suggest competencies that an online tutor should have from the most basic to an advanced level, starting with having a basic ICT competence, having specific technical competence for using software, the ability to handle challenges and opportunities of the tool, online socialization skills, ability to facilitate online communicative competence, being creative and promoting choice, and lastly, the most advanced one, owning an authentic style.

Sadler and Dooly (2016) suggested Kumaravadivelu's (2012) (KARDS) model as suitable for an online educator to bear after their experiences with telecollaboration for more than a decade. The model includes "Knowing," which emphasizes methods of understanding rather than specific knowledge areas, encompassing professional, procedural, and personal knowledge. "Analyzing" involves comprehending learner needs, motivations, and autonomy amidst a blend of individual, institutional, governmental, and societal pressures. "Recognizing" entails critically reflecting on one's own and others' perspectives and dialogues. "Doing" aims to optimize opportunities for meaningful interaction within culturally and socially relevant contexts. Lastly, "Seeing" encompasses observing classroom

events from diverse viewpoints and applying knowledge critically to these observations.

Specifically, in telecollaboration, Tella (1996) encouraged teachers to be brave enough to take a step back from the stage and get used to being the “guide on the side” rather than being only an “instructor.” In this context, Müller-Hartmann (2007) also indicated that teachers’ role shifts from “omniscient informant.” According to Müller-Hartmann (2007), with the unending innovations in virtual learning, teachers’ roles had to evolve within the process. In telecollaborative models, students can do many things autonomously with the help of technology. However, this does not mean teachers do not work. As Hampel and Stickler (2005) said, “If online applications are designed solely to reduce the teacher’s workload, they frequently lack the essential support needed for effective self-directed learning.” For optimal online teaching of communicative competence, combining authentic interaction with necessary pedagogical support is crucial in the process with active teacher involvement, ideally facilitated through live synchronous exchanges with peers and tutors in language tutorials (Hampel & Stickler, 2005). In other words, telecollaborative applications still require the teacher’s active involvement not as an instructor but as a provider of technologies, reflecting on the process to encourage the learners to collaborate and transfer their experiences into real life (Dooley, 2009). In this way, PTs and language learners can practice and improve their cultural and communicative competencies through hands-on experiences with telecollaboration to reflect these experiences in their real environment (Vinagre, 2017). Also, there is evidence that shows innovative practices in education depends on a teachers’ own collaborative networks, practices and peers in the field (Cochran-Smith & Lytle, 2020) as they acquire professional knowledge by bridging the gap between theory and the practice (O’Dowd & Dooley, 2021).

In telecollaboration, the teacher’s role is highlighted as “teacher-as-researcher,” an organizer in the classroom and virtual environment (Müller-Hartmann, 2007). Research illustrates how engaging in telecollaboration can encourage teachers to pursue other forms of internationalization, such as short-term student exchanges and involvement in international research and publishing activities (R. O’Dowd & Dooley, 2021). Some authors called teachers who bear these competencies a “teacher 2.0” (Vinagre, 2017). Vinagre (2017), cited in Del

Moral and Villalustre (2010), also identified the key competencies necessary for a teacher 2.0, categorizing them into cognitive, methodological, and organizational domains. Cognitive skills involve utilizing various ICT tools in educational activities and possessing basic computer and software knowledge. Methodological competencies encompass searching, processing, and evaluating online information and selecting appropriate Web 2.0 tools for educational purposes. Organizational abilities include creatively integrating ICT into teaching, participating in online collaborative projects, and reflecting on technology's potential applications in the classroom.

In contrast to other online learning activities, most of the time, teachers typically work independently with their students; however, telecollaborative teaching necessitates collaboration with multiple teachers or partners across diverse cultural and institutional settings, so telecollaborative educators must possess highly developed intercultural competencies to effectively engage with colleagues and facilitate exchanges that benefit all participants (O'Dowd, 2013). The teacher's responsibility includes preparing students for online interaction, debriefing them after contact with partners, and incorporating interaction themes into classroom activities, impacting both the necessary online skills of the teacher and the pedagogical skills of linking students' online and classroom engagements (Furstenberg, 2010). Siergiejczyk (2020) highlights the fact that, even though adapting telecollaboration is a challenge for teachers, it leads them to improve their practical skills, such as facilitation and developing more culturally aware language education. As telecollaborative applications advance, teachers must adopt a role similar to project managers, coordinating diverse collaborative elements. They can optimize learning outcomes and promote intercultural understanding with competencies in organization, pedagogy, digital skills, and attitudes.

2.12 Teacher as a Facilitator

It takes various abilities to plan, develop, evaluate, and manage a telecollaborative exchange (Waldman et al., 2016), as these require competencies to operate and a multi-dimensional approach to achieve success in pre-through-post processes. Berge (1995) divided teachers' role as an online facilitator into four categories: Pedagogical, in which teachers decide on learning materials and sequencing tasks; Social, in which teachers create supportive, inclusive, positive, and collaborative environments; Managerial, which ensures deadlines are met and

arranges institutional requirements; and Technological, which involves introducing and implementing technological tools.

Another characteristic that a telecollaborative teacher has to have is the necessity to collaborate with educators from diverse cultural backgrounds who are located far away, which can be challenging and hold a teacher back from implementing such projects due to the prevailing perception of the learning-teaching process as highly individualistic in many countries, influenced by their respective educational backgrounds and training (Vinagre, 2017). It is also stated by Sardegna and Dugartsyrenova (2021) that designing a telecollaborative task is the most commonly reported issue. Further, Sardegna and Dugartsyrenova (2021) argued that exposure to high-level intercultural learning can improve pedagogical opportunities for developing PTs' intercultural competence and prepare them for working with diverse students. Because of these reasons, PTs should have a telecollaboration experience as future teachers.

Considering telecollaboration is a multilayered process, it is crucial for the monitoring sensitively while collaborating with other facilitators to help students create their own meanings from the interactions with the target culture, modeling cultural awareness to prevent unnecessary friction among partners as their social responsibilities (Müller-Hartmann, 2007). As indicated before in the literature, there is no best web 2.0 tool or the best technology for facilitators to use like a multivitamin supplement; new technologies and telecollaboration are not a universal solution for learning goals, nor can telecollaboration be considered a one-size-fits-all approach (Dooly, 2007). A diverse array of fundamental tools exists for online communication, with this spectrum continually evolving, enhancing, and expanding (Dooly, 2007).

Harris (1995) outlined the following steps to organize a project initiative for telecollaborative teachers: (1) Establish curriculum-aligned goals; (2) Select adaptable activity structures suitable for various grade levels and subjects; (3) Identify exemplary online projects equivalent to extensive planning efforts; (4) Define crucial project details for successful execution; (5) Invite collaborators for telecollaboration; (6) Establish the telecollaboration group by contacting potential partners and providing project specifics; (7) Implement the telecollaboration project to facilitate online student communication.

Furstenberg et al. (2001) introduced three essential points for a telecollaboration project to be successful. Firstly, harmonious interaction and agreement between teachers of both parties are necessary; secondly, projects with particular themes, topics, tasks, and learning paths should be agreed upon and committed by both parties; and finally, continuous attention and ensuring the learning tools are functioning is necessary. Furthermore, Akayoğlu et al. (2021) outlined five key considerations for designing a telecollaboration project: partner group selection, scheduling and managing time-zone disparities, creating engaging and stimulating tasks, identifying necessary Web 2.0 tools, and evaluating outcomes based on their extensive application experience. The initial and often daunting task in telecollaboration endeavors involves identifying a suitable partner group, as the project's success hinges largely on the dynamics established among participating groups. Given the online nature of communication, participants accustomed to instantaneous responses may experience impatience while awaiting replies to their comments or queries. Tasks that emphasize superficial cultural exchanges, such as clothing, music, food, and festivals, argue that while these topics may contribute to participants' cultural understanding, ICC education should incorporate critical perspectives. For a telecollaborative study, it is suggested to have four categories of tools: a Learning Management System (LMS), an asynchronous platform, a synchronous platform, and tools for creating materials. The telecollaborative study should not only stay in the written, asynchronous realm but also collect and analyze different kinds of tasks and logs afterward.

For the tasks that are going to be used in the telecollaborative projects, Hampel and Hauck (2006) suggested that the tasks should effectively utilize the various modes available to learners, necessitating adjustments and modifications to how information is presented, communicated, and interacted with.

Furthermore, O'Dowd and Waire (2009) suggested a flow of tasks in an intercultural telecollaboration into three main types: Information Exchange, where students provide information to one another; Comparison and Analysis, where students attempt a critical analysis of cultural exchange; and Collaboration and Product Creation, where students create a product together, which is the most demanding. Also, Dooly (2007) noted that to ensure a good telecollaboration study, the activities carried out in the virtual atmosphere and the in-class or real-life context of the participants should not be divorced from each other, and the students

need to see coherence between their goals, project, and the face-to-face education. Being a telecollaboration facilitator entails a multifaceted and challenging role, demanding a diverse range of skills and competencies. From pedagogical and social aspects to technological proficiency and cultural sensitivity, facilitators navigate numerous complexities throughout the process. Creating ideal language learning environments to facilitate "distributive knowledge" can pose significant challenges for educators, particularly in fostering opportunities for students to engage in shared and participatory experiences, both within their local communities, such as classmates, and on a global scale, such as online peers (Sadler & Dooly, 2016). This challenge applies to even teachers and students who can be considered successful in a traditional face-to-face environment. Because of these reasons, Vinagre (2017) logically suggests for students to excel in telecollaboration, teachers must first excel in telecollaboration themselves. Training teachers for telecollaboration and involving them in collaborative virtual exchanges to enhance their understanding and cultivate their telecollaborative skills is a good reason of why telecollaboration applications are needed in higher education, especially in teacher training programs.

Telecollaboration allows universities to enhance global engagement by integrating cross-cultural dialogues into their curriculum, yet its full integration into higher education still needs to be realized (Helm, 2015). Also, in their systematic literature review on intercultural exchange, Lewis and O'Dowd (2016) found that the majority of telecollaboration predominantly occurred between Western classrooms located in North America and Europe, while partnerships involving Asian countries (like Türkiye) were notably limited in number and scope. In order to add another layer of depth and complexity to the literature, further exchanges between different countries, cultural contexts, and different participant groups with various languages are also suggested for further research (Çiftçi & Savaş, 2017).

To advance telecollaboration projects and solidify their status as a subject of rigorous empirical inquiry, it is crucial to employ diverse theoretical perspectives and methodologies (Akiyama, 2015). It is especially suggested in the literature that such critical issues as power, identity, and hegemony further should be explored (Çiftçi & Savaş, 2017). It is highlighted by many scholars that telecollaboration among teachers is one of the most underexplored areas in this mean (O'Dowd & Dooly, 2020; O'Dowd et al., 2020) while language learner gains from telecollaboration is dominant (Shadiev & Sintawati, 2020). That is why it is

suggested to explore PTs' perceptions of telecollaborative learning context and how they perform in such environments (Yang, 2020b). Although such studies exist so little in the literature, they predominantly present one-sided perceptions, focusing either on researchers' or students' viewpoints solely.

In summary, while there is a notable demand for telecollaboration initiatives worldwide, particularly in Eastern countries, as most of the literature consists of Western countries, scholarly research on their implementation remains relatively scarce. Despite the wealth of insights provided by numerous authors and articles on telecollaboration and its utility in this review, further investigation of its integration into ELT programs in higher education is needed especially after facing the context of COVID-19 (Knight (2020)). It is also stated in literature that based on positive outcomes of telecollaboration, integration of telecollaboration into curricula is necessary (Toscu & Erten, 2020). For this ultimate goal, this study aims to contribute to the existing literature by exploring the experiences and perceptions of both EFL PTs and facilitators involved in a telecollaborative project between Türkiye and the United States, focusing on teacher identity formations as literature does not yet include such a study.

2.13 Conclusion

While this review aims to offer a comprehensive overview of the discussed topics, it's important to recognize its limitations in capturing every aspect of the expansive field of ELT. This chapter underscored the prominence of social constructivist learning theory, which initially garnered significant attention within ELT, emphasizing the active construction of knowledge through social interaction.

Later, it highlighted ICT and how it transformed ELT practices. This review provided insights into how the advent of Web 2.0 tools has democratized access to educational resources and facilitated interactive and collaborative learning experiences as from multimedia presentations to online forums, ICT tools offer diverse language practice and skill development opportunities and penetrate into everyday life.

Moreover, this review focused on the widespread adoption of telecollaboration projects in ELT, enabling online collaboration among individuals from diverse cultural backgrounds. Despite its potential for promoting intercultural exchange and language learning, telecollaboration presents both benefits and challenges. While it enhances cross-cultural understanding and language

proficiency, effective implementation requires meticulous planning and management. Simultaneously, it focused on the changing teacher and student roles in educational settings with the nonstop improvement of technology and telecollaboration applications, investigating vast research on virtual exchange and focusing on the fact that, even though these applications are proven to be beneficial for learners according to literature, they are not one-size-fits-all solutions so that the present study aims to contribute to the addressed gaps in the literature by revealing the experiences, and perceptions of PTs of EFL and the project facilitators based on an eight-week-long telecollaboration project between PTs of Türkiye and the US on the topic of teacher identity formations.



3. METHODS

This chapter provides an in-depth explanation of the methodology employed in the study, including the research design, setting, and participant demographics. It outlines the procedures followed in data collection, including the instruments used, data collection methods, and analysis techniques to explore the experiences and perceptions of telecollaboration projects on ELT pre-service teachers as future educators, and to understand the facilitators' perceptions regarding the integration of these projects. Finally, this chapter explains the limitations and ethical considerations of the study.

3.1 Research Design

The main goal of this study is to reveal the perceptions towards translingual telecollaborative projects and their affordances and challenges based on the experiences of PTs and facilitators to find better means of implementing such applications in higher education. For this purpose, a qualitative research methodology, specifically a phenomenological case study, was found suitable for the scope of the research (Creswell, 2008). This type of study describes the common meaning of experiences of a topic for several individuals, which is one of its most significant strengths. In this type of qualitative study, the researcher reduces the experiences to a central meaning or the experience (Creswell & Poth, 2018). In the case study, the researcher concentrates on a single case, while phenomenological method explores the experiences of multiple individuals (Bogdan & Biklen, 2007; Seidman, 2013). The methods of data collection also differ: case studies may also utilize observation, questionnaires, and interviews, whereas phenomenology primarily relies on interviews.

In line with the aim of the study, PTs, as well as facilitators, participated in and conducted an 8-week telecollaboration project and were then subjected to 45-minute semi-structured focus group interviews about their experiences and perceptions. The reasoning for the chosen data collection methods is, according to Denzin and Lincoln (2005), qualitative research involves examining diverse empirical sources such as case studies, personal narratives, interviews, and more, aiming to gain a thorough understanding of the topic under deep investigation.

3.2 Setting and Participants

For this study, a telecollaboration project was conducted between pre-service teachers from Bolu Abant İzzet Baysal University in Türkiye and Sam Houston State University in Texas, US. The Turkish participants of the project were EFL teacher candidates, while the American participants were bilingual teacher candidates. Both groups, being pre-service teachers in the field of language education, had the opportunity to take an elective course called "Language and Culture." Apart from the other courses the PTs take, this course emphasizes language education within the contexts of multiculturalism, and teacher identity formations in language education. As language education and culture are not inseparable from each other, it is found suitable to implement an eight-week telecollaboration project in this course to maximize learning outcomes and see the results.

The pre-service teachers used Google Classroom as their primary communication platform throughout the project. During the project, they completed a series of tasks focused on the formation of language teachers' identities. This collaborative effort aimed to enrich their understanding and experiences by integrating multicultural perspectives and fostering a deeper comprehension of their future roles as language educators. A total number of 5 facilitators participated in this study after conducting a telecollaboration project. In the project, a total of 51 PTs from Bolu Abant İzzet Baysal University in Türkiye and 38 PTs from Sam Houston State University in Texas, US, participated. Due to the study's scope and the lack of ethical approval from Sam Houston State University for conducting oral interviews, only Turkish participants and facilitators in the project were involved in the post-project oral interviews. Consequently, the analysis and participants of this study includes only Turkish participants and the project's facilitator team.

3.2.1 Demographics

Participants of the telecollaboration project from the US (n=38) were PTs from Sam Houston State University who are in their fourth year of studies, preparing to become bilingual education teachers. Most of these students were from Texas and the US, and due to their proximity to the Mexican border, they were exposed to English and Spanish cultures.

First group of participants were Turkish PTs (n=51). They were mostly in their sophomore, junior, and senior years studying in the ELT department from Bolu province in Türkiye's western black sea region.

The second group of participants consisted of the facilitators of the project (n=5). Three of them were associate professors in the field of language teacher education, one was a doctoral degree holder in language teacher education, and the other two were graduate students specializing in English language education.

Table 3.1 Grouping and Participants in the Study

Group Number	Turkish Project Participants	American Project Participants
Group 1	Eren, Berrin, Feyza, Tuğçe	James, Betty, Abigail
Group 2	Aleyna, Büşra, Mert, Şevval	Aimee, Clara, Dorothea
Group 3	Burak, Elif, Ceren, Aylin	Inez, Marjorie, Rebekah
Group 4	Cihangir, Su, Neşe, Cem	Cassandra, Taylor, Wendy
Group 5	Ayşenur, Mert, Serkan, Eda	Chloe, Sophia, Sam
Group 6	Umut, Cansu, Mete, Elif	Willow, Bonnie, Cornelia
Group 7	Selen, Sevil, Eren, Burcu	Marcus, Este, Stevie
Group 8	Sabri, Deniz, Sultan, Elif	Hannah, Lucy, Betty

Group 9	Mehmet, Elif, Yaren, Ceren	Daisy, May, Patty
Group 10	Can, Aylin, Melisa, Berke	Sarah, Sophia, Stella
Group 11	Elif, Emre, Yasin, Zeynep	Stephen, Taylor, Tim
Group 12	Can, Gizem, Emir, Büşra	Juliet, Grace, Paris
Group 13	Uzay, Elif, Ayşe, Mehmet	Angelina, Britney, Carrie

All the names on the table and throughout the thesis were changed with random pseudonyms for the sake of participants' anonymity.

Table 3.2 Demographics of Participants: Gender

	PTs	Facilitators	Total
Female	43	1	44
Male	8	4	12
Total	51	5	56

Table 3.3 Demographics of Participants: Age

	PTs	Facilitators	Total
18-24	51	1	52
25+	0	4	4
Total	51	5	56

3.3 Procedures

The procedures section of this study examines data collection instruments, data collection procedures, and data analysis procedures.

3.3.1 Data Collection Procedures

The data collection procedure for the telecollaboration project involved carefully considering participant demographics and forming cohesive groups. With a total of 89 PTs participating, comprising 51 Turkish and 38 American students, the facilitator team, with 5 facilitators, took into account the gender and nationality distribution among the participants. Given that most of the participants were female and Turkish, the objective was to ensure equal diversity within each group. The research team categorized participants based on their demographics and strategically formed 13 groups to achieve this. Each group included approximately 4 Turkish participants and 3 American participants, with the majority being female. This approach aimed to foster balanced representation and varied perspectives within each group, enhancing the richness of the collaborative experience.

Following the formation of participant groups, the team actively facilitated and observed group dynamics. Facilitators were tasked with monitoring group interactions, participating as members in certain tasks when necessary, and reaching out to inactive participants to provide support. By aligning the composition of participant groups with demographic considerations and involving facilitators in group dynamics, the data collection procedure ensured the creation of inclusive and diverse environments for telecollaboration.

Table 3.4 Project Process

Time Period	Topics	Tasks	Assignments
Pre-Project	In the pre-project period, 5 project facilitators designed the telecollaboration project. They decided on topics, technological tools, and time periods. They met on Zoom, made group arrangements, and created telecollaborative tasks.		
Week 1	Introduction	Task 1: Introduce yourself and describe your reasons for deciding to become a teacher.	Entry on the group page

Week 2	“Who am I?”	Task 1: Discuss the traits of an effective teacher and those of an ineffective teacher. Task 2: Create a visual collage titled “What makes me, me?”	Entry on the group page & poster
Week 3	Learning Languages	Task 1: Share your most significant memory from your K-12 language learning experience. Task 2: Indicate which languages you wish to learn on a Padlet board.	Visual & padlet board
Week 4	Synchronous meetings	Task 1: Reflect on the synchronous meeting.	Entry on the group page
Week 5	My beliefs, priorities, and values as a teacher.	Task 1: Select an identity quote and design a poster around it. Task 2: Write an alternative ending to a poem.	Poster & Entry on the group page
Week 6	My advocacy and my agency as a teacher	Task 1: Complete a narrative frame activity. Task 2: Fill in the missing parts of a poem.	Word document
Week 7	My emotions as a teacher	Task 1: Reflect on different scenarios.	Word document
Week 8	“Who am I as a teacher?”	Task 1: Create a poster defining yourself as a teacher.	Poster & entry on the group page
After-Project	After implementing the project, both groups of participants attended data collection interviews to share their experiences, insights, and perceptions towards telecollaboration.		

During the pre-project period, five facilitators collaborated to design the telecollaboration project. They meticulously selected topics, technological tools, and established timelines. Through a series of Zoom meetings, they coordinated group arrangements and developed telecollaborative tasks. Their planning sessions ensured that all aspects of the project were well-organized and tailored to meet the educational objectives, incorporating a variety of engaging and interactive elements.

In the first week of implementation of the telecollaboration project, project themes and groups were introduced to the PT participants. They were asked to write both an introduction paragraph about themselves and another paragraph explaining why they chose to become a teacher, as they are all PTs. With these introduction activities, participants are oriented to project operations.

In the second week, as for the first activity of the week, PT participants were asked to define the characteristics of a good teacher. After they completed this task, they prepared a poster on the topic of “What makes me me?” in which they expressed their personal traits and hobbies as a human.

In the third week, the main topic was language experiences, as they will all become language teachers. They were asked to share their most significant memory from their K-12 language learning experience, choosing their outlet and modality. For the second activity, they shared a Padlet wall where they all shared their language learning goals for the future and why they want to learn it.

In the fourth week, PT participants were only asked to have synchronous Zoom meetings with their foreigner partners where they get to know each other better, socialize, share their daily lives, college and practicum experiences, being a teacher in their countries freely. Each group planned and arranged their meeting day and hour accordingly. After the Zoom meeting, they were asked to write a reflection paragraph about their meeting experiences.

In week five, the focus shifted primarily to teacher beliefs. Firstly, they were given five different quotes related to teaching and tasked with selecting one that resonated with them the most. Subsequently, they were instructed to craft a poster featuring their chosen quote, intended to be displayed in a teachers' lounge. Alongside the poster creation, participants briefly explained why they selected the particular quote and their sentiments towards it. These posters and reflections were then shared in their groups. Additionally, PT participants were provided with a

poem on the topic of being a teacher. Their assignment was to reimagine the final verse, which reveals their teacher's beliefs about the poem in their own words.

In week six, the focus shifted to advocacy and agency in teaching. The first activity involved completing narrative frames to explore the PT participants' perspectives on teaching and define their teaching paths. Then, they were engaged in a second poem activity, where they filled in blank spaces in a poem about teaching to express their thoughts and feelings.

The seventh week's theme was teacher emotions. On this topic, students were given three cases containing conflicted scenarios they might encounter during their teaching career. They read these cases and chose one of them to respond to the open-ended questions about their emotions as a teacher as if they were the ones experiencing the scenarios.

In the final week, PT participants were asked the same question as the initial week, "Who am I as a teacher?" to see the changes after their two months of experiences with exchanging ideas, discussing scenarios, and completing tasks about their teacher identities. The participants prepared another poster and wrote an entry explaining their identity formations as teachers in a short paragraph.

Then, the project was finalized after giving the ending regards. After eight weeks of the project, PT participants and facilitators were informed about focus group interviews to reveal their experiences, perceptions of such projects

The semi-structured interviews were conducted for this research for focus groups after being recorded, transcribed, and translated (Lewis, 2015). The interview questions for both participant groups can be found in the appendix.

In this research, which mainly targets higher education practices, a convenience sampling method was adopted as it is commonly utilized to pinpoint and choose cases that contain rich datasets and relevant information regarding the phenomenon being studied. Finally, thematic analysis for qualitative data was used during the analysis process, which involves examining classifications and identifying themes or patterns within the data, as well as presenting detailed insights and interpretations across various subjects in qualitative research (Boyatzis, 1998).

3.3.1.1 Data Collection Instruments

This study used semi-structured focus group interviews as data collection instruments for both PTs and the research team.

3.3.1.2 Focus Group Interviews

At the beginning of the semester, participants were offered an elective course, language, and culture. An eight-week telecollaboration project in this course's scope. After the project ended, participants were asked to attend semi-structured focus group interviews with their assigned group members in the project. Later, another semi-structured focus group interview was conducted with the five of the same research team to add another dimension to the current study. Focus group interview has been chosen for this study because, due to its nature, it not only allows participants to express their feelings and thoughts without being the only ones under the spotlight but also lets the ideas be triggered by the other group members (Burns, 2009). All participants willingly volunteered for the interviews, which were conducted in the participant's native language, Turkish, allowing them to express their opinions freely. The study benefited from a total of twelve focus groups, ten for PTs and two for facilitators. In the interviews with the participants, thirteen questions were asked regarding PT's experiences of the eight-week-long telecollaboration project, which consisted of interaction with their partners, technological tools, and tasks. Ten questions were asked in the facilitators' interviews regarding how to design, conduct, and assess a telecollaboration project. The interviews are conducted and recorded on Microsoft Teams, and then recordings from the meetings are translated into English after being transcribed.

3.3.2 Data Analysis Procedures

After the telecollaboration project concluded, qualitative data from focus group interviews was collected to delve into the experiences and perspectives of Turkish PTs involved in a translingual telecollaboration initiative. In the scope of research, a six-phase thematic model is used according to Braun and Clarke's (2006) framework to identify the main patterns of qualitative data.

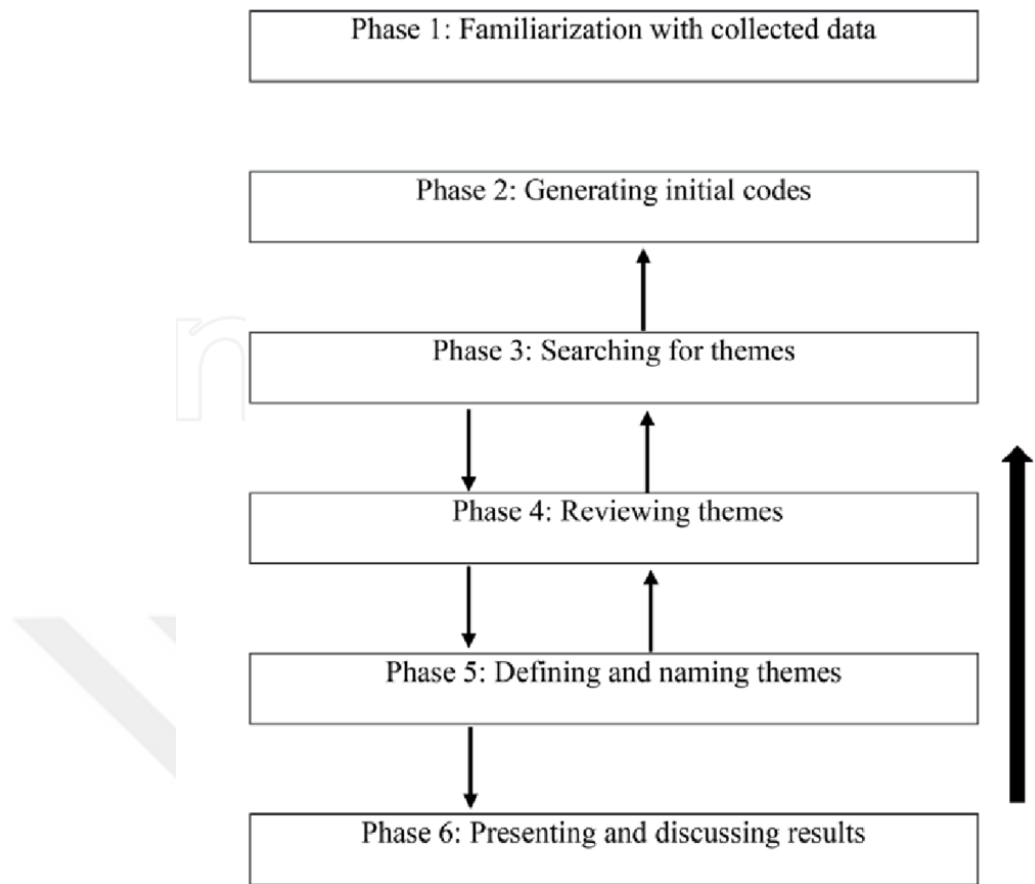


Figure 3.1 Six Interactive Phases of Thematic Analysis Visualized (Labra et al., 2020)

Initially, the dataset from both groups were examined, revealing emerging codes. The interviews were conducted via Microsoft Teams, recorded, and later transcribed verbatim. Translations into English were also provided for the recorded meetings. First, translated codes were read and organized based on their coherence with each other, then color-coded with the emerging themes and grouped based on their meaningful connections. Subsequently, the data underwent further review; some were omitted, and some were merged. Additional editing and renaming procedures were completed, and a final analysis with chosen codes led to the reporting of findings. The study benefited from a total of twelve focus groups' data: ten for PTs and two for facilitators.

3.4 Establishing Trustworthiness of Qualitative Data

To ensure the trustworthiness of the data, the research used Lincoln et al. (1985) trustworthiness criteria and techniques for qualitative research. First of all, the researcher and the facilitators involved in the telecollaborative project also participated in the telecollaboration project as facilitators. In this way, researcher

found the opportunity to ensure prolonged engagement (Ahmed, 2024), participating, observing, and interacting with the participants to evaluate their answers trustworthiness in the data collection period in the end. After the project, data source was revealed to build data triangulation, and data was investigated additionally by an external researcher, who also participated in peer debriefing sessions once the data was shown to provide investigator triangulation for confirmability. Once the data was revealed, the researcher were especially careful with negative cases to enhance, broaden, and validate the data objectively and specifically gave a place in the data analysis section. Furthermore, the intercoder agreement was assessed using Cohen's Kappa statistics to evaluate the consistency between two raters in coding stages. The other rater who helped to find this statistic was an experienced scientist in the field of language education for more than 15 years. Based on Lombard et al. (2004), 10% of the whole data found sufficient for checking the rater agreement. The resulting Cohen's Kappa value for the coding process was found 0,9642, which, according to Landis and Koch (1977), signifies near-perfect agreement between the raters.

To ensure the trustworthiness of qualitative data, it is essential to consider the criteria proposed by Lincoln et al. (1985), which include credibility, transferability, dependability, and confirmability. Additionally, incorporating strategies suggested by Creswell and Poth (2018) can further strengthen the data's reliability. These strategies include triangulation, member checking, and external audits. By addressing these aspects, researchers can enhance the rigor and validity of their qualitative research.

3.5 Ethical Considerations

A detailed overview of the current study, including all steps and procedures, was sent to the Human Subjects Ethics Committee of Bolu Abant İzzet Baysal University to ensure a morally right study. Those papers can be found in the appendix.

Before the telecollaboration project and interviews, all participants were informed about the scope of the research and why their data would be stored. Participants were motivated to join the telecollaboration study as it was part of their coursework, and they volunteered for the meeting. All the data was stored in the researcher's personal computer, which nobody could access. Finally, participant

anonymity was maintained by assigning pseudonyms throughout the study, and the research setting was kept undisclosed to protect privacy.



4. FINDINGS

This chapter explores the findings from interviews conducted with Turkish participants who participated in a telecollaboration project between Türkiye and the US. Following the completion of the project, qualitative data from focus group interviews were collected. The emerging codes are linked to the themes related to the research questions through color-coding. Next, the data is re-examined, and additional emerging codes are identified. Finally, the findings are presented based on the analyzed data.

Table 4.1 Example of the coding the themes used in data analysis

Source	Raw Data	Emerging Themes	Codes
Interviews with PTs	<i>“This was my first experience speaking English with foreigners. I have been learning this language my whole life, and finally, <u>having a chance to use it was so empowering.</u> I was <u>proud of myself and did not hesitate to engage in conversations.</u>”</i>	PTs’ Perceptions on Telecollaboration	Boosting confidence as L2 user
Interviews with Facilitators	<i>“If there are no <u>social issues</u>, we could find suitable or cannot relate to our educational context, we <u>choose a topic parallel to what's on the curriculum</u>, such as this project.”</i>	Facilitators Perceptions on Telecollaboration	Relevance and Engagement in Topic Selection

4.1 Emerging Theme: PTs Perceptions on Telecollaboration

This part reveals the findings from the interviews with PTs. As one of the main goals of this study to reveal the perceptions and experiences of Turkish EFL PTs about telecollaboration. Following table provides an overview of emerging codes gathered from the interviews.

Table 4.2 Emerging Codes from PTs' Interviews

Categories	Codes	Sample Excerpts
Improving Language Skills	Lowering L2 Use Anxiety	<i>"I had language anxiety before this project, but especially after the synchronous meeting, I feel more comfortable; this situation was also reflected in my lessons."</i>
	Boosting Confidence as an L2 User	
	Raising Metalinguistic Awareness	
Positive Impact on Being a Prospective Teacher	Reducing Professional Anxiety	<i>"As I listened to the professional difficulties of my foreign friends in their contexts, ... I started thinking positively about teaching in my country and relieved myself."</i>
	Perceived Professional Growth Through Telecollaboration	
	Experience of Professional Fulfillment	
	Sense of Professional and Peer Connection	
Improving ICC Skills	Breaking Prejudices and Accepting Differences	<i>"...seeing how they define a teacher actually made me see how similar we are."</i>
	Discovering Similarities	
	Forming New Relationships	
Improving Technological Competence		<i>"These tools are handy tools. I will use them frequently in my own classes in the future."</i>
Positive Telecollaboration Experiences	Expressing Satisfaction	<i>"Students always ask, 'Where are we going to use these in real life,' this kind of project answers this question."</i>
	Expressing Commendation Towards Project Design	
	Positive Reflection on Future Teaching	

Negative Telecollaboration Experiences	Having Complaints on Project's Design	<i>"Sometimes there were participants who didn't respond to our tasks at all, and this really shattered my motivation."</i>
	Negative Group Dynamics	
	Failure Seeing the Pedagogical Goals of Telecollaboration	
Suggestions from PTs		<i>"...there could have been more meetings, and we could have shared videos."</i>

4.1.1 Improving Language Skills

Telecollaborative activities bring many multicultural interactions into the classroom thanks to their “collaborative” nature. That is why improving language skills is an expected result of such applications. After investigating the qualitative data gathered from focus group interviews, it is revealed that even prospective ELT students are already proficient language users, participants express improvement of their language skills many times on multiple aspects, including lowering their L2 use anxiety, boosting their confidence as L2 users, and raising their metalinguistic awareness. Furthermore, participants not only expressed improvement in their language skills but showed high order thinking skills as well as emotional regulation abilities.

4.1.1.1 Lowering L2 Use Anxiety

Interview data reveals that participating in a telecollaboration project, requiring both synchronous and asynchronous communication in L2 with parties initially triggered anxiety for some prospective teachers in terms of using their L2. Yet some of the participants (n=14) expressed stress due to this took over this fear and learned how to regulate it which is a crucial skill for a language teacher. For example, one of the PTs states:

"I had language anxiety before this project, but especially after the synchronous meeting, I feel more comfortable; this situation was also reflected in my lessons."

(Group 1)

In this quote, a participant indicates his anxiety before the project and how it was solved when he faced it in week 4 with a Zoom meeting. Furthermore, they

emphasized that they kept this morale in their classes after conquering this anxiety. Another participant also said that:

"At first, even if I joined discussions in classes, I had some language anxiety (in front of foreigners), especially during our Zoom meetings, but I realized how open and comfortable I could communicate, and I relaxed... We had very good communication, and the project definitely improved my language skills, especially in writing."

(Group5)

In this quote, they explained that even if they were confident speaking in L2 with Turkish peers, she hesitated to communicate with “native” speakers. In this project, they found a chance to connect with “native” speakers, relearning their wrong cognition and eventually realizing nothing to be afraid of. In this context, another participant also indicates that:

"While talking to them on video, I was sometimes afraid of not being able to understand them. Of course, there were such moments, but when I indicated, 'I didn't understand, can you repeat?' they expressed themselves clearly again. There were moments when we had difficulty expressing ourselves, but they also asked again."

(Group 2)

This participant also experienced a similar anxiety, and they also faced problems in communication. However, these quotes show how engaging in positive interaction helps individuals conquer their L2 use anxiety in telecollaboration projects. Another participant who was on the same page with their peers also declared that:

"It wasn't as terrifying as I expected... when everyone is open to communication, it's not a problem."

(Group 5)

"I realized that being nervous just because I speak English in front of a native speaker is very absurd."

(Group 8)

As participants reflect on their experiences, it becomes evident that confronting and conquering language anxiety via telecollaboration is achievable. These examples underscore the importance of creating supportive environments

that foster open communication and encourage learners to overcome language-related anxieties. Such a skill is especially important for a ELT PT.

4.1.1.2 Boosting Confidence as L2 User

As all of the participants of this project were proficient English users, the data shows that using their language skills actively to communicate with their foreign partners made them feel confident about their skills (n=12). So that, PTs reflected an emotional regulation skill improvement along with their language skills. In this context, one participant stated:

"Chatting and discussing with foreigners gives me confidence."

(Group 2)

It can be understood that telecollaboration provides learners with opportunities to use and polish their skills, which makes them feel successful. Considering the participants are all PTs, they indicated that this project not only improved their confidence but also expressed the belief that such applications may be even more beneficial in terms of improving language skills in less advanced language users. PTs explained this phenomenon by saying:

"For us, even for proficient English users, it was a very motivating and exciting experience as second language users. I'm sure it would be much more effective for students who are at the beginning of their language journey."

(Group 6)

"This was my first experience speaking English with foreigners. I have been learning this language my whole life, and finally, having a chance to use it was so empowering. I was proud of myself and did not hesitate to engage in conversations."

(Group 10)

Some of the participants (n=8), expressed that this was their first interaction with an American, which happened to be an incentive experience. Moreover, their reflections revealed a sense of pride and accomplishment in finally applying their language skills in real-life interactions. Through such experiences, participants bolstered their confidence in L2 use.

4.1.1.3 Raising Metalinguistic Awareness

Another area where participants felt themselves improved is their metalinguistic awareness. The results of semi-structured interviews show that

metalinguistic awareness is one of the most foregrounding language learning improvements (n=10). One of the participants mentioned that:

"Interactions in this project created awareness in me about how foreigners use the language. I was able to observe firsthand when they prefer formal and when informal in which situations."

(Group 5)

They pointed out that being in such telecollaborative projects offers an advanced basis for observing the use of language first-hand not only in writing but also in speaking. They demonstrated positive beliefs on telecollaboration. In this context, another participant makes a similar claim:

"I have found myself realizing they ("native" speakers) speak in certain ways and what they do when they need to think before speaking. I thought this made them speak more confidently, and I tried using such methods while I spoke. It was fun."

(Group 11)

"Interacting with participants from multiple linguistic backgrounds gave me a new sensitivity to notice their language-using styles. I felt like, oh, I am not only speaking this language but also analyzing; I felt so professional."

(Group 7)

Participants clearly explained that while interacting, they managed to use this advanced skill to improve themselves further. Their observations of when and how foreigners employ formal and informal language in different contexts deepened their understanding of language usage. These quotes highlight the transformative potential of telecollaboration in fostering metalinguistic awareness and advancing language learning proficiency among participants, which is crucial since all participants are future teachers. As they continue to engage in telecollaboration projects, participants are poised to refine their language skills and contribute to a more nuanced understanding of language use in diverse cultural contexts while enhancing their confidence and fluency.

4.1.2 Positive Impact on Being a Prospective Teacher

Another prominent theme that emerged from the semi-structured interview data gathered from prospective teachers is participants' statements about how the project affected their perceptions of being a future teacher. This theme is fundamental since the telecollaboration project's main subject is the perceptions of

teacher identities of prospective teachers. Since this theme emerged on the related topic, it might be one of the indicators deciding project success as multiple aspects of being a future teacher were expressed positively by participants, including reducing their professional anxiety, believing this project made them grow as a teacher, experiencing professional satisfaction through project, and feeling a professional and peer connection.

4.1.2.1 Reducing Professional Anxiety

In the interviews, some participants (n=12) expressed anxiety about their future profession and implied that this is reduced in the project. Throughout the project, they have answered some questions about possible problems they may face in the future when they become a teacher and discuss those with their partners. In addition to that, some participants (n=11) also started their practicum in the middle of the project to find a platform to share experiences and concerns. In this context, a participant shared that their worries were relieved after meaningful interactions with their partners who share common ground with them. One participant indicated that:

"As I listened to the professional difficulties of my foreign friends in their contexts, I understood that such problems are very common, and I started thinking positively about teaching in my country and relieved myself."

(Group 1)

While doing the tasks with their peers, they shared some of their concerns about possible problems they could face as teachers, and their partners validated their fears and assured him that they also have such worries. They indicated they see their country as the primary source of such concern; however, after seeing such problems in schools commonly happen everywhere, their cognitions have changed. In the same context, another participant said:

"I realized that we have common concerns about teaching with our partners... I realized that I approach myself in a very strict and perfectionist way. When we compare our views in a multicultural environment, I see that the learning process always continues, and these experiences are also common. Even when I become a teacher, I will continue to learn something."

(Group 2)

After realizing they shared common concerns about teaching with their partners, they realized they were being too strict with themselves. They concluded

that, after graduation, they would continue improving as teacher day by day, which made them relieved about their concerns. With similar concerns, another participant also said:

"During the 6th or 7th week of the project, we had an activity to solve possible problems we may encounter in school. I was not looking at this profession wearing rose-colored lenses, and actually, I was worried, but being prepared for such things already relieved me."

(Group 8)

When we consider this participant's comments about how they felt relieved after discussing problems with their partners and stopped expecting perfection from themselves. Moreover, the collaborative environment fostered a shift towards a more flexible and growth-oriented mindset, as participants embraced the idea of continuous learning and improvement in their future teaching practice. Together, as they faced and dealt with their worries, participants discovered comfort in their fellow educators' shared wisdom and encouragement.

4.1.2.2 Perceived Professional Growth Through Telecollaboration

Another impact of telecollaboration's positive impact on being a future teacher is that, after the project, participants expressed that they felt that they grew as teachers throughout the project (n=15). Participants not only agreed on how telecollaborative approaches are different from traditional classroom applications but also underscored the significance of hands-on learning experiences in teacher training programs to which they should be exposed since they will be teachers in the future. One of the participants indicated that:

"While I was adding language and culture classes to my list, I was not expecting anything like this. I honestly assumed it would be one of the boring elective courses we have to add to complete credits. It was not a traditional class; it gave me freedom throughout the semester. I learned a lot, but more importantly, I learned a lot of applications I can use as a teacher in my classes in the future."

(Group 12)

"I believe that projects like this widen their perspective; for me, it's about being an English teacher... I came into a sense about my profession, and I think if we participate in such projects, we will be more successful in our profession."

(Group 2)

Very similar to the prior participants' comments, some participants also expressed how participating in projects like this expands their understanding and outlook, particularly in the context of their role as English teachers. They emphasize that their involvement in the project has given them a more profound sense of purpose and insight into their profession. They believe that engaging in such projects contributes to their success as future educators by providing valuable learning experiences and broadening their professional skills. In this context, another example is:

"Being part of this project as a prospective teacher, feeling that "I am in this with my foreign colleagues" in this project made me very happy and contributed a lot to my professional development. I felt very satisfied."

(Group 5)

This quote also expresses similar growth with a sense of joy and fulfillment, highlighting their participation in this project with their foreign counterparts. They expressed the feeling of unity and collaboration with colleagues from different backgrounds, which made this experience thrilling. This created a satisfaction and developed positive attitudes on PTs.

4.1.2.3 Experience of Professional Fulfillment

Another common experience that the participants shared is professional satisfaction. They expressed passion for teaching and reaffirmed their belief in the value and importance of being a teacher (n=21). They called it "my profession" proudly. One example is:

"Sometimes teachers in Türkiye are considered lazy, and actually, it really bothers me. Discussing some challenges in this project made me feel satisfied because I realized, once again, we are trying to do important things, and in the big picture, no one thinks we are useless."

(Group 10)

This participant complains about the perception that teachers in Türkiye are useless and lazy. It must have bothered them since they know the challenges of being a teacher and see themselves as a teacher already. After participating in this project, they realized that there is no such thing globally and felt satisfied about teaching. Another participant said that:

"I used to think that teaching was a profession valued only in Eastern culture, but when I saw the opposite in this project, I was surprised. The similarity in social status excited me and made me feel valued, to be honest."

(Group 5)

Both of these quotes have a common point: Participants have certain beliefs about how people perceive teachers, and their words show that they took those perceptions personally, which affects their projection as teachers. After participating in a telecollaboration project, they find the opportunity to observe and discuss such issues. Then, they reshape their perception of being a teacher, which eventually makes them feel happy. Another example of such satisfaction is:

"Taking part in this project has reminded me why I love teaching. Seeing the commitment and skill of educators worldwide has truly impressed me and made me respect our profession even more. I was so excited about working together and sharing ideas with foreign peers."

(Group 11)

This quote shows how much the project impacted the participant's view of teaching. They appreciated the dedication and talent of teachers worldwide, which they discovered through the project. Collaborating with peers from other countries excited them, emphasizing how valuable international teamwork is for professional growth. Plus, the project reignited their passion for teaching, reminding them why they chose this path.

4.1.2.4 Sense of Professional and Peer Connection

Another common experience participants have is a sense of unity and connection through the project, both professionally and via peers. Most of them (n=28) feel a strong bond with their peers through teaching, regardless of cultural differences. Additionally, they mention feeling a sense of belonging and togetherness, emphasizing the importance of collaboration and community in the teaching profession. One example of this:

"Coming together with people from a different continent for a common purpose, to become a better teacher, was inspiring. I'm sure students will also be greatly influenced by such things in their courses."

(Group 5)

In this quote, the participant expresses how they were inspired to be in such a project with foreign counterparts for a common purpose, "being a better teacher."

These examples show that participants are open to participate in communities of practices. Other examples of very similar feelings are:

"There was always a sense of togetherness in teaching in this project. I felt like I belonged here."

(Group 5)

"I felt connected with the world around me, which made me realize I was not alone. When I become a teacher, I will encourage my students to participate in such projects and ERASMUS programs."

(Group 2)

In these quotes, the participants indicated that they felt connected to a network in this project, empowering them as teachers. This sense of connection and satisfaction made them think they were in the right place and doing the right thing. They also wanted their students to participate in such multicultural projects in the future.

"Looking back, I actually think the project hardly changed my teacher identity. But that doesn't mean it didn't affect it. When it comes to teaching, we had so many similar nice thoughts that it wasn't a transformative experience. I just realized how connecting teaching can be."

(Group 7)

In this quote, the participant states that this project did not change their teacher identity too much. Further they explain that, not because it was ineffective but because they had so much in common with their partners in terms of teaching that it mostly empowered them. Another participant supported this idea by saying:

"For me, this project was very impressive to see how much we are on the same page when it comes to teaching, no matter how different cultures we are."

(Group 7)

In summary, the telecollaboration project united participants from diverse backgrounds, fostering a shared sense of purpose and belonging. It inspired them to become better teachers together, reaffirming their dedication to the profession. Despite cultural differences, they found common ground in teaching approaches, strengthening their bond. They aim to incorporate similar projects into their teaching to promote student growth. Overall, the experience was transformative, deepening their passion for teaching and highlighting the importance of collaboration in professional development.

4.1.3 Improving ICC Skills

Some participants shared (n=11) that they had an American image in the beginning throughout the interview process. As their claims show, those who shared their images in their head turned out to be very wrong. With the help of this telecollaboration project, participants have found opportunities to challenge stereotypes and broaden their perspectives. While teaching the English language cannot be separated from the culture embedded in it, language educators should improve their ICC skills, which is apparently what happens in such projects. Moreover, the following themes emerged in this context: breaking prejudices, discovering similarities, and forming new relationships.

4.1.3.1 Breaking Prejudices and Accepting Differences

Breaking prejudices is one of the most reported learning outcomes by the participants (n=13). The data revealed that most participants had an American stereotype in their heads, but the reality was so different from what they expected. Even some of them who claimed they did not expect such extreme stereotypical American people stated that they learned things that were unexpected to them and realized they need to know to accept their differences as they are. In this context, one of the participants explains how they were wrong to expect media-reflected-stereotypical partners:

"At first, I actually thought like this: "They would be people from Western culture, and also, it's America. The American Dream comes to mind directly, including craziness and freedom. I expected very different things." But there wasn't much difference. Especially when we look at it from the perspective of teaching and education, there was almost none; I think we can call it universality in education."

(Group 7)

After meeting their partners, Turkish participants reported they realized that their prejudices were wrong. Some prejudices were about their partners being "arrogant," "ignorant," and "radical." Several participants related this to America being a first world country. In this context, they gave these examples:

"I never felt anxious as I expected before the project... I thought there might have been unbalanced power dynamics between us, but there was no such environment anyway. On the contrary, I felt very pleased. Talking about the conditions of our own country excited me and made me happy."

(Group 5)

"Before meeting our foreign partners, I was a little tense, but when I met them, I saw that they were very sweet people... Actually, I expected the opposite bit, but it wasn't like that. They were very relaxed. There was a very friendly atmosphere among the members. Everyone was very respectful towards each other. The number of members was also quite sufficient."

(Group 1)

"For example, I'm very comfortable with these issues, but there was an American girl who was very nationalist and religious. I thought these things were more related to our culture."

(Group 4)

Some of the participants (n=3) declared that they have faced ideological differences to which they object. But they were fully aware that these are only personal differences and have nothing to do with their nationalities. They also accepted they should learn how to tolerate and be flexible culturally, which is one of the main points of the telecollaboration projects.

"When I met them, I saw that almost all of them had hunting among their hobbies. Of course, I didn't say this to them, but it's a very strange thing to me, very wild. But I can't know how they were raised. I thought I should show respect even though it goes against my beliefs. I realized I need to learn to tolerate, and we should definitely give a lot of space to such things in education in order to build them in students earlier."

(Group 7)

These participants further agreed on how helpful telecollaboration studies are in developing ICC skills and expressed the need for such projects to be standardized. They showed willingness to participate in and implement such projects. In conclusion, PTs believe telecollaborations have a positive effect on improving ICC skills based on their experiences.

4.1.3.2 Discovering Similarities

The subsection "Discovering Similarities" highlights how Turkish participants in the study (n=33) found common ground with their peers, particularly regarding their roles as language teachers. This discovery not only underscored personal and cultural differences but also revealed significant similarities that fostered a sense of connection and shared purpose among the participants. In the study, Turkish participants reported that activities like the poster task, where they

described the kind of teacher they aspire to be, were instrumental in uncovering these similarities. Participants from group 6 mentioned these:

"The poster activity describing the kind of teacher we want to be was a great activity, in my opinion. Both sides have determined a prevalent ideal teacher profile, and we are all striving for it. I really liked it, as if we had a common past and values."

(Group 6)

"...seeing how they define a teacher actually made me see how similar we are."

(Group 6)

"Even though a country's east, west, north, and south can be very different, we were similar; being involved in such a project as teacher candidates from two different sides of the earth was very productive and exciting."

(Group 6)

These reflections highlight how the participants' shared vision of an ideal teacher and common educational goals made them feel united and connected. Concluding, the study found that most participants (n=32) valued the shared goals and common values among English language teachers, which significantly influenced their perception of education. One participant articulated this shift by saying:

"I started to see myself as a global citizen."

(Group 6)

This highlights the broader impact of discovering similarities, where shared educational goals and values fostered a sense of global citizenship among the Turkish participants. This also emphasizes the importance of such projects in creating a connected and cohesive educational community framework. In conclusion, the data demonstrates that PTs identifying shared goals and values among language teachers not only fosters a sense of unity and connection but also cultivates a broader perspective of global citizenship.

4.1.3.3 Forming New Relationships

Some participants (n=5) managed to develop meaningful relationships and connections facilitated by the telecollaboration projects, too. This was not one of the main goals of the current project. However, more extroverted students who value intercultural relationships managed to make new friends on social media.

"Everyone became very close after a while, and we started to interact and talk very comfortably."

(Group 4)

"Being able to connect with people from different parts of the world and seeing that we have the same thoughts and values even though we grew up in different worlds was beautiful for me."

(Group 2)

They expressed the beauty of finding common ground with people from diverse backgrounds. Such social skills may be helpful in further joining and creating communities of practices that are highly valued. Participants underscored the significance of the project in facilitating the establishment of new relationships, particularly with individuals who share common interests and aspirations.

"This project has been more than just about studying for me; it's been about building new relationships. I already have foreign friends, but none of them are American or a prospective teacher. So far, our interactions on social media are very good."

(Group 11)

"Outside of the project, we started following each other on Instagram."

(Group 3)

In conclusion, while not a primary objective, the telecollaboration project successfully fostered meaningful relationships among some participants, particularly those who were more extroverted and valued intercultural connections. These relationships, often facilitated through social media, highlighted the common values and aspirations shared by individuals from diverse backgrounds. The project's ability to build these connections underscores its potential in creating valuable communities of practice and enhancing social skills among participants.

4.1.4 Improving Technological Competence

In today's educational landscape, especially in language education, technology plays a pivotal role in enhancing learning practices. Through interviews, participants provided insights into their use of web2 tools, offering valuable perspectives on the integration of technology in language education (n=15). None of the participants expressed they had problems using the web 2.0 tools that are preferred for this project. The only issue reported about communication via technological tools in this project was:

"There were sometimes silences during video calls. I got a little stressed thinking about how to recover those silences at that moment, but I understood that such things are normal in online meetings."

(Group 2)

Two participants indicated the difference between face-to-face and online chatting via Zoom was stressful at first. However, they realized the reason and adapted their perceptions, which they valued as an improving experience. All of the participants made positive statements about the technological tools that are used in the project. Most of them expressed that they find these tools extremely useful and that they plan to use them in their classes in the future.

"These tools are handy tools; they are all that we use in our classes. So, I will also use them frequently in my own classes in the future."

(Group 6)

"I already knew most of the web2 tools we used, but I realized how useful they were, so I started using most of them in my other classes as well. When I become a teacher, I will definitely benefit from these."

(Group 2)

Most of the students (n=40) reported taking a computer-assisted language education class was the main reason for their technological aptitude. The facilitators also shared short educative videos to teach participants how to use the related tools when they need them for the tasks. Moreover, the students who are not very fond of technology also expressed their increasing skills and keenness towards using such tools and having fun while using them.

"All of the technological tools were tools I had used before, and our teachers had already prepared training videos for us about the tools. I didn't have any trouble at all."

(Group 2)

"The variety and use of technological tools were just right, in my opinion. Getting training on the use of these tools before each activity and then using them freely to do activities really improved us. I have used these web2 tools at the undergraduate level; I will use them at the graduate level too; they are definitely very good."

(Group 5)

"I'm not someone who is very involved with technology. During this project, while trying to produce something on my own, like posters, I learned many tools. I liked it very much. This was my favorite thing about the project."

(Group 10)

Since they were already using Google Classroom and other tools for their own classes and projects, as education majors, they were also aware of the affordances of such tools. This readiness was a factor that strengthened their positive perspective on these tools. As one of the participants said:

"Since we came to the faculty, we have already been using many web2 tools, so we know how useful and beneficial they are. I think a language teacher must know how to use such programs because the resources are limitless now. I already quickly learned the new ones because of my inclination."

(Group 6)

Overall, Turkish participants in the project displayed a high level of comfort and proficiency in using web2 tools, with no significant issues reported. Their positive experiences and willingness to integrate these tools into their future teaching practices underscore the importance of technology in language education. Their beliefs on using ICT tools were high and they were motivated to use them in the future.

4.1.5 Positive Telecollaboration Experiences

Another central theme that occurred from the participants' interviews is the participants' positive experiences and perceptions regarding their involvement in the telecollaboration project. They express feelings of excitement, fulfillment, and satisfaction, highlighting the significance of the project in their personal and professional development. Additionally, they appreciate the opportunity to engage in authentic interactions, enhance their skills, and explore diverse cultural perspectives. Overall, they view the project as enjoyable, valuable, and conducive to their growth as future educators. Moreover, the following code emerged in this context: satisfaction after the project, commendation towards project design, and positive reflection on future teaching.

4.1.5.1 Expressing Satisfaction

This code shows the personal satisfaction of the participants from the project. All of the participants (n=51) expressed satisfaction after the project. All of

them directly said that if facilitators conduct another telecollaboration project, they want to participate in it again.

"Being involved in such a project made me feel special. As a prospective teacher, it's not an opportunity for everyone to meet people from another country and work with them in our field because."

(Group 1)

Moreover, the participants expressed that they felt special participating in this project. They said that they felt like they were part of something significant and doing important things. Some of them (n=15) also expected the project to be a challenging process at first but satisfied afterwards. Some of them (n=28) appreciated the authenticity of the pedagogic approaches of such applications in the courses.

"...I wasn't nervous, but I was extremely excited. I felt like I was doing something very important."

(Group 10)

"I really felt like I was in university."

(Group 11)

"I initially had expectations that the project would involve a lot of academic work and challenge us, but it didn't. I had a lot of fun."

(Group 1)

"It's much better than sitting down and writing a 10-page paper. I really liked the project."

(Group 3)

"Students always ask, 'Where are we going to use these in real life,' this kind of project answers this question."

(Group 2)

Participants expressed their satisfaction with the project, reflecting on how it made them feel special and engaged in something meaningful. Their excitement and sense of importance reflected the authentic learning experiences they valued, underscoring a shared desire for future participation in similar projects. Overall, the satisfaction among participants underscores the project's success in providing meaningful, authentic learning experiences that participants are eager to engage in again.

4.1.5.2 Expressing Commendation Towards Project Design

Participants not only expressed personal satisfaction but also eventuality to the project's elements in a cause-and-effect relation. Most of them explained that they liked the tasks (n=40), especially free-chat Zoom meetings, poetry, and poster-creating tasks, duration of the project, the time given for the tasks to be completed, achievability of the tasks, general flow of the project, creativity of the tasks' nature, and the themes covered in the project. They told they had no hardship completing the tasks on time and happy with the project design.

"The duration was just right, in my opinion, but I would have liked it to last longer."

(Group 1)

"I didn't dislike any activity in this project. I enjoyed doing all of them."

(Group 12)

"The tasks were not difficult at all, so the time I spent didn't feel burdensome to me. I didn't feel worried because it didn't create any stress, so it was enjoyable."

(Group 2)

"I think eight weeks for the project was ideal. There was plenty of time. Considering our internship and school classes, it didn't bother us at all."

(Group 6)

"I liked the flow of the project; learning weekly themes was among the things I liked. If we had learned all the tasks and requirements at the beginning like a syllabus, it would have been very predictable."

(Group 6)

In conclusion, participants expressed high satisfaction with the project's elements, particularly appreciating the engaging tasks, appropriate duration, and manageable workload. They highlighted the enjoyment and lack of stress associated with the project, emphasizing the creative and well-paced nature of the activities. The positive feedback reflects a successful design that balanced educational value with a pleasant and achievable experience for all involved.

4.1.5.3 Positive Reflection on Future Teaching

This code highlights the positive reflection on PTs future teaching practices. All of the participants were well aware of the affordances of technology and Web 2.0 tools, and such projects also indicated that they want to implement telecollaborative tasks in their classes when they become teachers. In the end, all of

them express their future intentions to implement such a project when they become a teacher.

"I see such a project as very suitable for my students in the future because, unfortunately, most students don't have the opportunity to go to America for such authentic interactions; I think technology is one of the most useful things in this regard."

(Group 6)

"I wish there had been such things when I was a student; they would have contributed a lot to my development. I will try to implement such tools and projects in my classes."

(Group 3)

These quotes underscore the transformative potential of telecollaboration projects in education. They highlight the missed opportunities in traditional education and the eagerness to integrate innovative tools for enriched learning experiences to fill this observed gap in language education. In this way, they reflect a forward-thinking approach to education via telecollaboration, emphasizing the importance of incorporating innovative applications and engaging topics to enhance learning outcomes.

"I think the biggest deficiency in our schools right now is the speaking skill; keeping our students active in such projects will really make a huge contribution. I'm not just looking at it from the speaking aspect; we have learned a lot culturally, and it would be even more productive for students."

(Group 3)

"I would like to use such applications a lot in my classes. I would also like to choose constantly challenging and societal topics. It would be an application with a lot of potential in this regard."

(Group 5)

4.1.6 Negative Telecollaboration Experiences

Expectedly, not every feedback about the project was positive. Some participants, unfortunately, faced some problems or undesired experiences, or they simply did not like some task types. The most disliked tasks were the same as the most liked ones, such as poetry and poster-creating tasks. The most reported issue was a desire for more synchronous communication, as many participants expressed a preference for more real-time interaction. Moreover, the following codes emerged

in this context: complaints about project design, negative group dynamics, and failure to see the pedagogical goals of the project.

4.1.6.1 Having Complaints on Project Design

Some participants (n=4) expressed dissatisfaction with some task types or general elements of the project design. Some participants (n=5) mentioned feeling bored or disengaged due to repetitive task types and some other participants (n=5) complained about time difference-related delays while sending/receiving posts and comments. One of them suggested arranging more synchronous activities would be a solution to this problem.

"Because of the time difference, their posts and our responses are sometimes received very late. As a result, I felt disconnected from communication. Perhaps if there were more synchronous communication activities, we wouldn't feel this way."

(Group 2)

Some participants (n=3) also criticized the main topic of the project, which is language teachers' identity formations. In this context, they further suggested different tasks to keep the motivation high, shortening the project period, claiming eight weeks is too long for such a "narrow" topic, and considering multiple topics to fill the "ample" time. Some examples of such feedbacks:

"Eight weeks focusing on the same topic was too much. We did the same activities all the time. 5-6 weeks would have been ideal."

(Group 3)

"After the beginning of the project, we started doing the same things over and over again, and it got into a vicious cycle. As a result, the interaction decreased, and it started to become like a monologue."

(Group 6)

"Even though the number of participants was sufficient, I don't think there was satisfactory interaction among people. I understand it may have been due to the time difference, but there should have been a balance considering the reluctant participants. For this, maybe activities that provoke discussion and conflict could have been chosen."

(Group 5)

In conclusion, while many participants appreciated the engaging tasks and overall project design, some expressed dissatisfaction with the repetitive nature of tasks and time difference-related delays. Suggestions for improvement included

incorporating more synchronous activities, varying the tasks, and shortening the project duration to maintain interest. Addressing these issues could enhance the overall experience of telecollaboration projects, making them more dynamic and engaging for all participants.

4.1.6.2 Negative Group Dynamics

Some students (n=10) expressed that they found themselves in communicatively detached groups. Only the students who expressed a lack of engagement from their partners gave negative feedback to the project. They noted that a lack of engagement or responsiveness from their foreign project partners affected their enthusiasm, sense of connection, and purpose throughout the project. Some participants felt disconnected or disappointed due to minimal interaction, whether it was in Zoom meetings or asynchronous communication. Moreover, some of the participants (n=17) also observed a decrease in interaction as they got closer to the end of the project, not only with foreign partners but also with Turkish participants.

"At the beginning of the project, everyone responded very quickly to each other, but the initial dynamic was lost, and everyone started responding at the last minute or with retroactive responses."

(Group 6)

"Sometimes there were participants who didn't respond to our tasks at all, and this really shattered my motivation."

(Group 8)

"I both work and study, and I have very little free time for myself. Despite that, I tried to join Zoom meetings with friends during my work breaks and only saw one participant. This disappointed me, and I started to disconnect from the project after that week."

(Group 5)

In one of the examples, participants were aware of the fact that this is a group dynamics issue and the situation is different in other groups, and this created demotivation to continue the project. Such engagement lowered the motivation of the other group members. This means that an effective communication and active participation are essential for fostering a sense of community and achieving the project goals.

"When my friends from the other group talked about what they shared, I was very surprised because we didn't share anything, we didn't tell each other anything, and that's why we couldn't connect. I wasn't very enthusiastic because of this."

(Group 8)

"Honestly, I felt alone. I couldn't feel that I was in a multicultural environment. Because, as I said before, the friends on the other side didn't interact much. They didn't even do their tasks. They rarely attended. So, I felt bad. We were doing the assignments alone."

(Group 10)

Participants are expected to connect with their counterparts from different cultural backgrounds, exchange ideas, and collaborate on tasks. When these expectations are not met due to a lack of communication or participation from the other group, it can lead to feelings of isolation and disappointment. The other examples also agree with the rest of the complaints:

"I didn't get answers to some of my questions from the partners, even though I was waiting for them, especially to see whether they saw it. I couldn't tell if it was due to a technical issue or from them, but it dampened my enthusiasm a bit."

(Group 8)

"Our communication with our partners was not good at all. Even in the Zoom meeting, we just looked at each other's faces silently for a long time. Both synchronous and asynchronous, the instructors should have intervened, and I think we were left a bit alone on this."

(Group 8)

In conclusion, a lack of engagement and responsiveness from project partners significantly affected participants' enthusiasm, sense of connection, and overall motivation. The decline in interaction, especially towards the end of the project, and the experiences of communicative detachment highlight the importance of effective communication and active participation for fostering a sense of community. Addressing these issues is crucial for enhancing the success and impact of telecollaboration projects.

4.1.6.3 Failure Seeing Pedagogical Goals of Telecollaboration

A tiny number of participants (n=3) honestly expressed that they were totally disengaged with the project or they just wanted extra credit. A couple of them, even if they participated in the project tasks, found them meaningless,

useless, or out of topic. They could not quite catch the pedagogical points of the assignments. However, these participants were all in one group, which is the ones disappointed mainly by their foreign partners' disengagement.

"I was doing this hoping it would contribute to my GPA, so it didn't really help me."

(Group 8)

"I didn't like the poetry activities at all, and I didn't understand... what does it have to do with our topic."

(Group 8)

"I disconnected from the project, especially towards the end. We constantly wrote and prepared different poems and made posters, but they all led to the same thing, in my opinion."

(Group 3)

"I actually wanted them to share what they do in their daily lives, how their lives are going, their activities. I hoped the project would be a bit like that."

(Group 7)

These quotes give us a glimpse into how differently participants engaged with the telecollaboration project. Some were hoping for academic benefits or social interaction, while others found certain tasks less relevant or fulfilling. It underscores the need to match project goals with participant expectations for a truly meaningful and satisfying experience for everyone involved.

4.1.7 Suggestions from PTs

Another prominent theme that has emerged is suggestions for telecollaboration by PTs. Throughout the interviews, PTs were asked what kind of topics would they implement if they conducted a telecollaboration project and what kind of activities they would pick for such projects. In this context, some participants (n=15) already expressed they had specific expectations regarding the nature of the projects, such as more synchronous activities, zoom meetings, or sharing more personal experiences. These suggesters expressed a need for synchronous meetings during this project as well.

"I thought there would be more Zoom meetings. That was my hope before entering the project..."

(Group 5)

"I wished there were more synchronous activities..."

(Group 5)

"I expected the project to be more like a Zoom meeting environment, but it turned out to be more like a written communication on Facebook; I didn't expect that, so I always expected some action to happen for a meeting, but it never happened."

(Group 6)

Some other participants (n=7) also suggested not only more Zoom meetings but also tasks that they can complete in video format. Some other participants (n=4) especially suggested activities that could create a discussion to raise interaction. Furthermore, they expressed a need to create a product together rather than working themselves and sharing with the partners.

"I think the project remained too much in the context of written language; there could have been more meetings, and we could have shared videos."

(Group 2)

"I'm trying to approach it pedagogically. All activities were based on individual sharing and commenting. Instead, I would have liked to have a few activities where we could produce something together. All the activities were good, but the monotony was what made them boring."

(Group 6)

"The interaction was great at first when we met, but later on, as we always talked about teaching, the interaction started to decline significantly. We all said we agreed with each other, and we couldn't really discuss anything. If it had been different, it might have been more productive."

(Group 3)

These participants indicated that low interactions in some groups happened mostly because there was nothing to discuss. They shared their topic suggestions for future telecollaboration projects considering their experiences such as refugee issues in schools, bullying in schools, equal opportunity in education, teacher burnout, and gender issues in education. They expressed a need for the topics to be discussed in terms of discrimination of race, ethnicity, gender, sexual orientation, and language. These suggestions are made by n=23 participants.

4.2 Emerging Themes from Facilitators' Interviews

This part reveals the findings from the interviews with project facilitators. As one of the goals of this study to find the perceptions and experiences of

telecollaboration projects facilitators. Following table provides an overview of emerging codes gathered from the interviews.

Table 4.3 Emerging Codes from Facilitators' Interviews

Categories	Codes	Sample Excerpts
Expanding Horizons and ICC Through Telecollaboration		<i>"... they had not had many opportunities in this direction. I wanted them to see different perspectives and worlds and gain awareness."</i>
Multifaceted Roles of Facilitators		<i>"In this project, we are facilitators, teachers and researchers..."</i>
The Importance of Collaboration in Facilitator Team	Building the Team That Works	<i>"...When there are researchers from different countries, their expectations may be different."</i>
	Communication in the Team	
Strategies for Effective Group Formation and Management		<i>"First of all, we want each group to have an equal number of participants from each nation; if it's possible, we also try to match gender and age."</i>
Relevance and Engagement in Topic Selection		<i>"... we prefer choosing topics based on popular societal news, such as refugee issues, war, and social issues. These topics increase participation."</i>
Engagement and Practicality in Task Design		<i>"... we aim to make it pedagogical, and then we aim</i>

		<i>to make it creative like a poster design.”</i>
Strategic Integration of Technology and Tools		<i>“...We have a list of tools that we most use and recommend, but if they have different options, we also accept the alternatives.”</i>
Support and Motivation Strategies		<i>“In class hours, sometimes I give them fifteen minutes to work on the project... This keeps them in the project most of the time.”</i>
Proactive Facilitation and Challenges in Telecollaboration		<i>"One time, we couldn't obtain the necessary ethical permissions from the foreign partner school... As a result, we couldn't access a research group."</i>
Measuring Success and Impact		<i>"One time, a student came years later and showed me that they were still in touch with their project partner from Türkiye, sharing photos from their classrooms. That's when I realized it was successful."</i>

4.2.1 Expanding Horizons and ICC Through Telecollaboration

The telecollaboration project was seen by facilitators as a powerful tool for enriching the educational experience. They underlined it is important particularly for students who had limited exposure to diverse viewpoints and lifestyles. Following quotes shows the primary goal of why telecollaboration projects are conducted by facilitators is the realization of their students' hunger for learning and exploring.

“My students were eager to see and learn, but they had not had many opportunities in this direction. I wanted them to see different perspectives and worlds and gain awareness. This was my purpose for starting this project.”

(Facilitator 1)

“For the first time, I brought my students together with an LGBT+ speaker... Years later, a student wrote me a thank-you note, saying that they were raised in a very conservative environment and that, thanks to this project, they had the opportunity to discuss and learn about topics they had never even mentioned before.”

(Facilitator 2)

The project facilitated significant personal growth among students by exposing them to new ideas and perspectives. An example includes bringing in speakers from different backgrounds, such as an LGBT+ speaker, which provided students with the chance to engage with and learn about topics outside their usual experiences. This experience drove a desire to broaden students' worldviews and foster greater cultural and social awareness of the facilitators.

4.2.2 Multifaceted Roles of Facilitators in Telecollaboration

This theme is revealed through the interviews on facilitators self-defined roles in a telecollaboration project. They underscored their diverse responsibilities as teachers, project managers, and researchers to ensure the success and effectiveness of telecollaboration projects. The following quotes show how they define themselves in such applications:

“In this project, we are facilitators and researchers. Our duties are to establish the project and research. This includes obtaining the necessary institutional permissions and organizing ethical consent forms. Our tasks are to establish the project as a guide who provides the virtual atmosphere, maintain research and findings, and develop ourselves.”

(Facilitator 2)

“In these projects, we have duties in terms of designing and executing the project, forming groups, and supporting students as they complete the tasks. Afterward, our other responsibilities begin at the stage of organizing the data, analyzing it, and writing the article. All researchers are actively involved in our projects.”

(Facilitators 4)

In conclusion, facilitators in telecollaboration projects play multifaceted roles as teachers, project managers, and researchers to ensure the project's success. They are responsible for designing, executing, and managing the project while supporting students and conducting research. Their self-defined roles underscore the complexity and dedication required to create an effective and enriching telecollaboration experience.

4.2.3 The Importance of Collaboration in Facilitator Team

Another prominent theme that emerged from the data is building and acting as a team as facilitators. Facilitators emphasized that it is crucial to build a strong facilitator/research team in order to conduct a telecollaboration project successfully. They also highlighted that the communication between the members of the team should be good. In this context, the emerging codes are building a team that works and having good communication within the team.

4.2.3.1 Building the Team That Works

Facilitators emphasized the significance of starting with a core group of collaborators and gradually expanding by networking and sharing their work. This approach helped them find more partners and strengthen the project team. They further suggested expanding that circle started as a core group.

"I started the project with my friend. As we met people and shared our work and insights in conferences, we began to expand the group and find more partners."

(Facilitator 1)

"I had the opportunity to do this through my professor. During the project, I also met and had the chance to work with other professors."

(Facilitator 3)

Professors played a crucial role in facilitating opportunities and connections for telecollaboration projects. They not only initiated these projects but also helped facilitators meet and work with other educators, enriching the collaborative experience.

"There are also networking websites. Professors who want to find partners post announcements there. I met our eTwinning partner through its website, and we did our project together."

(Facilitator 3)

4.2.3.2 Communication in the Team

The other code revealed is about communication in the team. They also highlighted the importance of teamwork in the success of a good project. A successful telecollaboration project requires a well-structured team where each member has specific responsibilities. For instance, facilitators arranged institutional permissions, while another handled IT and technical matters.

“Building a good team is very important; each of us has separate responsibilities. For example, I arrange institutional permissions in advance, and my friend is the IT person on our team who handles technical matters. Additionally, everyone is very quick and strong in communication.”

(Facilitator 1)

“It is important to work with people whose working style you know. Sometimes, it is important to work with researchers who can compensate for your shortcomings or who you can support in the same way. In addition, if the work areas are truly aligned with the goals of the project, you can do better work together.”

(Facilitator 4)

“As facilitators, we started designing tasks and having Zoom meetings a month before the project started. In these meetings, we have shared what we have done that week. We have continued these meetings in the project process as well to share our observations.”

(Facilitator 3)

“When we need to get in contact, we do this via e-mail. If we need to reach each other for more urgent reasons, we use WhatsApp. When your partners are strong in communication and collaborative, this makes everything easier.”

(Facilitator 2)

“In our study group, everyone was from the same nationality, so we did not have any problems with communication, but when there are researchers from different countries, their expectations may be different. It is necessary to act sensitively on these issues.”

(Facilitator 4)

Effective communication within the team is a crucial factor. Having researchers in the same nations also makes communication easier. Regular Zoom meetings were conducted a month before the project started and continued

throughout the project to share progress and observations. This ensured that everyone was aligned and any issues were addressed when they occurred.

4.2.4 Strategies for Effective Grouping and Management

Another theme that emerged from the data is grouping and managing the participants. Facilitators underlined the importance of making the groups properly balanced with equal representation of participants. They also highlighted the importance of knowing the participants as their teacher.

“Grouping can be done in a randomized style if the teacher does not know them yet, especially if they are freshmen. However, this might result badly.”

(Facilitator 2)

“The number of participants is not actually that important. The students I choose for projects must have high motivation. We always hold discussions in small groups so that students can truly contribute to the project productively.”

(Facilitator 4)

Facilitator 2 advised project designers to avoid grouping students in a randomized way. They mentioned that it can be doable only if they do not know the groups for some reason, such as if they are working with a first-year group. Facilitator 4 also added that the number of participants is insignificant, but their motivation is.

“First of all, we want each group to have an equal number of participants from each nation; if it's possible, we also try to match gender and age.”

(Facilitator 3)

“In addition, the language proficiency of the two groups must be similar. If a group has a problem with language, this can negatively affect both parties.”

(Facilitator 4)

Participants from each nation should be balanced, the facilitator 3 said. Additionally, they indicated that matching participants based on gender, language level, and age, when possible, can enhance group dynamics and ensure diverse perspectives are represented. They indicated that if one of these variables is not balanced the communication may not be efficient.

“In each group, there should be two people from the same environment in real life. Otherwise, some students may reflect on their own experiences in a generalized way, reflecting their own country. Having a minimum of two people in the same country ensures auto-monitoring.”

(Facilitator 1)

Facilitators suggested that ensuring diversity in partners and diversity in the same nations is crucial. Facilitators recommend including at least two individuals from the same environment or country in each group. This approach prevents the overgeneralization of individual experiences as representative of an entire country and allows for self-monitoring within the group.

“Facilitators should definitely be in the groups with students not to intervene but to observe. Because when they intervene in engagement, their interaction may create a countereffect.”

(Facilitator 3)

Finally, they suggested facilitators should be part of the students' group. However, they underlined that their role should be to observe rather than intervene. Direct intervention by facilitators in group interactions can have a counterproductive effect, potentially hindering authentic student engagement.

4.2.5 Relevance and Engagement in Topic Selection

This theme captures the facilitators' approach to choosing topics that are either tied to current societal issues or aligned with the educational curriculum to enhance student participation and engagement. Facilitator 1 suggested that choosing problems of society as topics of telecollaboration has an enhancing effect of increasing participation in the project. Their strategy demonstrates a keen understanding of the importance of relevance and context in engaging students effectively.

“Most of the time, we prefer choosing topics based on popular societal news, such as refugee issues, war, and social issues. These topics increase the participation of the students.”

(Facilitator 1)

“If there are no social issues, we could find suitable or cannot relate to our educational context, we choose a topic parallel to what's on the curriculum, such as this project.”

(Facilitator 1)

If there are no current social issues or they are irrelevant to the educational dimension of the participants' context. Engaging topics paralleling the current curriculum also works. This approach ensures that the content remains relevant and meaningful to students, maintaining their interest and active participation.

4.2.6 Engagement, and Practicality in Task Design

This theme underscores the facilitators' efforts to create a compelling, engaging, and practical telecollaboration environment with task design. On this theme, facilitators emphasized many different factors, such as challenges that affect task design, presentation, and types. Their insights reveal the complexity of crafting tasks that are both pedagogically sound and creatively stimulating.

“While designing tasks, we aim to make it pedagogical, and then we aim to make it creative like a poster design, poem writing, and also critical.”

(Facilitator 2)

“As we have researchers as well, we try to make them show their personal opinions on the things to have proper data to work on and analyze too.”

(Facilitator 1)

Facilitator 2 suggested that critical tasks should be designed with a creative nature, which requires producing materials such as poems and posters. This approach not only engages students but also allows for the collection of valuable research data. Moreover, facilitator 1 added a researcher perspective, saying these production tasks work well for research as they are analyzable and allow participants to share their personal opinions both overtly and covertly.

“...for example, when we ask a PT to draw themselves as a teacher, we can see so many details about their teacher identity on a poster. Sometimes they draw themselves in front of the students, which shows they see a teacher as a leader, and sometimes they draw the teacher holding a student's hand... these data are so valuable as a researcher.”

(Facilitator 1)

This quote clarifies facilitators' considerations of the project tasks as a researcher, too. They recognize the dual purpose of tasks in engaging students and gathering research data. Furthermore, they point to the other variables that might create a challenge while designing tasks.

“Designing tasks are challenging issues since countries are so far away from each other with 8 hours of time difference. In this situation, asynchronous tasks are preferable.”

(Facilitator 3)

“Most of my students are working at jobs while studying in college, and most of them already have kids, which is completely different from the profile of a

common Turkish college student. I am aware of the Turkish PT's demands for synchronous meetings, but they are almost impossible in our context."

(Facilitator 2)

They underline the time difference for posing a problem with synchronous tasks, and they also add considering their students' busy schedules, it would be unreasonable and unrealistic to try to implement such activities. These logistical considerations are crucial in designing tasks that are feasible for all participants. In the first week, to make an ice-breaking stage, they shared a video with their partners, saying something in their native language.

"In the first week, to make an ice-breaking stage, we shared a video with our partners, saying something in their native language. This hypes everyone in both parties and motivates them to leave their comfort zone in a good way."

(Facilitator 2)

One of the facilitators shared a trick to help students leave their comfort zones at the beginning of the process. This greeting video also motivated both parties' students so much. Another trick they shared is giving students options to choose some activities.

"While designing tasks, posing students a choice of the tasks increases the involvement of the students, which is valuable itself as they are PTs and results in an increase in participation rates. In our cases, as our students are PTs, this would contribute to their teaching skills and identity."

(Facilitator 1)

During the project process, we leave different tools optional. For example, when they need to prepare a poster, we say that anyone can use Canva or PowerPoint or draw with pen and paper and take a photo. Or, when they need to meet simultaneously, we leave the timing to the students.

(Facilitator 4)

"We assigned two tasks weekly. On Monday, we share their tasks, and they complete them on Tuesday and Wednesday. The second task is shared on Thursday and Friday, and they complete it on Saturday and Friday. We circulate activities continuously in this way."

(Facilitator 1)

"We assigned two tasks weekly. On Monday, we share their tasks, and they complete them on Tuesday and Wednesday. The second task is shared on Thursday

and Friday, and they complete it on Saturday and Friday. We circulate activities continuously in this way.”

(Facilitator 1)

Lastly, in this theme, facilitators shared their insights on the circulation of the learning tasks. They designed a structured yet flexible schedule to manage the tasks efficiently. In conclusion, facilitators’ thoughtful and flexible task design, considering both pedagogical goals and logistical challenges, plays a crucial role in the success of telecollaboration projects.

4.2.7 Strategic Integration of Technology and Tools

In this theme, facilitators gave information about the selection and utilization of digital tools in telecollaboration projects. Then, they gave information about how they decided on them. They also highlighted that they try to choose the easiest ones because students need more energy to learn the tool to maintain the pedagogical points of the application on the way.

“First of all, we choose a learning management system (LMS), then a main synchronous, an asynchronous platform to use, and finally, we decide on the tools that the students are going to use to create materials.”

(Facilitator 4)

“As we promote the use of technology and Web 2.0 tools, we always observe and update our tools, and they are endless. We stay updated and have a variety of them to implement when we think it is appropriate. We always have telecollaboration active in the background and take mental notes for this.”

(Facilitator 1)

“We use tools that allow users to simply create a membership and sometimes participate without even creating a membership. If the digital tool is difficult to use, students focus on using the tool rather than the content of the task. This causes our projects to deviate from their purpose.”

(Facilitator 4)

Then, they gave suggestions on the most beneficial tools that they have used based on their experiences for years and on behalf of this project. Facilitators highlighted their preference for tools that facilitate collaboration and ease of use. They also encouraged students to choose tools they are comfortable with to enhance their learning experience.

“We generally leave digital tools to the student’s choice. We have a list of tools that we most use and recommend, but if they have different options, we also accept the alternatives that they want to use.”

(Facilitator 4)

“We use Google Drive mostly, then Google Classroom as we can create a closed community in it, then Microsoft Office programs, Google Documents for working together, Padlet, Canva, for poster making and presentations, zoom for videoconferencing and meeting, Microsoft Teams for data collecting.”

(Facilitator 3)

Finally, they did not limit the use of technology for any reason, but they underlined the fact that more technology use does not mean better education, and regarding their students and their context is the priority. Facilitators stressed the importance of aligning technology use with the students' needs and context. Their primary concern is to ensure that the educational goals are met effectively without overwhelming students with excessive technology.

4.2.8 Support and Motivation Strategies

Another theme that emerged from the facilitators' interviews is about ensuring students' engagement and monitoring them. First of all, the facilitators suggested an in-class discussion of the project. In this way, they aimed to get their feedback on project and keep them on it.

“I see my students every week for 3 hours in class hours. In class, I ask them what they have been doing in the project and create a discussion. In this way, they have a chance to see what their peers are doing and not doing, and I get a chance to detect the lost ones.”

(Facilitator 1)

“Sometimes we talk about the importance of the project before classes, and I can observe the effect of this on motivation.”

(Facilitator 1)

“In class hours, sometimes I give them fifteen minutes to work on the project and ask me if they have questions. This keeps them in the project most of the time.”

(Facilitator 2)

They highlighted the importance of providing dedicated time for students to work on the project and ask questions, ensuring ongoing participation. They indicated that the use of class time to discuss the project's progress is also essential

to keep them motivated as they regularly discuss the importance of the project. So that they used their time to participate in the tasks.

“The project also affects their grading %20 percent, and this is one of the factors that pushes them to be active in the project.”

(Facilitator 2)

They also motivated students to participate by linking it to their final grading. Also, for extra motivation, they revealed that they prepared a certificate that they could use in their CVs in the future. As motivating students is considered to be the most challenging part of these project, providing extra motivation through supporting their future goals is considered as an essential suggestion.

“Motivating students is the most difficult part of these projects. It can be a problem only when the participation is voluntary. We also give students a certificate of participation that they can add to their CVs at the end of the project. In Türkiye, a document that students can add to their CVs can always be motivating. They can also use these certificates in the future.”

(Facilitator 4)

“Observing students is highly important. I noticed a student had been inactive for two weeks in the project, and I contacted them asking if everything was alright. They told me that a tornado hit their hometown and it affected their home. Later, we kept in touch, and this student thanked me for being concerned and got back to the project later.”

(Facilitator 2)

In this quote, facilitator 2 highlighted the importance of active monitoring as demonstrating care and responsiveness to students' personal circumstances helps them to get back on the process after a problem occurs.

4.2.9 Proactive Facilitation and Challenges in Telecollaboration

Another theme that has emerged is about challenges and solutions in telecollaboration. The participants focused on some technical problems. They especially highlighted effective team collaboration to overcome problems in telecollaboration project.

“Usually, if the entire research team does their own part well, there aren't many problems. We haven't experienced any major issues.”

(Facilitator 2)

They also spoke about the possible problems that may have occurred the most. First of all, they talked about an institutional problem they have faced and highlighted the importance of knowing both institutions in the project and their required permission procedures. Partners in different organization can help to other side of the screen in this topic.

"One time, we couldn't obtain the necessary ethical permissions from the foreign partner school. We needed to apply long before the project started; that's how it works there, and we didn't know. As a result, we couldn't access a research group."

(Facilitator 3)

"Sometimes students face technical problems. They might struggle to use some technological tools or find it difficult because it's their first time. To address this, we record and publish a training video for each new Web 2.0 tool we will introduce that week. This way, we easily overcome this problem."

(Facilitator 4)

"Sometimes students remove or delete their assignments, which we also use as data. In such cases, we lose a part of the data we intended to work on later for research. To prevent this, data should be stored in the research team's drive throughout the project."

(Facilitator 4)

Facilitator 4 effectively addresses common technical and data management challenges in telecollaboration projects by implementing centralized data storage. These strategies enhance student engagement and safeguard research data, contributing to the overall success of the project. Addressing these challenges through proactive measures ensures smooth project execution and maximizes the benefits of telecollaboration for all participants.

4.2.10 Measuring Success of Telecollaboration Projects

As the final category, the facilitators revealed their insights on measuring the success of telecollaboration. They explained, the team did not use a systematic evaluation method every time to assess the impact and success of the program. However, they received highly positive feedback from the participants, and they used this feedback to shape future projects. Examples of these:

We generally pay attention to getting feedback from our students at the end of the projects we carry out. We write a reflection paper, ask questions such as

which task would you change, get their suggestions, and try to implement them in the next project.

(Facilitator 4)

"I think the project contributed a lot to the students. Although we cannot make this evaluation systematically, we can understand it from the students' feedback. I had students who wanted to enroll in the course just to participate in this project. Therefore, I think it contributes to the development of students and is successful."

(Facilitator 4)

"We initiated these projects primarily as an alternative to student exchange programs. They are less expensive, more comfortable, and easier. Students experience similar or even the same effects, and when I get the feedback, I know that it's successful. Students are already very busy with their daily lives, work, and children, and technology allows them to stay on the line easily."

(Facilitator 2)

"One time, a student came years later and showed me that they were still in touch with their project partner from Türkiye, sharing photos from their classrooms. That's when I realized it was successful."

(Facilitator 1)

The facilitators demonstrate, based on the student's feedback, that telecollaboration projects serve as a viable and impactful alternative to student exchange programs, offering similar benefits with added convenience. The long-term connections formed between participants highlight the lasting success and value of these initiatives. The facilitators demonstrate, based on the student's feedback, that telecollaboration projects serve as a viable and impactful alternative to student exchange programs, offering similar benefits with added convenience. The long-term connections formed between participants highlight the lasting success and value of these initiatives. This feedback-driven approach ensures continuous improvement and sustained effectiveness of telecollaboration projects.

4.3 Summary

Turkish PTs involved in a telecollaboration project between Türkiye and the US reported significant positive experiences. They valued the opportunity to engage in authentic interactions, enhance their skills, and explore diverse cultural perspectives. Participants felt excitement, fulfillment, and satisfaction, noting the

project's role in their personal and professional development. They appreciated Zoom meetings with partners, poetry, and poster-creating activities the most for their duration and achievability. Additionally, participants suggested future topics such as refugees in schools, bullying, inclusive-equal education, racism, gender, sexual orientation, and teacher-related problems like burnout and well-being, proving that they find the project successful and further these projects can be helpful.

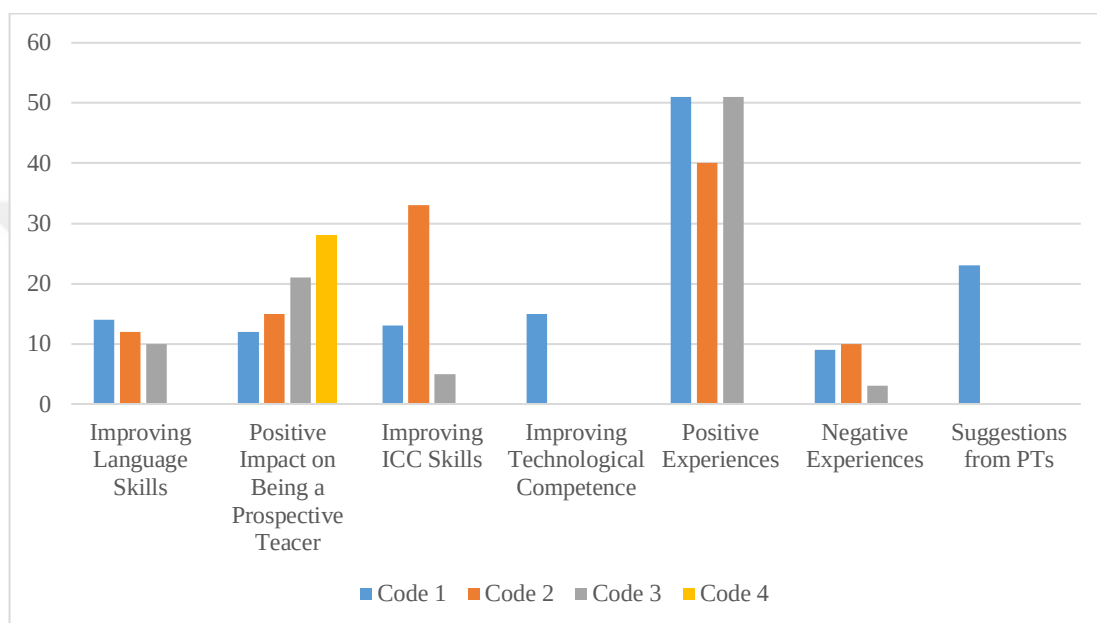


Figure 4.1 Distributions of the Findings from PTs

Even though participants were already proficient in English, they reported improvements in various aspects of their language skills. They experienced reduced anxiety in using their L2, boosted confidence as L2 users, and increased metalinguistic awareness. The project also positively influenced participants' perceptions of their future teaching careers. They expressed reduced professional anxiety, personal growth as teachers, and a sense of professional and peer connection. The project fostered a deeper understanding of their teacher identities, which is critical given the project's focus on this area. Participants felt reassured knowing their concerns were shared by others and appreciated the continuous learning and improvement integral to the teaching profession. As the goal of telecollaboration projects is improving ICC skills, participants found opportunities to challenge stereotypes and broaden their perspectives. The project helped them break prejudices, discover similarities, and form new relationships. Engaging with

American peers allowed them to correct misconceptions and enhance ICC, which is essential for language educators. Participants provided insights into their use of Web 2.0 tools, reflecting the pivotal role of technology in modern language education. Participants commended the project design and expressed positive reflections on their future teaching. They valued the project's ability to foster authentic interactions and personal growth.

However, not all feedback was positive. Some participants faced challenges or did not favor specific tasks, such as poetry and poster-creating activities. A common issue was the desire for more synchronous communication, with participants preferring real-time interactions. Some participants encountered problems, such as obtaining ethical permissions from foreign partner schools and technical difficulties with new tools. Facilitators addressed these by recording training videos and centralizing data storage. Despite these challenges, the project was seen as a successful and valuable alternative to student exchange programs, providing similar benefits in a more cost-effective and accessible manner.

Table 4.4 Overview of the Findings from PTs

Based on PTs Perceptions	
Affordances of Telecollaboration	Constraints of Telecollaboration
Improving language skills such as lowering L2 use anxiety, boosting confidence of L2 use, and raising metalinguistic awareness	Negative Telecollaboration Experiences such as having complaints on projects design, experiencing negative group dynamics, and failure seeing the pedagogical goals of the telecollaboration
Positive Impact on Being a Prospective Teacher such as reducing professional anxiety, perceived professional growth, experience of professional fulfillment, and sense of professional and peer connection	
Improving ICC skills such as, breaking prejudices and accepting differences, discovering similarities, and forming new relationships	

Improving Technological Competence	
Positive Telecollaboration Experiences such as expressing satisfaction, expressing commendation towards projects design, and positive reflection on future teaching	

From the facilitators' perspective, the telecollaboration project was a powerful tool for enriching the educational experience, particularly for students with limited exposure to diverse viewpoints and lifestyles. Facilitators aimed to satisfy their students' hunger for learning and exploration by introducing them to new ideas and perspectives.

As for emerging themes, first of all, the facilitators emphasized the importance of building a solid facilitator/research team to successfully conduct a telecollaboration project. They also highlighted the importance of having strong communication within the team, which was crucial. They also stated that starting with a core group of collaborators and gradually expanding by networking and sharing work helped in finding more partners and strengthening the project team. Regular Zoom meetings before and during the project ensured alignment and timely issue resolution.

They emphasized the sufficient grouping of participants was essential for balanced representation rather than the number of participants. Facilitators advised against random grouping unless necessary, suggesting that motivation is more important than the number of participants. Ensuring diversity within groups, including at least two individuals from the same environment or country, helped prevent overgeneralization of individual experiences. Facilitators played a role in observing rather than intervening in group interactions to maintain authentic student engagement.

Choosing relevant topics tied to current societal issues or the educational curriculum enhanced student participation and engagement. Facilitators highlighted challenges such as time differences and students' busy schedules, suggesting asynchronous tasks as more feasible. They motivated students by providing options for activities and emphasizing the importance of leaving their comfort zones.

Effective task design also involved selecting user-friendly digital tools to avoid losing the pedagogical focus.

Facilitators shared their experiences in selecting and utilizing digital tools, choosing the easiest ones to ensure students do not lose the pedagogical points. They recommended tools such as Google Drive, Google Classroom, Microsoft Office, Padlet, Canva, Zoom, and Microsoft Teams. They emphasized that more technology use does not necessarily mean better education, prioritizing the suitability of tools for their students' context.

They indicated that effective team collaboration is key to overcoming problems in telecollaboration projects. Facilitators discussed institutional challenges, such as obtaining necessary permissions, and stressed the importance of understanding both institutions' procedures. Furthermore, they suggested creating training videos to prevent students from having problems with technological tools and centralizing data storage to prevent data loss for future research.

Table 4.5 Overview of the Findings from Facilitators

Based on Facilitators Perceptions	
Affordances of Telecollaboration	Challenges of Telecollaboration
Expanding horizons and ICC through telecollaboration	Having multifaceted roles as facilitators
	Having a good facilitator team in terms of building the team and communication in the team
	Forming groups effectively
	Relevant and engaging topic selection
	Strategic integration of technological tools
	Motivating the students
	Facing challenges in the project

	Measuring the success of a project
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Finally, facilitators pointed out that they do not use a systematic evaluation method every time but rely on positive feedback from participants to assess the project's impact and shape future projects. The lasting connections formed between participants demonstrated the project's success, highlighting telecollaboration as a viable and impactful alternative to student exchange programs, offering similar benefits with added convenience.

In conclusion, the current telecollaboration project was highly valued by both participants and facilitators for its enriching and transformative impact. The project facilitated authentic intercultural interactions, enhanced language skills, and fostered professional growth among PTs. Despite some challenges, the overall positive feedback from both participants and facilitators underscores the project's success and potential as a valuable educational application.

5. DISCUSSION

5.1 Main Themes in Perceptions of PTs' on Telecollaboration

Telecollaborative activities introduce numerous multicultural interactions into the classroom due to their inherently collaborative nature. Consequently, enhancing language skills is an anticipated outcome of these applications. One of the main themes highlighted by the participants of this study is Telecollaboration's *enhancing effects on language skills*. Blake (2000) underlined the potential of virtual exchange applications to improve language skills in the literature, which is a correlative finding. However, this study's participants are PTs of ELT faculty who passed college-level training to study there, meaning that their English language levels are already advanced. Because of this reason, their statements indicated that if they participated in this project as a language learner rather than as a language teacher, their language skills would be positively affected more. Instead, they stated that their micro skills in terms of language use have been affected better. For example, some participants said their language use anxiety with a native speaker was conquered through the project. Some participants also noted that, even if their language levels were already good, they have found the opportunity to observe language use in its natural atmosphere to review their use. They stated that their metalinguistic awareness has been improved through this project. The potential of developing high-order skills in the participants of telecollaboration has been noted by Von Der Emde et al. (2001) in the literature. These findings also show that conducting such projects with PTs creates an opportunity to see telecollaboration linguistic benefits from a professional perspective.

Another significant theme from the data with prospective teachers is their statements regarding how the project *positively influenced their perceptions of their future roles as educators*. This finding is important because this outcome did not come from the telecollaboration application itself but from the chosen topic of the project. Harris (1995) has highlighted in the literature that, while designing a telecollaborative project, one of the most critical stages is deciding on a topic based on curriculum-aligned goals. As some participants stated, before the project, they worried about being teachers; furthermore, there is a positive correlation between being a teacher in their home countries. Via this project, they said they had discussed these fears or explored most of the problems they attached to the

government and the policy makers also existed in the US, which helped them reduce their professional anxiety. Moreover, PTs stated that being with other PTs in a multicultural environment to explore their teacher identities and participate in discussions in such an authentic environment with a common goal of being a better teacher made them feel a sense of growth, a sense of professional and peer connection, and professional fulfillment. As a result, this positive feedback shows that working with PTs in a multicultural telecollaboration project may be inspiring and motivating as the topic is highly correlated with their future goals.

This telecollaboration project allowed participants to *challenge stereotypes and broaden their perspectives*. Since teaching English is inherently tied to its cultural context, language educators must enhance their ICC, which this project effectively facilitated. According to the literature, this is one of the most expected results of telecollaborative work (Belz, 2003), which correlates with the results of the current studies. One participant of this study stated that they had caught one of the "culture rich" points (Belz, 2007) where foreign partners shared one of the most common hobbies, hunting, which is found antithetic to their culture. The participant explained that confronting such a dialogue helped them realize their cultural differences and accept them through a high tolerance window as a PT who promotes multiculturalism. This is an enhancing experience for the PTs to improve their critical cultural awareness (Eren, 2021). Moreover, some findings also showed that, as just Peiser (2015) suggested in the literature, participants also found commonalities between the countries over differences within each other. The main reason was that both parties were PTs of a language education program in their countries, so it was easier to find similarities and bonds between them. Furthermore, during this bonding, some participants shared that they wanted to continue communicating after the project and stay in contact. One of the main goals of telecollaboration is to motivate language learners to maintain their language activities beyond the classroom autonomously (Lee, 2006).

Technology is essential for enriching learning practices in the modern educational landscape, particularly in language education. Data revealed *PTs' insights on using Web 2.0 tools and overall technology in telecollaboration projects*, providing valuable perspectives on integrating technology in language education as various research in the literature resulted in advancing the technological competence of the participants (Tudini, 2003). This project's

participants had high competencies in technology, but they still provided valuable feedback on the importance of using technology in lessons. Further, they reflected on their experiences in their future classrooms, saying that they will continue using technological advances and telecollaboration when they become a teacher. In addition, they indicated expectations for using such technologies because they revealed that they believe using Web 2.0 tools in telecollaboration projects can enhance students' technological competencies.

Another prominent theme included PTs' *positive feedback on telecollaboration's design* based on their experiences. All participants said they want to participate in another telecollaboration project if it's conducted in the future. They convey excitement, fulfillment, and satisfaction, emphasizing the project's importance in their personal and professional growth. They considered participating in the project an opportunity and felt special about having this opportunity. They expressed commendation towards the project design and its elements. According to O'Dowd and Ritter (2013), there are essential points to ensure success while designing a telecollaboration project. This project was designed considering those recommendations and received positive feedback aligned with a successful telecollaboration project definition in the literature. Some participants expressed that they liked the diversity of the tasks, the length of the project, and the themes covered in the project. Moreover, as PTs, they wanted to integrate these into their classes with different topics at different levels.

As expected, not all feedback about the project was positive. Some participants encountered issues or had undesirable experiences, and some disliked certain tasks. Interestingly, the poetry and poster-creating tasks were both the most liked and the most disliked by participants, which shows that using technology is not enough to accommodate students' differences by itself (Dooly, 2007). Most of the "negative" feedback or further suggestions are composed of PTs' demands over synchronous oral communication activities. PTs should have paid attention to the benefits of asynchronous tasks and engagement in the written realm; however, as the literature suggested (Lee, 2006), it is crucial to have online face-to-face interaction as it is more demanding and motivating. Another important finding from this theme is the importance of group dynamics and interactions, which is directly aligned with O'Dowd and Ritter's (2013) suggestions for a successful telecollaboration study. Turkish PTs reported that when their partners, especially

foreign partners, are inactive or unresponsive, they experience a huge demotivation. Lastly, a very minority of the participants could not grasp the pedagogical purpose of the project. They stated that they could not relate activities with the topics or had very different expectations from the project, such as only socializing as language practice, and were in a lost state in the project.

In conclusion, this study demonstrated the significant benefits of telecollaborative projects aligned with relevant literature in enhancing language skills, intercultural competence, and professional development for PTs. Participants reported improved metalinguistic awareness and reduced language use anxiety while gaining valuable insights into their future educator roles. However, challenges such as task preferences and group dynamics highlight the need for careful planning and consideration of participants' needs and feedback in a planning session, as underscored in the literature.

5.2 Main Themes in Perceptions of Facilitators on Telecollaboration

Even though telecollaboration brings high potential into education, it requires a challenging process to implement it. Based on the insights gathered from the facilitators, the aim of conducting such a challenging application is to *expanding horizons and ICC* through it, stating the fact that it is one of the strongest aspects of it, aligning with the findings of O'Dowd (2003). Considering the participants of this telecollaboration study are PTs, they are also expected to improve their skills as future teachers and learn how to implement such projects. Anikina et al. (2015) noted telecollaboration's potential to bring hands-on experiences for teachers to enhance their skills to later develop their own students' skills. After the project, all of the participants showed their intentions to implement telecollaboration in the future.

Later, as a starting point, they highlighted *having a good research/facilitator team* for the exchange project. Since finding partners might be challenging as both sides require aligning pedagogical goals, starting as a small team and then expanding it suggested having a core team. This challenge was noted in the literature before (O'Dowd, 2016). One of the facilitators also stated that they had used one of the *partner finding platforms* for their e-Twinning project, as was suggested in the literature earlier (Miguela, 2007). They also underscored *the importance of communication in the team*. They suggested each person in the team

have equal and separate responsibilities, working with people you know their style, and regular and accessible communication among the team.

Next, they have enlightened their *multifaceted roles as facilitators* in the project. The data showed that they see themselves in multiple duties, as teachers, researchers, managers, and facilitators who establish the project, scaffold students online and in-class, obtain necessary permissions and consent forms, maintain data from the project. aligning with the Berge's (1995) identification of an online facilitator and Müller-Hartmann's (2007) researcher-teacher approach to teaching.

A significant theme that emerged from the facilitators' perceptions was the *strategic grouping of the participants and management*. Akayoğlu et al. (2021) said that it is most of the time, the most important and daunting thing at the same time as the project's success largely relies on the group dynamics. The facilitators suggested putting similar participants in terms of age, language level, and close numbers of participants from different nations for equal diversity and, finally, at least two different participants from the same nation for auto-monitoring. Lastly, they mentioned having facilitators inactive in the participants' groups to observe them.

Another key theme derived from the facilitators' insights is the *topic selection* for the telecollaboration project. Furstenberg et al. (2001) said that, for a harmonious interaction in the project, choosing a theme for the exchange accepted and committed by each partner is one of the most important points of designing. Considering this, facilitators suggested choosing topics that center on societal problems or common academic goals that align with both participants' contexts, curriculum as they increase the participants' involvement in the project and active participation. This insight also aligns with Akayoğlu et al. (2021) as they mentioned topics such as music, festivals, foods, stay on the surface level most of the time, and ICC education should be critical, and also with Angelova and Zhao (2014), as they considered setting common goals for each side is one of the most salient challenges in the projects.

Task design is another important aspect identified in the data. According to the literature, it is a very important aspect of a project as it is stated as one of the possible problems that can intervene in a successful telecollaboration project by O'Dowd and Ritter (2013). Facilitators revealed that, while designing tasks, they want them to be pedagogic, critical, and creative. They also suggested a researcher

perspective for designing tasks as these tasks might be used as data for the research. They also highlighted the importance of considering the time difference and students' needs based on deciding on the tasks (e.g., synchronous or asynchronous). Finally, they shared a circulation method assigning two tasks weekly on Monday and Wednesday.

Effective use of technology in telecollaboration was also highlighted by the facilitators. The facilitators said that their motto is not the more, the merrier when deciding on technology applications; rather, it is the easier and the better, as technology use itself does not solve every problem in education (Dooly, 2007). They suggested choosing three main spaces for implementing the project, starting with a learning management system (LMS), main synchronous platform, and main asynchronous platform, completely perfectly aligning with Akayoğlu et al. (2021). Finally, they have suggested the most popular tools that they use for their students, but they highlighted that they accept any tools for the tasks of the project, which sometimes results in them learning from their students.

Motivation strategies for student engagement emerged as another crucial theme. It was found to be the most challenging part of the telecollaboration by one of the facilitators. For this, facilitators suggested in-class discussions about the project and gave the class time to work on tasks, which ended up with students showing active participation. One of the facilitators also mentioned observing inactive students reaching out to them and showing inclination pushes them to get back easily. Moreover, they suggested linking the project to grading rather than making participation voluntarily. Finally, providing them a certificate of participation highlighting the fact that they can use the certificate in their CVs works really well as well.

Another theme that emerged from the data is *challenges and how to deal with them as facilitators*. As mentioned before, implementing a multicultural telecollaboration project can be quite challenging for facilitators (Helm, 2015). Also aligning with two previous themes, Antoniadou (2011) stated that some students abandoned the project because they found the technological tools hard to manage. This shows that not everything goes according to plan and facilitators should be prepared for emerging contradictions. Facilitators revealed that the importance of having the institutes' support and knowing their requirements, such as consent forms, is important, especially for further research after the project. In

terms of research and implementation, they also highlighted knowing the student groups importance and collecting students' tasks in a personal drive that they can not delete later. Last but not least, they stated that the most important thing is to have a supportive team, which is the key to solving most of the problems.

Finally, facilitators stated that they do not use a subtle *evaluation method for telecollaboration projects* most of the time, but they get feedback from the participants regularly. In this study, there is a significant match between participants and facilitators towards telecollaboration positively. Both of them see the multicultural exchange activities as very beneficial and inspiring. All PTs and facilitators plan to implement such applications in the future, hinting that the telecollaboration projects are seen as powerful tools and the study is a success.



6. CONCLUSIONS AND RECOMMENDATIONS

The current study aimed to explore the experiences and perceptions of Turkish PTs and facilitators involved in a telecollaboration project focusing on teacher identity formation between two universities in Türkiye and the US. A qualitative research methodology was employed for this investigation. The participants included 51 PTs of English language from Bolu Abant İzzet Baysal University in Türkiye and 38 PTs of bilingual education from Sam Houston State University in Texas, the US. However, the study's scope is limited to the data collected from the Turkish PTs and project facilitators, subtracting PTs from the US. For eight weeks, the PTs completed various tasks aimed at constructing their teacher identities. By the end of the project, semi-structured focus group interviews were conducted with the Turkish PTs and facilitators. During these interviews, PTs were asked detailed questions about their experiences and perceptions of telecollaboration, while facilitators shared their insights on the implementation and overall perception of the project.

The thematic analysis method was used to interpret the data. First, dataset collected from the study were organized, and emerging themes were identified. Then, code labels were assigned to these themes using color coding. Finally, the findings were interpreted and analyzed. As PT interviews revealed, telecollaborative implications strongly impact PTs' positive attitudes toward technology use, high-order thinking skills, ICC skills, and teacher identity formations. In terms of technology use, telecollaboration provided applicants with new web 2.0 platforms to master, which they found beneficial, and they expressed their intention to use those platforms in the future as teachers since they had the opportunity to use them as hands-on practice in the project.

Regarding high-order thinking skills, PTs revealed they had the opportunity to observe language use in its natural setting, improving their metalinguistic awareness. Through tasks in the telecollaboration, they challenged themselves in multiple areas with critical pedagogy. In terms of ICC skills, telecollaboration provided them with authentic interaction in virtual spaces, where they found the opportunity to break their prejudices towards other cultures, improve awareness and tolerance, re-learn their beliefs, and form new relationships. In terms of improving

teacher identity formations, they found the opportunity to use their L2 skills with teachers in other cultures, which revealed that it improved the understanding of the language they are going to teach, which boosted their confidence; moreover, as they discussed issues with the other language teachers, they found relief of their professional anxieties via feeling connected to their peers and their profession itself.

Moreover, interviews with facilitators also showed that they perceive the current study as successful based on the positive feedback from the PTs. Their data revealed that based on their experiences with Telecollaboration and this project for almost a decade, some principles and choices might help increase successful telecollaboration work. First, the facilitator team stated their initial aim was to offer their students an intercultural exchange for those who could not get a chance to have such an exchange physically to improve their ICC as a part of higher education.

The findings highlight the positive impact of telecollaboration on participants' attitudes toward technology use, ICC skills development, and teacher identity formations. Moving forward, it is essential to use, continue exploring, and harnessing the benefits of telecollaboration to enhance language teacher training and foster a more interconnected and culturally aware teaching community. One of the most important implications of the findings for telecollaboration studies was the importance of having a strong facilitator/research team for better applications. Facilitators suggested having a core team (i.e., your researcher friends or someone you know their working style) for better collaboration. They further suggested expanding the circle by underscoring the importance of regular communication in pre- and post-project episodes, with each member having strengths for managing the different aspects of the study.

Later, they highlighted participants' strategic grouping, saying that effective grouping strategies are vital for balanced representation and maintaining participant motivation. Facilitators advised against random grouping unless necessary and suggested ensuring diversity and equal language levels within groups. They mentioned that including at least two individuals from the same environment or country prevents overgeneralization and promotes self-monitoring, such as having facilitators placed in groups in observant positions and the importance of preventing problems from being overlooked.

They stated that choosing topics relevant to current societal issues or aligning with the educational curriculum significantly enhances student engagement. Facilitators found that students were more motivated when the topics resonated with their personal experiences or academic interests. Also, asynchronous tasks were preferable to accommodate the students' time differences and busy schedules.

They also shared their insights on the technology integration part of the telecollaboration. The selection of digital tools is critical to avoid overwhelming students and losing the pedagogical focus. Facilitators recommended tools like Google Drive, Google Classroom, Microsoft Office, Padlet, Canva, Zoom, and Microsoft Teams for their ease of use and effectiveness. They said that, while integrating technology, it is crucial to prioritize tools that are accessible and user-friendly, and they highlighted the fact that more technology by itself does not mean better learning.

Finally, they underlined that learning about the importance of necessary institutional requirements, such as obtaining permissions, is vital to prevent challenges. They suggested creating training videos to help students overcome technical difficulties using technological tools, while centralized data storage can prevent data loss and support future research efforts. The implications derived from this dataset emphasize the importance of strategic planning, effective communication, relevant content, accessible technology, and continuous observation. By addressing these factors, educational institutions can enhance the success and sustainability of telecollaboration initiatives, ultimately enriching the learning experience and fostering global competencies among students.

6.1 Implications for Educational Practices

The findings from this study, conducted with a group of pre-service EFL teachers, have significant implications for educational practices. They suggest that teacher education programs can greatly benefit from integrating case-based scenarios into practicum seminars. This approach not only enhances the practical skills of pre-service teachers but also bridges the gap between theoretical knowledge and classroom application.

The present study aimed at maximizing the pedagogical potential of telecollaborative practices (e.g., supporting technological competence, ICC skills, linguistic abilities, high-order thinking skills, and PTs teacher identity formations)

in higher education and language education by revealing participants' experiences, perceptions, and facilitators insights of telecollaboration studies. Furthermore, this study shed a novel light on the practice of telecollaboration by considering both perspectives of PTs and facilitators.

As the data revealed, both PTs and facilitators showed strong belief in the positive effects of telecollaboration in education. Based on PTs' perspective, telecollaboration positively impacted their teacher identity by lowering their professional anxiety and providing a sense of connection to their profession and peers, making telecollaboration a good application for PTs. They expressed a sophisticated interplay between emotional intelligence and their language skills improving both L2 skills and regulating their anxieties. Moreover, PTs may find an opportunity to understand how to implement such applications in their own classes, as all of them stated they want to, by having hands-on experience with it. The project may provide an opportunity for its participants to challenge the stereotypes, learn from other cultures, and share their own culture, which improves their ICC skills and high-order thinking skills, as they indicated. PTs also expressed their potential to enhance language learners' linguistic skills, which facilitators also support.

Furthermore, PTs' suggested topics and activities for a good telecollaboration project both in the field of EFL and teacher education. Many participants expressed a preference for more synchronous activities, such as Zoom meetings and opportunities to share personal experiences. Some suggested incorporating video tasks and activities that encourage discussion and interaction. They emphasized the importance of collaborative tasks where participants create a product together rather than working individually. Additionally, they proposed various topics for future projects based on their experiences, including refugee issues in schools, bullying, equal opportunity in education, teacher burnout, and gender issues. They stressed the need to address these topics in the context of discrimination based on race, ethnicity, gender, sexual orientation, and language.

Transcultural telecollaboration studies bear an excellent potential for improvement and a good experience. However, implementing a good one requires a good team, strategic grouping of the participants, choosing relevant topics, creating engaging tasks with critical pedagogy, innovative implementation of technology, and active observation from teachers. Based on facilitators, educational

institutions can create enriching and transformative learning experiences by addressing these key areas via telecollaboration. The insights gained from this study provide a valuable framework for educators and administrators to enhance the design and execution of future telecollaboration initiatives, ultimately contributing to developing a more interconnected and culturally aware teaching community.

6.2 Implications for Further Studies

Even though this research provides valuable insight into the perceptions and experiences of PTs and facilitators, further research is necessary to enlighten each aspect of telecollaboration in different contexts. First of all, even if the data might be helpful for teachers and researchers in this field, the findings of this study cannot be generalized due to the chosen sampling method and its nature. Future research exploring similar topics can draw upon several implications derived from the findings of this study. While the current study focused solely on data from Turkish participants, future investigations could incorporate data from both nations of the telecollaboration, enabling a comparative analysis to elucidate the similarities and distinctions across diverse cultural contexts.

Secondly, this research was conducted over a telecollaboration study that focused on teacher identity formations with PTs in a primarily asynchronous way between Türkiye and the US. All these variables are unique features of the project and the research and can be changed in future studies. The topic of this study was a subject in which most of the teacher candidates could find common ground and connect. However, a different topic might create more distinct ideas and a different result. The same goes for the chosen partners. This telecollaboration project was conducted between Türkiye and the US, matching different countries with different age groups, choosing in-service teachers instead of PTs, and even changing different regions in the same countries, which might significantly change the results. Moreover, between these countries, there were eight-hour-long time differences; changing this variable or working with multiple partners might also affect the operation and conduction of the project. In addition to all these, the participants of this study were primarily women, so changing this variable might also provide different results.

Thirdly, the current study employed semi-structured focus group interviews as a data collection method. Even though focus group interviews might be advantageous, they might also have limitations. To prevent such issues, further

research could include quantitative approaches or mixed-method approaches to reveal different dimensions of the context and minimize the margin of error.



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8. APPENDICES

Appendix 1: Participant Information Form

GÖNÜLLÜ KATILIMCI BİLGİLENDİRME FORMU

Bu çalışmada, öğretmen adayların, bir çevrimiçi iş birliği projesi dahilinde, profesyonel kimlik oluşumlarını ve perspektiflerini oluşturan faktörlerin yansıtılması ve ortaya çıkarılması amaçlanmaktadır.

Bu konu ile ilgili aklınıza takılan sorular var ise, daha fazla bilgiye ihtiyaç duyuyorsanız lütfen bize sorun. Araştırmaya gönüllü olarak katılmaktasınız. Buradaki uygulamalar süresince samimiyetiniz araştırmanın geleceği için çok önemlidir. Araştırmaya katılıp, katılmamak için lütfen biraz düşünün ve karar veriniz.

Bu araştırmada gönüllük esas olmakla beraber, uygulama esnasındaki dürüstlüğünüz ve samimiyetiniz çok önemli olduğundan sizleri aramızda görmek ayrıcalık olup, bizler için büyük bir önem taşımaktadır. Yaklaşık 100 kişinin tabi tutulacağı bir uygulamadır.

Araştırmaya katılmak gönüllülük esasına dayanmaktadır. Uygulamanın istediğiniz anında, diğer katılımcıları etkilememden araştırmadan ayrılmak istediğinizi uygulayıcıya herhangi bir neden veya koşul belirtmeden ifade edebilir ve ayrılabilirsiniz. Araştırmada size verilen konular veya uygulamalar dışında herhangi bir rahatsızlık hissettiğinizde araştırmayı bırakmanız da mümkündür. Bu konuda size olumsuz dönecek herhangi bir sorumluluğunuz yoktur.

Bu araştırmaya katılmayı kabul ederseniz, Teksas San Antonio Üniversitesi'nden 50 katılımcı ve Bolu Abant İzzet Baysal Üniversitesi'nden 50 katılımcıyla yürütülmesi planlanan çevrimiçi iş birliği projesine dahil olacaksınız. Proje 8 hafta olarak planlanmıştır. Google Classroom platformu üzerinde oluşturulmuş olan sınıflardan birisine dahil edileceksiniz ve haftalık olarak verilen görevleri bu platform üzerinden paylaşacaksınız. Sizden diğer katılımcıların paylaşımlarını takip etmeniz ve etkileşimde bulunmanız beklenecektir. Proje sonunda, katılımcılarla yarı-yapılandırılmış bir mülakat gerçekleştirilecektir.

Bu arařtırmaya katılmanın size hemen dönecek bir faydası bulunmamakla beraber, arařtırmaya katılmakta arařtırma hakkında sonrasında bilgi almanız ve grup sonuçlarını görmeniz mümkündür. Arařtırma sonunda, arařtırma sonucu ile bilgi talep etmeniz durumunda, elde edilen bilimsel bilgiler paylaşılabilecektir.

Lütfen sorularını arařtırma sonunda arařtırmacıya hiç çekinmeden sorunuz. Ayrıca, arařtırmada, uygulama esnasında sizin dışınızda doğabilecek herhangi bir maddi hasardan, herhangi bir şekilde sorumlu tutulmayacaksınız. Arařtırma süresinde kullanılan bütün materyal, dokümanların masrafları arařtırmacıya ait olup, sizden herhangi bir başlık altında ücret talep edilmeyecektir. Uygulama esnasında paylařtığınız kişisel kimlik bilgileriniz, kod numarası ile alınacak olup, anonim olarak kayıt altına alınacaktır. Arařtırma sonuçları, İstatistiksel Yöntemlerle analiz edip, işlenecek ve bunun sonucunda elde edilen bilgiler rapor edilecektir. Kabul görmesi halinde literatüre kazandırılacaktır.

Arařtırma ile ilgili daha fazla bilgi ve sorun için:

Serdar Şen –

Bu arařtırma Bolu Abant İzzet Baysal Üniversitesi İnsan Arařtırmaları Etik Kurulu tarafından onaylanmıştır. Arařtırmaya katılımınızla ilgili herhangi bir řikâyetiniz varsa Etik Kurul Başkanı Prof. Dr. Hamit COŞKUN

ı bildirebilirsiniz. Her tür řikayetiniz gizlilikle değeriendirilecek, arařtırılacak ve sonuç hakkında tarafınıza bilgi verilecektir.

Arařtırmamıza ayırdığınız zaman ve göstermiş olduğunuz ilgiden dolayı Teşekkürler...

Arařtırmanın koşullarını anladığımı ve arařtırmaya gönüllü olarak katılmayı taahhüt ederim.

İMZA:

TARİH:

Appendix 2: Informed Consent Form
BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ

İNSAN ARAŞTIRMALARI ETİK KURULU

İAEK Karar No:

ONAM FORMU

(Araştırmacı nüshası ve Katılımcı nüshası olmak üzere iki nüsha halinde basılmalı ve imzalı araştırmacı nüshası saklanmalıdır. Gerekli olduğunda İAEK tarafından onam formları istenebilir)

Araştırmanın Adı: “İngilizce Öğretmeni Adaylarının ARCS Modeline Göre Lisans Eğitimi Kapsamında Aldıkları Alan Dersleri, Meslek Bilgisi Dersleri ve Genel Kültür Derslerine Yönelik İlgilerinin Belirlenmesi”

	Evet	Hayır
Bilgilendirme Formunu okudunuz mu?	☐	☐
Araştırma projesi size sözlü olarak da anlatıldı mı?	☐	☐
Size araştırmayla ilgili soru sorma, tartışma fırsatı tanındı mı?	☐	☐
Sorduğunuz tüm sorulara tatmin edici yanıtlar alabildiniz mi?	☐	☐
Araştırma hakkında yeterli bilgi aldınız mı?	☐	☐
Herhangi bir zamanda herhangi bir nedenle ya da neden göstermeksizin araştırmadan çekilme hakkına sahip olduğunuzu anladınız mı?	☐	☐
Araştırma sonuçlarının uygun bir yolla yayınlanacağına katılıyor musunuz?	☐	☐
Yukarıdaki soruların yanıtları size kim tarafından açıklandı? <i>Lütfen ismini yazınız....</i>		

İmza:

Tarih:

Appendix 3: Focus Group Oral Interview Questions in Turkish

GÖRÜŞME SORULARI 1

1. Daha önce çok kültürlü bir çevrimiçi iş birliği projesine katıldınız mı?
2. Bu çevrimiçi iş birliği projesi kapsamında en çok hoşunuza giden ve gitmeyen aktivite ne oldu? Bu aktiviteler hangi özellikleriyle diğerlerinden ayrıldı?
3. Bu proje sürecinde çok kültürlü bir ortamda bulundunuz ve yabancı partnerlerle etkileşim halindeydiniz. Böyle bir ortamda bulunmak size kendinizi nasıl hissettirdi?
4. Bu çevrimiçi iş birliği çalışması kapsamında dil becerilerinizi sıklıkla kullandınız ve kendinizi bu ortamda gözlemle fırsatı buldunuz. Becerileriniz hakkında neler söyleyebilirsiniz?
5. Bu çevrimiçi iş birliği çalışmasının çok kültürlü bir ortamda, öğretmen adaylarıyla gerçekleştiğini göz önünde bulundurarak, öğretmen kimliğiniz süreç boyunca nasıl etkilendi?
6. Bu çevrimiçi iş birliği çalışmasını çok kültürlü bir ortamda gerçekleştiğini göz önünde bulundurarak, yabancı partnerlere karşı olan beklentileriniz ve projede karşılaştıklarınız arasında nasıl bir ilişki vardı? Ne beklediniz ne buldunuz?
7. Bir öğretmen adayı olarak, bu gibi projelerin kültürler arası iletişim becerilerine katkı sağladığını düşünüyor musunuz? Bu konuda sizin tecrübeleriniz nasıldı? Bu bağlamda ileride bu uygulamaları kendi sınıflarınızda kullanmak ister misiniz?
8. Projede yararlandığımız araçlar, başta Google Classroom olmak üzere, diğer bütün platformlar hakkındaki düşüncelerinizi almak isterim. Sizce bu araçlar kullanışlı mıydı? Bu araçları kullanırken hiç zorluk yaşadığınız ya da kaygılandığınız oldu mu?
9. Projede, içinde bulunduğunuz gruptaki katılımcı sayılarını yeterli buldunuz mu? Yine bu bağlamda grup içerisindeki etkileşiminiz sizi tatmin etti mi?
10. Projeye ayırdığınız 8 haftalık süreç ve haftalık görevlere ayırdığınız bir haftalık zaman dilimi sizin için yeterli miydi? Projenin uzunluğunu ve görevler için ayrılan zamanı bir öğretmen adayı olarak nasıl değerlendirirsiniz?

11. Bu çalışmayı siz düzenliyor olsaydınız, bir öğretmen gözüyle, hangi aktiviteleri çıkarmak ya da nasıl aktiviteler eklemek isterdiniz?
12. Bu çalışmada öğretmen kimlikleri üzerine konuştunuz, tartıştınız ve bu bağlamda aktivitelerde yer aldınız. Eğer siz böyle bir çok kültürlü çevrimiçi iş birliği projesi düzenliyor olsaydınız ne tarz konular seçmek isterdiniz?
13. Gelecekte buna benzer çalışmalara tekrardan katılmak ister misiniz?



Appendix 4: Focus Group Oral Interview Questions in Turkish

GÖRÜŞME SORULARI 2

1. Bu projeyi düzenlemekteki hedefiniz neydi?
2. Güvenilir bir araştırma ekibi/partnerlerini nasıl bulur/seçersiniz?
3. Gruplar kurarken, katılımcı sayısı, grup içi çeşitlilik, grup içi etkileşim gibi değişken faktörleri göz önünde bulundurarak, “iyi bir öğrenci grup” nasıl kurulur?
4. Proje konusunu nasıl belirlersiniz? Konu seçimindeki sınırlamalar nelerdir? Proje hedeflerini, çıktıları, proje süresini ve kilometre taşlarını nasıl planlarsınız?
5. Projedeki görevleri, etkinlikleri ve projenin aşamalarını nasıl belirlersiniz?
6. Öğrencilerinize proje konularını, etkinliklerini, görevlerini seçme fırsatı sunuyor musunuz?
7. Projedeki dijital araçları nasıl seçersiniz? Bu bağlamda senkron ve asenkron etkinliklerin oranına nasıl karar veriyorsunuz ve bu tercihleri neye dayandırıyor sunuz?
8. Proje öncesinde, sürecinde ve sonrasında çalışma ekibinizle ne sıklıkla, nasıl ve ne için iletişim kurarsınız?
9. Proje öncesinde, sürecinde ve sonrasında öğrencilerinizle nasıl ne sıklıkla ve ne için iletişim kurarsınız?
10. Çok kültürlü çevrimiçi iş birliği projesindeki rolleriniz nelerdir? Bu bağlamda sorumluluklarınız nelerdir?
11. Öğrencileri bu tür projelere katılmaya nasıl motive edersiniz? Haftalar boyunca projede aktif kalmalarını nasıl sağlarsınız?
12. Proje kapsamında ne tür teknik, kurumsal ve diğer türlü sorunlarla ne sıklıkla karşılaştınız ve bunlarla nasıl başa çıktınız?
13. Projeyi başarılı değerlendiriyor musunuz? Bu değerlendirmeyi nasıl yapıyorsunuz? Başarıyı kimlerle değerlendiriyorsunuz?

Appendix 5: Focus Group Oral Interview Questions in English
INTERVIEW QUESTIONS 1

1. Have you previously participated in a telecollaboration project?
2. In this telecollaboration project, what was your most and least favorite activity? What distinguished these activities from the others?
3. During this project, you were in a multicultural environment and interacted with foreign partners. How did being in such an environment make you feel?
4. Throughout this online collaboration project, you frequently used your language skills and had the opportunity to observe yourself in this setting. What can you say about your skills?
5. Considering that this telecollaboration project took place in a multicultural environment with pre-service teachers, how did the process affect your teacher identity?
6. Considering that this telecollaboration project took place in a multicultural environment, how did your expectations of foreign partners compare with what you experienced in the project? What did you expect, and what did you find?
7. As a pre-service teacher, do you think such projects contribute to intercultural communication skills? What were your experiences in this regard? Would you like to use these practices in your own future classrooms?
8. I would like to hear your thoughts on the tools used in the project, primarily Google Classroom, and other platforms. Do you think these tools were useful? Did you experience any difficulties or concerns while using them?
9. Did you find the number of participants in your groups sufficient? Additionally, were you satisfied with the interaction within your group?
10. Was the 8-week period for the project and the weekly time allocated for tasks sufficient for you? As a pre-service teacher, how would you evaluate the project's length and the time allocated for tasks?
11. If you were organizing this project, which activities would you remove, or what kinds of activities would you add from a teacher's perspective?
12. In this project, you discussed and engaged in activities about teacher identities. If you were organizing a similar telecollaboration project, what kind of topics would you choose?

13. Would you like to participate in similar projects again in the future?



Appendix 6: Focus Group Oral Interview Questions in English

INTERVIEW QUESTIONS 2

1. What was your goal in organizing this project?
2. How do you find/select a reliable research team/partner?
3. When forming groups, considering variable factors such as the number of participants, diversity within the group, and group interaction, how do you create a "good student group"?
4. How do you determine the project topic? What are the limitations in choosing a topic? How do you plan the project goals, outcomes, project duration, and milestones?
5. How do you determine the tasks, activities, and stages of the project?
6. Do you offer your students the opportunity to choose project topics, activities, and tasks?
7. How do you choose the digital tools for the project? In this context, how do you decide on the ratio of synchronous and asynchronous activities, and what are these preferences based on?
8. How often, how, and for what purposes do you communicate with your team before, during, and after the project?
9. How, how often, and for what purposes do you communicate with your students before, during, and after the project?
10. What are your roles in the multicultural online collaboration project? What are your responsibilities in this context?
11. How do you motivate students to participate in such projects? How do you keep them active in the project for weeks?
12. What types of technical, institutional, and other issues did you encounter, how frequently, and how did you handle them?
13. Do you consider the project to be successful? How do you assess this? Who do you evaluate the success with?

Appendix 7: Original Sample from Focus-Group Oral Interviews

00:05:18.700 --> 00:05:20.330

Serdar Şen> Peki arkadaşlar proje esnasında dil kaygısı yaşadığınızı söyleyebilir misiniz o zaman?

00:04:58.750 --> 00:05:17.750

Furkan>Benim için şöyle, genel olarak herhangi bir dil kaygısı yaşamadım ama sadece Zoom toplantısında biraz. Hem toplantının kalitesinden hem de biraz hızlı konuşmalarından dolayı arada bir kaçırdığım şeyler oluyordu, o kadar, ama daha çok hani dinlemeyi üzerinden bana biraz etkisi oldu.

00:05:18.700 --> 00:05:20.330

Serdar Şen>Anladım, tamamdır.

00:05:21.220 --> 00:05:21.850

Serdar Şen>Çiğdem.

00:05:23.290 --> 00:05:40.940

Çiğdem Sude METİN>Ben de dinlerken bir tık hissettim. Bazen çok hızlı konuştuklarında veya yutarak konuştuklarında anlamakta zorlandım ya da konuşurken de yanlış bir şey söylerim tedirginliğin üstümde taşıdım, taşımadım değil. Projede yazarken de bir tık daha onlar doğal kullanıyordu dili. Ben yazmada pek iyi değilim. Onun eksikliğini hissettim açıkçası.

00:05:41.920 --> 00:05:47.360

Serdar Şen>Anladım. Peki olumlu katkıları oldu mu? Bu kaygının yanı sıra olumlu etkilediğini söyleyebilir misin?

00:05:49.000 --> 00:05:54.130

Çiğdem Sude METİN>Açıkçası biraz daha onlarla konuştukça konuşma açısından kendime daha çok güvendiğimi söyleyebilirim.

00:05:55.220 --> 00:05:59.090

Serdar Şen>Tamamdır, teşekkürler. Diğer soruma geçiyorum arkadaşlar.

00:06:00.510 --> 00:06:11.100

Serdar Şen>Bu çevrimiçi iş birliği çalışmasını çok kültürlü bir ortamda gerçekleştiğini göz önünde bulundurarak öğretmen kimliğiniz hakkındaki görüşleriniz bundan etkilendim ve bu süreçte ve şekillendirme.

00:06:15.650 --> 00:06:45.530

Onur MAMAK>Bu proje stajlar başlamadan önce başlamıştı. O zaman yazdığımız metinler şunun üzerineydi: öğretmen kimliğimizle alakalı neşeli,

heyecanlı, mutlu, sevecen gözle baktığımı söylemişim. Hani öğrencilerine düşkün biri gibi. Staj başladıktan sonra, bu proje de bir dönem stajda paralel gitti. Bu proje staj ve paralel gittiği zaman ise bunda birtakım değişiklikler oldu. Haliyle biraz da hani otorite sağlamak açısından özellikle yüksek sınıflarda.

00:06:45.820 --> 00:07:12.260

Onur MAMAK>Hani bazen o sevecen yüzümüzden feragat edip biraz daha ciddi durmamız gerektiği hakkında bir tecrübe edindim. Düşününce aslında çok da ciddi, sinirli bir şekilde kesinlikle değil, hani bazen sınıfta otorite kaybı yaşanma ihtimali olduğu zamanlarda bu tip, sert bir yüz ifadesini bulunma gereği hissettiğimi söyleyebilirim. Bunu hiç hani staj başlamadan önce yazmamıştım, şimdi olsa buna ekleyebilirim.

00:07:13.860 --> 00:07:28.940

Serdar Şen>Anladım, yani proje ile beraber hem de staj sürecinin denk gelmesi ile beraber böyle nelerin değiştiğine dair somut bir gözlemlene fırsatın oldu, harika. Çok güzel, diğerleri?

00:07:25.220 --> 00:07:25.680

Onur MAMAK>Aynen öyle hocam, kesinlikle.

00:07:30.310 --> 00:07:45.370

Furkan>Benim bu projenin başındaki öğretmenini karakterimle çok fazla bir şey değiştirmedim. Zaten okul başlamadan önce hali hazırda projede yazdığım şeyler stajda da geçerliydi.

00:07:46.520 --> 00:07:48.420

Serdar Şen>Anladım, tamamdır.

00:07:49.060 --> 00:07:49.750

Serdar Şen>Çiğdem.

00:07:50.970 --> 00:08:06.550

Çiğdem Sude METİN>Bende çok fazla etkilediğini düşünmüyorum aslında ama onların daha fazla efektif bir şekilde dili kullandıklarını, zamanı kullandıklarını, farklı materyaller kullandıklarını gördükçe neden biz de yapmayalım dedim. Bir tık staj okulumda da bunları denemeye çalışmaya başladığımı söyleyebilirim.

00:08:07.450 --> 00:08:25.280

Serdar Şen>Anladım, tamamdır o zaman. Furkan, Çiğdem, şöyle bir ek soru sormak isterim: Burada nasıl bir etkinlik olsaydı arkadaşlar daha faydalı olurdu da

benim öğretmen kimliğim ile alakalı kendimi daha çok keşfetme imkânım olurdu diye düşünüyorsunuz? Ne eksikti burada sizce?

00:08:28.010 --> 00:08:43.440

Furkan>Biraz uçuk kaçabilir ama hani mesela Amerikalılar kendileri dersi verirken biz onları izlese. Zoom üzerinden yayın açsalar veya biz ders yaparken onlar bizi izlese ve birbirimizin üzerine bir dönüt versek o zaman baya etkili olabilir bence.

00:08:44.340 --> 00:08:45.510

Serdar Şen>Pekala.

00:08:50.160 --> 00:08:50.760

Serdar Şen>Çiğdem?

00:08:53.590 --> 00:09:20.470

Çiğdem Sude METİN>Açıkçası pek bir fikrim yok daha fazla ne yapılabilirdi konusunda ama yani arkadaşımın dediği çok daha faydalı olabilirdi. Belki de kısa bir aktiviteyi nasıl uyguladıklarını videosu eklenebilirdi veya biz ekleyebilirdik. Hani bunun üzerinden etkileşim sağlayabilirdik veya bir konu belirleyip onlar nasıl öğretmeyi tercih ediyor biz nasıl öğretmeyi tercih ediyoruz bunları karşılaştırabilirdik. Belki bu tarz şeyler olabilirdi diye düşünüyorum ekstradan.

00:09:21.600 --> 00:09:25.520

Serdar Şen>Tamamdır arkadaşlar çok teşekkürler. Diğer soruma geçiyorum.

00:09:27.770 --> 00:09:42.720

Serdar Şen>Bu çevrimiçi iş birliği çalışmasını çok kültürlü bir ortamda gerçekleştiğini göz önünde bulundurarak yine yabancı partnerlere karşı olan fikirleriniz proje sürecinde nasıl değişti, değişti mi? Tahmininizle beklentiniz tutarlı oldu mu?

00:09:47.290 --> 00:09:49.380

Onur MAMAK>Açıkça çok da bir şey değişmedi yani.

00:09:58.630 --> 00:10:08.210

Furkan>Benim de çok bir şey değiştiğini söyleyemem. Dediğim gibi önceden zaten çeşitli yabancılarla iletişim halinde olduğum için hani çokta bir beklentim yoktu.

00:10:10.890 --> 00:10:12.920

Serdar Şen>Tamamdır, Çiğdem?

00:10:13.960 --> 00:10:17.940

Çiğdem Sude METİN>Benimde aynı şekilde hani tahmin ettiğim gibi ilerledi süreç.

00:10:19.230 --> 00:10:22.390

Serdar Şen>Tamamdır, diğer soruma geçiyorum öyleyse.

00:10:23.210 --> 00:10:34.450

Serdar Şen>Bir öğretmen adayı olarak bu gibi projelerin kültürlerarası iletişim becerinize katkı sağladığını düşünüyor musunuz? Bu tarz uygulamaları kendi sınıflarınızda kullanır mıydınız, nasıl kullanmak isterdiniz, kullanacaksınız?

00:10:37.100 --> 00:10:59.500

Onur MAMAK>Öncelikle bunun çok faydalı olduğunu düşünüyorum. Çünkü öğrenmeye çalıştığımız, öğretmeye çalıştığımız dili yerine kullanıyoruz ve ustalaşıyoruz bence. Ya onlarla bir iş birliği şeklinde idare ile görüşüp veya üniversitelerle iş birliği içinde olarak bir şekilde bunun aynısını öğrencilerle beraber de yapmak isterdim.

00:11:01.880 --> 00:11:04.910

Onur MAMAK>Tabii ki konusu böyle ustalık gerektirmezdi tabii.

00:11:05.980 --> 00:11:25.970

Onur MAMAK>Hani bir etkileşim olsun yabancılarla aralarında ufak da olsa. Yani olmasını çok isterdim. Bir de onların gözünden, çocuklar ya, daha çok daha etkili olacağını düşünüyorum. Çok da heyecanlı olacağını düşünüyorum. O yüzden kesinlikle kullanmak isterdim. Bunu da böyle bir platformda sağlayabilirim bizim kullandığımız gibi. Çünkü öğrencilerimiz de oraya gitme imkânı yok, onların da buraya gelme imkânı yok ve böyle projeler çok faydalı olurdu. Kesinlikle isterim.

00:11:26.550 --> 00:11:27.310

Onur MAMAK>Böyle düşünüyorum.

00:11:28.310 --> 00:11:31.480

Serdar Şen>Tamam, harika. Teşekkürler, diğerleri?

00:11:33.390 --> 00:11:34.530

Furkan>Soruyu bir daha alabilir miyim?

00:11:35.200 --> 00:11:46.810

Serdar Şen>Tabii. Bir öğretmen adayı olarak bu gibi projelerin kültürlerarası iletişim becerilerinize katkı sağladığını düşünüyor musunuz? Bu tarz uygulamaları kendi sınıflarını da kullanır mıydınız, nasıl kullanırdınız?

00:11:48.500 --> 00:12:17.020

Furkan>Tabii bu bir tarz uygulamalar bence kesinlikle çok katkı sağlıyor. Hatta çok önemli katkılar sağlıyor. Eğitimde yabancı partnerleri konuşurken duymak, onlara maruz kalmak dillerini geliştirecek en yararlı şeylerden biri. Ben sınıflarımda tabii ki de mümkün olursa her zaman değil de yerine göre sık sık bu yöntemi kullanmak isterim. Yani İngilizce öğrenmek isteyen çocukları böyle sosyalleşebilecekleri, dili kullanabilecekleri ortamlara sokmak isterim elimde olduğu kadar.

00:12:17.730 --> 00:12:18.990

Serdar Şen>Tamamdır Furkan, çok sağ ol.

00:12:19.870 --> 00:12:20.480

Serdar Şen>Çiğdem, senin bir yorumun var mı?

00:12:21.970 --> 00:12:36.750

Çiğdem Sude METİN>Ben de çok yararlı buluyorum kesinlikle. Bu tarz projeleri de sınıfımda kullanmak isterdim tabii ki. Gerek böyle sınıflara eşleştirip projeler yapmak, ya da mektup arkadaşları misali e-mail gönderebilirler. Ya bizim de yaptığımız gibi hazırladıkları etkinlikleri ve materyalleri bir duvar gibi bir araya getirebilecekleri bir platform üzerinden birleştirilebilirler.

00:12:37.610 --> 00:12:46.390

Çiğdem Sude METİN>Yine düzenlenecek olan Zoom toplantıları gibi yerlerde öğrencilerle birlikte hem anlık hem de boş vakitlerinde iletişim kurabilecekleri sosyal medya da e-mail gibi platformlarda etkileşim kurmalarını isterdim kendi öğrencilerimin de.

00:12:47.350 --> 00:12:59.460

Serdar Şen>Tamamdır, dönütleriniz gerçekten çok kıymetli arkadaşlar, teşekkürler. Diğer soruma geçiyorum. Bu projeye katılmadan önceki beklentileriniz neydi arkadaşlar? Bu bağlamda projeyi tamamladıktan sonra beklentilerimizin karşılandığını, tatmin olduğunuzu söyleyebilir misiniz?

Appendix 8: Translated Sample from Focus-Group Oral Interviews

00:05:18.700 --> 00:05:20.330

Serdar Şen> Can you tell us if you experienced any language anxiety during the project?

00:04:58.750 --> 00:05:17.750

Furkan> For me, generally, I didn't experience any language anxiety, but only during Zoom meetings a bit. Sometimes, due to the quality of the meeting and the fast-paced conversations, I would miss some things, but that's just it. The project improved me more in terms of listening.

00:05:18.700 --> 00:05:20.330

Serdar Şen> I see, understood.

00:05:21.220 --> 00:05:21.850

Serdar Şen> Çiğdem.

00:05:23.290 --> 00:05:40.940

Çiğdem Sude METİN> I also felt a bit while listening. Sometimes, when they spoke too fast or spoke quickly, I had difficulty understanding, or I would feel anxious about saying something wrong while speaking. I experienced that anxiety, didn't I? When writing for the project, they were a bit more natural with their language. I'm not very good at writing. I felt the lack of that, honestly.

00:05:41.920 --> 00:05:47.360

Serdar Şen> I see. Did it have any positive contributions? Can you say that it positively affected you besides this anxiety?

00:05:49.000 --> 00:05:54.130

Çiğdem Sude METİN> Honestly, as I talked with them a bit more, I can say that I felt more confident in terms of speaking.

00:05:55.220 --> 00:05:59.090

Serdar Şen> Alright, thank you. Let's move on to my next question, dear friends.

00:06:00.510 --> 00:06:11.100

Serdar Şen> Considering that this online collaboration took place in a multicultural environment, how did your views about your teacher identity change, and how did this process shape it?

00:06:15.650 --> 00:06:45.530

Onur MAMAK> This project started before our internships began. The texts we wrote back then were about like this: I said that I looked at my teacher identity with cheerful, excited, happy, affectionate eyes. Like a teacher who is fond of their students. When the internship started, this project also went parallel to the semester of internship. When this project went parallel to the internship, there were some changes with my teacher identity. Naturally, especially in higher grades, there were some changes to establish authority.

00:06:45.820 --> 00:07:12.260

Onur MAMAK> I gained the experience that I needed to be a bit more serious, sacrificing that affectionate demeanor. When I think about it, it's not at all about being serious or angry, but sometimes when there's a possibility of losing authority in the classroom, I felt the need for such a stern facial expression. I hadn't written about this before the internship started in the project, but now I could add it if I were to.

00:07:13.860 --> 00:07:28.940

Serdar Şen> I understand, so with the project running parallel to the internship, you had the opportunity to observe concrete changes in what changed, which is great. Very nice, others?

00:07:25.220 --> 00:07:25.680

Onur MAMAK> Exactly like that, teacher.

00:07:30.310 --> 00:07:45.370

Furkan> This project didn't change much about the character of the teacher at the beginning for me. The things I wrote in the project were already valid during the internship before school started.

00:07:46.520 --> 00:07:48.420

Serdar Şen> I see, understood.

00:07:49.060 --> 00:07:49.750

Serdar Şen> Çiğdem.

00:07:50.970 --> 00:08:06.550

Çiğdem Sude METİN> I don't think it influenced me much, actually, but as I saw them using the language more effectively, managing time, using different materials, I thought, why shouldn't we do the same? I can say that I started trying these a bit more in my internship school.

00:08:07.450 --> 00:08:25.280

Serdar Şen> I see, understood then. Furkan, Çiğdem, I'd like to ask one more question: What kind of activity do you think would have been more useful here for you to explore more about your teacher identity besides this anxiety? What was missing here, do you think?

00:08:28.010 --> 00:08:43.440

Furkan> It might sound a bit extreme, but like, for example, if Americans were in their own lessons, and we watched them. If they opened a live stream via Zoom or they watched us teach and gave each other feedback, then it could be quite effective, I think.

00:08:44.340 --> 00:08:45.510

Serdar Şen> Alright.

00:08:50.160 --> 00:08:50.760

Serdar Şen> Çiğdem?

00:08:53.590 --> 00:09:20.470

Çiğdem Sude METİN> Honestly, I don't have much of an idea about what more could have been done. But, as my friend said, that could have been much more beneficial. Maybe a short video they took could have been added showing how they implement an activity, or we could have added it. We could have talked over it or compared how they prefer to teach a topic versus how we prefer to teach it. Maybe such things could have been beneficial in activity-wise.

00:09:21.600 --> 00:09:25.520

Serdar Şen> Alright, thank you very much, then. Let's move on to my next question.

00:09:27.770 --> 00:09:42.720

Serdar Şen> Considering that this online collaboration took place in a multicultural environment, how did your views towards foreign partners change during the project process, or did they change at all? Were your expectations consistent with your predictions?

00:09:47.290 --> 00:09:49.380

Onur MAMAK> Frankly, not much changed, I'd say.

00:09:58.630 --> 00:10:08.210

Furkan> I can't say much changed for me either. As I said, since I was already in communication with various foreigners, I didn't have many expectations.

00:10:10.890 --> 00:10:12.920

Serdar Şen> Alright, Çiğdem?

00:10:13.960 --> 00:10:17.940

Çiğdem Sude METİN> It didn't change much for me either, as I expected it to.

00:10:19.230 --> 00:10:22.390

Serdar Şen> Alright, let's move on to my other question then.

00:10:23.210 --> 00:10:34.450

Serdar Şen> As a prospective teacher, do you think projects like this contribute to your intercultural communication skills? Would you use such practices in your own classrooms, how would you like to use them, or how do you plan to use them?

00:10:37.100 --> 00:10:59.500

Onur MAMAK> Firstly, I think this is very beneficial. Because we use the language we are trying to learn and teach, and we master it, I think. I would definitely like to do something similar in collaboration with authorities or universities, or somehow with students.

00:11:01.880 --> 00:11:04.910

Onur MAMAK> Of course, the projects topic would not necessarily require such mastery.

00:11:05.980 --> 00:11:25.970

Onur MAMAK> I think there should be some interaction, even if it's limited, and it should be with foreigners. I think it would be much more effective from their perspective, as they are younger, I believe. I think it would be very exciting. So, I would definitely like to use it. I can provide it on such a platform like the one we used. Because our students can't go to their country, and they can't come here either, and such projects would be very useful. I definitely would want that.

00:11:26.550 --> 00:11:27.310

Onur MAMAK> That's what I think.

00:11:28.310 --> 00:11:31.480

Serdar Şen> Okay, great. Thanks, others?

00:11:33.390 --> 00:11:34.530

Furkan> Can I have the question again?

00:11:35.200 --> 00:11:46.810

Serdar Şen> Sure. As a prospective teacher, do you think projects like this contribute to your intercultural communication skills? Would you use such practices in your own classrooms, how would you like to use them?

00:11:48.500 --> 00:12:17.020

Furkan> Of course, I think such practices definitely contribute a lot. In fact, they provide very important contributions. Hearing and being exposed to foreign partners while speaking in education is one of the most beneficial things for improving their language. If possible, I would always use this method in my classes, not always, but sometimes, depending on the situation.

00:12:17.730 --> 00:12:18.990

Serdar Şen> Alright, Furkan, thank you very much.

00:12:19.870 --> 00:12:20.480

Serdar Şen> Çiğdem, do you have a comment?

00:12:21.970 --> 00:12:36.750

Çiğdem Sude METİN> I also find it very beneficial, definitely. I would like to use such projects in my class as well. For example, by pairing up classes and doing projects together, or like pen pals, they could send emails. Or, just like we did, compiling activities and materials they prepared onto a platform like a wall.

00:12:37.610 --> 00:12:46.390

Çiğdem Sude METİN> Again, in platforms like Zoom meetings, where students can interact both in real-time and in their free time, they could communicate through social media or email platforms. I would want my students to do that too.

00:12:47.350 --> 00:12:59.460

Serdar Şen> Alright, your feedback is truly valuable, thank you very much, friends. Let's move on to my next question.